Adam Kho

College of Education · University of Kentucky
597 S. Upper St. · Taylor Education Building, 136B · Lexington, KY 40508
adam.kho@uky.edu

Research Interests
Education Policy, School Accountability, School Reform, School Choice, School Turnaround, Teacher Workforce, School Improvement

ACADEMIC APPOINTMENTS & AFFILIATIONS

2024-2026 **Assistant Professor**, Educational Policy Studies and Evaluation
University of Kentucky - College of Education

2018-2024 **Assistant Professor of Education**, K-12 Policy and Leadership
University of Southern California - Rossier School of Education

2020-Present **Research Affiliate**
Los Angeles Education Research Institute

2018-Present **Research Affiliate**
Tennessee Education Research Alliance

EDUCATION

2013-2018 **Vanderbilt University**, Nashville, TN
Ph.D., K-12 Education Leadership and Policy Studies
Minor, Quantitative Methods

2009-2010 **Georgia State University**, Atlanta, GA
M.A.T., Mathematics Education

2004-2008 **Massachusetts Institute of Technology**, Cambridge, MA
B.S., Chemical-Biological Engineering
Minor, Biology
Concentration, Education

GRANTS, CONTRACTS, & FUNDED RESEARCH

2026-2027 **Co-Principal Investigator**, Post-COVID Charter School Attainment and College Enrollment Impacts (PI: R. Joseph Waddington), *MIT Blueprint Labs* ($226,970)

2025-2026 **Co-Principal Investigator**, Charter School Performance and Practices After the COVID-19 Pandemic (PI: Ron Zimmer), *MIT Blueprint Labs* ($309,520)

2024-2028 **Co-Principal Investigator**, Diagnostic Instrument for Teachers' Content and Pedagogical Content Knowledge of Numbers and Operations (PI: Yasemin Copur-Gencturk), *Institute for Education Sciences* ($2,000,000)

2024-2027 **Principal Investigator**, Mentoring and Career Development Grant, *William T. Grant Foundation* ($60,000)

2024-2026 **Principal Investigator**, Charter School Enrollment and Performance Before, During, and After the COVID-19 Pandemic, *Tennessee State Collaboration on Reforming Education* ($302,275)

2023-2026 **Principal Investigator**, Hattie's Influences on Student Achievement Under an Institutionally Racist System: What Works for Black and Brown Students?, *William T. Grant Foundation* ($600,000)

2023-2024 **Principal Investigator**, Do Charter Authorizer Evaluations Predict School Success? Evidence from North Carolina, *Thomas B. Fordham Institute* ($30,000)

2022-2024 **Principal Investigator**, A Teacher Somewhat Like Me: The Role of Student-Teacher Race, *AERA-NSF Research Grant* ($35,000)

2022-2023 **Principal Investigator**, Perceived Impacts of Conflict Resolution Education on Student Outcomes, *Western Justice Center* ($25,000)

2021-2022 **Principal Investigator**, Hattie's Influence on Student Achievement Under an Institutionally Racist System: What Works for Black and Brown Students? Pilot Study, *University of Southern California* ($30,000)

2021 **Principal Investigator**, Alternative School Enrollment During the Era of Consequential Accountability, *Urban Institute* ($1,000)

2020-2021 **Principal Investigator**, School Priorities in the COVID-19 Pandemic, *RAND* ($5,000)

2020 **Co-Principal Investigator**, Impact and Validity Study for the Nevada Educator Performance Framework (NEPF) (PI: Bradley Marianno), *Nevada Department of Education* ($174,975)

2018-2022 **Co-Principal Investigator**, AchievementNet Evaluation (PI: Morgan Polikoff), *Breakthrough Results Fund* ($259,215)

2017-2020 **Senior Analyst**, An Extended Evaluation of Tennessee's Achievement School District and Local Innovation Zones (PI: Gary T. Henry & Ron Zimmer), *Walton Family Foundation* ($555,972)

2017-2020 **Senior Analyst**, An Extended Evaluation of Tennessee's Achievement School District and Local Innovation Zones (PI: Gary T. Henry & Ron Zimmer), *Laura and John Arnold Foundation* ($381,618)

2014-2017 **Senior Analyst**, An Evaluation of the Tennessee Achievement School District (PI: Gary T. Henry & Ron Zimmer), *Walton Family Foundation* ($350,000)

2013-2015 **Senior Analyst**, An Evaluation of the Tennessee Achievement School District (PI: Gary T. Henry & Ron Zimmer), Race to the Top, *U.S. Department of Education & Tennessee Higher Education Commission* ($350,000)

PUBLICATIONS

* Published with a student coauthor with whom the majority of collaboration took place while they were a student

Peer-Reviewed Journal Articles

(15) **Kho, A.**, Smith, S. L.*, Dhaliwal, T. K., Huerta, A. H., Torres, G.*, & Marsh, J. (in press). Building Restorative School Cultures: Insights from Peer Mediation Programs in Elementary and Middle Schools. *Journal of Educational Change.* https://doi.org/10.1007/s10833-026-09553-8

(14) **Kho, A.** & Hunter, S. B. (2026). Free Meals for All: The Effect of Tennessee's Community Eligibility Provision on Student Non-Academic Outcomes. *Educational Studies*, *52*(2), 129-147. https://doi.org/10.1080/03055698.2025.2452619

(13) Pham, L. D., Sengstaken, N.*, & **Kho, A.** (2026). Investments that Pay Off: School Spending, Working Conditions, and Teacher Retention in Low-Performing Schools during COVID-19. *Journal of Education Human Resources, 44*(2), 268-314. https://doi.org/10.3138/jehr-2024-0045

(12) Hunter, S. B., **Kho, A.**, & Bowser, K. M.* (2025). Policy-Assigned Teacher Observations, Their Implementation, and Student Discipline Outcomes: Main, Mediated, and Moderated Relationships. *American Educational Research Journal, 62*(6), 1173-1206. https://doi.org/10.3102/00028312251360923

