

## **SUSANNA LOEB**

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### **POSITIONS**

#### **BROWN UNIVERSITY**

Director, Annenberg Institute, 2018-present  
Professor of International and Public Affairs and Education

#### **STANFORD UNIVERSITY**

Barnett Family Professor of Education, 2011-2018, Full 2009-2018, Associate Professor, 2004-2009  
Assistant Professor 1999-2004  
Center for Education Policy Analysis (CEPA) Director 2009-2015; Director and founder under prior name, Institute for Research on Education Policy and Practice (IREPP) 2006-09; Faculty Affiliate. 2009-2018  
Stanford Institute for Economic Policy Research (SIEPR), Senior Fellow. 2009-2018  
Professor of Business (courtesy)

### **SELECTED HONORS AND AFFILIATIONS**

American Academy of Arts and Sciences Member  
National Academy of Education Member  
American Education Research Association Fellow  
National Board For Education Sciences Member. 2012-2018, Vice Chair 2014-2015  
Outstanding Service Award – Association of Education Finance and Policy  
Getting Down to Facts, Director: gettingdowntofacts.com  
Policy Analysis For California Education (PACE) Faculty Director. 2005-2018  
Brookings Institution Nonresident Senior Fellow 2015-2018  
National Bureau Of Economic Research (NBER) Faculty Research Fellow, 2003-present  
The Freeman Spogli Institute for International Studies, Stanford University Affiliated Faculty  
Association for Education Finance and Policy: past Board Member, President Elect 2010-11, President 2011-12  
Association for Public Policy Analysis and Management: prior Board Member

### **EDUCATION**

PhD., Economics 1998, University of Michigan  
M.P.P., Public Policy, 1994, University of Michigan  
B.A., Political Science, 1988. Stanford University  
B.S., Civil Engineering, 1988, Stanford University

### **JOURNAL ARTICLES**

Chamberlain, L.J., Bruce, J., De La Cruz M., Huffman, L., Steinberg, J.R., Bruguera, R., Peterson, J.W., Gardner, R.M., He, Z., Ordaz, Y., Connelly, E., & Loeb, S. (Forthcoming). Promoting literacy in young

- children: A text-based randomized controlled trial in health clinics. *Pediatrics*.
- Sun, M., Kennedy, A.I., Loeb, S. (Forthcoming). The Longitudinal Effects of School Improvement Grants. *Educational Evaluation and Policy Analysis*.
- Liu, J., Loeb, S., & Shi, Y. (Forthcoming). More Than Shortages: The Unequal Distribution of Substitute Teaching. *Education Finance and Policy*.
- Liu, J. & Loeb, S. (2021). Engaging Teachers: Measuring the Impact of Teachers on Student Attendance in Secondary School. *Journal of Human Resources*, 56: 342-379.
- Cortes, K.E., Fricke, H., Loeb, S., Song, D., and York, B. (2021). Too Little or Too Much? Actionable Advice in an Early-Childhood Text Messaging Experiment. *Education Finance and Policy*, 16(2): 209-232. (Also available: National Bureau of Economic Research, Working Paper No. 24827).
- Santana, M., Nussbaum, M., Claro, S., & Loeb, S. (2021). Let's Spend Time Together: Text Messaging Parents to Help Math Anxious Students. *Journal for Research in Mathematics Education*, 52(2): 189-212.
- Cohen, J., Loeb, S., Miller, L.C., & Wyckoff, J.H. (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.
- Brighouse, H., Ladd, H., Loeb, S. & Swift, A (2020). Educational Goods Reconsidered: A Response. *Journal of Philosophy of Education*, 54(5): 1382-1394.
- West, M. R., Pier, L., Fricke, H., Loeb, S., Meyer, R. H., & Rice, A. (2020). Trends in Student Social-Emotional Learning: Evidence From the First Large-Scale Panel Student Survey. *Educational Evaluation and Policy Analysis*, 42(2): 279-303.
- Loeb, S., Christian, M., Hough, H., Meyer, R. H., Rice, A. B., & West, M. R. (2019). School Effects on Social-Emotional Learning Gains: Findings from the First Large- Scale Panel Survey of Students. *Journal of Educational and Behavioral Statistics*, 44(5): 507-542.
- York, B. Loeb, S. & Doss, C. (2019). One Step at a Time: The Effects of an Early Literacy Text Messaging Program for Parents of Preschoolers. *Journal of Human Resources*, 54(3): 537-566.
- Doss, C. Fahle, E.M., Loeb, S. & York, B.N. (2019). More than Just a Nudge: Supporting Kindergarten Parents with Differentiated and Personalized Text- Messages. *Journal of Human Resources*, 54(3): 567-603.
- Loeb, S. & Byun, E. (2019). Testing, Accountability, and School Improvement. *The Annals of the American Academy of Political and Social Science*, 683(1): 94-109.
- Peterson, J.W., Loeb, S. & Chamberlain, L.J. (2018). The Intersection of Health and Education to Address School Readiness of All Children. *Pediatrics*, 142(5).
- Hart, C., Berger, D., Jacob, B., Loeb, S., and Hill, M. (2019). Online Learning, Offline Outcomes: Online Course-taking and High School Student Performance. *AERA-Open*.
- Widen, S., Orozco, M., Horng, E., and Loeb, S. (2019). Reaching Unconnected Caregivers: Using a Text-Message Based Education Program to Better Understand How to Help Informal Caregivers Support Child Development. *Journal of Early Childhood Research*: 18(1): 39-43.
- Dizon-Ross E., Loeb S., Penner E., & Rochmes J. (2019) Stress in Boom Times: Understanding Teachers' Economic Anxiety in a High-Cost Urban District. *AERA-Open*.
- Penner, E.K., Rochmes, J., Liu, J., Solanki, S. and Loeb, S. (2019) Equity-oriented applicants: What do prospective teachers say about the achievement gap and does it make them more attractive candidates? *The Russell Sage Foundation Journal of the Social Sciences*, 5(3): 103-127.
- Fricke, H., Kalogrides, D. & Loeb, S. (2018). It's Too Annoying: Who Drops Out of Educational Text Messaging Programs and Why. *Economic Letters*, 173: 39-43.
- Master, B. Sun, M. & Loeb, S., (2018). Teacher workforce developments: Recent Changes in Academic Competitiveness and Job Satisfaction of New Teachers. *Education Finance and Policy* 13(3), 310-332.
- Bettinger, E., Fox, L., Loeb, S., & Taylor, E. (2017). Virtual Classrooms: How Online College Courses Affect

