

## Short Curriculum Vitae

### Sheryl S. Lazarus

#### **SUMMARY OF RELATED EXPERIENCE**

Dr. Lazarus is the Director of the National Center on Educational Outcomes (NCEO). In this position, she addresses education policy issues related to the inclusion of students with disabilities, English learners (ELs), and ELs with disabilities in instruction and assessments. Her areas of focus include: assessment participation, accessibility and accommodations in instruction and assessments, alternate assessments, technology-enhanced assessments, formative assessment practices, research design (including cost-analyses), and data-driven decision-making.

#### **PRESENT POSITION**

Director, National Center on Educational Outcomes (2019 – present)  
Senior Research Associate, National Center on Educational Outcomes (2011 – present)

#### **EDUCATION**

Ph.D., University of Minnesota, Minneapolis, MN; Educational Policy and Administration, 2004  
K-12 Minnesota Principal Licensure, 2001  
M.S., Pennsylvania State University, University Park, PA; Agricultural Economics, 1978  
B.A., Susquehanna University, Selinsgrove, PA; Economics and History, 1976

#### **SELECTED PROFESSIONAL ACTIVITIES**

##### **Funded Projects – Selected Examples**

Making Improved Decisions for Students on the Cusp of Alternate Assessment Participation Using Multiple Measures of Academic Achievement from Multiple Sources (MIDAS).  
Subcontract with Arkansas Dept. of Education for project funded by U.S. Department of Education, Competitive Grants for State Assessments, \$2.1 million across four years, 2022-2026

National Center on Educational Outcomes – Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities and Technical Assistance on State Data Collection: National Assessment Center (NAC), U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, \$8.5 million across five years, 2021 –2026

TIES Center – National Technical Assistance Center for Inclusive Practices and Policies, U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, \$10 million across five years, 2017 – 2022

Improving Instruction for English Learners Through Improved Accessibility Decisions, \$2.3 million across five years, U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, 2016 – 2021

General Supervision Enhancement Grant Project on Behalf of the Alabama Department of Education, U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, \$615,000 across three years, 2010 – 2013

### **Technical Advisory Committees**

Washington Assessment Technical Advisory Committee (TAC), 2024 – present  
 New Mexico Assessment Technical Advisory Committee (TAC), 2019 – present  
 Alabama Assessment Technical Advisory Committee (TAC), 2017 – present  
 Ohio Assessment Technical Advisory Committee (TAC), 2016 – present  
 Tennessee Assessment Technical Advisory Committee (TAC), 2012 – 2018

### **Peer Review**

Assessment Peer Review, Office of Elementary and Secondary Education (OESE), US  
 Department of Education, 2017 – 2023

### **Professional Affiliations – Selected Examples**

American Education Research Association (AERA)  
 Council for Exceptional Children (CEC)  
 National Council on Measurement in Education (NCME)

## **SELECTED PUBLICATIONS/PRESENTATIONS**

**Lazarus is an author of 27 papers in refereed journals and numerous articles in other outlets. Among these are:**

**Lazarus, S.S.**, Thurlow, M.L., & Quanbeck, M. (2024, online first). An analysis of changes in state guidelines for assigning students with disabilities to the alternate assessment. *Journal of Special Education*. <https://doi.org/10.1177/00224669241252999>

**Lazarus, S.S.**, Brookhart, S., Ghere, G., & Liu, K.K. (2022). Improving local assessment practices for students with disabilities. *Journal of Special Education Leadership*. 35(2), 86-98.

Thurlow, M.L., **Lazarus, S.S.**, & Liu, K.K. (2022). The future of state and local assessments. *Journal of Special Education Leadership*. 35(2), 71-72.

Hinkle, A.R., Goldstone, L., Ressa, V.A., & **Lazarus, S.S.** (2022). Communicating with families, educators, and policymakers. *Journal of Special Education Leadership*. 35(2), 112-124

Thurlow, M.L., **Lazarus, S.S.**, & Liu, K.K. (2022, January). Ensuring students with disabilities leave school ready to succeed. *National Association of State Boards of Education (NASBE) Standard*.

