

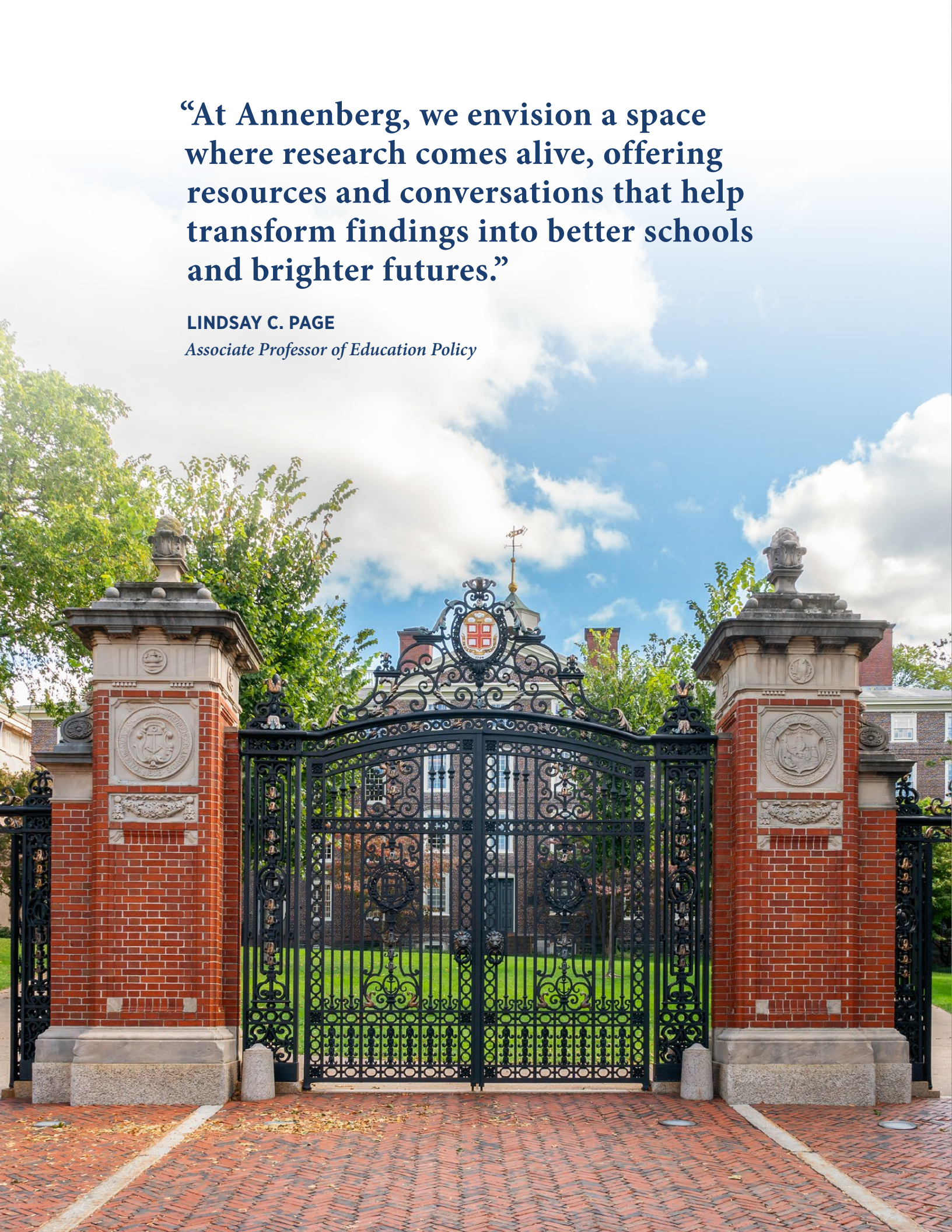
# ANNENBERG INSTITUTE

2025 ANNUAL REPORT

*Connecting People,  
Evidence, and  
Education Practice*



Annenberg Institute  
BROWN UNIVERSITY



“At Annenberg, we envision a space where research comes alive, offering resources and conversations that help transform findings into better schools and brighter futures.”

LINDSAY C. PAGE  
*Associate Professor of Education Policy*

# ANNENBERG INSTITUTE

2025 ANNUAL REPORT

*Connecting People,  
Evidence, and  
Education Practice*

[annenberg.brown.edu](https://annenberg.brown.edu)

|                                                              |    |
|--------------------------------------------------------------|----|
| THE WORK OF THE ANNENBERG INSTITUTE                          | 1  |
| APPLIED RESEARCH TRAINING                                    | 2  |
| Coaching Researchers to Write for Impact                     | 3  |
| Half-Baked Seminar Series                                    | 37 |
| Applied Research Training in Action                          | 6  |
| Undergraduate Research Fellows                               | 8  |
| Brown University Doctoral Student Affiliates                 | 10 |
| Brown University Master’s in Urban Education Program Interns | 11 |
| Brown University Master’s in Public Affairs Policy Students  | 11 |
| Trainings                                                    | 11 |
| Second Annual Distinguished Lecture                          | 12 |
| Rethinking Race and Education Seminar Series                 | 13 |
| Education Policy Speaker Series                              | 13 |
| ENGAGED SCHOLARSHIP                                          | 14 |
| The 2025 Urban Research-Based Action Network Conference      | 15 |
| Community at the Helm                                        | 16 |
| Supporting New Scholarship                                   | 17 |
| Engaged Scholarship in Action                                | 18 |
| Jesse Bruhn                                                  | 18 |
| Christopher Cleveland                                        | 18 |
| John B. Diamond                                              | 19 |
| Margot Jackson                                               | 19 |
| Susan Moffitt                                                | 20 |
| Lindsay C. Page                                              | 20 |
| John Papay                                                   | 21 |
| Nate Schwartz                                                | 21 |
| Brown University Faculty Affiliates                          | 22 |
| A FOCUS ON TEACHER PROFESSIONAL LEARNING                     | 24 |
| SUSTAINED PARTNERSHIPS                                       | 26 |
| Grounding Public Education Policy in Rigorous Analysis       | 27 |
| Sustained Partnerships in Action                             | 28 |
| Blue Ribbon Commission on School Funding in RI               | 28 |
| Brown Tutoring Corps                                         | 28 |
| Rhode Island Superintendents Convening                       | 29 |
| College Day at Brown                                         | 29 |
| ACTIONABLE KNOWLEDGE                                         | 30 |
| A Thriving Town Square for Evidence Creation and Use         | 31 |
| EdExchange Initiatives                                       | 32 |
| EdResearch for Action Briefs                                 | 34 |
| EdWorkingPapers Highlights                                   | 35 |
| EdInstruments Toolkit                                        | 36 |
| ANNENBERG TEAM                                               | 38 |
| COMING SOON FROM ANNENBERG                                   | 39 |



**It has been a challenging year for education research.** Federal funding shifts have led to a reconsideration of research priorities and the way we as a field support our work. Ongoing uncertainty in districts and states means that policymakers are at times distracted from focusing on core goals of how to improve instruction for all students. And, much of the conversation around education continues to be dominated by polarized viewpoints.

Across this period, the Annenberg Institute remains committed to providing practitioners, researchers, and policymakers with a space to think critically about solutions that are grounded in research and presented in an environment that fosters healthy debate and open discussion. We feel encouraged by the ways groups and individuals across the Institute are fostering dialogue and contributing to progress.

This past year, our work has continued to ask critical questions to improve schooling through the four pillars of our mission—applied research, engaged scholarship, sustained partnerships, and actionable knowledge—we are exploring key ways to support students with the greatest needs.

As we move forward, though, we must continue to adapt our approach to the evolving needs of the education landscape. We recognize that lasting change requires not only research, but also collaboration across diverse stakeholders, educators, policymakers, and community leaders. Our work is not just about providing answers, but also about asking the right questions to ensure every student has the opportunity to succeed.

We also note the critical role that philanthropy can play in generating better evidence and connecting evidence to practice. We are fortunate to have the support of several key foundations that support our mission, and acknowledge especially the Annenberg Foundation, which established the Institute over 30 years ago. Ambassador Walter H. Annenberg supported founding the Institute based on “four fundamental convictions,” one of which is that “all children must learn and learn well.” In that light, we would like to pay tribute to Wallis Annenberg, who passed away in July, and whose commitment to education served to advance her father’s vision. We continue to strive to ensure that our daily work helps make this vision a reality in schools across the country.

