

CURRICULUM VITA

HENRY MAY**Work Address:**

Center for Research in Education and Social Policy (CRESP)
 University of Delaware
 125 Academy Street, Room 113B Pearson Hall
 Newark, DE 19716
 (302) 831-2928
hmay@udel.edu

[Google Scholar Profile](#)

Education

Ph.D. in Education, December 2002
 University of Pennsylvania, Graduate School of Education
 Specialization: Policy Research, Evaluation, and Measurement
 Dissertation Topic: *Combining Multilevel Modeling, Item Response Theory, and Bayesian Estimation to Improve International Scales of Socioeconomic Status*
 Honors: Dissertation merits Distinction; Oral Defense merits Distinction

B.S. with Honors, May 1997
 University of Florida
 Major: Psychology, Minor: Statistics

Appointments

University of Delaware	Newark, DE
Center for Research in Education and Social Policy (CRESP)	
- Director (2013-)	
School of Education	
- Full Professor (2024-)	
- Associate Professor, tenured (2015-2024)	
- Associate Professor, untenured (2012-2015)	
University of Pennsylvania	Philadelphia, PA
Graduate School of Education (PennGSE)	
- Director of Methodological Training, IES Pre-Doctoral Program (2010-2012)	
- Adjunct Assistant Professor (2009-2012)	
- Research Assistant Professor (2005-2009)	
- Lecturer in Education (2003-2005)	
Consortium for Policy Research in Education (CPRE)	
- Senior Researcher & Statistician (2009-2012)	
- Researcher & Statistician (2004-2009)	
- Research Specialist (2003-2004)	
- Research Assistant (2001-2002)	
Center for Research and Evaluation in Social Policy	Philadelphia, PA
- Research Assistant (1998-2002)	
The Campbell Collaboration	Philadelphia, PA
- Research Assistant (2000-2001)	
University of Florida	Gainesville, FL
Research-Based Model Partnership Education Program	
- Research Assistant (1996-1998)	

Papers in Preparation (*denotes student co-author)

Amendum, S. J., May, H., Jennings, A. S., Bratsch-Hines, M., Aiken, H. H., Babinski, L., & Pasquarella, A. (in preparation). *Testing the Efficacy of the Targeted Reading Intervention for Multilingual Learners: A Randomized Controlled Study*.

*Hurwitz, A., & May, H. (in preparation). *An Experimental Study of Bayesian Versus Frequentist Statistics' Influence on Program Endorsements by Legislative Staff*.

May, H., *Shrestha, P., Tracy, T., *Blakeney, A., *Kennedy, N., & *Mazal, M. (in preparation). *Cost-Effectiveness of Reading Recovery and Alternate Interventions Under the Investing in Innovation Fund (i3) Scale-Up*.

May, H., Farley-Ripple, E., & Van Horne (in preparation). *Development and Validation of a Survey Measure of Schools' Depth of Research Use*.

May, H., Farley-Ripple, E., & Van Horne, S. (in preparation). *Structural Path Analysis of Factors Predicting Schools' Depth of Research Use*.

Van Horne, S., Farley-Ripple, E., & May, H. (in preparation). *The Importance of Research Experiences for Brokerage and Critically Evaluating Research*.

Publications in Refereed Journals (*denotes student co-author)

May, H., Bailes, L.P., & *Riser, D. M. (2024). Absenteeism and Achievement in Early Elementary Grades: A Multilevel Organizational Analysis. *Journal of Research on Students Placed at Risk*. <https://doi.org/10.1080/10824669.2024.2413483>

Jordan, N., *Guba, T. P., Dyson, N., *Botello, M., Suchanec-Cooper, H., & May, H. (2024). Exploring the impact of a fraction sense intervention in authentic school environments: An initial investigation. *Journal of Experimental Child Psychology*, 244. <https://doi.org/10.1016/j.jecp.2024.105954>

Karpyn, A., Pon, J., Grajeda, S. B., Wang, R., Merritt, K. E., Tracy, T., May, H., Sawyer-Morris, G., Humphrey, D. L., & Hunt, A. (2024). Purchases, Consumption, and BMI of SNAP Farmers' Market Shoppers. *Journal of Hunger & Environmental Nutrition*, 19(1), 133–148. <https://doi.org/10.1080/19320248.2021.1997860>

May, H., Strong, J., & Walpole, S. (2024). The Effects of Bookworms Literacy Curriculum on Student Achievement in Grades 2-5. *Scientific Studies of Reading*. <https://doi.org/10.1080/10888438.2023.2284811>

MacArthur, C. A., Traga Philippakos, Z. A., May, H., *Potter, A., Van Horne, S., & Compello, J. (2023). The Challenges of Writing from Sources in College Developmental Courses: Self-Regulated Strategy Instruction. *Journal of Educational Psychology*, 115(5), 715–731. <https://doi.org/10.1037/edu0000805>

May, H., *Blakeney, A., *Shrestha, P., *Mazal, M., *Kennedy, N., & Tracy, T. (2023). The Long-Term Impacts of Reading Recovery through 3rd and 4th Grades: A Regression Discontinuity Study. *Journal of Research on Educational Effectiveness*. <https://doi.org/10.1080/19345747.2023.2209092>

Connor, C. M., May, H., Sparapani, N., Hwang, J. K., Adams, A., Wood, T. S., Siegal, S., Wolfe, C., & Day, S. (2022). Bringing Assessment-to-Instruction (A2i) technology to scale: Exploring the process from development to implementation. *Journal of Educational Psychology*, 114(7), 1495–1532. <https://doi.org/10.1037/edu0000758>

Karpyn, A., Pon, J., Grajeda, S.B., *Wang, R., Merritt, K.E., Tracy, T., May, H., *Sawyer-Morris, G., *Halverson, M.M., & Hunt, A. (2022). Understanding Impacts of SNAP Fruit and Vegetable Incentive Program at Farmers' Markets: Findings from a 13 State RCT. *International Journal of Environmental Research and Public Health*, 19(12), 7443. <https://doi.org/10.3390/ijerph19127443>

MacArthur, C. A., Traga Philippakos, Z. A., May, H., & Compello, J. (2022). Strategy instruction with self-regulation in college developmental writing courses: Results from a randomized experiment. *Journal of Educational Psychology*, 114(4), 815–832. <https://doi.org/10.1037/edu0000705>

Karpyn, A., Pon, J., Grajeda, S. B., *Wang, R., Merritt, K. E., Tracy, T., May, H., *Sawyer-Morris, G., Humphrey, D. L., & Hunt, A. (2021). Purchases, Consumption, and BMI of SNAP Farmers' Market Shoppers. *Journal of Hunger & Environmental Nutrition*. <https://doi.org/10.1080/19320248.2021.1997860>

Aviles, A. M., *McCallops, K., Hussain, M., Highberger, J. P., Ryding, R., Merriman-Nai, S., & May, H. (2020). Using Youth Risk Behavior Survey Data to Analyze Housing Instability in Delaware Public Schools. *Journal of Children and Poverty*, 26(2), 215-236. <https://doi.org/10.1080/10796126.2020.1802649>

Ingersoll, R. M., May, H., & Collins, G. (2019). Recruitment, Employment, Retention and the Minority Teacher Shortage. *Education Policy Analysis Archives*, 27(37). <https://dx.doi.org/10.14507/epaa.27.3714>

Sirinides, P., Gray, A., & May, H. (2018). The Impacts of Reading Recovery at Scale: Results From the 4-Year i3 External Evaluation. *Educational Evaluation and Policy Analysis*, 40(3), 316-335. <https://doi.org/10.3102/0162373718764828>

Farley-Ripple, E., May, H., Karpyn, A., Tilley, K. & McDonough, K. (2018). Rethinking Connections Between Research and Practice in Education: A Conceptual Framework. *Educational Researcher*, 47(4), 235-245. <https://doi.org/10.3102/0013189X18761042>

*Yang, C., Bear, G., & May, H. (2018). Multilevel Associations between school-wide social-emotional learning approach and student engagement across elementary, middle, and high schools. *School Psychology Review*, 47(1), 45-61. <https://doi.org/10.17105/SPR-2017-0003.V47-1>

Karpyn, A., Allen, M., Marks, S., *Filion, N., Humphrey, D., *Ye, A., May, H., & Gardner, M. P. (2017). Pairing Animal Cartoon Characters With Produce Stimulates Selection Among Child Zoo Visitors. *Health Education & Behavior*, 44(4), 581-589. <https://doi.org/10.1177/1090198116679359>

*Orlando, J.P., Joshi, A., Carter, M., May, H., Bortle, C., & White, P. (2016). Parallel-group randomized study on the impact of a modified TeamSTEPPS training on resident and nurse attitudes toward teamwork and their adherence to patient safety protocols.

