

**EDUC 2350:
ECONOMIC ANALYSIS & URBAN EDUCATION POLICY (SPRING 2022)**

(Last updated 1/18/22)

I. LOGISTICS

Class: Wednesday, 4:00-6:60 p.m.

Location: List Art Center 110

Instructor: Matthew Kraft

Email: mkraft@brown.edu

Office: Dept of Education, 164 Angell St., 2nd Floor, Office 266 (above the Brown Bookstore)

Office Hours: Wednesday 2:40-3:40 pm but this time will change some weeks.

- Sign up for in-person office hours using this [link](#).
- Sign up for a phone call using this [link](#).

NOTE: I very much enjoy meeting and speaking with students. Don't feel as if you have to have a specific question. Office hours are your time to discuss any topics, course related or otherwise. I strive to make my office hours a safe place for students of all backgrounds. I am happy to meet with you at other times if these times don't work.

Teaching Assistant: Drew Milligan

Email: Andrew_milligan@brown.edu

Office Hours: TBD

Course Website: <https://canvas.brown.edu/courses/1087771>

Please check the course website frequently for important announcements, readings and assignments.

II. COURSE GOALS & NORMS

Course Description:

This course will introduce students to the toolkit of applied microeconomics for thinking about, developing, and analyzing education policy. Rather than focus on abstract theory, the course aims to introduce students to economic concepts and thinking via their application to current education policy debates. We will begin by examining the linkages between educational achievement and economic outcomes for individuals and the economy as whole. The course will then survey a range of systemic, organizational, and personnel reforms in education with a focus on U.S. preK-12 public schools. We will review the empirical evidence for each reform and discuss which of these reforms hold promise for improving public education. Understanding and critiquing the experimental, quasi-experimental and descriptive research methods used in the empirical literature will play a central role in the course.

Studying economic frameworks for policy analysis is critical because these frameworks have had an increasingly large influence in education policymaking over the last several decades. The goal of the course is not to convince you that economic frameworks are the right or best approach to education policy. Instead, the course aims to ensure every student knows what it means to think like an economist, can apply economic lenses as a complement to other disciplinary perspectives, and can reflect critically on the strengths, weaknesses, and limitations of these approaches.

Course Goals: *What you will learn and be able to do*

- Apply economic theory, frameworks, and lenses to analyze questions of education policy
- Summarize, interpret, and critique quantitative research articles
- Grapple with policy decisions given difficult tradeoffs and scarce resources
- Develop strong analytic and persuasive writing skills for policy memo
- Develop public speaking skills

What to Expect in This Class:

- This class requires 8-10 hours a week to prepare for class and complete assignments. The course requires a large amount of reading.
- I “warm” call on students (primarily based on reading questions you have in advance). I do this as a way to ensure everyone’s voice is heard in class.
- I strongly encourage students to form reading groups of 3-5 people to review articles and reading questions before class.
- I do not lecture. This is a Socratic seminar. How much you get out of this class will depend primary on what you put into it.

Class Culture Norms:

These are challenging times for us all. I commit to understand and support you if you need to prioritize your own/a family member’s physical, mental, or emotional health. I ask that you be flexible and prepared for potential changes to the class throughout the semester given the uncertainty of the moment.

I hope that we can develop a space where we all feel comfortable contributing, sharing our ideas and points of confusion, and grappling with the polemic topics of economic and education policy along with their intersections with race, class, justice, and inequality. The best way to master this material is through a process of “productive foundering,” one where we make mistakes, are confused, but embrace this as part of the learning process.

Please know – I am smiling behind my mask! Teaching is a real joy for me.

Attendance:

The success of this class depends on the thoughtful, engaged participation of all class members. As a result, *attendance is expected at every class. Please notify me in advance if you will need to miss class.* Students who must miss a class (for any reason) will be required to turn in written responses to all of the discussion questions.

Class Participation:

The success of this class depends on the thoughtful, engaged participation of all class members. You should be well-prepared to discuss all assigned readings and respond to weekly reading questions provided in advance. Because classroom discussions are most productive when a variety of voices shape the dialogue, I ask you to come ready to participate as both a speaker and listener. It is the responsibility of all class members to make room for, and to learn from, individuals with different views and different ways of engaging in public conversation. This means allowing for silence and honoring the participation of others by respecting, critiquing, and building on the ideas of those who have spoken before you. Effective class participation is a matter of quality, not quantity. Asking clarifying questions and addressing points of confusion are highly encouraged.

Laptops in class:

All use of electronic devices should be limited to reviewing digital articles and taking digital notes. Please refrain from any other uses (e.g. checking email, web surfing, etc.) – these activities are distracting to me and (more importantly) to others trying to pay attention. Respect your classmates.

III. ASSIGNMENTS

Assignments:

Motivating Question Responses: Before class each week students will post a 100-200 word response to the core motivating questions of each unit. This response should be directly informed by the readings and students' lived experiences and publicly available on the course website. I will read these responses before class and often share selected ideas/questions/and comments. The response should respond to the motivation question by:

- directly answering the question.
- raising other unanswered questions you still have about this topic.

