

Allison Atteberry, Ph.D.

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AREAS OF SPECIALIZATION

teacher labor markets, education policy analysis, summer learning loss, production of social inequality, quantitative methods, causal inference

EDUCATIONAL BACKGROUND

- June 2011 Stanford University, Ph.D. in Policy Analysis, School of Education
Dissertation: Validity of Value-Added Estimation: Investigations into Meaning and Measure. Committee: Sean Reardon (chair), Anthony Bryk, Susanna Loeb
Graduate Minor, Department of Statistics (June 2010)
- June 2005 University of Chicago, B.A., Sociology

PROFESSIONAL APPOINTMENTS

- Aug '21- Associate Professor of Education, University of Virginia School of Education
- 2014- 21 Assistant Professor of Education, CU-Boulder School of Education
- Feb 2020- Faculty Affiliate, CU-Boulder Renée Crown Wellness Institute
- Aug 2019- Faculty Fellow, CU-Boulder Institute of Behavioral Science
- 2013- 14 Research Assistant Professor, University of Virginia Curry School of Education
- 2011- 13 Postdoctoral Fellow, University of Virginia Curry School of Education

RESEARCH GRANTS (\$2.4 million total)

- July 2019 **Atteberry, A.** (equal w/ PI Engel, M.). "Partnering to Improve: The Denver Public Schools and CU-Boulder Teacher Workforce Collaborative." Institute of Education Sciences "RPP in Education Research," grant with Denver Public School District (Almy, S., Scheppe, T.)
Amount: \$400,000 End Date: *June 2021*
- June 2019 **Atteberry, A.** (equal w/ PI Engel, M.). "Mind the Gap: Partnering to Narrow Denver's Achievement Gaps by Retaining Top Teachers." William T. Grant Foundation's Institutional Challenge Grant, w/ Denver Public School District (Almy, S., Scheppe, T.)
Amount: \$649,997 End Date: *May 2022*
- July 2019 **Atteberry, A.** (PI). "Formation of a Long-Term RPP with Denver Public School District." CU-Boulder Research & Innovation Seed Grant Program. Co-PI: Engel, M. (equal author).
Amount: \$49,460 End Date: *Dec 2020*
- Aug 2018 **Atteberry, A.** (PI). "A Stronger Foundation, a Different Trajectory? Long-Term Experimental Evidence on Causal Effect of Full-Day Preschool." Laura and John Arnold Foundation. Co-PIs: Bassok, D., & Wong, V.
Amount awarded: \$494,345 End Date: *Aug 2023*
- Jun 2018 **Atteberry, A.** (PI). "Places of Promise: Learning from Exceptional Districts with Significant Gap Closure." Russell Sage Foundation. Co-PIs: Bischoff, Kendra. Owens, Ann.
Amount awarded: \$149,955 End Date: *Aug 2021*

...RESEARCH GRANTS (CONT'D)