International Journal of Academic Medicine, 2(21), 145-153. <https://www.ijam-web.org/text.asp?2016/2/2/145/196870>

Camburn, E., Goldring, E., Sebastian, J., May, H., & Huff, J. (2016). An examination of the benefits, limitations, and challenges of conducting randomized experiments with principals. *Educational Administration Quarterly*, 52(2), 187-220. <https://doi.org/10.1177/0013161X15617808>

May, H., Gray, A., Gillespie, J., Sirinides, P., Sam, C., Goldsworthy, H., *Armijo, M., *Tognatta, N. (2015). Year one results from the multi-site randomized evaluation of the i3 scale-up of Reading Recovery. *American Education Research Journal*, 52(3), 547-581. <https://doi.org/10.3102/000283121456578>

Perna, L. W., May, H., *Yee, A., Ransom, T., *Rodriguez, A., & *Fester, R. (2013). Unequal access to rigorous high school curricula: An exploration of the opportunity to benefit from the International Baccalaureate Diploma Programme (IBDP). *Educational Policy*, 29(2), 402-425. <https://doi.org/10.1177/0895904813492383>

Ingersoll, R. M., & May, H. (2012). The Magnitude, Destinations, and Determinants of Mathematics and Science Teacher Turnover. *Educational Evaluation and Policy Analysis*, 34(4), 435-464. <https://doi.org/10.3102/0162373712454326>

May, H., Huff, J., & Goldring, E. (2012). A longitudinal study of principals' activities and student performance. *School Effectiveness and School Improvement*, 23(4), 417-439. <https://doi.org/10.1080/09243453.2012.678866>

Zeng, G., Fu, P., May, H., Lopez, B., Suarez-Morales, L., Voelkle, M., Wang, C., & Boruch, R. (2012). America's youngest kindergarteners' elevated levels of internalizing problems at school entry and beyond: Evidence from the Early Childhood Longitudinal Study. *School Mental Health*, 4(3), 129-142. <https://doi.org/10.1007/s12310-012-9077-x>

Weiss, M. J., & May, H. (2012). A policy analysis of the federal growth model pilot program's measures of school performance: The Florida case. *Education Finance and Policy*, 7(1), 44-73. https://doi.org/10.1162/EDFP_a_00053

May, H. & Supovitz, J. A. (2011). The scope of principal influence on instructional practice. *Education Administration Quarterly*, 47(2), 332-352. <https://doi.org/10.1177/0013161X10383411>

Camburn, E., Huff, J., Goldring, E., & May (2010). Assessing the validity of an annual survey for measuring principal leadership practice. *Elementary School Journal*, 111(2), 314-335. <https://doi.org/10.1086/656302>

Porter, A.C., *Polikoff, M.S., Goldring, E., Murphy, J., Elliott, S.N., & May, H. (2010). Investigating the validity and reliability of the Vanderbilt Assessment of Leadership in Education. *The Elementary School Journal*, 111(2), 282-313. <https://doi.org/10.1086/656301>

Duckworth, A. L., *Tsukayama, E., & May, H. (2010). Establishing causality using longitudinal hierarchical linear modeling: An illustration predicting achievement from self-control. *Social Psychological and Personality Science*, 1(4), 311-317. <https://doi.org/10.1177/1948550609359707>

*Polikoff, M. S., May, H., Porter, A. C., Elliott, S. N., Goldring, E., & Murphy, J. F. (2010). An examination of differential item functioning on the Vanderbilt Assessment of Leadership in Education. *Journal of School Leadership* 19(6), 661-679. <https://doi.org/10.1177/105268460901900602>

Supovitz, J. A., *Sirinides, P., & May, H. (2010) How principals and peers influence teaching and learning. *Journal of Education Administration Quarterly*, 46(1), 31-56. <https://doi.org/10.1177/1094670509353043>

Spillane, J. P., Pareja, A. S., Dorner, L., Barnes, C., May, H., Huff, J., & Camburn, E. (2010). Mixing methods in randomized controlled trials (RCTs): Validation, contextualization, triangulation, and control. *Educational Assessment, Evaluation, and Accountability*, 22(1), 5-28. <https://doi.org/10.1007/s11092-009-9089-8>

Porter, A.C., *Polikoff, M.S., Goldring, E., Murphy, J., Elliott, S.N., & May, H. (2010). Developing a psychometrically sound assessment of school leadership: The VAL-ED as a case study. *Educational Administration Quarterly*, 46(2), 135-173. <https://doi.org/10.1177/1094670510361747>

Goldring, E., Huff, J., May, H., & Camburn, E., (2008). School context and individual characteristics: What influences principal practice? *Journal of Educational Administration*, 46(3), 332-352. <https://doi.org/10.1108/09578230810869275>

*Borradaile K. E., Foster G. D., May, H., Karpyn, A., Sherman, S., Grundy, K., Nachmani, J., Vander Veur, S., Boruch, R. F. (2008). Associations between the Youth/Adolescent Questionnaire, the Youth/Adolescent Activity Questionnaire, and body mass index z-score in low-income inner-city fourth through sixth grade children. *American Journal of Clinical Nutrition*, 87, 1650–1655. <https://doi.org/10.1093/ajcn/87.6.1650>

May, H. & Supovitz, J. A. (2006). Capturing the cumulative effects of school reform: An 11-year study of the impacts of America's Choice on student achievement. *Educational Evaluation and Policy Analysis*, 28(3), 231-257. <https://doi.org/10.3102/01623737028003231>

May, H. (2006). A multilevel Bayesian IRT method for scaling socioeconomic status in international studies of education. *Journal of Educational and Behavioral Statistics*, 31(1), 63-79. <https://doi.org/10.3102/10769986031001063>

May, H. (2004) Making statistics more meaningful for policy research and program evaluation. *American Journal of Evaluation*, 25(4), 525-540. <https://doi.org/10.1177/109821400402500408>

Supovitz, J. A., & May, H. (2004). A study of the links between implementation and effectiveness of the America's Choice comprehensive school reform design. *Journal of Education for Students Placed At Risk*,9(4), 389-419. https://doi.org/10.1207/s15327671espr0904_4

Boruch, R. F., May, H., Lavenberg, J., Turner, H. M., Petrosino, A., De Moya, D., Grimshaw, J., & Foley, E. (2004). Estimating the effects of interventions that are deployed in many places: Place randomized trials. *American Behavioral Scientist*, 47, 608-633. <https://doi.org/10.1177/0002764203259291>

Other Journal Articles (*denotes student co-author)

Ingersoll, R. M., May, H., & Collins, G. (2022). Five Findings on Teacher Diversity. *Educational Leadership*, 80(2), 40-43.

https://repository.upenn.edu/cgi/viewcontent.cgi?article=1597&context=gse_pubs

Ingersoll, R., May, H., & Collins, G. (2022). How Diverse Is the Teaching Force? *Educational Leadership*, Online Exclusive, August 18, 2022.

<https://www.ascd.org/el/articles/how-diverse-is-the-teaching-force>

May, H. (2018). *The Truth About Reading Recovery, Appendix B, A Response to Cook, Rodes, & Lipsitz (2017)*. *Learning Disabilities: A Multidisciplinary Journal*, 23(2), 102-118.

Ingersoll, R., Merrill, L., & May, H. (2016). Do Accountability Policies Push Teachers Out? *Educational Leadership*, 73(8), 44-49. <https://www.ascd.org/el/articles/do-accountability-policies-push-teachers-out>

Ingersoll, R., *Merrill, L., & May, H. (2012). Retaining teachers: How preparation matters. *Educational Leadership*, 69(8), 30-34.

https://repository.upenn.edu/cgi/viewcontent.cgi?article=1562&context=gse_pubs

Ingersoll, R. M., & May, H. (2011). The minority teacher shortage: Fact or Fable? *Phi Delta Kappan*, 93 (1), 62-65. <https://doi.org/10.1177/003172171109300111>

Book Chapters

May, H., & Collier, Z. K. (2023). Nonequivalent comparison group designs. In Harris M. Cooper (Ed.) *Handbook of research methods in psychology: Vol. 2, 2nd Ed.*, Washington DC: American Psychological Association. <https://www.apa.org/pubs/books/apa-handbook-research-methods-psychology>

Ingersoll, R., May, H., Collins, G., & Fletcher, T. (2022). Trends in the Recruitment, Employment and Retention of Teachers from Under-Represented Racial-Ethnic Groups, 1987 to 2016. *Handbook of Research on Teachers of Color and Indigenous Teachers*. Washington DC: American Educational Research Association.

<https://www.aera.net/Publications/Handbook-of-Research-on-Teachers-of-Color-and-Indigenous-Teachers>

May, H. (2012). Nonequivalent comparison group designs. In Harris M. Cooper (Ed.) *Handbook of research methods in psychology: Vol. 2*. Washington DC: American Psychological Association. <https://www.apa.org/pubs/books/4311505>

Goldring, E., May, H., & Huff, J. (2010). Principals' leadership practices over time: Contextual influences on what principals do. In Wayne K. Hoy and Michael DiPaola Eds. *Analyzing school contexts: Influences of principals and teachers in the service of students*. Charlotte NC: IAP. https://books.google.com/books?id=z_wnDwAAQBAJ

Boe, E. E., May, H., Barkanic, G., & Boruch, R. F. (2004) Predictors of national differences in mathematics and science achievement of eighth-grade students: Data from TIMSS. In N. F. McGinn (ed.), *Learning through collaborative research: The six-nation education research project* (pp. 21-52). New York: Routledge Farmer.

<https://books.google.com/books?id=Bz9PEAAAQBAJ>

Peer-Reviewed Research Reports

Van Horne, S., Shewchuk, S., May, H., Farley-Ripple, E., Tilley, K., Agboh, D., & Micklos, D. A. (2024). *Survey of Evidence in Education for Researchers (SEE-R) Descriptive & Technical Report*. The Center for Research Use in Education (CRUE) & the Center for Research in Education and Social Policy (CRESP), University of Delaware. [ERIC URL pending]

May, H., Blackman, H., Van Horne, S., Tilley, K., Farley-Ripple, E. N., Shewchuk, S., Agboh, D., & Micklos, D. A. (2022). *Survey of Evidence in Education for Schools (SEE-S) Technical Report*. The Center for Research Use in Education (CRUE) & the Center for Research in Education and Social Policy (CRESP), University of Delaware. <https://files.eric.ed.gov/fulltext/ED628010.pdf>

Farley-Ripple, E., Van Horne, S., Tilley, K., Shewchuk, S., May, H., Micklos, D. A., Blackman, H. (2022). *Survey of Evidence in Education for Schools (SEE-S) Descriptive Report*. The Center for Research Use in Education (CRUE) & the Center for Research in Education and Social Policy (CRESP), University of Delaware. <https://files.eric.ed.gov/fulltext/ED628007.pdf>

Ingersoll, R. M., May, H., & Collins, G. (2017). *Minority Teacher Recruitment, Employment, and Retention: 1987 to 2013*. Palo Alto, CA: Learning Policy Institute. <https://files.eric.ed.gov/fulltext/ED606772.pdf>

