

Christopher H. Cleveland

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Curriculum Vitae (7/2024)

Education

Harvard University

- Ph.D., Education Policy and Program Evaluation, 2023
 - Committee: Dr. Martin West, Dr. Thomas Kane, Dr. Andrew Ho
- A.M., Education, 2019
- Ed.M., Education Policy and Management, 2019
- A.B., Sociology; Secondary, Mind, Brain, & Behavior, 2014

Academic Employment

Brown University, 2024-

- Assistant Professor of Education and Education Policy, Education Department & Annenberg Institute

Boston University Wheelock College of Education and Human Development, 2023-24

- Research Assistant Professor, Education Leadership and Policy Studies & Wheelock Educational Policy Center

Harvard Graduate School of Education, 2023-24

- Visiting Scholar; Adjunct Lecturer

Center for Education Policy Research at Harvard University, 2017-23

- Institute for Education Sciences / Partnering in Education Research (PIER) Graduate Student Fellow

Non-Academic Employment

Education Resource Strategies, 2020-23

- Consulting Manager

District Management Group, 2014-20

- Senior Consultant; Senior Associate; Associate

Publications

Academic Publications

- Cleveland, C. (Forthcoming). Redlining. In S. Powell, M. Winn, K. Henry, & L. Winn (Ed.), *Bloomsbury Encyclopedia of Social Justice in Education, Race and Education* (Vol. 1). Bloomsbury Publishing plc.

Academic Papers Under Review

- Ainsworth*, Nicholas, Christopher Cleveland, and Andrew Penner. (2024). The Effects of Response to Intervention on Disability Identification and Achievement. (EdWorkingPaper: 24-1010). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/72jm-2m09>
- Cleveland, Christopher, and Jessica Markham*. (2024). Understanding Individualized Education Program (IEP) Goals at Scale. (EdWorkingPaper: 24-992). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/x8j7-rv06>
- Cleveland, Christopher, and Ethan Scherer (2024). Are Students On Track?: Comparing the Predictive Validity of Administrative and Survey Measures of Cognitive and Noncognitive Skills for Long-Term Outcomes. (EdWorkingPaper: 24-900). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/hab2-1m37> (Revise and Resubmit at *Educational Researcher*)
- Cleveland, Christopher, and Ethan Scherer. (2024). The Effects of Teacher-Student Demographic Matching on Social-Emotional Learning. (EdWorkingPaper: 21-399). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/3xq6-4k05> (Revise and Resubmit at *Educational Policy*)
- Cleveland, C., & Lukes, D. The Lingering Legacy of Redlining on School Funding, Diversity, and Performance. (EdWorkingPaper: 21-363). <https://doi.org/10.26300/qeer-8c25>

Academic Working Papers

- Cleveland, C. Gifted or Gone: The Effects of Gifted Education on Public School Enrollment and Achievement.
- Cleveland, C. Rethinking Discipline: The Effects of State Discipline Reform Laws on Students
- Felix, M., Cleveland, C., & Setren, E. Charter Schools and Suspensions: Evidence from Massachusetts Chapter 222
- Coffey, S. & Cleveland, C. Did Rosie D. Improve Special Education? Evidence from Massachusetts
- Perera, R. & Cleveland, C. Understanding the Geographic Composition of School Discipline
- Cleveland, C. & Lukes, D. Cell Phone Bans, Student Behavior, and School Culture

- Cleveland, C. & Scherer, E. What Are We Testing?: Leveraging Digital Cognitive Assessments to Understand State Academic Tests
- Cleveland, C. Measurement Efficiency in Accountability Dashboards

Academic Projects in Progress

- Understanding Special Education at Scale in Indiana
- Evaluating the Impacts of Gifted Education in New York City
- Evaluating the Impacts of Legislative Diagnosis Criteria Changes on Developmental Delay Identification in Indiana
- Who is Special Education For? Disability Identification Changes in Oregon Through the COVID-19 Pandemic (w/ Nicholas Ainsworth, Aaron Ainsworth, Jacob Hibel, Leah R. Clark, Andrew Saultz, Quentin Brummet, & Andrew Penner)
- Understanding the Education, Career, and Life Course Transitions of Students with Disabilities in Oregon (w/ Jacob Hibel, Quentin Brummet, Andrew Penner, Andrew Saultz)
- Understanding the Long-Term Outcomes of Students with Disabilities and English Learners in Massachusetts (w/ John Papay)
- Understanding the Long-Term Dynamics of Special Education Spending in Massachusetts

