

Andrew McEachin

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Employment

NWEA, 2021-

Director, Collaborative for Student Growth, 2021-

RAND Corporation, 2015-2021

Senior Policy Researcher, 2020-2021

Professor of Policy Analysis, 2018-2022

Policy Researcher, 2016-2020

Associate Policy Researcher, 2015-2016

North Carolina State University, 2013-2015

Assistant Professor, School of Education, 2013-2015.

University of Virginia, 2012-2013

Postdoctoral Fellow, Curry School of Education, 2012-2013

Editorships

Educational Researcher, Co-Editor, 2019-

Education Finance and Policy, Associate Editor, 2017-2020

Education

Ph.D. Education Policy, University of Southern California, 2012.

M.A. Economics, University of Southern California, 2012.

A.B. History, Cornell University, 2006.

Research Interests

Educational Inequality; Discipline Disparities; Math Education Policy; School Choice

Peer-Reviewed Journal Articles (* = equal authorship; # = student co-author)

- [29] Goldhaber, D., Kane, T.J., McEachin, A., Morton, E., Patterson, T., & Staiger, D.O. (Forthcoming). The Educational Consequences of Remote and Hybrid Instruction During the Pandemic. *American Economic Review: Insights*.
Selected Media: CNN, New York Times, Washington Post
- [28] Atteberry, A., #Wedow, R., #Cook, N.J., & McEachin, A. (Forthcoming). Lost in transition: A replication of a quasi-experimental approach to estimating middle school structural transition effects on student learning trajectories. *Educational Policy*.
- [27] Schweig, J., McEachin, A., Kuhfeld, M., Mariano, L.T., & #Diliberti, M.K. (2022). Allocating resources for COVID-19 recovery: a comparison of three indicators of school need. *Educational Assessment*, 27(2), 152-169.
- [26] #Kho, A., Zimmer, R., & McEachin, A. (2022). A descriptive analysis of cream-skimming and pushout in choice versus traditional public schools. *Education Finance and Policy*, 17(1), 160-187.
- [25] Domina, T., Carlson, D., #Carter, J., #Lenard, M., McEachin, A., & #Perera, R. (2021). The Kids on the Bus: The Academic Consequences of Diversity-Driven School Reassignments. *Journal of Policy Analysis and Management*, 40(4), 1197-1229. **Raymond Vernon Memorial Award**
- [24] *Barrett, N., McEachin, A., Mills, J., & Valant, J. (2021). Disparities in student discipline by race and family income. *Journal of Human Resources*, 56(3), 711-748.
Selected Media: The 74 Million, Chalkbeat, Fordham Institute, NPR, The Advocate, The Economist, The Root.
- [23] Atteberry, A., & McEachin, A. (2021). School's out: The role of summers in understanding achievement disparities. *American Educational Research Journal*, 58(2), 239-282.
- [22] Atteberry, A., & McEachin, A. (2020). Not where you start but how much you grow: An addendum to the Coleman Report. *Educational Researcher*, 49(9), 678-685.
- [21] McEachin, A., Domina, T., Penner, A. (2020). Heterogeneous effects of early algebra across California middle schools. *Journal of Policy Analysis and Management*, 39(3), 772-800.
- [20] McEachin, A., Lauen, D.L., Fuller, S.C., & #Perera, R. (2020). Social returns to private choice? Effects of charter schools on behavioral outcomes, arrests, and civic participation. *Economics of Education Review*, 76, 101983.
Media: The 74 Million
- [19] Carlson, D., Bell, E., Lenard, M., Cowen, J.M., & McEachin, A. (2020). Socioeconomic-based school assignment policy and racial segregation levels: Evidence from the Wake County Public School System. *American Education Research Journal*, 57(1), 258-304.
Media: Education Week
- [18] Domina, T., McEachin, A., Hanselman, P., Agarwal, P., Hwang, N., & Lewis, R. (2019). Beyond tracking and detracking: The dimensions of organizational differentiation in schools. *Sociology of Education*, 92(3), 293-322.
- [17] Wrabel, S.L., Saultz, A., Polikoff, M.S., McEachin, A., & Duque, M. (2018). The politics of the Elementary and Secondary Education Act Waivers. *Educational Policy*, 32(1), 117-140.
- [16] Saultz, A., White, R. S., McEachin, A., Fusarelli, L. D., & Fusarelli, B. C. (2017). Teacher quality, distribution and equity in ESSA. *Journal of School Leadership*, 27(5), 652-673.
- [15] McEachin, A., & Atteberry, A. (2017). The impact of summer learning loss on measures of school performance. *Education Finance and Policy*, 12(4), 468-491.

