

## SUSANNA LOEB

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### Positions

Barnett Family Professor of Education, Stanford University 2011- present  
Professor: Assistant 1999-2004, Associate 2004-2009, Full 2009-present  
Policy Analysis for California Education (PACE). Director 2005-present  
Center for Education Policy Analysis (CEPA) at Stanford. Faculty 2009-present  
Director 2009-2015; Under prior name - Institute for Research on Education  
Policy and Practice (IREPP) Director 2006-09  
CEPA Labs. Faculty Director 2015 - present  
National Board for Education Sciences, Member 2012 – present, Vice Chair 2014 - present  
Stanford Institute for Economic Policy Research (SIEPR). Senior Fellow 2009-present  
National Bureau of Economic Research (NBER). Faculty Research Fellow, 2003 –present  
Center for Analysis of Longitudinal Data in Education Research, Member 2006-present

### Education

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

### Journal Publications

Bassok, D., Fitzpatrick, M., Greenberg, E., & Loeb, S., (Forthcoming). The Extent of Within- and Between-Sector Quality Differences in Early Childhood Education and Care. *Child Development*

Brighouse, H., Ladd, H., Loeb, S. & Swift, A. (Forthcoming) "Educational Goods." *Theory and Research in Education*.

Shores, K. and Loeb, S. (Forthcoming) "Distributive decisions in education: Goals, trade-Offs and feasibility constraints." *Theory and Research in Education*.

Master, B., Loeb, S. Whitney, C., & Wyckoff J. (Forthcoming). Different skills? Identifying differentially effective teachers of English language learners. *The Elementary School Journal*.

Grissom, J. A., Kalogrides, D., & Loeb, S. (Forthcoming). "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* (Prior draft - NBER Working Paper No. 19096, 2013)

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).

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.

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 18033. (NBER Working Paper: <http://www.nber.org/papers/w18605>).

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.

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. *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. (2003). 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.

### **Books, Book Chapters and Reports**

- 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.).
- 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, 2015.

- 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.*
- 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* New York: Russell Sage Foundation Press, (pp.377-396).
- 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, MA: Harvard Education Press, (pp.157-177 ).
- Loeb, S., & Figlio, D. (2011). School accountability. In E. A. Hanushek, S. Machin, & L. Woessmann (Eds.), *Handbook of the Economics of Education*, Vol. 3 San Diego, CA: North Holland, (pp.383-423).
- 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.
- McEwan, P., & Loeb, S. (2010). Education reforms. In P. Levine & D. Zimmerman (Eds.), *Targeting Investments in Children: Fighting Poverty When Resources are Limited.* National

Bureau of Economic Research (pp.145-180).

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).

Loeb, S., & Beteille, T. (2009). Teacher quality and teacher labor markets. In G. Sykes, B. Schneider & D. N. Plank (Eds.), *Handbook of Education Policy Research* (pp.596-612).

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.

Loeb, S. (2008). *Teacher quality: Improving teacher quality and distribution*. National Academy of Education Policy White Paper Series.

Loeb, S. (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.

Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2008). Who leaves? Teacher attrition and student achievement. *NBER Working Paper* No. 14022.

Loeb, S., & Beteille, T. (2008). Teacher labor markets and teacher labor market research. In G. Duncan & J. Spillane (Eds.), *Teacher Quality: Broadening and Deepening the Debate*, Northwestern University.

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* Cambridge, MA: Harvard Education Press, (pp.157-186).

Grossman, P., & Loeb, S. (2008). *Alternative Routes to Teaching: Mapping the New Landscape of teacher education*. Pamela Grossman, Susanna Loeb. Cambridge, MA: Harvard Education Press.



