

Matthew A. Lenard

Harvard Graduate School of Education
14 Appian Way, Larsen 501
Cambridge, MA 02138

Phone: (404) 697-6299
Email: mленard@g.harvard.edu
Homepage: <https://scholar.harvard.edu/mленard>

EDUCATION

2018– Harvard Graduate School of Education (HGSE), Ph.D. Candidate (expected 2024)
2010–2011 Georgia State University, M.A. in Political Science
1996–2000 Wesleyan University, B.A. in (1) Economics and (2) Russian & East European Studies
1998–1999 London School of Economics, General Course

RESEARCH EXPERIENCE

2014–2018 Wake County Public School System (Cary, NC), Director of Data Strategy and Analytics
2012–2014 Wake County Public School System (Cary NC), Director of Special Studies
2011–2012 Southern Regional Education Board (Atlanta GA), Policy Analyst
2006–2011 Southern Regional Education Board (Atlanta, GA), Research Associate

TEACHING EXPERIENCE

2021 (Sp) *Statistical Methods for Applied Educational Research* (HGSE S052), Teaching Asst. to Andrew Ho
2020 (Fa) *Multilevel and Longitudinal Models* (HGSE S043/STAT 150), Teaching Asst. to Luke Miratrix
2020 (Fa) *Introduction to Applied Data Analysis* (HGSE S040), Teaching Assistant to Joe McIntyre
2020 (Sp) *Making Data Count* (HGSE S054), Teaching Assistant to Carrie Conaway
2004–2006 JFK Middle School (Atlanta GA), Teacher & Teach for America Corps Member

HONORS AND FELLOWSHIPS

2022–2023 AERA-NSF Grants Program Dissertation Grantee
2021–2022 ECMC Foundation Postsecondary Career and Technical Education (CTE) Research Fellow
2021–2022 Fordham Institute/AEI Emerging Education Policy Scholars (EEPS) Program
2021 APPAM Raymond Vernon Memorial Award
2020 Harvard University Certificate of Distinction in Teaching
2020 Society for Research on Educational Effectiveness (SREE) Summer Fellow
2020–2022 Partnering in Education Research (PIER) Fellow
2019–2020 AERA Division H Outstanding Publication Competition Winner
2012–2014 Strategic Data Project (SDP) Fellow

PEER-REVIEWED PUBLICATIONS

Hill, D.V., Hughes, R.P., **Lenard, M.A.**, Liebowitz, D.D., & Page, L.C (2023). “New Schools and New Classmates: The Disruption and Peer Group Effects of School Reassignment.” *Economics of Education Review*, 92, 102316.

Keele, L., **Lenard, M.**, & Page, L. (2022). “Overlap Violations in Clustered Observational Studies of Educational Interventions.” *Journal of Research on Educational Effectiveness*.

Chi, O.L. & **Lenard, M.A.** (2022). “Can a Commercial Screening Tool Help Select Better Teachers?” *Educational Evaluation and Policy Analysis*.

Domina, T., Carlson, D., Carter, J., **Lenard, M.**, McEachin, A., & Perera, R. (2021). “The Kids on the Bus: The Academic Consequences of Diversity-Driven School Reassignments.” *Journal of Policy Analysis and Management*, 40(4): 1197-1229.

- Paper selected as the winner of the 2021 Vernon Prize

Keele, L., **Lenard, M.**, & Page, L. (2021). "Matching Methods for Clustered Observational Studies in Education." *Journal of Research on Educational Effectiveness*, 14(3): 696-725.

Lenard, M., Morrill, M.S., & Westall, J. (2020) "High school start times and student achievement: Looking beyond test scores." *Economics of Education Review*, 76, 101975.

Page, L.C., **Lenard, M.A.**, & Keele, L. (2020). "The Design of Clustered Observational Studies in Education." *AERA Open*, 6(3): 1-14.

