

JAMES J. KEMPLE, Ed.D.

Executive Director, Research Alliance for New York City Schools
Research Professor, Steinhardt School of Culture, Education and Human Development
New York University
james.kemple@nyu.edu

EDUCATION

Doctor of Education

Harvard University Graduate School of Education; Cambridge, MA

Master of Education

Harvard University Graduate School of Education; Cambridge, MA

Bachelor of Arts

College of the Holy Cross; Worcester, MA

PROFESSIONAL EXPERIENCE

Executive Director (2008 – Present)

Research Alliance for New York City Schools, New York University; New York, NY

Research Professor (2008 – Present)

Steinhardt School of Culture, Education and Human Development; New York University; New York, NY

Director, K-12 Education Policy Area (2004 – 2008)

MDRC, New York, NY

Senior Fellow (2000 – 2006)

Education, Children, and Youth Department; MDRC; New York, NY

Senior Research Associate (1996 – 2000)

Research Department; MDRC; New York, NY

Research Associate (1990-1996)

Research Department; MDRC; New York, NY

Post-Doctoral Fellow (1989 - 1990)

Harvard University Graduate School of Education; Cambridge, MA

Research Assistant (1987 - 1989)

Harvard University Graduate School of Education; Cambridge, MA

Book Review Editor (1987 - 1988)

Harvard Educational Review; Cambridge, MA

Editor (1986 - 1988)

Harvard Educational Review; Cambridge, MA

Research Assistant (1986 - 1987)

City-Wide Education Coalition; Boston, MA

Director of Programs, Planning, and Personnel (1983 - 1985)

Higher Achievement Program; Washington, DC

Director of Educational Center (1981 - 1983)

Higher Achievement Program; Washington, DC

Mathematics Teacher (1980 - 1983)

Gonzaga College High School; Washington, DC

MAJOR RESEARCH PROJECTS

Principal Investigator, Evaluation of Safe Public Space Program (2016 – 2018)

Principal Investigator, i3 Design2Learn (2016 – 2019)

- Co-Principal Investigator**, Efficacy Follow-up of ParentCorps: Long-term Impact of Early Childhood Family Focused Intervention on Academic Achievement (2014 – 2017)
- Co-Principal Investigator**, NYU Predoctoral Interdisciplinary Research Training Program (2014-2019)
- Co-Principal Investigator**, Data Use in Action (2014-2015)
- Principal Investigator**, Understanding Access to and the Impact of New York City’s Gifted and Talented Programs (2013 – 2015)
- Principal Investigator**, Evaluation of the iMentor School-wide Initiative (2012 – 2018)
- Principal Investigator**, Study of Deeper Learning: Opportunities and Outcomes (2012 – 2014)
- Principal Investigator**, Building Research Alliances, in collaboration with the Regional Educational Laboratory, Northeast and Islands (2012 – 2013)
- Principal Investigator**, Evaluation of the Expanded Success Initiative (2012 – 2016)
- Principal Investigator**, New York City Partnership for College Readiness and Success (2013 – 2015)
- Principal Investigator**, Contexts that Support Effective Teaching (2012 – 2013)
- Principal Investigator**, Supporting the Development and Piloting of Early Warning and College Readiness Indicator Systems for New York City High Schools (2012 – 2013)
- Co-Principal Investigator**, Identifying, Implementing and Sustaining Key Features of Effective Small Schools of Choice (2011 – 2012)
- Principal Investigator**, Study of ARIS Usage and Lessons from the ARIS-Local Rollout (2011 – 2012)
- Principal Investigator**, Study of Middle School Teacher Turnover and Stability in New York City (2009 – 2012)
- Principal Investigator**, Effects of School of One on Middle School Mathematics Achievement (2011)
- Principal Investigator**, Impact Evaluation of New York City Small Schools of Choice (2006 – 2008)
- Senior Advisor**, Evaluation of Academic Instruction in After-School Programs (2004 – 2008)
- Project Director**, Evaluation of Enhanced Reading Opportunities Program (2003 – 2008)
- Principal Investigator**, Career Academies Demonstration and Evaluation (1993 – 2008)
- Principal Investigator**, Talent Development Evaluation (2000 – 2005)
- Co-Principal Investigator**, Extended Services Schools Adaptation Study (1998 – 2000)
- Impact Analyst**, Family Transition Program Evaluation (1996 – 2000)
- Principal Investigator**, Project Independence Evaluation (1990 – 1995)
- Research Manager and Principal Analyst**, Final Implementation Report, National JTPA Study (1990 – 1992)

SELECTED PUBLICATIONS

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- High School Closures in New York City: Impact on Students’ Academic Outcomes, Attendances, and Mobility.* (2015). Kemple, J. Research Alliance for New York City Schools: New York, NY.
- Building On-Track Indicators for High School Graduation and College Readiness (2013). Kemple, J. and Sereritz, M. *Journal of Education for Students Placed at Risk*, 18(1), 7-28
- The Condition of New York City High Schools: Examining Trends and Looking Toward the Future.* (2013). Kemple, J. Research Alliance for New York City Schools: New York, NY.

