

## Emily Morton

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### EMPLOYMENT

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<b>American Institutes for Research</b> , Remote	2023-Present
Researcher, Center for the Analysis of Longitudinal Data in Education Research (CALDER)	
<b>NWEA</b> , Portland, OR	2021-2023
Research Scientist	
<b>The RAND Corporation</b> , Remote	2019-2021
Adjunct Research Assistant and Summer Associate	

### EDUCATION

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<b>Stanford University</b> , Stanford, CA	2016-2021
Ph.D. in Education Policy Master of Public Policy (MPP)	
<b>Tufts University</b> , Medford, MA	2012-2016
B.A. in Psychology and Child Study & Human Development, <i>Summa Cum Laude</i>	

### RESEARCH INTERESTS

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K-12 Education Policy, Inequality in Education, Instructional Time, School Finance, Youth Development, Causal Methods in Quantitative Research, Program Evaluation, Mixed Methods

### GRANTS, FELLOWSHIPS, AND AWARDS

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EdResearch Writers Fellowship, 2023  
Achieve Award, NWEA, 2022  
Emerging Education Policy Scholars, 2021-2022  
Karr Family Graduate Fellowship, 2019-2021  
Institute of Education Sciences Predoctoral Training Fellowship, 2018-2020  
Morris B. and Edna Zale Foundation Public Policy Fellowship, 2019-2020  
Phi Beta Kappa Honor Society, Tufts University, 2016

### PUBLICATIONS

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\*denotes equal authorship

#### Peer-Reviewed Articles and Book Chapters

\*Goldhaber, D., Kane, T. J., McEachin, A., Morton, E., Patterson, T., & Staiger, D. O. (in press) The educational consequences of remote and hybrid instruction during the pandemic. *American Economic Review: Insights*.

Morton, E. (2022). Effects of four-day school weeks on adolescents: Examining impacts of the schedule on academic achievement, attendance, and behavior in high school. *Educational Evaluation and Policy Analysis*.

Morton, E. (2021). Effects of four-day school weeks on school finance and achievement: Evidence from Oklahoma. *Educational Researcher*, 50(1), 30-40.

Colby, A., Bundick, M., Remington, K., & Morton, E., (2020). Moral flourishing in later life through purpose beyond the self In L. A. Jensen (Ed.), *The Oxford Handbook of Moral Development: An Interdisciplinary Perspective*. Oxford University Press.

Bundick, M., Remington, K., Morton, E., & Colby, A. (2019). The contours of purpose beyond the self in midlife and later life. *Applied Developmental Science*.

Gilmartin, S. K., Thompson, M., Morton, E., Jin, Q., & Sheppard, S. (2019). Entrepreneurial intent of engineering and business undergraduate students. *Journal of Engineering Education*, 108(3), 316-336.

Malin, H., Morton, E., Smith, K., Nadal, A. (2019). Purpose and coping with adversity: A repeated measures, mixed-methods study with young adolescents. *Journal of Adolescence*, 76, 1-11.

Morton, E., Colby, A., Bundick, M., & Remington, K. (2018). Hiding in plain sight: Older U.S. purpose exemplars. *The Journal of Positive Psychology*, 14(5), 614-624.

### Peer-Reviewed Reports

Kilburn, M. R., Phillips, A., Gomez, C., Mariano, L. T., Doss, C. J., Troxel, W., Morton, E., & Estes, K. (2021). *Does four equal five? Implementation and outcomes of the four-day school week*. Santa Monica, CA: RAND Corporation.

### Working Papers

\*Carbonari, M. V., Davison, M., DeArmond, M., Dewey, D., Dizon-Ross, E., Goldhaber, D., Hashim, A., Kane, T.J., McEachin, A., Morton, E., Patterson, T., & Staiger, D. O. (2022). "The Challenges of Implementing Academic COVID Recovery Interventions: Evidence from the Road to Recovery Project." CALDER Working Paper No. 275-1222.

Morton, E., Thompson, P., & Kuhfeld, M. (2022). "Effects of four-day school weeks on student achievement and growth: A national, student-level analysis." EdWorkingPaper No. 22-630.

\*Goldhaber, D., Kane, T. J., McEachin, A., & Morton, E. (2022). "Student Learning Across the COVID-19 Pandemic Years: Heterogeneity in Achievement Changes Across Districts, Schools, Grades, and Students." CALDER Working Paper No. 265-0522.

### **POLICY BRIEFS, COMMENTARIES, & OP-EDS**

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DeArmond, M., Goldhaber, D., Kane, T. J., McEachin, A., & Morton, E. (2023). "Paying for Access: Are Tutoring Contracts Focused on the Right Things?" CALDER Policy Brief No. 34.

