

CURRICULUM VITAE

DAVID ROTH ROGOSA

School of Education
Stanford University
Stanford, California 94305
rag@stanford.edu

EDUCATION:

A.B. Physics, Princeton University, 1972
M.S. Statistics, Stanford University, 1974
Ph.D. Education, Stanford University, 1977
Major: Mathematical Methods in Educational Research
Minor: Evaluation

EMPLOYMENT:

9/85 – Associate Professor, School of Education, Stanford University and, by courtesy, Department of Statistics, Stanford University (9/87 –) and, by courtesy, Division of Biostatistics in the Department of Health Research and Policy, School of Medicine (9/90 –).

9/80 – 8/85. Assistant Professor, School of Education, Stanford University.

1/77 – 8/80. Assistant Professor, Department of Education, The University of Chicago.

CREDENTIALS:

New Jersey Secondary School Teaching Credential in Mathematics.
New Jersey Secondary School Teaching Credential in Physical Science.

FELLOWSHIPS:

Summer Research Fellow, Educational Testing Service, Princeton, New Jersey, 1975.

National Academy of Education Spencer Fellowship, 1979-82.

Fellow, Center for Advanced Study in the Behavioral Sciences, 1987-88.

PUBLICATIONS

Journal Articles

- Rogosa, D. R. (1978). Comments on the ESAA evaluation report. *Journal of Educational Statistics, 3*, 79-86.
- Rogosa, D. R. (1980). Comparisons of some procedures for analyzing longitudinal panel data. *Journal of Economics and Business, 32*, 136-151.
- Rogosa, D. R. (1980). A critique of cross-lagged correlation. *Psychological Bulletin, 88*, 245-258.
- Rogosa, D. R. (1980). Comparing nonparallel regression lines. *Psychological Bulletin, 88*, 307-321.
- Rogosa, D. R. (1980). Comment on "Using empirical Bayes Techniques in the law school validity studies" by Donald B. Rubin. *Journal of the American Statistical Association, 75*, 819-822.
- Rogosa, D. R. (1981). On the relationship between the Johnson-Neyman region of significance and statistical tests of parallel within-group regressions. *Educational and Psychological Measurement, 41*, 127-134.
- Rogosa, D. R., Brandt, D., & Zimowski, M. (1982). A growth curve approach to the measurement of change. *Psychological Bulletin, 92*, 726-748.
- Rogosa, D. R., & Willett, J. B. (1983). Demonstrating the reliability of the difference score in the measurement of change. *Journal of Educational Measurement, 20*, 335-343.
- Rogosa, D. R., & Willett, J. B. (1983). Comparing two indices of tracking. *Biometrics, 39*, 795-6.
- Rogosa, D. R., Floden, R. E., & Willett, J. B. (1984). Assessing the stability of teacher behavior. *Journal of Educational Psychology, 76*, 1000-1027.
- Rogosa, D. R., & Willett, J. B. (1985). Satisfying a simplex structure is simpler than it should be. *Journal of Educational Statistics, 10*, 99-107.
- Rogosa, D. R., & Willett, J. B. (1985). Understanding correlates of change by modeling individual differences in growth. *Psychometrika, 50*, 203-228.

Journal Articles (cont'd)

Rogosa, D. R. (1987). Casual models do not support scientific conclusions: A comment in support of Freedman. *Journal of Educational Statistics, 12*, 185-195.

Rogosa, D. R., and Ghandour, G. A. (1991). Statistical models for behavioral observations (with discussion). *Journal of Educational Statistics, 16*, 157-252.

Rogosa, D. R., and Ghandour, G. A. (1991). Reply to discussants: Statistical models for behavioral observations. *Journal of Educational Statistics, 16*, 281-294.

Rogosa, D. R. (1994). Individual trajectories as the starting point for longitudinal data analysis. *Alzheimer Disease and Associated Disorders, 8*, S302-S307.

Rogosa, D. R., and Saner, H. M. (1995). Longitudinal data analysis examples with random coefficient models. *Journal of Educational and Behavioral Statistics, 20*, 149-170.

