
ANGELA S. JOHNSON

anjohnson@air.org ◊ (909) 969-0657

EDUCATION

- PhD** Economics of Education & Education Policy 2019
Stanford Graduate School of Education
- MS** Teaching English to Speakers of Other Languages 2010
University of Southern California
- BA/MA** Economics (second major: French) 2008
University of Southern California

PUBLICATIONS

Peer Reviewed

- Peters, S. J. & **Johnson, A.** (2024). Where are the gifted English learners and students with disabilities? *AERA Open*, accepted.
- Johnson, A. (2024). Dual language education and academic growth. *Teachers College Record*. doi: 10.1177/0161468124124493
- Peters, S. J., **Johnson, A.**, Makel, M. C., & Carter, J. S. (2024). Who's got talent for identifying talent? Predictors of equitable gifted identification for Black and Hispanic students. *Gifted Child Quarterly*. doi: 10.1177/00169862241240483
- Johnson, A.**, Barker, E. & Viveros Cespedes, M. (2024). Reframing research and assessment practices: Advancing an antiracist and anti-Ableist Research Agenda. *Educational Measurement: Issues and Practice*. doi: 10.1111/emip.12601
- Johnson, A.**, Kuhfeld, M., Soland, J. & Davison, M. (2023). Examining the association between racial disparities in exclusionary discipline practices and academic gains. *Journal of Education for Students Placed at Risk*. doi: 10.1080/10824669.2023.2172415
- Murphy, M. & **Johnson, A.** (2022). Dual identification? The effects of English Learner status on Special Education placement. *Educational Evaluation and Policy Analysis*. doi: 10.3102/01623737221121786
- Kuhfeld, M., Ruzek, E., Lewis, K., Soland, J., & **Johnson, A.** (2022). The COVID-19 school year: Learning and recovery across 2020-21. *AERA Open*. doi: 10.1177/23328584221099306
- Soland, J., **Johnson, A.**, & Talbert, E. (2022). Regression discontinuity designs in a latent variable framework. *Psychological Methods*. doi: 10.1037/met0000453
- Johnson, A.** & Barker, E. (2022). Understanding differential growth during school years and summers for students in special education. *Journal of Education for Students Placed at Risk*. doi: 10.1080/10824669.2022.2051145
- Johnson, A. (2022). Achievement and growth for English Learners. *Educational Policy*. doi: 10.1177/08959048211049419

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- Johnson, A.** & Mercado-Garcia, D. (2022). The effects of Early College opportunities on English Learners. *American Educational Research Journal*. doi: 10.3102/00028312221075068
- Barker, E. & **Johnson, A.** (2022). Supporting students with disabilities throughout the year. *The State Education Standard*, 22(1), 16-19, 42. <https://www.nasbe.org/supporting-students-with-disabilities-throughout-the-year/>
- Johnson, A.**, Kuhfeld, M., & Soland, J. (2021). The forgotten 20 percent: Achievement and growth in rural schools across the nation. *AERA Open*. doi: 10.1177/23328584211052046
- Johnson, A.** & Kuhfeld, M. (2021). Impacts of school entry age on academic growth through 2nd Grade: A multi-state RD analysis. *Journal of Research on Educational Effectiveness*. doi: 10.1080/19345747.2021.1894519
- Johnson, A.**, Kuhfeld, M., & King, G. (2021). Measuring middle school achievement trajectories for college readiness. *Educational Policy*. doi: 10.1177/08959048211006833
- Kuhfeld, M., Soland, J., Tarasawa, B., **Johnson, A.**, Ruzek, E., & Liu, J. (2020). Projecting the impacts of COVID-19 school closures on academic achievement. *Educational Researcher*, 49(8), 549 - 565. doi: 10.3102/0013189X20965918
- Johnson, A.** & Goldenberg, C. (2020). ELL students at the cusp: Should we reclassify? *American Educator*, 44(1), 16-22, 40. <https://www.aft.org/ae/spring2020/johnson-goldenberg>
- Johnson, A. (2020). The impact of English Learner reclassification on high school reading and academic progress. *Educational Evaluation and Policy Analysis*, 42(1), 46-65. doi: 10.3102/0162373719877197
- Johnson, A. (2020). Summer credit recovery impact on high school newcomer English Learners. *American Educational Research Journal*, 57(4), 1757-1790. doi: 10.3102/0002831219883237
- Johnson, A. (2019). A matter of time: Variations in high school course-taking by years-as-EL subgroup. *Educational Evaluation and Policy Analysis*, 41(4), 461-482. doi: 10.3102/0162373719867087
- Johnson, A. (2019). The effects of English Learner classification on high school graduation and college attendance. *AERA Open*, 5(2), 1-23.
- Johnson, A.**, Galloway, C., Friedlander, E., & Goldenberg, C. (2019). Advancing educational quality in Rwanda: Improving literacy pedagogy and print environments. *International Journal of Educational Research*, 98, 134-145. doi: 10.1016/j.ijer.2019.08.016
- Li, G., Lin, M., Liu, C., **Johnson, A.**, Li, Y. & Loyalka, P. (2019). The prevalence of parent-teacher interaction in developing countries and its effect on student outcomes. *Teaching and Teacher Education*, 86. doi: 10.1016/j.tate.2019.102878
- Loyalka, P., Liu, O. L., Chirikov, I., Kardanova, E., Gu, L., Ling, G.,...Tognatta, N. (2019). Who trains the best computer scientists? Cross-national evidence from China, India, Russia, and the United States. *Proceedings of the National Academy of Sciences of the United States of America*
- Koyama, D., **Sun, A.**, & Ockey, G. (2016). The effects of item preview on video-mediated MC listening assessments. *Language Learning and Technology*, 20(1), 148-165.