- Sep 2018 **Atteberry, A.** (co-PI). "Evaluating the Effects of Full- vs. Half-Day Pre-Kindergarten in Pomona Unified School District." W. M. Keck Foundation. PI: Wong, V. Markowitz, A.
Amount: \$380,000 total [\$69,000 for CU sub-award] End Date: *Dec 2019*
- July 2017 **Atteberry, A.** (PI). "More at Four? Experimental Evidence on Medium-Term Impacts of Full-Day Preschool." Smith Richardson Foundation. Co-PI's: Bassok, D., Wong, V.
Amount awarded: \$238,952. End Date: *June 2019*
- Jun 2018 **Atteberry, A.** (PI). "Partnering to Improve Denver Public Schools' Talent Management Team: The SoE-DPS Teacher Workforce Collaborative". 2018-19 School of Education Place-Based Partnership Seed Grant. Co-PI: Engel, Mimi.
Amount awarded: \$20,000. End Date: *May 2019*
- May 2018 **Atteberry, A.** (PI). Undergraduate Research Opportunity Program (UROP) Team Grant.
Amount awarded: \$3,000. End Date: *Aug 2018*
- Nov 2016 **Atteberry, A.** Women Investing in the School of Education Grant. "REM Speaker Series: Women in the Male-Dominated World of Quantitative Educational Research"
Amount awarded: \$6,070. End Date: *May 2019*
- Aug 2016 **Atteberry, A.** (PI). Gary Community Investments, Walton Family Foundation. "Causal Effects of Full- vs. Half-Day Pre-K: An RCT." Co-PIs: Bassok, D., & Wong, V.
Amount awarded: \$200,000. End Date: *July 2018*
- Oct 2015 **Atteberry, A.** (PI). Undergraduate Research Opportunity Program (UROP) Team Grant.
Amount awarded: \$3,000. End Date: *May 2016*
- Oct 2014 **Atteberry, A.** (PI). Smith Richardson Foundation. "School's Out: How Summer Time Contributes to Student Achievement Gaps." Collaborators: McEachin, A. (Co-PI).
Amount awarded: \$180,300. End Date: *Dec 2017*
- Nov 2014 **Atteberry, A.** (PI). Women Investing in the School of Education (WISE) Grant. "Clickers for Quant Courses: Providing Avenues for Access to All Kinds of Learners."
Amount awarded: \$1,760. End Date: *May 2015*
- Jan 2014 **Atteberry, A.** (Co-PI). Spencer Foundation Small Grant. "An Endless Summer: The Impact of Summer Setback on School Accountability." Collaborators: McEachin, A. (PI).
Amount awarded: \$49,283. End Date: *May 2015*

FELLOWSHIPS AND AWARDS

- 2020 CU-Boulder Provost Faculty Achievement Award (*7 awarded pre-tenure university-wide*)
- 2020 CU-Boulder [Best Should Teach Award](#)
- 2017-18 National Academic of Education/Spencer Postdoctoral Fellowship (*awarded to ~10% annually out of 300+ applicants in their first 7 years post-PhD*)
- 2019 2019 Outstanding Reviewer Award for AERA-Open, received in *AERA* April 2020.
- 2018 2018 Outstanding Reviewer Award for AERA-Open, received in *AERA* April 2019.

...FELLOWSHIPS AND AWARDS (CONT'D)

- 2016 2016 Outstanding Reviewer Award for AERJ, received at AERA April 2017.
- 2013-14 Emerging Education Policy Scholars Fellowship 2013-14, *Thomas B. Fordham Institute*
- 2011-13 Institute of Education Sciences Postdoctoral Training Fellowship on Quantitative Research in Educational Policy, Curry School of Education. Status: *Awarded August 2011*

