

FRANCIS HOWARD L. HUANG, PH.D.

Educational, School and Counseling Psychology
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EDUCATION

Ph.D., Educational Research, Statistics, and Evaluation (2009)
University of Virginia. Charlottesville, Virginia

M.A., Instructional Technology and Media (1997)
Teachers College, Columbia University. New York, New York

B.S., Legal Management (1992)
Ateneo de Manila University. Quezon City, Philippines

TEACHING EXPERIENCE

- Professor, Department of Educational, School, and Counseling Psychology, University of Missouri, Columbia, Missouri (Sep 2023-present)
- Associate Professor, Department of Educational, School, and Counseling Psychology, University of Missouri, Columbia, Missouri (Sep 2018-Aug 2023)
- Assistant Professor, Department of Educational, School, and Counseling Psychology, University of Missouri, Columbia, Missouri (Jan 2014-Aug 2018)
- Instructor
 - Multilevel modeling: University of Missouri (Fall 2019, 2020, 2021, 2022, 2023)
 - Applied Multivariate Statistics: University of Missouri (Spring 2014-2018, Fall 2017)
 - Program Evaluation (Causal Inference in Education) (Spring 2018, 2022)
 - Quantitative Methods I for Educational Research: University of Missouri (Summer 2014, Spring 2015, Summer 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017, Summer 2018)
 - Data Management: University of Missouri (Fall 2014, 2015, 2016, Spring 2019, Spring 2021, Spring 2023)
 - Statistics I: Introduction to Education Statistics, Curry School of Education, University of Virginia (Fall, 2008, Spring 2011)
 - Statistics II: The Design and Analysis of Experiments, Curry School of Education, University of Virginia (Fall 2010, Spring 2012)
 - Statistics III: Multiple Regression and Correlation, Curry School of Education, University of Virginia (Fall 2011, Spring 2013)
- Teaching Assistant (Structural Equation Modeling), University of Virginia
- Assistant Professor, Asian Institute of Management (1997-2000)
- Teaching Assistant (Instructional Design of Educational Technology), Teachers College, Columbia University
- High School Teacher, Xavier School (1992-1993, 1994-1995)

GRANT-FUNDING

- Evaluator. Missouri Prison Transformation Project, Arnold Ventures (\$2,861,432) **[new!]**
- Evaluator. Building Capacity for Threat Prevention, Assessment, and Response in Urban Missouri Schools. Bureau of Justice Assistance, Department of Justice (15PBJA-23-GG-04385-STOP). \$2,000,000. (2023 – 2026). **[new!]**
- Evaluator. Building Capacity for Threat Assessment and Response in Rural Missouri Schools. Bureau of Justice Assistance, Department of Justice (15PBJA-22-GG-04702-STOP). \$1,999,937. (2023 – 2025). **[new!]**
- Co-investigator. Impact and Outcomes of School Threat Assessment (#15PNIJ-22-GG-03143-MUMU). National Institute of Justice. \$999,177. Sub-award from the University of Virginia (2023 – 2025). **[new!]**
- Evaluator. Increasing Teachers' Capacity for Integrating Mathematics, Social-Emotional Learning, and Equity (Math + SEL +E). Supporting Effective Educator Development (SEED) Grant (award # S423A220084). U.S. Department of Education. Sub-award from the University of Texas, Arlington (2023-2025). **[new!]**
- Co-investigator. Statewide implementation of school threat assessment in Florida. National Institute of Justice. \$595,845. (2020-RF-CX-0002, 2021 – 2023). **[ongoing]**
- Co-investigator, Enhancing the Capacity of Rural Schools to Identify, Prevent, and Intervene in Youth Mental Health Concerns: The National Center for Rural School Mental Health, U.S. Department of Education Institute of Education Sciences (R305C190014) \$9.9m (2019-2024) **[ongoing]**
- Co-investigator. Evaluation of a training program to promote effective school leadership. U.S. Department of Education Institute of Education Sciences (R305A170180). \$3.3m (2017 – 2022) **[ongoing]**
- Co-Principal Investigator. Implementing a comprehensive data-based coordinated system of care for school districts to promote youth academic success and social emotional development: A researcher-practitioner partnership. U.S. Department of Education Institute of Education Sciences (R305H170023). \$400k (2017 – 2020)
- Evaluator, Whole-school restorative practices project, Investing in Innovation (i3; U411C160035) grant, U.S. Department of Education. (Jan 2017 – Dec 2020), \$2.9m.
- Co-investigator, Evaluation of a Principal Training Program to Promote Safe and Civil Schools. National Institute of Justice (2016-CK-BX-0004). (Jan 2017 – 2020), \$4.1m. **[extended]**
- Co-investigator, Improvement of School Climate Assessment in Virginia Secondary Schools, National Institute of Justice (#2017-CK-BX-0007) \$999k (2018-2020)
- Co-investigator, Student Threat Assessment as a Safe and Supportive Prevention Strategy (National Institute of Justice, Department of Justice, Grant 2014-CK-BX-0004) awarded to the University of Virginia (Jan 2015-Dec 2019), \$2.5 m
- Co-investigator. University of Missouri Interdisciplinary Postdoctoral Research and Training Program in the Education Sciences. (2015-2020). U.S. Department of Education Institute of Education Sciences (Postdoctoral Program) (R305B150028). \$699k.
- Consultant. Developing a Research and Policy Agenda to Improve School Climate in Virginia. (2017 – 2019). Researcher-Practitioner Partnership. U.S. Department of Education Institute of Education Sciences (R305H170016).
- Recipient, Richard Wallace Faculty Incentive Grant (University of Missouri), 2015. Out-of-school Suspensions: Can Prior Misbehaviors Explain Racial Disparities in Disciplinary Sanctions? \$2,000
- Consultant, Spencer Foundation Grant (“Kindergarten Teachers’ Use of Literacy Data to Make Instructional Decisions” (Grant #201400154) awarded to the University of Virginia (Jan 2014), \$300,000

- Senior Scientist, Department of Curriculum, Instruction and Special Education (Phonological Awareness Literacy Screening/PALS Office), Curry School of Education, University of Virginia (Jan 2010-Dec 2013)
- Co-investigator, Development of a Standard Model for School Safety Assessment (National Institute of Justice, Department of Justice, GMS Award 2012-JF-FX-0062) (2012-2016), \$500,000
- Co-investigator, PALS español pre-K (Institute of Education Sciences R305A130469) (2013-2017), \$1.6 m
- Co-investigator, PALS español (Institute of Education Sciences award no. R305A090015) (2010-2013), \$1.6 m

OTHER RESEARCH EXPERIENCE

- Co-Director Methodology Branch, Missouri Prevention Science Institute (2015 – present)
- Research Analyst, Educational Statistics Services Institute, American Institutes for Research, Washington, D.C. (2009)
- Evaluator, Reading First in Virginia (2006-2008)
- Research Assistant, National Research Center for the Gifted and Talented (NRC/GT), University of Virginia, 2008
- Researcher, Batten Institute, Darden School of Business, University of Virginia (2007)
- Research Assistant/Teaching Assistant, Institute for Learning Technologies, Columbia University (1996-1997)

PEER-REVIEWED PUBLICATIONS¹

2023

- Huang, F., Wiedermann, W., & Zhang, B. (2023). Accounting for heteroskedasticity resulting from between-group differences in multilevel models. *Multivariate Behavioral Research*, 58, 637-657. doi: 10.1080/00273171.2022.2077290.
- Gregory, A., Moya, G., Jimenez, S., Zenou, J., Ward-Seidel, A. & **Huang, F.** (accepted). Steadfast restorative and supportive approaches to student behavior during the COVID-19 pandemic. *Journal of Educational and Psychological Consultation*. <https://doi.org/10.1080/10474412.2023.2234365>
- Huang, F., Zhang, B., & Li, X. (2023). Using robust standard errors for the analysis of binary outcomes with a small number of clusters. *Journal of Research on Educational Effectiveness*, 16(2), 213-245. <https://doi.org/10.1080/19345747.2022.2100301>
- Huang, F. L. (2023). Alternatives to logistic regression models when analyzing cluster randomized trials with binary outcomes. *Prevention Science*, 24, 398-407. <https://doi.org/10.1007/s11121-021-01228-5>.
- Herman, K. C., Reinke, W. M., Thompson, A. M., **Huang, F.**, & Owens, S. (2023). Usability and social consequences of the early identification system as a universal screener for social, emotional, and behavioral risks. *School Psychology*. Advance online publication. <https://doi.org/10.1037/spq0000538>

¹ **Bold** indicates not first authored work.

