

DRAFT SYLLABUS
The Politics of American Education
Government 1368
Fall 2024

- Instructor:** Paul E. Peterson, Henry Lee Shattuck Professor of Government
Harvard Kennedy School, Taubman, Room 218
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- Office Hours:** Wednesdays, 2:00pm – 3:00pm
Harvard Kennedy School, Taubman, Room 218
To make an appointment, please contact Antonio Wendland at
antonio_wendland@hks.harvard.edu or 617-495-7976
- Academic Visitors:** **Clint Bolick**, Justice, Arizona Supreme Court
Derrell Bradford, President, 50CAN
Alberto Carvalho, Superintendent, Los Angeles Unified School District
Joseph Olchefske, Adjunct Professor, Johns Hopkins School of Education;
Former Superintendent, Seattle Public Schools
Michelle Rhee, CEO, 7 Ventures; Former Chancellor, Washington, D.C.
Public Schools
Paymon Rouhanifard, Timely Schools; Member, Massachusetts Board of
Elementary and Secondary Education; Former Superintendent, Camden
Public Schools, New Jersey
George Parker, Senior Advisor, National Alliance for Public Charter
Schools; Former President, Washington, D.C. Teacher's Union
Rocco Testani, Partner, Eversheds-Sutherland, Atlanta, Georgia.
Thiru Vignarajah, Former Deputy Attorney General of Maryland; Former
Law Clerk to Justice Stephen Breyer
Daniel Weisberg, First Deputy Chancellor, New York City Department of
Education
John White, Watershed Advisors; Former State Superintendent, Louisiana
- Class Meetings:** Tuesday and Thursday, 10:30–11:45 a.m.
Class Location: CGIS Knafel K354 - TBC
- Course Web (CW):** <https://canvas.harvard.edu/courses/140872>
- Requirements:**
- | | |
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| In-class quizzes and class participation | 20% |
| Policy Memo: Class Presentation | 15% |
| Policy Memo: Paper | 15% |
| Midterm Examination | 20% |
| Final Examination | 30% |

Final exam date set by Registrar: will announce as soon as we are informed. Could be as late as Dec 20, final day of term. Do not schedule flights until you know date of final exam. (Special exam arrangements not available for early flights.)

Teaching Fellow: Mohit Karnani, Postdoctoral Research Fellow
Harvard Kennedy School, Taubman, Room 217
mkarnani@hks.harvard.edu

Office Hours: By appointment

Section Meetings: Section X: TBD, Section Y: TBD

Section Location: Section X: TBD, Section Y: TBD

Section Web: <https://karnani.cl/gov1368>

Reading and Other Course Material:

Available for purchase at the Harvard Coop and on reserve at Lamont:

Paul E. Peterson, *Saving Schools: From Horace Mann to Virtual Learning*. Harvard University Press, 2010.

Required VIDEOS: For many class periods, students are expected to watch the video lecture assigned for that class period. Access all the videos via Canvas or via the links in the syllabus.

REQUIRED READINGS: Available online linked in the syllabus to their electronic version (some require PIN login to the Harvard Library System). For those readings that are not available online, please download a copy from the [course's website \(CW\)](#) listed above.

Readings are to be read, and Videos to be viewed **BEFORE** class. Links are available on the [CW](#).

To facilitate class discussion, **computers are not allowed during class**, except by permission.

You are encouraged to consult with your classmates on the choice of paper topics and to share sources. Standard citation practices apply; you must properly cite any books, articles, websites, lectures, etc. that have helped you in your work. You should ensure that written work is the result of your own research and writing.

