
Zeyu Xu

Education

Ph.D.	2005, Economics and Education, Columbia University
M.S.	2003, Applied Statistics, Columbia University
M.A.	2000, Linguistics, Fudan University, Shanghai, China
B.A.	1997, Applied Linguistics, Beijing Normal University, China

Present Position

Principal Researcher, American Institutes for Research (AIR) (2011–Present)

Responsibilities include designing and conducting quantitative studies related to research on issues of educational policy and practice, as well as managing statewide longitudinal data from North Carolina, Florida, Indiana, Michigan, Colorado, and Kentucky. Areas of specialization include teacher labor market issues such as teacher development, recruitment, retention, and the distribution of effective teachers across schools and districts. Recent work also includes research on design parameters for CRTs and on the implementation and early impact of the Common Core State Standards.

Professional Experience

Impact Study Lead, Evaluation of Gates Foundation’s Integration and LDC/MDC Scale-Up Grants, AIR (2012–Present)

Leading the impact study design, securing access to data from multiple states, conducting data analyses, and providing analytic support to the survey team by identifying comparable schools and districts using propensity score matching.

Co-Principal Investigator, Misattribution of Teacher Value-Added, AIR (2012–2014)

Developing and refining the study, designing and conducting data analyses, and drafting reports.

Principal Investigator, Evaluation of the Indiana, Michigan, and Ohio Teaching Fellowship Program, AIR (2009–Present)

Developing the study design, negotiating data sharing agreements with state agencies and partnering universities, conducting data analyses, and reporting.

Probing Study Lead, Evaluation of the Intensive Partnership Sites, Urban Institute and AIR (2010–2012)

Developing the study design, conducting data analyses, and drafting two research papers as the first author.

Subcontract Lead, National Evaluation of the Teacher Incentive Fund (TIF) Program, Urban Institute and AIR (2008–2013)

Leading the feasibility study for the evaluation of the TIF program with a focus on and applicability of comparative interrupted time series.

Co-Principal Investigator, Design Parameters in Group Randomized Experiments, Urban Institute (2008–2009)

Designing the study, conducting data analyses, and authoring reports.

Statewide Analysis Lead, Assessing Two-Level Designs in Three-Level Situations in Group Randomized Experiments, Urban Institute (2008–2009)

Conducting data analyses on multiple subjects and grades using statewide data from North Carolina and Florida, and co-authoring a peer-reviewed journal article.

North Carolina Study Lead, Teacher Value-Added in High- and Low-Poverty Schools, Urban Institute (2008–2009)

Jointly developing the study design with Tim Sass and Jane Hannaway, conducting data analyses using the NC data, drafting a research paper, and responding to reviewer comments before the article was published in a peer-reviewed journal

Co-Principal Investigator, Evaluation of Teach For America High School Teachers, Urban Institute (2007–2008)

Developing the study design, conducting data analyses, and authoring a peer-reviewed journal article.

Project Manager, Statistical Standards Program for the National Center for Education Statistics (NCES), AIR (2006–2007)

Leading a team of more than 10 researchers in providing technical review support to the Chief Statistician's Office at the NCES, managing an annual budget of more than \$1.5 million, coordinating work between AIR project staff and NCES clients, and leading staff development.

Employment History

- 2011–Present** Principal Researcher, AIR
- 2007–2011** Senior Research Associate, Urban Institute
- 2004–2007** Research Analyst, AIR

Professional Affiliations

American Educational Research Association (AERA), Association for Public Policy Analysis and Management (APPAM), The Association for Education Finance and Policy (AEFP); Journal Referee for: *Educational Evaluation and Policy Analysis*, *Education Finance and Policy*, *Journal of Policy Analysis and Management*, *Comparative Education Review*, *American Economic Journal: Economic Policy*

Selected Publications

Journal articles

Xu, Z., Ozek, U., & Hansen, M. (2014). Teacher performance trajectories in high and lower-poverty schools. Under revision for resubmission to: *Educational Evaluation and Policy Analysis*.

Sass, T., Hannaway, J., Xu, Z., Figlio, D., & Feng, L. (2012). Comparison of the value added of teachers in high-poverty schools and teachers in lower poverty schools. *Journal of Urban Economics*, 72(2), 104–122.