PEER-REVIEWED JOURNAL ARTICLES ¹

- [15] **Atteberry, A.**, *Wedow, R., *Cook, N.J., & McEachin, A. (Acc. Dec 2020). "Quasi-experimental approaches to estimating the impact of structural school transitions". *Educational Policy*, Online Feb 2021. [AR: 11-20%, IF: 1.76]
- [14] **Atteberry, A.**, Bischoff, K., Owens, A. (Accepted Nov 2020). "Identifying Progress toward Ethnoracial Achievement Equity across U.S. School Districts: A New Approach." *Journal for Research on Educational Effectiveness*. [AR: UNK, IF: 3.38]
- [13] **Atteberry, A.**, *LaCour, S. (2021). "Making a Tough Choice: Teacher Target-Setting and Student Achievement in a Teacher Performance System using Student Learning Objectives." *AERA Open Access Journal*, Online Feb 2021 [AR: 10.2%, IF: N/A]
- [12] **Atteberry, A.**, McEachin, A. (2020). "Not Where You Start, But How Much You Grow: An Addendum to the Coleman Report." *Educational Researcher*, Vol. 49(9): pp. 678-85 [AR: 6.7%, IF: 3.39]
- [11] **Atteberry, A.**, McEachin, A. (2020). "School's Out: The Role of Summers in Understanding Achievement Disparities." *AERJ*, Vol. 58(2): pp. 239-282 [AR: ² 6.5%, IF: 3.2]
- [10] **Atteberry, A.**, *LaCour, S. (2020). "Testing the Denver ProComp Theory of Action: Evidence on Intended Mechanisms for Shaping the Teacher Workforce and Student Outcomes." *Teachers College Record*, Vol. 122(12) [AR: 8%, IF: 0.91]
- [09] **Atteberry, A.**, *Mangan, D. (2020). "The Sensitivity of Teacher Value Added Scores to the Use of Fall or Spring Tests." *Educational Researcher*, Vol. 49(5): 335-49. [AR: 6.7%, IF: 3.39]
- [08] **Atteberry, A.**, Bassok, D. Wong, V. (2019). "The Effects of Full-day Pre-kindergarten: Experimental Evidence of Impacts on Children's School Readiness." *Educational Evaluation & Policy Analysis*, Vol. 41(4): pp. 537-62. [AR: 6.1%, IF: 3.13]
- [07] **Atteberry, A.**, *LaCour, S., Burris, C., Welner, K., Murphy, J. (2019). "Opening the Gates: Detracking and the International Baccalaureate." *Teachers College Record*, Vol 121 [AR: 8%, IF: 0.91]
- [06] **Atteberry, A.**, Loeb, S. L., Wyckoff, J. (2017). "Teacher Churning Within Schools: Impacts on Student Achievement." *Educational Evaluation & Policy Analysis*, 3(1): pp. 3-30. [AR: 6.1%, IF: 3.13]
- [05] McEachin, A., **Atteberry, A.** (2017). "The Impact of Summer Learning Loss on Measures of School Performance." *Education Finance and Policy*, 12(4): pp. 447-67. [AR: not reported, IF: 2.4]

¹ First authorship indicates primary responsibility conceptualization, analysis, writing. Asterisk (*) indicates doctoral student.

² AR = "Acceptance Rate". IF = "Impact Factor".

... PEER-REVIEWED JOURNAL ARTICLES (CONT'D)

- [04] **Atteberry, A.**, Loeb, S., Wyckoff, J. (2015). "Do First Impressions Matter? Improvement in Early Career Teacher Effectiveness." *AERA Open Access Journal*, 1(4): pp. 1-23. Article Honor: Top Ten Most Read AERA-Open Articles of 2015. [AR: 10.2%, IF: N/A]
- [03] Kibler, A., **Atteberry, A.**, *Hardigree, C., & Salerno, S. (2015). [Languages across Borders: Social Network Development in an Adolescent Language Program](#). *Teachers College Record*, 117(8): 1-48. [AR: 8%, IF: 0.91]
- [02] **Atteberry, A.**, and Bryk, A. S. (2011). [Analyzing Teacher Participation in Literacy Coaching Activities](#). *Elementary School Journal*, 12(2): 356-82. [IF: 1.14, AR: 13.7%]
- [01] Reardon, S. F., Arshan, N., **Atteberry, A.**, and Kurlaender, M. (2010). [Effects of Failing a High School Exit Exam on Course-Taking, Achievement, Persistence, and Graduation](#). *Educational Evaluation and Policy Analysis*, 32(4): 435- 523. [AR: 6.1%, IF: 3.13]

INVITED CHAPTERS IN EDITED VOLUMES

Atteberry, A., McEachin, A. (2016). "School's Out: Summer Learning Loss across Grade Levels and School Contexts in the United States Today." In Alexander, K. Pitcock, S., & Boulay, M (eds.) *Summer Slide: What We Know and Can Do About Summer Learning Loss*. New York, NY: Teachers College Press.

McEachin, A., & **Atteberry, A.** (2016). "An Endless Summer: The Role of Summer Learning Loss in School Accountability policies." In Gottfried, M., & Conchas, G. (eds.), *When School Policies Backfire, and What We Can Learn*. Cambridge, MA: Harvard Education Press.

Atteberry, A., and Bryk, A. S. (2010). Analyzing the Role of Social Networks in School-Based Professional Development Initiatives. In A. J. Daly (Ed.), *Social Network Theory and Educational Change*. Cambridge, MA: Harvard Press.

