

Curriculum Vitae

Personal information

First name(s) / Surname(s)	Dr Alec Ito Kennedy
Professional e-mail	alec.kennedy@iea-hamburg.de
Work phone	+49 (0)40 48500 678
* Nationality	USA
* Date of birth	04/30/1988
* Gender	Male

Position / Organisation

Work experience

Dates	2021 – Present
Occupation or position held	Senior Research Analyst
Main activities and responsibilities	• Conduct research and analyses using data from IEA studies. • Lead workshops on how to analyze international large-scale assessment data. • Write reports and policy briefs describing findings of IEA studies. • Support communication and promotion activities of IEA study results.
Name of employer	Stichting IEA Secretariaat Nederland. IEA Hamburg
Type of business or sector	Non-profit research organization
Dates	2018 – 2021
Occupation or position held	Educational Policy Analyst
Main activities and responsibilities	• Conducted evaluations of district programs. • Led the design and production of data visualizations used to inform the planning of various district stakeholders. • Facilitated conversations between external partners and key decisionmakers to ensure that research evidence was actionable.
Name of employer	San Francisco Unified School District
Type of business or sector	Local government
Dates	2012 – 2018
Occupation or position held	Graduate Research Assistant (50%)
Main activities and responsibilities	• Evaluated the effect of educational policies on student outcomes using quasi-experimental and experimental designs and coauthored several academic publications. • Provided analysis and evidence to local and state government stakeholders to inform policy design.
Name of employer	University of Washington
Type of business or sector	Public University

Dates	2010 – 2012
Occupation or position held	Research Associate
Main activities and responsibilities	- Assisted on various research projects in International Economics. - Created timely updates to visualizations of key economic indicators for Federal Open Market Committee meetings.
Name of employer	Federal Reserve Bank of San Francisco
Type of business or sector	Central Bank
Other Professional Activities	
Internships	- Research Assistant Intern at American Institutes for Research (AIR) – Summer 2013 - Research Apprentice at the University of California, Berkeley (2008–2010)
Teaching Experience	- Instructor in <i>Multilevel Modeling with International Large-Scale Assessment Databases Using R</i> – April 2026 - Instructor in <i>TIMSS Longitudinal International Database Training</i> – September 2025 - Instructor in <i>Methods for Causal Inference with Observational Data from International Assessments</i> (IRC 2025, Pre-conference Workshop) – June 2025 - Instructor in <i>Workshop on Data Analysis and Reporting</i> (TALIS 2024 NPM Meeting) – May 2025 - Instructor in <i>Multilevel Modeling (MLM) with ICILS IDB</i> – March 2025 - Instructor in <i>TIMSS 2023 IDB Analyzer Workshop</i> – July 2024 - Instructor in <i>Multilevel Models using International Large-scale Assessment Databases</i> (IERI Academy) – January 2024 - Instructor in <i>Methods for Causal Inference with Observational Data from International Assessments</i> (IRC 2023, Pre-conference Workshop) – June 2023 - Instructor in <i>PIRLS 2021 IEA IDB Analyzer Workshop</i> – March 2023 - Instructor in <i>Comparative and International Education Research Made Easy Using Free Online Data Platforms and Tools</i> (IRC 2023, Pre-conference Workshop) – February 2023 - Instructor in <i>Using the REDS Database for Secondary Data Analysis</i> (IERI Academy) – June 2022 - Co-Instructor in Advanced Multivariate Analysis at the University of Washington – Fall 2013
Education and training	
Dates	2012 – 2019
Title of qualification awarded	PhD in Public Policy & Management
Principal subjects/occupational skills covered	Dissertation: Consequences of misassignment to treatment: Examining the impact of three targeted policy interventions in education
Name and type of organisation providing education and training	Evans School of Public Policy and Governance, University of Washington – Seattle, WA, USA

Dates	2012 – 2014
Title of qualification awarded	M.S. in Public Policy & Management
Principal subjects/occupational skills covered	Thesis: About to go VAM? A review of the research on value-added models and their use in teacher evaluations.
Name and type of organisation providing education and training	Evans School of Public Policy and Governance, University of Washington – Seattle, WA, USA
Dates	2006 – 2010
Title of qualification awarded	B.A. in Economics (High Honors); B.A. in Statistics
Principal subjects/occupational skills covered	Double major in Economics and Statistics.
Name and type of organisation providing education and training	University of California, Berkeley – Berkeley, CA, USA
Personal skills and competences	
Language	English (native)
Computer skills and competences	Advanced in R and Stata. Experienced with SPSS, Python, Mplus, SAS. Document Preparation: LaTeX, Google Suite, Microsoft Office.

Publications

Academic Publications

Eryilmaz, N., Strietholt, R., Atasever, U., **Kennedy, A. I.**, Nilsen, T., & Johansson, S. (2026). Student characteristics and mathematics achievement growth: Evidence from the TIMSS longitudinal study. *Studies in Educational Evaluation*, 90, 101638.

Nilsen, T., Strietholt, R., Johansson, S., **Kennedy, A.**, Eryilmaz, N., & Atasever, U. (2026). Teaching quality: Its influence on student achievement and equity in mathematics. Evidence from TIMSS longitudinal. *Studies in Educational Evaluation*, 90, 101637.