Collaboration prohibited, except when expressly authorized

Students should be aware that in this course, with the exception of group assignments or projects, collaboration of any sort on any work submitted for formal evaluation is not permitted. All work should be entirely your own and must use appropriate citation practices to acknowledge the use of books, articles, websites, lectures, discussions, etc., that you have consulted to complete your assignments. **The use of AI services must be acknowledged, and material extracted from this source must be in quotation marks or otherwise precisely identified.**

Program on Education Policy and Governance Colloquium Series:

Students are invited. Lunch is provided. For more information on the series, please visit: <https://www.hks.harvard.edu/centers/taubman/programs-research/pepg/events>

***New* Empirical Methods in Education Reading Group (EMERG):**

Students are invited to participate in a monthly reading group. Register here: <https://bit.ly/eme-rg>

Topics and Readings**April 4 (Thurs.): Course Overview and Introductory Session (Zoom)**

All students were welcome to attend an introductory session for an overview of the course. The session was held **online only** as a Zoom meeting:

<https://harvard.zoom.us/my/mohit>

Time: 10:30 AM – 11:00 AM

If you were unable to attend this optional information session, you should watch a recording of it on the course website on Canvas, or here:

https://harvard.zoom.us/rec/share/kKtyLjP2a8Rg1QQzXnAznBCRw-opWDXk5hzRsxx7wZ_vg28N8GjztYKCieW81q4.M0Fnc7wUE5x9Wpda

For each class, please be prepared to discuss the readings and videos by class time. You will be quizzed at the beginning of each (non-guest) lecture.

September 3 (Tues.): Trends in American Education

Video: Methods lecture

1. [Methodology – Part 1](#) (11:09)

Required Reading:

1. Eric Hanushek, “It Pays to Improve School Quality.” (2016) *Education Next* <https://www.educationnext.org/pays-improve-school-quality-student-achievement-economic-gain/>
2. M. Danish Shakeel and Paul E. Peterson “A Half Century of Student Progress” (2022) *Education Next* Vol. 22, No. 4 <https://www.educationnext.org/half-century-of-student-progress-nationwide-first-comprehensive-analysis-finds-gains-test-scores/>
3. Michael Hartney and Leslie Finger, 2021. “Politics, Markets, and Pandemics: Public Education’s Response to COVID-19.” *Perspectives on Politics* (June). <https://doi.org/10.1017/S1537592721000955>

September 5 (Thurs.): The Beginnings of Public Compulsory Education

Video: School Boards

1. [School Boards – Part 1](#) (13:16)
2. [School Boards – Part 2](#) (06:41)
3. [School Boards – Part 3](#) (16:47)

Required Readings:

1. Paul Peterson, *Saving Schools* Ch. 1-3.
2. *Pierce v. Society of Sisters* (1925) <https://supreme.justia.com/cases/federal/us/268/510/>
3. *Wisconsin v. Yoder* (1972) <https://supreme.justia.com/cases/federal/us/406/205/>

Section 1: Descriptive Statistics + AI

No readings – we will analyze public data from Massachusetts’s Department of Education. We will also talk about the use of AI tools in research and education.

September 10 (Tues.): School Boards, School Districts, and State Departments of Education*Video: The Progressives*

1. [Progressives – Part 1](#) (10:50)
2. [Progressives – Part 2](#) (07:03)
3. [Progressives – Part 3](#) (11:03)

Required Readings:

1. Vladimir Kogan (2023). “Locally Elected School Boards Are Failing”. *Education Next* (22:3) <https://www.educationnext.org/locally-elected-school-boards-failing-pandemic-stress-tested-school-governance/>
2. Rachel White, et al. (2023). “Are Locally Elected School Boards Really Failing?” *Education Next* (23:1) <https://www.educationnext.org/are-locally-elected-school-boards-really-failing-work-in-progress-multiple-purposes-forum/>

September 12 (Thurs.): Chartering a New Terrain.*Academic Visitor: Alberto Carvalho, Superintendent, Los Angeles Unified School District**Required Readings:*

1. Susan Bush-Mecenas and Julie A. Marsh, “Building on Shaky Ground,” *Education Next* 20, no. 2 (Spring 2020): 41-51. <https://www.educationnext.org/building-shaky-ground-reforming-divided-school-system-los-angeles/>
2. Mike Vogel, “Superintendent of Choice,” *Florida Trend* 64, no. 5 (August 2021): 78–82. <https://www.mydigitalpublication.com/publication/?m=28897&i=714077&p=80&pp=1&ver=html5>

Section 2: Linear Regression

No readings – we will replicate the NAEP trends in the Nation’s Report Card.

