Andrew Ho

Andrew Ho is the Charles William Eliot Professor of Education at the Harvard Graduate School of Education. He is a psychometrician whose research aims to improve the design, use, and interpretation of test scores in educational policy and practice. Professor Ho is known for his research documenting the misuse of proficiency-based statistics in state and federal policy analysis. He has also clarified properties of student growth models for both technical and general audiences. His scholarship advocates for designing evaluative metrics to achieve multiple criteria: metrics must be accurate, but also transparent to target audiences and resistant to inflation under high stakes.

Professor Ho is a director of the Carnegie Foundation for the Advancement of Teaching and has served on the governing boards for the National Council on Measurement in Education and the National Assessment of Educational Progress. He has chaired the research committee for the Vice Provost for Advances in Learning (VPAL) at Harvard University, which governed research on "massive open online courses" (MOOCs). He holds his Ph.D. in Educational Psychology and his M.S. in Statistics from Stanford University. Before graduate school, he taught middle school creative writing in his hometown of Honolulu, Hawaii, and high school Physics and AP Physics in Ojai, California.

Anupam Chugh

Anupam Chugh Sidhu has worked in public education for over 27 years as a high school math teacher, department co-chair, adjunct professor, instructional technology consultant, and is currently an instructional technology manager at Wayne RESA and REMC 20 director. Anupam is also the vice president of Plymouth Canton Community Schools and serves on the MASB Board of Directors. She was appointed by Governor Whitmer to serve on the COVID-19 Return to School Advisory Council in 2020 and Student Recovery Advisory Council in 2021 (served as a co-chair of the Innovation and Redesign Committee). She holds a B.S. in math with a secondary education certificate from Eastern Michigan University, M.Ed. in Instructional Technology from Wayne State University, and has central office certificate from MASA. She is also a past fellow of the Washington D.C. based Institute for Educational Leadership's Education Policy Fellowship Program and past president of the REMC Association of Michigan.

John R. VanWagoner II

Dr. John VanWagoner has worked in education for over 23 years as a high school teacher, school administrator, instructional specialist, high school redesign manager, legislative liaison for the Michigan Department of Education, Associate Superintendent at the county level, and his current role as the Superintendent of Traverse City Area Public Schools (Michigan). He holds a B.A. in Secondary Education from Saginaw Valley State University (MI), M.S. in K-12 Education Studies from Michigan State University, M.A. in K-12 Educational Leadership, and a Ph.D. in K-12 Education Leadership from Western Michigan University. He is also a past fellow of the Washington D.C. based Institute for Educational Leadership's Education Policy Fellowship Program.

Katharine Strunk

Katharine O. Strunk, PhD, is the faculty director of EPIC, and is the Clifford E. Erickson Distinguished Chair in Education and a professor of education policy and by courtesy economics at Michigan State University. She is an expert on K-12 education governance, educator labor markets, and educational support and accountability policies. Dr. Strunk has worked extensively with district and state policymakers, including working with the Los Angeles Unified School District and the California and Michigan Departments of Education to help decision makers formulate, design, and revise policy. Dr. Strunk's work has been supported by state and federal contracts and grants as well as by philanthropic organizations. Dr. Strunk is also the President of the Association for Education Finance and Policy, and a member of the Executive Leadership Board for the National Center for Research on Education Access and Choice (REACH). Dr. Strunk received her PhD in Educational Administration and Policy and her MA in Economics from Stanford University, and her BA in Public Policy from Princeton University.

Cheryl Twichell

Cheryl Twichell is a Senior Departmental Analyst for the Center for Educational Performance and Information (CEPI) within the Department of Technology, Management and Budget. She currently works on the MI School Data portal team where her focus includes assessment and accountability reports, district and school information and dashboards such as Our Schools At A Glance, District Best Practices, Education Dashboard and the Parent Dashboard. Prior to joining the portal team, she worked on CEPI's Data Collections team where she was directly involved in the collection of student, staffing, school safety and entity data. Cheryl has a B.S. in Business Administration from Central Michigan University.