(11) Hunter, S. & **Kho, A.** (2025). The Effects of Teacher Evaluation Policy on Student Achievement and Teacher Turnover: Leveraging Teacher Accountability and Teacher Development. *Journal of Education Human Resources, 43*(3), 582-633. https://doi.org/10.3138/jehr-2023-0040

(10) Fienberg, M.* & **Kho, A.** (2025). Who Teaches Algebra I: Examining Teacher Characteristics, Math Course Assignments, and Teacher Turnover. *Journal of Education Human Resources*, *43*(3), 525-552. https://doi.org/10.3138/jehr-2023-0065

(9) Smith, S. L.*, Dawson-Amoah, M.*, Tong, T.*, Pardo, N.*, Alonso-Morris, E. A.*, & **Kho, A.** (2024). Public School Choice Options in the United States. *Encyclopedia*, *4*(1), 60-78. https://doi.org/10.3390/encyclopedia4010006

(8) Dawson-Amoah, M.*, Smith, S. L.*, O'Neal D.*, Clay, I.*, Alonso-Morris, E. A.*, & **Kho, A.** (2024). Understanding the Education Policymaking Process in the United States. *Encyclopedia*, *4*(1), 46-59. https://doi.org/10.3390/encyclopedia4010005

(7) Tong, T.*, Smith, S. L.*, Fienberg, M.*, & **Kho, A.** (2023). Charter Schools: An Alternative Option in American Schooling. *Encyclopedia*, *3*(1), 362–370. https://doi.org/10.3390/encyclopedia3010022

(6) **Kho, A.**, Henry, G. T., Zimmer, R. & Pham, L. (2023). Spillover Effects of Recruiting Teachers for School Turnaround: Evidence from Tennessee. *Educational Evaluation and Policy Analysis, 45*(2), 268-284. https://doi.org/10.3102/01623737221111807

(5) **Kho, A.**, Zimmer, R. & McEachin, A. (2022). A Descriptive Analysis of Cream-Skimming and Push-Out in Choice versus Traditional Public Schools. *Education Finance and Policy*, *17*(1), 160-187. https://doi.org/10.1162/edfp_a_00333

(4) Viano, S., Pham, L., Henry, G., **Kho, A.** & Zimmer, R. (2021). What Teachers Want: School Factors Predicting Teachers' Decisions to Work in Low-Performing Schools. *American Educational Research Journal*, *58*(1), 201-233. https://doi.org/10.3102/0002831220930199

(3) Pham, L., Henry, G. T., **Kho, A.**, & Zimmer, R. (2020). Sustainability and Maturation of School Turnaround: A Multiyear Evaluation of Tennessee's Achievement School District and Local Innovation Zones. *AERA Open*. https://doi.org/10.1177/2332858420922841

(2) Henry, G. T., Pham, L., **Kho, A.**, & Zimmer, R. (2020). Peeking Into the Black Box of School Turnaround: A Formal Test of Mediators and Suppressors. *Educational Evaluation and Policy Analysis, 42*(2), 232-256. https://doi.org/10.3102/0162373720908600

(1) Zimmer, R., Henry, G. & **Kho, A.** (2017). The Effects of School Turnaround in Tennessee's Achievement School District and Innovation Zones. *Educational Evaluation and Policy Analysis, 39*(4), 670-696. https://doi.org/10.3102/0162373717705729

Under Review

(6) **Kho, A.** & Pham, L. D. (Revise & Resubmit). Do They Stay or Do They Go? Estimating the Effect of School Accountability Labels on Teacher Mobility.

(5) **Kho, A.**, Smith, S. L.*, & Zimmer, R. (Conditionally Accepted). From Disruption to Recovery: Charter School Performance During and After the COVID-19 Pandemic.

(4) Vite, A.*, Patall, E., Lee, D.*, **Kho, A.**, & Zambrano, J. (Revise & Resubmit). Supporting Latino High School Students' Well-Being through a Positive School Cultural Climate.

(3) Zimmer, R., Ponisciak, S. M., Berends, M., Dallavis, J., Ferrare, J. J., **Kho, A.**, Smith, S. L.*, & Waddington, R. J. (Revise & Resubmit). Indiana Charter School Performance During and After the COVID-19 Pandemic.

(2) **Kho, A.**, Dawson-Amoah, M.*, & Viano, S. L. (Under Review). Beyond Race Congruence: Principal-Teacher Race Similarity, Workplace Conditions, and Teacher Mobility.

(1) **Kho, A.**, Pardo, N.*, Smith, S.*, & Rabovsky, S.* (Under Review). Three Decades of Representation Disparities in Alternative Schools.

Book Chapters

(2) Smith, S. L.*, **Kho, A.**, & Zimmer, R. (In Press). The Economic Promises and Pitfalls of Charter Schools. In Bradley, S. & Green, C. (Ed.), *The Economics of Education: A Comprehensive Overview* (3rd ed.) Academic Press.

(1) **Kho, A.**, Zimmer, R., & Buddin, R. (2020). The Economics of Charter Schools. In Bradley, S. & Green, C. (Ed.), *The Economics of Education: A Comprehensive Overview* (2nd ed., pp. 531-542). Academic Press. https://doi.org/10.1016/B978-0-12-815391-8.00039-2

Other Publications

(20) Smith, S. L.*, **Kho, A.**, & Zimmer, R. (2026, May). *Structuring Charter School Accountability: How State Policy Shapes Authorizer Practice in California.* Getting Down to Facts III. https://gettingdowntofacts.com/reports/structuring-charter-school-accountability-how-state-policy-shapes-authorizer-practice

(19) Smith, S. L.*, Zimmer, R., & **Kho, A.** (2026, March). *Charter School Authorizers*. Live Handbook of Education Policy Research. https://livehandbook.org/k-12-education/market-based-schooling/charter-school-authorizers/