September 17: (Tues.) What makes for a great teacher?*Video: Teacher Recruitment and Retention; Teacher Compensation*

1. [Recruitment – Part 1](#) (10:16)
2. [Recruitment – Part 2](#) (15:02)

Required Readings:

1. Raj Chetty, John N. Friedman and Jonah E. Rockoff, “Great Teaching,” *Education Next* 12, no. 3 (Summer 2012): 58-68. <https://www.educationnext.org/great-teaching/>
2. Dan Goldhaber, “In Schools, Teacher Quality Matters Most,” *Education Next* 16, no. 2 (Spring 2016): 56-62, <https://www.educationnext.org/in-schools-teacher-quality-matters-most-coleman/>
3. Jonah E. Rockoff, Douglas O. Staiger and Thomas J. Kane, “Photo Finish,” *Education Next*, Winter 7, no. 1 (Winter 2007): 60-67, <https://www.educationnext.org/photo-finish/>
4. Jacob Vigdor, “Scrap the Sacrosanct Salary Schedule,” *Education Next*, <https://www.educationnext.org/scrap-the-sacrosanct-salary-schedule/>
5. Michael Podgursky and Robert Costrell (2010). “Golden Handcuffs: Teachers who change jobs or move pay a high price.” *Education Next*, <https://www.educationnext.org/golden-handcuffs/>

September 19 (Thurs.): Teacher Compensation and Merit Pay

Video: Reforming Teacher Pay

1. [Compensation – Part 1](#) (04:22)
2. [Compensation – Part 2](#) (06:18)
3. [Compensation – Part 3](#) (08:05)
4. [Alternative Compensation – Part 1](#) (09:48)
5. [Alternative Compensation – Part 2](#) (11:12)
6. [Alternative Compensation – Part 3](#) (19:44)

Required Readings:

1. Dallas Dotter, Duncan Chaplin and Maria Bartlett, “Impacts of School Reforms in Washington, DC on Student Achievement,” *Mathematica*, August 12, 2021. <https://www.mathematica.org/publications/impacts-of-school-reforms-in-washington-dc-on-student-achievement>
2. Thomas Toch, “A Policymaker’s Playbook: Transforming Public School Teaching in the Nation’s Capital” *FutureEd*, June 2018, <https://www.future-ed.org/wp-content/uploads/2018/06/APOLICYMAKERSPLAYBOOK.pdf>
3. Laura Winig, “Michelle Rhee and the Washington D.C. Public Schools,” *Harvard Kennedy School*, Case Number 1957.0, April 5, 2012. <https://case.hks.harvard.edu/michelle-rhee-and-the-washington-d-c-public-schools/>
4. June Kronholz, “D.C.’s Braveheart,” *Education Next* 10, no. 1 (Winter 2010): 28–35. <https://www.educationnext.org/d-c-s-braveheart/>

Section 3: Randomized Controlled Trials (RCTs)

Required Reading:

1. Alan Krueger (1999). “Experimental Estimates of Education Production Functions” *The Quarterly Journal of Economics*, 114(2), 497-532

We will use the Tennessee STAR dataset to replicate the results reported in Krueger (1999) and estimate causal effects of class size on academic achievement based on an RCT.

September 24 (Tues.): Collective Bargaining

Video: Collective Bargaining

1. [Collective Bargaining – Part 1](#) (07:56)
2. [Collective Bargaining – Part 2](#) (11:43)
3. [Collective Bargaining – Part 3](#) (05:45)

Required Readings:

1. Peterson, *Saving Schools*, Chapter 6
2. Frederick M. Hess and Martin R. West, “Strike Phobia” *Education Next* 6, no. 3 (Summer 2006): 39-48, <https://www.educationnext.org/strikephobia/>
3. Michael F. Lovenheim and Alexander Willén (2016). “A Bad Bargain,” *Education Next* 16, no. 1 (Winter 2016): 62-68, <https://www.educationnext.org/bad-bargain-teacher-collective-bargaining-employment-earnings/>
4. Supreme Court Decision: *Janus v. American Federation of State, County, and Municipal Employees, Council 31*, (2018) S.C. [Excerpts available on CW]