MANUSCRIPTS UNDER REVIEW AT PEER-REVIEWED JOURNALS

*Denker, H., **Atteberry, A.** (*Under Review*). "Where has all the Time Gone? Describing Time Use in Full- vs. Half-day Pre-Kindergarten"

Atteberry, A., *Dudley, S., Hoover, J., Soltero-Gonzalez, L. (*In Preparation*). "Response to Intervention for ELs: Exploring the Impact of a Culturally and Linguistically Responsive Literacy Approach"

Meyer, L., *Zabala, C., **Atteberry, A.** (*Under Review*). "Factors associated with educators' confidence in intervening in gendered harassment: The case for clear leadership and district supports"

TECHNICAL REPORTS

Atteberry, A., Engel, M., Doughty, M., Mangan, D. (*Mar. 2020*). "A Report on the Denver Public Schools Highest Priority Incentive Program: Descriptive Results and Estimates of Causal Impacts"

Atteberry, A., Wyckoff, J. (*Feb. 2016*). "5-Year Impacts of a Teacher Incentive Fund Grant in Henrico County on Student Achievement and Teacher Mobility: A Comparative Interrupted Time Series."

Atteberry, A., Briggs, D., *LaCour, S. (*Sep. 2015*). "Year 2 Denver ProComp Evaluation Report: Teacher Retention and Variability in Bonus Pay, 2001-02 through 2013-14." [CADRE Working Paper](#).

PEER-REVIEWED CONFERENCE PAPERS SINCE 2015 ³

- 2020 **Atteberry, A.**, *Shaw-Attaway, D. “Experimental Evidence on Whether Full-Day Pre-K Reduces Special Education Designations in K and Beyond”. Session: Understanding Effects of Early Childhood Education at Scale. *Association for Public Policy Analysis and Management (APPAM) Conference*. (*AEFP*, presented online due to COVID)
- *Denker, H.K., **Atteberry, A.**, Engel, M. “Time to Learn: Instructional Time Use in Pre-Kindergarten”. Session: Benefits and Consequences of Educational Data Systems. *American Educational Research Association (AERA, canceled due to COVID)*. [Note: Paper in progress]
- *Mangan, D., **Atteberry, A.** “Through the Looping Class: A Quasi-Experimental Look at Looping in NYC Schools.” Session 10.04: Approaches to Spur Student Engagement. *Association for Education Finance and Policy (AEFP, presented online due to COVID)*. [Note: working paper]
- 2019 **Atteberry, A.**, McEachin. “The Ups and Downs: The Outsized Role of Summers in Eighth Grade Achievement Disparities across the U.S.” Session: Summer Learning, Some Are Not. *APPAM Conference*. Denver, CO
- Atteberry, A.**, Nguyen, T., Bassok, D., & Wong, V. “Experimental Impacts of Full-Day Pre-Kindergarten on Families.” Session: Issues in Early Childhood: Experimental Evidence on the Educational Effects of Intervening Early. *APPAM Conference*. Denver, CO.
- Atteberry, A.**, Bassok, D., & Wong, V. “Effects of Full-Day Pre-K.” Session 2B. Invited Symposium: Understanding Effects of Early Childhood Education. *Society for Research on Educational Effectiveness (SREE)*. Washington, DC. (also *APPAM 2018*, Session #10668)
- *Denker, H., **Atteberry, A.**, Bassok, D., Engel, M. “Comparing Academic Time Use in Tested and Untested Grades.” Session 10.10: Pedagogical Choices and Early Academic Performance. *AEFP Conference*. Kansas City, MO. [Note: working paper]
- Atteberry, A.**, McEachin, A. “Do Schools Shape Learning Rates but Not Levels? A Reconsideration of the Coleman Report Basic Assertion.” Poster Session I. *AEFP Conference*. Kansas City, MO.
- Atteberry, A.**, *Mangan, D. “Which Teacher, Which Summer, What VAM Score: The Role of Test Timing in Teacher Value-Added”. Session: Accountability for Schools and Teachers. *AERA Conference*. Toronto, Canada. (also *SREE 2012*, Session 2C)
- 2018 **Atteberry, A.**, “Nationwide Changes in State Teacher Evaluation Policies: Links to Teacher Attitudes, Teacher Retention Rates, and Student Achievement Trends.” Fellows Forum II. *NAEd/Spencer Fall Fellows Retreat*, Washington, DC.
- 2017 **Atteberry, A.**, Briggs, D., & *LaCour, S. “Testing the Theory of Action: Evidence on Seven Intended Mechanisms for the Success of Denver’s ProComp System.” Session 1D: Teachers Matter: Improving Instructional Techniques in the U.S. and India. *SREE Conference*. Washington, DC. (also *AERA 2016*).

