

Havisha Khurana

PHD CANDIDATE

College of Education, University of Oregon

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Drawing from my experience as an educator in a low-income school, I am passionate about evidence-based policies that promote a fair and inclusive education system. My professional interests lie at the intersection of education and disability policy in the United States and India. Using quantitative descriptive and causal inference methods, I document the impact of policies on students with disabilities and other underserved populations. I have provided methodological and analytical support to research projects on school discipline, reading assessments, school funding, and school access.

Education

University of Oregon

PH.D. QUANTITATIVE RESEARCH METHODS IN EDUCATION

2021-Expected 2027

- GPA: 4.12
- Specialization in Educational Data Science with R
- Advisor: Prof. David Liebowitz

University of Oregon

M.S. ECONOMICS

2022-Expected 2025

- GPA: 4.12
- Advisor: Prof. Glen Waddell
- Thesis Title: Student First, or Budget First? Examining School Districts' Spending Trends for Special Education Students.

St. Stephen's College, University of Delhi

B.S. (H) MATHEMATICS

2014-2017

- Composite Percentage: 87% (equivalent to a GPA of 4)

Research Experience

Center for Teaching and Learning, University of Oregon - Dr. Gina Biancarosa and Dr. Patrick Kennedy

SPANISH INSTRUCTIONS AS A DIBELS® ACCOMMODATION

2024

- Performed regression and power analysis as outlined in the pre-analysis plan for an RCT design and drafted a technical report.

Center for Teaching and Learning, University of Oregon - Dr. Gina Biancarosa and Dr. Patrick Kennedy

INVESTIGATING THE EFFECTS OF LITERACY TUTORING ON THE READING ACHIEVEMENT OF STRUGGLING READERS IN GRADES K-2

2024

DURING COVID-19 SCHOOL CLOSURE

- Developed the research design and used several matching-on-observable estimators to identify the causal effect of the tutoring program on struggling readers.

Edonomics Lab, Georgetown University - Maggie Cicco

SPECIAL EDUCATION EXPENDITURES IN OREGON

2024

- Compiled Oregon administrative data on student membership, student state achievement, and special education expenditure for 2022.

Department of Education Studies, University of Oregon - Dr. David Liebowitz

WHO ARE THE STUDENTS SCHOOL FREQUENTLY SUSPEND?

2023

- Compiled analysis-ready data file using Oregon administrative data.
- Performed statistical analysis using multi-level regression models, variation decomposition analysis, and unsupervised machine learning clustering algorithm.
- Shared research findings at two national-level policy conferences and co-drafted a working paper.

Center for Teaching and Learning, University of Oregon - Dr. Gina Biancarosa and Dr. Patrick Kennedy

DIBELS8 SECURE FORM CREATION

2023

- Automated test form generation and quality control checks for alternative DIBELS8 subtests using R.

Center for Teaching and Learning, University of Oregon - Dr. Gina Biancarosa and Dr. Patrick Kennedy

COMPARING READING GROWTH TRAJECTORIES PRE- AND POST-COVID-19-RELATED SCHOOL CLOSURE IN A LARGE URBAN DISTRICT

2023

- Employed multi-level piecewise growth models to estimate shifts in average reading scores and examine demographic heterogeneity in a large urban district panel sample during the years impacted by COVID-19 school closures.
- Summarized findings in a executive report and presented results to district administration.

Department of Education Studies, University of Oregon - Dr. David Liebowitz

RETHINKING PRINCIPAL EFFECTS ON STUDENT OUTCOMES

2022

- Wrangled Oregon administrative data on discipline, high-school graduation, and National Student Clearinghouse data on college outcomes for estimating principle effects using value-added-models on students' long-term outcomes.

Center for Teaching and Learning, University of Oregon - Dr. Gina Biancarosa and Dr. Patrick Kennedy

THREE-YEAR ANALYSIS OF DIBEL8 READING ASSESSMENT DATA

2022

- Summarized, visualized, and created R dashboards to describe changes in student reading outcomes across COVID-19 school closure phases for internal use.
- Conducted a comprehensive literature review on the early evidence of learning growth changes related to COVID-19 pandemic for internal purposes.

Teaching Experience

EDUC 641/643/645: Applied Statistics in Education and Human Services (Discussion Session)

SEQUENCE OF 3 IN-PERSON, GRADUATE-LEVEL CLASSES: MAIN INSTRUCTOR/TA

2022-24

- Led lab sessions introducing R programming language to run, analyze, and communicate results from common statistical models
- Developed learning material (worksheets) for student practice and summarizing concepts
- Supervised a team of graduate employees
- Held virtual and in-person office hours for answering students' questions
- Graded student assignment and provided feedback through a rubric

EDLD 312: Effective Leadership Decision-making

SYNCHRONOUS, UNDERGRADUATE-LEVEL: TA

2022

- Reviewed course materials
- Provided feedback on student presentations and assignments
- Delivered mini-lectures and led class-activities during synchronous sessions

EDLD 313: Program Evaluation for Future Leaders

IN-PERSON, UNDERGRADUATE-LEVEL: TA

2022

- Reviewed course materials
- Provided feedback on student presentations and assignments
- Delivered mini-lectures and led class-activities during synchronous sessions

