

**JON FULLERTON**  
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*education*

- 1989-1997 HARVARD UNIVERSITY CAMBRIDGE, MA**  
Ph.D. in Political Science, June 1997. A.M. in Political Science, June 1991. Awarded Mellon Dissertation Research Grant, 1993. Dissertation title: Social Unity and the Self-Determination of Peoples.
- Selected as one of four remunerated Graduate Fellows to participate in the Program in Ethics and the Professions, a university-wide initiative on the relevance and application of moral theory to the ethical dilemmas that arise in professional life (1993-1994).
  - Resident Tutor, Quincy House (1993 – 1997).
  - Freshman Proctor (1991 – 1993).
- 1985-1989 HARVARD COLLEGE CAMBRIDGE, MA**  
A.B. *magna cum laude* in Religion and Social Studies. Phi Beta Kappa. Researched senior honors essay at the Theosophical Society in Madras, India. First-Year Outdoor Program Trip Leader.

*Experience*

- 2023-present USC ROSSIER SCHOOL OF EDUCATION LOS ANGELES, CA**  
*Research Professor, Executive Director USC Education Policy Hub.* Lead strategy and development of a new USC center focused on improving educational outcomes in Southern California through responsive research and data. Develop relationships with and work to ensure the EdPolicy Hub is responsive to education agencies and local stakeholders throughout Southern California. Lead fundraising and development of operational plans.
- 2006-2023 HARVARD GRADUATE SCHOOL OF EDUCATION CAMBRIDGE, MA**  
*Executive Director, Center for Education Policy Research.* Lead strategy and operations of university-wide Harvard center designed to focus the University's expertise in the analysis of quantitative data to answer pressing educational policy questions facing the nation. Work to ensure that the Center is both influential with policymakers and responsive to the needs of education agencies and local stakeholders in framing its research agenda. Founding Executive Director; oversaw growth from two FTE to over 40 FTE and \$10 million dollar budget per annum. CEPR programs include:
- *Strategic Data Project.* SDP places and trains advanced analysts in education agencies to uncover trends, identify potential solutions, measure impact, and effectively communicate evidence to stakeholders. The network of system leaders, fellows, and faculty advisors regularly come together to share how to best use data and evidence to make a difference in the lives of students. Over 500 fellows have been active in 265 education agencies and non-profits. Cofounder and PI.
  - *Partnering in Education Research.* IES funded predoctoral fellowship selecting fellows from HGSE, HKS, and FAS. Program focuses on placing doctoral students with education agencies to conduct research of interest to the agencies. Led the initial conceptualization, writing, and application process. Ongoing member of leadership team.
  - *Proving Ground.* Proving Ground works with networks of school districts and CMOs to help them identify and rigorously test evidence-based solutions to specific challenges that are obstacles to student achievement. Supported initial conceptualization and business modelling process and recruitment of agencies. Ongoing member of leadership team.
- 2009 MCKINSEY AND COMPANY BOSTON, MA**  
*Senior Expert in Education.* Worked with project teams across multiple districts to develop innovative teacher effectiveness and performance management strategies. Advised teams on education finance issues and general education strategy.
- 2005-2006 LOS ANGELES UNIFIED SCHOOL DISTRICT LOS ANGELES, CA**  
*Director, Budget and Financial Policy Unit for the Board of Education.* Directed unit designed to provide objective analysis of the implications of major budget, financial, and operational policy decisions to the Los Angeles Unified School District's Board of Education. Worked with Board members to ensure that appropriate policy-level questions were being asked relative to staff recommendations.
- 2002-2005 URBAN EDUCATION PARTNERSHIP LOS ANGELES, CA**

*Acting Chief Operating Officer.* Oversaw Partnership's three operational focus areas and supported implementation of strategic and operational plans in conjunction with other senior management. Responsible for approximately 70 employees.

*Vice President, Strategy, Evaluation, Research, and Public Policy.* Evaluated effectiveness of Partnership programs and initiatives in leadership development, structural school reform, and connecting communities to schools. In conjunction with other senior management, identified means for the Partnership to have maximum impact on student achievement in California. Identified critical education policy issues, led research teams to develop fact-based positions on these issues, and worked to effect change by influencing policy makers.

**1997-2002**     **MCKINSEY AND COMPANY**     **LOS ANGELES, CA**  
*Engagement Manager.* Managed project teams in international management and strategy consulting firm. Served clients in the high tech, healthcare, and education sectors on issues of strategic planning, business building, strategic use of M&A, and capital market restructurings.

*teaching*

**2007-2022**     **HARVARD GRADUATE SCHOOL OF EDUCATION**     **CAMBRIDGE, MA**  
*Lecturer on Education.* Design and teach "An Introduction to Education Finance and Budgeting," the only course offered in the University on the details of school finance and district budgeting processes. Students complete a field project with local school systems (Somerville or Boston Public Schools).

**2004-2005**     **UCLA SCHOOL OF PUBLIC AFFAIRS**     **LOS ANGELES, CA**  
*Lecturer.* Designed and taught Policy Studies 290, "Education Policy and Politics," to graduate students seeking their MPA. This seminar examined controversies in education policy and the ways the political and economic contexts in which these controversies occur shape the possibilities for change.

**1991-1996**     **HARVARD COLLEGE**     **CAMBRIDGE, MA**  
*Teaching Fellow.* Extensive teaching experience on subjects ranging from the politics of India to the classic works of social theory.

- Twice won Certificate of Distinction in Teaching based upon student evaluations.
- Taught students to analyze texts and historical materials and synthesize their ideas into coherent arguments. Planned and led discussions and presentations, evaluated student writing.
- Researched, designed and taught junior tutorial on nationalism and ethnic conflict.

