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**Hackett Family Director, Institute of Educational Initiatives**

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### **EDUCATION**

Ph.D., Sociology, 1992, University of Wisconsin-Madison

M.S., Sociology, 1988, University of Wisconsin-Madison

B.A., Sociology, 1985, Calvin College

### **PROFESSIONAL EXPERIENCE**

2021-present—Hackett Family Director, Institute for Educational Initiatives

2009-present—Professor of Sociology, University of Notre Dame

2009-2023—Director of the Center for Research on Educational Opportunity (CREO),  
University of Notre Dame

2022-2025—Chair Designate and Chair, Journal Publications Committee AERA

2014-2021—Director, Notre Dame Program for Interdisciplinary Educational Research (PIER)

2020-2021—Associate Vice President for Research, University of Notre Dame

2020—Elected to the National Academy of Education

2015-2019—Co-Editor, *American Educational Research Journal*

2015-2016 — Vice President of the American Education Research Association's Division L,  
Policy and Politics of Education

2014, Fellow American Educational Research Association

2013-2015—Editor, *Education Evaluation and Policy Analysis*

2013-2014—Program Chair, American Educational Research Association

2005-2011—Director of the National Center on School Choice (NCSC), Vanderbilt University,  
Peabody College (IES Funded)

2004-2005—Assistant Director of the National Center on School Choice (NCSC), Vanderbilt  
University, Peabody College (IES Funded)

2002-2008—Associate Professor of Public Policy and Education, Department of Leadership,  
Policy, and Organizations, Vanderbilt University, Peabody College

2007-2010 — Vice President of the American Education Research Association's Division L,  
Policy and Politics of Education

2003-2005—Director of Graduate Studies, Department of Leadership, Policy, and Organizations,  
Peabody College, Vanderbilt University

2002-present—Adjunct Senior Social Scientist, RAND

2000-2002—Senior Social Scientist, RAND, Washington, DC

2002—Adjunct Professor of Educational Policy and Leadership, University of Maryland

1998-2000—Social Scientist, RAND, Washington, DC  
1992-1997—Associate Social Scientist, RAND, Washington, DC  
1991-1992 —Data Coordinator, Center on Organization and Restructuring of  
Schools, Wisconsin Center for Educational Research, Madison, Wisconsin  
1991 —Lecturer, Department of Sociology, University of Wisconsin-Madison  
1990-1991 —Project Assistant, Center on Organization and Restructuring of  
Schools, Wisconsin Center for Educational Research, Madison, Wisconsin  
1986-1990 —Project Assistant, National Center on Effective Secondary  
Schools, Wisconsin Center for Educational Research, Madison, Wisconsin

## RESEARCH AREAS

Throughout his research career, Professor Berends has focused on how school organization and classroom instruction are related to student achievement, with special attention to disadvantaged students. Within this agenda, he has applied a variety of quantitative and qualitative methods and macro- and micro-level approaches to understanding the relationships among school reforms and the outcomes for teachers and students. In the 1990s, he led the summative evaluation of New American Schools (NAS), at the time the largest privately funded reform movement in the nation. The overall finding of his work was that extensive further development of the reform models and careful alignment of the school system were essential to promoting further innovative instructional strategies and gains in student achievement.

As a result of this research, the U.S. Department of Education invited Professor Berends' participation in the national evaluation of Title 1 and the Comprehensive School Reform programs. In addition, he examined the relationships of changing families and schools on student achievement between 1972 and 2004. The goal was to understand how these changes during different reform periods related to the black-white and Latino-white achievement gaps. Important improvements for black and Latino students were the improved socioeconomic conditions of their families and the increased perception of within school opportunities. Moreover, had resegregation not occurred over this time period, the achievement gaps would have closed even more. This research was included in an amicus brief submitted to the U.S. Supreme Court in cases about school segregation and the use of race as a deciding factor in Seattle, WA and Louisville, KY. The brief marks only the fifth time in its history that the court has considered social science research during its deliberations, beginning with *Brown* in 1954.

Professor Berends' current research relies on experimental and quasi-experimental designs to focus on two primary areas: (1) the effects of school choice (particularly charter and Catholic schools) on student outcomes and (2) the effects of schools and teachers on students' academic and social outcomes. Some of his recent books include *Opportunities for Learning: A Sociological Perspective* (Notre Dame Press, 2025), *Handbook of the Sociology of Education* (SAGE London, 2024), *Handbook of Research on School Choice, 2<sup>nd</sup> edition* (Routledge, 2020), and *Education at the Crossroads* (Routledge, 2019).

## **School Choice and Educational Innovations**

In 2011, Indiana passed education policies on charter schools and vouchers, increasing parents' options for enrolling their children in schools that best meet their needs. The state instituted the *Indiana Choice Scholarship Program*, providing qualifying families with state-funded vouchers to offset tuition costs at participating private schools. And it expanded the number of public charter schools to over 100—serving over 40,000 students statewide. Indiana hosts one of the largest voucher programs in the United States, currently serving over 44,000 students, and Professor Berends and colleagues have been examining a variety of data the past several years to understand the impact of the voucher program on students, families, and schools.

Funded by the Spencer Foundation, the project examines the following research questions: (1) What is the impact of the Indiana Choice Scholarship Program (vouchers) on student achievement gains and the schools these students attend? (2) What is the impact of the charter schools on student achievement gains? (3) Are these voucher and charter school impacts greater for some groups of students compared with others, having effects on the racial/ethnic and socioeconomic achievement gaps? (4) How do schools of choice (charter or private schools) differ from traditional public schools in terms of organizational and instructional conditions, school leadership, professional capacity, school learning climate and funding conditions, and parent involvement and support that promote achievement?

We are examining the achievement gains of students receiving vouchers to attend private schools and students choosing to attend a charter school in the state of Indiana. Because students in traditional public, charter, and private schools all take the same state assessments, we have a unique opportunity to examine achievement outcomes across students and school sectors using longitudinal student assessment data from the Indiana Department of Education. With additional longitudinal data collected from schools and teachers in a representative sample of K-8 traditional public schools, charter schools, and private schools, we are analyzing the conditions under which the impacts of the voucher and charter schools occur. With Joe Waddington at the University of Chicago and NORC of the University of Chicago, the study gathered survey data from about 570 schools and 5,300 teachers, linked to the state administrative records on students, teachers, and schools.

This research has expanded with funding from the U.S. Department of Education's Institute of Education Sciences, which provided Professor Berends and his team a \$500,000 exploratory grant to examining the impact of school choice (voucher and charter schools) on high school outcomes and educational attainment.

Dr. Berends also served as Director of the National Center on School Choice awarded a \$13.3 million grant by the Institute for Education Sciences of the U.S. Department of Education. Partners included the Brookings Institution, Brown University, Harvard University, Indiana University, the National Bureau of Economic Research (NBER), the Northwest Evaluation

Association (NWEA), Stanford University, University of Indianapolis, and the University of Wisconsin. The NCSC's projects included research on the effects of charter schools on student achievement, teacher recruitment and teaching quality, curriculum and instruction, and parental involvement. A second set of projects focused on the effects of competition on public schools and systems using the nation's largest student achievement growth database of NWEA.

### **Randomized Field Trials of Reading Interventions at Scale**

With a team of colleagues at Notre Dame's Alliance for Catholic Education (ACE), Dr. Berends was involved in ACE Haiti. After the 2010 earthquake in Haiti, ACE aimed to bring help to the Holy Cross community to recover and rebuild. In the fall of 2014, ACE Haiti launched "Haiti Reads," a literacy intervention with random assignment in 50 Haitian Catholic schools and 50 controls. The project served 7,000 students, trains about 130 teachers, and implemented a reading curriculum for students to learn to read in their native tongue, Creole, as well as French. Dr. Berends and his colleague Professor Andrew Elliot of the University of Rochester worked with ACE faculty and staff to study the effects of this literacy and teacher training intervention on student motivation and teachers' sense of efficacy, with the promise of informing and enhancing the design of this approach in Haiti and beyond.

This project builds on a previous randomized field trial that Dr. Berends co-led with colleagues at Vanderbilt (Drs. Doug Fuchs [PI], Lynn Fuchs, and Don Compton), University of Minnesota (Dr. Kristen McMaster), and University of Texas Pan American (Dr. Laura Saenz); the team examined the effects of an early reading program at scale with a randomized research design. For over a decade, a research group at Vanderbilt University has partnered with local school districts to develop reading Peer-Assisted Learning Strategies (PALS, Doug and Lynn Fuchs). Its purpose is to strengthen teachers' capacity to meet the academic needs of a broader range of children. PALS incorporates empirically validated, state-of-the-art practices for improving phonological awareness, decoding, and comprehension. The program has been empirically tested in multiple, large, randomized field trials. The study was a randomized field trial in Nashville, Minneapolis, and south Texas to assess the effects of PALS and factors related to scale-up in various settings across the nation.

