

**LUKE C. MILLER**  
**Curriculum Vitae**

Ridley Hall, 260  
Charlottesville, VA 22904

Phone: (434) 924-0774  
Email: [lmiller@virginia.edu](mailto:lmiller@virginia.edu)

**Education**

- Ph.D. 2008, Stanford University, Stanford, California, Economics of Education  
M.A. 2006, Stanford University, Stanford, California, Economics  
M.P.P. 2000, Georgetown University, Washington, DC, Education, Social and Family Policy  
B.A. 1997, St. Lawrence University, Canton, New York, Economics and Speech & Theatre  
(cum laude, honors in Speech & Theatre)

**Employment History**

- 2020-present **Research Associate Professor**, University of Virginia, School of Education and Human Development, Charlottesville, Virginia  
2011-2020 **Research Assistant Professor**, University of Virginia, School of Education and Human Development, Charlottesville, Virginia  
2008-2011 **Research Associate I**, The Urban Institute, Washington, DC  
2003-2008 **Research Assistant**, Prof. Susanna Loeb, Stanford University, Stanford, California  
2002-2003 **Research Scientist**, American Institutes for Research, Washington, DC  
2000-2002 **Research Associate**, American Institutes for Research, Washington, DC  
1998-2000 **Research Assistant and Editorial Assistant**, The Urban Institute, Washington, DC

\* Authors listed alphabetically

† Graduate student co-authors

**Publications**

- † Herring, W., Bassok, D., McGinty, A., **Miller, L. C.**, & Wyckoff, J. (2022). Racial and socioeconomic disparities in the relationship between children's early literacy skills and third-grade outcomes: Lessons from a kindergarten readiness assessment. *Educational Researcher*.
- \* † Husain, A., **Miller, L. C.**, & Player D. (2021). Principal Turnover: Using Teacher-Assessments of Principal Quality to Understand who Leaves the Principalship. *Educational Administration Quarterly*, 57(5): 683-715.
- \* Cohen, J., Loeb, S., **Miller, L. C.**, & Wyckoff, J. (2020). Policy implementation, principal agency, and strategic action: Improving teaching effectiveness in New York City Middle Schools. *Educational Evaluation and Policy Analysis*, 42(1): 134-160.
- Miller, L. C.**, & Bassok, D. (2019). The effects of universal preschool on grade retention. *Education Finance and Policy*, 14, 149-177.
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- \* Backes, B., Cowan, J., Goldhaber, D., Koedel, C., **Miller, L. C.**, & Xu, Z. (2018). The Common Core Conundrum: To what extent should we worry that changes to assessments and standards will affect test-based measures of teacher performance? *Economics of Education Review*, *62*, 48-65.
- Bassok, D., **Miller, L. C.**, & † Galdo, E. (2016). The effects of universal state pre-kindergarten on the size and scope of the child care sector: The case of Florida's Voluntary Prekindergarten Program. *Economics of Education Review*, *53*: 87-98.
- \* Loeb, S., **Miller, L. C.**, & Wyckoff, J. (2015). Performance Screens for School Improvement: The case of teacher tenure reform in New York City. *Educational Researcher*, *44*, 199-212.
- \* Lankford, H., Loeb, S., McEachin, A., **Miller, L. C.**, & Wyckoff, J. (2014). Who enters teaching? Encouraging evidence that the status of teaching is improving. *Educational Researcher*, *43*, 444-453.
- Miller, L. C.** (2014). Community characteristics of homeschooling: The case of Virginia. In G. K. Ingram & D. Kenyon (Eds.), *Education, Land, and Location*. Cambridge, MA: Lincoln Institute for Land Policy.
- Arshavsky, N., Edmunds, J., **Miller, L. C.**, & Corritore, M. (2014). Success in the college preparatory mathematics pipeline: The role of policies and practices employed by three high school reform models. *School Effectiveness and School Improvement*, *25*(1), 531-554.
- Miller, L. C.** (2012). Situating the rural teacher labor market in context: A descriptive analysis of the market dynamics in New York State. *Journal of Research in Rural Education*, *27*(13), 1-31.
- Miller, L. C.**, & Mittleman, J. (2012). *High Schools That Work* and college preparedness: Measuring the model's impact on mathematics and science pipeline progression. *Economics of Education Review*, *31*(6), 1116-1135.
- \* Loeb, S., & **Miller, L. C.** (2009). A Federal Foray into Teacher Certification: Assessing the "Highly Qualified Teacher" Provision of NCLB. In M. Rebell and J. Wolff (Eds.), *NCLB at the Crossroads*. New York: Teachers College Press.
- \* Loeb, S., **Miller, L. C.**, & Strunk, K. O. (2009). The State Role in Teacher Compensation. *Education Finance and Policy*, *4*(1): 89-114.
- \* Loeb, S., **Miller, L. C.**, & Strunk, K. O. (2009). The State Role in Professional Development and Education throughout Teachers' Careers. *Education Finance and Policy*, *4*(2): 212-28.
- Carnoy, M., Luschei, T., & **Miller, L. C.** (2006). *Economía de Educación*. Barcelona, Spain: Universitat de Obierto de Cataluña. (Also published in Catalan.)

