Green Journals

International Approved Journals

Journal Information

Journal Title	Educational Evaluation and Policy Analysis
Publisher	
ISSN	1935-1062
E-ISSN	0162-3737
Database	ERIH PLUS
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

Disability as Discipline? Effects of the New York City Suspension Ban on Students With Disabilities
2026-10-23
Authors: Jo R. King
DOI: 10.3102/01623737261481804

Null Effects of an Intensive Teacher Leadership and Coaching Program at Scale
2026-10-13
Authors: Michelle Doughty, Mimi Engel, Allison Atteberry
DOI: 10.3102/01623737261488024

From Passive Promises to Proactive Guarantees: The Efficacy of Financial Certainty Interventions Among Automatically (In-)Admissible Students
2026-10-12
Authors: Matt S. Giani, Richard Murphy, Stella M. Flores et al.
DOI: 10.3102/01623737261482127

The P-TECH Model: Secondary and Postsecondary Findings From an Evaluation in New York City
2026-9-30
Authors: Rachel Rosen, Emma Alterman, Michelle Dixon
DOI: 10.3102/01623737261467381

Practice-Based, Online Modules for Expediting Teacher Skill Development
2026-9-28
Authors: Julie Cohen, Nathan Jones, Vivian C. Wong et al.
DOI: 10.3102/01623737261477116

The Lingering Legacy of Redlining on School Funding, Diversity, and Performance
2026-9-12
Authors: Christopher Cleveland, Dylan Lukes
DOI: 10.3102/01623737261477103

Does Civic Education Impact Primary School Students' Civic Outcomes? Experimental Evidence from Liberia
2026-9-12
Authors: Sorana Acris, Alejandro J. Ganimian, Elisabeth King et al.
DOI: 10.3102/01623737261468263

Special Rule 505 of Title V: Sustaining Separate and Unequal Funding Between Historically Black and Historically White Emerging HSIs
2026-9-11
Authors: Dwuana Bradley
DOI: 10.3102/01623737261471168

The Reliability of Classroom Observations and Student Surveys in Non-Research Settings: Evidence From a Middle-Income Country
2026-9-10
Authors: Alejandro J. Ganimian, Andrew D. Ho, Alejandra Campos Quintero
DOI: 10.3102/01623737261462146

The Effects of the Four-Day School Week on Teacher Recruitment and Retention
2026-9-9
Authors: Andrew M. Camp, J. Cameron Anglum, Cory Koedel et al.
DOI: 10.3102/01623737261464169