

## Curriculum Vitae

Takako Nomi, Ph.D.  
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### 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.

344.

, 342-

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 Years and Primary/Elementary Education.

Invited participant, the AERA Emerging Scholar Workshop, Denver, CO, March 2013

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- 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*