



Researchers' Use of NAEP Data

Friday, August 5th, 12:30 p.m. – 2:30 p.m.

The National Assessment of Educational Progress not only represents the gold standard in large-scale assessment but also pioneers new approaches to measuring, analyzing, and reporting student achievement for the nation. The National Assessment Governing Board sets the policies and assessment schedule for the National Assessment of Educational Progress (NAEP), and the National Center for Education Statistics administers NAEP.

Researchers can drive the impact of NAEP on national, state, and local policy, because they can serve as conduits for key stakeholders. Generally, policymakers, educators, business leaders, administrators, parents, and members of the public drawn to NAEP will not invest the time, effort, and resources necessary to delve into the trends, patterns, and relationships in the data. Researchers do make this investment. This session features prominent researchers who know and use NAEP data:

- ***Thomas Cook***, *Northwestern University and Mathematica Policy Research*
- ***Susan Dynarski***, *University of Michigan*
- ***Charles Payne***, *University of Chicago*
- ***Sean Reardon***, *Stanford University*

Andrew Ho, Governing Board member and the Chair of the Board's Committee on Standards, Design and Methodology, will invite the panelists to share their work with the Board. He will then moderate a discussion about the potential and the challenges of analyzing NAEP data. This discussion will include an opportunity for Board members to ask questions of the panelists.

The session should encompass myriad topics and promote lively discussion among the panelists and Board members. For example:

- What are the most effective ways of using NAEP to address national, state, and district policy questions?
- How does NAEP's design both foster and limit the capacity to answer causal questions that most people want to ask of NAEP data?
- How can the Board encourage more analyses and modeling of NAEP data?
- What alternative approaches can NAEP take to reporting results?



Thomas Cook

Cook is a Senior Fellow at Mathematica Policy Research and the Joan and Sarepta Harrison Chair of Ethics and Justice where he is a professor of sociology, psychology, education and social policy, and is a fellow of the Institute for Policy Research.

Thomas Cook's work focuses on social science research methodology, program evaluation, school reform, and contextual factors that influence adolescent development, particularly for urban minorities.

Cook has written and/or edited 10 books, including several books on social science methods for inferring causation and conducting evaluations, primarily in the areas of education and community health. His books are considered foundational in the fields of evaluation and social science, especially *Quasi-Experimentation Design and Analysis Issues for Field Settings*, *Qualitative and Quantitative Methods in Evaluation Research*, and *The Foundations of Evaluation Theory*. His work appears regularly in peer-reviewed journals and book chapters.

Cook is a Fellow of the American Academy of Arts and Sciences, and has been a Trustee and Board Chairman of the Russell Sage Foundation in New York and of the Textile Museum in Washington, DC. Cook's professional awards include the Rossi Award from the Association for Public Policy Analysis and Management, the Sells Award for Lifetime Achievement, Society of Multivariate Experimental Psychology, and the Distinguished Scientist Award of Division 5 of the American Psychological Association. He is a Margaret Mead Fellow of the American Academy of Political and Social Science and a fellow at the American Academy of Arts and Sciences. Cook served on the congressionally appointed committee evaluating Title I (No Child Left Behind) from 2006 to 2008.

Cook holds a Ph.D. from Stanford University.



Susan Dynarski

Susan Dynarski is a professor of public policy, education and economics at the University of Michigan, where she holds appointments at the Gerald R. Ford School of Public Policy, School of Education, Department of Economics and Institute for Social Research and serves as co-director of the Education Policy Initiative. She is a faculty research associate at the National Bureau of Economic Research and the Center for Analysis of Postsecondary Education and Employment. She is a nonresident senior fellow in the Economic Studies Program at the Brookings Institution.

Dynarski's research focuses on the effectiveness of charter schools, the optimal design of financial aid, the price elasticity of private school attendance, the relationship between postsecondary schooling and labor market outcomes, and the effect of high school reforms on academic achievement and educational attainment.

