

Curriculum Vitae
Joseph M. Kush
IXL Learning
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EDUCATION

- 2021 University of Virginia
Ph.D., Research, Statistics and Evaluation
- 2016 Syracuse University
B.S., Psychology – Minors in Applied Statistics; Philosophy

PROFESSIONAL POSITIONS

- 2026–present Psychometrician
IXL Learning
- 2022–2026 Assistant Professor
James Madison University, Department of Graduate Psychology
- 2021–2022 Postdoctoral Fellow
Johns Hopkins University, Bloomberg School of Public Health
- 2016–2021 Research and Teaching Assistant
University of Virginia, School of Education and Human Development
- 2014–2015 Research Assistant
Syracuse University, S.I. Newhouse School of Public Communications
- 2011–2016 Research Assistant
Syracuse University, Department of Psychology

HONORS AND AWARDS

- 2022–2023 Provost Award for Excellence in Scholarship and Research
James Madison University
- 2022–2023 Outstanding Junior Faculty Award
College of Health and Behavioral Studies, James Madison University
- 2022–2023 Outstanding Junior Faculty Award
Department of Graduate Psychology, James Madison University

2021–2023	<i>Prevention Science</i> Early Career Reviewer Program
2020–2021	University of Virginia Outstanding Graduate Teaching Assistant Award
2016–2021	University of Virginia Graduate Fellowship

SCHOLARLY ACTIVITY

Publications

Peer-reviewed journal articles

Good, M. R., Blackstone, B., Lambert, L. A., & **Kush**, J. M. (In press, 2026). Building a learning evidence ecosystem: A partnership model for institutional assessment. *Innovative Higher Education*.

Rager, J. P., Miller, J. S., **Kush**, J. M., Leslie, D., & Carr, A. C. (In press, 2026). Interviewing peer leaders: Inter-reliability of a growth-oriented selection rubric. *Journal of Peer Learning*.

Herr, R. K., Mabrey, P. E., & **Kush**, J. M. (2025). From alert to action: Evaluating the impact of suspension alerts on first-year student success. *Journal of College Student Retention: Research, Theory & Practice*. <https://doi.org/10.1177/15210251251358170>

Hollins, B., Piker, E. G., McCaslin, D. L., **Kush**, J. M., Mathiassen, J., & Huijnen, J. (2025). Chronic dizziness and positional symptoms: An exploration of symptom clusters and participant-reported experiences. *American Journal of Audiology*, 34(1), 160-170. https://doi.org/10.1044/2024_AJA-24-00162

Musci, R. J., **Kush**, J. M., Pas, E. T., & Bradshaw, C. P. (2024). Class enumeration in mixture modeling with nested data: A brief report. *The Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2024.2386983>

Goulter, N., Susukida, R., Amin-Esmaeili, M., **Kush**, J. M., Godwin, J., Masyn, K. E., McMahon, R. J., Eddy, J. M., Ialongo, N. S., Tolan, P. H., Conduct Problems Prevention Research Group, Wilcox, H. C., & Musci, R. J. (In press, 2024). Impulsivity profiles across five harmonized longitudinal childhood preventive interventions and associations with adult outcomes. *Development and Psychopathology*, 37(2), 990-1003. <https://doi.org/10.1017/S0954579424000828>

Musci, R. J. **Kush**, J. M., Masyn, K. E., Amin-Esmaeili, M., Susukida, R., Goulter, N., McMahon, R., Eddy, J. M., Godwin, J. W., Conduct Problems Prevention Research Group, & Wilcox, H. C. (2023). Psychosis symptom trajectories across childhood and adolescence in three longitudinal studies: An integrative data analysis with mixture modeling. *Prevention Science*, 24(8), 1636-1647. <https://doi.org/10.1007/s11121-023-01581-7>

Henderson Smith, L., Bottiani, J. H., **Kush**, J. M., & Bradshaw, C. P. (2023). The discipline gap in context: The role of school racial and ethnic diversity and within school posi-