### **New American Schools**

For several years, Dr. Berends led a multi-year research effort on New American Schools Development Corporation's (NAS) whole-school reforms. With RAND colleagues, he published *Facing the Challenges of Whole-School Reform: New American Schools After a Decade* (2002). The central focus of this effort assessed whether the NAS designs were associated with changes in schools, classrooms, and student outcomes. A significant component of this research monitored a longitudinal sample of over 100 schools through principal phone interviews, teacher surveys, and district-provided data between 1996 and 1999. A supplementary study on changes in classroom practices and student achievement trends provided more detailed information about how the NAS designs were related to changes in teaching and learning opportunities for students. The book from this study was published by RAND and entitled *Challenges of Conflicting School Reforms: Effects of New American Schools in a High-Poverty District* (2002).

## **Social Context of Education**

Dr. Berends also led project that analyzed the effects of changing families and schools on student achievement trends, particularly those of black, Latinx, and white students. With his collaborator Professor Sam Lucas of Berkeley, Dr. Berends' research examined whether changes in family background and school characteristics (e.g., desegregation and academic-track placement) account for the closing of the test score gap between African American/Latinx students and their white peers in high- and low-poverty settings between the early 1970s and early 2000s.

## **Ability Grouping and Tracking**

Dr. Berends has conducted several studies on the effects of ability grouping and tracking on students' academic and social outcomes. This research has also examined the impact of instructional differences among grouped classes. Dr. Berends has examined the effects of tracking on students' school bonding and engagement, finding support for ethnographers' arguments that tracking polarizes students into pro- and anti-school orientations.

With Dr. Lucas, Dr. Berends co-led a project that examined the structure and effects of tracking in several data sets covering the experiences of several student cohorts over the past thirty years. The cohorts represented were sufficiently close together that a fine-grained understanding of trends in tracking and its effects may be obtained. The main questions were: (1) Has the *structure* of tracking changed over time? (2) What have been the patterns of track *mobility* over time? (3) How have the *effects* of track location on achievement changed over time after the effects of family, demographic, and school factors have been considered?

## **RESEARCH SUPPORT**

Principal Investigator, School Improvement in Indiana: Exploring Differences among Charter, Voucher Private, and Traditional Public High Schools, Institute of Education Sciences, U.S. Department of Education, \$541,660 over 2 years (July 2019-June 2022).

Principal Investigator, School Quality Matrix for Indianapolis 4.0. Walton Family Foundation-funded at \$245,644 over 4 years (December 15, 2018-December 31, 2022).

Principal Investigator, School Effectiveness in Indiana: An Examination of Impacts and the Conditions Under Which Choice is Effective. Spencer Foundation, Lyle Spencer Research Award-funded at \$999,024 over 3 years (October 2015-September 2019).

Principal Investigator, School Quality Matrix for Indianapolis 3.0. Walton Family Foundation-funded at \$240,159 over 3 years (September 2015-November 2018).

Principal Investigator, Effects of School Choice in Indiana. Walton Family Foundation-funded at \$299,423 over 3 years (October 2014—September 2017).

Principal Investigator, Examining Catholic School Effectiveness in Cities Across the United States. Walton Family Foundation-funded at \$1,340,000 over 6 years (June 2009-May 2015).

Principal Investigator, Sensitivity of Teacher Value-Added Results to Different Measures of Student Growth. U.S. Department of Education's Institute of Education Sciences-funded at \$150,000 (May 2011-December 2011). IES contract ED-IES-12-C-0004 by Regional Educational Laboratory Midwest, administered by American Institutes for Research.

Director, National Center on School Choice (NCSC). U.S. Department of Education Institute of Education Sciences -funded at \$10 million over 7 years (September 2004-September 2011).

Principal Investigator, Opening Up the Black Box of Choice and Regular Public Schools: A Study of Achievement Growth, Instruction & Alignment. U.S. Department of Education Institute of Education Sciences -funded at \$3.3 million over 5 years as part of the NCSC (September 2006-September 2011).

Co-Principal Investigator, Scaling Up Peer-Assisted Learning Strategies to Strengthen Reading Achievement. U.S. Department of Education Institute of Education Sciences -funded at \$5.5 million over 5 years (September 2004-September 2009).

Co-Principal Investigator, The Structure and Effects of Tracking in the United States: A Temporal Perspective. Spencer Foundation-funded at \$472,800 over 8 years (March 1997-February 2005).

Co-Principal Investigator, Explaining Student Achievement Trends, 1972-1992. U.S. Department of Education-funded at \$436,918 over 7 years (October 1996-December 2003).

Co-Principal Investigator, Monitoring the Progress of Title I and Comprehensive School Reform Demonstration Program (CSR/D) Schools, National Evaluation of Title I and CSR/D Programs. U.S. Department of Education-funded at \$1.76 million over 4 years (September 1999-June 2003).

Co-Principal Investigator, National Board for Professional Teaching Standards. NBPTS-funded at \$185,380 (March 2002-July 2002).

Project Director, National Study of Title I Schools. U.S. Department of Education-funded at \$1.9 million (October 2000-July 2002).

Co-Principal Investigator, The Quality of Instruction in High-Poverty Settings: Evidence from the Longitudinal Evaluation of School Change and Performance. U.S. Department of Education-funded at \$155,000 (February 2002-September 2002).

Co-Principal Investigator, Analytic Plan to Evaluate National Longitudinal Survey of Schools (NLSS) and Comprehensive School Reform Demonstration (CSR D) Survey Data. U.S. Department of Education-funded at \$50,000 (March 1999-August 1999).

Co-Principal Investigator, RAND Assessment of New American Schools. New American Schools-funded at \$2.4 million for 5 years (December 1997-June 2002).

Co-Principal Investigator, Trends in High School Grade Inflation and its Correlates. College Entrance Examination Board-funded at \$190,945 for 3 years (August 1998-September 2001).

Co-Principal Investigator, Who's Teaching At-Risk Students? U.S. Department of Education-funded at \$299,986 for 3 years (October 1996-September 1999).

## **BOOKS, ARTICLES, OTHER PUBLICATIONS, AND PRESENTATIONS**

### **Books**

Covey-Minor, E., Berends, M., & Schneider, B. (Eds.) (In Press, 2025). *Opportunities for Learning: A Sociological Perspective*. Notre Dame, IN: Notre Dame Press.

Berends, M., Schneider, B., & Lamb, S. (Eds.) (In Press, 2/2024). *Handbook on the sociology of education*. London: SAGE Publications.

Berends, M., Primus, A., & Springer, M. G. (Eds.) (2020). *Handbook of research on school choice, 2<sup>nd</sup> edition*. New York: Routledge.

Berends, M., Waddington, R. J., & Schoenig, J. (Eds.) (2019). *Education at the crossroads: Research perspectives*. New York: Routledge.

Berends, M., Cannata, M., & Goldring, E. B. (Eds.) (2011). *School choice and school improvement*. Cambridge, MA: Harvard Education Press.

Berends, M., Springer, M. G., Ballou, D., & Walberg, H. J. (Eds.) (2009). *Handbook of research on school choice*. New York: Routledge.

Goldring, E., & Berends, M. (2009). *Leading with data: Pathways to improve your school*. Thousand Oaks, CA: Corwin Press.

*Translated into Chinese (2014)*

Berends, M., Springer, M. G., & Walberg, H. J. (Eds.) (2008). *Charter school outcomes*. Mahwah, NJ: Lawrence Erlbaum Associates/Taylor & Francis Group.

- Berends, M., Lucas, S. R., Sullivan, T., & Briggs, R.J. (2005). *Examining gaps in mathematics achievement among racial-ethnic groups, 1972-1992*. Santa Monica, CA: RAND.
- Berends, M., Bodilly, S., & Kirby, S. N. (2002). *Facing the challenges of whole-school reform: New American Schools after a decade*. Santa Monica, CA: RAND.
- Berends, M., Chun, J., Schuyler, G., Stockly, S., & Briggs, R. J. (2002). *Challenges of conflicting school reforms: Effects of New American Schools in a high-poverty district*. Santa Monica, CA: RAND.
- Berends, M., Kirby, S. N., Naftel, S., & McKelvey, C. (2001). *Implementation and performance in New American Schools: Three years into scale-up*. Santa Monica, CA: RAND.
- Kirby, S. N., Berends, M., & Naftel, S. (2001). *Implementation in New American Schools: Four years into scale-up*. Santa Monica, CA: RAND.
- Kirby, S., N., Naftel, S., & Berends, M. (1999). *Staffing at-risk school districts in Texas: problems and prospects*. Santa Monica, CA: RAND.
- Grissmer, D. W., Kirby, S. N., Berends, M., & Williamson, S. (1994). *Student achievement and the changing American family*. Santa Monica, CA: RAND.

### Edited Journal Volumes

- Berends, M., Springer, M.G., & Langevin, W. E. (Eds.) (2007). *Peabody Journal of Education: Special Issue on Policy, Politics, and Organization of School Choice Research, vol. 82, issues 2-3*. Mahwah, New Jersey, Lawrence Erlbaum Associates.