Rogosa, D. R., and Saner, H. M. (1995). Reply to Discussants: Longitudinal data analysis examples with random coefficient models. *Journal of Educational and Behavioral Statistics, 20*, 234-238.

Rogosa, D. R. (2002). Shoe Shopping and the Reliability Coefficient. *Educational Assessment, 7*(4), 254-257.

available at: <http://www.stanford.edu/~rag/cse/shoeshop.html>

Rogosa, D. R. (2004). Some History on Modeling the Processes That Generate the Data. *MEASUREMENT: Interdisciplinary Research and Perspectives, 231-234*.

Book Chapters

- Rogosa, D. R. (1979). Causal models in longitudinal research: Rationale, formulation, and interpretation. In *Longitudinal methodology in the study of behavior and development*, J. R. Nesselroade and P. B. Baltes, Eds. New York: Academic Press, 263-302.
- Rogosa, D. R. (1980). Time and time again: Some analysis problems in longitudinal research. In *The analysis of educational productivity, volume II: Issues in microanalysis*, C. E. Bidwell and D. M. Windham, Eds. Boston: Ballinger Press, 153-201.
- Danforth, D. G., Rogosa, D. R., & Suppes, P. (1981). Application of learning models to speech recognition over a telephone. In *University-level computer-assisted instruction at Stanford: 1968-80*, P. Suppes, Ed. Stanford, CA: Institute for Mathematical Studies in the Social Sciences, 589-600.
- Rogosa, D. R. (1982). Discussion of "Item and score conversion by pooled judgment." In *Test equating*, P. W. Holland and D. B. Rubin, Eds. New York: Academic Press, 319-326.
- Rogosa, D. R. (1985). Analysis of reciprocal effects. In *International Encyclopedia of Education*, T. Husen and N. Postlethwaite, Eds. London: Pergamon Press, 4221-4225. (reprinted in *Educational Research, Methodology & Measurement: An international handbook*, J. P. Keeves Ed. Oxford: Pergamon Press, 1988.)
- Rogosa, D. R. (1988). Myths about longitudinal research. In *Methodological issues in aging research*, K. W. Schaie, R. T. Campbell, W. M. Meredith, and S. C. Rawlings, Eds. New York: Springer Publishing Company, 171-209.
- Rogosa, D. R. (1991). A longitudinal approach to ATI research: Models for individual growth and models for individual differences in response to intervention. In *Improving inquiry in social science: A volume in honor of Lee J. Cronbach*, R. E. Snow and D. E. Wiley, Eds. Hillsdale, New Jersey: Lawrence Erlbaum Associates, 221-248.
- Rogosa, D. R. (1993). Individual unit models versus structural equations: Growth curve examples. In *Statistical modeling and latent variables*, K. Haagen, D. Bartholomew, and M. Diestler, Eds. Amsterdam: Elsevier North Holland, 259-281.

Book Chapters (cont'd)

- Rogosa, D. R. (1995). Myths and methods: "Myths about longitudinal research," plus supplemental questions. In *The analysis of change*, J. M. Gottman, Ed. Hillsdale, New Jersey: Lawrence Erlbaum Associates, 3-65.
- Tibsurani, R., Efron, B., and Rogosa, D.R. (2001). The Bootstrap. In *International Encyclopedia of the Social and Behavioral Sciences*, N.J. Smelser and P.B. Baltes (Eds.). Pergamon Press: London.
- Rogosa, D. R. (2005). A School Accountability Case Study: California API Awards and the Orange County Register Margin of Error Folly. In *Defending Standardized Testing*, R. P. Phelps, Ed. Mahwah, New Jersey: Lawrence Erlbaum Associates, Ch. 11, pp. 205-226.
- Rogosa, D. R. (2005). Statistical Misunderstandings of the Properties of School Scores and School Accountability. In *Uses and Misuses of Data for Educational Accountability and Improvement*, J. L. Herman and E. H. Haertel (Eds.), National Society for the Study of Education (NSSE) Yearbook, Vol. 104, Part 2. Chapter 7. pp. 147-174.

EXTERNAL RESEARCH GRANTS

Analysis of Longitudinal Panel Data in Educational Research. The Spencer Foundation, January 1980 – June 1981.