- Student Success. *American Economic Review*, 107 (9): 2855-2875
- Grissom, J., Kalogrides, D., & Loeb, S. (2017). Strategic Staffing? How Performance Pressures Affect the Distribution of Teachers within Schools and Resulting Student Achievement. *American Education Research Journal*, 54(6): 1079-1116.
- Sun, M., Penner, E. & Loeb, S. (2017). Resource- and Approach-Driven Multi-Dimensional Change: Three-Year Effects of School Improvement Grants. *American Education Research Journal*, 54(4): 607-643.
- Master, B., Loeb, S., & Wyckoff, J. (2017). More than Content: The Persistent Cross-Subject Effects of English Language Arts Teachers' Instruction. *Education Evaluation and Policy Analysis*, 39(3): 429-44.
- Bettinger, E., Doss, C., Loeb, S., & Taylor, E. (2017). The Effects of Class Size in Online College Courses: Experimental Evidence. *Economics of Education Review*, 58: 68-85
- Atteberry, A., Loeb, S., & Wyckoff, J. (2017). Teacher Churning: Reassignment Rates and Implications for Student Achievement. *Education Evaluation and Policy Analysis*, 39(1): 3-30.
- Sun, M., Loeb, S. & Grissom, J. (2017). Building Teacher Teams: Positive Spillover from More Effective Colleagues. *Educational Evaluation and Policy Analysis*, 39(1): 104-125.
- Grissom, J.A., & Loeb, S. (2017). Assessing Principals' Assessments: Subjective Evaluations of Teacher Effectiveness in Low- and High Stakes-Environments. *Education Finance and Policy* 12(3): 369-395.
- Bettinger, E., Liu, J., & Loeb, S. (2016). Connections Matter: How Interactive Peers Affect Students in Online College Courses. *Journal of Policy Analysis and Management*, 35(4): 763-791.
- Bassok, D., Fitzpatrick, M., Greenberg, E., & Loeb, S., (2016). Within- and Between-Sector Quality Differences in Early Childhood Education and Care. *Child Development*, 87(5): 1627–1645.
- Brighouse, H., Ladd, H., Loeb, S. & Swift, A. (2016) Educational Goods and Values: A Framework for Decision-Makers. *Theory and Research in Education*, 14(1): 3-25.
- Master, B., Loeb, S. Whitney, C., & Wyckoff J. (2016). Different skills? Identifying Differentially Effective Teachers of English Language Learners. *The Elementary School Journal*, 117(2): 261–284.
- Shores, K. and Loeb, S. (2016) Distributive Decisions in Education: Goals, Trade-offs and Feasibility Constraints. *Theory and Research in Education*, 14(1): 107–124.
- Grissom, J. A., Kalogrides, D., & Loeb, S. (2015). The Micropolitics of Educational Inequality: The Case of Teacher–Student Assignments. *Peabody Journal of Education*. Special issue: 2015 Politics of Education Association Yearbook.
- Grissom, J. A., Loeb, S., & Mitani, H. (2015). Principal Time Management Skills: Explaining Patterns in Principals' Time Use, Job Stress, and Perceived Effectiveness. *Journal of Educational Administration*, 53(6): 773 - 793.
- Atteberry, A., Loeb, S., & Wyckoff, J. (2015). Do First Impressions Matter? Improvement in Early Career Teacher Effectiveness. *AERA-Open*
- 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(4): 199- 212.
- Grissom, J. A., Kalogrides, D., & Loeb, S. (2015). Using Student Test Scores to Measure Principal Performance. *Education Evaluation and Policy Analysis*, 37(1): 3-28.
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- Loeb, S., Soland, J., & Fox, L. (2014). Is a Good Teacher a Good Teacher for All? Comparing Value-Added of Teachers with Their English Learners and Non-English Learners. *Education Evaluation and Policy Analysis*, 36(4): 457-475.
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- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2013). Analyzing the Determinants of the Matching of Public School Teachers to Jobs: Disentangling the Preferences of Teachers and Employers. *Journal of Labor Economics*, 31(1): 83-117.
- Grossman, P., Loeb, S., Cohen, J., & Wyckoff, J. (2013). Measure for measure: The relationship between measures of instructional practice in middle school English language arts and teachers' value-added. *American Journal of Education*, 119(3): 445-470.
- Kalogrides, D., & Loeb, S. (2013). Different teachers, different peers: The magnitude of student sorting within schools. *Educational Researcher*, 42(6): 304-316.
- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2013). Measuring test measurement error: A general approach. *Journal of Educational and Behavioral Statistics*, 38(6): 629-663.
- Grissom, J. A., Loeb, S., & Master, B. (2013). Effective Instructional Time Use for School Leaders: Longitudinal Evidence from Observations of Principals. *Educational Researcher*, 42(8): 433-444.
- Bassok, D., Fitzpatrick, M., Loeb, S., & Paglayan, A.S. (2013). The early childhood care and education workforce in the United States: Understanding changes from 1990 through 2010. *Education Finance and Policy*, 8(4): 581–601.
- Kalogrides, D., Loeb, S., & Beteille, T. (2013). Systematic sorting: Teacher characteristics and class assignments. *Sociology of Education*, 86(2): 103-123.
- Ronfeldt, M., Loeb, S., Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, 50(1): 4-36.
- Loeb, S., & Kasman, M. (2013). Principals' perceptions of competition for students in Milwaukee schools. *Education Finance and Policy*, 8(1): 43-73.
- Boyd, D., Grossman, P., Lankford, H., Loeb, S., Ronfeldt, M., & Wyckoff, J. (2012). Recruiting effective math teachers: Evidence from New York City. *American Education Research Journal*, 49(6): 1008-1047.
- Beteille, T., Kalogrides, D., & Loeb, S. (2012). Stepping stones: Principal career paths and school outcomes. *Social Science Research*, 41(4): 904–919.
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- Loeb, S. (2012). In light of the limitations of data-driven decision making. *Education Finance and Policy*, 7(1): 1-7.
- Myung, J., Loeb, S., & Horng, E. (2011). Tapping the principal pipeline: Identifying talent for future school leadership in the absence of formal succession management programs. *Education Administration Quarterly*, 47(5): 695-727.
- Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., O'Brien, R.H., & Wyckoff, J. (2011). The effectiveness and retention of teachers with prior career experience. *Economics of Education Review*, 30: 1229-1241.
- Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. *American Education Research Journal*, 48(2): 303-333.
- Grissom, J. A., & Loeb, S. (2011). Triangulating principal effectiveness: How perspectives of parents, teachers, and assistant principals identify the central importance of managerial skills. *American Education Research Journal*, 48(5): 1091-1123.
- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2011). Teacher layoffs: An empirical illustration of seniority v. measures of effectiveness. *Education Finance and Policy*, 6(3): 439–454.
- Loeb, S., Valant, J., & Kasman, M. (2011). Increasing choice in the market for schools: Recent reforms

