

Andrew McEachin

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CURRENT EMPLOYMENT

RAND Corporation

Policy Researcher

July 2016 – Present

Associate Policy Researcher

July 2015 - June 2016

RAND Education, Santa Monica, CA

University of Southern California

Adjunct Assistant Professor

May 2017 – Present

Rossier School of Education, Los Angeles, CA

North Carolina State University

Adjunct Assistant Professor

July 2015 – Present

Department of Education Leadership, Policy, and Human Development

College of Education, Raleigh, NC

PREVIOUS EMPLOYMENT

Assistant Professor of Education

August 2013 – May 2015

Department of Leadership, Policy, and Adult and Higher Education

College of Education, North Carolina State University

IES Postdoctoral Fellow

July 2012 – July 2013

Center for Education Policy and Workforce Competitiveness

Curry School of Education, University of Virginia

EDUCATION

Ph.D., Education Policy

August 2012

Rossier School of Education,

University of Southern California, Los Angeles, CA

M.A., Economics

August 2012

Department of Economics, Dornsife College of Letters, Arts, and Sciences

University of Southern California, Los Angeles, CA

California Preliminary Credential, Mild and Moderate Disabilities
School of Education, CSU, Dominguez Hills, Carson, CA

May 2007

A.B., History
Cornell University, College of Arts and Sciences, Ithaca, NY

May 2006

RESEARCH

Research Interests

Accountability; Achievement Gaps; Economics of Education; Math Education Policy; and Teacher and Teaching Quality

Peer-Reviewed Journal Articles (* = equal authorship)

Saultz, A., Fusarelli, L., & McEachin, A. (Forthcoming). The Every Student Succeeds Act, the decline of the federal role, and the curbing of Executive Authority. *Publius*.

McEachin, A., & Atteberry, A. (Forthcoming). The impact of summer learning loss on measures of school performance. *Education Finance and Policy*.

Wrabel, S.L., Saultz, A., Polikoff, M.S., McEachin, A., & Duque, M. (Forthcoming). The politics of the Elementary and Secondary Education Act Waivers. *Educational Policy*.

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.

*Ahn, J., & McEachin, A. (2017). Student enrollment patterns and achievement in Ohio's online charter schools. *Educational Researcher*, 46(1), 44-57.

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.

Saultz, A., McEachin, A., & Fusarelli, L. (2016). Waivering as governance: Federalism during the Obama Administration. *Educational Researcher* 45(6), 358-366.

*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.

*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.

- *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.
- *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
- 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.
- 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.
- 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.
- 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.
- 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

- 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.

Papers Under Review

- Atteberry, A., Wedow, R., Cook, N.J., & McEachin, A. Lost in transition: Quasi-experimental approaches to estimating the impact of structural school transitions on student learning trajectories.

- *Carlson, D., Cowen, J., McEachin, A., & Lenard, M. Neighborhoods, schools and academic inequality.

- Domina, T., McEachin, A., Hanselman, P., Agarwal, P., Hwang, N., & Lewis, R. Beyond tracking and detracking: The dimensions of organizational differentiation in schools.

Saultz, A., White, R. S., McEachin, A., Fusarelli, L. D., Fusarelli, B. C. Teacher quality, distribution and equity in ESSA. *Conditionally Accepted*.

Walkowiak, T. A., Adams, E. A., Porter, S., Lee, C. W., & McEachin, A. The development and validation of the IPL-M: An instructional log to measure mathematics. *Revisions Requested*.

Papers in Progress

Atteberry, A., & McEachin, A. School's out: The role of summers in understanding achievement disparities.

*Barrett, N., McEachin, A., Mills, J., & Valant, J. Race and discipline in the U.S. South: The origins of Black-White gaps in exclusionary discipline in Louisiana.

Carlson, D., Cowen, J.M., McEachin, A., Lenard, M., & Bell, E. Socioeconomic-based School assignment policy and racial segregation levels: Evidence from the Wake County Public School System.

McEachin, A., Domina, T., Penner, A. Understanding the effects of middle school algebra: A regression discontinuity approach.

Book Chapters

Atteberry, A., McEachin, A., & Bloodworth, 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.

- 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.
- 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.

Policy Briefs, Reports, and Other Publications

- 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
- Polikoff, M.S., & McEachin, A. (2013). *Fixing the Academic Performance Index*. Palo Alto, CA: Policy Analysis for California Education (PACE).
- 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.

Book Reviews

- McEachin, A., & Brewer, D.J. (2009). *Book Review: School choice international: exploring public-private partnerships*. *Journal of School Choice*.

