What is EEPS?

The Emerging Education Policy Scholars program (EEPS) brings up-and-coming scholars to our nation’s capital to meet with education policy experts and brainstorm exciting new directions for K–12 education research. The program’s goals are twofold:

1. To foster an opportunity for talented scholars to meet and connect with their peers as well as key players in the education policy arena.

2. To expand the pool of talent and ideas from which the education policy field currently draws.

Fordham and AEI launched the EEPS program in the summer of 2010 with an inaugural cohort of twenty-eight promising education policy scholars. Today, cohorts average around twenty people (a more manageable size for interactive and group discussions).

Greetings EEPS!

We hope everyone, their families, and their colleagues are keeping well during this difficult and unprecedented time. Amidst the upheaval and devastation brought about by the recent coronavirus pandemic, we’re pleased to take a minute to recognize your recent accomplishments and the great work being conducted by EEPS across the country. Many thanks to all of you for sharing your recent updates, collaborations, and projects.

In light of recent events, we’ve made the difficult decision to postpone Session 2 for our current cohort of EEPS until later this fall. COVID-19 allowing, we also hope to hold our next cross-cohort reception at APPAM this fall, and we would love to see you all there.

Please stay tuned for more details about that in the coming months. In the meantime, healthy and safe wishes to you all.

Best,

Victoria, Brendan, and Jess
Great Expectations: The Impact of Rigorous Grading Practices on Student Achievement

BY SETH GERSHENSON

Authored by American University’s Seth Gershenson (EEPS cohort 3), Great Expectations: The Impact of Rigorous Grading Practices on Student Achievement examines to what extent teachers’ grading standards affect student success. Based on an analysis of administrative data for all eighth- and ninth-grade Algebra I students in North Carolina’s public schools from 2006 to 2016, this report sought to answer the following questions: How do the grading standards of Algebra I teachers affect content mastery, as measured by student performance on the end-of-course Algebra I exams? Do the grading standards of Algebra I teachers impact students’ longer-term performance in subsequent math courses like geometry and Algebra II and their likelihood of graduating from high school? And, finally, do the impacts of Algebra I teachers’ grading standards vary by student, school, or teacher characteristics?

The study concludes that students of all racial/ethnic groups learn more from teachers who have higher grading standards and finds these standards tend to be higher in schools serving more advantaged students. Moreover, the impact of rigorous grading practices can improve student performance in subsequent math classes up to two years later.

Webinar: Social and Emotional Supports for Public, Private, and Charter School Students during the COVID-19 Crisis

With the coronavirus outbreak disrupting nearly every aspect of our work and learning, educators nationwide have been scrambling to provide remote instruction to their students. But what are they and their schools doing to provide children with social and emotional supports during this tough time? And how do their strategies compare across the private, charter, and traditional public school sectors?

In partnership with the Collaborative for Academic, Social, and Emotional Learning (CASEL), we will hold a moderated conversation online with three outstanding school leaders, all of whom are working hard to attend to their pupils’ social and emotional needs, while keeping academics moving forward.

We’re excited to bring together voices from across school sectors, including: Juan Cabrera, superintendent of the El Paso ISD in Texas—comprising over 59,000 students—since 2013; Eva Moskowitz, founder and CEO of Success Academy Charter Schools, one of the highest-performing charter school networks in the country; and Kathleen Porter-Magee, superintendent of Partnership Schools, a network of seven urban Catholic schools in Harlem and the South Bronx, serving over 2,000 students. Michael Petrilli will moderate the discussion.
SCHOOL DISTRICT RESPONSES TO THE COVID-19 PANDEMIC: ROUND 1, DISTRICTS’ INITIAL RESPONSES

BY NAT MALKUS, CODY CHRISTENSEN, AND LEXI WEST

This report presents results from the first wave of AEI’s COVID-19 Education Response Longitudinal Survey (C-ERLS), which documents how a nationally representative sample of public schools is responding to the ongoing epidemic. With more than fifty million schoolchildren now staying home, schools and districts have had to reinvent how they deliver instruction and other essential services—and they are doing it at a remarkable pace. Rapidly evolving situations on the ground have left thousands of teachers, schools, and districts no choice but to work overtime to reengineer how they service students, as soon as possible. In many respects, educators are trying to build the plane as it is going down the runway.