### Journal Articles

+ indicates graduate student

\* indicates authorship determined at random; each contributed equally

- +Hwang, N.Y., Graff, P., & Berends, M. (In Press). Racialized early grade (mis)behavior: Roles of same race teachers in elementary school student discipline. *AERA Open*.
- \*Waddington, R.J., Zimmer, R., & Berends, M. (In Press). Cream skimming and pushout of students participating in a statewide private school voucher program. *Educational Evaluation and Policy Analysis*. (IF=3.347). <https://doi.org/10.3102/01623737231183397>
- \*+Ferrare, J. J., Waddington, R. J., Fitzpatrick, B., & Berends, M. (In Press.) Insufficient Accountability? Heterogeneous Effects of Charter Schools across Authorizing Agencies. *American Educational Research Journal*. (IF=4.811). <https://doi.org/10.3102/00028312231167>



- +Hwang, N.Y., Graff, P., & Berends, M. (In Press). Timing and frequency matter: Same race/ethnicity teacher and student achievement by school level and classroom organization. *Educational Policy*, 37(5), 1349–1379. (IF=1.8)  
<https://doi.org/10.1177/08959048221087212>
- \*Dallavis, J. W., & Berends, M. (2023). Charter schools after three decades: Reviewing the Research on School Organizational and Instructional Conditions. *Education Policy Analysis Archives*, 31(1), 1-29. <https://doi.org/10.14507/epaa.31.7634> (IF=0.947).
- \*+Fitzpatrick, B., Berends, M., Ferrare, J. J., Waddington, R. J. (2020). Virtual Illusion: Comparing Student Achievement and Teacher Characteristics in Online and Brick-and-Mortar Charter Schools in Indiana. *Educational Researcher*, 49(3), 161-175. (IF = 4.854) <https://doi.org/10.3102/0013189X20909814>
- Covered by [New York Times](#), [USA Today](#), [Brookings Institute Blog](#), [WSBT 22 News South Bend](#), [Chalkbeat Indiana](#), [Chalkbeat Detroit](#), [School Matters](#), [Best Evidence in Brief blog \(Johns Hopkins University\)](#), [Diane Ravitch's blog](#)
- Guzmán, J. C., Schuenke-Lucien, D'Agostino, A. J., Berends, M., & Elliot, A. J. (2020). Improving reading skills in a randomized evaluation in Haiti. *Reading Research Quarterly*, 56(1), 173-193. <https://doi:10.1002/rrq.29>. (IF = 4.957)
- Peñaloza, R. V., & Berends, M. (2019). The mechanics of treatment-effect estimate bias for non-experimental data. *Sociological Methods and Research*. Online first: DOI: <https://10.1177/0049124119852375> (Impact Factor (IF) = 3.625)
- \*Austin, M., Waddington, R. J., & Berends, M. (2019). Voucher pathways and student achievement in Indiana's choice scholarship program. *Russell Sage Foundation Journal of the Social Sciences*, 5(3), 20-40. DOI: <https://doi.org/10.7758/RSF.2019.5.3.02>
- \*Waddington, R. J., & Berends, M. (2018). Impact of the Indiana Scholarship Program: Achievement effects for students in upper elementary and middle school. *Journal of Policy Analysis and Management*, 37(4), 783-808. (IF = 3.828)  
<https://doi.org/10.1002/pam.22086>
- Covered by [National Public Radio](#), [New York Times](#), [Washington Post](#), [Wall Street Journal](#), [Los Angeles Times](#), [Chicago Tribune](#), [Education Week](#), [U.S. News and World Report](#), [Time Magazine](#), [National Review](#), [Politico Pro](#), [PoliticoPro2](#), [The 74](#), [Chalkbeat](#), [Chalkbeat2](#), [Indianapolis Business Journal](#), [Indianapolis Star](#), [School Matters Indiana](#), [School Matters Indiana 2](#), [Fort Wayne Gazette](#), [Fort Wayne News Sentinel](#), [Common Dreams](#), [WFYI & Indiana Public Media](#), [WVPE NPR South Bend](#), [WBAA NPR Purdue University](#), [WSBT Fox 22 News South Bend](#), [Lexington Herald](#), [Chad Hartman CBS Radio Minnesota](#), [Diane Ravitch's blog](#), [Diane Ravitch's blog 2 \(8/11/18\)](#), [California Political Review](#), [The Arbiter](#), [HuffPost's Listen to America Tour](#), [South Bend Tribune](#), [wfyi](#)
  - Acknowledgement: Mentioned as one of *JPAM*'s top 10% downloaded publications in recent history (4.30.2020)

- \*Berends, M., & Waddington, R. J. (2018). School choice in Indianapolis: Effects of charter, magnet, private, and traditional public schools. *Education Finance and Policy*, 13(2), 227-255. (IF=2.429) [https://doi.org/10.1162/edfp\\_a\\_00225](https://doi.org/10.1162/edfp_a_00225)
- Covered by [National Public Radio](#), [School Matters Indiana](#)
- \*Altenhofen, S., Berends, M., & White, T.G. (2016). School choice decision making among suburban, high-income parents. *AERA Open*, 2(1), 1-14. (IF=2.299) <https://doi.org/10.1177/2332858415624098>
- +Berends, M., & Donaldson, K. (2016). Does the organization of instruction differ in charter schools? Ability grouping and students' mathematics gains. *Teachers College Record*, 118(11), 1-38. (IF=1.3) <https://doi.org/10.1177/01614681161180110>
- Freeman, K. J., & Berends, M. (2016) The Catholic school advantage in a changing social landscape: Consistency or increasing fragility? *The Journal of School Choice*, 10(1), 22-47. <https://doi.org/10.1080/15582159.2015.1132937>. (IF = 0.74)
- Berends, M. (2015). Sociology and school choice: What we know after two decades of charter schools. *Annual Review of Sociology*, 41(15), 159-180. (IF = 4.915) <http://www.annualreviews.org/doi/pdf/10.1146/annurev-soc-073014-112340>
- Dynarski, S., & Berends, M. (2015). Special issue introduction: Research using longitudinal student data systems: Findings, lessons, and prospects. *Educational Evaluation and Policy Analysis*, 37(1S), 3S-5S. [http://epa.sagepub.com/content/37/1\\_suppl.toc](http://epa.sagepub.com/content/37/1_suppl.toc) (IF = 3.347)
- +Preston, C., Goldring, E., Berends, M., & Cannata, M. (2012) School Innovation in District Context: Comparison of Traditional Public Schools and Charter Schools. *Economics of Education Review*, 31(2), 318-330. (IF = 1.456) <https://doi.org/10.1016/j.econedurev.2011.07.016>
- +Lucas, Samuel R., Mark Berends, and Phillip N. Fucella. (2011). "Neo-Classical Education Transition: A Corrected Tale for Three Cohorts." *Research in Social Stratification and Mobility*, 29, 263-285. (IF = 1.5193) <https://doi.org/10.1016/j.rssm.2011.03.003>
- +Kearns, D., Fuchs, D., McMaster, M. L., Sáenz, L., Fuchs, L. S., Yen, L., Meyers, C. V., Stein, M. L., Compton, D. L., Berends, M., & Smith, T. M. (2010). Factors contributing to teachers' sustained use of kindergarten peer-assisted learning strategies. *Journal of Research on Educational Effectiveness*, (3), 315-342. (IF = 2.485) <https://doi.org/10.1080/19345747.2010.491151>
- +Berends, M., Goldring, E., Stein, M., & Cravens, X. (2010). Instructional conditions in charter schools and students' mathematics achievement gains. *American Journal of Education*, 116(3), 303-335. (IF = 3.027) <https://doi.org/10.1086/651411>

- Berends, M., & Peñaloza, R. V. (2010). Increasing Racial Isolation and Test Score Gaps in Mathematics: A 30-Year Perspective. *Teachers College Record*, 112(4), 978-1007. (IF=1.34) <https://doi.org/10.1177/0161468110112004>
- Berends, M., Lucas, S. R., & Peñaloza, R.V. (2008). How Changes in Families and Schools are Related to Black-White Test Score Trends. *Sociology of Education*, 81(4), 313-344. (IF=3.146) <https://doi.org/10.1177/0038040708081004>
- +Stein, M., Berends, M., Fuchs, D., McMaster, K., Saenz, L., Yen, L., Fuchs, L. S., & Compton, D. L. (2008). Scaling up an early reading program: Relationships among teacher support, fidelity of implementation, and student performance across different sites and years. *Educational Evaluation and Policy Analysis*, 30(4), 368-388. (IF = 3.196) <https://doi.org/10.3102/0162373708322738>
- Lucas, S. R., & Berends, M. (2007). Race and track location in U.S. public schools. *Research in Social Stratification and Mobility*, 25, 169-187. (IF = 1.033) <https://doi.org/10.1016/j.rssm.2006.12.002>
- Berends, M. (2004). In the wake of *A Nation At Risk*: New American School's private sector school reform initiative. *Peabody Journal of Education*, 79(1), 130-163. (IF = 0.56) [https://doi.org/10.1207/s15327930pje7901\\_7](https://doi.org/10.1207/s15327930pje7901_7)
- Berends, M., & Garet, M. (2002). In (re)search of evidence-based school practices: Possibilities for integrating nationally representative surveys and randomized field trials to inform educational policy. *Peabody Journal of Education*, 77(4), 28-58. (IF = 0.56) [https://doi.org/10.1207/S15327930PJE7704\\_3](https://doi.org/10.1207/S15327930PJE7704_3)
- Lucas, S. R., & Berends, M. (2002). Sociodemographic diversity, correlated achievement, and *de facto* tracking. *Sociology of Education*, 75(2), 328-348. (IF=3.146) <https://doi.org/10.2307/3090282>
- Berends, M. (2000). Teacher-reported effects of New American Schools' designs: Exploring relationships to teacher background and school context. *Educational Evaluation and Policy Analysis*, 22(1), 65-82. (IF = 3.196) <https://doi.org/10.2307/1164308>
- Berends, M., Grissmer, D. W., Kirby, S. N., & Williamson, S. (1999). The changing American family and student achievement trends. *Review of Sociology of Education and Socialization*, 23, 67-101.
- Kirby, S. N., Berends, M., & Naftel, S. (1999). Supply and demand of minority teachers in Texas: Problems and prospects. *Educational Evaluation and Policy Analysis*, 21(1), 47-66. (Also RAND RP-1073). (IF = 3.347) <https://doi.org/10.2307/1164546>
- Berends, M., & Koretz, D. (1996). Reporting minority students' test scores: How well can the National Assessment of Educational Progress account for differences in social context?