(18) Zimmer, R., Ponisciak, S., Berends, M., Dallavis, J., Ferrare, J., **Kho, A.**, Smith, S., & Waddington, J. (2026, March 13). *Indiana Charter School Performance During and After the COVID-19 Pandemic.* https://martin.uky.edu/research/charter-school-performance-and-operation-during-and-after-covid-19

(17) **Kho, A.**, Smith, S. L.*, & Zimmer, R. (2025, June 16). *Tennessee Charter School Performance During and After the COVID-19 Pandemic.* https://martin.uky.edu/research/charter-school-performance-and-operation-during-and-after-covid-19

(16) **Kho, A.**, Smith, S. L.*, & Lauen, D. L. (2024, March 20). *Do Authorizer Evaluations Predict the Success of New Charter Schools?* Thomas B. Fordham Institute. https://fordhaminstitute.org/national/research/do-authorizer-evaluations-predict-success-new-charter-schools

(15) **Kho, A.**, Dhaliwal, T. K., Huerta, A. H., Smith, S. L.*, & Marsh, J. (2023, October 30). *The Implementation and Perceived Impacts of Conflict Resolution Education in Azusa Unified School District.* Los Angeles, CA: University of Southern California.

(14) **Kho, A.** & Rabovsky, S.* (2022, July 28). *The Students Alternative Schools Serve*. Urban Institute. https://www.urban.org/research/publication/students-alternative-schools-serve

(13) **Kho, A.**, Tong, T.*, Morris, E.*, & Polikoff, M. (2022). *ANet Breakthrough Results Fund: 2018-19 to 2020-21 Impact Report*. Los Angeles, CA: University of Southern California.

(12) **Kho, A.**, Zimmer, R., & McEachin A. (2021, February 24). *Evaluating Claims that Charter Schools Practice "Cream Skimming" and "Pushout"*. Education Next. https://www.educationnext.org/do-charter-schools-cream-skim-high-achievers-push-out-low-performing-students/

(11) Marianno, B., **Kho, A.**, Garza, T., & Hilpert, J. (2021). *Prepping for Another Recession: Re-Assessing the Validity of Teacher Evaluation Systems for Human Capital Decision-Making*. Policy Issues in Nevada Education. https://digitalscholarship.unlv.edu/co_educ_policy/33/

(10) **Kho, A.**, Tong, T.*, Polikoff, M., & Silver, D.* (2020). *ANet Breakthrough Results Fund: Impact Report 1.2*. Los Angeles, CA: University of Southern California.

(9) Marianno, B., Garza, T., Hilpert, J., & **Kho, A.** (2020). *Nevada Educator Performance Framework: Impact and Validity Final Report*. Center for Research, Evaluation, and Assessment. http://crea.sites.unlv.edu/wp-content/uploads/2020/08/CREA-NEPF-REPORT-FINAL.pdf

(8) **Kho, A.**, Tong, T.*, Polikoff, M., & Silver, D.* (2020). *ANet Breakthrough Results Fund: Impact Report 1*. Los Angeles, CA: University of Southern California.

(7) Pham, L., Henry, G. T., **Kho, A.**, & Zimmer, R. (2019). *School Turnaround in Tennessee: Insights After Six Years of Reform*. Tennessee Education Research Alliance. https://peabody.vanderbilt.edu/tera/school-turnaround/turnaround-after-six-years/

(6) Polikoff, M., Silver, D.*, & **Kho, A.** (2019). *ANet Breakthrough Results Fund: Year 1 Implementation Report*. Los Angeles, CA: University of Southern California.

(5) Pham, L., Henry, G. T., Zimmer, R., & **Kho, A.** (2018). *School Turnaround After Five Years: An Extended Evaluation of Tennessee's Achievement School District and Local Innovation Zones*. Tennessee Education Research Alliance. https://peabody.vanderbilt.edu/tera/school-turnaround/turnaround-after-five-years/

(4) **Kho, A.**, Henry, G. T., Zimmer, R. & Pham, L. (2018). *How has iZone Teacher Recruitment Affected the Performance of Other Schools?* Tennessee Education Research Alliance. https://peabody.vanderbilt.edu/tera/school-turnaround/izone-recruitment/

(3) Henry, G., Zimmer, R., **Kho, A.**, Pham, L. (2017). *Recruitment and Retention of Teachers in Tennessee's Achievement School District and iZone Schools*. Tennessee Education Research Alliance. https://peabody.vanderbilt.edu/tera/school-turnaround/recruitment-and-retention/

(2) Zimmer, R., **Kho, A.,** Henry, G., Viano, S. (2015). *Evaluation of the Effect of Tennessee's Achievement School District on Student Test Scores*. Tennessee Consortium on Research, Evaluation, and Development. https://cdn.vanderbilt.edu/vu-sub/wp-content/uploads/sites/280/2023/07/ASD_Impact_Policy_Brief_Final_12.8.15.pdf

(1) Henry, G., Zimmer, R., Attridge, J., **Kho, A.** & Viano, S. (2014). *Teacher and Student Migration In and Out of Tennessee's Achievement School District*. Tennessee Consortium on Research, Evaluation, and Development. https://cdn.vanderbilt.edu/vu-sub/wp-content/uploads/sites/280/2023/07/ASD_Teacher_Student_Migration.pdf

Working Papers

Kho, A., Smith, S. L.*, & Lauen, D. L. *Assessing the Predictive Validity of Charter Authorizer Evaluations*

Kho, A. & Tong, T.* *A Teacher Similar to Me: The Role of Student-Teacher Race*

Tong, T.* & **Kho, A.** *The Effects of Multi-Level Coaching on Student Achievement*

Tong, T.* & **Kho, A.** *Anytime, Anywhere?: A Systematic Review of Virtual Schools in the U.S.*

Pardo, N.*, **Kho, A.**, & Tong, T.* *High School Employment and Academic & Economic Outcomes.*

Rabovsky, S.*, **Kho, A.**, & Polikoff, M. *The Impact of Mainstream School Accountability Measures on Alternative School Enrollment.*

PEER-REVIEWED RESEARCH PRESENTATIONS

(59) *Charter School Practices and Challenges Across the COVID-19 Pandemic*. Joint work with Nicolas Pardo, Ron Zimmer, Margaret-Dawson-Amoah, Danielle Duffy, and Shelby Smith. National Charter Schools Conference: New Orleans, June 24-26, 2026.