Accordingly, AEI’s C-ERLS gauges how public school districts are adapting to provide education and other services for the duration of the pandemic response. The report shows that all schools and districts surveyed had closed by March 27, and 65 percent of school closures occurred between March 16 and 18. As of March 27, 82 percent of public schools provided some type of meal service for students. Roughly four in ten public schools were in districts whose website described plans to provide devices and free or low-priced Internet for students to access online educational platforms. By March 27, 42 percent of schools were in districts offering a type of remote education to students, and another 30 percent had planned but not yet provided educational content.

Subscribe to our EEPS twitter list on Fordham’s @educationgadfly profile page.

Fordham Institute
Mike Petrilli
Victoria McDougald

@educationgadfly
@MichaelPetrilli
@V_McDougald

AEI Education
Rick Hess

@AEIeducation
@Rickhess99
MEGAN AUSTIN was recently named to the editorial board of the American Educational Research Journal. She was also recently promoted to senior researcher at the American Institutes for Research.

SADE BONILLA recently accepted a position as an assistant professor in the College of Education at the University of Massachusetts Amherst.

JING LIU will join the University of Maryland–College Park in the coming fall semester as an assistant professor in education policy.

AMANDA RUTHERFORD coedited a new book, Race and Public Administration. Her article “Will the Tide Lift All Boats?” covering performance funding policies was published in Research in Higher Education. A second coauthored paper on performance funding titled “Completion at the Expense of Access?” is forthcoming at Educational Researcher, and a report funded by the Indianapolis–Marion County City-County Council on city-county council effectiveness was released in early March.

CHRISTOPHER YALUMA’s dissertation on the impact of reducing charter competition is taking shape. He is using quasiexperimental methods to estimate the causal effect of reducing charter competition on district achievement. In the future, he plans to replicate the study and expand to other areas that may have experienced policy-induced changes in competition. Chris was also recently awarded research grants for three additional research projects in which he is involved, including projects on school discipline policies and proficiency outcomes and a project on scripted curriculum. He also has a working paper on gifted-and-talented programs with Fordham’s Adam Tyner that is currently under review for journal publication.
ANJALI ADUKIA (cohort 6) is an assistant professor at the University of Chicago Harris School of Public Policy. She recently published two articles. The first, “Educational Investment Responses to Economic Opportunity: Evidence from Indian Road Construction,” was coauthored with Sam Asher and Paul Novodad and was published in American Economic Journal: Applied Economics. She published a corresponding VoxDev article on this work. She also published “Religion and Sanitation Practices” with Marcella Alsan, Kim Babilir, Jeremy Goldhaber-Fiebert, and Lea Prince in the World Bank Economic Review. Additionally, she recently joined the editorial board of Education Finance and Policy.

DR. DANIEL ARAYA (cohort 3) is a senior partner with the World Legal Summit and senior fellow with the Centre for International Governance Innovation. He writes for Forbes and The Brookings Institution on the social impact of AI and other disruptive technologies. He is currently developing a new book with Peter Marber entitled The Future of Work and Learning.

ANGELA BOATMAN (cohort 2) joined the faculty at Boston College in the fall of 2019 as an associate professor of Higher Education. She recently completed two multiyear projects on the impacts of redesigned remedial math courses on Tennessee college students’ academic success and attitudes toward math.

SADE BONILLA (cohort 8) is completing her first year as an assistant professor at University of Massachusetts–Amherst. She has an article in the April issue of Economics of Education Review on the scale-up of career pathways in California. The large-scale, $500 million statewide effort to increase career pathways resulted in substantial dropout-rate reductions, particularly for female students. Sade also received a research grant from the Mindset Scholars Network and is now a faculty affiliate of the Center for Student Success Research at UMass Amherst.