- and their effects on student achievement. *National Tax Journal*, 64(1): 141-164.
- Boyd, D., Lankford, H., Loeb, S., Ronfeldt, M., & Wyckoff, J. (2011). The role of teacher quality in retention and hiring: Using applications-to-transfer to uncover preferences of teachers and schools. *Journal of Policy Analysis and Management*, 30(1): 88-110.
- Loeb, S., & Horng, E. (2010). New thinking about instructional leadership. *Phi Delta Kappan*, 92(3), 66-69.
- Loeb, S., Horng, E., & Klasik, D. (2010). Principal's time use and school effectiveness. *American Journal of Education*, 116(4): 491-523.
- Loeb, S., Kalogrides, D., & Horng, E. (2010). Principal preferences and the uneven distribution of principals across schools. *Educational Evaluation and Policy Analysis*, 32(2): 205-229.
- Balu, R., Beteille, T., & Loeb, S. (2010). Examining teacher turnover: The role of school leadership. *Politique Americaine*, 15: 55-79.
- Grossman, P., & Loeb, S. (2010). Learning from multiple routes: The variation in teacher preparation pathways can propel our understanding of how best to prepare teachers. *Educational Leadership*, 67(8): 22-27.
- Boyd, D., Grossman, P. L., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher preparation and student achievement. *Education Evaluation and Policy Analysis*, 31(4): 416-440.
- Loeb, S., Miller, L., & Strunk, K. (2009). The State Role in Teacher Professional Development and Education Throughout Teachers' Careers. *Education Finance and Policy*, 4(2): 212-228.
- Loeb, S., Miller, L., & Strunk, K. (2009). The State Role in Teacher Compensation. *Education Finance and Policy*, 4(1): 89-114.
- Loeb, S., Bryk, A., & Hanushek, E. (2008). Getting Down to Facts: School Finance and Governance in California. *Education Finance and Policy*, 3(1): 1-19.
- Boyd, D., Grossman, P., Hammerness, K., Lankford, H., Loeb, S., McDonald, M., Reinger, M., Ronfeldt, M., & Wyckoff, J. (2008). Surveying the Landscape of Teacher Education in New York City: Constrained Variation and the Challenge of Innovation. *Education Evaluation and Policy Analysis*, 30(4): 319-343.
- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2008). The Narrowing Gap in New York City Teacher Qualifications and Its Implications for Student Achievement in High-Poverty Schools. *Journal of Policy Analysis and Management*, 27(4): 793-818.
- Costrell, R., Hanushek, E., & Loeb, S. (2008). What Do Cost Functions Tell Us About the Cost of an Adequate Education? *Peabody Journal of Education*, 83(2): 198-223.
- Carnoy, M., Gove, A. K., Loeb, S., Marshall, J. H., & Socias, M. (2008). How Schools and Students Respond to School Improvement Programs: The Case of Brazil's PDE. *Economics of Education Review*, 27(1): 22-38.
- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2008). The Impact of Assessment and Accountability on Teacher Recruitment and Retention: Are there Unintended Consequences? *Public Finance Review*, 36(1): 88-111.
- Loeb, S., Bridges, M., Bassok, D., Fuller, B., & Rumberger, R. (2007). How Much is Too Much? The Effects Of Duration and Intensity of Child Care Experiences on Children's Social and Cognitive Development. *Economics of Education Review*, 26(1): 52-66.
- Loeb, S., & Strunk, K. (2007). Accountability and Local Control: Incentive Response With and Without Authority Over Resource Generation and Allocation. *Education Finance and Policy*, 2(1): 10-39.
- Boyd, D., Grossman, P., Lankford, H., Loeb, S., Michelli, N. M., & Wyckoff, J. (2006). Complex By Design: Investigating Pathways into Teaching in New York City Schools. *Journal of Teacher Education*, 57(2): 155-166.
- Boyd, D., Grossman, P. L., Lankford, H., Loeb, S., & Wyckoff, J. (2006). How Changes in Entry Requirements Alter the Teacher Workforce and Affect Student Achievement. *Education Finance and Policy*, 1(2): 176-216.

