



Using Statistics to Make Educational Decisions

By David E. Tanner

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Government scrutiny and intensified oversight have dramatically changed the landscape of education in recent years. Observers want to know how schools compare, which district is best, which states are spending the most per student on education, whether reforms are making a difference, and why so many students are failing. Some of these questions require technical answers that educators historically redirected to outside experts, but the questions leveled at all educators have become so acute and persistent that they can no longer be outsourced. This text helps educators develop the tools and the conceptual understanding needed to provide definitive answers to difficult statistical questions facing education today.

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Review

The content is very specific to my design for the course. The book addresses a wide range of prior content affiliation by the student. It reads very well but still provides necessary mathematical rigor for understanding the concepts presented...extremely appropriate for most EdD programs and could also function as an excellent transition from a mathematics, statistical background into the world of research in the social sciences.--Benjamin Brown (10/28/2011)

This text seems to cover the basics of educational decision making. It would make an excellent text for a course preceding the one I am teaching. --Mack C. Shelley"

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About the Author

David Tanner is a Professor in the Department of Educational Research and Administration at California State University, Fresno, where he was the Department Chair from 1990-1995. He received his Ph.D. in Curriculum and Instruction/Measurement from Texas A&M University, and his areas of interest include educational psychology; statistics and measurement; educational research; quantitative and qualitative evaluation; assessing student achievement; evaluating classroom assessment instruments; and evaluating the performance of teachers and teacher candidates. He has authored several journal articles and the textbook *Assessing Academic Achievement* (©2001).

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