BROOKS BOWDEN (cohort 3) recently accepted a position as an assistant professor in education policy at the University of Pennsylvania.

TRAVIS J. BRISTOL (cohort 7) recently received a postdoctoral fellowship from the Ford Foundation. He also copublished a new article entitled “The Added Value of Latinx and Black Teachers for Latinx and Black Students: Implications for Policy.”

KATHARINE BROTON (cohort 4) recently coedited a new book, Food Insecurity on Campus: Action and Intervention, published by Johns Hopkins University Press. Offering concrete guidance to anyone seeking to understand and support college students experiencing food insecurity, the book encourages readers to draw from the lessons learned by a diverse set of contributing authors in order to create a comprehensive strategy to fight student hunger.

SUSAN BUSH-MECENAS (cohort 7) accepted the position of associate policy researcher at the RAND Corporation, beginning in September 2020.

SARAH CORDES (cohort 6) is currently finishing up her fifth year at Temple University’s College of Education. Last summer, she received a Pennsylvania Department of Education Research Scholar award to explore the characteristics of school choice participants and the effects of choice participation on student mobility in Pennsylvania. Her work on the impacts of housing vouchers on NYC public school students, “Do Housing Vouchers Improve Academic Performance? Evidence from New York City,” was published in the winter issue of the Journal of Policy Analysis and Management.

F. CHRIS CURRAN (cohort 5) was recently named a 2019 National Academy of Education/Spencer Foundation postdoctoral fellow. He also recently coauthored an article in AERA Open entitled “Are achievement gaps related to discipline gaps? Evidence from national data.”

SARA DAHILL-BROWN’s (cohort 3) book with Harvard Education Press, Education, Equity, and the States, was published last year.

DIANA D’AMICO PAWLEWICZ (cohort 1), PhD, a historian of education policy, has accepted a new position at the University of North Dakota, where she is supported by the endowed Elnora Hopper Danley Professorship. Diana’s book, Blaming Teachers: Professionalization Policies and the Failure of Reform in American History, will be out this August, and there will be launch events at The Strand Bookstore in NYC on August 20, 2020, and Politics and Prose in D.C. on August 31, 2020. In addition to other publications, she recently had two new op-ed essays printed: one in the Washington Post on teacher unions and bargaining for the common good and another in the San Francisco Chronicle on diversifying the teacher workforce. In addition, she is editing another volume that should be out this fall titled Walkout: Teacher Militancy, Activism and School Reform.
PATRICK DENICE (cohort 3) is in his second year as an assistant professor of sociology at the University of Western Ontario. He continues work on how the expansion of school choice shapes racial/ethnic segregation in cities and across schools—including a working paper for the National Center for the Study of Privatization in Education (Teachers College, Columbia University) on student mobility into new charter schools in Kansas City, MO. He also serves on the editorial board of *Sociology of Education* and was just named an Outstanding Reviewer by *Social Science Research*.

ANNA J. EGALITE (cohort 3) is an assistant professor at North Carolina State University, where she was recently named a University Faculty Scholar. This program recognizes outstanding early- and midcareer faculty members for their significant academic achievements and contributions to NC State and the greater community. In January 2020, Dr. Egalite was included on Education Week’s 2020 RHSU Edu-Scholar Public Influence Rankings as one of the Top 200 education scholars who had the biggest influence on educational practice and policy in 2019. She is currently working on a Wallace Foundation–funded systematic review of the principal effects literature with EEPS Jason Grissom (Vanderbilt) and Constance Lindsay (UNC Chapel Hill), a report on the national charter school landscape for the Hoover Institution at Stanford University, and a competitive effects analysis of a statewide voucher program.


LESLIE FINGER (cohort 7) will be starting as an assistant professor of political science at the University of North Texas in the fall.

