

# Zhaogang Qiao, Ph.D., CFA

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Founder & Principal, [Missions Services LLC](#)

Senior Research and Evaluation Leader

Expertise in Program Impact | Data-Driven System Transformation | Education Policy

Virginia, VA | [info@missionservices.com](mailto:info@missionservices.com) | 571-899-2637

## PROFESSIONAL SUMMARY

- Accomplished researcher, evaluator, and technical assistance provider
- More than 13 years of senior level experience in leading rigorous evaluation and research initiatives at school, district, state, and federal levels
- Expert in designing and managing large-scale, mixed-methods studies to assess educational policy, teacher and leader effectiveness, student achievement, and systems reform
- Highly skilled at integrating data analysis, stakeholder engagement, and implementation support to promote sustainable change
- Demonstrated leadership in initiatives funded by the U.S. Department of Education, state agencies, and foundations

## CORE COMPETENCIES

- Advanced Statistical Modeling (HLM, DiD, VAM, Matching)
- Program and Policy Evaluation (EIR, ESSA, SEED, TIF, TSL)
- Strategic Research Design and Systems Impact
- Equity-Focused Technical Assistance
- Financial Modeling for Fiscal Planning
- Survey and Interview Protocols
- Data Analysis and Visualization Software (Stata, VBA, Tableau, DMX)
- Multilingual: Fluent in English and Mandarin

## EDUCATION

- Ph.D., Econometrics and Labor Economics – University of Maryland, College Park
- M.Sc., International Trade – Renmin University of China
- B.A., International Economics – Shandong University

## PROFESSIONAL EXPERIENCE

**Missions Services LLC – Vienna, VA**

Founder & Principal, 2020 – Present

- Oversee all strategic and operational aspects of the company, including education evaluation and technical assistance for schools and districts.
- Lead projects aimed at improving student achievement, educator effectiveness, program impacts, and strategic support for underperforming schools.
- Develop and deliver customized solutions for clients, using both qualitative and quantitative approaches.

### **Community Training and Assistance Center (CTAC) – Boston, MA**

Director of Research and AI Strategy | 2022–Present

Senior Associate, Research and Evaluation | 2012–2022

- Lead mixed-methods evaluations for major federal and state education initiatives (e.g., TIF, TSL, SEED, EIR, Race to the Top, ESEA waivers) across 10+ states
- Designed system-level impact studies integrating surveys, interviews, and longitudinal student data
- Served as principal researcher and evaluation lead for multiple multi-year, equity-focused initiatives
- Spearheaded internal capacity-building on generative AI applications in education research, delivering technical workshops and prototype tools
- Created district-level financial modeling tools to project reform sustainability

Key Projects (Note: Additional project details available upon request):

- *Tracy and Delhi Unified School Districts, CA; Harmony Public Schools, TX; Ector County Independent School District, TX; Henrico and Prince William County Public Schools, VA; Charlotte-Mecklenburg Schools, NC – TIF & TSL Projects (2012–2025)*
  - Led multi-year, multi-million dollar evaluations of Teacher Incentive Fund (TIF) and Teacher and School Leader Incentive (TSL) Programs
  - Designed, implemented, and conducted mixed-method studies assessing educator effectiveness and professional development
  - Analyzed student achievement and effectiveness data to estimate projects' impacts
  - Co-authored annual evaluation reports capturing fidelity of implementation and program effects
- *Missouri Department of Elementary and Secondary Education – SEED Project (2023–2025)*
  - Directed evaluation of a Supporting Effective Educator Development (SEED) grant-funded mentoring and principal leadership development initiative
  - Analyzed mentoring outcomes, retention trends, and student achievements using mixed methods
  - Co-authored annual evaluation reports summarizing program performance and recommendations
- *Region 12 Comprehensive Center (2019–2024)*
  - Served as internal evaluator and technical assistance expert in supporting the development and implementation of Missouri's Common Formative Assessment (CFA) system and the Missouri Leadership Development System (MLDS)

- Focused on strengthening data-driven instructional tools and enhancing district-level implementation capacity
- *Tracy Unified School Districts, CA – EIR Grant (2021–2024)*
  - Supported the development and evaluation of integrated STEM units as part of the Education Innovation and Research (EIR) grant initiative focusing on improving STEM outcomes in rural K-8 schools
  - Led the collaborative design of instructional frameworks aligned to evidence-based practices
  - Analyzed student achievement and engagement data, and contributed to interim reporting that informed program improvement and refinement in alignment with EIR objectives
- *Harmony Public Schools, TX – HPS 2025 Strategic Plan (2024–2025)*
  - Conducted a comprehensive analysis of student performance, educator workforce data, and systemwide trends to inform strategic priorities
  - Supported the development of districtwide goals, measurable objectives, and aligned action steps across academic, talent, and operational domains
  - Provided data-informed recommendations to strengthen instructional quality, educator pipelines, and initiatives aimed at expanding opportunity and advancing HPS’s vision for continuous improvement
- *Harmony Public Schools, TX – CSP Grant (2013–2025)*
  - Led the evaluation of Harmony’s Charter School Replication (CSP) grant to expand charter access in Texas
  - Directed fieldwork and data analysis, integrating qualitative and quantitative insights into annual performance reports for the U.S. Department of Education
  - Co-authored evaluation reports documenting implementation progress, student outcomes, and instructional quality
- *Texas Education Agency, TX – CSP High-Quality Replication Evaluation (2019–2020)*
  - Oversaw the evaluation of TEA’s CSP grant supporting high-quality charter replication statewide
  - Conducted interviews, focus groups, surveys, and comparative outcome analyses to assess program impact
  - Co-authored a comprehensive evaluation report with actionable recommendations for state and local partners
- *Providence Public School District, RI; Virginia Department of Education; Lowell Public Schools, MA; and multiple schools in NV – School Improvement and Turnaround Evaluations (2013–2025)*
  - Supported district/school improvement and turnaround efforts using the Standard Bearer Schools model
  - Led development of stakeholder surveys and interpretation of achievement data
  - Conducted longitudinal analyses on educator and student outcomes, contributing to strategic decision-making and sustainability planning
- *Houston Independent School District, TX – Race to the Top Grant (2016–2018)*
  - Led evaluation of college and career readiness initiatives as principal researcher