Dynarski has been a visiting fellow at the Federal Reserve Bank of Boston and Princeton University as well as an associate professor at Harvard University. She is an editor of *Educational Evaluation and Policy Analysis*, former editor of *The Journal of Labor Economics* and *Education Finance and Policy*, and is currently on the board of *Educational Evaluation and Policy Analysis*. She has been elected to the boards of the Association for Public Policy and Management and the Association for Education Finance and Policy, for which she currently serves as president-elect. The National Association of Student Financial Aid Administrators awarded her the Robert P. Huff Golden Quill Award for excellence in research on student aid. Amidst this work, she posts regularly to the New York Times "The Upshot" blog.

Dynarski earned an A.B. in Social Studies from Harvard, a Master of Public Policy from Harvard and a Ph.D. in Economics from MIT.



Charles M. Payne

Charles M. Payne is the Frank P. Hixon Distinguished Service Professor in the School of Social Service Administration at the University of Chicago, where he is also an affiliate of the Urban Education Institute. His interests include urban education and school reform, social inequality, social change and modern African American history. He is the author of *Getting What We Ask For: The Ambiguity of Success and Failure In Urban Education* (1984) and *I've Got the Light of Freedom: The Organizing Tradition in the Mississippi Civil Rights Movement* (1995). The latter has won awards from the Southern Regional Council, Choice Magazine, the Simon Wisenthal Center and the Gustavus Myers Center for the Study of Human Rights in North America. He recently published *So Much Reform, So Little Change* (Harvard Education Publishing Group), which discusses lessons learned about the persistence of failure in urban districts.

Payne is the recipient of a Senior Scholar grant from the Spencer Foundation and was a Resident Fellow at the foundation for 2006-2007. He has served on the Board of the Chicago Algebra Project, the Steering Committee for the Consortium on Chicago School Research, the Research Advisory Committee for the Chicago Annenberg Project, as well as the editorial boards of *Catalyst*, the *Sociology of Education* and *Educational Researcher*. He currently serves on the Board of MDRC, the editorial board of *High School Journal*, and the advisory board for Teacher College Press' series on social justice. He is the co-founder of the Duke Curriculum Project, which involves university faculty in the professional development of public school teachers, and also co-founder of the John Hope Franklin Scholars, which tries to better prepare high school youngsters for college. He is among the founders of the Education for Liberation Network, which encourages the development of educational initiatives that encourage young people to think critically about social issues and understand their own capacity for addressing them; i.e., freedom schools, social justice schools, rites of passage programs and so on.

Payne holds a bachelor's degree in Afro-American studies from Syracuse University and a doctorate in sociology from Northwestern.



Sean Reardon

Sean Reardon is the endowed Professor of Poverty and Inequality in Education and is Professor (by courtesy) of Sociology at Stanford University. He also serves as the Director of the Stanford Interdisciplinary Doctoral Training Program in Quantitative Education Policy Analysis. This program is designed to provide doctoral students in social science disciplines and in the Graduate School of Education with advanced training in state-of-the-art quantitative methods of discipline-based education policy analysis.

His research focuses on the causes, patterns, trends, and consequences of social and educational inequality, the effects of educational policy on educational and social inequality, and in applied statistical methods for educational research. In addition, he develops methods of measuring social and educational inequality (including the measurement of segregation and achievement gaps) and methods of causal inference in educational and social science research. In particular, his work focuses on issues of residential and school segregation and of racial/ethnic and socioeconomic disparities in academic achievement and educational success.

He teaches graduate courses in applied statistical methods, with a particular emphasis on the application of experimental and quasi-experimental methods to the investigation of issues of educational policy and practice. He is a member of the National Academy of Education, and has been a recipient of a William T. Grant Foundation Scholar Award, a Carnegie Scholar Award, and a National Academy of Education Postdoctoral Fellowship.

Sean received his doctorate in education in 1997 from Harvard University.