Holbein, J.B., Hillygus, S.D., **Lenard, M.A.**, Gibson-Davis, C., & Hill, D.V. (2020). "The development of students' engagement in school, community and democracy." *British Journal of Political Science*, 50(4): 1439-1457.

Hemelt, S.W. & **Lenard, M.A.** (2020). "Math acceleration in elementary school: Access and effects on student outcomes." *Economics of Education Review*, 74 (101921).

Carlson, D., Bell, E., **Lenard, M.A.**, Cowen, J.B., & McEachin A. (2019). "Socioeconomic-based school assignment policy and racial segregation levels: Evidence from the Wake County Public School System." *American Educational Research Journal*, 57(1): 258-304.

Hemelt, S.W., **Lenard, M.A.**, & Paepow, C.G. (2019). "Building bridges to life after high school: Contemporary career academies and student outcomes." *Economics of Education Review*, 68: 161-178. (*WWC Review*)

Lenard, M.A. & Peña, P.A. (2018). "Maturity and minorities: The impact of redshirting on achievement gaps." *Education Economics*, 26(6): 593-609.

Pimentel, S.D., Page, L.C., **Lenard, M.**, & Keele, L. (2018). "Optimal multilevel matching using network flows: An application to a summer reading intervention." *Annals of Applied Statistics*, 12(3): 1479-1505.

WORK IN PROGRESS

"Informal social interactions, behavior, and academic achievement." (revise & resubmit, with Mikko Siliman).

"The Attraction of Magnet Schools: Evidence from Embedded Lotteries in School Assignment." (submitted, with Umut Dur, Bob Hammond, Melinda Morrill, Thayer Morrill, & Colleen Paepow).

"Promises, Pitfalls, and Tradeoffs in Identifying Gifted Learners: Evidence from a Curricular Experiment" (submitted, with Angel Harris & Darryl Hill).

POLICY BRIEFS AND OTHER PUBLICATIONS

"Assessing integration in Wake County: Loud debate, but muted effects for students and schools." 2022. *Education Next* (with James S. Carter III, Rodney P. Hughes, David D. Liebowitz, & Rachel M. Perera).

"SEM Advancement Act Report: Academic Acceleration Policy." 2022. Report to the Tennessee Legislature (with Danesha Ward).

"Graduation Rate and Ready Graduate Indicator Report." 2021. Report to the Tennessee Legislature.

"Contemporary Labor Market Data in Postsecondary Contexts." 2021. SREE Summer Fellowship Technical Report.

"Career academies and the resurgence of career and technical education in the United States" (CALDER Research Brief). 2018. Washington, DC: National Center for Analysis of Longitudinal Data in Education Research (with Steven Hemelt).

“Academically Gifted Co-Teaching in the Wake County Public School System: Implementation, Perceptions and Achievement.” 2017. *Wake County Public School System* (with Megan Townsend).

“Multi-Tiered System of Supports (MTSS) Status Report, 2015-16.” 2017. *Wake County Public School System* (with Beth Adams, Nancy Baenen, & Dina Bulgakov-Cooke).

“Math Acceleration in WCPSS Elementary and Middle Schools: Implementation and Impact.” 2017. *Wake County Public School System*.

“Building Bridges in High School and Beyond: The Impacts of Apex High School’s Academy of Information Technology.” 2017. *Wake County Public School System* (with Steven Hemelt & Colleen Paepflow).

“Single-Subject Acceleration: Status Report.” 2016. *Wake County Public School System* (with Megan Townsend).

“The Impact of Achieve3000 on Elementary Literacy Outcomes: Randomized Control Trial Evidence, 2013-14 to 2014-15.” 2016. *Wake County Public School System* (with Darryl Hill). Included in the following *What Works Clearinghouse Intervention Report*.

“High School Career Academies: Status Report, 2014-15.” 2016. *Wake County Public School System* (with Elizabeth Adams & Colleen Paepflow).