### Works Under Review

- Cohen, J., **Miller, L. C.**, Chung, R., † Wiseman, E., & Ruzek, E. (under review). Measuring Common Core aligned reading instruction in Washington DC Public Schools. *Elementary School Journal*.
- Lenahan, T., LoCasale-Crouch, J., Chamberlain, C., Williford, A., Downer, J., Whittaker, J. E., & **Miller, L. C.** (under review). Examining the association between neighborhood conditions and school readiness across low and highly segregated school attendance boundaries. *Frontiers in Education*.
- Schueler, B. E., & **Miller, L. C.** (under review). Post-Pandemic Onset Public School Enrollment and Mobility: Evidence from Virginia. *Education Evaluation and Policy Analysis*.
- White, R. S., & **Miller, L. C.** (under review). Knowing where we are to inform where we are going: Measuring teachers' working conditions to inform policy and practice. *NASSP Bulletin*.
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## Works in Progress

- † Kehoe, K. F., Solari, E. J., & **Miller, L. C.** Estimating the Short-Term Effect of the COVID-19 Pandemic on the Early Literacy Skills of Young Children. (working paper)
- Miller, L. C.**, Schueler, B., & † Sachs, E. N. *Teaching in the pandemic: How Virginia teachers perceived their working conditions changed.* (in analysis)
- Miller, L. C.**, Soland, J., Lipscomb, D., Player, D. W., and White, R.S. *Latent classes of teacher working conditions in Virginia: Description, contextual factors, and the pandemic.* (in analysis)
- Miller, L. C.** *School climate and high school science course pipeline progression.* (analysis complete)
- Miller, L. C.** *The role of working conditions in retaining teachers in schools serving economically disadvantaged students.* (analysis complete)