H. May, P. Sirinides, A. Gray, & Goldsworthy, H. (2016) *Reading Recovery: An Evaluation of the Four-Year i3 Scale-Up*. Philadelphia, PA: Consortium for Policy Research in Education (CPRE); Newark, DE: Center for Research in Education and Social Policy (CRESP). <https://files.eric.ed.gov/fulltext/ED593261.pdf>

Ingersoll, R., Merrill, L., & May, H. (2014). *What are the effects of teacher education and preparation on beginning teacher attrition?* Research Report (#RR-82). Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania. <https://files.eric.ed.gov/fulltext/ED575353.pdf>

May, H., Gray, A., Gillespie, J., Sirinides, P., Sam, C., Goldsworthy, H., Armijo, M., & Tognatta, N. (2013). *Evaluation of the i3 scale-up of Reading Recovery: Year one report, 2011-12*. Philadelphia, PA: Consortium for Policy Research in Education (CPRE); Newark, DE: Center for Research in Education and Social Policy (CRESP). <https://files.eric.ed.gov/fulltext/ED547669.pdf>

May, H., Rodriguez, A., Sirinides, P., Perna, L., Yee, A., & Ransom, T. (2013). *Apples and oranges: Comparing the backgrounds and academic trajectories of International Baccalaureate (IB) students to a matched comparison group*. Philadelphia, PA: Consortium for Policy Research in Education (CPRE); Newark, DE: Center for Research in Education and Social Policy (CRESP). <https://files.eric.ed.gov/fulltext/ED547677.pdf>

Sirinides, P., Supovitz, J., Tognatta, N., & May, H. (2013). *The impact of the GE Foundation Developing Futures in Education program on mathematics performance trends in four districts*. Philadelphia, PA: Consortium for Policy Research in Education (CPRE). <https://files.eric.ed.gov/fulltext/ED547662.pdf>

- Ingersoll, R. M., & May, H. (2011). *Recruitment, Retention and the Minority Teacher Shortage*. Philadelphia, PA: Consortium for Policy Research in Education. <https://files.eric.ed.gov/fulltext/ED526355.pdf>
- Ingersoll, R. M., & May, H. (2010). *The magnitude, destinations, and determinants of mathematics and science teacher turnover*. Philadelphia, PA: Consortium for Policy Research in Education. <https://files.eric.ed.gov/fulltext/ED519789.pdf>
- Cole, R., Haimson, J., Perez-Johnson, I., & May, H. (2011). *Variability in pretest-posttest correlation coefficients by student achievement level* (NCEE 2011-4033). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <https://files.eric.ed.gov/fulltext/ED523588.pdf>
- May, H., Perez-Johnson, I., Haimson, J., Sattar, S., & Gleason, P. (2009). *Using state tests in education experiments: A discussion of the issues* (NCEE 2009-013). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <https://files.eric.ed.gov/fulltext/ED511776.pdf>
- May, H., & Robinson, M. A., (2007). *A randomized evaluation of Ohio's Personalized Assessment Reporting System (PARS)*. Philadelphia, PA: Consortium for Policy Research in Education. https://www.cpre.org/sites/default/files/researchreport/825_cpre-ohio-pars-report.pdf
- May, H., Supovitz, J. A., & Perda, D. (2004). *A longitudinal study of the impact of America's Choice on student performance in Rochester, New York, 1998-2003*. Philadelphia, PA: Consortium for Policy Research in Education. <https://files.eric.ed.gov/fulltext/ED493113.pdf>
- May, H., Supovitz, J. A., & Lesnick, J. (2004). *The impact of America's Choice on students' writing performance in Georgia in the first year*. Philadelphia, PA: Consortium for Policy Research in Education. https://www.cpre.org/sites/default/files/researchreport/817_ac-09.pdf
- Supovitz, J. A., & May, H. (2003). *The relationship between teacher implementation of America's Choice and student learning in Plainfield, New Jersey*. Philadelphia, PA: Consortium for Policy Research in Education. https://www.cpre.org/sites/default/files/researchreport/813_ac-05.pdf
- Supovitz, J. A., Taylor, B. S., & May, H. (2002). *Impact of America's Choice on student performance in Duval County, Florida*. Philadelphia, PA: Consortium for Policy Research in Education. https://www.cpre.org/sites/default/files/researchreport/812_ac-04.pdf

Other Research Reports

- Mantz, L., Humphrey, D. L., & May, H. (2016). *Child Development Watch Family Survey: 2016 Annual Report*. Newark, DE: Center for Research in Education and Social Policy (CRESP).

Porter, A. C., Murphy, J., Goldring, E., Elliott, S. N., Polikoff, M. S., & May, H. (2008). *Vanderbilt Assessment of Leadership in Education: Technical manual, Version 1.0*. Nashville, TN: Vanderbilt University.

May, H., Robinson, M., & Corcoran, T. (2007). *The El Paso staff developer study: Overview and initial findings of the Math/Science Partnership (MSP) middle grades initiative, 2005-2007*. Philadelphia, PA: Consortium for Policy Research in Education (CPRE).

Boe, E. E., May, H., Shin, S., & Boruch, R. F. (2002). *Student Task Persistence in the Third International Mathematics and Science Study: A major source of achievement differences at the national, classroom, and student levels*. (Research Rep. No. 2002-TIMSS1). Philadelphia, PA: CRESPP, University of Pennsylvania.
<https://files.eric.ed.gov/fulltext/ED478493.pdf>

Boe, E. E., May, H., Barkanic, G., & Boruch, R. F. (2002). *Predictors of national differences in mathematics and science achievement of eighth grade students: Data from TIMSS for eighth grade students*. (Research Rep. No. 2002-TIMSS2). Philadelphia, PA: CRESPP, University of Pennsylvania.
<https://repository.upenn.edu/handle/20.500.14332/35173>

Boe, E. E., Barkanic, G., Leow, C. S., May, H., Shin, S., Singleton, J. C., Zeng, G. & Boruch, R. F. (2001). *Correlates of national differences in mathematics and science achievement: Evidence from TIMSS*. (Data Analysis Rep. No. 2001-DAR1). Philadelphia, PA: CRESPP, University of Pennsylvania.

Boe, E. E., May, H., Leow, C. S., & Barkanic, G. (2000). *The rise and fall of national performance in mathematics and science: Changes in relative national standing from the fourth grade to the final year of secondary school*. Philadelphia, PA: CRESPP, University of Pennsylvania.

Boe, E. E., Turner, H. M., May, H., Leow, C. S., & Barkanic, G. (1999). *The role of student attitudes and beliefs about mathematics and science learning in academic achievement: Evidence from TIMSS for six nations*. (Data Analysis Rep. No. 1999-DAR3). Philadelphia, PA: CRESPP, University of Pennsylvania.
<https://repository.upenn.edu/handle/20.500.14332/35175>

Refereed Conference Presentations

May, H., Van Horne, S. & Headley, M. G. (2024, September). *School Value-Added Effects on College Readiness and Enrollment: A Statewide Analysis in Delaware*. Poster presented at the annual conference of the Society for Research in Educational Effectiveness (SREE), September 19, 2024, Baltimore, MD.

May, H., Farley-Ripple, E., & Van Horne, S. (2024, April). *A Mediation Analysis of Organizational Conditions and Schools' Deep Use of Research*. Paper presented at the annual conference of the American Education Research Association, April 13, 2024, Philadelphia, PA.

Vu, L., Houang, R., May, H., & Ran, X. (2024, April) Evaluation of the Impacts of Kumon Using Propensity Score Matching. Poster presented at the annual conference of the American Education Research Association, April 11, 2024, Philadelphia, PA.

Lu, C. Y., May, H., & Morrison, K. K. (2023, September). *Equitable access to rigorous courses in high school? A statewide analysis of course offerings, access, and enrollment in Delaware*. Paper presented at the annual conference of the Society for Research in Educational Effectiveness (SREE), September 29, 2023, Washington, DC.

Lu, C. Y., May, H., Headley, M. G., & Klein, J. R. (2023, April). *Using Qualitative Analysis of High School Course Catalog to Develop Categories for Quantitative Analysis*. Paper presented at the annual conference of the American Education Research Association, April 15, 2023, Chicago, IL.

Headley, M. G., May, H., Klein, J. R., Morrison, K. K., & Carey, R. L. (2023, April). *Designing a Longitudinal and Multilevel Mixed-Methods Study*. Paper presented at the annual conference of the American Education Research Association, April 15, 2023, Chicago, IL.

Headley, M. G., Lu, C. Y., & May, H., (2023, April). *Comparing Qualitatively and Quantitatively Defined Trajectories: Available Versus Traveled Trajectories*. Paper presented at the annual conference of the American Education Research Association, April 15, 2023, Chicago, IL.

Lu, C. Y., May, H., Headley, M. G., Klein, J. R., Morrison, K. K., & Carey, R. L. (2023, April). *A Longitudinal Study of High School Students' Math Course Trajectories*. Paper presented at the annual conference of the American Education Research Association, April 13, 2023, Chicago, IL.

Lu, C. Y. & May, H. (2023, April). *Using High School Course Catalogs to Understand Student Access to Advanced English Language Arts and Math Courses*. Paper presented at the annual conference of the American Education Research Association, April 13, 2023, Chicago, IL.

Morrison, K. K., Headley, M. G., May, H., Klein, J. R., & Carey, R. L. (2023, April). *The House and the Bridge: Underlying Aims of College Readiness Supports, a Statewide Longitudinal Study*. Paper presented at the annual conference of the American Education Research Association, April 13, 2023, Chicago, IL.

Van Horne, S., Farley-Ripple, E., & May, H. (2022, Sept). *The Importance of Research Experiences for Brokerage and Critically Evaluating Research*. Paper presented at the annual conference of the Society for Research in Educational Effectiveness, September 24, 2022, Arlington, VA.

May, H., Blakeney, A., Shrestha, P., Mazal, M., Kennedy, N., & Tracy, T. (2022, Sept). *The Long-Term Impacts of Reading Recovery through 3rd and 4th Grades: A Regression Discontinuity Study*. Paper presented at the annual conference of the Society for Research in Educational Effectiveness, September 23, 2022, Arlington, VA.