**Lazarus is an author of 10 book chapters. Among her recent chapters are:**

**Lazarus, S.S.** (2022). How the provision of accessibility supports and accommodations has changed across the years (sidebar). In J. Ysseldyke, & E. Chaparro (Eds.). *Assessment in special and inclusive education (14<sup>th</sup> edition)*. Pro-Ed, Inc.

Thurlow, M.L., Quenemoen, R.F., & **Lazarus, S.S.** (2019). Leadership for improve student outcomes. In J. Crockett, B. Billingsley, & M. Boscardin (Eds.), *The handbook of leadership & administration for special education (2<sup>nd</sup> edition)*. Routledge.

**Lazarus is an author of more than 200 reports from federally funded projects and other sources. Some of these reports are:**

- Lazarus, S. S.**, Fleming, K., Rogers, C. M., Ressa, V. A., Hinkle, A. R., & Quanbeck, M. (2024). *2023 survey of states: Trends, accomplishments, and challenges*. National Center on Educational Outcomes.
- Ressa, V. A., **Lazarus, S. S.**, Rogers, C. M., Fleming, K., & Quanbeck, M. (2024). *A summary of the research on the effects of K–12 test accommodations: 2022* (NCEO Report 444). National Center on Educational Outcomes.
- Peterson, D., **Lazarus, S. S.**, Goldstone, L., Quanbeck, M., & Hinkle, A. R. (2024). *Parents’ perspectives on their child’s move from the AA-AAAS to the general assessment* (MIDAS Report 104). Making Improved Decisions for Students on the Cusp of Alternate Assessment Participation Using Multiple Measures of Academic Achievement from Multiple Sources (MIDAS).
- Goldstone, L., **Lazarus, S. S.**, & Law, M. (2024). *Teachers’ perspectives on using multiple measures of academic achievement to inform instruction of students on the cusp between the AA-AAAS and the general assessment* (MIDAS Report 103). Making Improved Decisions for Students on the Cusp of Alternate Assessment Participation Using Multiple Measures of Academic Achievement from Multiple Sources (MIDAS).
- Lazarus, S. S.**, & Fleming, K. (2024). *Teacher perceptions and perspectives on the selection and implementation of accommodations* (NCEO Brief #34). National Center on Educational Outcomes.
- Thurlow, M. L., Hinkle, A. R., **Lazarus, S. S.**, & Liu, K. K. (2024). *Revisiting the meaning of “reduced depth, breadth, and complexity” for AA-AAAS* (NCEO Report 441). National Center on Educational Outcomes.
- Quanbeck, M., Hinkle, A. R., **Lazarus S. S.**, Ressa, V. A., & Thurlow, M. L. (2023). *What does meaningful accessibility really mean?* National Center on Educational Outcomes
- Lazarus, S. S.**, & Quanbeck, M. (2023). *The relationship between student placement and AA-AAAS participation rates* (NCEO Report 439). National Center on Educational Outcomes.
- Lazarus, S. S.**, Thurlow, M. L., & Holden, L. (2023). *Gaps in the accommodations research literature* (NCEO Brief #31). National Center on Educational Outcomes.
- Lazarus, S. S.**, Fleming, K., Ressa, V. A., & Ghery, G. (2023). *Suggestions for involving students in selecting and implementing accommodations* (NCEO Brief #30). National Center on Educational Outcomes.
- Riley, C. M., **Lazarus, S. S.**, & Thurlow, M. L. (2022). *What new special education directors need to know about academic assessments*. National Center on Educational Outcomes.
- Hinkle, A. R., Thurlow, M. L., **Lazarus, S. S.**, & Strunk, K. (2022). *State approaches to monitoring AA-AAAS participation decisions* (NCEO Report #432). National Center on Educational Outcomes.
- Lazarus, S. S.**, Johnstone, C. J., Liu, K. K., Thurlow, M. L., Hinkle, A. R., & Burden, K. (2022). *An updated state guide to universally designed assessments* (NCEO Report #431). National Center on Educational Outcomes.
- Lazarus, S. S.**, Goldstone, L., Thurlow, M. L., & Ghery, G. (2021). *Related services providers: Important contributors to the accommodations decision-making process* (NCEO Brief #27). National Center on Educational Outcomes.
- Lazarus, S. S.**, Liu, K. K., Hinkle, A. R., & Thurlow, M. L. (2021). *Getting ready for the 2021-22*

*school year: Frequently asked questions (FAQs) about testing children with disabilities* (NCEO Brief #26). National Center on Educational Outcomes.