**John Papay**  
Director

**Nate Schwartz**  
Director of Applied Research  
and Professor of the Practice

# THE WORK OF THE ANNENBERG INSTITUTE

The Annenberg Institute at Brown University brings together scholars across campus and beyond to tackle persistent challenges in K-16 education. Through applied research training, engaged scholarship, sustained partnerships, and efforts to generate actionable knowledge, we seek to improve the creation, synthesis, and application of educational research. **We prioritize collaborative, multidisciplinary approaches that foster creative problem-solving.** Synthesizing national research evidence, perspectives from leading scholars and practitioners, and diverse local expertise to provide guidance for policymakers.



## Applied Research Training

Through programs, fellowships, and learning opportunities, Annenberg provides a hub at Brown University for conducting and engaging with education research for impact.



## Actionable Knowledge

Annenberg’s knowledge initiatives catalyze conversations across the research landscape, synthesizing what we know and mobilizing practitioners, policymakers, and researchers toward collaborative impact.



## Annenberg Institute

*Connecting People, Evidence,  
and Education Practice*

## Engaged Scholarship

Annenberg is connecting with leading scholars in the field and supporting a growing body of cutting-edge research that builds new knowledge of promising practices and of the conditions that enable students to thrive.



## Sustained Partnerships

Annenberg’s partnerships connect researchers and practitioners, deepening relationships across the educational system and transforming policy and practice through ongoing collaboration.



# APPLIED RESEARCH TRAINING

Through programs, fellowships, and learning opportunities, Annenberg provides a hub at Brown University for conducting and engaging with education research for impact.



## Coaching Researchers to Write for Impact

### EdResearch for Action Writers Fellowship

The EdResearch Writers Fellowship is a first-of-its-kind program that aims to help education researchers better communicate their research to a practitioner audience, increasing the reach and impact of their work. Carrie Conaway, senior lecturer at Harvard Graduate School of Education, directs the fellowship program, along with Christina Claiborne, Research Project Director.

### FELLOWSHIP COMPONENTS

#### Workshops

In-person kickoff: A daylong, in-person workshop in March

Virtual sessions in April through August that build writing skills and provide opportunities for reflection and feedback.

#### 1:1 Coaching

Fellows benefit from the expertise of experienced editor-coaches, who will provide personalized coaching and detailed feedback on their work.

#### Cohort

During the workshops and in an accompanying cohort-led reading group, fellows will learn from and with each other, tackling challenges and generating insights collectively as a cohort.

**“This fellowship offered the tools, the guidance, and the community to help me reconceptualize my scholarship for a broader audience and a larger impact.”**

**DAVID HOUSTON**



## WRITERS FELLOWS' PUBLICATIONS

**B**  
**DAVID BLAZAR, CAMERON CONRAD, AND JING LIU**  
*High school computer science impacts college majors and increases earnings, Brookings, May 2024.*



**BLAKE HELLER**  
*What Do You Know About the GED's College-Readiness Designations?, Inside Higher Ed, December 2024.*



**DAVID HOUSTON**  
*The Year in Public Opinion on U.S. K-12 Education Policy, Education Next, October 2024.*



**ANDREW KWOK**  
*What Motivates Teachers to Enter the Profession?, EdSurge, August 2024.*

**DETROIT PEER**  
**DANICA R. BROWN**  
*Detroit's Educational Outcomes and Opportunities Across Race and Gender, Detroit Partnership for Education Equity & Research, August 2024.*



**DAVID HOUSTON**  
*Voters become more polarized when presidential candidates take positions on issues in K-12 Education, The Conversation, July 2024.*



**ANDREW KWOK**  
*Better Classroom Management Can't Wait. How to Make Changes Now, EdWeek, May 2024.*



**TOM SWIDERSKI**  
*Student-level attendance patterns show depth, breadth, and persistence of post-pandemic absenteeism, Brookings, September 2024.*

## HALF-BAKED SEMINAR SERIES

*Supporting early-stage research through inclusive scholarly dialogue*

Annenberg's Half-Baked Seminar Series is an hour-long "works in progress" seminar centered on empirical research related to education and education policy. Scholars from many different academic disciplines help ensure discussions are truly inclusive and reflect the diverse perspectives that enrich high impact research and methodological choices. These gatherings welcome faculty, postdocs, graduate students, and research staff from across the university who are interested in empirical research in education. Speakers this year included:

**CAMILLA ADAM**  
*K-12 education and intergenerational mobility: evidence from Denmark*

**CAMERON ARZEN**  
*Crucibles of Democracy: School Boards in the New Era of Politicization*

**MACY BRAMMER**  
*Do Teachers Who Are Parents Spend More Time on Childcare Than Non-Teacher Parents?*

**JESSE BRUHN**  
*Path Dependence in the Labor Market: The Long-run Effect of Early Career Occupational Experience.*

**ANDREW CAMP**  
*Teacher Retention and Quality in the Four-Day School Week: Evidence from Arkansas and Missouri*

**CHRISTOPHER CLEVELAND**  
*A New Development: The Impacts of State Legislative Reform on Developmental Delay Identification*

**JOHN EASON & CHLOE HAIMSON**  
*After Mass Incarceration: Supporting Communities of Color After the Prison Bust*

**VICTOR M. HUNT**  
*Academic Enzymes: Improving Local Education Through Catalytic Advocacy*

**LINDSEY KALER**  
*Impacts of Paraeducator and Teacher Turnover on Student Outcomes*

**HANNAH KISTLER, BILA DJAMAOEDDIN, ANDREW CAMP**  
*Non-traditional pathways to the teaching profession: A discussion about teaching assistants' and substitute teachers' transitions into the teaching profession and implications for the diversity of the teacher workforce*

**JORDAN KOSTIUK & JESSE MORIN**  
*Addressing Education Inequality at Brown*

**JACQUES P. LESURE**  
*Counting and Consequence: Evaluation, Racial Uplift, and the Social Imaginary*

**FRANCISCO SANTELLI**  
*An Untappable Pipeline? Examining Why Leadership License-Holders Do Not Aspire to the School Principalship*

# APPLIED RESEARCH TRAINING IN ACTION

*2024-25 Postdoctoral Research Associates*

## BUILDING A COMMUNITY OF SCHOLARS

Postdoctoral Research Associates join a diverse community of scholars committed to educational equity and improvement for a two-year appointment. They participate in collaborative research activities with our affiliated faculty on issues related to U.S. PreK-16 education policy. Associates develop and apply skills in rigorous education policy analysis through research, training, writing retreats, and convenings.



### JONATHON ACOSTA

Jonathon holds a Ph.D. in sociology, an MA in sociology, an MA in urban education policy, and a B.A. in political science and ethnic studies from Brown University.

### CAMERON ARNZEN

Cameron holds a Ph.D. in Politics & Education from Teachers College, Columbia University. He received an M.A. in Political Science from Duke University and a B.A. in Political Economy from The College of Idaho.



### ELLEN BRYER

Ellen holds a Ph.D. in sociology, with a certificate in education sciences, from the University of Pennsylvania, and a BA in sociology from Smith College.



### ALEXANDRA COOPERSTOCK

Alexandra received her Ph.D. in Sociology with a minor in Demography from Cornell University, and a B.A. in Sociology and Women's Studies from the University of Michigan where she graduated Phi Beta Kappa.

### LINDSEY KALER

Lindsey holds a Ph.D. in Special Education from Boston University and a M.T. and B.A. from the University of Virginia.



### HANNAH KISTLER

Hannah holds a Ph.D. in Education Policy from Vanderbilt University as well as a Master of Arts in Teaching from Marian University and a Bachelor of Arts in Psychology from Smith College. She will soon join the University at Albany, SUNY, as an Assistant Professor in the Department of Educational Policy and Leadership.



### CATHERINE MATA

Catherine holds a Ph.D. in Public Policy with a specialization in Economics from the University of Maryland, Baltimore County. She received a M.A. in Economic Policy Analysis from UMBC, and a Licenciatura degree and B.S. in Economics from the University of Costa Rica. She will transition to a role as Senior Research Associate at the Annenberg Institute at Brown University.



### GREER MELLON

Greer received her Ph.D. in Sociology from Columbia University, an M.A. in Statistics from Columbia University, an M.Phil. in International Development Studies from the University of Oxford, and a B.A. in History from Columbia University.