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- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2005). Explaining the Short Careers of High- Achieving Teachers in Schools with Low-Performing Students. *American Economic Review*, 95(2): 166-171.
- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2005). The Draw of Home: How Teachers' Preferences for Proximity Disadvantage Urban Schools. *Journal of Policy Analysis and Management*, 24(1): 113-132.
- Loeb, S., Fuller, B., Kagan, S. L., & Carrol, B. (2004). Child Care in Poor Communities: Early Learning Effects of Type, Quality and Stability. *Child Development*, 75(1): 47-65.
- Loeb, S., Fuller, B., Kagan, S. L., & Carrol, B. (2003). How Welfare Reform Impacts Preschool- Age Children: An Analysis of Random Assignment Data from Connecticut. *Journal of Policy Analysis and Management*, 22(4): 537-550.
- Loeb, S., & Strunk, K. (2003). The Contribution of Administrative and Experimental Data to Education Policy Research. *National Tax Journal*, 56(2): 415-438.
- Carnoy, M., & Loeb, S. (2002). Does External Accountability Affect Student Outcomes? A Cross- State Analysis. *Education Evaluation and Policy Analysis*, 24(4): 305-331.
- Lankford, H., Loeb, S., & Wyckoff, J. (2002). Teacher Sorting and the Plight of Urban Schools: A Descriptive Analysis. *Education Evaluation and Policy Analysis*, 24(1): 37-62.
- Loeb, S. (2001). Estimating the Effects of School Finance Reform: A Framework for a Federalist System. *Journal of Public Economics*, 80(2): 225-247.
- Loeb, S., & Corcoran, M. (2001). Welfare, Work Experience, and Economic Self-Sufficiency. *Journal of Policy Analysis and Management*, 20(1): 1-20.
- Loeb, S., & Page, M. (2000). Examining the Link Between Teacher Wages and Student Outcomes: The Importance of Alternative Labor Market Opportunities and Non-Pecuniary Variation. *Review of Economics and Statistics*, 82(3): 393-408.
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- Lee, V. E., Loeb, S., & Lubeck, S. (1998). Contextual Effects of Prekindergarten Classrooms for Disadvantaged Children on Cognitive Development: The Case of Chapter 1. *Child Development*, 69(2): 479-494.
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- Loeb, S., Courant, P., & Gramlich, E. (1995). Michigan's Recent School Finance Reforms: A Preliminary Report. *American Economic Review*, 85(2): 372-377.
- Lee, E.V., & Loeb, S. (1995). Where Do Head Start Attendees End Up? One Reason Why Preschool Effects Fade Out. *Education Evaluation and Policy Analysis*, 17(1): 62-82.

