U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

STATEWIDE LONGITUDINAL DATA SYSTEMS
CFDA # 84.372A
PR/Award # R372A090048
Grants.gov Tracking#: GRANT10076294

OMB No. 1890-0004, Expiration Date:
Closing Date: SEP 25, 2008

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OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 09/25/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State: 09/15/2008

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Oregon Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): 93-1070707

* c. Organizational DUNS: 809790264

d. Address:

* Street1: 255 Capitol Street, NE
Street2:
* City: Salem
County:
* State: OR: Oregon
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 97310

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:
* First Name: Doug
Middle Name:
* Last Name: Kosty
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: 503-947-5825
Fax Number:

* Email: doug.kosty@state.or.us

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.372

CFDA Title:

Statewide Data Systems

*** 12. Funding Opportunity Number:**

ED-GRANTS-062608-001

* Title:

Statewide Longitudinal Data Systems Grant Program CFDA 84.372

13. Competition Identification Number:

84-372A2009-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

OR P20 Data Warehouse

Attach supporting documents as specified in agency instructions.

Add Attachments Delete Attachments View Attachments

Close Form | Previous | Next | Print Page | About

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:

* a. Applicant: CR-ALL
* b. Program/Project: CR-ALL

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 03/02/2009
* b. End Date: 09/30/2012

18. Estimated Funding ($):

* a. Federal	3,696,615.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	3,696,615.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on ____.

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☒ No Explanation

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:
* First Name: Doug
Middle Name:
* Last Name: Kosty
Suffix:

* Title: Assistant Superintendent

* Telephone Number: 503-947-5825
Fax Number:

* Email: doug.kosty@state.or.us

* Signature of Authorized Representative: Douglas Kosty
* Date Signed: 09/25/2008

Authorized for Local Reproduction

Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Oregon Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 558,000	$ 526,000	$ 526,000	$ 0	$ 0	$ 1,610,000
2. Fringe Benefits	$ 139,500	$ 131,500	$ 131,500	$ 0	$ 0	$ 402,500
3. Travel	$ 10,000	$ 5,000	$ 5,000	$ 0	$ 0	$ 20,000
4. Equipment	$ 120,000	$ 50,000	$ 25,000	$ 0	$ 0	$ 195,000
5. Supplies	$ 5,000	$ 5,000	$ 5,000	$ 0	$ 0	$ 15,000
6. Contractual	$ 109,000	$ 429,000	$ 379,000	$ 0	$ 0	$ 917,000
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 941,500	$ 1,146,500	$ 1,071,500	$ 0	$ 0	$ 3,159,500
10. Indirect Costs*	$ 160,055	$ 194,905	$ 182,155	$ 0	$ 0	$ 537,115
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 1,101,555	$ 1,341,405	$ 1,253,655	$ 0	$ 0	$ 3,696,615

***Indirect Cost Information** ***(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2009 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[ ] Is included in your approved Indirect Cost Rate Agreement? or, [X] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1890-0004 Expiration Date: 06/30/2005
Name of Institution/Organization: Oregon Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

OMB Approval No.: 4040-0007
Expiration Date: 04/30/2008

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Douglas Kosty	Assistant Superintendent
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Oregon Department of Education	09/25/2008

Standard Form 424B (Rev. 7-97) Back

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Oregon Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: | * First Name: Doug | Middle Name:

* Last Name: Kosty | Suffix:

* Title: Assistant Superintendent

* SIGNATURE: Douglas Kosty | * DATE: 09/25/2008

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Doug		Kosty	

Address:

* Street1: 255 Capitol Street, NE
Street2:
* City: Salem
County:
* State: OR: Oregon
* Zip Code: 97310
* Country: USA: UNITED STATES

* Phone Number (give area code): 503-947-5825
Fax Number (give area code): 503-378-5156

Email Address: doug.kosty@state.or.us

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment Delete Attachment View Attachment

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **1234-SLDSAbstract.pdf**

Abstract: Integration of Longitudinal Data Systems for Research and Practice ILDS-RP

This proposal focuses on enhancing the statewide longitudinal data system that has been developed over the last decade in Oregon. The state has successfully used legislative funding and federal awards to develop a centralized and standardized system for organizing and storing student records and transcripts in statewide data warehouses. At the individual level, educators now have a unique staff identifier that allows them access to a secure system for focusing on school improvement. At the institutional level, common file formats now allow integration of records from K-12, community colleges, and the Oregon University System (OUS).

The data structures and integration protocols are in place, but to be most effective in using student performance and progress data to drive educational decisions, the data system needs three enhancements. First and foremost, *classroom data need to be added* as a critical ingredient to complement the data elements currently present. While demographic data are important as blocking factors for analyzing and reporting data, they are not changeable and therefore limited as targets for instructional design. Although statewide test data are present, performance is distal to daily classroom events and progress is eventual in showing change. Second, better *empirical analyses need to be conducted* to create first-order change that can lead to more localized, second-order change. Recent advancements in statistical analyses that take into account the nested nature of performance using hierarchical and growth models can now be used to better understand the complex nuances of student performance and progress. Third, *teachers need to be better prepared* to not only mine the data, but also use it in finding systematic patterns that have curriculum and instructional implications. This training is best done at the beginning of teachers' careers so that teaching and learning can become integrated in a holistic approach. Given the explosion in creation, transfer, storage, and reporting of information with advancements in computing technologies, teachers need to learn how to place learning first so that teaching can be appropriately developed and delivered.

Over the next three years, we propose to enhance the data integration system in the statewide data warehouses by incorporating classroom performance and progress measures; building large-scale data sets for policy analysis and development; and creating pre-service teaching materials that use classroom performance and progress measures. We will use an extant curriculum-based measurement (CBM) system that has been developed at the University of Oregon. This system is operational and currently used by teachers in all 50 states, with districts having the option of both benchmarking testing (as predictors of performance on the statewide test) and progress monitoring (as students are identified at risk of failure and require more formative evaluation).

In this project, we will adapt the easyCBM data warehouse system to allow districts to control exchange of student demographic information and state scores into their local district's easyCBM site. Once these data have been integrated into local (district) data warehouses, the Oregon Department of Education (ODE) can integrate them across regions and begin the process of file creation for large-scale data mining by policy analysts. Using secure access control points and systematic file structures, university researchers can work with ODE to conduct specific studies of longitudinal data sets to better understand district and state policy initiatives. Finally, using previous work conducted at the University of Oregon, a series of web-based teacher training modules will be developed for incorporation into pre-service programs within the seven-school Oregon University System (OUS).

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **1244-Project Narrative.pdf**

STATEWIDE LONGITUDINAL DATA SYSTEMS GRANT CFDA 84.372A

The main focus of this project is to deepen the existing K-12 longitudinal data system with three critical enhancements: to include data that are not currently collected; to develop better empirical analyses; and to provide training for teachers at the beginning of their careers. These enhancements are designed to enrich the current system being developed in Oregon without supplanting any current features or funding.

Project Narrative

A. Need for Project

Oregon has been developing and refining processes for standardizing the collection and storage of school-based data since 1997. Currently, the state is implementing the *Pre-Kindergarten thru Grade 16 Integrated Data System (KIDS) project*, a system for centralizing and standardizing student records and transcripts. This, in turn, has resulted in a *Consolidated Collections database*, which stores student-level data on test activities, demographic information, and school attendance details. The outcome is for all 198 school districts to be integrated into a statewide data warehouse.

In the last two years, Oregon implemented a new *unique staff identifier (USID) system*. The USID allows for efficient vertical and horizontal data tracking of every school and school district employee in the state. This effort provides districts with the technology to implement staff accountability and school improvement initiatives.

In Oregon, the *Integrated Data Transfer System (IDTS)* enables three institutional levels to integrate their data systems: K-12, community colleges, and the Oregon University System. This system creates a standardized, common file format (a universal transcript) to electronically transfer high school transcripts, state and national assessment data, and evidence of student proficiency, from Oregon high schools to the Oregon University System and community college campuses.

Finally, Oregon has initiated the *Assessment Literacy* program, to train educational professionals in using the data from student assessments to improve student learning. To support this effort, the focus includes creating more dynamic, user-friendly data tools for collection, validation, analysis, and reporting of all data.

This proposal leverages the work of these initiatives and provides a sequel to the most recent effort, *the Oregon DATA (Direct Access to Achievement) Project*. The DATA Project has enhanced the entire system's ability to use data to inform instructional decision-making. In this project, regional data warehouses containing highly aggregated local and state-level data have been established so that teachers can effectively engage in ad-hoc query and analysis of instructionally relevant student-level data from nearly anywhere in the state. A keystone of the project is its comprehensive training to educators at all levels on accessing, collecting and effectively using data to drive classroom instruction.

The good things happening in Oregon make this an optimum time to request funds for this proposal. Districts can now access statewide test scores in a timely fashion, due to a new vendor who can supply real-time data, and have received training for better understanding of how to use the data for making educational decisions.

However, statewide data systems need to be enhanced to ensure validity in decision-making about student learning over time. Advancements in statistical analyses that take into account the nested nature of performance using hierarchical and growth models can now be used to better understand the complex nuances of student performance and progress.

Recent conceptions of validity are argument-based, in which both procedural and statistical evidence are collected to support a claim and any ancillary warrants. Strong arguments require *multiple sources of evidence* that are confirmatory of the claim and disconfirmatory of counter claims. It is not sufficient to simply show change on a measure (e.g., statewide test) to claim that schools are effective; rather, corollary data also need to be gathered that provide evidence supporting the claim of change is equal to a positive impact. This information can come from other relevant measures as well as system information collected from participants. For example, when state test scores improve and the following corollary data are present, the argument becomes quite convincing: Local school data show improvements on related measures AND students from disaggregated groups improve AND the numbers of students being served in various tiers of instruction show relevant movement (up and down, as needed) AND teachers show assessment literacy as well as use data to make educational decisions.

A truly comprehensive system for using statewide longitudinal data needs to be coordinated with credible measures that are independent but related to each other. As criterion measures, state tests are the ultimate measure of success, particularly when they are associated with grade level standards and reflect adequate yearly progress (AYP). However, they need to be associated with independent but related measures useful in predicting test performance. We propose adding independent curriculum-based measures (CBM) predictive of performance on state large-scale assessment to the state data system currently under construction. As a result, all schools across the state will have access to the full array of data that include state, district, school, and classroom-level measures. **The addition of screening and progress monitoring measures to the existing state tests will enhance the utility and reach of the data collected in our longitudinal data system.**

1. Screening and progress-monitoring CBM measures are more proximal to classroom teaching and learning than state tests. As part of predicting performance on state tests, the measures need to be available when students begin school in kindergarten (addressing phonemic awareness in reading or numeracy in mathematics) rather than being delayed until grade 3. Furthermore, they need to tap access skills that are important to performance on state tests (e.g. reading fluency).

2. Students at risk of failure on statewide tests can be identified early in the school year with the use of CBM screening measures. The progress these students make as a result of targeted instruction can then be monitored over time to facilitate instructional evaluation. As screeners, the measures also can serve an important participation function in large-scale testing programs (e.g. use of accommodations and type of alternate assessment to use judged against modified or alternate achievement standards). As progress measures, they can be used to evaluate instructional outcomes.

Behavioral Research and Teaching at the University of Oregon, one of three such centers in the United States, has recently completed development and beta-testing of easyCBM, a district-level system for both benchmarking and progress monitoring that uses standardized CBM measures,

which are scaled using item response theory (IRT). These measures can be used independently but can be related to the state test so they provide essential validity evidence to help guide decision-making. These measures are proximal to the classroom, capable of use when students begin formal schooling in kindergarten (and continue through grade 8) and are useful in implementing response-to-intervention systems. They are integrated within district data warehouses and are capable of being disaggregated and analyzed at any level (student, group, classroom, grade level, building, and district) with any demographic variable. As part of a district longitudinal data system, teachers and administrators can use data from these measures to allocate resources (screen students and determine participation in statewide testing program). The measures also reflect individual longitudinal growth on skills relevant for the student's level of performance (e.g. intercept on the benchmarking measures).

B. Objectives for Proposed System

In this grant application, we focus on enhancing the state's longitudinal data system by including system-related CBM measures implemented within K-12 classrooms. We also include two other important functions: (a) facilitate analyses and research to improve student academic achievement and close achievement gaps; and (b) incorporate training so administrators and teachers can better understand student performance data to close achievement gaps. These functions become an important part of the validity argument for using both statewide tests and local standardized measures.

Integrated data in data warehouses. From a technical perspective, consolidation of data repositories is a key factor for seamless and timely integration. The Oregon University System, specifically Oregon State University, has the physical capacity, security, and resources to facilitate the hardware, software, and staffing needed to host the consolidated system. As an authorized FERPA entity, the OSU data center is the logical, secure, and cost-effective means to begin integration with higher education.

We propose integrating two existing systems: a CBM benchmarking and progress monitoring system in reading and mathematics for students in grade K-8, and the state data warehouse system that currently is being completed. This integration will result in a longitudinal system rich with local and state data. The CBM system gives administrators and teachers the capacity to assess students with the benchmarking measures when they begin school in the fall so that they can group them and allocate resources (e.g., refer for special services). They can then begin to progress-monitor students who are deemed at risk of failure to learn. The state large-scale assessment serves as the outcome variable to determine the ultimate effectiveness of the interventions and instructional programs selected for use. As noted in the design section, the benchmarking and progress monitoring system is under the control of the district and allows personnel to import and export measures and data (rosters and outcomes) so it can then become integrated into district data warehouses. We propose to extend this data integration to the state longitudinal data system for a seamless record of student performance over time.

Policy analysis. Past large-scale data analyses have been critical in influencing and revising public policy. For example, the Special Education Elementary Longitudinal Study (SEELS) was designed to monitor the academic progress and social development of students with disabilities, tracking a nationally representative sample from elementary to high school (Blackorby, Knokey, Wagner, Levine, Schiller and Sumi, 2007). This database allowed researchers from across the

country to better understand the correlates for many outcomes for students with disabilities and produce a series of reports that offered empirical support for modifying and enriching the curriculum and supports provided to students with disabilities. Another example is the National Center for Education Statistics' recently completed data collection for a longitudinal study that tracks children from birth to Kindergarten and from Kindergarten to Grade 8. The Early Childhood Longitudinal Study (ECLS) is the first study of this magnitude to follow a cohort from grades K-8, collecting data on school performance, status and transitions, and the interaction of school, family, and community (U.S. Department of Education, National Center for Education Statistics. *Overview of ECLS*. retrieved September 11, 2008, from NCES website: http://nces.ed.gov/ECLS/). In the same way that the Coleman Report provided insight on the impact of socioeconomic factors on education, these two large-scale databases allow policy to be driven by outcomes rather than tradition.

We plan to mine the data at the systems level to provide educators with an empirical basis for change by analyzing longitudinal data. By careful analysis of data and use of sophisticated analytic techniques such as hierarchical linear modeling (HLM), structural equation modeling (SEM), and mixed models for understanding student outcomes, it is possible to direct policy in a manner that is both empirical and incremental. With an integrated data system, in which individual student records are kept in a relational database that stores longitudinal achievement data from the state test and local standardized measures, researchers can focus on the nested nature of achievement at its nexus not only the appropriate level of associated aggregation, but also with the measures appropriate to show growth.

Changing performance and progress. Curriculum-based measurement (CBM) has been researched over the past 30 years to provide both formative and summative assessment information on student learning in the classroom. CBMs are aligned to long-term goals within academic content areas, but because these goals are broken into sub-skills, CBMs are sensitive to the short-term effects of instruction. CBMs can be used to assess a student's present level of mastery, through comparison with grade-level data. For example, a teacher may administer a survey-level reading assessment, in which a student's reading skills are tested on passages of varying difficulty. The teacher can use these data to pinpoint the levels at which the student's performance falls into the ranges of mastery, ability to be instructed, and frustration. The student benefits most from instruction at the highest difficulty level at which his/her reading skills are determined to be at the instructional level. Following the survey-level assessment, the teacher can administer reading CBMs throughout the school year and graph student progress. This progress-monitoring data is then used to measure progress and the effectiveness of instruction. This use of CBMs represents formative assessment. Thus, CBMs can be used to obtain information about mastery of a content area and to guide instruction (Hintze, Christ and Methe, 2006).

We plan to provide curriculum modules to train administrators and teachers on how to use longitudinal data, both across time within the school year on CBM measures and also across years with state tests. Having credible measures is not enough for an effective system that leads to valid decision-making. Administrators and teachers need to be considered, as well as the outcomes from student performance and progress. Correlated information on patterns of training and use need to be affixed to records of achievement in understanding more "causal" connections of achievement. By building both a training system and a reporting system associated with

institutions of higher education throughout the state of Oregon, it is possible to begin associating growth with other important factors.

Purpose. We propose three purposes to the current foundation for creating and using statewide longitudinal data systems in Oregon.

1. Integrate the infrastructure already extant in the Oregon Department of Education that supports the statewide assessment data with the University of Oregon's formative evaluation system easyCBM, using local standardized curriculum-based measurement.
2. Support a large-scale database mining system for researchers across the country to conduct empirical investigations on either or both of the longitudinal data sets: (a) the distal measures using annual statewide tests; and (b) proximal curriculum-based measures using measures collected monthly or more often.
3. Develop a web-based curriculum for the professional development of teachers-in-training who are attending one of the seven state institutions of higher education; these modules address assessment literacy as well as data-driven decision-making and are designed to be incorporated into courses offered as part of each institution's teacher-training program.

Products and Outcomes

Associated with each of these three purposes, we propose to develop specific products by the end of the three-year grant period.

1. A secure data warehouse accessible to every school district in the state of Oregon that contains both the benchmark performance scores in reading and mathematics from the easyCBM system, as well as district state test scores. Progress monitoring also will be available for students failing to learn. An important product of this data warehouse system will be a directory and file specification document that will be posted online so district personnel can learn how to access and utilize the system. This combination of proximal and distal data will provide teachers and administrators with a system for making data-driven decisions.

2. An integrated data warehouse managed by the Oregon Department of Education with test scores and benchmark performances from districts across the state. Researchers throughout the country will be able to apply for access to this system, which will have individual records stripped of any information by which students can be identified. An important product from this integrated data warehouse will be a library that references the fields and findings into an outcome-based center on data-driven decision-making hosted by the University of Oregon.

3. A web-based curriculum accessible to every institution of higher education in Oregon for use in administrator licensure and teacher certification programs. This web-based curriculum will include a system for initial interactive training with locally available personnel and can then be used as a supplement. The specific topics to be addressed in these modules include the following: (a) Formative Evaluation (easyCBM), (b) Statewide Test Interpretation, (c) Participation of Students with Disabilities and ELLs, (d) Evaluation Statistics and Growth Models, (e) Large-Scale Data Base Analytics, (f) e-Learning and Differentiated Instruction, and (g) Instrumentation Development and Analysis. Each module will have elements for use by all three audiences: an introduction to classroom issues for teachers; systemic applications for administrators; and advanced analyses for researchers.

As described in the next section, these three purposes and products are uniquely associated with the needs in Oregon. Although the state has initiated the basic process for integrating data systems across the state, the longitudinal nature of the data begs the question of change and causation. Yes, students' records are capable of now being securely held in data warehouses in pilot regions, but the system needs to be expanded so it is universal throughout the state. This system also needs to be changed to allow standardized curriculum-based measures to be integrated into the data warehouses. Yes, student performance is now available for integration with various demographics and district information, but the worth of all this information is for naught without high-level longitudinal analyses. Researchers need to be given access to the information so sound policy decisions can be suggested, taking note of the nested nature of the outcomes and the associations of the variables. And finally, yes, teachers can now access these data from the state test scores, but this access is more technological than pedagogical. Administrators and teachers need to be taught how to use student performance and progress data to change programs at all levels: from the manner in which skills are introduced, sequenced, and remediated to grouping and scheduling students, teachers, and grade levels.

In this next section, we focus on the needs in Oregon and how this proposal would make a significant contribution to satisfying those needs.

C. Project Design

In this section, we present the manner in which we address three major requirements of the grant application: (a) governance and policy, (b) institutional support, and (c) technical requirements.

Governance and Policy Requirements

Need and Uses

In addition to providing information that helps to improve student learning and reduce achievement gaps among students, a successful data system should address three key educational policy questions. The first question focuses on longitudinal data of proficiency within statewide data systems; the second question addresses changes in both teaching and learning to systemically reform statewide outcomes; the third question considers the need for better trained administrators and teachers as the critical lever for sustainably accomplishing both proficiency and changes in teaching and learning.

Key Educational Policy Questions

Policy question one: How to gain the final ground on proficiency of state standards? With the No Child Left Behind (2001) legislation, districts have been required to achieve proficiency standards by 2014, with improvement to be made each year. However, this change often is not incremental. For example, in the most recent year of testing, the results reflect a leveling-off from gains in previous years (Oregon Department of Education, 2008).

2007-08 Reading and Literature Test Results

Grade	Nearly Meets, Low or Very Low	Meets or Exceeds
Grade 3	16.1%	83.9%
Grade 4	17.2%	82.8%
Grade 5	24.6%	75.4%

Grade 6	26.7%	73.3%
Grade 7	26.2%	73.8%
Grade 8	34.7%	65.3%

2007-08 Mathematics Test Results

Grade	Nearly Meets, Low or Very Low	Meets or Exceeds
Grade 3	22.9%	77.1%
Grade 4	23.2%	76.8%
Grade 5	23.3%	76.7%
Grade 6	29.7%	70.3%
Grade 7	25.8%	74.2%
Grade 8	31.3%	68.7%

Furthermore, though the current levels of performance show three in four students reaching proficiency, they mask two problems: (a) the success for students in various (dis)aggregated groups and (b) the inordinate amount of effort needed to get the lowest performers (the bottom 25%) over the proficiency bar. Our proposal can help document this critical measure of success and address both questions: (a) are students from various disaggregated groups improving equally and (b) what are the trajectories of improvement that encompass initial change with final outcomes?

Policy question two: How to document changes in teaching and learning over time?
Increasingly, districts and states are adopting different systems for showing longitudinal change with the unit of analysis focusing both on the teacher (teaching) and the student (learning). For example, various "response-to-intervention" (RTI) models are being implemented systemically within state and local educational agencies. This perspective includes the explicit identification of instructional practices (teaching) that is needed for students to respond (learn). For example, Martson and colleagues at Minneapolis Public Schools have been using a problem-solving model (PSM) to identify students in need of additional instructional supports and monitor the progress they are making since the late 1990s. This approach pre-dates the more recent RTI movement but includes the same components: early identification through universal screening, differentiated instructional grouping based on need, and ongoing progress monitoring to evaluate effectiveness of the interventions. In a series of articles published in peer-reviewed journals (see, for example, Marston, Pickart, Reschly, Heistad, Muyskens and Tindal, 2007; Lau, Sieler, Muyskens, Canter, VanKeuren and Marston, 2006; and Marston, 2005), Marston and colleagues present their findings of improved student learning as measured by general outcome measures (e.g., CBMs), as well as improvement on state large-scale assessments.

Yet, no longitudinal data are available on how teachers are organizing their interventions (e.g. grouping students into various tiered instructional programs). Without a screening system for benchmarking or progress monitoring system for rearranging the intervention effort, it is not possible to be certain who needs more support and how effective that support is. Districts have no idea how many students are in various tiers of instructional intervention (from tier one, which is universal, to tier two, which requires strategic instruction, to tier three, which requires intensive and specialized interventions). What is the present level of service delivery for students

and how are students moving through various instructional tiers (core, strategic, and intensive) over time?

Policy question three: How can educators be prepared to use longitudinal data for improving practice? Teachers and administrators need to make decisions based on these measures, requiring attention to the manner in which achievement outcomes are displayed and interpreted. Understanding effective graphic communication systems helps establish a common language, and having a common reference establishes appropriate interpretations. We focus on three references in particular: (a) normative, in which outcomes are used to screen and make decisions about special supports needed; (b) criterion, in which specific skills are evaluated in a diagnostic analysis; and (c) individual, in which change over time for each student is monitored. All three references are considered formative in providing teachers and administrators outcomes in time to act on the data and make changes in programs. We also believe other information is needed to appropriately interpret results: Demographic data of students, achievement information on state tests, instructional processes information about the curriculum, and perceptions that reflect individual views, values, and beliefs (Education Commission of the States, 2002). These data sources provide information on the nature and success of schools and districts. Yet, too few districts have support staff qualified to determine what data should be collected and what analyses to use to assist in decision-making. What is missing, then, is an understanding of data analysis and how to use it in specific educational contexts in order to improve teaching and learning (Creighton, 2001). To make the bridge between data analysis and its use, it is important to increase the leaders' ability to understand and interpret, as well as guide teachers in their use of data. Leaders who understand which practices in the school and classroom have the most effect on student achievement are most likely to put the focus of change on the practices that lead to positive student achievement.

Yet, administrators and teachers often have little understanding of assessment principles when they leave their training program. While educators-in-training are typically required to take multiple courses on pedagogy (both in class and in field-based practica), at best they take one course on assessment. As a result, educators often have little skill with interpreting student performance and progress measures. This problem leads us to ask the policy question: How to improve administrators' and teachers' understanding and use of longitudinal data to **change** programs and instruction over time?

A state longitudinal data system should allow us to address these three policy questions about proficiency, practice, and capacity. This project provides the perfect sequel to our current work and allows the Department of Education to sufficiently reform education. With a data warehouse system that incorporates both statewide and local curriculum-based measures (CBMs), a policy analysis system for mining the data on change in both teaching and learning, and a training component embedded in institutions of higher education across the state, all components of reform are addressed.

Governance

Three aspects of governance need to be addressed in this application, each focused on the critical components of this project that address data integration, policy analysis, and administrator/teacher training.

Data integration. This project will be directed by the Oregon Department of Education, with program management provided through the Education Enterprise Steering Committee (EESC), specifically the Data Quality Work Group (DQWG), a multi-stakeholder group that has been working to improve Oregon education systems for three years. The groups' ties to all governing sectors brings statewide support for this initiative from the governor, state Legislature, and regional and local leadership, ensuring sustainability from both a financial and an alternative resources perspective.

The EESC already has a communication mechanism in place, the K-12 partnership website (*www.oregoneesc.org*) as well as *www.oregondataproject.org*. These sites were launched eight months ago and have become the hub for information sharing and discussion at the ESD and district levels. Interested parties can register quickly and easily, and use a two-step process to have content updates sent directly to their e-mail so they don't have to travel to the site every day. More than 900 education professionals in Oregon are already registered and receiving weekly updates. These online communication resources will remain the hub for information on this project.

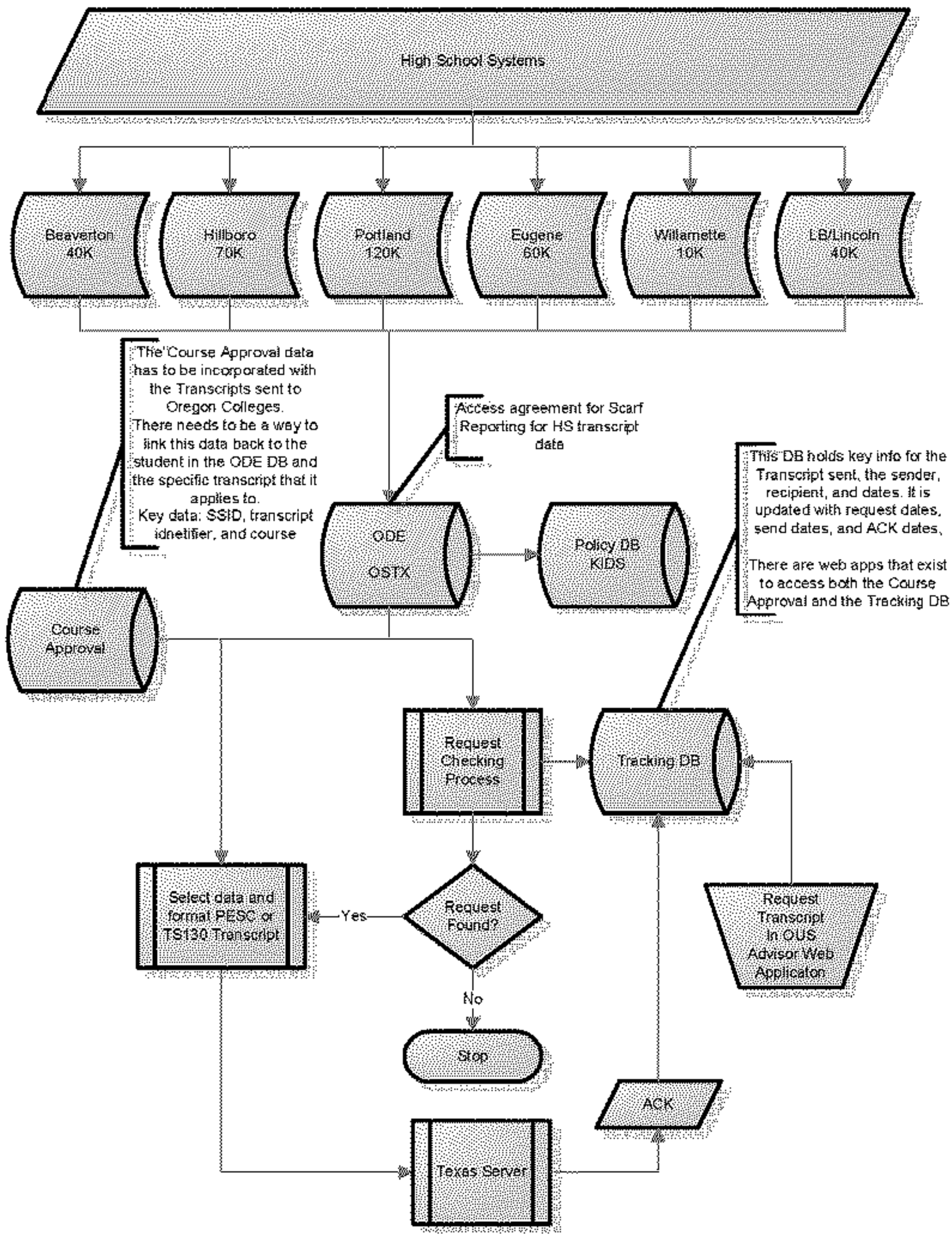
Once the project is launched, the site will be expanded to provide more interactive features specific to the project, and its existence promoted during the training stage. The goal will be to counteract the tendency for local school districts to operate in silos on data systems and thus avoid having them create their own system without reference to other districts. Cooperative data structures will facilitate not only the conversations among educators within districts over time but also across districts at the same time. Through this project, districts throughout the state will have access to a repository of achievement information in regional data warehouses and/or the Oregon Department of Education's warehouse with appropriate levels of security.

We have developed a data collection system that feeds data warehouses and can be successfully incorporated into them with the following features for local educational agencies that allow them to: (a) be responsible for the operation of their own statewide data system; (b) share a common understanding of data ownership; (c) structure their own data management procedures; (d) maintain data confidentiality and access; and (f) resolve differences among partner districts.

Policy analysis. This project streamlines and enhances agency data analyses to help meet the mandates of and improve the quality and timeliness of data available to Oregon's public schools and citizens. The proposal will allow ODE to create more dynamic, user-friendly data tools for collection, validation, analysis and reporting of all data. In addition, the SSID used in Oregon is the key to a distributed model for the development of a longitudinal data system that allows maximum possibility for both data linkage and flexibility to adhere to future FERPA requirements.

The Integrated Data Transfer System (IDTS) project which is funded and directed by the Oregon University System (OUS) includes plans for accessing K-20 data with a statewide review panel of cross-sector, high-level policymakers who would review data use requests. Approval would mean that the requesting agency or individual would be provided with a linked package of requested data that would otherwise still be in sector silos, but would be organized and connected for the approved use. This project converts the record from the standardized KIDS file format to the nationally recognized PESC file format and will ultimately allow for seamless transfer of records not just within Oregon public institutions, but nationally through the commonly used UT

Austin Internet Server or any other electronic transcript exchange service that adheres to the PESC XML standard. The following graphic further describes the IDTS system.



Administrator and teacher training. In order for a longitudinal data system to be truly effective as a tool for instructional decision-making, school staff must be fully trained and proficient in its use. Users must have a thorough understanding of the principles and concepts of data driven decision-making (DDDM) and be able to use query and analysis tools to move from reacting to results to being able to predict results. Achieving this goal means that all stakeholders must receive training that focuses on the principles and practices of DDDM.

Training and professional development activities will focus on building and maintaining school and district level data teams and supporting their work at the regional and state level through ongoing workshops, seminars and other professional development opportunities. Training resources and publications available through sources such as the National Center for Education Statistics also will be leveraged for the maximum benefit of stakeholders.

Contributing to this effort is the Assessment Literacy initiative, which provides teachers, district administrators and other stakeholders with essential information about how to use assessment data to increase student achievement and how to evaluate outcomes and monitor program advancements. The program also partners with Oregon universities to develop assessment literacy accreditation.

D. Institutional Support

In 2007, the Oregon State Legislature fully funded the KIDS project, which included $8.5 million in staff and infrastructure to support the build-out and use of data warehouse technologies. In addition, the Legislature also funded the Growth project, the policy work associated with building a longitudinal growth system, for $1.8 million. The KIDS project currently has 8.5 FTE staff and the Growth project has 1.5 FTE staff assigned. Both projects are well under way and are expected to become part of the agency base budget for the 2009 2011 budget cycle.

Collaboration

We have organized this application with input from partners at all levels across the state of Oregon. At the broadest level, the Oregon Department of Education has received authority from the state board to develop and implement the SLDS; we have organized a budget with sufficient staff and resources to manage the project over the three years we have planned for funding. We also have communicated with all involved institutions to achieve a shared vision for outcomes and objectives.

Open Source Lab (http://osuosl.org/hosting) (Curt Pederson). The Open Source Lab at Oregon State University (OSU) has the physical capacity, security, and resources to facilitate the hardware, software, and staffing needed to host the consolidated system. As an authorized FERPA entity, the OSU data center is the logical, secure, and cost-effective means to begin integration with higher education.

University of Oregon Behavioral Research and Teaching. BRT is a research center at the University of Oregon that specializes in measurement of student performance and progress for improving classroom teaching with funding from state contracts (OR, AK, WY), Department of Education (DOE), the Institute for Educational Sciences (IES), and the Office of Special Education Programs (OSEP).

Northwest Regional Educational Laboratory (NWREL). Staff members have a great deal of experience working with programs and projects to clarify their logic models and evaluation questions, and to design and manage appropriate data collection plans to address those questions.

OUS Institutions of Higher Education These institutions will serve as the primary means for delivering the web-based curriculum for administrators and teachers in training.

Portland State University (Randy Hitz, Dean). This institution is the largest in the state and serves the major metropolitan area with a full complement of graduate programs serving working professionals.

University of Oregon (Mike Bullis). The UO College of Education is currently ranked fifth in the country (all public and private COEs) and serves as the major research institution in the state.

Oregon State University (Sam Stern, Dean). OSU is the state's land grant institution and will also serve as the data center for the data warehouses.

Southern Oregon University (Mary Cullinan, Dean). This institution serves the entire southern region of the state and is a critical resource for training educators.

Eastern Oregon (Carol Lauritzen, Associate Dean). This institution is critical in the state in providing regional training for the remote areas of Oregon.

Western Oregon (Hilda Rosselli, Dean). This institution provides extensive support for many initiatives from the Oregon Department of Education.

The following organizations and political entities have been involved in the development of Oregon's Longitudinal Data Systems and have indicated support for this proposal are the Chalkboard Project, Oregon Education Association, Confederation of Oregon School Administrators, Oregon Association of Educational Service Districts, Oregon School Boards Association, Oregon State Board of Education, Oregon Governor's Office, and the Oregon Superintendent of Public Instruction.

Sustainability

Throughout our project, we infuse online and direct training, as well as continued support for ongoing professional development and "practice" using the data website for data collection and analysis, in keeping with the research on diffusion of technological innovations.

Diffusion of innovation theory provides a basis for identifying characteristics associated with adoption of technology. Characteristics include: advantage of using technology, complexity of technology, and opportunity to experiment with it. Tabata and Johnstrud (2008) for example, report that participation of faculty in relation to adoption of technology use on campus is associated with characteristics such as, but not limited to faculty training of technology, technical support, and perception of additional faculty workload.

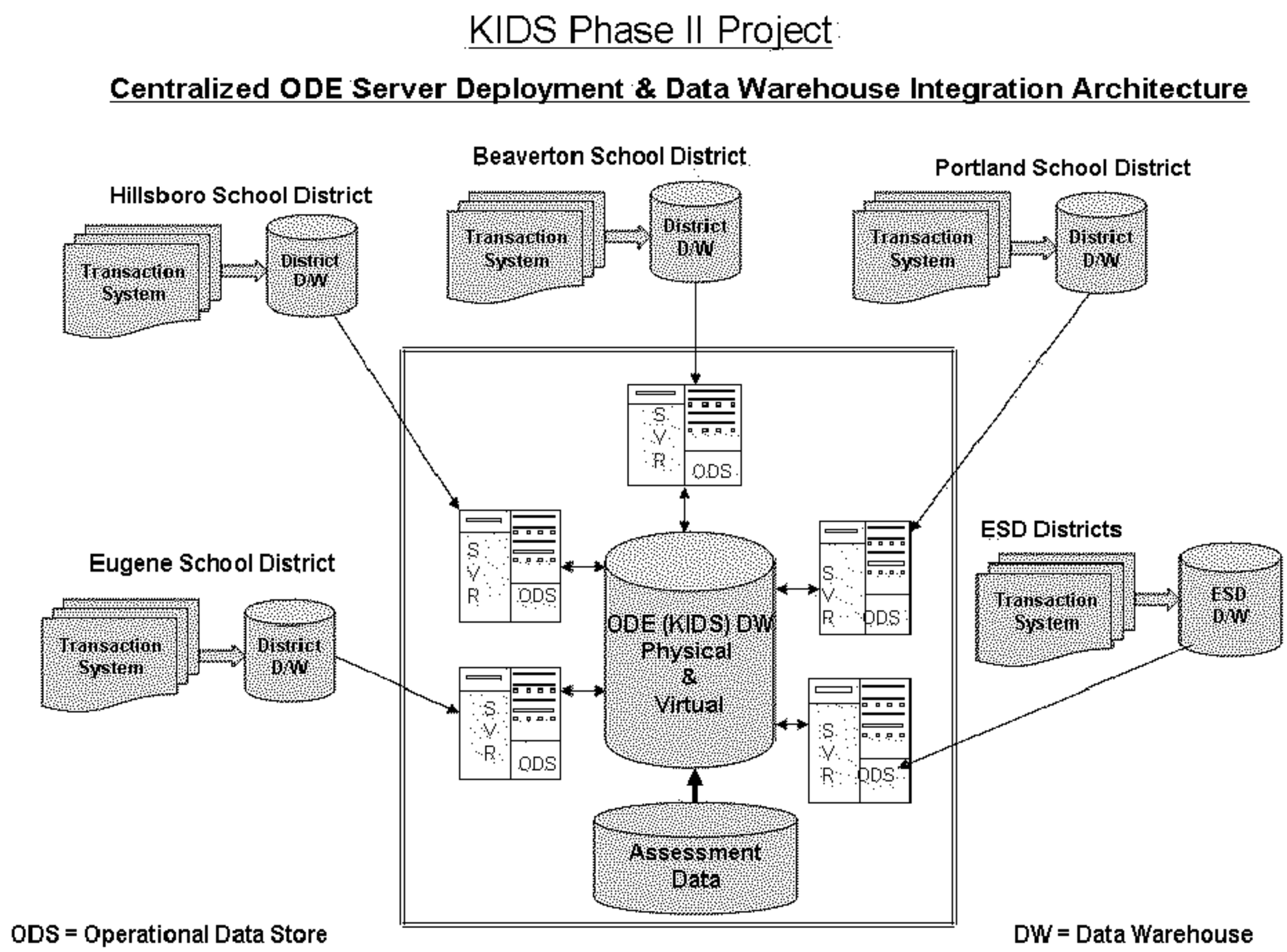
The distributed nature of the regional warehouse system not only decentralizes the work of collecting, storing and analyzing the data it reduces the cost. Regionalization makes it more likely that each area will allocate regional resources through local service plans and resolution dollars to sustain their data resources. Regional distribution of the data warehouse architecture,

management and professional development allows the originators of the data to interact with it in more meaningful ways. Each school district owns and is responsible for the viability of its student data. This architecture ensures the continued integrity of the custodial responsibilities over the data by the districts. In addition, regionalized data allows for the effective analysis and management of that data. The regional data warehouses will also act as clearinghouses for compliancy data before submission to the state KIDS data warehouse. Regionalized data warehouses will serve to mitigate the technical differences between individual district's student information systems, making the collection of compliancy data as well as the aggregation of school improvement date more viable. The regional data warehouses will enforce the business rules necessary for the collection of compliancy data by the state into the KIDS data repository.

In the diagram below, we identify early adopters with whom we have been working to create the regional data warehouses and launch the privacy components to ensure confidential and secure data systems. We have been developing both file specifications and exchange systems for transferring statewide test scores into local and regional data warehouses.

With funding of this project, the districts noted above would be expanded horizontally to include all 198 districts in the state and vertically to include local curriculum-based measurements (easyCBM) in the data warehouses.

In our further development, we also can begin integrating the K-12 data system with higher education. We have conducted previous research on the state test and its capacity to predict freshman success. For example, we are generally successful (67% of the variance in end-of year freshman status can be explained by state test scores alone), but we also know that (a) missing data is a significant problem and (b) schools need to be better at brining resources to students as they move into high schools). We believe the data warehouse system we propose to finish and the integration of the easyCBM system can help resolve both problems.



Technical Requirements

Federal Reporting

Ability to meet Federal reporting requirements, including those of the U.S. Department of Education's (Department) EdFacts system • efficiencies that reduce the burden of federal reporting for schools and districts

The Oregon Department of Education is consistently listed among leaders of data submission through the EdFacts system; it has, in fact, provided its EdFacts collection application to other states for their use.

Privacy Protection and Data Accessibility

An SLDS must ensure the confidentiality of student data, consistent with the requirements of the Family Education Rights and Privacy Act (FERPA) and other State laws or regulations concerning the confidentiality of individual records. The system should also include documentation that clearly articulates what data will be accessible, to which users, and for what purposes.

ODE expects all custodians of students' information and institutional data using information technology resources to manage that data appropriately and according to the rules regarding classification of data, FERPA requirements, and minimum data security standards. ODE's data

management policies, procedures, and practices are designed to safeguard four vital aspects of data: integrity, privacy, security, and access. In addition, ODE has adopted the Department of Administrative Services "Acceptable Use" policy as the foundation for technology-related policies and procedures.

> "All public school entities within the state of Oregon are governed by FERPA. This law governs the confidentiality of student records, providing parents certain rights to their children's educational records and transferring these rights to the child when he or she turns eighteen or attends a school beyond the high school level."

Numerous Oregon Revised Statutes (ORS) and Oregon Administrative Rules (OAR) further support the confidentiality of students' records. Additionally, all school and Education Service Districts maintain policies and associated administrative rules that refer back to ORS and OAR. These established procedures provide guidance on user access to information, and protection of individually identifiable information in the technical setting, such as access rights and privilege control. The system supports the following levels of access:

Level 1: Teacher Access	Access limited to students directly assigned to this account (example user: teacher).
Level 2: Building Access	Indirect access to all students in same building(s) (example user: school principal).
Level 3: District Access	Indirect access to all students in the district. Since this account has access to ALL assigned students in the district, there is no need to specify building names for this account (example user: district administrator).
Level 4: State Access	This access would provide access to outcome data stripped of any identifying information that might enable a user to link the data to a student in the system (example user: researcher who has been granted access to the system).

<u>Data Quality</u>

The quality of the state test and demographic information is well established, given the funding from the Legislature and previous successful grant awards. In this section, we focus on integrating the district easyCBM system into the data warehouses. District easyCBM includes reading and mathematics benchmarking and progress monitoring assessments, multiple options for student data collection, and data export and reporting for grades K-9.

The regional data warehouse model (employed by the KIDS project) further supports data quality by providing validation and analysis of data at the regional level PRIOR to submission to the Oregon Department of Education. Combined with the professional development efforts of the Oregon DATA Project, data quality becomes the focus for education professionals in Oregon.

Design Principles

During the design and development of the district easyCBM system, the following underlying principles were used to guide implementation of system functions.

• First, it is a web application designed for use by school districts of different sizes and technology resources. Our goal is to provide solutions that are universal in nature and not engineered for specific environments. For increased flexibility and customization, we anticipate offering additional district administrator controlled configuration options in future versions.

• Second, it places the school district in control with the ability to set up and change users, students, and buildings. The districts serve as the initial point of contact for user assistance (such as configuring computers for access to the system, updates to student or user data, etc). Features such as automated user password resets have been built into the system in order to reduce the support workload.

• Third, it enforces synchronization with external data sources. In many cases the "solution" to changing student information or a data value will be to change it at the source and then re-import the data into the district easyCBM system. While this can appear initially inefficient, it has a significant long-term benefit in that data stay synchronized.

Operational Overview

Sign-up. The initial district sign-up consists of the easyCBM team creating a custom URL (of the form [district identifier].[state].easycbm.com) and initial administrator account for a district. The initial administrator account is someone in the district authorized to make decisions on behalf of the entire district. Additional accounts with similar access privileges can be created in order to distribute administrative responsibilities. At the conclusion of the sign-up process, the administrator account holder is provided with the district specific URL, initial password, and up-to-date data file specifications documents.

Initial user data upload. Once the sign-up process is complete, the system must be configured for use in the district by creating user accounts. These accounts are created initially by uploading a file in the structure and format provided during sign-up. Each account is configured for one of three levels of access (classroom, school, or district). In order to ensure accurate tracking of user changes after initial file upload, all subsequent changes are performed by a district administrator using a web interface (i.e. user data file upload will be disabled).

Initial student data upload. The student data file (specifications provided during sign-up) is the primary method for districts to configure the easyCBM system. This file is processed to create student-teacher groupings (i.e. classes) and updates to student information. In order to present users with a current representation of student data, this file can be uploaded as needed by the district. In order to ensure data integrity, the initial upload of this file is especially important because the district easyCBM system uses this file to determine the integrity of future student data file uploads. Both student ID number and date of birth are verified against current values in the system. If these values change (and that change is not communicated by the administrator through the web interface), the file is assumed corrupt and no changes are processed.

Student assessment. In order to accommodate different district environments, district easyCBM accepts student data captured from three methods:

• Direct entry from a computer-based test. For supported subtests (reading and math), district easyCBM tests individual students over a special web interface. This method requires a suitable computer lab for testing the students. When possible, this is the preferred method of data capture: the data is instantly available and transcription errors are minimized.

• User (teacher or assistant) web entry of student scores. This method is available for all subtests and is the recommended method if computer testing is not an option. System users with appropriate access privileges can directly enter student scores into the web interface.

• Bulk score upload using a structured data file. In order to support optical mark recognition (OMR) systems, transcription of student responses, and district data capture initiatives, the district easyCBM system allows for upload of student scores from administrative users in a pre-defined file format. This option is available for all subtests; however, the format groups the tests into one file per grade and subject. This upload method is only available to administrative (level 3) users.

During data capture, district easyCBM enforces system integrity through several processing rules. While on-screen feedback is provided, a working knowledge of these rules will be helpful in assisting users:

1. Only indirect methods of score entry (user web entry or bulk score upload) permit modification of scores once the scores are accepted by the system. The rationale is these are the only methods where recording errors can occur. Because it is not "best practice" to test a student more than once with the same test (the results are not reliable), once a computer-based administration is complete, the results cannot be modified. The computer-based testing module is robust and includes provisions that allow students to complete a test in progress if there is a connection error or additional testing time is needed.
2. When updating scores, the same method that was used to enter the score originally must be used to update the score. This processing rule enforces synchronization with other systems by ensuring that the problem is corrected closer to the source.

User login and reporting. District easyCBM provides a standard set of functions to support use of the website. These functions include the ability to reset lost passwords (using users' email address), update contact information, and basic "help" pages including computer system requirements and Frequently Asked Questions (FAQs). All system users have access to basic reporting integrated into the easyCBM system. After a successful login, users can view these reports in accordance with their access privileges.

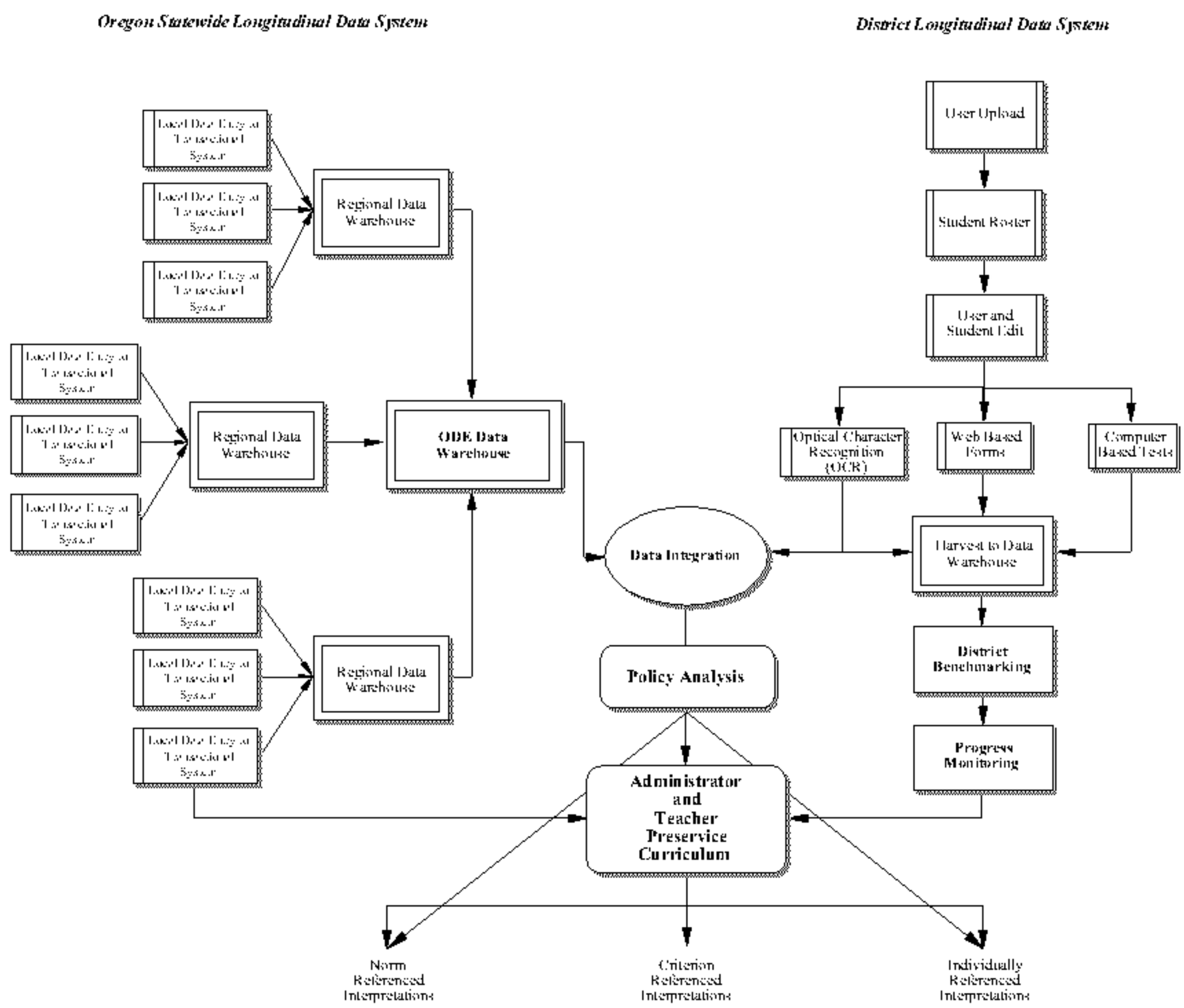
Data file export. District easyCBM creates on demand data files (with specific export file specifications) when requested by administrative level users. This file contains all active students in the district who are currently recorded in the easyCBM system. This export feature can be used in conjunction with the student import feature in order to verify student changes have been accepted by the system.

Administrative Functions

Student data file import. After the initial student file import, student changes can be made to the easyCBM system by submitting a new student data file. District easyCBM assumes that the current data file submitted is the most accurate representation of students in a district. During the data file upload process, district easyCBM verifies the data file integrity. Any pairings of student ID and student DOB that do not match current records in the system create an invalid file and no changes occur. An incorrect student DOB or student ID can be manually edited by an administrator via the easyCBM web interface in order to correct this information.

Administrator student edit interface. Some student data irregularities require administrative input in order to maintain a complete and accurate representation of assessment data. District easyCBM supports merging of records (i.e. there are two records for the same student for example if a teacher adds a student just prior to CBT administration; however, that record is in the system but assigned to a different employee number), and manually editing of student information (such as DOB or ID number) via the administrative interface. Since this information is directly entered into the district easyCBM system, users should be sure to manually enforce synchronization with other data systems.

Interoperability



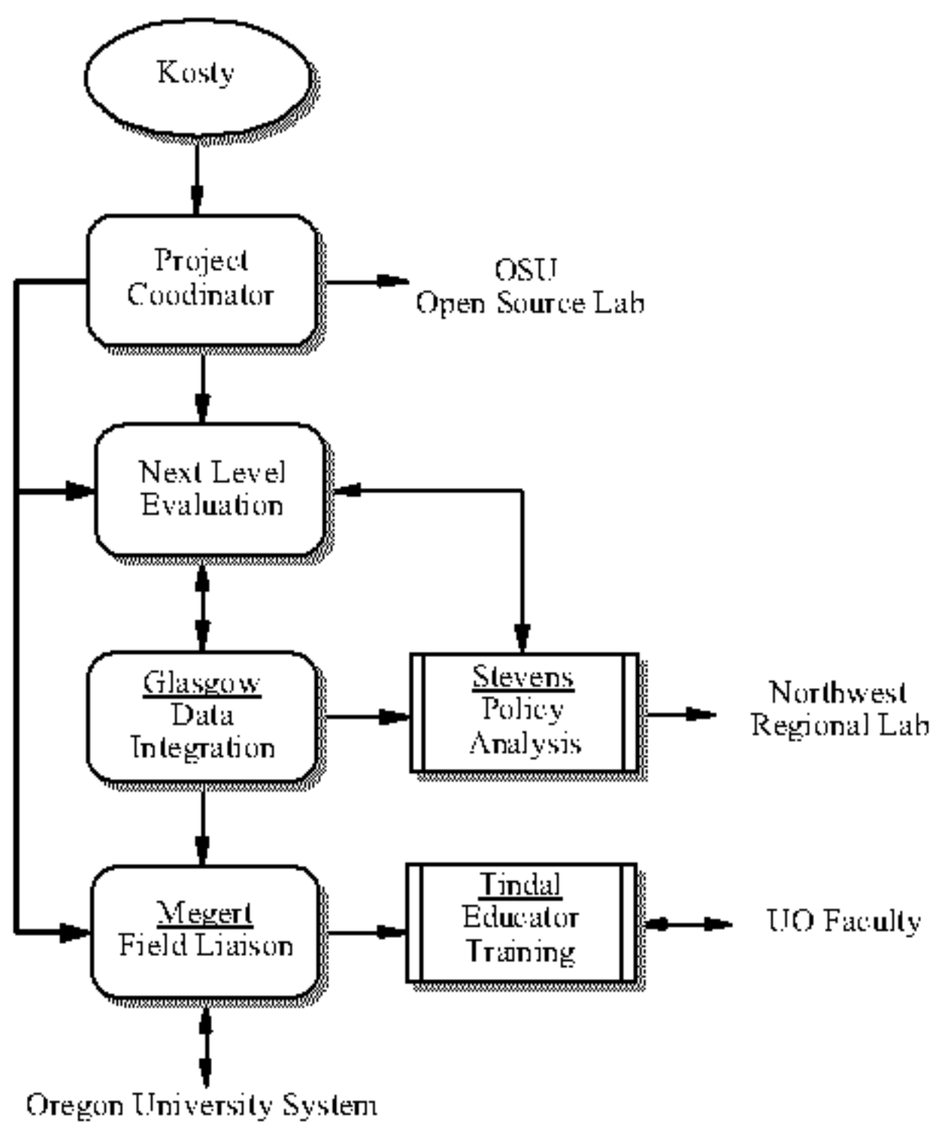
Enterprise-wide Data Architecture

Oregon's existing data environment includes a set of independent operational and transactional database systems (Student Information Systems and Business Information Systems), each with its own data model, data dictionary, business rules, and quality assurance procedures. Large and multiple school districts typically use integrated commercial systems such as SUNGARD Pentamation, eSIS, Oregon EdVantage, and PowerSchool, while tiny, rural districts use local databases and spreadsheets. Each of these systems was designed to accommodate the needs of the organizations that collect the data, and to facilitate state and federal compliance reporting.

From an operational perspective, most of these systems are generally adequate for tracking students and for state and federal reporting requirements, including those associated with NCLB. However, the systems are not integrated and the information is not standardized to any significant degree. These autonomous data systems create data quality problems and redundancies.

An ongoing effort of the Oregon DATA project and KIDS is to implement metadata standards and enforce the use of a single, defined, student transcript record through the use of the Oregon Student Transcript eXchange (OSTX) application. In conjunction with the University IDTS system, the variety of systems in the state plays a lesser role in inhibiting linkages across educational entities.

E. Project Management Plan



The project is located within the Office of Assessment and Evaluation under the leadership of Doug Kosty, Assistant Superintendent. Working for him is a half-time Project Coordinator, who is to be located in this office. The management controls come from the Oregon Department of Education (ODE) and then to Next Level Evaluation, who is responsible for generating, managing, and analyzing evaluation data. Using a "design with the end in mind" strategy, Next Level Evaluation works with each of the content managers. Aaron Glasgow, who is responsible for integrating the easyCBM data into the data warehouses; Joe Stevens, who guides the policy analysis for research on longitudinal systems, and Megert and Tindal, who organize all educator training. The SEA

controls the objectives of the proposed project to provide annual deliverables on time and within budget from all individuals through the distributed management structure.

Responsibility for statewide project communication and the provision of administrative support to the project will come from **EESC** (a currently configured group). Communication efforts will include consistent maintenance of content on the information website, development of promotional materials, and coordination of regional meetings to discuss project rollout, etc.

Responsibility for IT statewide support and coordination comes from the **Oregon Department of Education**. ODE will competitively release support and technical expertise through a request for proposal process. Oregon has ample high-quality resources available within the enterprise of education to assist the SEA with meeting the deliverables of this proposal. ODE also brings a fully developed and supported web-based portal and tool set, which will be integrated for school, district, and ESD use to collect and analyze formative data, and to host digital dashboards for every teacher and administrator in Oregon. These offerings are already live and being piloted.

Responsibility for school improvement and assessment input will come from **Tony Alpert,** Director of Testing in ODE, who brings deep and expansive knowledge of state and federal assessment requirements and process, and is ardently in support of this push to increase the collection of formative data elements, and to improve staff capacity to analyze this data and convert it to improved individual instruction.

Responsibility for research, evaluation and continuous improvement will be shared and coordinated between ODE and **Next Level Evaluation, LLC** (NLE).

When primary field research has been collected and aggregated, it will be used by the Data Quality Work Group (see below) to develop final goals and objectives for the project. Once those objectives are established, evaluation metrics will be identified and recommended by DQWG with input from school districts and NLE. This project cannot succeed on a statewide deployment if it is not intentionally devised as a flexible, responsive system. Therefore, implicit in the plan above and model below is that these contributors, at all levels and phases or project development and implementation, are committed to a highly collaborative, cooperative, and dynamic feedback process.