# Undergraduate Research Fellows

The Undergraduate Research Fellows for Social Science and Public Policy is an eight-week, paid summer internship that aims to prepare current Brown undergraduates to engage in rigorous empirical research in the social sciences in support of efforts to improve our understanding of public health, the education system, inequality, and population well-being. The program is supported jointly by the Annenberg Institute, the Brown University Economics Department, and the Population Studies and Training Center. This year’s cohort produced high-quality research that advanced our understanding of how structural systems affect education, health, and opportunity—while building a pipeline of future scholars and policy leaders. After participating in a data science boot camp, Fellows supported ongoing research addressing pressing questions around school spending and student outcomes, school board accessibility, land ownership, intergenerational mobility and more.



## Alumni from the Undergraduate Research Fellows Program are already influencing the field with their work:

- Academia & Education**  
Economics Ph.D. Student at Princeton  
Fulbright-García Robles Scholar  
M.Ed. Student at Stonehill College  
Master’s Candidate at Brown University  
Program Coordinator at Mission Scholars  
Research Assistant at the Pandemic Center

**Arts, Culture, & Nonprofit**  
Business Development Associate at Horticultural Society of New York  
Lowrider Curatorial and Public Programs  
Intern at the Smithsonian Center for Folklife and Cultural Heritage

**Business, Finance, & Consulting**  
Account Management at Terri & Sandy  
Associate Partner, Healthcare Consulting  
Business Consultant at Deloitte  
Senior Analyst at 57 Stars  
Wealth Management Associate at Morgan Stanley

**Law & Legal Studies**  
J.D. Candidate at Harvard Law School  
J.D. Candidate at UC Berkeley School of Law  
J.D. candidate at the University of Maryland Francis King Carey School of Law
- Policy, Government, & Public Sector**  
Advisor at Valence Ventures  
Municipal Housing Fellow at the Rhode Island Department of Housing  
Policy Team, City of Providence, Mayor’s Office  
Project Coordinator at Strada Education Foundation  
Research Analyst at the Center on Health Policy at Brookings  
Research Assistant at the Federal Reserve Bank of Boston

**Technology & Data**  
Business Analyst at McKinsey  
Product Development Manager at New Jersey Economic Authority  
Risk Management Analyst at JP Morgan  
Software Engineer at Palantir Technologies

## BROWN UNIVERSITY DOCTORAL STUDENT AFFILIATES

*Supporting emerging scholars through applied training and collaboration*

**Doctoral Student Affiliates** are connected to a large and growing group of multi-disciplinary students and faculty whose research and teaching bear on critical issues in education policy and practice.



MACY  
BRAMMER



JONATHON  
BRIONES



ALEJANDRO  
CONTRERAS



BEN DELGADO



EMILY EMICK



JAKE FABIAN



SKYLER GIN



SARAH  
HODGMAN



LAWRENZO  
HOWELL



VICTOR HUNT



QUENTIN  
JENKINS JR.



YINGYUE  
JIANG



SAGEN  
KIDANE



ANOOP  
KIRAN



STEVEN LEE



KARLA  
MUÑOZ



CHINYERE  
ODIM



MATTHEW  
SCHAELLING



NIAMH STULL



## BROWN UNIVERSITY MASTER'S IN URBAN EDUCATION PROGRAM (UEP) INTERNS

*Learning about local systems through  
partnership research*

Three **UEP interns** worked closely with teams at Annenberg this year strengthening local education systems by informing practice with data and expanding support for students and educators:

**Coco (Qimei) Chen** analyzed a school-college partnership focused on teacher hiring and retention.

**Alexa Kastner** supported the Brown Tutoring Corps, which trained and placed over 200 Brown students in local schools.

**Thyra Tuttle** contributed to research on out-of-school time and learning acceleration in Providence and across Rhode Island.

## BROWN UNIVERSITY MASTER'S IN PUBLIC AFFAIRS POLICY STUDENTS

*Engaging future policy leaders*

Four students in the MPA program worked on two Participatory Budgeting policy projects that will create an opportunity for high school students in Providence Public School District to make decisions about how to spend an allocation of funds from the **Fund for the Education of the Children of Providence**, which was established by Brown University in 2020.

## TRAININGS

*Strengthening advanced research  
skills to increase impact*

### Professional Writing

Postdoctoral Research Associates worked with professional writing coach and expert Rich Furman, MFA, MSW, PhD, in multiple writing workshops.

### Mixed Methods Research with Secondary Data

In this hands-on workshop, Dr. Daphne Watkins guided participants in incorporating secondary data into various mixed methods research designs, as well as best practices for collecting, analyzing, and integrating qualitative and quantitative data in rigorous and theoretically sound ways to encompass the breadth and depth of a phenomenon of interest.

### Statistical Computing and Data Visualization

Doctoral Affiliates, Postdocs, and Research Staff participated in a learning lab series led by Senior Research Associate, Andrew Camp. The sessions covered key R skills, including data cleaning, visualization, web-scraping, and econometric analysis, providing researchers with practical tools for their work.



Dr. Daphne Watkins  
& Andrew Camp



## SECOND ANNUAL DISTINGUISHED LECTURE

### *Deepening understanding of how school funding shapes futures*

Annenberg hosted Dr. C. Kirabo Jackson for the second annual Distinguished Lecture. In *The Economic Benefits of Public Investments in Children*, Jackson presented high-impact research demonstrating that increased school funding improves academic outcomes and long-term earnings, especially for students from low-income backgrounds. The event reflects Annenberg’s commitment to engaging education leaders and advancing evidence-based solutions to persistent systemic challenges. While on campus, Dr. Jackson met with an undergraduate class who had been studying his publications and collaborated with staff and faculty at Annenberg.



Dr. C. Kirabo Jackson

## RETHINKING RACE & EDUCATION SEMINAR SERIES

### *Engaging with evolving interdisciplinary ideas about race and education*

**The Battle for the Black Mind:** Karida L. Brown, Emory University

**How Schools Make Race: Teaching Latinx Racialization in America:** Laura Chavez-Moreno, Assistant Professor in the Departments of Chicana/o & Central American Studies and Education at the University of California, Los Angeles

**The Culture Trap: Ethnic Expectations & Unequal Schooling for Black Youth:** Derron Wallace, Jacob S. Potofsky Chair in Sociology and an Associate Professor of Sociology and Education at Brandeis University

### **Brown v. Board, Black Educators, and Racial Justice Panel Discussion:**

**Moderator, John B. Diamond**, Ford Foundation Professor of Sociology and Education Policy in the Department of Sociology and Annenberg Institute at Brown University

**Mahasan Chaney**, Assistant Professor of Education, Brown University

**Zoë Burkholder**, Professor of Educational Foundations and Director of the Holocaust, Genocide, and Human Rights Education Project at Montclair State University

**Jarvis Givens**, Professor of Education and African and African American Studies and Co-Director of The Black Teacher Archive at Harvard University

**Noliwe Rooks**, L. Herbert Ballou University Professor of Africana Studies, and chair of Africana Studies at Brown University

**The YBMen Project: Supporting Young Black Men Using Social Media...and more!:** Daphne Watkins, Letha A. Chadiha Collegiate Professor of Social Work, University Diversity, and Social Transformation Professor at the University of Michigan

## EDUCATION POLICY SPEAKER SERIES

### *Deepening dialogue on education equity through expert insights*

#### **Bureaucracy & Burden: Understanding Variation in Take-up of a Need-Based Aid Program:**

Marissa Thompson, Assistant Professor of Sociology at Columbia University

**Managing Inequality:** Erica Turner, University of Wisconsin-Madison

#### **Strategies for Promoting Secondary Math Achievement and Equitable Access to Algebra I:**

Elizabeth Huffaker, Stanford University



Dr. Erica Turner

# ENGAGED SCHOLARSHIP

Annenberg is connecting with leading scholars in the field and supporting a growing body of cutting-edge research that builds new knowledge of promising practices and of the conditions that enable students to reach their full potential.



## The 2025 Urban Research-Based Action Network (URBAN) Conference

### *Traveling Together: The Many Paths of Community-Engaged Research*

Annenberg partnered with the Urban Research-Based Action Network (URBAN) to host its 2025 national conference in Providence. Co-sponsored by: URBAN CONNECTicut, University of Hartford Center for Montessori Studies, Knowledge Designs to Change, Integrated Justice & Social Change Collaborative, College Unbound, The Center for the Study of Race and Ethnicity in America at Brown, The Swearer Center for Public Service at Brown, the event brought together 200 researchers and practitioners to explore community-engaged research as a tool for advancing equity, democratic participation, and shared understanding.