- tionality on out-of-school suspensions. *Journal of School Psychology*, 98, 61-77. <https://doi.org/10.1016/j.jsp.2023.02.006>
- Brown, J. T., Volk, F., & **Kush**, J. M. (2023). Racial and economic stratification on campus: The relationship between luxury residence halls, race, and academic outcomes. *Journal of College Student Development*, 64(1), 108-113. <https://doi.org/10.1353/csd.2023.0006>
- Bradshaw, C. P., **Kush**, J. M., Braun, S. S., & Barton, E. A. (2023). The perceived effects of the onset of the COVID-19 pandemic: A focus on educators' perceptions of the negative effects on educator stress and student wellbeing. *School Psychology Review*, 53(1), 82-95. <https://doi.org/10.1080/2372966X.2022.2158367>
- Volk, F., **Kush**, J. M., & Brown, J. T. (2023). The anatomy of room change: Architecture, academic performance, and differences in race and socioeconomic status. *The Journal of College and University Student Housing*, 49(2), 48-65. <https://doi.org/10.71348/001c.143221>
- Bottiani, J. H., **Kush**, J. M., McDaniel, H. L., Pas, E. T., & Bradshaw, C. P. (2022). Are we moving the needle on racial disproportionality? Measurement challenges in evaluating school discipline reform. *American Educational Research Journal*, 60(2), 293-329. <https://doi.org/10.3102/00028312221140026>
- Kush**, J. M., Badillo-Goicoechea, E., Musci, R. J., & Stuart, E. A. (2022). Teachers' mental health during the COVID-19 pandemic. *Educational Researcher*, 51(9), 593-597. <https://doi.org/10.3102/0013189X221134281>
- Kush**, J. M., Pas, E. T., Musci, R. J., & Bradshaw, C. P. (2022). Covariate balance for observational effectiveness studies: A comparison of matching and weighting. *Journal of Research on Educational Effectiveness*, 16(2), 189-212. <https://doi.org/10.1080/19345747.2022.2110545>
- Kush**, J. M., Masyn, K. E., Amin-Esmaeli, M., Susukida, R., Wilcox, H. C., & Musci, R. J. (2022). Utilizing moderated nonlinear factor analysis models for integrative data analysis: A tutorial. *Structural Equation Modeling: A Multidisciplinary Journal*, 30(1), 149-164. <https://doi.org/10.1080/10705511.2022.2070753>
- Brown, J. T., **Kush**, J. M., & Volk, F. A. (2022). Centering the marginalized: The impact of the pandemic on online student retention. *Journal of Student Financial Aid*, 51(1), 1-24. <https://doi.org/10.55504/0884-9153.1777>
- Bradshaw, C. P., Debnam, K. J., **Kush**, J. M., & Lindstrom-Johnson, S. (2022). Planning for a crisis, but preparing for everyday: What predicts schools' preparedness to respond to a school safety crisis? *Frontiers in Communication: Organizational Psychology*, 7(765336). <https://doi.org/10.3389/fcomm.2022.765336>
- Bloomfield-Clagett, B., Greenstein, D. K., **Kush**, J. M., Musci, R. J., Zarate, C. A., & Ballard, E. (2022). Predictors of suicidal ideation trajectories in the Sequenced Treatment Alternatives to Relieve Depression (STAR*D) study. *Journal of Psychiatric Research*, 148(2022), 9-13. <https://doi.org/10.1016/j.jpsychires.2022.01.027>

Bradshaw, C. P., Pas, E. T., Musci, R. J., **Kush**, J. M., & Ryoo, J. H. (2021). Can policy promote adoption or outcomes of evidence-based prevention programming?: A case illustration of Positive Behavioral Interventions and Supports. *Prevention Science*, 22(7), 986-1000. <https://doi.org/10.1007/s11121-021-01257-0>

Kush, J. M., Konold, T. K., & Bradshaw, C. P. (2021). The sampling ratio in multilevel structural equation models: Considerations to inform study design. *Educational and Psychological Measurement*, 82(3), 409-443. <https://doi.org/10.1177/00131644211020112>

Kush, J. M., Konold, T. K., & Bradshaw, C. P. (2021). Statistical power for randomized controlled trials with clusters of varying size. *The Journal of Experimental Education*, 90(3), 673-692. <https://doi.org/10.1080/00220973.2021.1873089>