A timeline for development and implementation is included in Appendix A. The timeline describes major tasks to be completed, personnel responsible for each, and milestone dates.

F. Project Personnel and Resources

Personnel

We have developed a model for project implementation that is very straightforward and provides control by the Oregon Department of Education, with management organized around the three functions of data warehouse integration, policy analysis research, and educators-in-training (both administrators and teachers) across the institutions of higher education throughout Oregon. We have divided our costs into personnel and direct expenses.

Full details on personnel associated with the project are included in the Budget Narrative.

Resources and Institutions

The Oregon educational community has a history of communication, coordination and collaboration as the groundwork for successful projects. Oregon's current resources are no exception. The facilities, equipment, and staff necessary to fulfill Oregon's vision of a statewide longitudinal data system are firmly in place.

Oregon Department of Education. The department has been investing in data systems for the past five years and has developed an infrastructure for launching the current project. We have established two important committees that will play a critical role for implementation.

Education Enterprise Steering Committee (EESC) is a permanent panel formed two years ago as a result of Oregon legislation mandating core services provided by Oregon's Education Service Districts. The EESC works across all sectors of the educational enterprise to identify and address common priorities and goals of Oregon educators and students. As part of its charter, the EESC funded directors' positions in core service areas, including School Improvement, Technology and Administrative Services. Mickey Garrison, Don Wolff and Bob Burns serve in these positions, respectively. They work collaboratively on various programs where technology supports and facilitates school improvement efforts, and this data quality initiative is the primary focus of their collaboration.

Mickey Garrison and Baron Rodriguez coordinate the efforts of the EESC's Data Quality Work Group (DQWG), which holds primary responsibility for the development, implementation, and sustainability of the Oregon DATA Project. The work group comprises representation from the Governor's Office, Oregon Department of Education, ESD superintendents, K-12 district superintendents, the Oregon University System (OUS), citizen groups and community colleges.

ODE also has been developing capacity for sustainability over this time period.

Connectivity. ODE has just signed a deal in principle with the state's largest telecommunications company to establish and/or expand connectivity bandwidth to every school in Oregon within the next three years. Strategic grants provided through ODE in concert with this contract will make it possible for the have-nots to finally employ bandwidth for improved instruction (via access to tools and data), and more equitable access to education opportunities for students. Teachers and administrators will be able to access and use data without interrupting critical student access to 21st century skills and information.

Web-based tools. The ODE and EESC are currently piloting a fully vetted web-based tools set that will interoperate with a number of student data systems to allow teachers and administrators to extract and view student-level data in a digital dashboard, which is scalable to accommodate other SISs and BISs. This tool set and portal is being hosted and supported at no cost to users. Individual districts will also be able to host this independent of the state in their own instance, and cost for maintenance will shift to them. This tool set and application is worth upwards of $2 million, but districts will pay nothing beyond the cost of financing local IT interoperation costs.

Training portal. The Oregon Virtual School District is a web-based portal to online courses, digital content, and tools for students and teachers to seamlessly integrate technology into

teaching and learning. Most of the courses and all of the tools are free to users. OVSD provides teachers and educational professionals with an online professional development workspace and repository. It is developed and will begin housing online modules, accessible 24/7 across the state, within the next two months. All levels of trainings that will be developed to support the DATA project will be deliverable through this online environment, and will be an integral part of creating equitable access to program support.

Finally, the Oregon Department of Education has been establishing partnerships.

Education Enterprise Steering Committee. The EESC will provide backing for development and implementation of all phases of this program under the direction of the ODE. The EESC's ties to all governing sectors also brings statewide support for this initiative from the Governor, state Legislature, and regional and local leadership, ensuring sustainability from both a financial and an alternative resources perspective.

Instructional Leadership Council. The ILC is a school improvement consortium comprised of a curriculum director from each ESD. It serves as the direct link between K-12 education and the Oregon Department of Education. ESD curriculum directors meet monthly with K-12 directors and conduct ongoing site visits to schools within their region, which provides them with first-hand knowledge of what the needs are in the field. Curriculum directors serving on the ILC will be the certified trainers that provide Oregon DATA Project training to school district staff, and will coordinate all the training and professional development activities within their regions.

Behavioral Research and Teaching. BRT has a mixed computing environment of work stations and servers using Windows-, Mac-, and Linux-based operating systems. The machines have high processing speeds and access to large data storage systems. Software packages enable advanced work in multimedia design and manipulation, statistics, software development. Network services are accessible via the LAN, providing multiple file sharing, backup and structure data storage options. BRT has the capability to meet diverse technology needs in-house such as optical mark scanning, video recording and production, and printed material creation. Servers are deployed in a production data center employing multiple (and diverse) networking and power connections, onsite power backup including diesel generation, and redundant cooling. Currently about 80% of the available bandwidth is unused, allowing for rapid scaling.

University of Oregon (UO). The UO is a major research institution (ranked fifth in the United States) with numerous high quality-resources. It is the only Oregon member of the prestigious Association of American Universities (AAU), which includes 58 of the top comprehensive universities in the country. Libraries are an important resource for any program seeking to conduct research. Complete computer search facilities access the more than 20,000 professional journal subscriptions, and an interlibrary loan policy makes other volumes quickly available. A Media Services center is housed in the library and offers a comprehensive range of television and video production services to the university community, state agencies, and non-profit organizations. Facilities support full production services; broadcast-quality non-linear digital video editing; transmission and reception of live and taped microwave, satellite and webcast feeds; full duplication and publishing services. The library is a federal depository for access to government documents. Finally, both the

national headquarters for ERIC and the Western Regional Resource Center are located at this campus. The university has been nationally recognized for its leadership in network computing. Campus computing houses several clusters of UNIX and VMS computers. The college is connected to the University Computing Center, which has four mainframe computers (two new Suns, an IBM 4243, and a VAX 8800) for interactive research applications; the mainframes are of sufficient size to support all research activities. Software for statistical analyses is available and supported by a capable central staff.

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Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1236-Mandatory Documents.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1237-Kosty Resume.pdf**

Attachment 3:
Title: Pages: Uploaded File: **1238-Alonzo_4PgVita.pdf**

Attachment 4:
Title: Pages: Uploaded File: **1239-Scalise_4PgVita.pdf**

Attachment 5:
Title: Pages: Uploaded File: **1240-Stevens_4PgVita.pdf**

Attachment 6:
Title: Pages: Uploaded File: **1241-LKG_4PgVita.pdf**

Attachment 7:
Title: Pages: Uploaded File: **1242-Yovanoff_4PgVita.pdf**

Attachment 8:
Title: Pages: Uploaded File: **1243-Zvoch_4PgVita.pdf**

Appendix A—Timeline

YEAR ONE

Activity Area	Qtr1: Jul-Sep	Qrt2:Oct-Dec	Qtr3: Jan-Mar	Qtr4: Apr-Jun
Data Integration	Data integration	OSL transfer	Survey capacity	Field test
Policy Research			Develop protocols	Pilot data mining
Educator Training			Develop templates	Develop materials

YEAR TWO

Activity Area	Qtr1: Jul-Sep	Qrt2:Oct-Dec	Qtr3: Jan-Mar	Qtr4: Apr-Jun
Data Integration	Create rules	Create rules	Data integrate	Data transfer
Policy Research		Field test	Pan Conference	State conference
Educator Training	Develop Curriculum	Develop Curriculum	Web Access	Implement

YEAR THREE

Activity Area	Qtr1: Jul-Sep	Qrt2:Oct-Dec	Qtr3: Jan-Mar	Qtr4: Apr-Jun
Data Integration	Complete data integrate	Expand data warehouses	Collect data	Submit report
Policy Research	Recruit researchers	Select researchers	Plan conference	Nat, conference
Educator Training	Adapt training material	Adapt training mat.	Dev. proficiency	Adopt in IHEs

Phases for Project Completion: Activities, Oversight, Timeline, and Evaluation

TASK	RESPONSIBLE PERSON	START DATE	END DATE	EVALUATION
PHASE I: PLANNING INFRASTRUCTURE, RESEARCH, AND TRAINING				
Bimonthly meetings with ODE and BRT	Kosty-ODE ODE Project Coordinator Glasgow-BRT Tindal-UO & BRT	July 2009	June 2010	Document current data warehouse status; plan integration with easyCBM; develop research plan for policy analysis; survey Institutions of Higher Education (IHEs) for assessment curriculum needs
Develop **data integration** requirements for easyCBM	Kosty-ODE Glasgow-BRT Tindal-BRT	July 2009	September 2009	Develop file specifications for internal use and district adoption
Prepare for **data transfer** to Open Source Lab (OSL)	Pederson-OSL	October 2009	December 2009	Develop file specifications
Develop protocols for policy analysis and **pilot data** mining	Kosty-ODE	January 2010	June 2010	Document for distribution and legal review
Develop templates for web-based curriculum	IHE Council BRT Curriculum developers	January 2010	March 2010	Web template with fields for navigation and editing
Survey district capacity to integrate easyCBM within data warehouses	ODE Project Coordinator	January 2010	March 2010	Distribute electronic survey to 198 school districts
Field test data integration for state tests and easyCBM and hold regional conference	Glasgow-BRT Stevens-UO	April 2010	June 2010	Pilot (dis)aggregated analysis with report to ODE; report results from trial analysis
Develop materials for web-based curriculum	Faculty-BRT	April 2010	June 2010	Hold focus groups with key IHE representatives

PHASE II: IMPLEMENTING DATA STRUCTURE				
Bimonthly meetings with ODE and BRT	Kosty-ODE ODE Project Coordinator Glasgow-BRT Tindal-UO & BRT	July 2010	June 2011	Review and expand Phase I processes to meet evaluation requirements for Phase II.
Create business rules and quality assurance procedures for regional data warehouses	ODE Project Coordinator Glasgow-BRT	July 2010	December 2010	Develop policies and procedures; distribute among districts to incorporate
Implement **data integration** with key districts	Kosty-ODE Glasgow-BRT Tindal-BRT	January 2011	March 2011	Use Trac® to assemble key issues and publish Frequently Asked Questions (FAQs)
Field test data analysis; plan regional conference on policy analysis; solicit and select researchers	Kosty-ODE Stevens-UO	October 2010	December 2010	Distribute brochure for attendance and register applicants
Develop curriculum for training educators	Faculty-BRT	July 2010	December 2010	Ten weekly units for content delivered on web
Develop web access for researchers and assessment trainers	Glasgow-BRT Stevens-UO Faculty-BRT	January 2011	March 2011	Field-test web site for security and access
Complete **data transfer** to OSU and inform districts	Kosty-ODE ODE Project Coordinator	April 2011	June 2011	Access data warehouses throughout state
Hold **statewide conference** on policy analysis	Kosty-ODE Stevens-UO	April 2011	June 2011	Publish conference proceedings and evaluate conference
Implement curriculum on web and recruit educators	Faculty-BRT Tindal-BRT	April 2011	June 2011	Summarize number of curriculum training hits and demographics for sign ups

PHASE 3: ADOPTION AND INSTITUTIONALIZATION				
Complete data integration throughout Oregon with 198 school districts	Kosty-ODE ODE Project Coordinator Glasgow-BRT	July 2011	September 2011	Contact districts to ensure access and security with both data warehouses and easyCBM
Expand data warehouses in all regions to incorporate all 198 districts	Kosty-ODE ODE Project Coordinator	October 2011	December 2011	Pilot reports of aggregated data from each region
Recruit and select large-scale database researchers; policy analyses of data patterns	Kosty-ODE Stevens-UO	July 2011	December 2011	Collect, evaluate, and analyze data; summarize results; reports sent to ODE for confirmation
Adapt materials for web-based curriculum and	Faculty-UO Tindal-BRT	July 2011	December 2011	Added modules to phase I-II curriculum and proficiency patterns to test
Collect data throughout Oregon on state tests and easyCBM; submit reports	ODE Project Coordinator Glasgow-BRT	January 2012	June 2012	Reports of aggregated data from each region
Plan national conference on statewide longitudinal data systems	ODE Project Coordinator Stevens-BRT	January 2012	March 2012	Brochure of researchers presenting at conference and list of attendees
Develop proficiency examinations for training	IHE Council	January 2012	March 2012	Course reaction inventories from each IHE
Hold national conference on longitudinal data analysis	Kosty-ODE ODE Project Coordinator Stevens-BRT	April 2012	June 2012	Impact data
Adopt curriculum within IHEs	Kosty-ODE	June 2012	June 2012	Confederation of administrators and COSA conference
Submit final report to federal government	Kosty-ODE	April 2012	June 2012	Impact data

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Professional Background

Education

Ph.D. Educational Leadership — Winter 2007
University of Oregon, Eugene Oregon
Specialization: Learning Assessment and Systems Performance

B.A. English, *Cum Laude* — 1990
Carleton College, Northfield Minnesota
Concentration: Educational Studies

Teaching Certificates

National Board for Professional Teaching Standards — 2002
Adolescence and Young Adulthood English Language Arts
California Professional Clear Single Subject Teaching Credential (English) — 1995
California Cross-cultural Language and Academic Development Specialist — 1992

Professional Experience

College Teaching Experience

I have taught the following graduate level courses at the University of Oregon

- Professional Writing
- Action Research
- Middle / Secondary Teacher Education Curriculum, Assessment Alignment
- Measurement and Assessment
- Measurement in Decision Making

Research Experience

Project Manager — 2005 - present
Project Progress Monitoring in Early Reading
Behavioral Research and Teaching, University of Oregon
Responsible for designing, constructing, and piloting 20 alternate forms of 7 reading measures at each of grades K – 8, including all data analysis and equating/scaling of forms within and between grades (roughly 6000 students across 25,000 items). Assist with the development of four school-based teams to use these measures to monitor student progress in gaining early reading skills through the use of a variety of field-based interventions. Coordinate professional development workshops for participating school teams on assessment literacy, data-based decision making, response to intervention, and progress monitoring in early reading.

Project Manager — 2007 - present
Project Reading and Math Growth Model Assessments
Behavioral Research and Teaching, University of Oregon
Responsible for overseeing the development of computer delivered reading and mathematics assessments for students with persistent learning disabilities (20 alternate forms, grades 3-8), overseeing piloting of items and the building of an item bank to be used in alternate form creation.

Project Manager 2007 - present

Project Prepare: Proactive Research-based and Evaluative Procedures for Administrators
Reaching for Excellence
Behavioral Research and Teaching, University of Oregon
Responsible for content development and delivery of extensive online-professional development materials in data-based decision making, measurement, and CBMs in mathematics and reading for use with in-service and pre-service school district personnel and K-12 school administrators.

Project Manager 2004 - present

Eugene School District, 4j District Reading Assessment
Behavioral Research and Teaching, University of Oregon
Responsible for coordinating three yearly district reading assessments involving 14,000 K-9 students, conducting pilot tests of new assessments, and analyzing and providing documentation on the technical adequacy of district reading assessments using Item Response Theory (IRT) Analysis.

Research Assistant 2002 - 2005

Project MAP: Making Accommodations Personal
Behavioral Research and Teaching, University of Oregon
Responsible for assisting with research design, conducting field-based research (experimental, quasi-experimental, focus groups, and cognitive labs) on computer-delivered reading and mathematics assessments with built in accommodations for students with disabilities and English-language learners, and analyzing and writing up results of studies.

Public School Teaching Experience

English/Journalism Teacher, Advancement Via Individual Determination Teacher 2000 - 2002
Los Gatos High School, Los Gatos, CA

English/ESL/Economics/Physical Education/Computer Applications Teacher 1996 – 2000
Anzar High School, San Juan Bautista, CA

School Administrator 1998 – 2000
Anzar High School, San Juan Bautista, CA

English/Sheltered English/ESL Teacher 1991 – 1996
Mt. Pleasant High School, San Jose, CA

Awards and Honors

Dissertation Fellowship 2005
College of Education, University of Oregon

Stafford Student Scholar: National Institute on Leadership, 2003 – 2005
Disability, and Students Placed at Risk

Dave Moursund Scholarship for Outstanding Academic Performance 2003
College of Education, University of Oregon

Scholarship

Papers Published in Peer-Reviewed Journals

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Alonzo, J., Ketterlin-Geller, L.R., & Tindal, G. (2004). *Instrument development: Examining the appropriateness of student and teacher surveys for determining the need for testing accommodations* (Technical Report No. 31). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Ketterlin-Geller, L. R., Alonzo, J., & Tindal, G. (2004). *Use of focus groups to inform the construction of a universally designed mathematics test* (Technical Report No. 28). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Alonzo, J. & Tindal, G. (2004). *Analysis of reading fluency and comprehension measures for first-grade students* (Technical Report No. 26). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Alonzo, J. & Tindal, G. (2004). *Analysis of reading fluency and comprehension measures for sixth-grade students* (Technical Report No. 24). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Alonzo, J. & Tindal, G. (2004). *Analysis of reading fluency and comprehension measures for seventh-grade students* (Technical Report No. 23). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Book Chapters

Bettesworth, L. R., Alonzo, J., & Duesbery, L. (2008). Swimming in the depths: Educators' ongoing effective use of data to guide decision making. In T.J. Kowalski & T. J. Lasley (Eds.). *Handbook on data-based decision making in education.* New York: Routledge.

Alonzo, J., Tindal, G., & Ketterlin-Geller, L.R.(2006). General outcome measures of basic skills in reading and math. In L.Florian (Ed.), *Handbook of Special Education.* Thousand Oaks, CA: Sage.

Beghetto, R. A., & Alonzo, J. (2006). Instructional leadership: Supporting the learning process. *School Leadership: Handbook for Excellence, 4th ed.* Thousand Oaks, CA: Corwin.

Presentations

Alonzo, J., Gonzalez, M., & Tindal, G. (March, 2008). *Phonological awareness and Spanish literacy: Considerations for assessment.* Paper presented at the 89th Annual Meeting of the American Educational Research Association, New York.

Duesbery, L., Alonzo, J., & Tindal, G. (March, 2008). *Mind your P's and Q's: Approaching literacy instruction from an IRT base.* Paper presented at the 89th Annual Meeting of the American Educational Research Association, New York.

Shapiro, E., Kloo, A., Wallace, T., Marston, D., Tindal, G., & Alonzo, J. (February, 2008). *Outcome measures in evaluation of RTI implementation.* Panel presentation at the 16th Annual Meeting of the Pacific Coast Research Conference, San Diego.

Alonzo, J., Yovanoff, P., & Tindal, G. (April, 2007). *An examination of early reading skill covariance structure invariance across Spanish-speaking English language learners in Grades 3 and 4 and their native English-speaking peers.* Paper presented at the Annual Meeting of the National Council on Measurement in Education, Chicago, IL.

Alonzo, J., Robinson, Q., & Tindal, G. (April, 2007). *Using school-wide response to intervention to close the achievement gap in reading.* Paper presented at the 88th Annual Meeting of the American Educational Research Association, Chicago, IL.

Liu, K., Alonzo, J. & Tindal, G.. (April, 2007). *A case study of RTI implementation across three elementary school sites.* Paper presented at the 88th Annual Meeting of the American Educational Research Association, Chicago, IL.

Ketterlin-Geller, L.R., Alonzo, J., Duesbery, L., & Tindal, G. (April, 2006). *Investigating conative factors' effects on third-grade mathematics performance.* Paper presented at the 87th Annual Meeting of the American Educational Research Association, San Francisco.

Alonzo, J. (February, 2006). *Using reading assessment results to guide instructional decision making.* Invited presentation at the Superintendent's Strategies for Student Success Follow-up Institute. Portland, OR: Oregon Department of Education.

Ketterlin-Geller, L.R., Alonzo, J., Carrizales, D., & Tindal, G. (April, 2005). *Silent reading fluency: A viable alternative to oral reading fluency?* Paper presented at the 86th Annual Meeting of the American Educational Research Association, Montreal, Canada.

Duesbery, L., Alonzo, J., Bettesworth, L., Tindal, G., & Yovanoff, P. (2004). *Predicting Middle School Reading Achievement Using Practical Curriculum Based Measures of Reading.* Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Yovanoff, P., Duesbery, L, Alonzo, J. & Tindal, G. (2004). *Group Invariance of a Theoretical Causal Structure Predicting Reading Comprehension with Vocabulary and Oral Reading Fluency.* Paper presented at the Annual Meeting of the National Council on Measurement in Education, San Diego, CA.

Doug Kosty

1270 Elser Court SE – Salem, Oregon 97306 – doug.kosty@state.or.us - 503-361-8644

Information Technology Management

Mr. Kosty is a skilled professional with a unique combination of large scale assessments, information systems and management experience. His leadership experience includes various state and local governments and private sector consulting specializing in education systems automation.

- Outstanding leadership qualities
- Hands-on experience leading all stages of system development efforts, including requirements definition, design, architecture, testing and support.
- Ability to coordinate and direct all phases of project-based efforts while managing, motivating and leading project teams.
- Adept at developing effective policies and procedures, project documentation and milestones, and technical/business specifications.
- Practiced presenter, both nationally and at statewide conferences

Competencies

Governmental Accounting Standards	Educational Finance and Funding
Project Management	Financial Management
Data Collection & Reporting	Data Integrity & Recovery
Cost Benefit Analysis	Risk Assessment
Research & Development	Business Impact Analysis
Contingency Planning	Strategic Planning
Administration of Large Scale Assessments	

PROFESSIONAL EXPERIENCE

Oregon Department of Education 2002 – Present

ASSISTANT SUPERINTENDENT OF ASSESSMENT & INFORMATION SERVICES

Directs the work of a diverse management team including assessment and information services management. Prepare and manage departmental budgets and contracts. Planning for implementation of newly developed finance and technology applications.

KPMG Consulting 1997 – 2002

MANAGER

Manage projects, personnel and budgets for one of world's leading Information Technology Consulting firms. Directed strategic planning efforts, established and reviewed mission, vision, goals and objectives. Supervised project and practice staff

including, interviewing and hiring, technical education and training, developing work plans, establishing employee performance guidelines and evaluating employee performance, and processing disciplinary actions. Served as an active participant on National K-12 Educational practice.

Montana Office of Public Instruction 1995 – 1997

DIRECTOR, INFORMATION SYSTEMS DEVELOPMENT

Plan, administer and control all activities of the Information Systems Development Division including software and hardware training, data processing, applications development. Served on the Technology Advisory Committee to plan for computer operations, telecommunications, local area and wide area networks, statewide educational networks, forms management, data administration, and systems security. Prepared budget requests and managed division budget.

Montana Office of Public Instruction 1990 – 1995

FISCAL SERVICES SPECIALIST

Responsible for establishing and maintaining standard accounting and reporting practices in all Montana public school districts. Researched official accounting pronouncements and promulgating accounting policies for Montana School Districts; providing school district personnel, county superintendents and county treasurers with technical accounting and reporting assistance. Responsible for compiling and reporting school district financial information; and monitoring and reporting school district compliance with the Single Audit Act.

EDUCATION

Bachelor of Science in Business/Accounting
Montana State University

, PH.D.

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EDUCATIONAL BACKGROUND

Ph.D., Educational Leadership 2003
University of Oregon, Eugene, Oregon
Dissertation: *Establishing a Validity Argument for Universally Designed Assessments*
Committee: Drs. Gerald Tindal (Chair), Lewis Goldberg, David Chard, Paul Yovanoff

B.A., Biology 1994
University of California, Santa Cruz, California
Specialization: Marine Biology

TEACHING EXPERIENCE

Higher Education Teaching Experience

Assistant Professor 2005-present
Educational Leadership, University of Oregon
Applied Measurement

Public Education Teaching Experience

Life Science, Physical Science Teacher, Sheltered Physical Science Coordinator 1996-2000
Westmont High School; Live Oak High School; Paso Robles High School; CA

EXTERNAL FUNDING

Federal Funded Proposals

Project DIVIDE: Dynamic Instruction Via Individually Designed Environments in Mathematics
U.S. Department of Education, Office of Special Education Programs, Steppingstones
Annual budget from 2006-09: $199,639
Description: Principal Investigator responsible for developing a universally designed computer-based instructional system to diagnose student skills and knowledge in mathematics. Project components include developing diagnostic assessments as well as instructional units to remediate deficits.

Project INFORM: Instantiating Frameworks of Organized Responsive Measurement
U.S. Department of Education, Technology and Standards-based Reform
Annual budget from 2006-09: $298,000
Description: Co-Principal Investigator responsible for developing and implementing standards-based reform practices for students with disabilities. Project components include aligning curriculum with instruction and assessment, developing appropriate measurement systems, and incorporating web-based training modules for interpreting data and making decisions to support the needs of students with disabilities.

University and College Funded Proposals

Professional Development in Algebra
Fairway Funds, College of Education, University of Oregon
Annual budget from 2007-09: $37,334
Description: Principal Investigator responsible for designing, developing, and implementing professional development modules to support teachers' understanding

of instruction and assessment in the area of algebra. Project components include effective use of classroom-based and large-scale assessments, teachers' professional content knowledge, and design and delivery of effective instructional strategies.

Project VISION: Vignettes in Instruction to Situate, Integrate, and Optimize New learning
University of Oregon Educational Technology Fund
Annual budget from 2004-05: $42,000
Description: Principal Investigator responsible for developing and evaluating multimedia instructional vignettes for teaching measurement and assessment concepts to graduate students in Educational Leadership coursework.

Other Project Roles

Early Learning in Mathematics: A Prevention Approach
U. S. Department of Education, Institute for Education Science
Annual budget from 2004-08: $371,283
Description: Assumed Principal Investigator responsibilities for Dr. David Chard to disseminate findings from empirical studies designed to investigate the effects of Kindergarten mathematics curriculum on student achievement and subsequent risk-status.

Project PREPARE: Proactive, Research-based and Evaluative Procedures for Administrators Reaching for Excellence
U.S. Department of Education, Fund for the Improvement of Postsecondary Education
Annual budget from 2004-07: $185,645
Description: Key Personnel in the development of curriculum-based measurement systems for use in multimedia curricula designed to train pre- and in-service principals to use data to make instructional decisions.

Project MAP: Making Accommodations Personal
U.S. Department of Education, Office of Special Education Programs
Annual budget from 2002-06: $179,847
Description: Project Manager responsible for designing, conducting, and evaluating research studies on the effectiveness of computer-based universally designed tests for addressing the needs of all students.

SCHOLARSHIP

Selected Refereed Publications

Baker, S.K., Chard, D.J., Ketterlin-Geller, L.R., Apichatabutra, C., & Doabler, C. (in press). The basis of evidence for self-regulated strategy development. *Exceptional Children.*

Chard, D.J., Ketterlin-Geller, L.R., Baker, S.K., Doabler, C., & Apichatabutra, C. (in press). Repeated reading interventions for students with learning disabilities: Status of the evidence. *Exceptional Children.*

Ketterlin-Geller, L.R. (2008). Testing students with special needs: A model for understanding the interaction between assessment and student characteristics in a universally designed environment. *Educational Measurement: Issues and Practice, 27*(3), 3-16.

Ketterlin-Geller, L.R., Chard, D.J., & Fien, H. (2008). Making Connections in Mathematics: Conceptual Mathematics Intervention for Low-Performing Students. *Remedial and Special Education, 29*(1), 33-45.

Ketterlin-Geller, L.R., & Tindal, G. (2008). Embedded technology: Current and future practices for increasing accessibility for all students. *Journal of Special Education Technology, 22*(4), 1-15.

Ketterlin-Geller, L.R., Alonzo, J., Braun-Monegan, J., & Tindal, G. (2007). Recommendations for accommodations: Implications of (in)consistency. *Remedial and Special Education, 28*(4), 194-206.

Ketterlin-Geller, L.R., Yovanoff, P., & Tindal, G. (2007). Developing a new paradigm for accommodations research. *Exceptional Children, 73*(3), 331-347.

Ketterlin-Geller, L.R., & Johnstone, C. (2006). Accommodations and universal design: Supporting access to assessments in higher education. *Journal of Postsecondary Education and Disability, 19*(2), 163-172.

Ketterlin-Geller, L.R., McCoy, J.D., Twyman, T., & Tindal, G. (2006). Using a Concept Maze to Assess Student Understanding of Secondary Content. *Assessment for Effective Intervention, 31* (2), 39-50.

Ketterlin-Geller, L.R. (2005). Knowing what all students know: Procedures for developing universally designed assessments. *Journal of Technology, Learning, and Assessment, 4*(2). Available from http://escholarship.bc.edu/jtla/vol4/2

Selected Chapters

Chard, D. J., Ketterlin-Geller, L. R., & Jitendra, A. (in press). Systems of instruction and assessment to improve mathematics achievement for students with disabilities: The potential and promise of RTI.

Thurlow, M., Johnstone, C., & Ketterlin-Geller, L. R. (in press). Universal design of assessment in higher education. In S. Burgstahler and R. Cory (Eds), *Universal Design in Postsecondary Education: From Principles to Practice.* Boston, MA: Harvard Education Press.

Tindal, G., & Ketterlin-Geller, L. (in press). Test Accommodations Research: Decision-Making, Outcomes, and Designs. In R. Kopriva (Ed), *Validity and accommodations: Psychometric and policy* perspectives. Mahwah, NJ: Lawrence Erlbaum Associates.

Ketterlin-Geller, L.R., Baker, S., & Chard, D. (2008). Assessment strategies for secondary mathematics. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology V*, pp. 465-475. Bethesda, MD: National Association of School Psychologists.

Alonzo, J., Ketterlin-Geller, L.R., & Tindal, G. (2007). Curriculum Based Assessment. In L. Florian (Ed), *Handbook of Special Education*. Thousand Oaks, CA: Sage Publications.

Selected International and National Presentations

Ketterlin-Geller, L.R. (June, 2008). *Formative assessment to guide instruction within a technology-based universally designed framework.* Presented with Hall, T., Russell, M., & Dolan, R. at the 38th National Conference on Large-Scale Assessment, Orlando, FL.

Ketterlin-Geller, L.R., Yovanoff, P., & Tindal, G. (June, 2008). *Evidence for accommodation effectiveness: It's in the item.* Presented with Abedi, J., Thurlow, M., Rivera, C., & Rigney, S. at the 38th National Conference on Large-Scale Assessment, Orlando, FL.

Ketterlin-Geller, L.R. (April, 2008). *Algebra across the grades: How do we prepare students to be successful in algebra?* Paper presented with Baker, S. & Jungjohann, K. at the National Council of Teachers of Mathematics 2008 Meeting and Exposition, Salt Lake City, UT.

Chard, D., Ketterlin-Geller, L.R., & Jitendra, A. (April, 2008). *Improving Mathematics Achievement for Students With Disabilities: The Potential of RTI.* Poster presented at the 2008 Council for Exceptional Children Convention and Expo, Boston, MA.

Ketterlin-Geller, L.R. (April, 2008). *Designing effective professional development in mathematics: Research to practice.* Presented as the Spotlight Presentation for the Division of Research with Chard, D., Gersten, R., & Jungjohann, K. at the 2008 Council for Exceptional Children Convention and Expo, Boston, MA.

Ketterlin-Geller, L.R. (April, 2008). *Universal design for learning instruction and tools: A survey.* Presented with Hall, T., Graham, S., & Wehmeyer, M. at the 2008 Council for Exceptional Children Convention and Expo, Boston, MA.

Ketterlin-Geller, L.R., Jung, E., Geller, J., & Liu, K. (March, 2008). *Cognitive diagnostic assessment: Defining a cognitive model.* Paper presented at the Annual Meeting of the National Council on Measurement in Education, New York, NY.

Yovanoff, P., Ketterlin-Geller, L.R., & Tindal, G. (March, 2008). *Scaling Scores on District Level Tests for Estimating Growth Relative to State Performance Standards.* Paper presented at Annual Research Conference of the Society for Research on Educational Effectiveness, Crystal City, VA.

Ketterlin-Geller, L.R., & Yovanoff, P. (February, 2008). *Diagnostic mathematics assessment: Innovations in measurement theory to identify student learning needs.* Poster presented at the 16th Annual Pacific Coast Research Conference, San Diego, CA.

Ketterlin-Geller, L.R. (June, 2007). *Science assessments for students with significant cognitive disabilities: Issues and examples.* Paper presented with Dolan, R., Hollenbeck, K., & Harms, M. at the 37th National Conference on Large-Scale Assessment, Nashville, TN.

Ketterlin-Geller, L.R. (April, 2007). *Using assessments to screen and monitor progress of students with mathematics difficulties.* Paper presented with Clarke, B. & Baker, S. at the 2007 Council for Exceptional Children Convention and Expo, Louisville, KY.

Ketterlin-Geller, L.R. (April, 2007). *Validity of Emerging Assessment Technologies: Levels of Evidence.* Paper presented at the Annual Meeting of the National Council on Measurement in Education, Chicago, IL.

Martinez, M. I., & Ketterlin-Geller, L.R. (April, 2007). *EL Assessment: The Role of Academic English in Systems Alignment.* Paper presented at the 88th Annual Meeting of the American Educational Research Association, Chicago, IL.

Ketterlin-Geller, L.R. (February, 2007). *Mathematics assessment: Issues and innovations for assessing students with disabilities.* Paper presented with Chard, D., Foegen, A., & Yovanoff, P. at the 15th Annual Pacific Coast Research Conference, San Diego, CA.

Ketterlin-Geller, L.R. (June, 2006). *Understanding universal design as it applies to assessment.* Paper presented with Burling, K., Felix, A., Harms, M., & Townsend, R. at the 36th National Conference on Large-Scale Assessment, San Francisco, CA.

Ketterlin-Geller, L.R., & Martinez, M. I. (June, 2006). *Academic language: Can accommodations help a broken system.* Paper presented with Abedi, J., Miner, K., & Tindal, G. at the 36th National Conference on Large-Scale Assessment, San Francisco, CA.

Ketterlin-Geller, L.R. (April, 2006). *Universal Design for Assessment: Cognitive Aspects of Assessment.* Paper presented at the 87th Annual Meeting of the American Educational Research Association, San Francisco, CA.

CURRICULUM VITAE
Kathleen M. Scalise

5267 University of Oregon.
Eugene, OR 97403-5267
(707) 543-6385
kscalise@uoregon.edu

EMPLOYMENT:
Assistant Professor, University of Oregon, Educational Leadership, Sept. 2005-Present.

UC Berkeley Visiting Scholar, University of California, Berkeley, Department of Chemistry, Sept. 2007-January 2008.

Dr. Kathleen Scalise uses item response models for research in the areas of e-learning and instructional technology. She is interested in dynamic delivery of differentiated content, computer-adaptive approaches for assessment and instruction, analysis of student learning trajectories with embedded assessment, effective teaching and learning solutions, and innovative instructional design practices. She also is engaged in equity studies and is interested in policy considerations of equity, opportunity and access in education. Subject matter focus is primarily in science and mathematics education, and grade levels for research interests span K-16.

EDUCATION:
Ph.D., UC Berkeley, Quantitative Measurement, Graduate School of Education, December 2004.

M.A., UC Berkeley, Policy, Organization, Measurement and Evaluation, emphasis in Quantitative Measurement, Disciplinary Focus in Cognition and Development, Graduate School of Education, 2004.

B.A., UC Berkeley, Biochemistry, 1982.

PEER-REVIEWED JOURNAL PAPERS:

Claesgens, J., Scalise, K., Wilson, M., & Stacy, A. (accepted and pending). Mapping Student Understanding in Chemistry: The Perspectives of Chemists. Science Education.

Scalise, K., Madhyastha, T., Minstrell, J., & Wilson, M. (accepted and pending). Improving Assessment Evidence in e-Learning Products: Some Solutions for Reliability. International Journal of Learning Technology, Special Issue: Assessment in e-Learning.

Scalise, K., Cheng, N. Y., & Oskui, N. (accepted and pending). Rasch Family Models in e-Learning: Analyzing Architectural Sketching with a Digital Pen. Advances in Rasch Measurement, 2(1).

Watanabe, M., Nunes, N., Mebane, S., Scalise, K., & Claesgens, J. (2007). "Chemistry for all, instead of chemistry just for the elite:" Lessons learned from detracked chemistry classrooms. Science Education, 91(5), 683-709.

Scalise, K. (2007). Differentiated e-Learning: Five Approaches through Instructional Technology. International Journal of Learning Technology, 3(2), 169-182.

Scalise, K. (2007). Differentiated e-Learning: What it is and five approaches. i-manager's Journal of Educational Technology, 4(1), 24-28.

Scalise, K., Bernbaum, D. J., Timms, M. J., Harrell, S. V., Burmester, K., Kennedy, C. A., & Wilson, M. (2007). Adaptive Technology for e-Learning: Principles and Case Studies of an Emerging Field. Journal of the American Society for Information Science and Technology, 58(14), 001-015.

Wilson, M., & Scalise, K. (2006). Assessment to improve learning in higher education: The BEAR Assessment System. Higher Education, 52, 635-663.

Scalise, K., Claesgens, J., Wilson, M., & Stacy, A. (2006). Contrasting the expectations for student understanding of chemistry with levels achieved: a brief case-study of student nurses. Chemistry Education Research and Practice, The Royal Society of Chemistry, 7(3), 170-184.

Scalise, K., & Gifford, B. R. (2006). Computer-Based Assessment in E-Learning: A Framework for Constructing "Intermediate Constraint" Questions and Tasks for Technology Platforms. Journal of Teaching, Learning and Assessment, 4(6).

PEER-REVIEWED JOURNAL PAPERS IN PROCESS:

Scalise, K., Claesgens, J., Stacy, A., & Wilson, M. (in major revisions). Mapping Student Learning Outcomes in Higher Education: A Case Study in Chemistry. Educational Assessment.

Scalise, K., & Wilson, M. (in major revisions). Testlet Pathway Models for Computer Adaptive Testlets in e-Learning Assessment. Applied Psychological Measurement.

Scalise, K., & Wilson, M. (in submission to Applied Measurement in Education). Examining Student Reasoning with Ordered Partition Bundle Models in Criterion-Referenced Assessment.

BOOK CHAPTERS

Scalise, K., & Wilson, M. (2006). Analysis and Comparison of Automated Scoring Approaches: Addressing Evidence-Based Assessment Principles. In D. M. Williamson, I. J. Bejar & R. J. Mislevy (Eds.), Automated Scoring of Complex Tasks in Computer Based Testing. (Topics covered: Human scoring, rule-based methods, linear regression, testlet response theory, latent semantics, neural networks, Bayesian networks). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Wilson, M. & Scalise, K. (2003), "Reporting Progress to Parents and Others: Beyond Grades," Everyday Assessment in the Science Classroom, Eds. Atkin, M. & Coffey, J., NSTA Science Educator's Essay Collection Series, National Science Teachers Association Press: Arlington, VA.

OTHER PUBLICATIONS and REPORTS

Claesgens, J., Scalise, K., Wilson, M., & Stacy, A. (accepted and pending). Assessing student understanding in and between courses for higher education: An example of an approach. Accepted to Assessment Update.

Scalise, K. (Jan. 2007). Differentiated e-Learning: What it is and five approaches. EDUCAUSE Information Resources Library, from www.educause.edu/ir.

Scalise, K (2002). Science Writer, Science Framework for California Public Schools: Kindergarten Through Grade Twelve (Adopted by California State Board of Education 2/6/2002). "The Science Content Standards: High School Education, Physics, Chemistry, Biology/Life Sciences, Earth Sciences, Investigation and Experimentation," p. 159-257. Curriculum Frameworks and Instructional Resources Division, California Department of Education: Sacramento, CA.

Scalise, K. (2001). Assessment Instrument Report for "Living by Chemistry: Inquiry-Based Modules for High School," Assessment Report for Department of Chemistry & Lawrence Hall of Science, University of California, Berkeley, under National Science Foundation Grant #ESI-9730634.

PRESENTATIONS

International

Scalise, K. (pending for 2008, Oct.). *Innovative Item Types and Automated Scoring in Computer Adaptive Testing.* Invited address at the Lamark Computer-Based Testing Conference, De Hooge Vuursche, Baarn, The Netherlands.

Scalise, K. (pending for 2008, Oct.). *Eliminate CAT Exposure Issues: Moving Toward 'Transparent' Item Banks.* Invited address at CBT Master Class Luncheon, London, UK.

Scalise, K., Bernbaum, D. J., Timms, M. J., Harrell, S. V., Burmester, K., Kennedy, C. A., et al. (2006). *Assessment for e-Learning: Case studies of an emerging field.* 13th International Objective Measurement Workshop.

Wilson, M., & Scalise, K. (2005, May). *Assessment: A key aspect of teaching and learning.* Invited address at the First Athens International Conference on University Assessment, Athens, Greece.

Scalise, K. & Scalise, S (2004). *BEAR CAT: A New Approach to Data Driven Content in Computer-Mediated Environments with the UC Berkeley BEAR Assessment System.* New Development Paper, Computer-Mediated Communication, published in Proceedings of ED-MEDIA 2004, World Conference on Educational Multimedia, Hypermedia and Telecommunications, Lugano, Switzerland.

Scalise, K. (2004). *A New Approach to Computer Adaptive Assessment with IRT Construct-Modeled Item Bundles (Testlets): An Application of the BEAR Assessment System.* 2004 International Meeting of the Psychometric Society, Monterey, CA.

Wilson, M., & Scalise, K. (2004, June). *Combining perspectives from cognitive science and psychometrics to improve assessment of science learning: The BEAR Assessment System.* Invited presentation at the 3rd Assessment for the Future Workshop. New College, Cambridge, UK.

Wilson, M., & Scalise, K. (2004, March). *Using assessment to improve learning: The BEAR Assessment System.* Keynote address at the Enhancement Themes 4th Assessment Workshop, The Robert Gordon University, Aberdeen, Scotland.

National

Scalise, K., & Gifford, B. R. (2008). Innovative Item Types: Intermediate Constraint Questions and Tasks for Computer-Based Testing. Paper presented at the National Council on Measurement in Education (NCME), Session on "Building Adaptive and Other Computer-Based Tests", New York, NY.

Scalise, K., & Wilson, M. (2008). Bundle Models for Computer Adaptive Testing in E-Learning Assessment. Paper presented at the American Educational Research Association, Research on Schools, Neighborhoods and Communities: Toward Civic Responsibility, Division D, New York NY.

Scalise, K., & Gifford, B. R. (2008). Innovative Item Types: A Framework for Constructing "Intermediate Constraint" Questions and Tasks. Paper presented at the American Educational Research Association, Research on Schools, Neighborhoods and Communities: Toward Civic Responsibility, Division D, New York, NY.

Oskui, N., Scalise, K., & Cheng, N. Y. (2008). Assessment in E-Learning: Analyzing Architectural Sketching With a Digital Pen. Paper presented at the American Educational Research Association, New York, NY.

Cheng, N. Y., & Scalise, K. (2008). Analyzing Design Sketching Abilities. Paper presented at the Third International Conference on Design Computing and Cognition (DCC08), Georgia Institute of Technology, Atlanta, GA.

Scalise, K., Claesgens, J., Wilson, M., & Stacy, A. (2007). ChemQuery: An Assessment System for Mapping Student Progress in Learning General Chemistry. Paper presented in the Proceedings of the National STEM Assessment Conference, Oct. 19-21, 2006, Washington, D.C.

Scalise, K., & Wilson, M. (2007). Bundle Models for Computer Adaptive Testing in E-Learning Assessment. Paper presented at the 2007 GMAC Conference on Computerized Adaptive Testing (Graduate Management Admission Council), Minneapolis, MN.

Kennedy, C. A., Scalise, K., Bernbaum, D. J., Timms, M. J., Harrell, S. V., & Burmester, K. (2007). A Framework for Designing and Evaluating Interactive E-Learning Products. Paper

presented at the 2007 AERA Annual Meeting: The World of Educational Quality, Chicago, IL.

Claesgens, J., & Scalise, K. (2007). The ChemQuery Story: Measurable insights on how students learn chemistry. Paper presented at the 2007 AERA Annual Meeting: The World of Educational Quality, Chicago, IL.

Scalise, K., & Claesgens, J. (2005). Personalization and customization in new learning technologies: Getting the right assets to the right people. Paper presented at the Demography and Democracy in the Era of Accountability, American Educational Research Association Conference, Montreal, Canada.

Scalise, K., & Wilson, M. (2005). Bundle models for data driven content in e-learning and CBT: The BEAR CAT approach. Paper presented at the National Council on Measurement in Education Annual Conference, Montreal, Canada.

Scalise, K. (2005). Data Driven Content in e-Learning: Integrating Instruction and Assessment. Paper presented at the American Association for Higher Education (AAHE) Virtual Assessment Conference, Strand 1: Promoting an Institutional Culture of Integrated Assessment, http://www.aahe.org.

Stacy, A., Claesgens, J., Scalise, K., & Wilson, M. (2004). "Perspectives of Chemists: A Framework to Promote Conceptual Understanding of Chemistry," Paper presented at the 18th Biennial Conference on Chemical Education, Ames, Iowa.

Scalise, K., Claesgens, J., Krystyniak, R., Mebane, S., Wilson, M. & Stacy, A. (2004). "Perspectives of Chemists: Tracking conceptual understanding of student learning at the secondary and university levels," Paper presented at the 2004 annual meeting of the AERA, San Diego, CA.

Wilson, M., & Scalise, K. (2003, June). *Research on learning: Implications for higher education.* Opening Plenary Address at the American Association for Higher Education Assessment Conference, Seattle.

Wilson, M. & Scalise, K. (2003) *Assessment to improve learning in higher education: The BEAR Assessment System.* Invited keynote paper presented at the meeting of the American Association for Higher Education, 2003 Assessment Conference, June 22 Opening Plenary Session, Seattle, WA.

Claesgens, J., Scalise, K., Draney, K., Wilson, M., and Stacy, A. (2002). "Perspectives of Chemists: A framework to promote conceptual understanding of chemistry." Paper presented at the annual meeting of the American Educational Research Association, Paper Session in Teaching and Learning for Conceptual Change, New Orleans.

Regional

Scalise, K. (2007). How Children Explain Science: Oregon Museum of Science and Technology, Feature Hall, March 13, Portland, OR.

Scalise, K. (2007). Thumbs Up or Thumbs Down: How Child Literacy Fares in the Brave New World of Online Communications. Oregon Conference 2007: Team Up for Literacy Success, from http://edld.uoregon.edu/OC_main.htm.

Scalise, K. (2006). Mini-Growth Models for the Classroom: Construct Mapping and Creating Opportunities to Learn, 32nd Annual COSA Seaside Conference, "Blurring the Lines of Accountability: A Collaborative Approach to Educating All Children". Seaside, OR: Confederation of Oregon School Administrators.

Scalise, K., Bernbaum, D. J., Timms, M. J., Harrell, S. V., Burmester, K., Kennedy, C. A., et al. (2006). BEAR and CAESL (UC Berkeley/Stanford/UCLA) Seminars Assessment and e-Learning: Case studies of an emerging field.

Wilson, M., & Scalise, K. (2004, March). *Assessment: A key aspect of teaching and learning*. Plenary Panel presentation at the MSRI Workshop on Assessing Students' Mathematics Learning, Berkeley, CA.

Claesgens, J. & Scalise, K. (2004). "Perspectives of Chemists: A Framework to Promote Conceptual Understanding of Chemistry Tracks Student Learning Gains in High School and College," Roundtable Discussion, Graduate School of Education, University of California, Berkeley.

Wilson, M., & Scalise, K. (2003, November). *Research on learning: Implications for assessment in higher education*. Plenary Address at the California Association for Institutional Research Annual Conference, Rohnert Park, CA.

Scalise, K & Claesgens, J (2001). "Using Variables to Relate Instruction to Assessment, The BEAR Assessment System," Part I, BEAR Seminar, University of California, Berkeley.

Claesgens, J. & Scalise, K (2001) "Bridging Instruction and Assessment: An IRT Criterion-Based Approach Using the BEAR Assessment System." San Francisco Unified School District, Thurgood Marshall School, San Francisco.

BRIEF CURRICULUM VITAE
Joseph J. Stevens

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TEACHING AND RESEARCH INTERESTS:
Measurement, assessment, and methodology including statistical and quantitative methods and applications to issues in education including large-scale assessment, accountability systems and the determination of assessment validity and effectiveness especially for diverse populations.

EDUCATIONAL RECORD:

1983	Doctor of Philosophy, University of Arizona, August, 1983. Major area of study: Experimental Psychology. Minor area of study: Quantitative Methods and Research Design
1976	Master of Arts, University of Arizona, 1976 in Experimental Psychology
1974	Bachelor of Arts, University of Arizona, 1974; Psychology & Sociology

EMPLOYMENT HISTORY:

2008-present	Associate Dean for Academic Affairs, College of Education, University of Oregon
2007-present	Professor, College of Education, University of Oregon
2005-2007	Associate Professor, College of Education, University of Oregon
2001-2005	Professor, College of Education, University of New Mexico
1991-2001	Assistant and Associate Professor, University of New Mexico
1988-91	Measurement Statistician, College Board Statistical Analysis, Educational Testing Service

TEACHING EXPERIENCE:

2006-present	College of Education, University of Oregon
1991-2005	College of Education, University of New Mexico

Selection of Courses Taught:
Graduate courses in Research Design, Statistical Analysis and Design, Advanced Statistics, Multiple Regression, Multilevel Modeling, Multivariate Statistical Methods, Educational and Psychological Measurement, Alternative Assessment, Psychophysics, Classical and Modern Test Theory, Structural Equation Modeling, Survey and Questionnaire Design and Analysis, School Effectiveness and Accountability Systems, Dissertation Seminar, Program Evaluation.

SELECTED RESEARCH ACTIVITIES:

Zvoch, K., & Stevens, J. J. (in press). Measuring and Evaluating School performance: An Investigation of Status and Growth-Based Achievement Indicators. *Evaluation Review.*

Guglielmo, S., Stevens, J. J., & Braun, D. *A Hierarchical Linear Modeling Approach to Analyzing Reading Fluency Growth.* Paper accepted for presentation at the annual conference of the American Evaluation Association, Denver, CO, November, 2008.

Stevens, J. J., Zvoch, K., & Braun, D. *The Use of Interrupted Time Series Designs for Program and Policy Evaluation.* Paper accepted for presentation at the annual conference of the American Evaluation Association, Denver, CO, November, 2008.

Stevens, J. J., & Zvoch, K. (2007). Confirmatory factor analysis of the CTBS5/TerraNova. *Educational and Psychological Measurement, 61*(6), 976-989.

Stevens, J. J. (2007). Psychometric issues in the design of NCLB science assessments, *Measurement: Interdisciplinary Research and Perspectives, 4*(4), 261-266.

Johnson, B., Stevens, J. J., Zvoch, K. (2007). Teachers' Perceptions of School Climate A Validity Study of Scores From the Revised School Level Environment Questionnaire. *Educational and Psychological Measurement. 67*(5), 833-844.

Zvoch, K., & Stevens, J.J. (2006). Longitudinal effects of school context and practice on middle school mathematics achievement. *Journal of Educational Research, 99(6),* 347-356.

Zvoch, K., & Stevens, J. J. (2006). Successive student cohorts and longitudinal growth models: An investigation of elementary school mathematics performance. *Education Policy Analysis Archives, 14*(2). Available from http://epaa.asu.edu/epaa/v14n2/.

Stevens, J.J., & Zvoch, K. (2007, April). *Evaluating the validity of status and growth measures in state accountability systems.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Stevens, J. J., & Zvoch, K. (2006, November). *Using Multilevel, Longitudinal Models for Program and School Evaluation*. Paper presented at the annual conference of the American Evaluation Association, Portland, OR.

Stevens, J. J., Farley, M., & Zvoch, K. (2006). *Examination of the Internal Structural Validity of the TerraNova-CTBS/5*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Zvoch, K., & Stevens, J.J. (2006). Longitudinal effects of school context and practice on middle school mathematics achievement. *Journal of Educational Research, 99(6),* 347-356.

Johnson, B., & Stevens, J. J. (2006). Student Achievement and Elementary Teachers' Perceptions of School Climate. *Learning Environments Research Journal, 9*(2).

Zvoch, K., & Stevens, J. J. (2006). Successive student cohorts and longitudinal growth models: An investigation of elementary school mathematics performance. *Education Policy Analysis Archives, 14*(2). Available from http://epaa.asu.edu/epaa/v14n2/.

Stevens, J. J., & Zvoch, K. (2006). Issues in the implementation of longitudinal growth models for student achievement. In R. Lissitz (Ed.), *Longitudinal and value added modeling of student performance*. Maple Grove, MN: JAM Press.

Stevens, J. J. (2005). The study of school effectiveness as a problem in research design. In R. Lissitz (Ed.), *Value-added models in education: Theory and applications*. Maple Grove, MN: JAM Press.

Zvoch, K., & Stevens, J. J. (2005). Sample exclusion and student attrition effects in the longitudinal study of middle school mathematics performance. *Educational Assessment*, *10*(2), 105-123.

Zvoch, K., & Stevens, J. J. (2005). *Successive student cohorts and longitudinal growth models: An investigation of middle school mathematics performance*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Stevens, J. J., & Moreno, R. (2004). *A multilevel, longitudinal analysis of ethnic differences in children's mathematics achievement*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Zvoch, K., Chavez de Daigle, D. M., & Stevens, J. J. (2004). *Dropping out of high school: interactions between student and school characteristics and student dropout status*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Zvoch, K., & Stevens, J. J. (2003). A multilevel, longitudinal analysis of middle school math and language achievement. *Educational Policy Analysis Archives, 11*(20).

Stevens, J. J. (2003). *Fairness in Accountability and Assessment: Some Lessons from New Mexico*. Presentation at the La Cosecha Dual Language Conference, Santa Ana Pueblo, NM.

Valdez, F., & Stevens, J. J. (2003). *Comparability of the CELF-3 across referred student and standardization samples*. Paper presented at the annual meeting of the American Speech-Language and Hearing Association (ASHA), Chicago, IL.

Thorstensen, B. I. & Stevens, J. J. (2003). *Confirmatory Factor Analysis of the Massachusetts Comprehensive Assessment System Exam*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Moreno, R., & Stevens, J. J. *Factors of cognitive diversity in children's mathematics performance: A theoretical framework*. Paper presented at the annual national conference on the Relevance of Assessment and Culture in Evaluation, Phoenix, AZ, January, 2003.

Stevens, J. J., Parkes, J., & Brown, S. (2002). *The use of composite scores in state accountability systems*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Johnson, B., & Stevens, J. J. (2001). Exploratory and confirmatory factor analysis of the School Learning Environment Questionnaire (SLEQ), *Learning Environments Research Journal, 4*(3), 325-344.

Stevens, J. J. (1995). Confirmatory factor analysis of the Iowa Tests of Basic Skills. *Structural Equation Modeling: A Multidisciplinary Journal, 2*(3), 214-231.

Schau, C., Stevens, J. J., Dauphinee, T. L., & DelVecchio, A. (1995). The development and validation of the Survey of Attitudes Towards Statistics. *Educational and Psychological Measurement, 55*, 868-875.

SELECTED PROFESSIONAL SERVICE:

1996-present Editorial Board, *Journal of Educational Psychology*

Reviewer, American Educational Research Association, *American Educational Research Journal, Contemporary Educational Psychology, Educational Assessment, Educational Evaluation and Policy Analysis, Educational Measurement: Issues and Practice, Instructional Evaluation, Journal of Educational Psychology, Journal of Personality, Journal of Statistics Education*, National Council on Measurement in Education, *Psychological Methods*, *Structural Equation Modeling*

BIOGRAPHICAL SKETCH

GERALD TINDAL

Ph.D.	Special Education, 1982 Educational Psychology - University of Minnesota
B.A.	Psychology, 1975, Honors: Cum Laude College of Liberal Arts-University of Minnesota

Professional Experience – College of Education, University of Oregon

Castle-McIntosh-Knight Endowed Professor		2005-Present
Area Head	Teacher Education	2005-Present
Area Head	Educational Leadership	1999-Present
Professor	Special Education University of Oregon	1997-Present
Associate Professor	Special Education/DELTA University of Oregon	1990-1997
Assistant Professor	Special Education University of Oregon	1984-1990

Published Articles in Refereed Journals

Tindal, G., Yovanoff, P., & Geller, J. (in press). Generalizability Theory Applied to Reading Assessments for Students with Significant Cognitive Disabilities. *The Journal of Special Education.*

Ketterlin-Geller, L.R., & Tindal, G. (2008). Embedded technology: Current and future practices for increasing accessibility for all students. *Journal of Special Education Technology, 22*(4), 1-15.

Ketterlin-Geller, L., Yovanoff, P., & Tindal, G. (2007). Developing a new paradigm for conducting research on accommodations in mathematics testing. *Exceptional Children, 73*(3), 331-347.

Marston, D., Pickart, M, Reschly, A., Heistad, D., Muyskens, P., and Tindal, G. (2007). Early literacy measures for improving student reading achievement: Translating research into practice. *Exceptionality, 15* (2), 97-117.

Yovanoff, P., & Tindal, G. (2007). Scaling early reading alternate assessments with statewide measures. *Exceptional Children, 73*(2), 184-201

Kameenui, E., Fuchs, L., Francis, D., Good, R., O'Conner, R., Simmons, D., Tindal, G., & Torgesen, J. (2006). The adequacy of tools for assessing reading competence. A framework and review. *Educational Researcher, 35*(4), 3-11.

Twyman, T., & Tindal, G. (2006). Extending curriculum-based measurement into

middle/secondary schools: The technical adequacy of the concept maze. *Journal of Applied School Psychology, 24*(1).

Twyman, T., McCleery, J., & Tindal, G. (2006). *Using concepts to frame history with explicit instruction. Journal of Experimental Education, 74(4), 331-349.*

Crawford, L., Tindal, G., & Carpenter II, D. M. (2006). Exploring the validity of the oregon extended writing assessment. *The Journal of Special Education, 40*(1), 16-27.

Yovanoff, P., Duesbury, L., Alonzo, J., & Tindal, G. (2006). Grade level invariance of a theoretical causal structure predicting reading comprehension with vocabulary and oral reading fluency. *Educational Measurement: Issues and Practice, 24(3), 4-12.*

Hollenbeck, K., Twyman, T., & Tindal, G. (2006). Determining the exchangeability of concept map and problem-solving essay scores. *Assessment for Effective Intervention, 31(2), 51-68.*

Ketterlin-Geller, L.R., McCoy, J.D., Twyman, T., & Tindal, G. (2006). Using a concept maze to assess student understanding of secondary content. *Assessment for Effective Intervention, 31(2), 39-50.*

Hasbrouck, J. & Tindal, G. (2006). Oral reading fluency norms: a valuable assessment tool for reading teachers. *The Reading Teacher, 59*(7), 636-645.

Tindal, G. (2004). Large-scale testing of students with disabilities: Special Issue. *Exceptionality, 12*(2), 67-70.

Crawford, L., & Tindal, G. (2004). Effects of a student reads-aloud accommodation on the performance of students with and without learning disabilities on a test of reading comprehension, *Exceptionality, 12*(2), 71-88.

Crawford, L., Helwig, R., & Tindal, G. (2004). Writing performance assessments: How important is extended time? *Journal of Learning Disabilities, 37*(2), 132-142.

Ketterlin-Geller, L.R., McCoy, J.D., Twyman, T., & Tindal, G. (2003). How do critical thinking measures fit within standards-based reform? *Assessment for Effective Intervention, 28*(3&4), 37-48.

Twyman, T., Ketterlin-Geller, L.R., McCoy, J.D., & Tindal, G. (2003). Effects of concept-based instruction on an English language learner in a rural school: A descriptive case study. *Bilingual Research Journal, 27*(2), 333-348.