“Enhancing Data Use for Effective Program Planning: A New Districtwide Framework in the Wake County Public School System.” 2014. *Strategic Data Project Fellowship Capstone Project* (with Darryl Hill, Colleen Paepflow, & Sonya Stephens).

“Student Performance and Achievement Gaps on Assessments of Early Literacy: 2011-12.” 2013. *Wake County Public School System*.

“Limited English Proficient Students: Exit Rates for 2008-09 Cohort.” 2013. *Wake County Public School System* (with Amy Heubeler).

“WCPSS School Innovations: 2011-12 Year 1 Status Update.” 2012. *Wake County Public School System* (with Dina Bulgakov-Cooke, Nancy Baenen, Andy Jackl & Megan Townsend).

“Smart Class-Size Policies for Lean Times.” 2012. *Southern Regional Education Board* (with Jeff Gagne).

“Transitioning to the New High School Graduation Rate.” 2011. *Southern Regional Education Board*.

“Strengthening Attend ‘n’ Drive Laws to Reduce Truancy and Dropouts.” 2011. *Southern Regional Education Board*.

“The Political Economy of Federal Assistance: Demand-Side Determinants of New Awards in the 110th Congress.” 2010. *Master’s thesis*.

“Challenge to Lead Goals for Education: State Progress Reports – Moving Ahead.” 2010. *Southern Regional Education Board* (with Gene Bottoms, Crystal Collins, Jeff Gagne, Joan Lord, Lexi Netto, & Marilyn Thomas).

“Gaining Ground on High School Graduation Rates in SREB States: Milestones and Guideposts.” 2009. *Southern Regional Education Board* (with Joan Lord).

“Challenge to Lead Goals for Education: State Progress Reports – On the Move.” 2008. *Southern Regional Education Board* (with Gene Bottoms, Crystal Collins, Joan Lord, Lexi Netto, Sue Street, & Marilyn Thomas).

“SREB States Lead the Nation in Advanced Placement and International Baccalaureate Programs.” 2008. *Southern Regional Education Board* (with Crystal Collins).

“The Changing Roles of Statewide High School Exams.” 2007. *Southern Regional Education Board* (with Joan

Lord).

“High School to College and Careers: Aligning State Policies.” 2007. *Southern Regional Education Board* (with Joan Lord).

RESEARCH ASSISTANTSHIPS

2023–2024: Russell Sage Foundation, Research Assistant (PIs: Deven Carlson and Thad Domina), “Backlash? Schooling Reassignments and the Politics of School Desegregation.”

2019–2022: “Matching in Multilevel Contexts,” Spencer Foundation (PI: Lindsay Page; Co-PI: Luke Keele).

FUNDED RESEARCH

2022–2023: New Jersey Education to Earnings Data System Grant Program, Co-Principal Investigator (PI: Jeremy Wright-Kim), “Stackable Credentials in New Jersey: Mapping the Current Landscape.” \$3,000.

2022: Harvard Radcliffe Institute (HRI) Engaged Student Grant Program, “Youth Civic Engagement and Participation.” \$1,500.

2017–2019: Smith Richardson Foundation, Co-Principal Investigator (PI: Thurston Domina), “Schools, Neighborhoods, and the Transition to Adulthood: A Policy Lab with the Wake County Public Schools.” \$242,025.

2017–2019: Spencer Foundation, Co-Principal Investigator (PI: Steve Hemelt), “Building Better Bridges to Life After High School: Experimental Evidence on Contemporary Career Academies.” \$49,823.

2017–2019: National Science Foundation, Co-Principal Investigator (PI: Sunshine Hillygus), “Making Young Voters: Policy Reforms to Increase Youth Turnout.” \$335,690.

2015–2017: Laura and John Arnold Foundation, Principal Investigator, “Beyond One-Size-Fits-All: A Randomized Control Trial of Multi-Tiered System of Supports.” \$81,512.