*Educational Assessment*, 3(3), 249-285. (Also RAND RP-619). (IF = 1.81)  
[https://doi.org/10.1207/s15326977ea0303\\_2](https://doi.org/10.1207/s15326977ea0303_2)

Berends, M. (1995). Educational stratification and students' social bonding to school. *British Journal of Sociology of Education*, 16(3), 327-351. (Also RAND RP-464). (IF = 1.841)  
<https://www.jstor.org/stable/1393263>

Gamoran, A., Nystrand, M., Berends, M., & LePore, P. (1995). An organizational analysis of the effects of ability grouping. *American Educational Research Journal*, 32(4), 687-715. (IF = 4.811) <https://doi.org/10.3102/000283120320046>

Berends, M., & King, M. B. (1994). A description of restructuring in nationally nominated schools: The legacy of the iron cage? *Educational Policy*, 8(1), 28-50. (Also RAND RP-458). (IF = 1.761) <https://doi.org/10.1177/08959048940080010>

Gamoran, A., & Berends, M. (1987). The effects of stratification in secondary schools: Synthesis of survey and ethnographic research. *Review of Educational Research*, 57(4), 415-435. (IF = 12.565) <https://doi.org/10.3102/003465430570044>

### **Journal Articles in Progress**

Lucas, S. R., & Berends, M. Denied opportunity? Varied preferences? Two-actor model evidence concerning (in)equality. Under revise-and-resubmit, *American Journal of Sociology*.

Hwang, N., Huang, F., & Berends, M. Feeling Responsible Together: The Links between Collective Teacher Responsibility and Student Achievement. (Under review)

\*+Waddington, R. J., Berends, M., Ferrare, J., Zimmer, R., & Jin, R. Estimating the impact of Indiana's private school voucher program on high school outcomes and college enrollment.

\*+Ferrare, J., Fitzpatrick, B., Berends, M., Waddington, R. J., & Zimmer, R. The mediating effects of high school course taking and the voucher impacts on educational attainment.

\*+Waddington, R. J., Zimmer, R., Jin, R., Ferrare, J., & Berends. Understanding the Impacts of High Schools on Student Achievement and College Outcomes across a Statewide System of K-12 Choice Policies.

Hwang, N., & Berends, M. Student-Teacher Familiarity and Learning: Links between Student-Teacher Rematches and Enhanced Academic Achievement of English Language Learners.

\*Waddington, R. J., & Berends, M. Vouchers Variation: Unpacking heterogeneous impacts on student achievement across private schools in Indiana.

\*+Berends, M., Waddington, R. J., Roberts, A. C., & Fitzpatrick, B. Understanding the variation in school achievement across public, charter, and voucher-participating private schools using school effectiveness indicators.

Grissmer, D., Buddin, R., Berends, M., Willingham, D., DeCoster, J., Duran, C., Hulleman, C., Murrah, W., & Evans, T. A kindergarten lottery evaluation of Core Knowledge charter schools: Should building general knowledge have a central role in educational and social science research and policy?

\*Waddington, R. J., & Berends, M. Consequences of competition: Effects of the expansion of charter schools and private school vouchers on traditional public schools in Indiana.

\*Berends, M., & Waddington, R. J. School or "school type" effects? Examining the heterogeneity in student achievement and engagement outcomes between schools of choice in Indianapolis.

+\*Waddington, R. J., Berends, M., & Fitzpatrick, B. Unpacking the variation in voucher outcomes for upper elementary and middle school students in Indiana.

\*Waddington, R. J., Berends, M., Roberts, A. C., & Dallavis, J. Unpacking the effects of private school vouchers on student achievement using school effectiveness indicators.

## **Book Chapters**

Berends, M. (Forthcoming). School choice and African American student achievement and attainment. In *Improving the Economic Life Chances of African American Students*, edited by G. Brown III. New York: Rowman and Littlefield.

Berends, M., Schneider, B., & Lamb, S. (In Press). Introduction. In the *Handbook of the sociology of education*, edited by Berends, M., Schneider, B., & Lamb, S. London: SAGE.

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## Practitioner Journals & Publications

Berends, M. (2021). [The current landscape of school choice in the United States: What we know, and don't know about vouchers and charter schools](#). *Phi Delta Kappan*.

Fitzpatrick, B., Berends, M., Ferrare, J. J., Waddington, R. J. (2020). [Virtual charter schools and online learning during COVID-19: An imperfect comparison](#). Brown Center Chalkboard, Brookings Institution, Washington, DC.

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### **Book Reviews**

Berends, M. (2021). Review of *A Contest Without Winners: How Students Experience Competitive School Choice* by Kate Phillippo (Loyola University Chicago). *American Journal of Sociology*, 127(3), 1021-1023).

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### **Other RAND Publications**

Bodilly, S. J., Gill, B. P., Berends, M., Kirby, S. N., Dembosky, J. W. & Caulkins J. P. (2003). Crash courses: Hard lessons from educational interventions. *RAND Review*, 27(1), 22-29.

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Koretz, D., & M., Berends. (2001). *Changes in high school grading standards in mathematics, 1982-1992*. Santa Monica, CA: RAND. (MR-1445-EDU)

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## Reports for the U.S. Department of Education

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### **Conference Presentations, Invited Papers, and Selected Briefings**

- Waddington, R. J., & Zimmer, R., Ferrare, J., & Berends, M. Comparing the educational attainment impacts of charters and vouchers in a statewide system of school choice. Paper to be presented at the annual meeting of the Association for Education, Finance, and Policy, March, 2023.
- Ferrare, J., Waddington, R. J., Berends, M., & Fitzpatrick, B. The impacts of virtual charter high schools on secondary and postsecondary outcomes: Opening up the black box. Paper

presented at the annual meeting of the Association for Public Policy and Management, November 2022.

Ferrare, J., Fitzpatrick, B., Berends, M., Waddington, R. J., & Zimmer, R. Unpacking voucher impacts on educational attainment: The role of curriculum and school composition. Paper presented at the annual meeting of the American Sociological Association, August, 2022.

Waddington, R. J., Ferrare, J., Fitzpatrick, B., Berends, M., & Zimmer, R. Examining Heterogeneity in the Impacts of Charter High Schools on Student Attainment Outcomes in High School and College. Paper presented at the annual meeting of the Association for Education, Finance, and Policy, March, 2022.

Fitzpatrick, B., Berends, M., Waddington, J., Ferrare, J. Virtual Illusion: Comparing Student Achievement and Teacher Characteristics in Online and Brick-and-Mortar Charter Schools in Indiana. Paper presented at the Harvard Conference on School Choice in the Post-Pandemic Era. Virtual, Harvard Kennedy School, Taubman Center for State and Local Government, November 5, 2021.

Waddington, J., Zimmer, R. & Berends, M. Cream Skimming and Pushout of Students Participating in a Statewide Private School Voucher Program. Paper presented at the O'Neill School Government and Management Speaker Series, Indiana University O'Neill School for Public and Environmental Affairs, November 5, 2021.

Ferrare, J., Fitzpatrick, B., Berends, M., Waddington, R. J., & Zimmer, R. The mediating effects of high school course taking and the voucher impacts on educational attainment. Paper presented at the annual meeting of the Association for Education, Finance, and Policy, Virtual, March, 2021.

Waddington, R. J., Zimmer, R., Jin, R., Ferrare, J., & Berends. Understanding the Impacts of High Schools on Student Achievement and College Outcomes across a Statewide System of K-12 Choice Policies. Paper presented at the annual meeting of the Association for Education, Finance, and Policy, Virtual, March, 2021.

Berends, M., Ferrare, J., Zimmer, R., Jin, R., & Waddington, R. J. Understanding the Impacts of High Schools on Student Achievement and College Outcomes across a Statewide System of K-12 Choice Policies. Paper presented at the annual meeting of the Association for Policy Analysis and Management, Virtual, November, 2020.