Assessing the Stability of Teacher Behaviors and Teacher Effectiveness. National Institute of Education, Program for Teaching and Instruction (Grant #NIE-G-81-0087). Co-principal Investigator with Robert Floden, Michigan State. July 1981 – June 1982.

Improving the Collection and Statistical Analysis of Observational Data in Research on Teaching. The Spencer Foundation, July 1982 – December 1984.

Use of Student Achievement Measures in Judicial Decisions. National Institute of Education, December 1984 – December 1985.

Assessment of Academic Progress for Minority Students in San Diego Schools. (In collaboration with Dr. Dean Nafziger, San Diego City Schools). Hewlett Foundation; Stanford/Schools Collaborative, January 1987 – January 1988.

Dependability of Assessment Results & Measurement of Progress. U.S. Department of Education Office of Educational Research and Improvement Award #R305B60002. Subcontract with National Center for Research on Evaluation, Standards, and Student Testing (CRESST), Graduate School of Education & Information Studies, University of California, Los Angeles. June 1996 – April 2001.

Statistical Topics in Educational Assessment. U.S. Department of Education Office of Educational Research and Improvement. Subcontract with National Center for Research on Evaluation, Standards, and Student Testing (CRESST), Graduate School of Education & Information Studies, University of California, Los Angeles. June 2001 – August 2006.

TECHNICAL REPORTS & COMPUTER SOFTWARE

- Cronbach, L. J., Rogosa, D. R., Floden, R. E., & Price, G. G. Analysis of covariance in nonrandomized experiments: Parameters affecting bias. Occasional Paper, Stanford Evaluation Consortium, Stanford University, 1977.
- Danforth, D., Rogosa, D. R., & Suppes, P. Learning models and real-time speech recognition. Technical Report 233, Institute for Mathematical Studies in the Social Sciences, Stanford University, 1974.
- Rogosa, D. R. Some results for the Johnson-Neyman technique. Doctoral dissertation, Stanford University, 1977. *Dissertation Abstracts International* 1978, 38, 5366-A. (University Microfilms No. 78-02, 225).
- Rogosa, D. R., Williamson, G. W., and Schaeffer, E. S. Use of Student Achievement Measures in Judicial Decisions: Assessment of Student Academic Progress, December 1986. (ERIC document TM014438).
- Rogosa, D. R., and Ghandour, G. A. *TPSIM*: A program for generating longitudinal panel data with known structure. Stanford University, 1986.
- Rogosa, D. R., and Ghandour, G. A. *TIMEPATH*: Statistical analysis of individual trajectories. Stanford University, 1987.
- Rogosa, D. R. Longitudinal Analysis of Student Achievement Data: Issues for Chapter 1 Evaluation. In *Planning Papers for the National Longitudinal Study of Chapter 1*, U.S. Department of Education, Office of Planning, Budget & Evaluation, 1989.
- Rogosa, D. R., and Ghandour, G. A. *Mathematica*® Routines for Statistical Models for Behavioral Observations. Stanford University, November 1991.
- Rogosa, D. R. Summarizing group performance using cutting scores. California Department of Education (Research, Evaluation, Technology Division), May 1993.
- Rogosa, D. R. Misclassification in student performance levels. In *Technical Report: California Learning Assessment System 1993*. CTB/McGraw-Hill, May 1994.

Technical Reports & Computer Software (cont'd)

Rogosa, D. R., and Ghandour, G. A. Timepath97 project: longitudinal data analysis based on statistical models for collections of growth curves. Stanford University, November 1997.

Rogosa, D.R. Accuracy of Individual Scores Expressed in Percentile Ranks: Classical Test Theory Calculations. CRESST Technical Report 509, September, 1999.

available from www.cresst.org or <http://www-stat.stanford.edu/~rag/accguide/>

Rogosa, D.R. How Accurate are the STAR National Percentile Rank Scores for Individual Students?--An Interpretive Guide. Version 1.0, Stanford 9, Harcourt. CRESST Technical Report 509A, August 1999.

available from www.cresst.org or <http://www-stat.stanford.edu/~rag/accguide/>

Rogosa, D.R. Accuracy of Year-1, Year-2 Comparisons Using Individual Percentile Rank Scores: Classical Test Theory Calculations. CRESST Technical Report 510, September, 1999.

available from www.cresst.org or <http://www-stat.stanford.edu/~rag/accguide/>

Rogosa, D.R. Bias and Standard Error of Individual Scores Expressed in Percentile Ranks: Classical Test Theory Calculations. CRESST deliverable, August 1999.