Blakeney, A., & May, H. (2022, April). *Replication of Short-Term Experimental Impacts of Reading Recovery's i3 Scale-Up with Regression Discontinuity*. Paper presented at the annual conference of the American Education Research Association, April 23, 2022, San Diego, CA.

May, H., Blakeney, A., Shrestha, P., Mazal, M., & Tracy, T. (2022, April). *Reading Recovery's i3 Scale-Up: Long-Term Impacts Through 3rd and 4th Grade*. Paper

presented at the annual conference of the American Education Research Association, April 23, 2022, San Diego, CA.

Shrestha, P., Tracy, T., Mazal, M., Blakeney, A., Kennedy, N., & May, H., (2022, April). *Cost-Effectiveness of Reading Recovery and Alternate Interventions Under the i3 Scale-Up*. Paper presented at the annual conference of the American Education Research Association, April 23, 2022, San Diego, CA.

Agboh, D. & May, H., (2022, April). *Multilevel Analysis of Educators' Research Use by Individual, School, & District Factors*. Paper presented at the annual conference of the American Educational Research Association, April 21, 2022, San Diego, CA.

Ingersoll, R., May, H., & Collins, G. (2022, April). *Trends in the Recruitment, Employment and Retention of Teachers from Under-Represented Racial-Ethnic Groups, 1987 to 2016*. Paper presented at the annual conference of the American Educational Research Association, April 24, 2022, San Diego, CA.

Strong, J. Walpole, S., & May, H. (2021, December). *Effects of Bookworms Literacy Curriculum on Reading Achievement in Grades 2-5*. Paper presentation at the Annual Meeting of the Literacy Research Association (LRA), December 3, 2021, Atlanta, GA.

MacArthur, C., Traga-Philippakos, Z.A., May, H., & Compello, J. (2021, December). *Basic Writers and the Challenges of Writing from Sources: Experimental Study of a Strategy Instruction Approach*. Paper presentation at the Annual Meeting of the Literacy Research Association (LRA), December 1, 2021, Atlanta, GA.

Aviles, A. M., McCallops, K., Hussain, M., Highberger, J. P., Ryding, R., Merriman-Nai, S., & May, H. (2021, November). *Using Youth Risk Behavior Survey data to analyze housing instability among Delaware public school students*. Paper presentation at the Annual Meeting of the American Educational Studies Association (AESA), November 7, 2021, Pittsburgh, PA.

Ingersoll, R., May, H., Collins, G., & Fletcher, T. (2021, April). Retention. *Trends in the Recruitment, Employment and Retention of Teachers from Under-Represented Racial-Ethnic Groups, 1987 to 2016*. Paper presented at a roundtable discussion during the AERA Teachers of Color Handbook Session 2, American Educational Research Association, April 8, 2021. (Virtual conference due to COVID-19).

Blakeney, A., & May, H. (2021, April). *Exploring the Contextual Effects of Adolescent Financial Literacy: A PISA 2012 Case Study*. Virtual poster presented at the Annual Meeting of the American Educational Research Association, April 11, 2021. (Virtual conference due to COVID-19)

May, H., & Farley-Ripple, E. N. (2021, April). *Characterizing Schools' Depth of Research Use*. Paper presented at the Annual Meeting of the American Educational Research Association, April 12, 2021. (Virtual conference due to COVID-19)

MacArthur, C., Traga-Philippakos, Z.A., May, H., & Compello, J. (2021, April) *Basic Writers and the Challenges of Writing From Sources: Self-Regulated Strategy Instruction*. Paper presentation at the Annual Meeting of the American Educational Research Association (SREE), April 11, 2021. (Virtual conference due to COVID-19)

Wang, R., May, H. & Shen, Y. (2021, April). *Examining the Causal Effects of the Foundation of College Math Program in a Northeastern State*. Virtual poster presented at the Annual Meeting of the American Educational Research Association, April 12, 2021.. (Virtual conference due to COVID-19)

May, H., Blackman, H., Wang, R., Tilley, K., & Micklos, D. (2020, Mar). *Individual and School-Level Capacity to Critically Evaluate Research: A Multilevel Organizational Analysis*. Virtual poster presented at the Annual Meeting of the Society of Research on Educational Effectiveness. (Virtual conference due to COVID-19)

MacArthur, C., Traga-Philippakos, Z.A., May, H., & Compello, J. (2020, Mar) *Basic Writers and the Challenges of Writing from Sources: Experimental Study of a Strategy Instruction Approach*. Paper presentation at the Society for Research on Educational Effectiveness (SREE), March 12, 2020, Washington, DC. (cancelled due to COVID-19)

May, H., Blackman, H., Wang, R., Tilley, K., & Micklos, D. (2019, Apr). *Schools' Capacity to Critically Evaluate Research: A Multilevel Perspective*. Paper presented at the Annual Meeting of the American Educational Research Association, April 7, 2019, Toronto, Ontario.

Tilley, K., Wang, R., Blackman, H., Farley-Ripple, E., & May, H. (2019, Apr). A *(Mis)Match? Evaluating the Preferences of Characteristics of Research Products Among Research Users and Producers*. Paper presented at the Annual Meeting of the American Educational Research Association, April 7, 2019, Toronto, Ontario.

May, H., Sarfo, A., & Blakeney, A. (2019, Apr). *A Case for Regression Discontinuity Design in Impact Evaluations*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), April 5, 2019, Toronto, Ontario.

MacArthur, C., Traga-Philippakos, Z.A., May, H., & Compello, J. (2019) *Self-Regulated Strategy Instruction for Basic College Writers: Results from a Randomized Experiment*. Paper presented at the Society for Research on Educational Effectiveness (SREE), March 7, 2019, Washington, DC.

May, H., Sarfo, A., & Blakeney, A. (2018, Nov.). Replication of Large Scale RCT Results with Regression Discontinuity: The Case of Impact Evaluation in Reading Recovery. Poster presented at the Association for Public Policy and Management (APPAM), November 8, 2018, Washington, DC.

MacArthur, C. A., Philippakos, Z. A., May, H., & Compello, J. (2018, Aug.). *Self-regulated strategy instruction for basic college writers: Initial results from a Goal-3 project*. Paper presented at the SIG Writing Conference 2018 at University of Antwerp, Antwerp, Belgium.

May, H., Blackman, H., Wang, R., Grajeda, S., Tilley, K., & Farley-Ripple, E. (2018, Apr). *Decision-Making in Schools: The Influence of External Research, Local Data, Personal Experience, and Other Evidence*. Poster presented at the Annual Meeting of the American Educational Research Association, New York, NY.

May, H., Jones, A., Tilley, K., Grajeda, S., Blackman, H., Wang, R., & Farley-Ripple, E. (2018, March). *The Influence (or Not) of Educational Effectiveness Research on School-*

Based Decisions about Policy and Practice. Paper presented at the Society for Research on Educational Effectiveness (SREE), March 1, 2018, Washington, DC.

MacArthur, C. A., Philippakos, Z. A., May, H., & Compello, J. (2018, Feb.). *Self-Regulated Strategy Instruction For Basic College Writers: Results from Randomized Experiment*. Paper presented at the annual Pacific Coast Research Conference, San Diego, CA.

Amendum, S. J., Jennings, A., May, H., Blackman, H. W., Pasquarella, A. D. K., Bratsch-Hines, M., Vernon-Feagans, L., & Babinski, L. (2017). *Exploring the concurrent validity of two common early literacy assessments when used with young English learners*. Annual Meeting of the Literacy Research Association. November 29, 2017, Tampa, FL.

May, H., McDonough, K., Tilley, K., Farley-Ripple, E., Karpyn, A., Maynard, R., & Tise, J. (2017). *Multilevel Measurement of Organizational Use of Research in Schools*. Presented at the Annual Meeting of the American Educational Research Association, April, 28, 2017, San Antonio, TX.

May, H., Sirinides, P., Gray, A., Blackman, H., Xie, Y., & Shrestha, P. (2016). *Results from the Reading Recovery Investing in Innovation Fund (i3) Scale-Up Regression Discontinuity Design*. Presented at the Annual Meeting of the American Educational Research Association, April, 9, 2016, Washington, DC.

Sirinides, P., May, H., Gray, A., Blackman, H. (2016). *Results from the Reading Recovery Investing in Innovation Fund (i3) Scale-Up Multisite Randomized Experiment*. Presented at the Annual Meeting of the American Educational Research Association, April, 9, 2016, Washington, DC.

Penuel, W., Bell, P., Briggs, D., Buffington, P., Coburn, C., Farley-Ripple, E., Hill, H., May, H., & Spillane, J. (2016). *Division L Invited Session: Reconceptualizing How We Study and Support Research Use*. Presented at the Annual Meeting of the American Educational Research Association, April, 8, 2016, Washington, DC.

May, H., Sirinides, P., & Gray, A. (2015). *Evaluation of the i3 Scale-up of Reading Recovery*. Presentation at the Fall Conference of the Association for Public Policy Analysis and Management (APPAM), November 12, 2015, Miami, FL.

May, H., Sirinides, P., Gray, A., Goldsworthy, H., Sam, C., Blalock, T., Blackman, H., Anderson-Clark, H., & Schiera, A. (2015). *Final-Year Results from the i3 Scale-Up of Reading Recovery*. Society for Research on Educational Effectiveness (SREE), March 7, 2015, Washington, DC.

May, H. (2014). *Distortions in Distributions of Impact Estimates in Multi-Site Trials: The Central Limit Theorem Is Not Your Friend*. Society for Research on Educational Effectiveness (SREE), September 4, 2014, Washington, DC.

D'Agostino, J. & May, H. (2014). *Scaling Up Effective Reforms: Findings From the i3 Scale-Up Grants – Reading Recovery Treatment Effect Variation*. Invited Presentation at the Annual Meeting of the American Educational Research Association, April, 6, 2014, Philadelphia, PA.

