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## EMPLOYMENT

Barnett Family Professor of Education, Stanford University, 2018-present  
Senior Fellow, Stanford Institute for Economic Policy Research (SIEPR), 2015-present  
Senior Fellow (by courtesy), Hoover Institution, Stanford University, 2023-present  
Director, John W. Gardner Center for Youth and their Communities, 2018-present  
Professor of Education, Stanford University, 2012-present  
Associate Dean of Faculty Affairs, Stanford Graduate School of Education, 2015-2018  
Director, Stanford Center for Education Policy Analysis, 2015-2018  
Professor of Public Policy and Economics, University of Virginia, 2010-2012  
Research Professor of Education, University of Virginia, 2010-2012  
Associate Professor of Economics, Department of Economics, Swarthmore College, 2005-2010  
Director, Public Policy Program, Swarthmore College, 2005-2010  
Assistant Professor of Economics, Department of Economics, Swarthmore College, 1999-2005.  
Assistant Professor of Economics, School of Economics, Georgia Institute of Technology, 1997-1999.

## EDUCATION

University of Maryland, Ph.D., Economics, 1997.  
University of Maryland, M.A., Economics, 1994.  
Swarthmore College, B.A., Economics with the Concentration in Public Policy, 1990.

## CURRENT AFFILIATIONS

Research Associate, National Bureau of Economic Research (NBER), Programs on the Economics of Education, Health Economics and Children, 2009-present.  
Member, Economics of Education Research Group, CESifo, 2009-present.  
Associate Editor, *Economic Inquiry*, 2019-present  
Editorial Board, *Journal of Policy Analysis and Management*, 2014-present.  
Editorial Board, *American Educational Research Journal*, 2020-2025.  
Editorial Board, *Education Finance and Policy*, 2019-2026.  
Member, Executive Committee, Public Policy Program, Stanford University, 2012-present

## AWARDS

Outstanding Public Communication of Education Research Award, American Educational Research Association, 2024.  
Research-Practice Partnership Award (co-recipient), California Educational Research Association, 2023.  
Community Outcomes and Impact Award (co-recipient), International Association for Research on Service Learning and Community Engagement, 2020.  
Raymond Vernon Memorial Award (co-recipient), Association for Public Policy Analysis and Management, 2019.  
Best Paper Award (co-recipient), Proceedings of the Fifth ACM Conference on Learning at Scale (L@S), 2018.  
Raymond Vernon Memorial Award (co-recipient), Association for Public Policy Analysis and Management, 2015.  
Outstanding Reviewer, *Educational Evaluation and Policy Analysis*, 2010.  
National Academy of Education/Spencer Postdoctoral Fellowship, 2002-2003.  
George M. Phillips Award for Graduate Research in the Public Interest, University of Maryland, 1997.  
Finalist, National Tax Association Dissertation Award, 1997.

First-Place Award, Graduate Research Interaction Day, University of Maryland, April 1996.  
Departmental Teaching Award, Department of Economics, University of Maryland, Spring 1996.

## PREPRINTS

- Novicoff, S. & Dee, T. (2023). [The Achievement Effects of Scaling Early Literacy Reforms](#). (EdWorkingPaper: 23-887). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/jnmt-2093>.
- Dee, T. & Huffaker, E. (2024). [Accelerating Opportunity: The Effects of Instructionally Supported Detracking](#). May 2024.