September 26 (Thurs.): TBD

Academic Visitor: John White, Watershed Advisors; Former State Superintendent, Louisiana

Section 4: Difference-in-Differences (DiD)

Required Reading:

1. Michael Lovenheim and Alexander Willén (2019). “The Long-Run Effects of Teacher Collective Bargaining” *American Economic Journal: Economic Policy*, 11(3), 292-324

We will use the replication package in Lovenheim and Willén (2019) to estimate long-run effects of teacher unionization on labor market outcomes using a DiD estimator.

October 1 (Tues.): What are the impacts of state take-overs of local schools?

Required readings:

1. Beth Schueler and Joshua F. Bleiberg, (2021). Evaluating Education Governance: Does State Takeover of School Districts Affect Student Achievement? *Journal of Policy Analysis and Management*. <https://onlinelibrary.wiley.com/doi/epdf/10.1002/pam.22338>
2. Katrina E. Bulkley and Kate Meza Fernandez, “Finding a Middle Way? The Reform of Public Education in Camden,” prepared for the *Education Cities Conference*, May 2019. https://karnani.cl/gov1368/Bulkley_Fernandez_2019.pdf
3. Eliza Shapiro, “How an Unknown Reformer Rescued One of America’s Most Troubled School Districts,” *Politico*, June 30, 2018. <https://www.politico.com/magazine/story/2018/06/30/camden-superintendent-education-reform-paymon-rouhanifard-218940/>

October 3 (Thurs.): TBD

Academic Visitor: Paymon Rouhanifard, Former Superintendent, Camden Public Schools NJ

Section 5: How to present empirical research projects

No readings – we will conduct a tutorial on how to deliver presentations about empirical research.

October 8 (Tues.): Is School Finance Inadequate and Inequitable?

Video: Equity and Adequacy in Expenditure

1. [Equity – Part 1](#) (09:53)
2. [Equity – Part 2](#) (19:14)
3. [Equity – Part 3](#) (08:41)

Required Readings:

1. Peterson, *Saving Schools*, Chapter 7.
2. C. Kirabo Jackson, Rucker C. Johnson and Claudia Persico, “Boosting Educational Attainment and Adult Earnings,” *Education Next* 15, no. 4 (Fall 2015): 69-76 <https://www.educationnext.org/boosting-education-attainment-adult-earnings-school-spending/>
3. Matthew G. Springer and James Guthrie, “Courtroom Alchemy,” *Education Next* 7, vol. 1 (Winter 2007): 20-27: <https://www.educationnext.org/courtroom-alchemy/>
4. Supreme Court Decision: *San Antonio School District v. Rodriguez*, 411 U.S. 1 (1973). S.C., <https://supreme.justia.com/cases/federal/us/411/1/case.html>
5. *Serrano v. Priest*, 18 Cal3d (1976) <http://law.justia.com/cases/california/cal3d/18/728.html>

October 10 (Thurs.) Defending against Adequacy Lawsuits

Academic Visitor: Rocco Testani – Partner, Eversheds-Sutherland, Atlanta, Georgia

Required Reading:

1. Eric A. Hanushek and Alfred A. Lindseth, “Court Interventions in School Finance,” from *Schoolhouses, Courthouses, and Statehouses: Solving the Funding-Achievement Puzzle in America’s Public Schools* (PUP, 2009), 83–117 <https://ebookcentral-proquest-com.ezp-prod1.hul.harvard.edu/lib/harvard-ebooks/reader.action?docID=457723&ppg=104>

Section 6: Instrumental Variables (IVs)

Required Reading

1. Kirabo Jackson, Rucker Johnson and Claudia Persico (2016). “The Effects of School Spending on Educational and Economic Outcomes: Evidence from School Finance Reforms” *The Quarterly Journal of Economics*, 131(1), 157-218

We will use simulated data in the spirit of Jackson et. al. (2016) to estimate the effects of school spending on educational outcomes using an IV estimator.