- [14] Saultz, A., Fusarelli, L., & McEachin, A. (2017). The Every Student Succeeds Act, the decline of the federal role, and the curbing of Executive Authority. *Publius*, 47(3), 426-444.
- [13] Adams, E. L., Carrier, S. J., Minogue, J., Porter, S. R., McEachin, A., Walkowiak, T. A., & Zulli, R. A. (2017). The development and validation of the Instructional Practices Log in Science (IPL-S): A measure of K-5 science instruction. *International Journal of Science Education*, 39(3), 335-357.
- [12] *Ahn, J., & McEachin, A. (2017). Student enrollment patterns and achievement in Ohio's online charter schools. *Educational Researcher*, 46(1), 44-57.
Media: EdSurge, Education Week, Politico, The Hechinger Report, The 74 Million, USA Today, Vox
- [11] McEachin, A., Welsh, R., & Brewer, D.J. (2016). The variation in student achievement and behavior within a portfolio management model: Early results from New Orleans. *Educational Evaluation and Policy Analysis*, 38(4), 669-691.
- [10] Saultz, A., McEachin, A., & Fusarelli, L. (2016). Waivering as governance: Federalism during the Obama Administration. *Educational Researcher*, 45(6), 358-366.
- [9] *Domina, T., Hanselman, P., Hwang, N., & McEachin, A. (2016). Detracking and tracking up: Mathematics course placements in California middle schools, 2003-2013. *American Educational Research Journal*, 53(4), 1229-1266.
- [8] *Welsh, R., Duque, M., & McEachin, A. (2016). School choice, student mobility and school quality: Evidence from post-Katrina New Orleans. *Education Finance and Policy*, 11(2), 150-176.
Media: Inside Sources
- [7] *Domina, T., McEachin, A., Penner, A., & Penner, E. (2015). Aiming high and falling short: California's 8th grade algebra-for-all effort. *Educational Evaluation and Policy Analysis*, 37(3), 275-295.
Media: Business Insider, Education Week
- [6] *Lankford, H., Loeb, S., McEachin, A., Miller, L.C., & Wyckoff, J. (2014). Who enters teaching? Encouraging evidence that the status of teaching is improving. *Educational Researcher*, 43(9), 444-453.
- [5] Strunk, K., & McEachin, A. (2014). More than sanctions: California's use of intensive technical assistance in a high-stakes accountability context to close achievement gaps. *Educational Evaluation and Policy Analysis*, 36(3), 281-306.
- [4] Strunk, K., McEachin, A., & Westover, T. (2014). Does intensive district-level technical assistance improve student achievement? An evaluation of California's District Assistance and Intervention Teams. *Journal of Policy Analysis and Management*, 33(3), 719-751.
- [3] Polikoff, M.S., McEachin, A., Wrabel, S.L., & Duque, M. (2014). Waive of the future: School accountability in the waiver era. *Educational Researcher*, 43(1), 45-54.
- [2] McEachin, A. & Polikoff, M. (2012). We are the 5%: Which schools would be held accountable under a proposed revision of the Elementary and Secondary Education Act? *Educational Researcher*, 41(7), 243-251.
- [1] Strunk, K.O., & McEachin, A. (2011). Do teachers' union contracts restrict districts' abilities to meet accountability goals? The relationship between teachers' union contracts and district performance under the No Child Left Behind Act. *American Educational Research Journal*, 48(4), 871-903.