*Student co-author

Professional Publications

- King-Smith, A., Chang, B., & Cleveland, C. (2023). Equity Is More Than an Office: How to Forge an Equity-Centered Strategic Plan That Works. *Education Resource Strategies*. [Link](#)
- Chang, B. & Cleveland, C. (2023). From Equity Officer to Strategic Resource Equity Leader: A 3-Step Process for Making the Shift. *Education Resource Strategies*. [Link](#)
- Education Resource Strategies and The Education Trust (2022). Alliance for Resource Equity Toolkit. Alliance for Resource Equity. [Link](#); [Education Combination](#); [Diagnostic](#); [Guidebooks](#)
- Cleveland, C. (2021). Test Failure and Special Education Provision. Rennie Center for Education Research & Policy. [Link](#)
- Cleveland, C. and Rosenberg, D. (2021). Organizing Resources to Support Inclusion Models for Students with Disabilities. *Education Resource Strategies*. [Link](#)
- Cleveland, C. and Wiernusz, M. “Blurring the Divide: Improving Special Education by Strengthening Core Instruction.” *The District Management Journal*, Vol. 27, p. 12-27, Fall 2020. [Link](#)
- District Management Group and The Massachusetts Department of Elementary and Secondary Education. (2019). “Resource Allocation and District Action Reports (RADAR).” [Link](#)
- District Management Group and The Massachusetts Department of Elementary and Secondary Education. (2019). “Resource Reallocation to District Priorities: Case Studies.” [Link](#)
- Cleveland, C., Kim, J., and Wiernusz, M. “Creating a Performance-Based Teacher Compensation System at Gwinnett County Public Schools (GA).” *The District Management Journal*, Vol. 25, p. 28-44, Spring 2019. [Link](#)
- Cleveland, C., and Ribnick, S. “Massachusetts Puts Resource Allocation on the RADAR.” *The District Management Journal*, Vol. 22, p.51-54, Fall 2017. [Link](#)
- Cleveland, C., and Kim, J. “Innovating with Impact.” *The District Management Journal*, Vol. 21, p.12-27, Spring 2017. [Link](#)
- Cleveland, C., and Levenson, N. “Improving Special Education: DMC’s Best Practices for Cost-Effectively Raising Achievement.” *The District Management Journal*, Vol. 20, p.12-27, Fall 2016. [Link](#)
- Cleveland, C., and Kim, J. “What Most Schools Don’t Teach: Code.org Hadi Partovi’s Mission to Bring Computer Science to Schools.” *The District Management Journal*, Vol. 19, p.4-11, Spring 2016. [Link](#)

Media Publications

- Cleveland, C. “Virtual Fall: America’s Largest School Districts Are Opting for Remote Starts.” *Education Next*, August 11, 2020. [Link](#)
- Cleveland, C. “Toward Reopening: What Will School Look Like this Fall?” *Education Next*, June 29, 2020. [Link](#)

Interviews and Media Mentions

- Should Schools Struggling with Classroom Management Clamp Down with More Suspensions or Turn to Restorative Justice? Boston University’s *The Brink*. June 14, 2024. [Link](#)
- Gifted and talented programs are vanishing from schools. That’s a bigger problem than you think. *Boston Globe Magazine*. May 29, 2024. [Link](#)

- Can We Make School Safe and Supportive for All? Conversations with the Dean. Boston University Wheelock College of Education and Human Development. May 20, 2024. [Link](#)
- The Impact of Geography and Policy on Students. Harvard Graduate School of Education. February 15, 2023. [Link](#)
- New Study: 5 Ways Racist 1930s Housing Policies Still Haunt Schools. The 74. March 22, 2021. [Link](#)
- The Educational Legacy of Redlining. Research Minutes Podcast. CPRE Knowledge Hub. April 15, 2021. [Link](#)

Teaching

Brown University

Faculty

- “Policy Analysis and Program Evaluation for Education” F24

Harvard Graduate School of Education

Adjunct Lecturer

- “Introduction to Education Finance and Budgeting” S24

Teaching Fellow

- Joseph McIntyre, “Introduction to Statistical Computing and Data Science in Education” S19, S20
- Martin West, “Evidence-Based Leadership in Education” S20
- Martin West, “Politics and Education Policy in the U.S.” F19
- Jon Fullerton, “Introduction to Education Finance and Budgeting” F18, F19
- Thomas Hehir, “Implementing Inclusive Education” F17

Education Resource Strategies

- Executive coach and facilitator for Chief Equity Officers in the Advancing Education Resource Equity Network, SY21-22; SY22-23

Research Grants

- Urban Institute, Student Upward Mobility Initiative, Co-PI (PI: Jacob Hibel), 2024-26, \$450,000
- Bill and Melinda Gates Foundation, Co-PI (PI: David Deming), K-12 School Finance Grant, 2021-22, \$70,000

Fellowships & Awards

- Fordham Institute / American Enterprise Institute Emerging Education Policy Scholar, 2020-21
- Harvard University Center for Education Policy Research, Institute of Education Sciences / Partnering in Education Research (PIER) Fellowship, 2018-21, \$75,000
- Rennie Center Research Fellowship, 2019, \$5,000

Consulting Contracts Managed (*representative*)