Rogosa, D.R. Accuracy of Individual Scores Expressed as Percentile Ranks for Non-Normal Score Distributions. CRESST deliverable, November 1999.

Rogosa, D.R. Interpreting Percentile Rank Confidence Bands from Standardized Test Reports. CRESST deliverable, November 1999.

Rogosa, D.R. Statistical Properties of Proportion at or above Cut-off (PAC) Constructed from Instruments with Continuous Scoring. CRESST deliverable, December 1999.

Rogosa, D.R. & Kupermintz, H. Examples of the Properties of Proportion at or above Cut-off (PAC) Constructed from Instruments with Categorical Scoring. CRESST deliverable, December 1999.

Rogosa, D.R. Examples of Statistical Properties of Proportion at or above Cut-off (PAC): Scale-Score Instruments with Non-constant Error Variance. CRESST deliverable, January 2000.

Technical Reports & Computer Software (cont'd)

Rogosa, D.R. Interpretive Notes for the Academic Performance Index. California Department of Education, Policy and Evaluation Division November 20, 2000.

available from <http://www.cde.ca.gov/ta/ac/ap/researchreports.asp>

Rogosa, D.R. Year 2000 Update: Interpretive Notes for the Academic Performance Index. California Department of Education, Policy and Evaluation Division October 2001.

available from <http://www.cde.ca.gov/ta/ac/ap/researchreports.asp>

Rogosa, D.R. Year 2001 Growth Update: Interpretive Notes for the Academic Performance Index. California Department of Education, Policy and Evaluation Division December 2001.

available from <http://www.cde.ca.gov/ta/ac/ap/researchreports.asp>

Rogosa, D.R. Analyses of AB1114 Schools. California Department of Education, Policy and Evaluation Division January 2002.

available from <http://www.cde.ca.gov/ta/ac/ap/researchreports.asp>

Rogosa, D.R. A Further Examination of Student Progress in Charter Schools Using the California API. CRESST Technical Report 521, May 2002.

available from www.cresst.org

Rogosa, D.R. Plan and Preview for API Accuracy Reports. California Department of Education, Policy and Evaluation Division July 2002.

available from <http://www.cde.ca.gov/ta/ac/ap/researchreports.asp>

Rogosa, D.R. Commentaries on the Orange County Register Series: What's the Magnitude of False Positives in GPA Award Programs? and Application of OCR "margin of error" to API Award Programs. California Department of Education, Policy and Evaluation Division. September 2002.

available from <http://www.cde.ca.gov/ta/ac/ap/researchreports.asp>

Rogosa, D.R.. Irrelevance of Reliability Coefficients to Accountability Systems: Statistical Disconnect in Kane-Staiger "Volatility in School Test Scores" CRESST deliverable, October 2002.

available from: <http://www-stat.stanford.edu/~rag/api/ksresst.pdf>

Technical Reports & Computer Software (cont'd)

Rogosa, D.R. Accuracy of API Index and School Base Report Elements. California Department of Education, Policy and Evaluation Division. December 2002.

available from <http://www.cde.ca.gov/ta/ac/ap/researchreports.asp>

Rogosa, D.R. Year 2000 Update: Accuracy of API Index and School Base Report Elements. California Department of Education, Policy and Evaluation Division. December 2002.

available from <http://www.cde.ca.gov/ta/ac/ap/researchreports.asp>

Rogosa, D.R. Year 2001 Update: Accuracy of API Index and School Base Report Elements. California Department of Education, Policy and Evaluation Division. December 2002.

available from <http://www.cde.ca.gov/ta/ac/ap/researchreports.asp>

Rogosa, D.R. Student Progress in California Charter Schools, 1999-2002. CRESST deliverable, June 2003.

