
ANGELA S. JOHNSON

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EDUCATION

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

RESEARCH EXPERIENCE

Senior Workforce Data Analyst Oregon Department of Human Services	2025-present
Senior Researcher American Institutes for Research	2023-2025
Research Scientist NWEA	2019-2023
Research Assistant Stanford Graduate School of Education	2014-2019

TEACHING EXPERIENCE

<i>Oregon State University</i> Counselor Education Quantitative Methods III (COUN 664) Introduction to Research Methods in Counseling (COUN 562) Multicultural Counseling (COUN 582)	2022-2025 2021-2024 Spring 2022
<i>Stanford University</i> Economics of Higher Education (EDUC347/GSBGEN348)	Winter 2017
<i>Kanda University of International Studies</i> Freshman English Media English	2010-2014

ADMINISTRATIVE EXPERIENCE

USC American Language Institute, <i>Academic Advising Assistant</i>	2006-2010
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PUBLICATIONS

Peer Reviewed

Johnson, A. & Mercado-Garcia, D. (2025). Targeted intervention for Long-Term English Learners' English language development and reading outcomes. *AERA Open*.
doi: 10.1177/23328584251362747

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- Peters, S. J. & **Johnson, A.** (2024). Where are the gifted English learners and students with disabilities? *AERA Open*. doi: 10.1177/23328584241258480
- 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
- 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.

GRANTS AND FELLOWSHIPS

American Institutes for Research

Opportunity Fund 2025-2027
Intraclass Correlation Values for Planning Cluster Randomized Trials for English Learners
\$599,790, *Principal investigator*

Sacramento County Office of Education

2025-2027
Literacy Coaches and Reading Specialist Educator Training Grant Program Evaluation
\$574,970, *Quantitative lead*

Office of Elementary and Secondary Education

Education Innovation and Research Program (Mid-Phase) 2025-2029
Plan, Lead, Act, Network, and Sustain (PLANS) for Equitable Student Outcomes
Sub to Center for Leadership and Educational Equity
\$1,499,948 (Evaluation), *Impact evaluation lead*

Office of Elementary and Secondary Education

Education Innovation and Research Program (Early-Phase) 2025-2029
HOPE: A Professional Development Model to Enhance Math Teacher Effectiveness
Sub to Southern Regional Education Board
\$1,158,014 (Evaluation), *Impact evaluation lead*

Spencer Foundation

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

American Educational Research Association

Education Research Service Projects (ERSP) 2020
English Learner Pathways in Community College
\$5,000, *Principal 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 \$111,992, <i>Primary researcher</i>	2018

Institute of Education Sciences

2015-2017

Interdisciplinary Doctoral Training Fellowship

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 “English Learner pathways in community college”	2022
Alliance for Excellent Education, virtual “Supporting COVID-19 Recovery for Students with Disabilities”	2021
Confederation of Oregon School Administrators State English Learner Alliance, virtual “Expanding learning opportunities for ELLs”	2021
Education Northwest, Portland, OR “English Language Learner research in partnership”	2019
ODE/OSU English Language Learner Partnership 2019 Research Symposium Portland, OR “Summer credit recovery for high school newcomer ELs”	2019

CONFERENCE PRESENTATIONS

Papers

Society for Research on Educational Effectiveness, Baltimore, MD “AVID Excel and Long-Term English Learners’ academic outcomes”	2024
Association for Public Policy Analysis and Management, Washington DC “Examining the association between racial disparities in exclusionary discipline practices and academic gains”	2022
Society for Research on Educational Effectiveness, Washington DC “Examining the association between racial disparities in exclusionary discipline practices and academic gains”	2022
Arizona Rural Schools Association, Flagstaff, AZ “The forgotten 20 percent: Achievement and growth in rural schools across the nation”	2022
Association for Education Finance and Policy, Denver, CO “School spending and within-year academic gains”	2022

American Educational Research Association Annual Meeting, Virtual “The effects of early college opportunities on English Learners”	2021
Association for Public Policy Analysis and Management, Virtual “Dual Language Education and Academic Growth”	2020
Association for Public Policy Analysis and Management, Washington DC “Impact of Early College opportunities on English Learners”	2018
Association for Education Finance and Policy, Washington DC “Causal impact of summer credit recovery on high school English Learner outcomes”	2017
Association for Education Finance and Policy, Denver, CO “The effects of developmental education on for-profit college students’ academic outcomes: A regression discontinuity analysis”	2016
American Association for Applied Linguistics, Portland, OR “The relationship between TOEFL iBT speaking scores and oral communication ability in an academic EFL environment”	2014
Symposium on Second Language Writing, West Lafayette, IN “A two-year longitudinal study of CAF: Problematizing complexity in EFL university writing exams”	2012
Language Testing Research Colloquium, Ann Arbor, MI “Effects of presenting question stems, answer options, or neither on multiple choice listening comprehension exams”	2011
Japan Association for Language Teaching, Nagoya, Japan “Testing in practice: An integrated skills approach”	2010
California Teachers of English to Speakers of Other Languages, Los Angeles, CA “Kanda Assessment of Communicative English: A test design”	2010
California Teachers of English to Speakers of Other Languages, Los Angeles, CA “Teaching pragmatics and nonverbal communication”	2009
Posters	
Association for Education Finance and Policy, Portland, OR “High School Course-Taking by English Learner Subgroup”	2018
Japan Association for Language Teaching, Kobe, Japan “Developing media literacy tools”	2013
Japan Association for Language Teachers Hokkaido, Sapporo, Japan “Wolf eats girl, old woman: Teaching media literacy through retelling of folktales”	2012
Tasked-Based Learning and Teaching in Asia, Osaka, Japan “Learning through creating: A task-based course design”	2012
Round Tables and Policy Talks	
American Educational Research Association Annual Meeting, Chicago, IL “Differential item functioning analysis for students by special education status”	2023

American Educational Research Association Annual Meeting, San Diego, CA “Understanding differential growth during school years and summers for students in Special Education”	2022
Association for Education Finance and Policy, Virtual “The Early Childhood Education Long Game: Community Driven Policy Initiatives for Equitable, Accessible, and Quality Preschool”	2021

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). It’s 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>

LANGUAGES

Chinese - Mandarin (native)
French (advanced)
Japanese (advanced - N1)