

CURRICULUM VITAE

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Formal Education

Ph.D., University of Chicago (1997), Department of Education; Measurement, Evaluation, and Statistical Analysis (MESA) Program.

B.A., University of Cincinnati (1988), Psychology.

Positions Held

2013-present Director. University of Wisconsin-Madison, Interdisciplinary Training Program in the Education Sciences, Madison, Wisconsin.

2012-present President. Measured Decisions, Inc.

2010-present Professor. University of Wisconsin-Madison, Sociology, Madison, Wisconsin.

2007-present Professor. University of Wisconsin-Madison, Educational Leadership and Policy Analysis, Educational Policy Studies, and Educational Psychology, Madison, Wisconsin.

2005-2013 Deputy Director. University of Wisconsin-Madison, Interdisciplinary Training Program in the Education Sciences, Madison, Wisconsin.

2004-2007 Associate Professor. University of Wisconsin-Madison, Educational Leadership and Policy Analysis, Educational Policy Studies, and Educational Psychology, Madison, Wisconsin.

2002-present Senior Researcher. Consortium for Policy Research in Education, University of Wisconsin-Madison, Madison, Wisconsin.

- 2001-2004 Assistant Professor. University of Wisconsin-Madison, Educational Leadership and Policy Analysis, Madison, Wisconsin.
- 1997-2001 Associate Research Scientist. Johns Hopkins University, Center for Social Organization of Schools and Center for Research on the Education of Students Placed At Risk, Baltimore, Maryland.
- 1994-1997 Research Associate. University of Chicago, Chicago, Illinois.
- 1995 Analyst. Abt Associates, Inc., Chicago, Illinois.
- 1990-1995 Assistant Survey Director. Abt Associates, Inc., Chicago, Illinois.

Special Honors and Awards

Fellow (selected 2009), American Educational Research Association.

The American Educational Research Association Publications Committee Award for Outstanding Participation in Reviewing Submissions for *Educational Evaluation and Policy Analysis* (2008).

The American Educational Research Association Palmer O. Johnson Award for the article, "Final Reading Outcomes of the National Randomized Field Trial of Success for All" (2007).

The American Educational Research Association Publications Committee Award for Outstanding Participation in Reviewing Submissions for *Educational Evaluation and Policy Analysis* (2007).

Member (elected 2006), Society for Research Synthesis Methodology.

The American Educational Research Association Publications Committee Award for Outstanding Participation in Reviewing Submissions for the *Review of Educational Research* (2005)

The American Educational Research Association Raymond E. Cattell Early Career Award (2004)

The American Educational Research Association Review of Research Award for the article, "Comprehensive School Reform and Achievement: A Meta-Analysis" (2004).

National Academy of Education/Spencer Post-Doctoral Fellowship Award (2002)

The American Educational Research Association Publications Committee Award for

Outstanding Participation in Reviewing Submissions for the *Review of Educational Research* (2002)

University of Chicago Merit-Based Fellowship Awards (1993-1997)

Research and Publications

Books and Monographs

Borman, G.D., & Boulay, M. (Eds.) (2004). *Summer learning: Research, policies, and programs*. Mahwah, NJ: Erlbaum.

Borman, G.D., Stringfield, S.C., & Slavin, R.E. (Eds.) (2001). *Title I: Compensatory education at the crossroads*. Mahwah, NJ: Erlbaum.

Borman, G.D., Stringfield, S., & Rachuba, L. (2000). *Advancing minority high achievement: National trends and promising programs and practices*. New York: The College Board. (ERIC Document Reproduction Service No. ED 438 380).

Research and Other Scholarly Papers

Borman, G.D., Grigg, J., & Hanselman, P. (in press). An effort to close achievement gaps at scale through self-affirmation. *Educational Evaluation and Policy Analysis*.

Pyne, J.R., Rozek, C.S., & Borman, G.D. (under review). Measuring student academic well-being in adolescent populations. *Educational and Psychological Measurement*.

Hanselman, P., Bruch, S.K., Gamoran, A., & Borman, G.D. (2014). Threat in context: School moderation of the impact of social identity threat on racial/ethnic achievement gaps. *Sociology of Education*, 87, 106-124.

Tipton, E., Hedges, L., Vaden-Kiernan, M., Borman, G., Sullivan, K., & Caverly, S. (2014). Sample selection in randomized experiments: A new method using propensity score stratified sampling. *Journal of Research on Educational Effectiveness*, 7, 114-135.

Grigg, J., & Borman, G.D. (2013). Impacts and alternatives: Evidence from an elementary charter school evaluation. *Journal of School Choice*, 8, 69-93.

Hanselman, P., & Borman, G.D. (2013). The impacts of Success for All on reading achievement in grades 3-5: Does intervening during the later elementary grades produce the same benefits as intervening early? *Educational Evaluation and Policy Analysis*, 35, 237-251.

- Grigg, J., Kelly, K.A., Gamoran, A., & Borman, G.D. (2013). Effects of two scientific inquiry professional development interventions on teaching practice. *Educational Evaluation and Policy Analysis*, 35, 38-56.
- Carlson, D., & Borman, G.D. (2011). A multi-state district-level cluster randomized trial of the impact of data-driven reform on reading and mathematics achievement. *Educational Evaluation and Policy Analysis*, 33, 378-398.
- Konstantopoulos, S., & Borman, G. D. (2011). Family background and school effects on student achievement: A multilevel re-analysis of the Coleman data. *Teachers College Record*, 113, 97-132.
- Benson, J., & Borman, G.D. (2010). Family and contextual socioeconomic effects across seasons: When do they matter for the achievement growth of young children? *Teachers College Record*, 112, 1338-1390.
- Borman, G.D., & Dowling, N.M. (2010). Schools and inequality: A multilevel analysis of Coleman's Equality of Educational Opportunity data. *Teachers College Record*, 112, 1201-1246.
- Cooper, H., Borman, G., & Fairchild, R. (2010). School calendars and academic achievement. In J. Meece & J. Eccles (Eds.), *Handbook of research on schools, schooling, and human development* (pp. 342-355). Mahwah, NJ: Erlbaum.
- Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). *Structuring out-of-school time to improve student academic achievement: A practice guide* (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf.
- Borman, G.D. (2009). The use of randomized trials to inform education policy. In G. Sykes, B. Schneider, D.N. Plank (Eds.), *Handbook of education policy research* (pp. 129-138). New York: Routledge.
- Borman, G.D., Benson, J, & Overman, L. (2009). A randomized field trial of the Fast ForWord Language computer-based training program. *Educational Evaluation and Policy Analysis*, 31, 82-106.
- Borman, G.D., Goetz, M.E., & Dowling, N.M. (2009). Halting the summer achievement slide: A randomized field trial of the KindergARTen summer camp. *Journal of Education for Students Placed at Risk*, 14, 133-147.
- Borman, G.D., & Grigg, J.A. (2009). Visual and narrative interpretation. In H. Cooper, L. Hedges, & J. Valentine (Eds.) *The handbook of research synthesis* (2nd ed.) (pp. 497-519). New York: Russell Sage Foundation.

