



Examining Ohio's Approach to Measuring Student Success
Series Session #1: Value-Added Information's Role in Classroom and School Improvement

PRESENTER BIOS

Josh Hawley, Ed.D., Director
Ohio Education Research Center (OERC)

Joshua Hawley is an Associate Professor in the John Glenn School and an Associate Professor in the College of Education and Human Ecology at The Ohio State University. He is also Director of the Ohio Education Research Center, a collaboration of six Ohio universities and four research organizations aimed at bridging research, policy and practice around education in the State of Ohio, preschool through workforce.

Josh's research is focused on workforce and education policy for state and national governments. He has published in a range of journals, including *Economics of Education Review*, *Human Resource Development International*, *Systems Research and Behavioral Science*, and *Adult Education Quarterly*. He served as a section editor for the *International Handbook of Education for the Changing World of Work*, edited by Rupert Maclean and David Wilson.

Within the Glenn School, Josh serves as the Principal Investigator for the National Institutes of Health Scientific Workforce Project at the Battelle Center for Math and Science Education (2010–14).

Ted Zigler, Ed.D., Outreach Committee Chair
Ohio Education Research Center (OERC)

Dr. Ted Zigler brings 30 years of educational experiences from five school districts around Ohio, as a teacher, coach, guidance counselor, athletic director, assistant principal in a middle school and high school, high school principal, and assistant superintendent. He was named the Ohio Principal of the Year in 2001, received UCEA's Excellence in Educational Leadership Award in 2000, served on the state board of directors for the Ohio Association of Secondary School Administrators and the North Central Association, a national accrediting organization, as well as being the 2001–2002 chairman of the national committee on Student Activities for the NASSP.

Ted was an instructor/co-director for the University of Cincinnati Administrator Development Academy from 1992–2004, and was involved with the development and teaching of on-line courses for their Distance Learning Master's Degree in Educational Leadership. Research areas while at Cincinnati involved educational leadership, leadership preparation programs, and specifically the University of Cincinnati's Administrator Development Academy plus the Superintendent's Institute. In 2007, he was the Coordinator of the Online Masters of Education at Ohio Dominican University. In 2008–2009, Ted was Director of Professional Development for the Ohio Association of Secondary School Administrators (OASSA), before moving back to Ohio Dominican to head up the state Teacher Leader grant.

***Christopher Thorn, Ph.D., Senior Research Associate and Director
Carnegie Foundation for the Advancement of Teaching***

In mid-July 2012, Christopher Thorn joined the Carnegie Foundation for the Advancement of Teaching as the Director of the Advancing Teaching - Improving Learning (ATIL) program. That program focuses on how teacher evaluation systems are best used to make consequential judgments about teachers. ATIL also explores how continuous improvement can be used to shift from a focus on narrow accountability models to systemic approaches to support quality teaching and better student outcomes.

Chris has recently moved to Carnegie's "Hub" to be the Managing Director for Analytics and Program Technology. The Hub houses teams who support design, development, and improvement research. These are the core capacities that support all Networked Improvement Communities. The role of the Hub is to support Foundation partners by developing and promoting an infrastructure that allows us to cull and synthesize the best of what we know from scholarship and practice, rapidly develop and test prospective improvements, deploy what we learn about what works in schools and classrooms, and add to our knowledge to continuously improve the performance of educational systems.

Thorn comes to Carnegie from the University of Wisconsin-Madison where he worked on measuring educational effectiveness, identifying and addressing organizational and technical gaps in information systems in education and in the design, implementation, and use of decision support systems.

***Matthew Cohen, Ph.D, Chief Research Officer
Ohio Department of Education***

Dr. Matthew Cohen is the Chief Research Officer for the Ohio Department of Education. Prior assignments with the Department of Education include Research Analyst and Director of Federal Relations, and Executive Director for Policy and Accountability.

Chief Research Officer (CRO) is a position that was initiated as part of Ohio's Race-to-the-Top grant. In this role, Matt provides leadership and expertise on behalf of the State Superintendent to promote a research agenda that supports improved student learning in Ohio's education system. In his capacity as CRO, he gives direction to the newly created Ohio Education Research Center, which has been established to assure alignment of funded research with the state's education research needs. Matt is also the ODE lead for the contract to provide a system of Value-Added for Ohio. This is a key component of both the accountability and teacher evaluation systems. He also currently provides expertise to guide the State Board in developing a new accountability system.

