

Havisha Khurana

PHD CANDIDATE

College of Education, University of Oregon

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*I study the effect of education policy on the experiences of students with disabilities in the US and India.
I have been involved in projects on school funding, school access, discipline, and reading assessments.*

Education

University of Oregon

PH.D. QUANTITATIVE RESEARCH METHODS IN EDUCATION

2021-Expected 2026

- GPA: 4
- Specialization in Educational Data Science with R
- Advisor: Prof. David Liebowitz

University of Oregon

M.S. ECONOMICS

2022-Expected 2025

- GPA: 4
- Advisor: Prof. Glen Waddell

St. Stephen's College, University of Delhi

B.S. (H) MATHEMATICS

2014-2017

Research Experience

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

SPANISH INSTRUCTIONS AS A DIBELS® ACCOMMODATION & INVESTIGATING THE EFFECTS OF LITERACY TUTORING ON THE READING ACHIEVEMENT OF STRUGGLING READERS IN GRADES K-2 DURING COVID-19 SCHOOL CLOSURE

2024

- Conducted regression and power analysis for an RCT research design
- Identified and developed the research design
- Used several matching-on-observable estimators to identify the causal effect of the program

Edunomics Lab, Georgetown University - Maggie Cicco

COMPILING AND ANALYSIS SPECIAL EDUCATION EXPENDITURES IN OREGON AND OHIO

2024

- Identified and compiled administrative data for Oregon and Ohio on student membership, student state achievement, and special education expenditure

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

WHO ARE THE STUDENTS SCHOOL FREQUENTLY SUSPEND?

2023

- Cleaned and compiled analysis-ready data file using Oregon administrative data
- Conducted multi-level regression and variation analysis and summarized results

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

DIBELS8 SECURE FORM CREATION & COMPARING READING GROWTH TRAJECTORIES PRE- AND POST-COVID-19-RELATED SCHOOL CLOSURE IN A LARGE URBAN DISTRICT

2023

- Automated form generation and quality-control checks for alternative DIBELS8 subtest form creation using R
- Conducted multi-level piece-wise growth model analysis by demographic characteristics and grades on reading growth changes for a large-urban district
- Summarized findings in a report and presentation for district administration

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

RETHINKING PRINCIPAL EFFECTS ON STUDENT OUTCOMES

2022

- Cleaned and compiled Oregon administrative data on discipline and high-school graduation and National Student Clearinghouse data on college outcomes for project analysis

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

THREE-YEAR ANALYSIS OF DIBELS8 READING ASSESSMENT DATA	2022
<ul style="list-style-type: none">Summarized, visualized, and created reports on DIBELS8 student outcome scores for internal purposesConducted a comprehensive literature review on the early evidence of learning growth changes related to COVID-19 pandemic for internal purposes	

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

Teaching

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, 2023, 2024
EDLD 312: Effective Leadership Decision-making	
SYNCHRONOUS, UNDERGRADUATE-LEVEL: TA	2022
EDLD 313: Program Evaluation for Future Leaders	
IN-PERSON, UNDERGRADUATE-LEVEL: TA	2022
EDLD 411: Examining Leadership Effectiveness through Professional Development	
ASYNCHRONOUS, UNDERGRADUATE-LEVEL: TA	2021
STEM tutoring sessions	
SYNCHRONOUS, MIDDLE AND HIGH SCHOOL-LEVEL	2019-20
Mathematics school teacher	
IN-PERSON, MIDDLE AND HIGH SCHOOL-LEVEL	2017-2019

Awards

2024	Innovation Faculty Research Award- 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	Research Transparency and Reproducibility Training (RT2) funding- Berkeley Initiative for Transparency in the Social Sciences (BITSS)	\$700
2024	Education Methodology, Policy, and Leadership (EMPL) Travel Grant- Department of Education Studies, University of Oregon	\$500
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

2024	Khurana, H., Otterstedt, J., Biancarosa, G., Kennedy, P. (December, 2024). 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
2026	Human Research - Social-Behavioral-Educational Researchers (ID 5521) - Basic and Refresher Course. Collaborative Institutional Training Initiative (CITI)
2026	NSF/NIH Responsible Conduct of Research Training for Researchers (ID 103727). Collaborative Institutional Training Initiative (CITI)

Grants

- 2024
- Beyond the States: A Comprehensive Approach to Understanding Educational Funding Equity. Role: Principal Investigator (With Elizabeth Dhuey, David Liebowitz) EdFund. (Rejected).
- 2024
- The Relationship between Special Education Funding Policy and Special Education DecisionProcesses. Wayne Morse Center, University of Oregon. (Rejected).
- 2024
- Investigating the effects of literacy tutoring on the reading achievement of struggling readers in grades K-2. Role: Principal Investigator (With Patrick Kennedy, Gina Biancarosa) Urban Institute. (Rejected).

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.