Ockey, G., Koyama, D., Setoguchi, E., & **Sun, A.** (2015). The extent to which TOEFL iBT speaking scores are associated with performance on oral language tasks and their oral ability components for Japanese university students. *Language Testing*, 32(1), 39-62.

Other

Johnson, A. & Mercado-Garcia, D. (2021). English Learner pathways in community college.

Kuhfeld, M., Ruzek, E., Lewis, K., Soland, J., **Johnson, A.**, Tarasawa, B., & Dworkin, L. (2021). Understanding the initial educational impacts of COVID-19 on communities of color. NWEA.

Tarasawa, B., **Johnson, A.**, & Yankel, C. (2021). Preparing early learners: Considerations for supporting the kindergarten class of 2021. NWEA.

Johnson, A., Kuhfeld, M., & Tarasawa, B. (2021). How did students fare relative to the COVID-19 learning loss projections? SAGE Perspectives.

Johnson, A. & Kuhfeld, M. (2020). Fall 2019 to fall 2020 MAP Growth attrition analysis. NWEA.

Kuhfeld, M., Tarasawa, B., **Johnson, A.**, Ruzek, E., & Lewis, K. (2020). Learning during COVID-19: Initial findings on students reading and math achievement and growth. NWEA.

Kuhfeld, M., Soland, J., Tarasawa, B., **Johnson, A.**, Ruzek, E., & Liu, J. (2020). The impact of COVID-19 on student achievement and what it may mean for educators. The Brookings Institute.

Reardon, S. F., Doss, C., Gagné, J., Gleit, R., **Johnson, A.**, & Sosina, V. (2018). A portrait of educational outcomes in California: A report for the Getting Down to Facts II Project. Stanford University.

Friedlander, E., Galloway, C., & **Johnson, A.** (2018). Literacy Boost in Rwanda: Sustainability Report. Stanford University.

Sun, A. & Galloway, C. (2016). Literacy Boost impact on teacher knowledge, beliefs, and practices. In Friedlander, E. & Goldenberg, C. (eds.) *Literacy Boost in Rwanda: Impact evaluation of a two-year randomized control trial*. Stanford University.

Friedlander, E., Malik, S., Galloway, C., Zhou, S., & **Sun, A.** (2016). Data sources, sampling procedures, and data collection. In Friedlander, E. & Goldenberg, C. (eds.) *Literacy Boost in Rwanda: Impact evaluation of a two-year randomized control trial*. Stanford University.