May, H., Rodriguez, A., Sirinides, P., Perna, L., Yee, A., Ransom, T. (2014). *The futility of propensity score methods in a statewide study of International Baccalaureate (IB)*. Presented at the Annual Meeting of the American Educational Research Association, April, 4, 2014, Philadelphia, PA.

May, H., Sirinides, P., Gray, A., Armijo, M., Gillespie, J., Goldsworthy, H., Sam, C. & Blalock, T. (2014). *Linking Implementation to Impacts: Year 2 Results from the Mixed-Methods Evaluation of the Reading Recovery Investing in Innovation (i3) Scale-Up*. Presented at the Annual Meeting of the American Educational Research Association, April, 4, 2014, Philadelphia, PA.

May, H., Rodriguez, A., Sirinides, P., Perna, L., Yee, A., Ransom, T. (2014). *The futility of propensity score methods in a statewide study of International Baccalaureate (IB)*. Society for Research on Educational Effectiveness, March 6, 2014.

D'Agostino, J. & May, H. (2014). *Impact studies of Reading Recovery over time*. Society for Research on Educational Effectiveness, March 7, 2014.

May, H., Sirinides, P., & Gillespie, J. (2013). *Results from the Reading Recovery multisite randomized experiment*. Presented at the Annual Meeting of the American Educational Research Association, April, 28, 2013, San Francisco, CA.

Sirinides, P., & May, H. (2013). *Unpacking the effects of Reading Recovery: Exploring contextual predictors of variation in impacts*. Presented at the Annual Meeting of the American Educational Research Association, April, 28, 2013, San Francisco, CA.

Camburn, E., Huff, J., Sebastian, J., Goldring, E., & May, H. (2013). *A case study in implementing randomized experiments with principals*. Presented at the Annual Meeting of the American Educational Research Association, April, 28, 2013, San Francisco, CA.

Buell, M., Han, M., May, H., & Vukelich, C. (2013). *Exploring variance in the Pre-K Classroom Assessment Scoring System (CLASS) across classroom contexts*. Presented at the Annual Meeting of the American Educational Research Association, April, 30, 2013, San Francisco, CA.

Ingersoll, R., Merrill, L., & May, H. (2013). *What are the effects of teacher education and preparation on beginning teacher retention?* Presented at the Annual Meeting of the American Educational Research Association, April, 30, 2013, San Francisco, CA.

Ingersoll, R., Merrill, L., & May, H. (2013). *What impact have accountability policies and practices had on the retention of teachers?* Presented at the Annual Meeting of the American Educational Research Association, May 1, 2013, San Francisco, CA.

Ingersoll, R. M., & May, H. (2012). *Recruitment, retention and the minority teacher shortage*. Presented at the Annual Meeting of the American Educational Research Association, April, 16, 2012, Vancouver, BC.

May, H., & D'Agostino, J. (2012). *Exploring treatment variation in the scale-up of Reading Recovery*. Presented at the Spring Meeting of the Society for Research on Educational Effectiveness, March 8, 2012.

Perna, L. W., May, H., Yee, A., Ransom, T., Rodriguez, A., & Fester, R. (2011). *The potential role of the International Baccalaureate (IB) Diploma Programme in improving academic preparation for college for all students*. Presented at the Annual Meeting of the Association for the Study of Higher Education, Charlotte, North Carolina, November 2011.

May, H., and Supovitz, J. (2011). *Targeted versus broad instructional leadership: Examining how principals focus their effort*. Presented at the Annual Meeting of the American Educational Research Association, April, 11, 2011, New Orleans, LA.

May, H., and Perna, L. (2011). *A longitudinal analysis of student and school diversity in the International Baccalaureate (IB) Diploma Program in the United States*. Presented at the Annual Meeting of the American Educational Research Association, April, 9, 2011, New Orleans, LA.

Ingersoll, R. M., and May, H. (2011). *What are the effects of teacher preparation on beginning math and science teacher retention?* Presented at the Annual Meeting of the American Educational Research Association, April, 10, 2011, New Orleans, LA.

Kim, O., May, H., Clay, E. L. (2011). *Conceptualizing and assessing curriculum-embedded mathematics knowledge*. Presented at the Annual Meeting of the American Educational Research Association, April 10, 2011, New Orleans, LA.

May, H., Perez-Johnson, I., Haimson, J., Sattar, S., & Gleason, P. (2010). *Using state tests for evaluation purposes*. CCSSO National Conference on Student Assessment, June 21, 2010.

Cole, R., Haimson, J., Perez-Johnson, I. & May, H. (2010). *Assessing the conditional reliability of state achievement tests*. Society for Research on Educational Effectiveness, March 4, 2010.

May, H., Goldring, E., and Huff, J. (2009) *A longitudinal study of principals' activities and student performance*. Presented at the Annual Meeting of the American Educational Research Association, April 16, 2009.

Goldring, E., May, H., and Huff, J. (2008) *Principals' Leadership Practices Over Time: Contextual influences on what principals do*. Presented at the Annual Meeting of the American Educational Research Association, March, 28, 2008.

Barnes, C., Camburn, E., Goldring, E., & May, H. (2007) *Measuring the effects of leadership interventions on knowledge, practice, and school outcomes: Randomized experiments and challenges from the field*. University Council for Educational Administration (UCEA) Pre-Conference Workshop, November 15, 2007.

May, H. & Robinson, M. A. (2007). *Can a state graduation test be transformed into a formative assessment? Preliminary findings from the randomized evaluation of Ohio's Personalized Assessment Reporting System*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

May, H. & Baldwin, G. L. (2007). *Informing instruction and enhancing student performance with low-stakes benchmark testing*. Paper presented at the Florida Educational Technology Conference, Orlando, FL.

Camburn, E. M., Goldring, E., May, H., Supovitz, J. A., Barnes, C., Spillane, J. P. (2007). *Lessons learned from an experimental evaluation of a principal professional development program*. Paper presented at the meeting of the American Education Research Association, Chicago, IL.

Spillane, J. P., Stitzel Pareja, A., Barnes, C., Camburn, E., Huff, J., Goldring, E., May, H. (2007). *Mixed methods in randomized trials: Realizing the potential, avoiding the pitfalls*. Paper presented at the meeting of the American Education Research Association, Chicago, IL.

Goldring, E., Camburn, E., Huff, J., Sebastian, J., May, H. (2007). *Effects of the National Institute for School Leadership: Early results from a randomized field trial*. Paper presented at the meeting of the American Education Research Association, Chicago, IL.

May, H. & Baldwin, G. L. (2006). *A study of the validity of Orange County Public Schools' benchmark assessments for predicting student FCAT performance*. Paper presented at the meeting of the Florida Education Research Association, Jacksonville, FL.

Goldring, E., Huff, J., May, H., Camburn, E. (November, 2006). *School context and individual characteristics: What influences what principals really do?* Paper presented at the meeting of the University Council for Educational Administration, San Antonio, TX.

May, H., Weiss, M.J., & Taylor, B. S. (2006). *From federal AYP to value added models: What are the most meaningful and valid measures of school performance?* Paper presented at the meeting of the American Education Research Association, San Francisco, CA.

May, H. (2005). *The reality of designing field experiments in education: Using monte carlo methods for power analysis and design decisions*. Paper presented at the meeting of the American Education Research Association, Montreal, Canada.

May, H. (2004). *A longitudinal study of the impact of America's Choice on student performance in Rochester, NY*. Paper presented at the meeting of the National Clearinghouse on Comprehensive School Reform, Network of Researchers, Washington, DC.

May, H. (2004). *Practical longitudinal analysis of student achievement using cross-classified Bayesian hierarchical linear modeling*. Paper presented at the meeting of the American Education Research Association, San Diego, CA.

May, H. (2004). *Quick, easy, and cost-free adjustment of standard errors in analyses of data from ECLS, PISA, SASS, TIMSS, and other large databases*. Paper presented at the meeting of the American Education Research Association, San Diego, CA.

Supovitz, J. A., & May, H. (2004). *A longitudinal study of the impact of America's Choice on student performance in Rochester, NY*. Paper presented at the meeting of the Eastern Evaluation Research Society, Absecon, NJ.

Supovitz, J. A., & May, H. (2003). *The relationship between teacher implementation of America's Choice and student learning in Plainfield, New Jersey*. Paper presented at the meeting of the Eastern Evaluation Research Society, Absecon, NJ.

May, H., Boe, E., & Boruch, R. (2002). *The ecological fallacy in comparative and international education research: Discovering more from TIMSS through multilevel modeling*. Paper presented at the meeting of the American Education Research Association, New Orleans, LA.

May, H. (2000). *Socioeconomic status and student achievement: An international perspective*. Paper presented at the Multinational Confederation for Research with TIMSS, Berlin, Germany

Grant Funding

Development of the Orienting Positive Emotions in New Educators for Mathematics (Open For Math) Professional Learning Program. Funded by the National Science Foundation (NSF). Leigh McLean, PI; Henry May & Teya Rutherford, Co-Investigators. (8/24 to 7/28; \$2,994,817).

The relationship between child language proficiency and language of treatment on the outcomes of bilingual children with developmental language disorder. Funded by the National Institutes of Health (NIH) under a subcontract with the University of Houston. Grant Number R01DC020183. Anny Castilla-Earls, PI; Amanda Van Horne, Co-PI; Henry May, Co-Investigator (05/23 – 04/28; \$3,800,000)

Diffusion of Research on Supporting Mathematics Achievement for Youth with Disabilities through Twitter Translational Visual Abstracts. Funded by the National Science Foundation (NSF) and the W.T. Grant Foundation. Jessica Rodrigues, PI; Elizabeth Farley-Ripple, Co-PI; Henry May, Co-Investigator. (3/23 to 2/26; \$311,844).

Project DELITE: Delaware English Learners' Impact on Teacher Education. Funded by the US Department of Education, Office of English Language Acquisition (OELA). Nigel Caplan, PI; Adrian Pasquarella, Co-PI; Henry May, Methodologist (09/22 to 08/27; \$2,666,354).