- Borman, G.D., & Dowling, N.M. (2009). Student and teacher outcomes of The Superkids quasi-experimental study. *Journal of Education for Students Placed at Risk*, 14, 207-225.
- Borman, G.D., & Dowling, N.M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, 78, 367-409.
- Borman, G.D., Dowling, N.M., & Schneck, C. (2008). A multi-site cluster randomized field trial of Open Court Reading. *Educational Evaluation and Policy Analysis*, 30, 389-407.
- Borman, G.D., Gamoran, A., & Bowdon, J. (2008). A randomized trial of teacher development in elementary science: First-year achievement effects. *Journal of Research on Educational Effectiveness*, 1, 237-264.
- Kamil, M.L., Borman, G.D., Dole, J., Kral, C.C., Salinger, T., & Torgesen, J.(2008). *Improving adolescent literacy: Effective classroom and intervention practices: A practice guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf
- Borman, G.D., Slavin, R.E., Cheung, A., Chamberlain, A., Madden, N., & Chambers, B. (2007). Final reading outcomes of the national randomized field trial of Success for All. *American Educational Research Journal*, 44, 701-731.
- Borman, G.D., & Dowling, N.M. (2006). The longitudinal achievement effects of multi-year summer school: Evidence from the Teach Baltimore randomized field trial. *Educational Evaluation and Policy Analysis*, 28, 25-48.
- Borman, G.D. (2005). National efforts to bring reform to scale in high-poverty schools: Outcomes and implications. In L. Parker (Ed.), *Review of Research in Education*, 29 (pp. 1-28). Washington, DC: American Educational Research Association.
- Borman, G.D., Benson, J., & Overman, L.T. (2005). Families, schools, and summer learning. *Elementary School Journal*, 106, 131-150.
- Borman, G.D., & Kimball, S. (2005). Teacher quality and educational equality: Do teachers with higher standards-based evaluation ratings close student achievement gaps? *Elementary School Journal*, 106, 3-20.
- Borman, G.D., Slavin, R.E., Cheung, A., Chamberlain, A., Madden, N., & Chambers, B. (2005). The national randomized field trial of Success for All: Second-year outcomes. *American Educational Research Journal*, 42, 673-696.

- Borman, G.D., Slavin, R.E., Cheung, A., Chamberlain, A.M., Madden, N.A., & Chambers, B. (2005). Success for All: First-year results from the national randomized field trial. *Educational Evaluation and Policy Analysis*, 27, 1-22.
- Borman, G.D., & Overman, L.T. (2004). Academic resilience in mathematics among poor and minority students. *Elementary School Journal*, 104, 177-195.
- Borman, G.D., Overman, L.T., Fairchild, R., Boulay, M., & Kaplan, J. (2004). Can a multiyear summer program prevent the accumulation of summer learning losses? (pp. 231-253). In G.D. Borman, & M. Boulay (Eds.), *Summer learning: Research, policies, and programs*. Mahwah, NJ: Erlbaum.
- Kimball, S., White, B., Milanowski, A., & Borman, G.D. (2004). Examining the relationship between teacher evaluation and student assessment results in Washoe County. *Peabody Journal of Education*, 79(4), 54-78.
- Odden, A., Borman, G.D., & Fermanich, M. (2004). A framework for assessing teacher, classroom, and school effects, including fiscal effects. *Peabody Journal of Education*, 79(4), 4-32.
- Borman, G.D. (2003). Compensatory education: United States. In J.W. Guthrie (Ed.). *The encyclopedia of education* (2nd ed) (pp. 453-458). New York: Macmillan Reference.
- Borman, G.D., Hewes, G.M., Overman, L.T., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. *Review of Educational Research*, 73, 125-230.
- Datnow, A., Borman, G.D., Stringfield, S., Overman, L.T., & Castellano, M. (2003). Comprehensive school reform in culturally and linguistically diverse contexts: Implementation and outcomes from a four-year study. *Educational Evaluation and Policy Analysis*, 25, 143-170.
- Borman, G.D. (2002/2003). How can Title I improve achievement? *Educational Leadership*, 60(4), 49-53.
- Borman, G.D. (2002). Experiments for educational evaluation and improvement. *Peabody Journal of Education*, 77(4), 7-27.
- Borman, G.D., & Hewes, G. (2002). The long-term effects and cost-effectiveness of Success for All. *Educational Evaluation and Policy Analysis*, 24, 243-266.
- Borman, G.D. (2001). Summers are for learning. *Principal*, 80(3), 26-29.
- Borman, G., Rachuba, L., Hewes, G., Boulay, M., & Kaplan, J (2001). Can a summer

intervention program using trained volunteer teachers narrow the achievement gap? First-year results from a multi-year study. *ERS Spectrum*, 19(2), 19-30.