WORKING PAPERS AND PROJECTS IN PROGRESS

Targeted Intervention for Long-Term English Learners English Language Development and Reading Outcomes. with Diana Mercado-Garcia

Johnson, A. (2020). Within-year academic gains for English Learners. EdWorkingPapers. <https://www.edworkingpapers.com/ai20-337>

FELLOWSHIPS AND GRANTS

Spencer Foundation

Small Research Grant 2020-2021
English Learner Pathways in Community College
\$49,950, *Primary investigator*

American Educational Research Association

Education Research Service Projects (ERSP) 2020
English Learner Pathways in Community College
\$5000, *Primary investigator*

Stanford University

E. K. Potter Fellowship 2014-2019
Enhancing Diversity in Graduate Education Fellowship: \$8,000 2014-2019
Karr Fellowship: \$4,000 2019
Diversity Dissertation Research Opportunity: \$5,000 2018
Stanford Graduate School of Education Incentive Fund for Projects in SFUSD 2018
\$111,992, *Primary researcher*

Institute of Education Sciences

Interdisciplinary Doctoral Training Fellowship 2015-2017

Educational Testing Service

2011
The extent to which TOEFL iBT speaking scores are associated with performance on oral language tasks and their oral ability components for Japanese university students
\$60,239, *Co-investigator*

INVITED TALKS

American Educational Research Association Annual Meeting, San Diego, CA 2022
“English Learner pathways in community college”

Alliance for Excellent Education, virtual 2021
“Supporting COVID-19 Recovery for Students with Disabilities”

Confederation of Oregon School Administrators State English Learner Alliance, virtual 2021
“Expanding learning opportunities for ELLs”

Education Northwest, Portland, OR 2019
“English Language Learner research in partnership”

ODE/OSU English Language Learner Partnership 2019 Research Symposium 2019
Portland, OR
“Summer credit recovery for high school newcomer ELs”

CONFERENCE PRESENTATIONS

Papers

Association for Public Policy Analysis and Management, Washington DC 2022
“Examining the association between racial disparities in exclusionary discipline practices and academic gains”

Society for Research on Educational Effectiveness, Washington DC	2022
“Examining the association between racial disparities in exclusionary discipline practices and academic gains”	
Arizona Rural Schools Association, Flagstaff, AZ	2022
“The forgotten 20 percent: Achievement and growth in rural schools across the nation”	
Association for Education Finance and Policy, Denver, CO	2022
“School spending and within-year academic gains”	
American Educational Research Association Annual Meeting, Virtual	2021
“The effects of early college opportunities on English Learners”	
Association for Public Policy Analysis and Management, Virtual	2020
“Dual Language Education and Academic Growth”	
Association for Public Policy Analysis and Management, Washington DC	2018
“Impact of Early College opportunities on English Learners”	
Association for Education Finance and Policy, Washington DC	2017
“Causal impact of summer credit recovery on high school English Learner outcomes”	
Association for Education Finance and Policy, Denver, CO	2016
“The effects of developmental education on for-profit college students academic outcomes: A regression discontinuity analysis”	
American Association for Applied Linguistics, Portland, OR	2014
“The relationship between TOEFL iBT speaking scores and oral communication ability in an academic EFL environment”	
Symposium on Second Language Writing, West Lafayette, IN	2012
“A two-year longitudinal study of CAF: Problematizing complexity in EFL university writing exams”	
Language Testing Research Colloquium, Ann Arbor, MI	2011
“Effects of presenting question stems, answer options, or neither on multiple choice listening comprehension exams”	
Japan Association for Language Teaching, Nagoya, Japan	2010
“Testing in practice: An integrated skills approach”	
California Teachers of English to Speakers of Other Languages, Los Angeles, CA	2010
“Kanda Assessment of Communicative English: A test design”	
California Teachers of English to Speakers of Other Languages, Los Angeles, CA	2009
“Teaching pragmatics and nonverbal communication”	
Posters	
Association for Education Finance and Policy, Portland, OR	2018
“High School Course-Taking by English Learner Subgroup”	
Japan Association for Language Teaching, Kobe, Japan	2013
“Developing media literacy tools”	
Japan Association for Language Teachers Hokkaido, Sapporo, Japan	2012
“Wolf eats girl, old woman: Teaching media literacy through retelling of folktales”	