- Huang, F., Gregory, A., Ward-Seidel, A. (2023). The impact of restorative practices on the use of out-of-school suspensions: Results from a cluster randomized controlled trial. *Prevention Science*, 24, 962-973. <http://dx.doi.org/10.1007/s11121-023-01507-3>
- Huang, F., Zhang, B., Reinke, W., Herman, K., & Sebastian, J. (2023). Seasonality of school climate. *School Psychology Review*. Advance online publication. <http://dx.doi.org/10.1080/2372966X.2023.2176160>
- Wiedermann, W., Bonifay, W., & **Huang, F. L.** (2023). Advanced categorical data analysis in prevention science. *Prevention Science*, 24, 393-397. <https://doi.org/10.1007/s11121-022-01485-y>
- Cohen, D. R., Lewis, C., Eddy, C. L., Henry, L., Hodgson, C., **Huang, F. L.**, ... Herman, K. C. (2023). In-school and out-of-school suspension: Behavioral and psychological outcomes in a predominately black sample of middle school students. *School Psychology Review*, 52, 1-14. <https://doi.org/10.1080/2372966X.2020.1856628>
- Woods, S., Sebastian, J., Herman, K. C., **Huang, F. L.**, Reinke, W. M., & Thompson, A. M. (2023). The relationship between teacher stress and job satisfaction as moderated by coping. *Psychology in the Schools*. <https://doi.org/10.1002/pits.22857>
- Maeng, J., Cornell, D., & **Huang, F.** (2023). Teacher perceptions of school resource officers and associations with school safety. *Journal of School Violence*, 22(1), 105-121. <https://doi.org/10.1080/15388220.2022.2146127>
- 2022
- Gregory, A., **Huang, F.**, & Ward-Seidel, A. (2022). Evaluation of the whole school restorative practices project: One-year impact on discipline incidents. *Journal of School Psychology*, 95, 58-71. <http://doi.org/10.1016/j.jsp.2022.09.003>
- Olsen, A. A., & **Huang, F. L.** (2022). Interaction of socioeconomic status and class relations on reading. *Journal of Literacy Research*, 54(3), 346-369. <https://doi.org/10.1177/1086296X221116866>
- Chuang, Y. R., **Huang, F.**, Herman, K., & Zhang, B. (2022). Potential moderation across racial groups in perceptions of authoritative school climate and peer victimization and student engagement. *School Psychology Review*. Advance online publication. <https://doi.org/10.1080/2372966X.2022.2109058>
- Huang, F. & Li, X. (2022). Using cluster robust standard errors when analyzing group randomized trials with few clusters. *Behavior Research Methods*, 54, 1181-1199. doi: 10.3758/s13428-021-01627-0
- Huang, F. (2022). Alternatives to logistic regression models in experimental studies. *Journal of Experimental Education*, 90, 213-228. doi: 10.1080/00220973.2019.1699769.
- Crichlow-Ball, C., Cornell, D., & **Huang, F.** (2022). Student perceptions of school resource officers and threat reporting. *Journal of School Violence*, 21, 222-236. <https://doi.org/10.1080/15388220.2022.2054423>
- Stohlman, S., **Huang, F.**, & Cornell, D. (2022). High school graduation outcomes of student threat assessment, *Preventing School Failure: Alternative Education for Children and Youth*, 66, 109-117. doi: 10.1080/1045988X.2021.1980851.

- Reinke, W. M., Herman, K. C., **Huang, F.**, McCall, C., Holmes, S., Thompson, A., & Owens, S. (2022). Examining the factor structure and concurrent and predictive validity of the Early Identification System – Student Report in an elementary school sample. *Journal of School Psychology, 90*, 114-134. doi: 10.1016/j.jsp.2021.10.001
- Smith, T. E., Bauerband, L. A., Aguayo, D., McCall, C. S., **Huang, F. L.**, Reinke, W. M., & Herman, K. C. (2022). School bullying and gender minority youth: Victimization experiences and perceived prevalence. *School Psychology Review, 1*–14. <https://doi.org/10.1080/2372966X.2021.2002123>
- Eddy, C. L., Herman, K. C., **Huang, F.**, & Reinke, W. M. (2022). Evaluation of a bibliotherapy-based stress intervention for teachers. *Teaching and Teacher Education, 109*. <https://doi.org/10.1016/j.tate.2021.103543>
- Huang, F. L. (2022). Analyzing cross-sectionally clustered data using generalized estimating equations. *Journal of Educational and Behavioral Statistics, 47*, 101-125. doi: 10.3102/10769986211017480
- 2021
- Huang, F., Reinke, W., Herman, K. (2021). Does worrying matter? Priming and attitudes towards mask wearing in a midwestern state. *Sage Open*. <https://doi.org/10.1177/21582440211058194>
- Herman, K. C., Sebastian, J., Reinke, W. M., & **Huang, F. L.** (2021). Individual and school predictors of teacher stress, coping, and wellness during the COVID-19 pandemic. *School Psychology, 36*, 483-493. <http://dx.doi.org/10.1037/spq0000456>
- Olsen, A. A., & **Huang, F. L.** (2021). The association between student socioeconomic status and student–teacher relationships on math achievement. *School Psychology, 36*, 464-474. <https://doi.org/10.1037/spq0000455>
- Jimerson, S. R., Arora, P., Blake, J. J., Canivez, G. L., Espelage, D. L., Gonzalez, J. E., Graves, S. L., **Huang, F. L.**, January, S. A. A., Renshaw, T. L., Song, S. Y., Sullivan, A. L., Wang, C., & Worrell, F. C. (2021). Advancing diversity, equity, and inclusion in school psychology: Be the change. *School Psychology Review, 50*(1), 1–7. <https://doi.org/10.1080/2372966X.2021.1889938>
- Huang, F. L., & Cornell, D. G. (2021). Teacher support for zero tolerance is associated with higher suspension rates and lower feelings of safety. *School Psychology Review, 50*, 388-405. <https://www.tandfonline.com/doi/abs/10.1080/2372966X.2020.1832865> [AERA Division E Distinguished Research Award 2021]
- Herman, K. C., Reinke, W. M., **Huang, F. L.**, Thompson, A. M., & Doyle-Barker, L. (2021). An investigation of the psychometric properties of the early identification system–student report in a middle school sample. *School Psychology, 36*, 34 – 46. <https://doi.org/10.1037/spq0000414>
- Thompson, A. M., **Huang, F.**, Smith, T., Reinke, W. M., Herman, K. C., & the County Schools Mental Health Coalition. (2021). Confirmatory factor structure and predictive validity of the Early Identification System—Student Report in a community sample of high school students. *School Mental Health, 13*, 28-40. <https://doi.org/10.1007/s12310-020-09396-5>

Huang, F., Olsen, A., Cohen, D., & Coombs, N. (2021). Authoritative school climate and out-of-school suspensions: Results from a nationally-representative survey of 10th grade students. *Preventing School Failure, 65*, 114-123. doi: 10.1080/1045988X.2020.1843129

2020

Huang, F. (2020). Prior problem behaviors do not account for the racial suspension gap. *Educational Researcher, 49*, 493-502. <https://doi.org/10.3102/0013189X20932474>.