(58) *Alternative Schools in the Era of School Choice: National Trends in Enrollment Over Three Decades*. Joint work with Nicolas Pardo, Shelby Smith, and Sarah Rabovsky. AERA Conference: Los Angeles, CA, April 8-12, 2026.

(57) *Charter School Enrollment Dynamics in Tennessee Amid COVID-19*. Joint work with Shelby Smith and Ron Zimmer. AEFP Conference: Chicago, IL, March 19-21, 2026.

(56) *The Variation in Charter and Public School Learning Loss Recovery in Indiana*. Joint work with Mark Berends, Julie Dallavis, Joseph Ferrare, Steve Ponisciak, Shelby Smith, Joseph Waddington, and Ron Zimmer. AEFP Conference: Chicago, IL, March 19-21, 2026.

(55) *The Choice No One Talks About: Charter Authorization Decisions*. Joint work with Shelby Smith. AEFP Conference: Chicago, IL, March 19-21, 2026.

(54) *From Disruption to Recovery: Charter School Performance During and After the COVID-19 Pandemic.* Joint work with Shelby Smith and Ron Zimmer. Hawaii International Conference on Education: Honolulu, Hawaii, January 8-11, 2026.

(53) *Patterns in Tennessee Charter School Enrollment Amid the COVID-19 Pandemic*. Joint work with Shelby Smith and Ron Zimmer. APPAM Conference: Seattle, Washington, November 13-15, 2025.

(52) *Charter School Performance During and After the COVID-19 Pandemic*. Joint work with Ron Zimmer, Steve Ponisciak, Joe Waddington, Mark Berends, Julie Dallavis, Joseph Ferrare, and Shelby Smith. University of Arkansas 20th Anniversary Policy Conference - Education Reform Then and Now: Bentonville, Arkansas, October 23-24, 2025.

(51) *Tennessee Charter School Performance During and After the COVID-19 Pandemic*. Joint work with Shelby Smith and Ron Zimmer. MidSouth Education Policy Workshop: Lexington, KY, October 16-17, 2025.

(50) *Do Authorizer Evaluations Predict New Charter Schools' Success?*. Joint work with Shelby Smith and Doug Lauen. AERA Conference: Denver, CO, April 23-27, 2025.

(49) *Building Restorative School Cultures: Insights from Peer Mediation Programs in Elementary and Middle Schools*. Joint work with Shelby Smith, Tasmin Dhaliwal, Adrian Huerta, Gabriela Torres, and Julie Marsh. AERA Conference: Denver, CO, April 23-27, 2025.

(48) *Tennessee Charter School Performance During and After the COVID-19 Pandemic*. Joint work with Shelby Smith and Ron Zimmer. AEFP Conference: Washington, DC, March 13-15, 2025.

(47) *Assessing the Predictive Validity of Charter Authorizer Evaluations*. Joint work with Shelby Smith and Doug Lauen. AEFP Conference: Washington, DC, March 13-15, 2025.

(46) *A Teacher Similar to Me: The Role of Student-Teacher Race*. Joint work with Tong Tong. APPAM Conference: National Harbor, MD, November 21-23, 2024.

(45) *Principal-Teacher Race Similarity and Teacher Retention: Evidence from National Data*. Joint work with Margaret Dawson-Amoah and Samantha Viano. APPAM Conference: National Harbor, MD, November 21-23, 2024.

(44) *Charter School Performance During and After the COVID-19 Pandemic*. Joint work with Shelby Smith and Ron Zimmer. APPAM Conference: National Harbor, MD, November 21-23, 2024.

(43) *The Shifting Missions of Choice Schools in the United States*. Joint work with Shelby Smith, Margaret Dawson-Amoah, Tong Tong, Nicolas Pardo, and Elizabeth Ann Alonso-Morris. APPAM Conference: National Harbor, MD, November 21-23, 2024.

(42) *A Teacher Similar to Me: The Role of Student-Teacher Race*. Joint work with Tong Tong. AERA Conference: Philadelphia, PA, April 11-14, 2024.

(41) *Teacher-Principal Race Similarity and Teacher Retention: Evidence from National Data*. Joint work with Margaret Dawson-Amoah and Samantha Viano. UCEA Conference: Minneapolis, MN, November 16-18, 2023.

(40) *School Priorities in the COVID-19 Pandemic.* Joint work with Lam D. Pham & Mario Jackson. UCEA conference: Minneapolis, MN, November 16-18, 2023.

(39) *Teacher-Principal Race Similarity and Teacher Retention: Evidence from National Data.* Joint work with Margaret Dawson-Amoah and Samantha Viano. AERA Conference: Chicago, IL, April 13-16, 2023.

(38) *Policy-Assigned Teacher Observations, Their Implementation, and Student Discipline Outcomes: Main, Mediated, and Moderated Relationships*. Joint work with Seth B. Hunter. AEFP Conference: Denver, CO, March 23-25, 2023.

(37) *A Teacher Similar to Me: The Role of Student-Teacher Race*. Joint work with Tong Tong. AEFP Conference: Denver, CO, March 23-25, 2023.

(36) *High School Employment and Future Academic and Economic Outcomes: Evidence from the Education Longitudinal Study*. Joint work with Tong Tong. AERA conference: San Diego, CA, April 21-26, 2022.

(35) *School Priorities in the COVID-19 Pandemic.* Joint work with Lam D. Pham. AERA conference: San Diego, CA, April 21-26, 2022.

(34) *The Effect of School Reform on Teacher Attrition in Low-Performing Schools: Evidence from Tennessee.* Joint work with Lam D. Pham. AEFP conference: Denver, CO, March 17-19, 2022.