## JOURNAL ARTICLES

- Huffaker, E., Novicoff, S. & Dee, T. (2023). [Ahead of the Game? Course-Taking Patterns under a Math Pathways Reform](#). *Educational Researcher*, forthcoming.
- Dee, T. (2024). [Higher Chronic Absenteeism Threatens Academic Recovery from the COVID-19 Pandemic](#). *Proceedings of the National Academy of Sciences*, 121(3).
- Dee, T. (2023). [Where the Kids Went: Nonpublic Schooling and Demographic Change during the Pandemic Exodus from Public Schools](#), *Teachers College Record*, 125(6), 119-129
- Dee, T., Huffaker, E., Phillips, C., & Sagara, E. (2023). [The revealed preferences for school reopening: Evidence from public-school disenrollment](#). *American Educational Research Journal*, 60(5), 916–940.
- Dee, T., Loeb, S., & Shi, Y. (2023). [Public-sector leadership and philanthropy: The case of Broad superintendents](#). *Educational Evaluation and Policy Analysis* 45(2), 220–246.
- Pyne, J., Messner, E. & Dee, T. S. (2023). [The dynamic effects of a summer learning program on behavioral engagement in School](#). *Education Finance and Policy* 18 (1), 127–155.
- Dee, T. & J. Pyne (2022). [A community response approach to mental health and substance abuse crises reduced crime](#). *Science Advances*, 8(23).
- Asim, M. & Dee, T. (2022). [Mobile phones, civic engagement, and school performance in Pakistan](#). *Economics of Education Review* 89, 102254.
- Baker, R., Dee, T., Evans, B., & John, J. (2022). [Bias in online classes: Evidence from a field experiment](#). *Economics of Education Review* 88, 102259.
- Dee, T. & J. Pyne (2022). [A community response approach to mental health and substance abuse crises reduced crime](#). *Science Advances*, 8(23).
- 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).
- Dee, T.S. & Penner, E. (2021). [My brother's keeper? The impact of targeted educational supports](#). *Journal of Policy Analysis and Management* 40(4), 1171-1196.
- Dee, T. S. & Murphy, M. (2021). [Patterns in the pandemic decline of public-school enrollment](#). *Educational Researcher* 50(8), 566-569.
- Dee, T. S. & Domingue, B. (2021). [Assessing the impact of a test question: Evidence from the 'Underground Railroad' controversy](#). *Educational Measurement: Issues and Practice* 40(2), 81-88.
- Dee, T. S., James, J. & Wyckoff, J. (2021). [Is effective teacher evaluation sustainable? Evidence from DCPS](#). *Education Finance and Policy* 16(2), 313-346.
- Dee, T. S. & Murphy, M. (2020). [Vanished classmates: The effects of local immigration enforcement on student enrollment](#). *American Educational Research Journal* 57(2), 694-727.
- Bonilla, S. & Dee, T. S. (2020). [The effects of school reform under NCLB waivers: Evidence from Focus Schools in Kentucky](#). *Education Finance and Policy* 15(1), 75-103.
- Fesler, L., Dee, T. S., Baker, R. & Evans. B. (2019). [Text as data methods for education researchers and applications for gender equity](#). *Journal of Research on Educational Effectiveness* 12(4), 707-727.
- Bassok, D., Dee, T. S., & Latham, S. (2019). [The effects of accountability incentives in early childhood education](#). *Journal of Policy Analysis and Management* 38(4), 838-866. \*Winner of the [2019 Raymond Vernon Memorial Award](#) from the Association for Public Policy Analysis and Management (APPAM).