Huang, F., Eddy, C., & Camp, E. (2020). The role of the perceptions of school climate and teacher victimization by students. *Journal of Interpersonal Violence, 35*, 5526-5551. doi: <https://doi.org/10.1177/0886260517721898>

Eddy, C. L., **Huang, F. L.**, Cohen, D. R., Baker, K. M., Edwards, K. D., Herman, K. C., & Reinke, W. M. (2020). Does teacher emotional exhaustion and efficacy predict student discipline sanctions? *School Psychology Review, 49*, 239-255. <https://doi.org/10.1080/2372966X.2020.1733340>.
[School Psychology Review, article of the year]

Maeng, J., Cornell, D., & **Huang, F.** (2020). Student threat assessment as an alternative to exclusionary discipline. *Journal of School Violence, 19*, 377-388. doi: 10.1080/15388220.2019.1707682

Huang, F. (2020). MANOVA: A procedure whose time has passed? *Gifted Child Quarterly, 64*, 56-60. doi: 10.1177/0016986219887200

Huang, F., & Anyon, Y. (2020). The relationship between school disciplinary resolutions with school climate and attitudes toward school. *Preventing School Failure, 64*, 212-222. <https://doi.org/10.1080/1045988X.2020.1722940>

2019

Huang, F., Reinke, W., Thompson, A., Herman, K., & Boone County Coalition (2019). An investigation of the psychometric properties of the Early Identification System (EIS)-Student Report. *Journal of Psychoeducational Assessment, 37*, 473-485. doi: <https://doi.org/10.1177/0734282918758791>

Smith, T. E., Reinke, W. M., Herman, K. C., & **Huang, F.** (2019). Understanding family-school engagement across and within elementary- and middle-school contexts. *School Psychology, 34*, 363-375. <https://doi.org/10.1037/spq0000290>

Olsen, A., & **Huang, F.** (2019). Teacher job satisfaction by principal support and teacher cooperation: Results from the Schools and Staffing Survey. *Education Policy Analysis Archives, 27*(11). Retrieved from <https://epaa.asu.edu/ojs/article/view/4174/2203>

Burnette, A. G., **Huang, F.**, Maeng, J., & Cornell, D. (2019). School threat assessment versus suicide assessment: Statewide prevalence and case characteristics. *Psychology in the Schools, 56*, 378 - 392. doi: 10.1002/pits.22194

Prewett, S., Bergin, D., & **Huang, F.** (2019). Student and teacher perceptions on student-teacher relationship quality: A middle school perspective. *School Psychology International, 40*, 66-87. <https://doi.org/10.1177/0143034318807743>

Huang, F., & Cornell, D. (2019). School teasing and bullying after the presidential elections. *Educational Researcher*, 48, 69 – 83. doi: 10.3102/0013189X18820291

2018

Huang, F., & Cornell, D. (2018). The relationship of school climate with out-of-school suspensions. *Children and Youth Services Review*, 94, 378 – 389. doi: 10.1016/j.childyouth.2018.08.013

Huang, F. (2018). Multilevel modeling myths. *School Psychology Quarterly*, 33, 492-499. doi: 10.1037/spq0000272.

Huang, F. (2018). Do Black students misbehave more? Investigating the differential involvement hypothesis and out-of-school suspensions, *The Journal of Educational Research*, 111, 284-294. doi: 10.1080/00220671.2016.1253538

Huang, F. (2018). Using cluster bootstrapping to analyze nested data with a few clusters. *Educational and Psychological Measurement*, 78, 297-318. doi: 10.1177/0013164416678980

Huang, F. (2018). Using instrumental variable estimation to evaluate randomized experiments with imperfect compliance. *Practical Assessment, Research, & Evaluation*, 23(2). Retrieved from <https://scholarworks.umass.edu/pare/vol23/iss1/2/>

Cornell, D., Maeng, J., **Huang, F.**, Shukla, K., & Konold, T. (2018). Racial/ethnic parity in disciplinary consequences using student threat assessment. *School Psychology Review*, 47, 183-195. doi: 10.17105/SPR-2017-0030.V47-2

Cornell, D., Maeng, J., Burnette, A., Jia, Y., **Huang, F.**, Konold, T., Datta, P., Malone, M., & Meyer, P. (2018). Student threat assessment as a standard school safety practice: Results from a statewide implementation study. *School Psychology Quarterly*, 33, 213-222. <http://dx.doi.org/10.1037/spq0000220>

Ford, K., Invernizzi, M., & **Huang, F.** (2018). The effect of orthographic complexity on Spanish spelling in Grades 1–3. *Reading and Writing*, 31, 1063-1081. <https://doi.org/10.1007/s11145-018-9828-7>

Gregory, A., **Huang, F. L.**, Anyon, Y., Greer, E., & Downing, B. (2018). An examination of restorative interventions and racial equity in out-of-school suspensions. *School Psychology Review*, 47, 167-182. doi: 10.17105/SPR-2017-0073.V47-2

Taylor, C. N., Kilgus, S. P., & **Huang, F.** (2018). Treatment utility of universal screening for behavioral risk: A manipulated assessment study. *Journal of Applied School Psychology*, 3, 242-258. <https://doi.org/10.1080/15377903.2017.1394949>

Jia, Y., Konold, T., Cornell, D., & **Huang, F.** (2018). The impact of validity screening on associations between self-reports of bullying victimization and student outcomes. *Educational and Psychological Measurement*, 78, 80-102. doi: 10.1177/0013164416671767

Huang, F., Lewis, C., Cohen, D., Prewett, S., & Herman, K. (2018). Bullying involvement, teacher-student relationships, and psychosocial outcomes. *School Psychology Quarterly*, 33, 223-234. <http://dx.doi.org/10.1037/spq0000249>.

Huang, F. (2018). Multilevel modeling and ordinary least squares regression: How comparable are they? *Journal of Experimental Education*, 86, 265-281.
<https://doi.org/10.1080/00220973.2016.1277339>

2017

Huang, F., Eklund, K., & Cornell, D. (2017). Authoritative school climate, number of parents at home, and academic achievement, *School Psychology Quarterly*, 32, 480-496. doi:
<http://dx.doi.org/10.1037/spq0000182>

Datta, P., Cornell, D., & **Huang, F.** (2017). The toxicity of bullying by teachers and other school staff. *School Psychology Review*, 46, 335 – 348. doi: 10.17105/SPR-2017-0001.V46-4 [**Honorable mention: School Psychology Review, article of the year**]

Konold, T., Cornell, D., Shukla, K., & **Huang, F.** (2017). Racial/ethnic differences in perceptions of school climate and its association with student engagement and peer aggression. *Journal of Youth and Adolescence*, 46, 1289 – 1303. <https://doi.org/10.1007/s10964-016-0576-1>

Lewis, C. G., Herman, K. C., **Huang, F.**, Stormont, M., Grossman, C., Eddy, C., & Reinke, W. M. (2017). The utility of single-item readiness screeners in middle school. *Journal of School Psychology*, 64, 1-16. <https://doi.org/10.1016/j.jsp.2017.04.003>