Tasked-Based Learning and Teaching in Asia, Osaka, Japan 2012
“Learning through creating: A task-based course design”

Round Tables and Policy Talks

American Educational Research Association Annual Meeting, Chicago, IL 2023
“Differential item functioning analysis for students by special education status”

American Educational Research Association Annual Meeting, San Diego, CA 2022
“Understanding differential growth during school years and summers for students in Special Education”

Association for Education Finance and Policy, Virtual 2021
“The Early Childhood Education Long Game: Community Driven Policy Initiatives for Equitable, Accessible, and Quality Preschool”

RESEARCH EXPERIENCE

Senior Researcher 2023-present
American Institutes for Research

Research Scientist 2019-2023
NWEA

Affiliated Researcher 2019-2021
Stanford Graduate School of Education

Research Assistant 2014-2019
Stanford Graduate School of Education

TEACHING EXPERIENCE

Instructor of Record

Oregon State University
Counselor Education Quantitative Methods III (COUN 664) 2022-2024
Introduction to Research Methods in Counseling (COUN 562) 2021-2023
Multicultural Counseling (COUN 582) Spring 2021

Stanford University Winter 2017
Economics of Higher Education (EDUC347/GSBGEN348)

Kanda University of International Studies 2010-2014
Freshman English
Media English

ADMINISTRATIVE EXPERIENCE

USC American Language Institute, *Academic Advising Assistant* 2006-2010

SELECT MEDIA MENTIONS

Najarro, I. (2023). English Learners, students with disabilities blocked from gifted programs, data finds. *Education Week*. <https://www.edweek.org/teaching-learning/english-learners-students-with-disabilities-blocked-from-gifted-programs-data-finds/2023/04>

Hawkins, B. (2021). Strong gains, quick losses: New research on students with disabilities finds conventional data hides both opportunity and risk. *The 74*. <https://www.the74million.org/strong-gains-quick-losses-new-research-on-students-with-disabilities-finds-conventional-data-hides-both-opportunity-and-risk>

Kirby, A. (2021). Students with disabilities can benefit from expanded learning opportunities. *California School Boards Association*. <http://blog.csba.org/expanded-learning-benefits>

Arundel, K. (2021). Study: Pre-COVID-19 summer slide worse for special education students. *K12Dive*. <https://www.k12dive.com/news/summer-slide-worse-for-special-education-students-study-shows/601265>

Villegas, L. (2020). Its not all relative when measuring learning gains and losses: New study provides insight on how to evaluate academic gains and losses for Latinx students in dual language programs. *New America*. <https://www.newamerica.org/education-policy/edcentral/its-not-all-relative-when-measuring-learning-loss>

Jacobson, L. (2019). Study: Summer school for EL students could boost 4-year graduation rates. *Education Dive*. <https://www.educationdive.com/news/study-summer-school-for-el-students-could-boost-4-year-graduation-rates/566979>

Mitchell, C. (2019). A “one-size-fits-all” approach to English Learner education won’t work. Here’s why. *Education Week*. http://blogs.edweek.org/edweek/learning-the-language/2019/08/a-one-size-fits-all_approach_t.html

Mitchell, C. (2019). Early access to advanced courses needed for English-Learners. *Education Week*. <https://www.edweek.org/ew/articles/2019/08/28/early-access-to-advanced-courses-needed-for.html>

Study International. (2019). New study evaluates the effectiveness of summer schools. *SI News*. <https://www.studyinternational.com/news/effectiveness-summer-schools>

ACADEMIC AND PROFESSIONAL ORGANIZATIONS

American Educational Research Association
Association for Education Finance and Policy
Association for Public Policy Analysis and Management
Society for Research on Educational Effectiveness

LANGUAGES

Chinese - Mandarin (native)
French (advanced)
Japanese (advanced - N1)
Spanish (intermediate)
Korean (novice)
Russian (novice)