



## **Victor Bandeira de Mello**

Victor Bandeira de Mello is an expert in applied statistics, mathematical modeling, statistical computing, and information systems. He directed the National Assessment of Educational Progress (NAEP) State Analysis Project, a five-year procurement, through which AIR is providing the National Center for Education Statistics (NCES) with the technical and analytical support necessary to design, conduct, and report in-depth, thematic studies of student achievement on State NAEP assessments. For Change the Equation, he is developing state-level reports on the condition of math and science education.

Dr. Bandeira de Mello has extensive experience with NCES surveys, for whom he has produced descriptive reports on state level indicators based on the NCES Common Core of Data, the Schools and Staffing Survey, and NAEP. For the Education Trust, he participated in the design of a web-based data retrieval tool through which users could easily retrieve information about schools according to performance attributes and demographics characteristics. Dr. Bandeira de Mello provided technical assistance to the Secretariat of Education of the State of Paraná, Brazil, where he directed the development, production, and dissemination of the Paraná Schools Report Card.



## **Sean F. Reardon**

Sean Reardon is the endowed Professor of Poverty and Inequality in Education and is Professor (by courtesy) of Sociology at Stanford University. He is the developer and director of the Stanford Education Data Archive, a publicly available database containing demographic and academic achievement from every school district in the U.S. 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.

Sean is a member of the National Academy of Education and the American Academy of Arts and Sciences. He is also a recipient of the William T. Grant Foundation Scholar Award, the National Academy of Education Postdoctoral Fellowship, and an Andrew Carnegie Fellow.

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