The Distributional Effects of Secondary Career and Technical Educational (CTE) Programs on Postsecondary Educational and Employment Outcomes: An Evaluation of Delaware's CTE Programs of Study. Funded by the US Department of Education, Institute of Education Sciences (IES). Luke Rhine, PI; Ken Shores, Co-PI; Henry May, Co-PI; Elizabeth Farley-Ripple, Co-PI. (09/21 to 08/24; \$999,999).

Developing A2i Spanish Adaptive Progress Monitoring Assessments for PK-3rd Grade. Funded by the US Department of Education, Institute of Education Sciences (IES) under a subcontract to the University of California, Irvine. Elizabeth Peña, PI; Ashley Adams, Co-PI; Henry May, Co-I; Kevin Grimm, Co-I. (07/21 to 06/25; \$2,000,000).

Writing Across Levels of Language (WALL) in First Grade. Funded by the US Department of Education, Institute of Education Sciences (IES). David Coker, PI; Kristen Ritchey, Co-PI; Henry May, Co-I. (07/21 to 06/25; \$1,890,271).

Recasting and book reading under ideal (dose controlled) and typical (dose variable) conditions: The role of fidelity and adherence in production and comprehension outcomes for children with DLD. Funded by the National Institutes of Health (NIH) Grant Number R01DC018276. Amanda Van Horne, PI; Henry May, Statistician (09/20 – 08/25; \$3,768,118)

Linking Data and Policy to Improve College Readiness in Delaware. Funded by the US Department of Education, Institute of Education Sciences (IES). Henry May, PI; Jeff Klein, Co-PI. (07/20 to 06/24; \$1,399,999).

Examining the Efficacy of a Fraction Sense Intervention Grounded in Principles From the Science of Learning. Funded by the US Department of Education, Institute of Education Sciences (IES). Nancy Jordan, PU; Nancy Dyson, Co-PI; Henry May, Co-PI. (09/20 to 08/25; \$3,299,957).

Strategic Data Partnership on Teacher and Leader Effectiveness. Funder: Delaware Department of Education. (Henry May, PI). (12/15 to 06/22; \$2,386,133)

Evaluation of the Regional Educational Laboratories (RELS). Funded by the US Department of Education, Institute of Education Sciences (IES) under a subcontract to Abt Associates. Allan Porowski, Project Director; Henry May, Key Personnel; Elizabeth Farley-Ripple, Key Personnel. (09/19 to 09/22; \$352,000).

The Center for Research Use in Education (CRUE). Funded by the US Department of Education, Institute of Education Sciences (IES). Henry May, PI; Elizabeth Farley-Ripple Co-PI. (08/15 to 12/22; \$4,999,958).

Supporting Strategic Writers: Effects of an Innovative Developmental Writing Program on Writing and Reading Outcomes. Funded by the US Department of Education, Institute of Education Sciences (IES). Skip MacArthur, PI; Henry May, Co-PI. (07/16 to 12/22; \$3,245,858).

An Efficacy Follow-Up Study of the Long-Term Effects of Reading Recovery Under the i3 Scale-Up. Funded by the US Department of Education, Institute of Education Sciences (IES). Henry May, PI; Akisha Jones, Co-PI. (08/17 to 07/22; \$1,099,999).

Investigating the Efficacy of a Web-Based Early Reading Intervention Professional Development Program for K-1 English Learners. Funded by the US Department of Education, Institute of Education Sciences (IES). Steve Amendum, PI; Henry May, Co-PI. (07/16 to 06/22; \$3,299,115).

Developing a Fraction Sense Intervention for Students with or at Risk for Mathematics Difficulties. Funded by the US Department of Education, Institute of Education Sciences (IES). Nancy Jordan, PI; Henry May, Senior Advisor. (07/16 to 06/20; \$1,859,462).

A Ladder for Growth: A National Network to Build Capacity and Test Innovative Strategies for Healthy Food Incentives. Funded by the US Department of Agriculture under subcontract to Wholesome Wave. Allison Karpyn, PI; Henry May, Co-PI. (04/15 to 03/18; \$406,868).

Delaware School Climate and Student Success. Funded by the US Department of Education, OESE under subcontract to the Delaware Department of Education. George Bear, PI; Henry May, Co-PI; Debby Boyer, Co-PI. (08/14 to 07/19; \$2,318,350).

Understanding the Effects of Mathematics Teacher Preparation on the Quality of Classroom Teaching and Students Learning. Funded by the National Science Foundation (NSF). Dawn Berk, PI; Jim Hiebert, Co-PI; Henry May, Senior Advisor. (8/14 to 7/17; \$1,024,679).

Proof in Secondary Classroom: Decomposing a Central Mathematical Practice. Funded by the National Science Foundation (NSF). Michelle Cirillo, PI; Henry May, Senior Advisor. (08/14 to 07/19; \$874,000).

Does a Supermarket Improve the Diet & Food Environment of Low-Income Residents? Funded by the National Institutes of Health (NIH) Grant Number 1R01DK102324-01. Allison Karpyn, PI; Henry May, Co-PI (02/25/2014 – 01/31/2018; \$1,926,424)

Bridging Cognitive Science and Education: Products and Processes in Mathematics, Language and Cognition. Postdoctoral training program funded by the US Dept. of Education, Institute of Education Sciences (IES). Roberta Golinkoff, Nancy Jordan, Henry May, Co-PIs (09/13 to 08/17; \$645,744).

Teacher Preparation Improvement. Funded by the Delaware Department of Education. Carol Vukelich, PI; Henry May & Kate Scantlebury, Co-PIs. (07/13 to 06/15; \$120,000)

Evaluation of GE Developing Futures in Education initiatives. Funded by the General Electric Foundation. Jon Supovitz, PI; Henry May, Co-Investigator (12/10 to 11/13; \$2,564,099).

Evaluation of the Scale-Up of Reading Recovery. Funded by the US Department of Education, Investing in Innovation Program (i3) as a subcontract to Ohio State University. Henry May, PI (08/10 to 08/15; \$3,999,828).

A Longitudinal Study of International Baccalaureate Students' Postsecondary Educational Access, Performance, and Persistence. Funded by the US Dept. of Education, Institute of Education Sciences (IES). Henry May, PI; Laura Perna, Co-PI (03/09 to 02/11; \$700,000).

Use of State Achievement Tests to Measure Student Outcomes in Education RCTs. Funded by the US Dept. of Education, Institute of Education Sciences (IES) through a Subcontract with Mathematica Policy Research. Henry May, PI (09/08 to 04/09; \$43,029).

The Effects of Accountability and Teacher Preparation on Mathematics and Science Teacher Retention. Funded by the National Science Foundation. Richard Ingersoll, PI. Henry May, Senior Researcher (09/08 to 08/11; \$1,000,000).

The Development and Validation of the Vanderbilt Assessment of Leadership in Education (VAL-ED). Funded by the US Dept. of Education, Institute of Education Sciences (IES). Andrew Porter, PI; Henry May, Senior Researcher (08/08 to 08/12; \$1,597,179)

Center on the Instructional Improvement Cycle (CIIC) , Phase II. Funded by the William and Flora Hewlett Foundation. Margaret Goertz, PI; Henry May, Co-PI (08/07 to 01/09; \$2,000,000).

Evaluation of the Children's First Intensive (CFI) Program in New York City. Funded by the NYC Department of Education, Fund for Schools. Henry May, PI (4/08 to 7/08; \$13,485)

Center on the Instructional Improvement Cycle (CIIC), Phase I. Funded by the William and Flora Hewlett Foundation. Margaret Goertz, PI; Henry May, Senior Researcher (02/06 to 12/07; \$1,100,000).

The Organizational Sources of Mathematics and Science Teacher Turnover. Funded by the National Science Foundation. Richard Ingersoll, PI. Henry May, Senior Researcher (08/05 to 06/09; \$800,654).

Evaluation of the Impact of El Paso MSP Initiatives at the Middle School Level. Funded by the National Science Foundation as a subcontract to the University of Texas at El Paso. Henry May, PI (formerly Co-PI with Tom Corcoran) (06/05 to 09/07; \$1,148,353).

Evaluation of the Personalized Assessment Reporting System (PARS). Funded by the Ohio Department of Education. Henry May, PI (11/05 to 08/07; \$180,000)

Providing Research Support for the International Studies Schools Network. Funded by the Asia Society's International Studies School Network (ISSN). Henry May, PI (formerly Co-PI with Tom Corcoran) (05/06 to 08/07; \$201,455)

Regression Discontinuity Study of the Ramp-Up Programs. Funded by the National Center on Education and the Economy (NCEE). Jon Supovitz, PI; Henry May, Co-PI (09/05 to 12/08; \$347,350)

Teaching Experience

Randomized Field Trials in Education
EDUC 862, Fall 2022, 2023; EDUC 667, Fall 2017
University of Delaware, School of Education

Multilevel Models in Education
EDUC 873, Fall 2012-2013, 2015, 2016, 2018, 2021, 2024
University of Delaware, School of Education

Applied Bayesian Statistics
EDUC 667, Spring 2024
University of Delaware, School of Education

Advanced Research Design for Causal Inference
Co-taught with Dr. Christina Barbieri.
EDUC 867, Spring 2018
University of Delaware, School of Education

Research Issues and Designs
HDFS 815, Spring 2014, 2016-2018
University of Delaware, Department of Human Development and Family Studies

Introduction to Statistical Inference
EDUC 856, Spring 2015
University of Delaware, School of Education

Longitudinal Statistical Research in Human Development
HDFS 667, Spring 2013
University of Delaware, Department of Human Development and Family Studies

Analytical Methods for Local Research & Evaluation
EDUC 801.407, Fall 2005-2011
University of Pennsylvania, Graduate School of Education

Research Proposal and Instrument Design
EDUC 801.422, Fall/Spring 2006-2012.
Co-taught with Dr. Sharon Ravitch and Dr. Elliot Weinbaum.
University of Pennsylvania, Graduate School of Education

