Curriculum Vitae

Takako Nomi, Ph.D.
403 Clark Ave, Webster Groves, MO 63119
(314) 276 -1733 tnomi@slu.edu

Education

2006 Ph.D. Educational Theory and Policy, Pennsylvania State University-University Park

2001 M.A. Sociology, University of Missouri, St. Louis,

1998 B.A. Sociology, University of Missouri, St. Louis,

1995 A.A. English Literature, Toyo University Junior College, Tokyo, Japan

Current appointment

2012-present Assistant Professor, College of Education, St. Louis University
2012-present Research Affiliate, Consortium on Chicago School Research, University of Chicago
2006-2012 Senior Research Analyst, Consortium on Chicago School Research, University of Chicago

Research interests

Urban Education, Education Policy, Inequality in Education, Social Organization of Schools, Quasi-experimental methodologies, Causal Inference Theories and Methods

, 303-332.

Hong, G., & Nomi, T. (2012). Weighting methods for assessing policy effects mediated by peer change.
, 261-289.

Raudenbush, S. W., Reardon, S. F., & Nomi, T. (2012). Rejoinder: Probing Assumptions, Enriching Analysis.
, 342-344.

Hong, G., & Nomi, T. (2012). Rejoinder.
, 299-302.

Nomi, T. (2010). The effects of within-class ability grouping on academic achievement in early elementary years, , :56-92.

Allensworth, E., Nomi, T., Montgomery, N., & Lee, V. (2009). College preparatory curriculum for all: Academic consequences of requiring Algebra and English I for ninth graders in Chicago. 367-391.

Nomi, T., & Allensworth, E. (2009). "Double-dose" algebra as an alternative strategy to remediation: Effects on students' academic outcomes,
, 111-148

Kornhaber, M. L., Mishook, J. J., Edwards, M., & Nomi, T. (2007). Testing's influence on the arts: Some unexpected findings from Virginia. , 45-67.

LeTendre, G. K., Gonzalez, R. G., & Nomi, T. (2006). Feeding the elite: The evolution of elite pathways from star high schools to elite universities. , 7-30.

Smith, W. H., & Nomi, T. (2000). Is Amae the key to understanding Japanese culture?
.

Book chapters/ Reports/Policy briefs

Nomi, T., & Allensworth, E. (in press).
. Chicago, IL: the Consortium on Chicago School Research.

Cortes, K., Goodman, J. and Nomi, T. (2013), A double-dose of algebra.
71-76

Nomi, T., & Allensworth, E. (2011). Double-dose algebra as a strategy for improving mathematics achievement of struggling students: Evidence from Chicago Public Schools. In R. Gersten & R. Newman-Gonchar (Ed.)
Baltimore, MD: Brookes Publishing Co.

Role: Co-Investigator (PI: Guanglei Hong, University of Chicago, Department of Comparative Human Development)

Institute of Education Sciences, U.S. Department of Education
Project: Doubling up?: The impact of remedial algebra on students' long-run outcomes
Funding period: 7/1/2012-6/31/2013 (subaward total costs: $57,272)
Role: Co-Principal Investigator (Co-PIs: Joshua Goodman, Harvard Kennedy School of Government, Harvard University. Kalena Cortes, Bush School of Government and Public Service, Texas A & M University)

Pending Research Grants

Presidential Research Fund, St. Louis University
Project: Turning around Missouri's persistently low performing schools: Evaluating the impact on students' outcomes after three years of implementation
Funding period: 6/1/2014-5/31/2015
Role: Principal Investigator (total cost: $18,418)

Honors and Awards

Routledge Education Class of 2011. Most popular articles published in 2010 by Routledge in Early Tears and Primary/Elementary Education.

Invited participant, the AERA Emerging Scholar Workshop, Denver, CO, M

Raudenbush, S., Reardon, S., & Nomi, T. (2012). Statistical Analysis for Multi-Site Trials Using Instrumental Variables. Paper presented at the Society for Research on Educational Effectiveness conference, Washington DC.

Nomi, T., & Raudenbush, S. (2012).Understanding Treatment Effects Heterogeneities Using a Multi-Site Regression Discontinuity Design: Example from a "Double-Dose" Algebra Study in Chicago. Paper presented at the Society for Research on Educational Effectiveness conference, Washington DC.

Nomi, T. (2011). Understanding Treatment Effects Heterogeneities using a Multi-site Regression Discontinuity Design: an Example from a Double-dose Algebra Study in Chicago. Paper presented at the International Symposium on the Economics of Education, Chinese University of Hong Kong.

Nomi, T., & Allensworth, E. (2011). Sorting and Supporting: Why Double-Dose Algebra Led to Better Test Scores but More Course Failure through Changes in Classroom Composition, Climate and Instruction. Paper presented at the American Educational Research Association, New Orleans, LA.

Nomi, T., & Raudenbush, S. (2011). Context-specific Effects of High School Curricular Reform and the Resilience of Social Structure. Paper presented at the American Educational Research Association, New Orleans, LA.

Hong, G., & Nomi, T (2011). Change in Peer Ability as a Mediator and Moderator of the Effect of the Algebra-For-All Policy on Ninth Graders' Math Outcomes. Paper presented at the Society for Research on Educational Effectiveness conference, Washington DC.

Nomi, T., (2010) Unintended consequences of an Algebra-for-all policy on high-skill students: Evidence from Chicago Public Schools. Paper presented at the Association for Public Policy Analysis and Management, Boston, MA.

Nomi, T., (2010) "Double-dose" English as a strategy for improving adolescent literacy: Evidence from Chicago Public Schools. Paper presented at the American Educational Research Association, Denver, CO.

Nomi, T., (2010). Unintended consequences of an Algebra-for-all policy: The effects on classroom academic compositions and students' academic outcomes. Paper presented at the Society for Research on Educational Effectiveness conference, Washington DC.

Nomi, T., & Allensworth, E. (2009). The costs and benefits for low-and high-skill students of tracking with supports in high school algebra classes. Paper presented at the Annual American Sociological Association Meeting, San Francisco, CA.

Allensworth, E., Nomi, T., Montgomery, N., & Lee, V (2009). College preparatory curriculum for all in Chicago high schools: Consequences of 9th-grade course taking in Algebra and English on academic outcomes. Paper presented at the American Educational Research Association, San Diego, CA.

Allensworth, E., & Nomi, T (2009). College-preparatory curriculum for all: The consequences of raising mathematics graduation requirements on students' course taking and outcomes in Chicago. Paper presented at the SREE conference, Crystal City, VA.

Nomi, T. & Allensworth, E. (2008). Consequences of a "double-dose" algebra policy on academic outcomes: Evidence from Chicago Public Schools. Paper presented at the 2008 Institute of Education Sciences, Washington DC.

Nomi, T., & Allensworth, E. (2008). Consequences of

Students: The Effects on Instructional Organization and Students' Academic Outcomes. Strategic Data Project Webinar, Harvard University

Nomi, T. (2012). Double-dose Algebra as a Strategy for Improving Mathematics Achievement of Struggling Students: Evidence from Chicago Public Schools. Center for Instruction Webinar.

Nomi, T. (2011). Unintended consequences of an Algebra-for-all policy on high-skill students: The effects on instructional organization and students' academic outcomes , Chinese University of Hong Kong.

Nomi, T. (2011). Double-

Theories and Methods, Multi-Level Modeling

Undergraduate courses
Sociological Statistics

Teaching Assistant