

CURRICULUM VITA
AKISHA R. JONES SARFO, Ph.D.
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EDUCATION

Doctor of Philosophy <i>Evaluation, Measurement, and Statistics</i> University of Delaware College of Education and Human Development, Newark, DE	May 2015
Master of Arts <i>Education Research Methods</i> University of Michigan School of Education, Ann Arbor, MI	December 2007
Bachelor of Arts <i>Major: Political Science</i> <i>Minor: African-American and African Studies</i> University of Michigan College of Literature, Science, and the Arts, Ann Arbor, MI	December 2001

GRANTS, AWARDS, & RECOGNITIONS

- American Education Research Association (AERA) Dissertation Grant Recipient – \$20,000, 2013
- Accepted into AERA Statistical Institute on Causal Inference, June 2013
- University Graduate Scholar Fellowship Recipient, 2011-12; 2012-13; 2013-14
- Delaware Education Future Leaders (Delaware Department of Education) (2013)

PROFESSIONAL AFFILIATIONS

- International Journal of Education Policy and Leadership – Editorial Board (2018 to Present)
- Urban Education Journal – Reviewer (2018 to Present)
- Strategic Data Project at the Center for Research Policy Research at Harvard University – Faculty Advisor (2017-Present)
- American Educational Research Association (AERA) - Reviewer
- Society for Research on Educational Effectiveness (SREE)
- Eastern Evaluation Research Society (EERS) – Board of Directors (2015-Present)
- Eastern Evaluation Research Society (EERS) – Program Chair (2016-2018)
- Association for Public Policy Analysis and Management (APPAM)
- National Network of Education Research-Practice Partnerships (NNERPP)
- American Evaluation Association (AEA) – PreK-12 Educational Evaluation Topical Interest Group (Member-at-Large and Proposal Reviewer)

RESEARCH AND PROGRAM EVALUATION EXPERIENCE

Professional Work

Research Assistant Professor

June 2017 - Present

School of Education / Center for Research in Education and Social Policy (CRESP) University of Delaware (Newark, DE)

- Manage the IES funded Efficacy Follow-Up Study of the Long-Term Effects of Reading Recovery Under i3 (co-PI, \$1.3M)
- Lead research and evaluation efforts in collaboration with state and local education agencies
- Develop statistical programs designed to produce and analyze complex quantitative data
- Other research and evaluation projects include,
 - Understanding the Leverage Points: How Do Teachers Use Data to Inform Instruction? (Spencer Foundation)
 - Using the Food Insecurity Experience Scale to Understand Characteristics of Food Insecurity in the Bahamas (Fulbright)

Harvard Strategic Data Project (SDP) Fellow

August 2015 – May 2017

Say Yes to Education – Guilford County School District (Greensboro, NC)

Recruited to Say Yes to Education (Guilford County School District) through the Strategic Data Project (SDP) Fellowship an initiative of the Center for Education Policy Research at Harvard University. The SDP Fellowship is a competitive two-year fellowship program that places and develops talented data strategists in education agencies. The program includes extensive training in measurement and analysis, leadership and change management, and education policy.

- Lead research and evaluation efforts of the Division of Accountability and Research; projects are designed to improve Guilford County School District programs and policies
- Produce monthly and yearly discipline reports for the school board
- Develop statistical programs designed to produce and analyze data for various reports
- Research and evaluation projects include,
 - Evaluation of the African American Male Initiative which focuses on improving educational outcomes (e.g., early literacy, disciplinary behaviors) among African American male students
 - Evaluation of the district's Service Learning Initiative, which encourages students to connect what they are learning in the classroom to a service for the common good
 - Evaluation of the implementation of American Reading Company's balanced literacy program
 - Examination of administrators' decisions on discipline referrals in relation to racial inequities in disciplinary outcomes
 - Disparity analysis used to understand the role of race/ethnicity and poverty in predictions and comparisons of reading state assessment performance
 - Examination of charter school enrollment trends in Guilford County
 - Annual and monthly discipline reports for district staff

Researcher and Evaluator**July 2009 – August 2011***Woodbury Public Schools Board of Education (Woodbury, NJ)*

- Designed and managed research projects that examined instructional and curricular policies and programs across the district
- Used various types of student, teacher, and administrative data to provide effective data analyses and reports used to drive instructional and curricular improvements
- Developed data warehousing systems to include district assessment, demographic, engagement and outcome data

Research & Evaluation Associate**January 2008 – July 2009***Edvantia, Inc. (Charleston, WV)*

- Designed and managed research and program evaluation projects focused on improving K-12 educational policies and programs
- Gained field experience in conducting qualitative and quantitative education research, particularly within urban contexts
- Managed quantitative and qualitative data collection, instrument development, analyses, interpretation, and reporting efforts to improve the quality of educational programs

Internships**Research and Evaluation Intern****May – September 2013***Delaware Department of Education (Dover, DE)*