Advanced Statistical Methods: Regression and Analysis of Variance
EDUC 767.001, Spring 2003-2008, Fall/Spring 2010-2012
University of Pennsylvania, Graduate School of Education

Program Analysis: Becoming a more sophisticated consumer of educational research
EDUC 801.923, Fall 2002.
Co-taught with Dr. Jonathan A. Supovitz
University of Pennsylvania, Graduate School of Education

Dissertation Committees

* denotes chair

Olushola Soyoye, School of Education, Univ. of Delaware (expected graduation 2025)
McKenna Halverson, Human Development, Univ. of Delaware (expected grad. 2024)
Kamal Chawla, School of Education, Univ. of Delaware (2024)
Yue Huang, School of Education, Univ. of Delaware (2023)
*Pragya Shrestha, School of Education, Univ. of Delaware (2023)
*Alysa Blakeney, School of Education, Univ. of Delaware (2022)
Kati Tilley, School of Education, Univ. of Delaware (2022)
Danielle Riser, Human Development, Univ. of Delaware (2021)
Amanda Czik, School of Education, Univ. of Delaware (2020)
*Meng Fan, School of Education, Univ. of Delaware (2020)
*Andrew Hurwitz, School of Education, Univ. of Delaware (2020)
*Felicia Hurwitz, School of Education, Univ. of Delaware (2020)
*Rui Wang, School of Education, Univ. of Delaware (2020)
Ji-Young Yun, School of Education, Univ. of Delaware (2020)
*Dandan Chen, School of Education, Univ. of Delaware (2019)
Krista Jensen, School of Education, Univ. of Delaware (2019)
John Strong, School of Education, Univ. of Delaware (2019)
Jessica Carrique, School of Education, Univ. of Delaware (2017)
Kawin Thamtanajit, Lerner School of Business, Univ. of Delaware (2017)
Lindsey Mantz, School of Education, Univ. of Delaware (2016)
Laura Finan, Human Development, Univ. of Delaware (2016)
Chunyan Yang, School of Education, Univ. of Delaware (2015)
Akisha Jones, School of Education, Univ. of Delaware (2015)
Haruka Konishi, School of Education, Univ. of Delaware (2014)

Gina Arnone, Graduate School of Education, Univ. of Pennsylvania (2014)
*Debra Coffey, School of Education, Univ. of Delaware (2013)
Lisa Merrill, Graduate School of Education, Univ. of Pennsylvania (2013)
John Knutsen, Graduate School of Education, Univ. of Pennsylvania (2013)
*Dawnnelle Walker, Graduate School of Education & Wharton, Univ. of Pennsylvania (2013)
*Jean Pierre Gagnon, Graduate School of Education, Univ. of Pennsylvania (2013)
Eli Tsukayama, Department of Psychology, Univ. of Pennsylvania (2012)
*Paige Billings, Graduate School of Education, Univ. of Pennsylvania (2012)
*Nathaniel Coffman, Graduate School of Education, Univ. of Pennsylvania (2012)
*Wesley Kawata, Graduate School of Education & Wharton, Univ. of Pennsylvania (2012)
Robert Connor, Graduate School of Education, Univ. of Pennsylvania (2011)
*Stacey Petrey, Graduate School of Education & Wharton, Univ. of Pennsylvania (2011)
*Ebbie Parsons, Graduate School of Education, Univ. of Pennsylvania (2011)
Ann DeRosa, Graduate School of Education, Univ. of Pennsylvania (2011)
*Joseph Steier, Graduate School of Education & Wharton, Univ. of Pennsylvania (2010)
Stacy Phillips, Graduate School of Education, Univ. of Pennsylvania (2010)
*Melissa Saunders, Graduate School of Education, Univ. of Pennsylvania (2010)
Greg Maloberti, Graduate School of Education, Univ. of Pennsylvania (2010)
*Jean Dames, Graduate School of Education & Wharton, Univ. of Pennsylvania (2009)
*J.P. Orlando, Graduate School of Education & Wharton, Univ. of Pennsylvania (2009)
*Mike Barger, Graduate School of Education & Wharton, Univ. of Pennsylvania (2009)
Anne Catena, Graduate School of Education, Univ. of Pennsylvania (2009)
Mindy Hong, Graduate School of Education, Univ. of Pennsylvania (2009)
Julie Riordan, Graduate School of Education, Univ. of Pennsylvania (2009)
David Perda, Graduate School of Education, Univ. of Pennsylvania (2009)
Kwok-Sze (Richard) Wong, Graduate School of Education, Univ. of Pennsylvania (2008)
Romilla Karnati, Graduate School of Education, Univ. of Pennsylvania (2008)
Elizabeth Woodburn, Graduate School of Education, Univ. of Pennsylvania (2008)
Constance Keefe, Graduate School of Education, Univ. of Pennsylvania (2008)
Michael Weiss, Graduate School of Education, Univ. of Pennsylvania (2008)
Irma Perez-Johnson, Graduate School of Education, Univ. of Pennsylvania (2008)
Kelley Borradaile, Graduate School of Education, Univ. of Pennsylvania (2007)
John M. Weathers, Graduate School of Education, Univ. of Pennsylvania (2006)
Joy K. Lesnick, Graduate School of Education, Univ. of Pennsylvania (2006)
Brooke Snyder-Taylor, Graduate School of Education, Univ. of Pennsylvania (2005)

Awards

JREE Outstanding Reviewer Award (2024), Society for Research on Educational Effectiveness

AERA Outstanding Reviewer Award (2018), Educational Evaluation and Policy Analysis

“Outstanding Paper Award” (2009), Emerald Literati Network. For: Goldring, E., Huff, J., May, H., & Camburn, E., (2008). School context and individual characteristics: What influences principal practice? *Journal of Educational Administration*, 46(3), 332-352.

AERA Outstanding Reviewer Award (2009), Review of Education Research

First Place - Advances in Methodology in AERA Division H's Outstanding Paper Competition 2007 awarded to May, H. & Supovitz, J. A. (2006). Capturing the cumulative effects of school reform: An 11-year study of the impacts of America's Choice on student achievement. *Educational Evaluation and Policy Analysis*, 28(3), 231-257.

AERA Outstanding Reviewer Award (2005), Educational Evaluation and Policy Analysis

“Best Paper” award (2002), AERA International Studies Special Interest Group. For: *The ecological fallacy in comparative and international education research: Discovering more from TIMSS through multilevel modeling*.

Invited Lectures

May, H. (2023). *Methods workshop on Hierarchical Linear Modeling*. IES Pre-Doctoral Training Program, University of Pennsylvania. May 4-5, 2023.

May, H., Farley-Ripple, E. N., Shewchuk, S., & Tilley, K. (2022). *Findings from the Center for Research Use in Education (CRUE)*. Invited presentation at the Institute of Education Sciences Annual Principal Investigators Meeting, January 26, 2022 (Virtual Conference due to COVID-19).

May, H. & Farley-Ripple, E. N. (2020). *Using Surveys to Understand and Measure Research Use in Schools*. Workshop sponsored by the WT Grant Foundation, November 20, 2020 (held via videoconference due to COVID-19).

May, H., Farley-Ripple, E. N., Blackman, H., & Shewchuk, S. (2020). *Educators' Reports on the Use of Research in Schools, and Potential Connections to the SEER Standards*. Invited presentation to senior staff at the Institute of Education Sciences, October 1, 2020 (held via videoconference due to COVID-19).

May, H. & Farley-Ripple, E. N. (2020). *Using the Survey of Evidence in Education to Understand and Measure Research Use in Schools*. Workshop at the Annual Meeting of the Society for Research in Educational Effectiveness, March 11, 2020, Washington, DC. (cancelled due to COVID-19).

May, H. (2020). *Rethinking Connections Between Research and Practice: What 4,000+ Teachers and School Administrators Say About the Use of Education Research*. IES Pre-Doctoral Training Program, University of Wisconsin, February 21, 2020, Madison, WI.

Farrell, C., Penuel, W. R., Shewchuk, S., & May, H. (2020). *Understanding Research Use in Education: Findings from two R&D Centers*. Presentation at the IES Principal Investigators' Annual Meeting, January 8, 2020. Washington, DC.

- May, H. & Blackman, H. (2019). *Using Research and Evidence in Decision-Making*. Presentation at the IES Principal Investigators' Annual Meeting, January 9, 2019. Washington, DC.
- Farley-Ripple, E., Farrell, C., May, H. & Penuel, W. (2018). *Using Research at the Classroom, School, District & State Levels: Results from the Knowledge Utilization R&D Centers*. Presentation at the IES Principal Investigators' Annual Meeting, January 9, 2018. Washington, DC.
- May, H., Humphrey, D. L., & Mantz, L. (2017). *Child Development Watch 2017 Family Survey: Results and Recommendations*. Presentation to the Delaware Department of Health and Social Services, October 24, 2017. Dover, DE.
- May, H. (2017). *Center for Research Use in Education: Rethinking Research for Schools (CRUE / R4S)*. Presentation to the Spencer Foundation, July 13, 2017. Chicago, IL.
- May, H. (2017). *Supporting Better Connections Between Research & Practice*. Presentation to the Partnership for Public Education. May 22, 2017. Dover, DE.
- May, H. & Farley-Ripple, E. (2017). *Center for Research Use in Education: Rethinking Research for Schools (CRUE / R4S)*. Presentation to the WT Grant Foundation, Advancing the Use of Research Evidence Annual Meeting, February 13, 2017. Washington, DC.
- May, H. (2017). *Using Surveys to Capture Changes in the Use of Research Evidence over Time*. Presentation to the WT Grant Foundation, Advancing the Use of Research Evidence Annual Meeting, February 14, 2017. Washington, DC.
- May, H. & Farley-Ripple, E. (2016). *Center for Research Use in Education: Rethinking Research for Schools (CRUE / R4S)*. Presentation at the IES Principal Investigators' Annual Meeting, December 15, 2016. Washington, DC.
- May, H. (2016). *Results from External Evaluation of the Reading Recovery Investing in Innovation Fund (i3) Scale-Up*. IES Pre-Doctoral Training Program, University of Wisconsin, October 7, 2016, Madison, WI.
- May, H. & Farley-Ripple, E. (2015). *Center for Research Use in Education (CRUE)*. Presentation at the IES Knowledge Utilization Centers Meeting, October 16, 2015. Washington, DC.
- May, H. (2014). *The futility of propensity score methods in a statewide study of International Baccalaureate (IB)*. IES Pre-Doctoral Training Program, University of Pennsylvania. March 24, 2014.
- May, H. (2014). *Methods workshop on Hierarchical Linear Modeling*. IES Pre-Doctoral Training Program, University of Pennsylvania. January 24, 2014.
- May, H. (2010). *A discussion of fixed and random effects models in education research: Their use, interpretation, and limitations*. IES Pre-Doctoral Training Program, University of Pennsylvania. March 15, 2010.
- May, H. (2010). *Whether and how to use state tests in education experiments*. National Laboratory Network T@3 Conference, February 4, 2010.