Hosting the conference enabled Annenberg to demonstrate a commitment to connecting rigorous research with practical applications for real impact. A compelling panel discussion, “Community at the Helm: Local Leadership Models for Educational Equity and Social Justice,” was a conference highlight because it convened local practitioners in conversation with national leaders and researchers. Jonathon Acosta, Senator, State of Rhode Island and Annenberg Postdoctoral Research Associate moderated the session. Keith Catone (Executive Director, CYCLE), Paige Parks (Executive Director, RI KIDS COUNT), Anna Cano Morales (Vice President of Equity and Inclusion, Rhode Island Foundation), and Gisele C. Shorter (President and CEO, Nellie Mae Education Foundation) shared their insights. Connecting the available evidence with grassroots practices, these community leaders actively challenge systemic inequities and drive meaningful change in education.

PANEL DISCUSSION

# Community at the Helm

## Local Leadership Models for Educational Equity and Social Justice

Focusing on community-driven initiatives, the discussion brought together educators, activists, and community leaders to examine grassroots efforts that challenged systemic inequities and drove meaningful change in education. Discussants shared insights into successful approaches for fostering inclusive and equitable learning environments, exploring how these models had been scaled and adapted to different contexts to empower communities in the pursuit of educational justice.

### PRESENTERS

**Moderator, Jonathon Acosta**, Senator, State of Rhode Island and Annenberg Postdoctoral Research Associate

**Anna Cano Morales**, Vice President of Equity and Inclusion, Rhode Island Foundation

**Keith Catone**, Executive Director, CYCLE

**Paige Parks**, Executive Director, RI KIDS COUNT

**Gisele C. Shorter**, President and CEO, Nellie Mae Education Foundation



Anna Cano Morales



Keith Catone, Paige Parks, Gisele C. Shorter

# Supporting New Scholarship

## Supporting innovative research to transform education's future

The Annenberg Institute provided Seed and Acceleration funding to support education research at Brown. These funds enabled individual projects, collaborative efforts, and researcher-practitioner partnerships across disciplines, fostering innovative approaches to address urgent challenges in education. With these research funds, the Institute helps drive evidence-based solutions that can shape policy and practice to create more equitable education systems.

### DOCTORAL SEED

**Jonathon Briones** | Sociology: Academic achievement of queer men of color

**Victor Hunt** | Medical School: RI high school students' AI use

**Sagen Kidane** | Sociology: Collegiate experiences of Black middle-class students

**Steven Lee** | Economics: Impacts of student relatability to standardized test content on racial achievement gaps

**Chinyere Odum** | Sociology: Black elites' selection of educational opportunities for their children

### COMMUNITY-ENGAGED

**Laura Chambers** | Public Health: Illness-related school absenteeism

**Kenneth Wong** | Education Policy: School governance restructuring in Central Falls, RI

### FACULTY SEED & ACCELERATION

**Jesse Bruhn** | Economics: Gang exposure on the trajectory of children through the school system

**John Eason** | Sociology and International and Public Affairs: Intersecting impacts of closures of rural schools and prisons

**Kevin Escudero** | American Studies and Ethnic Studies: Immigrant graduate student experiences in US higher education

**Andrea Flores** | Education: Comprehensive understanding of COVID's impact on ed pathways of structurally vulnerable students

**Matthew Kraft** | Education and Economics: Impact of climate change on schools

**Soonwoo Kwon** | Economics: Effects of summer school enrollment in student outcomes

**Bobak Pakzad-Hurson** | Economics and Entrepreneurship: Role of K-12 education in economic mobility

**Matthew Pecenco** | Economics: Student preferences over educational programs

**David Rangel** | Education: Parents' educational attainment and Latinx students' postsecondary educational outcomes



# ENGAGED SCHOLARSHIP IN ACTION

## Improving Educational Outcomes

### JESSE BRUHN

*Annenberg Assistant Professor of Education and Assistant Professor of Economics*

Using AI and machine learning, Jesse Bruhn aims to revolutionize the understanding and utilization of standardized testing data in education. Recognizing that current practices reduce complex performance patterns to a single, often misleading number, he seeks to leverage the wealth of data available to provide a more nuanced understanding of student learning and teacher impact. Collaborating with the Texas Education Research Center, Bruhn's team is developing algorithms to transform vast data sets into actionable insights, significantly enhancing decision-making processes. By digitizing and analyzing questions with machine learning, the project aims to design tests that better predict long-term student success, thus offering a pathway toward significant changes in how we measure and predict student outcomes. This initiative promises to improve educational outcomes by creating less stressful, more meaningful assessments, potentially reshaping standardized testing in America.



### CHRISTOPHER CLEVELAND

*Assistant Professor of Education and Education Policy*

Christopher Cleveland's research explores how education policy and school practices impact long-term student outcomes, particularly for students with disabilities. He recently published the article "Are Students on Track? Comparing the Predictive Validity of Administrative and Survey Measures of Cognitive and Noncognitive Skills for Long-Term Outcomes" in *Educational Researcher*. In partnership with the Wheelock Educational Policy Center and the Indiana Department of Education, Dr. Cleveland is leading efforts to better understand the content of Individualized Education Programs (IEPs) and the effects of state policies on students with disabilities. He also serves as a co-investigator on the project "What Skills Help Students with Disabilities Thrive?" alongside Jacob Hibbel, Andrew Penner, and Andrew Saultz. This research links K-12 services and supports to early adulthood outcomes using data from Oregon and the U.S. Census Bureau. His project that aims to inform policy and encourage further research in other states: "Understanding the Long Term Dynamics of Special Education Funding" examines special education expenditures in Massachusetts and the use of the Commonwealth Special Education Reimbursement Program. In collaboration with Dr. Elizabeth Setren of

Tufts, Cleveland launched a study, "The Impacts of State Discipline Reform Legislation on Charter School Suspensions, Achievement, and Criminal Justice Outcomes." This project will shed light on the impact of charter schools on criminal justice outcomes and a policy that encouraged schools to reduce suspensions, Massachusetts Chapter 222, on student suspensions, test scores, and criminal justice outcomes. Dr. Cleveland's work is supported by multiple funders, including the Rockefeller Philanthropy Advisors in partnership with the Urban Institute, the Walton Family Foundation, the Bill & Melinda Gates Foundation, the EdFund, Blueprint Labs Charter School Research Collaborative and the Joyce Foundation.



### JOHN B. DIAMOND

*Ford Foundation Professor of Sociology and Education Policy*

The Comprehensive Assessment of Leadership Learning/Equity-Centered Leadership project assembles a team of nationally recognized researchers specializing in school leadership, equity, improvement, research and instrument design, and data analytics. Their goal is to inform and support equity-centered leadership across eight large urban school districts in the United States. School leaders are crucial in establishing conditions that enhance teaching, learning, and community engagement for all students and families. The project, co-led by Diamond, documents the development of equity-centered leadership pipeline programs in each district, focusing on challenges, outcomes, and the actions taken to implement these programs. It examines how districts (working with higher education institutions and state education departments) create networks to support equity-centered principals and improve educational practices that transform teaching and learning.

### MARGOT JACKSON

*Professor of Sociology*

Margot Jackson's work focuses on state-level public investments and inequality in child development. Her research examines the effects of public investments on family resources, such as material hardship, income, and program participation, and their impact on child health and development. Additionally, Jackson explores how these investments influence socioeconomic and racial/ethnic disparities in child outcomes. With colleagues at the Urban Institute and the Brookings Institution in Washington, D.C., Jackson is building more comprehensive data on the social safety net for children in the United States, and analyzing the impact of both safety net generosity and spending on children's educational and other developmental outcomes. This knowledge is useful for policymakers who are choosing among many possible forms of child-focused investment in a highly polarized political environment. Jackson was recently appointed Director of the Population Studies and Training Center at Brown University and co-edited a volume in *The Annals of the AAPSS*, *Overlapping Public Investments in Child Well-Being: A Reconsideration of the Social Safety Net*.





**SUSAN MOFFITT**  
*John Hazen White Professor of Public Policy*

Susan Moffitt, the John Hazen White Professor of Public Policy, received both national and university awards this spring. In April, she received the Herbert Simon Award from the Midwest Political Science Association. The Simon Award is one of the most prominent awards in Political Science that honors significant contributions to the scientific study of public bureaucracy and public administration. In May, she received Brown University’s President’s Award for Excellence in Faculty Governance. Moffitt also launched her Realizing Rights lab in July of 2024, organized around the guiding puzzle of what it takes for citizens to experience rights as lived realities. During the 2024-2025 academic year, the Realizing Rights Lab focused on two types of rights: voting rights and disability rights in public schools.