- Dee, T. S. & Dizon-Ross, E. (2019). [School performance, accountability, and waiver reforms: Evidence from Louisiana](#). *Educational Evaluation and Policy Analysis*, 41(3), 316-349.
- Dee, T. S., Dobbie, W., Jacob, B. A., Rockoff, J. (2019). [The Causes and Consequences of Test Score Manipulation: Evidence from the New York Regents Examinations](#). *American Economic Journal: Applied Economics* 11(3), 382-423.
- Chaturapruek, S., Dee, T. S., Johari, R., Kizilcec, R. F., & Stevens, M. L. (2018, June). [How a data-driven course planning tool affects college students' GPA: evidence from two field experiments](#). In Proceedings of the fifth annual ACM conference on learning at scale (pp. 1-10).
- Dee, T. S., & Sievertsen, H. H. (2018). [The gift of time? School starting age and mental health](#). *Health economics*, 27(5), 781-802.
- Dee, T. S., & Penner, E. K. (2017). [The causal effects of cultural relevance: Evidence from an ethnic studies curriculum](#). *American Educational Research Journal*, 54(1), 127-166.
- Adnot, M., Dee, T., Katz, V., & Wyckoff, J. (2017). [Teacher turnover, teacher quality, and student achievement in DCPS](#). *Educational Evaluation and Policy Analysis*, 39(1), 54-76.
- Barr, A. C., & Dee, T. S. (2016). [Property taxes and politicians: evidence from school budget elections](#). *National Tax Journal*, 69(3), 517-544.
- Baker, R., Evans, B., & Dee, T. (2016). [A randomized experiment testing the efficacy of a scheduling nudge in a Massive Open Online Course \(MOOC\)](#). *AERA Open*, 2(4).
- Chang, S., Dee, T. S., Tse, C. W., & Yu, L. (2016). [Be a Good Samaritan to a Good Samaritan: Field evidence of other-regarding preferences in China](#). *China Economic Review*, 41, 23-33.
- Evans, B. J., Baker, R. B., & Dee, T. S. (2016). [Persistence patterns in massive open online courses \(MOOCs\)](#). *The Journal of Higher Education*, 87(2), 206-242.
- Dee, T., & Lan, X. (2015). [The achievement and course-taking effects of magnet schools: Regression-discontinuity evidence from urban China](#). *Economics of Education Review*, 47, 128-142.
- Dee, T. S., & Wyckoff, J. (2015). [Incentives, selection, and teacher performance: Evidence from IMPACT](#). *Journal of Policy Analysis and Management*, 34(2), 267-297. \*Winner of the [2015 Raymond Vernon Memorial Award](#) from the Association for Public Policy Analysis and Management (APPAM)
- Dee, T. S. (2015). [Social identity and achievement gaps: Evidence from an affirmation intervention](#). *Journal of Research on Educational Effectiveness*, 8(2), 149-168.
- Dee, T. S. (2014). [Stereotype threat and the student-athlete](#). *Economic Inquiry*, 52(1), 173-182.
- Colman, S., Dee, T. S., & Joyce, T. (2013). [Do parental involvement laws deter risky teen sex?](#). *Journal of Health Economics*, 32(5), 873-880.
- Bronchetti, E. T., Dee, T. S., Huffman, D. B., & Magenheimer, E. (2013). [When a nudge isn't enough: Defaults and saving among low-income tax filers](#). *National Tax Journal*, 66(3), 609-634.
- Dee, T. S., Jacob, B., & Schwartz, N. L. (2013). [The effects of NCLB on school resources and practices](#). *Educational Evaluation and Policy Analysis*, 35(2), 252-279.
- Dee, T. S., & Jacob, B. A. (2012). [Rational ignorance in education: A field experiment in student plagiarism](#). *Journal of Human Resources*, 47(2), 397-434.
- Dee, T. S. (2011). [Conditional cash penalties in education: Evidence from the Learnfare experiment](#). *Economics of Education Review*, 30(5), 924-937.
- Dee, T. S., & Jacob, B. (2011). [The impact of No Child Left Behind on student achievement](#). *Journal of Policy Analysis and Management*, 30(3), 418-446.
- Dee, T. S., & West, M. R. (2011). [The non-cognitive returns to class size](#). *Educational Evaluation and Policy Analysis*, 33(1), 23-46.
- Dee, T. S., Jacob, B. A., Hoxby, C. M. & Ladd, H. F. (2010). [The impact of No Child Left Behind on students, teachers, and schools \[with Comments and Discussion\]](#). *Brookings Papers on Economic Activity* 2, 149-207.
- Dee, T. S. (2009). [Motorcycle helmets and traffic safety](#). *Journal of Health Economics*, 28(2), 398-412.
- Dee, T. S. (2008). [Forsaking all others? The effects of same-sex partnership laws on risky sex](#). *The Economic Journal*, 118(530), 1055-1078.
- Dee, T. S., & Cohodes, S. R. (2008). [Out-of-field teachers and student achievement: Evidence from matched-pairs comparisons](#). *Public Finance Review*, 36(1), 7-32.