Two-Sentence Class Reflection: After class each week students will post a two-sentence class reflection on how your thinking has evolved after reading the research literature and engaging in the class discussion. What surprised you or challenged your assumptions? These sentences will take the format:

- I used to think . . .
- Now, I think . . .

or

- I didn't know . . .
- Now, I understand . . .

Recommended Reading Presentations: Presentations will take place each week during Parts II, III, and IV of the course. Each student will be responsible for individually presenting one supplemental research article on the syllabus. These articles should be academic journal articles presenting original research instead of other recommended reading pieces such as news articles and policy papers. You can choose among the research articles listed on the syllabus or propose an alternative paper to me for pre-approval. Further details will be provided in class.

Policy Memos: Students will draft three policy memos for a state commissioner of education or district superintendent, summarizing and providing recommendations about an education policy reform. Students will choose one topic among the different reforms we review in class. For the first two memos, students will turn in a complete rough draft and receive detailed feedback from a peer before turning in their memos to me. The final policy memo will be on an ed policy topic of students' choice. Further details about content, length, and formatting will be provided in class.

Final Policy Memo Pitches: Students' will present their draft thesis and main arguments to the class and receive feedback from peers. These will be brief five-minute presentations

Grading:

Class Participation will be graded holistically based on the quality, not the quantity, of students' contributions to class. There are three main components to successful class participation: attending all classes and arriving on time, 2) coming prepared to discuss reading questions and all of the required readings, and 3) actively engaging in class exercises and discussion by contributing AND listening to others' contributions. Students are not expected to have fully understood all aspects of the required readings. Asking clarifying questions and addressing points of confusion are highly encouraged. Remember – it is ok to pause and gather your thoughts before you answer, be concise and precise, avoid rambling answers, ask questions and look for connections across topics.

Guidelines for evaluating class participation:

Outstanding Contributor: Contributions or questions reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Any questions reflect prior intellectual engagement with the material, they may make linkages to other relevant material, and they often contribute to the learning of others. If this person were not a member of the class, the quality of discussion would be diminished markedly.

Good Contributor: Contributions or questions reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Questions are thoughtful and serve to clarify important issues. If this person were not a member of the class, the quality of discussion would be diminished.

Adequate Contributor: Contributions or question reflect satisfactory preparation. Ideas offered are sometimes substantive, and provide generally useful insights. Questions help to clarify material. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

Unsatisfactory Contributor: Contributions or questions reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Questions clearly indicate a lack of preparation. If this person were not a member of the class, the quality of discussion would be unaffected.

Final Grade & Due Dates: Course grades will be calculated using the following percentages. I will decide on cut points for letter grades based the distribution of students' performance in the class at the end of the semester. I do not use a curve to assign grades.

<u>Assignment</u>	<u>% of Grade</u>	<u>Due Date</u>
Class Attendance, Participation, & Peer Feedback	15%	
MQ Responses	2.5%	Due Tues before class @midnight
Class Reflection	2.5%	Due Thurs after class @midnight
Recommended Reading Presentations	20%	Rolling
Policy Memo 1	10%	Draft 3/3; Final 3/6 @midnight
Policy Memo 2	20%	Draft 4/7; Final 4/10 @midnight
Policy Memo 3 Pitch	n/a	During class
Policy Memo 3	30%	Draft 5/12; Final 5/15 @midnight

Late Policy:

I have two primary goals with my late policy – providing the type of expectations and flexibility typical of a workplace setting, and minimizing email traffic.

Don't hesitate to ask for an extension if you need it. The key is planning in advance and good communication. Requests for extensions due to extenuating circumstances (very broadly defined) must be submitted at least 24 hours before the assignment is due.

Assignments turned in late without prior approval will lose 5% of the total possible points each day the assignment is late (e.g. a paper turned in >0 but <=24 hours late will lose 5% of the total possible points, a paper turned in >24 but <=48 hours late will lose 10% of the total possible points). Sometimes turning in an assignment late is a better choice than turning it in on-time.

Reading Question Answers for Missed Classes: Students who miss a class for an excused or unexcused reason are required to submit written answers to the guiding reading questions within one week of the class date to receive credit towards class participation.

Academic Code:

I expect all students who enroll in my course to read, understand, and abide by the Academic Conduct Code at Brown. In particular, please pay close attention to the section on "use of

sources” (p. 6) to be sure to appropriately credit outside sources and avoid any potential issue of plagiarism. Plagiarism will result in no credit for an assignment.

Accessibility and Accommodations:

Brown University is committed to full inclusion of all students. Please inform me early in the term if you may require accommodations or modification of any of course procedures. You may speak with me after class, during office hours, or by appointment. If you need accommodations around online learning or in classroom accommodations, please be sure to reach out to Student Accessibility Services (SAS) for their assistance (seas@brown.edu, 401-863-9588). Students in need of short-term academic advice or support can contact one of the academic deans in the College.

Study Groups:

I strongly encourage you to form study groups. Collaborative learning is an important component of this class, and many students find that their study groups provide the ideal forum for reviewing reading questions, sharing ideas, and developing arguments prior to class discussions and paper deadlines. Study groups are not required, but should you form one, I suggest that you include members with experiences, abilities, and career plans different from your own. Effective study groups typically have between three and five members.