Morton, E. (January 18, 2023). "Does 4 Equal 5? Research on Impacts of 4-Day School Weeks." eSchool News.

\*Goldhaber, D., Kane, T. J., McEachin, A., & Morton, E. (November 16, 2022). "To Help Students Shoot for the Moon, We Must Think Bigger and Bolder." The Washington Post.

\*Goldhaber, D., Kane, T. J., McEachin, A., Morton, E., Patterson, T., & Staiger, D. O. (July 28, 2022). "Variability in the impacts of COVID-19 on student achievement." Vox EU.

\*Goldhaber, D., McEachin, A., & Morton, E. (June 21, 2022). "The Pandemic's Toll on Academic Growth Wasn't Uniform. Recovery Efforts Can't Be Either." EducationWeek.

Kuhfeld, M., Soland, J., Lewis, K., & Morton, E. (March 3, 2022). "The pandemic has had devastating impacts on learning. What will it take to help students catch up?" Brookings Brown Center Chalkboard.

\*Thompson, P., & Morton, E. (July 12, 2021). "4-day school weeks: Educational innovation or detriment?" Brookings Brown Center Chalkboard.

## CONFERENCE PRESENTATIONS

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Morton, E., Kuhfeld, M., Goldhaber, D., Leak, J., & Ottmar, E. (March 2023). Opportunities and Challenges of Research and Evaluation During the COVID-19 Pandemic, policy talk at the Association for Education Finance and Policy, Denver, CO.

Morton, E., Goldhaber, D., & McEachin, A. (November 2022). The Road to COVID Recovery: Examining the Implementation and Efficacy of District Initiatives, paper presented at the Association for Public Policy Analysis & Management, Washington, DC.

Jensen, N., Pier, L., Morton, E., Ralyea, D., Golhaber, D., & Kane, T. (June 2022). The Road to COVID Recovery: Actionable Research on State and District Strategies for Student Advancement, paper presented at the National Conference on Student Assessment, Atlanta, GA.

Morton, E., Johnson, A., & Kuhfeld, M. (March 2022). School Spending and Within-Year Academic Gains, paper presented at the Association for Education Finance and Policy, Denver, CO.

Morton, E., Thompson, P., & Kuhfeld, M. (March 2022). A Multi-State, Student-Level Analysis of the Effects of the Four-Day School Week on Student Achievement, paper presented at the Association for Education Finance and Policy, Denver, CO.

Morton, E., Gordon, J. B. (December 2021). Learning Acceleration | Using Evidence-Based Interventions to Get Students on Track to Succeed, panelist at the 2021 Virginia Education Summit, Norfolk, VA.

Morton, E. (March 2021). Can Four Equal Five? Estimating the Effect of Four-Day School Weeks on High School Students' Achievement, Attendance, and Behavior, paper presented at the Association for Education Finance and Policy, Virtual Conference.

Morton, E. (October 2019). Perceived Stress and Life Satisfaction Among College Students: Purpose as a Moderator, invited symposium at the Society for the Study of Human Development, Portland, OR.

Morton, E. (March 2019). The Four-Day School Week in Oklahoma, poster presented at the Society for Research in Child Development Conference, Baltimore, MD.

Malin, H., Damon, W., Jekielek, S., Bleckley, D., Morton, E., & Smith, K. A. (March 2018). Mixed Methods Data from the Stanford Civic Purpose Project, training workshop taught at the American Educational Research Association Annual Conference, New York, NY.

Colby, A. & Morton, E. (November 2017). 7 life goods: Purpose and well-being in later life, paper presented at the Annual Association for Moral Education Conference, St. Louis, MO.

Morton, E., Remington, K., Bundick, M., Colby, A., & Malin, H. (November 2017). A new measure of purpose in adults: Capturing the multidimensional nature of purpose, paper presented at the Annual Association for Moral Education Conference, St. Louis, MO.

Morton, E. (April 2016). Home visiting program enrollment and depression in adolescent mothers, poster presented at the Undergraduate Research and Scholarship Symposium at Tufts University, Medford, MA.

## TEACHING

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**Statistical Analysis in Education: Regression** (Graduate-level), Stanford University      Winter 2019  
*Teaching Assistant for Professor Eric Bettinger*

**Introduction to Psychology**, Tufts University      Fall 2015  
*Teaching Assistant for Professors Sam Sommers, Heather Urry, and Lisa Shin*

## SERVICE AND LEADERSHIP

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Stanford Adolescent Development Faculty Search Committee	2019-2020
Stanford Developmental and Psychological Sciences Student Representative	2018-2020
San Mateo County Court Appointed Special Advocate (CASA)	2017-2020