(33) *High School Employment and Future Academic and Economic Outcomes: Evidence from the Education Longitudinal Study*. Joint work with Tong Tong. AEFP conference: Denver, CO, March 17-19, 2022.

(32) *The Effects of Instructional Leadership Coaching on Student Achievement*. Joint work with Tong Tong. AERA conference: Virtual, April 8-12, 2021.

(31) *Do They Stay or Do They Go? Teacher Attrition in Tennessee's Turnaround Schools*. Joint work with Lam D. Pham. AEFP conference: Virtual, March 17-19, 2021.

(30) *The Impact of Mainstream School Accountability Measures on Alternative School Enrollment*. Joint work with Sarah Rabovsky and Morgan Polikoff. AEFP conference: Virtual, March 17-19, 2021.

(29) *The Effects of Instructional Leadership Coaching on Leader and Teacher Practices and Student Achievement*. Joint work with Tong Tong. AEFP conference: Virtual, March 17-19, 2021.

(28) *Do They Stay or Do They Go? Teacher Attrition in Tennessee's Turnaround Schools*. Joint work with Lam D. Pham. APPAM conference: Virtual, November 11-13, 2020.

(27) *A Descriptive Analysis of Cream-Skimming and Pushout in Choice versus Traditional Public Schools*. Joint work with Ron Zimmer and Andrew McEachin. AERA conference: San Francisco, CA, April 17-21, 2020. (Conference canceled).

(26) *General Equilibrium Effects of Recruiting High-Performing Teachers for School Turnaround: Evidence from Tennessee.* Joint work with Gary Henry, Lam Pham, and Ron Zimmer. AERA conference: San Francisco, CA, April 17-21, 2020. (Conference canceled).

(25) *Alternatives for Whom? Trends in Alternative Charter Network Enrollment and Student and Staff Characteristics*. Joint work with Sarah Rabovsky and Morgan Polikoff. AERA conference: San Francisco, CA, April 17-21, 2020. (Conference canceled).

(24) *Trends in Alternative School Enrollment: A National Perspective*. Joint work with Sarah Rabovsky & Morgan Polikoff. AEFP conference: Ft. Worth, TX, March 19-21, 2020.

(23) *What Teachers Want: School-Level Factors Predicting Teachers' Decisions to Work in Turnaround* Schools. Joint work with Samantha Viano, Lam Pham, Gary T. Henry, & Ron Zimmer. SREE conference: Crystal City, VA, March 11-14, 2020.

(22) *Evaluating the Community Eligibility Provision Program: Evidence from Tennessee.* AERA conference: Toronto, ON, Canada, April 5-9, 2019.

(21) *North Carolina's Charter Schools After Twenty Years: How Are They Doing Now?* Joint work with Andrew McEachin & Doug Lauen. AEFP conference: Kansas City, MO, March 21-23, 2019.

(20) *Peeking into the Black Box of School Turnaround: A Formal Test of Mediators and Suppressors*. Joint work with Gary Henry, Lam Pham & Ron Zimmer. AEFP conference: Kansas City, MO, March 21-23, 2019.

(19) *Evaluating the Community Eligibility Provision Program: Evidence from Tennessee.* APPAM conference: Washington, DC, November 8-10, 2018.

(18) *An Extended Evaluation of Tennessee's Achievement School District and Local Innovation Zones.* Joint work with Lam Pham, Gary Henry, & Ron Zimmer. APPAM conference: Washington, DC, November 8-10, 2018.

(17) *Is It a Zero-Sum Game? Systemic Effects of Recruiting High-Performing Teachers for School Turnaround.* Joint work with Gary Henry, Ron Zimmer & Lam Pham. AEFP conference: Portland, OR, March 15-17, 2018.

(16) *Free Meals for All: The Effect of the Community Eligibility Provision Program in Tennessee.* AEFP conference: Portland, OR, March 15-17, 2018.

(15) *Is It a Zero Sum Game? Systemic Effects of Recruiting High-Performing Teachers for School Turnaround.* Joint work with Gary Henry, Ron Zimmer & Lam Pham. APPAM conference: Chicago, IL, November 2-4, 2017.

(14) *Investigating Selective Enrollment Practices in North Carolina's Schools of Choice*. Joint work with Andrew McEachin. APPAM conference: Chicago, IL, November 2-4, 2017.

(13) *Dynamics of the Teacher Labor Market in the 21st Century: Theoretical Underpinnings and an Empirical Investigation.* Joint work with Samantha L. Viano, Lam Pham, Gary T. Henry & Ron Zimmer. AERA conference: San Antonio, TX, April 27 - May 1, 2017.

(12) *School Choice in North Carolina: Is Selective Enrollment at Play?* Joint work with Andrew McEachin. AEFP conference: Washington, DC, March 16-18, 2017.

(11) *A Comprehensive Examination of the Performance Levels of Students Served by Tennessee's Charter Schools: An Update.* Joint work with Ron Zimmer. AEFP conference: Washington, DC, March 16-18, 2017.

(10) *The Effects of School Turnaround in Tennessee's Achievement School District and Innovation Zones.* Joint work with Ron Zimmer & Gary T. Henry. APPAM conference: Washington, DC, November 3-5, 2016.

(9) *The Role of Governance in School Turnaround Policies: The Case of Tennessee's Achievement School District.* Joint work with Ron Zimmer & Gary T. Henry. AERA conference: Washington, DC, April 8-12, 2016.

(8) *Evaluating Turnaround Policies for State Takeover of Low-Performing Schools in Tennessee.* Joint work with Ron Zimmer & Gary T. Henry. AEFP conference: Denver, CO, March 17-19, 2016.

(7) *Student Mobility in Tennessee's Schools of Choice: Is There Evidence of Strategic Selection of Students?* Joint work with Ron Zimmer. UCEA conference: San Diego, CA, November 20-23, 2015.