available from: <http://www-stat.stanford.edu/~rag/api/charter9902.pdf>

Rogosa, D.R. Confusions about Consistency in Improvement. CRESST deliverable, June 2003.

available from: <http://www-stat.stanford.edu/~rag/api/consist.pdf>

Rogosa, D.R. & Haertel, E. H. Deceived and Confused: An Attempt to Reconcile the Numbers in the Public Forum on School Accountability Report, A Better Student Data System for California. California Department of Education, Policy and Evaluation Division. July 2003.

available from <http://www.cde.ca.gov/ta/ac/ap/researchreports.asp>

Rogosa, D.R. How Accurate are the STAR National Percentile Rank Scores for Individual Students?--An Interpretive Guide. Version 2.0, CAT/6 Survey, CTB/Mc-Graw-Hill. CRESST deliverable, August 2003.

available from: <http://www-stat.stanford.edu/~rag/accguide/>

Rogosa, D.R. Four-peat: Data Analysis Results from Uncharacteristic Continuity in California Student Testing Programs. California Department of Education, Policy and Evaluation Division, September 2003.

available from <http://www.cde.ca.gov/ta/ac/ap/researchreports.asp>

Rogosa, D.R. California's AMOs Are More Formidable Than They Appear.
California Department of Education, Policy and Evaluation Division, October 2003.

available from <http://www.cde.ca.gov/ta/ac/ap/researchreports.asp>

Rogosa, D.R. The NCLB "99% confidence" scam: Utah-style calculations.
CRESST deliverable, November 2003.

available from: <http://www-stat.stanford.edu/~rag/nclb/utahNCLB.pdf>

Rogosa, D.R. Assessing the Effects of Multiple Subgroups: A Rebuttal to the PACE Policy Brief December 2003 "Penalizing Diverse Schools? Similar test scores, but different students, bring federal sanctions". California Department of Education, Policy and Evaluation Division, January 2004.
Rejoinder: Being Fair to NCLB, February 2004.

available from <http://www.cde.ca.gov/ta/ac/ap/researchreports.asp>

Rogosa, D.R and Finkelman, M. How Accurate Are the STAR Scores for Individual Students?—An Interpretive Guide. Version 3.0, California Standards Tests. CRESST deliverable, August 2004.

available from: <http://www-stat.stanford.edu/~rag/accguide/>

PRESENTATIONS AND CONFERENCE PAPERS

- Ambron, S. R., & Rogosa, D. R. Structural equation models and causal inference in child development research. Presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., April 1975.
- Breland, H. M., & Rogosa, D. R. Validating placement tests. Presented at the Annual Meeting of the American Educational Research Association, San Francisco, April 1976.
- Danforth, D., Rogosa, D. R., & Suppes, P. Speaking of learning models. In L. Erman (Ed.), *Proceedings of the IEEE Symposium on Speech Recognition*. Pittsburgh: Carnegie-Mellon University Press, 1974.
- Rogosa, D. R. Measurement error and the Johnson-Neyman technique. Presented at the Annual Meeting of the American Educational Research Association, New York, April 1977.
- Rogosa, D. R. Aggregation, quasiexperiments, and other wonders. Presented at the Annual Meeting of the American Educational Research Association, New York, April 1977.
- Rogosa, D. R. A hierarchy of error: Psychometric interpretations of multi-level data analysis. Presented at the Annual Meeting of the American Educational Research Association, Toronto, March 1978.
- Rogosa, D. R. Caricatures of quasiexperiments. Presented at the Annual Meeting of the American Educational Research Association, Toronto, March 1978.
- Rogosa, D. R. Alternative procedures for analyzing longitudinal panel data. Presented at the Alternative Designs Conference, National Institute of Education, Washington, D.C., October 1978.
- Rogosa, D. R. Discussion on Methodological Issues in Research on Young Children. Presented at the Biennial Meeting of the Society for Research in Child Development, San Francisco, March 1979.
- Rogosa, D. R. Comparing nonparallel regression lines. Colloquium presentation at University of Chicago, Department of Statistics, November 1978; at Stanford University, Department of Statistics, April 1979.
- Rogosa, D. R. Longitudinal hierarchical data. Presented at the Annual Meeting of the American Educational Research Association, San Francisco, April 1979.