SOFOKLIS GOULAS (cohort 7) has a new publication in the *B.E. Journal of Economics Analysis and Policy* titled “Marathon, hurdling or sprint? The effects of exam scheduling on academic performance.” This research was recently featured on *VoxEU.org*.

ERICA GREENBERG (cohort 6) recently published a useful report called “Measuring Student Poverty: Developing Accurate Counts for School Funding, Accountability, and Research” with coauthor and current EEPS Kristin Blagg (cohort 9). The report and related blog posts and data visualization are available on the *Urban Institute* website.

**Have you joined the EEPS Google Group?**

If not, you could be missing out on important EEPS event announcements, job postings, opportunities to collaborate with colleagues, and—possibly—meticulously diagrammed instructions for the secret EEPS handshake.

You are all are encouraged to take advantage of this resource by posting your own research and other work projects, questions, ideas, announcements, and so on.

Here are instructions for joining our EEPS Google group:

- Visit [http://groups.google.com/group/EEPScholars](http://groups.google.com/group/EEPScholars)
- Click on “apply for membership,” while signed into the account you would like to use
- Fill out the short form (we recommend receiving emails as a “daily summary” or one email per post)
- Click “apply to join this group.”

Please email Victoria McDougald (vmcdougald@fordhaminstitute.org) if you would like to update your email address on file.

RYAN MCCARTY (cohort 4) is the chair elect of the Formative Experiments & Design-Based Research Innovative Community Group of the Literacy Research Association. He has a forthcoming book chapter about design-based research with second-language students. He recently completed his Principal Endorsement and is preparing to cohost the Summer Institute in Digital Literacy at his institution.

AMELIA PETERSON (cohort 7) will be leaving a fellowship at the London School of Economics and starting a position as one of the founding faculty of the London Interdisciplinary School in July.

MORGAN POLIKOFF (cohort 2) founded The Answer Lab—a new outlet intended to bridge research, policy, and practice—at University of Southern California’s Rossier School of Education. Read more here.

COURTNEY PRESTON (cohort 7) was granted tenure at Florida State University and promoted to the rank of associate professor.

CAROLYN SATTIN-BAJAJ (cohort 1) began a new position as associate professor in the Department of Education Leadership, Management and Policy at Seton Hall University. She received funding from the Spencer Foundation to support a new qualitative study, “School Leaders’ Responses to Changing Immigration Enforcement Policy,” that uses interviews with school and district leaders in California and New Jersey to examine principals and superintendents have dealt with the consequences of the current anti-immigrant policies, actions, and rhetoric and how prepared they feel to respond to the issues in their school communities associated with heightened enforcement and xenophobia.

M. DANISH SHAKEEL (cohort 8) is a postdoctoral research fellow in the Program on Education Policy and Governance at the Harvard Kennedy School of Government. He is examining the causal impact of Common Core State Standards on student achievement and trends in achievement gaps between various subgroups of the U.S. student population. He recently coedited a special issue of the *Journal of School Choice* on rural school choice. He is coediting another special issue of the journal on school choice and populism.

JASON GRISOM (cohort 1) was promoted to professor of public policy and education at Vanderbilt. He also completed a term as editor-in-chief of *Educational Researcher* and became associate editor of *Education Finance and Policy*. He has a new IES grant (with Molly Gordon and Lauren Sartain) to study principal pipelines in Tennessee and Chicago. In addition, he is working with fellow EEPS alums Anna Egalite (cohort 3) and Constance Lindsay (cohort 5) on a school leadership project funded by the Wallace Foundation.


CASSANDRA HART (cohort 6) has an article on effects of access to black teachers on black students’ advanced-course-taking behaviors forthcoming in *Educational Evaluation and Policy Analysis*.

CARA JACKSON (cohort 4) coedited “Linking Teacher Preparation Program Design and Implementation to Outcomes for Teachers and Students,” which was just published.