Huang, F., & Cornell, D. G. (2017). Student attitudes and behaviors as explanations for the Black-White suspension gap. *Children and Youth Services Review*, 73, 298-308.
<https://doi.org/10.1016/j.chilyouth.2017.01.002>

Huang, F. (2017). Does attending a state-funded preschool program improve letter name knowledge? *Early Childhood Research Quarterly*, 38, 116–126.
<http://dx.doi.org/10.1016/j.ecresq.2016.08.002>

2016

Huang, F., & Cornell, D. (2016). Question order affects the measurement of bullying victimization in middle school students. *Educational and Psychological Measurement*, 76, 724-740. doi:
 10.1177/0013164415622664

Huang, F., & Cornell, D. (2016). Multilevel factor structure, concurrent validity, and test–retest reliability of the high school teacher version of the Authoritative School Climate Survey. *Journal of Psychoeducational Assessment*, 34, 536-549. doi: 10.1177/0734282915621439

Datta, P., Cornell, D., & **Huang, F.** (2016). Aggressive attitudes and prevalence of bullying bystander behavior in middle school. *Psychology in the Schools*, 53, 804-816.
<http://doi.org/10.1002/pits.21944>

Huang, F. & Cornell, D. (2016). Using multilevel factor analysis with clustered data: Investigating the factor structure of the Positive Values Scale. *Journal of Psychoeducational Assessment*, 34, 3-14. doi: 10.1177/0734282915570278

Huang, F. (2016). Alternatives to multilevel modeling for the analysis of clustered data. *Journal of Experimental Education*, 84, 175-196. doi: 10.1080/00220973.2014.952397

Cornell, D., & **Huang, F.** (2016). Authoritative school climate and high school student risk behavior: A cross-sectional multi-level analysis of student self-reports. *Journal of Youth and Adolescence*, *45*, 2246-2259. doi: 10.1007/s10964-016-0424-3

2015

Huang, F., Cornell, D., Konold, T., Meyer, P., Lacey, A., Nekvasil, E., Heilbrun, A., Shukla, K. (2015). Multilevel factor structure and concurrent validity of the teacher version of the Authoritative School Climate Survey. *Journal of School Health*, *85*, 843-851.

Huang, F. (2015). Investigating the prevalence of academic redshirting using population-level data. *AERA Open*, *1*(2), 1-12. doi: 10.1177/2332858415590800

Huang, F., & Cornell, D. (2015). Order and definitional effects in bullying surveys: Results from an experimental study. *Psychological Assessment*, *27*, 1484-1493. doi: <http://dx.doi.org/10.1037/pas0000149>

Huang, F., Cornell, D., & Konold, T. (2015). Aggressive attitudes in middle schools: A factor structure and criterion related validity study. *Assessment*, *22*, 497-512. doi:10.1177/1073191114551016

Nekvasil, E., Cornell, D., & **Huang, F.** (2015). Prevalence and offense characteristics of multiple casualty homicides: Are schools at higher risk than other locations? *Psychology of Violence*, *5*, 236-245. doi: 10.1037/a0038967

Millspaugh, S. B., Cornell, D. G., **Huang, F. L.**, & Datta, P. (2015). Prevalence of aggressive attitudes and willingness to report threats in middle school. *Journal of Threat Assessment and Management*, *2*, 11–22. http://doi.org/10.1037/tam000003_1

Cornell, D., & **Huang, F.** (2015). School counselor use of peer nominations to identify victims of bullying. *Professional School Counseling*, *18*, 191-205. doi: <http://dx.doi.org/10.5330/2156-759X-18.1.191> [Awarded 2016 AERA Outstanding Research Award, Division E]

Brighton, C. M., Moon, T. R., & **Huang, F.** (2015). Advanced readers in Reading First classrooms: Who was really “left behind”? Considerations for the field of gifted education. *Journal for the Education of the Gifted*, *38*, 257-293. doi: 10.1177/0162353215592501

Huang, F. (2015). Birthdate effects and gifted program participation in kindergarten. *Gifted Child Quarterly*, *59*, 14-22. doi: 10.1177/0016986214559640

Ford, K., Invernizzi, M., & **Huang, F.** (2015). PALS espanol: Using early literacy assessment in Spanish to predict reading achievement in Spanish and English. *Reading in Virginia*, *37*, 48-56.

2014

Huang, F. (2014). Analyzing group level effects with clustered data using Taylor series linearization. *Practical Assessment, Research & Evaluation*, *19*(13). Retrieved from <http://pareonline.net/getvn.asp?v=19&n=13>

Huang, F., & Invernizzi, M. (2014). Factors associated with lower case alphabet naming in kindergarteners. *Applied Psycholinguistics*, *35*, 943-968. doi: 10.1017/S0142716412000604

- Huang, F. (2014). Further understanding factors associated with grade retention: Birthday effects and socioemotional skills. *Journal of Applied Developmental Psychology, 35*, 79-93. doi: 10.1016/j.appdev.2013.12.004
- Huang, F. (2014). Using a bifactor model to assess the factor structure of the Phonological Awareness Literacy Screening for Grades One through Three. *Journal of Psychoeducational Assessment, 32*, 638-650. doi: 10.1177/0734282914525026
- Huang, F., Tortorelli, L., & Invernizzi, M. (2014). An investigation of factors associated with letter-sound knowledge at kindergarten entry. *Early Childhood Research Quarterly, 29*, 182-192. doi: 10.1016/j.ecresq.2014.02.001
- Huang, F., Moon, T., & Boren, R. (2014). Are the reading “rich” getting richer? Testing for the presence of the “Matthew effect” using multilevel latent growth curve modeling. *Reading and Writing Quarterly, 30*, 95-115.
- Rubies-Davies, C., Weinstein, R., **Huang, F.**, Gregory, A., Cowan, P., & Cowan, C. (2014). Successive teacher expectation effects across the early school years. *Journal of Applied Developmental Psychology, 35*, 181-191. doi: 10.1016/j.appdev.2014.03.006
- Konold, T., Cornell, D., **Huang, F.**, Meyer, P., Lacey, A., Nekvasil, E., Heilbrun, A., & Shukla, K. (2014). Multi-level multi-informant structure of the Authoritative School Climate Survey. *School Psychology Quarterly, 35*, 181-191.
- Ford, K. Invernizzi, M., & **Huang, F.** (2014). Predicting first grade reading achievement for Spanish-speaking kindergartners: Is early literacy screening in English valid? *Literacy Research and Instruction, 53*, 269-286. doi: 10.1080/19388071.2014.931494

2013 and Earlier

- Gregory, A., & **Huang, F.** (2013). It takes a village: The effects of 10th grade college-going expectations of students, parents, and teachers four years later. *American Journal of Community Psychology, 52*, 41-55. doi:10.1007/s10464-013-9575-5
- Huang, F., & Konold, T. (2013). A latent variable investigation of the Phonological Awareness Literacy Screening-Kindergarten assessment: Construct identification and multigroup comparisons between Spanish-speaking English language learners (ELLs) and non-ELL students. *Language Testing*. doi: 10.1177/0265532213496773
- Huang, F., & Moon, T. (2013). What are the odds of that? A primer on understanding logistic regression. *Gifted Child Quarterly, 57*, 197-204. doi: 10.1177/0016986213490022.
- Cornell, D., Gregory, A., **Huang, F.**, & Fan, X. (2013). Perceived prevalence of bullying and teasing predicts high school dropout rates. *Journal of Educational Psychology, 15*, 138-149. doi: 10.1037/a0030416
- Huang, F., & Invernizzi, M. (2013). Birthday effects and preschool attendance. *Early Childhood Research Quarterly, 28*, 11-23. doi: dx.doi.org/10.1016/j.ecresq.2012.03.002
- Huang, F., & Invernizzi, M. (2012). The association of age and early literacy outcomes. *Journal of Educational Research, 105*, 431-441. doi:10.1080/00220671.2012.658456