EDLD 411: Examining Leadership Effectiveness through Professional Development

ASYNCHRONOUS, UNDERGRADUATE-LEVEL: TA

2021

- Reviewed course materials
- Graded weekly assignments and provided feedback

STEM tutoring sessions

SYNCHRONOUS, MIDDLE AND HIGH SCHOOL-LEVEL

2019-20

- Led small-group tutoring sessions following the organizations' learning plans

Mathematics school teacher

IN-PERSON, MIDDLE AND HIGH SCHOOL-LEVEL

2017-19

- Designed and delivered lesson plans using 5-step activity-based framework (engage, explain, guided practice, independent practice, closure)
- Mentored, counseled and tailored support for students from diverse low-income backgrounds and needs
- Exposed students to new educational and career opportunities

Employment History

Department of Education Studies, University of Oregon	
TEACHING ASSISTANT	2021-2025
Prof. Gina Biancarosa, Center for Teaching and Learning, University of Oregon	
RESEARCH ASSISTANT	2022-2024
Prof. David Liebowitz, Department of Education Studies, University of Oregon	
RESEARCH ASSISTANT	2021-2024
OpenLinks Foundation	
TEACHING RESOURCE CONSULTANT	2019-2021
LIDO Learning	
TEACHING CONSULTANT	2019-2020
Teach for India, Sunrise English Medium School	
SCHOOL TEAM LEAD	2018-2019
Teach for India, Sunrise English Medium School	
SCHOOL TEACHER	2017-2019

Awards

2024	Innovation Faculty Research Award (Awarded to Prof. David Liebowitz for our co-led project on school discipline) - Office of the Vice President for Research and Innovation, University of Oregon.	\$10,000
2024	Lorraine Moe Davis Scholarship and the College of Education Scholarship - College of Education.	\$7,000
2024	Certificate in Education Finance - Edunomics Lab, Georgetown University.	\$3,500
2024	Education Methodology, Policy, and Leadership (EMPL) Travel Grant - Department of Education Studies, University of Oregon.	\$1,000
2024	Research Transparency and Reproducibility Training (RT2) funding - Berkeley Initiative for Transparency in the Social Sciences (BITSS).	\$700
2024	Outstanding Poster - Graduate Student Research Forum, University of Oregon.	\$300
2024	National Assessment of Educational Progress (NAEP) Data Training - Department of Education, USA.	
2023	Lillyan A Barry Scholarship - University of Oregon.	\$3,600
2023	Education Methodology, Policy, and Leadership (EMPL) Travel Grant - Department of Education Studies, University of Oregon.	\$500
2022	Harvey E Lee Graduate Scholarship - University of Oregon.	\$3,600
2022	College of Education Scholarship - College of Education.	\$3,000
2022	Outstanding Poster - Graduate Student Research Forum, University of Oregon.	\$300
2022	Winner - USAFacts Data Visualization Competition, University of Oregon.	
2021	Graduate School Promising Scholar Award - Division of Graduate Studies, University of Oregon.	\$6,000
2017	Teach for India Fellowship - Teach for All.	

Presentations and Products

2025	Khurana, H., Otterstedt, J., Biancarosa, G., Kennedy, P. (February, 2025). Spanish Instructions as a DIBELS® Accommodation. Technical Report.
2024	Khurana, H., Liebowitz, D.D. (November, 2024). Who are the Students School Frequently Suspend?. Association for Public Policy and Management. National Harbor, Maryland.
2024	Khurana, H., Liebowitz, D.D. (May, 2024). Who are the Students School Frequently Suspend?. Graduate Research Forum, University of Oregon. Eugene, OR.
2024	Khurana, H., Liebowitz, D.D. (March, 2024). Who are the Students School Frequently Suspend?. Association for Education Finance & Policy. Baltimore, MD.
2023	Biancarosa, G., Khurana, H., Kennedy, P. (December, 2023). Comparing Reading Growth Trajectories Pre- and Post-COVID-19-related School Closure in a Large Urban District. District Presentation. Virtual.
2023	Khurana, H., Lee, S. (May, 2023). COVID-19 Related School Closure and Reading Outcomes. Graduate Research Forum, University of Oregon. Eugene, OR.
2022	Klaas, M., Khurana, H. (May, 2022). Diversity, Expenditure, and Achievement in US Public Schools. Graduate Research Forum, University of Oregon. Eugene, OR.

Training

- 2025 Graduate Writing Program. University of Oregon Center on Diversity and Community and Division of Graduate Studies.
- 2024 Certificate in Education Finance. Edunomics Lab, Georgetown University.
- 2024 Big Data with Arrow in R. Posit Conference.
- 2024 National Assessment of Educational Progress (NAEP) Data Training. US Department of Education and American Institutes for Research.
- 2024 Research Transparency and Reproducibility Training (RT2). Berkeley Initiative for Transparency in the Social Sciences (BITSS), University of California.
- Valid till Human Research - Social-Behavioral-Educational Researchers (ID 5521) - Basic and Refresher Course.
- 2026 Collaborative Institutional Training Initiative (CITI).
- Valid till NSF/NIH Responsible Conduct of Research Training for Researchers (ID 103727). Collaborative Institutional
- 2026 Training Initiative (CITI).

Competencies

- Statistics and Probability Theory; Generalized Regression Models; Causal Inference/Quasi-Experiment
- Methods Designs; Program Evaluation; Measurement Theory and Rasch Models; Multivariate Statistics; Monte-Carlo Simulations
- Data Worked with cross-sectional, cross-sectional with repeated time longitudinal, and text data; Data wrangling, visualization, and preparation for analyses
- Coding R (Expert); Python (Intermediate); LaTeX (Beginner)
- Languages English (Proficient), Hindi (Proficient)

Credits

This CV was made in R using the `vitae` package.