## REPORTS, BOOKS & BOOK CHAPTERS

- Loeb, S., & Valant, J., (2019). Economic Perspectives on School Choice, in Berends, M., Primus, A, & Springer, M. G. (Eds.) *Handbook of research on school choice, 2nd edition*. New York: Routledge.
- Loeb, S. and Byun, E., (2019). Testing and Accountability: Progress, Prospects, and Cautions, in Berman, A., Feuer, M. & Pellegrino, J. (eds.) *Educational Assessment as Useful and Useable Evidence, The Annals of the American Academy of Political and Social Science*, 683.

- Loeb, S., Imazeki, J., & Stipek, D. (2018) *Current Conditions and Paths Forward for California Schools: Getting Down to Facts Summary Report*. Policy Analysis for California Education.
- Brighthouse, H., Ladd, H., Loeb, S., & Swift, A. (2018). *Educational Goods: Values Evidence and Decision Making*. University of Chicago Press: Chicago, IL.
- Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S. (2017). *Descriptive analysis in education: A guide for researchers*, National Center for Education Evaluation and Regional Assistance, U.S. Department of Education.
- Claro, S. & Loeb, S. (2017). New evidence that students' beliefs about their brains drive learning (Nov 9). Brookings.
- Bettinger, E. & Loeb, S. (2017). Promises and pitfalls of online education, (June 9). Brookings.
- Loeb, S. (2017). A counterintuitive approach to improving math education: Focus on English language arts teaching. Evidence Speaks (April 6): Brookings.
- Hough, H., Kalodrides, D, & Loeb, S. (2017). *Using Surveys of Students' Social-Emotional Skills and School Climate for Accountability and Continuous Improvement*. Policy Analysis for California Education.
- Loeb, S. (2016). Continued Support for Improving the Lowest Performing Schools. Evidence Speaks (Feb 9): Brookings.
- Loeb, S. & Liu, J. (2016). Going to school is optional: Schools need to engage students to increase their lifetime opportunities. Evidence Speaks (Oct 27): Brookings.
- Jacob, B., Berger, D. Hart, C. & Loeb, S. (Forthcoming). Can Technology Help Promote Equality of Educational Opportunities? In K. Alexander and S. Morgan (Editors), *The Coleman Report and Educational Inequality Fifty Years Later*. Russell Sage Foundation and William T. Grant Foundation: New York.
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- Loeb, S. & Hough, H. (2016). Making Use of Waivers Under ESSA. Evidence Speaks (August 4): Brookings.
- Loeb, S. (2016). Missing the target: We need to focus on informal care rather than preschool. Evidence Speaks (June 16): Brookings.
- Loeb, S. & York, B. (2016). Helping Parents Help Children. Evidence Speaks (February 18): Brookings.
- Loeb, S. (2016). Half the people working in schools aren't classroom teachers—so what?. Evidence Speaks (January 14): Brookings.
- Bassok, D., & Loeb, S. (2015). Early Childhood and the Achievement Gap. In H. F. Ladd & M. Goertz (Eds.), *Handbook of Research in Education Finance and Policy* (2nd ed.) (pp.510-527) Routledge.
- Loeb, S., Paglayan, A., & Taylor, E., (2015). Understanding Human Resources in Broad-Access Higher Education. In Kirst, M.W & Stevens, M.L. (Eds.), *Remaking College: The Changing Ecology of Higher Education* Stanford University Press.
- Loeb, S., (2013). *How Can Value-Added Measures Be Used for Teacher Improvement?* The Carnegie Knowledge Network.
- Hough, H., & Loeb, S. (2013). *Can a District-Level Teacher Salary Incentive Policy Improve Teacher Recruitment and Retention?* Policy Analysis for California Education 2013.
- Loeb, S. & Grissom, J. (2013). *What do we know about the use of value-added measures for principal evaluation?* The Carnegie Knowledge Network.
- Goldhaber, D. & Loeb, S. (2013). *What Do We Know About the Tradeoffs Associated with Teacher Misclassification in High Stakes Personnel Decisions?* The Carnegie Knowledge Network.
- Ladd, H., & Loeb, S. (2013). The challenges of measuring school quality: Implications for educational equity. In D. Allen, & R. Reich (Eds), *Education, Justice, and Democracy* Chicago, IL: University of Chicago Press, (pp. 22-55).
- Loeb, S., & Candelaria, C. (2012). *How stable are value-added estimates across years, subjects, and student groups?* The Carnegie Knowledge Network.