- Strengthening Assessments of School Climate: Lessons from the NYC School Survey.* (2013). Nathanson, L., Corcoran, S., and Kemple, J. Research Alliance for New York City Schools: New York, NY.
- Assessing the Early Impact of School of One: Evidence from Three School-Wide Pilots.* (2012). Gold, T., Lent, J., Cole, R., Kemple, J., Nathanson, L., and Brand, J. Research Alliance for New York City School: New York, NY.
- Usage Patterns and Perceptions of the Achievement, Reporting, and Innovation System (ARIS).* (2012). Gold, T., Lent, J., Cole, R., Kemple, J., Nathanson, L., and Brand, J. Research Alliance for New York City Schools: New York, NY.
- Children First and Student Outcomes: 2003-2010* (2011). Kemple, J. In J. O'Day, C. Bitter & L. Gomez (Eds.) *Education Reform in New York City: Ambitious Change in the Nation's Most Complex School System.* Cambridge, MA: Harvard Education Press.
- Understanding Reading First: What We Know, What We Don't, and What's Next.* (2009). With Herlihy, C., Bloom, H., Zhu, P., and Berlin, G. MDRC: New York, New York.
- Career Academies: Long-Term Impacts on Labor Market Outcomes Educational Attainment, and Transitions to Adulthood.* (2008). With Willner, C. MDRC. New York, New York.
- Reading First Impact Study: Interim Report* (NCEE 2008-4016). Gamse, B.C., Bloom, H.S., Kemple, J.J., Jacob, R.T. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- The Enhanced Reading Opportunities Study: Early Impact and Implementation Findings.* (2008). With Corrin, W., Nelson, E., Salinger, T., Herrmann, S., and Drummond, K. (NCEE 2008-4015). U.S. Department of Education, Institute of Education Sciences. Washington, DC: U.S. Government Printing Office.
- Making Progress Towards Graduation: Evidence from the Talent Development High School Model.* (2005). With Herlihy, C.M., and Smith, T.J. MDRC: New York, New York.
- Career Academies: Impacts on Labor Market Outcomes and Educational Attainment.* (2004). With Scott-Clayton, J. MDRC: New York, New York.
- The Talent Development High School Model: Context, Components, and Initial Impacts on Ninth-Grade Students' Engagement and Performance.* (2004). With Herlihy, C. MDRC: New York, New York.
- The Talent Development Middle School Model: Context, Components, and Initial Impacts on Students Performance and Attendance.* (2004) With Herlihy, C. MDRC: New York, New York
- Career Academies: Impacts on Students' Initial Transitions to Post-Secondary Education and Employment.* (2001). MDRC: New York, New York.
- Career Academy Impacts for Student at High Risk of Dropping Out.* (2001). With Snipes, J.C. Paper prepared for a conference on "Dropouts in America: How severe is the problem? What do we know about intervention and prevention?" sponsored by Achieve, Inc. and the Civil Rights Project, Harvard University.
- A Regression-Based Strategy for Defining Subgroups in a Social Experiment.* (2000). With Snipes, J.C. Paper prepared for The Association of Public Policy Analysis and Management Annual Conference, Seattle, Washington.
- The Family Transition Program: Final Report on Florida's Initial Time-Limited Welfare Program* (2000). With Bloom, D., Morris, P., Scrivener, S., Vermam, N., and Hendra, R. MDRC: New York, New York.

- Career Academies: Impacts on Students' Engagement and Performance in High School.* (2000). With Snipes, J.C. MDRC: New York, New York.
- The Family Transition Program: Implementation and Three-Year Impacts of Florida's Initial Time-Limited Welfare Program,* (1998). With Bloom, D., Farrell, M., and Verma, N. MDRC: New York, New York.
- Career Academies: Building Career Awareness and Work-Based Learning Activities Through Employer Partnerships.* (1999). With Poglinco, S. and Snipes, J.C. MDRC: New York, New York.
- The Family Transition Program: Implementation and Interim Impacts of Florida's Initial Time-Limited Welfare Program,* (1998). With Bloom, D., Farrell, M., and Verma, N. MDRC: New York, New York.
- Career Academies: Communities of Support for Students and Teachers: Emerging Findings from a 10-Site Evaluation.* (1997). MDRC: New York, New York.
- Career Academies: Standing at the Intersection of School-to-Work, Vocational Education, and High School Restructuring.* (1997). Paper prepared for The Association of Public Policy Analysis and Management Annual Conference, Washington, DC.
- The Family Transition Program: Implementation and Early Impacts of Florida's Initial Time-Limited Welfare Program,* (1997). With Dan Bloom and Robin Rogers-Dillon. MDRC: New York, New York.
- Career Academies: Early Implementation Lessons from a 10-Site Evaluation.* (1996). With JoAnn Leah Rock. MDRC: New York, New York.
- Why are there Fewer and Fewer Black Teachers? (1995). With Murnane, R.J., Willett, J., and Singer, J. In G. E. Thomas (Ed.), *Race and Ethnicity in America*. Taylor and Francis: Washington, DC
- Project Independence: Benefits, Costs, and Two-Year Impacts,* (1995). With Friedlander, D. and Fellerath, V. MDRC: New York, New York.
- Florida's Project Independence: Program Implementation, Participation Patterns and First-Year Impacts,* (1994). With Haimson, J. MDRC: New York, New York.
- The National JTPA Study: Site Characteristics and Participation Patterns,* (1992). With Doolittle, F. and Wallace, J. MDRC: New York, New York.
- Who Will Teach? Policies that Matter,* (1991). With Murnane, R.J., Singer, J.D., Willett, J.B., and Olsen R.J. Harvard University Press: Cambridge, MA.