

ERIN M. FAHLE

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EDUCATION

- Ph.D.**, Education Policy, Graduate School of Education, Stanford University; Stanford, CA 2018 (Expected)
Dissertation Title: Gender Disparities in U.S. Educational Achievement During Elementary and Middle School
Dissertation Committee: Sean Reardon, Susanna Loeb, Andrew Penner (UC Irvine)
- M.S.**, Applied Mathematics and Statistics, Georgetown University; Washington, DC 2009
- B.S.**, Mathematics, Georgetown University; Washington, DC 2008
Magna Cum Laude

GRANTS, FELLOWSHIPS & AWARDS

- NAEd/Spencer Dissertation Fellowship Semi-Finalist 2017
- Institute of Education Sciences Fellowship, Stanford Interdisciplinary Doctoral Training Program in Quantitative Education Policy Analysis (\$30,000/year) 2014-16
- Stanford Graduate Fellowship in Science and Engineering (\$41,700/year) 2013-18
- Georgetown University Merit Scholarship (\$13,000) 2008-09
- Phi Beta Kappa Honor Society, Pi Mu Epsilon National Mathematics Honor Society 2008

PUBLICATIONS

Alzen, J. L., **Fahle, E. M.**, & Domingue, B. W. (2017). The implications of reduced testing for teacher accountability. *AERA Open*, 3(2), 233285841770441.

Manuscripts Under Review

- Fahle, E. M.** & Reardon, S.F. (Revise and resubmit). How much do test scores vary among school districts? New estimates using population data, 2009-2013. *Educational Researcher*.
- Reardon, S.F., Kalogrides, D., **Fahle, E. M.**, Podolsky, A., & Zarate, R. (Revise and resubmit). The relationship between test item format and gender achievement gaps on state accountability assessments. *Educational Researcher*.
- Doss, C., **Fahle, E. M.**, Loeb, S., & York, B. N. (Revise and resubmit). Supporting parenting through differentiated and personalized text-messaging: Testing effects on learning during kindergarten. *Journal of Human Resources*.

Working Papers

- Reardon, S. F., **Fahle, E. M.**, Kalogrides, D., Podolsky, A., & Zarate, R. Gender achievement gaps in U.S. school districts.
- Fahle, E. M.** Patterns of change in U.S. gender achievement gaps during elementary and middle school.

Fahle, E. M. The gender composition of the highest achievers in math and English language arts.
Gagne, J., **Fahle, E. M.**, & Reardon, S. F. Understanding changes in racial achievement gaps during elementary and middle school.

Manuscripts in Preparation

Reardon, S. F., **Fahle, E. M.**, Jang, H., & Dizon-Ross, E. Gaps between poor and non-poor students in U.S. school districts.
Loeb, S., **Fahle, E. M.**, & Lee, M. Gender disparities in student self-efficacy during elementary and middle school.
Fahle, E. M., Reardon, S. F., & Kalogrides, D. Understanding opt out in U.S. school districts.
Latham, S., Reardon, S. F., **Fahle, E. M.**, & Finch, J. E. Preschool and early achievement: Linking early education data to the Stanford Education Data Archive.
John, J. P. & **Fahle, E. M.** Gender attitudes toward computer science in middle school.

Other Publications

Reardon, S. F., & **Fahle, E. M.** (2017) State of the Union 2017: Education. *Pathways, Special Issue 2017*, 20-23.
Available online: <http://inequality.stanford.edu/publications/pathway/state-union-2017>

DATABASES

Reardon, S. F., Kalogrides, D., Ho, A. D., Shear, B. R., Shores, K. A., & **Fahle, E. M.** (2016). Stanford Education Data Archive (Version 1.1 File Title). <http://purl.stanford.edu/db586ns4974>.

