

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

Ph.D., 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

Liu, J. & Loeb, S. (Forthcoming). Engaging Teachers: Measuring the Impact of Teachers on Student Attendance in Secondary School. *Journal of Human Resources*.
Loeb, S., Christian, M., Hough, H., Meyer, R. H., Rice, A. B., & West, M. R. (Forthcoming). School Effects

- on Social-Emotional Learning Gains: Findings from the First Large- Scale Panel Survey of Students. *Journal of Educational and Behavioral Statistics*.
- Brighthouse, H., Ladd, H., Loeb, S. & Swift, A (Forthcoming). Educational Goods Reconsidered: A Response. *Journal of Philosophy of Education*.
- Cortes, K.E., Fricke, H., Loeb, S., Song, D., and York, B. (Forthcoming). Too Little or Too Much? Actionable Advice in an Early-Childhood Text Messaging Experiment. *Education Finance and Policy*. (Also available: National Bureau of Economic Research, Working Paper No. 24827).
- Santana, M., Nussbaum, M., Claro, S., & Loeb, S. (Forthcoming). Let's Spend Time Together: Text Messaging Parents to Help Math Anxious Students. *Journal for Research in Mathematics Education*.
- 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.
- 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.
- Brighthouse, 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. *Educational Evaluation and Policy Analysis*, 37(1): 3-28.
- Bassok, D., Fitzpatrick, M. & Loeb, S. (2014) Does State Preschool Crowd-Out Private Provision? The Impact of Universal Preschool on the Childcare Sector in Oklahoma and Georgia. *Journal of Urban Economics*, 83(C): 18-33.
- 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. *Educational Evaluation and Policy Analysis*, 36(4): 457-475.
- 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.
- Grissom, J. A., Loeb, S., & Nakashima, N. (2014). Strategic Involuntary Teacher Transfers and Teacher Performance: Examining Equity and Efficiency. *Journal of Policy Analysis and Management*, 33(1): 112–140.
- 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.
- Loeb, S., Beteille, T., & Kalogrides, D. (2012). Effective schools: Teacher hiring, assignment, development, and retention. *Education Finance and Policy*, 7(3): 269–304.
- 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., Reininger, 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.
- Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How Teaching Conditions Predict Teacher Turnover in California Schools. *Peabody Journal of Education*, 80(3): 44-70.
- 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.
- Lee, E.V., & Loeb, S. (2000). School Size in Chicago Elementary Schools: Effects on Teachers' Attitudes And Students' Achievement. *American Education Research Journal*, 37(1): 3-31.
- 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.
- Courant, P., & Loeb, S. (1997). Centralization of School Finance in Michigan. *Journal of Policy Analysis and Management*, 16(1): 114-136.
- Loeb, S., & Bound, J. (1996). The Effect of Measured School Inputs on Academic Achievement: Evidence from The 1920s, 1930s and 1940s Birth Cohorts. *Review of Economics and Statistics*, 78(4): 653-664.
- Lee, V.E., Loeb, S., & Marks, H. M. (1995). Gender Differences In Secondary School Teachers' Control Over Classroom And School Policy. *American Journal of Education*, 103(3): 259- 301.
- 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., Imazeki, J., & Stipek, D. (2018) *Current Conditions and Paths Forward for California Schools: Getting Down to Facts Summary Report*. Policy Analysis for California Education.
- Loeb, S. and Byun, E., (Forthcoming). 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*
- Loeb, S., & Valant, J., (Forthcoming). 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.
- 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.
- 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.
- 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.
- Goertz, M., Loeb, S., & Wyckoff, J. (2011). Recruiting, evaluating and retaining teachers: The children first strategy to improve New York City's teachers. In J. O'Day, C. Bitter, & L. Gomez (Eds.), *Education Reform in New York City: Ambitious Change in the Nation's Most Complex School System* Cambridge (pp. 157-177). Cambridge, MA: Harvard Education Press.
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- Hough, H.J., Loeb, S., & Plank, D. (2011). *The Quality Teacher and Education Act: First Year Report*.

- Glazerman, S., Loeb, S., Goldhaber, D., Raudenbush, D., Staiger, D., & Whitehurst, G.J. (2010). *Evaluating teachers: The important role of value-added*. The Brookings Brown Center.
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- Loeb, S., & Myung, J. (2010). Economic approaches to teacher recruitment and retention. In B. McGaw, P. Peterson & E. Baker (Eds.), *International Encyclopedia of Education*, 8 Volume Set, 3rd Edition, Elsevier (pp. 473-480).
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- Loeb, S., & Valant, J. (2009). *Leaders for California's schools* Policy Analysis for California Education.
- Loeb, S., & Hough, H.J. (2009). *The development of a teacher salary parcel tax: The quality teacher and education act in San Francisco*. Policy Analysis for California Education.
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- Adams, J.E., Cross, C.T., Edley C., Guthrie, J.W., Hill, P.T., Kirst, M.W., Liu, G., Loeb, S., Monk, D., Odden, A.R., & Weiss, J., (2008). Funding student learning: How to align education resources with student learning goals. *School Finance Redesign Project, Center on Reinventing Public Education: University of Washington*.
- Ing, M., & Loeb, S. (2008). California's teachers. *Policy Analysis for California Education*.
- Loeb, S., & Plank, D. (2008). Learning what works: Continuous improvement in California's education system. *Policy Analysis for California Education*.
- Loeb, S., Beteille, T., & Perez, M. (2008). Building an information system to support continuous improvement in California public schools. *Policy Analysis for California Education*.
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- Loeb, S., & Miller, L. (2007). *A review of state teacher policies: What are they, what are their effects, and what are their implications for school finance?* Getting Down to Facts Project: Stanford University.

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- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2003). Understanding teacher labor markets: Implications for educational equity. In D. Monk & M. Plecki (Eds.), *School Finance and Teacher Quality: Exploring the Connections, AEFA 2003 Yearbook*.
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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

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]

Dee, T., Loeb, S., and Shi, Y., (2019). Philanthropy and Public-Sector Leadership: The Case of Broad Superintendents. [under review]

Claro, S. & Loeb, S. (2019). Effect of Growth Mindset on Achievement Evidence from California CORE school districts.

Claro, S. & Loeb, S. (2019). Effect of Self-Management on Achievement Evidence from California CORE school districts.

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

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

Identifying and Implementing Strategies in Early Learning Centers to Close the Achievement Gap –
Acelero Early Learning (8/1/19 – 7/31/24)
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- 8/31/8)

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)

READY4KI-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)