- Huang, F., & Cornell, D. (2012). Pick your Poisson: Regression models for count data in school violence research. *Journal of School Violence, 11*, 187-206. doi: 10.1080/15388220.2012.682010
- Cornell, D., Klein, J., Konold, T., & **Huang, F.** (2012). Effects of validity screening items on adolescent survey data. *Psychological Assessment, 24*, 21-35. doi: 10.1037/a002482
- Huang, F., Invernizzi, M., & Drake, A. (2012). The differential effects of preschool: Evidence from Virginia. *Early Childhood Research Quarterly, 27*, 33-45. doi:10.1016/j.ecresq.2011.03.00
- Huang, F. (2010). The role of socioeconomic status and school quality in the Philippines: Revisiting the Heyneman-Loxley effect. *International Journal of Educational Development, 3*, 288-296. doi:10.1016/j.ijedudev.2009.10.00
- Gregory, A., Cornell, D., Fan, X., Sheras, P., Shih, T., & **Huang, F.** (2010). High school practices associated with lower student bullying and victimization. *Journal of Educational Psychology, 102*, 483-496. doi:10.1037/a0018562
- Huang, F., & Moon, T. (2009). Is experience the best teacher? A multilevel analysis of teacher characteristics and second grade student reading achievement in low performing schools. *Educational Assessment, Evaluation, and Accountability, 21*, 209-234. doi:10.1007/s11092-009-9074-2
- Huang, F. (2008). Corruption and educational outcomes: Two steps forward, one step back. *International Journal of Education Policy and Leadership, 3*(9). Retrieved from <http://journals.sfu.ca/ijepl/index.php/ijepl/article/view/142>

BOOKS/CHAPTERS

- Zhang, B., & **Huang, F.** (2024). Investigating the use of robust standard errors to account for two-way clustering in cross-classified data structures. In M. Stemmler, W. Wiedermann, & F. Huang (Eds.). *Dependent data analysis* (2nd ed). Springer (forthcoming).
- Huang, F. (2023). *Practical multilevel modeling using R*. Thousand Oaks, CA: Sage.
- Cornell, D., & **Huang, F.** (2019). Collecting and analyzing local school safety and climate data. In M. Mayer & S. Jimerson (Eds.), *School safety and violence prevention: Science, practice, and policy driving change*. (pp. 151–175). Washington, DC: American Psychological Association. <http://dx.doi.org/10.1037/0000106-007>
- Wang, X., Henning, A., Cui, W., **Huang, F.**, Armstrong, S., Kang, K., Boyer, J., & Robers, S. (2011). *NCES handbook of survey methods* (NCES 2011-609). S. Burns, X. Wang, & A. Henning (Eds.). Washington, D.C.: U.S. Department of Education, National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubs2011/2011609.pdf>

PROFESSIONAL PRESENTATIONS

- Rathbun, A., **Huang, F.**, Meinck, S., Park, B., Ikoma, S., & Zhang, Y. (2024, April). *Multilevel modeling with large-scale international datasets*. Professional development course presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

- Gregory, A., **Huang, F.**, & Ward-Seidel, A. (2024, April). *Adolescent exposure to restorative practices and their perceptions of structure and support in the school climate*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Hwang, N., & **Huang, F.** (2024). *Feeling responsible together: The links between collective teacher responsibility and student achievement*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Maeng, J., Cowley, D., Cornell, D., & **Huang, F.** (2024, April). *How do schools support students after a threat assessment?* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Zhang, B., & **Huang, F.** (2024, April). *Testing different panel models with standard error adjustments on data with a small number of clusters*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Huang, F., & Zhang, B. (2023, October). *Using cluster robust standard errors to analyze nested data with a few clusters*. Invited paper presented at the 23rd International Conference on Education Research, Seoul National University, Hoam, South Korea.
- Zhang, B., & **Huang, F.** (2023, September). *Using cluster robust standard errors to analyze cross-classified data with a small number of clusters*. Poster presented at the Society for Research on Educational Effectiveness conference, Arlington, VA.
- Rathbun, A., **Huang, F.**, Meinck, S., Park, B., Ikoma, S., & Zhang, Y. (2023, April). *Multilevel modeling with large-scale international datasets*. Professional development course presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Huang, F., Gregory, A., Ward-Seidel, A. (2023). *The impact of restorative practices on the use of out-of-school suspensions: Results from a cluster randomized controlled trial*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Maeng, J., Cornell, D., & **Huang, F.** (2023). Changes in teacher perceptions of school resource officers from 2019 to 2021. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Reinke, W., Herman, K., **Huang, F.** (2022, July). *Having a trusted adult in school: Relations with internalizing problems across development*. Paper presented at the annual meeting of the International School Psychology Association, Leuven, Belgium.
- Huang, F., Zhang, B., Sebastian, J., Reinke, W., & Herman, K. (2022, April). *The seasonality of school climate*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Huang, F. (2021). *Alternatives to logistic regression models for the analysis of clustered data*. Paper presented at the annual meeting of the Society for Prevention Research.
- Rathbun, A., **Huang, F.**, Meinck, S., Park, B., Ikoma, S., & Zhang, Y. (2021, April). *Multilevel modeling with large-scale international datasets*. Professional development course presented at the annual meeting of the American Educational Research Association, Virtual Conference.

- Huang, F., & Anyon, Y. (2020). *Investigating the causal effect of suspensions and school climate*. Paper presented at the annual meeting of the American Education Research Association. San Francisco, CA.
- Rathbun, A., **Huang, F.**, Meinck, S., Park, B., Ikoma, S., & Zhang, Y. (2020, April). *Multilevel modeling with large-scale international datasets*. Professional development course presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Huang, F., Thompson, A., Reinke, W., Herman, K., McCall, C., Holmes, S. (2020, January). *Examining the factor structure of the EIS-Student Version with an Elementary School Sample*. Poster presented at the Institute of Education Sciences PI meeting, Washington, DC.
- Miller, D., **Huang, F.**, Meinck, S., Park, B., Ikoma, S., & Zhang, Y. (2019, April). *Multilevel modeling with large-scale international datasets*. Professional development course presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Huang, F., & Anyon, Y. (2019). *The relationship of disciplinary resolutions with school climate and attitudes towards school*. Paper presented at the annual meeting of the American Education Research Association. Toronto, Canada.
- Miller, D., **Huang, F.**, Meinck, S., Park, B., Ikoma, S., & Zhang, Y. (2018, April). *Hierarchical linear modeling with large-scale international datasets*. Professional development course presented at the annual meeting of the American Educational Research Association, New York, NY.
- Huang, F., & Cornell, D. (2018). *Teasing and bullying after the presidential elections*. Paper presented at the annual meeting of the American Education Research Association. New York, NY.
- Miller, D., **Huang, F.**, Meinck, S., Park, B., Ikoma, S., & Zhang, Y. (2017, April). *Hierarchical linear modeling with large-scale international datasets*. Professional development course presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Huang, F., Lewis, C., Cohen, D., & Herman, K. (2017). *Bullying involvement, psychosocial outcomes, and teacher-student relationships*. Paper presented at the annual meeting of the American Education Research Association. San Antonio, TX.
- Konold, T., Shukla, K., Cornell, D., & **Huang, F.** (2017). *Racial and ethnic variation in school climate perceptions and strategies for a positive racial/ethnic climate*. Paper presented at the annual meeting of the American Education Research Association. San Antonio, TX.
- Jia, Y., Konold, T., Cornell, D., & **Huang, F.** (2017). *The impact of validity screening on associations between self-reports of bullying victimization and student outcomes*. Paper presented at the annual meeting of the American Education Research Association. San Antonio, TX.
- Miller, D., **Huang, F.**, Lasseter, A., Meinck, S., Park, B., Ikoma, S., & Zhang, Y. (2016, April). *Hierarchical linear modeling with large-scale international datasets*. Professional development course presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Huang, F. (2016, April). *Can Prior Misconduct and Attitudes Explain Disproportionalities in Out-of-school Suspensions*. Paper presented at the annual meeting of the American Education Research Association. Washington, DC.