**LINDSAY C. PAGE**  
*Annenberg Associate Professor of Education Policy*

Lindsay Page’s groundbreaking research on AI-enhanced, text-based chatbot communication, conducted in partnership with Georgia State University (GSU), marks a significant advancement in supporting student persistence in higher education. Recognizing the potential of text-based communication to break down informational barriers and streamline administrative processes, Page and her team investigated its effectiveness in improving student outcomes. Currently, Page and her team are working with GSU and partner institutions to design, test, and scale these tools in the college classroom to promote students’ academic success.



**JOHN PAPAY**  
*Associate Professor of Education and Economics  
Director of Annenberg Institute*

John Papay’s research focuses on two main areas. The first centers on how schools and policies create or work to ameliorate educational inequality. Most recently, he has partnered with the Massachusetts Department of Elementary and Secondary Education and the Department of Higher Education to explore how students progress through the K-12 system into college and the workforce. Recent work highlights the ways that community colleges support economic mobility and substantial differences across Massachusetts high schools in how they promote educational attainment and later earnings for students living in poverty. The second relates to policies that affect teachers and their work. Here, Papay has focused most recently on how to staff all schools with effective educators and how teachers grow and develop throughout their careers. Recent projects with Annenberg collaborators include a large-scale interview study understanding teachers’ career decisions post-pandemic and a district-wide analysis of teacher professional learning in Montgomery County, Maryland. He does much of his research in collaborative partnerships with policymakers and practitioners. In addition to Massachusetts, he works closely with Rhode Island and with organizations and districts across the country via the Research Partnership for Professional Learning (RPPL).

**NATE SCHWARTZ**  
*Director of Applied Research and Professor of the Practice*

Nate Schwartz’s work centers on building stronger connections between research and practice to advance educational equity. One line of his work focuses on how policymakers and practitioners can rapidly generate and apply evidence to urgent challenges. In 2020, he co-founded the EdResearch for Action initiative, which responded to requests from education leaders across the country for timely, practical research during the pandemic. More recently, he helped unify three resources (EdInstruments, EdWorkingPapers, and EdResearch For Action) into the EdExchange, envisioned as a “town square” for evidence creation and use. As research chair for the Research Partnership on Professional Learning (RPPL), Schwartz collaborates with professional learning providers to produce actionable evidence about what supports teachers most effectively in their practice.



# BROWN UNIVERSITY FACULTY AFFILIATES

Over **40 Brown University faculty members** joined Annenberg as Faculty Affiliates for the 2024-2025 academic year. These faculty are distinguished researchers from a wide array of disciplines, all sharing a common interest in advancing education research. Their collaboration enriches this vibrant intellectual community, fostering interdisciplinary dialogue and expanding the scope and impact of our work. This growing network of scholars is integral to Annenberg’s mission, bringing diverse expertise and deepening connections across Brown University.



## PRUDENCE CARTER

**Sociology**

Brown University selected Carter to serve as Director of the Center for the Study of Race and Ethnicity in America (CSREA).



## JOHN FRIEDMAN

**Economics and International and Public Affairs**

Brown appointed Friedman as the inaugural dean of the Thomas J. Watson Jr. School of International and Public Affairs.



## NOLIWE ROOKS

**Africana Studies**

Rooks published her new book, *Integrated: How American Schools Failed Black Children*.



## TRACY STEFFES

**Education and History**

The John Simon Guggenheim Memorial Foundation awarded Steffes a fellowship. The Guggenheim Fellowship is awarded to individuals who have demonstrated exceptional ability in their chosen field and exhibit great promise for their future endeavors.

Anna Aizer

Alyssa Bilinski

C. Malik Boykin

Jennifer Candipan

Laura C. Chambers

Mahasan Chaney

Pierre de Galbert

John Eason

Kevin Escudero

Paja L. Faudree

Elly Field

Andrea Flores

Tracy Gladstone

Peter Hull

Tricia Kelly

Jordan Kostiuik

Matthew Kraft

Gajendra Kumar

Jin Li

Laura López-Sanders

Katherine A. Mason

Bryce Millett Steinberg

Jesse Morin

Jason Okonofua

Emily Oster

Bobby Pakzad-Hurson

Matthew Pecenco

Emily Kalejs Qazilbash

David Rangel

Emily Rauscher

Katie Rieser

Diane Silva Pimentel

David Sobel

Kenneth Wong

# RECOGNITION & AWARDS

*Recognizing research excellence in education policy and practice*



Senior Research Associate **Arielle Boguslav** and coauthor Julie Cohen (University of Virginia) received the 2025 Martin Haberman Outstanding Journal of Teacher Education Article Award for their paper, “Different Methods for Assessing Preservice Teachers’ Instruction: Why Measures Matter.”



Senior Research Associate **Andrew Camp** received an Honorable Mention for the AEFJ Jean Flanigan Outstanding Dissertation Award, recognizing the significance and quality of his doctoral research.



Ford Foundation Professor of Sociology and Education Policy, **John B. Diamond** was selected as a Member of the American Academy of Arts and Sciences, one of the nation’s most prestigious honor societies, and received the 2024 Cox-Johnson-Frazier Award from the American Sociological Association. His exemplary scholarship and community activism embody the spirit of this award and establish him as one of the leading voices on social justice and education.



Postdoctoral Research Associate **Catherine Mata** received the Postdoctoral Excellence Award from the Office of the University Postdoctoral Affairs.

## Faculty Affiliate Matthew Kraft Launches The Sustainable Education Research Initiative (SustainableED)

*Leading interdisciplinary research at the nexus of education and climate change*

**SustainableED** is a national hub for research at the intersection of education policy and climate change. Schools are both vulnerable to environmental degradation and uniquely positioned to be part of the solution. We advance rigorous, policy-relevant research to help education systems become more resilient to our changing climate, reduce their ecological footprint, and contribute to a more sustainable future. Through interdisciplinary research, cross-sector collaboration, and actionable insights, SustainableED supports evidence-based efforts to create climate-smart schools and a healthier planet.



# A FOCUS ON TEACHER PROFESSIONAL LEARNING (PL)

*What will it take to improve classroom instruction at scale?*

High-quality professional learning equips educators with the tools, knowledge, and support they need to adapt, grow, and lead in dynamic learning environments. Annenberg is working from multiple angles to build the knowledge base around professional learning. This work demonstrates the way the Institute's **four pillars of work** come together to shift the landscape for teachers and students across the country.

## ACTIONABLE KNOWLEDGE

The December 2024 measurement toolkit - *Assessing ELA Curriculum Shifts: A Practical Guide for Measurement and Progress Monitoring* - provides districts and professional learning organizations with consensus recommendations on a series of key shared measures to monitor progress on curriculum implementation and teacher learning efforts.

RPPL's April 2025 report *Defining Curriculum-Based Professional Learning: Building a Common Language* gathered multiple organizations together to create a common framework and vocabulary to inform and guide practitioners in the design, implementation, and assessment of strong professional learning programs.



## SUSTAINED PARTNERSHIPS

In partnership with the Rhode Island School Superintendent Association (RISSA), Annenberg facilitates a network initiative to support school and district leaders in strengthening curriculum-based professional learning across Rhode Island. The network centers research and data use – and offers leaders the opportunity to take part in a series of Professional Learning Deep Dives designed to share learning around local evidence-based initiatives. Responding to districts' priorities, the network supports PL implementation, data collection, and connected learning to scaffold strategies that ensure that evidence is actionable and accessible.

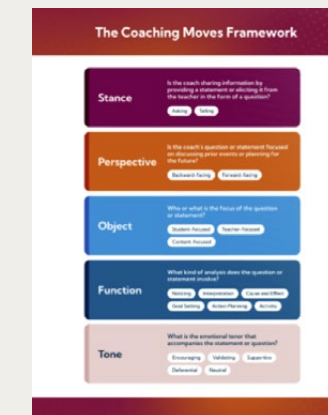
## APPLIED RESEARCH TRAINING

Annenberg students and researchers come together in teams on research studies designed to build knowledge about teacher professional learning. This summer, Undergraduate Fellow Emily Baek worked with Annenberg researchers Kate Larned and Yuno Hamaguchi from the RPPL team. Emily cleaned data and conducted initial analysis for a study of teachers' choices of professional learning opportunities in Baltimore, Maryland from a research agenda on teacher professional learning.