(6) *Dynamics of the Teacher Labor Market in the 21st Century: Theoretical Underpinnings and an Empirical Investigation.* Joint work with Gary T. Henry, Samantha L. Viano, Ron Zimmer, & Eryn Block. APPAM conference: Miami, FL, November 12-14, 2015.

(5) *A Comprehensive Examination of the Performance Levels and Churn of Students Served by Tennessee's Charter Schools.* Joint work with Ron Zimmer. APPAM conference: Miami, FL, November 12-14, 2015.

(4) *The Impact of Priority School Interventions on Student Achievement in Tennessee's Lowest-Performing Schools.* AERA conference: Chicago, IL, April 16-20, 2015.

(3) *A Comparison of Accountability Policies on Identifying and Addressing Low-Performing Schools: the United States, England, Korea, and Finland.* CIES conference: Washington, D.C., March 8-13, 2015.

(2) *Does Working in High School Increase the Likelihood of Dropping Out?* AEFP conference: Washington, D.C., February 26-28, 2015.

(1) *The Dynamics of School Turnaround: Student Mobility in the Achievement School District.* Joint work with Gary T. Henry, Ron Zimmer & Jonathon Attridge. AEFP conference: Washington, D.C., February 26-28, 2015.

(25) **Kho, A.**, Smith, S.*, & Zimmer, R. (2025, December 5). *From Disruption to Recovery: Charter School Performance During and After the COVID-19 Pandemic.* Presented at the University of Kentucky Martin School of Public Policy and Administration 2025 Fall Seminar Series.

(24) **Kho, A.**, Smith, S.*, & Zimmer, R. (2025, October 9). *Tennessee Charter School Performance During and After the COVID-19 Pandemic.* Presented to the MIT Charter Collaborative Advisory Council.

(23) **Kho, A.**, Smith, S.*, & Zimmer, R. (2025, July 31). *Tennessee Charter School Performance During and After the COVID-19 Pandemic.* Presented to the Tennessee Charter School Partners.

(22) **Kho, A.**, Smith, S.*, & Zimmer, R. (2025, May 20). *Tennessee Charter School Performance During and After the COVID-19 Pandemic.* Presented to the Tennessee Charter School Center, Nashville Charter Collaborative, Nashville Incubator, Nashville PROPEL, Memphis Education Fund, Memphis Lift, Charter School Growth Fund, Scarlett Family Foundation, and City Fund.

(21) **Kho, A.**, Smith, S.*, & Zimmer, R. (2025, April 23). *Tennessee Charter School Performance During and After the COVID-19 Pandemic.* Presented to the Tennessee State Collaborative on Reforming Education.

(20) **Kho, A.**, Smith, S.*, & Zimmer, R. (2024, October 28). *Charter School Performance Before, During, and After the COVID-19 Pandemic.* Presented at the New York University Institute of Education Sciences-funded Predoctoral Interdisciplinary Research Training program.

(19) **Kho, A.**, Smith, S.*, & Zimmer, R. (2024, October 22). *Tennessee Charter School Performance During and After the COVID-19 Pandemic.* Presented at the Tennessee Education Research Alliance Research Symposium.

(18) **Kho, A.**, Smith, S.*, & Zimmer, R. (2024, September 24). *Charter School Performance During and After the COVID-19 Pandemic.* Presented at University of Southern California EdPolicy Hub Methods Working Group.

(17) **Kho, A.**, Smith, S.*, & Lauen, D. L. (2024, June 21). *Do Authorizer Evaluations Predict the Success of New Charter Schools?* Presented at the California Charter Authorizing Professionals 2024 Charter School Authorizers Conference.

(16) **Kho, A.**, Smith, S.*, & Lauen, D. L. (2024, March 21). *Do Authorizer Evaluations Predict the Success of New Charter Schools?* Presented to the National Association of Charter School Authorizers.

(15) **Kho, A.**, Smith, S.*, & Lauen, D. L. (2024, February 12). *Do Authorizer Evaluations Predict the Success of New Charter Schools?* Presented to the North Carolina Department of Public Instruction.

(14) **Kho, A.** & Pham, L. (September 14, 2022). *The Effect of School Accountability on Teacher Attrition in Low-Performing Schools: Evidence from Tennessee*. Presented to the Tennessee Education Research Alliance.

(13) **Kho, A.**, Rabovsky, S., & Polikoff, M. (April 13, 2022). *The Impact of Mainstream School Accountability Measures on Alternative School Enrollment*. Presented at the Annenberg Institute at Brown University Speaker Series.

(12) Marianno, B., Garza, T., Hilpert, J., & **Kho, A.** (May 27, 2020). *Nevada Educator Performance Framework: Impact and Validity Report*. Presented to the Nevada Department of Education Teachers and Leaders Council.

(11) Henry, G., Zimmer, R., **Kho, A.** & Pham, L. (March 26, 2018). *Tennessee School Turnaround After Five Years: Preliminary Results*. Presented to the Tennessee State Commissioner of Education, Tennessee Department of Education, and Achievement School District.

(10) **Kho, A.** (July 20, 2017). *School Turnaround in Tennessee*. Presented at the Collaborative Innovation Center of Assessment toward Basic Education Quality at Beijing Normal University Education Policy Research Summer Institute.

(9) Zimmer, R. & **Kho, A.** (May 15, 2017). *Examination of the Performance Levels of Students Served by Tennessee's Charter Schools*. Presented to the Tennessee State Board of Education.

(8) Zimmer, R. & **Kho, A.** (May 15, 2017). *Examination of the Performance Levels of Students Served by Tennessee's Charter Schools*. Presented to the Tennessee State Collaborative on Reforming Education.

(7) Henry, G. T., Zimmer, R., Kho, A., Viano, S., & Pham, L. (May 10, 2016). *Project Update: Evaluation of the Achievement School District*. Presented to the Tennessee State Commissioner of Education, Tennessee Department of Education, and Achievement School District.

(6) Zimmer, R., Henry, G. T., **Kho, A.**, Viano, S. (December 11, 2015). *Achievement School District Impact Evaluation: Effects on Student Achievement (Years 1-3)*. Presented to the Achievement School District Charter Management Organizations' Executive Directors.