Larson, K. E., Pas, E. T., Bottiani, J. H., **Kush**, J. M., & Bradshaw, C. P. (2020). A multidimensional and multilevel examination of student engagement and secondary school teachers' use of classroom management practices. *Journal of Positive Behavior Interventions*, 23(3), 149-162. <https://doi.org/10.1177/1098300720929352>

Bradshaw, C. P., & **Kush**, J. M. (2019). Teacher observation of classroom adaptation-checklist: Measuring children's social, emotional, and behavioral functioning. *Children & Schools*, 42(1), 29-40. <https://doi.org/10.1093/cs/cdz022>

Larson, K. E., Bottiani, J. H., Pas, E. T., **Kush**, J. M., & Bradshaw, C. P. (2019). A multilevel analysis of racial discipline disproportionality: A focus on student perceptions of academic engagement and disciplinary environment. *Journal of School Psychology*, 77, 152-167. <https://doi.org/10.1016/j.jsp.2019.09.003>

Morin, H. K., Bradshaw, C. P., & **Kush**, J. M. (2018). Adjustment outcomes of victims of cyberbullying: The role of personal and contextual factors. *Journal of School Psychology*, 70, 74-88. <https://doi.org/10.1016/j.jsp.2018.07.002>

Whitepapers, preprints, and opinion articles

Wild, A. N., & **Kush**, J. M. (2024). Real or fake: Is student learning related to grades? [preprint]

Brown, J. T., & **Kush**, J. M. (2023). Equity, data and the in-person/online divide. *Inside Higher Ed*. <https://www.insidehighered.com/opinion/views/2023/06/15/equity-data-and-persononline-divide-opinion>

Kush, J. M., Badillo-Goicoechea, E., Musci, R. J., & Stuart, E. A. (2022). Teacher mental health during the COVID-19 pandemic: Informing policies to support teacher well-being and effective teaching practices. <https://arxiv.org/abs/2109.01547>

Conference Presentations

Paper presentations

Rager, J., Miller, J., & **Kush**, J. M. (2025, November). Enhancing interview reliability: Testing a values-based peer selection rubric. College Reading and Learning Association, San Francisco, CA.

Kush, J. M. (2025, April). Addressing intersectional DIF through moderated nonlinear factor analysis. National Council on Measurement in Education, Denver, CO.

Wild, A. N., **Kush**, J. M., & Leventhal, B. C. (2025, April). Bridging graduate students and practice: Internships in educational measurement. National Council on Measurement in Education, Denver, CO.

Wild, A. N., & **Kush**, J. M. (2024, October). Beyond the multiple group: Utilizing moderated nonlinear factor analysis to explore measurement invariance. Northeastern Educational Research Association, Trumbull, CT.

Wild, A. N., & **Kush**, J. M. (2023, October). Real or fake? Connecting student learning and graduation rates across time. Northeastern Educational Research Association, Trumbull, CT.

Kush, J. M., Masyn, K. E., Amin-Esmaeli, M., Susukida, R., Wilcox, H. C., & Musci, R. J. (2022, June). Extending moderated nonlinear factor analysis to mixture models. Society for Prevention Research, Seattle, WA.

Bradshaw, C. P., **Kush**, J. M., Braun, S. S., & Barton, E. A. (2022, February). Educator stress, coping, and well-being during the COVID-19 pandemic. National Association of School Psychologists, Boston, MA.

Kush, J. M., Badillo-Goicoechea, E., Musci, R. J., & Stuart, E. A. (2021, September). Teacher mental health during the COVID-19 pandemic: Informing policies to support teacher well-being and effective teaching practices. Society for Research on Educational Effectiveness, Arlington, VA.

Bradshaw, C. P., **Kush**, J. M., Braun, S. S., & Barton, E. A. (2021, June). Understanding the perceived impact of COVID-19 on teacher and administrator stress and the social-emotional functioning of their students. Society for Prevention Research, Virtual Meeting.

Kush, J. M., Konold, T. R., & Bradshaw, C. P. (2021, April). The role of sampling ratio in multilevel structural equation models. American Educational Research Association, Virtual Meeting.

Musci, R. J., & **Kush**, J. M. (2020, May). Class enumeration in latent class analysis with nested data. Society for Prevention Research, Washington, D.C.