Waddington, R.J., Zimmer, R., & Berends, M. Cream skimming and pushout of students participating in a statewide private school voucher program. Paper presented at the annual meeting of the American Sociological Association, San Francisco, CA, 2020. (Online zoom presentation due to Covid-19 virus)

Berends, M., Waddington, R. J., & Fitzpatrick, B. Understanding the variation in school achievement across public, charter, and voucher-participating private schools using

- school effectiveness indicators. Paper presented at the annual meeting of the Association for Education Finance and Policy, Fort Worth, TX, March, 2020.
- Waddington, R. J., Berends, M., Ferrare, J., Zimmer, R., & Jin, R. Estimating the impact of Indiana's private school voucher program on high school outcomes and college enrollment. Paper presented at the annual meeting of the Association for Education Finance and Policy, Fort Worth, TX, March 2020.
- Grissmer, D., Budding, R., & Berends, M. Kindergarten-based lottery evaluation for long term (3<sup>rd</sup>-5<sup>th</sup> grade) effects of Core Knowledge charter schools in three subjects (English, math, and science). Paper presented at the annual meeting of the Association for Education Finance and Policy, Fort Worth, TX, March, 2020.
- Waddington, R. J., Berends, M., Ferrare, J., Zimmer, R. & Jin, R. Impact of Indiana vouchers on high school outcomes and educational attainment. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April, 2020.
- Waddington, R. J., Berends, M., & Fitzpatrick, B. Unpacking the variation in voucher outcomes for upper elementary and middle school students in Indiana. Paper presented at the annual meeting of the International School Choice and Reform Conference, Ft. Lauderdale, FL, January, 2020.
- Berends, M., Waddington, R. J., Conway-Roberts, A., & Dallavis, J. School effectiveness indicators among different types of schools in Indiana. Paper presented at the annual meeting of the Association for Education Finance and Policy, Kansas City, March, 2019.
- Dallavis, J. W., Berends, M., & Waddington, R. J. School mission as a moderating influence on voucher outcomes for upper elementary and middle school students in Indiana. Paper presented at the annual meeting of the Association for Education Finance and Policy, Kansas City, March, 2019.
- Berends, M., Waddington, R. J., & Austin, M. The Indiana Choice Scholarship Program: Variation in pathways and effects on student achievement. Paper presented at Education Policy Speaker Series at Michigan State University, February, 2019.
- Berends, M., Waddington, R. J., & Austin, M. Research findings on the implementation and effects of the Indiana Choice Scholarship Program. Alliance for Catholic Education Reform Leaders Summit, Tampa, FL, January, 2019.
- Berends, M, Peñaloza, R. V., Cannata, M., & Goldring, E. B. Innovation in charter schools: An analysis of teaching and learning practices. Paper presented at the annual meeting of the International Conference on School Choice and Reform, Lisbon, Portugal, January, 2019.
- Berends, M. Voucher research challenges in the United States. Invited presentation at the conference Educational Freedom, Autonomy, and Accountability: Lessons from Chile

and the United States. Casa Central, Pontificia Universidad Católica de Chile, Santiago, Chile, December, 2018.

Berends, M. Advancing educational accountability. Invited presentation at the conference Educational Freedom, Autonomy, and Accountability: Lessons from Chile and the United States. Casa Central, Pontificia Universidad Católica de Chile, Santiago, Chile, December, 2018.

Berends, M., Waddington, R. J., & Austin, M. The Indiana Choice Scholarship Program: Voucher pathways and effects on student achievement. Invited presentation at the University of Arkansas, Department of Education Reform Lecture Series. Fayetteville, AK, November, 2018.

Berends, M., Waddington, R. J., & Austin, M. The Indiana Choice Scholarship Program: Participation and Impact on Achievement. Invited presentation at Gary Orfield's Civil Rights Project, Bringing Civil Rights Research to Bear on Voucher Programs, Are the Promises Realized? Dirksen Senate Office Building (for Senate staffers), Washington, DC, 2018.

Waddington, R. J., & Berends, M. Vouchers in the crossroads: Heterogeneous impacts on student achievement and attendance across private schools in Indiana. Paper presented at the annual meeting of the Association for Public Policy Analysis and Management, Washington, DC, 2018.

Waddington, R.J., Zimmer, R., & Berends, M. Cream skimming and push out of voucher students in Indiana. Paper presented at the annual meeting of the Association for Public Policy Analysis and Management, Washington, DC, 2018.

Ferrare, J. J., Waddington, R. J., & Berends, M. Do charter schools close racial and socioeconomic achievement gaps over time? A longitudinal analysis of Indiana's charter schools. Paper presented at the annual meeting of the Association for Education Finance and Policy, Portland, March, 2018.

Fitzpatrick, B., Berends, M., Waddington, J., Ferrare, J. Virtual charter school teachers and student achievement: Increasing educational opportunity or doing harm? Paper presented at the annual meeting of the Association for Education Finance and Policy, Portland, March, 2018.

Waddington, R.J., Zimmer, R., & Berends, M. Cream skimming and push out of voucher students in Indiana. Paper submitted for presentation at the annual meeting of the Association for Education Finance and Policy, Portland, March, 2018.

Grissmer, D., White, T., Murah, H., Berends, M., & Ko, Michelle. Kindergarten based evaluation of Core Knowledge schools. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness. Washington, DC, March 2018.

Austin, M., Waddington, R. J., & Berends, M. Vouchers in Indiana: Educational opportunity or entitlement program? Paper to be presented at the Russell Sage Foundation, Using Data for Science and Policy, January, 2018.

Waddington, R. J., & Berends, M. Voucher variation: Heterogeneous impacts on student outcomes across Indiana private schools. Paper presented at the annual meeting of the Association for Public Policy Analysis and Management, Chicago, IL 2017.

Ferrare, J. J., Waddington, R. J., & Berends, M. Heterogeneity Within the Charter School Sector: Examining the Longitudinal Effects of Charter Operators on Student Achievement in Indiana. Paper presented at the annual meeting of the Association for Public Policy Analysis and Management, Chicago, IL, 2017.

Berends, M, Waddington, R. J., & Austin, M. The Indiana Choice Scholarship Program: Participation, implementation and impact on achievement. American Federation for Children Summit, Indianapolis, IN, 2017.

Berends, M. .Waddington, R. J., & Ferrare, J. J. School choice in Indiana: Impacts of charter schools and school vouchers on student achievement outcomes. University of Chicago, Committee on Education, IES Predoctoral program Workshop on Education Lecture Series, Chicago, IL, 2017.

Waddington, R. J., & Berends, M. Consequences of competition: Effects of the expansion of charter schools and private school vouchers on traditional public schools in Indiana. Paper presented at the annual meeting of the Association for Education Finance and Policy, Washington, DC, 2017.

Ferrare, J. J., Waddington, R. J., & Berends, M. Virtual Illusion: Longitudinal effects of charter school types on achievement gaps in Indiana. Paper presented at the annual meeting of the Association for Education Finance and Policy, Washington, DC, 2017.

Waddington, R. J., & Berends, M. Early Impacts of Indiana Choice Scholarship Program: Achievement Effects for Students in Upper Elementary and Middle School. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC, 2017.

Berends, M., & Waddington, R. J. School or "school type" effects? Examining the heterogeneity in student achievement and engagement outcomes between schools of choice in Indianapolis. Paper presented at the annual meeting of the Association for Education Finance and Policy, Denver, CO, 2016.

Waddington, R. J., & Berends, M. Vouchers in the crossroads: Heterogeneous impacts on student achievement and attendance across private school in Indiana. Paper presented at the annual meeting of the Association for Public Policy Analysis and Management, Miami, FL, 2015.



- Austin, M., & Berends, M. Change and stability in the curriculum: Schools' responses to participating in a publicly funded voucher program. Paper presented at the annual meeting of the American Educational Research Association, Chicago, 2015.
- Waddington, R. J., & Berends, M. Early impact of the Indiana Scholarship Program: Achievement Effects for Student in Upper Elementary and Middle School. Paper presented at the annual meeting of the American Educational Research Association, Chicago, 2015.
- Altenjofen, S., Berends, M., & White, T.G. Parents Who Apply to Charter Schools: Pre-Lottery Influences on School Choice. Paper presented at the annual meeting of the Association for Education Finance and Policy, Washington, DC, 2015.
- Grissmer, D., White, T., Murrah, W., Player, D., Altenhofen, S., Berends, M., Cabell, S., Cameron, C., DeCoster, J., Ko, M., & Larson, J. Impacts of Core Knowledge charter schools on measures of general knowledge and early reading through first grade. Paper presented at the annual meeting of the Association for Education Finance and Policy, Washington, DC, 2015.
- Berends, M., & Waddington, R. J. Effects of School Choice Options on student Achievement and Engagement: Indianapolis' Portfolio of Charter, Magnet, Private, and Traditional Public Schools. Paper presented at the annual meeting of the Association for Education Finance and Policy, Washington, DC, 2015.
- Waddington, R. J., & Berends, M. Early impact of the Indiana Scholarship Program: Achievement effects for students in upper elementary and middle school. Paper presented at Notre Dame invitational conference "Crossroads of America: The Intersection of Research and Policy in the Indiana School Choice Ecosystem." Notre Dame, IN: University of Notre Dame, 2014.
- Berends, M. School reform: Partnering with teachers and schools on research-based interventions. Paper presented at the annual meeting of the American Sociological Association, San Francisco, 2014.
- Berends, M., & Waddington, R. J. Examining the portfolio of school choice in Indiana: Effects of charter, magnet, private, and traditional public schools. Paper presented at the annual meeting of the Association for Education Finance and Policy, San Antonio, TX, 2014.
- Berends, M., & Waddington, R. J., Austin, J. A., Schoenig, J. A., Smrekar, C. E., Ngairé, N. H., & Brandenberger, E. C. School voucher policy and implementation: Lessons from Indiana and Tennessee. Symposium presented at the annual meeting of the American Educational Research Association, Philadelphia, 2014.
- Waddington, R. J. & Berends, M. Blending into my new school: The integration of voucher students in Indiana private Schools. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA, 2014.