ROBERT KELCHEN (cohort 4) was promoted to associate professor with tenure in the Department of Education Leadership, Management and Policy at Seton Hall University. He was ranked thirty-fourth in Rick Hess’s annual Edu-Scholar Public Influence Rankings.

JACOB KIRKSEY (cohort 8) recently accepted a tenure-track assistant professor position in educational leadership policy at Texas Tech University. He is finishing up at University of California–Santa Barbara in June and will head to Texas in August.

MATT KRAFT’s (cohort 2) working paper “Interpreting Effect Sizes of Education Interventions” was recently published in *Educational Researcher*. In it, he presents five broad guidelines for interpreting effect sizes that are applicable across the social sciences. He then proposes a more structured schema with new empirical benchmarks for interpreting a specific class of studies: causal research on education interventions with standardized achievement outcomes.
ELIZABETH STOSICH (cohort 6) recently published an article with her two coauthors in *The Learning Professional* that describes how their approach to leadership development based on the Internal Coherence Framework supports teams of administrators and teachers in working collaboratively to improve instruction.

JESSICA SUTTER (cohort 6) has joined the adjunct faculty of the American University School of Education Masters of Education Policy & Leadership program as an adjunct professorial lecturer. She was also named the chairperson of the D.C. State Board of Education Committee on Social Studies Standards.

SIVAN TUCHMAN (cohort 7) coauthored two recently released reports by CRPE on special education, “Seizing Opportunity: Educating Students with Disabilities in Charter Schools” and “Finding a Great Fit: Improving the School Choice Process for Students with Disabilities,” along with Jon Valant (cohort 2). Additional products will be coming out soon on school choosing for families of students with disabilities.

LINDSAY WEIXLER (cohort 5) launched the New Orleans Early Education Research Alliance, an Institute of Education Sciences–funded research-practice partnership between Tulane University, New Orleans Public Schools, and the New Orleans Early Education Network in July 2019. The partnership is working to address issues of early education access in New Orleans and recently won an additional grant from the Robert Wood Johnson Foundation to further their work. Lindsay’s recent work appears in the *American Educational Research Journal*, and forthcoming work with Jon Valant (cohort 2) and Daphna Bassok (cohort 1) will appear in *Educational Evaluation and Policy Analysis*.

REBECCA ZUMETA EDMONDS (cohort 2) and her colleagues at American Institutes for Research were recently awarded funds for the PROGRESS Center, a $10 million project funded by the U.S. Department of Education’s Office of Special Education Programs. She is the principal investigator for the PROGRESS Center, and their mission is to help schools and local and state education agencies understand and follow through on their obligations to provide educational services that allow students with disabilities to make progress and meet challenging goals, consistent with the 2017 *Endrew F. v. Douglas County School District* decision by the United States Supreme Court.

RECENT PUBLICATIONS


Kane, Thomas J., David Blazar, Hunter Gehlbach, Miriam Greenberg, David M. Quinn (cohort 7), and Daniel Thal. “Can Video Technology Improve Teacher Evaluations? An Experimental Study.” Education Finance and Policy. Published electronically April 30, 2019.


RECENT PUBLICATIONS, CONT’D


FORTHCOMING PUBLICATIONS


RHSU Edu-Scholar Public Influence Rankings

Congratulations to our EEPS scholars who made it on the 2020 RHSU Edu-Scholar Public Influence Rankings! This is a list of 200 university-based scholars in the U.S. recognized for shaping educational practice and policy in 2019.

Daphna Bassok (cohort 1) – University of Virginia
Sarah Cohodes (cohort 2) – Columbia
Anna Egalite (cohort 3) – North Carolina State
Jason A. Grissom (cohort 1) – Vanderbilt
Robert Kelchen (cohort 4) – Stenton Hall University
Cory Koedel (cohort 1) – University of Missouri
Matt Kraft (cohort 2) – Brown
Morgan Polikoff (cohort 2) – University of Southern California
Katharine O. Strunk (cohort 1) – Michigan State
Eric Taylor (cohort 2) – Harvard