- Conducted growth analyses using state assessments and prepared reports for U.S. Department of Education GPRA metrics
- *Connecticut State Department of Education – ESEA Waiver Monitoring (2013–2016)*
  - Assessed statewide monitoring of teacher and principal evaluation systems under Elementary and Secondary Education Act (ESEA) Flexibility
  - Integrated qualitative and quantitative data to inform policy alignment and support systems

### **International Monetary Fund (IMF) – Washington, DC**

Research Associate, European Department | 2006–2012

Intern, Research Department | 2005–2006

- Conducted macroeconomic policy analysis for Eastern European countries
- Authored IMF working papers on capital formation, labor markets, and trade agreements
- Contributed to macroeconomic forecasting for the World Economic Outlook

### **CERTIFICATIONS & SERVICE**

- Chartered Financial Analyst (CFA) Charterholder, CFA Institute
- What Works Clearinghouse Certified Reviewer – Group, Advanced Group, and Single-Case Designs
- Editorial Board Member – Alberta Journal of Educational Research, Educational Research Quarterly, Global Educational Research Journal

### **SELECTED PUBLICATIONS**

*Inspiring Futures Across Texas Year 1 Evaluation Report.* (2025). Jointly with Joanna Mawhinney et al., Community Training and Assistance Center.

*Leadership for Ector’s Accelerated Performance Year 1 Evaluation Report.* (2025). Jointly with Tamra Mitchell et al., Community Training and Assistance Center.

*Project Extended IMPACT Year 2 Formative Report.* (2025). Jointly with Kati Garness et al., Community Training and Assistance Center.

*Tracy Unified School District Advance STEM Year 2 Formative Report.* (2024). Jointly with Tamra Mitchell et al., Community Training and Assistance Center.

*Tracy Unified School District Advance STEM Year 1 Formative Report.* (2023). Jointly with Tamra Mitchell et al., Community Training and Assistance Center.

*Texas Charter School Program High-Quality Replication Grant.* (2020). Jointly with Benjamin Feit et al., Community Training and Assistance Center.

*GAINS in Achievement and Innovation Now: Final Report.* (2018). Jointly with Joan McRobbie et al., Community Training and Assistance Center.

*Chinese Anti-corruption Policy Choices in a Transitional Stage.* (2017). Jointly with Ying Zhang, Journal of Postdoctoral Research, Vol. 9.

*Does More Education Promote Civic Engagement?* (2017). Jointly with Ying Zhang, Journal of Postdoctoral Research, Vol. 5.

*Professional Development Review: Learning Leaders, Henrico County Public Schools.* (2016). Jointly with Joan McRobbie et al., Community Training and Assistance Center.

*When Educators Learn, Students Learn.* (2016). Jointly with Joan McRobbie et al., Community Training and Assistance Center.

*Getting the Pieces Right: Professional Development, Compensation, and School-wide Performance.* (2016). Jointly with Joseph Frey et al., Community Training and Assistance Center.

*Teacher Incentive Pay Programs in the United States: Union Influence and District Characteristics.* (2015). Jointly with Guodong Liang et al., International Journal of Education Policy and Leadership, Vol. 10.

*Professional Development and Student Achievement: International Evidence from the TIMSS Data.* (2015). Jointly with Guodong Liang et al., Postdoc Journal, Vol. 3.

*Guide for Standard Bearer Schools: Focusing on Causes to Improve Student Achievement.* (2014). Jointly with William Slotnik et al., Community Training and Assistance Center.

*It's More Than Money: Teacher Incentive Fund-Leadership for Educators' Advanced Performance Charlotte-Mecklenburg Schools.* (2013). Jointly with William Slotnik et al., Community Training and Assistance Center.

*The Implementation Framework of Macro Stress Tests: A Perspective of Financial Stability Assessment.* (2011). Jointly with Qiang Chen, Financial Review, Vol. 7.

*Cross-country Risk Sharing, a Long-run Perspective.* (2010). IMF Working Paper WP/10/64.

*Impact of Intra-European Trade Agreements, 1990-2005: Policy Implications.* (2007). Jointly with Johannes Herderschee, IMF Working Paper WP/07/126.

*Economic Behavior in a Conflict and Coordination System.* (2001). Jointly with Fusheng Xie, Development Forum, Vol. 3.