Commentaries & Op-Eds

- 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. <http://www.usatoday.com/story/news/2017/02/16/researchers-virtual-charter-schools/98007714/>
- 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. <http://www.usnews.com/opinion/knowledge-bank/2015/08/31/how-school-choice-could-disadvantage-low-income-students>

RESEARCH PRESENTATIONS

Association of Public Policy and Management
University of Southern California

2016-2017

American Education Research Association Association for Education Finance and Policy University of Southern California University of North Carolina-Chapel Hill	2015-2016
American Education Research Association Association of Education Finance and Policy Association of Public Policy and Management Midwest Political Science Association Society for Research on Educational Effectiveness Western Economic Association International RAND University of California, Berkeley	2014-2015
Association of Education Finance and Policy	2013-2014
American Education Research Association Association of Education Finance and Policy Association of Public Policy and Management (Domestic and International) Brown University University of California Irvine North Carolina State University	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 for Education Finance and Policy	2010-2011
American Education Research Association Association for Education Finance and Policy	2009-2010

RESEARCH GRANTS AND CONTRACTS

Funded

Walton Family Foundation , “Evaluation of Walton Family Foundation Funded Alternative Leadership Programs”, PI with Brian Stecher (co-PI), \$1,436,077.	2016-2019
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Institution of Education Science , “An Evaluation of Turning around North Carolina’s Lowest Performing Schools: A State Partnership Evaluation”, Task Leader with Gary Henry (PI) and Rebecca Herman (Project Leader), \$5,000,000.	2015-2020
Smith Richardson Foundation , “The Impact of Summer Setback on Achievement Gaps”, co-PI with Allison Atteberry (PI), \$180,000.	2015-2017
TNTP , “Validation Study of TNTP Core Teaching Rubric”, PI with Laura Hamilton, John Engberg, Courtney Bell, and Daniel McCaffrey (co-PIs), \$225,000.	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-Fund 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: A New Model of Federalism in Education”, Consultant with Andrew Saultz (PI) and Lance Fusarelli (co-PI), \$50,000.	2015
Spencer Foundation , “Evaluating the Quality of Universal Algebra Learning (EQUAL)”, co-PI with Thurston Domina (PI) and Marianne Bitler and Andrew Penner (co-PI), \$393,532.00.	2014-2017
Spencer Foundation , “An Endless Summer: The Impact of Summer Setback on School Accountability”, PI with Allison Atteberry (PI), \$50,000.	2014-2015

RESEARCH AND ACADEMIC AWARDS

Emerging Education Policy Scholar <i>Fordham Institute, Washington, DC</i>	2012-2013
Kingsbury Data Award <i>Northwest Evaluation Association (NWEA)</i>	2012
Order of the Arete <i>University of Southern California</i>	2012
Provost Fellow Travel Grant <i>University of Southern California</i>	2011

Roe L. Johns Travel Grant <i>Association for Education Finance and Policy</i>	2010
Division L Travel Grant <i>American Education Research Association</i>	2010
Provost Fellowship <i>University of Southern California</i>	2008-2012
National Service Award <i>AmeriCorps</i>	2006-2008
Dean's List <i>Cornell University</i>	2005-2006

TEACHING

North Carolina State University (*=Developed a new course)

*ED 795: *Data Management and Quantitative Data Collection* Summer 2014, Spring 2015
An introduction to quantitative data management and programming using STATA

*ELP 795: *Economic Analysis in Educational Policy Making* Spring 2014
An economics of education seminar for graduate students in the College of Education and the Department of Public Administration

ED 711: *Applied Quantitative Methods in Education II* Fall 2013, Spring 2014
Introduction to multiple regression and econometrics course for PhD students in the College of Education

University of Southern California

Introduction to Causal Inference in Educational Settings Summer 2017
Introduction to quasi-experimental econometric methods for education research

Introduction to Causal Methods Summer 2011
Teaching Assistant for Drs. Tatiana Melguizo, Morgan Polikoff, & Katharine Strunk

Economics of Education Fall 2009
Teaching assistant for Drs. Guilbert Hentschke & Larry Picus

Wilmington Middle School

Algebra 2006-2008
Teach For America corps member and resource specialist for special

education students in Los Angeles Unified School District, CA

PROFESSIONAL SERVICE

North Carolina State University

College of Education

Educational Leadership Search Committee 2014-2015
Quantitative Methods Working Group

PhD Redesign Taskforce 2013-2014
Quantitative Methods Working Group

Advising

EdD

2013-2016

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

PhD

Qualifying Exam: Cory Palermo (2016)

Dissertation Committee: Ashley Clayton (2016), Melissa Cominole (Expected 2017), Cory Palermo (Expected 2017), and Difei Li (Expected 2017)