***John White, Ph.D., Director of SAS® EVAAS® for K–12,
SAS Solutions OnDemand***

Dr. John White is the Director of SAS® EVAAS® for K–12, a division of SAS Solutions OnDemand. SAS EVAAS provides educators and policymakers with a number of powerful reports necessary to build upon effective practices and meet the needs of individual students. More specifically, SAS EVAAS is based on sophisticated modeling of student achievement test scores to measure student academic progress and to predict future student success.

John oversees analytic development, research, and production of the SAS EVAAS solution and, as a long-time member of the group, brings a wealth of technical knowledge and practical expertise. He has met with many educators, administrators, researchers and policymakers across the nation to discuss value-added and growth models and assist in their implementation. Currently, SAS EVAAS is available to every district and school in four states and to individual districts in 15 other states. John has bachelor of science, master, and doctorate degrees in statistics from North Carolina State University.

***Mike Thomas, Ph.D, Senior Director
Battelle for Kids***

With more than 30 years of education experience, Dr. Mike Thomas is one of the foremost experts on the implementation of value-added analysis for school improvement in the United States. Mike has provided value-added training to school districts, such as the Houston Independent School District, Fort Worth Independent School District (TX) and numerous school districts throughout Tennessee and New York. He also has partnered with the Ohio Department of Education and played an integral role in Ohio's statewide rollout of value-added analysis, including the implementation of a professional development program to build the skills of educators from Ohio's 12 regions.

Mike has led the development of various professional learning tools, such as *Understanding & Using Value-Added Analysis: A Toolkit for School Leaders* and online district, building, and teacher-level value-added learning paths. He also led the development of the BFK•Focus™ modules, which are designed to help improve instruction at the teacher-team level. In both Tennessee and Ohio, Mike has led research exploring the practices of highly effective educators who have produced strong academic gains in grades 3–11. He has written white papers; gathered and analyzed qualitative data to identify common themes; and is currently engaging more deeply with a subset of teachers and principals to develop a deeper understanding of their practice.

***Jill L. Lindsey, Ph.D., OERC Research Lead
Wright State University***

Dr. Jill Lindsey is a tenured professor and the Chair of the Department of Leadership Studies in Education & Organizations in the College of Education & Human Services at Wright State University. As department chair she has responsibility for 16 programs related to leadership. She has published more than 50 articles and technical reports, and has grant and funded research awards exceeding three million dollars. Jill has been a consultant for more than 30 years, providing services related to organizational improvement and program evaluation with particular expertise in focus group research and strategic planning.

Jill has established a national consulting reputation as a facilitator of strategic planning and as a program evaluator. She has completed professional development program evaluations in ten states in the U.S., for the U.S. Air Force, and the Veterans Administration. Jill is a Wright State University representative to the Ohio Education Research Center and serves as the center's Research Lead. She is engaged in externally funded research related to Ohio's Race to the Top school improvement efforts, leadership, and performance evaluation. Dr. Lindsey is currently serving on the Ohio Board of Regents' Performance Funding Task Force and recently completed the 2013 Executive Education Program in the Art & Practice of Leadership Development at Harvard's Kennedy School.

Marsha Lewis, MPA, Assistant Professor
Voinovich School of Leadership and Public Affairs, Ohio University

Marsha Lewis is an assistant professor at Ohio University's Voinovich School of Leadership and Public Affairs. In addition to teaching courses on program evaluation and quantitative analysis, she currently manages applied research projects related to education and public sector strategy development. She also serves as a senior data analyst for research and evaluation projects. Lewis has served as Principal Investigator on a number of mixed-method evaluations of the implementation of Value-Added Analysis. She co-authored the 2005 *Achievement Gains Study on SOAR Pilot and Match Districts*, a three-year study on elementary and middle schools' use of value-added data.

Recent value-added research initiatives include data analysis for Battelle for Kids' pilot project that provides high schools with value-added data through the use of end-of-course assessments, and a project with the RAND Corporation to examine the statewide implementation of Value-Added Analysis in Ohio and Pennsylvania. Marsha is active in the Ohio Education Research Center, a multi-university and research entity collaborative charged with developing and carrying out a comprehensive Pre-K through 16 education research agenda for Ohio. She is currently finishing a Ph.D. in educational research and evaluation with concentrations in statistical analysis and psychometrics.