Bradshaw, C. P., Pas, E., Musci, R. J., **Kush**, J. M., & Ryoo, J. H. (2020, February). Leveraging policy to improve behavioral and academic outcomes through school-wide Positive Behavioral Interventions and Supports. National Association of School Psychologists, Atlanta, GA.

Kush, J. M. (2019, May). Unbalanced cluster sizes and variation in sampling in cluster randomized controlled trials: What's the impact on power? Society for Prevention Research, San Francisco, CA.

Ryoo, J. H., Pas, E. T., **Kush, J. M.**, Musci, R., & Bradshaw, C. P. (2018, May). Efficiency of propensity score methods in longitudinal and multilevel data via monte carlo simulation. Society for Prevention Research, Washington, D.C.

Ryoo, J. H., **Kush, J. M.**, Pas, E. T., Musci, R., & Bradshaw, C. P. (2018, May). Investigation of propensity score matching paradox in longitudinal data. Society for Prevention Research, Washington, D.C.

Bradshaw, C. P., Ryoo, J. H., Pas, E. T., **Kush, J. M.**, & Musci, R. (2018, May). Impacts of state-mandated pbis implementation on behavior and achievement outcomes. Society for Prevention Research, Washington, D.C.

Ryoo, J. H., Bradshaw, C. P., & **Kush, J. M.** (2017, July). Propensity score analysis using superlearner for longitudinal data. Psychometric Society, Zürich, Switzerland.

Poster and roundtable presentations

McFadden, M. E., & **Kush, J. M.** (2026, April). Test-taking effort over time: Implications for value-added assessment in higher education. National Council on Measurement in Education, Los Angeles, CA.

Lui, K., & **Kush, J. M.** (2026, April). Propensity score weighting and effect estimation with sampling weights and plausible values. National Council on Measurement in Education, Los Angeles, CA.

Wild, A. N., & **Kush, J. M.** (2026, April). Exploring covariate imbalance in measurement invariance: A simulation study. National Council on Measurement in Education, Los Angeles, CA.

Wild, A. N., & **Kush, J. M.** (2025, April). Beyond the surface: A comparative study of MNLFA and traditional DIF analysis. National Council on Measurement in Education, Denver, CO.

McFadden, M. E., & **Kush, J. M.** (2025, April). Exploring the causal effect of test-optimal policies on enrollment rates for underrepresented minority students. American Educational Research Association, Denver, CO.

Kush, J. M. (2024, June). Investigating grade inflation: Connecting grades, graduation, and student learning. International Conference on Assessing Quality in Higher Education, Berlin, Germany. [\[view poster\]](#)

Kush, J. M., Masyn, K. E., & Musci, R. J. (2022, April). Utilizing moderated nonlinear factor analysis models for integrative data analysis. American Educational Research Association, San Diego, CA. [\[view poster\]](#)

Kush, J. M. (2020, June). Statistical power for randomized trials with clusters of varying size. Modern Modeling Methods, Storrs, CT.

Kush, J. M., & Catherine, C. P. (2019, March). The TOCA-C: An efficient approach to measuring children's social, emotional, and behavioral functioning by teachers. Society for Research in Child Development, Baltimore, MD.

Ryoo, J. H., **Kush, J. M.**, Pas, E. T., Musci, R., & Bradshaw, C. P. (2018, May). Power analysis in multilevel data with variability in the level 1 units. Society for Prevention Research, Washington, DC.

Webinars

Brown, J. T., Volk, F., & **Kush, J. M.** (2022, May). Equity and a build environment of differences: Towards more equitable residential life experiences. https://www.youtube.com/watch?v=-bE_EOhpDRg

Research Grants

2024–2027	Co-Investigator, National Science Foundation (NSF) “The role of the Sphingosine 1-Phosphate and Cyclooxygenase-2 pathway in the crosstalk between fibrosis and angiogenesis” (\$502,940)
2024–2025	Co-Principal Investigator, College of Health and Behavioral Studies, James Madison University “Methodology Resource Space: Supporting Doctoral Faculty and Students for Dissertation Success” (\$10,000)
2020–2021	Co-Investigator, Association of College and University Housing OfficersInternational (ACUHO-I) “Examining the Association between Residence Hall Design, Student Socialization Processes, and Academic Outcomes” (\$5,000)
2019–2022	Research Associate, National Institute of Mental Health (NIMH) “Netting Prevention Intervention Butterfly Effects: An Integrative Data Analysis Investigating the Long-term and Cross-over Effects of Randomized, School-based Prevention Programs on Adult Mental Health” (\$514,525)
2019–2020	Statistical Analyst, National Institute of Mental Health (NIMH) “Addressing Suicide Research Gaps: Understanding Mortality Outcomes in the Mid-Atlantic Region” (\$492,000)