- Borman, G.D., Wong, K.K., Hedges, L.V., & D'Agostino, J.V. (2001). Coordinating categorical and regular programs: Effects on Title I students' educational opportunities and outcomes. In G.D. Borman, S.C. Stringfield, & R.E. Slavin (Eds.), *Title I: Compensatory education at the crossroads* (pp. 79-116). Mahwah, NJ: Erlbaum.
- D'Agostino, J.V., Hedges, L.V., Wong, K.K., & Borman, G.D. (2001). Title I parent-involvement programs: Effects on parenting practices and student achievement. In G.D. Borman, S.C. Stringfield, & R.E. Slavin (Eds.), *Title I: Compensatory education at the crossroads* (pp. 117-136). Mahwah, NJ: Erlbaum.
- Borman, G.D. (2000). The effects of summer school: Questions answered, questions raised (commentary). *Monographs of the Society for Research in Child Development*, 65, (1, Serial No. 260).
- Borman, G.D. (2000). Title I: The evolving research base. *Journal of Education for Students Placed At Risk*, 5, 27-45.
- Datnow, A., Borman, G.D., & Stringfield, S. (2000). School reform through a highly specified curriculum: The implementation and effects of the Core Knowledge Sequence. *Elementary School Journal*, 101, 167-191.
- Borman, G.D., & Rachuba, L.T. (1999). Qualifications and professional growth opportunities of teachers in high- and low-poverty elementary schools. *Journal of Negro Education*, 68, 366-381.
- Borman, G.D., D'Agostino, J.V., Wong, K.K., & Hedges, L.V. (1998). The longitudinal achievement of Chapter 1 students: Preliminary evidence from the Prospects study. *Journal of Education for Students Placed At Risk*, 3, 363-399.
- D'Agostino, J.V., Borman, G.D., Hedges, L.V., & Wong, K.K. (1998). Longitudinal achievement and Chapter 1 coordination in high-poverty schools: A multilevel analysis of the Prospects data. *Journal of Education for Students Placed At Risk*, 3, 401-420.
- Borman, G.D., & D'Agostino, J.V. (1996). Title I and student achievement: A meta-analysis of federal evaluation results. *Educational Evaluation and Policy Analysis*, 18, 309-326.

Book Chapters Adapted from Prior Publications

- Borman, G.D. (2006). National efforts to bring reform to scale in high-poverty

schools: Outcomes and implications. In B. Schneiderer (Ed.), *Scale-up in education: Ideas in principle & issues in practice*. Lanham, MD: Rowman and Littlefield.

Borman, G.D., Slavin, R.E., Cheung, A., Chamberlain, A., Madden, N., & Chambers, B. (2006). School-level factors in comprehensive school reform. In D.K. Aladjem & K.M. Borman (Eds.), *Examining comprehensive school reform*, pp. 219-246. Washington, DC: Urban Institute Press.

Borman, G.D., Hewes, G.M., Overman, L.T., & Brown, S. (2004). Comprehensive school reform and achievement: A meta-analysis. In C.T. Cross (Ed.), *Putting the pieces together: Lessons from comprehensive school reform research* (pp. 53-108). Washington, DC: National Clearinghouse for Comprehensive School Reform. (Adapted from Borman, Hewes, Overman, & Brown, 2003).

Borman, G.D. (2002). Title I: The evolution and effectiveness of compensatory education. In S. Stringfield & D. Land (Eds.), *Educating at-risk students. The one hundred-first yearbook of the National Society for the Study of Education* (pp. 231-246). Chicago: University of Chicago Press. (Adapted from Borman, 2000).

Borman, G.D. (2001). The overall effectiveness of Title I: A review of recent research. In D.L. Taylor & E.A. Kemper (Eds.), *Evaluating the effectiveness of Title I schoolwide programs: Evidence from the field* (pp. 11-34). New York: AMS Press. (Adapted from Borman, 2000).

Borman, G.D., & D'Agostino, J.V. (2001). Title I and student achievement: A quantitative synthesis. In G.D. Borman, S.C. Stringfield, & R.E. Slavin (Eds.), *Title I: Compensatory education at the crossroads* (pp. 25-57). Mahwah, NJ: Erlbaum. (Adapted from Borman & D'Agostino, 1996).

Book Review

Borman, G.D. (1998). A review of the book *Reversing Underachievement Among Gifted Black Students: Promising Practices and Programs*. *Journal of Education for Students Placed at Risk*, 3, 185-189.

Technical and Research Reports

Borman, G.D. (2012). *Examination of a self-affirmation intervention in St. Paul Public Schools*. The Senior Urban Education Research Fellowship Series, Volume IX. Washington, DC: Council of Great City Schools. Available at: <http://www.cgcs.org/domain/85>.

- Borman, G.D. (2012). *An examination of professional learning communities in St. Paul Public Schools*. The Senior Urban Education Research Fellowship Series, Volume VIII. Washington, DC: Council of Great City Schools. Available at: <http://www.cgcs.org/domain/85>.
- Benson, J., & Borman, G.D. (2007). *Family and contextual socioeconomic effects across seasons: When do they matter for the achievement growth of young children*. WCER Working Paper No. 2007-05. Madison, WI: Wisconsin Center for Education Research, University of Wisconsin—Madison. Available at: http://www.wcer.wisc.edu/publications/workingPapers/Working_Paper_No_2007_05.php.
- Borman, G.D., & Benson, J. (2006). *Can brain research and computers improve literacy? A randomized field trial of the Fast ForWord Language computer-based training program*. WCER Working Paper No. 2006-5. Madison, WI: Wisconsin Center for Education Research, University of Wisconsin—Madison. Available at: http://www.wcer.wisc.edu/publications/workingPapers/Working_Paper_No_2006_05.swf.
- Borman, G.D., Hewes, G., Overman, L.T., & Brown, S. (2002). *Comprehensive school reform and student achievement: A meta-analysis*. CRESPAR Report #59. Baltimore, MD: Johns Hopkins University, Center for Research on the Education of Students Placed At Risk.
- Borman, G.D., & Hewes, G. (2001). *The long-term effects and cost-effectiveness of Success for All*. CRESPAR Report #53. Baltimore, MD: Johns Hopkins University, Center for Research on the Education of Students Placed At Risk.
- Borman, G.D., & Rachuba, L.T. (2001). *Academic success among poor and minority students: An analysis of competing models of school effects*. CRESPAR Report #52. Baltimore, MD: Johns Hopkins University, Center for Research on the Education of Students Placed At Risk.
- Borman, G.D., Rachuba, L., Datnow, A., Alberg, M., MacIver, M., Stringfield, S., & Ross, S. (2000). *Four models of school improvement: Successes and challenges in reforming low-performing, high-poverty Title I schools*. CRESPAR Report #48. Baltimore, MD: Johns Hopkins University, Center for Research on the Education of Students Placed At Risk.
- Stringfield, S., Datnow, A., Borman, G.D., & Rachuba, L. (2000). *National evaluation of Core Knowledge sequence implementation: Final report*. CRESPAR Report #49. Baltimore, MD: Johns Hopkins University, Center for Research on the Education of Students Placed At Risk.
- Borman, G.D., Boulay, M., Kaplan, J., Rachuba, L.T., & Hewes, G. (with Myers, D. & Mullens, J.) (1999). *Evaluating the long-term impact of multiple summer*

interventions on the reading skills of low-income, early-elementary students. Preliminary report, year 1. Baltimore, MD: Johns Hopkins University, Center for Social Organization of Schools.