- Huang, F., & Cornell, D. (2016, April). *Investigating question order effects on the prevalence of bullying victimization of middle school students*. Paper presented at the annual meeting of the American Education Research Association. Washington, DC.
- Huang, F., & Bergin, C., Tsai, C., & Chapman, S. (2016, April). *Multilevel Factor Structure of a Middle-school Teacher Effectiveness Survey*. Paper presented at the annual meeting of the American Education Research Association. Washington, DC.
- Bergin, C., Chapman, S., & Tsai, C., & **Huang, F.** (2016, April). *Training Principals to Reliably Score Classroom Observations for Teacher Evaluation: An Exploration*. Paper presented at the annual meeting of the American Education Research Association. Washington, DC.
- Miller, D., **Huang, F.**, Rutkowski, L. Sandoval-Hernandez, A., Chmielwski, A. (2015, April). *Hierarchical linear modeling with large-scale international datasets*. Professional development course presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Huang, F., Cornell, D., & Konold, T. (2015, April). *Multilevel factor structure and concurrent validity of a teacher-based school climate survey*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Huang, F. (2015, April). *Investigating the prevalence of academic redshirting using population-level data*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Cornell, D., Shukla, K., Konold, T.R., & **Huang, F.** (2014). *Authoritative school climate and peer victimization*. Centers for Disease Control. International Society for Research on Aggression. Retrieved from <http://www.israsociety.com/2014Research.html>
- Cornell, D., & Huang, F. (2014, November). *Authoritative School Climate as a protective factor against student aggression: Linkages to school suspension and the racial discipline gap*. Paper presented at the American Society of Criminology meeting in San Francisco, CA.
- Berg, J., **Huang, F.**, Cornell, D. (2014, July). *The influence of ethnicity in context on middle school students' perceptions of teasing and bullying*. Paper presented at the 21st World Meeting of the International Society for Research on Aggression in Atlanta, GA.
- Nekvasil, E., Cornell, D., & **Huang, F.** (2014, July). *Multiple casualty homicides in the United States: How dangerous are schools?* Paper presented at the 21st World Meeting of the International Society for Research on Aggression in Atlanta, GA.
- Datta, P., Cornell, D., & **Huang, F.** (2014, July). *Aggressive attitudes in middle schools and the prevalence of bullying upstanders*. Poster presented at the 21st World Meeting of the International Society for Research on Aggression in Atlanta, GA.
- Millspaugh, S., Cornell, D., Datta, P., Heilbrun A., & **Huang, F.** (2014, July). *Prevalence of aggressive attitudes in middle schools and student willingness to report threats of violence*. Poster presented at the 21st World Meeting of the International Society for Research on Aggression in Atlanta, GA.

- Ford, K., **Huang, F.**, & Invernizzi, M. (April 2014). *The effect of feature complexity in Spanish spelling in grades 1-3*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Konold, T., Cornell, D., **Huang, F.**, & Shukla, K. (April 2014). *Dimensions of school climate: A unified measurement framework*. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Brighton, C., Moon, T., & **Huang, F.** (April 2014). *The Reading First initiative: How did advance readers fair?* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Nekvasil, E., Cornell, D., & **Huang, F.** (August 2013). *Prevalence and characteristics of multiple casualty shootings*. Poster to be presented at the American Psychological Association (APA) National Convention, Honolulu, HI.
- Huang, F., Tortorelli, L., Invernizzi, M. (December 2013). *Predicting student's letter sound knowledge*. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Huang, F., & Konold, T. (April 2013). *A latent variable investigation of the Phonological Awareness Literacy Screening-Kindergarten assessment: Construct identification and multigroup comparisons*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Huang, F., Ford, K., Invernizzi, M., & Fan, X. (April 2013). *A latent variable investigation of the Phonological Awareness Literacy Screening-Kindergarten Espanol*. Poster session presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Huang, F., & Invernizzi, M. (November 2012). *The case for confusability in learning lower-case letters*. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.
- Gregory, A., & **Huang, F.** (February 2012). *A setting-sensitive approach to African American adolescents' strengths*. Poster presented at the themed conference on the positive development of ethnic minority youth, Society for Research on Child Development, Tampa, FL.
- Huang, F., Ford, K., & Invernizzi, M. (December 2011). *Heterogeneity of Spanish speaking students*. Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.
- Huang, F., & Invernizzi, M. (July 2011). *Too young to learn? Investigating birthday effects*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, St. Pete Beach, FL.
- Huang, F., Invernizzi, M., & Drake, A. (April 2011). *The differential effects of preschool: Evaluating the Virginia Preschool Initiative using hierarchical logistic regression*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Huang, F., & Invernizzi, M. (April 2011). *The differential effects of Head Start*. Round table presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.

- Huang, F., Wang, X., & Boyer, J. (April 2011). *Changing leadership in schools: Comparing results from two national surveys on principal mobility*. Round table presentation presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Wang, X., & **Huang**, F. (April 2011). *An evaluation of the data from an exploratory national survey on principal attrition*. Round table presentation presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Huang, F., Ford, K., & Invernizzi, M. (March 2011). *Using early literacy profiles of Hispanic English language learners to predict later reading achievement*. Poster session at the spring meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Huang, F., Invernizzi, M., & Drake, A. (December 2010). *The differential effects of preschool*. Paper presented at the annual meeting of the Literacy Research Association, Fort Worth, TX.
- Invernizzi, M., Ford, K., Fan, X., **Huang**, F., & Arteagoitia, I. (June, 2010). *Designing assessment to enhance English literacy development among Spanish-speaking children in grades K-3*. Poster presented at the Fifth Annual Institute of Education Sciences (IES) Research Conference, National Harbor, MD.
- Huang, F. (May, 2010). *Using multilevel models in school effectiveness research: Comparing hierarchical linear modeling and multilevel structural equation modeling*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Huang, F. (May, 2010). *The role of socioeconomic status and schools: A multilevel longitudinal analysis*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Huang, F., & Moon, T. (April, 2009). *Is experience the best teacher? A multilevel analysis of teacher characteristics and second grade student reading achievement in low performing schools*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Huang, F., Moon, T., Townsend, M., & Boren, R. (April, 2009). *Early reading achievement gaps in Title I schools: A longitudinal growth curve analysis*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Boren, R., Moon, T., & **Huang**, F. (April, 2009). *Multilevel longitudinal analyses of Reading First in a Mid-Atlantic state: A tale of two studies*. Poster session presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Huang, F. (March, 2008). *The impact of corruption on educational outcomes: Two steps forward, one step back*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Huang, F. (March, 2008). *Reading First's impact on reading outcomes on second grade students: One county's experience in a Mid-Atlantic state*. Poster session presented at the annual meeting of the American Educational Research Association, New York, NY.
- Townsend, M., Atkinson, T., Moon, T., & **Huang**, F. (March, 2008). *The role that classroom concentration of struggling readers plays in reading outcomes: Findings from Virginia's Reading*

First initiative. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Moon, T., Brighton, C., Atkinson, T., & **Huang, F.** (March, 2008). *Four years of the Reading First initiative in one state: What does the evaluation reveal?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Huang, F. (October, 2007). *Information technology: Impediment or catalyst of organic growth?* Paper presented at the Batten Institute, the Darden School, University of Virginia.