- Hough, H.J., Loeb, S., & Plank, D. (2012). *The Quality Teacher and Education Act: Second Year Report*.
- Loeb, Susanna (2012). Getting Down to Facts: Five Years Later. Policy Analysis for California Education Report.
- Boyd, D., Lankford, H., Loeb, S., Rockoff, J., & Wyckoff, J. (2011). The effect of school neighborhoods on teacher retention decisions. In G. Duncan & R. Murnane (Eds.), *Whither Opportunity? Rising Inequality, Schools, and Children's Life Chances* (pp. 377- 396), New York: Russell Sage Foundation Press.
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- Loeb, S., & Valant, J. (2009). *Leaders for California's schools* Policy Analysis for California Education.
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- Ing, M., & Loeb, S. (2008). Assessing the effectiveness of teachers from different pathways: Issues and results. In P. Grossman & S. Loeb (Eds.), *Alternative Routes to Teaching: Mapping the New Landscape of Teacher Education* (pp.157-186). Cambridge, MA: Harvard Education Press.
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- Carnoy, M., Loeb, S., & Smith, T. (2001). Do higher state test scores in Texas make for better high school outcomes. *Consortium for Policy Research in Education Research Report*.
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- Jaeger, D.A., Loeb, S., Turner, S.E., & Bound, J. (1997). Coding geographic areas across census years: Creating consistent definitions of metropolitan areas. *NBER Working Paper No. 6772*.

## WORKING PAPERS

- Dee, T.S., Loeb, S., and Shi, Y. (2020). Public-Sector Leadership and Venture Philanthropy: The Case of Broad Superintendents. (EdWorkingPaper: 20-255)
- Hill, H., Mancenido, Z., & Loeb, S. (2021). Effectiveness Research for Teacher Education. (EdWorkingPaper: 20-252).
- Robinson, C.D., & Loeb, S. (2021). High-Impact Tutoring: State of the Research and Priorities for Future Learning. (EdWorkingPaper: 21-384).
- Doss, C., Hans F., and Loeb, S. (2020). Math is for Girls: The Unequal Effects of Text Messaging to Help Parents Support Early Math Development. (EdWorkingPaper: 20-310).
- Fricke, H., Loeb, S., Meyer, R., Rice, A., Pier, L., & Hough, H., (2020) Stability of School Contributions to Student Social-Emotional Learning Gains. [under review]
- Fahle, E., Lee, M., & Loeb, S., (2020) A Middle School Drop: Consistent Gender Differences in Students' Self-Efficacy [under review]
- Cortes, K., Fricke, H., Loeb, S. Song, D., & York, B., (2019), When Behavioral Barriers Are Too High Or Low – How Timing Matters For Parenting Interventions. NBER working paper 25964, [under review].
- Liu, J., Loeb, S., & Shi, Y. (2019), Employee Absences, Temporary Workers, and Productivity: Evidence from Regular and Substitute Teachers [under review]
- Rochmes, J., Penner, E., & Loeb, S. (2019). Educators as Equity Warriors. [under review]
- Claro, S. & Loeb, S. (2019). Students with Growth Mindset Learn More in School: Evidence from California's CORE School Districts. (EdWorkingPaper: 19-155).
- Claro, S. & Loeb, S. (2019). Self-Management Skills and Student Achievement Gains: Evidence from California's CORE Districts. (EdWorkingPaper: 19-138)

- Bettinger, E., Liu, J., Loeb, S., & Taylor, E. (2017). Remote but Influential: Peer Effects and Reflection in Online Higher Education Classrooms..
- Bettinger, E., Fricke, H, Sun, A., Loeb, S., & Taylor, E. (2017). The Impact of Developmental Education in a For-Profit University.
- Valant, J. & Loeb, S. (2015). Information, Choice, and Decision-Making: Field Experiments with Adult and Student School Choosers

## **SELECT FELLOWSHIPS, SCHOLARSHIPS, HONORS, & AFFILIATIONS**

- National Student Support Accelerator, Founder and Acting Director
- EdWorkingPapers, Founder, Director and Contributor
- EdInstruments, Founder
- Executive Program for Education Leaders, Stanford University, Faculty Director 2016-2018
- National Research Council: Committee on DC School Reform 2012-2015, Committee on Test- Based Accountability 2006-2009 and Committee on Evaluation of the Impact of Teacher Certification by NBPTS 2005-2008
- Distinguished Research in Teacher Education Award, Association of Teacher Educators, 2007
- Spencer Foundation Research Training Grant, Stanford University. 2003-2005
- Young Faculty Leaders Forum, Harvard University. 2002-2004
- Stanford School of Education Teaching Award, Stanford University, 2004
- National Academy of Education / Spencer Foundation Postdoctoral Fellowship. 2001-2003
- Ph.D. Dissertation Award, The Association for Public Policy Analysis and Management, 2000
- Jean Flanigan Outstanding Dissertation Award, American Education Finance Association, 2000
- Parker Prize for Labor Economics, University of Michigan. 1998
- Sloan Foundation Fellowship. 1997-1998
- Rackham Predoctoral Fellowship, University of Michigan. 1997
- NICHD Trainee, Population Studies Center, University of Michigan. 1995-1997
- Summer Research Fellowship, Department of Economics, University Michigan. 1994-1995
- Regents Fellowship for Graduate Study, University of Michigan. 1993-1995
- Education Finance and Policy*: Editorial Board, 2006- present, Associate Editor (2014 – 2017)
- Education Evaluation and Policy Analysis*: prior Editor
- Economics of Education Review*: prior Editorial Board