## ENGAGED SCHOLARSHIP

New research by Senior Research Associate Arielle Boguslav into the interactions between teachers and instructional coaches explores the many strategies PL coaches use, synthesizing them into a clear taxonomy that can support our understanding of effective coaching. The work has generated both an April 2024 EdWorkingPaper – Parsing Coach Practice: A Systematic Framework for Describing Coaching Discourse - as well as a practical overview of the framework that offers a shared language for improving PL coaching practice.



## SUSTAINED PARTNERSHIPS (cont.)

Annenberg serves as the research arm of the **Research Partnership for Professional Learning (RPPL)**. The RPPL/PL network is a one-of-its kind collaborative uniting over 150 teacher professional learning organizations, researchers, funders, and school leaders through research-practice partnerships to advance scalable, impactful professional learning. RPPL is advancing educational equity for every student, with a focus on those who have been historically marginalized within our education system. The collective studies teacher learning to identify, share, and enact PL that improves teachers' practices and students' classroom experiences, well-being, and academic growth.



# SUSTAINED PARTNERSHIPS

Annenberg's partnerships connect researchers and practitioners, deepening relationships across the educational system and transforming policy and practice through ongoing collaboration.



## Grounding Public Education Policy in Rigorous Analysis

### *Educational Opportunity in MA Project*

Amid ongoing public debate over the role of the Massachusetts Comprehensive Assessment System (MCAS) in high school graduation, the Educational Opportunity in Massachusetts team released a new report, **MCAS as a Graduation Requirement**, synthesizing over 15 years of its research on state testing and educational equity. The team examined how Massachusetts's policy, which required all public high-school students to pass the three MCAS tests to graduate, shaped outcomes for students across the state.

The team partnered with the Massachusetts Department of Elementary and Secondary Education (DESE) to develop the report. They drew on state administrative data and national research to create a clear, evidence-based resource that informs public discussions and supports thoughtful decision-making. Their goal was to ground current policy conversations in rigorous analysis that centers educational opportunity and equity.

Evidence from the report found that MCAS scores and high school grades both serve as predictors of students' long-term outcomes. However, rising grades and declining test scores have created inconsistent signals to students about college and career readiness. Researchers also discovered that students who score just above the state's required threshold have better outcomes than those who narrowly fail and that English learners and students with disabilities remain disproportionately represented among those who do not pass.

The report quickly became a key resource in the state's debate over graduation requirements, with outlets such as The New York Times, The Boston Globe, and WBUR reporting the findings. By translating complex research into accessible insights, the team helped reframe the public conversation around the purpose and impact of graduation testing policies.

# SUSTAINED PARTNERSHIPS IN ACTION

## BLUE RIBBON COMMISSION ON SCHOOL FUNDING IN RI

*Synthesizing research and local expertise to reimagine school funding*

The Rhode Island Foundation partnered with the Annenberg Institute to lead a yearlong effort to assess and reimagine the state's public education funding formula. Guided by a Blue Ribbon Commission of local education leaders and community partners, the project will develop actionable recommendations for a more equitable and effective approach to funding Rhode Island's public schools.

## BROWN TUTORING CORPS (BTC)

*Mobilizing high-impact tutoring to accelerate student learning*

In partnership with Brown's Swearer Center for Public Service, well-trained and supported tutors connect with local classrooms to provide one-on-one and small group instruction to support academic gains and develop mindsets and skills that contribute to postsecondary success for Rhode Island K-12 students. Informed by EdResearch for Action's updated brief: **Design Principles for Accelerating Student Learning with High-Impact Tutoring**, nearly 200 Brown University student tutors fan out across Providence and Pawtucket, RI each week to support K-12 students.

## RHODE ISLAND SUPERINTENDENTS CONVENING

*Connecting research and practice to strengthen district leadership*

At the third Annual Convening, Rhode Island district leaders gathered to explore urgent challenges such as meeting the needs of multilingual learners and students with disabilities, improving math instruction, and adopting high-quality curricula. The convening was sponsored by the Annenberg Institute, the Rhode Island School Superintendents Association, and the Rhode Island Foundation. A keynote session by national experts Dr. Michelle Forman and Dr. Liz Stosich who co-authored the book, *The Internal Coherence Framework: Creating the Conditions for Continuous Improvement in Schools*, grounded the day's discussions in a practical framework for building coherence across initiatives. The exchange offered local leaders tools to translate complexity into aligned, effective action for students, and offered national experts real-time feedback on implementation. "This convening is one of the ways that we work with Rhode Island educators to bridge research and practice," said Brenda Santos, director of Rhode Island research partnerships and networks. "These partnerships are a two-way street. At the convening, we all learn from the shared work of researchers and district leaders—and we cultivate new opportunities for collaboration, from supporting mental health in Rhode Island schools to exploring many other pressing topics highlighted this year."



David  
Cicilline

## COLLEGE DAY AT BROWN

*Strengthening collaboration and connections with local schools*

Nearly 350 students from over a dozen high schools in Providence and nearby communities visited campus for the annual college immersion day, hosted by the Annenberg Institute and the Office of the President. The event offered a hands-on glimpse into college life, with campus tours, dining hall visits, and interactive mini-classes and workshops covering everything from admissions and student life to academic programs in the liberal arts and STEM.



# ACTIONABLE KNOWLEDGE

Annenberg's knowledge initiatives catalyze conversations across the research landscape, synthesizing what we know and mobilizing practitioners, policymakers, and researchers toward collaborative impact.



## A Thriving Town Square for Evidence Creation and Use

### *The EdExchange*

At the Annenberg Institute, our commitment to actionable knowledge drives everything we do. In partnership with practitioners, we take complex research concepts and transform them into practical tools and insights. One key initiative embodying this commitment is our EdExchange. This comprehensive platform, launched this year, unites three of Annenberg's vital efforts: EdWorkingPapers, EdInstruments, and EdResearch For Action.

Each resource serves a distinct purpose: **EdInstruments** highlights widely used, high-quality measures to support both research and school improvement; **EdWorkingPapers** accelerates the dissemination of new research, enabling rapid collaboration and access to timely findings; and **EdResearch for Action** delivers concise, accessible summaries of evidence to guide decision-making in critical topic areas. Together, these tools support our mission to make education research more useful, usable, and impactful. Through the Annenberg EdExchange, we bring researchers, policymakers, and practitioners into ongoing dialogue to generate, share, and apply evidence-based insights that address real-world educational challenges.

## EdExchange Initiatives



**A library of instruments for education research and school improvement**

Better measures lead to better evidence creation. EdInstruments is an online library of measurement tools and guidance resources to support data collection in schools and districts.



**A new model for informed decision-making in education**

Education leaders need relevant, actionable research insights to tackle challenges in the field. EdResearch for Action synthesizes years of research into concise summaries, making it easy for decision-makers to access and apply evidence.



**The trusted source for emerging education research**

Timely access to research drives progress in education. EdWorkingPapers is a platform for prompt and open dissemination of high-quality studies, strengthening connections within the research community and empowering policymakers with essential evidence.

## Meeting the Need

*Transforming how education research connects to practice*

The EdExchange directly addresses a persistent challenge in education: the lack of timely, accessible, and actionable research insights. As schools face increasing pressure to implement proven strategies, the EdExchange addresses a critical challenge in education: the disconnect between research and practice. Too often, research is not timely, accessible, or actionable—leaving educators, policymakers, and leaders without the evidence they need to inform decisions.

When research is difficult to access or fails to speak directly to the realities of schools, opportunities for impact are lost. The current systems for generating and sharing research don’t consistently meet the needs of those working to improve education. The EdExchange aims to close that gap by fostering a more responsive and collaborative research ecosystem.