Sutton, J., Nowachek, E. J., Capone, A. M., Hausman, R. M., Stoiber, K., & Tindal, G. (2003). Assessment of students with disabilities from geographically diverse rural areas: emerging research from four federally funded projects. *Assessment for Effective Instruction, 29(1), 53-68*

Tindal, G. & Anderson, L. (2003). Making decisions to accommodate students in reading: Issues and options in classroom research and practice. *Research in the Schools*, 10(2), 3-14.

Twyman, T. T., Ketterlin-Geller, L., McCoy, J., & Tindal, G. (2003). Effects of concept-based instruction on English language learner in a rural school: A descriptive case study. *Bilingual Research Journal, 27*(2), 259-274.

Tindal, G., McDonald, Tedesco, M., Glasgow, A., & Almond, P., Crawford, L., Hollenbeck, K. (2003). Alternate assessments in reading and math: Development and validation for students with significant disabilities. *Exceptional Children*, 69(4), 481-494.

Helwig, R., & Tindal, G. (2003). An experimental analysis of accommodation decisions on large-scale mathematics tests. *Exceptional Children, 69*(2), 211-225.

Helwig, R., & Tindal, G. (2002). Using general outcome measures in mathematics to measure adequate yearly progress as mandated by Title 1. *Assessment for Effective Instruction, 28*(1), 9-18.

Helwig, R., Rozek-Tedesco, M., & Tindal, G. (2002). An oral versus a standard administration of a large-scale mathematics test. *The Journal of Special Education*, *36*(1), 39-47.

Crawford, L. Almond, P. Tindal, G., & Hollenbeck, K. (2002). Teacher perspectives on inclusion of students with disabilities in high stakes assessments. *Special Services in the Schools, 18*(1/2), 95-118.

Helwig, B., Anderson, L., & Tindal, G. (2002). Using a concept-grounded, curriculum-based measure in mathematics to predict statewide test scores for middle school students with learning disabilities. *The Journal of Special Education*, *36*(2), 102-112.

Crawford, L., Tindal, G., & Stieber, S. (2001). Using oral reading rate to predict student performance on statewide achievement tests. *Educational Assessment*, *7*(4), 303-323.

Hollenbeck, K., Rozek-Tedesco, M.A., Tindal, G., & Glasgow, A. (2000). An exploratory study of student-paced versus teacher-paced accommodations for large-scale math tests. *Journal of Special Education Technology*, *15*(2), 29-38.

Tindal, G., Helwig, R., & Hollenbeck, K. (1999). An update on test accommodations: Perspectives from practice to policy. *Journal of Special Education Leadership*, *12*[2], pp. 11-20.

Helwig, R., Tedesco, M., Heath, B., Tindal, G., & Almond, P. (1999). Reading as an access to mathematics problem solving on multiple-choice tests for sixth grade students. *The Journal of Educational Research*, *93*[2], 113-125.

Hollenbeck, K., Tindal, G. (1999). Reliability and decision consistency: An analysis of writing mode at two times on a statewide test. *Educational Assessment*, *6*[1], 23-40.

Hasbrouck, J. E., Parker, R. I., & Tindal, G. A. (1999). Perceptions of usefulness of case-related activities: Implications for training. *Journal of Educational and Psychological Consultation*, *10*(1), 83-90.

Hollenbeck, K., Tindal, G., & Almond, P. (1998). Teachers' knowledge of accommodations as a validity issue in high-stakes testing. *The Journal of Special Education*, *32*(3),175-183.

McCleery, J. & Tindal G. (1998). Teaching the scientific method to at-risk students and students with learning disabilities through concept anchoring and explicit instruction. *Remedial and Special Education*, *20*(1), 7-18.

Test Reviews

Tindal, G. (2008). Review of Wechsler Nonverbal Ability. In K. Geisinger and R. Spies (Eds.), 17th *Annual Mental Measurements Yearbook*. Lincoln, NB: Buros Mental Measurements Institute.

Tindal, G. (2008). Review of Differential Ability Scales 2nd Edition In K. Geisinger and R. Spies (Eds.), 17th *Annual Mental Measurements Yearbook*. Lincoln, NB: Buros Mental Measurements Institute.

National Conference Presentations (since 1993)

American Educational Research Council (Chicago, IL, April 2007)

A Case Study of RTI Implementation Across Three Elementary School Sites. With J. Alonzo.

Technical Adequacy of Recommendations for Accommodations.

Inclusion and Accommodation in Large-Scale Assessment - SIG Business Meeting and Panel Discussion.

National Council on Measurement in Education (Chicago, IL, April 2007)

Enhancing Online Assessments Through Technology: Challenges and Opportunities in Designing Innovative Computer-Based Test Items - Related Paper Session. Dicussant. With M. Harms.

Validity of Emerging Assessment Technologies: Levels of Evidence. With L. Ketterlin-Geller.

An Examination of Early Reading Skill Covariance Structure Invariance Across Spanish-Speaking English Language Learners in Grades 3 and 4 and Their Native English-Speaking Peers. With J. Alonzo and P. Yovanoff.

Pacific Coast Research Conference(San Diego, CA, Feb. 2007). Progress monitoring in reading: Refinements, enhancements, and new directions. With S. Adoin, T. Christ, and S. Robinson.

Office of Special Education Programs Annual Project Director's Meeting, Washington, DC, Aug, 2006.

The White Paper Released: Including Students with Disabilities in Large-Scale Assessments. Presentation with Haladyna, T., Browder, D., Ferrara, S., & Zigmond, N.

Alternate Assessments: A Case Study of Students and Systems. With Egnor, D., Rigney, S., Thurlow, & M., Blackerby, J.

Professional Memberships

American Educational Research Association (AERA)

- Division K: Research on Teaching and Teacher Education (AERA)
- Special Interest Group in Special Education (AERA)
- Special Interest Group in Classroom Assessment (AERA)
- Special Interest Group in Large Scale Assessment (AERA)
- Council for Exceptional Children (CEC)
- Division of Learning Disabilities (CEC)
- Teacher Education Division (CEC)
- Research (CEC)
- Council for Educational Diagnostic Services (CEC)

National Council on Measurement in Education (NCME)
Phi Delta Kappa
International Reading Association (IRA)
Association for Supervision and Curriculum Development (ASCD)

Awards and Distinctions

Distinguished Alumni Award	Sept. 2008
President Accommodations in Large-Scale Assessments (AERA)	April 2007
1 of 100 Most Distinguished Alumni in past 100 Years (UM)	May 2006

Grant Award	Project Name	FTE	Period of Performance
R305B080004	Postdoctoral Fellowships on Progress Monitoring in Reading and Mathematics	0.05	3/1/08 - 2/28/12
R324A070188	Assessments Aligned with Grade Level Content Standards and Scaled to Reflect Growth for Students with Disabilities (SWD) and Persistent Learning Problems (PLP)	0.20	3/19/07 - 4/30/11
H326M050003	Model Demonstration Centers on Progress Monitoring	0.25	1/6/09 - 12/31/08
H327B050013	Project INFORM The use of Technology in Standard-Based Reform	0.10	1/1/06 - 12/31/08

Paul Yovanoff, Ph.D.

Curriculum Vitae

Title

Associate Professor/Senior Research Associate

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College of Education
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email: yovanoff@uoregon.edu

Education

Degree	Department	Institution (Major Field)	Year Conferred
Ph.D.	Educational Psychology	University of Oregon, Eugene	1992
	Dissertation: *Chapter 1 Student Eligibility Classification Based on the Oregon Statewide Assessment of Essential Learning Skills*		
M.A.	Special Education	University of Oregon, Eugene	1980
	Thesis: *A Decision-Theoretic Bayesian Analysis for the Specification of Minimum Passing Scores on Domain Referenced Tests*		
B.A.	Learning and Behavioral Disorders	State University College, Buffalo, New York	1977

Recent Professional History

2005-present Associate Professor.

University of Oregon, Area of Educational Leadership.

- Teach Item Response Theory, a two quarter graduate level seminar in theory and application of contemporary psychological measurement theory.

2005-present Associate Professor. (continued)

- Teach Advanced Measurement—one quarter following introductory measurement classes. Content includes special issues associated with estimating error, equating, standard setting, etc. and use of miscellaneous relevant softwares.
- Advise doctoral students on course of study and dissertation research, serving on doctoral dissertation committees.

2005-present Senior Research Associate.

University of Oregon, Department of Educational Leadership.

- Application of item response theory to extend the Reading and Mathematics Oregon Statewide Assessments with curriculum-based measures for low performing students.

University of Oregon, Early Intervention Program.

- Assist with measurement development and specification of eligibility standards based on current item response measurement theory.

University of Oregon, Department of Special Education.

- Application of item response theory to the development of a computerized adaptive testing program of life transitional skills for deaf adolescents and young adults.
- Measuremnent modeling for the development of a youth screening assessment for use by the Oregon Youth Authority.

University of Oregon, Education and Community Supports Program.

- Statistical modeling of 5 year longitudinal data, studying effects of technical assistance to community colleges providing vocational training.

Recent Publications in Refereed Journals

Tindal, G. T., Yovanoff, P., and Geller, J. (in press). Generalizability theory applied to reading assessments for students with significant cognitive disabilities. *Journal of Special Education.*

Small, D.M., & Yovanoff, P. (in press). Depressed adolescents and comorbid psychiatric disorders: Are there differences in presentation of deprssion? *Journal of Abnormal Child Psychiatry.*

Bricker, D., Yovanoff, P., Allen, D., & Clifford, J. (in press). Eligibility determination using a curriculum-based assessment measure: A replication study. *Journal of Early Intervention.*

Flannery, B., Yovanoff, P., Benz, M., & McGrath, M. (2008). Improving employment outcomes of individuals with disabilities through short-term postsecondary training. *Career Development for Exceptional Individuals, 31,* 26-36.

Yovanoff, P., & Tindal, G. (2007). Scaling early reading alternate assessments with statewide measures. *Exceptional Children, 73,* 184-201.

Ketterlin-Geller, L., Yovanoff, P., & Tindal, G. (2007). Developing a new paradigm for conducting research on accommodations in mathematics testing. *Exceptioaal Children, 73,* 331-348.

Heo, K. H., Squires, J., & Yovanoff, P. (2007). Cross-cultural adaptation of a pre-school screening instrument: comparison of Korean and US populations. *Journal of Intellectual Disabilities,* 52, 195-206.

Atkins, T., Bullis, M., & Yovanoff, P. (2007). Wealthy and wise? The influence of socioeconomic status on community adjustment of previously incarcerated youth. *Behavior Disorders, 32,* 254-266.

Yovanoff, P., Squires, J. (2006). Determining Cutoff scores on a Developmental Screening Measure: Use of Receiver Operating Characteristics and Item Response Theory. *Journal of Early Intervention, 29,* 48-62.

Bullis, M., & Yovanoff, P. (2006). Idle hands: Examination of the community employment experiences of formerly incarcerated adolescents.*Journal of Emotional and Behavioral Disorders, 14,* 71-85..

Yovanoff, P., Duesbery, L., Alonzo, J., Bettesworth, L., & Tindal, J. (2005). Grade level invariance of a theoretical causal structure predicting reading comprehension with Vocabulary and Oral Reading Fluency. *Educational measurement: issues and practice, 24, 4-12.*

Bullis, M., & Yovanoff, P. (2005). More alike than different? Comparison of formerly incarcerated adolescents with and without disabilities. *Journal of Child and Family Studies, 14,* 127-139.

Unruh, D. K., Bullis, M., & Yovanoff, P. (2004). Adolescent fathers who are incarcerated juvenile offenders: Explanatory factors for the cooccurene of two problem behaviors. *Journal of Child and Family Studies, 13, 405-419.*

Sherman, R. K., Irvin, L. K., Yovanoff, P., & Sowards, S. (2004). Federal demonstration funds at the interface of mental health and criminal justice. *Administration and Policy in Mental Health, 32, 17-29.*

Unruh, D. K., Bullis, M., & Yovanoff, P. (2004). Adolescent fathers who are incarcerated juvenile offenders: Explanatory factors for the co-occurrence of two problem behaviors. *Journal of Child and Family Studies, 13, 373-387.*

Bullis, M., Yovanoff, P., & Havel, E. (2004). The importance of getting started right: Further examination of the community engagement of formerly incarcerated youth. *The Journal of Special Education, 38, 80-94.*

Bullis, M., Yovanoff, P., & Havel, E. (2004). The importance of getting started right: Further examination of the community engagement of formerly incarcerated youth. *The Journal of Special Education, 38, 80-94.*

Mank, D., Cioffi, A., & Yovanoff, P. (2003). Supported employment outcomes across a decade: Is there evidence of improvement in the quality of implementation? *Mental Retardation, 41,* 188-197

Bricker, D., Yovanoff, P., Capt, B., & Allen, D. (2003).Use of a curriculum-based measure to corroborate eligibility decisions. *Journal of Early Intervention, 26, 20-30.*

Bullis, M., Yovanoff, P., Havel, E., & Mueller, G. (2002). Life on the outs: Explanation of facility-to-community transition of incarcerated adolescents. *Exceptional Children, 69,* 7-22.

Bullis, M., & Yovanoff, P. (2002). Those who do not return: Correlates of the work and school engagement of formerly incarcerated youth who remain in the community. *Journal of Emotional and Behavioral Disorders, 10(4),* 66-78.

Recent Conference Presentations

2008 Society on Research in Educational Effectiveness. Yovanoff, P., Ketterlin-Geller, L., & Tindal, G. *Scaling scores on district level mathematics screening tests for estimating growth relative to state performance standards.* Washington, DC.

2008 Invited presentation to Stanford Institute for Research in Educational Policy & Practice. *Implications of assessment research for services to students with disabilities.* Stanford University, CA.

2008 Pacific Coast Research Conference. Ketterlin-Geller, L., & Yovanoff, P. Diagnostic mathematics assessment: Innovations in measurement theory to identify student learning needs. San Diego.

2007 The Division of Early Childhood. Bruckner, C., Snyder, P., McLean, M., Yovanoff, P., Squires, J., & Fisher, W. *Constructing and revising measurement tools using Rasch scaling.* Niagra Falls, Ontario.

2006 Biennial Conference on Research Innovations in Early Intervention. Yovanoff, P. *Do observation rating scales operate consistently across tasks?* San Diego.

2006 Pacific Coast Research Conference. Reading-based accommodations: Evidence of effects on mathematics performance. San Diego.

CURRICULUM VITAE

Keith Zvoch

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College of Education
170-C Education
5267 University of Oregon
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Telephone: (541) 346-1401 (office)

E-mail address: kzvoch@uoregon.edu Web address: http://www.uoregon.edu/~kzvoch

EDUCATION

University of New Mexico, Albuquerque, NM; Ph.D., 2001
Major: Quantitative Methods
Minor: Educational Psychology

University of New Mexico, Albuquerque, NM; M.A., 1995
Major: Educational Psychology
Minor: Social Psychology

University of Pittsburgh, Pittsburgh, PA; B.S., 1992
Major: Psychology
Minor: History of Philosophy and Science

CURRENT EMPLOYMENT

6/07-present: **Assistant Professor**, University of Oregon/Department of Educational Leadership

Teach graduate-level quantitative methods and program evaluation courses, advise students, procure external funding, produce scholarly products, present original research at professional meetings, and engage in national, university, and community service activities.

PUBLICATIONS

Journal Articles

Murray, C., & Zvoch, K. (under review). The Inventory of Teacher-Student Relationships: Factor structure, reliability, and validity among African American youth in low-income urban schools. *Journal of Child and Adolescent Clinical Psychology.*

Zvoch, K. (resubmitted). Treatment fidelity in multisite evaluation: A multilevel longitudinal examination of provider adherence status and change. *American Journal of Evaluation.*

Zvoch, K. (resubmitted). A longitudinal examination of the academic year and summer learning rates of full and half-day kindergartners. *Child Development.*

Zvoch, K., & Stevens, J. J. (in press). Measuring and evaluating school performance: An investigation of status and growth-based achievement indicators. *Evaluation Review.*

Zvoch, K., Reynolds, R. E., & Parker, R. P. (2008). Full day kindergarten and student literacy growth: Does a lengthened school day make a difference? *Early Childhood Research Quarterly, 23(1),* 94-107.

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Stevens, J. J., & Zvoch, K. (2006). Issues in the implementation of longitudinal growth models for student achievement. In R. Lissitz (Ed.), *Longitudinal and value added models of student performance* (pp. 170-209). Maple Grove, MN: JAM Press.

RECENT CONFERENCE PRESENTATIONS

Zvoch, K., & Stevens, J. J., (2009, April). A longitudinal examination of the short and longer term literacy growth rates of summer school student cohorts. Paper submitted for presentation at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Stevens, J.J., & Zvoch, K. (2009, April). Using statistical prediction models to link formative and

summative assessments. Paper submitted for presentation at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Zvoch, K., & Stevens, J. J. (2008, November). *A longitudinal examination of the academic year and summer learning rates of full and half-day kindergartners.* Paper accepted for presentation at the Annual Meeting of the American Evaluation Association, Denver, CO.

Stevens, J.J., & Zvoch, K. (2008, November). *The use of interrupted time series designs for program and policy evaluation.* Paper accepted for presentation at the Annual Meeting of the American Evaluation Association, Denver, CO.

Zvoch, K. (2008, June). *Treatment (in)fidelity in a multisite literacy intervention: Implications for evaluating student achievement.* Paper presented at the Annual Meeting of the

Council of Chief State School Officers, Orlando, FL.

Zvoch, K., & Letourneau, L. (2007, November). *Treatment fidelity in multisite evaluation: A multilevel longitudinal examination of provider adherence status and change.* Paper presented at the Annual Meeting of the American Evaluation Association, Baltimore, MD.

Zvoch, K., & Letourneau, L.E. (2007, April). *A multilevel multisite outcomes-by-implementation evaluation of the Voyager Universal Literacy System.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Stevens, J.J., & Zvoch, K. (2007, April). *Evaluating the validity of status and growth measures in state accountability systems.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Zvoch, K., & Letourneau, L. (2006, November). *Implementation infidelity and positive target outcomes: An examination of counterintuitive evaluation findings.* Paper presented at the Annual Meeting of the American Evaluation Association, Portland, OR.

Letourneau, L., & Zvoch, K. (2006, November). *When infidelity (of program implementation) is good: An implementation-by-outcome study of counterintuitive findings.* Paper presented at the Annual Meeting of the American Evaluation Association, Portland, OR.

Stevens, J.J., & Zvoch, K. (2006, November). *Using multilevel, longitudinal models for program and school evaluation.* Paper presented at the Annual Meeting of the American Evaluation Association, Portland, OR.

Williams, A.M., & Zvoch, K. (2006, November). *Avoiding pitfalls in multi-site evaluations: Achieving a balance between design integrity and diverse stakeholder needs.* Poster presented at the Annual Meeting of the American Evaluation Association, Portland, OR.

Zvoch, K. (2006, August). *Evolutionary theory and the concept of consilience applied to educational issues.* Paper presented at the Annual Meeting of the American Psychological Association. New Orleans, LA.

Zvoch, K., Williams, A.M., & Parker, R. (2006, April). *Full-day kindergarten and student literacy gains: Does a lengthened school day make a difference?* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Stevens, J.J., Farley, M., & Zvoch, K. (2006, April). *Examination of the internal structural validity of the TerraNova-CTBS/5.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

UNIVERSITY OF OREGON
College of Education

September 5, 2008

Doug Kosty
Assistant Superintendent
Office of Assessment and Information Services
Oregon Department of Education
255 Capitol St NE
Salem, OR 97310

Dear Mr. Kosty,

I appreciate the work being completed by the Oregon Department of Education and support the application to the Institute of Educational Sciences that integrates state testing data with standardized classroom assessments so that both researchers and teachers can leverage the information to develop more effective programs. It is critical that the investments that have been made through previous state funds and grant awards be continued to enhance the system.

Clearly, the Oregon Department of Education is well positioned to collaborate with the many institutions comprising a total system of teaching and learning, particularly the various institutions of higher education (IHEs). We are very interested in any curriculum development that can be developed using distributed educational models and would be more than willing to consider it for use in our certification and degree program offerings. This combination of longitudinal data systems that are based on state tests over time and progress measures could help us build the next generation of teachers to be data savvy and place learning in front of teaching.

By having teachers learn at the beginning of their career how to use student performance diagnostically and formatively to improve their proficiency on high stakes tests, it is likely that the accountability system will be advanced considerably.

Sincerely,

Michael Bullis, Ph.D.
Dean and Sommerville-Knight Professor
University of Oregon, College of Education

OFFICE OF THE DEAN
1215 University of Oregon, Eugene OR 97403-1215 T (541) 346-3405 F (541) 346-5818

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September 3, 2008

Doug Kosty
Assistant Superintendent
Office of Assessment and Information Services
Oregon Department of Education
255 Capitol St NE
Salem, OR 97310

Dear Mr. Kosty,

We appreciate the work being completed by the Oregon Department of Education and support the application to the Institute of Educational Sciences that integrates state testing data with standardized classroom assessments so that both researchers and teachers can leverage the information to develop more effective instructional programs. It is critical that the investments that have been made through previous state funds and grant awards be continued to enhance the statewide assessment system.

Clearly, the Oregon Department of Education is well positioned to collaborate with the many institutions comprising a total system of teaching and learning, particularly partnering with institutions of higher education (IHEs), K-12 school districts, and public non-profits such as the Chalkboard Project. We are very interested in this project for the curriculum/instruction development and the development of longitudinal data systems that are based on state tests over time and progress measures could help us build the next generation of teachers to be data savvy and place learning in front of teaching.

By supporting teachers at the beginning of their career to learn how to use student performance diagnostically and formatively to improve their proficiency on high stakes tests, it is likely that the student learning accountability system will be advanced considerably.

Sincerely,

Sue Hildick
President
Chalkboard Project

221 NW Second Avenue, Suite 210-C
Portland, Oregon 97209

voice: 503.542.4925 fax: 971.330.1274

www.chalkboardproject.org

an initiative of foundations for a better oregon

U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

September 2008

Dear FRSS Coordinator:

The National Center for Education Statistics (NCES) wants to take this opportunity to inform you about the national surveys, *Educational Technology in U.S. Public Schools, Fall 2008* and *Teachers' Use of Educational Technology in U.S. Public Schools.* These are two of the three surveys that will provide the U.S. Department of Education with nationally representative data about technology access and use within the nation's public elementary and secondary school districts, schools, and classrooms. Information about the district-level survey was sent to you in August 2008. This set of surveys is part of the Office of Educational Technology's National Educational Technology Leadership national activities spending plan. We ask for your support with this project.

The federal Office of Management and Budget (OMB) has approved the surveys (OMB No. 1850-0733 and 1850-0857). Westat, a research firm in Rockville, Maryland, is conducting the surveys for NCES using the Fast Response Survey System (FRSS). Enclosed is a list of schools in your state that have been sampled for the surveys. The school questionnaire is designed to be completed by the person most knowledgeable about educational technology at the school. An average of two teachers at each sampled school will be asked to complete the teacher questionnaire.

Data collected in these surveys will be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose unless otherwise compelled by law (Public Law 107-279, Education Sciences Reform Act, Section 183). A statement regarding the voluntary nature of the survey is included in the cover letters and questionnaires. In keeping with FRSS practice, all survey participants will receive a copy of the report describing the survey results.

Information copies of the survey materials are enclosed for your records. Copies of the survey reports will be sent to you when released in fall 2009 for the school survey and spring 2010 for the teacher survey. If you have any questions, please contact Cindy Gray, the Westat survey manager, at 800-937-8281, ext. 4336 (toll-free) or 301-251-4336, or by email at cgray@westat.com. You may also call Peter Tice, the NCES Project Officer, at 202-502-7497.

Thank you for your cooperation.

Sincerely,

Mark Schneider
Commissioner

Enclosures

WASHINGTON, D.C. 20006

EDUCATIONAL TECHNOLOGY IN U.S. PUBLIC SCHOOLS, FALL 2008
LIST OF SAMPLED DISTRICTS AND SCHOOLS FROM: OR

District Name	School Name	School Street	School City	State	School Zip	School Phone
AMITY SD 4J	AMITY HIGH SCHOOL	PO BOX 138	AMITY	OR	97101	(503) 835-2181
BEAVERTON SD 48J	SEXTON MOUNTAIN ELEMENTARY SCHOOL	15645 SW SEXTON MTN DR	BEAVERTON	OR	97007	(503) 672-3560
BETHEL SD 52	WILLAMETTE HIGH SCHOOL	1801 ECHO HOLLOW RD	EUGENE	OR	97402	(541) 689-0731
CENTENNIAL SD 28J	CENTENNIAL HIGH SCHOOL	3505 SE 182ND AVE	GRESHAM	OR	97030	(503) 762-6180
CENTRAL SD 13J	HENRY HILL ELEMENTARY SCHOOL	750 5TH ST	INDEPENDENCE	OR	97351	(503) 838-1828
COLTON SD 53	COLTON ELEMENTARY SCHOOL	30439 S GRAYS HILL RD	COLTON	OR	97017	(503) 824-3536
DALLAS SD 2	LYLE ELEMENTARY SCHOOL	185 SW LEVENS ST	DALLAS	OR	97338	(503) 623-8367
GRESHAM-BARLOW SD 10J	SAM BARLOW HIGH SCHOOL	5105 SE 302ND AVE	GRESHAM	OR	97080	(503) 674-5600
JOHN DAY SD 3	HUMBOLT ELEMENTARY SCHOOL	329 N HUMBOLT ST	CANYON CITY	OR	97820	(541) 575-0454
LAKE OSWEGO SD 7J	WALUGA JUNIOR HIGH SCHOOL	4700 SW JEAN RD	LAKE OSWEGO	OR	97035	(503) 534-2343
LINCOLN COUNTY SD	WALDPORT HIGH SCHOOL	PO BOX 370	WALDPORT	OR	97394	(541) 563-3243
NORTH CLACKAMAS SD 12	EL PUENTE	11250 SE 27TH AVE	MILWAUKIE	OR	97222	(503) 653-3805
NORTH CLACKAMAS SD 12	LEWELLING ELEMENTARY SCHOOL	5325 SE LOGUS RD	MILWAUKIE	OR	97222	(503) 653-3691
NORTH DOUGLAS SD 22	NORTH DOUGLAS HIGH SCHOOL	PO BOX 488	DRAIN	OR	97435	(541) 836-2222
NORTH WASCO COUNTY SD 21	DRY HOLLOW ELEMENTARY SCHOOL	1314 E 19TH ST	THE DALLES	OR	97058	(541) 296-4624

EDUCATIONAL TECHNOLOGY IN U.S. PUBLIC SCHOOLS, FALL 2008
LIST OF SAMPLED DISTRICTS AND SCHOOLS FROM: OR

District Name	School Name	School Street	School City	State	School Zip	School Phone
NORTH WASCO COUNTY SD 21	THE DALLES-WAHTONKA HIGH SCHOOL (DALLES CAMPUS)	220 E 10TH ST	THE DALLES	OR	97058	(541) 296-4601
PHOENIX-TALENT SD 4	ARMADILLO TECHNICAL INSTITUTE	PO BOX 1560	PHOENIX	OR	97535	(541) 535-3287
PHOENIX-TALENT SD 4	TALENT MIDDLE SCHOOL	PO BOX 359	TALENT	OR	97540	(541) 535-1552
PORTLAND SD 1J	BRIDGER ELEMENTARY SCHOOL	7910 SE MARKET ST	PORTLAND	OR	97215	(503) 916-6336
PORTLAND SD 1J	CLEVELAND HIGH SCHOOL	3400 SE 26TH AVE	PORTLAND	OR	97202	(503) 916-5120
PORTLAND SD 1J	KING ELEMENTARY SCHOOL	4906 NE 6TH AVE	PORTLAND	OR	97211	(503) 916-6456
SALEM-KEIZER SD 24J	STEPHENS MIDDLE SCHOOL	4962 HAYSVILLE DR NE	SALEM	OR	97305	(503) 399-3442
SCAPPOOSE SD 1J	SCAPPOOSE MIDDLE SCHOOL	52265 COLUMBIA RIVER HWY	SCAPPOOSE	OR	97056	(503) 543-7163
SEASIDE SD 10	SEASIDE HIGH SCHOOL	1901 N HOLLADAY DR	SEASIDE	OR	97138	(503) 738-5586
WEST LINN-WILSONVILLE SD 3J	WEST LINN HIGH SCHOOL	5464 W A ST	WEST LINN	OR	97068	(503) 673-7800
Schools: 25						

U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

September 2008

Dear Superintendent:

The National Center for Education Statistics (NCES) wants to take this opportunity to inform you about the national surveys, *Educational Technology in U.S. Public Schools, Fall 2008* and *Teachers' Use of Educational Technology in U.S. Public Schools.* These are two of the three surveys that will provide the U.S. Department of Education with nationally representative data about technology access and use within the nation's public elementary and secondary school districts, schools, and classrooms. This set of surveys is part of the Office of Educational Technology's National Educational Technology Leadership national activities spending plan. The request for the district-level survey was sent to you in August 2008.

A nationally representative sample of 2,000 public schools has been selected for the school and teacher surveys. Enclosed is a list of the schools selected in your district. The principals of these schools are being asked to (1) have the school questionnaire completed by the person most knowledgeable about educational technology in the school; and (2) provide a list of teacher names to be used for sampling. Each of these activities is designed to take about 30 minutes. We will use the lists of teachers to select an average of two teachers per school. In January of 2009, we will ask the selected teachers to complete a three-page survey designed to take about 20 minutes.

The federal Office of Management and Budget (OMB) has approved the surveys (OMB No. 1850-0733 and 1850-0857). Westat, a research firm in Rockville, Maryland, is conducting the set of surveys for NCES using the Fast Response Survey System (FRSS).

Data collected in these surveys will be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose unless otherwise compelled by law (Public Law 107-279, Education Sciences Reform Act, Section 183). A statement regarding the voluntary nature of the survey is included in the cover letters and questionnaires. In keeping with FRSS practice, all survey participants will receive a copy of the report describing the survey results.

Information copies of the survey materials are enclosed for your records. Copies of the survey reports will be sent to you when released in fall 2009 for the school survey and spring 2010 for the teacher survey. If you have any questions, please contact Cindy Gray, the Westat survey manager, at 800-937-8281, ext. 4336 (toll-free) or 301-251-4336, or by email at cgray@westat.com. You may also call Peter Tice, the NCES Project Officer, at 202-502-7497.

Thank you for your cooperation.

Sincerely,

Mark Schneider
Commissioner

Enclosures

WASHINGTON, D.C. 20006

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20006–5651

FORM APPROVED
O.M.B. No.: 1850–0733
EXPIRATION DATE: 10/2009

EDUCATIONAL TECHNOLOGY IN U.S. PUBLIC SCHOOLS, FALL 2008

FAST RESPONSE SURVEY SYSTEM

This survey is authorized by law (P.L. 103-382). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose unless otherwise compelled by law. (Public Law 107-279, Education Sciences Reform Act, Section 183.)

Information Copy - Do Not Complete

Please answer this survey using Fall 2008 information.

Definitions

Technology: Information technology such as computers, devices that can be attached to computers (e.g., LCD projector, interactive whiteboard, digital camera), networks (e.g., Internet, local networks), and computer software. We specifically are not including non-computer technologies such as overhead projectors and VCRs.

Classroom response system: Wireless system allowing a teacher to pose a question and students to respond using "clickers" or hand-held response pads, with responses compiled on a computer.

Document camera: Device that transmits images of 2- or 3-dimensional objects, text, or graphics to a computer monitor or LCD projector.

IF ABOVE SCHOOL INFORMATION IS INCORRECT, PLEASE UPDATE DIRECTLY ON LABEL.

Name of Person Completing This Form: _____

Title/Position: _____

Telephone Number: _____ Email: _____

Best days and times to reach you (in case of questions): _____

THANK YOU. PLEASE KEEP A COPY OF THE SURVEY FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:

Mail: Cindy Gray (8696.12.03)
Westat
1650 Research Boulevard
Rockville, Maryland 20850-3195

Fax: 800-254-0984

IF YOU HAVE ANY QUESTIONS OR COMMENTS, CONTACT:

Cindy Gray at Westat
800-937-8281, Ext. 4336 or 301-251-4336
Email: cgray@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0733. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

FRSS 92, 09/2008

Please answer this survey using Fall 2008 information.

1. How many computers does your **school** have (for instructional or administrative use)? Do not include handheld devices (e.g., Palm OS, Windows CE, Pocket PC, BlackBerry). Count all other computers, including those used by students, teachers, school administrators, and other school staff. Include both laptops on carts and computers available for students to take home. *(If none, enter 0. Row a should equal row b plus row c.)*

   a. Total number of computers ..... _____

   b. Number for administrative use **only** ..... _____

   c. Number for instructional use (used for instruction all or part of the time) _____

2. Of the **instructional computers** reported in question 1c, how many are in each of the categories below? *(If none, enter 0. The sum of questions 2a-c should equal question 1c.)*

   a. Desktops ..... _____

   b. Laptops/notebooks ..... _____

   c. Other computer types, such as tablet PCs *(specify)* _____ _____

   d. Total (this total should equal the number of **instructional computers** in question 1, row c) ..... _____

3. Of the **instructional computers** reported in question 1c, how many are in each of the categories below? Report computers located in labs in row c, even if the lab is located in the library/media center. *(If none, enter 0. The sum of questions 3a-e should equal question 1c.)*

   a. Laptop computers on carts ..... _____

   b. Located in **classrooms** (excluding laptops on carts) ..... _____

   c. Located in **computer labs** (excluding laptops on carts) ..... _____

   d. Located in **library/media center(s)** (excluding laptops on carts) ..... _____

   e. Other location (excluding laptops on carts) *(specify* _____ ..... _____

   f. Total (this total should equal the number of **instructional computers** in question 1, row c) ..... _____

4. Of the **instructional computers** reported in question 1c, how many: *(If none, enter 0.)*

   a. Have Internet access ..... _____

   b. Are available for students to take home ..... _____

   c. Are less than 1 year old ..... _____

5. Which operating system(s) or platform(s) are used on the **instructional computers** within your school? *(Indicate yes or no on each line.)*

	Yes	No
a. Windows 3.1 or DOS	1	2
b. Windows 95, 98, or ME	1	2
c. Windows NT or 2000	1	2
d. Windows XP	1	2
e. Windows Vista	1	2
f. Mac OS 10 or higher	1	2
g. Mac OS 9 or earlier	1	2
h. Other operating system, e.g., Linux *(specify)* _____	1	2

Information Copy - Do Not Complete

6. How many **handheld devices** (e.g., Palm OS, Windows CE, Pocket PC, BlackBerry) does your school provide to administrators, teachers, and students? *Exclude classroom response systems ("clickers"). (If none, enter 0.)*

   a. For administrators ..... _____
   b. For teachers ..... _____
   c. For students to use in specific classes ..... _____
   d. For students to use the entire school day ..... _____

7. For each of the following devices, please report the number that your school provides for instruction. *(If none, enter 0.)*

   a. LCD and DLP projectors ..... _____
   b. Videoconference units ..... _____
   c. Interactive whiteboards (e.g., SMART Boards, Activboards) ..... _____
   d. Classroom response systems; count number of classroom sets *(definition on cover)* ..... _____
   e. Digital cameras (still and video) ..... _____
   f. MP3 players/iPods ..... _____
   g. Document cameras *(definition on cover)* ..... _____

8. Which of the following best describes the wireless network access in your school? *(Circle only one.)*

   No wireless network access of any kind 1
   The only wireless connections are from laptops to a cart, with the cart connected to a wall port 2
   Wireless network access is available in part of the school 3
   Wireless network access is available in the whole school 4

9. Does your school use its district network or Internet access to provide the following for teaching and learning? *(Indicate yes or no on each line.)*

	Yes	No
a. Two-way teleconferencing, e.g., videoconferencing	1	2
b. Telecommunications (voice over IP)	1	2
c. Online student assessment provided by your school or district	1	2
d. Access for students to online distance learning	1	2
e. Standardized assessment results and data for teachers to use to individualize instruction	1	2
f. Data to inform instructional planning at the school level	1	2
g. Online professional development provided by your school or district	1	2
h. High-quality digital content (i.e., web-based learning materials or any text, images, sounds, and video that have been digitized)	1	2

10. At your school, how long does it usually take to: *(Circle one on each line.)*

	Less than 1 hour	1 to 8 hours	2 to 5 days	1 to 3 weeks	A month or more
a. Get a computer repaired	1	2	3	4	5
b. Get help on a software problem or question	1	2	3	4	5
c. Get network services restored when the network goes down	1	2	3	4	5
d. Get curricular support for teachers who need help with integrating technology into the curriculum	1	2	3	4	5

11. Is there someone **in your school full-time** whose **only** responsibility is technology support and/or technology integration?

    Yes..... 1 No..... 2

Information Copy, Do Not Complete

12. Please provide the following information:
In part 1, indicate the extent that people in each role help school staff integrate technology into instruction.
In part 2, indicate the extent that people in each role provide technical support for educational technology in your school (e.g., troubleshooting/maintenance for hardware, software, or networks).
(*Circle one for integration and one for technical support on each line.*)

Role	1. Help school staff integrate technology into instruction				2. Provide technical support			
	Not at all	Minor extent	Moderate extent	Major extent	Not at all	Minor extent	Moderate extent	Major extent
a. District-level technology staff	1	2	3	4	1	2	3	4
b. School-level technology staff	1	2	3	4	1	2	3	4
c. School-level administrators	1	2	3	4	1	2	3	4
d. Teachers	1	2	3	4	1	2	3	4
e. Library media specialists	1	2	3	4	1	2	3	4
f. Vendor(s)	1	2	3	4	1	2	3	4
g. Students	1	2	3	4	1	2	3	4
h. Parents or non-staff volunteers	1	2	3	4	1	2	3	4
i. Other (*specify for each part*):	1	2	3	4	1	2	3	4
1. Integration: _____								
2. Technical: _____								

13. Please indicate the extent to which you agree or disagree with each of the following statements as it relates to using educational technology in the instructional program at your school. (*Circle one on each line.*)

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. Teachers are sufficiently trained in technology usage	1	2	3	4
b. Teachers are sufficiently trained to integrate technology into classroom instruction	1	2	3	4
c. Teachers are interested in using technology in classroom instruction	1	2	3	4
d. Teachers construct lessons in which students use a range of educational technologies	1	2	3	4
e. Technology is a priority of the district administration	1	2	3	4
f. Technology infrastructure is adequate (e.g., adequate Internet speeds)	1	2	3	4
g. Technical support for educational technology is adequate	1	2	3	4
h. Funding for educational technology is adequate	1	2	3	4
i. Funding for educational technology is being spent in the most appropriate ways	1	2	3	4
j. Use of educational technology is adversely affected by competing priorities in the classroom	1	2	3	4

14. What is the total number of instructional classrooms in your school? **Exclude** library media centers and computer labs. _____ Number of classrooms

15. What percent of the students in your school are eligible for the federally funded free or reduced-price lunch program? *(If none, enter 0.)* _____ %

16. Which of the following grades are taught at your school? *(Circle all that apply.)*

PK K 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded

Do Not Complete
Information Copy

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20006–5651

FORM APPROVED
O.M.B. No.: 1850–0857
EXPIRATION DATE: 06/2010

INSTRUCTIONS FOR PREPARING LIST OF TEACHERS FOR SURVEY:
TEACHERS' USE OF EDUCATIONAL TECHNOLOGY IN U.S. PUBLIC SCHOOLS
FAST RESPONSE SURVEY SYSTEM

This survey is authorized by law (P.L. 103-382). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose unless otherwise compelled by law. (Public Law 107-279, Education Sciences Reform Act, Section 183.)

Do Not Copy / Pilot Test Only
Information Copy

Instructions for Preparing List of Eligible Teachers

Within 3 weeks, please prepare a list of full-time classroom teachers teaching at least one regularly scheduled class in grades K through 12 (other than physical education), according to these instructions. Please include only the teachers' names.

1. Start with an existing list of all the teachers (or all staff) in the school named on the label below.

2. **Cross off or delete** the following:
   - Administrators, even if they also teach
   - Counselors, advisors, and social workers, even if they also teach
   - Library media specialists that teach only library skills or how to use the library
   - Resource teachers that do not teach any regularly scheduled class
   - Teachers that teach only physical education
   - Preschool teachers
   - Part-time teachers
   - Itinerant teachers that teach at more than one school
   - Substitute teachers (including long-term substitutes)
   - Teacher's aides
   - Unpaid volunteers
   - Anyone else who is not a full-time classroom teacher teaching at least one regularly scheduled class in grades K through 12 (such as school nurse or custodian).

3. Complete the information requested on the enclosed form and **send the form along with the list of teachers** by either toll-free fax to 1-800-254-0984 or mail in the postage-paid envelope to the name and address in the box below. **Please keep a copy of the list for your records.**

THANK YOU. PLEASE KEEP A COPY OF THE LIST FOR YOUR RECORDS.

PLEASE RETURN LIST AND FORM TO:
Mail: Cindy Gray (8096.15.10)
Westat
1650 Research Boulevard
Rockville, Maryland 20850-3195
Fax: 800-254-0984

IF YOU HAVE ANY QUESTIONS OR COMMENTS, CONTACT:
Cindy Gray at Westat
800-937-8281, Ext. 4336 or 301-251-4336
Email: cgray@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0857. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

FRSS 95, 09/2008

Form to Return with List of Eligible Teachers

After you have prepared the list of teachers according to the enclosed instructions, please complete the information requested below and **send this form along with the list of teachers** by either toll-free fax to 1-800-254-0984 or mail in the postage-paid envelope. **Please keep a copy of the list for your records.**

Name of person who can answer questions about this list: _____

Best times to contact: _____

THANK YOU. PLEASE KEEP A COPY OF THE LIST FOR YOUR RECORDS.

Information Copy - Please Do Not Complete

THEODORE R. KULONGOSKI
Governor

September 15, 2008

Doug Kosty
Assistant Superintendent
Office of Assessment and Information Services
Oregon Department of Education
255 Capitol St NE
Salem, OR 97310

Dear Mr. Kosty:

I appreciate the work being completed by the Oregon Department of Education and support the application to the Institute of Educational Sciences that integrates state testing data with standardized classroom assessments so that both researchers and teachers can leverage the information to develop more effective programs. It is critical that the investments that have been made through previous state funds and grant awards be continued to enhance the system.

Clearly, the Oregon Department of Education is well positioned to collaborate with the many institutions comprising a total system of teaching and learning, particularly the various institutions of higher education. We are very interested in any curriculum development that can be developed using distributed educational models and would be more than willing to consider it for use in our certification and degree program offerings. This combination of longitudinal data systems that are based on state tests over time and progress measures could help us build the next generation of teachers to be data savvy and place learning in front of teaching.

By having teachers learn at the beginning of their career how to use student performance diagnostically and formatively to improve their proficiency on high stakes tests, it is likely that the accountability system will be advanced considerably.

Sincerely,

THEODORE R. KULONGOSKI
Governor

TRK:JS:cy

STATE CAPITOL, SALEM 97301-4047 (503) 378-3111 FAX (503) 378-4863 TTY (503) 378-4859
WWW.GOVERNOR.OREGON.GOV

SUSAN CASTILLO
State Superintendent of Public Instruction

OREGON DEPARTMENT OF EDUCATION
Public Service Building, 255 Capitol Street NE, Salem, Oregon 97310
Phone (503) 947-5600 • Fax (503) 378-5156 • www.ode.state.or.us

September 22, 2008

Doug Kosty
Assistant Superintendent
Office of Assessment and Information Services
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310

Dear Mr. Kosty,

I support the application to the Institute of Educational Sciences and appreciate the work being completed by the Oregon Department of Education that integrates state testing data with standardized classroom assessments so that both researchers and teachers can leverage the information to develop more effective programs. It is critical that the investments that have been made through previous state funds and grant awards be continued to enhance the system.

Clearly, the Oregon Department of Education is well positioned to collaborate with the many institutions comprising a total system of teaching and learning, particularly the various institutions of higher education (IHEs). We are very interested in any curriculum development that can be developed using distributed educational models and would be more than willing to consider it for use in our certification and degree program offerings. This combination of longitudinal data systems that are based on state tests over time and progress measures could help us build the next generation of teachers to be data savvy and place learning in front of teaching.

By having teachers learn at the beginning of their career, how to use student performance diagnostically and formatively to improve their proficiency on high stakes tests, it is likely that the accountability system will be advanced considerably.

Sincerely,

Susan Castillo
Superintendent of Public Instruction

Every Student, Every Day—A Success

September 3, 2008

Doug Kosty
Assistant Superintendent
Office of Assessment and Information Services
Oregon Department of Education
255 Capitol St NE
Salem, OR 97310

Dear Mr. Kosty,

We appreciate the work being completed by the Oregon Department of Education and support the application to the Institute of Educational Sciences that integrates state testing data with standardized classroom assessments so that both researchers and teachers can leverage the information to develop more effective instructional programs. It is critical that the investments that have been made through previous state funds and grant awards be continued to enhance the statewide assessment system.

Clearly, the Oregon Department of Education is well positioned to collaborate with the many institutions comprising a total system of teaching and learning, particularly partnering with institutions of higher education (IHEs), K-12 school districts, and public non-profits such as the Chalkboard Project. We are very interested in this project for the curriculum/instruction development and the development of longitudinal data systems that are based on state tests over time and progress measures could help us build the next generation of teachers to be data savvy and place learning in front of teaching.

By supporting teachers at the beginning of their career to learn how to use student performance diagnostically and formatively to improve their proficiency on high stakes tests, it is likely that the student learning accountability system will be advanced considerably.

Sincerely,

Sue Hildick
President
Chalkboard Project

221 NW Second Avenue, Suite 210-C
Portland, Oregon 97209

voice: 503.542.4925 fax: 971.230.1274

www.chalkboardproject.org

an initiative of foundations for a better oregon

September 19, 2008

Doug Kosty
Assistant Superintendent
Office of Assessment and Information Services
Oregon Department of Education
255 Capitol St NE
Salem, OR 97310

Dear Mr. Kosty,

The Oregon Education Association (OEA) appreciates the work being completed by the Oregon Department of Education and supports the application to the Institute of Educational Sciences (IES) that integrates state testing data with classroom assessments so that both researchers and teachers can leverage the information to develop more effective programs. It is important that these measurement systems be designed as part of a formative evaluation system so that teachers can make instruction effective using performance and progress measures. The OEA believes it is important to qualify standardized classroom measures, while allowing teachers to converse with each other on common outcomes, as one piece in the development of effective instructional programs.

OEA is also very interested in any curriculum development that can be created using distributed educational models. It is important to have teachers at the beginning of their career learn how to use student performance diagnostically and formatively. By combining longitudinal data systems on state tests over time and teacher driven performance and progress measures, we can develop the next generation of teachers to be data savvy and place learning in line with teaching.

Sincerely,

Courtney Vanderstek
Assistant Executive Director
Oregon Education Association

Working wonders for public education.

6900 SW Atlanta Street, Portland Oregon 97223 503.684.3300 800.858.5505 Fax 503.684.8063 www.oregoned.org

Portland State
UNIVERSITY

Graduate School of Education
Office of the Dean

Post Office Box 751
Portland, Oregon 97207-0751
608 ED
615 SW Harrison St
Portland, OR 97201

503-725-4697 tel
503-725-8475 fax

www.pdx.edu/education

September 4, 2008

Doug Kosty
Assistant Superintendent
Office of Assessment and Information Services
Oregon Department of Education
255 Capitol St NE
Salem, OR 97310

Dear Mr. Kosty,

I appreciate the work being completed by the Oregon Department of Education and support the application to the Institute of Educational Sciences that integrates state testing data with standardized classroom assessments so that both researchers and teachers can leverage the information to develop more effective programs. It is critical that the investments that have been made through previous state funds and grant awards be continued to enhance the system.

Clearly, the Oregon Department of Education is well positioned to collaborate with the many institutions comprising a total system of teaching and learning, particularly the various institutions of higher education (IHEs). We are very interested in any curriculum development that can be developed using distributed educational models and would be more than willing to consider it for use in our certification and degree program offerings. This combination of longitudinal data systems that are based on state tests over time and progress measures could help us build the next generation of teachers to be data savvy and improve the teaching and learning processes.

Sincerely,

Randy Hitz
Dean

SOUTHERN
OREGON
UNIVERSITY

September 8, 2008

Doug Kosty
Assistant Superintendent
Office of Assessment and Information Services
Oregon Department of Education
255 Capitol St NE
Salem, OR 97310

Dear Mr. Kosty,

I am writing to you in my capacity of Dean and Professor of the School of Education at Southern Oregon University to express my appreciation of the work being completed by the Oregon Department of Education, and support the application to the Institute of Educational Sciences that integrates state testing data with standardized classroom assessments. This is critical work that enables both researchers and teachers to leverage testing information to develop more effective programs. It is critical that the investments that have been made through previous state funds and grant awards be continued to enhance the system.

Clearly, the Oregon Department of Education is well positioned to collaborate with the many institutions comprising a total system of teaching and learning, particularly the various institutions of higher education (IHEs). We are very interested in any curriculum development that can be developed using distributed educational models and would be more than willing to consider it for use in our certification and degree program offerings. This combination of longitudinal state test data and progress measures could help us better prepare the next generation of teachers to be data savvy and place learning in front of teaching. Assessment data is a critical data collection source in any collaborative teacher researcher effort, and as such must be accessible to school personnel. Like many teacher preparation programs across the country, our program at SOU requires all preservice teachers to be "action researchers" who learn at the beginning of their career how to use student performance data diagnostically and formatively to improve student outcomes. Therefore, I fully support the application to the Institute of Educational Sciences that integrates state testing data with standardized classroom assessments.

Sincerely,

Geoffrey E. Mills PhD
Dean and Professor

School of Education
1250 Siskiyou Boulevard
Ashland, Oregon 97520-5061
Tel 541-552-6286
Fax 541-552-6287

Doug Kosty

1270 Elser Court SE – Salem, Oregon 97306 – doug.kosty@state.or.us - 503-361-8644

Information Technology Management

Mr. Kosty is a skilled professional with a unique combination of large scale assessments, information systems and management experience. His leadership experience includes various state and local governments and private sector consulting specializing in education systems automation.

- Outstanding leadership qualities
- Hands-on experience leading all stages of system development efforts, including requirements definition, design, architecture, testing and support.
- Ability to coordinate and direct all phases of project-based efforts while managing, motivating and leading project teams.
- Adept at developing effective policies and procedures, project documentation and milestones, and technical/business specifications.
- Practiced presenter, both nationally and at statewide conferences

Competencies

Governmental Accounting Standards	Educational Finance and Funding
Project Management	Financial Management
Data Collection & Reporting	Data Integrity & Recovery
Cost Benefit Analysis	Risk Assessment
Research & Development	Business Impact Analysis
Contingency Planning	Strategic Planning
Administration of Large Scale Assessments	

PROFESSIONAL EXPERIENCE

Oregon Department of Education 2002 – Present

ASSISTANT SUPERINTENDENT OF ASSESSMENT & INFORMATION SERVICES

Directs the work of a diverse management team including assessment and information services management. Prepare and manage departmental budgets and contracts. Planning for implementation of newly developed finance and technology applications.

KPMG Consulting 1997 – 2002

MANAGER

Manage projects, personnel and budgets for one of world's leading Information Technology Consulting firms. Directed strategic planning efforts, established and reviewed mission, vision, goals and objectives. Supervised project and practice staff

including, interviewing and hiring, technical education and training, developing work plans, establishing employee performance guidelines and evaluating employee performance, and processing disciplinary actions. Served as an active participant on National K-12 Educational practice.

Montana Office of Public Instruction 1995 – 1997

DIRECTOR, INFORMATION SYSTEMS DEVELOPMENT

Plan, administer and control all activities of the Information Systems Development Division including software and hardware training, data processing, applications development. Served on the Technology Advisory Committee to plan for computer operations, telecommunications, local area and wide area networks, statewide educational networks, forms management, data administration, and systems security. Prepared budget requests and managed division budget.

Montana Office of Public Instruction 1990 – 1995

FISCAL SERVICES SPECIALIST

Responsible for establishing and maintaining standard accounting and reporting practices in all Montana public school districts. Researched official accounting pronouncements and promulgating accounting policies for Montana School Districts; providing school district personnel, county superintendents and county treasurers with technical accounting and reporting assistance. Responsible for compiling and reporting school district financial information; and monitoring and reporting school district compliance with the Single Audit Act.

EDUCATION

Bachelor of Science in Business/Accounting
Montana State University

Julie Alonzo

Behavioral Research and Teaching
241 College of Education
5262 University of Oregon
Eugene, Oregon 97403

phone: (541) 346-1923
fax: (541) 346-5689
email: jalonzo@uoregon.edu

Professional Background

Education

Ph.D. Educational Leadership — Winter 2007
University of Oregon, Eugene Oregon
Specialization: Learning Assessment and Systems Performance

B.A. English, *Cum Laude* — 1990
Carleton College, Northfield Minnesota
Concentration: Educational Studies

Teaching Certificates

National Board for Professional Teaching Standards — 2002
Adolescence and Young Adulthood English Language Arts
California Professional Clear Single Subject Teaching Credential (English) — 1995
California Cross-cultural Language and Academic Development Specialist — 1992

Professional Experience

College Teaching Experience

I have taught the following graduate level courses at the University of Oregon

- Professional Writing
- Action Research
- Middle / Secondary Teacher Education Curriculum, Assessment Alignment
- Measurement and Assessment
- Measurement in Decision Making

Research Experience

Project Manager — 2005 - present
Project Progress Monitoring in Early Reading
Behavioral Research and Teaching, University of Oregon
Responsible for designing, constructing, and piloting 20 alternate forms of 7 reading measures at each of grades K – 8, including all data analysis and equating/scaling of forms within and between grades (roughly 6000 students across 25,000 items). Assist with the development of four school-based teams to use these measures to monitor student progress in gaining early reading skills through the use of a variety of field-based interventions. Coordinate professional development workshops for participating school teams on assessment literacy, data-based decision making, response to intervention, and progress monitoring in early reading.

Project Manager — 2007 - present
Project Reading and Math Growth Model Assessments
Behavioral Research and Teaching, University of Oregon
Responsible for overseeing the development of computer delivered reading and mathematics assessments for students with persistent learning disabilities (20 alternate forms, grades 3-8), overseeing piloting of items and the building of an item bank to be used in alternate form creation.

Project Manager 2007 - present

Project Prepare: Proactive Research-based and Evaluative Procedures for Administrators
Reaching for Excellence
Behavioral Research and Teaching, University of Oregon
Responsible for content development and delivery of extensive online-professional development materials in data-based decision making, measurement, and CBMs in mathematics and reading for use with in-service and pre-service school district personnel and K-12 school administrators.

Project Manager 2004 - present

Eugene School District, 4j District Reading Assessment
Behavioral Research and Teaching, University of Oregon
Responsible for coordinating three yearly district reading assessments involving 14,000 K-9 students, conducting pilot tests of new assessments, and analyzing and providing documentation on the technical adequacy of district reading assessments using Item Response Theory (IRT) Analysis.

Research Assistant 2002 - 2005

Project MAP: Making Accommodations Personal
Behavioral Research and Teaching, University of Oregon
Responsible for assisting with research design, conducting field-based research (experimental, quasi-experimental, focus groups, and cognitive labs) on computer-delivered reading and mathematics assessments with built in accommodations for students with disabilities and English-language learners, and analyzing and writing up results of studies.

Public School Teaching Experience

English/Journalism Teacher, Advancement Via Individual Determination Teacher 2000 - 2002
Los Gatos High School, Los Gatos, CA

English/ESL/Economics/Physical Education/Computer Applications Teacher 1996 – 2000
Anzar High School, San Juan Bautista, CA

School Administrator 1998 – 2000
Anzar High School, San Juan Bautista, CA

English/Sheltered English/ESL Teacher 1991 – 1996
Mt. Pleasant High School, San Jose, CA

Awards and Honors

Dissertation Fellowship 2005
College of Education, University of Oregon

Stafford Student Scholar: National Institute on Leadership, 2003 – 2005
Disability, and Students Placed at Risk

Dave Moursund Scholarship for Outstanding Academic Performance 2003
College of Education, University of Oregon

Scholarship

Papers Published in Peer-Reviewed Journals

Alonzo, J., Yovanoff, P., & Tindal, G. (in review). *An examination of early reading skill covariance structure invariance across Spanish-speaking English language learners in Grades 3 and 4 and their native English-speaking peers.*

Alonzo, J., Basaraba, D., Carriveau, R., & Tindal, G. (in press). They read, but how well do they understand? An empirical look at the nuances of comprehension. *Assessment for Effective Intervention.*

Alonzo, J., Robinson, Q. L., & Tindal, G. (2008). Using school-wide response to intervention to close the achievement gap in reading. *ERS Spectrum. 29,* 1-9.

Ketterlin-Geller, L. R., Alonzo, J., Braun Monegan, J., & Tindal, G. (2007). Recommendations for accommodations: Implications of (In)consistency. *Remedial and Special Education, 28,* 194-206.

Alonzo, J., Bushey, L., Gardner, D., Hasazi, S., Johnstone, C. & Miller, P. (2006). 25 hours in family: How family internships can help school leaders transform from within. *Equity & Excellence in Education, 39,* 1-10.

Duesbery, L., Yovanoff, P., Alonzo, J., & Tindal, G. (2005). Grade level invariance of a theoretical causal structure predicting reading comprehension with vocabulary and oral reading fluency. *Educational Measurement: Issues and Practice,* 4 - 12.

Technical Reports

Alonzo, J., Liu, K., & Tindal, G. (2008). *Examining the technical adequacy of second-grade reading comprehension measures in a progress monitoring assessment system* (Technical Report # 44). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., Park, J., & Tindal, G. (2008). *The development of middle school passage reading fluency measures for use in a progress monitoring assessment system* (Technical Report # 46). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., & Tindal, G. (2008). *Examining the technical adequacy of fifth-grade reading comprehension measures in a progress monitoring assessment system* (Technical Report # 45). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., & Tindal, G. (2007). *The development of fifth-grade passage reading fluency measures for use in a progress monitoring assessment system* (Technical Report # 43). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., Liu, K., & Tindal, G. (2007). *Examining the technical adequacy of reading comprehension measures in a progress monitoring assessment system* (Technical Report # 41). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., & Tindal, G. (2007). *Examining the technical adequacy of early literacy measures in a progress monitoring assessment system: Letter names, letter sounds, and phoneme segmenting* (Technical Report # 39). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., & Tindal, G. (2007). *Examining the technical adequacy of word reading and passage reading fluency measures in a progress monitoring assessment system* (Technical Report # 40). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., Ketterlin-Geller, L.R., & Tindal, G. (2004). *Instrument development: Examining the appropriateness of student and teacher surveys for determining the need for testing accommodations* (Technical Report No. 31). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Ketterlin-Geller, L. R., Alonzo, J., & Tindal, G. (2004). *Use of focus groups to inform the construction of a universally designed mathematics test* (Technical Report No. 28). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Alonzo, J. & Tindal, G. (2004). *Analysis of reading fluency and comprehension measures for first-grade students* (Technical Report No. 26). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Alonzo, J. & Tindal, G. (2004). *Analysis of reading fluency and comprehension measures for sixth-grade students* (Technical Report No. 24). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Alonzo, J. & Tindal, G. (2004). *Analysis of reading fluency and comprehension measures for seventh-grade students* (Technical Report No. 23). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Book Chapters

Bettesworth, L. R., Alonzo, J., & Duesbery, L. (2008). Swimming in the depths: Educators' ongoing effective use of data to guide decision making. In T.J. Kowalski & T. J. Lasley (Eds.). *Handbook on data-based decision making in education.* New York: Routledge.