PROFESSIONAL ASSOCIATIONS

American Educational Research Association (AERA)

Association for Education Finance and Policy (AEFP)

Association for Public Policy Analysis and Management (APPAM)

National Council on Measurement in Education (NCME)

Society for Research on Educational Effectiveness (SREE)

PROFESSIONAL SERVICE

Journal peer review: *AERA Open*, *American Educational Research Journal*, *Economics of Education Review*, *Education Economics*, *Education Finance and Policy*, *Educational Research and Evaluation*, *Educational Researcher*, *Journal of Adolescence*, *Journal of Education for Students Placed at Risk*, *The Journal of Politics*

Conference peer review: Association for Career and Technical Education Research, Society for Research on Educational Effectiveness (SREE), American Educational Research Association (AERA), Association for Education Finance and Policy (AEFP)

Conference organizing: SREE Spring 2018 Conference Program Committee, AERA Division H 2021 Section Chair

Awards: AERA Division H Outstanding Publication Awards

Foundations: Smith Richardson Foundation

Miscellaneous:

- Technical Working Group member, Mathematica Policy Research's Rapid Cycle Evaluation (RCE) Coach, 2017
- Member, Young Professionals for Education Equity, 2010-2012
- Chair and Founding Member, KIPP Atlanta Collegiate Advisory Board, 2011-2012
- Member, Charter School Review Panel, Atlanta Public Schools, 2011
- Founding Board Member, Young Leaders Collegiate Academy, 2009-2011

INVITED PRESENTATIONS

2022 Strategic Data Project Racial Justice and Education Research Webinar, "The Kids on the Bus: The Academic Consequences of Diversity-Driven School Reassignments."

2017 Proving Ground Annual Convening, "Achieve3000 & the Wake County Public School System."

2016–17 Partnering in Education Research (PIER) Public Seminar Series, "The Gold Standard: Conducting Randomized Trials in Education Agencies."

CONFERENCE PRESENTATIONS

2022 SREE Fall Conference: "The Impacts Industry-Recognized Certifications: Regression Discontinuity Evidence from High School STEM Awards."

2021 Association for Career and Technical Education Research (ACTER) Conference: "The Impacts of High School Industry Certifications: Regression Discontinuity Evidence."

2021 SREE Fall Conference: "The Impacts of School District Turnaround: Applying Multilevel Matching to Clustered Observational Studies."

2021 AEFPP Annual Conference: "Informal social interactions, behavior, and academic achievement: Evidence from bus-peers."

2020 APPAM Fall Research Conference: "The Effects of Changing the Family Income and Academic Skill Levels of Students' Peers" and "The Kids on the Bus: The Academic Consequences of Diversity-Driven School Reassignments."

2020 Grantmakers for Education Annual Conference: "Contemporary Labor Market Data in Postsecondary Contexts."

2020 IZA Workshop: "Informal Social Interactions, Academic Achievement and Behavior: Evidence from Bus-Peers."

2020 AEFPP Annual Conference: "The Attraction of Magnet Schools: Evidence from Embedded Lotteries in School Assignment", "High School Start Times and Student Achievement: Looking Beyond Test Scores", and "Maybe busing isn't so bad: Reassignment's effects on reassigned students."

2020 SREE Spring Conference: "The Protective Effects of Student Reassignment: Evidence from a Districtwide Socioeconomic Integration Plan" and "The Impact of a District Turnaround Model: Applying Multilevel Matching to a Clustered Observational Study."

2020 AERA Annual Meeting: "Trading Places: Reassignment and desegregation in Wake County Public Schools."

2019 AEFPP Annual Conference: "Math Acceleration in Elementary School: Access and Effects on Student Outcomes", "Can a Big Data Commercial Screening Tool Help Select Better Teachers?", and "Trading Places: Reassignment and Desegregation in Wake County Public Schools."