## **RESEARCH GRANTS**

- Statewide Longitudinal Data Systems (SLDS) - Brown Subaward – State of Rhode Island Department of Education (07/01/2020 - 06/30/2024)
- National Student Support Accelerator: Middle Years Math – Bill & Melinda Gates Foundation (5/1/21-4/30/23)
- National Student Support Accelerator Phase One – Walton Family Foundation (5/1/21-4/30/23)
- National Student Support Accelerator: Tutoring Quality Improvement System and Research-Backed Tool Development – America Achieves (7/1/21-6/30/23)
- National Student Support Accelerator: Effects of tutoring at school district test sites – Smith Richardson Foundation (7/1/21-6/30/23)
- Evaluate XQ efforts in RI and NYC – Emerson Collective (1/1/21-12/31/2023)
- Reconstructing research in teacher education to provide usable knowledge and support improvement – President and Fellows of Harvard College - (07/01/19-09/30/22)
- Develop and Improve the EdInstruments Library – Institute of Education Sciences (08/01/2020 -

07/31/2022)

Early Literacy Tutoring Efforts – Charles & Lynn Schusterman Foundation (02/01/2021-01/31/2022)

Identifying and Implementing Strategies in Early Learning Centers to Close the Achievement Gap – Acelero Early Learning (8/1/19 – 7/31/21)

Statewide Longitudinal Data Systems (SLDS) - Brown Subaward from the Rhode Island Department of Education, Institute for Education Sciences, U.S. Department of Education (2/01/20 – 1/31/24)

Develop and Improve the EdInstruments Library – Institute of Education Sciences, U.S. Department of Education (8/1/20 – 7/31/22)

Reconstructing research in teacher education to provide usable knowledge and support improvement – Brown Subaward from President and Fellows of Harvard College, National Science Foundation (7/1/19 – 6/30/22)

Understanding the effects of text reminders on reducing churn in supplemental assistance programs - Abdul Latif Jameel Poverty Action Lab (1/1/20 – 04/30/22)

Texting Expansion 0-5 Year Olds, Informal Caregivers – David and Lucile Packard Foundation (10/01/19 – 9/30/21)

To Support Effort to Organize and Drive Supply and Demand Efforts to Support Large-Scale Tutoring Offerings: How Tutors Could Address COVID-19 Learning Loss, Phase II - Bill and Melinda Gates Foundation (9/01/20 – 12/31/20)

To Support Effort to Organize and Drive Supply and Demand Efforts to Support Large-Scale Tutoring Offerings: How Tutors Could Address COVID-19 Learning Loss - Walton Family Foundation (8/1/20 – 12/31/20)

Common Measurement Tools - Bill and Melinda Gates Foundation (12/31/19 – 12/31/20)

Parent Texting Curricula Expansion: To expand a multilingual parent texting program focused on strengthening family engagement and student learning – Evelyn and Walter Haas, Jr., Fund (12/1/18-11/30/20)

SFUSD Early Childhood and Human Resources Research – Silver Giving Foundation (12/1/18-unrestricted end)

Supporting Parents: Clarifying the barriers to parental involvement in early childhood through experimental testing within a highly effective parent text messaging program – Spencer Foundation (9/1/16-9/30/20)

Kinder Care; Tips By Text: Developing school readiness texts and evaluation metrics for parents of young children (2-3 years old) – Brown Subaward from Stanford University, Stupski Foundation (7/1/19 – 6/30/20)

EdWorking Papers: Annenberg Institute at Brown University – Spencer Foundation (1/1/20 – 5/31/20)

IBSS-L: Recruiting, Hiring, and Retaining Math and Science Teachers – National Science Foundation (8/15/16-7/31/19)

Getting Down to Facts II – Bill and Melinda Gates Foundation (8/1/17-1/31/19)

Using Text-Messaging to Support Parents and Their Children: Rapidly Expanding and Improving Ready4K – Arnold Foundation (1/1/16-12/31/18)

Informal Caregivers: Expanding the Curriculum for Informal Caregivers of 0-4 year Olds - David and Lucile Packard Foundation (10/1/17-9/31/18)

Identifying and Addressing Human Resource Needs in SFUSD: Tackling Economic Anxiety and Housing Affordability Challenges in San Francisco – Stanford (8/1/17-8/31/18)

Using Text-Messaging to Support Parents and Their Children: Testing Effects on Early Math Development in the San Francisco Bay Area - Heising-Simons Foundation (9/1/17- 8/31/18)

IES Virtual Schools – University of Michigan (7/1/15-6/30/18)

Getting Down to Facts II – Silver Giving Foundation (12/1/17 unrestricted end) Getting Down to Facts II – Kabacennell Foundation (4/1/17-5/31/18)

2016 Parent Texting Curricula Expansion and Testing - Evelyn And Walter Haas, Jr., Fund (12/1/14-4/30/18)

Informal Caregivers: Expanding the Curriculum for Informal Caregivers of 0-4 year olds - David and Lucile Packard Foundation (10/1/16-1/31/18)

Getting Down to Facts II – Stuart Foundation (7/1/17-9/30/17)

Rapidly Expanding and Improving READY4K! in Miami-Dade and Monroe Counties - Smith Richardson Foundation (8/1/15-7/31/17)