- Zhu, P., Jacob, R., Bloom, H., & Xu, Z. (2012). Issues in the design of group randomized studies: Assessing two-level designs for three-level situations. *Educational Evaluation and Policy Analysis*, 34(1), 45–68.
- Xu, Z., Hannaway, J., & Taylor, C. (2011). Making a difference? The effect of Teach For America on student performance in high school. *Journal of Policy Analysis and Management*, 30(3), 447–469.
- Xu, Z., & Gulosino, C. (2006). How does teacher quality matter? Effect of teacher-parent partnership on early childhood performance in public and private schools. *Education Economics*, 14(3), 345–367.
- Xu, Z., & Carlson, D. (2005). NCES survey response rates and imputation procedures. *2005 Proceedings of the American Statistical Association, Social Statistics Section* [CD-ROM], Alexandria, VA: American Statistical Association.
- Xu, Z. (2005). Workplace training and human capital: Livelihood protection and promotion in urban China. *Teachers College Record*, 107(6), 1370–1392.
- Levin, H., & Xu, Z. (2005). Issues in the expansion of higher education in the People’s Republic of China. *China Review*, 5(1), 33–59.
- Xin, T., Xu, Z., & Tatusoka, K. (2004). Linkage between teacher quality and student cognitive development: A rule-space model. *Studies in Educational Evaluation*, 30(3), 205–223.
- Xu, Z. (2002). An overview of private education development in modern China. *Education Policy Analysis Archives*, 10(47), 1–25.
- Book and Book Chapters**
- Xu, Z. (2008). *Intrahousehold bargaining and children’s educational outcomes: Evidence from Indonesia*. Saarbrücken, Germany: VDM Verlag Dr. Müller.
- Levin, H., & Xu, Z. (2006). Issues in the expansion of higher education in the People’s Republic of China. In P. Brown, J. Dillabough, A. H. Halsey, & H. Lauder (Eds.), *Education, globalization and social change* (pp. 909–925). Oxford: Oxford University Press.
- Research reports**
- Hansen, M., Backes, B., Brady, V., & Xu, Z. (2014). Examining spillover effects from Teach For America Corps members in Miami-Dade County Public Schools. *CALDER Working Paper #113*. Washington, DC: National Center for Analysis of Longitudinal Data in Education Research.
- Ozek, U., & Xu, Z. (2014). *Misattribution of teacher value-added*. Under review, *CALDER Working Paper*. Washington, DC: National Center for Analysis of Longitudinal Data in Education Research.

- Xu, Z., Ozek, U., & Corritore, M. (2012). *Portability of teacher effectiveness across school settings*. CALDER Working Paper #77. Washington, DC: National Center for Analysis of Longitudinal Data in Education Research.
- Xu, Z., Corritore, M., & Brady, V. (2012). *Evaluation of the Woodrow Wilson Foundation's Teaching Fellowship in Indiana: Cohort 1 Year 1 Report*. Princeton, NJ: Woodrow Wilson National Fellowship Foundation.
- Xu, Z., & Nichols, A. (2010). New Estimates of design parameters for clustered randomization studies. *CALDER Working Paper #43*. Washington, DC: National Center for Analysis of Longitudinal Data in Education Research.
- Tseng, F., Xu, Z., Gallagher, A., Humphrey, D., Lopez-Torkos, A., Greene, L., et al. (2010). *Evaluation of the Teacher Incentive Fund Program: Report on the feasibility of conducting outcome studies*. Washington, DC: U.S. Department of Education, Policy and Program Studies Service.
- Xu, Z., Hannaway, J., & D'Souza, S. (2009). *Student transience in North Carolina: The effect of mobility on student outcomes using longitudinal data*. CALDER Working Paper #22. Washington, DC: National Center for Analysis of Longitudinal Data in Education Research.
- Xu, Z. (2007). *A survey on intra-household bargaining models and evidence*. MPRA Paper No. 3763. Munich, Germany: University Library of Munich.
- Seastrom, M., Chapman, C., Stillwell, R., McGrath, D., Peltola, P., Dinkes, R., & Xu, Z. (2006). *User's guide to computing high school graduation rates, Volume 1: Review of current and proposed graduation indicators* (NCES 2006-604). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Selected Professional Presentations

- Xu, Z., Ozek, U., & Hansen, M. (2014). *Teacher performance trajectories in high and lower-poverty schools*. Paper presented at the Annual Meeting of the American Educational Research Association. Philadelphia, PA, April 2014.
- Xu, Z., & Choi, K. (2013). *Making better use of multiyear teacher value-added*. Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA, April 2013.
- Sass, T., Hannaway, J., Xu, Z., Figlio, D., & Feng, L. (2013). *Teacher value-added in high and lower-poverty schools*. Paper presented at the Association of Education Finance and Policy conference. New Orleans, LA, March 2013.
- Xu, Z., Ozek, U., & Corritore, M. (2012). *Can teachers retain their effectiveness in different school settings?* Paper presented at the Association of Education Finance and Policy conference. Boston, MA, March 2012.