## Research and Government Reports and Briefs

- Sachs, E., **Miller, L. C.**, & Schueler, B. E. (forthcoming). School Division Operations During SY 2020-21: In-person Learning. Charlottesville, VA: UVA.
- Schueler, B. E., & **Miller, L. C.** (forthcoming). Post-Pandemic Onset Public School Student Enrollment and Mobility in Virginia. Charlottesville, VA: UVA.
- Miller, L. C.**, & Schueler, B. E. (forthcoming). Post-Pandemic Onset Public School Student Test-based Performance in Virginia. Charlottesville, VA: UVA.
- † Pinchkney, A., & **Miller, L. C.** (2022, August). School Division Operations During SY 2020-21: Use of Remote Technology. Charlottesville, VA: UVA.
- † Padhi, E., & **Miller, L. C.** (2022, August). School Division Operations During SY 2020-21: Use of Remote Instruction. Charlottesville, VA: UVA.
- Reynolds, A. L., & **Miller, L. C.** (2022, July). 2021 Virginia School Survey Research Brief Series: School Leadership. Charlottesville, VA: UVA.
- Miller, L. C.**, & Reynolds, A. L. (2022, January). An Introduction to the 2021 Virginia School Survey Research Brief Series. Charlottesville, VA: UVA.
- Miller, L. C.**, Player, D. W., & Chandler, T. E. (2022, January). 2021 Virginia School Survey Research Brief Series: Professional Growth Opportunities. Charlottesville, VA: UVA.
- Miller, L. C.**, Player, D. W., & Chandler, T. E. (2022, January). 2021 Virginia School Survey Research Brief Series: Instructional Agency. Charlottesville, VA: UVA.
- Miller, L. C.** (2020, April). *2019 Virginia Working Conditions Survey: Descriptive Analysis of Statewide Patterns.* Charlottesville, VA: UVA.
- Miller, L. C.** (2020, March). *2019 Virginia School Climate Survey: Descriptive Analysis of Statewide Patterns.* Charlottesville, VA: UVA.
- Miller, L. C.**, Player, D., Skinner, B., & Bishop, A. (2019, January). *Trends of Education Finance in Virginia: A comparison of Small and Rural Schools Coalition Members to other divisions.* Charlottesville, VA: UVA
- Miller, L. C.**, & Yevak, L. (2018, October). An Analysis of Virginia's 2017-18 Teacher Salary Schedules. Charlottesville, VA: UVA.
- Miller, L. C.**, & D'Costa, D. (2017, July). *2016-17 Virginia Teacher Salaries: A descriptive analysis.* Charlottesville, VA: UVA.
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- Miller, L. C., & Sadowski, K.** (2017, April). *Students Changing Schools During the School Year: Student mobility in Virginia and the Challenged School Divisions*. Charlottesville, VA: UVA.
- Miller, L. C., & Johnson, A.** (2016, May). *Chronic Absenteeism: Patterns and correlates in Virginia's Challenged School Divisions*. Charlottesville, VA: UVA.
- Miller, L. C., & Kozlowski, K.** (2016, May). *2015-16 Virginia Teacher Salaries: A descriptive analysis*. Charlottesville, VA: UVA.
- Miller, L. C., Bassok, D., Johnson, A. J., & † Galdo, E.** (2015). *Accountability Comes to Preschool: Florida's approach to evaluating pre-kindergarten programs based on their graduate's kindergarten assessments*. Charlottesville, VA: UVA.
- Bassok, D., **Miller, L. C., † Galdo, E., & Johnson, A. J.** (2014). *Florida's Voluntary Pre-Kindergarten Program: An overview of the largest state pre-school program in the nation*. Charlottesville, VA: UVA.
- Miller, L. C.** (2013). *A Descriptive Analysis of New York's Science Teacher Labor Market, 1999 to 2009*. Washington, D.C.: The National Academies. Available at: [www4.nationalacademies.org/DBASSE/BOSE/DBASSE\\_084388](http://www4.nationalacademies.org/DBASSE/BOSE/DBASSE_084388).
- Miller, L. C., & Corritore, M.** (2012, December). *Assessing the Impact of North Carolina's Early College High Schools on College Preparedness*. Charlottesville, VA: UVA.
- Miller, L. C.** (2012, September). *Understanding Rural Teacher Recruitment and the Role of Community Amenities, CEPWC Working Paper*. Charlottesville, VA: UVA.
- Miller, L. C.** (2012, September). *Understanding Rural Teacher Retention and the Role of Community Amenities, CEPWC Working Paper*. Charlottesville, VA: UVA.
- Miller, L. C., & Mittleman, J.** (2011, October). *Redesigned for Success? The effects of high school conversion on college preparedness in mathematics and science*. Charlottesville, VA: UVA.
- Miller, L. C., & Milton, R.** (2011, January). *Who Graduates College and Career Ready? An examination of mathematics and science pipeline progression in North Carolina*. Charlottesville, VA: UVA.
- \* Loeb, S., & **Miller, L. C.** (2006, November). *A Review of State Teacher Policies: What are they, what are their effects, and what are their implications for school finance?* Stanford, CA: IREPP, SUSE. ([irepp.stanford.edu/projects/csfg-list-researchers.html](http://irepp.stanford.edu/projects/csfg-list-researchers.html))

