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Graduate School of Education, Stanford University
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EMPLOYMENT

Barnett Family Professor of Education, Stanford University, 2018-present
Director, John W. Gardner Center for Youth and their Communities, 2018-present
Senior Fellow, Stanford Institute for Economic Policy Research (SIEPR), 2015-present
Senior Fellow (by courtesy), Hoover Institution, Stanford University, 2023-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.

OTHER 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
Member, Scientific Steering Committee, Mindset Scholars Network, 2018-2020
Member, Board of Directors, Association for Education Finance and Policy, 2014-2017.
Editorial Board, *Educational Researcher*, 2010-2016.
Editorial Board, *Educational Evaluation and Policy Analysis*, 2012-2016.
Research Fellow, Danish National Center for Social Research, 2013-2016.
Fellow, China Center for Human Capital and Labor-Market Research, Central University of Finance and Economics, Beijing, China, 2008-present
Co-editor, *Journal of Policy Analysis and Management*, 2010-2014
Principal member, Education Systems and Broad Reform Review Panel, Institute of Education Sciences, U.S. Department of Education, 2009-2012.
Member, APPAM Program Committee, Fall 2010 Research Conference
Member, Technical Methods Working Group, National Evaluation of Magnet Schools, Institute of Education Sciences, U.S. Department of Education, 2008-2010.
Member, APPAM Selection Committee, 2009 Spencer Foundation Lecture in Education Policy and Management
Member, Method Issues Working Group, National Center for Education Evaluation and Regional Assistance, U.S. Department of Education, 2008-2009.

Member, APPAM Program Committee, Fall 2008 Research Conference
Member, Future of American Education Project, American Enterprise Institute, 2007.
Faculty Research Fellow, National Bureau of Economic Research, Programs on the Economics of Education, Health Economics and Children, 2000-2009.
Member, What Works Clearinghouse Panel on School Turnaround, Institute of Education Sciences, U.S. Department of Education, 2007-2008
Member, Technical Working Group, After-School Project, Institute of Education Sciences, U.S. Department of Education, 2004-2007.
Visiting Scholar, School of Education, Stanford University, 2006-2007
Principal member, Education Systems and Broad Reform Review Panel, Institute of Education Sciences, U.S. Department of Education, 2005-2007.
Visiting Fellow, Education Research Section, Woodrow Wilson School of Public and International Affairs, Princeton University, 2002-2003.
Scholar, National Young Faculty Leaders Forum, John F. Kennedy School of Government, Harvard University, 2002-2005.

GRANTS AND AWARDS

Co-Recipient (with Emily Penner and Bill Sanderson), Community Outcomes and Impact Award, International Association for Research on Service Learning and Community Engagement, 2020.
Co-Recipient (with Daphna Bassok and Scott Latham), Raymond Vernon Memorial Award, Association for Public Policy Analysis and Management, 2019.
Co-Recipient, Best Paper award for “How a data-driven course planning tool affects college students’ GPA: Evidence from two field experiments, with Sorathan Chaturapruek, Ramesh Johari, René F. Kizilcec, & Mitchell L. Stevens, Proceedings of the Fifth ACM Conference on Learning at Scale (L@S), 2018.
Principal Investigator with Emily Penner, “The Effects of the African American Male Achievement Program,” Raikes Foundation and Mindset Scholars Network, 2017-2019.
Principal Investigator, “Early Warning Systems in Action” SFUSD Incentive Fund 2017-2019
Co-Recipient (with James Wyckoff), Raymond Vernon Memorial Award, Association for Public Policy Analysis and Management, 2015.
Principal Investigator, “The Labor Market Effects of MOOCs,” Human Sciences and Technology Advanced Research (H-STAR) Institute, Stanford University, 2015-2016.
Principal Investigator, “The Causal Effects of Cultural Relevance: Evidence from an Ethnic-Studies Curriculum,” Stanford-SFUSD Incentive Fund Grant, Stanford University, 2014-2015.
Core Faculty, “Stanford University Predoctoral Training Program in Quantitative Education Policy Analysis,” U.S. Department of Education, 2014-2019
Core Faculty, “Stanford Postdoctoral Fellows Program in the Center for Education Policy Analysis,” U.S. Department of Education, 2014-2018
Principal Investigator with James Wyckoff, Institute of Education Sciences, U.S. Department of Education, “Examining the Effects of IMPACT on Students Achievement: DCPS-UVA Research Partnership,” 2014-2016.
Principal Investigator with Brian Jacob and Steven Hemelt, Spencer Foundation, WT Grant Foundation, “Reforms and Educational Inequality: Regression-Discontinuity Evidence from NCLB Waivers,” 2014-2016.
Principal Investigator with Brian Jacob and Steven Hemelt, Walton Foundation, “School Reforms and Educational Inequality: Regression-Discontinuity Evidence from NCLB Waivers,” 2013-2015.
Consultant, “Researching the Impact of an Online MOOC Designed to Transform Student Engagement and Achievement in Mathematics,” National Science Foundation, 2014-2015
Principal Investigator with James Wyckoff, Carnegie Corporation of New York research grant for “Assessing the Effects of IMPACT on DCPS Teacher Quality,” 2013.
Principal Investigator with James Wyckoff and Alex Smith, Smith Richardson Foundation research grant for “The Effects of Performance-Based Compensation: Evidence from the Teacher Incentive Fund,” 2013-14.

Principal Investigator, Institute of Education Sciences, U.S. Department of Education, for “A Randomized Trial of Reducing Stereotype Threat among Economically Disadvantaged Minority Students,” 2009-2013.

Outstanding Reviewer, *Educational Evaluation and Policy Analysis*, 2010.

Principal Investigator, Spencer Foundation research grant for “A Randomized Trial of Reducing Stereotype Threat among Economically Disadvantaged Minority Students,” 2008-2009.

Principal Investigator with Martin West, Smith Richardson Foundation research grant for “The Effects of Class Size on Cognitive and Non-Cognitive Student Outcomes” 2007-2008.

Principal Investigator, Mellon Foundation Tri-Co Forum Seed Grant for “Stereotype Threat and the College Athlete,” 2007-2008.

Principal Investigator, American Educational Research Association and the Spencer Foundation research grants for “A Teacher like Me: Does Race, Ethnicity or Gender Matter?” 2004-2006.

Consultant, Robert Wood Johnson Foundation research grant for “State Alcohol Policy and Motor Vehicle Fatalities among Young Adults,” 2003.

National Academy of Education/Spencer Postdoctoral Fellowship, 2002-2003.

Principal Investigator, Center for Information & Research on Civic Learning & Engagement (CIRCLE) research grant for “Are There Civic Returns to Education?” 2002-2003.

Principal Investigator, Smith Richardson Foundation research grant for “Teachers, Students and Educational Achievement: New Lessons from a Randomized Experiment,” 2000-2003.

Principal Investigator, Field-Initiated Studies Educational Research Grant, U.S. Department of Education, National Institute on Educational Governance, Finance, Policymaking and Management for “The Educational and Economic Consequences of Changing High School Graduation Standards,” 1999-2001.

Dissertation Grant, American Educational Research Association, 1996-97.

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](https://doi.org/10.26300/jnmt-2093). (EdWorkingPaper: 23-887). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/jnmt-2093>

Huffaker, E., Novicoff, S. & Dee, T. (2023). [Ahead of the Game? Course-Taking Patterns under a Math Pathways Reform](https://doi.org/10.26300/yk56-yy47). (EdWorkingPaper: 23-734). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/yk56-yy47>

JOURNAL ARTICLES

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. & 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.
- 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.