October 15 (Tues.): School Desegregation

Video: Desegregation

1. [Desegregation – Part 1](#) (11:45)
2. [Desegregation – Part 2](#) (18:30)
3. [Desegregation – Part 3](#) (10:10)

Required Readings:

1. Paul Peterson, *Saving Schools*, Chapter 4.
2. *Parents Involved in Community Schools v. Seattle School Dist. No. 1*, 551 U.S. 701 (2007). <https://supreme.justia.com/cases/federal/us/551/701/>
3. Steven Rivkin and Finis Welch, “Has Racial Desegregation Improved Academic and Economic Outcomes for Blacks?” In Eric Hanushek and Finis Welch, *Handbook of the Economics of Education* 2 (2006): 1019-1049, <http://www.sciencedirect.com/science/article/pii/S1574069206020174>
4. Steven Rivkin, “Desegregation since the Coleman Report,” *Education Next* 16, no. 2 (Spring 2016): 28-37, <https://www.educationnext.org/desegregation-since-the-coleman-report-racial-composition-student-learning/>
5. Hanushek, Eric A., John F. Kain, and Steven G. Rivkin. ‘New Evidence about Brown v. Board of Education: The Complex Effects of School Racial Composition on Achievement’. *Journal of Labor Economics* 27, no. 3 (July 2009): 349–83. <https://doi.org/10.1086/600386>

October 17 (Thurs.): School Desegregation and Student-Based Budgeting

Academic Visitors:

1. Joseph Olchefske – Adjunct Professor, Johns Hopkins School of Education; Former Superintendent of Schools, Seattle, Washington
2. Thiru Vignarajah – Former Deputy Attorney General of Maryland; Former Law Clerk to Justice Stephen Breyer

Required Readings:

1. Stig Leschly, "Seattle Public Schools, 1995–2002 (C2): Race, Class, and School Choice," *Harvard Business School* (2002). <http://hbr.org/search/803040-PDF-ENG>
2. Stig Leschly, "Seattle Public Schools, 1995–2002 (B): The Performance Agenda," *Harvard Business School* (2002). <http://hbr.org/search/803038-PDF-ENG>
3. Parker Baxter, Todd L. Ely and Paul Teske, "Redesigning Denver's Schools," *Education Next* 19, no. 2 (Spring 2019): 8–20. <https://www.educationnext.org/redesigning-denver-schools-rise-fall-superintendent-tom-boasberg/>

Section 7: Fixed Effects (FEs)*Required Reading:*

1. Steven Rivkin, Eric Hanushek and John Kain (2005). "Teachers, Schools and Academic Achievement" *Econometrica*, 73(2), 417-458

We will use simulated data in the spirit of Rivkin et. al. (2005) to estimate fixed effects of teachers on educational outcomes.

October 22 (Tues.) School Accountability and Common Core Standards*Video: National Standards and the Common Core*

1. [Common Core – Part 1](#) (16:17)
2. [Common Core – Part 2](#) (16:47)

Video: School Accountability

1. [The Federal Role – Part 1](#) (09:33)
2. [School Accountability – Part 1](#) (15:19)
3. [School Accountability – Part 2](#) (09:46)
4. [School Accountability – Part 3](#) (16:56)

Required Readings:

1. Peterson, *Saving Schools*, Chapter 8.
2. Thomas Dee and Brian Jacob, "Evaluating NCLB" *Education Next* 10, vol. 3 (Summer 2010): 54-61, <https://www.educationnext.org/evaluating-nclb/>
3. Thomas S. Dee and James Wyckoff, "Incentives, Selection, and Teacher Performance: Evidence from IMPACT," *Journal of Policy Analysis and Management*, 34, no. 2 (2015): 267-297, <http://onlinelibrary.wiley.com/doi/10.1002/pam.21818/epdf>
4. Paul E. Peterson, "The End of the Bush-Obama Regulatory Approach to School Reform." *Education Next* 16, no. 3 (Summer 2016): 22-33, <https://www.educationnext.org/end-of-bush-obama-regulatory-approach-school-reform-choice-competition/>
5. Joanne Weiss and Frederick Hess, "What Did Race to the Top Accomplish?" *Education Next* 15, no. 4 (Fall 2015): 50-56, <https://www.educationnext.org/what-did-race-to-the-top-accomplish-forum-weiss-hess/>

Section 8: Review session

No readings – we will review the contents covered so far in preparation for the mid-term exam.