Required Texts:

Lovenheim, M., & Turner, S. E. (2017). *Economics of education*. Macmillan Higher Education.

Note: I recognize that textbooks are expensive and create an additional economic burden on students. If purchasing the textbook is not an option then please see me and I will ensure you have access. This text also will be on reserve at the Rockefeller Library

Schedule:

Class	Unit	Weekly Assignments
Jan 26 th	Introduction & Foundational Texts	Come prepared to engage with reading questions
Feb 2 nd	Unit 1	Come prepared to engage with reading questions
Feb 9 th	Unit 2	Come prepared to engage with reading questions
Feb 16 th	Unit 3	Come prepared to engage with reading questions
Feb 23 rd	Unit 4 – Guest Lecture (Mimi Lyon)	Come prepared to engage with reading questions
Mar 2 nd	Unit 5	Come prepared to engage with reading questions
Mar 9	Unit 6	Come prepared to engage with reading questions

Mar 16	Unit 7	Come prepared to engage with reading questions
Mar 23 rd	Unit 8	Come prepared to engage with reading questions
Mar 30 th	Spring Break – No Class	Come prepared to engage with reading questions
April 6 th	Unit 9	Come prepared to engage with reading questions
April 13 th	Unit 10	Come prepared to engage with reading questions
April 20 th	Unit 11 – Guest Lecture (Danielle Edwards)	Come prepared to engage with reading questions
April 27 th	Student Policy Memo 3 Presentations	
May 4 th	Student Policy Memo 3 Presentations	

IV. READING

L&T = Lovenheim, M., & Turner, S. E. (2017). *Economics of education*. Macmillan Higher Education.

PART I: FOUNDATIONS

First Day of Class: Facts & Foundational Texts

- **MQ: What is the state of education in the U.S.?**

Required:

- Coleman, J. S. (1966). Equality of Educational Opportunity (COLEMAN) Study (EEOS), 1966. *ICPSR Data Holdings*. [[Link](#)]
 - *Note: Read the introductory letter from the U.S. Commissioner of Education, and first chapter (“Summary Report”) through page 34. James Coleman was a Sociologist, but this seminal work frames much of the conversation in the economics of education.*
- A Nation at Risk: The Imperative for Educational Reform. (1983). *The Elementary School Journal*, 84(2), 113–130. [[Link](#)]
- U.S. Department of Education, For each and every child. A strategy for education equity and excellence Washington, D.C., 2013. Introduction, p12-16.
- Ladson-Billings, G. (2006). From the achievement gap to the Education Debt: Understanding achievement in U.S. Schools. *Educational Researcher*, 35(7), 3–12. [[Link](#)]

- Desilver (2017, February 15). U.S. students' academic achievement still lags that of their peers in many other countries. Pew Research Center [\[Link\]](#)

Recommended:

- Friedman, T. L. (2013, December 7). *Can't We Do Better?* The New York Times. [\[Link\]](#)
- Lynch, Robert, and Patrick Oakford. 2014. "The Economic Benefits of Closing Educational Achievement Gaps." *Center for American Progress*. 2014. [\[Link\]](#)
- McKinsey and Company, The Economic Impact of the Achievement Gap in America's Schools (April, 2009).

Unit 1: The economics of education

- **MQ: What are the benefits of formal education for individuals and societies?**
- **MQ: In what ways has the economics of education influenced education policy?**

Required:

- L&T: Chapters 1 & 6
- Oreopoulos, P., & Salvanes, K. G. (2011). Priceless: The Nonpecuniary Benefits of Schooling. *Journal of Economic Perspectives*, 25(1), 159–184. [\[Link\]](#)
- Angrist, J. D. (2004). American Education Research Changes Tack. *Oxford Review of Economic Policy*, 20(2), 198–212. [\[Link\]](#)
- Wolfers, J. (2015, January 23). *How Economists Came to Dominate the Conversation*. The New York Times. [\[Link\]](#)
- Jabbar, H., & Menashy, F. (2021). Economic Imperialism in Education Research: A Conceptual Review. *Educational Researcher*, 0013189X211066114.

Recommended:

- Spriggs, W. (2020, June 18). *Economist's Open Letter to Economists About Race*. Economics. [\[Link\]](#)
- L&T: Chapter 3
- Cook, T. D. (2020, August 17). *Sciencephobia*. Education Next. [\[Link\]](#)
- Barrow, L., & Rouse, C. E. (2005). Causality, Causality, Causality: The View of Education Inputs and Outputs from Economics. *SSRN Electronic Journal*, pp. 1-21 ONLY [\[Link\]](#)

PART II: SYSTEMIC REFORMS

Unit 2: School Funding (equity vs. efficiency)

- **MQ: Is funding for public education sufficient and equitable?**
- **MQ: Would raising school funding improve educational outcomes?**

Required:

- L&T: Chapter 8

- Jackson, K. C., Johnson, R. C., & Persico, C. (2020, August 5). *Boosting Educational Attainment and Adult Earnings*. Education Next. [\[Link\]](#)
 - Also read the response to this by Eric Hanushek [\[Link\]](#) and rejoinder by the authors [\[Link\]](#), both in Education Next.
- Public Education Funding Inequity in an Era of Increasing Concentration of Poverty and Resegregation (2018), U.S. Commission on Civil Rights, Executive Summary ONLY pp. 3-10. [\[Link\]](#)
- Barnum, M. (2017, June 6). *DeVos says school spending and student outcomes aren't related, but recent research suggests otherwise*. Chalkbeat. [\[Link\]](#)

Recommended:

- Chingos, M., & Blagg, K. (2017). *Making Sense of State School Funding Policy*. The Urban Institute. [\[Link\]](#)
- Lafortune, J., Rothstein, J., & Schanzenbach, D. W. "School Finance Reform and the Distribution of Student Achievement." *American Economic Journal: Applied Economics* 10.2 (2018): 1-26. [\[Link\]](#)
- Turner, C., McCorry, K., Worf, L., Gonzalez, S., Carapezza, K., & McInerney, C. (2016, April 25). *Can More Money Fix America's Schools?* NPR. (7:19 minutes, or read the transcript) [\[Link\]](#)
- Hyman, J. (2017). Does money matter in the long run? Effects of school spending on educational attainment. *American Economic Journal: Economic Policy*, 9(4), 256-80.
- Rothstein, J., & Schanzenbach, D. W. (2021). *Does Money Still Matter? Attainment and Earnings Effects of Post-1990 School Finance Reforms* (No. w29177). National Bureau of Economic Research.

Unit 3: Early Childhood Education (dynamic complementarities / optimal investment periods)

- **MQ: Does U.S. underinvest in early childhood education?**
- **MQ: Why do studies of pre-K programs find such variable effects?**

Required:

- Head Start Impact Study Final Report (2010), U.S. Department of Health and Human Services. Executive Summary only p. xiii – xxxix [\[Link\]](#)
- Lipsey, M. W., Hofer, K. G., Dong, N., Farran, D.C., & Bilbrey, C. (2013). (research report). Evaluation of the Tennessee Voluntary Prekindergarten Program: Kindergarten and First Grade Follow-Up Results from the Randomized Control Design. Executive Summary only p. 8-15 [\[Link\]](#)
- Phillips, D. et al. (2017). *Puzzling it out: The current state of scientific knowledge on pre-kindergarten effects-a consensus statement*. Brookings Institution. [\[Link\]](#)
- ‘Can’t Compete’: Why Hiring for Child Care Is a Huge Struggle. New York Times. Claire Cain Miller [\[link\]](#)

Recommended:

- Gray-Lobe, G., Pathak, P. A., & Walters, C. R. (2021). *The Long-Term Effects of Universal Preschool in Boston* (No. w28756). National Bureau of Economic Research.
- Bellows, L., Bassok, D. & Markowitz, A. J. (2021). (working paper). *Teacher Turnover in Early Childhood Education: Longitudinal Evidence from the Universe of Publicly-Funded Programs in Louisiana*. [\[Link\]](#)
- Cascio, E. (2019). (working paper). *Does Universal Preschool Hit the Target? Program Access and Preschool Impacts*. [\[Link\]](#)
- Deming, D. (2009). Early Childhood Intervention and Life-Cycle Skill Development: Evidence from Head Start. *American Economic Journal: Applied Economics*, 1(3), 111-34. [\[Link\]](#)
- Drange, N., & Havnes, T. (2019). Early Childcare and Cognitive Development: Evidence from an Assignment Lottery. *Journal of Labor Economics*, 37(2), 581-620. [\[Link\]](#)
- Currie, J. (2001). Early Childhood Education Programs. *Journal of Economic Perspectives*, 15(2), 213-238. [\[Link\]](#)
- Cascio, E. U., & Schanzenbach, D. W. (2013). The Impacts of Expanding Access to High-Quality Preschool Education. *Brookings Papers on Economic Activity*, 2013(2), 127–192. [\[Link\]](#)
- Baker, M., Gruber, J., & Milligan, K. (2019). The Long-Run Impacts of a Universal Child Care Program. *American Economic Journal: Economic Policy*, 11(3), 1–26. [\[Link\]](#)
- Johnson, Rucker C., and C. Kirabo Jackson. 2019. "Reducing Inequality through Dynamic Complementarity: Evidence from Head Start and Public School Spending." *American Economic Journal: Economic Policy*, 11 (4): 310-49.
- Heckman, J. J., Moon, S. H., Pinto, R., Savelyev, P. A., & Yavitz, A. (2010). The rate of return to the HighScope Perry Preschool Program. *Journal of Public Economics*, 94(1-2), 114-128.
- Heckman, J., Pinto, R., & Savelyev, P. (2013). Understanding the mechanisms through which an influential early childhood program boosted adult outcomes. *American Economic Review*, 103(6), 2052-86.
- Campbell, F. A., Pungello, E. P., Burchinal, M., Kainz, K., Pan, Y., Wasik, B. H., ... & Ramey, C. T. (2012). Adult outcomes as a function of an early childhood educational program: an Abecedarian Project follow-up. *Developmental psychology*, 48(4), 1033.
- Campbell, F., Conti, G., Heckman, J. J., Moon, S. H., Pinto, R., Pungello, E., & Pan, Y. (2014). Early childhood investments substantially boost adult health. *Science*, 343(6178), 1478-1485

Unit 4: Teacher Unions

- TBD

Unit 5: Desegregation in Schools

- MQ: Would integrating schools improve student outcomes, for whom?