May, H. (2009). Whether and how to use state tests in education experiments. Regional Education Laboratory Directors' Meeting, July 23, 2009.

May, H. (2009). Issues in the use of state tests in education experiments. Institute of Education Sciences, March 7, 2009.

May, H. (2009). The statewide randomized evaluation of Ohio's Personalized Assessment Reporting System (PARS). Consortium for Chicago School Research, March 16, 2009.

May, H. (2009). The statewide randomized evaluation of Ohio's Personalized Assessment Reporting System (PARS). Johns Hopkins University, March 6, 2009.

May, H. (2009). The statewide randomized evaluation of Ohio's Personalized Assessment Reporting System (PARS). Mathematica Policy Research, February 27, 2009.

May, H. (2008). Findings from the statewide randomized evaluation of Ohio's Personalized Assessment Reporting System (PARS). Univ. of Pennsylvania IES Colloquium, December 8, 2008.

May, H. & Ravitch, S. (2009). *Evaluation: Quantitative vs. Qualitative*. Maisie Learning Conference. October 28, 2009.

May, H. (2007). *Using psychometric analyses to inform item revision on the Fairfax County Schools benchmark assessments*. Presentation to the Fairfax County Public Schools, Division of Instructional Services, Fairfax, VA.

Goldring, E., Camburn, E., May, H., & Huff, J. (2007). *Measuring the effects of leadership interventions on knowledge, practice, and school outcomes: Randomized experiments and challenges from the field*. University Council for Educational Administration (UCEA) Pre-Conference Workshop, November 15, 2007.

May, H. (2006). *Methods and tools for research using longitudinal achievement databases from states and districts*. IES Pre-Doctoral Training Program, University of Pennsylvania. May 1, 2006.

May, H. (2003). *Bayesian estimation of longitudinal mixed models when nesting of data is not pure*. Department of Epidemiology and Biostatistics, University of Pennsylvania. October 27, 2003.

May, H. (2002). *Data management and statistical analysis using the SAS System*. Annenberg School for Communication, University of Pennsylvania. July, 2002.

May, H. (2001). *Hierarchical Linear Modeling using HLM5*. Graduate School of Education, University of Pennsylvania. November, 2001.

May, H. (2001). *Data management and statistical analysis using the SAS System*. Graduate School of Education, University of Pennsylvania. October, 2001.

Academic and Professional Affiliations

American Educational Research Association (AERA)

American Evaluation Association (AEA)
American Psychological Association (APA)
American Statistical Association (ASA)
Campbell Collaboration (C2)
Society for Research on Educational Effectiveness (SREE)

Service

Co-Chair, Data Science and DARWIN High Performance Computing 2025 Symposium. Data Science Institute. University of Delaware.

Executive Committee Member (2023–). Masters of Science in Data Science (MSDS) Program. University of Delaware, College of Arts & Sciences

Co-Chair, Networking and External Relations Working Group (2021–). Data Science Institute. University of Delaware.

Faculty Council (2018–). Data Science Institute. University of Delaware.

Chair, College P&T Committee (2024-25). University of Delaware, College of Education and Human Development.

Search Committee Chair (2023). Assistant Professor, Education Data Science. University of Delaware, School of Education.

Search Committee Member (2022-23). Vice President for Research, Scholarship and Innovation. University of Delaware.

Search Committee Member (2022). Assistant Professor, Measurement & Psychometrics. University of Delaware, School of Education.

Conference Chair, Annual Meeting of the Society for Research in Educational Effectiveness (SREE). September 26-29, 2021. (Virtual Conference due to COVID19)

ICRSS Committee Member (2019-2021). Instructional, Computing and Research Support Services (ICRSS), UD Faculty Senate Committee.

PhD Admissions Committee Member (Spring 2021). University of Delaware, School of Education

Search Committee Member (2021). Research Assistant Professor & Director of the Delaware Education Research Alliance. University of Delaware, College of Education & Human Development.

Executive Committee Member (2018-2020). Masters of Science in Data Science (MSDS) Program. University of Delaware, College of Arts & Sciences

Ad-Hoc Grant Review Panel Member (2020) W.T. Grant Foundation

Welfare Committee Co-Chair (Fall 2019). University of Delaware, School of Education

Graduate Studies Committee Member (Fall 2019). University of Delaware, School of Education

Individual Promotion and Tenure Committee (Fall 2019). University of Delaware, School of Education

Grant Review Panel Member (2019) Institute of Education Sciences, National Center for Education Research, Reading and Writing Panel One

Member, Search Committee for CEHD Dean (2018-19). University of Delaware, College of Education and Human Development

Co-Chair, Networking and External Relations Working Group (2018-19). Data Science Institute. University of Delaware.

Search Committee Member (2018-19). Data Science Cluster Hire: Foundations. University of Delaware, College of Arts & Sciences

Launch Committee Member (2018). Data Science Institute. University of Delaware.

Welfare Committee Member (2017-19). University of Delaware, School of Education

Steering Committee Member (2017-18). Data Science Cluster Hire. University of Delaware, College of Arts & Sciences

Search Committee Member (2017-18). Data Science Cluster Hire: Foundations. University of Delaware, College of Arts & Sciences

Search Committee Chair (2017-18). University of Delaware, School of Education

Research Deans Committee Member (2017-18) University of Delaware.

Grant Review Panel Member (2015-18) Institute of Education Sciences, National Center for Education Research, Early Intervention and Early Childhood Education

PhD Specialization Coordinator: Evaluation, Measurement, and Statistics (2015-19) University of Delaware, School of Education

Steering Committee Member (2017-18). Data Science Symposium. University of Delaware.

Member, Search Committee for SOE Director (2016-17). University of Delaware, School of Education

Committee Member (2016-17). College-wide Quantitative Methodology Committee, College of Education and Human Development

College P&T Committee Member (2015-16). College of Education and Human Development

Search Committee Member (2015-16). University of Delaware, Department of Human Development and Family Studies

Inquiry Committee Chair (2016). University of Delaware, Office of the Vice Provost for Research.

Member, Strategic Planning Initiative Resource Analysis Group (2014-15). University of Delaware.

Member, Research Data Security Task Force (2014). University of Delaware.

Grant Review Panel Member (2014) Institute of Education Sciences, National Center for Education Research, Pre-Doctoral Training Programs

Search Committee Member (2013-14). University of Delaware, Department of Human Development and Family Studies

Search Committee Member (2012-13). University of Delaware, Department of Human Development and Family Studies

Conference Chair, Methods Section, Society for Research in Educational Effectiveness, Spring 2012

Grant Review Panel Member (2009-2013) Institute of Education Sciences, National Center for Education Research, Systems and Broad Reform

Editorial Board Member:

- Elementary School Journal (2018 –)
- Journal of Education for Students Placed at Risk (2016 –)
- Educational Evaluation and Policy Analysis (2016 – 2018)
- Journal of Research on Educational Effectiveness (2014 – 2016)

Ad Hoc Reviewer:

- AERA Open
- American Educational Research Journal
- American Journal of Education
- American Journal of Evaluation
- Education Policy Analysis Archives
- Educational Researcher
- Educational Research Journal
- Educational Administration Quarterly
- Educational Evaluation and Policy Analysis
- Elementary School Journal
- Journal of Education for Students Placed at Risk
- Journal of Educational and Behavioral Statistics
- Journal of Public Policy and Management
- Journal of Research on Educational Effectiveness
- Review of Education Research
- SAGE Open
- School Effectiveness and School Improvement

Professional Consulting

21st Century Partnership for STEM Education, Conshohocken, PA

American Institutes for Research, Washington, D.C.
Arizona State University, Learning Science Institute, Tempe, AZ
AstraZeneca Pharmaceuticals LP, Wilmington, DE
Consortium on Chicago School Research, Chicago, IL
Co-nect Inc., Cambridge, MA
CORE-K12, Jersey City, NJ
Downingtown Area School District
Einstein Healthcare System, Philadelphia, PA
Learning Ovations, Irvine, CA
Johns Hopkins University, Baltimore, MD
M. Davis and Company, Inc., Philadelphia, PA
Mathematica Policy Research, Inc.
Mondo Publishing, New York, NY
Nemours Foundation, Wilmington, DE
Northwestern University, Evanston, IL
Office of the State Superintendent of Education, Washington, D.C.
Orange County Public Schools, Orlando, FL
Rowan University, Glassboro, NJ
San Antonio Independent School District (SAISD), San Antonio, TX
Spencer Foundation, Chicago, IL
Springfield School District, Delaware County, PA
St. Joseph's University, Philadelphia, PA
Statistical Horizons, Bala Cynwyd, PA
Swarthmore College, Swarthmore, PA
Teachers College, Columbia University, New York, NY
Tembo Inc., Philadelphia, PA
The Princeton Review, New York, NY
The Washington Post, Washington D.C.
University of Washington, RIISE
U.S. Department of Education, Washington, D.C.
University of Pennsylvania, Philadelphia, PA
Vanderbilt University, Nashville, TN
William T. Grant Foundation, New York, NY
Windwalker Corporation, McLean, VA