October 24 (Thurs.): Mid-term exam**October 29 (Tues.): Teacher Preparation and Licensing**

Academic Visitor: Daniel Weisberg, First Deputy Chancellor, New York City Department of Education

October 31 (Thurs.): Costs and Benefits of Small Classes; Can digital learning be equally effective?

Video: Class Size

1. [Class Size Reduction – Part 1](#) (04:32)
2. [Class Size Reduction – Part 2](#) (11:59)
3. [Class Size Reduction – Part 3](#) (09:27)

Required Readings:

1. Matthew M. Chingos and Grover J. Whitehurst, “Class Size: What Research Says and What it Means for State Policy,” *Brookings* (2011), https://www.brookings.edu/wp-content/uploads/2016/06/0511_class_size_whitehurst_chingos.pdf
2. Christopher Jepson, 2023. “Class size: Does it matter for student achievement?” *World of Labor*. <https://wol.iza.org/articles/class-size-does-it-matter-for-student-achievement/long>
3. Clayton M. Christensen and Michael B. Horn, “How Do We Transform our Schools?” *Education Next* 8, no. 3 (Summer 2008): 13-19, <https://www.educationnext.org/how-do-we-transform-our-schools/>
4. Dan Goldhaber, Thomas J. Kane, Andrew McEachin, Emily Morton, Tyler Patterson and Douglas O. Staiger, “The Consequences of Remote and Hybrid Instruction During the Pandemic,” *Research Report, Center for Education Policy Research, Harvard University* (2021). <https://cepr.harvard.edu/files/cepr/files/5-4.pdf?m=1651690491>

Section 9: Regression Discontinuity (RD)

Required Reading:

1. Thomas S. Dee and James Wyckoff, “Incentives, Selection, and Teacher Performance: Evidence from IMPACT,” *Journal of Policy Analysis and Management*, 34, no. 2 (2015): 267-297, <http://onlinelibrary.wiley.com/doi/10.1002/pam.21818/epdf>

We will use simulated data in the spirit of Dee and Wyckoff (2015) to estimate fixed effects of teacher incentives on performance metrics.

November 5 (Tues.): Putting Merit Pay into Practice

Academic Visitors:

1. **Michelle Rhee –CEO, 7 Ventures; Former Chancellor, Washington DC Public Schools**
2. **George Parker – Senior Advisor, National Alliance for Public Charter Schools; Former President, Washington D.C. Teacher’s Union**

November 7 (Thurs.): School choice theory and school vouchers

Video: School Choice Theory

1. [School Choice – Part 1](#) (09:29)
2. [School Choice – Part 2](#) (10:00)
3. [School Choice – Part 3](#) (11:11)
4. [School Vouchers – Part 1](#) (15:10)
5. [School Vouchers – Part 2](#) (09:41)
6. [School Vouchers – Part 3](#) (19:49)

Required Readings:

1. Milton Friedman, “The Role of Government in Education” <http://www.schoolchoices.org/roo/fried1.htm>
2. David N. Figlio, Cassandra M.D. Hart and Krzysztof Karbownik, 2022. “The Ripple Effect,” *Education Next*, (22:1) <https://www.educationnext.org/ripple-effect-how-private-school-choice-programs-boost-competition-benefit-public-school-students/>
3. *Committee for Public Education & Religious Liberty v. Nyquist*, 413 U.S. 756 (1973). <https://supreme.justia.com/cases/federal/us/413/756/case.html>
4. *Zelman v. Simmons-Harris*, 536 U.S. 639 (2002). <https://supreme.justia.com/cases/federal/us/536/639/case.html>
5. *Carson v. Makin*, 20-1088 (2022), <https://supreme.justia.com/cases/federal/us/596/20-1088/case.pdf>

Section 10: IV and RD – Round 2*Required Readings:*

1. Angrist, J. D., and Lavy, V (1999). “Using Maimonides' rule to estimate the effect of class size on scholastic achievement”. *The Quarterly Journal of Economics*, 114(2), 533-575.
2. Angrist, J. D., Lavy, V., Leder-Luis, J., and Shany, A. (2019). “Maimonides rule redux”. *American Economic Review: Insights*, 1(3), 309-324.