Required:

- Johnson, R. (2015). (working paper). *Long-Run Impacts of School Desegregation and School Quality on Adult Attainments*. [\[Link\]](#)
- Bergman, P. (2018). (discussion paper). *The Risks and Benefits of School Integration for Participating Students: Evidence from a Randomized Desegregation Program*. [\[Link\]](#)
- Monarrez, T., Chien, C., Feldman, A., Melgar, L., Hinson, D., & Jenkins, W. (2021, September 14). *Dividing Lines*. School Boundaries: How School Districts Draw Attendance Boundaries to Perpetuate School Segregation. Urban Institute [\[Link\]](#)
- Rothstein, R. (2021, April 22). *Segregated Housing, Segregated Schools (Opinion)*. Education Week. [\[Link\]](#)
- Barnum (2019). Did busing for school desegregation succeed? Here's what research says. Chalkbeat. [\[Link\]](#)

Recommended:

- Cascio, E., Gordon, N., Lewis, E., & Reber, S. (2010). Paying for Progress: Conditional Grants and the Desegregation of Southern Schools. *Quarterly Journal of Economics*, 125(1), 445–482. [\[Link\]](#)
- Lukes, Dylan, and Christopher Cleveland. (2021). The Lingering Legacy of Redlining on School Funding, Diversity, and Performance. (EdWorkingPaper: 21-363). [\[Link\]](#)
- Vigdor, J. (2011). *School Desegregation and the Black-White Test Score Gap*. In G. J. Duncan & R. J. Murnane, *Whither Opportunity?: Rising Inequality, Schools, and Children's Life Chances*. Russell Sage Foundation. [\[Link\]](#)
- Reardon, S. F., Grewal, E. T., Kalogrides, D., & Greenberg, E. (2012). Brown Fades: The End of Court-Ordered School Desegregation and the Resegregation of American Public Schools. *Journal of Policy Analysis and Management*, 31(4), 876–904. [\[Link\]](#)
- Billings, S. B., Deming, D. J., & Rockoff, J. (2014). School segregation, educational attainment, and crime: Evidence from the end of busing in Charlotte-Mecklenburg. *The Quarterly Journal of Economics*, 129(1), 435-476.
- Marcotte, D. E., & Dalane, K. (2019). Socioeconomic segregation and school choice in American public schools. *Educational Researcher*, 48(8), 493-503.
- Jackson, C. K. (2009). Student demographics, teacher sorting, and teacher quality: Evidence from the end of school desegregation. *Journal of Labor Economics*, 27(2), 213-256.
- Angrist, Joshua, D., and Kevin Lang. 2004. "Does School Integration Generate Peer Effects? Evidence from Boston's Metco Program." *American Economic Review*, 94 (5): 1613-1634.

Unit 6: School Choice and Private School Vouchers

Required:

- Wolf, P. J., Kisida, B., Gutmann, B., Puma, M., Eissa, N., & Rizzo, L. (2013). School vouchers and student outcomes: Experimental evidence from Washington, DC. *Journal of Policy Analysis and Management*. [\[Link\]](#)
- Cullen, J. B., Jacob, B. A., & Levitt, S. D. (2005). The impact of school choice on student outcomes: an analysis of the Chicago Public Schools. *Journal of Public Economics*, 89(5), 729-760. [\[Link\]](#)

- Ladd, H. F. (2002). School vouchers: a critical view. *The Journal of Economic Perspectives*, 16(4), 3-24. [\[Link\]](#)

Recommended:

- Abdulkadiroğlu, A., Angrist, J., & Pathak, P. (2014). The elite illusion: Achievement effects at boston and new york exam schools. *Econometrica*, 82(1), 137-196. (Note – the methods section of this paper is challenging – focus on the intuition and the figures in the findings). [\[Link\]](#)
- Howell, William G., Patrick J. Wolf, David E. Campbell, and Paul E. Peterson. 2002. **“School vouchers and academic performance: results from three randomized field trials”**, *Journal of Policy Analysis and Management*, Volume 21, Issue 2, 191-217. [\[Link\]](#)
- Krueger, A. B., & Zhu, P. (2004). Another look at the New York City school voucher experiment. *American Behavioral Scientist*, 47(5), 658-698. [\[Link\]](#)
- Chakrabarti, Rajashri. 2008. “Can increasing private school participation and monetary loss in a voucher program affect public school performance? Evidence from Milwaukee” *Journal of Public Economics*, Volume 92, Issues 5-6, 1371-1393. [\[Link\]](#)
- Rouse, Cecilia, Lisa Barrow. 2008. “School Vouchers and Student Achievement: Recent Evidence, Remaining Questions”, Federal Reserve Bank of Chicago, WP 2008-08. [\[Link\]](#)
- Costrell, Richard. 2009. “Who gains, who loses? The fiscal impact of the Milwaukee Parental Choice Program”. *Education Next*, 63-69. [\[Link\]](#)
- Figlio, David and Cassandra M. D. Hart. 2014. “Competitive Effects of Means-Tested School Vouchers,” *American Economic Journal: Applied Economics* 6(1)133-156. [\[Link\]](#)
- Rouse, C. E. (1998). Private school vouchers and student achievement: An evaluation of the Milwaukee parental choice program. *The Quarterly Journal of Economics*, 113(2), 553-602. [\[Link\]](#)
- Hoxby, Caroline M. 1998. "What Do America's "Traditional" Forms of School Choice Teach Us about School Choice Reforms?" *Federal Reserve Bank of New York Economic Policy Review* 4, no. 1, 47-59. [\[Link\]](#)
- Jackson, C. K. (2012). School competition and teacher labor markets: Evidence from charter school entry in North Carolina. *Journal of Public Economics*, 96(5), 431-448. [\[Link\]](#)