(5) Zimmer, R., Henry, G. T., **Kho, A.**, Viano, S. (October 13, 2015). *Achievement School District Impact Evaluation: Effects on Student Achievement (Years 1-3) & Achievement School District Teacher Survey: Preferences on Job Attributes*. Presented to the Tennessee State Commissioner of Education, Tennessee Department of Education, and Achievement School District.

(4) Zimmer, R., Henry, G. T., **Kho, A.**, Viano, S. (August 31, 2015). *Achievement School District Impact Evaluation: Effects on Student Achievement (Years 1-3)*. Presented to the Walton Family Foundation.

(3) Zimmer, R., Henry, G. T., **Kho, A.**, Viano, S. (May 21, 2015). *Achievement School District Impact Evaluation: Effects on Student Achievement (Years 1-2)*. Presented to the Tennessee Department of Education and Achievement School District.

(2) Henry, G. T., Zimmer, R., **Kho, A.**, Attridge, J. (September 17, 2014). *Teacher and Student Migration In and Out of Achievement School District Schools*. Presentation to the Tennessee Department of Education and Achievement School District.

(1) Henry, G. T., Zimmer, R., **Kho, A.**, Attridge, J. (May 2, 2014). *Teacher and Student Migration In and Out of Achievement School District Schools: Preliminary Results*. Presentation to the Tennessee Department of Education and Achievement School District.

HONORS & AWARDS

2026-2027	Open Education Resources Grant, University of Kentucky Libraries
2026	Teacher Who Made a Difference, University of Kentucky
2025-2026	Quality Course Design Program, Faculty Fellow
2025	University of Kentucky Education Policy Studies & Evaluation Martin Fellowship
2024	AERA School Effectiveness and School Improvement Special Interest Group Early Career Award
2023	IES Methods Training in Economic Evaluation, Selected Participant
2022	USC Rossier School of Education Outstanding Mentor Award
2022	AERA Educational Evaluation and Policy Analysis Outstanding Reviewer
2021	AERA School Turnaround and Reform Special Interest Group Emerging Scholar Award
2020	RAND American Educator Panels Scholarship
2020	Emerging Education Policy Scholars Program
2019	IES Summer Research Training Institute: Cluster Randomized Trials, Selected Participant
2017	AERA Division L Outstanding Policy Report Award
2016	RAND Graduate Student Summer Associate
2015	Experimental Education Research Training (ExpERT) Pre-Doctoral Fellow
2014-2016	UCEA Barbara L. Jackson Scholar
2013-2018	Peabody Dean's Fellowship
2013-2018	Graduate Honor Scholarship
2012	Teacher of the Year, Alonzo A. Crim Open Campus High School
2010	Outstanding Master of Arts in Teaching Student Award, Georgia State University
2008	Amgen Fellowship, Teach for America

TEACHING EXPERIENCE

University of Kentucky, Lexington, KY

2024-2025	**Instructor**, EPE/EDP 558: Gathering, Analyzing, & Using Educational Data II (Graduate Level)
2024-2025	**Instructor**, EPE 602: Social Policy Issues and Education (Graduate Level)

University of Southern California, Los Angeles, CA

2023 **Instructor**, EDUC 682: Introduction to Quantitative Research Methods in Education (Ph.D. Level)
2023 **Instructor**, EDUE 780: Dissertation in Practice (Ed.D. Level)
2022 **Instructor**, EDUC 599: Practicum: Preparing Data for Quantitative Analyses (Ph.D. Level)
2020-2022 **Instructor**, EDUC 717: Resourcing Schools for Equity and Excellence (Ed.D. Level)
2020-2021 **Instructor**, EDUC 683: Proseminar in Urban Education Policy (Ph.D. Level)
2020 **Instructor**, EDUC 532: Inquiry Methods I (Ed.D. Level)
2019 **Instructor**, EDUC 536: Inquiry Methods II (Ed.D. Level)
2019 **Instructor**, EDUC 717: Schooling as an Economic Enterprise (Ed.D. Level)

Vanderbilt University, Nashville, TN

2017 **Instructor**, LPO 7860: Research Design & Data Analysis I (Master's Level)
2016 **Teaching Assistant**, LPO 7860: Research Design & Data Analysis I (Master's Level)
2015 **Teaching Assistant**, LPO 3921: Methods Practicum (Ph.D. Level)

Atlanta Public Schools, Atlanta, GA

2011-2013 **Instructional Coach**, Alonzo A. Crim Open Campus High School
2008-2011 **Mathematics Teacher**, Alonzo A. Crim Open Campus High School
2009-2010 **Mathematics Content Leader**, Teach for America

NATIONAL SERVICE

2025-2027 **Program Chair**, AERA Charters and School Choice Special Interest Group
2025-2026 **Member**, AERA Division L Long Policy Report Award Committee
2022-2024 **Chair**, AERA School Turnaround and Reform Special Interest Group
2021-2023 **Co-Chair**, AEFP LGBTQ+ Scholars Community Group
2021-2022 **Secretary/Treasurer**, AERA School Turnaround and Reform Special Interest Group
2021 **Program Committee**, AEFP Annual Conference
2019-Present **Editorial Board**, Educational Evaluation and Policy Analysis

Ad Hoc Peer Reviewer
AERA Open
American Educational Research Journal
American Journal of Education
Cambridge Journal of Education
Education Finance and Policy
Education Policy
Educational Researcher
Journal for Research in Mathematics Education
Journal of Education Human Resources
Journal of Policy Analysis & Management
School Effectiveness and School Improvement

Scientific Data
Scientific Reports
William T. Grant Foundation

Conference Peer Review

2022-Present Society for Research on Educational Effectiveness Conference
2021-Present Association for Public Policy Analysis and Management Conference
2018-Present American Educational Research Association Conference
2020-Present Association for Education Finance and Policy Conference