### **Research Grants and Projects**

- Principal Investigator*, Equity in Virginia's Public Education System: A Longitudinal Examination Spanning the COVID-19 Shutdown, Funded by the Institute of Education Sciences, \$1,000,000 (2021-present).
- Principal Investigator*, A Study of Teacher Retention in Richmond Public Schools, Funded by Richmond Public Schools, \$28,271 (2021-present).
- Principal Investigator*, Teacher and Staff Satisfaction in RPS: Supporting Goal 6 of the Dreams4RPS Strategic Plan, Funded by Anonymous, \$25,000 (2021-present).
- Principal Investigator*, Teacher Working Conditions and Equitable Student Outcomes, Funded by the Institute of Education Sciences, \$1,400,000 (2020-present).
- Principal Investigator*, Teacher Retention in Richmond Public Schools, 2005-06 to 2018-19, Funded by Anonymous, \$25,000 (2020-present).
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- Co-Principal Investigator*, Ongoing Research on Instructional Practice Guide and Instruction Practice Research Tool, Funded by the Schusterman Foundation, \$1,248,208 (2020-present).
- Principal Investigator*, The Role of Working Conditions in Retaining Teachers in Schools Serving Economically Disadvantaged Students, Funded by Anonymous, \$25,000 (2019-present).
- Principal Investigator*, Designing the Virginia Working Conditions Survey, Funded by the Virginia Department of Education, \$35,000 (2018-2020).
- Principal Investigator*, Examining the Dynamics of the Virginia Teacher Workforce, Funded by the Curry School of Education (2018-2019).
- Co-Principal Investigator*, The Design and Practice of U.S. Teacher and Principal Evaluations, Funded by the Virginia Department of Education, \$65,000 (2017-2019).
- Principal Investigator*, Developing a Policy and Research Agenda to Improve School Climate in Virginia, Funded by the Institute of Education Sciences, \$400,000 (2017-2020).
- Principal Investigator*, Piloting the Virginia School Climate Survey, Funded by the Virginia Department of Education, \$89,076 (2016-2017).
- Principal Investigator*, Collaboration with the Virginia Children's Cabinet, Funded by the Curry School of Education, \$9,974.74 (2016).
- Co-Principal Investigator*, Principal Strategies to Improve Teacher Effectiveness, Funded by the Carnegie Corporation of New York, \$500,000 (2015-present).
- Principal Investigator*, Student Attendance in Virginia's Challenged School Divisions, Funded by the Robins Foundation and Curry School of Education, \$30,000 (2015-2017).
- Co-Principal Investigator*, Principal Strategies to Improve Teacher Effectiveness (Planning Grant), Funded by the Carnegie Corporation of New York, \$50,000 (2015-2016).
- Co-Principal Investigator*, Teacher Policy Research, Funded by the Institute of Education Sciences, \$780,000, (2010-2018).
- Principal Investigator*, Effects of State-Supported Prekindergarten, funded by the Annie E. Casey Foundation, Foundation for Child Development, and the Smith Richardson Foundation, \$450,000 (2010-2015).
- Researcher*, Virginia's Teacher Preparation Programs Research Project, part of the Improving Virginia's Education and Workforce Systems contract funded by the Commonwealth of Virginia, Virginia Community College System (2012-2013).
- Principal Investigator*, Homeschooling in Virginia, funded by the Lincoln Institute for Land Policy, \$10,000 (2012-2013).
- Principal Investigator*, Science Teacher Labor Markets in New York State, funded by the National Research Council for the Committee on Strengthening Science Education Through a Teacher Learning Continuum, \$2,000 (2013).
- Principal Investigator*, Evaluation of High School Reform's Effects on Students' Mathematics and Science Pipeline Progression in North Carolina, funded by the National Science Foundation, \$1 million (2008-2011).
- Project Director/Research Associate*, National Evaluation of the Teacher Incentive Fund, funded by the U.S. Department of Education (2008-2011).
- Principal Investigator*, International Examination of Success Among Socially Disadvantaged Students, funded by the Organisation for Economic Co-operation and Development (2008-2010).
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**Professional Affiliations, Organizations, and Service**

Associate Editor, *American Education Research Journal*, 2021-present

Center for Education Policy and Workforce Competitiveness, Charlottesville, VA, 2011 to present

National Center for Analysis of Longitudinal Data in Education Research (CALDER), Washington, DC, 2008 to 2018

American Education Research Association

Association for Education Finance and Policy

Association for Public Policy Analysis and Management

**Ad-Hoc Reviewer**

*AERA Open*

*American Education Research Journal*

*Child Development*

*Economic Development and Cultural Change*

*Economics of Education Review*

*Education Finance and Policy*

*Educational Administration Quarterly*

*Educational Evaluation and Policy Analysis*

*Educational Researcher*

*International Journal for Economic Development*

*Journal for Policy Analysis and Management*

*Journal of Research in Childhood Education*

*Journal for Research in Rural Education*

*Teaching and Teacher Education*

*World Development*

**Courses Taught**

Causal Inference in Education Policy Research (EDLF 8315), Springs 2012-2022

Data Management for Social Science Research (EDLF 5310), Fall 2015, 2019-2022

Survey Inquiry for Practitioners with Data Management & Analysis (EDLF 8385/8386), Summer 2020

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