³ Unless otherwise noted, all conference presentations had an accompanying conference paper, and that paper ultimately became the first draft of one of the publications or working papers listed above.

...PEER-REVIEWED CONFERENCE PAPERS SINCE 2015 (CONT'D)

- Atteberry, A.,** McEachin, A. "Are We Underestimating Summer Learning Loss? Exploring the Necessity of School Calendar Adjustments." Division D Roundtable Session: Issues in Assessment. *AERA Conference*. San Antonio, TX. [Note: roundtable only]
- 2015 McEachin, A., **Atteberry, A.** "The Impact of Summer Learning Loss on Measures of School Performance." Session 73.047: The Not-So-Lazy Days of Summer: Interventions to Improve Achievement & Attainment. *AERA Conference*. Chicago, IL.
- Atteberry, A.,** McEachin, A. "School's Out: The Role of Summers in Understanding Achievement Disparities." Session 3E, Invited Symposium: Longitudinal Effects through the Youth Life Course: Exploring the Effects of Classroom and Neighborhood Poverty and Summer Learning Loss. *SREE Conference*. Washington, DC. (also *WEAI* 2015)
- Atteberry, A.,** McEachin, A. "Lost in Transition: The Impact of Middle School Transition on Student Learning Trajectories." Session 7.02: Curing the Summertime Blues: Policies and Interventions to Mitigate Summer Melt. *AEFP Conference*. Washington, DC.

INVITED PRESENTATIONS

- 2020 AEFP Conference (Mar). Panelist, Featured Policy Talk: "Building and Sustaining Research-Practice Partnerships." (*held online due to COVID*).
- Harvard University (Feb): "The Effects of Full-Day Prekindergarten: Experimental Evidence of Impacts on Children and their Families."
- 2018 University of Virginia (Mar): "How Do Preschool Teachers Use Extended Time in Full-day Pre-Kindergarten Classes?"
- Stanford University (Feb): "What are the Causal Effects of Full- vs. Half-Day Preschool in Westminster Public Schools"
- University of Texas (Jan): "Testing the Theory of Action: Evidence on Seven Intended Mechanisms for the Success of Denver's ProComp System."
- 2014 University of Arkansas (Mar): "The Incredible Instability of Teacher Assignments within Schools: Exploring Patterns and Impacts." (also Univ. of Toronto, Univ. of Washington).
- 2013 University of Washington: "The Developmental Trajectories of Teachers: Empirical Evidence & Policy Perspectives."
- 2011 University of California, Davis: "Understanding the Instability in Teachers' Value-Added Measures over Time." (also University of Michigan)