2019 SREE Spring Conference: “Adaptive Math and Student Achievement: Evidence from a Randomized Controlled Trial of DreamBox Learning.”

2018 SEA Annual Meeting: “School Start Times and Student Achievement: Evidence from High Schools.”

2018 APPAM Fall Research Conference: “Understanding the Impact of Socioeconomic-based Student-assignment Policies: Evidence from Wake County, North Carolina.”

2018 AEFPP Annual Conference: “Using State Data to Answer Policy Questions About CTE Participation” (panel), “Understanding the Impact of Socioeconomic-based Student-assignment Policies: Evidence from Wake County, North Carolina”, “Getting to Gifted: Experimental evidence from the first cohort of Nurturing for a Bright Tomorrow”, and “Math Acceleration in Elementary School: Access and effects on student outcomes.”

2018 SREE Spring Conference: “From Huddle to Handoff: Planning for Agency Independence in a Post Research-Practice Partnership World” (panel), “Instructional Practice and Student Achievement: Validating a Contemporary Classroom Walkthrough Tool”, “Beyond One Size Fits All: Evidence from a Randomized Trial of Multi-Tiered System of Supports”, and “Advancing Minority Gifted Identification: Final Results from a Randomized Trial of Nurturing for a Bright Tomorrow.”

2017 NAGC Annual Meeting: “Leveraging Technology for Equity: NNAT-3 vs. CogAT. Which is More Culturally/Linguistically Appropriate?” and “Math Acceleration and Student Achievement: Evidence from Wake County, NC.”

2017 APPAM Fall Research Conference: “Off to the Right Start? The Impact of School Start Times on Student Learning”, “Differentiated Literacy and Student Achievement: Evidence from a Randomized Controlled Trial of Achieve3000”, and “Advancing Minority Gifted Identification: Evidence from a Randomized Trial of Nurturing for a Bright Tomorrow.”

2017 AERA Annual Meeting: “Plugging the Leaky Pipeline: Evaluating Programs That Encourage Minorities in STEM-Related Fields”, “Division H Fireside Chat. The Power of Working Together: Highlighting Highly Effective District-University Partnerships,” “Division L Fireside Chat. From Research to Practice: Partnering With Practitioners to Produce Research That Informs Policy,” and “Advancing Minority Gifted Identification: Evidence from a Randomized Trial of Nurturing for a Bright Tomorrow” (roundtable).

2017 AEFPP Annual Conference: “Barriers to Learning What Works: Embedding Evidence and Evaluation in School and District Practice” (panel), “Beyond One Size Fits All: Evidence from a randomized trial of multi-tiered system of supports (MTSS)”, “Advancing Minority Gifted Identification: Evidence from a randomized trial of nurturing for a bright tomorrow”, “The Impact of Achieve3000 on Elementary Literacy Outcomes: Final results from a three-year randomized trial”, and “Socioeconomic-based School Assignment Policy and Racial Segregation Levels: Evidence from the Wake County Public School System’.

2017 SREE Spring Conference: “Building Better Bridges to Life after High School: Experimental Evidence on Contemporary Career Academies”, “Optimal Multilevel Matching Using Network Flows”, “The Impact of Achieve3000 on Elementary Literacy Outcomes: Final Results from a Three-Year Randomized Trial”, “Advancing Minority Gifted Identification: Evidence from a Randomized Trial of Nurturing for a Bright Tomorrow”, and “What Do We Really Know about Business as Usual? How Researchers and Practitioners Can Work Together to Improve the Evaluation of Program Effectiveness” (panel).

2016 APPAM Fall Research Conference: “Recovering Causal Effects from an Experimental Benchmark Using Multilevel Matching”, “True Grit: Predicting Student Success in School, Community, and Democracy”, and “Maturity and Minorities: The Impact of the Minimum School-Starting Age on Achievement Gaps” (poster).

2016 Midwest Economic Association Conference: “Maturity, minorities, and the impact of the minimum

school-starting age on achievement gaps.”