Wong, K.K., Hedges, L.V., Borman, G.D., & D'Agostino, J.V. (1996). *Prospects: Special analyses. Final report.* Prepared for U.S. Department of Education, Office of the Undersecretary. Chicago, IL: University of Chicago, Department of Education. (ERIC Document Reproduction Service No. ED 402 656).

Pratt, D.J., Whitmore, R.W., Wine, J.S., Blackwell, K.M., Forsyth, B.H., Smith, T.K., Becker, E.A., Veith, K.J., Mitchell, M., & Borman, G.D. (1996). *Beginning postsecondary students longitudinal study second followup.* Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Conference Papers and Selected Presentations

An effort to close achievement gaps at scale through self-affirmation. Invited presentation, University of Pennsylvania, Philadelphia, PA, November, 2013.

An effort to close achievement gaps at scale through self-affirmation. Invited presentation, Johns Hopkins University, Baltimore, MD, November, 2013.

An effort to close achievement gaps at scale self-affirming student writing exercises. Invited presentation, Florida State University, Tallahassee, FL, September, 2013.

An effort to close achievement gaps at scale through self-affirmation. Paper presented at the Society for Research on Educational Effectiveness Spring 2013 Conference, Washington, DC, March, 2013. (with J. Grigg).

A Multisite Trial of a Supplemental Reading Program for Adolescents: The Louisiana Striving Readers Evaluation of Passport Reading Journeys. Paper presented at the Society for Research on Educational Effectiveness Spring 2013 Conference, Washington, DC, March, 2013). Michael Vaden-Kiernan, SEDL, Geoffrey Borman, University of Wisconsin—Madison, Sarah Caverly, Nance Bell, Kate Sullivan, & Erin Atwood, SEDL, Carlton Fong, University of Texas – Austin, and So Jung Park, University of Wisconsin—Madison.

Implementing district-driven instructional reform: Overcoming barriers to change in a complex urban environment. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC, Canada, April, 2012 (with Gamoran, A., Bowdon, J., Shewakramani, V., & Kelly, K.A.).

Challenges of scaling up and sustaining reform: Lessons from a mixed-methods study of professional development for elementary science. Paper presented at the meeting

of the Society for Research on Educational Effectiveness, Washington, DC, April, 2011 (with Adam Gamoran, and Jill Bowdon).

Effects of two scientific inquiry professional development interventions on teaching practice. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, May 2011 (with Grigg, J., Kelly, K. A., & Gamoran, A.).

Scaling up an ambitious reform of teaching and learning: Evidence from a large-scale randomized trial. Symposium presented at the American Educational Research Association annual meeting, New Orleans, May 2011.

Third-year outcomes of a school-randomized trial of the effects of professional development on student achievement in elementary science. Paper presented at the American Educational Research Association annual meeting, Denver, CO, May 2010 (with Jill Bowdon).

The second-year outcomes of a school-randomized trial of the effects of professional development on student achievement in elementary science. Invited presentation, University of Virginia, Charlottesville, VA, September, 2009.

Supporting curricular and instructional change at scale: The two-year experimental effects of teacher development on elementary science achievement. Invited presentation, MDRC, New York, NY, June 2009.

Growing capacity or dissipation? Second-year outcomes of a school-randomized trial of the effects of professional development on student achievement in elementary science. Paper presented at the American Educational Research Association annual meeting, San Diego, April 2009 (with Jill Bowdon).

Teacher development and student achievement in elementary science: Year 2 results from a cluster-randomized trial. Paper presented at the Society for Research on Educational Effectiveness Annual Research Conference, Washington, DC, March 2009 (with Jill Bowdon).

A randomized field trial of teacher development in science: First-year achievement effects of SCALE. Paper presented at the American Educational Research Association annual meeting, New York, April 2008 (with Jill Bowdon).

Student and teacher outcomes of the Superkids quasi-experimental study. Paper presented at the American Educational Research Association annual meeting, New York, April 2008.

The impact of professional development for inquiry teaching on elementary science achievement: First-year results from a randomized trial. Paper presented at the Society for Research on Educational Effectiveness Annual Research Conference, Washington, DC, March 2008 (with Jill Bowdon).

Can brain research and computers improve literacy? A randomized field trial of Fast ForWord Language. Paper presented at the American Educational Research Association annual meeting, Chicago, April 2007.

The national randomized field trial of Open Court Reading. Paper presented at the American Educational Research Association annual meeting, Chicago, April 2007.

Symposium roundtable sessions on the AERA Handbook of Education Policy Research, Part A: Clinical trials. Paper presented at the American Educational Research Association annual meeting, Chicago, April 2007.

Final reading outcomes of the national randomized field trial of 'Success for All. Paper presented at Education and Educational Research in an Era of Accountability: Insights and Blind Spots, a conference sponsored by the Department of Educational Policy Studies, Madison, Wisconsin, February, 2007.

Teacher attrition and retention: A meta-analytic and narrative review of the research. Paper presented at the National Education Association Research and Collective Bargaining and Member Advocacy Joint Conference, Las Vegas, November 2006.

The final outcomes of the national randomized field trial of Success for All. Paper presented at the American Educational Research Association annual meeting, San Francisco, April 2006.

McDougal Littell Life Science: Quantitative results from the experimental study. Paper presented at the American Educational Research Association annual meeting, San Francisco, April 2006.