Alonzo, J., Tindal, G., & Ketterlin-Geller, L.R.(2006). General outcome measures of basic skills in reading and math. In L.Florian (Ed.), *Handbook of Special Education.* Thousand Oaks, CA: Sage.

Beghetto, R. A., & Alonzo, J. (2006). Instructional leadership: Supporting the learning process. *School Leadership: Handbook for Excellence, 4th ed.* Thousand Oaks, CA: Corwin.

Presentations

Alonzo, J., Gonzalez, M., & Tindal, G. (March, 2008). *Phonological awareness and Spanish literacy: Considerations for assessment.* Paper presented at the 89th Annual Meeting of the American Educational Research Association, New York.

Duesbery, L., Alonzo, J., & Tindal, G. (March, 2008). *Mind your P's and Q's: Approaching literacy instruction from an IRT base.* Paper presented at the 89th Annual Meeting of the American Educational Research Association, New York.

Shapiro, E., Kloo, A., Wallace, T., Marston, D., Tindal, G., & Alonzo, J. (February, 2008). *Outcome measures in evaluation of RTI implementation.* Panel presentation at the 16th Annual Meeting of the Pacific Coast Research Conference, San Diego.

Alonzo, J., Yovanoff, P., & Tindal, G. (April, 2007). *An examination of early reading skill covariance structure invariance across Spanish-speaking English language learners in Grades 3 and 4 and their native English-speaking peers.* Paper presented at the Annual Meeting of the National Council on Measurement in Education, Chicago, IL.

Alonzo, J., Robinson, Q., & Tindal, G. (April, 2007). *Using school-wide response to intervention to close the achievement gap in reading.* Paper presented at the 88th Annual Meeting of the American Educational Research Association, Chicago, IL.

Liu, K., Alonzo, J. & Tindal, G.. (April, 2007). *A case study of RTI implementation across three elementary school sites.* Paper presented at the 88th Annual Meeting of the American Educational Research Association, Chicago, IL.

Ketterlin-Geller, L.R., Alonzo, J., Duesbery, L., & Tindal, G. (April, 2006). *Investigating conative factors' effects on third-grade mathematics performance.* Paper presented at the 87th Annual Meeting of the American Educational Research Association, San Francisco.

Alonzo, J. (February, 2006). *Using reading assessment results to guide instructional decision making.* Invited presentation at the Superintendent's Strategies for Student Success Follow-up Institute. Portland, OR: Oregon Department of Education.

Ketterlin-Geller, L.R., Alonzo, J., Carrizales, D., & Tindal, G. (April, 2005). *Silent reading fluency: A viable alternative to oral reading fluency?* Paper presented at the 86th Annual Meeting of the American Educational Research Association, Montreal, Canada.

Duesbery, L., Alonzo, J., Bettesworth, L., Tindal, G., & Yovanoff, P. (2004). *Predicting Middle School Reading Achievement Using Practical Curriculum Based Measures of Reading.* Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Yovanoff, P., Duesbery, L, Alonzo, J. & Tindal, G. (2004). *Group Invariance of a Theoretical Causal Structure Predicting Reading Comprehension with Vocabulary and Oral Reading Fluency.* Paper presented at the Annual Meeting of the National Council on Measurement in Education, San Diego, CA.

CURRICULUM VITAE
Kathleen M. Scalise

5267 University of Oregon.
Eugene, OR 97403-5267
(707) 543-6385
kscalise@uoregon.edu

EMPLOYMENT:
Assistant Professor, University of Oregon, Educational Leadership, Sept. 2005-Present.

UC Berkeley Visiting Scholar, University of California, Berkeley, Department of Chemistry, Sept. 2007-January 2008.

Dr. Kathleen Scalise uses item response models for research in the areas of e-learning and instructional technology. She is interested in dynamic delivery of differentiated content, computer-adaptive approaches for assessment and instruction, analysis of student learning trajectories with embedded assessment, effective teaching and learning solutions, and innovative instructional design practices. She also is engaged in equity studies and is interested in policy considerations of equity, opportunity and access in education. Subject matter focus is primarily in science and mathematics education, and grade levels for research interests span K-16.

EDUCATION:
Ph.D., UC Berkeley, Quantitative Measurement, Graduate School of Education, December 2004.

M.A., UC Berkeley, Policy, Organization, Measurement and Evaluation, emphasis in Quantitative Measurement, Disciplinary Focus in Cognition and Development, Graduate School of Education, 2004.

B.A., UC Berkeley, Biochemistry, 1982.

PEER-REVIEWED JOURNAL PAPERS:

Claesgens, J., Scalise, K., Wilson, M., & Stacy, A. (accepted and pending). Mapping Student Understanding in Chemistry: The Perspectives of Chemists. Science Education.

Scalise, K., Madhyastha, T., Minstrell, J., & Wilson, M. (accepted and pending). Improving Assessment Evidence in e-Learning Products: Some Solutions for Reliability. International Journal of Learning Technology, Special Issue: Assessment in e-Learning.

Scalise, K., Cheng, N. Y., & Oskui, N. (accepted and pending). Rasch Family Models in e-Learning: Analyzing Architectural Sketching with a Digital Pen. Advances in Rasch Measurement, 2(1).

Watanabe, M., Nunes, N., Mebane, S., Scalise, K., & Claesgens, J. (2007). "Chemistry for all, instead of chemistry just for the elite:" Lessons learned from detracked chemistry classrooms. Science Education, 91(5), 683-709.

Scalise, K. (2007). Differentiated e-Learning: Five Approaches through Instructional Technology. International Journal of Learning Technology, 3(2), 169-182.

Scalise, K. (2007). Differentiated e-Learning: What it is and five approaches. i-manager's Journal of Educational Technology, 4(1), 24-28.

Scalise, K., Bernbaum, D. J., Timms, M. J., Harrell, S. V., Burmester, K., Kennedy, C. A., & Wilson, M. (2007). Adaptive Technology for e-Learning: Principles and Case Studies of an Emerging Field. Journal of the American Society for Information Science and Technology, 58(14), 001-015.

Wilson, M., & Scalise, K. (2006). Assessment to improve learning in higher education: The BEAR Assessment System. Higher Education, 52, 635-663.

Scalise, K., Claesgens, J., Wilson, M., & Stacy, A. (2006). Contrasting the expectations for student understanding of chemistry with levels achieved: a brief case-study of student nurses. Chemistry Education Research and Practice, The Royal Society of Chemistry, 7(3), 170-184.

Scalise, K., & Gifford, B. R. (2006). Computer-Based Assessment in E-Learning: A Framework for Constructing "Intermediate Constraint" Questions and Tasks for Technology Platforms. Journal of Teaching, Learning and Assessment, 4(6).

PEER-REVIEWED JOURNAL PAPERS IN PROCESS:

Scalise, K., Claesgens, J., Stacy, A., & Wilson, M. (in major revisions). Mapping Student Learning Outcomes in Higher Education: A Case Study in Chemistry. Educational Assessment.

Scalise, K., & Wilson, M. (in major revisions). Testlet Pathway Models for Computer Adaptive Testlets in e-Learning Assessment. Applied Psychological Measurement.

Scalise, K., & Wilson, M. (in submission to Applied Measurement in Education). Examining Student Reasoning with Ordered Partition Bundle Models in Criterion-Referenced Assessment.

BOOK CHAPTERS

Scalise, K., & Wilson, M. (2006). Analysis and Comparison of Automated Scoring Approaches: Addressing Evidence-Based Assessment Principles. In D. M. Williamson, I. J. Bejar & R. J. Mislevy (Eds.), Automated Scoring of Complex Tasks in Computer Based Testing. (Topics covered: Human scoring, rule-based methods, linear regression, testlet response theory, latent semantics, neural networks, Bayesian networks). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Wilson, M. & Scalise, K. (2003), "Reporting Progress to Parents and Others: Beyond Grades," Everyday Assessment in the Science Classroom, Eds. Atkin, M. & Coffey, J., NSTA Science Educator's Essay Collection Series, National Science Teachers Association Press: Arlington, VA.

OTHER PUBLICATIONS and REPORTS

Claesgens, J., Scalise, K., Wilson, M., & Stacy, A. (accepted and pending). Assessing student understanding in and between courses for higher education: An example of an approach. Accepted to Assessment Update.

Scalise, K. (Jan. 2007). Differentiated e-Learning: What it is and five approaches. EDUCAUSE Information Resources Library, from www.educause.edu/ir.

Scalise, K (2002). Science Writer, Science Framework for California Public Schools: Kindergarten Through Grade Twelve (Adopted by California State Board of Education 2/6/2002). "The Science Content Standards: High School Education, Physics, Chemistry, Biology/Life Sciences, Earth Sciences, Investigation and Experimentation," p. 159-257. Curriculum Frameworks and Instructional Resources Division, California Department of Education: Sacramento, CA.

Scalise, K. (2001). Assessment Instrument Report for "Living by Chemistry: Inquiry-Based Modules for High School," Assessment Report for Department of Chemistry & Lawrence Hall of Science, University of California, Berkeley, under National Science Foundation Grant #ESI-9730634.

PRESENTATIONS

International

Scalise, K. (pending for 2008, Oct.). *Innovative Item Types and Automated Scoring in Computer Adaptive Testing.* Invited address at the Lamark Computer-Based Testing Conference, De Hooge Vuursche, Baarn, The Netherlands.

Scalise, K. (pending for 2008, Oct.). *Eliminate CAT Exposure Issues: Moving Toward 'Transparent' Item Banks.* Invited address at CBT Master Class Luncheon, London, UK.

Scalise, K., Bernbaum, D. J., Timms, M. J., Harrell, S. V., Burmester, K., Kennedy, C. A., et al. (2006). *Assessment for e-Learning: Case studies of an emerging field.* 13th International Objective Measurement Workshop.

Wilson, M., & Scalise, K. (2005, May). *Assessment: A key aspect of teaching and learning.* Invited address at the First Athens International Conference on University Assessment, Athens, Greece.

Scalise, K. & Scalise, S (2004). *BEAR CAT: A New Approach to Data Driven Content in Computer-Mediated Environments with the UC Berkeley BEAR Assessment System.* New Development Paper, Computer-Mediated Communication, published in Proceedings of ED-MEDIA 2004, World Conference on Educational Multimedia, Hypermedia and Telecommunications, Lugano, Switzerland.

Scalise, K. (2004). *A New Approach to Computer Adaptive Assessment with IRT Construct-Modeled Item Bundles (Testlets): An Application of the BEAR Assessment System.* 2004 International Meeting of the Psychometric Society, Monterey, CA.

Wilson, M., & Scalise, K. (2004, June). *Combining perspectives from cognitive science and psychometrics to improve assessment of science learning: The BEAR Assessment System.* Invited presentation at the 3rd Assessment for the Future Workshop. New College, Cambridge, UK.

Wilson, M., & Scalise, K. (2004, March). *Using assessment to improve learning: The BEAR Assessment System.* Keynote address at the Enhancement Themes 4th Assessment Workshop, The Robert Gordon University, Aberdeen, Scotland.

National

Scalise, K., & Gifford, B. R. (2008). Innovative Item Types: Intermediate Constraint Questions and Tasks for Computer-Based Testing. Paper presented at the National Council on Measurement in Education (NCME), Session on "Building Adaptive and Other Computer-Based Tests", New York, NY.

Scalise, K., & Wilson, M. (2008). Bundle Models for Computer Adaptive Testing in E-Learning Assessment. Paper presented at the American Educational Research Association, Research on Schools, Neighborhoods and Communities: Toward Civic Responsibility, Division D, New York NY.

Scalise, K., & Gifford, B. R. (2008). Innovative Item Types: A Framework for Constructing "Intermediate Constraint" Questions and Tasks. Paper presented at the American Educational Research Association, Research on Schools, Neighborhoods and Communities: Toward Civic Responsibility, Division D, New York, NY.

Oskui, N., Scalise, K., & Cheng, N. Y. (2008). Assessment in E-Learning: Analyzing Architectural Sketching With a Digital Pen. Paper presented at the American Educational Research Association, New York, NY.

Cheng, N. Y., & Scalise, K. (2008). Analyzing Design Sketching Abilities. Paper presented at the Third International Conference on Design Computing and Cognition (DCC08), Georgia Institute of Technology, Atlanta, GA.

Scalise, K., Claesgens, J., Wilson, M., & Stacy, A. (2007). ChemQuery: An Assessment System for Mapping Student Progress in Learning General Chemistry. Paper presented in the Proceedings of the National STEM Assessment Conference, Oct. 19-21, 2006, Washington, D.C.

Scalise, K., & Wilson, M. (2007). Bundle Models for Computer Adaptive Testing in E-Learning Assessment. Paper presented at the 2007 GMAC Conference on Computerized Adaptive Testing (Graduate Management Admission Council), Minneapolis, MN.

Kennedy, C. A., Scalise, K., Bernbaum, D. J., Timms, M. J., Harrell, S. V., & Burmester, K. (2007). A Framework for Designing and Evaluating Interactive E-Learning Products. Paper

presented at the 2007 AERA Annual Meeting: The World of Educational Quality, Chicago, IL.

Claesgens, J., & Scalise, K. (2007). The ChemQuery Story: Measurable insights on how students learn chemistry. Paper presented at the 2007 AERA Annual Meeting: The World of Educational Quality, Chicago, IL.

Scalise, K., & Claesgens, J. (2005). Personalization and customization in new learning technologies: Getting the right assets to the right people. Paper presented at the Demography and Democracy in the Era of Accountability, American Educational Research Association Conference, Montreal, Canada.

Scalise, K., & Wilson, M. (2005). Bundle models for data driven content in e-learning and CBT: The BEAR CAT approach. Paper presented at the National Council on Measurement in Education Annual Conference, Montreal, Canada.

Scalise, K. (2005). Data Driven Content in e-Learning: Integrating Instruction and Assessment. Paper presented at the American Association for Higher Education (AAHE) Virtual Assessment Conference, Strand 1: Promoting an Institutional Culture of Integrated Assessment, http://www.aahe.org.

Stacy, A., Claesgens, J., Scalise, K., & Wilson, M. (2004). "Perspectives of Chemists: A Framework to Promote Conceptual Understanding of Chemistry," Paper presented at the 18th Biennial Conference on Chemical Education, Ames, Iowa.

Scalise, K., Claesgens, J., Krystyniak, R., Mebane, S., Wilson, M. & Stacy, A. (2004). "Perspectives of Chemists: Tracking conceptual understanding of student learning at the secondary and university levels," Paper presented at the 2004 annual meeting of the AERA, San Diego, CA.

Wilson, M., & Scalise, K. (2003, June). *Research on learning: Implications for higher education.* Opening Plenary Address at the American Association for Higher Education Assessment Conference, Seattle.

Wilson, M. & Scalise, K. (2003) *Assessment to improve learning in higher education: The BEAR Assessment System.* Invited keynote paper presented at the meeting of the American Association for Higher Education, 2003 Assessment Conference, June 22 Opening Plenary Session, Seattle, WA.

Claesgens, J., Scalise, K., Draney, K., Wilson, M., and Stacy, A. (2002). "Perspectives of Chemists: A framework to promote conceptual understanding of chemistry." Paper presented at the annual meeting of the American Educational Research Association, Paper Session in Teaching and Learning for Conceptual Change, New Orleans.

Regional

Scalise, K. (2007). How Children Explain Science: Oregon Museum of Science and Technology, Feature Hall, March 13, Portland, OR.

Scalise, K. (2007). Thumbs Up or Thumbs Down: How Child Literacy Fares in the Brave New World of Online Communications. Oregon Conference 2007: Team Up for Literacy Success, from http://edld.uoregon.edu/OC_main.htm.

Scalise, K. (2006). Mini-Growth Models for the Classroom: Construct Mapping and Creating Opportunities to Learn, 32nd Annual COSA Seaside Conference, "Blurring the Lines of Accountability: A Collaborative Approach to Educating All Children". Seaside, OR: Confederation of Oregon School Administrators.

Scalise, K., Bernbaum, D. J., Timms, M. J., Harrell, S. V., Burmester, K., Kennedy, C. A., et al. (2006). BEAR and CAESL (UC Berkeley/Stanford/UCLA) Seminars Assessment and e-Learning: Case studies of an emerging field.

Wilson, M., & Scalise, K. (2004, March). *Assessment: A key aspect of teaching and learning*. Plenary Panel presentation at the MSRI Workshop on Assessing Students' Mathematics Learning, Berkeley, CA.

Claesgens, J. & Scalise, K. (2004). "Perspectives of Chemists: A Framework to Promote Conceptual Understanding of Chemistry Tracks Student Learning Gains in High School and College," Roundtable Discussion, Graduate School of Education, University of California, Berkeley.

Wilson, M., & Scalise, K. (2003, November). *Research on learning: Implications for assessment in higher education*. Plenary Address at the California Association for Institutional Research Annual Conference, Rohnert Park, CA.

Scalise, K & Claesgens, J (2001). "Using Variables to Relate Instruction to Assessment, The BEAR Assessment System," Part I, BEAR Seminar, University of California, Berkeley.

Claesgens, J. & Scalise, K (2001) "Bridging Instruction and Assessment: An IRT Criterion-Based Approach Using the BEAR Assessment System." San Francisco Unified School District, Thurgood Marshall School, San Francisco.

BRIEF CURRICULUM VITAE
Joseph J. Stevens

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TEACHING AND RESEARCH INTERESTS:
Measurement, assessment, and methodology including statistical and quantitative methods and applications to issues in education including large-scale assessment, accountability systems and the determination of assessment validity and effectiveness especially for diverse populations.

EDUCATIONAL RECORD:

1983	Doctor of Philosophy, University of Arizona, August, 1983. Major area of study: Experimental Psychology. Minor area of study: Quantitative Methods and Research Design
1976	Master of Arts, University of Arizona, 1976 in Experimental Psychology
1974	Bachelor of Arts, University of Arizona, 1974; Psychology & Sociology

EMPLOYMENT HISTORY:

2008-present	Associate Dean for Academic Affairs, College of Education, University of Oregon
2007-present	Professor, College of Education, University of Oregon
2005-2007	Associate Professor, College of Education, University of Oregon
2001-2005	Professor, College of Education, University of New Mexico
1991-2001	Assistant and Associate Professor, University of New Mexico
1988-91	Measurement Statistician, College Board Statistical Analysis, Educational Testing Service

TEACHING EXPERIENCE:

2006-present	College of Education, University of Oregon
1991-2005	College of Education, University of New Mexico

PR/Award # R372A090048

Selection of Courses Taught:
Graduate courses in Research Design, Statistical Analysis and Design, Advanced Statistics, Multiple Regression, Multilevel Modeling, Multivariate Statistical Methods, Educational and Psychological Measurement, Alternative Assessment, Psychophysics, Classical and Modern Test Theory, Structural Equation Modeling, Survey and Questionnaire Design and Analysis, School Effectiveness and Accountability Systems, Dissertation Seminar, Program Evaluation.

SELECTED RESEARCH ACTIVITIES:

Zvoch, K., & Stevens, J. J. (in press). Measuring and Evaluating School performance: An Investigation of Status and Growth-Based Achievement Indicators. *Evaluation Review.*

Guglielmo, S., Stevens, J. J., & Braun, D. *A Hierarchical Linear Modeling Approach to Analyzing Reading Fluency Growth.* Paper accepted for presentation at the annual conference of the American Evaluation Association, Denver, CO, November, 2008.

Stevens, J. J., Zvoch, K., & Braun, D. *The Use of Interrupted Time Series Designs for Program and Policy Evaluation.* Paper accepted for presentation at the annual conference of the American Evaluation Association, Denver, CO, November, 2008.

Stevens, J. J., & Zvoch, K. (2007). Confirmatory factor analysis of the CTBS5/TerraNova. *Educational and Psychological Measurement, 61*(6), 976-989.

Stevens, J. J. (2007). Psychometric issues in the design of NCLB science assessments, *Measurement: Interdisciplinary Research and Perspectives, 4*(4), 261-266.

Johnson, B., Stevens, J. J., Zvoch, K. (2007). Teachers' Perceptions of School Climate A Validity Study of Scores From the Revised School Level Environment Questionnaire. *Educational and Psychological Measurement. 67*(5), 833-844.

Zvoch, K., & Stevens, J.J. (2006). Longitudinal effects of school context and practice on middle school mathematics achievement. *Journal of Educational Research, 99(6),* 347-356.

Zvoch, K., & Stevens, J. J. (2006). Successive student cohorts and longitudinal growth models: An investigation of elementary school mathematics performance. *Education Policy Analysis Archives, 14*(2). Available from http://epaa.asu.edu/epaa/v14n2/.

Stevens, J.J., & Zvoch, K. (2007, April). *Evaluating the validity of status and growth measures in state accountability systems.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Stevens, J. J., & Zvoch, K. (2006, November). *Using Multilevel, Longitudinal Models for Program and School Evaluation*. Paper presented at the annual conference of the American Evaluation Association, Portland, OR.

Stevens, J. J., Farley, M., & Zvoch, K. (2006). *Examination of the Internal Structural Validity of the TerraNova-CTBS/5*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Zvoch, K., & Stevens, J.J. (2006). Longitudinal effects of school context and practice on middle school mathematics achievement. *Journal of Educational Research, 99(6),* 347-356.

Johnson, B., & Stevens, J. J. (2006). Student Achievement and Elementary Teachers' Perceptions of School Climate. *Learning Environments Research Journal, 9*(2).

Zvoch, K., & Stevens, J. J. (2006). Successive student cohorts and longitudinal growth models: An investigation of elementary school mathematics performance. *Education Policy Analysis Archives, 14*(2). Available from http://epaa.asu.edu/epaa/v14n2/.

Stevens, J. J., & Zvoch, K. (2006). Issues in the implementation of longitudinal growth models for student achievement. In R. Lissitz (Ed.), *Longitudinal and value added modeling of student performance*. Maple Grove, MN: JAM Press.

Stevens, J. J. (2005). The study of school effectiveness as a problem in research design. In R. Lissitz (Ed.), *Value-added models in education: Theory and applications*. Maple Grove, MN: JAM Press.

Zvoch, K., & Stevens, J. J. (2005). Sample exclusion and student attrition effects in the longitudinal study of middle school mathematics performance. *Educational Assessment*, *10*(2), 105-123.

Zvoch, K., & Stevens, J. J. (2005). *Successive student cohorts and longitudinal growth models: An investigation of middle school mathematics performance*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Stevens, J. J., & Moreno, R. (2004). *A multilevel, longitudinal analysis of ethnic differences in children's mathematics achievement*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Zvoch, K., Chavez de Daigle, D. M., & Stevens, J. J. (2004). *Dropping out of high school: interactions between student and school characteristics and student dropout status*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Zvoch, K., & Stevens, J. J. (2003). A multilevel, longitudinal analysis of middle school math and language achievement. *Educational Policy Analysis Archives, 11*(20).

Stevens, J. J. (2003). *Fairness in Accountability and Assessment: Some Lessons from New Mexico*. Presentation at the La Cosecha Dual Language Conference, Santa Ana Pueblo, NM.

Valdez, F., & Stevens, J. J. (2003). *Comparability of the CELF-3 across referred student and standardization samples*. Paper presented at the annual meeting of the American Speech-Language and Hearing Association (ASHA), Chicago, IL.

Thorstensen, B. I. & Stevens, J. J. (2003). *Confirmatory Factor Analysis of the Massachusetts Comprehensive Assessment System Exam*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Moreno, R., & Stevens, J. J. *Factors of cognitive diversity in children's mathematics performance: A theoretical framework*. Paper presented at the annual national conference on the Relevance of Assessment and Culture in Evaluation, Phoenix, AZ, January, 2003.

Stevens, J. J., Parkes, J., & Brown, S. (2002). *The use of composite scores in state accountability systems*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Johnson, B., & Stevens, J. J. (2001). Exploratory and confirmatory factor analysis of the School Learning Environment Questionnaire (SLEQ), *Learning Environments Research Journal, 4*(3), 325-344.

Stevens, J. J. (1995). Confirmatory factor analysis of the Iowa Tests of Basic Skills. *Structural Equation Modeling: A Multidisciplinary Journal, 2*(3), 214-231.

Schau, C., Stevens, J. J., Dauphinee, T. L., & DelVecchio, A. (1995). The development and validation of the Survey of Attitudes Towards Statistics. *Educational and Psychological Measurement, 55*, 868-875.

SELECTED PROFESSIONAL SERVICE:

1996-present Editorial Board, *Journal of Educational Psychology*

Reviewer, American Educational Research Association, *American Educational Research Journal, Contemporary Educational Psychology, Educational Assessment, Educational Evaluation and Policy Analysis, Educational Measurement: Issues and Practice, Instructional Evaluation, Journal of Educational Psychology, Journal of Personality, Journal of Statistics Education*, National Council on Measurement in Education, *Psychological Methods*, *Structural Equation Modeling*

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EDUCATIONAL BACKGROUND

Ph.D., Educational Leadership 2003
University of Oregon, Eugene, Oregon
Dissertation: *Establishing a Validity Argument for Universally Designed Assessments*
Committee: Drs. Gerald Tindal (Chair), Lewis Goldberg, David Chard, Paul Yovanoff

B.A., Biology 1994
University of California, Santa Cruz, California
Specialization: Marine Biology

TEACHING EXPERIENCE

Higher Education Teaching Experience

Assistant Professor 2005-present
Educational Leadership, University of Oregon
Applied Measurement

Public Education Teaching Experience

Life Science, Physical Science Teacher, Sheltered Physical Science Coordinator 1996-2000
Westmont High School; Live Oak High School; Paso Robles High School; CA

EXTERNAL FUNDING

Federal Funded Proposals

Project DIVIDE: Dynamic Instruction Via Individually Designed Environments in Mathematics
U.S. Department of Education, Office of Special Education Programs, Steppingstones
Annual budget from 2006-09: $199,639
Description: Principal Investigator responsible for developing a universally designed computer-based instructional system to diagnose student skills and knowledge in mathematics. Project components include developing diagnostic assessments as well as instructional units to remediate deficits.

Project INFORM: Instantiating Frameworks of Organized Responsive Measurement
U.S. Department of Education, Technology and Standards-based Reform
Annual budget from 2006-09: $298,000
Description: Co-Principal Investigator responsible for developing and implementing standards-based reform practices for students with disabilities. Project components include aligning curriculum with instruction and assessment, developing appropriate measurement systems, and incorporating web-based training modules for interpreting data and making decisions to support the needs of students with disabilities.

University and College Funded Proposals

Professional Development in Algebra
Fairway Funds, College of Education, University of Oregon
Annual budget from 2007-09: $37,334
Description: Principal Investigator responsible for designing, developing, and implementing professional development modules to support teachers' understanding

of instruction and assessment in the area of algebra. Project components include effective use of classroom-based and large-scale assessments, teachers' professional content knowledge, and design and delivery of effective instructional strategies.

Project VISION: Vignettes in Instruction to Situate, Integrate, and Optimize New learning
University of Oregon Educational Technology Fund
Annual budget from 2004-05: $42,000
Description: Principal Investigator responsible for developing and evaluating multimedia instructional vignettes for teaching measurement and assessment concepts to graduate students in Educational Leadership coursework.

Other Project Roles

Early Learning in Mathematics: A Prevention Approach
U. S. Department of Education, Institute for Education Science
Annual budget from 2004-08: $371,283
Description: Assumed Principal Investigator responsibilities for Dr. David Chard to disseminate findings from empirical studies designed to investigate the effects of Kindergarten mathematics curriculum on student achievement and subsequent risk-status.

Project PREPARE: Proactive, Research-based and Evaluative Procedures for Administrators Reaching for Excellence
U.S. Department of Education, Fund for the Improvement of Postsecondary Education
Annual budget from 2004-07: $185,645
Description: Key Personnel in the development of curriculum-based measurement systems for use in multimedia curricula designed to train pre- and in-service principals to use data to make instructional decisions.

Project MAP: Making Accommodations Personal
U.S. Department of Education, Office of Special Education Programs
Annual budget from 2002-06: $179,847
Description: Project Manager responsible for designing, conducting, and evaluating research studies on the effectiveness of computer-based universally designed tests for addressing the needs of all students.

SCHOLARSHIP

Selected Refereed Publications

Baker, S.K., Chard, D.J., Ketterlin-Geller, L.R., Apichatabutra, C., & Doabler, C. (in press). The basis of evidence for self-regulated strategy development. *Exceptional Children.*

Chard, D.J., Ketterlin-Geller, L.R., Baker, S.K., Doabler, C., & Apichatabutra, C. (in press). Repeated reading interventions for students with learning disabilities: Status of the evidence. *Exceptional Children.*

Ketterlin-Geller, L.R. (2008). Testing students with special needs: A model for understanding the interaction between assessment and student characteristics in a universally designed environment. *Educational Measurement: Issues and Practice, 27*(3), 3-16.

Ketterlin-Geller, L.R., Chard, D.J., & Fien, H. (2008). Making Connections in Mathematics: Conceptual Mathematics Intervention for Low-Performing Students. *Remedial and Special Education, 29*(1), 33-45.

Ketterlin-Geller, L.R., & Tindal, G. (2008). Embedded technology: Current and future practices for increasing accessibility for all students. *Journal of Special Education Technology, 22*(4), 1-15.

Ketterlin-Geller, L.R., Alonzo, J., Braun-Monegan, J., & Tindal, G. (2007). Recommendations for accommodations: Implications of (in)consistency. *Remedial and Special Education, 28*(4), 194-206.

Ketterlin-Geller, L.R., Yovanoff, P., & Tindal, G. (2007). Developing a new paradigm for accommodations research. *Exceptional Children, 73*(3), 331-347.

Ketterlin-Geller, L.R., & Johnstone, C. (2006). Accommodations and universal design: Supporting access to assessments in higher education. *Journal of Postsecondary Education and Disability, 19*(2), 163-172.

Ketterlin-Geller, L.R., McCoy, J.D., Twyman, T., & Tindal, G. (2006). Using a Concept Maze to Assess Student Understanding of Secondary Content. *Assessment for Effective Intervention, 31* (2), 39-50.

Ketterlin-Geller, L.R. (2005). Knowing what all students know: Procedures for developing universally designed assessments. *Journal of Technology, Learning, and Assessment, 4*(2). Available from http://escholarship.bc.edu/jtla/vol4/2

Selected Chapters

Chard, D. J., Ketterlin-Geller, L. R., & Jitendra, A. (in press). Systems of instruction and assessment to improve mathematics achievement for students with disabilities: The potential and promise of RTI.

Thurlow, M., Johnstone, C., & Ketterlin-Geller, L. R. (in press). Universal design of assessment in higher education. In S. Burgstahler and R. Cory (Eds), *Universal Design in Postsecondary Education: From Principles to Practice.* Boston, MA: Harvard Education Press.

Tindal, G., & Ketterlin-Geller, L. (in press). Test Accommodations Research: Decision-Making, Outcomes, and Designs. In R. Kopriva (Ed), *Validity and accommodations: Psychometric and policy* perspectives. Mahwah, NJ: Lawrence Erlbaum Associates.

Ketterlin-Geller, L.R., Baker, S., & Chard, D. (2008). Assessment strategies for secondary mathematics. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology V*, pp. 465-475. Bethesda, MD: National Association of School Psychologists.

Alonzo, J., Ketterlin-Geller, L.R., & Tindal, G. (2007). Curriculum Based Assessment. In L. Florian (Ed), *Handbook of Special Education*. Thousand Oaks, CA: Sage Publications.

Selected International and National Presentations

Ketterlin-Geller, L.R. (June, 2008). *Formative assessment to guide instruction within a technology-based universally designed framework.* Presented with Hall, T., Russell, M., & Dolan, R. at the 38th National Conference on Large-Scale Assessment, Orlando, FL.

Ketterlin-Geller, L.R., Yovanoff, P., & Tindal, G. (June, 2008). *Evidence for accommodation effectiveness: It's in the item.* Presented with Abedi, J., Thurlow, M., Rivera, C., & Rigney, S. at the 38th National Conference on Large-Scale Assessment, Orlando, FL.

Ketterlin-Geller, L.R. (April, 2008). *Algebra across the grades: How do we prepare students to be successful in algebra?* Paper presented with Baker, S. & Jungjohann, K. at the National Council of Teachers of Mathematics 2008 Meeting and Exposition, Salt Lake City, UT.

Chard, D., Ketterlin-Geller, L.R., & Jitendra, A. (April, 2008). *Improving Mathematics Achievement for Students With Disabilities: The Potential of RTI.* Poster presented at the 2008 Council for Exceptional Children Convention and Expo, Boston, MA.

Ketterlin-Geller, L.R. (April, 2008). *Designing effective professional development in mathematics: Research to practice.* Presented as the Spotlight Presentation for the Division of Research with Chard, D., Gersten, R., & Jungjohann, K. at the 2008 Council for Exceptional Children Convention and Expo, Boston, MA.

Ketterlin-Geller, L.R. (April, 2008). *Universal design for learning instruction and tools: A survey.* Presented with Hall, T., Graham, S., & Wehmeyer, M. at the 2008 Council for Exceptional Children Convention and Expo, Boston, MA.

Ketterlin-Geller, L.R., Jung, E., Geller, J., & Liu, K. (March, 2008). *Cognitive diagnostic assessment: Defining a cognitive model.* Paper presented at the Annual Meeting of the National Council on Measurement in Education, New York, NY.

Yovanoff, P., Ketterlin-Geller, L.R., & Tindal, G. (March, 2008). *Scaling Scores on District Level Tests for Estimating Growth Relative to State Performance Standards.* Paper presented at Annual Research Conference of the Society for Research on Educational Effectiveness, Crystal City, VA.

Ketterlin-Geller, L.R., & Yovanoff, P. (February, 2008). *Diagnostic mathematics assessment: Innovations in measurement theory to identify student learning needs.* Poster presented at the 16th Annual Pacific Coast Research Conference, San Diego, CA.

Ketterlin-Geller, L.R. (June, 2007). *Science assessments for students with significant cognitive disabilities: Issues and examples.* Paper presented with Dolan, R., Hollenbeck, K., & Harms, M. at the 37th National Conference on Large-Scale Assessment, Nashville, TN.

Ketterlin-Geller, L.R. (April, 2007). *Using assessments to screen and monitor progress of students with mathematics difficulties.* Paper presented with Clarke, B. & Baker, S. at the 2007 Council for Exceptional Children Convention and Expo, Louisville, KY.

Ketterlin-Geller, L.R. (April, 2007). *Validity of Emerging Assessment Technologies: Levels of Evidence.* Paper presented at the Annual Meeting of the National Council on Measurement in Education, Chicago, IL.

Martinez, M. I., & Ketterlin-Geller, L.R. (April, 2007). *EL Assessment: The Role of Academic English in Systems Alignment.* Paper presented at the 88th Annual Meeting of the American Educational Research Association, Chicago, IL.

Ketterlin-Geller, L.R. (February, 2007). *Mathematics assessment: Issues and innovations for assessing students with disabilities.* Paper presented with Chard, D., Foegen, A., & Yovanoff, P. at the 15th Annual Pacific Coast Research Conference, San Diego, CA.

Ketterlin-Geller, L.R. (June, 2006). *Understanding universal design as it applies to assessment.* Paper presented with Burling, K., Felix, A., Harms, M., & Townsend, R. at the 36th National Conference on Large-Scale Assessment, San Francisco, CA.

Ketterlin-Geller, L.R., & Martinez, M. I. (June, 2006). *Academic language: Can accommodations help a broken system.* Paper presented with Abedi, J., Miner, K., & Tindal, G. at the 36th National Conference on Large-Scale Assessment, San Francisco, CA.

Ketterlin-Geller, L.R. (April, 2006). *Universal Design for Assessment: Cognitive Aspects of Assessment.* Paper presented at the 87th Annual Meeting of the American Educational Research Association, San Francisco, CA.

Paul Yovanoff, Ph.D.

Curriculum Vitae

Title

Associate Professor/Senior Research Associate

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Eugene, OR 97403

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email: yovanoff@uoregon.edu

Education

Degree	Department	Institution (Major Field)	Year Conferred
Ph.D.	Educational Psychology	University of Oregon, Eugene	1992
	Dissertation: *Chapter 1 Student Eligibility Classification Based on the Oregon Statewide Assessment of Essential Learning Skills*		
M.A.	Special Education	University of Oregon, Eugene	1980
	Thesis: *A Decision-Theoretic Bayesian Analysis for the Specification of Minimum Passing Scores on Domain Referenced Tests*		
B.A.	Learning and Behavioral Disorders	State University College, Buffalo, New York	1977

Recent Professional History

2005-present Associate Professor.

University of Oregon, Area of Educational Leadership.

- Teach Item Response Theory, a two quarter graduate level seminar in theory and application of contemporary psychological measurement theory.

2005-present Associate Professor. (continued)

- Teach Advanced Measurement—one quarter following introductory measurement classes. Content includes special issues associated with estimating error, equating, standard setting, etc. and use of miscellaneous relevant softwares.
- Advise doctoral students on course of study and dissertation research, serving on doctoral dissertation committees.

2005-present Senior Research Associate.

University of Oregon, Department of Educational Leadership.

- Application of item response theory to extend the Reading and Mathematics Oregon Statewide Assessments with curriculum-based measures for low performing students.

University of Oregon, Early Intervention Program.

- Assist with measurement development and specification of eligibility standards based on current item response measurement theory.

University of Oregon, Department of Special Education.

- Application of item response theory to the development of a computerized adaptive testing program of life transitional skills for deaf adolescents and young adults.
- Measuremnent modeling for the development of a youth screening assessment for use by the Oregon Youth Authority.

University of Oregon, Education and Community Supports Program.

- Statistical modeling of 5 year longitudinal data, studying effects of technical assistance to community colleges providing vocational training.

Recent Publications in Refereed Journals

Tindal, G. T., Yovanoff, P., and Geller, J. (in press). Generalizability theory applied to reading assessments for students with significant cognitive disabilities. *Journal of Special Education.*

Small, D.M., & Yovanoff, P. (in press). Depressed adolescents and comorbid psychiatric disorders: Are there differences in presentation of deprssion? *Journal of Abnormal Child Psychiatry.*

Bricker, D., Yovanoff, P., Allen, D., & Clifford, J. (in press). Eligibility determination using a curriculum-based assessment measure: A replication study. *Journal of Early Intervention.*

Flannery, B., Yovanoff, P., Benz, M., & McGrath, M. (2008). Improving employment outcomes of individuals with disabilities through short-term postsecondary training. *Career Development for Exceptional Individuals, 31,* 26-36.

Yovanoff, P., & Tindal, G. (2007). Scaling early reading alternate assessments with statewide measures. *Exceptional Children, 73,* 184-201.

Ketterlin-Geller, L., Yovanoff, P., & Tindal, G. (2007). Developing a new paradigm for conducting research on accommodations in mathematics testing. *Exceptioaal Children, 73,* 331-348.

Heo, K. H., Squires, J., & Yovanoff, P. (2007). Cross-cultural adaptation of a pre-school screening instrument: comparison of Korean and US populations. *Journal of Intellectual Disabilities, 52,* 195-206.

Atkins, T., Bullis, M., & Yovanoff, P. (2007). Wealthy and wise? The influence of socioeconomic status on community adjustment of previously incarcerated youth. *Behavior Disorders, 32,* 254-266.

Yovanoff, P., Squires, J. (2006). Determining Cutoff scores on a Developmental Screening Measure: Use of Receiver Operating Characteristics and Item Response Theory. *Journal of Early Intervention, 29,* 48-62.

Bullis, M., & Yovanoff, P. (2006). Idle hands: Examination of the community employment experiences of formerly incarcerated adolescents.*Journal of Emotional and Behavioral Disorders, 14,* 71-85..

Yovanoff, P., Duesbery, L., Alonzo, J., Bettesworth, L., & Tindal, J. (2005). Grade level invariance of a theoretical causal structure predicting reading comprehension with Vocabulary and Oral Reading Fluency. *Educational measurement: issues and practice, 24, 4-12.*

Bullis, M., & Yovanoff, P. (2005). More alike than different? Comparison of formerly incarcerated adolescents with and without disabilities. *Journal of Child and Family Studies, 14,* 127-139.

Unruh, D. K., Bullis, M., & Yovanoff, P. (2004). Adolescent fathers who are incarcerated juvenile offenders: Explanatory factors for the cooccurene of two problem behaviors. *Journal of Child and Family Studies, 13, 405-419.*

Sherman, R. K., Irvin, L. K., Yovanoff, P., & Sowards, S. (2004). Federal demonstration funds at the interface of mental health and criminal justice. *Administration and Policy in Mental Health, 32, 17-29.*

Unruh, D. K., Bullis, M., & Yovanoff, P. (2004). Adolescent fathers who are incarcerated juvenile offenders: Explanatory factors for the co-occurrence of two problem behaviors. *Journal of Child and Family Studies, 13, 373-387.*

Bullis, M., Yovanoff, P., & Havel, E. (2004). The importance of getting started right: Further examination of the community engagement of formerly incarcerated youth. *The Journal of Special Education, 38, 80-94.*

Bullis, M., Yovanoff, P., & Havel, E. (2004). The importance of getting started right: Further examination of the community engagement of formerly incarcerated youth. *The Journal of Special Education, 38, 80-94.*

Mank, D., Cioffi, A., & Yovanoff, P. (2003). Supported employment outcomes across a decade: Is there evidence of improvement in the quality of implementation? *Mental Retardation, 41,* 188-197

Bricker, D., Yovanoff, P., Capt, B., & Allen, D. (2003).Use of a curriculum-based measure to corroborate eligibility decisions. *Journal of Early Intervention, 26, 20-30.*

Bullis, M., Yovanoff, P., Havel, E., & Mueller, G. (2002). Life on the outs: Explanation of facility-to-community transition of incarcerated adolescents. *Exceptional Children, 69,* 7-22.

Bullis, M., & Yovanoff, P. (2002). Those who do not return: Correlates of the work and school engagement of formerly incarcerated youth who remain in the community. *Journal of Emotional and Behavioral Disorders, 10(4),* 66-78.

Recent Conference Presentations

2008 Society on Research in Educational Effectiveness. Yovanoff, P., Ketterlin-Geller, L., & Tindal, G. *Scaling scores on district level mathematics screening tests for estimating growth relative to state performance standards.* Washington, DC.

2008 Invited presentation to Stanford Institute for Research in Educational Policy & Practice. *Implications of assessment research for services to students with disabilities.* Stanford University, CA.

2008 Pacific Coast Research Conference. Ketterlin-Geller, L., & Yovanoff, P. Diagnostic mathematics assessment: Innovations in measurement theory to identify student learning needs. San Diego.

2007 The Division of Early Childhood. Bruckner, C., Snyder, P., McLean, M., Yovanoff, P., Squires, J., & Fisher, W. *Constructing and revising measurement tools using Rasch scaling.* Niagra Falls, Ontario.

2006 Biennial Conference on Research Innovations in Early Intervention. Yovanoff, P. *Do observation rating scales operate consistently across tasks?* San Diego.

2006 Pacific Coast Research Conference. Reading-based accommodations: Evidence of effects on mathematics performance. San Diego.

CURRICULUM VITAE

Keith Zvoch

Address: Department of Educational Leadership
College of Education
170-C Education
5267 University of Oregon
Eugene, OR 97403-5267

Telephone: (541) 346-1401 (office)

E-mail address: kzvoch@uoregon.edu Web address: http://www.uoregon.edu/~kzvoch

EDUCATION

University of New Mexico, Albuquerque, NM; Ph.D., 2001
Major: Quantitative Methods
Minor: Educational Psychology

University of New Mexico, Albuquerque, NM; M.A., 1995
Major: Educational Psychology
Minor: Social Psychology

University of Pittsburgh, Pittsburgh, PA; B.S., 1992
Major: Psychology
Minor: History of Philosophy and Science

CURRENT EMPLOYMENT

6/07-present: **Assistant Professor**, University of Oregon/Department of Educational Leadership

Teach graduate-level quantitative methods and program evaluation courses, advise students, procure external funding, produce scholarly products, present original research at professional meetings, and engage in national, university, and community service activities.

PR/Award # R372A090048

PUBLICATIONS

Journal Articles

Murray, C., & Zvoch, K. (under review). The Inventory of Teacher-Student Relationships: Factor structure, reliability, and validity among African American youth in low-income urban schools. *Journal of Child and Adolescent Clinical Psychology.*

Zvoch, K. (resubmitted). Treatment fidelity in multisite evaluation: A multilevel longitudinal examination of provider adherence status and change. *American Journal of Evaluation.*

Zvoch, K. (resubmitted). A longitudinal examination of the academic year and summer learning rates of full and half-day kindergartners. *Child Development.*

Zvoch, K., & Stevens, J. J. (in press). Measuring and evaluating school performance: An investigation of status and growth-based achievement indicators. *Evaluation Review.*

Zvoch, K., Reynolds, R. E., & Parker, R. P. (2008). Full day kindergarten and student literacy growth: Does a lengthened school day make a difference? *Early Childhood Research Quarterly, 23(1),* 94-107.

Stevens, J. J., & Zvoch, K. (2007). Confirmatory factor analysis of the TerraNova-Comprehensive Tests of Basic Skills/5. *Educational and Psychological Measurement, 67(6),* 976-989.

Johnson, B., Stevens, J. J., & Zvoch, K. (2007). Teachers' perceptions of school climate: A validity study of scores from the revised School Level Environment Questionnaire. *Educational and Psychological Measurement, 67(5),* 833-844.

Zvoch, K., Letourneau, L. E., & Parker, R. P. (2007). A multilevel multisite outcomes-by-implementation evaluation of an early childhood literacy model. *American Journal of Evaluation, 28(2),* 132-150.

Zvoch, K. (2006). The challenge of assessing students and evaluating schools in the era of high stakes accountability. *Measurement: Interdisciplinary Research and Perspectives, 4(4),* 267-270.

Zvoch, K., & Stevens, J. J. (2006). Longitudinal effects of school context and practice on middle school mathematics achievement. *Journal of Educational Research, 99(6),* 347-356.

Zvoch, K., & Stevens, J. J. (2006). Successive student cohorts and longitudinal growth models: An investigation of elementary school mathematics performance. *Educational Policy Analysis Archives,* v14n2.

Zvoch, K. (2006). Freshman year dropouts: Interactions between student and school characteristics and student dropout status. *Journal of Education for Students Placed At Risk, 11(1)*, 97-117.

Zvoch, K., & Stevens, J. J. (2005). Sample exclusion and student attrition effects in the longitudinal study of middle school mathematics performance. *Educational Assessment, 10(2)*, 105-123.

Zvoch, K., & Stevens, J. J. (2003). A multilevel, longitudinal analysis of middle school math and language achievement. *Educational Policy Analysis Archives*, v11n20.

Zvoch, K. (1999). Family type and investment in education: A comparison of genetic and stepparent families. *Evolution and Human Behavior, 20*, 453-464.

Book Chapter

Stevens, J. J., & Zvoch, K. (2006). Issues in the implementation of longitudinal growth models for student achievement. In R. Lissitz (Ed.), *Longitudinal and value added models of student performance* (pp. 170-209). Maple Grove, MN: JAM Press.

RECENT CONFERENCE PRESENTATIONS

Zvoch, K., & Stevens, J. J., (2009, April). A longitudinal examination of the short and longer term literacy growth rates of summer school student cohorts. Paper submitted for presentation at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Stevens, J.J., & Zvoch, K. (2009, April). Using statistical prediction models to link formative and

summative assessments. Paper submitted for presentation at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Zvoch, K., & Stevens, J. J. (2008, November). *A longitudinal examination of the academic year and summer learning rates of full and half-day kindergartners.* Paper accepted for presentation at the Annual Meeting of the American Evaluation Association, Denver, CO.

Stevens, J.J., & Zvoch, K. (2008, November). *The use of interrupted time series designs for program and policy evaluation.* Paper accepted for presentation at the Annual Meeting of the American Evaluation Association, Denver, CO.

Zvoch, K. (2008, June). *Treatment (in)fidelity in a multisite literacy intervention: Implications for evaluating student achievement.* Paper presented at the Annual Meeting of the

Council of Chief State School Officers, Orlando, FL.

Zvoch, K., & Letourneau, L. (2007, November). *Treatment fidelity in multisite evaluation: A multilevel longitudinal examination of provider adherence status and change.* Paper presented at the Annual Meeting of the American Evaluation Association, Baltimore, MD.

Zvoch, K., & Letourneau, L.E. (2007, April). *A multilevel multisite outcomes-by-implementation evaluation of the Voyager Universal Literacy System.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Stevens, J.J., & Zvoch, K. (2007, April). *Evaluating the validity of status and growth measures in state accountability systems.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Zvoch, K., & Letourneau, L. (2006, November). *Implementation infidelity and positive target outcomes: An examination of counterintuitive evaluation findings.* Paper presented at the Annual Meeting of the American Evaluation Association, Portland, OR.

Letourneau, L., & Zvoch, K. (2006, November). *When infidelity (of program implementation) is good: An implementation-by-outcome study of counterintuitive findings.* Paper presented at the Annual Meeting of the American Evaluation Association, Portland, OR.

Stevens, J.J., & Zvoch, K. (2006, November). *Using multilevel, longitudinal models for program and school evaluation.* Paper presented at the Annual Meeting of the American Evaluation Association, Portland, OR.

Williams, A.M., & Zvoch, K. (2006, November). *Avoiding pitfalls in multi-site evaluations: Achieving a balance between design integrity and diverse stakeholder needs.* Poster presented at the Annual Meeting of the American Evaluation Association, Portland, OR.

Zvoch, K. (2006, August). *Evolutionary theory and the concept of consilience applied to educational issues.* Paper presented at the Annual Meeting of the American Psychological Association. New Orleans, LA.

Zvoch, K., Williams, A.M., & Parker, R. (2006, April). *Full-day kindergarten and student literacy gains: Does a lengthened school day make a difference?* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Stevens, J.J., Farley, M., & Zvoch, K. (2006, April). *Examination of the internal structural validity of the TerraNova-CTBS/5.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1235-Budget Narrative.pdf**

Budget Narrative

Oregon Department of Education

SLDS Grant Application 9/25/2008

The following matrix delineates the costs associated with our application. The section following this matrix provides additional information on each area.

Personnel	Number	Year 1	Year 2	Year 3
Doug Kosty Project Sponsor	0.1	$0	$0	$0
ODE Project Coordinator - Contract - ODE (TBA)	0.50	$80,000	$80,000	$80,000
ODE - Next Level Evaluation Contract		$75,000	$75,000	$75,000
Aaron Glasgow Data Integration Manager	0.25	$35,000	$35,000	$35,000
Kirt Ulmer Computer Programmer	0.50	$50,000	$50,000	$50,000
Web Module Developer (TBA)		$75,000	$75,000	$75,000
UO COE Curriculum Content Coordinators				
Julie Alonzo Formative Evaluation (easycbm)	0.25	$20,000	$20,000	$20,000
Leanne Ketterlin-Geller Statewide Test Interpretation	0.25	$20,000	$20,000	$20,000
Gerald Tindal Participation of Students with Disabilities and ELLs*	0.35	$50,000	$30,000	$30,000
Joe Stevens Evaluation Statistics and Growth Models	0.40	$50,000	$20,000	$20,000
Keith Zvoch Large-Scale Data Bases*	0.15	$20,000	$30,000	$30,000
Kathleen Scalise e Learning and Differentiated Instruction	0.25	$20,000	$20,000	$20,000
Paul Yovanoff Instrumentation Development and Analysis	0.25	$20,000	$20,000	$20,000
Graduate Students	3	$105,000	$105,000	$105,000
Raina Megert Field Liaison Coordinator	0.25	$17,500	$17,500	$17,500
Institutional Coordinators OUS	6	$60,000	$60,000	$60,000
Target Direct Expenses				
OUS Data Center Migration Contracts/Staff Costs		$80,000	$300,000	$250,000
Hardware Costs		$120,000	$50,000	$25,000

Network Connectivity Costs			$100,000	$100,000
Research Seminars in Portland with Researchers	1	$15,000	$15,000	$15,000
Institutional Student Support	180 @ 50	$9,000	$9,000	$9,000
Inter-Institutional Meetings	3	$5,000	$5,000	$5,000
Supplies		$5,000	$5,000	$5,000
Travel		$10,000	$5,000	$5,000
Total Direct Costs		$941,500	$1,146,500	$1,071,500

*Also includes Administrator/Teacher Training Project Management Functions

**Also includes Policy Analysis Research Project Management Functions

Personnel Costs:

Doug Kosty, Oregon Department of Education (10% dedicated time in each of three years). Mr. Kosty is currently the Assistant Superintendent of the Office of Assessment and Information Technology at the Oregon Department of Education. As sponsor of the project, Mr. Kosty will provide overall leadership for all phases of the initiative. Mr. Kosty was a key developer as a KPMG Consulting (Bearing Point) Project Manager for the Oregon Database Initiative Project (DBI), a revolutionary advance in the coordination and implementation of an educational data system. As the Project Manager, he was responsible for directing the technology development of the project while overseeing the KPMG staff assigned to the project. Mr. Kosty also serves on the Education Enterprise Partnership, which unites K-20 education across the state of Oregon (10% of time each year; in-kind $15,000/year).

ODE Project Coordinator: This position is to be announced (TBA) following affirmative action hiring procedures. We expect the role to include working with the Open Source Lab to ensure proper migration of the data warehouses, coordinating with the integration of the easyCBM with the extant state testing data, working with the Oregon Department of Education to ensure proper data aggregation for policy analysis, and guiding the web curriculum development process. A total of .50 FTE is anticipated to complete this work.

ODE Next Level Evaluation (LLC) Contract: This organization is an independent contractor providing services in educational statistics, evaluation and professional development that are outside the scope of the University of Arkansas' research and sponsored programs. Next Level Evaluation (NLE) was founded in 2003 by Dr. Sean W. Mulvenon, owner and president of the company, and professor of education statistics at the University of Arkansas. NLE was founded to provide academic and statistical expertise to support the K-12 and postsecondary education

systems in data modeling, analysis, research, and evaluation in response to increasing calls for sophisticated evaluation and accountability systems in education.

Aaron Glasgow Data Integration Manager: Mr. Glasgow specializes in both software development and network engineering, having worked for the past 15 years at the University of Oregon. He has a degree in computer science from Oregon State University and 10 years experience working with statewide alternate assessment data systems. He will be responsible for ensuring the code behind easyCBM provides access to a secure database, maintaining the data checking that provides consistent and accurate import and exports between the state test scores, student demographics, and easyCBM benchmark and progress monitoring measures. Aaron will be primarily responsible for linking the data warehouses with the secure website for researchers.

Kirt Ulmer Computer Programmer: Kirt recently joined Behavioral Research and Teaching and has worked for the past 3 years to develop easyCBM. He has considerable five years experience in working in Linux, Apache, MySQL, and php environments. He will also be responsible for developing a proficiency database to be used with the web-based curriculum. We anticipate half time is needed for his work on integrating easyCBM with statewide testing.

Web Module Developer: This position is to be announced (TBA) following affirmative action hiring procedures. We expect that the policy analysis research needs have access to a secure website and that the web-based curriculum needs to be accessible for administrators and teachers in training throughout the state. The web designer will follow principles of universal design with the both efforts.

Gerald Tindal Educator Training Materials Manager: This .15 position involves coordination with the Field Liaison (and subsequently all institutions of higher education in Oregon) and the UO faculty to develop high quality curriculum web delivery and capable of being adopted in training programs for administrators and teachers. Dr. Tindal will also devote .20 FTE to curriculum development on Participation of Students with Disabilities and English Language Learners.

Joe Stevens Policy Analysis: This .15 position involves coordination with ODE, Next Level Evaluation, and the manager of Data Integration to provide a secure database capable of research for policy analysis. Responsibilities include development of file specifications and access as well as recruitment and selection of researchers and management of an annual research conference. Dr. Stevens also will devote .25 of his FTE to Evaluation Statistics and Growth Models.

Training Material Developers: UO faculty: A number of individuals will be working on the curriculum for administrators and teachers. Everyone has expertise in the areas noted below.

Julie Alonzo, Ph.D. Formative Evaluation (easyCBM)
Leanne Ketterlin-Geller, Ph.D Statewide Test Interpretation
Gerald Tindal, Ph.D. Participation of Students with Disabilities and ELLs[1]
Joe Stevens, Ph.D. Evaluation Statistics and Growth Models
Keith Zvoch, Ph.D Large-Scale Data Bases[2]
Kathleen Scalise, Ph.D. e Learning and Differentiated Instruction
Paul Yovanoff, Ph.D. Instrumentation Development and Analysis
Graduate Students (.49): These positions are to be announced (TBA) following affirmative action hiring procedures.

Raina Megert (Field Liaison): This position is designed to coordinate the development and adoption of the curricula across the institutions of higher education across Oregon.

Other costs associated with curriculum adoption across the state include six Institutional Coordinators across the Oregon University System (OUS), each funded at $10,000 for ensuring adoption within their respective institution.

OUS Data Center migration costs are essentially contracted costs to install database servers and provide network connectivity to researchers through the Oregon State University Open Source Lab.

The remaining costs in the spreadsheet are for research seminars, institutional student support related to pre-service training, inter-institutional meetings, and supplies.

U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

STATEWIDE LONGITUDINAL DATA SYSTEMS
CFDA # 84.372A
PR/Award # R372A090048
Grants.gov Tracking#: GRANT10076294

OMB No. 1890-0004, Expiration Date:
Closing Date: SEP 25, 2008

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3. *SF 424B - Assurances Non-Construction Programs* ____ e7
4. *ED 80-0013 Certification* ____ e9
5. *Dept of Education Supplemental Information for SF-424* ____ e10

Narratives

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2. *Project Narrative - (Project Narrative...)* ____ e13
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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Close Form | Next | Print Page | About

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 09/25/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State: 09/15/2008

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Oregon Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): 93-1070707

* c. Organizational DUNS: 809790264

d. Address:

* Street1: 255 Capitol Street, NE
Street2:
* City: Salem
County:
* State: OR: Oregon
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 97310

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:
* First Name: Doug
Middle Name:
* Last Name: Kosty
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: 503-947-5825
Fax Number:

* Email: doug.kosty@state.or.us

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.372

CFDA Title:

Statewide Data Systems

*** 12. Funding Opportunity Number:**

ED-GRANTS-062608-001

* Title:

Statewide Longitudinal Data Systems Grant Program CFDA 84.372

13. Competition Identification Number:

84-372A2009-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

OR P20 Data Warehouse

Attach supporting documents as specified in agency instructions.

Add Attachments Delete Attachments View Attachments

Close Form | Previous | Next | Print Page | About

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:

* a. Applicant: CR-ALL
* b. Program/Project: CR-ALL

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 03/02/2009
* b. End Date: 09/30/2012

18. Estimated Funding ($):

* a. Federal	3,696,615.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	3,696,615.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on ____.