- Alliance for Resource Equity, 2021-23, 1,000,000
- Los Angeles Unified School District & Office of Elementary and Secondary Education, Student-Centered Funding Pilot and Financial Sustainability Planning, 2020-21, \$850,000
- Massachusetts Department of Elementary and Secondary Education, Resource Allocation and District Action Reports (RADAR) Development, 2015-19, \$800,000
- Texas Education Agency, System of Great Schools, 2020-21, \$800,000

Conference Presentations

- *Association for Public Policy Analysis and Management*
 - 2024.
 - Charter Schools and Suspensions: Evidence from Massachusetts Chapter 222.
 - The Effects of Response to Intervention on Disability Identification and Achievement.
 - Understanding Special Education Services at Scale.
 - 2022. Rethinking Discipline: The Effects of Discipline Reform Laws on Discipline and Achievement Outcomes.
 - 2020.
 - The Effects of Teacher Demographic Match on Social-Emotional Learning.
 - The Consequences of Comparison: How State Test Failure Affects Special Education Identification.
- *Association for Education Finance and Policy*
 - 2024.
 - Who is Special Education For? Disability Identification Changes in Oregon Through the COVID-19 Pandemic.
 - Understanding Special Education Services at Scale.

- 2022.
 - A Lingering Legacy: The Relationship Between 1930s HOLC “Redlining” Maps and School Funding, Diversity, and Performance.
 - Suspending Suspensions: The Effects of Discipline Reform Laws on Discipline and Achievement Outcomes.
- 2021.
 - The Impacts of Gifted Education Program Participation.
 - The Effect of Teacher Demographic Match on Social-Emotional Learning.
- 2020.
 - Measuring Cognitive Skills in School Settings: Evidence from the Neurocognitive Performance Test.
 - Assessing College Readiness: Comparing Administrative And Survey-Based Measures of Non-Cognitive Skills.
- *Society for Research on Educational Effectiveness*
 - 2024. The Effects of Response to Intervention on Disability Identification and Achievement.
 - 2022. Rethinking Discipline: The Effects of Discipline Reform Laws on Discipline and Achievement Outcomes.

Conference Chair/Moderator/Discussant

- *Association for Public Policy Analysis and Management*
 - 2024. Federal, State, and Local Oversight and Enforcement of School Discipline Reforms.
 - 2023. Issues in Education Management.
 - 2019. Evidence on How to Better Identify and Serve English Language Learners and Students in Need of Special Education Services.
- *Association for Education Finance and Policy*
 - 2024. Discipline and Restorative Justice.
 - 2023. Media and Politics.
 - 2022. Supporting and Educating the Whole Child.
- *Society for Research on Educational Effectiveness*
 - 2022. Teacher and School Leader Labor Markets.
- *Harvard Graduate School of Education Student Research Conference*
 - 2019. Policy Implementation.

Invited Events

- 2024
 - Move Together: A Call to Action to the Charter Ecosystem for Students with Disabilities. Gates Foundation and Center for Learner Equity.
 - Michigan State University. Economics of Education Seminar.
 - George Mason University. EdPolicyForward Research Workshop.
 - NYU Steinhardt. IES-funded Predoctoral Interdisciplinary Research Training Program (IES-PIRT) Proseminar Series.
- 2022
 - SXSW Edu Conference. Erasing Red Lines: Overcoming Inequity in Schools. [Watch](#)
- 2021
 - Bridges Collaborative National Convening. The Lingering Legacy of Redlining.
 - Fordham Institute & American Enterprise Institute. Emerging Education Policy Scholars.
- 2020
 - American Enterprise Institute. Education Policy Academy.
 - The Johns Hopkins Institute for Education Policy and the Charles Koch Foundation. Graduate Student Colloquium: Educational Pluralism + Research to Policy.

Journal Referee

- The Economic Journal, Journal of Policy Analysis and Management, American Educational Research Association (AERA) Open, Injury Prevention

Academic Affiliations

- American Economic Association, American Educational Research Association, Association for Education Finance and Policy, Association for Public Policy Analysis and Management, National Council on Measurement in Education, Society for Research on Educational Effectiveness

Service

- *Massachusetts Department of Elementary and Secondary Education*
 - Education to Career (E2C) Research and Data Hub Research Advisory Committee (RAC), 2023-
- *Harvard University*
 - Harvard College Class of 2014 Second Marshal, 2014-
 - Joint Committee on Alumni Affairs and Development, 2023-
 - Leverett House Senior Resident Tutor, 2017-24
 - Presidential Search Student Advisory Committee Member / Chair, 2017-18, 2022-23
 - Governing Boards Committee to Nominate Overseers and Elected Directors, 2021-24
 - Building Community Committee Chair / Member, 2013-21
 - College Appointed Director, 2014-18
- *Harvard Club of Boston*
 - Member Engagement Committee Member, 2017-20
- *Cathleen Stone Island Outward Bound School*
 - ISLE Society Committee Member, 2021-24