- Austin, M., Berends, M., & Stuit, D. School vouchers in Indiana: A school –based perspective on participation in Indiana’s Choice Scholarship Program. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, 2013.
- Berends, M., and Donaldson, K. Does the organization of instruction differ in charter schools? Ability grouping and students' mathematics gains. Paper presented at the annual meeting of the American Sociological Association, Denver, 2012.
- Freeman, K. J., and Berends, M. The Catholic school advantage in a changing social landscape: Consistency or increasing fragility? Paper presented at the annual meeting of the American Sociological Association, Denver, 2012.
- Berends, M., M. Cannata, and Ellen B. Goldring. School Choice Debates, Research, and Context: Toward Systematic Understanding and Better Educational Policy. Paper presented at the American Educational Research Association, Vancouver, 2012.’
- Berends, M. Charter school research, practice, and policy. Invited keynote address for the U.S. Department of Education's Regional Educational Laboratory (REL) Midwest webinar "Connecting Research to Practice: A Forum on Charter School Research, Practice, and Accountability," December 14, 2011.
- Berends, M. "Scaling-Up The Right Approach?" World Innovation Summit for Education (WISE). Doha, Qatar, November 2, 2011.
- Berends, M., and Donaldson, K. Ability grouping in charter and traditional public schools? Effects of instruction on achievement. Paper presented at the American Educational Research Association, New Orleans, 2011.
- Berends, M., Cannata, M., Cravens, X., Goldring, E. B., Peñaloza, R. V., & Stein, M. School choice options, instructional conditions, and student achievement gains. Paper presented at the annual meetings of the American Educational Research Association, New Orleans, 2011.
- Preston, C., Goldring, E., Berends, M., & Cannata, M. Much Ado about Nothing? Innovation in Charter Schools. Paper presented at the American Educational Research Association, New Orleans, 2011. Preston, C., Goldring, E., Berends, M., & Cannata, M. Much Ado about Nothing? Innovation in Charter Schools. Paper presented at the *Society for Research on Educational Effectiveness*, Washington, DC, 2011.
- Berends, M., and Donaldson, K. Ability grouping, classroom instruction, and students’ mathematics gains in charter and traditional public schools. Paper presented at the *Society for Research on Educational Effectiveness*, Washington, DC, 2011.
- Preston, C., Goldring, E., Berends, M., & Cannata, M. Market reforms and school innovation: Comparing traditional public schools and charter schools. Paper presented at the University Council for Educational Administration convention, New Orleans, 2010.

- Berends, M. Connecting research to practice: Addressing student achievement gaps. Keynote address at the Midwest Regional Conference on Achievement Gaps, sponsored by IES, Learning Points, and UW-Green Bay, Nov. 3-6, 2010, Chicago.
- Berends, M. What is known about the effects of charter schools. Keynote address at the Forum on Research, Policy and Practice for Idaho Charter School Leaders and Stakeholders, sponsored by IES and Education Northwest, June 15, 2010, Boise, Idaho.
- Berends, M. Prospects for research and policy: A brief look back and a look ahead. Vice presidential address of Division L (Educational Policy and Politics) for the American Educational Research Association, Denver, CO, 2010.
- Cannata, M., Berends, M. Stein, M. & Peñaloza, R. V. Professional development and mathematics instruction. Paper presented at the at the American Educational Research Association, Denver, CO, 2010.
- Berends, M., Stein, M., Cannata, M., Peñaloza, R. V., and Smithson, J. How different are charter and traditional public school classrooms? An examination of mathematics instruction. Paper presented at the at the American Educational Research Association, Denver, CO, 2010.
- Berends, M., Cannata, M, Cravens, X., Goldring, E., Peñaloza, R. V, Stein, M. School choice options: Instructional Conditions, and Student Achievement Growth. Paper presented at the annual meetings of the University Council for Education Administration, Anaheim, CA, 2009.
- Berends, M., Cannata, M, Cravens, X., Goldring, E., Peñaloza, R. V, Stein, M. School choice options: Instructional Conditions, and Student Achievement Growth. Paper presented at the annual meetings of the Association for Public Policy Analysis and Management, Washington, DC, 2009.
- Berends, M, Stein, M., & Smithson, J. Mathematics and reading instruction in charter and traditional public schools: Content, cognitive complexity, and alignment to state standards and assessments. Invited paper presented at the National Center on School Choice conference School Choice & School Improvement: Research in State, District and Community Contexts. Vanderbilt University, Nashville, TN, 2009.
- Nicotera, A., Mendiburo, M., & Berends, M. Charter school effects in an urban school district: An analysis of student achievement gains in Indianapolis. Invited paper presented at the National Center on School Choice conference School Choice & School Improvement: Research in State, District and Community Contexts. Vanderbilt University, Nashville, TN, 2009.

Berends, M., Cannata, M., Goldring, E., & Peñaloza, R. V. Innovation in schools of choice. Paper presented at the at the American Educational Research Association, San Diego, CA, 2009.

Berends, M., Stein, M., & Smithson, J. Mathematics and reading instruction in charter and traditional public schools: Content, cognitive complexity and alignment to state standards and assessments. Paper presented at the American Educational Finance Association, Nashville, TN, and the American Educational Research Association, San Diego, 2009.

Berends, M., & Peñaloza, R. V. Innovation, school choice, and student achievement gains. Paper was presented at the Second Annual Meeting of the Society for Research on Educational Effectiveness, Crystal City, VA, March 1-3, 2008.

Berends, M., Mendiburo, M., & Nicotera. Charter school effects in an urban school district: An analysis of student achievement growth. Paper presented at the American Educational Research Association, New York, 2008.

Berends, M., Mokher, C., & Zottola, G. How social capital varies among charter schools: Examining relationships to academic rigor, homework, and engagement from students' perspectives. Paper presented at the American Educational Research Association, New York, 2008.

Berends, M., Goldring, E., Stein, M., & Cravens, X. Instructional conditions in charter schools and students' mathematics achievement gains. Paper presented at the Society for Research on Educational Effectiveness, First Annual Conference, Washington, DC March 2-4, 2008.

Berends, M., Stein, M., & Smithson, J. Differences between charter and traditional public school teachers' instructional practices and curricular alignment to the mathematics standards and state assessment in Indiana. Paper presented at the Society for Research on Educational Effectiveness, First Annual Conference, Washington, DC March 2-4, 2008.

Berends, M., & Peñaloza, R. V. Changes in Family Background and School Characteristics and the Black-White Test Score Gap in Mathematics: Comparisons of Four Senior Cohorts, 1972 to 2004. Paper to be presented at the annual meeting of the American Sociological Association, New York City, 2007.

Fuchs, D., Berends, M., Yen, Fuchs, L., Compton, D., McMaster, K., Sáenz, L., & Stein, M. Scaling up peer-assisted learning strategies in Minneapolis, South Texas, and Nashville: A multi-method and longitudinal randomized control trial. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, 2007.

Berends, M., & Stein, M. Teacher responses to peer-assisted learning strategies. Paper presented at the American Educational Research Association, Chicago, 2007.