2016 AEFPP Annual Conference: “Math Acceleration and Student Achievement: Regression Discontinuity Evidence from Wake County, NC.”

2016 SREE Spring Conference: “The Impact of Achieve3000 on Elementary Literacy Outcomes: Evidence from a Two-Year Randomized Control Trial” and “Obtaining and Using Data from Districts or States for Research Use” (workshop).

2015 AERA Annual Meeting: “Estimating the Impact of a High School Conversion into Small Academies: Evidence from Synthetic Control Methods” (poster) and “Embedded Field-Based Experiences in Evaluation/Analysis While Improving External Research: Wake County and NCSU” (panel).

2015 AEFPP Annual Conference: “The Impact of Achieve3000 on Elementary Literacy Outcomes: Evidence from the First Year of a Randomized Control Trial.”

2014 AEFPP Annual Conference: “And Then There Were Four: Evaluating the Impact of a Comprehensive High School Conversion into Small Academies.”

OTHER CONFERENCE PARTICIPATION

Dillon, E., & Lenard, M. (2017). “Open Tools: Evaluation with the Rapid Cycle Evaluation (RCE) Coach.” *Strategic Data Project Annual Convening*.

Avery, C., Hill, D., Hughes, R., & Lenard, M., (2017) “Open Road: From Advanced Coursetaking to College Success.” *Strategic Data Project Annual Convening*.

2016 K-16 Research-Practice Partnership Symposium: Planned and coordinated first WCPSS gathering of school district practitioners and academic researchers to discuss and present collaborative findings. The day-long symposium, consisting of three panels and five concurrent research presentations in the afternoon, was held at the Friday Institute for Educational Innovation (Raleigh, NC) and supported by the Russell Sage Foundation. (agenda)

LABS

Measurement Lab. PI: Andrew Ho.

Causality, Applications, and Research in Education and Statistics (C.A.R.E.S.) Lab. PI: Luke Miratrix.

MEDIA COVERAGE OF RESEARCH

Brookings , 9/1/21, “Student reassignments achieve diversity without academic adversity.”

Usable Knowledge, 6/29/20, “A Fresh Start? The impact of high school start times on non-cognitive factors.”

Atlanta Journal-Constitution, 4/30/20, “Study: Earlier high school start times can lead to lateness, absences.”

Education Dive, 2/4/20, “North Carolina district aims for socioeconomically ‘healthy’ schools amid continued growth.”

Chalkbeat, 10/28/19, “How the gender gap in STEM might get its start in elementary schools.”

Education Week, 8/12/19, “A Losing Fight to Keep Schools Desegregated.”

The 74 Million, 11/25/18, “‘Gritty’ Kids Vote More: What the Research Shows About How Schools Build Citizens.”

Indy Week, 5/20/17, “In Wake Schools, Why Aren’t Gifted Black and Hispanic Students Being Given the

Same Opportunities as Their White and Asian Counterparts?”

News & Observer, 4/17/17, “AOIT draws high marks but needs more diversity.”

Education Gadfly Show (11:50 mark), 3/22/17. “Fat chance for Trump’s skinny budget.”

Brookings Institution’s Gov Innovator Podcast, 5/13/16, “How school districts can use rigorous program evaluation to test new education reforms.”

News & Observer, 3/8/15, “Wake County ending East Wake High small-schools model.”

News & Observer, 1/12/15. “Changes proposed for Eastern Wake County high schools.”

News & Observer, 12/18/14. “Wake County hoping to identify more gifted students.”

PBS NewsHour, 3/13/12. “Driver’s License Incentives Used in Some States to Keep Teens in School.”

Atlanta Journal Constitution, 10/20/11. “Nearly 13,000 temporarily lost driving privileges in 2010.”

Des Moines Register, 10/1/11. “Iowa education leaders drop high school exit exam proposal.”