- Loeb, S. (2008). *Assessing accomplished teaching: Advanced-level certification programs*. In M. D. Hakel, J. A. Koenig & S. W. Elliott (Eds.), The National Academies Press.
- Loeb, S., & Bassok, D. (2007). Early childhood and the achievement gap. In H.F. Ladd & E.B. Fiske (Eds.), *Handbook of Research in Education Finance and Policy* Routledge Press, (pp.517-534).
- Loeb, S., Rouse, C., & Shorris, A. (2007). Excellence in the classroom. Susanna Loeb, Cecilia Rouse, Anthony Shorris. *The Future of Children*, 17(1).
- Loeb, S. (2007). Race, SES and achievement gaps. Section Editor In H.F. Ladd & E.B. Fiske (Eds.), *Handbook of Research in Education Finance and Policy* Routledge Press, (pp.499-518).
- Loeb, S., Grissom, J., & Strunk, K. (2007). *District dollars: Painting a picture of revenues and expenditures in California's school districts*. Getting Down to Facts Project: Stanford University.
- Fuller, B., Loeb, S., Arshan, N., Chen, A., & Yi, S. (2007). *California principals' resources: Acquisition, deployment, and barriers*. Getting Down to Facts Project: Stanford University.
- 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.
- Loeb, S., & Cunha, J. (2007). *Have assessment-based accountability reforms influenced the career decisions of teachers?* A report commissioned by the U.S. Congress as part of Title I, Part E, Section 1503 of the No Child Left Behind Act of 2001.
- Loeb, S., & McEwan, P. (2006). An economic approach to education policy implementation. In M. Honig (Ed.), *Defining the Field of Education Policy Implementation* State University of New York Press.
- Loeb, S., & Miller, L. (2006). *A federal foray into teacher certification: Assessing the Highly qualified teacher' provision of NCLB*. Report prepared for The Campaign for Educational Equity at Teachers College, Columbia University Symposium, Examining America's Commitment to Closing Achievement Gaps NCLB and Its Alternatives.
- Loeb, S., & Dannenberg, M. (2006). *Federal financial support for adequacy and equity in school finance*. Prepared for the Rethinking Rodriguez Conference, University of California, Berkeley.
- Loeb, S., & Reininger, M. (2004). *Public policy and teacher labor markets: What we know and why it matters*. The Education Policy Center at Michigan State University.
- Carnoy, M., & Loeb, S. (2004). Does external accountability affect student outcomes? A cross-state analysis. In R. Elmore & S. Fuhrman (Eds.), *Redesigning Accountability Systems* New York, NY: Teachers College Press.

Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2004). The preparation and recruitment of teachers: A labor-market framework. In F. M. Hess, A. J. Rotherham & K. Walsh (Eds.), *Proceedings of the American Enterprise Institute Conference, A Qualified Teacher in Every Classroom: Appraising Old Answers and New Ideas* Cambridge, MA: Harvard Education Press, (pp.149-172).

Loeb, S., & Cullen, J.B. (2004). School finance reform in Michigan: Evaluating Proposal A. In J. Yinger & W. Duncombe (Eds.), *Helping Children Left Behind: State Aid and the Pursuit of Educational Equity* Cambridge, MA: MIT Press, (pp.215-250).

Loeb, S., & Estrada, F. (2004). Have assessment-based school accountability reforms affected the career decisions of teachers? *Proceedings of the Educational Testing Service Invitational Conference, Measurement and Research Issues in a New Accountability Era*.

Loeb, S. (2003). Comments on, "Public school finance and urban school policy: General versus partial equilibrium analysis". In W. G. Gale & J. R. Pack (Eds.), *Brookings-Wharton Papers on Urban Affairs* (pp.176-180).

Carnoy, M., Loeb, S., & Smith, T. (2003). The impact of accountability policies in Texas high schools. In M. Carnoy, R. Elmore & L. S. Siskin (Eds.), *The New Accountability: High Schools and High-Stakes Testing* New York, NY: RoutledgeFalmer, (pp.142-167).

Cullen, J.B., & Loeb, S. (2003). K-12 education in Michigan. In C. Ballard, P. N. Courant, D. C. Drake, R. Fischer & E. R. Gerber (Eds.), *Michigan at the Millennium: A Benchmark and Analysis of its Fiscal and Economic Structure*.

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*.

Loeb, S. (2002). Teacher compensation. *TIAA-CREF Investment Forum*.

Fuller, B., Kagan, S.F., & Loeb, S. (2002). *New lives for poor families: Mothers and young children move through welfare reform. The Growing Up in Poverty Wave 2 Findings: California, Connecticut, and Florida*.

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*.

Loeb, S. (2001). Local revenue options for K-12 education. In J. Sonstelie & P. Richardson (Eds.), *School Finance and California's Master Plan for Education* (pp.125-154).

Loeb, S. (2001). Teacher quality: Its enhancement and potential for improving pupil achievement. In D. H. Monk, H. J. Walberg & M. C. Wang (Eds.), *Improving Educational Productivity* Greenwich, CT: Information Age Publishing Inc, (pp.99-114).