- Berends, M., Stein, M., & Nicotera, A. Instructional conditions in charter schools and student achievement growth. Paper presented at the American Educational Research Association, Chicago, 2007.
- Teasley, B., & Berends, M. A national examination of the No Child Left Behind School choice policy. Paper presented at the American Educational Research Association, Chicago, 2007.
- Nicotera, A. & Berends, M. Differential effects of the No Child Left Behind transfer policy on academic achievement in Idaho. Paper presented at the American Educational Research Association, Chicago, 2007.
- Fuchs, D., Berends, M., Yen, L., Fuchs, L., Compton, D., McMaster, K., & Sáenz, L. Scaling up peer-assisted learning strategies in Minneapolis, South Texas, and Nashville: A multi-method and longitudinal randomized control trial. Paper presented at the annual meeting of the Pacific Coast Research Conference, San Diego, 2007.
- Berends, M., & Peñaloza, R. V. Changes in Family Background and School Characteristics and the Black-White Test Score Gap in Mathematics: Comparisons of Four Senior Cohorts, 1972 to 2004. Paper presented at the Russell Sage Foundation Conference on Stalled Progress: Inequality and the Black-White Test Score Gap, New York, November 16-17, 2006.
- Berends, M. Charter school effects on achievement: Where we are and where we're going. Paper presented at the National Academy of Education Meetings, Boulder, CO, October, 2006.
- Berends, M., Watral, C., Teasley, B., & Nicotera, A. Charter school effects on achievement: Where we are and where we're going. Paper presented at the National Center on School Choice conference "Charter Schools: What Fosters Growth and Outcomes?" Vanderbilt University, September, 2006.
- Lucas, S. R., & Berends, M. Stability and change in U.S. track mobility: An analysis of four cohorts. Paper presented at the International Sociological Association Meetings, Durban, South Africa, July 2006.
- Hamilton, L., & Berends, M. Instructional practices related to standards and assessments. Paper presented at the American Educational Research Association, San Francisco, 2006.
- Nicotera, A., Teasley, B., & Berends, M. Examination of student movement in the context of federal transfer policies. Paper presented at the American Educational Research Association, San Francisco, 2006.
- Nicotera, A., Teasley, B., & Berends, M. Examination of student movement in the context of federal transfer policies. Paper presented at the American Educational Finance Association, Denver, 2006.
- Lucas, S. R., & Berends, M. Stability and change in U.S. track mobility: An analysis of four cohorts. Paper presented at the American Sociological Association, August 2005.

- Hamilton, L., Berends, M., & Stecher, B. Teachers' responses to standards-based accountability. Paper presented at the American Educational Research Association, Montreal, 2005.
- Berends, M. Survey Methods in Educational Research. Presidential Invited Session on Complementary Methods for Education Research: Meet the Authors and Reviewers. American Educational Research Association, Montreal, 2005.
- Lucas, S. R., & Berends, M. Stability and change in U.S. Track Mobility: An analysis of four cohorts. Paper presented at the International Sociological Association Meetings, Neuchatel, Switzerland, May 2004.
- Berends, M. Survey Methods in Educational Research. Presidential Invited Session on Complementary Methods for Education Research: Meet the Authors and Reviewers. American Educational Research Association, San Diego, 2004.
- Goldring, E., & Berends, M. Using data to strengthen schools. Symposium on Improving the preparation of education leaders: The AASA "Leadership for Learning." Paper presented at the University Council for Educational Administration Convention, Portland, OR, November, 2003.
- Berends, M. Teacher Quality and Certification: The National Board for Professional Teaching Standards' Sponsored Program of Research. Symposium at the American Educational Research Association, Chicago, 2003.
- Berends, M., & Garet, M. In (re)search of evidence-based school practices: Possibilities for integrating nationally representative surveys and randomized field trials to inform educational policy. Paper presented at the American Educational Research Association, Chicago, 2003.
- Berends, M. Comprehensive School Reform in the United States: Lessons from a High-Poverty District. Paper presented at the International Conference for School Effectiveness and Improvement, Sydney, Australia, January 5-8, 2003.
- Berends, M. Leadership for Comprehensive School Reform: The Experiences of New American Schools. Paper presented at the International Conference for School Effectiveness and Improvement, Sydney, Australia, January 5-8, 2003.
- Garet, M., & Berends, M. Towards evidence-based school practices: Opportunities for integrating nationally representative surveys and randomized field trials to inform educational policy. Paper presented at the International Conference for School Effectiveness and Improvement, Sydney, Australia, January 5-8, 2003.
- Berends, M. Grade inflation: Reality, myths, and pitfalls. Invited paper for the Educational Records Bureau Conference, New York, NY, October 24, 2002.
- Berends, M. The past, present, and future of comprehensive school reform research. Invited address to the National Clearinghouse of Comprehensive School Reform Network of Researchers Meeting, Washington, DC, May 21, 2002.
- Berends, M. Implementing comprehensive school reform in high-poverty districts: Cautionary lessons based on the New American Schools (NAS) experience. Paper presented at the

Annual Meeting of the Annual Meeting of the American Educational Research Association, New Orleans, 2002.

Lucas, S. R., & Berends, M. Finding and explaining school-to-school variation in race and track assignment. Paper presented at the Annual Meeting of the Annual Meeting of the American Educational Research Association, New Orleans, 2002.

Berends, M., Lucas, S. R., & Briggs, R. J. (2002). Effects of curricular differentiation on student achievement: Longitudinal analyses of high school students. Invited paper presented at the *Research Seminar II: Instructional and Performance Consequences of High-Poverty Schooling*, The Charles Sumner School, Washington, DC, March 11, 2002.

Lucas, S. R., Fucella, P. N., & Berends, M. Neo-classical education transitions of boomer and post-boomer cohorts: A corrected tale for three cohorts. Paper presented at the Annual Meeting of the International Sociological Association, Research Committee on Social Stratification and Social Mobility, Berkeley, CA: August, 2001.

Berends, M., Lucas, S. R., & Sullivan, T. Effects of changing family background characteristics on black-white test score trends, 1972-1992. Paper presented at the Annual Meeting of the Population Association of America, Washington, DC, March 29-31, 2001.

Lucas, S. R., & Berends, M. Explaining the dominance of downward track mobility for the mobile. Paper presented at the Annual Meeting of the Population Association of America, Washington, DC, March 29-31, 2001.

Berends, M., Bodilly, S., & Kirby, S. N. Lessons learned from New American Schools. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA, 2001.

Kirby, S., Berends, M., & Naftel, S. Implementation in a longitudinal sample of New American Schools. Paper presented at the Title I Invited Conference in Washington, DC, Sponsored by the Laboratory for Student Success at Temple University Center for Research in Human Development and Education, November 1, 2000.

Berends, M., & Kirby, S. N. The district role in comprehensive school reform: Evidence from New American Schools' scale-up phase. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, 2000.

Berends, M., Desimone, L., Garet, M., Ginsburg, A., Miller, M., Plisko, V., & Yamishiro, K. Strategies for evaluating federal education programs. Paper presented at the Annual Meeting of the American Evaluation Association, Orlando, FL, November 2, 1999.

Berends, M., Lucas, S. R., & Sullivan, T. Effects of changing family background characteristics on black-white test score trends, 1972-1992. Paper presented at the Annual Meeting of the International Sociological Association, Research Committee on Social Stratification and Social Mobility, Madison, WI: August, 1999.

- Berends, M. Early implementation findings from a longitudinal sample of New American Schools. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, 1999.
- Berends, M. Early implementation findings from a longitudinal sample of New American Schools. Paper presented in symposium on “The Progress of New American Schools in Districts, Schools and Classrooms” at the International Congress for School Effectiveness and Improvement, San Antonio, TX, January 5, 1999.
- Berends, M., & Chun, J. Does instructional practice differ in design-based classrooms? Paper presented in symposium on “The Progress of New American Schools in Districts, Schools and Classrooms” at the International Congress for School Effectiveness and Improvement, San Antonio, TX, January 5, 1999.
- Berends, M. Tracking, social promotions, and other educational organizational issues. Presentation to the National Research Council, Panel on Juvenile Crime: Prevention, Treatment, and Control. Washington, DC, October 2, 1998.
- Bodilly, S., & Berends, M. Necessary district support for comprehensive school reform. Paper presented at the Title I: Seizing the Opportunity Invited Conference in Washington, DC, Co-sponsored by the Harvard Civil Rights Project and the Citizens’ Commission on Civil Rights, September 18, 1998.
- Berends, M., & Bodilly, S. Lessons learned from New American Schools' scale-up phase. Presentation to major foundations at the Comprehensive School Reform Meeting, Washington, DC, RAND, August 19, 1998.
- Berends, M., & Dijkstra, A. B. The sacred in education: Academic achievement in religious schools. Paper presented at the Annual Meeting of the International Sociological Association, Montreal: July, 1998.
- Kirby, S. N., Berends, M., & Naftel, S. Supply and demand of minority teachers in Texas: Problems and prospects. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego: April, 1998.
- Berends, M., & Dijkstra, A. The impact of social capital on educational opportunities in cross-national perspective: A comparison of the United States and the Netherlands. Paper presented at the Annual Meeting of the American Sociological Association, Toronto: August, 1997.
- Berends, M. Evaluation of the New American Schools (NAS) initiative: Methods and early findings. Symposium presented at Annual Meeting of the American Educational Research Association, Chicago: April, 1997.



Berends, M. Coupling, control, and social capital in New American Schools. Paper presented at Annual Meeting of the American Educational Research Association, Chicago: April, 1997.

Berends, M., & Dijkstra, A. B. Social capital and academic achievement: Educational opportunities in American and Dutch religious education. Paper presented at the Annual Meeting of the American Sociological Association, New York: August, 1996.

Berends, M., & Koretz, D. NAEP's adequacy for monitoring students at risk. Paper presented at the Annual Meeting of the American Educational Research Association, New York: April, 1996.

Grissmer, D. W., Williamson, S., Kirby, S. N., & Berends, M. Explaining trends in NAEP achievement scores. Invited paper presented at the Conference on Intelligence on the Rise? Secular Changes in IQ and Related Measures, Emory University, Atlanta, GA: April, 1996.