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☒ No Explanation

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:
* First Name: Doug
Middle Name:
* Last Name: Kosty
Suffix:

* Title: Assistant Superintendent

* Telephone Number: 503-947-5825
Fax Number:

* Email: doug.kosty@state.or.us

* Signature of Authorized Representative: Douglas Kosty
* Date Signed: 09/25/2008

Authorized for Local Reproduction

Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Oregon Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 558,000	$ 526,000	$ 526,000	$ 0	$ 0	$ 1,610,000
2. Fringe Benefits	$ 139,500	$ 131,500	$ 131,500	$ 0	$ 0	$ 402,500
3. Travel	$ 10,000	$ 5,000	$ 5,000	$ 0	$ 0	$ 20,000
4. Equipment	$ 120,000	$ 50,000	$ 25,000	$ 0	$ 0	$ 195,000
5. Supplies	$ 5,000	$ 5,000	$ 5,000	$ 0	$ 0	$ 15,000
6. Contractual	$ 109,000	$ 429,000	$ 379,000	$ 0	$ 0	$ 917,000
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 941,500	$ 1,146,500	$ 1,071,500	$ 0	$ 0	$ 3,159,500
10. Indirect Costs*	$ 160,055	$ 194,905	$ 182,155	$ 0	$ 0	$ 537,115
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 1,101,555	$ 1,341,405	$ 1,253,655	$ 0	$ 0	$ 3,696,615

***Indirect Cost Information** ***(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2009 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[ ] Is included in your approved Indirect Cost Rate Agreement? or, [X] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1890-0004 Expiration Date: 06/30/2005
Name of Institution/Organization: Oregon Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

OMB Approval No.: 4040-0007
Expiration Date: 04/30/2008

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Douglas Kosty	Assistant Superintendent
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Oregon Department of Education	09/25/2008

Standard Form 424B (Rev. 7-97) Back

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Oregon Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: | * First Name: Doug | Middle Name:

* Last Name: Kosty | Suffix:

* Title: Assistant Superintendent

* SIGNATURE: Douglas Kosty | * DATE: 09/25/2008

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Doug		Kosty	

Address:

* Street1: 255 Capitol Street, NE
Street2:
* City: Salem
County:
* State: OR: Oregon
* Zip Code: 97310
* Country: USA: UNITED STATES

* Phone Number (give area code): 503-947-5825
Fax Number (give area code): 503-378-5156

Email Address: doug.kosty@state.or.us

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment Delete Attachment View Attachment

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **1234-SLDSAbstract.pdf**

Abstract: Integration of Longitudinal Data Systems for Research and Practice ILDS-RP

This proposal focuses on enhancing the statewide longitudinal data system that has been developed over the last decade in Oregon. The state has successfully used legislative funding and federal awards to develop a centralized and standardized system for organizing and storing student records and transcripts in statewide data warehouses. At the individual level, educators now have a unique staff identifier that allows them access to a secure system for focusing on school improvement. At the institutional level, common file formats now allow integration of records from K-12, community colleges, and the Oregon University System (OUS).

The data structures and integration protocols are in place, but to be most effective in using student performance and progress data to drive educational decisions, the data system needs three enhancements. First and foremost, *classroom data need to be added* as a critical ingredient to complement the data elements currently present. While demographic data are important as blocking factors for analyzing and reporting data, they are not changeable and therefore limited as targets for instructional design. Although statewide test data are present, performance is distal to daily classroom events and progress is eventual in showing change. Second, better *empirical analyses need to be conducted* to create first-order change that can lead to more localized, second-order change. Recent advancements in statistical analyses that take into account the nested nature of performance using hierarchical and growth models can now be used to better understand the complex nuances of student performance and progress. Third, *teachers need to be better prepared* to not only mine the data, but also use it in finding systematic patterns that have curriculum and instructional implications. This training is best done at the beginning of teachers' careers so that teaching and learning can become integrated in a holistic approach. Given the explosion in creation, transfer, storage, and reporting of information with advancements in computing technologies, teachers need to learn how to place learning first so that teaching can be appropriately developed and delivered.

Over the next three years, we propose to enhance the data integration system in the statewide data warehouses by incorporating classroom performance and progress measures; building large-scale data sets for policy analysis and development; and creating pre-service teaching materials that use classroom performance and progress measures. We will use an extant curriculum-based measurement (CBM) system that has been developed at the University of Oregon. This system is operational and currently used by teachers in all 50 states, with districts having the option of both benchmarking testing (as predictors of performance on the statewide test) and progress monitoring (as students are identified at risk of failure and require more formative evaluation).

In this project, we will adapt the easyCBM data warehouse system to allow districts to control exchange of student demographic information and state scores into their local district's easyCBM site. Once these data have been integrated into local (district) data warehouses, the Oregon Department of Education (ODE) can integrate them across regions and begin the process of file creation for large-scale data mining by policy analysts. Using secure access control points and systematic file structures, university researchers can work with ODE to conduct specific studies of longitudinal data sets to better understand district and state policy initiatives. Finally, using previous work conducted at the University of Oregon, a series of web-based teacher training modules will be developed for incorporation into pre-service programs within the seven-school Oregon University System (OUS).

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **1244-Project Narrative.pdf**

STATEWIDE LONGITUDINAL DATA SYSTEMS GRANT CFDA 84.372A

The main focus of this project is to deepen the existing K-12 longitudinal data system with three critical enhancements: to include data that are not currently collected; to develop better empirical analyses; and to provide training for teachers at the beginning of their careers. These enhancements are designed to enrich the current system being developed in Oregon without supplanting any current features or funding.

Project Narrative

A. Need for Project

Oregon has been developing and refining processes for standardizing the collection and storage of school-based data since 1997. Currently, the state is implementing the *Pre-Kindergarten thru Grade 16 Integrated Data System (KIDS) project*, a system for centralizing and standardizing student records and transcripts. This, in turn, has resulted in a *Consolidated Collections database*, which stores student-level data on test activities, demographic information, and school attendance details. The outcome is for all 198 school districts to be integrated into a statewide data warehouse.

In the last two years, Oregon implemented a new *unique staff identifier (USID) system*. The USID allows for efficient vertical and horizontal data tracking of every school and school district employee in the state. This effort provides districts with the technology to implement staff accountability and school improvement initiatives.

In Oregon, the *Integrated Data Transfer System (IDTS)* enables three institutional levels to integrate their data systems: K-12, community colleges, and the Oregon University System. This system creates a standardized, common file format (a universal transcript) to electronically transfer high school transcripts, state and national assessment data, and evidence of student proficiency, from Oregon high schools to the Oregon University System and community college campuses.

Finally, Oregon has initiated the *Assessment Literacy* program, to train educational professionals in using the data from student assessments to improve student learning. To support this effort, the focus includes creating more dynamic, user-friendly data tools for collection, validation, analysis, and reporting of all data.

This proposal leverages the work of these initiatives and provides a sequel to the most recent effort, *the Oregon DATA (Direct Access to Achievement) Project*. The DATA Project has enhanced the entire system's ability to use data to inform instructional decision-making. In this project, regional data warehouses containing highly aggregated local and state-level data have been established so that teachers can effectively engage in ad-hoc query and analysis of instructionally relevant student-level data from nearly anywhere in the state. A keystone of the project is its comprehensive training to educators at all levels on accessing, collecting and effectively using data to drive classroom instruction.

The good things happening in Oregon make this an optimum time to request funds for this proposal. Districts can now access statewide test scores in a timely fashion, due to a new vendor who can supply real-time data, and have received training for better understanding of how to use the data for making educational decisions.

However, statewide data systems need to be enhanced to ensure validity in decision-making about student learning over time. Advancements in statistical analyses that take into account the nested nature of performance using hierarchical and growth models can now be used to better understand the complex nuances of student performance and progress.

Recent conceptions of validity are argument-based, in which both procedural and statistical evidence are collected to support a claim and any ancillary warrants. Strong arguments require *multiple sources of evidence* that are confirmatory of the claim and disconfirmatory of counter claims. It is not sufficient to simply show change on a measure (e.g., statewide test) to claim that schools are effective; rather, corollary data also need to be gathered that provide evidence supporting the claim of change is equal to a positive impact. This information can come from other relevant measures as well as system information collected from participants. For example, when state test scores improve and the following corollary data are present, the argument becomes quite convincing: Local school data show improvements on related measures AND students from disaggregated groups improve AND the numbers of students being served in various tiers of instruction show relevant movement (up and down, as needed) AND teachers show assessment literacy as well as use data to make educational decisions.

A truly comprehensive system for using statewide longitudinal data needs to be coordinated with credible measures that are independent but related to each other. As criterion measures, state tests are the ultimate measure of success, particularly when they are associated with grade level standards and reflect adequate yearly progress (AYP). However, they need to be associated with independent but related measures useful in predicting test performance. We propose adding independent curriculum-based measures (CBM) predictive of performance on state large-scale assessment to the state data system currently under construction. As a result, all schools across the state will have access to the full array of data that include state, district, school, and classroom-level measures. **The addition of screening and progress monitoring measures to the existing state tests will enhance the utility and reach of the data collected in our longitudinal data system.**

1. Screening and progress-monitoring CBM measures are more proximal to classroom teaching and learning than state tests. As part of predicting performance on state tests, the measures need to be available when students begin school in kindergarten (addressing phonemic awareness in reading or numeracy in mathematics) rather than being delayed until grade 3. Furthermore, they need to tap access skills that are important to performance on state tests (e.g. reading fluency).

2. Students at risk of failure on statewide tests can be identified early in the school year with the use of CBM screening measures. The progress these students make as a result of targeted instruction can then be monitored over time to facilitate instructional evaluation. As screeners, the measures also can serve an important participation function in large-scale testing programs (e.g. use of accommodations and type of alternate assessment to use judged against modified or alternate achievement standards). As progress measures, they can be used to evaluate instructional outcomes.

Behavioral Research and Teaching at the University of Oregon, one of three such centers in the United States, has recently completed development and beta-testing of easyCBM, a district-level system for both benchmarking and progress monitoring that uses standardized CBM measures,

which are scaled using item response theory (IRT). These measures can be used independently but can be related to the state test so they provide essential validity evidence to help guide decision-making. These measures are proximal to the classroom, capable of use when students begin formal schooling in kindergarten (and continue through grade 8) and are useful in implementing response-to-intervention systems. They are integrated within district data warehouses and are capable of being disaggregated and analyzed at any level (student, group, classroom, grade level, building, and district) with any demographic variable. As part of a district longitudinal data system, teachers and administrators can use data from these measures to allocate resources (screen students and determine participation in statewide testing program). The measures also reflect individual longitudinal growth on skills relevant for the student's level of performance (e.g. intercept on the benchmarking measures).

B. Objectives for Proposed System

In this grant application, we focus on enhancing the state's longitudinal data system by including system-related CBM measures implemented within K-12 classrooms. We also include two other important functions: (a) facilitate analyses and research to improve student academic achievement and close achievement gaps; and (b) incorporate training so administrators and teachers can better understand student performance data to close achievement gaps. These functions become an important part of the validity argument for using both statewide tests and local standardized measures.

Integrated data in data warehouses. From a technical perspective, consolidation of data repositories is a key factor for seamless and timely integration. The Oregon University System, specifically Oregon State University, has the physical capacity, security, and resources to facilitate the hardware, software, and staffing needed to host the consolidated system. As an authorized FERPA entity, the OSU data center is the logical, secure, and cost-effective means to begin integration with higher education.

We propose integrating two existing systems: a CBM benchmarking and progress monitoring system in reading and mathematics for students in grade K-8, and the state data warehouse system that currently is being completed. This integration will result in a longitudinal system rich with local and state data. The CBM system gives administrators and teachers the capacity to assess students with the benchmarking measures when they begin school in the fall so that they can group them and allocate resources (e.g., refer for special services). They can then begin to progress-monitor students who are deemed at risk of failure to learn. The state large-scale assessment serves as the outcome variable to determine the ultimate effectiveness of the interventions and instructional programs selected for use. As noted in the design section, the benchmarking and progress monitoring system is under the control of the district and allows personnel to import and export measures and data (rosters and outcomes) so it can then become integrated into district data warehouses. We propose to extend this data integration to the state longitudinal data system for a seamless record of student performance over time.

Policy analysis. Past large-scale data analyses have been critical in influencing and revising public policy. For example, the Special Education Elementary Longitudinal Study (SEELS) was designed to monitor the academic progress and social development of students with disabilities, tracking a nationally representative sample from elementary to high school (Blackorby, Knokey, Wagner, Levine, Schiller and Sumi, 2007). This database allowed researchers from across the

country to better understand the correlates for many outcomes for students with disabilities and produce a series of reports that offered empirical support for modifying and enriching the curriculum and supports provided to students with disabilities. Another example is the National Center for Education Statistics' recently completed data collection for a longitudinal study that tracks children from birth to Kindergarten and from Kindergarten to Grade 8. The Early Childhood Longitudinal Study (ECLS) is the first study of this magnitude to follow a cohort from grades K-8, collecting data on school performance, status and transitions, and the interaction of school, family, and community (U.S. Department of Education, National Center for Education Statistics. *Overview of ECLS*. retrieved September 11, 2008, from NCES website: http://nces.ed.gov/ECLS/). In the same way that the Coleman Report provided insight on the impact of socioeconomic factors on education, these two large-scale databases allow policy to be driven by outcomes rather than tradition.

We plan to mine the data at the systems level to provide educators with an empirical basis for change by analyzing longitudinal data. By careful analysis of data and use of sophisticated analytic techniques such as hierarchical linear modeling (HLM), structural equation modeling (SEM), and mixed models for understanding student outcomes, it is possible to direct policy in a manner that is both empirical and incremental. With an integrated data system, in which individual student records are kept in a relational database that stores longitudinal achievement data from the state test and local standardized measures, researchers can focus on the nested nature of achievement at its nexus not only the appropriate level of associated aggregation, but also with the measures appropriate to show growth.

Changing performance and progress. Curriculum-based measurement (CBM) has been researched over the past 30 years to provide both formative and summative assessment information on student learning in the classroom. CBMs are aligned to long-term goals within academic content areas, but because these goals are broken into sub-skills, CBMs are sensitive to the short-term effects of instruction. CBMs can be used to assess a student's present level of mastery, through comparison with grade-level data. For example, a teacher may administer a survey-level reading assessment, in which a student's reading skills are tested on passages of varying difficulty. The teacher can use these data to pinpoint the levels at which the student's performance falls into the ranges of mastery, ability to be instructed, and frustration. The student benefits most from instruction at the highest difficulty level at which his/her reading skills are determined to be at the instructional level. Following the survey-level assessment, the teacher can administer reading CBMs throughout the school year and graph student progress. This progress-monitoring data is then used to measure progress and the effectiveness of instruction. This use of CBMs represents formative assessment. Thus, CBMs can be used to obtain information about mastery of a content area and to guide instruction (Hintze, Christ and Methe, 2006).

We plan to provide curriculum modules to train administrators and teachers on how to use longitudinal data, both across time within the school year on CBM measures and also across years with state tests. Having credible measures is not enough for an effective system that leads to valid decision-making. Administrators and teachers need to be considered, as well as the outcomes from student performance and progress. Correlated information on patterns of training and use need to be affixed to records of achievement in understanding more "causal" connections of achievement. By building both a training system and a reporting system associated with

institutions of higher education throughout the state of Oregon, it is possible to begin associating growth with other important factors.

Purpose. We propose three purposes to the current foundation for creating and using statewide longitudinal data systems in Oregon.

1. Integrate the infrastructure already extant in the Oregon Department of Education that supports the statewide assessment data with the University of Oregon's formative evaluation system easyCBM, using local standardized curriculum-based measurement.
2. Support a large-scale database mining system for researchers across the country to conduct empirical investigations on either or both of the longitudinal data sets: (a) the distal measures using annual statewide tests; and (b) proximal curriculum-based measures using measures collected monthly or more often.
3. Develop a web-based curriculum for the professional development of teachers-in-training who are attending one of the seven state institutions of higher education; these modules address assessment literacy as well as data-driven decision-making and are designed to be incorporated into courses offered as part of each institution's teacher-training program.

Products and Outcomes

Associated with each of these three purposes, we propose to develop specific products by the end of the three-year grant period.

1. A secure data warehouse accessible to every school district in the state of Oregon that contains both the benchmark performance scores in reading and mathematics from the easyCBM system, as well as district state test scores. Progress monitoring also will be available for students failing to learn. An important product of this data warehouse system will be a directory and file specification document that will be posted online so district personnel can learn how to access and utilize the system. This combination of proximal and distal data will provide teachers and administrators with a system for making data-driven decisions.

2. An integrated data warehouse managed by the Oregon Department of Education with test scores and benchmark performances from districts across the state. Researchers throughout the country will be able to apply for access to this system, which will have individual records stripped of any information by which students can be identified. An important product from this integrated data warehouse will be a library that references the fields and findings into an outcome-based center on data-driven decision-making hosted by the University of Oregon.

3. A web-based curriculum accessible to every institution of higher education in Oregon for use in administrator licensure and teacher certification programs. This web-based curriculum will include a system for initial interactive training with locally available personnel and can then be used as a supplement. The specific topics to be addressed in these modules include the following: (a) Formative Evaluation (easyCBM), (b) Statewide Test Interpretation, (c) Participation of Students with Disabilities and ELLs, (d) Evaluation Statistics and Growth Models, (e) Large-Scale Data Base Analytics, (f) e-Learning and Differentiated Instruction, and (g) Instrumentation Development and Analysis. Each module will have elements for use by all three audiences: an introduction to classroom issues for teachers; systemic applications for administrators; and advanced analyses for researchers.

As described in the next section, these three purposes and products are uniquely associated with the needs in Oregon. Although the state has initiated the basic process for integrating data systems across the state, the longitudinal nature of the data begs the question of change and causation. Yes, students' records are capable of now being securely held in data warehouses in pilot regions, but the system needs to be expanded so it is universal throughout the state. This system also needs to be changed to allow standardized curriculum-based measures to be integrated into the data warehouses. Yes, student performance is now available for integration with various demographics and district information, but the worth of all this information is for naught without high-level longitudinal analyses. Researchers need to be given access to the information so sound policy decisions can be suggested, taking note of the nested nature of the outcomes and the associations of the variables. And finally, yes, teachers can now access these data from the state test scores, but this access is more technological than pedagogical. Administrators and teachers need to be taught how to use student performance and progress data to change programs at all levels: from the manner in which skills are introduced, sequenced, and remediated to grouping and scheduling students, teachers, and grade levels.

In this next section, we focus on the needs in Oregon and how this proposal would make a significant contribution to satisfying those needs.

C. Project Design

In this section, we present the manner in which we address three major requirements of the grant application: (a) governance and policy, (b) institutional support, and (c) technical requirements.

Governance and Policy Requirements

Need and Uses

In addition to providing information that helps to improve student learning and reduce achievement gaps among students, a successful data system should address three key educational policy questions. The first question focuses on longitudinal data of proficiency within statewide data systems; the second question addresses changes in both teaching and learning to systemically reform statewide outcomes; the third question considers the need for better trained administrators and teachers as the critical lever for sustainably accomplishing both proficiency and changes in teaching and learning.

Key Educational Policy Questions

Policy question one: How to gain the final ground on proficiency of state standards? With the No Child Left Behind (2001) legislation, districts have been required to achieve proficiency standards by 2014, with improvement to be made each year. However, this change often is not incremental. For example, in the most recent year of testing, the results reflect a leveling-off from gains in previous years (Oregon Department of Education, 2008).

2007-08 Reading and Literature Test Results

Grade	Nearly Meets, Low or Very Low	Meets or Exceeds
Grade 3	16.1%	83.9%
Grade 4	17.2%	82.8%
Grade 5	24.6%	75.4%

Grade 6	26.7%	73.3%
Grade 7	26.2%	73.8%
Grade 8	34.7%	65.3%

2007-08 Mathematics Test Results

Grade	Nearly Meets, Low or Very Low	Meets or Exceeds
Grade 3	22.9%	77.1%
Grade 4	23.2%	76.8%
Grade 5	23.3%	76.7%
Grade 6	29.7%	70.3%
Grade 7	25.8%	74.2%
Grade 8	31.3%	68.7%

Furthermore, though the current levels of performance show three in four students reaching proficiency, they mask two problems: (a) the success for students in various (dis)aggregated groups and (b) the inordinate amount of effort needed to get the lowest performers (the bottom 25%) over the proficiency bar. Our proposal can help document this critical measure of success and address both questions: (a) are students from various disaggregated groups improving equally and (b) what are the trajectories of improvement that encompass initial change with final outcomes?

Policy question two: How to document changes in teaching and learning over time?
Increasingly, districts and states are adopting different systems for showing longitudinal change with the unit of analysis focusing both on the teacher (teaching) and the student (learning). For example, various "response-to-intervention" (RTI) models are being implemented systemically within state and local educational agencies. This perspective includes the explicit identification of instructional practices (teaching) that is needed for students to respond (learn). For example, Martson and colleagues at Minneapolis Public Schools have been using a problem-solving model (PSM) to identify students in need of additional instructional supports and monitor the progress they are making since the late 1990s. This approach pre-dates the more recent RTI movement but includes the same components: early identification through universal screening, differentiated instructional grouping based on need, and ongoing progress monitoring to evaluate effectiveness of the interventions. In a series of articles published in peer-reviewed journals (see, for example, Marston, Pickart, Reschly, Heistad, Muyskens and Tindal, 2007; Lau, Sieler, Muyskens, Canter, VanKeuren and Marston, 2006; and Marston, 2005), Marston and colleagues present their findings of improved student learning as measured by general outcome measures (e.g., CBMs), as well as improvement on state large-scale assessments.

Yet, no longitudinal data are available on how teachers are organizing their interventions (e.g. grouping students into various tiered instructional programs). Without a screening system for benchmarking or progress monitoring system for rearranging the intervention effort, it is not possible to be certain who needs more support and how effective that support is. Districts have no idea how many students are in various tiers of instructional intervention (from tier one, which is universal, to tier two, which requires strategic instruction, to tier three, which requires intensive and specialized interventions). What is the present level of service delivery for students

and how are students moving through various instructional tiers (core, strategic, and intensive) over time?

Policy question three: How can educators be prepared to use longitudinal data for improving practice? Teachers and administrators need to make decisions based on these measures, requiring attention to the manner in which achievement outcomes are displayed and interpreted. Understanding effective graphic communication systems helps establish a common language, and having a common reference establishes appropriate interpretations. We focus on three references in particular: (a) normative, in which outcomes are used to screen and make decisions about special supports needed; (b) criterion, in which specific skills are evaluated in a diagnostic analysis; and (c) individual, in which change over time for each student is monitored. All three references are considered formative in providing teachers and administrators outcomes in time to act on the data and make changes in programs. We also believe other information is needed to appropriately interpret results: Demographic data of students, achievement information on state tests, instructional processes information about the curriculum, and perceptions that reflect individual views, values, and beliefs (Education Commission of the States, 2002). These data sources provide information on the nature and success of schools and districts. Yet, too few districts have support staff qualified to determine what data should be collected and what analyses to use to assist in decision-making. What is missing, then, is an understanding of data analysis and how to use it in specific educational contexts in order to improve teaching and learning (Creighton, 2001). To make the bridge between data analysis and its use, it is important to increase the leaders' ability to understand and interpret, as well as guide teachers in their use of data. Leaders who understand which practices in the school and classroom have the most effect on student achievement are most likely to put the focus of change on the practices that lead to positive student achievement.

Yet, administrators and teachers often have little understanding of assessment principles when they leave their training program. While educators-in-training are typically required to take multiple courses on pedagogy (both in class and in field-based practica), at best they take one course on assessment. As a result, educators often have little skill with interpreting student performance and progress measures. This problem leads us to ask the policy question: How to improve administrators' and teachers' understanding and use of longitudinal data to **change** programs and instruction over time?

A state longitudinal data system should allow us to address these three policy questions about proficiency, practice, and capacity. This project provides the perfect sequel to our current work and allows the Department of Education to sufficiently reform education. With a data warehouse system that incorporates both statewide and local curriculum-based measures (CBMs), a policy analysis system for mining the data on change in both teaching and learning, and a training component embedded in institutions of higher education across the state, all components of reform are addressed.

Governance

Three aspects of governance need to be addressed in this application, each focused on the critical components of this project that address data integration, policy analysis, and administrator/teacher training.

Data integration. This project will be directed by the Oregon Department of Education, with program management provided through the Education Enterprise Steering Committee (EESC), specifically the Data Quality Work Group (DQWG), a multi-stakeholder group that has been working to improve Oregon education systems for three years. The groups' ties to all governing sectors brings statewide support for this initiative from the governor, state Legislature, and regional and local leadership, ensuring sustainability from both a financial and an alternative resources perspective.

The EESC already has a communication mechanism in place, the K-12 partnership website (*www.oregoneesc.org*) as well as *www.oregondataproject.org*. These sites were launched eight months ago and have become the hub for information sharing and discussion at the ESD and district levels. Interested parties can register quickly and easily, and use a two-step process to have content updates sent directly to their e-mail so they don't have to travel to the site every day. More than 900 education professionals in Oregon are already registered and receiving weekly updates. These online communication resources will remain the hub for information on this project.

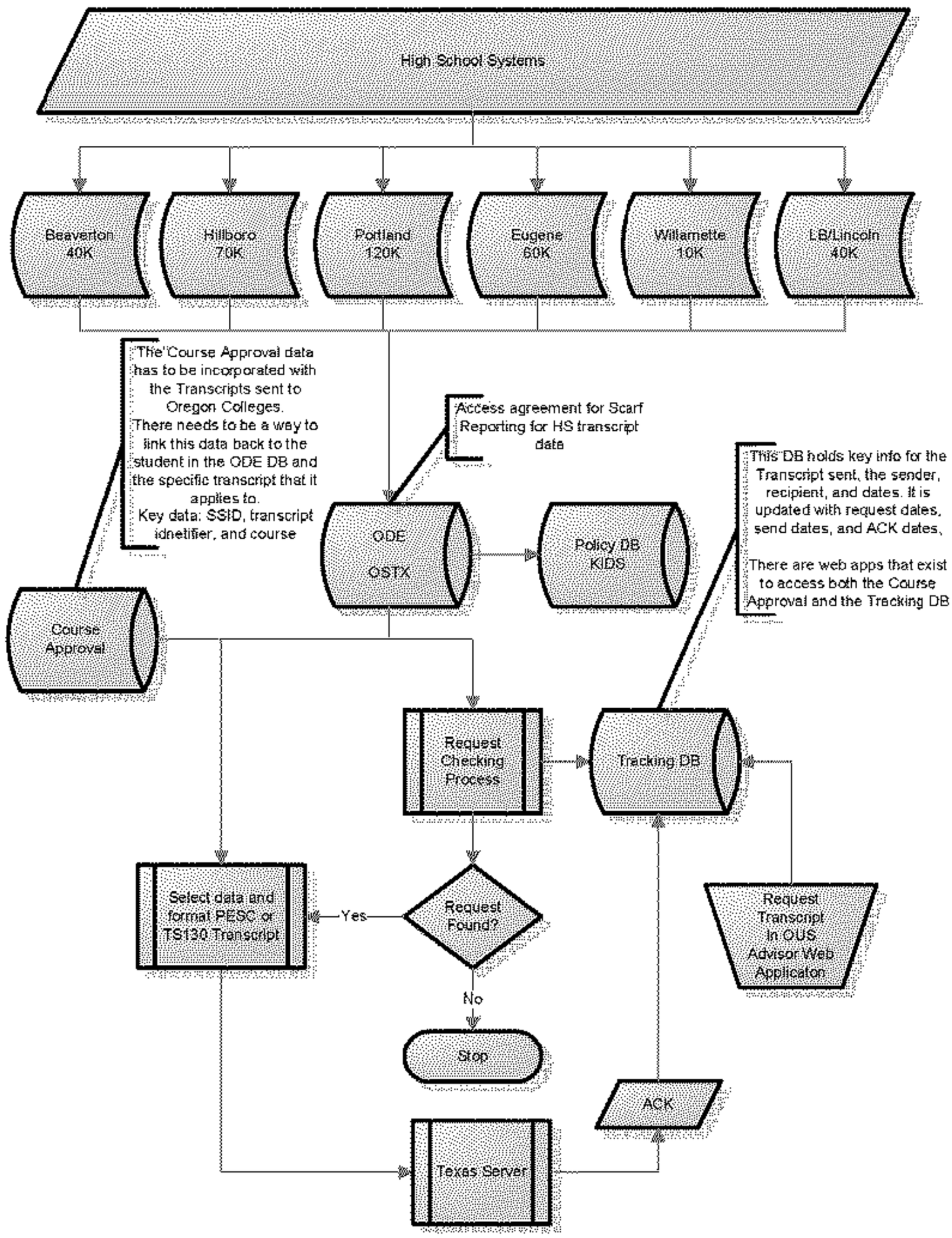
Once the project is launched, the site will be expanded to provide more interactive features specific to the project, and its existence promoted during the training stage. The goal will be to counteract the tendency for local school districts to operate in silos on data systems and thus avoid having them create their own system without reference to other districts. Cooperative data structures will facilitate not only the conversations among educators within districts over time but also across districts at the same time. Through this project, districts throughout the state will have access to a repository of achievement information in regional data warehouses and/or the Oregon Department of Education's warehouse with appropriate levels of security.

We have developed a data collection system that feeds data warehouses and can be successfully incorporated into them with the following features for local educational agencies that allow them to: (a) be responsible for the operation of their own statewide data system; (b) share a common understanding of data ownership; (c) structure their own data management procedures; (d) maintain data confidentiality and access; and (f) resolve differences among partner districts.

Policy analysis. This project streamlines and enhances agency data analyses to help meet the mandates of and improve the quality and timeliness of data available to Oregon's public schools and citizens. The proposal will allow ODE to create more dynamic, user-friendly data tools for collection, validation, analysis and reporting of all data. In addition, the SSID used in Oregon is the key to a distributed model for the development of a longitudinal data system that allows maximum possibility for both data linkage and flexibility to adhere to future FERPA requirements.

The Integrated Data Transfer System (IDTS) project which is funded and directed by the Oregon University System (OUS) includes plans for accessing K-20 data with a statewide review panel of cross-sector, high-level policymakers who would review data use requests. Approval would mean that the requesting agency or individual would be provided with a linked package of requested data that would otherwise still be in sector silos, but would be organized and connected for the approved use. This project converts the record from the standardized KIDS file format to the nationally recognized PESC file format and will ultimately allow for seamless transfer of records not just within Oregon public institutions, but nationally through the commonly used UT

Austin Internet Server or any other electronic transcript exchange service that adheres to the PESC XML standard. The following graphic further describes the IDTS system.



Administrator and teacher training. In order for a longitudinal data system to be truly effective as a tool for instructional decision-making, school staff must be fully trained and proficient in its use. Users must have a thorough understanding of the principles and concepts of data driven decision-making (DDDM) and be able to use query and analysis tools to move from reacting to results to being able to predict results. Achieving this goal means that all stakeholders must receive training that focuses on the principles and practices of DDDM.

Training and professional development activities will focus on building and maintaining school and district level data teams and supporting their work at the regional and state level through ongoing workshops, seminars and other professional development opportunities. Training resources and publications available through sources such as the National Center for Education Statistics also will be leveraged for the maximum benefit of stakeholders.

Contributing to this effort is the Assessment Literacy initiative, which provides teachers, district administrators and other stakeholders with essential information about how to use assessment data to increase student achievement and how to evaluate outcomes and monitor program advancements. The program also partners with Oregon universities to develop assessment literacy accreditation.

D. Institutional Support

In 2007, the Oregon State Legislature fully funded the KIDS project, which included $8.5 million in staff and infrastructure to support the build-out and use of data warehouse technologies. In addition, the Legislature also funded the Growth project, the policy work associated with building a longitudinal growth system, for $1.8 million. The KIDS project currently has 8.5 FTE staff and the Growth project has 1.5 FTE staff assigned. Both projects are well under way and are expected to become part of the agency base budget for the 2009 2011 budget cycle.

Collaboration

We have organized this application with input from partners at all levels across the state of Oregon. At the broadest level, the Oregon Department of Education has received authority from the state board to develop and implement the SLDS; we have organized a budget with sufficient staff and resources to manage the project over the three years we have planned for funding. We also have communicated with all involved institutions to achieve a shared vision for outcomes and objectives.

Open Source Lab (http://osuosl.org/hosting) (Curt Pederson). The Open Source Lab at Oregon State University (OSU) has the physical capacity, security, and resources to facilitate the hardware, software, and staffing needed to host the consolidated system. As an authorized FERPA entity, the OSU data center is the logical, secure, and cost-effective means to begin integration with higher education.

University of Oregon Behavioral Research and Teaching. BRT is a research center at the University of Oregon that specializes in measurement of student performance and progress for improving classroom teaching with funding from state contracts (OR, AK, WY), Department of Education (DOE), the Institute for Educational Sciences (IES), and the Office of Special Education Programs (OSEP).

Northwest Regional Educational Laboratory (NWREL). Staff members have a great deal of experience working with programs and projects to clarify their logic models and evaluation questions, and to design and manage appropriate data collection plans to address those questions.

OUS Institutions of Higher Education These institutions will serve as the primary means for delivering the web-based curriculum for administrators and teachers in training.

Portland State University (Randy Hitz, Dean). This institution is the largest in the state and serves the major metropolitan area with a full complement of graduate programs serving working professionals.

University of Oregon (Mike Bullis). The UO College of Education is currently ranked fifth in the country (all public and private COEs) and serves as the major research institution in the state.

Oregon State University (Sam Stern, Dean). OSU is the state's land grant institution and will also serve as the data center for the data warehouses.

Southern Oregon University (Mary Cullinan, Dean). This institution serves the entire southern region of the state and is a critical resource for training educators.

Eastern Oregon (Carol Lauritzen, Associate Dean). This institution is critical in the state in providing regional training for the remote areas of Oregon.

Western Oregon (Hilda Rosselli, Dean). This institution provides extensive support for many initiatives from the Oregon Department of Education.

The following organizations and political entities have been involved in the development of Oregon's Longitudinal Data Systems and have indicated support for this proposal are the Chalkboard Project, Oregon Education Association, Confederation of Oregon School Administrators, Oregon Association of Educational Service Districts, Oregon School Boards Association, Oregon State Board of Education, Oregon Governor's Office, and the Oregon Superintendent of Public Instruction.

Sustainability

Throughout our project, we infuse online and direct training, as well as continued support for ongoing professional development and "practice" using the data website for data collection and analysis, in keeping with the research on diffusion of technological innovations.

Diffusion of innovation theory provides a basis for identifying characteristics associated with adoption of technology. Characteristics include: advantage of using technology, complexity of technology, and opportunity to experiment with it. Tabata and Johnstrud (2008) for example, report that participation of faculty in relation to adoption of technology use on campus is associated with characteristics such as, but not limited to faculty training of technology, technical support, and perception of additional faculty workload.

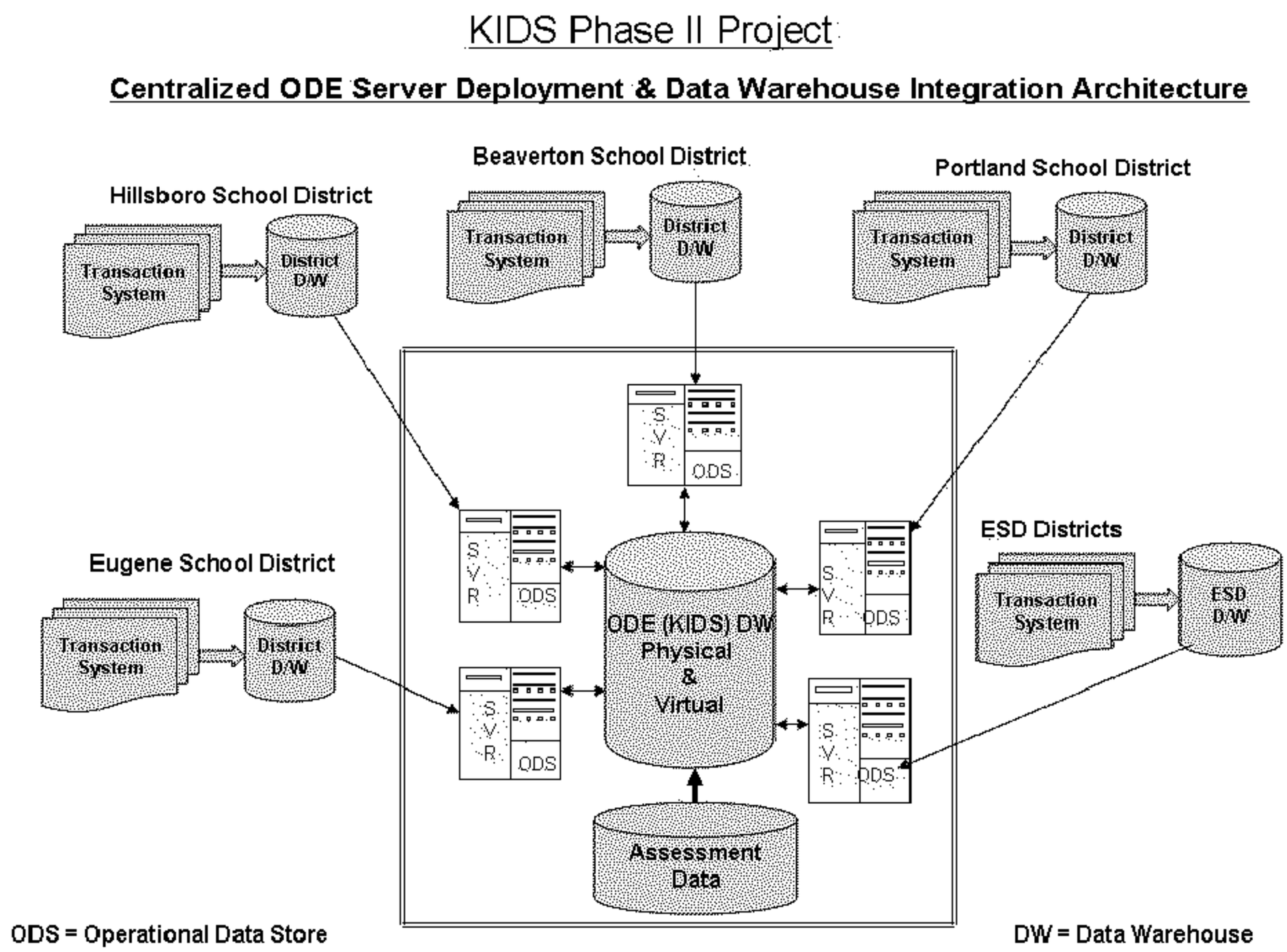
The distributed nature of the regional warehouse system not only decentralizes the work of collecting, storing and analyzing the data it reduces the cost. Regionalization makes it more likely that each area will allocate regional resources through local service plans and resolution dollars to sustain their data resources. Regional distribution of the data warehouse architecture,

management and professional development allows the originators of the data to interact with it in more meaningful ways. Each school district owns and is responsible for the viability of its student data. This architecture ensures the continued integrity of the custodial responsibilities over the data by the districts. In addition, regionalized data allows for the effective analysis and management of that data. The regional data warehouses will also act as clearinghouses for compliancy data before submission to the state KIDS data warehouse. Regionalized data warehouses will serve to mitigate the technical differences between individual district's student information systems, making the collection of compliancy data as well as the aggregation of school improvement date more viable. The regional data warehouses will enforce the business rules necessary for the collection of compliancy data by the state into the KIDS data repository.

In the diagram below, we identify early adopters with whom we have been working to create the regional data warehouses and launch the privacy components to ensure confidential and secure data systems. We have been developing both file specifications and exchange systems for transferring statewide test scores into local and regional data warehouses.

With funding of this project, the districts noted above would be expanded horizontally to include all 198 districts in the state and vertically to include local curriculum-based measurements (easyCBM) in the data warehouses.

In our further development, we also can begin integrating the K-12 data system with higher education. We have conducted previous research on the state test and its capacity to predict freshman success. For example, we are generally successful (67% of the variance in end-of year freshman status can be explained by state test scores alone), but we also know that (a) missing data is a significant problem and (b) schools need to be better at brining resources to students as they move into high schools). We believe the data warehouse system we propose to finish and the integration of the easyCBM system can help resolve both problems.



Technical Requirements

Federal Reporting

Ability to meet Federal reporting requirements, including those of the U.S. Department of Education's (Department) EdFacts system • efficiencies that reduce the burden of federal reporting for schools and districts

The Oregon Department of Education is consistently listed among leaders of data submission through the EdFacts system; it has, in fact, provided its EdFacts collection application to other states for their use.

Privacy Protection and Data Accessibility

An SLDS must ensure the confidentiality of student data, consistent with the requirements of the Family Education Rights and Privacy Act (FERPA) and other State laws or regulations concerning the confidentiality of individual records. The system should also include documentation that clearly articulates what data will be accessible, to which users, and for what purposes.

ODE expects all custodians of students' information and institutional data using information technology resources to manage that data appropriately and according to the rules regarding classification of data, FERPA requirements, and minimum data security standards. ODE's data

management policies, procedures, and practices are designed to safeguard four vital aspects of data: integrity, privacy, security, and access. In addition, ODE has adopted the Department of Administrative Services "Acceptable Use" policy as the foundation for technology-related policies and procedures.

> "All public school entities within the state of Oregon are governed by FERPA. This law governs the confidentiality of student records, providing parents certain rights to their children's educational records and transferring these rights to the child when he or she turns eighteen or attends a school beyond the high school level."

Numerous Oregon Revised Statutes (ORS) and Oregon Administrative Rules (OAR) further support the confidentiality of students' records. Additionally, all school and Education Service Districts maintain policies and associated administrative rules that refer back to ORS and OAR. These established procedures provide guidance on user access to information, and protection of individually identifiable information in the technical setting, such as access rights and privilege control. The system supports the following levels of access:

Level 1: Teacher Access	Access limited to students directly assigned to this account (example user: teacher).
Level 2: Building Access	Indirect access to all students in same building(s) (example user: school principal).
Level 3: District Access	Indirect access to all students in the district. Since this account has access to ALL assigned students in the district, there is no need to specify building names for this account (example user: district administrator).
Level 4: State Access	This access would provide access to outcome data stripped of any identifying information that might enable a user to link the data to a student in the system (example user: researcher who has been granted access to the system).

<u>Data Quality</u>

The quality of the state test and demographic information is well established, given the funding from the Legislature and previous successful grant awards. In this section, we focus on integrating the district easyCBM system into the data warehouses. District easyCBM includes reading and mathematics benchmarking and progress monitoring assessments, multiple options for student data collection, and data export and reporting for grades K-9.

The regional data warehouse model (employed by the KIDS project) further supports data quality by providing validation and analysis of data at the regional level PRIOR to submission to the Oregon Department of Education. Combined with the professional development efforts of the Oregon DATA Project, data quality becomes the focus for education professionals in Oregon.

Design Principles

During the design and development of the district easyCBM system, the following underlying principles were used to guide implementation of system functions.

• First, it is a web application designed for use by school districts of different sizes and technology resources. Our goal is to provide solutions that are universal in nature and not engineered for specific environments. For increased flexibility and customization, we anticipate offering additional district administrator controlled configuration options in future versions.

• Second, it places the school district in control with the ability to set up and change users, students, and buildings. The districts serve as the initial point of contact for user assistance (such as configuring computers for access to the system, updates to student or user data, etc). Features such as automated user password resets have been built into the system in order to reduce the support workload.

• Third, it enforces synchronization with external data sources. In many cases the "solution" to changing student information or a data value will be to change it at the source and then re-import the data into the district easyCBM system. While this can appear initially inefficient, it has a significant long-term benefit in that data stay synchronized.

Operational Overview

Sign-up. The initial district sign-up consists of the easyCBM team creating a custom URL (of the form [district identifier].[state].easycbm.com) and initial administrator account for a district. The initial administrator account is someone in the district authorized to make decisions on behalf of the entire district. Additional accounts with similar access privileges can be created in order to distribute administrative responsibilities. At the conclusion of the sign-up process, the administrator account holder is provided with the district specific URL, initial password, and up-to-date data file specifications documents.

Initial user data upload. Once the sign-up process is complete, the system must be configured for use in the district by creating user accounts. These accounts are created initially by uploading a file in the structure and format provided during sign-up. Each account is configured for one of three levels of access (classroom, school, or district). In order to ensure accurate tracking of user changes after initial file upload, all subsequent changes are performed by a district administrator using a web interface (i.e. user data file upload will be disabled).

Initial student data upload. The student data file (specifications provided during sign-up) is the primary method for districts to configure the easyCBM system. This file is processed to create student-teacher groupings (i.e. classes) and updates to student information. In order to present users with a current representation of student data, this file can be uploaded as needed by the district. In order to ensure data integrity, the initial upload of this file is especially important because the district easyCBM system uses this file to determine the integrity of future student data file uploads. Both student ID number and date of birth are verified against current values in the system. If these values change (and that change is not communicated by the administrator through the web interface), the file is assumed corrupt and no changes are processed.

Student assessment. In order to accommodate different district environments, district easyCBM accepts student data captured from three methods:

• Direct entry from a computer-based test. For supported subtests (reading and math), district easyCBM tests individual students over a special web interface. This method requires a suitable computer lab for testing the students. When possible, this is the preferred method of data capture: the data is instantly available and transcription errors are minimized.

• User (teacher or assistant) web entry of student scores. This method is available for all subtests and is the recommended method if computer testing is not an option. System users with appropriate access privileges can directly enter student scores into the web interface.

• Bulk score upload using a structured data file. In order to support optical mark recognition (OMR) systems, transcription of student responses, and district data capture initiatives, the district easyCBM system allows for upload of student scores from administrative users in a pre-defined file format. This option is available for all subtests; however, the format groups the tests into one file per grade and subject. This upload method is only available to administrative (level 3) users.

During data capture, district easyCBM enforces system integrity through several processing rules. While on-screen feedback is provided, a working knowledge of these rules will be helpful in assisting users:

1. Only indirect methods of score entry (user web entry or bulk score upload) permit modification of scores once the scores are accepted by the system. The rationale is these are the only methods where recording errors can occur. Because it is not "best practice" to test a student more than once with the same test (the results are not reliable), once a computer-based administration is complete, the results cannot be modified. The computer-based testing module is robust and includes provisions that allow students to complete a test in progress if there is a connection error or additional testing time is needed.
2. When updating scores, the same method that was used to enter the score originally must be used to update the score. This processing rule enforces synchronization with other systems by ensuring that the problem is corrected closer to the source.

User login and reporting. District easyCBM provides a standard set of functions to support use of the website. These functions include the ability to reset lost passwords (using users' email address), update contact information, and basic "help" pages including computer system requirements and Frequently Asked Questions (FAQs). All system users have access to basic reporting integrated into the easyCBM system. After a successful login, users can view these reports in accordance with their access privileges.

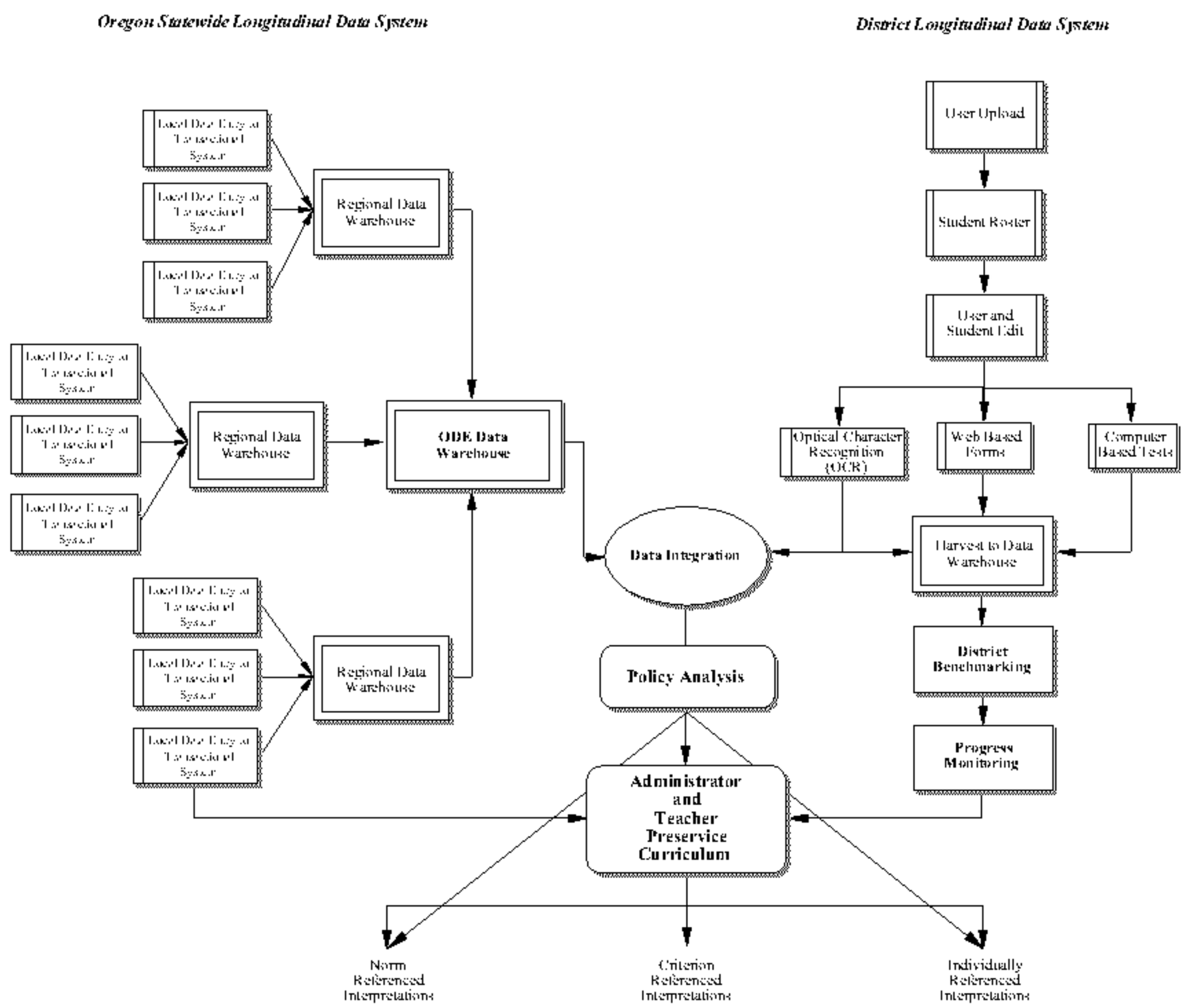
Data file export. District easyCBM creates on demand data files (with specific export file specifications) when requested by administrative level users. This file contains all active students in the district who are currently recorded in the easyCBM system. This export feature can be used in conjunction with the student import feature in order to verify student changes have been accepted by the system.

Administrative Functions

Student data file import. After the initial student file import, student changes can be made to the easyCBM system by submitting a new student data file. District easyCBM assumes that the current data file submitted is the most accurate representation of students in a district. During the data file upload process, district easyCBM verifies the data file integrity. Any pairings of student ID and student DOB that do not match current records in the system create an invalid file and no changes occur. An incorrect student DOB or student ID can be manually edited by an administrator via the easyCBM web interface in order to correct this information.

Administrator student edit interface. Some student data irregularities require administrative input in order to maintain a complete and accurate representation of assessment data. District easyCBM supports merging of records (i.e. there are two records for the same student for example if a teacher adds a student just prior to CBT administration; however, that record is in the system but assigned to a different employee number), and manually editing of student information (such as DOB or ID number) via the administrative interface. Since this information is directly entered into the district easyCBM system, users should be sure to manually enforce synchronization with other data systems.

Interoperability



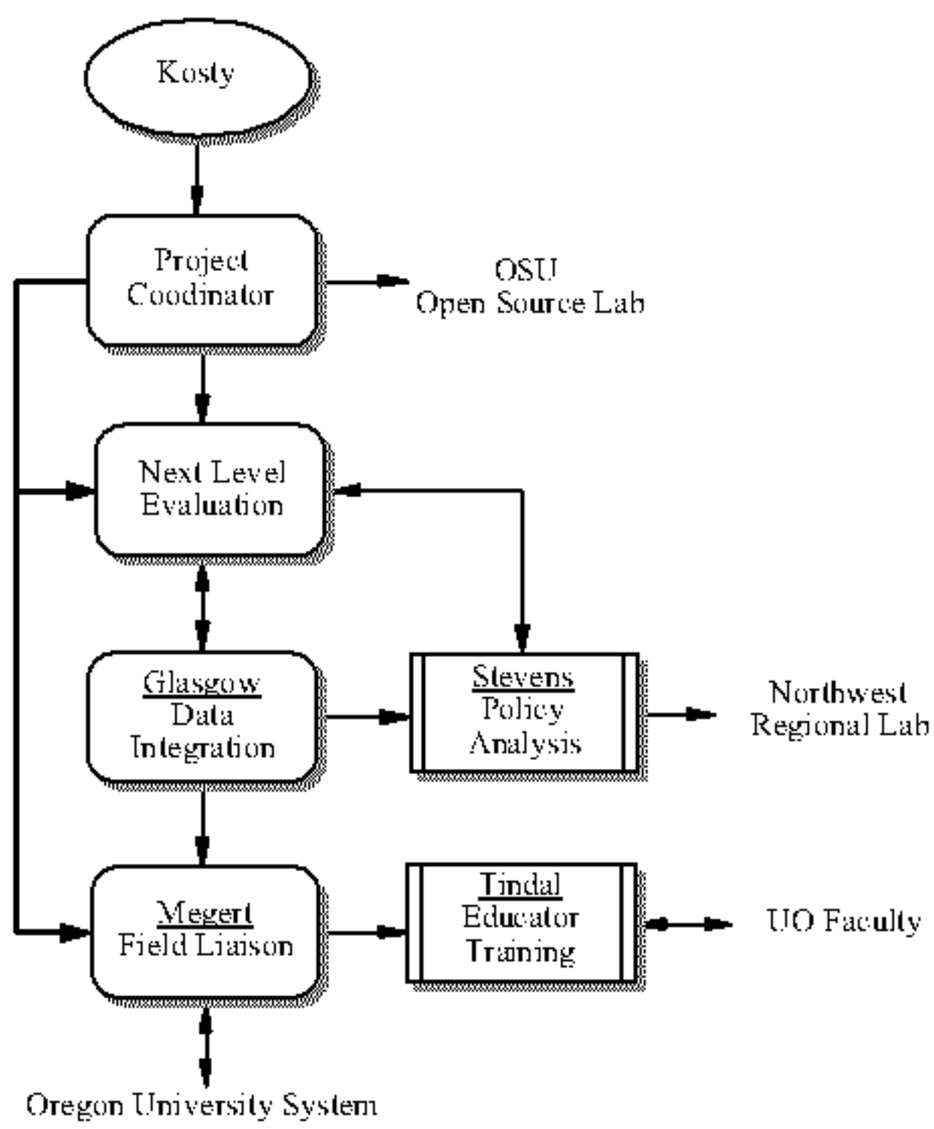
Enterprise-wide Data Architecture

Oregon's existing data environment includes a set of independent operational and transactional database systems (Student Information Systems and Business Information Systems), each with its own data model, data dictionary, business rules, and quality assurance procedures. Large and multiple school districts typically use integrated commercial systems such as SUNGARD Pentamation, eSIS, Oregon EdVantage, and PowerSchool, while tiny, rural districts use local databases and spreadsheets. Each of these systems was designed to accommodate the needs of the organizations that collect the data, and to facilitate state and federal compliance reporting.

From an operational perspective, most of these systems are generally adequate for tracking students and for state and federal reporting requirements, including those associated with NCLB. However, the systems are not integrated and the information is not standardized to any significant degree. These autonomous data systems create data quality problems and redundancies.

An ongoing effort of the Oregon DATA project and KIDS is to implement metadata standards and enforce the use of a single, defined, student transcript record through the use of the Oregon Student Transcript eXchange (OSTX) application. In conjunction with the University IDTS system, the variety of systems in the state plays a lesser role in inhibiting linkages across educational entities.

E. Project Management Plan



The project is located within the Office of Assessment and Evaluation under the leadership of Doug Kosty, Assistant Superintendent. Working for him is a half-time Project Coordinator, who is to be located in this office. The management controls come from the Oregon Department of Education (ODE) and then to Next Level Evaluation, who is responsible for generating, managing, and analyzing evaluation data. Using a "design with the end in mind" strategy, Next Level Evaluation works with each of the content managers. Aaron Glasgow, who is responsible for integrating the easyCBM data into the data warehouses; Joe Stevens, who guides the policy analysis for research on longitudinal systems, and Megert and Tindal, who organize all educator training. The SEA

controls the objectives of the proposed project to provide annual deliverables on time and within budget from all individuals through the distributed management structure.

Responsibility for statewide project communication and the provision of administrative support to the project will come from **EESC** (a currently configured group). Communication efforts will include consistent maintenance of content on the information website, development of promotional materials, and coordination of regional meetings to discuss project rollout, etc.

Responsibility for IT statewide support and coordination comes from the **Oregon Department of Education**. ODE will competitively release support and technical expertise through a request for proposal process. Oregon has ample high-quality resources available within the enterprise of education to assist the SEA with meeting the deliverables of this proposal. ODE also brings a fully developed and supported web-based portal and tool set, which will be integrated for school, district, and ESD use to collect and analyze formative data, and to host digital dashboards for every teacher and administrator in Oregon. These offerings are already live and being piloted.

Responsibility for school improvement and assessment input will come from **Tony Alpert,** Director of Testing in ODE, who brings deep and expansive knowledge of state and federal assessment requirements and process, and is ardently in support of this push to increase the collection of formative data elements, and to improve staff capacity to analyze this data and convert it to improved individual instruction.

Responsibility for research, evaluation and continuous improvement will be shared and coordinated between ODE and **Next Level Evaluation, LLC** (NLE).

When primary field research has been collected and aggregated, it will be used by the Data Quality Work Group (see below) to develop final goals and objectives for the project. Once those objectives are established, evaluation metrics will be identified and recommended by DQWG with input from school districts and NLE. This project cannot succeed on a statewide deployment if it is not intentionally devised as a flexible, responsive system. Therefore, implicit in the plan above and model below is that these contributors, at all levels and phases or project development and implementation, are committed to a highly collaborative, cooperative, and dynamic feedback process.

A timeline for development and implementation is included in Appendix A. The timeline describes major tasks to be completed, personnel responsible for each, and milestone dates.

F. Project Personnel and Resources

Personnel

We have developed a model for project implementation that is very straightforward and provides control by the Oregon Department of Education, with management organized around the three functions of data warehouse integration, policy analysis research, and educators-in-training (both administrators and teachers) across the institutions of higher education throughout Oregon. We have divided our costs into personnel and direct expenses.

Full details on personnel associated with the project are included in the Budget Narrative.

Resources and Institutions

The Oregon educational community has a history of communication, coordination and collaboration as the groundwork for successful projects. Oregon's current resources are no exception. The facilities, equipment, and staff necessary to fulfill Oregon's vision of a statewide longitudinal data system are firmly in place.

Oregon Department of Education. The department has been investing in data systems for the past five years and has developed an infrastructure for launching the current project. We have established two important committees that will play a critical role for implementation.

Education Enterprise Steering Committee (EESC) is a permanent panel formed two years ago as a result of Oregon legislation mandating core services provided by Oregon's Education Service Districts. The EESC works across all sectors of the educational enterprise to identify and address common priorities and goals of Oregon educators and students. As part of its charter, the EESC funded directors' positions in core service areas, including School Improvement, Technology and Administrative Services. Mickey Garrison, Don Wolff and Bob Burns serve in these positions, respectively. They work collaboratively on various programs where technology supports and facilitates school improvement efforts, and this data quality initiative is the primary focus of their collaboration.

Mickey Garrison and Baron Rodriguez coordinate the efforts of the EESC's Data Quality Work Group (DQWG), which holds primary responsibility for the development, implementation, and sustainability of the Oregon DATA Project. The work group comprises representation from the Governor's Office, Oregon Department of Education, ESD superintendents, K-12 district superintendents, the Oregon University System (OUS), citizen groups and community colleges.

ODE also has been developing capacity for sustainability over this time period.