TEACHING ⁴

Spr 2015*, '16, '17, '20	EDUC 8240: Quantitative Methods in Educational Research II (Required Doctoral Core) Overall Instructor Evaluation: 5.6 (of 6) in 2015; 5.6 in 2016; 5.5 in 2017; n/a spr 2020
Fall 2015*, 2017, 2019	EDUC 7326: Quasi-Experimental Design for Causal Inference in Social Sciences Overall Instructor Evaluation: 5.4 (of 6) in 2015; 5.5 in 2017; 5.8 in 2019
Fall 2014*, '16, '18, 20	EDUC 7456: Multilevel Modeling. Overall Instructor Evaluation: 5.3 (of 6) in 2014; 5.5 in 2016; 5.0 in 2018.
Spr 2021*,	EDUC 8270: Int./Adv. Application of Quantitative Methods for Behavioral Sciences. Overall Instructor Evaluation: TBD.
Summer 2020	3-Day Workshops: Introduction to Grant-Writing (University of Virginia) [Note: Postponed to late summer due to COVID travel conditions]
Summers 2012, 2013 2016	3-Day Workshops: Introduction to Hierarchical Linear Models (University of Virginia) Three-day course introducing users to HLM: 2- and 3-level models and advanced topics Overall Instructor Evaluation: 4.7 of 5 in 2012, 4.77 of 5 in 2013, 4.8 of 5 in 2016
Apr 2012	Causal Inference with Quasi-Experimental Designs: Professional Development Course: AERA 2012, Vancouver BC. Instructors: Atteberry, A., Robinson-Cimpian, J. Topics: Instrumental variables, matching techniques, regression discontinuity.
Spr 2010	Applied Quasi-Experimental Research in Education (Instructor: Reardon) Role: Teaching Assistant, Stanford University (Evaluation: Overall 4.8 out of 5)
Win 2010, Spr 2009	Causal Inference in Quantitative Education & Social Science Research (Reardon) Role: Teaching Assistant, Stanford University (Evaluation: Overall 4.5 & 4.7 out of 5)
Fall 2008	Introduction to the Educational Statistics, Graduate Level (Loeb) Role: Teaching Assistant, Stanford University (Evaluation: Overall 4.7 out of 5)
Win 2008	Statistical Analysis in Educational Research, Graduate Level (Reardon) Role: Teaching Assistant, Stanford University (Evaluation: Overall 4.8 out of 5)

ADVISING

PhD Thesis Committees	1. Allison, Katherine (co-chair, complete)	2. Dudley, Spencer (chair)
	3. LaCour, Sarah (co-chair, complete)	4. Alzen, Jessica (complete)
	5. Humphrey, Jamie (complete)	6. Materman, Holly
	7. Michaelson, Laura (complete)	8. Milbourn, Tamara
	9. Morgan, Allie	10. Ohle, Sarah (complete)
	11. Szlendak, Zachary (complete)	12. Schneider, Rebecca (complete)
	13. Tobias, Margaret	14. Top, Laken (complete)

⁴ Asterisk (*) indicates new course development.

...ADVISING (CONT'D)

Comp Exam Committees	1. Bloodworth, Aryn (chair) 3. Dudley, Spencer (chair) 5. Barnes, Malerie (fall 2020) 7. Chattergoon, Rajendra 9. Landy, Lauren 11. Mork, Kaitlin 13. Turner, Michael	2. Denker, Hannah (chair, fall 2020) 4. Mangan, Dan (chair) 6. Bush, Jeffrey 8. Doughty, Michelle (fall 2020) 10. Mahr, Borbala 12. Saldaña, Chris
Formal Advising	Primary advisor to 4 students (Denker, Dudley, Mangan, McClure) Secondary advisor to 5 students (Shaw-Attaway, Doughty, Mork, Noone, Smith)	
UROP	Mentor for CU's Undergraduate Research Opportunities Program 2 grants, 6 undergraduates total: Cooley, Sara; Deandra, Elena; Jayne, Raven; Le, Ngan; Martella, Amedee; Proulx, Elaine	
Research Associates	Hannagan, Anthony (2019-). TWC Project, Full-time Data Analyst & Liaison Hodson, Keith (2018-19). WPS Project, Full-time Data Analyst & Liaison	

SCHOOL OF EDUCATION SERVICE

Committees	Salary Committee, 2-year appointment (2020-) 6 Faculty External Search Committees Member of Miramontes Scholarship Selection Committee in 2014-15
Other	Established a School of Education "Women in Quantitative Research" Speaker Series