R PACKAGES

Huang, F. (2022). *MLMusingR*. R package version .10. <http://CRAN.R-project.org/package=MLMusingR>

Huang F., & Zhang, B. (2022). *CR2: Compute cluster robust standard errors with degrees of freedom adjustments*. <https://cran.r-project.org/package=CR2>

Huang, F. (2014, 2015). *gendata: Generate and modify synthetic datasets*. R package version 1.1. <http://CRAN.R-project.org/package=gendata>

Huang, F. (2015). *hornpa: Horn's test to determine the number of components/factors*. R package version 1.0. <http://CRAN.R-project.org/package=hornpa>

EVALUATION/TECHNICAL REPORTS

Herman, K.C., **Huang, F.**, Zhang, B., & Reinke, W.M. (2023). *Final research report: Evaluation of a principal training program to promote Safe and Civil Schools*. Columbia, MO: Missouri Prevention Science Institute, University of Missouri.

Maeng, J., Cornell, D., Kerere, J., **Huang, F.**, Konold, T. & Afolabi, K., (2023). *School threat assessment in Florida: Technical report of 2021-2022 case data*. Charlottesville, VA: School of Education and Human Development, University of Virginia.

Maeng, J., Cornell, D., Edwards, K., & **Huang, F.** (2022). *School threat assessment in Florida: Technical report of 2020-2021 case data*. Charlottesville, VA: School of Education and Human Development, University of Virginia.

Cornell, D., Maeng, J., Konold., T., **Huang, F.**, Debnam, K., Edwards, K., Jia, Y., Stohlman, S., Crowley, B., Crichlow-Ball, C., Ruffa, B. (2021). *Improvement in school climate assessment in Virginia secondary schools*. Charlottesville, VA: School of Education and Human Development, University of Virginia.

Gregory, A., **Huang, F. L.**, & Ward-Seidel, A. R. (2021). *Evaluation of the Whole School Restorative Practices Project: One-Year Implementation and Impact on Exclusionary Discipline*. Technical Report. New Brunswick, NJ: Rutgers University.

Cornell, D., Maeng, J., **Huang, F.**, Edwards, K., Crichlow–Ball, C., Crowley, B., Ruffa, B., Stohlman, S., (2020). *Technical report of the Virginia Secondary School Climate Survey: 2020 results for 9th–12th grade students and school staff*. Charlottesville, VA: School of Education and Human Development, University of Virginia.

- Gregory, A., Ward-Seidel, A. R., Huang, F., & Oliveira, A. (2020, June). *2020 Summary report of student and staff i3 survey data*, Rutgers University, New Brunswick, NJ. Four Confidential Reports.
- Cornell, D., **Huang, F.**, Jia, Y., Maeng, J., Malone, M., Stohlman, S., Crowley, B., Konold, T., & Edwards, K. (2019). *Technical Report of the Virginia Secondary School Climate Survey: 2019 Results for 6th–8th Grade Students and School Staff*. Charlottesville, VA: Curry School of Education, University of Virginia.
- Cornell, D., **Huang, F.**, Jia, Y., Maeng, J., Malone, M., Burnette, A.G., Stohlman, S., Crowley, B., Konold, T., & Meyer, P. (2018). *Technical Report of the Virginia Secondary School Climate Survey: 2018 Results for 9th–12th Grade Students and School Staff*. Charlottesville, VA: Curry School of Education, University of Virginia.
- Cornell, D. **Huang, F.**, Konold, T., Jia, Y., Malone, M., Burnette, A. G., Datta, P., Meyer, P., Stohlman, S., & Maeng, J. (2017). *Technical Report of the Virginia Secondary School Climate Survey: 2017 Results for 6th–8th Grade Students and School Staff*. Charlottesville, VA: Curry School of Education, University of Virginia.
- Cornell, D., Maeng, J., Burnette, A.G., Datta, P., **Huang, F.**, & Jia, Y. (2017). *Threat Assessment in Virginia Schools: Technical Report of the Threat Assessment Survey for 2015-2016*. Charlottesville, VA: Curry School of Education, University of Virginia.
- Cornell, D., **Huang, F.**, Konold, T., Malone, M., Datta, P., Stohlman, S., Burnette, A., & Meyer, J. P. (2017). *Development of a Standard Model for School Climate and Safety Assessment: Final Report*. Charlottesville, VA: Curry School of Education, University of Virginia.
<https://www.ncjrs.gov/App/Publications/abstract.aspx?ID=273282>
- Cornell, D., Maeng, J., Burnette, A.G., Datta, P., **Huang, F.**, & Jia, Y. (2016). *Threat Assessment in Virginia Schools: Technical Report of the Threat Assessment Survey for 2014-2015*. Charlottesville, VA: Curry School of Education, University of Virginia.
- Cornell, D., **Huang, F.**, Datta, P., Malone, M., Jia, Y., Burnette, A.G., Shukla, K., Konold, T., & Meyer, P. (2016). *Technical Report of the Virginia Secondary School Climate Survey: 2016 Results for 9th - 12th Grade Students and Teachers*. Charlottesville, VA: Curry School of Education, University of Virginia.
- Cornell, D., Maeng, J., **Huang, F.**, Burnette, A., Datta, P., & Heilbrun, A. (2015). *Threat Assessment in Virginia Schools: Technical Report of the Threat Assessment Survey for 2013-2014*. Charlottesville, VA: Curry School of Education, University of Virginia.
- Cornell, D., **Huang, F.**, Konold, T., Meyer, P., Lacey, A., Nekvasil, E., Heilbrun, A., & Shukla, K. (2015). *Technical Report of the Virginia Secondary School Climate Survey: 2015 Results for 7th and 8th Grade Students and Teachers*. Charlottesville, VA: Curry School of Education, University of Virginia.
- Cornell, D., **Huang, F.**, Konold, T., Meyer, Shukla, K., Heilbrun, A., Datta, P., Lacey, A., & Nekvasil, E. (2014). *Technical Report of the Virginia Secondary School Climate Survey: 2014 Results for 9th - 12th Grade Students and Teachers*. Charlottesville, VA: Curry School of Education, University of Virginia.

- Cornell, D., **Huang**, F., Konold, T., Meyer, P., Lacey, A., Nekvasil, E., Heilbrun, A., & Shukla, K. (2013). *Technical Report of the Virginia Secondary School Climate Survey: 2013 Results for 7th and 8th Grade Students and Teachers*. Charlottesville, VA: Curry School of Education, University of Virginia.
- Huang, F., & Invernizzi, M. (2010, 2011, 2012, 2013, 2014, 2015). *Technical Report of Annual Screening Results for PALS Pre-K*. Prepared for the Virginia Department of Education.
- Huang, F., & Invernizzi, M. (2010, 2011, 2012, 2013, 2014, 2015). *Technical Report of Annual Screening Results for PALS K*. Prepared for the Virginia Department of Education.
- Huang, F., & Invernizzi, M. (2010, 2011, 2012, 2013, 2014, 2015). *Technical Report of Annual Screening Results for PALS for Grades 1-3*. Prepared for the Virginia Department of Education.
- Bakia, M., **Huang**, F., Meyer, A., Penn, K., & Reibel, J. (1997). *The Gateway Engineering Education Coalition: Evaluation report V.2.0*. Columbia University, New York: Institute for Learning Technologies.
- Bakia, M., & **Huang** F. (1996). *Multimodal technologies for interschool collaboration: Evaluation report V.1.0*. Columbia University, New York: Institute for Learning Technologies.