National efforts to bring reform to scale in high-poverty schools: Outcomes and implications. Paper presented at the American Educational Research Association annual meeting, San Francisco, April 2006.

Comprehensive school reform for Latino elementary-school students: A meta-analysis. Paper presented at the American Educational Research Association annual meeting, San Francisco, April 2006.

The longitudinal achievement effects of multiyear summer school: Evidence from the Teach Baltimore randomized field trial. Paper presented at the American Educational Research Association annual meeting, San Francisco, April 2006.

Teacher attrition and retention: A meta-analytic and narrative review of the research Paper presented at the American Educational Research Association annual meeting, San Francisco, April 2006.

Families, schools, and summer learning. Invited presentation, The Learning Sciences Colloquium Series, University of Wisconsin, Madison, February 2006.

Families, schools, and summer learning. Invited presentation, The Center for Excellence in Family Studies in the School of Human Ecology and the Institute for Legal Studies at the Law School, Colloquium Series in Family Policy and Law. University of Wisconsin, Madison, October 2005.

National efforts to bring reform to scale in high-poverty schools: Outcomes and implications. Raymond B. Cattell Early Career Award invited lecture presented at the American Educational Research Association annual meeting, Montreal, April 2005.

Success for All: Results from the national randomized experiment. Paper presented at the American Educational Research Association annual meeting, Montreal, April 2005.

Preliminary results of the experimental evaluation of Success for All. Invited presentation, Design and Analysis of Group-Randomized Experiments national conference, William T. Grant Foundation and the National Center for Research on Poverty, University of Michigan, Ann Arbor, July 2004 (with Robert E. Slavin).

Leading comprehensive school reform. Invited presentation, Institute for Educational Leadership, Education Policy Fellowship Program Leadership Forum, Miami Beach, FL, December 2004.

Teacher quality and educational equality: Do teachers with higher standards-based evaluation ratings close student achievement gaps? Paper presented at the American Educational Research Association annual meeting, San Diego, April 2004 (with Steve Kimball).

National efforts to bring reform to scale in high-poverty schools: The path to comprehensive school reform and beyond. Paper presented at the American Educational Research Association annual meeting, San Diego, April 2004.

National efforts to bring reform to scale in high-poverty schools: Outcomes and implications. Invited presentation, Data Research and Development Center conference, Conceptualizing Scale-Up: Multidisciplinary Perspectives, Washington, DC, November 2003.

Schools and inequality: A multilevel analysis of Coleman's Equality of Educational Opportunity data. National Academy of Education Annual Meeting, Harvard Graduate School of Education, Cambridge, October 2003.

Comprehensive school reform and student achievement: A meta-analysis. Invited presentation, co-sponsored by the American Educational Research Association

(AERA), the Institute for Educational Leadership (IEL), and the National Clearinghouse for Comprehensive School Reform (NCCSR), The Library of Congress, Washington, DC, April 2003.

Comprehensive school reform and student achievement: A meta-analysis. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, April 2003.

Experiments for educational evaluation and improvement. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 2003.

The Coleman report and the conventional wisdom: A multilevel analysis of Coleman's Equality of Educational Opportunity data. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 2003.

The validity of the performance assessment system in Washoe County (Reno, NV). Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 2003 (with Allan Odden, Steve Kimball and Tony Milanowski).

A model for assessing teacher, school and fiscal effects. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 2003 (with Allan Odden and Mark Fermanich).

The validity of the performance assessment system in Washoe County (Reno, NV). Paper presented at the annual meeting of the American Educational Finance Association, Orlando, March 2003 (with Allan Odden, Steve Kimball and Tony Milanowski).

A model for assessing teacher, school and fiscal effects. Paper presented at the annual meeting of the American Educational Finance Association, Orlando, March 2003 (with Allan Odden and Mark Fermanich).

The Coleman report and the conventional wisdom: A multilevel analysis of Coleman's Equality of Educational Opportunity data. Paper presented at the annual meeting of the American Educational Finance Association, Orlando, March 2003.

Comprehensive school reform and student achievement: A meta-analysis. Results and implications for New American Schools. Invited presentation, New American Schools Board Meeting, Arlington, VA, January 2003.

Comprehensive school reform and student achievement: What we have learned from a quantitative synthesis of the evaluation literature. Invited presentation, National Clearinghouse for Comprehensive School Reform Network of Researchers Meeting, "CSR Research: Where Are We Heading?" Washington, DC, May 2002.

- Hints of promise: When comprehensive school reform reaches English language learners.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April 2002 (with Laura Rachuba).
- Randomized evaluation of Success for All: Design issues.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April 2002 (with Robert E. Slavin, Bette Chambers, and Anne Chamberlain).
- Early learning and the social composition of schools: A multilevel analysis.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April 2002 (with Shelly Brown and Gina Hewes).
- Early reading skills and the social composition of schools: A multilevel analysis of the kindergarten year.* Invited presentation, National Center for Education Statistics, U.S. Department of Education, Washington, DC, March 2002. (with Shelly Brown and Gina Hewes).
- The long-term effects and cost-effectiveness of Success for All.* Paper presented at the annual meeting of the American Educational Research Association, Seattle, April 2001 (with Gina Hewes).
- The educational effectiveness of Title I: A quantitative and narrative review.* Paper presented at the annual meeting of the American Educational Research Association, Seattle, April 2001.
- Evaluating Teach Baltimore.* Summer Learning and the Achievement Gap: First National Conference. Baltimore, MD, July 2000 (with Laura Rachuba).
- The characteristics of schools and classrooms attended by successful minority students.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April 2000 (with Laura Rachuba).
- Research on Core Knowledge: Longitudinal implementation and outcome data from two studies.* Core Knowledge National Conference, Orlando, FL, April 1999 (with Sam Stringfield and Amanda Datnow).
- Poverty, race, compensatory education, and achievement.* Invited presentation, The Poverty and Race Research Action Council, Washington, DC, June 1998.
- Advancing minority high achievement.* Invited presentation, The College Board, National Task Force on Minority High Achievement, New York, June 1998.
- From "bold plans" to the practical realities of school restructuring: Results from the three years of an urban district's support for diverse school restructuring designs* Symposium presented at the annual meeting of the American Educational Research Association, San Diego, April 1998.