**“The Annenberg EdExchange offers actionable best practices and pitfalls to avoid through EdResearch, the ability to dive deeper into research papers with EdWorkingPapers—since no one size fits all—and EdInstruments that help schools tackle the challenge of measurement.”**

**PETE CUMMINGS**  
*Superintendent, Narragansett Public Schools*

## OUR RESULTS

*Evidence of Impact. Momentum for More.*



**650K+**  
views

**33K+**  
downloads

**57K+**  
new users  
in 2025



**220K+**  
views

**12K+**  
downloads

**23K+**  
new users  
in 2025



**575K+**  
views

**109K+**  
downloads

**64K+**  
new users  
in 2025

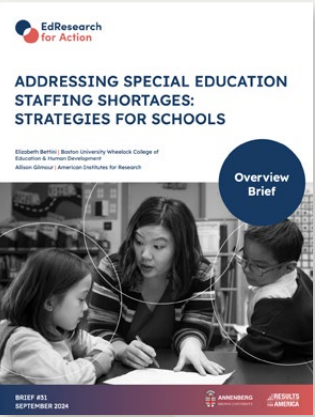


**Newsletters from the EdExchange and its three initiatives reach over 9,700 education stakeholders every month.**

**“The briefs are amazing. There is a straight line from brief to impact.”**

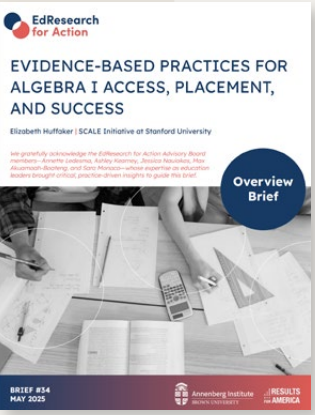
**ELIZABETH ROSS**  
*Assistant Superintendent of Teaching and Learning,  
Office of the State Superintendent of Education, DC*

# EDRESEARCH FOR ACTION BRIEFS



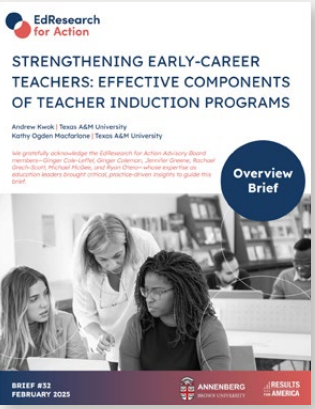
## Addressing Special Education Staffing Shortages: Strategies For Schools

This brief examines the persistent shortage of special education teachers, driven by declining numbers of certified educators entering the field and increasing demand for services. Contributing factors include excessive workloads, insufficient administrative support, and limited access to quality curricular resources, leading to high turnover and burnout. Vulnerable students, particularly in low-income schools, are often taught by uncertified or emergency-credentialed teachers, compounding inequities. The brief highlights evidence-based solutions such as partnerships with teacher preparation programs, financial incentives to attract general educators to special education, and “grow your own” initiatives to increase workforce diversity.



## Evidence-based Practices for Algebra I Access, Placement, and Success

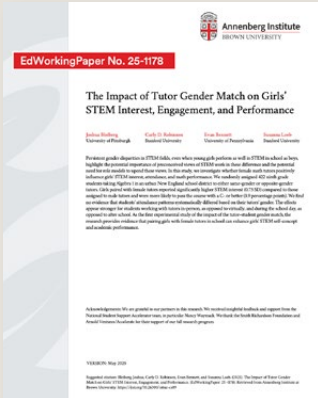
This is the first resource of its kind to read across the research to identify when students should take Algebra I, how to determine readiness, and what supports truly move the needle for student success. Written by researcher Elizabeth Huffaker (Stanford University) and guided by school and district leaders from the EdResearch Advisory Board Annette Ledesma, Ashley Kearney, Jessica Nauiokas, Max Akumoaah-Boateng, and Sara Monaco, this brief is responsive to the real-life demands on districts to set up the supports and structures needed to ensure all students can succeed in this critical course.



## Strengthening Early-Career Teachers: Effective Components of Teacher Induction Programs

This research brief highlights evidence-based practices that make teacher induction programs effective in supporting early-career educators, particularly in high-need schools. Grounded in research, these practices include individualized coaching, targeted professional development, structured peer collaboration, administrative support, and workload adjustments. These strategies address key challenges for new teachers, such as classroom management and instructional quality, while also promoting teacher retention and equity in student learning. By implementing these proven approaches, schools can strengthen their teaching workforce and improve student outcomes, offering a research-backed solution to ongoing staffing challenges in education.

# EDWORKINGPAPERS HIGHLIGHTS



## The Impact of Tutor Gender Match on Girls' STEM Interest, Engagement, and Performance

Persistent gender disparities in STEM fields, even when young girls perform as well in STEM in school as boys, highlight the potential importance of preconceived views of STEM work in these difference and the potential need for role models to upend these views. In this study, we investigate whether female math tutors positively influence girls' STEM interest, attendance, and math performance. We randomly assigned 422 ninth grade students taking Algebra 1 in an urban New England school district to either same-gender or opposite-gender tutors. Girls paired with female tutors reported significantly higher STEM interest (0.73 SD) compared to those assigned to male tutors and were more likely to pass the course with a C- or better (3.9 percentage points). We find no evidence that students' attendance patterns systematically differed based on their tutors' gender. The effects appear stronger for students working with tutors in-person, as opposed to virtually, and during the school day, as opposed to after school. As the first experimental study of the impact of the tutor-student gender match, the research provides evidence that pairing girls with female tutors in school can enhance girls' STEM self-concept and academic performance.



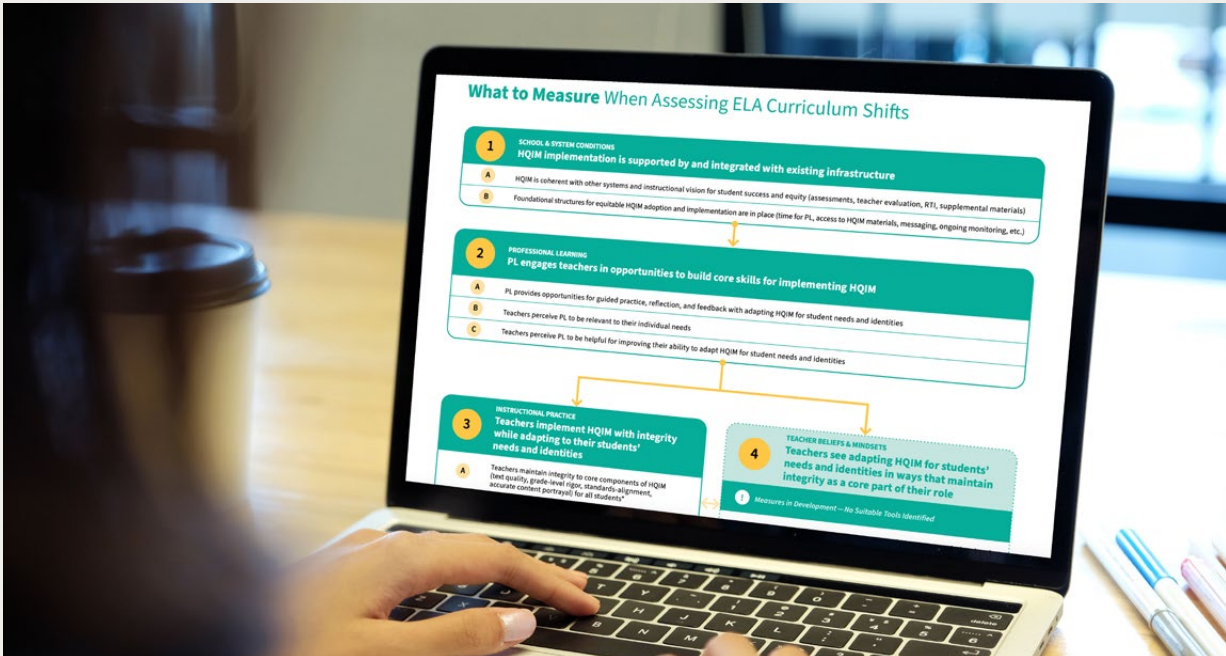
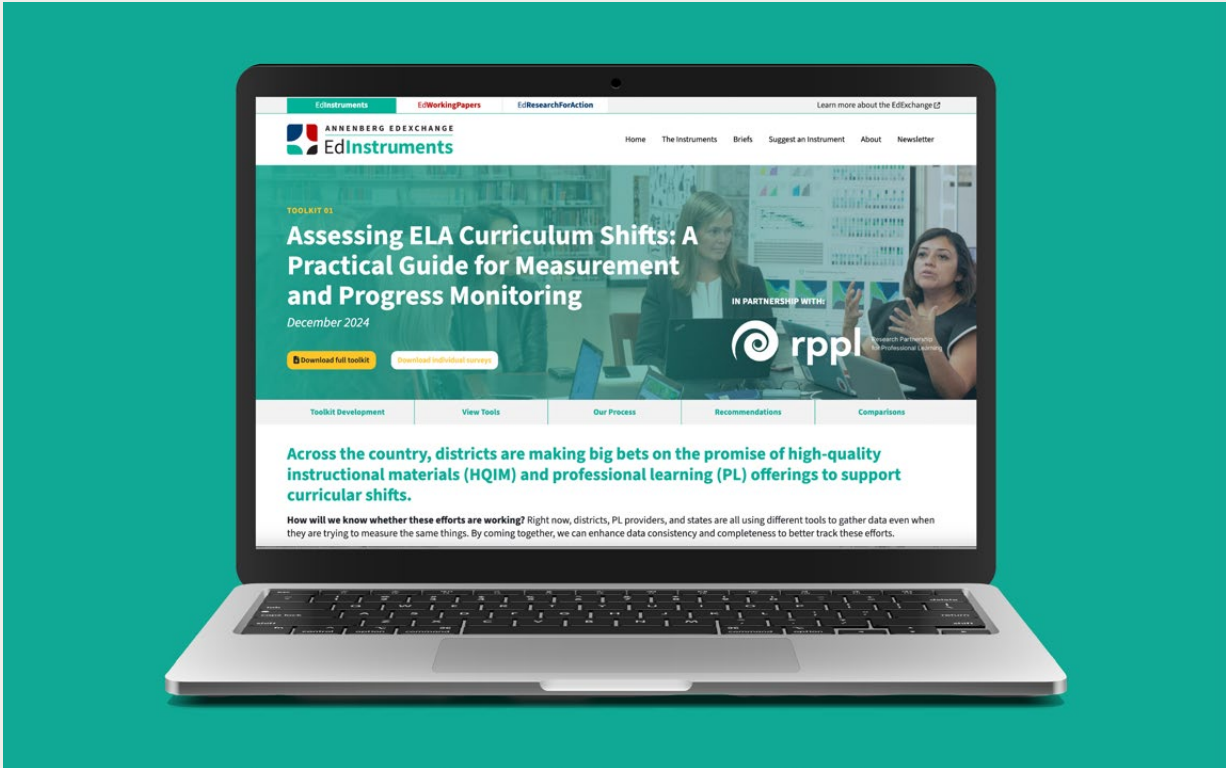
## The Impacts of Grade Retention Policy With Minimal Retention