Loeb, S. (2001). The property tax and education finance: Commentary. In W. E. Oates (Ed.), *Property Taxation and Local Government Finance: Essays in Honor of C. Lowell Harriss*, Lincoln Institute of Land Policy: Cambridge MA (pp.236-241).

Loeb, S. (2001). How teachers' choices affect what a dollar can buy: Wages and quality in K-12 schooling *The Teacher Workforce: Symposium Proceedings from the Education Finance Research Consortium*.

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**

Atteberry, A., Loeb, S., & Wyckoff, J. (2015). *The Surprising Rate of Teacher Churning? Within School Job Transfer*.

Bettinger, E., Fox, L., Loeb, S., & Taylor, E. (2015). *Changing Distributions: How Online College Classes Alter Student and Professor Performance*.

Bettinger, E., Doss, C., Loeb, S., & Taylor, E. (2015). *The Effects of Class Size in Online College Courses: Experimental Evidence*.

Bettinger, E., Loeb, S., & Taylor, E. (2015). *Remote but Influential: Peer Effects and Reflection in Online Higher Education Classrooms*.

Bettinger, E., Liu, J., Loeb, S., & Taylor, E. (2015). *Beyond Action: Interpersonal Interaction, Peer Effects, and College Online Courses*.

Grissom, J., Kalogrides, D., & Loeb, S. (2015). *Strategic Staffing? How Performance Pressures Affect the Distribution of Teachers within Schools and Resulting Student Achievement*

Killeen, K., Loeb, S., & Williams, I., (2015). *A double draw of proximity: The importance of geography in teacher application and hiring decisions*.

Killeen, K., Loeb, S., & Townsend, J., (2015). *Murky Pools: Describing the supply of teachers and staff to schools*.

Loeb, S., Master, B. & Sun, M. (2105). *Teacher Workforce Developments: Academic Competiveness and Job Satisfaction of New Teachers in the Post-NCLB Era*

Loeb, S. & Rawlings, C. (2011). *Effective linking in a principal advice network: A conceptual model and exploratory analysis*.

Loeb, S. & Valant, J. (2011). *Student mobility in Milwaukee: The effects of school transfers on mobile and non-mobile students*.

Master, B., Loeb, S., & Wyckoff, J. (2015). *More than Content: The Persistent Cross-Subject*

*Effects of English Language Arts Teachers' Instruction*

Sun, M., Loeb, S. & Grissom, J. (2015). *Building Teacher Teams: Evidence of Positive Spillovers from More Effective Colleagues*.

Valant, J. & Loeb, S. (2015). *Information, Choice, and Decision-Making: Field Experiments with Adult and Student School Choosers*

Williams, I. & Loeb, S. (2012). *Race and the principal pipeline: The prevalence of minority principals in light of a largely white teacher workforce*.

York, B. & Loeb, S. (2014). One Step at a Time: The Effects of an Early Literacy Text Messaging Program for Parents of Preschoolers. NBER Working Paper 20659.

**Grants**

Virtual Courses: The Introduction and Expansion of Virtual Schooling in Florida and Its Effects on High School Students' Achievement and Attainment. Institute for Education Science. 2015-2018.

Center for Analysis of Longitudinal Data in Education Research. Institute for Education Science. 2012-2017.

Parent Engagement To Support Child Development Through Texting. Heising-Simmons Foundation and Haas Jr. Foundation 2014-2015.

Assessing School Leaders' Development of Management Skills and Leadership: A Longitudinal Mixed-Methods Study. Co-PI with Jason Grissom. U.S. Department of Education. 2010-2013.

The Availability of Early Childhood Education and Care in the United States. U.S. Department of Education. 2010-2012. Institute for Research on Education Policy and Practice Core Grant. The William and Flora Hewlett Foundation. 2009-2011.

Multi-District Collaborative for Evidenced-Based Reform. Spencer Foundation. 2008-2011.

Using Data to Support and Guide Urban District Reform. PI with Linda Darling-Hammond. Joyce Foundation. 2008-2010. Policy Analysis for California Education.

Strong Standards, Weak Finance, Shrinking Opportunity: Revitalizing School Reform with Resources. Hewlett Foundation. 2008-2010.

Promoting Data-driven, Evidence-based Practices that help to Attract, Develop, and Retain High Quality Teachers in Urban School Districts. Stanford University.

Postdoctoral Training Fellowship Program for Quantitative Research on Educational Policy and Practice. U.S. Department of Education. 2006-2010.