We will use the replication package in Angrist and Lavy (1999) to estimate the effects of class size on academic achievement using an IV (and RD) approach.

November 12 (Tues.): Do Vouchers Violate Federal and State Constitutions?

Academic Visitor: Clint Bolick, Justice, Arizona Supreme Court

November 14 (Thurs.): Can the Benefits of Pre-School Education be scaled?*Required Readings:*

1. James J. Heckman, “Skill Formation and the Economics of Investing in Disadvantaged Children,” *Science* 312, no. 5782 (June 2006): 1900–1902. http://jenni.uchicago.edu/papers/Heckman_Science_v312_2006.pdf
2. Kelley Durkin, Mark W. Lipsey, Dale C. Farran and Sarah E. Wiesen, “Effects of a Statewide Pre-Kindergarten Program on Children’s Achievement and Behavior Through Sixth Grade,” *Developmental Psychology* 58, no. 3 (2022): 470–484. <https://doi.org/10.1037/dev0001301>

Section 11: RCT– Round 2*Required Reading:*

1. Durkin, K., Lipsey, M. W., Farran, D. C., and Wiesen, S. E. (2022). “Effects of a statewide pre-kindergarten program on children’s achievement and behavior through sixth grade.” *Developmental Psychology*, 58(3), 470.

We will use simulated (or potentially real) data in the spirit of Durkin et. al. (2022) to estimate the effects of Pre-K attendance on long run academic outcomes using an experimental approach.

November 19 (Tues.): School Politics and Charter Schools*Video: Charter Schools*

1. [Charter Schools – Part 1](#) (10:06)
2. [Charter Schools – Part 2](#) (15:51)
3. [Charter Schools – Part 3](#) (15:31)
4. [Charter Schools – Part 4](#) (17:55)

Required Readings:

1. Chen, Feng, and Douglas N. Harris. ‘The Market-Level Effects of Charter Schools on Student Outcomes: A National Analysis of School Districts’. *Journal of Public Economics* 228 (1 December 2023): 1–15. <https://doi.org/10.1016/j.jpubeco.2023.105015>
2. Sarah Cohodes (Winter 2018), “Charter Schools and the Achievement Gap,” *The Future of Children* https://futureofchildren.princeton.edu/sites/g/files/toruqf2411/files/resource-links/charter_schools_compiled.pdf
3. Scott Pearson, John H. “Skip” McKoy, and Neerav Kingsland, “How Many Charter Schools is Just Right?” (2015) *Education Next* Vol. 15, No. 3 <https://www.educationnext.org/how-many-charter-schools-just-right/>
4. Jay Mathews, "Work Hard. Be Nice: The Roots and Reality of the Knowledge is Power Program," *Education Next* 9, no. 2 (Spring 2009): 28-35, <https://www.educationnext.org/work-hard-be-nice/>

November 21 (Thurs.): Derrell Bradford*Academic Visitor: Derrell Bradford – President, 50CAN Charter schools***Section 12: DiD– Round 2***Required Reading:*

1. Chen, F., and Harris, D. N. (2023). “The market-level effects of charter schools on student outcomes: A national analysis of school districts”. *Journal of Public Economics*, 228, 105015.

We will use simulated (or potentially real) data in the spirit of Chen and Harris (2023) to estimate the effects of charter schools on student outcomes using a DiD approach.

November 26 (Tues.): Student Presentations**Section 13: Student Presentations****November 28 (Thurs.): Thanksgiving — No Class****December 3 (Tues.): Student Presentations****Section 14: Student Presentations**