State laws that mandate in-grade retention for struggling readers are widespread in the U.S., covering 34% of public-school third graders in 2023-24. This study investigates the impacts of Michigan's third-grade reading law on subsequent test scores and school progress outcomes for the 2020-21 and 2021-22 third-grade cohorts. Using a regression discontinuity (RD) design, we find that being flagged for retention raises students' reading scores in the next school year by 0.045 standard deviations (SD)—a modest but meaningful impact. Because being flagged increases the likelihood of actually being retained by only 3.4 percentage points, the implied effect of retention itself under standard “fuzzy” RD assumptions would be an implausibly large 1.3 SD. This result suggests flagging may affect outcomes via mechanisms other than just retention, a violation of the exclusion restriction. Indeed, we estimate similar effects even in districts that retain no students. Survey evidence suggests flagged students receive more intensive reading support even if they are not retained. Our findings suggest retention may be a much less important component of literacy reforms than previously understood. Finally, given the similarity between Michigan's reading law and those in other states, our findings raise concerns about potential bias in previously estimated retention effects.



# EDINSTRUMENTS TOOLKIT

The EdInstruments team and the Research Partnership for Professional Learning (RPPL) released **Assessing ELA Curriculum Shifts: A Practical Guide for Measurement and Progress Monitoring**. This comprehensive toolkit, available as both a website and workbook, helps professional learning providers, district leaders, and coaches track implementation progress and evaluate the quality of professional learning during English Language Arts (ELA) curriculum shifts in grades 3–12.



# NEW FACES AT ANNENBERG

## Faculty

**Derron Wallace** | Associate Professor of Education Policy & Africana Studies

## Research Faculty, Staff, and Postdoctoral Associates

- Chiara Affatigato** | Research Associate
- Josh Almes** | Postdoctoral Research Associate
- Beth Boulay** | Senior Distinguished Research Scientist
- Sarah Caroleo** | Postdoctoral Research Associate
- Jazmin Isaacs** | Research Project Director
- Samantha Batel Kane** | Postdoctoral Research Associate
- Michelle McNamara** | Senior Research Associate
- Andrea Ochoa** | Senior Research Associate
- Anjali Pai** | Senior Research Associate
- Anna Paulson** | Postdoctoral Research Associate
- Claire Allen-Platt** | Research Scientist
- Lorna Porter** | Senior Research Associate
- Diana Quintero** | Postdoctoral Research Associate
- Silvia Robles** | Research Scientist
- Edom Tesfa** | Postdoctoral Research Associate
- Thyra Tuttle** | Research Associate



Derron Wallace



# OUR TEAM

*Engaging diverse expertise to strengthen our research mission*

Over the past year, there has been a significant expansion of the **Annenberg Institute team**, as we proudly welcomed new faculty, staff, and postdoctoral researchers. These individuals bring a diverse range of expertise and fresh perspectives to our mission of advancing education research.

## Leadership

**John Papay** | Director

**Nathaniel Schwartz** | Director of Applied Research

**Katie Doyle** | Managing Director

**Samuel Madison** | Assistant Director of Operations

## Faculty Leadership

**Jesse Bruhn** | Annenberg Assistant Professor of Education and Assistant Professor of Economics

**Christopher H Cleveland** | Assistant Professor of Education and Education Policy

**John B. Diamond** | Ford Foundation Professor of Sociology and Education Policy

**Margot Jackson** | Professor of Sociology

**Susan Moffitt** | Professor of Political Science and International and Public Affairs

**Lindsay C. Page** | Annenberg Associate Professor of Education Policy

## Administration

**Nichole Addeo** | Web Producer and Content Strategist

**Diana Canales Osorio** | Institute Coordinator

**DreJean Cummings** | Assistant Director for Strategic Communications

**Alexander Lyte** | Grant and Finance Specialist

**Yurixi Villa** | Finance and Grants Manager

## Annenberg EdExchange

**Christina Claiborne** | Research Project Director, EdResearch for Action

**Isabel Fitzpatrick** | Research Project Manager

**Curran Mahowald** | Research Project Manager

**Aizat Nurshatayeva** | Senior Research Associate

## Educational Opportunity in Massachusetts

**Ian Ferguson** | Research Program Associate

**James LoPresti** | Research Program Associate

**Ann Mantil** | Senior Research Associate

**Aubrey McDonough** | Research Project Manager

**Emma Zorfass** | Research Project Manager

## Research Partnership for Professional Learning (RPPL)

**Kea Bekkedahl** | Research Project Manager

**Arielle Boguslav** | Senior Research Associate

**Carolyn Fagan** | Research Project Manager

**Yuno Hamaguchi** | Research Project Manager

**Brendon Krall** | Research Project Manager

**Kate Larned** | Senior Research Associate

**Olga Pagán** | Senior Research Associate

## Rhode Island Education Research Initiatives

**Andrew Camp** | Senior Research Associate

**Cassia Caruth** | Research Associate

**Bila Djamaoeddin** | Research Associate

**Kate Donohue** | Director of RI Research Partnerships and Analytics

**Kirk Murrell** | Research Project Manager

**Francisco Arturo Santelli** | Senior Research Associate

**Brenda Santos** | Director of RI Research Partnerships and Networks

**Aarav Sundaresh** | Assistant Director for Engagement and Partnerships

## SustainableEd

**Grace Falken** | Project Director

**Sohil Malik** | Research Associate





The Institute strives to equalize and improve educational opportunities. By bringing together diverse thinkers to tackle difficult problems, the Institute advances the broader field: harnessing the power of Brown's community to develop education leaders, building actionable knowledge through systematic research, partnering with educators and policy-makers for local impact, and encouraging robust civic discourse.

#### **Photography Credits**

Nick Dentamaro/Brown University (cover photo)

[www.arewefreelance.com](http://www.arewefreelance.com)

[www.deespeakvisuals.com](http://www.deespeakvisuals.com)

[www.petergoldbergphoto.com](http://www.petergoldbergphoto.com)

[annenberg.brown.edu](http://annenberg.brown.edu)



**Annenberg Institute**  
BROWN UNIVERSITY