SFUSD Human Resources and Early Childhood Texting – Silver Giving Foundation (10/1/16 – 9/30/17)

Ready4k: A Text-Message Parenting Program to Support Strong Home-Learning Environments - Knight foundation (7/1/16-6/30/17)

Center for Analysis of Longitudinal Data in Education Research (CALDER) – AIR (7/1/12- 6/30/17)

Using Text-Messaging to Support Parents and Their Children: Testing Effects on Early Math Development in the San Francisco Bay Area - Heising-Simons Foundation (1/1/16- 12/31/16)

Increasing Reach & Impact of Proven Parent Texting Programs - Battery Powered (11/1/15- 10/31/16)

READY4K!-Toddlers: Using Text Messaging to Support Informal Child Care Providers and Improve Child Outcomes - David and Lucile Packard Foundation (10/1/15-9/30/16)

Improving the Quality of English Language Arts Teaching through the Use of Observation Protocol - United States Department of Education (7/1/11-6/30/15)

SFUSD Preschool Parent Texting Program Expansion (Early Math Texts) - Heising-Simons Foundation (11/1/14-10/31/15)

A 21st Century Shift: Changes in the Teacher Labor Market in a Time of Public Education Reform - Smith Richardson Foundation (7/1/13-12/31/14)

Assessing School Leaders' Development of Management Skills and Leadership: A Longitudinal Mixed-Methods Study – Institute of Education Sciences, United States Department of Education (7/1/10-9/30/14)

San Francisco Unified School District Formative Assessments - Evelyn And Walter Haas, Jr., Fund (1/1/13-12/31/13)

Center for Analysis of Longitudinal Data in Education Research – AIR (10/1/11-6/30/13)

The Availability of Early Childhood Education and Care in the United States: Exploring Links Between Policy, Availability and Effects, 1990-2005 - United States Department of Education (7/1/10-12/31/12)

The Nature, Sources and Sequencing of Teacher Knowledge and Skills and their Effects on Student Achievement - University of Virginia (1/15/12-7/15/12)

Alternative Certification in the Long Run: Student Achievement, Teacher Retention and the Distribution of Teacher Quality in New York City - Noyce Foundation (6/1/10-9/30/12)

Barriers to College Attendance: How Steps to Enrollment Affect College Attendance Decisions and What Happens When the Steps are Changed - Association for Institutional Research (5/1/11-4/30/12)

Multi-District Collaboration for Evidence-Based Reform - Spencer Foundation (6/1/08-12/31/11)

Institutional Support for the Institute for Research on Education Policy and Practice – William & Flora Hewlett Foundation (11/16/09-11/16/11)

Center for Analysis of Longitudinal Data in Education Research - The Urban Institute (9/1/06- 8/31/11)

The Role of Working Conditions and Teacher Background in the Achievement Gains and Retention of Middle School Mathematics Teachers - University of Albany, State University of New York (1/1/11-7/31/11)

Early Assessment Program (EAP) Working Group - University of California, Berkeley (11/26/08-6/15/10)

Studying Education Policy in Florida - Harvard University (9/1/06-8/31/08)

Strong Standards, Weak Finance, Shrinking Opportunity - Revitalizing School Reform with Resources – University of California at Berkeley (7/1/05-6/30/08)

Research Proposal: Examining the Effect of Teacher Preparation on Student Learning and Teacher Labor Market Decisions - Carnegie Corp of New York (11/1/03-10/31/07) Efficiency and Adequacy of California Public School Finance - Stuart Foundation (9/1/05-9/30/07)

Institute for Research on Education Policy and Practice (IREPP) Planning Grant - William & Flora Hewlett Foundation (2/26/07-8/31/07)

Teacher Preparation: Does Pathway Make a Difference - Spencer Foundation (9/1/03-8/31/07)

Efficiency and Adequacy of California Public School Finance - James Irvine Foundation (6/9/05-7/31/07)

Efficiency and Adequacy of California Public School Finance - William & Flora Hewlett Foundation (6/1/05- 5/31/07)

Efficiency and Adequacy of California Public School Finance – Bill and Melinda Gates Foundation (6/1/05- 4/30/07)

Examining Teacher Preparation: Does the Pathway Make a Difference? - University of Albany, State University of New York (2/1/05-7/31/07)

Examining Teacher Preparation: Does the Pathway Make a Difference? - University of Albany, State University of New York (10/1/02-2/15/05)

Attracting and Retaining High-Quality Teachers in Low-Performing Schools - National Academy of Education (9/1/01-8/31/03)

Understanding the Dynamics of Teacher Labor Markets: Attracting and Retaining High Quality Teachers in Low Performing Schools (OERI) - Research Foundation of State University of New York (4/1/01-3/31/03)

How Can Low-Performing Schools Attract and Retain High-Quality Teachers - Research Foundation of State University of New York (1/1/01-3/31/03)

Fiscal Substitution and the Effectiveness of School Finance Equalization Policies – AERA 3/1/00-8/28/02)

The Role of Compensating Differential After Native Labor Markets - University of California, Davis (6/1/00-12/31/00)