Presentations and Conference Papers (cont'd)

- Rogosa, D. R. Discussion on Methodological Issues. Presented at the HEW School Finance Project's Conference on Resource Allocation, Service Delivery, and School Effectiveness, Washington, D.C., September 1979.
- Rogosa, D. R. Discussion on Data Analysis. Presented at Johns Hopkins University National Symposium on Educational Research: "Educational Evaluation Methodology: The State of the Art," Washington, D.C., November 1979.
- Rogosa, D. R. Cross-lagged correlation is a bad idea. Presented at the Annual Meeting of the American Educational Research Association, Boston, April 1980; at University of Illinois, Urbana, Department of Educational Psychology, October 1978; at University of Texas, School of Education, April 1978.
- Rogosa, D. R. A growth-curve approach to the measurement of change. Presented at the Annual Meeting of the American Educational Research Association, Boston, April 1980.
- Rogosa, D. R. Assessing the stability of teacher behaviors and teacher effectiveness. Presented at the Institute for Research on Teaching Invisible College Meetings, New York, March 1982.
- Rogosa, D. R., & Willett, J. B. Understanding correlates of change by modeling individual differences in growth. Presented at the Annual Meeting of the Psychometric Society, Los Angeles, June 1983.
- Rogosa, D. R. Myths about longitudinal research. Presented at the Stanford-Berkeley Colloquium on Quantitative Methods in Behavioral Science, U.C. Berkeley, May 1983; at Vanderbilt University, Peabody College of Education, December 1983; at National Institutes of Health, Bethesda, Maryland, June 1984; at Center for Advanced Studies in the Behavioral Sciences, August 1984; at Stanford University, Department of Psychology, October 1985; at Department of Psychology, Arizona State University, May 1987; at Department of Psychology, University of Washington, May 1991.
- Rogosa, D. R. What good is a generalizable measure of behavior, anyhow? Presented at the Institute for Research on Teaching Invisible College Meetings, New Orleans, April 1984; at University of California, Los Angeles, School of Education, June 1984.
- Rogosa, D. R., & Willett, J. B. Satisfying a simplex structure is simpler than it should be. Presented at Invited Symposium "Statistical Analysis of Growth and Learning" (D. Rogosa, Chair) Annual Meeting of the Psychometric Society, Santa Barbara, June 1984.

Presentations and Conference Papers (cont'd)

Rogosa, D. R. A growth curve approach to longitudinal panel data. Colloquium presentation at Stanford University, Department of Statistics, June 1985.

Rogosa, D. R. Don't use traditional psychometric procedures to analyze behavioral observations. Stanford-Berkeley Colloquium on Quantitative Methods in Behavioral Science, U.C. Berkeley, May 1986; Invited address, Psychometric Society Meetings, Los Angeles, June 1988.

Rogosa, D. R. A growth curve approach to longitudinal, nonexperimental data. Presented at the "Strengthening Causal Interpretations of Non-experimental Data Conference" Tucson, Arizona, April 1987. Sponsored by the National Center for Health Services Research.

Rogosa, D. R. Longitudinal assessment of student progress in achievement. Invited workshop at the Annual Meetings of the California Educational Research Association, Sunnyvale, November 1987; Symposium presentation, American Educational Research Association Annual Meetings, New Orleans, April 1988.

Rogosa, D. R. Casual models do not support scientific conclusions. Invited address, American Educational Research Association Annual Meetings, New Orleans, April 1988; Invited Symposium Presentation, 1989 American Statistical Association Winter Conference "Statistics in Society", San Diego, January 1989; Department of Psychology Colloquium, Stanford University, February 1989; Presented at American Institutes for Research, Palo Alto, July 1991.

Rogosa, D. R. A growth curve approach to the analysis of quantitative change. Invited presentation at "Best Methods for Analyzing Change" Conference, Los Angeles, October 1989.

Rogosa, D. R. Measuring growth and change in school settings. Invited Training Pre-session, National Council on Measurement in Education, Boston, April 1990.