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)
Association for Education Finance and Policy (AEFP)
Association for Public Policy and Management (APPAM)
University Council for Educational Administration (UCEA)

UNIVERSITY/SCHOOL SERVICE

University of Kentucky, Lexington, KY

2025- **Program Director**, Educational Research Methods & Policy Studies Master's Program
2025- **Program Director**, Research Methods in Education Graduate Certificate Program
2024- **Member**, Research Advisory Committee
2025-2026 **Member**, Educational Policy Studies and Evaluation Assistant Professor Search Committee
2025-2026 **Member**, Early Childhood, Special Education, and Counselor Education Assistant Professor Search Committee
2024-2025 **Member**, Educational Policy Studies and Evaluation Assistant Professor Search Committee
2024-2025 **Outside Member**, Interdisciplinary Early Childhood Education Assistant Professor Search Committee

University of Southern California, Los Angeles, CA

2018-2024 **Mentor**, Asian-American Pacific Islander Student Collective
2022-2023 **Member**, K-12 Faculty Search Committee
2018-2023 **Co-Course Coordinator**, Resourcing Schools for Equity and Excellence
2021-2022 **Member**, Committee on Measuring Racial Climate

Vanderbilt University, Nashville, TN

2015-2016 **Admissions Representative and Recruitment Weekend Coordinator**, Vanderbilt University

Doctoral Degree Committees Completed

Chair/Co-Chair

1. Timothy Castaneda (EdD, 2025). *An Investigation of the Effectiveness of Learning Interventions for African-American & Latino Students with Learning Disabilities*. USC Rossier School of Education.

2. Daniela Wiener (EdD, 2025). *A Meta-Analysis Exploring the Relationship Between Ethnic and Racial Identity, and Black and Latinx Students' Academic Achievement.* USC Rossier School of Education.

3. Ani Aharonian (EdD, 2024). *Learning Together: A Meta-analysis of the Effect of Cooperative Learning on Achievement Among Black and Latinx Students.* USC Rossier School of Education.

4. Romeo Baldeviso (EdD, 2024). *The Effects of Technology on the Mathematical Achievement of Black and Latinx Students.* USC Rossier School of Education.

5. Michael Fienberg (PhD, 2024). *Examining Within-School Secondary Teacher Course Assignment: What, Why, and So What?* USC Rossier School of Education.

6. Katarina Garcia (EdD, 2024). *Unveiling the Visible Impact: A Meta-Analysis on Inquiry-Based Teaching and the Effects on Black and Latinx Student Achievement.* USC Rossier School of Education.

7. Jillian Giese (EdD, 2024). *The Relationship Between Working Memory and Achievement Among Black and Latinx Students.* USC Rossier School of Education.

8. Alex Gilewski (EdD, 2024). *A Meta-Analysis of Formative Assessment on Academic Achievement Among Black and Hispanic Students.* USC Rossier School of Education.

9. Sheree Mooney (EdD, 2024). *Bridging Gaps, Building Futures: A Meta-Analysis of Collaborative Learning and Achievement for Black and Latinx Students.* USC Rossier School of Education.

10. Katelynn Wright (EdD, 2024). *The Effects of Inclusive Education on Academic Achievement for Special Education and General Education Students of Color: A Meta-Analysis.* USC Rossier School of Education.

Member

1. Shawn Sieu (EdD, 2024). *Burnout Among Asians in the Tech Industry.* USC Rossier School of Education.

2. Sebastian Smoak (EdD, 2024). *Transgender Patients' Perceptions of Healthcare: A Study of Gender Minority Stress and Resilience Factors in Predicting Healthcare Behavioral Intentions.* USC Rossier School of Education.

3. Amanda Vite (PhD, 2024). *Examination of the Associations Between Motivationally and Culturally Supportive Learning Environments with Students' Engage and Well-Being: A Three Paper Dissertation*. USC Rossier School of Education.

4. Amanda Cermak (EdD, 2021). *Factors Contributing to Teachers' Multicultural Teaching Competence.* USC Rossier School of Education.

5. Ella Baker (EdD, 2021). *The Relationship of College Climate & Policy to Transgender Student Belonging & Intent to Persist.* USC Rossier School of Education.

6. Ryan Kachold (EdD, 2021). *Investigating School Finance Adequacy in the San Marino Unified School District.* USC Rossier School of Education.

7. Rose Park (EdD, 2021). *An Exploration of Race/Ethnicity, Gender, College Generation, and Parental Income on Enrollment, Academic Success After the First Year, and Degree Completion of Graduate Students in a Master of Public Health Program.* USC Rossier School of Education.

Doctoral Degree Committees In Process

Chair/Co-Chair

1. Katrina Clontz (PhD)
2. Brandon Davis (PhD)
3. Margaret Dawson-Amoah (PhD), Doctoral Candidate.
4. Stefany Espana (EdD), Doctoral Candidate.
5. DeWana Hadder (PhD), Doctoral Candidate.
6. Angela Kim (PhD)
7. Elizabeth Morris (PhD), Doctoral Candidate.
8. Travis Muncie (PhD)
9. Alesha Nezianya (EdD), Doctoral Candidate.
10. Nicolas Pardo (PhD), Doctoral Candidate.
11. Andrea Perkins-Hays (PhD), Doctoral Candidate.
12. Shelby Smith (PhD), Doctoral Candidate.
13. Tong Tong (PhD), Doctoral Candidate.

Member

1. Rana Alhaj-Bedar (PhD)
2. Amy Dern (PhD)
3. Jesse Draud (EdD)
4. Paul Poggenmeyer (PhD)
5. Sarah Rabovsky (PhD), Doctoral Candidate.
6. Kimberly Slifer (EdD)

Qualifying Exam Committees

1. Isabel Clay (PhD), USC Rossier School of Education

2. Kirsten Elliott (PhD), USC Rossier School of Education
3. Jingxian Li (PhD), USC Rossier School of Education
4. John Ezaki (PhD), USC Rossier School of Education