David Steiner

David Steiner is Executive Director of the Johns Hopkins Institute for Education Policy and Professor of Education at Johns Hopkins University. In 2020, he finished serving as a member of the Maryland State Board of Education and the Maryland Commission for Innovation and Excellence in Education. He currently serves on the boards of Core Knowledge Foundation and Relay Graduate School of Education. Most recently, he was appointed to the Practitioner Council at the Hoover Institute, Stanford University. He previously served on the board of Urban Teachers as well. He also served as Commissioner of Education for New York State, as the Klara and Larry Silverstein Dean at the Hunter College School of Education, and as Director of Education at the National Endowment for the Arts. As NYS Commissioner, Dr. Steiner took a lead role in the State's successful $700 million Race to the Top application to support the redesign of state standards, assessments, and teacher certification requirements. His insistence on including major funding for curricula in that grant led to the launch of EngageNY, the nation's most consulted on-line curriculum resource. Dr. Steiner consults regularly with the federal government, state education leaders, educational reform organizations, and universities. He has addressed audiences on both side of the Atlantic, and authored books, book chapters, and more than fifty articles. He holds degrees from Balliol College, Oxford University (B.A. and M.A.), and Harvard University (Ph.D. in political science).
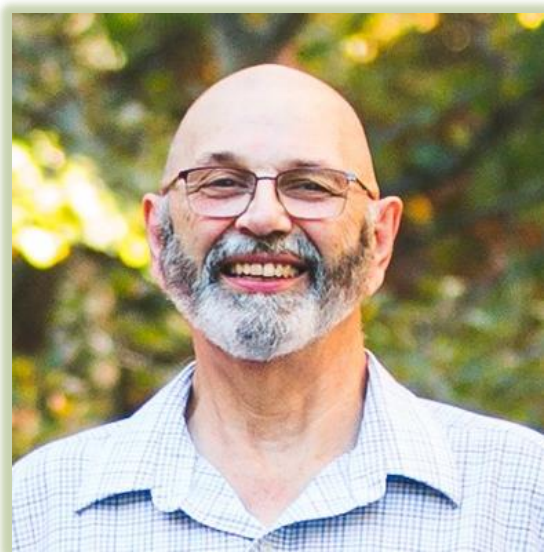
Megan Kuhfeld

Megan Kuhfeld seeks to understand students' trajectories of academic and social-emotional learning and the school and neighborhood influences that promote optimal growth. Dr. Kuhfeld's work covers a range of topics, including longitudinal growth modeling, achievement gaps, and summer learning loss. It has been featured in the *Los Angeles Times*, NPR Morning Edition, the *Journal of Research on Educational Effectiveness*, and *Educational Researcher.* Prior to joining NWEA, Dr. Kuhfeld completed a PhD in quantitative methods in education and a master's degree in statistics from the University of California, Los Angeles. Her dissertation was funded by a grant from the American Educational Research Association and was the recipient of the 2017 Brenda Loyd Outstanding Dissertation Award from the National Council on Measurement in Education. She also worked at the non-profit policy institute Child Trends, the Population Research Center at the University of Texas at Austin, and CRESST, where she provided psychometric support to the Smarter Balanced Assessment Consortium.

Robert Theaker

Robert Theaker currently is the Associate Director of Research for Curriculum Associates, LLC. He has presented at national conferences such as AERA, CERA, NPEA and NCME on the topics of "Student Engagement of Computerized Assessments", "Equitable Growth Goals", "Illustrating Student Performance and Growth", and "Predicting College Readiness using Computer Adaptive Tests". Robert has 45 years of work experience in education and business which includes being a teacher, principal, researcher, and Adjunct professor (Statistics).

Andrew Middlestead

Andrew Middlestead is the Director of the Office of Educational Assessment and Accountability in the Michigan Department of Education overseeing the development and administration of Michigan's 6 unique assessment programs. Andy also serves on the WIDA Executive Committee, The WIDA Technical Advisory Committee (TAC), the National Council on Measurement in Education (NCME) Committee on Assessment Policy and Practice, he is chair of the conference planning committee for the 2019 National Conference on Student Assessment (NCSA), and has served in various leadership roles with the Smarter Balanced Assessment Consortium as co-chair of the item development work group, and as the Michigan state lead. Prior to his current position he served as the Test Development Manager in the office as well as spent time working with the Office of Career and Technical Education in MDE. Middlestead previously worked as a research associate with Dr. William Schmidt in the College of Education.

Christopher Janzer

Chris Janzer is the Assistant Director for the Office of Educational Assessment and Accountability within the Michigan Department of Education. He oversees Michigan's K-12 accountability systems. Chris joined MDE in October 2008 as an accountability analyst. From 2016-2018, he carried out the development, design, and implementation of a new index-based accountability system under the Every Student Succeeds Act (ESSA). Out of that same accountability process, he also managed the creation of a new parent-friendly school dashboard. He and the accountability team are currently working on the development and implementation of an A-F letter grade and ranking system. Previously, he was the data analyst for Howell Public Schools where his responsibilities included state and federal reporting.