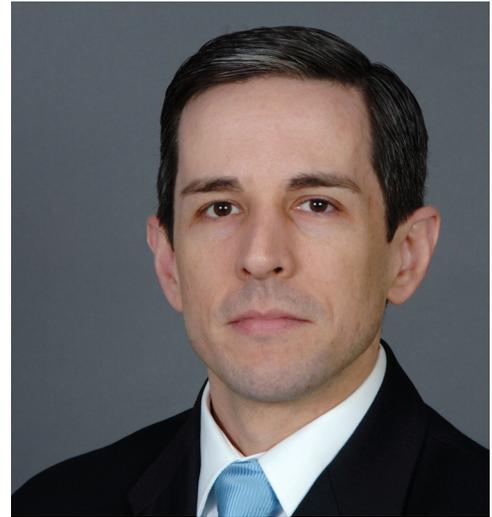


CHRISTOPHER B. SWANSON, PH.D

Director
EPE Research Center
Editorial Projects in Education



Biographical Sketch

Christopher B. Swanson, Ph.D., is the Director of the EPE Research Center, a division of Editorial Projects in Education, the non-profit organization that publishes *Education Week*. In this capacity, he oversees a staff of six full-time researchers who conduct annual policy surveys, collect data, and perform analyses that appear in the *Quality Counts*, *Technology Counts*, and *Diplomas Count* annual reports of *Education Week*. The Center also releases periodic special reports on a variety of issues and contributes data and analysis to special coverage in *Education Week*, *Teacher Magazine*, and EDWEEK.ORG.

Prior to joining EPE, Swanson was a Senior Research Associate at the Urban Institute, where his work focused on issues of federal policy and urban high school reform involving small-school restructuring. While at the Urban Institute, he led several evaluation and research projects sponsored by the U.S. Department of Education and other funders. Swanson was also the co-Principal Investigator of a large five-year evaluation of an extensive high school reform initiative being implemented in the Baltimore City Public School System.

During the past few years, much of Swanson's research has examined the implementation of accountability provisions of the No Child Left Behind Act. In particular he has extensively investigated the persistent challenges associated with accurately measuring high school graduation rates, a required element of the performance-based accountability mandated under the federal law. Dr. Swanson's body of research on graduation rates – including over a dozen reports and numerous presentations – has been extensively cited by the local and national press, by the administration and its critics, and by commentators on all points of the political spectrum. He has been called on by the U.S. Department of Education as well as the Government Accountability Office (GAO) to advise on issues related to graduation rates. In addition, Swanson has served on advisory panels for such groups as the National Governors Association, Council of Chief State School Officers, and the Alliance for Excellent Education and has provide guidance to a variety of professional and membership organizations.

In 2006, the EPE Research Center launched a new four-year project to examine graduation rates and related issues facing the nation's high schools. The first major report from this project, funded by the Bill & Melinda Gates Foundation was *Diplomas Count: An Essential Guide to Graduation Rates and Policy*. Released in June 2006, this report has been widely cited in the media. The Center has also developed a powerful GIS-based online data tool that allows users to map out information on graduation rates and generate customized reports for any school district in the nation. The website will launch second-generation technology in June 2007

Dr. Swanson's research on a variety of educational policy issues – among them standards and accountability, instructional reform, high school dropout and completion, student mobility, and public school choice – has been presented at national conferences and published in leading scholarly journals, including *Educational Evaluation and Policy Analysis*, *Sociology of Education*, *Social Psychology of Education*, and *Rationality and Society*. He has also contributed chapters in several recent and forthcoming edited volumes: *No Child Left Behind and The Reduction of the Achievement Gap* (Routledge), *Dropouts in America: Confronting the Graduation Rate Crisis* (Harvard), and *Reflections on the Social Organization of Schooling: A Tribute to Charles E. Bidwell* (Russell Sage Foundation).



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