A systemic analysis of Title I effectiveness: Final results of the multilevel study of Prospects. Symposium presented at the annual meeting of the American Educational Research Association, New York, April 1996.

Title I and student achievement: A meta-analysis of 30 years of test results. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April 1995.

Research Support

Scaling up Social-Psychological Interventions to Combat Stereotype Threat and Narrow Achievement Gaps: Enduring Impacts. Spencer Foundation. Grant award: \$282,081. Grant term: 8/14 to 7/16. (Principal Investigator).

Impact Evaluation of Math Professional Development. Institute of Education Sciences, National Center for Educational Evaluation and Regional Assistance, Contract award: \$7,423,166. Contract Term: 9/12 to 2/16) (Co-Principal Investigator with Garet, M., Principal Investigator)

An Efficacy Trial of Two Interventions Designed to Moderate Stereotype Threat Vulnerability and Close Academic Performance Gaps. Institute of Education Sciences. Grant award: \$1,600,000. Grant term: 4/11 to 7/15. (Principal Investigator).

National Randomized Controlled Trial of Everyday Mathematics. Institute of Education Sciences. Grant award: \$6,145,582. Grant term: 3/10 to 2/14. (Co-Principal Investigator with Vaden-Kiernan, M., Principal Investigator).

National Randomized Controlled Trial Study of SRA/McGraw-Hill Open-Court Reading Program. Institute of Education Sciences. Grant award: \$5,302,021. Grant term: 9/09 to 8/13. (Co-Principal Investigator with Vaden-Kiernan, M., Principal Investigator).

Council of the Great City Schools' Senior Urban Education Research Fellowship: A Collaboration Between the St. Paul Public Schools and Senior Scholar Geoffrey D. Borman. Grant award: \$100,000. Grant term: 9/09 to 8/11. (Principal Investigator).

Interdisciplinary Training Grant for Predoctoral Research in Education Sciences. Institute of Education Sciences. Grant award: \$5,000,000. Grant term: 8/10 to 7/15. (Deputy Director with Gamoran, A., Director).

System-Wide Change: An Experimental Study of Teacher Development and Student Achievement in Elementary Science. National Science Foundation. Grant award:

\$2,500,000. Grant term: 4/06 to 3/11 (Co-Principal Investigator with Gamoran, A., and Bartell, T.).

Interdisciplinary Training Grant for Predoctoral Research in Education Sciences. Institute of Education Sciences. Grant award: \$5,000,000. Grant term: 8/05 to 7/10. (Deputy Director with Gamoran, A., Director).

School and Neighborhood Context and School-Year and Summer Achievement. American Educational Research Association Grants Program. Grant award: \$34,980. Grant term: 11/04 to 10/06 (Principal Investigator).

Center for Data-Driven Reform in Education (CDDRE), U.S. Department of Education, Institute of Education Sciences. Grant award: \$10,000,000. Grant term: 10/04 to 10/09 (with Slavin, R., Madden, N., Chambers, B, & Calderon, M.).

National Board Certification of Florida's Teachers. Atlantic Philanthropies. Grant award: \$413,000. Grant term: 9/02 to 12/04. (Principal Investigator with Kelley, C.).

National Academy of Education/Spencer Post-Doctoral Fellowship. Fellowship award: \$50,000. Fellowship Term: 10/02 to 9/04. (Principal Investigator).

Randomized Evaluations of Success for All. U.S. Department of Education, Office of Educational Research and Improvement. Grant award: \$6,085,659. Grant term: 10/00 to 9/05. (with Slavin, R., Madden, N., Chamberlain, A, Hurley, E., & Chambers, B.)

Teach Baltimore, Part II. The Smith Richardson Foundation (Grant #2000-1003). Grant award: \$296,458. Grant term: 4/00 to 3/02. (Principal Investigator with Boulay, M).

Transitions Through Schooling and Into the Labor Force (Project HP2). National Center for Career and Technical Education. U.S. Department of Education, Office of Vocational and Adult Education. Grant Award: \$79,268. Grant term: 3/00 to 1/01 (Principal Investigator).

School Effects and Students Placed at Risk: National and International Perspectives (Project 4.1). The Center for Research on the Education of Students Placed at Risk (CRESPAR). U.S. Department of Education, Office of Educational Research and Improvement. Grant award: \$1,061,975 (full Center funding of \$36,469,000). Grant term: 10/99 to 10/04. (Principal Investigator with Plank, S.).

Summer Learning and Summer School: Local and National Perspectives. Open Society Institute. Grant Award: \$98,758. Grant term: 12/99 to 11/00. (Principal Investigator with Kaplan, J., & Boulay, M.).

Evaluating the Long-Term Impact of Multiple Summer Interventions on the Reading Skills of Low-Income, Early-Elementary Students. The Smith Richardson Foundation. Grant award: \$70,128. Grant term: 4/99 to 3/00. (Principal Investigator with Boulay, M).

Title I and Student Achievement: A Reanalysis of the Prospects Data. The Spencer Foundation (Spencer Grant #199900212). Grant award: \$35,000. Grant term: 11/98 to 10/99 (Principal Investigator).

Title I and Student Achievement: An Assessment of the Most Recent Evidence. American Educational Research Association Grants Program. Grant award: \$15,000. Grant term: 5/98 to 4/99 (Principal Investigator).

Promoting High Achievement Among Minority Students. The College Board. Grant award: \$28,000. Grant term: 8/97 to 6/98. (Principal Investigator with Stringfield, S.).

Improving Within-School and School-Community Systemic Linkages for At-Risk Students. National Science Foundation, Methodology, Measurement, and Statistics Program (NSF Grant # SBR9515136). Grant award: \$500,000. Grant term: 2/96 to 8/98. (with Wong, K.K., Hedges, L.V., & D'Agostino, J.V.).

School Inputs and Student Mathematics Outcomes: A Reanalysis of the "Conventional Wisdom." University of Chicago School Mathematics Project Fund for the Support of Research in Mathematics Education. Grant award: \$10,000. Grant term: 10/96 to 10/97. (Principal Investigator with faculty sponsor Hedges, L.V.).