CONFERENCE PRESENTATIONS

Paper Presentations

Fahle, E. M., Reardon, S. F., Shear, B. R. (April 2017). *The distribution of academic achievement across US schools*. Paper presented at the National Council on Measurement in Education Annual Conference, San Antonio, TX.
Reardon, S.F., **Fahle, E. M.**, Kalogrides, D., Podolsky, A., Zarate, R. (November 2016). *Geographic variation of district-level gender achievement gaps within the United States*. Paper presented at the Association for Public Policy Analysis & Management Annual Conference, Washington, DC.
Fahle, E. M. (April 2016). *Patterns of change in U.S. gender achievement gaps during elementary and middle school*. Paper presented at the American Educational Research Association Annual Conference, Washington, DC.
Fahle, E. M. (March 2016). *Changes in U.S. gender achievement gaps during elementary and middle school*. Paper presented at the Society for Research on Educational Effectiveness Annual Conference, Washington, DC.
Alzen, J. L., **Fahle, E. M.**, & Domingue, B. W. (March 2016). *The implications of reduced testing for teacher accountability*. Paper presented at the Association for Education Finance and Policy Annual Conference, Denver, CO.
Fahle, E. M. & Reardon, S. F. (March 2016). *Between-district test score variation, 2009-2012*. Paper presented at the Society for Research on Educational Effectiveness Annual Conference, Washington, DC.
Fahle, E. M. & Reardon, S. F. (April 2015). *Ordinal estimation of district intraclass correlations in 50 states, 2009-2012*. Paper presented at the National Council on Measurement in Education Annual Conference, Chicago, IL.

Training Workshops

- Reardon, S. F., Ho, A., D., Shear, B. R., & **Fahle, E. M.** (April 2017). *The Stanford Education Data Archive: Using big data to study academic performance*. Workshop taught at the American Educational Research Association Annual Conference, San Antonio, TX.
- Reardon, S. F., Ho, A., D., Shear, B. R., & **Fahle, E. M.** (March 2017). *The Stanford Education Data Archive: Using big data to study academic performance*. Workshop taught at the Society for Research on Educational Effectiveness Annual Conference, Washington, DC.
- Reardon, S. F., Ho, A., D., Shear, B. R., & **Fahle, E. M.** (January 2017). *The Stanford Education Data Archive: Using big data to study academic performance*. Workshop taught at the University of California at Los Angeles, Los Angeles, CA.
- Reardon, S. F., Ho, A., D., Shear, B. R., & **Fahle, E. M.** (May 2016). *SEDA Training Session 2: Using SEDA to study educational inequality*. Workshop taught at the Education and Inequality in 21st Century America Conference, Stanford, CA.

Poster Presentations

- Reardon, S.F., Kalogrides, D., **Fahle, E. M.**, Podolsky, A., & Zarate, R. (May 2016). *Test format and the variation of gender achievement gaps within the U.S.* Presented at the Education and Inequality in 21st Century America Conference, Stanford, CA.

TEACHING EXPERIENCE

Applied Quasi-Experimental Research in Education, Stanford University	
Lead Teaching Assistant for Sean Reardon in 2017; Teaching Assistant in 2016;	Spring 2016
Taught one section per week, graded assignments.	Spring 2017
Education and Inequality: Big Data for Large-Scale Problems, Stanford University	
Teaching Assistant for Sean Reardon; Co-developed course syllabus, readings and assignments, taught one section per week and graded assignments.	Fall 2016
Graduate School of Education Math Camp, Stanford University	Summer 2015
Lead Instructor in 2016 and 2017; Developed and taught a two-week boot camp for incoming Ph.D. students.	Summer 2016
	Summer 2017
Probability and Statistics, Georgetown University	
Teaching Assistant for Kimberley Sellers; Taught one section per week and graded assignments.	Fall 2008
Other Teaching Experience, Georgetown University	
Provided office hours, supplemental teaching support, and graded assignments for Real Analysis and Graph Theory courses.	Fall 2007
	Spring 2008

SERVICE, LEADERSHIP & PROFESSIONAL AFFILIATIONS

Stanford Graduate School of Education Mentorship Program	
Mentored three PhD Students and a Master's student.	2015-17

Ad Hoc Journal Reviewer: Journal of Labor Economics

Proposal Reviewer: American Educational Research Association, 2018 Annual Conference (Invited)

Professional Affiliations: Society for Research on Educational Effectiveness, American Educational Research Association, National Council on Measurement in Education, Association for Public Policy Analysis & Management, Association for Education Finance and Policy