Connectivity. ODE has just signed a deal in principle with the state's largest telecommunications company to establish and/or expand connectivity bandwidth to every school in Oregon within the next three years. Strategic grants provided through ODE in concert with this contract will make it possible for the have-nots to finally employ bandwidth for improved instruction (via access to tools and data), and more equitable access to education opportunities for students. Teachers and administrators will be able to access and use data without interrupting critical student access to 21st century skills and information.

Web-based tools. The ODE and EESC are currently piloting a fully vetted web-based tools set that will interoperate with a number of student data systems to allow teachers and administrators to extract and view student-level data in a digital dashboard, which is scalable to accommodate other SISs and BISs. This tool set and portal is being hosted and supported at no cost to users. Individual districts will also be able to host this independent of the state in their own instance, and cost for maintenance will shift to them. This tool set and application is worth upwards of $2 million, but districts will pay nothing beyond the cost of financing local IT interoperation costs.

Training portal. The Oregon Virtual School District is a web-based portal to online courses, digital content, and tools for students and teachers to seamlessly integrate technology into

teaching and learning. Most of the courses and all of the tools are free to users. OVSD provides teachers and educational professionals with an online professional development workspace and repository. It is developed and will begin housing online modules, accessible 24/7 across the state, within the next two months. All levels of trainings that will be developed to support the DATA project will be deliverable through this online environment, and will be an integral part of creating equitable access to program support.

Finally, the Oregon Department of Education has been establishing partnerships.

Education Enterprise Steering Committee. The EESC will provide backing for development and implementation of all phases of this program under the direction of the ODE. The EESC's ties to all governing sectors also brings statewide support for this initiative from the Governor, state Legislature, and regional and local leadership, ensuring sustainability from both a financial and an alternative resources perspective.

Instructional Leadership Council. The ILC is a school improvement consortium comprised of a curriculum director from each ESD. It serves as the direct link between K-12 education and the Oregon Department of Education. ESD curriculum directors meet monthly with K-12 directors and conduct ongoing site visits to schools within their region, which provides them with first-hand knowledge of what the needs are in the field. Curriculum directors serving on the ILC will be the certified trainers that provide Oregon DATA Project training to school district staff, and will coordinate all the training and professional development activities within their regions.

Behavioral Research and Teaching. BRT has a mixed computing environment of work stations and servers using Windows-, Mac-, and Linux-based operating systems. The machines have high processing speeds and access to large data storage systems. Software packages enable advanced work in multimedia design and manipulation, statistics, software development. Network services are accessible via the LAN, providing multiple file sharing, backup and structure data storage options. BRT has the capability to meet diverse technology needs in-house such as optical mark scanning, video recording and production, and printed material creation. Servers are deployed in a production data center employing multiple (and diverse) networking and power connections, onsite power backup including diesel generation, and redundant cooling. Currently about 80% of the available bandwidth is unused, allowing for rapid scaling.

University of Oregon (UO). The UO is a major research institution (ranked fifth in the United States) with numerous high quality-resources. It is the only Oregon member of the prestigious Association of American Universities (AAU), which includes 58 of the top comprehensive universities in the country. Libraries are an important resource for any program seeking to conduct research. Complete computer search facilities access the more than 20,000 professional journal subscriptions, and an interlibrary loan policy makes other volumes quickly available. A Media Services center is housed in the library and offers a comprehensive range of television and video production services to the university community, state agencies, and non-profit organizations. Facilities support full production services; broadcast-quality non-linear digital video editing; transmission and reception of live and taped microwave, satellite and webcast feeds; full duplication and publishing services. The library is a federal depository for access to government documents. Finally, both the

national headquarters for ERIC and the Western Regional Resource Center are located at this campus. The university has been nationally recognized for its leadership in network computing. Campus computing houses several clusters of UNIX and VMS computers. The college is connected to the University Computing Center, which has four mainframe computers (two new Suns, an IBM 4243, and a VAX 8800) for interactive research applications; the mainframes are of sufficient size to support all research activities. Software for statistical analyses is available and supported by a capable central staff.

References

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Marston, D. (2005). Tiers of intervention in Responsiveness to Intervention: Prevention outcomes and learning disabilities identification patterns. *Journal of Learning Disabilities, 38,* 539-544.

Marston, D., Pickart, M., Reschly, A., Heistad, D., Muyskens, P., & Tindal, G. (2007). Early literacy measures for improving student reading achievement: Research into practice. *Exceptionality, 15,* 97-117.

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Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1236-Mandatory Documents.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1237-Kosty Resume.pdf**

Attachment 3:
Title: Pages: Uploaded File: **1238-Alonzo_4PgVita.pdf**

Attachment 4:
Title: Pages: Uploaded File: **1239-Scalise_4PgVita.pdf**

Attachment 5:
Title: Pages: Uploaded File: **1240-Stevens_4PgVita.pdf**

Attachment 6:
Title: Pages: Uploaded File: **1241-LKG_4PgVita.pdf**

Attachment 7:
Title: Pages: Uploaded File: **1242-Yovanoff_4PgVita.pdf**

Attachment 8:
Title: Pages: Uploaded File: **1243-Zvoch_4PgVita.pdf**

Appendix A—Timeline

YEAR ONE

Activity Area	Qtr1: Jul-Sep	Qrt2:Oct-Dec	Qtr3: Jan-Mar	Qtr4: Apr-Jun
Data Integration	Data integration	OSL transfer	Survey capacity	Field test
Policy Research			Develop protocols	Pilot data mining
Educator Training			Develop templates	Develop materials

YEAR TWO

Activity Area	Qtr1: Jul-Sep	Qrt2:Oct-Dec	Qtr3: Jan-Mar	Qtr4: Apr-Jun
Data Integration	Create rules	Create rules	Data integrate	Data transfer
Policy Research		Field test	Pan Conference	State conference
Educator Training	Develop Curriculum	Develop Curriculum	Web Access	Implement

YEAR THREE

Activity Area	Qtr1: Jul-Sep	Qrt2:Oct-Dec	Qtr3: Jan-Mar	Qtr4: Apr-Jun
Data Integration	Complete data integrate	Expand data warehouses	Collect data	Submit report
Policy Research	Recruit researchers	Select researchers	Plan conference	Nat, conference
Educator Training	Adapt training material	Adapt training mat.	Dev. proficiency	Adopt in IHEs

Phases for Project Completion: Activities, Oversight, Timeline, and Evaluation

TASK	RESPONSIBLE PERSON	START DATE	END DATE	EVALUATION
PHASE I: PLANNING INFRASTRUCTURE, RESEARCH, AND TRAINING				
Bimonthly meetings with ODE and BRT	Kosty-ODE ODE Project Coordinator Glasgow-BRT Tindal-UO & BRT	July 2009	June 2010	Document current data warehouse status; plan integration with easyCBM; develop research plan for policy analysis; survey Institutions of Higher Education (IHEs) for assessment curriculum needs
Develop **data integration** requirements for easyCBM	Kosty-ODE Glasgow-BRT Tindal-BRT	July 2009	September 2009	Develop file specifications for internal use and district adoption
Prepare for **data transfer** to Open Source Lab (OSL)	Pederson-OSL	October 2009	December 2009	Develop file specifications
Develop protocols for policy analysis and **pilot data** mining	Kosty-ODE	January 2010	June 2010	Document for distribution and legal review
Develop templates for web-based curriculum	IHE Council BRT Curriculum developers	January 2010	March 2010	Web template with fields for navigation and editing
Survey district capacity to integrate easyCBM within data warehouses	ODE Project Coordinator	January 2010	March 2010	Distribute electronic survey to 198 school districts
Field test data integration for state tests and easyCBM and hold regional conference	Glasgow-BRT Stevens-UO	April 2010	June 2010	Pilot (dis)aggregated analysis with report to ODE; report results from trial analysis
Develop materials for web-based curriculum	Faculty-BRT	April 2010	June 2010	Hold focus groups with key IHE representatives

PHASE II: IMPLEMENTING DATA STRUCTURE				
Bimonthly meetings with ODE and BRT	Kosty-ODE ODE Project Coordinator Glasgow-BRT Tindal-UO & BRT	July 2010	June 2011	Review and expand Phase I processes to meet evaluation requirements for Phase II.
Create business rules and quality assurance procedures for regional data warehouses	ODE Project Coordinator Glasgow-BRT	July 2010	December 2010	Develop policies and procedures; distribute among districts to incorporate
Implement **data integration** with key districts	Kosty-ODE Glasgow-BRT Tindal-BRT	January 2011	March 2011	Use Trac® to assemble key issues and publish Frequently Asked Questions (FAQs)
Field test data analysis; plan regional conference on policy analysis; solicit and select researchers	Kosty-ODE Stevens-UO	October 2010	December 2010	Distribute brochure for attendance and register applicants
Develop curriculum for training educators	Faculty-BRT	July 2010	December 2010	Ten weekly units for content delivered on web
Develop web access for researchers and assessment trainers	Glasgow-BRT Stevens-UO Faculty-BRT	January 2011	March 2011	Field-test web site for security and access
Complete **data transfer** to OSU and inform districts	Kosty-ODE ODE Project Coordinator	April 2011	June 2011	Access data warehouses throughout state
Hold **statewide conference** on policy analysis	Kosty-ODE Stevens-UO	April 2011	June 2011	Publish conference proceedings and evaluate conference
Implement curriculum on web and recruit educators	Faculty-BRT Tindal-BRT	April 2011	June 2011	Summarize number of curriculum training hits and demographics for sign ups

PHASE 3: ADOPTION AND INSTITUTIONALIZATION				
Complete data integration throughout Oregon with 198 school districts	Kosty-ODE ODE Project Coordinator Glasgow-BRT	July 2011	September 2011	Contact districts to ensure access and security with both data warehouses and easyCBM
Expand data warehouses in all regions to incorporate all 198 districts	Kosty-ODE ODE Project Coordinator	October 2011	December 2011	Pilot reports of aggregated data from each region
Recruit and select large-scale database researchers; policy analyses of data patterns	Kosty-ODE Stevens-UO	July 2011	December 2011	Collect, evaluate, and analyze data; summarize results; reports sent to ODE for confirmation
Adapt materials for web-based curriculum and	Faculty-UO Tindal-BRT	July 2011	December 2011	Added modules to phase I-II curriculum and proficiency patterns to test
Collect data throughout Oregon on state tests and easyCBM; submit reports	ODE Project Coordinator Glasgow-BRT	January 2012	June 2012	Reports of aggregated data from each region
Plan national conference on statewide longitudinal data systems	ODE Project Coordinator Stevens-BRT	January 2012	March 2012	Brochure of researchers presenting at conference and list of attendees
Develop proficiency examinations for training	IHE Council	January 2012	March 2012	Course reaction inventories from each IHE
Hold national conference on longitudinal data analysis	Kosty-ODE ODE Project Coordinator Stevens-BRT	April 2012	June 2012	Impact data
Adopt curriculum within IHEs	Kosty-ODE	June 2012	June 2012	Confederation of administrators and COSA conference
Submit final report to federal government	Kosty-ODE	April 2012	June 2012	Impact data

Julie Alonzo

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Professional Background

Education

Ph.D. Educational Leadership — Winter 2007
University of Oregon, Eugene Oregon
Specialization: Learning Assessment and Systems Performance

B.A. English, *Cum Laude* — 1990
Carleton College, Northfield Minnesota
Concentration: Educational Studies

Teaching Certificates

National Board for Professional Teaching Standards — 2002
Adolescence and Young Adulthood English Language Arts
California Professional Clear Single Subject Teaching Credential (English) — 1995
California Cross-cultural Language and Academic Development Specialist — 1992

Professional Experience

College Teaching Experience

I have taught the following graduate level courses at the University of Oregon

- Professional Writing
- Action Research
- Middle / Secondary Teacher Education Curriculum, Assessment Alignment
- Measurement and Assessment
- Measurement in Decision Making

Research Experience

Project Manager — 2005 - present
Project Progress Monitoring in Early Reading
Behavioral Research and Teaching, University of Oregon
Responsible for designing, constructing, and piloting 20 alternate forms of 7 reading measures at each of grades K – 8, including all data analysis and equating/scaling of forms within and between grades (roughly 6000 students across 25,000 items). Assist with the development of four school-based teams to use these measures to monitor student progress in gaining early reading skills through the use of a variety of field-based interventions. Coordinate professional development workshops for participating school teams on assessment literacy, data-based decision making, response to intervention, and progress monitoring in early reading.

Project Manager — 2007 - present
Project Reading and Math Growth Model Assessments
Behavioral Research and Teaching, University of Oregon
Responsible for overseeing the development of computer delivered reading and mathematics assessments for students with persistent learning disabilities (20 alternate forms, grades 3-8), overseeing piloting of items and the building of an item bank to be used in alternate form creation.

Project Manager 2007 - present

Project Prepare: Proactive Research-based and Evaluative Procedures for Administrators
Reaching for Excellence
Behavioral Research and Teaching, University of Oregon
Responsible for content development and delivery of extensive online-professional development materials in data-based decision making, measurement, and CBMs in mathematics and reading for use with in-service and pre-service school district personnel and K-12 school administrators.

Project Manager 2004 - present

Eugene School District, 4j District Reading Assessment
Behavioral Research and Teaching, University of Oregon
Responsible for coordinating three yearly district reading assessments involving 14,000 K-9 students, conducting pilot tests of new assessments, and analyzing and providing documentation on the technical adequacy of district reading assessments using Item Response Theory (IRT) Analysis.

Research Assistant 2002 - 2005

Project MAP: Making Accommodations Personal
Behavioral Research and Teaching, University of Oregon
Responsible for assisting with research design, conducting field-based research (experimental, quasi-experimental, focus groups, and cognitive labs) on computer-delivered reading and mathematics assessments with built in accommodations for students with disabilities and English-language learners, and analyzing and writing up results of studies.

Public School Teaching Experience

English/Journalism Teacher, Advancement Via Individual Determination Teacher 2000 - 2002
Los Gatos High School, Los Gatos, CA

English/ESL/Economics/Physical Education/Computer Applications Teacher 1996 – 2000
Anzar High School, San Juan Bautista, CA

School Administrator 1998 – 2000
Anzar High School, San Juan Bautista, CA

English/Sheltered English/ESL Teacher 1991 – 1996
Mt. Pleasant High School, San Jose, CA

Awards and Honors

Dissertation Fellowship 2005
College of Education, University of Oregon

Stafford Student Scholar: National Institute on Leadership, 2003 – 2005
Disability, and Students Placed at Risk

Dave Moursund Scholarship for Outstanding Academic Performance 2003
College of Education, University of Oregon

Scholarship

Papers Published in Peer-Reviewed Journals

Alonzo, J., Yovanoff, P., & Tindal, G. (in review). *An examination of early reading skill covariance structure invariance across Spanish-speaking English language learners in Grades 3 and 4 and their native English-speaking peers.*

Alonzo, J., Basaraba, D., Carriveau, R., & Tindal, G. (in press). They read, but how well do they understand? An empirical look at the nuances of comprehension. *Assessment for Effective Intervention.*

Alonzo, J., Robinson, Q. L., & Tindal, G. (2008). Using school-wide response to intervention to close the achievement gap in reading. *ERS Spectrum. 29,* 1-9.

Ketterlin-Geller, L. R., Alonzo, J., Braun Monegan, J., & Tindal, G. (2007). Recommendations for accommodations: Implications of (In)consistency. *Remedial and Special Education, 28,* 194-206.

Alonzo, J., Bushey, L., Gardner, D., Hasazi, S., Johnstone, C. & Miller, P. (2006). 25 hours in family: How family internships can help school leaders transform from within. *Equity & Excellence in Education, 39,* 1-10.

Duesbery, L., Yovanoff, P., Alonzo, J., & Tindal, G. (2005). Grade level invariance of a theoretical causal structure predicting reading comprehension with vocabulary and oral reading fluency. *Educational Measurement: Issues and Practice,* 4 - 12.

Technical Reports

Alonzo, J., Liu, K., & Tindal, G. (2008). *Examining the technical adequacy of second-grade reading comprehension measures in a progress monitoring assessment system* (Technical Report # 44). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., Park, J., & Tindal, G. (2008). *The development of middle school passage reading fluency measures for use in a progress monitoring assessment system* (Technical Report # 46). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., & Tindal, G. (2008). *Examining the technical adequacy of fifth-grade reading comprehension measures in a progress monitoring assessment system* (Technical Report # 45). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., & Tindal, G. (2007). *The development of fifth-grade passage reading fluency measures for use in a progress monitoring assessment system* (Technical Report # 43). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., Liu, K., & Tindal, G. (2007). *Examining the technical adequacy of reading comprehension measures in a progress monitoring assessment system* (Technical Report # 41). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., & Tindal, G. (2007). *Examining the technical adequacy of early literacy measures in a progress monitoring assessment system: Letter names, letter sounds, and phoneme segmenting* (Technical Report # 39). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., & Tindal, G. (2007). *Examining the technical adequacy of word reading and passage reading fluency measures in a progress monitoring assessment system* (Technical Report # 40). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., Ketterlin-Geller, L.R., & Tindal, G. (2004). *Instrument development: Examining the appropriateness of student and teacher surveys for determining the need for testing accommodations* (Technical Report No. 31). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Ketterlin-Geller, L. R., Alonzo, J., & Tindal, G. (2004). *Use of focus groups to inform the construction of a universally designed mathematics test* (Technical Report No. 28). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Alonzo, J. & Tindal, G. (2004). *Analysis of reading fluency and comprehension measures for first-grade students* (Technical Report No. 26). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Alonzo, J. & Tindal, G. (2004). *Analysis of reading fluency and comprehension measures for sixth-grade students* (Technical Report No. 24). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Alonzo, J. & Tindal, G. (2004). *Analysis of reading fluency and comprehension measures for seventh-grade students* (Technical Report No. 23). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Book Chapters

Bettesworth, L. R., Alonzo, J., & Duesbery, L. (2008). Swimming in the depths: Educators' ongoing effective use of data to guide decision making. In T.J. Kowalski & T. J. Lasley (Eds.). *Handbook on data-based decision making in education.* New York: Routledge.

Alonzo, J., Tindal, G., & Ketterlin-Geller, L.R.(2006). General outcome measures of basic skills in reading and math. In L.Florian (Ed.), *Handbook of Special Education.* Thousand Oaks, CA: Sage.

Beghetto, R. A., & Alonzo, J. (2006). Instructional leadership: Supporting the learning process. *School Leadership: Handbook for Excellence, 4th ed.* Thousand Oaks, CA: Corwin.

Presentations

Alonzo, J., Gonzalez, M., & Tindal, G. (March, 2008). *Phonological awareness and Spanish literacy: Considerations for assessment.* Paper presented at the 89th Annual Meeting of the American Educational Research Association, New York.

Duesbery, L., Alonzo, J., & Tindal, G. (March, 2008). *Mind your P's and Q's: Approaching literacy instruction from an IRT base.* Paper presented at the 89th Annual Meeting of the American Educational Research Association, New York.

Shapiro, E., Kloo, A., Wallace, T., Marston, D., Tindal, G., & Alonzo, J. (February, 2008). *Outcome measures in evaluation of RTI implementation.* Panel presentation at the 16th Annual Meeting of the Pacific Coast Research Conference, San Diego.

Alonzo, J., Yovanoff, P., & Tindal, G. (April, 2007). *An examination of early reading skill covariance structure invariance across Spanish-speaking English language learners in Grades 3 and 4 and their native English-speaking peers.* Paper presented at the Annual Meeting of the National Council on Measurement in Education, Chicago, IL.

Alonzo, J., Robinson, Q., & Tindal, G. (April, 2007). *Using school-wide response to intervention to close the achievement gap in reading.* Paper presented at the 88th Annual Meeting of the American Educational Research Association, Chicago, IL.

Liu, K., Alonzo, J. & Tindal, G.. (April, 2007). *A case study of RTI implementation across three elementary school sites.* Paper presented at the 88th Annual Meeting of the American Educational Research Association, Chicago, IL.

Ketterlin-Geller, L.R., Alonzo, J., Duesbery, L., & Tindal, G. (April, 2006). *Investigating conative factors' effects on third-grade mathematics performance.* Paper presented at the 87th Annual Meeting of the American Educational Research Association, San Francisco.

Alonzo, J. (February, 2006). *Using reading assessment results to guide instructional decision making.* Invited presentation at the Superintendent's Strategies for Student Success Follow-up Institute. Portland, OR: Oregon Department of Education.

Ketterlin-Geller, L.R., Alonzo, J., Carrizales, D., & Tindal, G. (April, 2005). *Silent reading fluency: A viable alternative to oral reading fluency?* Paper presented at the 86th Annual Meeting of the American Educational Research Association, Montreal, Canada.

Duesbery, L., Alonzo, J., Bettesworth, L., Tindal, G., & Yovanoff, P. (2004). *Predicting Middle School Reading Achievement Using Practical Curriculum Based Measures of Reading.* Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Yovanoff, P., Duesbery, L, Alonzo, J. & Tindal, G. (2004). *Group Invariance of a Theoretical Causal Structure Predicting Reading Comprehension with Vocabulary and Oral Reading Fluency.* Paper presented at the Annual Meeting of the National Council on Measurement in Education, San Diego, CA.

Doug Kosty

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Information Technology Management

Mr. Kosty is a skilled professional with a unique combination of large scale assessments, information systems and management experience. His leadership experience includes various state and local governments and private sector consulting specializing in education systems automation.

- Outstanding leadership qualities
- Hands-on experience leading all stages of system development efforts, including requirements definition, design, architecture, testing and support.
- Ability to coordinate and direct all phases of project-based efforts while managing, motivating and leading project teams.
- Adept at developing effective policies and procedures, project documentation and milestones, and technical/business specifications.
- Practiced presenter, both nationally and at statewide conferences

Competencies

Governmental Accounting Standards	Educational Finance and Funding
Project Management	Financial Management
Data Collection & Reporting	Data Integrity & Recovery
Cost Benefit Analysis	Risk Assessment
Research & Development	Business Impact Analysis
Contingency Planning	Strategic Planning
Administration of Large Scale Assessments	

PROFESSIONAL EXPERIENCE

Oregon Department of Education 2002 – Present

ASSISTANT SUPERINTENDENT OF ASSESSMENT & INFORMATION SERVICES

Directs the work of a diverse management team including assessment and information services management. Prepare and manage departmental budgets and contracts. Planning for implementation of newly developed finance and technology applications.

KPMG Consulting 1997 – 2002

MANAGER

Manage projects, personnel and budgets for one of world's leading Information Technology Consulting firms. Directed strategic planning efforts, established and reviewed mission, vision, goals and objectives. Supervised project and practice staff

including, interviewing and hiring, technical education and training, developing work plans, establishing employee performance guidelines and evaluating employee performance, and processing disciplinary actions. Served as an active participant on National K-12 Educational practice.

Montana Office of Public Instruction 1995 – 1997

DIRECTOR, INFORMATION SYSTEMS DEVELOPMENT

Plan, administer and control all activities of the Information Systems Development Division including software and hardware training, data processing, applications development. Served on the Technology Advisory Committee to plan for computer operations, telecommunications, local area and wide area networks, statewide educational networks, forms management, data administration, and systems security. Prepared budget requests and managed division budget.

Montana Office of Public Instruction 1990 – 1995

FISCAL SERVICES SPECIALIST

Responsible for establishing and maintaining standard accounting and reporting practices in all Montana public school districts. Researched official accounting pronouncements and promulgating accounting policies for Montana School Districts; providing school district personnel, county superintendents and county treasurers with technical accounting and reporting assistance. Responsible for compiling and reporting school district financial information; and monitoring and reporting school district compliance with the Single Audit Act.

EDUCATION

Bachelor of Science in Business/Accounting
Montana State University

, PH.D.

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EDUCATIONAL BACKGROUND

Ph.D., Educational Leadership 2003
University of Oregon, Eugene, Oregon
Dissertation: *Establishing a Validity Argument for Universally Designed Assessments*
Committee: Drs. Gerald Tindal (Chair), Lewis Goldberg, David Chard, Paul Yovanoff

B.A., Biology 1994
University of California, Santa Cruz, California
Specialization: Marine Biology

TEACHING EXPERIENCE

Higher Education Teaching Experience

Assistant Professor 2005-present
Educational Leadership, University of Oregon
Applied Measurement

Public Education Teaching Experience

Life Science, Physical Science Teacher, Sheltered Physical Science Coordinator 1996-2000
Westmont High School; Live Oak High School; Paso Robles High School; CA

EXTERNAL FUNDING

Federal Funded Proposals

Project DIVIDE: Dynamic Instruction Via Individually Designed Environments in Mathematics
U.S. Department of Education, Office of Special Education Programs, Steppingstones
Annual budget from 2006-09: $199,639
Description: Principal Investigator responsible for developing a universally designed computer-based instructional system to diagnose student skills and knowledge in mathematics. Project components include developing diagnostic assessments as well as instructional units to remediate deficits.

Project INFORM: Instantiating Frameworks of Organized Responsive Measurement
U.S. Department of Education, Technology and Standards-based Reform
Annual budget from 2006-09: $298,000
Description: Co-Principal Investigator responsible for developing and implementing standards-based reform practices for students with disabilities. Project components include aligning curriculum with instruction and assessment, developing appropriate measurement systems, and incorporating web-based training modules for interpreting data and making decisions to support the needs of students with disabilities.

University and College Funded Proposals

Professional Development in Algebra
Fairway Funds, College of Education, University of Oregon
Annual budget from 2007-09: $37,334
Description: Principal Investigator responsible for designing, developing, and implementing professional development modules to support teachers' understanding

of instruction and assessment in the area of algebra. Project components include effective use of classroom-based and large-scale assessments, teachers' professional content knowledge, and design and delivery of effective instructional strategies.

Project VISION: Vignettes in Instruction to Situate, Integrate, and Optimize New learning
University of Oregon Educational Technology Fund
Annual budget from 2004-05: $42,000
Description: Principal Investigator responsible for developing and evaluating multimedia instructional vignettes for teaching measurement and assessment concepts to graduate students in Educational Leadership coursework.

Other Project Roles

Early Learning in Mathematics: A Prevention Approach
U. S. Department of Education, Institute for Education Science
Annual budget from 2004-08: $371,283
Description: Assumed Principal Investigator responsibilities for Dr. David Chard to disseminate findings from empirical studies designed to investigate the effects of Kindergarten mathematics curriculum on student achievement and subsequent risk-status.

Project PREPARE: Proactive, Research-based and Evaluative Procedures for Administrators Reaching for Excellence
U.S. Department of Education, Fund for the Improvement of Postsecondary Education
Annual budget from 2004-07: $185,645
Description: Key Personnel in the development of curriculum-based measurement systems for use in multimedia curricula designed to train pre- and in-service principals to use data to make instructional decisions.

Project MAP: Making Accommodations Personal
U.S. Department of Education, Office of Special Education Programs
Annual budget from 2002-06: $179,847
Description: Project Manager responsible for designing, conducting, and evaluating research studies on the effectiveness of computer-based universally designed tests for addressing the needs of all students.

SCHOLARSHIP

Selected Refereed Publications

Baker, S.K., Chard, D.J., Ketterlin-Geller, L.R., Apichatabutra, C., & Doabler, C. (in press). The basis of evidence for self-regulated strategy development. *Exceptional Children.*

Chard, D.J., Ketterlin-Geller, L.R., Baker, S.K., Doabler, C., & Apichatabutra, C. (in press). Repeated reading interventions for students with learning disabilities: Status of the evidence. *Exceptional Children.*

Ketterlin-Geller, L.R. (2008). Testing students with special needs: A model for understanding the interaction between assessment and student characteristics in a universally designed environment. *Educational Measurement: Issues and Practice, 27*(3), 3-16.

Ketterlin-Geller, L.R., Chard, D.J., & Fien, H. (2008). Making Connections in Mathematics: Conceptual Mathematics Intervention for Low-Performing Students. *Remedial and Special Education, 29*(1), 33-45.

Ketterlin-Geller, L.R., & Tindal, G. (2008). Embedded technology: Current and future practices for increasing accessibility for all students. *Journal of Special Education Technology, 22*(4), 1-15.

Ketterlin-Geller, L.R., Alonzo, J., Braun-Monegan, J., & Tindal, G. (2007). Recommendations for accommodations: Implications of (in)consistency. *Remedial and Special Education, 28*(4), 194-206.

Ketterlin-Geller, L.R., Yovanoff, P., & Tindal, G. (2007). Developing a new paradigm for accommodations research. *Exceptional Children, 73*(3), 331-347.

Ketterlin-Geller, L.R., & Johnstone, C. (2006). Accommodations and universal design: Supporting access to assessments in higher education. *Journal of Postsecondary Education and Disability, 19*(2), 163-172.

Ketterlin-Geller, L.R., McCoy, J.D., Twyman, T., & Tindal, G. (2006). Using a Concept Maze to Assess Student Understanding of Secondary Content. *Assessment for Effective Intervention, 31* (2), 39-50.

Ketterlin-Geller, L.R. (2005). Knowing what all students know: Procedures for developing universally designed assessments. *Journal of Technology, Learning, and Assessment, 4*(2). Available from http://escholarship.bc.edu/jtla/vol4/2

Selected Chapters

Chard, D. J., Ketterlin-Geller, L. R., & Jitendra, A. (in press). Systems of instruction and assessment to improve mathematics achievement for students with disabilities: The potential and promise of RTI.

Thurlow, M., Johnstone, C., & Ketterlin-Geller, L. R. (in press). Universal design of assessment in higher education. In S. Burgstahler and R. Cory (Eds), *Universal Design in Postsecondary Education: From Principles to Practice.* Boston, MA: Harvard Education Press.

Tindal, G., & Ketterlin-Geller, L. (in press). Test Accommodations Research: Decision-Making, Outcomes, and Designs. In R. Kopriva (Ed), *Validity and accommodations: Psychometric and policy* perspectives. Mahwah, NJ: Lawrence Erlbaum Associates.

Ketterlin-Geller, L.R., Baker, S., & Chard, D. (2008). Assessment strategies for secondary mathematics. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology V*, pp. 465-475. Bethesda, MD: National Association of School Psychologists.

Alonzo, J., Ketterlin-Geller, L.R., & Tindal, G. (2007). Curriculum Based Assessment. In L. Florian (Ed), *Handbook of Special Education*. Thousand Oaks, CA: Sage Publications.

Selected International and National Presentations

Ketterlin-Geller, L.R. (June, 2008). *Formative assessment to guide instruction within a technology-based universally designed framework.* Presented with Hall, T., Russell, M., & Dolan, R. at the 38th National Conference on Large-Scale Assessment, Orlando, FL.

Ketterlin-Geller, L.R., Yovanoff, P., & Tindal, G. (June, 2008). *Evidence for accommodation effectiveness: It's in the item.* Presented with Abedi, J., Thurlow, M., Rivera, C., & Rigney, S. at the 38th National Conference on Large-Scale Assessment, Orlando, FL.

Ketterlin-Geller, L.R. (April, 2008). *Algebra across the grades: How do we prepare students to be successful in algebra?* Paper presented with Baker, S. & Jungjohann, K. at the National Council of Teachers of Mathematics 2008 Meeting and Exposition, Salt Lake City, UT.

Chard, D., Ketterlin-Geller, L.R., & Jitendra, A. (April, 2008). *Improving Mathematics Achievement for Students With Disabilities: The Potential of RTI.* Poster presented at the 2008 Council for Exceptional Children Convention and Expo, Boston, MA.

Ketterlin-Geller, L.R. (April, 2008). *Designing effective professional development in mathematics: Research to practice.* Presented as the Spotlight Presentation for the Division of Research with Chard, D., Gersten, R., & Jungjohann, K. at the 2008 Council for Exceptional Children Convention and Expo, Boston, MA.

Ketterlin-Geller, L.R. (April, 2008). *Universal design for learning instruction and tools: A survey.* Presented with Hall, T., Graham, S., & Wehmeyer, M. at the 2008 Council for Exceptional Children Convention and Expo, Boston, MA.

Ketterlin-Geller, L.R., Jung, E., Geller, J., & Liu, K. (March, 2008). *Cognitive diagnostic assessment: Defining a cognitive model.* Paper presented at the Annual Meeting of the National Council on Measurement in Education, New York, NY.

Yovanoff, P., Ketterlin-Geller, L.R., & Tindal, G. (March, 2008). *Scaling Scores on District Level Tests for Estimating Growth Relative to State Performance Standards.* Paper presented at Annual Research Conference of the Society for Research on Educational Effectiveness, Crystal City, VA.

Ketterlin-Geller, L.R., & Yovanoff, P. (February, 2008). *Diagnostic mathematics assessment: Innovations in measurement theory to identify student learning needs.* Poster presented at the 16th Annual Pacific Coast Research Conference, San Diego, CA.

Ketterlin-Geller, L.R. (June, 2007). *Science assessments for students with significant cognitive disabilities: Issues and examples.* Paper presented with Dolan, R., Hollenbeck, K., & Harms, M. at the 37th National Conference on Large-Scale Assessment, Nashville, TN.

Ketterlin-Geller, L.R. (April, 2007). *Using assessments to screen and monitor progress of students with mathematics difficulties.* Paper presented with Clarke, B. & Baker, S. at the 2007 Council for Exceptional Children Convention and Expo, Louisville, KY.

Ketterlin-Geller, L.R. (April, 2007). *Validity of Emerging Assessment Technologies: Levels of Evidence.* Paper presented at the Annual Meeting of the National Council on Measurement in Education, Chicago, IL.

Martinez, M. I., & Ketterlin-Geller, L.R. (April, 2007). *EL Assessment: The Role of Academic English in Systems Alignment.* Paper presented at the 88th Annual Meeting of the American Educational Research Association, Chicago, IL.

Ketterlin-Geller, L.R. (February, 2007). *Mathematics assessment: Issues and innovations for assessing students with disabilities.* Paper presented with Chard, D., Foegen, A., & Yovanoff, P. at the 15th Annual Pacific Coast Research Conference, San Diego, CA.

Ketterlin-Geller, L.R. (June, 2006). *Understanding universal design as it applies to assessment.* Paper presented with Burling, K., Felix, A., Harms, M., & Townsend, R. at the 36th National Conference on Large-Scale Assessment, San Francisco, CA.

Ketterlin-Geller, L.R., & Martinez, M. I. (June, 2006). *Academic language: Can accommodations help a broken system.* Paper presented with Abedi, J., Miner, K., & Tindal, G. at the 36th National Conference on Large-Scale Assessment, San Francisco, CA.

Ketterlin-Geller, L.R. (April, 2006). *Universal Design for Assessment: Cognitive Aspects of Assessment.* Paper presented at the 87th Annual Meeting of the American Educational Research Association, San Francisco, CA.

CURRICULUM VITAE
Kathleen M. Scalise

5267 University of Oregon.
Eugene, OR 97403-5267
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EMPLOYMENT:
Assistant Professor, University of Oregon, Educational Leadership, Sept. 2005-Present.

UC Berkeley Visiting Scholar, University of California, Berkeley, Department of Chemistry, Sept. 2007-January 2008.

Dr. Kathleen Scalise uses item response models for research in the areas of e-learning and instructional technology. She is interested in dynamic delivery of differentiated content, computer-adaptive approaches for assessment and instruction, analysis of student learning trajectories with embedded assessment, effective teaching and learning solutions, and innovative instructional design practices. She also is engaged in equity studies and is interested in policy considerations of equity, opportunity and access in education. Subject matter focus is primarily in science and mathematics education, and grade levels for research interests span K-16.

EDUCATION:
Ph.D., UC Berkeley, Quantitative Measurement, Graduate School of Education, December 2004.

M.A., UC Berkeley, Policy, Organization, Measurement and Evaluation, emphasis in Quantitative Measurement, Disciplinary Focus in Cognition and Development, Graduate School of Education, 2004.

B.A., UC Berkeley, Biochemistry, 1982.

PEER-REVIEWED JOURNAL PAPERS:

Claesgens, J., Scalise, K., Wilson, M., & Stacy, A. (accepted and pending). Mapping Student Understanding in Chemistry: The Perspectives of Chemists. Science Education.

Scalise, K., Madhyastha, T., Minstrell, J., & Wilson, M. (accepted and pending). Improving Assessment Evidence in e-Learning Products: Some Solutions for Reliability. International Journal of Learning Technology, Special Issue: Assessment in e-Learning.

Scalise, K., Cheng, N. Y., & Oskui, N. (accepted and pending). Rasch Family Models in e-Learning: Analyzing Architectural Sketching with a Digital Pen. Advances in Rasch Measurement, 2(1).

Watanabe, M., Nunes, N., Mebane, S., Scalise, K., & Claesgens, J. (2007). "Chemistry for all, instead of chemistry just for the elite:" Lessons learned from detracked chemistry classrooms. Science Education, 91(5), 683-709.

Scalise, K. (2007). Differentiated e-Learning: Five Approaches through Instructional Technology. International Journal of Learning Technology, 3(2), 169-182.

Scalise, K. (2007). Differentiated e-Learning: What it is and five approaches. i-manager's Journal of Educational Technology, 4(1), 24-28.

Scalise, K., Bernbaum, D. J., Timms, M. J., Harrell, S. V., Burmester, K., Kennedy, C. A., & Wilson, M. (2007). Adaptive Technology for e-Learning: Principles and Case Studies of an Emerging Field. Journal of the American Society for Information Science and Technology, 58(14), 001-015.

Wilson, M., & Scalise, K. (2006). Assessment to improve learning in higher education: The BEAR Assessment System. Higher Education, 52, 635-663.

Scalise, K., Claesgens, J., Wilson, M., & Stacy, A. (2006). Contrasting the expectations for student understanding of chemistry with levels achieved: a brief case-study of student nurses. Chemistry Education Research and Practice, The Royal Society of Chemistry, 7(3), 170-184.

Scalise, K., & Gifford, B. R. (2006). Computer-Based Assessment in E-Learning: A Framework for Constructing "Intermediate Constraint" Questions and Tasks for Technology Platforms. Journal of Teaching, Learning and Assessment, 4(6).

PEER-REVIEWED JOURNAL PAPERS IN PROCESS:

Scalise, K., Claesgens, J., Stacy, A., & Wilson, M. (in major revisions). Mapping Student Learning Outcomes in Higher Education: A Case Study in Chemistry. Educational Assessment.

Scalise, K., & Wilson, M. (in major revisions). Testlet Pathway Models for Computer Adaptive Testlets in e-Learning Assessment. Applied Psychological Measurement.

Scalise, K., & Wilson, M. (in submission to Applied Measurement in Education). Examining Student Reasoning with Ordered Partition Bundle Models in Criterion-Referenced Assessment.

BOOK CHAPTERS

Scalise, K., & Wilson, M. (2006). Analysis and Comparison of Automated Scoring Approaches: Addressing Evidence-Based Assessment Principles. In D. M. Williamson, I. J. Bejar & R. J. Mislevy (Eds.), Automated Scoring of Complex Tasks in Computer Based Testing. (Topics covered: Human scoring, rule-based methods, linear regression, testlet response theory, latent semantics, neural networks, Bayesian networks). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Wilson, M. & Scalise, K. (2003), "Reporting Progress to Parents and Others: Beyond Grades," Everyday Assessment in the Science Classroom, Eds. Atkin, M. & Coffey, J., NSTA Science Educator's Essay Collection Series, National Science Teachers Association Press: Arlington, VA.

OTHER PUBLICATIONS and REPORTS

Claesgens, J., Scalise, K., Wilson, M., & Stacy, A. (accepted and pending). Assessing student understanding in and between courses for higher education: An example of an approach. Accepted to Assessment Update.

Scalise, K. (Jan. 2007). Differentiated e-Learning: What it is and five approaches. EDUCAUSE Information Resources Library, from www.educause.edu/ir.

Scalise, K (2002). Science Writer, Science Framework for California Public Schools: Kindergarten Through Grade Twelve (Adopted by California State Board of Education 2/6/2002). "The Science Content Standards: High School Education, Physics, Chemistry, Biology/Life Sciences, Earth Sciences, Investigation and Experimentation," p. 159-257. Curriculum Frameworks and Instructional Resources Division, California Department of Education: Sacramento, CA.

Scalise, K. (2001). Assessment Instrument Report for "Living by Chemistry: Inquiry-Based Modules for High School," Assessment Report for Department of Chemistry & Lawrence Hall of Science, University of California, Berkeley, under National Science Foundation Grant #ESI-9730634.

PRESENTATIONS

International

Scalise, K. (pending for 2008, Oct.). *Innovative Item Types and Automated Scoring in Computer Adaptive Testing.* Invited address at the Lamark Computer-Based Testing Conference, De Hooge Vuursche, Baarn, The Netherlands.

Scalise, K. (pending for 2008, Oct.). *Eliminate CAT Exposure Issues: Moving Toward 'Transparent' Item Banks.* Invited address at CBT Master Class Luncheon, London, UK.

Scalise, K., Bernbaum, D. J., Timms, M. J., Harrell, S. V., Burmester, K., Kennedy, C. A., et al. (2006). *Assessment for e-Learning: Case studies of an emerging field.* 13th International Objective Measurement Workshop.

Wilson, M., & Scalise, K. (2005, May). *Assessment: A key aspect of teaching and learning.* Invited address at the First Athens International Conference on University Assessment, Athens, Greece.

Scalise, K. & Scalise, S (2004). *BEAR CAT: A New Approach to Data Driven Content in Computer-Mediated Environments with the UC Berkeley BEAR Assessment System.* New Development Paper, Computer-Mediated Communication, published in Proceedings of ED-MEDIA 2004, World Conference on Educational Multimedia, Hypermedia and Telecommunications, Lugano, Switzerland.

Scalise, K. (2004). *A New Approach to Computer Adaptive Assessment with IRT Construct-Modeled Item Bundles (Testlets): An Application of the BEAR Assessment System.* 2004 International Meeting of the Psychometric Society, Monterey, CA.

Wilson, M., & Scalise, K. (2004, June). *Combining perspectives from cognitive science and psychometrics to improve assessment of science learning: The BEAR Assessment System.* Invited presentation at the 3rd Assessment for the Future Workshop. New College, Cambridge, UK.

Wilson, M., & Scalise, K. (2004, March). *Using assessment to improve learning: The BEAR Assessment System.* Keynote address at the Enhancement Themes 4th Assessment Workshop, The Robert Gordon University, Aberdeen, Scotland.

National

Scalise, K., & Gifford, B. R. (2008). Innovative Item Types: Intermediate Constraint Questions and Tasks for Computer-Based Testing. Paper presented at the National Council on Measurement in Education (NCME), Session on "Building Adaptive and Other Computer-Based Tests", New York, NY.

Scalise, K., & Wilson, M. (2008). Bundle Models for Computer Adaptive Testing in E-Learning Assessment. Paper presented at the American Educational Research Association, Research on Schools, Neighborhoods and Communities: Toward Civic Responsibility, Division D, New York NY.

Scalise, K., & Gifford, B. R. (2008). Innovative Item Types: A Framework for Constructing "Intermediate Constraint" Questions and Tasks. Paper presented at the American Educational Research Association, Research on Schools, Neighborhoods and Communities: Toward Civic Responsibility, Division D, New York, NY.

Oskui, N., Scalise, K., & Cheng, N. Y. (2008). Assessment in E-Learning: Analyzing Architectural Sketching With a Digital Pen. Paper presented at the American Educational Research Association, New York, NY.

Cheng, N. Y., & Scalise, K. (2008). Analyzing Design Sketching Abilities. Paper presented at the Third International Conference on Design Computing and Cognition (DCC08), Georgia Institute of Technology, Atlanta, GA.

Scalise, K., Claesgens, J., Wilson, M., & Stacy, A. (2007). ChemQuery: An Assessment System for Mapping Student Progress in Learning General Chemistry. Paper presented in the Proceedings of the National STEM Assessment Conference, Oct. 19-21, 2006, Washington, D.C.

Scalise, K., & Wilson, M. (2007). Bundle Models for Computer Adaptive Testing in E-Learning Assessment. Paper presented at the 2007 GMAC Conference on Computerized Adaptive Testing (Graduate Management Admission Council), Minneapolis, MN.

Kennedy, C. A., Scalise, K., Bernbaum, D. J., Timms, M. J., Harrell, S. V., & Burmester, K. (2007). A Framework for Designing and Evaluating Interactive E-Learning Products. Paper

presented at the 2007 AERA Annual Meeting: The World of Educational Quality, Chicago, IL.

Claesgens, J., & Scalise, K. (2007). The ChemQuery Story: Measurable insights on how students learn chemistry. Paper presented at the 2007 AERA Annual Meeting: The World of Educational Quality, Chicago, IL.

Scalise, K., & Claesgens, J. (2005). Personalization and customization in new learning technologies: Getting the right assets to the right people. Paper presented at the Demography and Democracy in the Era of Accountability, American Educational Research Association Conference, Montreal, Canada.

Scalise, K., & Wilson, M. (2005). Bundle models for data driven content in e-learning and CBT: The BEAR CAT approach. Paper presented at the National Council on Measurement in Education Annual Conference, Montreal, Canada.

Scalise, K. (2005). Data Driven Content in e-Learning: Integrating Instruction and Assessment. Paper presented at the American Association for Higher Education (AAHE) Virtual Assessment Conference, Strand 1: Promoting an Institutional Culture of Integrated Assessment, http://www.aahe.org.

Stacy, A., Claesgens, J., Scalise, K., & Wilson, M. (2004). "Perspectives of Chemists: A Framework to Promote Conceptual Understanding of Chemistry," Paper presented at the 18th Biennial Conference on Chemical Education, Ames, Iowa.

Scalise, K., Claesgens, J., Krystyniak, R., Mebane, S., Wilson, M. & Stacy, A. (2004). "Perspectives of Chemists: Tracking conceptual understanding of student learning at the secondary and university levels," Paper presented at the 2004 annual meeting of the AERA, San Diego, CA.

Wilson, M., & Scalise, K. (2003, June). *Research on learning: Implications for higher education.* Opening Plenary Address at the American Association for Higher Education Assessment Conference, Seattle.

Wilson, M. & Scalise, K. (2003) *Assessment to improve learning in higher education: The BEAR Assessment System.* Invited keynote paper presented at the meeting of the American Association for Higher Education, 2003 Assessment Conference, June 22 Opening Plenary Session, Seattle, WA.

Claesgens, J., Scalise, K., Draney, K., Wilson, M., and Stacy, A. (2002). "Perspectives of Chemists: A framework to promote conceptual understanding of chemistry." Paper presented at the annual meeting of the American Educational Research Association, Paper Session in Teaching and Learning for Conceptual Change, New Orleans.

Regional

Scalise, K. (2007). How Children Explain Science: Oregon Museum of Science and Technology, Feature Hall, March 13, Portland, OR.

Scalise, K. (2007). Thumbs Up or Thumbs Down: How Child Literacy Fares in the Brave New World of Online Communications. Oregon Conference 2007: Team Up for Literacy Success, from http://edld.uoregon.edu/OC_main.htm.

Scalise, K. (2006). Mini-Growth Models for the Classroom: Construct Mapping and Creating Opportunities to Learn, 32nd Annual COSA Seaside Conference, "Blurring the Lines of Accountability: A Collaborative Approach to Educating All Children". Seaside, OR: Confederation of Oregon School Administrators.

Scalise, K., Bernbaum, D. J., Timms, M. J., Harrell, S. V., Burmester, K., Kennedy, C. A., et al. (2006). BEAR and CAESL (UC Berkeley/Stanford/UCLA) Seminars Assessment and e-Learning: Case studies of an emerging field.

Wilson, M., & Scalise, K. (2004, March). *Assessment: A key aspect of teaching and learning*. Plenary Panel presentation at the MSRI Workshop on Assessing Students' Mathematics Learning, Berkeley, CA.

Claesgens, J. & Scalise, K. (2004). "Perspectives of Chemists: A Framework to Promote Conceptual Understanding of Chemistry Tracks Student Learning Gains in High School and College," Roundtable Discussion, Graduate School of Education, University of California, Berkeley.

Wilson, M., & Scalise, K. (2003, November). *Research on learning: Implications for assessment in higher education*. Plenary Address at the California Association for Institutional Research Annual Conference, Rohnert Park, CA.

Scalise, K & Claesgens, J (2001). "Using Variables to Relate Instruction to Assessment, The BEAR Assessment System," Part I, BEAR Seminar, University of California, Berkeley.

Claesgens, J. & Scalise, K (2001) "Bridging Instruction and Assessment: An IRT Criterion-Based Approach Using the BEAR Assessment System." San Francisco Unified School District, Thurgood Marshall School, San Francisco.

BRIEF CURRICULUM VITAE
Joseph J. Stevens

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College of Education
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TEACHING AND RESEARCH INTERESTS:
Measurement, assessment, and methodology including statistical and quantitative methods and applications to issues in education including large-scale assessment, accountability systems and the determination of assessment validity and effectiveness especially for diverse populations.

EDUCATIONAL RECORD:

1983	Doctor of Philosophy, University of Arizona, August, 1983. Major area of study: Experimental Psychology. Minor area of study: Quantitative Methods and Research Design
1976	Master of Arts, University of Arizona, 1976 in Experimental Psychology
1974	Bachelor of Arts, University of Arizona, 1974; Psychology & Sociology

EMPLOYMENT HISTORY:

2008-present	Associate Dean for Academic Affairs, College of Education, University of Oregon
2007-present	Professor, College of Education, University of Oregon
2005-2007	Associate Professor, College of Education, University of Oregon
2001-2005	Professor, College of Education, University of New Mexico
1991-2001	Assistant and Associate Professor, University of New Mexico
1988-91	Measurement Statistician, College Board Statistical Analysis, Educational Testing Service

TEACHING EXPERIENCE:

2006-present	College of Education, University of Oregon
1991-2005	College of Education, University of New Mexico

Selection of Courses Taught:
Graduate courses in Research Design, Statistical Analysis and Design, Advanced Statistics, Multiple Regression, Multilevel Modeling, Multivariate Statistical Methods, Educational and Psychological Measurement, Alternative Assessment, Psychophysics, Classical and Modern Test Theory, Structural Equation Modeling, Survey and Questionnaire Design and Analysis, School Effectiveness and Accountability Systems, Dissertation Seminar, Program Evaluation.

SELECTED RESEARCH ACTIVITIES:

Zvoch, K., & Stevens, J. J. (in press). Measuring and Evaluating School performance: An Investigation of Status and Growth-Based Achievement Indicators. *Evaluation Review.*

Guglielmo, S., Stevens, J. J., & Braun, D. *A Hierarchical Linear Modeling Approach to Analyzing Reading Fluency Growth.* Paper accepted for presentation at the annual conference of the American Evaluation Association, Denver, CO, November, 2008.

Stevens, J. J., Zvoch, K., & Braun, D. *The Use of Interrupted Time Series Designs for Program and Policy Evaluation.* Paper accepted for presentation at the annual conference of the American Evaluation Association, Denver, CO, November, 2008.

Stevens, J. J., & Zvoch, K. (2007). Confirmatory factor analysis of the CTBS5/TerraNova. *Educational and Psychological Measurement, 61*(6), 976-989.

Stevens, J. J. (2007). Psychometric issues in the design of NCLB science assessments, *Measurement: Interdisciplinary Research and Perspectives, 4*(4), 261-266.

Johnson, B., Stevens, J. J., Zvoch, K. (2007). Teachers' Perceptions of School Climate A Validity Study of Scores From the Revised School Level Environment Questionnaire. *Educational and Psychological Measurement. 67*(5), 833-844.

Zvoch, K., & Stevens, J.J. (2006). Longitudinal effects of school context and practice on middle school mathematics achievement. *Journal of Educational Research, 99(6),* 347-356.

Zvoch, K., & Stevens, J. J. (2006). Successive student cohorts and longitudinal growth models: An investigation of elementary school mathematics performance. *Education Policy Analysis Archives, 14*(2). Available from http://epaa.asu.edu/epaa/v14n2/.

Stevens, J.J., & Zvoch, K. (2007, April). *Evaluating the validity of status and growth measures in state accountability systems.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Stevens, J. J., & Zvoch, K. (2006, November). *Using Multilevel, Longitudinal Models for Program and School Evaluation*. Paper presented at the annual conference of the American Evaluation Association, Portland, OR.

Stevens, J. J., Farley, M., & Zvoch, K. (2006). *Examination of the Internal Structural Validity of the TerraNova-CTBS/5*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Zvoch, K., & Stevens, J.J. (2006). Longitudinal effects of school context and practice on middle school mathematics achievement. *Journal of Educational Research, 99(6),* 347-356.

Johnson, B., & Stevens, J. J. (2006). Student Achievement and Elementary Teachers' Perceptions of School Climate. *Learning Environments Research Journal, 9*(2).

Zvoch, K., & Stevens, J. J. (2006). Successive student cohorts and longitudinal growth models: An investigation of elementary school mathematics performance. *Education Policy Analysis Archives, 14*(2). Available from http://epaa.asu.edu/epaa/v14n2/.

Stevens, J. J., & Zvoch, K. (2006). Issues in the implementation of longitudinal growth models for student achievement. In R. Lissitz (Ed.), *Longitudinal and value added modeling of student performance*. Maple Grove, MN: JAM Press.

Stevens, J. J. (2005). The study of school effectiveness as a problem in research design. In R. Lissitz (Ed.), *Value-added models in education: Theory and applications*. Maple Grove, MN: JAM Press.

Zvoch, K., & Stevens, J. J. (2005). Sample exclusion and student attrition effects in the longitudinal study of middle school mathematics performance. *Educational Assessment*, *10*(2), 105-123.

Zvoch, K., & Stevens, J. J. (2005). *Successive student cohorts and longitudinal growth models: An investigation of middle school mathematics performance*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Stevens, J. J., & Moreno, R. (2004). *A multilevel, longitudinal analysis of ethnic differences in children's mathematics achievement*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Zvoch, K., Chavez de Daigle, D. M., & Stevens, J. J. (2004). *Dropping out of high school: interactions between student and school characteristics and student dropout status*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Zvoch, K., & Stevens, J. J. (2003). A multilevel, longitudinal analysis of middle school math and language achievement. *Educational Policy Analysis Archives, 11*(20).

Stevens, J. J. (2003). *Fairness in Accountability and Assessment: Some Lessons from New Mexico*. Presentation at the La Cosecha Dual Language Conference, Santa Ana Pueblo, NM.

Valdez, F., & Stevens, J. J. (2003). *Comparability of the CELF-3 across referred student and standardization samples*. Paper presented at the annual meeting of the American Speech-Language and Hearing Association (ASHA), Chicago, IL.

Thorstensen, B. I. & Stevens, J. J. (2003). *Confirmatory Factor Analysis of the Massachusetts Comprehensive Assessment System Exam*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Moreno, R., & Stevens, J. J. *Factors of cognitive diversity in children's mathematics performance: A theoretical framework*. Paper presented at the annual national conference on the Relevance of Assessment and Culture in Evaluation, Phoenix, AZ, January, 2003.

Stevens, J. J., Parkes, J., & Brown, S. (2002). *The use of composite scores in state accountability systems*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Johnson, B., & Stevens, J. J. (2001). Exploratory and confirmatory factor analysis of the School Learning Environment Questionnaire (SLEQ), *Learning Environments Research Journal, 4*(3), 325-344.

Stevens, J. J. (1995). Confirmatory factor analysis of the Iowa Tests of Basic Skills. *Structural Equation Modeling: A Multidisciplinary Journal, 2*(3), 214-231.

Schau, C., Stevens, J. J., Dauphinee, T. L., & DelVecchio, A. (1995). The development and validation of the Survey of Attitudes Towards Statistics. *Educational and Psychological Measurement, 55*, 868-875.

SELECTED PROFESSIONAL SERVICE:

1996-present Editorial Board, *Journal of Educational Psychology*

Reviewer, American Educational Research Association, *American Educational Research Journal, Contemporary Educational Psychology, Educational Assessment, Educational Evaluation and Policy Analysis, Educational Measurement: Issues and Practice, Instructional Evaluation, Journal of Educational Psychology, Journal of Personality, Journal of Statistics Education*, National Council on Measurement in Education, *Psychological Methods*, *Structural Equation Modeling*

BIOGRAPHICAL SKETCH

GERALD TINDAL

Ph.D.	Special Education, 1982 Educational Psychology - University of Minnesota
B.A.	Psychology, 1975, Honors: Cum Laude College of Liberal Arts-University of Minnesota

Professional Experience – College of Education, University of Oregon

Castle-McIntosh-Knight Endowed Professor		2005-Present
Area Head	Teacher Education	2005-Present
Area Head	Educational Leadership	1999-Present
Professor	Special Education University of Oregon	1997-Present
Associate Professor	Special Education/DELTA University of Oregon	1990-1997
Assistant Professor	Special Education University of Oregon	1984-1990

Published Articles in Refereed Journals

Tindal, G., Yovanoff, P., & Geller, J. (in press). Generalizability Theory Applied to Reading Assessments for Students with Significant Cognitive Disabilities. *The Journal of Special Education.*

Ketterlin-Geller, L.R., & Tindal, G. (2008). Embedded technology: Current and future practices for increasing accessibility for all students. *Journal of Special Education Technology, 22*(4), 1-15.

Ketterlin-Geller, L., Yovanoff, P., & Tindal, G. (2007). Developing a new paradigm for conducting research on accommodations in mathematics testing. *Exceptional Children, 73*(3), 331-347.

Marston, D., Pickart, M, Reschly, A., Heistad, D., Muyskens, P., and Tindal, G. (2007). Early literacy measures for improving student reading achievement: Translating research into practice. *Exceptionality, 15* (2), 97-117.

Yovanoff, P., & Tindal, G. (2007). Scaling early reading alternate assessments with statewide measures. *Exceptional Children, 73*(2), 184-201

Kameenui, E., Fuchs, L., Francis, D., Good, R., O'Conner, R., Simmons, D., Tindal, G., & Torgesen, J. (2006). The adequacy of tools for assessing reading competence. A framework and review. *Educational Researcher, 35*(4), 3-11.

Twyman, T., & Tindal, G. (2006). Extending curriculum-based measurement into

middle/secondary schools: The technical adequacy of the concept maze. *Journal of Applied School Psychology, 24*(1).

Twyman, T., McCleery, J., & Tindal, G. (2006). *Using concepts to frame history with explicit instruction. Journal of Experimental Education, 74(4), 331-349.*

Crawford, L., Tindal, G., & Carpenter II, D. M. (2006). Exploring the validity of the oregon extended writing assessment. *The Journal of Special Education, 40*(1), 16-27.

Yovanoff, P., Duesbury, L., Alonzo, J., & Tindal, G. (2006). Grade level invariance of a theoretical causal structure predicting reading comprehension with vocabulary and oral reading fluency. *Educational Measurement: Issues and Practice, 24(3), 4-12.*

Hollenbeck, K., Twyman, T., & Tindal, G. (2006). Determining the exchangeability of concept map and problem-solving essay scores. *Assessment for Effective Intervention, 31(2), 51-68.*

Ketterlin-Geller, L.R., McCoy, J.D., Twyman, T., & Tindal, G. (2006). Using a concept maze to assess student understanding of secondary content. *Assessment for Effective Intervention, 31(2), 39-50.*

Hasbrouck, J. & Tindal, G. (2006). Oral reading fluency norms: a valuable assessment tool for reading teachers. *The Reading Teacher, 59*(7), 636-645.

Tindal, G. (2004). Large-scale testing of students with disabilities: Special Issue. *Exceptionality, 12*(2), 67-70.

Crawford, L., & Tindal, G. (2004). Effects of a student reads-aloud accommodation on the performance of students with and without learning disabilities on a test of reading comprehension, *Exceptionality, 12*(2), 71-88.

Crawford, L., Helwig, R., & Tindal, G. (2004). Writing performance assessments: How important is extended time? *Journal of Learning Disabilities, 37*(2), 132-142.