2018–2021	Research Associate, William T. Grant Foundation “Implementing State-Level Policy Reforms to Eliminate School Discipline Disparities: A Mixed Methods Examination” (\$150,403)
2015–2020	Research Associate, Institute of Education Sciences (IES) “Evaluating Maryland State Policies to Improve School Climate” (\$2,756,311)

TEACHING

James Madison University

Quasi-Experimental Research Methods
PSYC 803 (graduate-level instructor)
Fall 2024, Spring 2023

Intermediate Inferential Statistics
PSYC 605 (graduate-level instructor)
Fall 2025, Fall 2023

Multilevel Modeling
PSYC 836 (graduate-level co-instructor)
Spring 2025

Doctoral Assessment Practicum
PSYC 879 (graduate-level instructor)
Summer 2023

University of Virginia

Fundamentals of Health and Social Science Statistics
EDLF 2080 (undergraduate-level instructor)
Fall 2019

Multilevel Modeling in Education Research
EDLF 8360 (graduate-level teaching assistant)
Fall 2018

Quantitative Methods II: General Linear Models
EDLF 7420 (graduate-level teaching assistant)
Spring 2018

SERVICE

Student mentorship

Dissertation Committee Member

- 2027 Autumn N. Wild, Assessment and Measurement (Ph.D.)
2026 Mara E. McFadden, Assessment and Measurement (Ph.D.)
2026 Laura A. Lambert, Assessment and Measurement (Ph.D.)
2025 Sean A. York, Assessment and Measurement (Ph.D.)
2025 Shayna M. Finn, Counseling and Supervision (Ph.D.)

Thesis committee member

- 2025 Jack R. Gilmore, Psychological Sciences (M.A.)
2025 Madyson A. Hernandez, Psychological Sciences (M.A.)
2024 Mason R. Jones, Psychological Sciences (M.A.)
2024 Riley R. Herr, Psychological Sciences (M.A.)

Grant Review Activities

- 2025 National Science Foundation (NSF)

Journal Review Activities**Editorial Board**

Research & Practice in Assessment
The Journal of Experimental Education

Ad Hoc

American Educational Research Journal
Behavioral Sciences
BMC Medical Research Methodology
Discover Education
Discover Psychology
Education Sciences
Health Services and Outcomes Research Methodology
Global Mental Health
PLOS One
Practical Assessment, Research, and Evaluation
Prevention Science
Research & Practice in Assessment
Scientific Reports
The Journal of Experimental Education

Conference Review Activities

American Educational Research Association
American Psychological Association
Curry Research Conference
Hunter Student Research Conference
National Council on Measurement in Education
Northeastern Educational Research Association

Academic Service

James Madison University
2025–2026 Junior Committee Member, Personnel Advisory Committee
2023–2024 Committee Member, Rwanda Subcommittee

- 2022–2026 Award Chair, Provost Award for Excellence in Learning Improvement
2022–2026 Admissions Committee Member, Department of Graduate Psychology
2022–2026 Assistant Assessment Specialist, Center for Assessment and Research Studies

Invited Talks

- 2025 JGP Wealth Management
2023 National Board of Medical Examiners (NBME)

Professional Affiliations

- American Educational Research Association (AERA, Division D)
American Psychological Association (APA, Division 5)
National Council on Measurement in Education (NCME)
Society for Prevention Research (SPR)
Society for Research on Educational Effectiveness (SREE)

Statistical Software Training

- Advanced: R, Mplus, Stata, SAS, HLM, SPSS
Learning: Stan, flexMIRT

Select Media

- Inside Higher Ed; Forbes; The 74; K-12 Dive; NBC Washington; LA School Report; United Press International; District Administration; Education Week; American Educational Research Association