Peer Reviewed Reports

- *Carbonari, M.V., Davison, M., DeArmond, M., Dewey, D., Dizon-Ross, E., Goldhaber, D., Hashim, A., Kane, T.J., McEachin, A., Morton, E., Patterson, T., & Staiger, D.O. (2022). *The Challenges of Implementing Academic COVID Recovery Interventions: Evidence from the Road to Recovery Project*. CALDER Working Paper No. 275-1222
- *Goldhaber, D., Kane, T.J., McEachin, A., & Morton, E. (2022). *A Comprehensive Picture of Achievement Across the COVID-19 Pandemic Years: Examining Variation in Test Levels and Growth Across Districts, Schools, Grades, and Students*. CALDER Working Paper No. 266-0522
- Schweig, J., Kuhfeld, M., Diliberti, M.K., McEachin, A., & Mariano, L.T. (2022). *Changes in School Composition During the COVID-19 Pandemic: Implications for School-Average Interim Test Score Use*. Santa Monica, CA: RAND Corporation.
- Lewis, K., Kuhfeld, M., Ruzek, E., & McEachin, A. (2021). *Learning during COVID-19: Reading and math achievement in the 2020-21 school year*. Portland, OR: NWEA.
- Schweig, J., McEachin, A., Kuhfeld, M., Mariano, L.T., & Diliberti, M.K. (2021). *Adapting Course Placement Processes in Response to COVID-19 Disruptions*. Santa Monica, CA: RAND Corporation.
- McEachin, A., Schweig, J., Perera, R., & Opper, I.M. (2018). *Validation Study of the TNTP Core Teaching Rubric*. Santa Monica, CA: RAND Corporation.
- Augustine, C.H., McCombs, J.S., Pane, J.F., Schwartz, H.L., Schweig, J., McEachin, A., & Siler-Evans, K. (2016). *Learning from summer: Effects of voluntary summer learning programs on low-income urban youth*. Santa Monica, CA: RAND Corporation.

Working Papers

- *Goldhaber, D., Kane, T.J., McEachin, A., Morton, E., Patterson, T., & Staiger, D.O. (2022). *The Consequences of Remote and Hybrid Instruction During the Pandemic*. CALDER Working Paper No. 267-0522. (also NBER Working Paper 30010).

Book Chapters, Policy Reports, and Other Publications

- Hamilton, L.S., & McEachin, A. (2019). *Accountability and School Choice*. In Berends, M., Primus, A., & Springer, M.G. (eds.), *Handbook of Research on School Choice* (2nd ed.). New York, NY: Routledge.
- Atteberry, A., & McEachin, A. (2016). *School's out: Summer learning loss across grade levels and school contexts in the U.S. Today*. In Alexander, K., Pitcock, S., & Boulay, M. (eds.), *The Summer Slide: What We Know and Can Do About Summer Learning Loss*. New York, NY: Teachers College Press.
- McEachin, A., McCombs, J., & Augustine, C. (2016). *What constitutes an effective summer learning program?* In Alexander, K., Pitcock, S., & Boulay, M. (eds.), *The Summer Slide: What We Know and Can Do About Summer Learning Loss*. New York, NY: Teachers College Press.
- Fusarelli, L., Saultz, A., & McEachin, A. (2016). *A growing trend: The cases of home schooling in North Carolina & Ohio*. In Cooper, B.S., Speilhagen, F.R., & Ricci, C. (eds.), *Homeschooling in New View*. Charlotte, NC: IAP.
- McEachin, A., & Atteberry, A. (2016). *An Endless Summer: The role of summer learning loss in school accountability policies*. In Gottfried, M., & Conchas, G. (eds.), *When School Policies Backfire: How Well-Intended Measures Can Harm Our Most Vulnerable Students*. Cambridge, MA: Harvard Education Press.
- McEachin, A. (2014). *Agency Theory*. In Brewer, D.J., & Picus, L. (eds.), *Encyclopedia of Education Economics and Finance*, New York, NY: Sage.