Improving Mathematics Instruction for At-Risk Students. University of Chicago School Mathematics Project Fund for the Support of Research in Mathematics Education. Grant award: \$15,000. Grant term: 10/95 to 10/96. (with Wong, K.K., Hedges, L.V., & D'Agostino, J.V.).

Prospects: Special Analyses. U.S. Department of Education, Office of the Undersecretary (ED Contract #EA94084101). Contract award: \$100,000. Contract term: 10/94 to 4/96. (with Wong, K.K., Hedges, L.V., & D'Agostino, J.V.).

Teaching and Advising

Chronology of Teaching:

University of Wisconsin—Madison

ELPA 725: Research Methods & Procedures in Educational Administration
(Fall 2001, 2002, 2003, 2013)

ELPA 825: Advanced Research Methods in Educational Administration
(Spring 2002, 2003, 2004, 2006, 2007, 2008, 2010, 2011, 2013)

- ELPA 826: Evaluation for Administrative Decision Making in Education
(Spring 2012; Fall 2013)
- ELPA 890: Applied Research in Educational Administration
(Fall 2003)
- ELPA 940: Spencer Doctoral Research Program Seminar
(Fall 2004; Spring 2005)
- ELPA 940: Randomized Field Trials to Inform Education Policy
(Fall 2005, 2006, 2007, 2009, 2010, 2011, 2012; Spring 2015)
- ELPA 940: Interdisciplinary Training Program Seminar
(Spring 2006, 2014; Fall 2014)

Service Activities

Service to the Profession

AERA Research Advisory Council (2013-present). American Educational Research Association.

Editorial Board (2011-present). *Reading Research Quarterly.*

Editorial Board (2010-present). *Journal of Research on Educational Effectiveness.*

Program Chair (2009-2010). Society for Research on Educational Effectiveness, National Conference 2010.

Editorial Board (2008-present). *American Educational Research Journal.*

Editorial Board (2008-present). *Research Synthesis Methods.*

Editorial Board (2008-present). *International Journal for Applied Educational Studies.*

Editorial Board (2007-present). *School Effectiveness and School Improvement.*

Editorial Board (2005-present). *Elementary School Journal.*

Member (2006-2009). Urban Education Research Task Force, U.S. Department of Education, Institute of Education Sciences.

Principal Standing Panel Member (2005-2010). Education Systems and Broad Reform Research Review Panel, U.S. Department of Education, Institute of Education Sciences

Peer Review Panel Member (2004). U.S. Department of Education, Institute of Education Sciences fiscal year 2005 competitions.

Program Chair (2004-2006). American Educational Research Association Comprehensive School Reform Special Interest Group.

Consulting Editor (1998-2000). *Monographs of the Society for Research in Child Development.*

Professional Organization Memberships

American Educational Research Association
Association for Public Policy Analysis and Management
Society for Research on Educational Effectiveness
Society for Research Synthesis Methodology

Reviewer

American Educational Research Journal, American Journal of Education, Annals of Applied Statistics, Economics of Education Review, Educational Evaluation and Policy Analysis, Educational Policy, Educational Researcher, Elementary School Journal, Empirical Economics, Instructional Science, Journal of Applied Social Psychology, Journal of Education for Students Placed at Risk, Journal of Policy Analysis and Management, Journal of Child Psychology and Psychiatry, Journal of Research on Educational Effectiveness, Lawrence Erlbaum Associates Publishers, Psychological Bulletin, Review of Educational Research, Russell Sage Foundation, School Effectiveness and School Improvement, Science, The Smith Richardson Foundation, The Urban Review, Social Science Research, Sociology of Education, Spencer Foundation.

National Advisory Panels

Technical Work Group Member (2013-present). U.S. Department of Education, Southwest Regional Educational Laboratory, SEDL.

Technical Work Group Member (2012-present). U.S. Department of Education, Pacific Regional Educational Laboratory, McREL.

Technical Work Group Member (2012). National evaluation of the Corporation for National and Community Service (CNCS). Windwalker Corporation, Washington, DC.

Technical Work Group Member (2012). U.S. Department of Education, Institute for Education Sciences, Teacher Preparation Study, Abt Associates, Inc.

Technical Work Group Member (2012). U.S. Department of Education, Institute for Education Sciences, Impact Evaluation of STEM Instruction for English Language Learners, Instructional Research Group.

Technical Work Group Member (2012). U.S. Department of Education, Institute for Education Sciences, Extended Learning Time/Summer Program Design and Feasibility Study, Mathematica.

Technical Work Group Member (2011-present). U.S. Department of Education, Institute for Education Sciences, Early College High School Initiative (ECHSI) impact study, American Institutes for Research.

Advisory Board Member (2010-present). National Science Foundation, Project-Based Inquiry Science Trial, SRI International.

Technical Work Group Member (2010-2011). U.S. Department of Education, Office of Planning, Evaluation and Policy Development (OPEPD), Evaluating Charter Schools and the Charter School Program (CSP), WestEd.

Advisory Board Member (2008-present). Wisconsin Scholars Longitudinal Study, University of Wisconsin—Madison.

Expert Panelist (2008-2009). Institute for Education Sciences, U.S. Department of Education, What Works Clearinghouse Out-of-School Time Practice Guide, Mathematica.

Technical Work Group Member (2008). Institute for Education Sciences, U.S. Department of Education, Design Options for an Evaluation to Turn Around Chronically Low Performing Schools, American Institutes for Research.

Advisory Board Member (2007). Institute for Education Sciences, U.S. Department of Education, Evaluation of the First in Math Online Program in New York City: A Randomized Control Trial, WestEd.

Expert Panelist (2007-2008). Institute for Education Sciences, U.S. Department of Education, What Works Clearinghouse Adolescent Literacy Practice Guide, American Institutes for Research.

Methodology Advisory Board Member (2006-2008). Institute for Education Sciences, U.S. Department of Education, The National Research Center on the Gifted and Talented.

Technical Work Group Member (2006-2011). U.S. Department of Education, Mid-continent Regional Educational Laboratory, McREL.

Technical Work Group Member (2006-2011). U.S. Department of Education, Pacific Regional Educational Laboratory, PREL.