National Service

Professional Organizations

AERA Division L Section 5 (Accountability, Assessment, and Data Use) Program Chair for the 2017 annual meeting 2016-2017

AERA Division L Section 5 (Accountability, Assessment, and Data Use) Program Chair for the 2016 annual meeting; AEFPP
Accountability and Testing Program Chair for 2016 annual meeting 2015-2016

AERA Politics of Education Association (PEA) SIG Program Chair 2014-2015

Editorial Boards

Educational Researcher 2017-Present

American Educational Research Journal 2017-Present

Educational Evaluation and Policy Analysis 2016-Present

Ad-Hoc Reviews

2012-Present

Journals: AERA Open; American Educational Research Journal; American Journal of Education; Economics of Education; Education Evaluation and Policy Analysis; Education Finance and Policy; Educational Policy; Educational Researcher; Journal of Higher

Education; Journal of Policy Analysis and Management; Journal of Research on Mathematics Education; Learning and Individual Differences

External Reviews: Policy Analysis for California Education; Smith Richardson Foundation 2012-Present

Conferences: American Education Research Association Divisions H and I; Society for Research on Educational Effectiveness 2012-Present

Guest Blogging 2012-Present
Rick Hess Straight up (Education Week) (x4); Shanker Blog (x2); and Policy Analysis for California Education (PACE)

PROFESSIONAL EXPERIENCE

Research Assistant for Dr. Katharine O. Strunk 2009-2012
Rossier School of Education, University of Southern California

Research Assistant for Dr. Dominic Brewer 2008-2012
Rossier School of Education, University of Southern California

Middle School Special Education Teacher, Teach for America 2006-2008
Wilmington Middle School, Los Angeles Unified School District

PROFESSIONAL AFFILIATIONS

American Economic Association 2011-Present

American Education Research Association 2008-Present

Association for Education Finance and Policy 2009-Present

Association for Public Policy and Management 2010-Present

Society for Research on Educational Effectiveness 2010-2012, 2015-Present

Teach For America 2006-2008

RELATED SKILLS

Software Proficiency: STATA, HLM, Word, Power Point, & Excel

SELECTED MEDIA

Barnum, M. (2017, February 27). Online charter schools have poor track record, but they can reach places other schools can't, *The 74 Million*. Retrieved from <https://www.the74million.org/article/online-charter-schools-have-poor-track-record-but-they-can-reach-places-other-schools-cant>.

- Dobo, N. (2017, February 22). DeVos praises virtual schools, but new research points to problems, *Hechinger Report*. Retrieved from <http://hechingerreport.org/devos-praises-virtual-schools-new-research-points-problems/>
- Abamu, J. (2017, February 17). White, low-income and low-achieving: Ohio students struggling in online charter schools, *Edsurge*. Retrieved from <https://www.edsurge.com/news/2017-02-17-white-low-income-and-low-achieving-ohio-students-struggling-in-online-charter-schools>
- Toppo, G. (2017, February 16). Researchers: Don't expand virtual schools as is, *USA Today*. Retrieved from <http://www.usatoday.com/story/news/2017/02/16/researchers-virtual-charter-schools/98007714/>
- Herold, B. (2017, February 16). Online charter students in Ohio perform far worse than peers, study finds, *Education Week*. Retrieved from http://blogs.edweek.org/edweek/DigitalEducation/2017/02/online_charters_ohio_perform_worse.html
- Lutton, L., & Metzger, B. (2014, July 17). The big sort: How Chicago's school choice system is tracking kids into separate high schools based on achievement, *WBEZ Chicago Public Media*. Retrieved from <http://www.wbez.org/news/big-sort-110502>
- Creno, C. (2014, June 16). Students' 'summer slump' a worry for parents, educators, *Arizona Republic*. Retrieved from <http://www.azcentral.com/story/news/local/mesa/2014/06/15/students-summer-break-slump/10566997/>
- Yettick, H. (2014, February 20). Analysis finds NCLB waivers too often maintain flawed accountability practices, *Education Week*. Retrieved from http://blogs.edweek.org/edweek/inside-school-research/2014/02/waivers_missed_opportunities.html
- Smith, Brian (2013, November 6). Michigan school accountability system called 'strong' in report advising against letter grades, *MLive*. Retrieved from http://www.mlive.com/education/index.ssf/2013/11/michigan_school_accountability_1.html
- Emma, Caitlin (2013, November 5). Report: Use No Child waivers to innovate, *Politico*. Retrieved from <http://www.politico.com/story/2013/11/education-no-child-left-behind-report-99348.html>