*publications*

Fullerton, J. (2021). "Bridging the Gaps in Education Data." American Enterprise Institute.

Fullerton, J. (2016). "But Does It Work: Evaluating the Fruits of Entrepreneurship." In *Education Entrepreneurship Today*. Edited by Frederick Hess and Sarah DuPre. Cambridge, MA: Harvard Education Press.

Page, L., Fullerton, J., Bacher-Hicks, A., Owens, A., Cohodes, S., West, M., and Glover, S. (2013). "The Strategic Data Project's Strategic Performance Indicators." *Education Finance and Policy*, 8 (3): 435-456.

Fullerton, J. (2013). "Harnessing Data and Analytics 2.0." In *Rethinking School Systems*. Edited by Frederick Hess and Carolyn Sattin-Bajaj. Lanham, Maryland: Rowman and Littlefield.

Roza, M and Fullerton, J. (2013). "Funding Phantom Students." *Education Next*, 13(3), 8-16.

Fullerton, J. and Hochman, D. (2012). "The Consequences of Distrust: Why the Fiscal Requirements of Federal Education Policy Hinder Effective School District Management and What to Do About It." In. Prepared for *Tightening Up Title 1* conference, Center for American Progress and American Enterprise Institute.

Papay, J., West, M., Fullerton, J., Kane, T. (2012). "Does Practice-Based Teacher Preparation Increase Student Achievement? Early Evidence from the Boston Teacher Residency." *Educational Evaluation and Policy Analysis*.

Tyler, J., Jacob, B.A., Dougherty, S., Hanson, H., Fullerton, J., Herlihy, C. (2012). “Are Practice-Based Teacher Evaluations and Teacher Effectiveness Linked in TNTP’s *Performance Assessment System?*” Report prepared for The New Teacher Project.

Fullerton, J. (2011). “The Data Challenge.” In *Customized Schooling*. Edited by Frederick Hess. Cambridge, MA: Harvard Education Press.

Angrist, J., Cohodes, S., Dynarski, S., Fullerton, J., Kane, T., Pathak, P., Walters, C.R. (2011). *Student Achievement in Massachusetts Charter Schools*. Paper commissioned by Massachusetts Department of Education.

Abdulkadiroglu, A., Angrist, J., Cohodes, S., Dynarski, S., Fullerton, J., Kane, T., & Pathak, P. (2009). *Informing the Debate: Comparing Boston’s Charter, Pilot, and Traditional Schools*. Paper commissioned by The Boston Foundation.

Hess, F.M. & Fullerton, J. (2008). “Balanced Scorecards and Management Data.” In *A Byte at the Apple: Rethinking Education Data for the Post-NCLB Era*. Edited by Kanstoroom, M., & Osberg, E.C. Washington, D.C.: Fordham Institute Press.

Cantrell, S., Fullerton, J., Kane, T.J., & Staiger, D.O. (2008). “National Board Certification and Teacher Effectiveness: Evidence from a Random Assignment Experiment.” *NBER Working Papers*, #14608.

Fullerton, J. (2004). Mounting Debt. *Education Next*, 4(1), 10-19.

### Strategic Data Project Reports

Strategic Data Project (2012). *The SDP Human Capital Diagnostic: Los Angeles Unified School District, California*.

Strategic Data Project (2012). *Strategic Performance Indicators: Demographic Factors and College-Going Rates*.

Strategic Data Project (2012). *Strategic Performance Indicators: The High School Effect on College-Going*.

Strategic Data Project (2012). *Strategic Performance Indicators: The College Match*.

Strategic Data Project (2011). *Value-added Measures: How and why the Strategic Data Project Uses Them to Study Teacher Effectiveness*.

Strategic Data Project (2011). *Exploring Postsecondary Attainment: The SDP College-Going Diagnostic, Fort Worth Independent School District, Texas*.

Strategic Data Project (2010). *Teacher Employment Patterns and Student Results in Charlotte Mecklenburg Schools*. Report presented to CMS Board of Education.

### *grants*

**Institute for Education Sciences**, “Leveraging Technology and Engaging Students: Evaluating Covid-19 Recovery Efforts in the Los Angeles Community College District,” Co-Investigator (PI: Christopher Avery), 2022-2025.

**Ohio Department of Education**, “Proving Ground: Ohio Attendance Network,” Principal Investigator, 2022-2024.

**Bill and Melinda Gates Foundation**, “Support for a Diverse Strategic Data Fellows Pilot (P20W systems),” Principal Investigator, 2020-2023.

**Bill and Melinda Gates Foundation**, “Strategic Data Fellows to Support State P20W Systems,” Principal Investigator, 2020-2025.

**Educational Credit Management Corporation Foundation**, “Strategic Data Project – Career and Technical Education,” Principal Investigator, 2019-2023.

**Bill and Melinda Gates Foundation**, “SDP Phase III (General Operating),” Principal Investigator, 2015-2022.

**Bill and Melinda Gates Foundation**, “SDP Bi-Annual Institutes for Leadership in Analytics,” Principal Investigator, 2013-2015.

**Howard County Public School System**, “Examining Student Achievement and Data Use in the Howard County Public School System,” Principal Investigator, 2012-2014.

**Broad Center for the Management of School Systems**, “Examining Student Achievement and the Impact of School Assignment in the Wake County Public School System,” Principal Investigator, 2011.

**Bill and Melinda Gates Foundation**, “Investigating the Relationships between Teachers' Performance on TNTP's Performance Assessment System (PAS) Tool and Effects on Student Achievement,” Principal Investigator, 2010-2012.

**Bill and Melinda Gates Foundation**, “The Strategic Data Project,” Principal Investigator, 2009-2015.