Technical Work Group Member (2006-2011). U.S. Department of Education, Western Regional Educational Laboratory, WestEd.

Expert Panelist (2005-2008). U.S. Department of Education, Impact Evaluation of the Student Mentoring Program, Abt Associates, Inc.

Technical Work Group Member (2005-2007). U.S. Department of Education, Longitudinal Assessment of Comprehensive School Reform Implementation and Outcomes (LACIO).

Technical Work Group Member (2004-2009). U.S. Department of Education Center for Comprehensive School Reform and Improvement.

Project GRAD Research Advisory Committee (2004-2006).

Advisory Board Member (2004-2006). National Science Foundation, Thinking About Mathematics Instruction, Education Development Center, Newton, Massachusetts.

National Advisory Board Member, Center for Summer Learning (2002-2007). Johns Hopkins University, Baltimore, MD.

National Clearinghouse for Comprehensive School Reform Network of Researchers Member (2000-2004). National Clearinghouse for Comprehensive School Reform, Washington, DC.

Evaluation Advisory Committee Member, Communities in Schools National (2002-2005). Communities in Schools, Arlington, VA

Technical Advisory Board Member (1999-2001). Assessing the Impact of The National Science Foundation's Urban Systemic Initiative. University of South Florida, Tampa, Florida.

Service to the University

University of Wisconsin System and Campus:

WCER Director Search Committee, University of Wisconsin—Madison, School of Education, 2014-2015.

WCER Director Search Committee, University of Wisconsin—Madison, School of Education, 2012-2013.

Faculty Search Committee, University of Wisconsin—Madison Interdisciplinary Training Program in the Education Sciences (Economics), 2010.

Faculty Search Committee, University of Wisconsin—Madison
Interdisciplinary Training Program in the Education Sciences
(Sociology), 2005.

School of Education Committee Service:

University of Wisconsin—Madison Faculty Senate, 2007-2008.
University of Wisconsin—Madison Spencer Doctoral Research Program
Advisory Board, 2005-present.
School of Education Institutional Review Board, 2004-2006.
Facilities Committee, 2001-2004.

Department of Educational Administration Committee Service:

Salary Committee, 2006-2007.
Program and Assessment Committee, 2004-2009.
Admissions & Student Personnel Committee, 2001-2004, 2010-present.

Service to the Field

- Provide technical assistance to evaluators of nine federally funded Investing in Innovation (i3) grants (2012-present).
- Assisted Achieve3000 with a quasi-experimental evaluation of a supplemental literacy program implemented in the Chula Vista, CA Public Schools (2012-present).
- Worked with the Saint Paul Public Schools to design and conduct experimental and quasi-experimental evaluations of school reform initiatives (2009-2012).
- Worked with the Saint Paul Public Schools to design and conduct quasi-experimental and experimental evaluations of their magnet school programs (2008-2011).
- Consulted with Expeditionary Learning Schools Outward Bound on a lottery-based experimental design, analysis of outcome data, and preparation of evaluation reports concerning the educational effects of their programs (2008-2010).
- Worked with Chesapeake Research Associates to provide technical guidance on experimental design, peer review of proposals, and preparation of papers on research methodology (2006-present).
- Provided I CAN Learn Education Systems technical guidance on experimental design, analysis of outcome data, and preparation of evaluation reports concerning

the educational effects of the I CAN Learn computer-based mathematics program (2006-present).

- Consulted with the Rowland Reading Foundation on quasi-experimental design, analysis of outcome data, and preparation of evaluation reports concerning the educational effects of reading programs (2006-2009).
- Worked with the Madison Metropolitan School District to improve the evaluation capacity of the district through placement of students on ongoing and newly developed research projects (2005-present).
- Consulted with SRA/McGraw-Hill on experimental design, analysis of outcome data, and preparation of evaluation reports concerning the educational effects of the Open Court reading program (2005-2007).
- Worked with Caliber, an ICF International Company, on experimental and quasi-experimental design, analysis of outcome data, and preparation of evaluation reports concerning the educational effects of the Communities in Schools intervention (2005-2009).
- Conducted a quantitative and narrative review for the National Education Association regarding longitudinal studies of teachers' career trajectories (2005-2006).
- Consulted with the Center for Summer Learning at Johns Hopkins University on experimental design, analysis of outcome data, and preparation of evaluation reports concerning the educational effects of summer school programs (2003-2006).
- Worked with Renaissance Learning Corporation on the design of research, analysis of data, and preparation of reports concerning the educational effects of computerized literacy and student assessment programs (2003-2005).
- Assisted McDougal Littell, a Houghton Mifflin company, with the design of a randomized field trial, analysis of data, and preparation of reports concerning the educational effects of math, literacy, and science textbooks and products (2003-2005).
- Worked with the Success for All Foundation on the design of research, analysis of data, and preparation of reports concerning the achievement effects of various educational programs and products (2001-2010).
- Worked with the Baltimore City Public School system on the design of a randomized experiment, analysis of data, and preparation of a report concerning the educational effects of the Fast ForWord computer-based instruction program (2001).

- Assisted the Baltimore-based Fund for Educational Excellence with the design of research, analysis of data, and preparation of reports concerning the educational effects of the Achievement First school reform initiative (2001).
- Provided the Baltimore City Public School system with technical advice on the design of a data warehouse for tracking student and school information (2000-2001).
- Consulted with the *Baltimore Sun* newspaper on a two-part series based on my development of a methodology, analysis of data, and preparation of a report regarding the effectiveness of Baltimore city and suburban schools (2000).
- Hosted national conference, “Summer Learning and the Achievement Gap: First National Conference,” Johns Hopkins University (July 17-18, 2000), attended by 150 researchers and practitioners.
- Worked with the Abell Foundation on the design of research, analysis of data, and preparation of a report regarding the educational effects of an Internet-based curriculum and instructional service [the New Options: Very Effective Learning (NOVEL) Program] for the Baltimore City Public School system (1999).
- Consulted with the Lawyers’ Committee for Civil Rights Under Law and the National Association for the Advancement of Colored People on the analysis of data and preparation of reports for *Vaughns et al. v. Board of Education, Prince Georges County* school desegregation case (1997).