Ketterlin-Geller, L.R., McCoy, J.D., Twyman, T., & Tindal, G. (2003). How do critical thinking measures fit within standards-based reform? *Assessment for Effective Intervention, 28*(3&4), 37-48.

Twyman, T., Ketterlin-Geller, L.R., McCoy, J.D., & Tindal, G. (2003). Effects of concept-based instruction on an English language learner in a rural school: A descriptive case study. *Bilingual Research Journal, 27*(2), 333-348.

Sutton, J., Nowachek, E. J., Capone, A. M., Hausman, R. M., Stoiber, K., & Tindal, G. (2003). Assessment of students with disabilities from geographically diverse rural areas: emerging research from four federally funded projects. *Assessment for Effective Instruction, 29(1), 53-68*

Tindal, G. & Anderson, L. (2003). Making decisions to accommodate students in reading: Issues and options in classroom research and practice. *Research in the Schools*, 10(2), 3-14.

Twyman, T. T., Ketterlin-Geller, L., McCoy, J., & Tindal, G. (2003). Effects of concept-based instruction on English language learner in a rural school: A descriptive case study. *Bilingual Research Journal, 27*(2), 259-274.

Tindal, G., McDonald, Tedesco, M., Glasgow, A., & Almond, P., Crawford, L., Hollenbeck, K. (2003). Alternate assessments in reading and math: Development and validation for students with significant disabilities. *Exceptional Children*, 69(4), 481-494.

Helwig, R., & Tindal, G. (2003). An experimental analysis of accommodation decisions on large-scale mathematics tests. *Exceptional Children, 69*(2), 211-225.

Helwig, R., & Tindal, G. (2002). Using general outcome measures in mathematics to measure adequate yearly progress as mandated by Title 1. *Assessment for Effective Instruction, 28*(1), 9-18.

Helwig, R., Rozek-Tedesco, M., & Tindal, G. (2002). An oral versus a standard administration of a large-scale mathematics test. *The Journal of Special Education*, *36*(1), 39-47.

Crawford, L. Almond, P. Tindal, G., & Hollenbeck, K. (2002). Teacher perspectives on inclusion of students with disabilities in high stakes assessments. *Special Services in the Schools, 18*(1/2), 95-118.

Helwig, B., Anderson, L., & Tindal, G. (2002). Using a concept-grounded, curriculum-based measure in mathematics to predict statewide test scores for middle school students with learning disabilities. *The Journal of Special Education*, *36*(2), 102-112.

Crawford, L., Tindal, G., & Stieber, S. (2001). Using oral reading rate to predict student performance on statewide achievement tests. *Educational Assessment*, *7*(4), 303-323.

Hollenbeck, K., Rozek-Tedesco, M.A., Tindal, G., & Glasgow, A. (2000). An exploratory study of student-paced versus teacher-paced accommodations for large-scale math tests. *Journal of Special Education Technology*, *15*(2), 29-38.

Tindal, G., Helwig, R., & Hollenbeck, K. (1999). An update on test accommodations: Perspectives from practice to policy. *Journal of Special Education Leadership*, *12*[2], pp. 11-20.

Helwig, R., Tedesco, M., Heath, B., Tindal, G., & Almond, P. (1999). Reading as an access to mathematics problem solving on multiple-choice tests for sixth grade students. *The Journal of Educational Research*, *93*[2], 113-125.

Hollenbeck, K., Tindal, G. (1999). Reliability and decision consistency: An analysis of writing mode at two times on a statewide test. *Educational Assessment*, *6*[1], 23-40.

Hasbrouck, J. E., Parker, R. I., & Tindal, G. A. (1999). Perceptions of usefulness of case-related activities: Implications for training. *Journal of Educational and Psychological Consultation*, *10*(1), 83-90.

Hollenbeck, K., Tindal, G., & Almond, P. (1998). Teachers' knowledge of accommodations as a validity issue in high-stakes testing. *The Journal of Special Education*, *32*(3),175-183.

McCleery, J. & Tindal G. (1998). Teaching the scientific method to at-risk students and students with learning disabilities through concept anchoring and explicit instruction. *Remedial and Special Education*, *20*(1), 7-18.

Test Reviews

Tindal, G. (2008). Review of Wechsler Nonverbal Ability. In K. Geisinger and R. Spies (Eds.), 17th *Annual Mental Measurements Yearbook*. Lincoln, NB: Buros Mental Measurements Institute.

Tindal, G. (2008). Review of Differential Ability Scales 2nd Edition In K. Geisinger and R. Spies (Eds.), 17th *Annual Mental Measurements Yearbook*. Lincoln, NB: Buros Mental Measurements Institute.

National Conference Presentations (since 1993)

American Educational Research Council (Chicago, IL, April 2007)

A Case Study of RTI Implementation Across Three Elementary School Sites. With J. Alonzo.

Technical Adequacy of Recommendations for Accommodations.

Inclusion and Accommodation in Large-Scale Assessment - SIG Business Meeting and Panel Discussion.

National Council on Measurement in Education (Chicago, IL, April 2007)

Enhancing Online Assessments Through Technology: Challenges and Opportunities in Designing Innovative Computer-Based Test Items - Related Paper Session. Dicussant. With M. Harms.

Validity of Emerging Assessment Technologies: Levels of Evidence. With L. Ketterlin-Geller.

An Examination of Early Reading Skill Covariance Structure Invariance Across Spanish-Speaking English Language Learners in Grades 3 and 4 and Their Native English-Speaking Peers. With J. Alonzo and P. Yovanoff.

Pacific Coast Research Conference(San Diego, CA, Feb. 2007). Progress monitoring in reading: Refinements, enhancements, and new directions. With S. Adoin, T. Christ, and S. Robinson.

Office of Special Education Programs Annual Project Director's Meeting, Washington, DC, Aug, 2006.

The White Paper Released: Including Students with Disabilities in Large-Scale Assessments. Presentation with Haladyna, T., Browder, D., Ferrara, S., & Zigmond, N.

Alternate Assessments: A Case Study of Students and Systems. With Egnor, D., Rigney, S., Thurlow, & M., Blackerby, J.

Professional Memberships

American Educational Research Association (AERA)

- Division K: Research on Teaching and Teacher Education (AERA)
- Special Interest Group in Special Education (AERA)
- Special Interest Group in Classroom Assessment (AERA)
- Special Interest Group in Large Scale Assessment (AERA)
- Council for Exceptional Children (CEC)
- Division of Learning Disabilities (CEC)
- Teacher Education Division (CEC)
- Research (CEC)
- Council for Educational Diagnostic Services (CEC)

National Council on Measurement in Education (NCME)
Phi Delta Kappa
International Reading Association (IRA)
Association for Supervision and Curriculum Development (ASCD)

Awards and Distinctions

Distinguished Alumni Award	Sept. 2008
President Accommodations in Large-Scale Assessments (AERA)	April 2007
1 of 100 Most Distinguished Alumni in past 100 Years (UM)	May 2006

Grant Award	Project Name	FTE	Period of Performance
R305B080004	Postdoctoral Fellowships on Progress Monitoring in Reading and Mathematics	0.05	3/1/08 - 2/28/12
R324A070188	Assessments Aligned with Grade Level Content Standards and Scaled to Reflect Growth for Students with Disabilities (SWD) and Persistent Learning Problems (PLP)	0.20	3/19/07 - 4/30/11
H326M050003	Model Demonstration Centers on Progress Monitoring	0.25	1/6/09 - 12/31/08
H327B050013	Project INFORM The use of Technology in Standard-Based Reform	0.10	1/1/06 - 12/31/08

Paul Yovanoff, Ph.D.

Curriculum Vitae

Title

Associate Professor/Senior Research Associate

Address

University of Oregon
College of Education
Eugene, OR 97403

Contact

office voice: (541) 346-1495
email: yovanoff@uoregon.edu

Education

Degree	Department	Institution (Major Field)	Year Conferred
Ph.D.	Educational Psychology	University of Oregon, Eugene	1992
	Dissertation: *Chapter 1 Student Eligibility Classification Based on the Oregon Statewide Assessment of Essential Learning Skills*		
M.A.	Special Education	University of Oregon, Eugene	1980
	Thesis: *A Decision-Theoretic Bayesian Analysis for the Specification of Minimum Passing Scores on Domain Referenced Tests*		
B.A.	Learning and Behavioral Disorders	State University College, Buffalo, New York	1977

Recent Professional History

2005-present Associate Professor.

University of Oregon, Area of Educational Leadership.

- Teach Item Response Theory, a two quarter graduate level seminar in theory and application of contemporary psychological measurement theory.

2005-present Associate Professor. (continued)

- Teach Advanced Measurement—one quarter following introductory measurement classes. Content includes special issues associated with estimating error, equating, standard setting, etc. and use of miscellaneous relevant softwares.
- Advise doctoral students on course of study and dissertation research, serving on doctoral dissertation committees.

2005-present Senior Research Associate.

University of Oregon, Department of Educational Leadership.

- Application of item response theory to extend the Reading and Mathematics Oregon Statewide Assessments with curriculum-based measures for low performing students.

University of Oregon, Early Intervention Program.

- Assist with measurement development and specification of eligibility standards based on current item response measurement theory.

University of Oregon, Department of Special Education.

- Application of item response theory to the development of a computerized adaptive testing program of life transitional skills for deaf adolescents and young adults.
- Measuremnent modeling for the development of a youth screening assessment for use by the Oregon Youth Authority.

University of Oregon, Education and Community Supports Program.

- Statistical modeling of 5 year longitudinal data, studying effects of technical assistance to community colleges providing vocational training.

Recent Publications in Refereed Journals

Tindal, G. T., Yovanoff, P., and Geller, J. (in press). Generalizability theory applied to reading assessments for students with significant cognitive disabilities. *Journal of Special Education.*

Small, D.M., & Yovanoff, P. (in press). Depressed adolescents and comorbid psychiatric disorders: Are there differences in presentation of deprssion? *Journal of Abnormal Child Psychiatry.*

Bricker, D., Yovanoff, P., Allen, D., & Clifford, J. (in press). Eligibility determination using a curriculum-based assessment measure: A replication study. *Journal of Early Intervention.*

Flannery, B., Yovanoff, P., Benz, M., & McGrath, M. (2008). Improving employment outcomes of individuals with disabilities through short-term postsecondary training. *Career Development for Exceptional Individuals, 31,* 26-36.

Yovanoff, P., & Tindal, G. (2007). Scaling early reading alternate assessments with statewide measures. *Exceptional Children, 73,* 184-201.

Ketterlin-Geller, L., Yovanoff, P., & Tindal, G. (2007). Developing a new paradigm for conducting research on accommodations in mathematics testing. *Exceptioaal Children, 73,* 331-348.

Heo, K. H., Squires, J., & Yovanoff, P. (2007). Cross-cultural adaptation of a pre-school screening instrument: comparison of Korean and US populations. *Journal of Intellectual Disabilities,* 52, 195-206.

Atkins, T., Bullis, M., & Yovanoff, P. (2007). Wealthy and wise? The influence of socioeconomic status on community adjustment of previously incarcerated youth. *Behavior Disorders, 32,* 254-266.

Yovanoff, P., Squires, J. (2006). Determining Cutoff scores on a Developmental Screening Measure: Use of Receiver Operating Characteristics and Item Response Theory. *Journal of Early Intervention, 29,* 48-62.

Bullis, M., & Yovanoff, P. (2006). Idle hands: Examination of the community employment experiences of formerly incarcerated adolescents.*Journal of Emotional and Behavioral Disorders, 14,* 71-85..

Yovanoff, P., Duesbery, L., Alonzo, J., Bettesworth, L., & Tindal, J. (2005). Grade level invariance of a theoretical causal structure predicting reading comprehension with Vocabulary and Oral Reading Fluency. *Educational measurement: issues and practice, 24, 4-12.*

Bullis, M., & Yovanoff, P. (2005). More alike than different? Comparison of formerly incarcerated adolescents with and without disabilities. *Journal of Child and Family Studies, 14,* 127-139.

Unruh, D. K., Bullis, M., & Yovanoff, P. (2004). Adolescent fathers who are incarcerated juvenile offenders: Explanatory factors for the cooccurene of two problem behaviors. *Journal of Child and Family Studies, 13, 405-419.*

Sherman, R. K., Irvin, L. K., Yovanoff, P., & Sowards, S. (2004). Federal demonstration funds at the interface of mental health and criminal justice. *Administration and Policy in Mental Health, 32, 17-29.*

Unruh, D. K., Bullis, M., & Yovanoff, P. (2004). Adolescent fathers who are incarcerated juvenile offenders: Explanatory factors for the co-occurrence of two problem behaviors. *Journal of Child and Family Studies, 13, 373-387.*

Bullis, M., Yovanoff, P., & Havel, E. (2004). The importance of getting started right: Further examination of the community engagement of formerly incarcerated youth. *The Journal of Special Education, 38, 80-94.*

Bullis, M., Yovanoff, P., & Havel, E. (2004). The importance of getting started right: Further examination of the community engagement of formerly incarcerated youth. *The Journal of Special Education, 38, 80-94.*

Mank, D., Cioffi, A., & Yovanoff, P. (2003). Supported employment outcomes across a decade: Is there evidence of improvement in the quality of implementation? *Mental Retardation, 41,* 188-197

Bricker, D., Yovanoff, P., Capt, B., & Allen, D. (2003).Use of a curriculum-based measure to corroborate eligibility decisions. *Journal of Early Intervention, 26, 20-30.*

Bullis, M., Yovanoff, P., Havel, E., & Mueller, G. (2002). Life on the outs: Explanation of facility-to-community transition of incarcerated adolescents. *Exceptional Children, 69,* 7-22.

Bullis, M., & Yovanoff, P. (2002). Those who do not return: Correlates of the work and school engagement of formerly incarcerated youth who remain in the community. *Journal of Emotional and Behavioral Disorders, 10(4),* 66-78.

Recent Conference Presentations

2008 Society on Research in Educational Effectiveness. Yovanoff, P., Ketterlin-Geller, L., & Tindal, G. *Scaling scores on district level mathematics screening tests for estimating growth relative to state performance standards.* Washington, DC.

2008 Invited presentation to Stanford Institute for Research in Educational Policy & Practice. *Implications of assessment research for services to students with disabilities.* Stanford University, CA.

2008 Pacific Coast Research Conference. Ketterlin-Geller, L., & Yovanoff, P. Diagnostic mathematics assessment: Innovations in measurement theory to identify student learning needs. San Diego.

2007 The Division of Early Childhood. Bruckner, C., Snyder, P., McLean, M., Yovanoff, P., Squires, J., & Fisher, W. *Constructing and revising measurement tools using Rasch scaling.* Niagra Falls, Ontario.

2006 Biennial Conference on Research Innovations in Early Intervention. Yovanoff, P. *Do observation rating scales operate consistently across tasks?* San Diego.

2006 Pacific Coast Research Conference. Reading-based accommodations: Evidence of effects on mathematics performance. San Diego.

CURRICULUM VITAE

Keith Zvoch

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170-C Education
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Telephone: (541) 346-1401 (office)

E-mail address: kzvoch@uoregon.edu Web address: http://www.uoregon.edu/~kzvoch

EDUCATION

University of New Mexico, Albuquerque, NM; Ph.D., 2001
Major: Quantitative Methods
Minor: Educational Psychology

University of New Mexico, Albuquerque, NM; M.A., 1995
Major: Educational Psychology
Minor: Social Psychology

University of Pittsburgh, Pittsburgh, PA; B.S., 1992
Major: Psychology
Minor: History of Philosophy and Science

CURRENT EMPLOYMENT

6/07-present: **Assistant Professor**, University of Oregon/Department of Educational Leadership

Teach graduate-level quantitative methods and program evaluation courses, advise students, procure external funding, produce scholarly products, present original research at professional meetings, and engage in national, university, and community service activities.

PUBLICATIONS

Journal Articles

Murray, C., & Zvoch, K. (under review). The Inventory of Teacher-Student Relationships: Factor structure, reliability, and validity among African American youth in low-income urban schools. *Journal of Child and Adolescent Clinical Psychology.*

Zvoch, K. (resubmitted). Treatment fidelity in multisite evaluation: A multilevel longitudinal examination of provider adherence status and change. *American Journal of Evaluation.*

Zvoch, K. (resubmitted). A longitudinal examination of the academic year and summer learning rates of full and half-day kindergartners. *Child Development.*

Zvoch, K., & Stevens, J. J. (in press). Measuring and evaluating school performance: An investigation of status and growth-based achievement indicators. *Evaluation Review.*

Zvoch, K., Reynolds, R. E., & Parker, R. P. (2008). Full day kindergarten and student literacy growth: Does a lengthened school day make a difference? *Early Childhood Research Quarterly, 23(1),* 94-107.

Stevens, J. J., & Zvoch, K. (2007). Confirmatory factor analysis of the TerraNova-Comprehensive Tests of Basic Skills/5. *Educational and Psychological Measurement, 67(6),* 976-989.

Johnson, B., Stevens, J. J., & Zvoch, K. (2007). Teachers' perceptions of school climate: A validity study of scores from the revised School Level Environment Questionnaire. *Educational and Psychological Measurement, 67(5),* 833-844.

Zvoch, K., Letourneau, L. E., & Parker, R. P. (2007). A multilevel multisite outcomes-by-implementation evaluation of an early childhood literacy model. *American Journal of Evaluation, 28(2),* 132-150.

Zvoch, K. (2006). The challenge of assessing students and evaluating schools in the era of high stakes accountability. *Measurement: Interdisciplinary Research and Perspectives, 4(4),* 267-270.

Zvoch, K., & Stevens, J. J. (2006). Longitudinal effects of school context and practice on middle school mathematics achievement. *Journal of Educational Research, 99(6),* 347-356.

Zvoch, K., & Stevens, J. J. (2006). Successive student cohorts and longitudinal growth models: An investigation of elementary school mathematics performance. *Educational Policy Analysis Archives,* v14n2.

Zvoch, K. (2006). Freshman year dropouts: Interactions between student and school characteristics and student dropout status. *Journal of Education for Students Placed At Risk, 11(1)*, 97-117.

Zvoch, K., & Stevens, J. J. (2005). Sample exclusion and student attrition effects in the longitudinal study of middle school mathematics performance. *Educational Assessment, 10(2)*, 105-123.

Zvoch, K., & Stevens, J. J. (2003). A multilevel, longitudinal analysis of middle school math and language achievement. *Educational Policy Analysis Archives*, v11n20.

Zvoch, K. (1999). Family type and investment in education: A comparison of genetic and stepparent families. *Evolution and Human Behavior, 20*, 453-464.

Book Chapter

Stevens, J. J., & Zvoch, K. (2006). Issues in the implementation of longitudinal growth models for student achievement. In R. Lissitz (Ed.), *Longitudinal and value added models of student performance* (pp. 170-209). Maple Grove, MN: JAM Press.

RECENT CONFERENCE PRESENTATIONS

Zvoch, K., & Stevens, J. J., (2009, April). A longitudinal examination of the short and longer term literacy growth rates of summer school student cohorts. Paper submitted for presentation at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Stevens, J.J., & Zvoch, K. (2009, April). Using statistical prediction models to link formative and

summative assessments. Paper submitted for presentation at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Zvoch, K., & Stevens, J. J. (2008, November). *A longitudinal examination of the academic year and summer learning rates of full and half-day kindergartners.* Paper accepted for presentation at the Annual Meeting of the American Evaluation Association, Denver, CO.

Stevens, J.J., & Zvoch, K. (2008, November). *The use of interrupted time series designs for program and policy evaluation.* Paper accepted for presentation at the Annual Meeting of the American Evaluation Association, Denver, CO.

Zvoch, K. (2008, June). *Treatment (in)fidelity in a multisite literacy intervention: Implications for evaluating student achievement.* Paper presented at the Annual Meeting of the

Council of Chief State School Officers, Orlando, FL.

Zvoch, K., & Letourneau, L. (2007, November). *Treatment fidelity in multisite evaluation: A multilevel longitudinal examination of provider adherence status and change.* Paper presented at the Annual Meeting of the American Evaluation Association, Baltimore, MD.

Zvoch, K., & Letourneau, L.E. (2007, April). *A multilevel multisite outcomes-by-implementation evaluation of the Voyager Universal Literacy System.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Stevens, J.J., & Zvoch, K. (2007, April). *Evaluating the validity of status and growth measures in state accountability systems.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Zvoch, K., & Letourneau, L. (2006, November). *Implementation infidelity and positive target outcomes: An examination of counterintuitive evaluation findings.* Paper presented at the Annual Meeting of the American Evaluation Association, Portland, OR.

Letourneau, L., & Zvoch, K. (2006, November). *When infidelity (of program implementation) is good: An implementation-by-outcome study of counterintuitive findings.* Paper presented at the Annual Meeting of the American Evaluation Association, Portland, OR.

Stevens, J.J., & Zvoch, K. (2006, November). *Using multilevel, longitudinal models for program and school evaluation.* Paper presented at the Annual Meeting of the American Evaluation Association, Portland, OR.

Williams, A.M., & Zvoch, K. (2006, November). *Avoiding pitfalls in multi-site evaluations: Achieving a balance between design integrity and diverse stakeholder needs.* Poster presented at the Annual Meeting of the American Evaluation Association, Portland, OR.

Zvoch, K. (2006, August). *Evolutionary theory and the concept of consilience applied to educational issues.* Paper presented at the Annual Meeting of the American Psychological Association. New Orleans, LA.

Zvoch, K., Williams, A.M., & Parker, R. (2006, April). *Full-day kindergarten and student literacy gains: Does a lengthened school day make a difference?* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Stevens, J.J., Farley, M., & Zvoch, K. (2006, April). *Examination of the internal structural validity of the TerraNova-CTBS/5.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

UNIVERSITY OF OREGON
College of Education

September 5, 2008

Doug Kosty
Assistant Superintendent
Office of Assessment and Information Services
Oregon Department of Education
255 Capitol St NE
Salem, OR 97310

Dear Mr. Kosty,

I appreciate the work being completed by the Oregon Department of Education and support the application to the Institute of Educational Sciences that integrates state testing data with standardized classroom assessments so that both researchers and teachers can leverage the information to develop more effective programs. It is critical that the investments that have been made through previous state funds and grant awards be continued to enhance the system.

Clearly, the Oregon Department of Education is well positioned to collaborate with the many institutions comprising a total system of teaching and learning, particularly the various institutions of higher education (IHEs). We are very interested in any curriculum development that can be developed using distributed educational models and would be more than willing to consider it for use in our certification and degree program offerings. This combination of longitudinal data systems that are based on state tests over time and progress measures could help us build the next generation of teachers to be data savvy and place learning in front of teaching.

By having teachers learn at the beginning of their career how to use student performance diagnostically and formatively to improve their proficiency on high stakes tests, it is likely that the accountability system will be advanced considerably.

Sincerely,

Michael Bullis, Ph.D.
Dean and Sommerville-Knight Professor
University of Oregon, College of Education

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1215 University of Oregon, Eugene OR 97403-1215 T (541) 346-3405 F (541) 346-5818

An equal-opportunity, affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

September 3, 2008

Doug Kosty
Assistant Superintendent
Office of Assessment and Information Services
Oregon Department of Education
255 Capitol St NE
Salem, OR 97310

Dear Mr. Kosty,

We appreciate the work being completed by the Oregon Department of Education and support the application to the Institute of Educational Sciences that integrates state testing data with standardized classroom assessments so that both researchers and teachers can leverage the information to develop more effective instructional programs. It is critical that the investments that have been made through previous state funds and grant awards be continued to enhance the statewide assessment system.

Clearly, the Oregon Department of Education is well positioned to collaborate with the many institutions comprising a total system of teaching and learning, particularly partnering with institutions of higher education (IHEs), K-12 school districts, and public non-profits such as the Chalkboard Project. We are very interested in this project for the curriculum/instruction development and the development of longitudinal data systems that are based on state tests over time and progress measures could help us build the next generation of teachers to be data savvy and place learning in front of teaching.

By supporting teachers at the beginning of their career to learn how to use student performance diagnostically and formatively to improve their proficiency on high stakes tests, it is likely that the student learning accountability system will be advanced considerably.

Sincerely,

Sue Hildick
President
Chalkboard Project

221 NW Second Avenue, Suite 210-C
Portland, Oregon 97209

voice: 503.542.4925 fax: 971.330.1274

www.chalkboardproject.org

an initiative of foundations for a better oregon

U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

September 2008

Dear FRSS Coordinator:

The National Center for Education Statistics (NCES) wants to take this opportunity to inform you about the national surveys, *Educational Technology in U.S. Public Schools, Fall 2008* and *Teachers' Use of Educational Technology in U.S. Public Schools.* These are two of the three surveys that will provide the U.S. Department of Education with nationally representative data about technology access and use within the nation's public elementary and secondary school districts, schools, and classrooms. Information about the district-level survey was sent to you in August 2008. This set of surveys is part of the Office of Educational Technology's National Educational Technology Leadership national activities spending plan. We ask for your support with this project.

The federal Office of Management and Budget (OMB) has approved the surveys (OMB No. 1850-0733 and 1850-0857). Westat, a research firm in Rockville, Maryland, is conducting the surveys for NCES using the Fast Response Survey System (FRSS). Enclosed is a list of schools in your state that have been sampled for the surveys. The school questionnaire is designed to be completed by the person most knowledgeable about educational technology at the school. An average of two teachers at each sampled school will be asked to complete the teacher questionnaire.

Data collected in these surveys will be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose unless otherwise compelled by law (Public Law 107-279, Education Sciences Reform Act, Section 183). A statement regarding the voluntary nature of the survey is included in the cover letters and questionnaires. In keeping with FRSS practice, all survey participants will receive a copy of the report describing the survey results.

Information copies of the survey materials are enclosed for your records. Copies of the survey reports will be sent to you when released in fall 2009 for the school survey and spring 2010 for the teacher survey. If you have any questions, please contact Cindy Gray, the Westat survey manager, at 800-937-8281, ext. 4336 (toll-free) or 301-251-4336, or by email at cgray@westat.com. You may also call Peter Tice, the NCES Project Officer, at 202-502-7497.

Thank you for your cooperation.

Sincerely,

Mark Schneider
Commissioner

Enclosures

WASHINGTON, D.C. 20006

EDUCATIONAL TECHNOLOGY IN U.S. PUBLIC SCHOOLS, FALL 2008
LIST OF SAMPLED DISTRICTS AND SCHOOLS FROM: OR

District Name	School Name	School Street	School City	State	School Zip	School Phone
AMITY SD 4J	AMITY HIGH SCHOOL	PO BOX 138	AMITY	OR	97101	(503) 835-2181
BEAVERTON SD 48J	SEXTON MOUNTAIN ELEMENTARY SCHOOL	15645 SW SEXTON MTN DR	BEAVERTON	OR	97007	(503) 672-3560
BETHEL SD 52	WILLAMETTE HIGH SCHOOL	1801 ECHO HOLLOW RD	EUGENE	OR	97402	(541) 689-0731
CENTENNIAL SD 28J	CENTENNIAL HIGH SCHOOL	3505 SE 182ND AVE	GRESHAM	OR	97030	(503) 762-6180
CENTRAL SD 13J	HENRY HILL ELEMENTARY SCHOOL	750 5TH ST	INDEPENDENCE	OR	97351	(503) 838-1828
COLTON SD 53	COLTON ELEMENTARY SCHOOL	30439 S GRAYS HILL RD	COLTON	OR	97017	(503) 824-3536
DALLAS SD 2	LYLE ELEMENTARY SCHOOL	185 SW LEVENS ST	DALLAS	OR	97338	(503) 623-8367
GRESHAM-BARLOW SD 10J	SAM BARLOW HIGH SCHOOL	5105 SE 302ND AVE	GRESHAM	OR	97080	(503) 674-5600
JOHN DAY SD 3	HUMBOLT ELEMENTARY SCHOOL	329 N HUMBOLT ST	CANYON CITY	OR	97820	(541) 575-0454
LAKE OSWEGO SD 7J	WALUGA JUNIOR HIGH SCHOOL	4700 SW JEAN RD	LAKE OSWEGO	OR	97035	(503) 534-2343
LINCOLN COUNTY SD	WALDPORT HIGH SCHOOL	PO BOX 370	WALDPORT	OR	97394	(541) 563-3243
NORTH CLACKAMAS SD 12	EL PUENTE	11250 SE 27TH AVE	MILWAUKIE	OR	97222	(503) 653-3805
NORTH CLACKAMAS SD 12	LEWELLING ELEMENTARY SCHOOL	5325 SE LOGUS RD	MILWAUKIE	OR	97222	(503) 653-3691
NORTH DOUGLAS SD 22	NORTH DOUGLAS HIGH SCHOOL	PO BOX 488	DRAIN	OR	97435	(541) 836-2222
NORTH WASCO COUNTY SD 21	DRY HOLLOW ELEMENTARY SCHOOL	1314 E 19TH ST	THE DALLES	OR	97058	(541) 296-4624

EDUCATIONAL TECHNOLOGY IN U.S. PUBLIC SCHOOLS, FALL 2008
LIST OF SAMPLED DISTRICTS AND SCHOOLS FROM: OR

District Name	School Name	School Street	School City	State	School Zip	School Phone
NORTH WASCO COUNTY SD 21	THE DALLES-WAHTONKA HIGH SCHOOL (DALLES CAMPUS)	220 E 10TH ST	THE DALLES	OR	97058	(541) 296-4601
PHOENIX-TALENT SD 4	ARMADILLO TECHNICAL INSTITUTE	PO BOX 1560	PHOENIX	OR	97535	(541) 535-3287
PHOENIX-TALENT SD 4	TALENT MIDDLE SCHOOL	PO BOX 359	TALENT	OR	97540	(541) 535-1552
PORTLAND SD 1J	BRIDGER ELEMENTARY SCHOOL	7910 SE MARKET ST	PORTLAND	OR	97215	(503) 916-6336
PORTLAND SD 1J	CLEVELAND HIGH SCHOOL	3400 SE 26TH AVE	PORTLAND	OR	97202	(503) 916-5120
PORTLAND SD 1J	KING ELEMENTARY SCHOOL	4906 NE 6TH AVE	PORTLAND	OR	97211	(503) 916-6456
SALEM-KEIZER SD 24J	STEPHENS MIDDLE SCHOOL	4962 HAYSVILLE DR NE	SALEM	OR	97305	(503) 399-3442
SCAPPOOSE SD 1J	SCAPPOOSE MIDDLE SCHOOL	52265 COLUMBIA RIVER HWY	SCAPPOOSE	OR	97056	(503) 543-7163
SEASIDE SD 10	SEASIDE HIGH SCHOOL	1901 N HOLLADAY DR	SEASIDE	OR	97138	(503) 738-5586
WEST LINN-WILSONVILLE SD 3J	WEST LINN HIGH SCHOOL	5464 W A ST	WEST LINN	OR	97068	(503) 673-7800
Schools: 25						

U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

September 2008

Dear Superintendent:

The National Center for Education Statistics (NCES) wants to take this opportunity to inform you about the national surveys, *Educational Technology in U.S. Public Schools, Fall 2008* and *Teachers' Use of Educational Technology in U.S. Public Schools.* These are two of the three surveys that will provide the U.S. Department of Education with nationally representative data about technology access and use within the nation's public elementary and secondary school districts, schools, and classrooms. This set of surveys is part of the Office of Educational Technology's National Educational Technology Leadership national activities spending plan. The request for the district-level survey was sent to you in August 2008.

A nationally representative sample of 2,000 public schools has been selected for the school and teacher surveys. Enclosed is a list of the schools selected in your district. The principals of these schools are being asked to (1) have the school questionnaire completed by the person most knowledgeable about educational technology in the school; and (2) provide a list of teacher names to be used for sampling. Each of these activities is designed to take about 30 minutes. We will use the lists of teachers to select an average of two teachers per school. In January of 2009, we will ask the selected teachers to complete a three-page survey designed to take about 20 minutes.

The federal Office of Management and Budget (OMB) has approved the surveys (OMB No. 1850-0733 and 1850-0857). Westat, a research firm in Rockville, Maryland, is conducting the set of surveys for NCES using the Fast Response Survey System (FRSS).

Data collected in these surveys will be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose unless otherwise compelled by law (Public Law 107-279, Education Sciences Reform Act, Section 183). A statement regarding the voluntary nature of the survey is included in the cover letters and questionnaires. In keeping with FRSS practice, all survey participants will receive a copy of the report describing the survey results.

Information copies of the survey materials are enclosed for your records. Copies of the survey reports will be sent to you when released in fall 2009 for the school survey and spring 2010 for the teacher survey. If you have any questions, please contact Cindy Gray, the Westat survey manager, at 800-937-8281, ext. 4336 (toll-free) or 301-251-4336, or by email at cgray@westat.com. You may also call Peter Tice, the NCES Project Officer, at 202-502-7497.

Thank you for your cooperation.

Sincerely,

Mark Schneider
Commissioner

Enclosures

WASHINGTON, D.C. 20006

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20006–5651

FORM APPROVED
O.M.B. No.: 1850–0733
EXPIRATION DATE: 10/2009

EDUCATIONAL TECHNOLOGY IN U.S. PUBLIC SCHOOLS, FALL 2008

FAST RESPONSE SURVEY SYSTEM

This survey is authorized by law (P.L. 103-382). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose unless otherwise compelled by law. (Public Law 107-279, Education Sciences Reform Act, Section 183.)

Information Copy - Do Not Complete

Please answer this survey using Fall 2008 information.

Definitions

Technology: Information technology such as computers, devices that can be attached to computers (e.g., LCD projector, interactive whiteboard, digital camera), networks (e.g., Internet, local networks), and computer software. We specifically are not including non-computer technologies such as overhead projectors and VCRs.

Classroom response system: Wireless system allowing a teacher to pose a question and students to respond using "clickers" or hand-held response pads, with responses compiled on a computer.

Document camera: Device that transmits images of 2- or 3-dimensional objects, text, or graphics to a computer monitor or LCD projector.

IF ABOVE SCHOOL INFORMATION IS INCORRECT, PLEASE UPDATE DIRECTLY ON LABEL.

Name of Person Completing This Form: _____

Title/Position: _____

Telephone Number: _____ Email: _____

Best days and times to reach you (in case of questions): _____

THANK YOU. PLEASE KEEP A COPY OF THE SURVEY FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:

Mail: Cindy Gray (8696.12.03)
Westat
1650 Research Boulevard
Rockville, Maryland 20850-3195

Fax: 800-254-0984

IF YOU HAVE ANY QUESTIONS OR COMMENTS, CONTACT:

Cindy Gray at Westat
800-937-8281, Ext. 4336 or 301-251-4336
Email: cgray@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0733. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

FRSS 92, 09/2008

Please answer this survey using Fall 2008 information.

1. How many computers does your **school** have (for instructional or administrative use)? Do not include handheld devices (e.g., Palm OS, Windows CE, Pocket PC, BlackBerry). Count all other computers, including those used by students, teachers, school administrators, and other school staff. Include both laptops on carts and computers available for students to take home. *(If none, enter 0. Row a should equal row b plus row c.)*

   a. Total number of computers ..... _____

   b. Number for administrative use **only** ..... _____

   c. Number for instructional use (used for instruction all or part of the time) _____

2. Of the **instructional computers** reported in question 1c, how many are in each of the categories below? *(If none, enter 0. The sum of questions 2a-c should equal question 1c.)*

   a. Desktops ..... _____

   b. Laptops/notebooks ..... _____

   c. Other computer types, such as tablet PCs *(specify)* _____ _____

   d. Total (this total should equal the number of **instructional computers** in question 1, row c) ..... _____

3. Of the **instructional computers** reported in question 1c, how many are in each of the categories below? Report computers located in labs in row c, even if the lab is located in the library/media center. *(If none, enter 0. The sum of questions 3a-e should equal question 1c.)*

   a. Laptop computers on carts ..... _____

   b. Located in **classrooms** (excluding laptops on carts) ..... _____

   c. Located in **computer labs** (excluding laptops on carts) ..... _____

   d. Located in **library/media center(s)** (excluding laptops on carts) ..... _____

   e. Other location (excluding laptops on carts) *(specify* _____ ..... _____

   f. Total (this total should equal the number of **instructional computers** in question 1, row c) ..... _____

4. Of the **instructional computers** reported in question 1c, how many: *(If none, enter 0.)*

   a. Have Internet access ..... _____

   b. Are available for students to take home ..... _____

   c. Are less than 1 year old ..... _____

5. Which operating system(s) or platform(s) are used on the **instructional computers** within your school? *(Indicate yes or no on each line.)*

	Yes	No
a. Windows 3.1 or DOS	1	2
b. Windows 95, 98, or ME	1	2
c. Windows NT or 2000	1	2
d. Windows XP	1	2
e. Windows Vista	1	2
f. Mac OS 10 or higher	1	2
g. Mac OS 9 or earlier	1	2
h. Other operating system, e.g., Linux *(specify)* _____	1	2

Information Copy - Do Not Complete

6. How many **handheld devices** (e.g., Palm OS, Windows CE, Pocket PC, BlackBerry) does your school provide to administrators, teachers, and students? *Exclude classroom response systems ("clickers"). (If none, enter 0.)*

   a. For administrators ..... _____
   b. For teachers ..... _____
   c. For students to use in specific classes ..... _____
   d. For students to use the entire school day ..... _____

7. For each of the following devices, please report the number that your school provides for instruction. *(If none, enter 0.)*

   a. LCD and DLP projectors ..... _____
   b. Videoconference units ..... _____
   c. Interactive whiteboards (e.g., SMART Boards, Activboards) ..... _____
   d. Classroom response systems; count number of classroom sets *(definition on cover)* ..... _____
   e. Digital cameras (still and video) ..... _____
   f. MP3 players/iPods ..... _____
   g. Document cameras *(definition on cover)* ..... _____

8. Which of the following best describes the wireless network access in your school? *(Circle only one.)*

   No wireless network access of any kind 1
   The only wireless connections are from laptops to a cart, with the cart connected to a wall port 2
   Wireless network access is available in part of the school 3
   Wireless network access is available in the whole school 4

9. Does your school use its district network or Internet access to provide the following for teaching and learning? *(Indicate yes or no on each line.)*

	Yes	No
a. Two-way teleconferencing, e.g., videoconferencing	1	2
b. Telecommunications (voice over IP)	1	2
c. Online student assessment provided by your school or district	1	2
d. Access for students to online distance learning	1	2
e. Standardized assessment results and data for teachers to use to individualize instruction	1	2
f. Data to inform instructional planning at the school level	1	2
g. Online professional development provided by your school or district	1	2
h. High-quality digital content (i.e., web-based learning materials or any text, images, sounds, and video that have been digitized)	1	2

10. At your school, how long does it usually take to: *(Circle one on each line.)*

	Less than 1 hour	1 to 8 hours	2 to 5 days	1 to 3 weeks	A month or more
a. Get a computer repaired	1	2	3	4	5
b. Get help on a software problem or question	1	2	3	4	5
c. Get network services restored when the network goes down	1	2	3	4	5
d. Get curricular support for teachers who need help with integrating technology into the curriculum	1	2	3	4	5

11. Is there someone **in your school full-time** whose **only** responsibility is technology support and/or technology integration?

    Yes..... 1 No..... 2

Information Copy, Do Not Complete

12. Please provide the following information:
In part 1, indicate the extent that people in each role help school staff integrate technology into instruction.
In part 2, indicate the extent that people in each role provide technical support for educational technology in your school (e.g., troubleshooting/maintenance for hardware, software, or networks).
(*Circle one for integration and one for technical support on each line.*)

Role	1. Help school staff integrate technology into instruction				2. Provide technical support			
	Not at all	Minor extent	Moderate extent	Major extent	Not at all	Minor extent	Moderate extent	Major extent
a. District-level technology staff	1	2	3	4	1	2	3	4
b. School-level technology staff	1	2	3	4	1	2	3	4
c. School-level administrators	1	2	3	4	1	2	3	4
d. Teachers	1	2	3	4	1	2	3	4
e. Library media specialists	1	2	3	4	1	2	3	4
f. Vendor(s)	1	2	3	4	1	2	3	4
g. Students	1	2	3	4	1	2	3	4
h. Parents or non-staff volunteers	1	2	3	4	1	2	3	4
i. Other (*specify for each part*):	1	2	3	4	1	2	3	4
1. Integration: _____								
2. Technical: _____								

13. Please indicate the extent to which you agree or disagree with each of the following statements as it relates to using educational technology in the instructional program at your school. (*Circle one on each line.*)

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. Teachers are sufficiently trained in technology usage	1	2	3	4
b. Teachers are sufficiently trained to integrate technology into classroom instruction	1	2	3	4
c. Teachers are interested in using technology in classroom instruction	1	2	3	4
d. Teachers construct lessons in which students use a range of educational technologies	1	2	3	4
e. Technology is a priority of the district administration	1	2	3	4
f. Technology infrastructure is adequate (e.g., adequate Internet speeds)	1	2	3	4
g. Technical support for educational technology is adequate	1	2	3	4
h. Funding for educational technology is adequate	1	2	3	4
i. Funding for educational technology is being spent in the most appropriate ways	1	2	3	4
j. Use of educational technology is adversely affected by competing priorities in the classroom	1	2	3	4

14. What is the total number of instructional classrooms in your school? **Exclude** library media centers and computer labs. _____ Number of classrooms

15. What percent of the students in your school are eligible for the federally funded free or reduced-price lunch program? *(If none, enter 0.)* _____ %

16. Which of the following grades are taught at your school? *(Circle all that apply.)*

PK K 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded

Do Not Complete
Information Copy

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20006–5651

FORM APPROVED
O.M.B. No.: 1850–0857
EXPIRATION DATE: 06/2010

INSTRUCTIONS FOR PREPARING LIST OF TEACHERS FOR SURVEY:
TEACHERS' USE OF EDUCATIONAL TECHNOLOGY IN U.S. PUBLIC SCHOOLS
FAST RESPONSE SURVEY SYSTEM

This survey is authorized by law (P.L. 103-382). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose unless otherwise compelled by law. (Public Law 107-279, Education Sciences Reform Act, Section 183.)

Do Not Copy / Pilot Test Only
Information Copy

Instructions for Preparing List of Eligible Teachers

Within 3 weeks, please prepare a list of full-time classroom teachers teaching at least one regularly scheduled class in grades K through 12 (other than physical education), according to these instructions. Please include only the teachers' names.

1. Start with an existing list of all the teachers (or all staff) in the school named on the label below.

2. **Cross off or delete** the following:
   - Administrators, even if they also teach
   - Counselors, advisors, and social workers, even if they also teach
   - Library media specialists that teach only library skills or how to use the library
   - Resource teachers that do not teach any regularly scheduled class
   - Teachers that teach only physical education
   - Preschool teachers
   - Part-time teachers
   - Itinerant teachers that teach at more than one school
   - Substitute teachers (including long-term substitutes)
   - Teacher's aides
   - Unpaid volunteers
   - Anyone else who is not a full-time classroom teacher teaching at least one regularly scheduled class in grades K through 12 (such as school nurse or custodian).

3. Complete the information requested on the enclosed form and **send the form along with the list of teachers** by either toll-free fax to 1-800-254-0984 or mail in the postage-paid envelope to the name and address in the box below. **Please keep a copy of the list for your records.**

THANK YOU. PLEASE KEEP A COPY OF THE LIST FOR YOUR RECORDS.

PLEASE RETURN LIST AND FORM TO:
Mail: Cindy Gray (8096.15.10)
Westat
1650 Research Boulevard
Rockville, Maryland 20850-3195
Fax: 800-254-0984

IF YOU HAVE ANY QUESTIONS OR COMMENTS, CONTACT:
Cindy Gray at Westat
800-937-8281, Ext. 4336 or 301-251-4336
Email: cgray@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0857. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

FRSS 95, 09/2008

Form to Return with List of Eligible Teachers

After you have prepared the list of teachers according to the enclosed instructions, please complete the information requested below and **send this form along with the list of teachers** by either toll-free fax to 1-800-254-0984 or mail in the postage-paid envelope. **Please keep a copy of the list for your records.**

Name of person who can answer questions about this list: _____

Best times to contact: _____

THANK YOU. PLEASE KEEP A COPY OF THE LIST FOR YOUR RECORDS.

Information Copy - Please Do Not Complete

THEODORE R. KULONGOSKI
Governor

September 15, 2008

Doug Kosty
Assistant Superintendent
Office of Assessment and Information Services
Oregon Department of Education
255 Capitol St NE
Salem, OR 97310

Dear Mr. Kosty:

I appreciate the work being completed by the Oregon Department of Education and support the application to the Institute of Educational Sciences that integrates state testing data with standardized classroom assessments so that both researchers and teachers can leverage the information to develop more effective programs. It is critical that the investments that have been made through previous state funds and grant awards be continued to enhance the system.

Clearly, the Oregon Department of Education is well positioned to collaborate with the many institutions comprising a total system of teaching and learning, particularly the various institutions of higher education. We are very interested in any curriculum development that can be developed using distributed educational models and would be more than willing to consider it for use in our certification and degree program offerings. This combination of longitudinal data systems that are based on state tests over time and progress measures could help us build the next generation of teachers to be data savvy and place learning in front of teaching.

By having teachers learn at the beginning of their career how to use student performance diagnostically and formatively to improve their proficiency on high stakes tests, it is likely that the accountability system will be advanced considerably.

Sincerely,

THEODORE R. KULONGOSKI
Governor

TRK:JS:cy

STATE CAPITOL, SALEM 97301-4047 (503) 378-3111 FAX (503) 378-4863 TTY (503) 378-4859
WWW.GOVERNOR.OREGON.GOV

SUSAN CASTILLO
State Superintendent of Public Instruction

OREGON DEPARTMENT OF EDUCATION
Public Service Building, 255 Capitol Street NE, Salem, Oregon 97310
Phone (503) 947-5600 • Fax (503) 378-5156 • www.ode.state.or.us

September 22, 2008

Doug Kosty
Assistant Superintendent
Office of Assessment and Information Services
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310

Dear Mr. Kosty,

I support the application to the Institute of Educational Sciences and appreciate the work being completed by the Oregon Department of Education that integrates state testing data with standardized classroom assessments so that both researchers and teachers can leverage the information to develop more effective programs. It is critical that the investments that have been made through previous state funds and grant awards be continued to enhance the system.

Clearly, the Oregon Department of Education is well positioned to collaborate with the many institutions comprising a total system of teaching and learning, particularly the various institutions of higher education (IHEs). We are very interested in any curriculum development that can be developed using distributed educational models and would be more than willing to consider it for use in our certification and degree program offerings. This combination of longitudinal data systems that are based on state tests over time and progress measures could help us build the next generation of teachers to be data savvy and place learning in front of teaching.

By having teachers learn at the beginning of their career, how to use student performance diagnostically and formatively to improve their proficiency on high stakes tests, it is likely that the accountability system will be advanced considerably.

Sincerely,

Susan Castillo
Superintendent of Public Instruction

Every Student, Every Day—A Success

September 3, 2008

Doug Kosty
Assistant Superintendent
Office of Assessment and Information Services
Oregon Department of Education
255 Capitol St NE
Salem, OR 97310

Dear Mr. Kosty,

We appreciate the work being completed by the Oregon Department of Education and support the application to the Institute of Educational Sciences that integrates state testing data with standardized classroom assessments so that both researchers and teachers can leverage the information to develop more effective instructional programs. It is critical that the investments that have been made through previous state funds and grant awards be continued to enhance the statewide assessment system.

Clearly, the Oregon Department of Education is well positioned to collaborate with the many institutions comprising a total system of teaching and learning, particularly partnering with institutions of higher education (IHEs), K-12 school districts, and public non-profits such as the Chalkboard Project. We are very interested in this project for the curriculum/instruction development and the development of longitudinal data systems that are based on state tests over time and progress measures could help us build the next generation of teachers to be data savvy and place learning in front of teaching.

By supporting teachers at the beginning of their career to learn how to use student performance diagnostically and formatively to improve their proficiency on high stakes tests, it is likely that the student learning accountability system will be advanced considerably.

Sincerely,

Sue Hildick
President
Chalkboard Project

221 NW Second Avenue, Suite 210-C
Portland, Oregon 97209

voice: 503.542.4925 fax: 971.230.1274

www.chalkboardproject.org

an initiative of foundations for a better oregon

September 19, 2008

Doug Kosty
Assistant Superintendent
Office of Assessment and Information Services
Oregon Department of Education
255 Capitol St NE
Salem, OR 97310

Dear Mr. Kosty,

The Oregon Education Association (OEA) appreciates the work being completed by the Oregon Department of Education and supports the application to the Institute of Educational Sciences (IES) that integrates state testing data with classroom assessments so that both researchers and teachers can leverage the information to develop more effective programs. It is important that these measurement systems be designed as part of a formative evaluation system so that teachers can make instruction effective using performance and progress measures. The OEA believes it is important to qualify standardized classroom measures, while allowing teachers to converse with each other on common outcomes, as one piece in the development of effective instructional programs.

OEA is also very interested in any curriculum development that can be created using distributed educational models. It is important to have teachers at the beginning of their career learn how to use student performance diagnostically and formatively. By combining longitudinal data systems on state tests over time and teacher driven performance and progress measures, we can develop the next generation of teachers to be data savvy and place learning in line with teaching.

Sincerely,

Courtney Vanderstek
Assistant Executive Director
Oregon Education Association

Working wonders for public education.

6900 SW Atlanta Street, Portland Oregon 97223 503.684.3300 800.858.5505 Fax 503.684.8063 www.oregoned.org

Portland State
UNIVERSITY

Graduate School of Education
Office of the Dean

Post Office Box 751
Portland, Oregon 97207-0751
608 ED
615 SW Harrison St
Portland, OR 97201

503-725-4697 tel
503-725-8475 fax

www.pdx.edu/education

September 4, 2008

Doug Kosty
Assistant Superintendent
Office of Assessment and Information Services
Oregon Department of Education
255 Capitol St NE
Salem, OR 97310

Dear Mr. Kosty,

I appreciate the work being completed by the Oregon Department of Education and support the application to the Institute of Educational Sciences that integrates state testing data with standardized classroom assessments so that both researchers and teachers can leverage the information to develop more effective programs. It is critical that the investments that have been made through previous state funds and grant awards be continued to enhance the system.

Clearly, the Oregon Department of Education is well positioned to collaborate with the many institutions comprising a total system of teaching and learning, particularly the various institutions of higher education (IHEs). We are very interested in any curriculum development that can be developed using distributed educational models and would be more than willing to consider it for use in our certification and degree program offerings. This combination of longitudinal data systems that are based on state tests over time and progress measures could help us build the next generation of teachers to be data savvy and improve the teaching and learning processes.

Sincerely,

Randy Hitz
Dean

SOUTHERN
OREGON
UNIVERSITY

September 8, 2008

Doug Kosty
Assistant Superintendent
Office of Assessment and Information Services
Oregon Department of Education
255 Capitol St NE
Salem, OR 97310

Dear Mr. Kosty,

I am writing to you in my capacity of Dean and Professor of the School of Education at Southern Oregon University to express my appreciation of the work being completed by the Oregon Department of Education, and support the application to the Institute of Educational Sciences that integrates state testing data with standardized classroom assessments. This is critical work that enables both researchers and teachers to leverage testing information to develop more effective programs. It is critical that the investments that have been made through previous state funds and grant awards be continued to enhance the system.

Clearly, the Oregon Department of Education is well positioned to collaborate with the many institutions comprising a total system of teaching and learning, particularly the various institutions of higher education (IHEs). We are very interested in any curriculum development that can be developed using distributed educational models and would be more than willing to consider it for use in our certification and degree program offerings. This combination of longitudinal state test data and progress measures could help us better prepare the next generation of teachers to be data savvy and place learning in front of teaching. Assessment data is a critical data collection source in any collaborative teacher researcher effort, and as such must be accessible to school personnel. Like many teacher preparation programs across the country, our program at SOU requires all preservice teachers to be "action researchers" who learn at the beginning of their career how to use student performance data diagnostically and formatively to improve student outcomes. Therefore, I fully support the application to the Institute of Educational Sciences that integrates state testing data with standardized classroom assessments.

Sincerely,

Geoffrey E. Mills PhD
Dean and Professor

School of Education
1250 Siskiyou Boulevard
Ashland, Oregon 97520-5061
Tel 541-552-6286
Fax 541-552-6287

Doug Kosty

(b)(6) doug.kosty@state.or.us - 503-361-8644

Information Technology Management

Mr. Kosty is a skilled professional with a unique combination of large scale assessments, information systems and management experience. His leadership experience includes various state and local governments and private sector consulting specializing in education systems automation.

- Outstanding leadership qualities
- Hands-on experience leading all stages of system development efforts, including requirements definition, design, architecture, testing and support.
- Ability to coordinate and direct all phases of project-based efforts while managing, motivating and leading project teams.
- Adept at developing effective policies and procedures, project documentation and milestones, and technical/business specifications.
- Practiced presenter, both nationally and at statewide conferences

Competencies

Governmental Accounting Standards	Educational Finance and Funding
Project Management	Financial Management
Data Collection & Reporting	Data Integrity & Recovery
Cost Benefit Analysis	Risk Assessment
Research & Development	Business Impact Analysis
Contingency Planning	Strategic Planning
Administration of Large Scale Assessments	

PROFESSIONAL EXPERIENCE

Oregon Department of Education 2002 – Present

ASSISTANT SUPERINTENDENT OF ASSESSMENT & INFORMATION SERVICES

Directs the work of a diverse management team including assessment and information services management. Prepare and manage departmental budgets and contracts. Planning for implementation of newly developed finance and technology applications.

KPMG Consulting 1997 – 2002

MANAGER

Manage projects, personnel and budgets for one of world's leading Information Technology Consulting firms. Directed strategic planning efforts, established and reviewed mission, vision, goals and objectives. Supervised project and practice staff

including, interviewing and hiring, technical education and training, developing work plans, establishing employee performance guidelines and evaluating employee performance, and processing disciplinary actions. Served as an active participant on National K-12 Educational practice.

Montana Office of Public Instruction 1995 – 1997

DIRECTOR, INFORMATION SYSTEMS DEVELOPMENT

Plan, administer and control all activities of the Information Systems Development Division including software and hardware training, data processing, applications development. Served on the Technology Advisory Committee to plan for computer operations, telecommunications, local area and wide area networks, statewide educational networks, forms management, data administration, and systems security. Prepared budget requests and managed division budget.

Montana Office of Public Instruction 1990 – 1995

FISCAL SERVICES SPECIALIST

Responsible for establishing and maintaining standard accounting and reporting practices in all Montana public school districts. Researched official accounting pronouncements and promulgating accounting policies for Montana School Districts; providing school district personnel, county superintendents and county treasurers with technical accounting and reporting assistance. Responsible for compiling and reporting school district financial information; and monitoring and reporting school district compliance with the Single Audit Act.

EDUCATION

Bachelor of Science in Business/Accounting
Montana State University

Julie Alonzo

Behavioral Research and Teaching
241 College of Education
5262 University of Oregon
Eugene, Oregon 97403

phone: (541) 346-1923
fax: (541) 346-5689
email: jalonzo@uoregon.edu

Professional Background

Education

Ph.D. Educational Leadership — Winter 2007
University of Oregon, Eugene Oregon
Specialization: Learning Assessment and Systems Performance

B.A. English, *Cum Laude* — 1990
Carleton College, Northfield Minnesota
Concentration: Educational Studies

Teaching Certificates

National Board for Professional Teaching Standards — 2002
Adolescence and Young Adulthood English Language Arts
California Professional Clear Single Subject Teaching Credential (English) — 1995
California Cross-cultural Language and Academic Development Specialist — 1992

Professional Experience

College Teaching Experience

I have taught the following graduate level courses at the University of Oregon

- Professional Writing
- Action Research
- Middle / Secondary Teacher Education Curriculum, Assessment Alignment
- Measurement and Assessment
- Measurement in Decision Making

Research Experience

Project Manager — 2005 - present
Project Progress Monitoring in Early Reading
Behavioral Research and Teaching, University of Oregon
Responsible for designing, constructing, and piloting 20 alternate forms of 7 reading measures at each of grades K – 8, including all data analysis and equating/scaling of forms within and between grades (roughly 6000 students across 25,000 items). Assist with the development of four school-based teams to use these measures to monitor student progress in gaining early reading skills through the use of a variety of field-based interventions. Coordinate professional development workshops for participating school teams on assessment literacy, data-based decision making, response to intervention, and progress monitoring in early reading.

Project Manager — 2007 - present
Project Reading and Math Growth Model Assessments
Behavioral Research and Teaching, University of Oregon
Responsible for overseeing the development of computer delivered reading and mathematics assessments for students with persistent learning disabilities (20 alternate forms, grades 3-8), overseeing piloting of items and the building of an item bank to be used in alternate form creation.

Project Manager 2007 - present

Project Prepare: Proactive Research-based and Evaluative Procedures for Administrators
Reaching for Excellence
Behavioral Research and Teaching, University of Oregon
Responsible for content development and delivery of extensive online-professional development materials in data-based decision making, measurement, and CBMs in mathematics and reading for use with in-service and pre-service school district personnel and K-12 school administrators.

Project Manager 2004 - present

Eugene School District, 4j District Reading Assessment
Behavioral Research and Teaching, University of Oregon
Responsible for coordinating three yearly district reading assessments involving 14,000 K-9 students, conducting pilot tests of new assessments, and analyzing and providing documentation on the technical adequacy of district reading assessments using Item Response Theory (IRT) Analysis.

Research Assistant 2002 - 2005

Project MAP: Making Accommodations Personal
Behavioral Research and Teaching, University of Oregon
Responsible for assisting with research design, conducting field-based research (experimental, quasi-experimental, focus groups, and cognitive labs) on computer-delivered reading and mathematics assessments with built in accommodations for students with disabilities and English-language learners, and analyzing and writing up results of studies.

Public School Teaching Experience

English/Journalism Teacher, Advancement Via Individual Determination Teacher 2000 - 2002
Los Gatos High School, Los Gatos, CA

English/ESL/Economics/Physical Education/Computer Applications Teacher 1996 – 2000
Anzar High School, San Juan Bautista, CA

School Administrator 1998 – 2000
Anzar High School, San Juan Bautista, CA

English/Sheltered English/ESL Teacher 1991 – 1996
Mt. Pleasant High School, San Jose, CA

Awards and Honors

Dissertation Fellowship 2005
College of Education, University of Oregon

Stafford Student Scholar: National Institute on Leadership, 2003 – 2005
Disability, and Students Placed at Risk

Dave Moursund Scholarship for Outstanding Academic Performance 2003
College of Education, University of Oregon

Scholarship

Papers Published in Peer-Reviewed Journals

Alonzo, J., Yovanoff, P., & Tindal, G. (in review). *An examination of early reading skill covariance structure invariance across Spanish-speaking English language learners in Grades 3 and 4 and their native English-speaking peers.*

Alonzo, J., Basaraba, D., Carriveau, R., & Tindal, G. (in press). They read, but how well do they understand? An empirical look at the nuances of comprehension. *Assessment for Effective Intervention.*

Alonzo, J., Robinson, Q. L., & Tindal, G. (2008). Using school-wide response to intervention to close the achievement gap in reading. *ERS Spectrum. 29,* 1-9.

Ketterlin-Geller, L. R., Alonzo, J., Braun Monegan, J., & Tindal, G. (2007). Recommendations for accommodations: Implications of (In)consistency. *Remedial and Special Education, 28,* 194-206.

Alonzo, J., Bushey, L., Gardner, D., Hasazi, S., Johnstone, C. & Miller, P. (2006). 25 hours in family: How family internships can help school leaders transform from within. *Equity & Excellence in Education, 39,* 1-10.