- Dee, T. S. (2007). [Technology and voter intent: Evidence from the California recall election](#). *The Review of Economics and Statistics*, 89(4), 674-683.
- Dee, T. S. (2007). [Teachers and the gender gaps in student achievement](#). *Journal of Human Resources*, 42(3), 528-554.
- Morrissey, M. A., Grabowski, D. C., Dee, T. S., & Campbell, C. (2006). [The strength of graduated drivers license programs and fatalities among teen drivers and passengers](#). *Accident Analysis & Prevention*, 38(1), 135-141.
- Dee, T. S., Ha, W., & Jacob, B. A. (2006). [The effects of school Size on parental involvement and social capital: Evidence from the ELS: 2002](#). *Brookings Papers on Education Policy* 9, 77-97.
- Dee, T. S. (2005). [A teacher like me: Does race, ethnicity, or gender matter?](#). *American Economic Review* 95(2), 158-165.
- Dee, T. S. (2005). [The effects of Catholic schooling on civic participation](#). *International Tax and Public Finance*, 12(5), 605-625.
- Dee, T. S., Grabowski, D. C., & Morrissey, M. A. (2005). [Graduated driver licensing and teen traffic fatalities](#). *Journal of Health Economics*, 24(3), 571-589.
- Dee, T. S. (2005). [Expense preference and student achievement in school districts](#). *Eastern Economic Journal*, 31(1), 23-44.
- Dee, T. S., & Levine, J. (2004). [The fate of new funding: Evidence from Massachusetts' education finance reforms](#). *Educational Evaluation and Policy Analysis*, 26(3), 199-215.
- Dee, T. S., & Keys, B. J. (2004). [Does merit pay reward good teachers? Evidence from a randomized experiment](#). *Journal of Policy Analysis and Management*, 23(3), 471-488.
- Dee, T. S. (2004). [Are there civic returns to education?](#). *Journal of Public Economics*, 88(9-10), 1697-1720.
- Dee, T. S. (2004). [Teachers, race, and student achievement in a randomized experiment](#). *Review of Economics and Statistics*, 86(1), 195-210. Reprinted in J. List & A. C. Samak (Eds.), [Field Experiments](#). Edward Elgar Publishing.
- Dee, T. S., & Fu, H. (2004). [Do charter schools skim students or drain resources?](#). *Economics of Education Review*, 23(3), 259-271.
- Dee, T. S. (2004). [Lotteries, litigation, and education finance](#). *Southern Economic Journal*, 70(3), 584-599.
- Dee, T. S., & Sela, R. J. (2003). [The fatality effects of highway speed limits by gender and age](#). *Economics Letters*, 79(3), 401-408.
- Chesson, H. W., Dee, T. S., & Aral, S. O. (2003). [AIDS mortality may have contributed to the decline in syphilis rates in the United States in the 1990s](#). *Sexually Transmitted Diseases* 30(5), 419-424.
- Dee, T. S., & Evans, W. N. (2003). [Teen drinking and educational attainment: evidence from two-sample instrumental variables estimates](#). *Journal of Labor Economics*, 21(1), 178-209.
- Dee, T. S. (2003). [Until death do you part: The effects of unilateral divorce on spousal homicides](#). *Economic Inquiry*, 41(1), 163-182.
- Dee, T. S. (2001). [The effects of minimum legal drinking ages on teen childbearing](#). *Journal of Human Resources*, 36(4), 823-838.
- Dee, T. S., & Evans, W. N. (2001). [Behavior policies and teen traffic safety](#). *American Economic Review*, 91(2), 91-96.
- Dee, T. S. (2001). [Alcohol abuse and economic conditions: evidence from repeated cross-sections of individual-level data](#). *Health Economics*, 10(3), 257-270.
- Dee, T. S. (2001). [Does setting limits save lives? The case of 0.08 BAC laws](#). *Journal of Policy Analysis and Management* 20(1), 111-128.
- Dee, T. S. (2000). [The capitalization of education finance reforms](#). *The Journal of Law and Economics*, 43(1), 185-214.
- Dee, T. S. (1999). [The complementarity of teen smoking and drinking](#). *Journal of Health Economics*, 18(6), 769-793. Reprinted in J. Cawley & D.S. Kenkel (Eds.), [The Economics of Health Behaviours](#). Edward Elgar Publishing.
- Dee, T. S., & Jackson, L. A. (1999). [Who loses HOPE? Attrition from Georgia's college scholarship program](#). *Southern Economic Journal*, 66(2), 379-390.

- Dee, T. S., Evans, W. N., & Murray, S. E. (1999). [Data watch: Research data in the economics of education](#). *Journal of Economic Perspectives*, 13(3), 205-216.
- Dee, T. S. (1999). [State alcohol policies, teen drinking and traffic fatalities](#). *Journal of Public Economics*, 72(2), 289-315. Reprinted in J. Cawley & D.S. Kenkel (Eds.), *The Economics of Health Behaviours*. Edward Elgar Publishing.
- Dee, T. S. (1998). [Competition and the quality of public schools](#). *Economics of Education review*, 17(4), 419-427.
- Dee, T. S. (1998). [Reconsidering the effects of seat belt laws and their enforcement status](#). *Accident Analysis & Prevention*, 30(1), 1-10.