- Managed a research project designed to understand the implementation and functioning of Professional Learning Communities across the state.
- Developed a longitudinal database on school leaders using personnel data for future research on school leader practice
- Contributed to research and evaluation efforts of the Teacher and Leader Effectiveness Unit

Survey Statistician Intern**May – August 2012***U.S. Census Bureau (Suitland, MD)*

- Conducted statistical analyses of American Community Survey data for the Education and Social Stratification Branch in efforts to create statistical editing input processes for new items on the American Community Survey
- Analyzed race and ethnicity data from the Census Survey and the American Community Survey to examine and compare race and ethnicity identity responses of Black and White respondents

Assistantships**Graduate Research Assistant****September 2011 – May 2014***Delaware Education Research & Development Center (Newark, DE)*

- Contributed to qualitative and quantitative research and program evaluation projects to facilitate improvements in educational programs and policies at the district and state levels
- Contributed to writing and research for grant proposals

SCHOLARSHIP

Papers in Preparation or Under Review

- May, H., **Sarfo (Jones), A.**, Englert, A., (in preparation). Short-Term Impacts of Reading Recovery in First Grade: A Regression Discontinuity Study from the 2011-12 Cohort of non-i3 Schools. *Journal of Policy Analysis and Management*
- Karpyn, A., & **Sarfo (Jones), A.** (in preparation). Using the Food Insecurity Experience Scale to Understand Characteristics of Food Insecurity in the Bahamas. *BMC Public Health*

Referred Journal Publications & Selected Reports

- Farley-Ripple, E. N., & **Sarfo (Jones), A.** (2015). Educational contracting, and the translation of research into practice: The case of Data Coach vendors in Delaware. *International Journal of Educational Policy and Leadership*.
- Brinkley, B., Hines, E., **Sarfo (Jones), A.**, McMillian, E., Sturdivant, B., & Walker, M. (2018). Fixing Systems, Not Kids: Changing the Narrative of Black Males in Guilford County Schools. Providence, RI. *Voices in Urban Education*. (In Press).
- Sarfo (Jones), A.**, & Cooksy, L. (2011). *Evaluation of the "Ethics in Abuse and Neglect Cases" training offered by the Court Improvement Program of the Family Court of Delaware*. Newark, DE: Delaware Education Research and Development Center.
- Sarfo (Jones), A.**, O'Connor, C., Hixson, N., Hughes-Webb, G., & Chadwick, K. (2009). *The Ohio High School Transformation Initiative (OHSTI) capacity-building interventions: 2008-2009 Summative evaluation*. Charleston, WV: Edvantia.
- Sarfo (Jones), A.**, & Chadwick, K. (2008). Shaping and reshaping America 1787-1920: *Philadelphia Teaching American History grant year 3 evaluation* Charleston, WV: Edvantia.
- Kannapel, P. & **Sarfo (Jones), A.** (2008). *Sustaining change: Case studies of districts formerly served by Exemplary Educators*. Charleston, WV: Edvantia.
- Sarfo (Jones), A.** & Balow, N. (2008). A Literature Review: *Full report on the effects of school organization on student engagement*. Charleston, WV: Edvantia. Produced for National School Board Association's – Center for Public Education website, <http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/School-organization-At-a-glance/School-organization-Full-report.html>.

Selected Presentations

- Sarfo (Jones), A.**, (2015, April). *A multilevel structural analysis of predictors of urban teacher effectiveness*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Sarfo (Jones), A.**, (2014, October). *Cultural competence in education evaluation: A synthesis of understanding and practice*. Paper presented at the Annual Meeting of the American Evaluation Association, Denver, CO.

Cooksy, L., **Sarfo (Jones), A.**, Culnane, M., & Buckley, J. (2012, October). *Metaevaluation of evaluations of NSF research experiences projects*. Paper presented at the annual meeting of the American Evaluation Association, Minneapolis, MN.

Sarfo (Jones), A., Adame, C., Barry, C. & Gonzalez, I. (2012, August) *Comparative analysis of White and Black write-in responses in the race question and ancestry question: 2010 Census and the 2006-2010 American Community Survey*. Presentation at the U.S. Census Bureau, Suitland, MD.

Current and Pending Supports for **Akisha Jones Sarfo**

Current Support

Sponsor	Title	Dates	Annual Percent Effort
IES	An Efficacy Follow-Up Study of the Long-Term Effects of Reading Recovery Under the i3 Scale-Up	08/01/17 – 07/31/20	Yr 1-3: 50%
Spencer Foundation	Understanding the Leverage Points: How Do Teachers Use Data to Inform Instruction?	01/1/14 – 12/31/18	Yr 4-5: 10%

Pending Support

Sponsor	Title	Dates	Annual Percent Effort
IES	An Examination of Teacher Turnover in Delaware Schools	07/01/19 – 06/30/23	Yr 1-4: 20%
ED - EIR	Expanding What Works: Investigating Sustained Gains of Reading Recovery Students	10/01/18 – 09/30/23	Yr 1-5: 20%