UNIVERSITY AND LOCAL SERVICE

CU Affiliations	Fellow, Institute of Behavioral Science Faculty Affiliate, Renée Crown Wellness Institute
Service	Created CU-Boulder "Quantitative Methods in Behavioral Sciences" Graduate Certificate Advisor to Denver Public Schools (DPS) ProComp 3.0 Policy Visioning Task Force Presenter, Boulder-Community Panel on "Opting Out" of Standardized Testing CU-Boulder's Community EdTalks Series 2018: How Teacher Churn Affects Learning

NATIONAL SERVICE

EEPA	Associate Editor. Appointment: Feb 2021 - current
EEPA	Journal Editorial Board Member. Appointment: Jan 1, 2020 - Jan 1, 2021
AERA-Open	Journal Editorial Board Member. Appointment: Jan 1, 2017 - current
APPAM	2020 Conference Program Committee Member; 2019 Mentor for: Conference Education Program Section
AERA	2017, 2016 Mentor for: Division D Graduate Student Mentoring Session at AERA; Conference Submission Reviewer, Division L (2013, 2017)
SREE	Conference Submission Reviewer (2013, 2014, 2016, 2018)

Affiliations	American Education Research Association (AERA), American Education Finance and Policy (AEFP); Association for Public Policy Analysis & Management (APPAM), Society for Research on Educational Effectiveness (SREE)
Ad Hoc Reviewer	Educational Evaluation & Policy Analysis (EEPA); Journal of Research on Educational Effectiveness (JREE); Journal of Policy Analysis and Management (JPAM); Education Finance and Policy (EFP); Sociology of Education (SOE); Review of Educational Research (RER); American Educational Research Journal (AERJ-SIA and THLD); Educational Assessment Journal (EAJ); Educational Researcher (ER); Educational Measurement; Educational Administration Quarterly (EAQ); Economics of Education Review (EER); Educational Measurement: Issues and Practice; AERA-Open; Journal of Educational Change; Teachers College Record (TCR); Journal of Public Economics (JEP)

RECENT MEDIA

- [“Lost Learning Time Compounds Over Summers. Students Are Taking an Extra Hit Right Now”](#). *Ed Week*. S. Sparks (reporter), July 2020.
- [“Children Lose Up To 40% Of Learning Over Summer Break - So Imagine What Lockdown Will Do”](#). *Forbes*. N. Morrison (reporter), July 2020.
- [“Can Full-Day Pre-K Improve Kindergarten Readiness?”](#) Podcast with CPRE Knowledge Hub, Research Minutes. University of Pennsylvania Graduate School of Education. October 2019.
- [“How Do You Get Academia to Value Education Research-Practitioner Partnerships? Make a Tenure Track”](#). *Ed Week*. S. Sparks (reporter), April 2019.
- [“High Poverty, Challenged School Incentives Are Part Of Gap Between DPS And Teachers”](#). *Colorado Public Radio*. J. Brundin (reporter), Feb 2019.
- [“Denver Teachers to Strike Over Merit-Pay System”](#). *Ed Week*. M. Will (reporter), Feb 2019.
- [“How a Once-Promising Merit Pay System Led Denver Teachers to the Brink of a Strike”](#). *Chalkbeat*. M. Asmar (reporter), Feb 2019.
- [“For a Struggling Colorado School District, Full-day Preschool — and the Unusual Way it’s Paid for — Shows Promise”](#). *Chalkbeat*. A. Schimke (reporter), Sep 2017.
- [“One Colorado School District’s Closely Watched Experiment in Financing Full-Day Preschool.”](#) *Chalkbeat*. A. Schimke (reporter), Sep 2016.
- [“Churn Among Teachers Seen to Affect Learning”](#). *Ed Week*. S. Sawchuck (reporter), Aug 2016.
- [“What Happens to Student Learning When Teachers Change Positions in Schools?”](#) *Education Week*. S. Sawchuk (reporter), Aug 2016.
- [“Can We Predict Who Will Be a Great Teacher? An Interview with Allison Atteberry.”](#) *Bellwether Education Partners*. C. Aldeman (reporter), Jan 2016.
- [“Best and Worst Teachers Can Be Flagged Early, Says Study.”](#) *Ed Week*. S. Sparks (rep), Mar 2013.