Berends, M., Grissmer, D. W., Kirby, S. N., & Williamson, S. Changing families, student achievement, and public policy. Paper presented at the Annual Meeting of the American Sociological Association, Washington, DC: August, 1995.

Berends, M., & Koretz, D. Who are the educationally disadvantaged? Individual and institutional characteristics of low achieving students in NELS & NAEP. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco: April, 1995.

Grissmer, D. W., Kirby, S. N., Berends, M., & Williamson, S. Multiple risk effects of demographic, family, and other factors on cognitive achievement. Invited paper presented at the 7th International Conference on Socio-Economics of the Society for the Advancement of Socio-Economics, Washington, DC: April, 1995.

Grissmer, D. W., Kirby, S. N., Berends, M., & Williamson, S. Student achievement and the changing American family." Selected Briefings:

- Secretary Richard Riley and Assistant Secretary Madeline Kunin, U.S. Department of Education, July, 1995.
- Economic Policy Institute, March, 1995.
- American Youth Policy Forum, a non-partisan, non-profit organization of staff from the House and Senate and GAO, CBO, HHS, and Department of Education, February, 1995.
- U.S. Department of Education, February, 1995.
- Press conference to national media upon public release of report, RAND's Washington office, December, 1994.
- Seminar at Teachers College, Columbia University, April, 1994.
- National Academy of Sciences, April, 1994.
- RAND European Board of Directors, March, 1994.

- Operations Research Society of America (ORSA) and The Institute of Management Sciences (TIMS), December, 1993
- RAND Institute on Education and Training Board of Directors, November, 1993.
- RAND Board of Directors, November, 1993.

Berends, M., Koretz, D., & Lewis, E. Exploring racial and ethnic test score differences in national samples. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans: April, 1994.

Berends, M. Restructuring in American schools. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans: April, 1994.

Ladwig, J. G., & Berends, M. Testing the sociology of school knowledge. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans: April, 1994.

Berends, M., Grissmer, D. W., Kirby, S. N., & Williamson, S. Assessing family, parent, and school effects on achievement. Paper presented at the Annual Meeting of the American Sociological Association, Miami Beach: August, 1993.

Berends, M. On what track? The effects of organizational stratification at high school entry. Paper presented at the Annual Meeting of the American Sociological Association, Pittsburgh: August, 1992.

Berends, M. Peer influences on students' attitudes, behavior and academic achievement in school. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco: April, 1992.

Berends, M. Restructuring in nationally nominated schools. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco: April, 1992.

Berends, M. Tracking and students' attitudes, behaviors, and academic achievement in school. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago: April, 1991.

Berends, M. High school tracking and students' school orientations. Paper presented at the Annual Meeting of the American Sociological Association, Washington, DC: August, 1990.

Gamoran, A., Berends, M., & Nystrand, M. Classroom instruction and the effects of ability grouping: A structural model. Paper presented at the Annual Meeting of the American Educational Research Association, Boston: March, 1990.

Berends, M., & Gamoran, A. What are the effects of stratifying students in secondary schools? Paper presented at the Annual Meeting of the North Central Association Commission on Schools, Chicago: April, 1989.

## TEACHING

Advanced Organizational Theory  
Can We Improve America's Schools?  
Contemporary Educational Issues—Educational Opportunity & Inequality  
Introduction to Research Methods  
Social Context of Education  
Sociology of Education  
Survey Methods

## EDITORIAL SERVICE

Co-Editor, *American Educational Research Journal*, 2016-2019  
Editor, *Educational Evaluation and Policy Analysis*, 2013-2015  
Editorial Board, *American Educational Research Journal*, 2008-2010, 2011-2014, 2014-2016  
Editorial Board, *American Journal of Education*, 2011-present  
Editorial Board, *Educational Evaluation and Policy Analysis*, 2011-2012  
Editorial Board, *Educational Administration Quarterly*, 2004-2008  
Editorial Board, *Sociology of Education*, 2000-2003, 2009-2012

## AD HOC REVIEWING

*AERA Open*  
*American Educational Research Journal*  
*American Journal of Education* (editorial board)  
*American Journal of Sociology*  
*American Sociological Review*  
*Demography*  
*Educational Evaluation and Policy Analysis*  
*Educational Researcher*  
*Educational Research Quarterly*  
*Journal of Curriculum Studies*  
*Journal of Education for Students Placed At Risk*  
*Journal of Policy Analysis and Management*  
*Journal of Research on Educational Effectiveness*  
*Research in Sociology of Education and Socialization*  
*Research in the Teaching of English*  
*Review of Educational Research*  
*Review of Research in Education*  
*Science*  
*Sociology of Education* (editorial board)  
*Social Forces*  
*Social Problems*  
American Educational Research Association  
American Sociological Association  
National Center for Education Statistics  
National Science Foundation

RAND Book Series  
Routledge Press  
The Spencer Foundation  
Urban Institute  
University of Chicago Press  
U.S. Department of Education, Institute of Education Sciences  
U.S. Department of Health and Human Services  
U.S. Department of Justice  
W.T. Grant Foundation

## **HONORS, ADMINISTRATIVE AND COMMITTEE SERVICE**

University of Notre Dame

Hackett Family Director, Institute for Educational Initiatives (2021-present)  
Associate Vice President of Research (2020-2021)

President's Committee on Helping Under-Resourced Students Succeed at the University of Notre Dame (2023)

Provost's Advisory Committee (2019-2022)

Institutional Review Board (2018-2021)

Department of Sociology Graduate Studies Committee (2019-2020)

Chair, Program for Interdisciplinary Education Research (PIER) Faculty Committee (2015-2021)

Institute of Educational Initiatives, Faculty Advisory Committee (2009-2021)

Director, Center for Research on Educational Opportunity (2009-present)

Education Week, RHSU Edu-Scholar Public Influence Rankings (2019-2023)

Fellow, National Academy of Education (2020)

Participant, American Educational Research Association's Knowledge Forum (2016)

Co-Editor, *American Educational Research Journal* (2016-2020)

Vice President of the American Education Research Association's Division L, Policy and Politics of Education (2015-2016)

Fellow, American Educational Research Association (2014)

Co-Editor, *Educational Evaluation and Policy Analysis* (2013-2015)

Program Chair, American Educational Research Association, Barbara Schneider President (2014)

Member of U.S. Department of Education's Institute of Education Sciences (IES) Scientific Review Panel on Education Systems and Broad Reform (3-year member, 2010-2012)

Chair, U.S. Department of Education's Institute of Education Sciences (IES) Scientific Review Panel on Low-Performing Schools Competition and the Scaling Up Effective Schools R&D Centers (2010)

Vice President of the American Education Research Association's Division L, Policy and Politics of Education (2007-2010)

Member of U.S. Department of Education's Institute of Education Sciences (IES) Scientific Review Panel on Education Systems and Broad Reform (3 year member, 2005-2008)

National Academy of Sciences, Division of Behavioral and Social Sciences and Education, Committee Member on Large-Scale Reform in K-12 STEM Education (2010-2011)

Technical Work Group, Evaluation of Teacher Induction Programs, U.S. Department of Education being conducted by Mathematica, 2007-2010.

Technical Work Group, Evaluation of Reading Comprehension Interventions, U.S. Department of Education being conducted by Mathematica, 2005-2008.

Director of Graduate Studies, Department of Leadership, Policy, and Organizations, Peabody College, Vanderbilt University, 2003-2005.

American Education Research Association, 2002 Division L Program Chair, Educational Policy and Politics.

American Education Research Association, Palmer O. Johnson Memorial Award Committee, 2000-2003.

American Education Research Association, 2001 Section L Chair Governance and Education Policy, Educational Policy and Politics, Governance.

American Sociological Association, Sociology of Education Council, 1998 – 2001.

Technical Work Group, Evaluation of Safe-Schools/Healthy Students Initiative, U.S. Department of Education being conducted by Research Triangle Institute, 2000-2004.

National Advisory Panel for the CoZi Initiative, The Bush Center in Child Development and Social Policy, Yale University, 1997-1999

Consultant for the evaluation of 21C, The Bush Center in Child Development and Social Policy, Yale University, 1999-2001

Committee to Advance the Field of Sociology of Education, American Sociological Association Section on the Sociology of Education, 1993-1998.

RAND Education's Research Council, 1998-2002.

RAND's Human Subjects Protection Committee, 1997-2002.

RAND's Computer Advisory Committee, 1993-1996.

Committee on Nominations, American Sociological Association Section on the Sociology of Children, 1995-1996.

## **PROFESSIONAL ORGANIZATIONS**

American Educational Research Association, 1987-present

American Sociological Association, 1987-present

Association for Educational Finance and Policy, 2014-present

Association for Public Policy Analysis and Management, 2015-present

International Sociological Association, Research Council 28, 1999-2002

International School Choice and Reform, 2015-present

Population Association of America, 2000-present

*Phi Delta Kappa International*, 2002-2009

Society for Research on Educational Effectiveness, 2010-Present