- Hastings, J. S., and Je_rey M. Weinstein. 2008. "Information, School Choice, and Academic Achievement: Evidence from Two Experiments," *The Quarterly Journal of Economics* 123(4): 1373–1414
- Reback, R. 2008. "Demand (and supply) in an Inter-district Public School Choice Program," *Economics of Education Review* 27(4): 402–416

PART III: SCHOOL ORGANIZATIONAL REFORMS

Unit 7: Charter Schools

- **MQ: Are charter schools more effective than traditional public schools?**

Required:

- Cohodes, S. (2018). *Charter Schools & the Achievement Gap*. The Future of Children. [\[Link\]](#)
- National Charter School Study (2013), Center for Research on Education Outcomes, Executive Summary. [\[Link\]](#)
- Dobbie, W., & Fryer, R. G. (2013). Getting Beneath the Veil of Effective Schools: Evidence from New York City. *American Economic Journal: Applied Economics*, 5(4), 28–60. [\[Link\]](#)
- Monarrez, T., Kisida, B., & Chingos, M. M. (2020). The Effect of Charter Schools on School Segregation. *American Economic Journal: Economic Policy*. [\[Link\]](#)

Recommended:

- Furgeson, J., Gill, B., Haimson, J., Killewald, A., McCullough, M., Nichols-Barrer, I., Teh, B., & Verbitsky-Savitz, N. (2012). Charter-School Management Organizations: Diverse Strategies and Diverse Student Impacts, *Mathematica Policy Research*, pp. xxi-xxxii ONLY. [\[Link\]](#)
- Angrist, J. D., Pathak, P. A., & Walters, C. R. (2013). Explaining charter school effectiveness. *American Economic Journal: Applied Economics*, 5(4), 1–27. [\[Link\]](#)
- Angrist, J., Cohodes, S., Dynarski, S., Fullerton, J., Kane, T., Pathak, P., & Walters, C. (2011). Student Achievement in Massachusetts Charter Schools. *Center for Education Policy Research at Harvard University*. [\[Link\]](#)
- Bifulco, R., & Ladd, H. F. (2006). School Choice, Racial Segregation, and Test-Score Gaps: Evidence from North Carolina's Charter School Program*. *Journal of Policy Analysis and Management*, 26(1), 31–56. [\[Link\]](#)
- Abdulkadiroglu, A., Angrist, J. D., Dynarski, S. M., Kane, T. J., & Pathak, P. A. (2011). Accountability and Flexibility in Public Schools: Evidence from Boston's Charters and Pilots. *The Quarterly Journal of Economics*, 126(2), 699–748. [\[Link\]](#)
- Dobbie, W., & Fryer, R. G. (2011). Are High-Quality Schools Enough to Increase Achievement Among the POOR? Evidence from the Harlem Children's Zone. *American Economic Journal: Applied Economics*, 3(3), 158–187. [\[Link\]](#)

Unit 8: Curricular Reforms & Ethnic Studies

- **MQ: Is it possible to improve student outcomes by using better instructional resources?**
- **MQ: Should we expand ethnic studies programs?**

Required:

- Dee, T., & Penner, E. (2019). (working paper). *My Brother's Keeper? The Impact of Targeted Educational Supports*. [\[Link\]](#)
- Dee, T. S., & Penner, E. K. (2016). The Causal Effects of Cultural Relevance. *American Educational Research Journal*, 54(1), 127–166. [\[Link\]](#)
- Blazar, D., Heller, B., Kane, T. J., Polikoff, M., Staiger, D. O., Carrell, S., Goldhaber, D., Harris, D. N., Hitch, R., Holden, K. L., & Kurlaender, M. (2020). Curriculum Reform in the Common Core Era: Evaluating Elementary Math Textbooks Across Six U.S. States. *Journal of Policy Analysis and Management*, 39(4), 966–1019. [\[Link\]](#)
- Podcast: Have you Heard: Episode #81. How politics shape textbooks. [\[Link\]](#)

Recommended:

- Heller, S. B., Shah, A. K., Guryan, J., Ludwig, J., Mullainathan, S., & Pollack, H. A. (2017). Thinking, fast and slow? Some field experiments to reduce crime and dropout in Chicago. *The Quarterly Journal of Economics*, 132(1), 1–54.
- Goldstein, D. (January 12, 2020). Two states. Eight Textbooks. Two American Stories. *New York Times*. [\[Link\]](#)
- Kornfield, M. (October 9, 2021). California becomes first state to require ethnic studies for high school graduation. *Washington Post*. [\[Link\]](#)
- Jackson, K., & Makarin, A. (2018). Can Online Off-the-Shelf Lessons Improve Student Outcomes? Evidence from a Field Experiment. *American Economic Journal: Economic Policy*, 10(3), 226–254. [\[Link\]](#)
- Bonilla, S., Dee, T. S., & Penner, E. K. (2021). Ethnic Studies Increases Longer-Run Academic Engagement and Attainment. *Proceedings of the National Academy of Sciences*, 118(37). [\[Link\]](#)
- Cabrera, Nolan L., Jeffrey F. Milem, Ozan Jaquette, and Ronald W. Marx. 2014. Missing the (Student Achievement) Forest for All the (Political) Trees: Empiricism and the Mexican American Studies Controversy in Tucson. *American Educational Research Journal* 51 (6): 1084–1118.

Unit 9: Tracking

- **MQ: Is it beneficial to student to group them by ability?**
- **MQ: Can tracking be implemented in a way that does not disadvantage some students?**

Required:

- Loveless. (2021). Does detracking promote educational equity. *Brookings Brown Center Chalkboard*. [\[Link\]](#)

- Allensworth, E., Nomi, T., Montgomery, N., & Lee, V. E. (2009). College preparatory curriculum for all: Academic consequences of requiring algebra and English I for ninth graders in Chicago. *Educational Evaluation and Policy Analysis*, 31(4), 367-391. [\[Link\]](#)
- Cohodes, Sarah R. 2020. "The Long-Run Impacts of Specialized Programming for High-Achieving Students." *American Economic Journal: Economic Policy*, 12 (1): 127-66 [\[Link\]](#)
- Card, D., & Giuliano, L. (2016). Can tracking raise the test scores of high-ability minority students?. *American Economic Review*, 106(10), 2783-2816. [\[Link\]](#)
- Meckler. (2021). Can honors and regular students learn math together? A new approach argues yes. Washington Post [\[Link\]](#)
- Shapiro. (2021). New York City to Phase Out Its Gifted and Talented Program. New York Times [\[Link\]](#)

Recommended:

- Thompson, O. 2021. Gifted and talented programs and racial segregation. [\[Link\]](#)
- https://www.nber.org/papers/w29546?utm_campaign=ntwh&utm_medium=email&utm_source=ntwg18
- Gamoran, A., & Mare, R. D. (1989). Secondary school tracking and educational inequality: Compensation, reinforcement, or neutrality?. *American journal of Sociology*, 94(5), 1146-1183.
- Yonezawa, S., Wells, A. S., & Serna, I. (2002). Choosing tracks: "Freedom of choice" in detracking schools. *American Educational Research Journal*, 39(1), 37-67.
- Burris, C. C., & Welner, K. G. (2005). Closing the achievement gap by detracking. *Phi Delta Kappan*, 86(8), 594-598.
- Fitzpatrick, B. R., & Mustillo, S. (2020). The right fit? Classroom mismatch in middle school and its inconsistent effect on student learning. *Sociology of Education*, 93(3), 277-294.
- Gamoran, A. (2010). (working paper). *Tracking and Inequality: New Directions for Research and Practice*. In M. Apple, S. J. Ball, & L. A. Gandin (Eds.), *The Routledge International Handbook of the Sociology of Education*, pp. 213-228 ONLY. [\[Link\]](#)
- Figlio, D. N., & Page, M. E. (2002). School choice and the distributional effects of ability tracking: does separation increase inequality?. *Journal of Urban Economics*, 51(3), 497-514.
- Shapiro (2019). Desegregation Plan: Eliminate All Gifted Programs in New York. New York Times. [\[Link\]](#)
- Dobbie, W., & Fryer Jr, R. G. (2014). The impact of attending a school with high-achieving peers: Evidence from the New York City exam schools. *American Economic Journal: Applied Economics*, 6(3), 58-75.
- Abdulkadiroğlu, A., Angrist, J., & Pathak, P. (2014). The elite illusion: Achievement effects at Boston and New York exam schools. *Econometrica*, 82(1), 137-196.
- Oakes, J., & Guiton, G. (1995). Matchmaking: The Dynamics of High School Tracking Decisions. *American Educational Research Journal*, 32(1), 3-33. [\[Link\]](#)
- Duflo, E., Dupas, P., & Kremer, M. (2008). Peer Effects, Teacher Incentives, and the Impact of Tracking: Evidence from a Randomized Evaluation in Kenya. [\[Link\]](#)

- Steenbergen-Hu et al. (2016). What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K–12 Students’ Academic Achievement: Findings of Two Second-Order Meta-Analyses
- Ansalone, G. (2001). Schooling, Tracking, and Inequality." *Journal of Children & Poverty*, 7(1): 33-47. [[Link](#)]
- Gamoran, A. (2010). (working paper). *Tracking and Inequality: New Directions for Research and Practice*. In M. Apple, S. J. Ball, & L. A. Gandin (Eds.), *The Routledge International Handbook of the Sociology of Education*, pp. 213-228 ONLY. [[Link](#)]
- Steenbergen-Hu, S., Makel, M. C., & Olszewski-Kubilius, P. (2016). What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K–12 Students’ Academic Achievement. *Review of Educational Research*, 86(4), 849–899. [[Link](#)]