Making a Difference: Examining Classroom Practices in Middle School English Language Arts. Co-PI with Pamela Grossman. The Spencer Foundation. 2008-2010.

Making a Difference: Examining Classroom Practices in Middle School English Language Arts. Co-PI with Pamela Grossman. William T. Grant Foundation. 2008-2010. Institute for Research on Education Policy and Practice Core Grant. The William and Flora Hewlett Foundation. 2007-2009.

Institute for Research on Education Policy and Practice Planning Grant. The William and Flora Hewlett Foundation. 2007.

Accounting for Differences in Teachers' Value-Added to Student Achievement Scores in Elementary Literacy: Do Classroom Practices Make a Difference? Co-PI with Donald Boyd, Pamela Grossman, Hamilton Lankford, and James Wyckoff. Carnegie Corporation. 2007-2009.

Do Reduced Barriers to Entry Improve Student Achievement and Teacher Retention: The Case of New York City Math Immersion. PI with Donald Boyd, Pamela Grossman, Hamilton Lankford, and James Wyckoff. Institute of Education Science. 2006-2008.

Center for Analysis of Longitudinal Data in Education Research. Institute for Education Science. 2006-2011.

Strong Standards, Weak Finance, Shrinking Opportunity - Revitalizing School Reform with Resources. PI with Bruce Fuller. Policy Analysis for California Education. 2005-2008.

Studying Education Policy in Florida. Harvard University. 2006-2007.

Efficiency and Adequacy of California Public School Finance. Bill & Melinda Gates Foundation, James Irvine Foundation, The Stuart Foundation and The William and Flora Hewlett Foundation. 2005-2007.

Examining Teacher Preparation: Does the Pathway Make a Difference? Co-PI with Donald Boyd, Pamela Grossman, Hamilton Lankford, and James Wyckoff. National Science Foundation, Carnegie Corporation Grant, Spencer Foundation Grant and City University of New York Grant. 2003-2006.

Understanding the Dynamics of Teacher Markets: Attracting and Retaining High-Quality Teachers in Low-performing Schools. Co-PI with Donald Boyd, Hamilton Lankford, and James Wyckoff. U.S. Department of Education, OERI Field-Initiated Study. 2001-2003.

How Can Low-Performing Schools Attract and Retain High-Quality Teachers? Co-PI with Donald Boyd, Hamilton Lankford, and James Wyckoff. Smith Richardson Foundation. 2001-2003.

Fiscal Substitution and the Effectiveness of School Finance Equalization Policies. National Science Foundation / American Education Research Association Research Grant. 2000-2002.

The Role of Compensating Differentials, Alternative Labor Market Opportunities and Endogenous Selection in Teacher Labor Markets. Co-PI with Marianne Page. Spencer Foundation. 1999.

### **Other Affiliations**

Professor of Business (courtesy), Stanford University.

Education Finance and Policy: Editorial Board, 2006- present, Associate Editor (2014 – present)

Education Evaluation and Policy Analysis: Editor

Economics of Education Review: Editorial Board

Association for Education Finance and Policy: Board Member, President Elect 2010-11,  
President 2011-12

Association for Public Policy Analysis and Management: Board Member

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

### **Other Honors and Awards**

2007 Distinguished Research in Teacher Education Award, Association of Teacher Educators  
Stanford School of Education Teaching Award. 2004  
Spencer Foundation Research Training Grant, Stanford University. 2004-2005  
Spencer Foundation Research Training Grant, Stanford University. 2003 -2004  
Young Faculty Leaders Forum, Harvard University. 2002-2004  
National Academy of Education / Spencer Foundation Postdoctoral Fellowship. 2001-2003  
The Association for Public Policy Analysis and Management Dissertation Award. 2000  
American Education Finance Association Jean Flanigan Outstanding Dissertation Award. 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  
Regents' Fellowship for Graduate Study, University of Michigan. 1993-1995  
Summer Research Fellowship, Department of Economics, University Michigan. 1994-1995

### **Teaching**

Administration and Policy Analysis Research Seminar  
Advanced Topics in Quantitative Policy Analysis  
Economic Approaches to Education Policy Analysis  
Economics of Education  
Education Governance  
Exploratory Data Analysis  
Causal Analysis  
Inquiry and Measurement in Education  
Intermediate Microeconomics  
Introduction to Statistical Methods in Education  
Labor Economics  
Regression Analysis  
Resource Allocation  
Schooling and Child Policy in Italy  
Workshop in the Economics of Education