#### CONTRIBUTIONS TO EDITED VOLUMES

- Dee, T. S. (2023). School staffing and teacher quality. In S.L. Bowen and M.E. Raymond (Eds.), *A Nation at Risk +40: A Review of Progress in US Public Education*. Hoover Institution.
- Dee, T. S. & Murphy, M. (2021). The impact of local ICE-police partnerships on students. In P. Gándara and J. Ee (Eds.), *Schools under siege: The impact of immigration enforcement on educational equity*. Harvard Education Press.
- Aronson, J. & Dee, T. S. (2011). Stereotype threat in the real world. In Schmader, T. & Inzlicht, M. (Eds.), *Stereotype threat: Theory, process, and application* (pp. 264-279). Oxford University Press.
- Dee, T. S. (2010). Education and civic engagement. In D.J. Brewer and P.J. McEwan (Eds.), *Economics of education*, and In E. Baker, B. McGaw, and P. Peterson (Eds.), *International encyclopedia of education, 3rd Edition*. Elsevier.
- Dee, T. S. (2008). Assessing the college contribution to civic engagement. In M.S. McPherson and M.O. Schapiro (Eds.), *Succeeding in college: What it means and how to make it happen*. College Board.
- Dee, T. S. & Jacob, B. A. (2007). Do high school exit exams influence educational attainment or labor market performance? In A. Gamoran (Ed.), *Standards-Based reform and the poverty gap: Lessons for "No Child Left Behind"*. Brookings Institution Press.
- Dee, T. S. (2004). Comment on "Peer Effects in Higher Education" by G. Winston and D. Zimmermann. In C. M. Hoxby (Ed.), *College choices: The economics of where to go, when to go, and how to pay for it* (pp. 421-423). University of Chicago Press.
- Dee, T. S. (2003). [The 'First Wave' of accountability](#). In P. Petersen and M. West (Eds.), *No Child Left Behind? The politics and practice of accountability*. Brookings Institution Press.
- Dee, T. S. (2002). [Where does new money go? Evidence from litigation and a lottery](#). In W. Fowler (Ed.), *Developments in School Finance, 1999-2000*. National Center for Education Statistics, U.S. Department of Education.
- Dee, T. S. & Evans, W. N. (2001). [Teens and traffic safety](#). In J. Gruber (Ed.), *An economic analysis of risky behavior among youths*. University of Chicago Press.

#### PUBLIC WRITING

- Dee, T. S. (February 9, 2023). [Public school enrollment dropped by 1.2M during the pandemic – an expert discusses where the students went and why it matters](#). *The Conversation*.
- Dee, T. S. (November 3, 2022). [Public School Enrollment Is Down by More Than a Million. Why?](#) *Education Week*.
- Dee, T. S. & Pyne, J. (July 9, 2022). [How to Get Cops Out of the Mental-Health Business](#). *Wall Street Journal*.
- Dee, T. S. (January 19, 2022). [Embrace the risk, increase the support](#). *Education Week* 41(19), 18.
- Dee, T. S. (November 29, 2020). [VCs are pouring money into the wrong education startups](#). *Wired*.
- Dee, T. S. (2020). [Learning from the past: School accountability before ESSA](#). Hoover Education Success Initiative.
- Dee, T. S. (August 28, 2019). [What early-childhood accountability can learn from K-12's mistakes](#). *Education Week* 39(2), 24.
- Dee, T. S. (November 1, 2018). [When police team up with ICE, it ripples into classrooms](#). *Los Angeles Times*.
- Baker, R., Dee, T. S., Evans, B. & John, J. (April 17, 2018). [Race and gender biases appear in online classrooms](#). Brown Center Chalkboard, Brookings Institution.

- Gershenson, S. & Dee, T. S. (March 20, 2017). [The insidiousness of unconscious bias in schools](#). Brown Center Chalkboard, Brookings Institution.
- Dee, T. S. & Wyckoff, J. (2017). [A lasting impact: High-stakes teacher evaluations drive student success in Washington, D.C.](#) *Education Next* 17(4), 58-66.
- Dee, T. S. & Goldhaber, D. (2017). [Understanding and addressing teacher shortages in the United States](#). The Brookings Institution.
- Dee, T. S. & Penner, E. (July 31, 2017). [Can ethnic studies courses help students succeed in school? Evidence from San Francisco](#). Urban Education Reform: Bridging Research and Practice, *Education Week*.
- Dee, T. S. & Gershenson, S. (2017). [Unconscious bias in the classroom: Evidence and opportunities](#). Google Inc.
- Dee, T. S. (November 10, 2015). [Ready, Steady...Stay at Home: The Benefits of a Delayed School Start](#). *The Guardian*.
- Herman, R., Dawson, P., Dee, T. S., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). [Turning around chronically low-performing schools: A practice guide](#) (NCEE #2008- 4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- Dee, T. S. (2006). [The why chromosome: How a teacher's gender affects boys and girls](#). *Education Next* 6(4), 68-75.
- Dee, T. S. & Keys, B. (2005). [Dollars and sense](#). *Education Next* 5(1), 60-67.
- Dee, T. S. (2004). [The race connection](#). *Education Next* 4(2), 53-59.
- Dee, T. S. (June 21, 2004). [Unanswered questions](#). *Baltimore Sun*, 11A.
- Dee, T. S. (2003). [Learning to earn](#). *Education Next* 3(3), 65-70.