- McEachin, A. (2014). *Teacher intelligence*. In Brewer, D.J., & Picus, L. (eds.), *Encyclopedia of Education Economics and Finance*, New York, NY: Sage.
- Polikoff, M.S., McEachin, A., Wrabel, S., & Duque, M. (2014). *Fix the Waivers Before It's Too Late*. *Education Weekly*, 33(36).
- Polikoff, M.S., McEachin, A., Wrabel, S., & Duque, M. (2014). *Grading the No Child Left Behind waivers*. Washington, D.C.: American Enterprise Institute
- McEachin, A., & Brewer, D.J. (2013). *Teacher intelligence*. In J.A.C. Hattie, & E.M. Anderman (eds.). *The International handbook of student achievement* (pp. 254-257), New York, NY: Routledge.
- Polikoff, M.S., & McEachin, A. (2013). *Fixing the Academic Performance Index*. Palo Alto, CA: Policy Analysis for California Education (PACE).
- McEachin, A., & Brewer, D.J. (2012). *Economics of urban education*. In Gallagher, K.S., Goodyear, R., Brewer, D.J., & Rueda, R. (eds.). *Urban Education: A Model for Leadership and Policy* (pp. 67-82), New York, NY: Routledge.
- Bridges, M., Fuller, B., McEachin, A., Pelayo, I., & Finklestein, N. (2010). *Decentralizing resources in Los Angeles high schools? California's Quality Education Investment Act*. Palo Alto, CA: Policy Analysis for California Education (PACE).
- Brewer, D.J., Killeen, K.M., Ahn, J., & McEachin, A. (2009). *Organizing Effective Educational Accountability: The Case of Oklahoma*. Tulsa, OK: Oklahoma Business & Education Coalition.
- Brewer, D.J., Pelayo, I., & McEachin, A. (2008). *School Reform in Los Angeles: Signs of Progress? Pat Brown Institute*. Los Angeles, CA: Cal State Los Angeles.

Commentaries & Op-Eds

- Goldhaber, D., Kane, T., & McEachin, A (December, 13 2021). "Pandemic Learning Loss Could Cost U.S. Students \$2 Trillion in Lifetime Earnings. What States & Schools Can Do to Avert This Crisis." 74 Million.
- Kuhfeld, M., & McEachin, A. (June, 1 2021). "Summer learning loss: What we know and what we're learning." *Teach, Learn, Grow*, NWEA.
- Schweig, J., McEachin, A., & Kuhfeld, M. (December, 16 2020). "Addressing COVID-19's Disruption of Student Assessment." *Inside IES Research: Notes from NCER & NCSER*, IES.
- Hamilton, L.S., Culbertson, S., Nataraj, S., Faherty, L.J., Kaufman, J.H., Opfer, V.D., & McEachin, A. (2020, July 23). "How to Reopen Schools: Q&A with RAND Experts." *The RAND Blog*, RAND Corporation.
- Barrett, N., McEachin, A., Mills, J., & Valant, J. (2017, November 20). "Discipline disparities and discrimination in schools." *Brown Center Chalkboard*, Brookings.
- McEachin, A., & Hamilton, L.S. (2017, February 17). "Make an informed school choice: How to help parents pick the best school for their child's education." *Knowledge Bank*, US News.
- McEachin, A., Stecher, B., & Evans, G. (August, 31 2015). "Not Everyone Has a Choice School choice policies could disadvantage low-income students." *Knowledge Bank*, US News.