Gajderowicz, T., Jakubowski, M., **Kennedy, A. I.**, Kjeldsen, C. C., Patrinos, H. A., & Strietholt, R. (2026). The learning crisis: Three years after COVID-19. *Learning and Instruction*, 104, 102373.

Holtmann, M., **Kennedy, A. I.**, & Strietholt, R. (2026). What students learn depends on what we teach: Curriculum content coverage and student achievement in mathematics and science. *Learning and Individual Differences*, 128, 102907.

O'Rafferty, G., Eryilmaz, N., **Kennedy, A.**, & Strietholt, R. (2026). Trends in reading teacher shortage: Using 20 years of evidence from PIRLS. *Teaching and Teacher Education*, 174, 105415.

Kennedy, A. I., Mejía-Rodríguez, A. M., & Strietholt, R. (2025). Civic Education Outcomes After Emergency Lockdowns: International Evidence from the COVID-19 Pandemic. *Learning and Instruction*, 102243.

Eryilmaz, N., **Kennedy, A. I.**, Strietholt, R., & Johansson, S. (2025). Teacher job satisfaction: International evidence on the role of school working conditions and teacher characteristics. *Studies in Educational Evaluation*, 86, 101474.

Kennedy, A. I., & Strietholt, R. (2023). School closure policies and student reading achievement: Evidence across countries. *Educational Assessment, Evaluation and Accountability*, 35 (4), 475-501.

Kennedy, A. I., Mejía-Rodríguez, A. M., & Strello, A. (2022). Inequality in remote learning quality during COVID-19: Student perspectives and mitigating factors. *Large-scale Assessments in Education* 2022, 10 (1), 1-31.

Sun, M., **Kennedy, A. I.**, & Loeb, S. (2021) The longitudinal effects of school improvement grants. *Educational Evaluation and Policy Analysis*, 43 (4), 647-667.

Ming, N., & **Kennedy, A. I.** (2020). Developing and using indicators for continuous improvement. *Early Warning Indicators in Education: Innovations, Uses, and Optimal Conditions for Effectiveness*, edited by Laura Wentworth and Jenny Nagaoka, *Teachers College Record*, 122 (14).

Sun, M., **Kennedy, A. I.**, & Anderson, E. M. (2020). The multidimensionality of school performance: Using multiple measures for school accountability and improvement. *Education Policy Analysis Archives*, 28, 89.

Conger, D., **Kennedy, A. I.**, Long, M. C., & McGhee, R. (2019). The effect of advanced placement science on students' skills, confidence and stress. *Journal of Human Resources*, 56 (1), 93-124.

Plotnick, R. D., & **Kennedy, A. I.** (2018). How accurate are imputed child support orders? *Children and Youth Services Review*, 88, 490-496.

Li, A. Y., & **Kennedy, A. I.** (2018). Performance funding policy effects on community college outcomes: Are short-term certificates on the rise? *Community College Review*, 46 (1), 3-39.

Reports and Policy Briefs

Eryilmaz, N., **Kennedy, A.**, Strietholt, R., Johansson, S., Bäckström, P., & Henry, M. (2025). Teacher Job Satisfaction: International Evidence on the Associations with Teacher Workload, School Leadership, and Student Discipline. IES Compass: Briefs in Education. Number 27. *International Association for the Evaluation of Educational Achievement*.

Kennedy, A. I., Strello, A., & Strietholt, R. (2024). Relationships between computer and information literacy, computational thinking, and student background. In Fraillon, J. (Ed.), *An international perspective on digital literacy* (pp. 155-177).

Eck, M., Hencke, J., **Kennedy, A. I.**, Meinck, S., & Sass, J. (2024, September). Why boys may need more support in building their reading motivation, confidence, and engagement. IEA Compass: Briefs in Education No. 25. Amsterdam, The Netherlands: IEA.

Hencke, J., Eck, M., Sass, J., Hastedt, D., Meinck, S., **Kennedy, A. I.**, & Liu, T. (2023, June). Early learning activities matter for girls' and boys' mathematics and science achievement. IEA Compass: Briefs in Education No. 21. Amsterdam, The Netherlands: IEA.

Stancel-Piątak, A., Franck, E., & **Kennedy, A. I.** (2022). National contexts. In S. Meinck, J. Fraillon, & R. Strietholt (Eds.), *The impact of the COVID-19 pandemic on education: International evidence from the responses to educational disruption survey (REDS)* (pp. 84-106).

Chen, M., **Kennedy, A. I.**, Meinck, S., & Rožman, M. (2022). Communication, feedback, and assessment.

In S. Meinck, J. Fraillon, & R. Strietholt (Eds.), *The impact of the COVID-19 pandemic on education: International evidence from the responses to educational disruption survey (REDS)* (pp. 84–106).

Chen, M., **Kennedy, A. I.**, Meinck, S., & Rožman, M. (2022). Transitioning students back to school. In S. Meinck, J. Fraillon, & R. Strietholt (Eds.), *The impact of the COVID-19 pandemic on education: International evidence from the responses to educational disruption survey (REDS)* (pp. 151–167).

Hale, G., & **Kennedy, A. I.** (2012). Emerging Asia: two paths through the storm. *FRBSF Economic Letter*, 2012, 09.