OTHER PROFESSIONAL EXPERIENCE / SERVICE

- Associate Editor: School Psychology Review (2020 – present)
- Associate Editor: AERA Open (2021.03.18-2021.12.31)
- Chair, Special Interest Group (SIG) on School Community, Culture, and Climate (SC3) of the American Educational Research Association (AERA) (2023 – 2024)
- Guest Editor: Prevention Science (2020/2021) / Advances in Categorical Data Analysis
- Editorial Board: School Psychology (2014- present) (formerly School Psychology Quarterly)
- Editorial Board: School Psychology Review (2019 – present)
- Editorial Board: AERA Open (2017 – present)
- Editorial Board: Prevention Science (2021 – 2024)
- Editorial Review Board: Gifted Child Quarterly (2011 – 2020)
- Co-Director (Methodology branch), Missouri Prevention Science Institute, 2015-present
- Grant Reviewer: National Science Foundation (NSF; 2019)
- Member of the Scientific Review Panel: Institute of Education Sciences (IES; 2019 - 2024)
- Grant Reviewer: William T. Grant Foundation (WT Grant; 2018, 2020)
- Grant Reviewer: Department of Justice (DOJ) (2023)
- College of Education Dean Search Committee Member (2020-2021)
- Chair/Member, ad-hoc ESCP department policy committee (2020-2021)
- Search Committee Chair (for Quantitative Methods Search; 2019)
- University of Missouri Research Council (2023 – present)
- ESCP Faculty representative to the Psychological Sciences Grand Lecture Series (2018 – 2019)
- National Association for the Advancement of Colored People (NAACP): Statistical consultant (related to disproportional disciplinary practices): 2015, 2016, 2017, 2022
- U.S. Department of Justice: Statistical consultant (related to disproportional disciplinary practices): 2014/2015
- Reviewer:

- School Psychology Quarterly (2013 - present), Multivariate Behavioral Research (2023), Journal of School Psychology (2020), Large-scale Assessments in Education (2020), American Educational Research Journal (2020), American Journal of Education (2018), Journal of Research on Educational Effectiveness (2018, 2023), Multivariate Behavioral Research (2023), Prevention Science (2018, 2022, 2023), Assessment (2016), Early Childhood Research Quarterly (2016), Literacy Research: Theory, Method, and Practice (2016), Children and Youth Services Review (2017, 2019), Literacy Research Association (2015), School Psychology Review (2014-2017), Journal of Research in Reading (2014), Educational Researcher (2012), American Educational Research Journal (2012, 2015), Journal of Experimental Education (2010, 2012), The Asia-Pacific Education Researcher (2012, 2013), American Educational Research Association (2011, 2014 - 2020), Education Policy Analysis Archives (2011), Gifted Child Quarterly (2010-2018), Journal of Direct Instruction (2011), Sociology of Education (2015, 2018), Applied Psycholinguistics (2015, 2016), Sage Open (2017), AERA Open (2017, 2018), Educational Review and Evaluation (2017), Emerging Adulthood (2017), Field Methods (2017), Practical Assessment Research and Evaluation (2022)
- Senior Director, Business Risk Services/Strategy & Technology, Ernst & Young (2002-2005)
 - Senior Director, Business Consulting/Strategy Consulting Practice (Head), Andersen (2000-2002)
 - Entrepreneur, independent new media and organizational development consultant (1994-1996)
 - Consultant, Change Management Services, Andersen Consulting (1993-1994)

EXTERNAL EVALUATOR: PROMOTION AND TENURE REVIEW

- University of Virginia, Charlottesville, VA (2021)
- University of Virginia, Charlottesville, VA (2022)
- University of Florida, FL (2023)
- Utah State University, UT (2023)

TECHNICAL SKILLS

Experience with R, SAS, SUDAAN, SPSS, MPLUS, LaTeX, Macromedia Dreamweaver, Director (old), Authorware (old), Cold Fusion Markup Language (CFML), Toolbook, Microsoft SQL, Microsoft Access, HTML, HLM, AMOS, LISREL (structural equation modeling software), and HPS I-Think and Stella software (systems modeling software).

HONORS AND AWARDS

- Finalist, Reviewer of the Year for School Psychology 2022 (2023.08.04; APA Div 16)
- AERA Division E Distinguished Research Award 2021 (2021.04.05)
- Elected (2021.03.29) as a member of the Society for the Study of School Psychology (SSSP)
- Article of the Year 2020 (2021.03.18). School Psychology Review. Journal of the National Association of School Psychologists (NASP).
- Winemiller Excellence Award 2020 (for data-based analytic work), University of Missouri (2020.03.23)
- Service Award (2020). National Association of School Psychologists.
- Outstanding Reviewer Award for 2019, AERA Open, American Educational Research Association (awarded 2020.04.03)
- Chancellor's Excellence Award. Outstanding Academic Adviser 2017-2018. University of Missouri.
- Honorable Mention (2018.04.03). Article of the Year 2017. School Psychology Review. Journal of the National Association of School Psychologists (NASP).

- Outstanding Scholarly Contribution in Research, 2017 Research Day, College of Education, University of Missouri [November 8, 2017]
- University of Missouri Top Faculty Achiever (2017)
- American Educational Research Association, Division E, Outstanding Research Award (2016)
- Service Award (2015, 2016, 2017, 2018, 2019, 2020, 2021), Division of School Psychology (Div 16) of the American Psychological Association
- Graduate Fellowship Recipient/Graduate Research Assistant, University of Virginia (2006-2009)
- The Center for Advanced Study of Teaching and Learning (CASTL) Doctoral Research Award in Education Science, University of Virginia (2009) recipient
- Brenda Holliday Loyd award, University of Virginia (2008 & 2009) recipient
- American Educational Research Association (AERA) International Travel Grant (2008) recipient
- Dupont Fellowship, University of Virginia (2006 & 2008) recipient
- Mary Catherine Ellwein Award, University of Virginia (2007) recipient
- Teachers College, Columbia University Scholarship (1996) recipient
- Merit Scholar Awardee (1988)

PROFESSIONAL ORGANIZATIONS

- American Education Research Association (AERA)
- Society for Prevention Research (SPR)
- Society for the Study of School Psychology (SSSP)

SPECIALIZED TRAINING

- Quasi-experimental Design Workshop. 2015. Institute of Education Sciences. Northwestern University.
- Applied power analysis. 2012. Statistical Horizons.
- Use of instrumental variables in educational research. 2011. Society for Research on Educational Effectiveness.
- Education Longitudinal Study (ELS: 2002)/NELS Database training seminar. 2009. National Center for Education Statistics (NCES), Institute of Education Sciences (IES), U.S. Department of Education.
- Using SUDAAN for large scale survey analysis. 2009. RTI International.
- Design and analysis of probability surveys. 2009. SAS Institute.
- Advanced structural equation modeling. 2009. University of Maryland, College Park.
- Propensity score matching. 2009. AERA Professional Development Session.
- Using TIMSS for secondary data analysis. 2008. IEA Data Processing and Research Center.
- Hierarchical linear modeling. 2007. University of Maryland, College Park.