Rogosa, D. R. Model building and causal inference in applied problems. Biostatistics Colloquium, Stanford University, May 1990; Invited Address, XVth International Biometric Conference, Budapest, Hungary, July 1990; Biostatistics Seminar, University of California, San Francisco, October 1990.

Rogosa, D. R. Individual unit models and the analysis of associations. Presented at Conference on Statistical Association Models, Weisbaden, Germany, July 1990; at the International Workshop on Statistical Modelling and Latent Variables, University of Trento, Italy, July 1991.

Presentations and Conference Papers (cont'd)

- Rogosa, D. R. Summarizing school performance using cutting scores. Presented at California Accountability Index Advisory Board Meeting, Sponsored by California State Department of Education, Burlingame CA, July 1990.
- Rogosa, D. R. Behavior of behavioral observations. Department of Statistics Colloquium, Stanford University, May 1990;
Journal of Educational Statistics Invited Paper, American Statistical Association Annual Meeting, Anaheim CA, August 1990;
Department of Psychology Colloquium, University of Washington, May 1991;
Colloquium, School Of Education, U. C. Berkeley, May 1992.
- Rogosa, D. R. What I know and what to do with it: Workshop in longitudinal data analysis.
Department of Psychology, University of Arizona, Tucson AZ, September 1990;
Department of Psychology, University of Washington, May 1991.
- Rogosa, D. R. A common-sense view of Bryk and Raudenbush's HLM. Presented at American Institutes for Research, Palo Alto, February 1992.
- Rogosa, D. R. Misclassification in student performance categories. Presentation to Technical Advisory Committee, California Assessment Program, Los Angeles, December 1992.
- Rogosa, D. R. Measuring student and school performance. Biostatistics Colloquium, Stanford University School of Medicine, May 1993.
- Rogosa, D. R. Group summaries with performance levels and performance standards. Presentation to Technical Advisory Committee, California Learning Assessment System, Oakland, July 1993.
- Rogosa, D. R., and Saner, H. M. Longitudinal data analysis examples with random coefficient models. Presented at Workshop on Multilevel Modeling in the Social Sciences, Rand Corporation, Santa Monica CA, October 1993;
Department of Psychology, University of Arizona, Tucson AZ, October 1993;
American Institutes for Research, Palo Alto, November 1993;
School of Education, U.C. Berkeley, April 1994.
- Rogosa, D. R. Longitudinal reasons to avoid structural equation models. Presented at Quantitative Social Science Seminar Series, U.C. Berkeley, March 1994.
- Rogosa, D.R. Psychometric formulation for performance levels and proportion above cutoff. Presentation to Technical Study Group, California Learning Assessment System, Sacramento, June, 1994.

Presentations and Conference Papers (cont'd)

Rogosa, D. R. Comparison of the properties of the sample mean and proportion above cut-off. Presentation to Technical Study Group, California Learning Assessment System, Oakland, July 1994.

Rogosa, D. R. Critique of individual misclassification calculations in the Superintendent's Select Committee Report. Presentation to Technical Study Group, California Learning Assessment System, Sacramento, August 1994.

Rogosa, D. R. Critique of generalizability theory analyses for individual misclassification and for precision of group summaries. Presentation to Technical Study Group, California Learning Assessment System, San Francisco, December 1994.

Rogosa, D. R. & Kupermintz, H. Examples of the Performance of G-theory Extensions for Estimating Error. CCSSO (Council of Chief State School Officers) Conference on Large-Scale Assessment; Phoenix AZ. June 24, 1996

Rogosa, D. R. & Kupermintz, H. Bias and Precision of PAC (proportion at or above cutoff)--Some Examples. CRESST Technical Group Forum. September 7 1996.

Rogosa, D. R. An Assortment of Longitudinal Data Analysis Examples and Problems Biostatistics Colloquium, Stanford University School of Medicine, January 1997.

Rogosa, D. R. Overview and Implementation for Basic Longitudinal Data Analysis: Timepath97 project. CRESST symposium, Los Angeles, September 1997; U. Colorado, Boulder, October 1997.

Rogosa, D. R. Accuracy of Individual Scores and Group Summaries. Professional development session for CCSSO SCASS (Council of Chief State School Officers; State Collaborative on Assessment and Student Standards) Technical Guidelines for Performance Assessment. Durham, NC, May 20 1998.

