

# Green Journals

International Approved Journals

## Journal Information

|               |                                                   |
|---------------|---------------------------------------------------|
| Journal Title | EDUCATIONAL EVALUATION AND POLICY ANALYSIS        |
| Publisher     | SAGE PUBLICATIONS INC                             |
| ISSN          | 0162-3737                                         |
| E-ISSN        | 1935-1062                                         |
| Database      | Clarivate                                         |
| Domain        | Life Sciences, Physical Sciences, Social Sciences |

## Classification History

| Year      | A+ | A | B | C |
|-----------|----|---|---|---|
| 2026      |    | ✓ | ✓ |   |
| 2025      |    | ✓ | ✓ |   |
| 2024      |    | ✓ | ✓ |   |
| 2023      |    | ✓ | ✓ |   |
| 2021/2022 |    | ✓ | ✓ |   |
| 2020      |    | ✓ | ✓ |   |
| 2019      | ✓  | ✓ | ✓ |   |
| 2018      |    | ✓ |   |   |

**Classification:** The table above shows all journal classifications recorded for each classification year in the Green Journals database. A journal may have more than one classification in the same year.

## Recent Articles

|                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Disability as Discipline? Effects of the New York City Suspension Ban on Students With Disabilities</b><br>2026-10-23<br>Authors: Jo R. King<br>DOI: 10.3102/01623737261481804                                                                                       |
| <b>Null Effects of an Intensive Teacher Leadership and Coaching Program at Scale</b><br>2026-10-13<br>Authors: Michelle Doughty, Mimi Engel, Allison Atteberry<br>DOI: 10.3102/01623737261488024                                                                        |
| <b>From Passive Promises to Proactive Guarantees: The Efficacy of Financial Certainty Interventions Among Automatically (In-)Admissible Students</b><br>2026-10-12<br>Authors: Matt S. Giani, Richard Murphy, Stella M. Flores et al.<br>DOI: 10.3102/01623737261482127 |
| <b>The P-TECH Model: Secondary and Postsecondary Findings From an Evaluation in New York City</b><br>2026-9-30<br>Authors: Rachel Rosen, Emma Alterman, Michelle Dixon<br>DOI: 10.3102/01623737261467381                                                                |
| <b>Practice-Based, Online Modules for Expediting Teacher Skill Development</b><br>2026-9-28<br>Authors: Julie Cohen, Nathan Jones, Vivian C. Wong et al.<br>DOI: 10.3102/01623737261477116                                                                              |

|                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>The Lingering Legacy of Redlining on School Funding, Diversity, and Performance</b></p> <p>2026-9-12<br/> Authors: Christopher Cleveland, Dylan Lukes<br/> DOI: 10.3102/01623737261477103</p>                                                                           |
| <p><b>Does Civic Education Impact Primary School Students' Civic Outcomes? Experimental Evidence from Liberia</b></p> <p>2026-9-12<br/> Authors: Sorana Acris, Alejandro J. Ganimian, Elisabeth King et al.<br/> DOI: 10.3102/01623737261468263</p>                           |
| <p><b>Special Rule 505 of Title V: Sustaining Separate and Unequal Funding Between Historically Black and Historically White Emerging HSIs</b></p> <p>2026-9-11<br/> Authors: Dwuana Bradley<br/> DOI: 10.3102/01623737261471168</p>                                          |
| <p><b>The Reliability of Classroom Observations and Student Surveys in Non-Research Settings: Evidence From a Middle-Income Country</b></p> <p>2026-9-10<br/> Authors: Alejandro J. Ganimian, Andrew D. Ho, Alejandra Campos Quintero<br/> DOI: 10.3102/01623737261462146</p> |
| <p><b>The Effects of the Four-Day School Week on Teacher Recruitment and Retention</b></p> <p>2026-9-9<br/> Authors: Andrew M. Camp, J. Cameron Anglum, Cory Koedel et al.<br/> DOI: 10.3102/01623737261464169</p>                                                            |