**Lazarus, S. S.**, Hinkle, A. R., Liu, K. K., Thurlow, M. L., & Ressa, V. A. (2021). *Using interim assessments to appropriately measure what students with disabilities know and can do: Advisory panel takeaways and NCEO recommendations* (NCEO Report #427). National Center on Educational Outcomes.

**Lazarus, S. S.**, Hayes, S. A., Nagle, K., Liu, K. K., Thurlow, M. L., Dosedel, M., Quanbeck, M., & Olson, R. (2021). *The role of assessment data in state systemic improvement plans (SSIPs): An analysis of FFY 2018 SSIPs* (NCEO Report #425). National Center on Educational Outcomes.

**Lazarus made presentations at more than 175 international, national, regional, state, and local conferences. Some of these presentations are:**

Quanbeck, M. & **Lazarus, S.S.** (2024, April 11-14). *Policies and practices that support making more appropriate assessment participation decisions*. National Council on Measurement in Education (NCME) Annual Conference, Philadelphia PA.

Quanbeck, M., **Lazarus, S.S.**, Hinkle, A.R., & Ressa, V.A. (2024, April 11-14). *Reading allowed? An analysis of accommodations research and policy*. American Education Research Association (AERA) Annual Conference, Philadelphia PA.

**Lazarus, S.S.**, Hinkle, A.R., Goldstone, L., Bowman, J., Peterson, D., & Wu, Y.C. (2024, March 13-16). *Students on the border between the alternate and general assessments*. Council for Exceptional Children (CEC) Annual Convention, San Antonio TX.

Quanbeck, M., **Lazarus, S.S.**, & Thurlow, M.L. (2024, March 13-16). *Participation guidelines for alternate assessments: Longitudinal changes*. Council for Exceptional Children (CEC) Annual Convention, San Antonio TX.

Hinkle, A., **Lazarus, S.S.**, Rogers, C., Stoica, W., Stripling, R., Strunk, K. (2023, September 26-27). *Addressing the 95% participation requirement*. Office of Elementary and Secondary Education (OESE), 2023 State Assessment Conference, Arlington VA.

**Lazarus, S.S.**, Karvonen, M., Mbella, K., Lambert, T., Ribnick, S. (2023, September 26-27). *Including all students in the Innovative Assessment Demonstration Authority (IADA)*. Office of Elementary and Secondary Education (OESE), 2023 State Assessment Conference, Arlington VA.

Schott, A., Rooney, P., Peasley, D., Banks, K., Hollingshead, C., Dadey, N. **Lazarus, S.**, Evans, C. (2023, September 26-27). *Plenary session*. Office of Elementary and Secondary Education (OESE), 2023 State Assessment Conference, Arlington VA.

Hinkle, A.R., **Lazarus, S.S.**, & Ward, J. (2023, July 24-26). *Alternate assessment disproportionality calculator: A tool for SEAs*. Office of Special Education Programs (OSEP) Leadership and Project Directors' Conference. Arlington VA.

**Lazarus, S.S.**, Hinkle, A.R., Rogers, C., & Gooley, T. (2023, June 26-28). *Including students with disabilities in K-2 academic assessments*. National Conference on Student Assessment (NCSA), New Orleans, LA.

**Lazarus, S.S.**, Waren, S., Ressa, V.A., Hopkins, M., Velikaneye, R. & Wylie, C. (2023, June 26-28). *Creating and sustaining balanced assessment systems that are inclusive of all students*. National Conference on Student Assessment (NCSA), New Orleans, LA.