Affiliations

- Board of Directors, Association for Education Finance and Policy, 2020-
Education Finance and Policy, Editorial Board, 2020-
 Research Partner, National Center for Research on Education Access and Choice, 2018-

Adjunct Faculty Member, USC Price School of Public Policy, 2017-2022

Educational Researcher, Editorial Board, 2017-

American Educational Research Journal, Editorial Board, 2017-

Educational Evaluation and Policy Analysis, Editorial Board, 2016-

Research Presentations (Including Scheduled)

American Education Research Association Association for Education Finance and Policy Association of Public Policy and Management	2020-2021
American Education Research Association Association for Education Finance and Policy University of California, Irvine Association of Public Policy and Management	2019-2020
American Education Research Association Association for Education Finance and Policy University of Arkansas Association of Public Policy and Management	2018-2019
Association for Education Finance and Policy Association of Public Policy and Management	2017-2018
Association for Education Finance and Policy Association of Public Policy and Management University of Southern California	2016-2017
American Education Research Association Association for Education Finance and Policy University of North Carolina, Chapel Hill University of Southern California	2015-2016
Midwest Political Science Association American Education Research Association Association of Education Finance and Policy Society for Research on Educational Effectiveness Western Economic Association International University of California, Berkeley Association of Public Policy and Management RAND	2014-2015
Association of Education Finance and Policy	2013-2014
American Education Research Association Brown University University of California Irvine Association of Education Finance and Policy North Carolina State University Association of Public Policy and Management (Domestic and International)	2012-2013

American Education Research Association Association of Education Finance and Policy Policy Analysis for California Education Society for Research on Educational Effectiveness Stanford Research Institute (SRI) University of Illinois at Urbana-Champaign University of Missouri University of Pennsylvania	2011-2012
American Education Research Association Association of Education Finance and Policy	2010-2011
American Education Research Association Association of Education Finance and Policy	2009-2010

Research Grants

Walton Family Foundation , “Monitoring COVID Catch-Up”, co-PI with Tom Kane (PI), and Dan Goldhaber (co-PI), \$750,000.	2021-2022
Institute of Education Sciences , “Using Student Achievement Data to Monitor Progress and Performance: Methodological Challenges Presented by COVID-19”, co-PI with Jon Schweig (PI), and Megan Kuhfeld (co-PI), \$748,928.	2020-2022
Smith Richardson Foundation , “Socioeconomic Segregation and Educational Opportunity: A Research Partnerships with Wake County Public School System”, co-PI with Thurston Domina (PI), and Deven Carlson and Matthew Lenard (co-PIs), \$208,360.	2019-2020
National Institutes of Health (R01) , “Educational Contexts and Healthy Transitions to Adulthood,” co-PI with Andrew Penner (PI) and Quentin Brummet, Christopher Candelaria, Thurston Domina, Paul Hanselman, Emily Penner, and Sonya Porter (co-PIs), \$3,200,000.	2018-2023
Institute of Education Sciences , “The National Center for Research on Education Access and Choice”, co-PI and project leader with Doug Harris (PI), and Katrina Bulkley, Joshua Cowen, Jane Lincove, Julie Marsh, Amy Ellen Schwartz, Marc Stein, Katharine Strunk, and Jon Valant (co-PIs). Center budget \$9,998,565 and project budget \$607,000.	2018-2023
Walton Family Foundation , “Evaluation of Walton Family Foundation Funded Alternative Leadership Programs”, PI, \$1,436,077.	2016-2020
TNTP , “Validation Study of TNTP Core Teaching Rubric”, PI with Jon Schweig (co-PI), \$225,000.	2015-2018
Smith Richardson , “The Impact of Summer Setback on Achievement Gaps”, co-PI with Allison Atteberry (PI), \$180,000.	2015-2017
Walton Family Foundation , “Examining North Carolina Charter School Effects on Short and Long-Run Student Outcomes”, PI with Douglas Lauen (co-PI), \$290,000.	2015-2017
Walton Family Foundation , “Impact of WFF-Funded Alternative School Leadership Training Programs”, PI with Brian Stecher (co-PI), \$58,139.	2015-2016