Duesbery, L., Yovanoff, P., Alonzo, J., & Tindal, G. (2005). Grade level invariance of a theoretical causal structure predicting reading comprehension with vocabulary and oral reading fluency. *Educational Measurement: Issues and Practice,* 4 - 12.

Technical Reports

Alonzo, J., Liu, K., & Tindal, G. (2008). *Examining the technical adequacy of second-grade reading comprehension measures in a progress monitoring assessment system* (Technical Report # 44). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., Park, J., & Tindal, G. (2008). *The development of middle school passage reading fluency measures for use in a progress monitoring assessment system* (Technical Report # 46). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., & Tindal, G. (2008). *Examining the technical adequacy of fifth-grade reading comprehension measures in a progress monitoring assessment system* (Technical Report # 45). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., & Tindal, G. (2007). *The development of fifth-grade passage reading fluency measures for use in a progress monitoring assessment system* (Technical Report # 43). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., Liu, K., & Tindal, G. (2007). *Examining the technical adequacy of reading comprehension measures in a progress monitoring assessment system* (Technical Report # 41). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., & Tindal, G. (2007). *Examining the technical adequacy of early literacy measures in a progress monitoring assessment system: Letter names, letter sounds, and phoneme segmenting* (Technical Report # 39). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., & Tindal, G. (2007). *Examining the technical adequacy of word reading and passage reading fluency measures in a progress monitoring assessment system* (Technical Report # 40). Eugene, OR: Behavioral Research and Teaching.

Alonzo, J., Ketterlin-Geller, L.R., & Tindal, G. (2004). *Instrument development: Examining the appropriateness of student and teacher surveys for determining the need for testing accommodations* (Technical Report No. 31). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Ketterlin-Geller, L. R., Alonzo, J., & Tindal, G. (2004). *Use of focus groups to inform the construction of a universally designed mathematics test* (Technical Report No. 28). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Alonzo, J. & Tindal, G. (2004). *Analysis of reading fluency and comprehension measures for first-grade students* (Technical Report No. 26). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Alonzo, J. & Tindal, G. (2004). *Analysis of reading fluency and comprehension measures for sixth-grade students* (Technical Report No. 24). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Alonzo, J. & Tindal, G. (2004). *Analysis of reading fluency and comprehension measures for seventh-grade students* (Technical Report No. 23). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

Book Chapters

Bettesworth, L. R., Alonzo, J., & Duesbery, L. (2008). Swimming in the depths: Educators' ongoing effective use of data to guide decision making. In T.J. Kowalski & T. J. Lasley (Eds.). *Handbook on data-based decision making in education.* New York: Routledge.

Alonzo, J., Tindal, G., & Ketterlin-Geller, L.R.(2006). General outcome measures of basic skills in reading and math. In L.Florian (Ed.), *Handbook of Special Education.* Thousand Oaks, CA: Sage.

Beghetto, R. A., & Alonzo, J. (2006). Instructional leadership: Supporting the learning process. *School Leadership: Handbook for Excellence, 4th ed.* Thousand Oaks, CA: Corwin.

Presentations

Alonzo, J., Gonzalez, M., & Tindal, G. (March, 2008). *Phonological awareness and Spanish literacy: Considerations for assessment.* Paper presented at the 89th Annual Meeting of the American Educational Research Association, New York.

Duesbery, L., Alonzo, J., & Tindal, G. (March, 2008). *Mind your P's and Q's: Approaching literacy instruction from an IRT base.* Paper presented at the 89th Annual Meeting of the American Educational Research Association, New York.

Shapiro, E., Kloo, A., Wallace, T., Marston, D., Tindal, G., & Alonzo, J. (February, 2008). *Outcome measures in evaluation of RTI implementation.* Panel presentation at the 16th Annual Meeting of the Pacific Coast Research Conference, San Diego.

Alonzo, J., Yovanoff, P., & Tindal, G. (April, 2007). *An examination of early reading skill covariance structure invariance across Spanish-speaking English language learners in Grades 3 and 4 and their native English-speaking peers.* Paper presented at the Annual Meeting of the National Council on Measurement in Education, Chicago, IL.

Alonzo, J., Robinson, Q., & Tindal, G. (April, 2007). *Using school-wide response to intervention to close the achievement gap in reading.* Paper presented at the 88th Annual Meeting of the American Educational Research Association, Chicago, IL.

Liu, K., Alonzo, J. & Tindal, G.. (April, 2007). *A case study of RTI implementation across three elementary school sites.* Paper presented at the 88th Annual Meeting of the American Educational Research Association, Chicago, IL.

Ketterlin-Geller, L.R., Alonzo, J., Duesbery, L., & Tindal, G. (April, 2006). *Investigating conative factors' effects on third-grade mathematics performance.* Paper presented at the 87th Annual Meeting of the American Educational Research Association, San Francisco.

Alonzo, J. (February, 2006). *Using reading assessment results to guide instructional decision making.* Invited presentation at the Superintendent's Strategies for Student Success Follow-up Institute. Portland, OR: Oregon Department of Education.

Ketterlin-Geller, L.R., Alonzo, J., Carrizales, D., & Tindal, G. (April, 2005). *Silent reading fluency: A viable alternative to oral reading fluency?* Paper presented at the 86th Annual Meeting of the American Educational Research Association, Montreal, Canada.

Duesbery, L., Alonzo, J., Bettesworth, L., Tindal, G., & Yovanoff, P. (2004). *Predicting Middle School Reading Achievement Using Practical Curriculum Based Measures of Reading.* Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Yovanoff, P., Duesbery, L, Alonzo, J. & Tindal, G. (2004). *Group Invariance of a Theoretical Causal Structure Predicting Reading Comprehension with Vocabulary and Oral Reading Fluency.* Paper presented at the Annual Meeting of the National Council on Measurement in Education, San Diego, CA.

CURRICULUM VITAE
Kathleen M. Scalise

5267 University of Oregon.
Eugene, OR 97403-5267
(707) 543-6385
kscalise@uoregon.edu

EMPLOYMENT:
Assistant Professor, University of Oregon, Educational Leadership, Sept. 2005-Present.

UC Berkeley Visiting Scholar, University of California, Berkeley, Department of Chemistry, Sept. 2007-January 2008.

Dr. Kathleen Scalise uses item response models for research in the areas of e-learning and instructional technology. She is interested in dynamic delivery of differentiated content, computer-adaptive approaches for assessment and instruction, analysis of student learning trajectories with embedded assessment, effective teaching and learning solutions, and innovative instructional design practices. She also is engaged in equity studies and is interested in policy considerations of equity, opportunity and access in education. Subject matter focus is primarily in science and mathematics education, and grade levels for research interests span K-16.

EDUCATION:
Ph.D., UC Berkeley, Quantitative Measurement, Graduate School of Education, December 2004.

M.A., UC Berkeley, Policy, Organization, Measurement and Evaluation, emphasis in Quantitative Measurement, Disciplinary Focus in Cognition and Development, Graduate School of Education, 2004.

B.A., UC Berkeley, Biochemistry, 1982.

PEER-REVIEWED JOURNAL PAPERS:

Claesgens, J., Scalise, K., Wilson, M., & Stacy, A. (accepted and pending). Mapping Student Understanding in Chemistry: The Perspectives of Chemists. Science Education.

Scalise, K., Madhyastha, T., Minstrell, J., & Wilson, M. (accepted and pending). Improving Assessment Evidence in e-Learning Products: Some Solutions for Reliability. International Journal of Learning Technology, Special Issue: Assessment in e-Learning.

Scalise, K., Cheng, N. Y., & Oskui, N. (accepted and pending). Rasch Family Models in e-Learning: Analyzing Architectural Sketching with a Digital Pen. Advances in Rasch Measurement, 2(1).

Watanabe, M., Nunes, N., Mebane, S., Scalise, K., & Claesgens, J. (2007). "Chemistry for all, instead of chemistry just for the elite:" Lessons learned from detracked chemistry classrooms. Science Education, 91(5), 683-709.

Scalise, K. (2007). Differentiated e-Learning: Five Approaches through Instructional Technology. International Journal of Learning Technology, 3(2), 169-182.

Scalise, K. (2007). Differentiated e-Learning: What it is and five approaches. i-manager's Journal of Educational Technology, 4(1), 24-28.

Scalise, K., Bernbaum, D. J., Timms, M. J., Harrell, S. V., Burmester, K., Kennedy, C. A., & Wilson, M. (2007). Adaptive Technology for e-Learning: Principles and Case Studies of an Emerging Field. Journal of the American Society for Information Science and Technology, 58(14), 001-015.

Wilson, M., & Scalise, K. (2006). Assessment to improve learning in higher education: The BEAR Assessment System. Higher Education, 52, 635-663.

Scalise, K., Claesgens, J., Wilson, M., & Stacy, A. (2006). Contrasting the expectations for student understanding of chemistry with levels achieved: a brief case-study of student nurses. Chemistry Education Research and Practice, The Royal Society of Chemistry, 7(3), 170-184.

Scalise, K., & Gifford, B. R. (2006). Computer-Based Assessment in E-Learning: A Framework for Constructing "Intermediate Constraint" Questions and Tasks for Technology Platforms. Journal of Teaching, Learning and Assessment, 4(6).

PEER-REVIEWED JOURNAL PAPERS IN PROCESS:

Scalise, K., Claesgens, J., Stacy, A., & Wilson, M. (in major revisions). Mapping Student Learning Outcomes in Higher Education: A Case Study in Chemistry. Educational Assessment.

Scalise, K., & Wilson, M. (in major revisions). Testlet Pathway Models for Computer Adaptive Testlets in e-Learning Assessment. Applied Psychological Measurement.

Scalise, K., & Wilson, M. (in submission to Applied Measurement in Education). Examining Student Reasoning with Ordered Partition Bundle Models in Criterion-Referenced Assessment.

BOOK CHAPTERS

Scalise, K., & Wilson, M. (2006). Analysis and Comparison of Automated Scoring Approaches: Addressing Evidence-Based Assessment Principles. In D. M. Williamson, I. J. Bejar & R. J. Mislevy (Eds.), Automated Scoring of Complex Tasks in Computer Based Testing. (Topics covered: Human scoring, rule-based methods, linear regression, testlet response theory, latent semantics, neural networks, Bayesian networks). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Wilson, M. & Scalise, K. (2003), "Reporting Progress to Parents and Others: Beyond Grades," Everyday Assessment in the Science Classroom, Eds. Atkin, M. & Coffey, J., NSTA Science Educator's Essay Collection Series, National Science Teachers Association Press: Arlington, VA.

OTHER PUBLICATIONS and REPORTS

Claesgens, J., Scalise, K., Wilson, M., & Stacy, A. (accepted and pending). Assessing student understanding in and between courses for higher education: An example of an approach. Accepted to Assessment Update.

Scalise, K. (Jan. 2007). Differentiated e-Learning: What it is and five approaches. EDUCAUSE Information Resources Library, from www.educause.edu/ir.

Scalise, K (2002). Science Writer, Science Framework for California Public Schools: Kindergarten Through Grade Twelve (Adopted by California State Board of Education 2/6/2002). "The Science Content Standards: High School Education, Physics, Chemistry, Biology/Life Sciences, Earth Sciences, Investigation and Experimentation," p. 159-257. Curriculum Frameworks and Instructional Resources Division, California Department of Education: Sacramento, CA.

Scalise, K. (2001). Assessment Instrument Report for "Living by Chemistry: Inquiry-Based Modules for High School," Assessment Report for Department of Chemistry & Lawrence Hall of Science, University of California, Berkeley, under National Science Foundation Grant #ESI-9730634.

PRESENTATIONS

International

Scalise, K. (pending for 2008, Oct.). *Innovative Item Types and Automated Scoring in Computer Adaptive Testing.* Invited address at the Lamark Computer-Based Testing Conference, De Hooge Vuursche, Baarn, The Netherlands.

Scalise, K. (pending for 2008, Oct.). *Eliminate CAT Exposure Issues: Moving Toward 'Transparent' Item Banks.* Invited address at CBT Master Class Luncheon, London, UK.

Scalise, K., Bernbaum, D. J., Timms, M. J., Harrell, S. V., Burmester, K., Kennedy, C. A., et al. (2006). *Assessment for e-Learning: Case studies of an emerging field.* 13th International Objective Measurement Workshop.

Wilson, M., & Scalise, K. (2005, May). *Assessment: A key aspect of teaching and learning.* Invited address at the First Athens International Conference on University Assessment, Athens, Greece.

Scalise, K. & Scalise, S (2004). *BEAR CAT: A New Approach to Data Driven Content in Computer-Mediated Environments with the UC Berkeley BEAR Assessment System.* New Development Paper, Computer-Mediated Communication, published in Proceedings of ED-MEDIA 2004, World Conference on Educational Multimedia, Hypermedia and Telecommunications, Lugano, Switzerland.

Scalise, K. (2004). *A New Approach to Computer Adaptive Assessment with IRT Construct-Modeled Item Bundles (Testlets): An Application of the BEAR Assessment System.* 2004 International Meeting of the Psychometric Society, Monterey, CA.

Wilson, M., & Scalise, K. (2004, June). *Combining perspectives from cognitive science and psychometrics to improve assessment of science learning: The BEAR Assessment System.* Invited presentation at the 3rd Assessment for the Future Workshop. New College, Cambridge, UK.

Wilson, M., & Scalise, K. (2004, March). *Using assessment to improve learning: The BEAR Assessment System.* Keynote address at the Enhancement Themes 4th Assessment Workshop, The Robert Gordon University, Aberdeen, Scotland.

National

Scalise, K., & Gifford, B. R. (2008). Innovative Item Types: Intermediate Constraint Questions and Tasks for Computer-Based Testing. Paper presented at the National Council on Measurement in Education (NCME), Session on "Building Adaptive and Other Computer-Based Tests", New York, NY.

Scalise, K., & Wilson, M. (2008). Bundle Models for Computer Adaptive Testing in E-Learning Assessment. Paper presented at the American Educational Research Association, Research on Schools, Neighborhoods and Communities: Toward Civic Responsibility, Division D, New York NY.

Scalise, K., & Gifford, B. R. (2008). Innovative Item Types: A Framework for Constructing "Intermediate Constraint" Questions and Tasks. Paper presented at the American Educational Research Association, Research on Schools, Neighborhoods and Communities: Toward Civic Responsibility, Division D, New York, NY.

Oskui, N., Scalise, K., & Cheng, N. Y. (2008). Assessment in E-Learning: Analyzing Architectural Sketching With a Digital Pen. Paper presented at the American Educational Research Association, New York, NY.

Cheng, N. Y., & Scalise, K. (2008). Analyzing Design Sketching Abilities. Paper presented at the Third International Conference on Design Computing and Cognition (DCC08), Georgia Institute of Technology, Atlanta, GA.

Scalise, K., Claesgens, J., Wilson, M., & Stacy, A. (2007). ChemQuery: An Assessment System for Mapping Student Progress in Learning General Chemistry. Paper presented in the Proceedings of the National STEM Assessment Conference, Oct. 19-21, 2006, Washington, D.C.

Scalise, K., & Wilson, M. (2007). Bundle Models for Computer Adaptive Testing in E-Learning Assessment. Paper presented at the 2007 GMAC Conference on Computerized Adaptive Testing (Graduate Management Admission Council), Minneapolis, MN.

Kennedy, C. A., Scalise, K., Bernbaum, D. J., Timms, M. J., Harrell, S. V., & Burmester, K. (2007). A Framework for Designing and Evaluating Interactive E-Learning Products. Paper

presented at the 2007 AERA Annual Meeting: The World of Educational Quality, Chicago, IL.

Claesgens, J., & Scalise, K. (2007). The ChemQuery Story: Measurable insights on how students learn chemistry. Paper presented at the 2007 AERA Annual Meeting: The World of Educational Quality, Chicago, IL.

Scalise, K., & Claesgens, J. (2005). Personalization and customization in new learning technologies: Getting the right assets to the right people. Paper presented at the Demography and Democracy in the Era of Accountability, American Educational Research Association Conference, Montreal, Canada.

Scalise, K., & Wilson, M. (2005). Bundle models for data driven content in e-learning and CBT: The BEAR CAT approach. Paper presented at the National Council on Measurement in Education Annual Conference, Montreal, Canada.

Scalise, K. (2005). Data Driven Content in e-Learning: Integrating Instruction and Assessment. Paper presented at the American Association for Higher Education (AAHE) Virtual Assessment Conference, Strand 1: Promoting an Institutional Culture of Integrated Assessment, http://www.aahe.org.

Stacy, A., Claesgens, J., Scalise, K., & Wilson, M. (2004). "Perspectives of Chemists: A Framework to Promote Conceptual Understanding of Chemistry," Paper presented at the 18th Biennial Conference on Chemical Education, Ames, Iowa.

Scalise, K., Claesgens, J., Krystyniak, R., Mebane, S., Wilson, M. & Stacy, A. (2004). "Perspectives of Chemists: Tracking conceptual understanding of student learning at the secondary and university levels," Paper presented at the 2004 annual meeting of the AERA, San Diego, CA.

Wilson, M., & Scalise, K. (2003, June). *Research on learning: Implications for higher education.* Opening Plenary Address at the American Association for Higher Education Assessment Conference, Seattle.

Wilson, M. & Scalise, K. (2003) *Assessment to improve learning in higher education: The BEAR Assessment System.* Invited keynote paper presented at the meeting of the American Association for Higher Education, 2003 Assessment Conference, June 22 Opening Plenary Session, Seattle, WA.

Claesgens, J., Scalise, K., Draney, K., Wilson, M., and Stacy, A. (2002). "Perspectives of Chemists: A framework to promote conceptual understanding of chemistry." Paper presented at the annual meeting of the American Educational Research Association, Paper Session in Teaching and Learning for Conceptual Change, New Orleans.

Regional

Scalise, K. (2007). How Children Explain Science: Oregon Museum of Science and Technology, Feature Hall, March 13, Portland, OR.

Scalise, K. (2007). Thumbs Up or Thumbs Down: How Child Literacy Fares in the Brave New World of Online Communications. Oregon Conference 2007: Team Up for Literacy Success, from http://edld.uoregon.edu/OC_main.htm.

Scalise, K. (2006). Mini-Growth Models for the Classroom: Construct Mapping and Creating Opportunities to Learn, 32nd Annual COSA Seaside Conference, "Blurring the Lines of Accountability: A Collaborative Approach to Educating All Children". Seaside, OR: Confederation of Oregon School Administrators.

Scalise, K., Bernbaum, D. J., Timms, M. J., Harrell, S. V., Burmester, K., Kennedy, C. A., et al. (2006). BEAR and CAESL (UC Berkeley/Stanford/UCLA) Seminars Assessment and e-Learning: Case studies of an emerging field.

Wilson, M., & Scalise, K. (2004, March). *Assessment: A key aspect of teaching and learning*. Plenary Panel presentation at the MSRI Workshop on Assessing Students' Mathematics Learning, Berkeley, CA.

Claesgens, J. & Scalise, K. (2004). "Perspectives of Chemists: A Framework to Promote Conceptual Understanding of Chemistry Tracks Student Learning Gains in High School and College," Roundtable Discussion, Graduate School of Education, University of California, Berkeley.

Wilson, M., & Scalise, K. (2003, November). *Research on learning: Implications for assessment in higher education*. Plenary Address at the California Association for Institutional Research Annual Conference, Rohnert Park, CA.

Scalise, K & Claesgens, J (2001). "Using Variables to Relate Instruction to Assessment, The BEAR Assessment System," Part I, BEAR Seminar, University of California, Berkeley.

Claesgens, J. & Scalise, K (2001) "Bridging Instruction and Assessment: An IRT Criterion-Based Approach Using the BEAR Assessment System." San Francisco Unified School District, Thurgood Marshall School, San Francisco.

BRIEF CURRICULUM VITAE
Joseph J. Stevens

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5267 University of Oregon
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TEACHING AND RESEARCH INTERESTS:
Measurement, assessment, and methodology including statistical and quantitative methods and applications to issues in education including large-scale assessment, accountability systems and the determination of assessment validity and effectiveness especially for diverse populations.

EDUCATIONAL RECORD:

1983	Doctor of Philosophy, University of Arizona, August, 1983. Major area of study: Experimental Psychology. Minor area of study: Quantitative Methods and Research Design
1976	Master of Arts, University of Arizona, 1976 in Experimental Psychology
1974	Bachelor of Arts, University of Arizona, 1974; Psychology & Sociology

EMPLOYMENT HISTORY:

2008-present	Associate Dean for Academic Affairs, College of Education, University of Oregon
2007-present	Professor, College of Education, University of Oregon
2005-2007	Associate Professor, College of Education, University of Oregon
2001-2005	Professor, College of Education, University of New Mexico
1991-2001	Assistant and Associate Professor, University of New Mexico
1988-91	Measurement Statistician, College Board Statistical Analysis, Educational Testing Service

TEACHING EXPERIENCE:

2006-present	College of Education, University of Oregon
1991-2005	College of Education, University of New Mexico

PR/Award # R372A090048

Selection of Courses Taught:
Graduate courses in Research Design, Statistical Analysis and Design, Advanced Statistics, Multiple Regression, Multilevel Modeling, Multivariate Statistical Methods, Educational and Psychological Measurement, Alternative Assessment, Psychophysics, Classical and Modern Test Theory, Structural Equation Modeling, Survey and Questionnaire Design and Analysis, School Effectiveness and Accountability Systems, Dissertation Seminar, Program Evaluation.

SELECTED RESEARCH ACTIVITIES:

Zvoch, K., & Stevens, J. J. (in press). Measuring and Evaluating School performance: An Investigation of Status and Growth-Based Achievement Indicators. *Evaluation Review.*

Guglielmo, S., Stevens, J. J., & Braun, D. *A Hierarchical Linear Modeling Approach to Analyzing Reading Fluency Growth.* Paper accepted for presentation at the annual conference of the American Evaluation Association, Denver, CO, November, 2008.

Stevens, J. J., Zvoch, K., & Braun, D. *The Use of Interrupted Time Series Designs for Program and Policy Evaluation.* Paper accepted for presentation at the annual conference of the American Evaluation Association, Denver, CO, November, 2008.

Stevens, J. J., & Zvoch, K. (2007). Confirmatory factor analysis of the CTBS5/TerraNova. *Educational and Psychological Measurement, 61*(6), 976-989.

Stevens, J. J. (2007). Psychometric issues in the design of NCLB science assessments, *Measurement: Interdisciplinary Research and Perspectives, 4*(4), 261-266.

Johnson, B., Stevens, J. J., Zvoch, K. (2007). Teachers' Perceptions of School Climate A Validity Study of Scores From the Revised School Level Environment Questionnaire. *Educational and Psychological Measurement. 67*(5), 833-844.

Zvoch, K., & Stevens, J.J. (2006). Longitudinal effects of school context and practice on middle school mathematics achievement. *Journal of Educational Research, 99(6),* 347-356.

Zvoch, K., & Stevens, J. J. (2006). Successive student cohorts and longitudinal growth models: An investigation of elementary school mathematics performance. *Education Policy Analysis Archives, 14*(2). Available from http://epaa.asu.edu/epaa/v14n2/.

Stevens, J.J., & Zvoch, K. (2007, April). *Evaluating the validity of status and growth measures in state accountability systems.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Stevens, J. J., & Zvoch, K. (2006, November). *Using Multilevel, Longitudinal Models for Program and School Evaluation*. Paper presented at the annual conference of the American Evaluation Association, Portland, OR.

Stevens, J. J., Farley, M., & Zvoch, K. (2006). *Examination of the Internal Structural Validity of the TerraNova-CTBS/5*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Zvoch, K., & Stevens, J.J. (2006). Longitudinal effects of school context and practice on middle school mathematics achievement. *Journal of Educational Research, 99(6),* 347-356.

Johnson, B., & Stevens, J. J. (2006). Student Achievement and Elementary Teachers' Perceptions of School Climate. *Learning Environments Research Journal, 9*(2).

Zvoch, K., & Stevens, J. J. (2006). Successive student cohorts and longitudinal growth models: An investigation of elementary school mathematics performance. *Education Policy Analysis Archives, 14*(2). Available from http://epaa.asu.edu/epaa/v14n2/.

Stevens, J. J., & Zvoch, K. (2006). Issues in the implementation of longitudinal growth models for student achievement. In R. Lissitz (Ed.), *Longitudinal and value added modeling of student performance*. Maple Grove, MN: JAM Press.

Stevens, J. J. (2005). The study of school effectiveness as a problem in research design. In R. Lissitz (Ed.), *Value-added models in education: Theory and applications*. Maple Grove, MN: JAM Press.

Zvoch, K., & Stevens, J. J. (2005). Sample exclusion and student attrition effects in the longitudinal study of middle school mathematics performance. *Educational Assessment*, *10*(2), 105-123.

Zvoch, K., & Stevens, J. J. (2005). *Successive student cohorts and longitudinal growth models: An investigation of middle school mathematics performance*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Stevens, J. J., & Moreno, R. (2004). *A multilevel, longitudinal analysis of ethnic differences in children's mathematics achievement*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Zvoch, K., Chavez de Daigle, D. M., & Stevens, J. J. (2004). *Dropping out of high school: interactions between student and school characteristics and student dropout status*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Zvoch, K., & Stevens, J. J. (2003). A multilevel, longitudinal analysis of middle school math and language achievement. *Educational Policy Analysis Archives, 11*(20).

Stevens, J. J. (2003). *Fairness in Accountability and Assessment: Some Lessons from New Mexico*. Presentation at the La Cosecha Dual Language Conference, Santa Ana Pueblo, NM.

Valdez, F., & Stevens, J. J. (2003). *Comparability of the CELF-3 across referred student and standardization samples*. Paper presented at the annual meeting of the American Speech-Language and Hearing Association (ASHA), Chicago, IL.

Thorstensen, B. I. & Stevens, J. J. (2003). *Confirmatory Factor Analysis of the Massachusetts Comprehensive Assessment System Exam*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Moreno, R., & Stevens, J. J. *Factors of cognitive diversity in children's mathematics performance: A theoretical framework*. Paper presented at the annual national conference on the Relevance of Assessment and Culture in Evaluation, Phoenix, AZ, January, 2003.

Stevens, J. J., Parkes, J., & Brown, S. (2002). *The use of composite scores in state accountability systems*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Johnson, B., & Stevens, J. J. (2001). Exploratory and confirmatory factor analysis of the School Learning Environment Questionnaire (SLEQ), *Learning Environments Research Journal, 4*(3), 325-344.

Stevens, J. J. (1995). Confirmatory factor analysis of the Iowa Tests of Basic Skills. *Structural Equation Modeling: A Multidisciplinary Journal, 2*(3), 214-231.

Schau, C., Stevens, J. J., Dauphinee, T. L., & DelVecchio, A. (1995). The development and validation of the Survey of Attitudes Towards Statistics. *Educational and Psychological Measurement, 55*, 868-875.

SELECTED PROFESSIONAL SERVICE:

1996-present Editorial Board, *Journal of Educational Psychology*

Reviewer, American Educational Research Association, *American Educational Research Journal, Contemporary Educational Psychology, Educational Assessment, Educational Evaluation and Policy Analysis, Educational Measurement: Issues and Practice, Instructional Evaluation, Journal of Educational Psychology, Journal of Personality, Journal of Statistics Education*, National Council on Measurement in Education, *Psychological Methods*, *Structural Equation Modeling*

, PH.D.

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Home
(b)(6)

EDUCATIONAL BACKGROUND

Ph.D., Educational Leadership 2003
University of Oregon, Eugene, Oregon
Dissertation: *Establishing a Validity Argument for Universally Designed Assessments*
Committee: Drs. Gerald Tindal (Chair), Lewis Goldberg, David Chard, Paul Yovanoff

B.A., Biology 1994
University of California, Santa Cruz, California
Specialization: Marine Biology

TEACHING EXPERIENCE

Higher Education Teaching Experience

Assistant Professor 2005-present
Educational Leadership, University of Oregon
Applied Measurement

Public Education Teaching Experience

Life Science, Physical Science Teacher, Sheltered Physical Science Coordinator 1996-2000
Westmont High School; Live Oak High School; Paso Robles High School; CA

EXTERNAL FUNDING

Federal Funded Proposals

Project DIVIDE: Dynamic Instruction Via Individually Designed Environments in Mathematics
U.S. Department of Education, Office of Special Education Programs, Steppingstones
Annual budget from 2006-09: $199,639
Description: Principal Investigator responsible for developing a universally designed computer-based instructional system to diagnose student skills and knowledge in mathematics. Project components include developing diagnostic assessments as well as instructional units to remediate deficits.

Project INFORM: Instantiating Frameworks of Organized Responsive Measurement
U.S. Department of Education, Technology and Standards-based Reform
Annual budget from 2006-09: $298,000
Description: Co-Principal Investigator responsible for developing and implementing standards-based reform practices for students with disabilities. Project components include aligning curriculum with instruction and assessment, developing appropriate measurement systems, and incorporating web-based training modules for interpreting data and making decisions to support the needs of students with disabilities.

University and College Funded Proposals

Professional Development in Algebra
Fairway Funds, College of Education, University of Oregon
Annual budget from 2007-09: $37,334
Description: Principal Investigator responsible for designing, developing, and implementing professional development modules to support teachers' understanding

of instruction and assessment in the area of algebra. Project components include effective use of classroom-based and large-scale assessments, teachers' professional content knowledge, and design and delivery of effective instructional strategies.

Project VISION: Vignettes in Instruction to Situate, Integrate, and Optimize New learning
University of Oregon Educational Technology Fund
Annual budget from 2004-05: $42,000
Description: Principal Investigator responsible for developing and evaluating multimedia instructional vignettes for teaching measurement and assessment concepts to graduate students in Educational Leadership coursework.

Other Project Roles

Early Learning in Mathematics: A Prevention Approach
U. S. Department of Education, Institute for Education Science
Annual budget from 2004-08: $371,283
Description: Assumed Principal Investigator responsibilities for Dr. David Chard to disseminate findings from empirical studies designed to investigate the effects of Kindergarten mathematics curriculum on student achievement and subsequent risk-status.

Project PREPARE: Proactive, Research-based and Evaluative Procedures for Administrators Reaching for Excellence
U.S. Department of Education, Fund for the Improvement of Postsecondary Education
Annual budget from 2004-07: $185,645
Description: Key Personnel in the development of curriculum-based measurement systems for use in multimedia curricula designed to train pre- and in-service principals to use data to make instructional decisions.

Project MAP: Making Accommodations Personal
U.S. Department of Education, Office of Special Education Programs
Annual budget from 2002-06: $179,847
Description: Project Manager responsible for designing, conducting, and evaluating research studies on the effectiveness of computer-based universally designed tests for addressing the needs of all students.

SCHOLARSHIP

Selected Refereed Publications

Baker, S.K., Chard, D.J., Ketterlin-Geller, L.R., Apichatabutra, C., & Doabler, C. (in press). The basis of evidence for self-regulated strategy development. *Exceptional Children.*

Chard, D.J., Ketterlin-Geller, L.R., Baker, S.K., Doabler, C., & Apichatabutra, C. (in press). Repeated reading interventions for students with learning disabilities: Status of the evidence. *Exceptional Children.*

Ketterlin-Geller, L.R. (2008). Testing students with special needs: A model for understanding the interaction between assessment and student characteristics in a universally designed environment. *Educational Measurement: Issues and Practice, 27*(3), 3-16.

Ketterlin-Geller, L.R., Chard, D.J., & Fien, H. (2008). Making Connections in Mathematics: Conceptual Mathematics Intervention for Low-Performing Students. *Remedial and Special Education, 29*(1), 33-45.

Ketterlin-Geller, L.R., & Tindal, G. (2008). Embedded technology: Current and future practices for increasing accessibility for all students. *Journal of Special Education Technology, 22*(4), 1-15.

Ketterlin-Geller, L.R., Alonzo, J., Braun-Monegan, J., & Tindal, G. (2007). Recommendations for accommodations: Implications of (in)consistency. *Remedial and Special Education, 28*(4), 194-206.

Ketterlin-Geller, L.R., Yovanoff, P., & Tindal, G. (2007). Developing a new paradigm for accommodations research. *Exceptional Children, 73*(3), 331-347.

Ketterlin-Geller, L.R., & Johnstone, C. (2006). Accommodations and universal design: Supporting access to assessments in higher education. *Journal of Postsecondary Education and Disability, 19*(2), 163-172.

Ketterlin-Geller, L.R., McCoy, J.D., Twyman, T., & Tindal, G. (2006). Using a Concept Maze to Assess Student Understanding of Secondary Content. *Assessment for Effective Intervention, 31* (2), 39-50.

Ketterlin-Geller, L.R. (2005). Knowing what all students know: Procedures for developing universally designed assessments. *Journal of Technology, Learning, and Assessment, 4*(2). Available from http://escholarship.bc.edu/jtla/vol4/2

Selected Chapters

Chard, D. J., Ketterlin-Geller, L. R., & Jitendra, A. (in press). Systems of instruction and assessment to improve mathematics achievement for students with disabilities: The potential and promise of RTI.

Thurlow, M., Johnstone, C., & Ketterlin-Geller, L. R. (in press). Universal design of assessment in higher education. In S. Burgstahler and R. Cory (Eds), *Universal Design in Postsecondary Education: From Principles to Practice.* Boston, MA: Harvard Education Press.

Tindal, G., & Ketterlin-Geller, L. (in press). Test Accommodations Research: Decision-Making, Outcomes, and Designs. In R. Kopriva (Ed), *Validity and accommodations: Psychometric and policy* perspectives. Mahwah, NJ: Lawrence Erlbaum Associates.

Ketterlin-Geller, L.R., Baker, S., & Chard, D. (2008). Assessment strategies for secondary mathematics. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology V*, pp. 465-475. Bethesda, MD: National Association of School Psychologists.

Alonzo, J., Ketterlin-Geller, L.R., & Tindal, G. (2007). Curriculum Based Assessment. In L. Florian (Ed), *Handbook of Special Education*. Thousand Oaks, CA: Sage Publications.

Selected International and National Presentations

Ketterlin-Geller, L.R. (June, 2008). *Formative assessment to guide instruction within a technology-based universally designed framework.* Presented with Hall, T., Russell, M., & Dolan, R. at the 38th National Conference on Large-Scale Assessment, Orlando, FL.

Ketterlin-Geller, L.R., Yovanoff, P., & Tindal, G. (June, 2008). *Evidence for accommodation effectiveness: It's in the item.* Presented with Abedi, J., Thurlow, M., Rivera, C., & Rigney, S. at the 38th National Conference on Large-Scale Assessment, Orlando, FL.

Ketterlin-Geller, L.R. (April, 2008). *Algebra across the grades: How do we prepare students to be successful in algebra?* Paper presented with Baker, S. & Jungjohann, K. at the National Council of Teachers of Mathematics 2008 Meeting and Exposition, Salt Lake City, UT.

Chard, D., Ketterlin-Geller, L.R., & Jitendra, A. (April, 2008). *Improving Mathematics Achievement for Students With Disabilities: The Potential of RTI.* Poster presented at the 2008 Council for Exceptional Children Convention and Expo, Boston, MA.

Ketterlin-Geller, L.R. (April, 2008). *Designing effective professional development in mathematics: Research to practice.* Presented as the Spotlight Presentation for the Division of Research with Chard, D., Gersten, R., & Jungjohann, K. at the 2008 Council for Exceptional Children Convention and Expo, Boston, MA.

Ketterlin-Geller, L.R. (April, 2008). *Universal design for learning instruction and tools: A survey.* Presented with Hall, T., Graham, S., & Wehmeyer, M. at the 2008 Council for Exceptional Children Convention and Expo, Boston, MA.

Ketterlin-Geller, L.R., Jung, E., Geller, J., & Liu, K. (March, 2008). *Cognitive diagnostic assessment: Defining a cognitive model.* Paper presented at the Annual Meeting of the National Council on Measurement in Education, New York, NY.

Yovanoff, P., Ketterlin-Geller, L.R., & Tindal, G. (March, 2008). *Scaling Scores on District Level Tests for Estimating Growth Relative to State Performance Standards.* Paper presented at Annual Research Conference of the Society for Research on Educational Effectiveness, Crystal City, VA.

Ketterlin-Geller, L.R., & Yovanoff, P. (February, 2008). *Diagnostic mathematics assessment: Innovations in measurement theory to identify student learning needs.* Poster presented at the 16th Annual Pacific Coast Research Conference, San Diego, CA.

Ketterlin-Geller, L.R. (June, 2007). *Science assessments for students with significant cognitive disabilities: Issues and examples.* Paper presented with Dolan, R., Hollenbeck, K., & Harms, M. at the 37th National Conference on Large-Scale Assessment, Nashville, TN.

Ketterlin-Geller, L.R. (April, 2007). *Using assessments to screen and monitor progress of students with mathematics difficulties.* Paper presented with Clarke, B. & Baker, S. at the 2007 Council for Exceptional Children Convention and Expo, Louisville, KY.

Ketterlin-Geller, L.R. (April, 2007). *Validity of Emerging Assessment Technologies: Levels of Evidence.* Paper presented at the Annual Meeting of the National Council on Measurement in Education, Chicago, IL.

Martinez, M. I., & Ketterlin-Geller, L.R. (April, 2007). *EL Assessment: The Role of Academic English in Systems Alignment.* Paper presented at the 88th Annual Meeting of the American Educational Research Association, Chicago, IL.

Ketterlin-Geller, L.R. (February, 2007). *Mathematics assessment: Issues and innovations for assessing students with disabilities.* Paper presented with Chard, D., Foegen, A., & Yovanoff, P. at the 15th Annual Pacific Coast Research Conference, San Diego, CA.

Ketterlin-Geller, L.R. (June, 2006). *Understanding universal design as it applies to assessment.* Paper presented with Burling, K., Felix, A., Harms, M., & Townsend, R. at the 36th National Conference on Large-Scale Assessment, San Francisco, CA.

Ketterlin-Geller, L.R., & Martinez, M. I. (June, 2006). *Academic language: Can accommodations help a broken system.* Paper presented with Abedi, J., Miner, K., & Tindal, G. at the 36th National Conference on Large-Scale Assessment, San Francisco, CA.

Ketterlin-Geller, L.R. (April, 2006). *Universal Design for Assessment: Cognitive Aspects of Assessment.* Paper presented at the 87th Annual Meeting of the American Educational Research Association, San Francisco, CA.

Paul Yovanoff, Ph.D.

Curriculum Vitae

Title

Associate Professor/Senior Research Associate

Address

University of Oregon
College of Education
Eugene, OR 97403

Contact

office voice: (541) 346-1495
email: yovanoff@uoregon.edu

Education

Degree	Department	Institution (Major Field)	Year Conferred
Ph.D.	Educational Psychology	University of Oregon, Eugene	1992
	Dissertation: *Chapter 1 Student Eligibility Classification Based on the Oregon Statewide Assessment of Essential Learning Skills*		
M.A.	Special Education	University of Oregon, Eugene	1980
	Thesis: *A Decision-Theoretic Bayesian Analysis for the Specification of Minimum Passing Scores on Domain Referenced Tests*		
B.A.	Learning and Behavioral Disorders	State University College, Buffalo, New York	1977

Recent Professional History

2005-present Associate Professor.

University of Oregon, Area of Educational Leadership.

- Teach Item Response Theory, a two quarter graduate level seminar in theory and application of contemporary psychological measurement theory.

2005-present Associate Professor. (continued)

- Teach Advanced Measurement—one quarter following introductory measurement classes. Content includes special issues associated with estimating error, equating, standard setting, etc. and use of miscellaneous relevant softwares.
- Advise doctoral students on course of study and dissertation research, serving on doctoral dissertation committees.

2005-present Senior Research Associate.

University of Oregon, Department of Educational Leadership.

- Application of item response theory to extend the Reading and Mathematics Oregon Statewide Assessments with curriculum-based measures for low performing students.

University of Oregon, Early Intervention Program.

- Assist with measurement development and specification of eligibility standards based on current item response measurement theory.

University of Oregon, Department of Special Education.

- Application of item response theory to the development of a computerized adaptive testing program of life transitional skills for deaf adolescents and young adults.
- Measuremnent modeling for the development of a youth screening assessment for use by the Oregon Youth Authority.

University of Oregon, Education and Community Supports Program.

- Statistical modeling of 5 year longitudinal data, studying effects of technical assistance to community colleges providing vocational training.

Recent Publications in Refereed Journals

Tindal, G. T., Yovanoff, P., and Geller, J. (in press). Generalizability theory applied to reading assessments for students with significant cognitive disabilities. *Journal of Special Education.*

Small, D.M., & Yovanoff, P. (in press). Depressed adolescents and comorbid psychiatric disorders: Are there differences in presentation of deprssion? *Journal of Abnormal Child Psychiatry.*

Bricker, D., Yovanoff, P., Allen, D., & Clifford, J. (in press). Eligibility determination using a curriculum-based assessment measure: A replication study. *Journal of Early Intervention.*

Flannery, B., Yovanoff, P., Benz, M., & McGrath, M. (2008). Improving employment outcomes of individuals with disabilities through short-term postsecondary training. *Career Development for Exceptional Individuals, 31,* 26-36.

Yovanoff, P., & Tindal, G. (2007). Scaling early reading alternate assessments with statewide measures. *Exceptional Children, 73,* 184-201.

Ketterlin-Geller, L., Yovanoff, P., & Tindal, G. (2007). Developing a new paradigm for conducting research on accommodations in mathematics testing. *Exceptioaal Children, 73,* 331-348.

Heo, K. H., Squires, J., & Yovanoff, P. (2007). Cross-cultural adaptation of a pre-school screening instrument: comparison of Korean and US populations. *Journal of Intellectual Disabilities, 52,* 195-206.

Atkins, T., Bullis, M., & Yovanoff, P. (2007). Wealthy and wise? The influence of socioeconomic status on community adjustment of previously incarcerated youth. *Behavior Disorders, 32,* 254-266.

Yovanoff, P., Squires, J. (2006). Determining Cutoff scores on a Developmental Screening Measure: Use of Receiver Operating Characteristics and Item Response Theory. *Journal of Early Intervention, 29,* 48-62.

Bullis, M., & Yovanoff, P. (2006). Idle hands: Examination of the community employment experiences of formerly incarcerated adolescents.*Journal of Emotional and Behavioral Disorders, 14,* 71-85..

Yovanoff, P., Duesbery, L., Alonzo, J., Bettesworth, L., & Tindal, J. (2005). Grade level invariance of a theoretical causal structure predicting reading comprehension with Vocabulary and Oral Reading Fluency. *Educational measurement: issues and practice, 24, 4-12.*

Bullis, M., & Yovanoff, P. (2005). More alike than different? Comparison of formerly incarcerated adolescents with and without disabilities. *Journal of Child and Family Studies, 14,* 127-139.

Unruh, D. K., Bullis, M., & Yovanoff, P. (2004). Adolescent fathers who are incarcerated juvenile offenders: Explanatory factors for the cooccurene of two problem behaviors. *Journal of Child and Family Studies, 13, 405-419.*

Sherman, R. K., Irvin, L. K., Yovanoff, P., & Sowards, S. (2004). Federal demonstration funds at the interface of mental health and criminal justice. *Administration and Policy in Mental Health, 32, 17-29.*

Unruh, D. K., Bullis, M., & Yovanoff, P. (2004). Adolescent fathers who are incarcerated juvenile offenders: Explanatory factors for the co-occurrence of two problem behaviors. *Journal of Child and Family Studies, 13, 373-387.*

Bullis, M., Yovanoff, P., & Havel, E. (2004). The importance of getting started right: Further examination of the community engagement of formerly incarcerated youth. *The Journal of Special Education, 38, 80-94.*

Bullis, M., Yovanoff, P., & Havel, E. (2004). The importance of getting started right: Further examination of the community engagement of formerly incarcerated youth. *The Journal of Special Education, 38, 80-94.*

Mank, D., Cioffi, A., & Yovanoff, P. (2003). Supported employment outcomes across a decade: Is there evidence of improvement in the quality of implementation? *Mental Retardation, 41,* 188-197

Bricker, D., Yovanoff, P., Capt, B., & Allen, D. (2003).Use of a curriculum-based measure to corroborate eligibility decisions. *Journal of Early Intervention, 26, 20-30.*

Bullis, M., Yovanoff, P., Havel, E., & Mueller, G. (2002). Life on the outs: Explanation of facility-to-community transition of incarcerated adolescents. *Exceptional Children, 69,* 7-22.

Bullis, M., & Yovanoff, P. (2002). Those who do not return: Correlates of the work and school engagement of formerly incarcerated youth who remain in the community. *Journal of Emotional and Behavioral Disorders, 10(4),* 66-78.

Recent Conference Presentations

2008 Society on Research in Educational Effectiveness. Yovanoff, P., Ketterlin-Geller, L., & Tindal, G. *Scaling scores on district level mathematics screening tests for estimating growth relative to state performance standards.* Washington, DC.

2008 Invited presentation to Stanford Institute for Research in Educational Policy & Practice. *Implications of assessment research for services to students with disabilities.* Stanford University, CA.

2008 Pacific Coast Research Conference. Ketterlin-Geller, L., & Yovanoff, P. Diagnostic mathematics assessment: Innovations in measurement theory to identify student learning needs. San Diego.

2007 The Division of Early Childhood. Bruckner, C., Snyder, P., McLean, M., Yovanoff, P., Squires, J., & Fisher, W. *Constructing and revising measurement tools using Rasch scaling.* Niagra Falls, Ontario.

2006 Biennial Conference on Research Innovations in Early Intervention. Yovanoff, P. *Do observation rating scales operate consistently across tasks?* San Diego.

2006 Pacific Coast Research Conference. Reading-based accommodations: Evidence of effects on mathematics performance. San Diego.

CURRICULUM VITAE

Keith Zvoch

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Telephone: (541) 346-1401 (office)

E-mail address: kzvoch@uoregon.edu Web address: http://www.uoregon.edu/~kzvoch

EDUCATION

University of New Mexico, Albuquerque, NM; Ph.D., 2001
Major: Quantitative Methods
Minor: Educational Psychology

University of New Mexico, Albuquerque, NM; M.A., 1995
Major: Educational Psychology
Minor: Social Psychology

University of Pittsburgh, Pittsburgh, PA; B.S., 1992
Major: Psychology
Minor: History of Philosophy and Science

CURRENT EMPLOYMENT

6/07-present: **Assistant Professor**, University of Oregon/Department of Educational Leadership

Teach graduate-level quantitative methods and program evaluation courses, advise students, procure external funding, produce scholarly products, present original research at professional meetings, and engage in national, university, and community service activities.

PR/Award # R372A090048

PUBLICATIONS

Journal Articles

Murray, C., & Zvoch, K. (under review). The Inventory of Teacher-Student Relationships: Factor structure, reliability, and validity among African American youth in low-income urban schools. *Journal of Child and Adolescent Clinical Psychology.*

Zvoch, K. (resubmitted). Treatment fidelity in multisite evaluation: A multilevel longitudinal examination of provider adherence status and change. *American Journal of Evaluation.*

Zvoch, K. (resubmitted). A longitudinal examination of the academic year and summer learning rates of full and half-day kindergartners. *Child Development.*

Zvoch, K., & Stevens, J. J. (in press). Measuring and evaluating school performance: An investigation of status and growth-based achievement indicators. *Evaluation Review.*

Zvoch, K., Reynolds, R. E., & Parker, R. P. (2008). Full day kindergarten and student literacy growth: Does a lengthened school day make a difference? *Early Childhood Research Quarterly, 23(1),* 94-107.

Stevens, J. J., & Zvoch, K. (2007). Confirmatory factor analysis of the TerraNova-Comprehensive Tests of Basic Skills/5. *Educational and Psychological Measurement, 67(6),* 976-989.

Johnson, B., Stevens, J. J., & Zvoch, K. (2007). Teachers' perceptions of school climate: A validity study of scores from the revised School Level Environment Questionnaire. *Educational and Psychological Measurement, 67(5),* 833-844.

Zvoch, K., Letourneau, L. E., & Parker, R. P. (2007). A multilevel multisite outcomes-by-implementation evaluation of an early childhood literacy model. *American Journal of Evaluation, 28(2),* 132-150.

Zvoch, K. (2006). The challenge of assessing students and evaluating schools in the era of high stakes accountability. *Measurement: Interdisciplinary Research and Perspectives, 4(4),* 267-270.

Zvoch, K., & Stevens, J. J. (2006). Longitudinal effects of school context and practice on middle school mathematics achievement. *Journal of Educational Research, 99(6),* 347-356.

Zvoch, K., & Stevens, J. J. (2006). Successive student cohorts and longitudinal growth models: An investigation of elementary school mathematics performance. *Educational Policy Analysis Archives,* v14n2.

Zvoch, K. (2006). Freshman year dropouts: Interactions between student and school characteristics and student dropout status. *Journal of Education for Students Placed At Risk, 11(1)*, 97-117.

Zvoch, K., & Stevens, J. J. (2005). Sample exclusion and student attrition effects in the longitudinal study of middle school mathematics performance. *Educational Assessment, 10(2)*, 105-123.

Zvoch, K., & Stevens, J. J. (2003). A multilevel, longitudinal analysis of middle school math and language achievement. *Educational Policy Analysis Archives*, v11n20.

Zvoch, K. (1999). Family type and investment in education: A comparison of genetic and stepparent families. *Evolution and Human Behavior, 20*, 453-464.

Book Chapter

Stevens, J. J., & Zvoch, K. (2006). Issues in the implementation of longitudinal growth models for student achievement. In R. Lissitz (Ed.), *Longitudinal and value added models of student performance* (pp. 170-209). Maple Grove, MN: JAM Press.

RECENT CONFERENCE PRESENTATIONS

Zvoch, K., & Stevens, J. J., (2009, April). A longitudinal examination of the short and longer term literacy growth rates of summer school student cohorts. Paper submitted for presentation at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Stevens, J.J., & Zvoch, K. (2009, April). Using statistical prediction models to link formative and

summative assessments. Paper submitted for presentation at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Zvoch, K., & Stevens, J. J. (2008, November). *A longitudinal examination of the academic year and summer learning rates of full and half-day kindergartners.* Paper accepted for presentation at the Annual Meeting of the American Evaluation Association, Denver, CO.

Stevens, J.J., & Zvoch, K. (2008, November). *The use of interrupted time series designs for program and policy evaluation.* Paper accepted for presentation at the Annual Meeting of the American Evaluation Association, Denver, CO.

Zvoch, K. (2008, June). *Treatment (in)fidelity in a multisite literacy intervention: Implications for evaluating student achievement.* Paper presented at the Annual Meeting of the

Council of Chief State School Officers, Orlando, FL.

Zvoch, K., & Letourneau, L. (2007, November). *Treatment fidelity in multisite evaluation: A multilevel longitudinal examination of provider adherence status and change.* Paper presented at the Annual Meeting of the American Evaluation Association, Baltimore, MD.

Zvoch, K., & Letourneau, L.E. (2007, April). *A multilevel multisite outcomes-by-implementation evaluation of the Voyager Universal Literacy System.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Stevens, J.J., & Zvoch, K. (2007, April). *Evaluating the validity of status and growth measures in state accountability systems.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Zvoch, K., & Letourneau, L. (2006, November). *Implementation infidelity and positive target outcomes: An examination of counterintuitive evaluation findings.* Paper presented at the Annual Meeting of the American Evaluation Association, Portland, OR.

Letourneau, L., & Zvoch, K. (2006, November). *When infidelity (of program implementation) is good: An implementation-by-outcome study of counterintuitive findings.* Paper presented at the Annual Meeting of the American Evaluation Association, Portland, OR.

Stevens, J.J., & Zvoch, K. (2006, November). *Using multilevel, longitudinal models for program and school evaluation.* Paper presented at the Annual Meeting of the American Evaluation Association, Portland, OR.

Williams, A.M., & Zvoch, K. (2006, November). *Avoiding pitfalls in multi-site evaluations: Achieving a balance between design integrity and diverse stakeholder needs.* Poster presented at the Annual Meeting of the American Evaluation Association, Portland, OR.

Zvoch, K. (2006, August). *Evolutionary theory and the concept of consilience applied to educational issues.* Paper presented at the Annual Meeting of the American Psychological Association. New Orleans, LA.

Zvoch, K., Williams, A.M., & Parker, R. (2006, April). *Full-day kindergarten and student literacy gains: Does a lengthened school day make a difference?* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Stevens, J.J., Farley, M., & Zvoch, K. (2006, April). *Examination of the internal structural validity of the TerraNova-CTBS/5.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1235-Budget Narrative.pdf**

Budget Narrative

Oregon Department of Education

SLDS Grant Application 9/25/2008

The following matrix delineates the costs associated with our application. The section following this matrix provides additional information on each area.

Personnel	Number	Year 1	Year 2	Year 3
Doug Kosty Project Sponsor	0.1	$0	$0	$0
ODE Project Coordinator - Contract - ODE (TBA)	0.50	$80,000	$80,000	$80,000
ODE - Next Level Evaluation Contract		$75,000	$75,000	$75,000
Aaron Glasgow Data Integration Manager	0.25	$35,000	$35,000	$35,000
Kirt Ulmer Computer Programmer	0.50	$50,000	$50,000	$50,000
Web Module Developer (TBA)		$75,000	$75,000	$75,000
UO COE Curriculum Content Coordinators				
Julie Alonzo Formative Evaluation (easycbm)	0.25	$20,000	$20,000	$20,000
Leanne Ketterlin-Geller Statewide Test Interpretation	0.25	$20,000	$20,000	$20,000
Gerald Tindal Participation of Students with Disabilities and ELLs*	0.35	$50,000	$30,000	$30,000
Joe Stevens Evaluation Statistics and Growth Models	0.40	$50,000	$20,000	$20,000
Keith Zvoch Large-Scale Data Bases*	0.15	$20,000	$30,000	$30,000
Kathleen Scalise e Learning and Differentiated Instruction	0.25	$20,000	$20,000	$20,000
Paul Yovanoff Instrumentation Development and Analysis	0.25	$20,000	$20,000	$20,000
Graduate Students	3	$105,000	$105,000	$105,000
Raina Megert Field Liaison Coordinator	0.25	$17,500	$17,500	$17,500
Institutional Coordinators OUS	6	$60,000	$60,000	$60,000
Target Direct Expenses				
OUS Data Center Migration Contracts/Staff Costs		$80,000	$300,000	$250,000
Hardware Costs		$120,000	$50,000	$25,000

Network Connectivity Costs			$100,000	$100,000
Research Seminars in Portland with Researchers	1	$15,000	$15,000	$15,000
Institutional Student Support	180 @ 50	$9,000	$9,000	$9,000
Inter-Institutional Meetings	3	$5,000	$5,000	$5,000
Supplies		$5,000	$5,000	$5,000
Travel		$10,000	$5,000	$5,000
Total Direct Costs		$941,500	$1,146,500	$1,071,500

*Also includes Administrator/Teacher Training Project Management Functions

**Also includes Policy Analysis Research Project Management Functions

Personnel Costs:

Doug Kosty, Oregon Department of Education (10% dedicated time in each of three years). Mr. Kosty is currently the Assistant Superintendent of the Office of Assessment and Information Technology at the Oregon Department of Education. As sponsor of the project, Mr. Kosty will provide overall leadership for all phases of the initiative. Mr. Kosty was a key developer as a KPMG Consulting (Bearing Point) Project Manager for the Oregon Database Initiative Project (DBI), a revolutionary advance in the coordination and implementation of an educational data system. As the Project Manager, he was responsible for directing the technology development of the project while overseeing the KPMG staff assigned to the project. Mr. Kosty also serves on the Education Enterprise Partnership, which unites K-20 education across the state of Oregon (10% of time each year; in-kind $15,000/year).

ODE Project Coordinator: This position is to be announced (TBA) following affirmative action hiring procedures. We expect the role to include working with the Open Source Lab to ensure proper migration of the data warehouses, coordinating with the integration of the easyCBM with the extant state testing data, working with the Oregon Department of Education to ensure proper data aggregation for policy analysis, and guiding the web curriculum development process. A total of .50 FTE is anticipated to complete this work.

ODE Next Level Evaluation (LLC) Contract: This organization is an independent contractor providing services in educational statistics, evaluation and professional development that are outside the scope of the University of Arkansas' research and sponsored programs. Next Level Evaluation (NLE) was founded in 2003 by Dr. Sean W. Mulvenon, owner and president of the company, and professor of education statistics at the University of Arkansas. NLE was founded to provide academic and statistical expertise to support the K-12 and postsecondary education

systems in data modeling, analysis, research, and evaluation in response to increasing calls for sophisticated evaluation and accountability systems in education.

Aaron Glasgow Data Integration Manager: Mr. Glasgow specializes in both software development and network engineering, having worked for the past 15 years at the University of Oregon. He has a degree in computer science from Oregon State University and 10 years experience working with statewide alternate assessment data systems. He will be responsible for ensuring the code behind easyCBM provides access to a secure database, maintaining the data checking that provides consistent and accurate import and exports between the state test scores, student demographics, and easyCBM benchmark and progress monitoring measures. Aaron will be primarily responsible for linking the data warehouses with the secure website for researchers.

Kirt Ulmer Computer Programmer: Kirt recently joined Behavioral Research and Teaching and has worked for the past 3 years to develop easyCBM. He has considerable five years experience in working in Linux, Apache, MySQL, and php environments. He will also be responsible for developing a proficiency database to be used with the web-based curriculum. We anticipate half time is needed for his work on integrating easyCBM with statewide testing.

Web Module Developer: This position is to be announced (TBA) following affirmative action hiring procedures. We expect that the policy analysis research needs have access to a secure website and that the web-based curriculum needs to be accessible for administrators and teachers in training throughout the state. The web designer will follow principles of universal design with the both efforts.

Gerald Tindal Educator Training Materials Manager: This .15 position involves coordination with the Field Liaison (and subsequently all institutions of higher education in Oregon) and the UO faculty to develop high quality curriculum web delivery and capable of being adopted in training programs for administrators and teachers. Dr. Tindal will also devote .20 FTE to curriculum development on Participation of Students with Disabilities and English Language Learners.

Joe Stevens Policy Analysis: This .15 position involves coordination with ODE, Next Level Evaluation, and the manager of Data Integration to provide a secure database capable of research for policy analysis. Responsibilities include development of file specifications and access as well as recruitment and selection of researchers and management of an annual research conference. Dr. Stevens also will devote .25 of his FTE to Evaluation Statistics and Growth Models.

Training Material Developers: UO faculty: A number of individuals will be working on the curriculum for administrators and teachers. Everyone has expertise in the areas noted below.

Julie Alonzo, Ph.D. Formative Evaluation (easyCBM)
Leanne Ketterlin-Geller, Ph.D Statewide Test Interpretation
Gerald Tindal, Ph.D. Participation of Students with Disabilities and ELLs[1]
Joe Stevens, Ph.D. Evaluation Statistics and Growth Models
Keith Zvoch, Ph.D Large-Scale Data Bases[2]
Kathleen Scalise, Ph.D. e Learning and Differentiated Instruction
Paul Yovanoff, Ph.D. Instrumentation Development and Analysis
Graduate Students (.49): These positions are to be announced (TBA) following affirmative action hiring procedures.

Raina Megert (Field Liaison): This position is designed to coordinate the development and adoption of the curricula across the institutions of higher education across Oregon.

Other costs associated with curriculum adoption across the state include six Institutional Coordinators across the Oregon University System (OUS), each funded at $10,000 for ensuring adoption within their respective institution.

OUS Data Center migration costs are essentially contracted costs to install database servers and provide network connectivity to researchers through the Oregon State University Open Source Lab.

The remaining costs in the spreadsheet are for research seminars, institutional student support related to pre-service training, inter-institutional meetings, and supplies.