PART IV: PERSONEL REFORMS

Unit 10: Teacher Effectiveness

- **MQ: What influences who becomes a teacher?**
- **MQ: What would make teaching a more attractive occupation to high-performing job candidates?**
- **MQ: Can we improve teacher quality by preparing, selecting, or developing teach**

Required:

- L&T: Chapter 12
- Kane, T. J., Rockoff, J. E., & Staiger, D. O. (2008). What Does Certification Tell Us About Teacher Effectiveness? Evidence from New York City. *Economics of Education Review*, 27(6), 615–631. [[Link](#)]
- Jacob, B. A., Rockoff, J. E., Taylor, E. S., Lindy, B., & Rosen, R. (2018). Teacher Applicant Hiring and Teacher Performance: Evidence from DC Public Schools. *Journal of Public Economics*, 166, 81–97. [[Link](#)]
- Gedye, G. (2020, January 24). *Master's of None*. Washington Monthly. [[Link](#)]
- Kraft, M. A., Brunner, E. J., Dougherty, S. M., & Schwegman, D. J. (2020). Teacher Accountability Reforms and the Supply and Quality of New Teachers. *Journal of Public Economics*, 188, 104212. [[Link](#)]

Recommended:

- Petrilli, M. J., Northern, A. M., & Pondiscio, R. (2019, September 10). *The Education Gadfly Show: Research Deep Dive: Everything We Know About Effective Teachers*. The Thomas B. Fordham Institute. [[Link](#)]
- Corcoran, S. P., Evans, W. N., & Schwab, R. M. (2004). Changing Labor-Market Opportunities for Women and the Quality of Teachers, 1957–2000. *American Economic Review*, 94(2), 230–235. [[Link](#)]

- Darling-Hammond, L. (2010). Teacher Education and the American Future. *Journal of Teacher Education*, 61(1-2), 35–47. [[Link](#)]
- Papay, J. P., West, M. R., Fullerton, J. B., & Kane, T. J. (2012). Does an Urban Teacher Residency Increase Student Achievement? Early Evidence from Boston. *Educational Evaluation and Policy Analysis*, 34(4), 413–434. [[Link](#)]
- Chingos, M. M., & Peterson, P. E. (2011). It's easier to pick a good teacher than to train one: Familiar and new results on the correlates of teacher effectiveness. *Economics of Education Review*, 30(3), 449–465. [[Link](#)]
- Lankford, H. & Wyckoff, J. (2010). *Teacher Labor Markets: An Overview*. In D. Brewer & P. McEwan (Eds.), *Economics of Education*, pp. 235-242 ONLY.
- Education Northwest teacher hiring briefs [[link](#)].
- Papay & Qazilbash. 2021. What do we know about teacher hiring? [[link](#)]
- Olson, L. 2021. Right from the start. [[link](#)]
- Perrone, Frank, and Coby V. Meyers. (2021). Teacher Hiring in the United States: A Review of the Empirical Research (2001-2020). (EdWorkingPaper: 21-459). [[Link](#)]

Unit 11: Teacher Diversity

- **MQ: What implications does the diversity of the teacher workforce have for students' experiences and success in school?**

Required:

- Gershenson, S., & Papageorge, N. (2020, July 16). *The Power of Teacher Expectations*. Education Next. [[Link](#)]
- Dee, T. S. (2005). A Teacher Like Me: Does Race, Ethnicity, or Gender Matter? *American Economic Review*, 95(2), 158–165. [[Link](#)]
- Putman, H., Hansen, M., Walsh, K., & Quintero, D. (2020, January 31). *High Hopes and Harsh Realities: The Real Challenges to Building a Diverse Teacher Workforce*. Brookings. [[Link](#)]
- Lindsay, C., Blom, E., & Tilsley, A. (2017). Diversifying the Classroom: Examining the Teacher Pipeline. Urban Institute. [[Link](#)]

Recommended:

- Gehlbach, H., Brinkworth, M. E., King, A. M., Hsu, L. M., McIntyre, J., & Rogers, T. (2016). Creating birds of similar feathers: Leveraging similarity to improve teacher–student relationships and academic achievement. *Journal of Educational Psychology*, 108(3), 342. [[Link](#)]
- Gershenson, S., Hart, C., Hyman, J., Lindsay, C., & Papageorge, N. (2019). (working paper). *The Long-Run Impact of Same Race Teachers*. [[Link](#)]
- Chin, M. J., Quinn, D. M., Dhaliwal, T. K., & Lovison, V. S. (2020). Bias in the Air: A Nationwide Exploration of Teachers' Implicit Racial Attitudes, Aggregate Bias, and Student Outcomes. *Educational Researcher*, 49(8), 566–578. [[Link](#)]

- Fairlie, R. W., Hoffmann, F., & Oreopoulos, P. (2014). A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom. *American Economic Review*, 104(8), 2567–2591. [[Link](#)]