- Russell Sage Foundation**, “Neighborhoods, Schools, and Academic Inequality”, unfunded co-PI with Joshua Cowen (PI) and Deven Carlson (co-PI), \$100,000. 2015-2016
- Spencer Foundation**, “Wavering as Governance”, co-PI with Andrew Saultz (PI) and Lance Fusarelli (co-PI), \$50,000. 2015-2016
- Spencer Foundation**, “Evaluating the Quality of Universal Algebra Learning (EQUAL)”, co-PI with Thurston Domina (PI) and Marianne Bitler and Andrew Penner (co-PIs), \$393,532. 2014-2017
- Spencer Foundation**, “An Endless Summer: The Impact of Summer Setback on School Accountability”, PI with Allison Atteberry (co-PI) , \$50,000. 2014-2015

Teaching

Pardee RAND Graduate School

Inequalities in Social Policy, Winter 2019-20, 2021-22

Economics of Education Winter 2018-19

University of Southern California

Economic Analysis of Education, Price School of Public Policy, Spring 2017-18 to 2021-22

Multivariate Statistical Analysis, Price School of Public Policy, Fall 2020-21 & 2021-22

Statistical Foundations of Public Management and Policy, Price School of Public Policy, Summer 2018

Introduction to Causal Inference, Rossier School of Education, Summer 2017

North Carolina State University

Data Management and Quantitative Data Collection, Summer 2014 & Spring 2014-15

Economic Analysis in Educational Policy Making, Spring 2013-14

Applied Quantitative Methods in Education II, Fall & Spring 2013-14

Professional Activities

American Education Research Association

Division L Dissertation Award Committee, chair, 2018-19

Division L Dissertation Award Committee, member, 2017-18

Division L, Section 5, Program Chair, 2015-17

Politics of Education SIG Program Chair, 2014-15

Association for Education Finance and Policy, Accountability and Testing Program Chair, 2015-16

Institute of Education Sciences, Panel Review member, 2017-2020

RAND Corporation

PhD Dissertation Committee: Rachel Perera (2022; Brookings)

North Carolina State University

Education Leadership faculty search committee, member, 2014-15

PhD Redesign Taskforce, 2013-14

Quantitative methods working group, 2013-15

Edd Dissertation Committee: Lela Baldwin (2015), Dara Blackwell (2015)

PhD Dissertation Committee: Ashley Clayton (2016; LSU), Melissa Cominole (2017); Cory Palermo (2017); DiFei Li (Expected 2021)

Journal Review:

AERA Open; American Educational Research Journal; American Journal of Education; Economics of Education Review; Education Evaluation and Policy Analysis; Education Finance and Policy; Educational Policy; Educational Researcher; Journal of Education Policy; Journal of Higher Education; Journal of Policy Analysis and Management; Journal of Public Economics; Journal of Research on Mathematics Education; Learning and Individual Differences; Journal of Urban Economics; Social Science Research

Grant and Conference Reviewer

American Education Research Association, Association for Education Finance and Policy, Institute of Education Sciences, Policy Analysis for California Education, Smith Richardson Foundation, Society for Research on Educational Effectiveness.

Honors, Awards, & Fellowships

Achieve Award, NWEA, 2022

Outstanding Reviewer, *Educational Evaluation and Policy Analysis*, 2019

Outstanding Reviewer, *Educational Researcher*, 2017

Emerging Education Policy Scholar, Fordham Institute, Washington, D.C., 2012-2013

Kingsbury Data Award, NWEA, 2012

Order of the Arete, University of Southern California, 2012

Provost Fellow Travel Grant, University of Southern California, 2011

Roe L. Johns Travel Grant, Association for Education Finance and Policy, 2010

Division L Travel Grant, American Education Research Association, 2010

Provost Fellowship, University of Southern California, 2008-2012

National Service Award, AmeriCorps, 2006-2008

Dean's List, Cornell University, 2005-2006

Miscellaneous

Security Clearance: Special Sworn Status, U.S. Census Bureau.

Computer Skills: Stata, \LaTeX ,