Rogosa, D. R. Current Events and Statistical Issues in Educational Assessment and School Accountability. Biostatistics Colloquium, Stanford University School of Medicine, February 1999.

Rogosa, D. R. Properties of Individual Scores, Group Summaries and Accountability Systems. CRESST Conference, Los Angeles, September 1998.

Rogosa, D. R. Accuracy of Percentile Rank Scores from Standardized Achievement Tests. CRESST Conference, Los Angeles, September 1999.

Rogosa, D. R. Accuracy of Individual Scores and Other CRESST Activities. CRESST National Advisory Board, Los Angeles, October 1999.

Presentations and Conference Papers (cont'd)

- Rogosa, D. R. Statistical topics in educational assessment: Individual scores, Group Summaries, and Accountability Systems. Professional development session for CCSSO SCASS (Council of Chief State School Officers; State Collaborative on Assessment and Student Standards) Technical Issues in Large Scale Assessment (TILSA). San Diego CA, March 14 2000.
- Rogosa, D. R. Educational Accountability for Statisticians. Biostatistics Colloquium, Stanford University School of Medicine, April 12, 2001.
- Rogosa, D. R. Accuracy Is Important, in Testing Programs and in Reporting. Education Writers Association Meetings, Stanford Calif, September 5 2002.
- Rogosa, D. R. Educational Accountability: Fair and Balanced. Presentation at the Seminar on Testing, The Hechinger Institute on Education and the Media. San Francisco CA. September 7, 2003.
Resource materials available at <http://www-stat.stanford.edu/~rag/hechinger/>
- Rogosa, D. R. Accuracy of Individual Scores and Properties of School-level Summaries. Seminar Presentations at CTB/McGraw-Hill, Monterey, CA. November 4, 2003.
- Rogosa, D. R. Statistical Blunders by the Proponents and Opponents of Accountability. Presentation at Education Writers Association 2004 National Seminar San Francisco, April 16, 2004
Resource materials and presentation available at <http://www-stat.stanford.edu/~rag/ewa/>
- Chen, L., Finkelman, M., & Rogosa, D.R. "Evaluation of Classification Accuracy and Consistency in Educational Testing." Presented at the Joint Statistical Meetings (ASA, ENAR, WNAR, IMS), Minneapolis, MN, August 2005.

SELECTED CONSULTING AND SERVICE ACTIVITIES

Statistical Consultant. Assessment and accountability in large urban school districts. CTB/McGraw-Hill, Monterey, CA. May 2004 – January 2005.

Statistical Researcher, California Department of Education Policy and Evaluation Division, Statistical Properties of the Academic Performance Index and Accountability Programs. July 2000 – June 2006.

Member, Technical Study Group, Standards and Assessment Division, California State Department of Education, 1995 – 2000; previously, Technical Advisory Committee and also Technical Study Group, California Learning Assessment System (formerly California Assessment Program), California State Department of Education, 1978–1995.

Consultant, Virtual Collaborative Learning, Sun Microsystems Laboratories, 1998.

Member, California Accountability Index Task Force (1989 - 1990), and Consultant, California School Performance Report. Research, Evaluation and Technology Division, California State Department of Education, 1990–93

Consultant, Dropout Assistance Demonstration Program, American Institutes for Research, 1989–93

Consultant, Longitudinal Study of Chapter 1, U.S. Department of Education, 1988-89.

Consultant, National Longitudinal Transition Study of Special Education Students, SRI International, 1986-88.

Consultant, Longitudinal Study of Immersion Programs for Language Minority Children, U. S. Department of Education, 1987-88.

Member, Longitudinal Research Steering Committee, National Institute on Aging, National Institute of Mental Health, Foundation for Child Development, 1984-88.

Consultant, Cognitive Consequences of Computer Learning, Lawrence Hall of Science, U. C. Berkeley, 1983-89.

Consultant, Multi-purpose Senior Services Project, State of California, Health and Welfare Agency, 1983-84.

Member, and Chair (1986) Palmer O. Johnson Memorial Award Committee, American Educational Research Association, 1985-86 .