

# Andrew McEachin

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ETS Research Institute

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## RESEARCH INTERESTS

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Educational Inequality; Discipline Disparities; Math Education Policy; School Choice; COVID-19 Academic Recovery

## EDUCATION

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<b>Ph.D.</b> , Education Policy University of Southern California	2012
<b>M.A.</b> , Economics University of Southern California	2012
<b>A.B.</b> , History Cornell University	2006

## EMPLOYMENT

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<b>Senior Research Director, Policy Research</b> ETS Research Institute	2024–present
<b>Vice President, Research &amp; Policy Partnerships</b> Houghton Mifflin Harcourt	2023–2024
<b>Director, Collaborative for Student Growth</b> NWEA	2021–2023
<b>Senior Policy Researcher</b> RAND Corporation	2020–2021
<b>Professor of Policy Analysis</b> Pardee RAND Graduate School	2018–2022
<b>Policy Researcher</b> RAND Corporation	2016–2020
<b>Associate Policy Researcher</b> RAND Corporation	2015–2016
<b>Assistant Professor, School of Education</b> North Carolina State University	2013–2015
<b>Postdoctoral Fellow, Curry School of Education</b> University of Virginia	2012–2013

## PEER-REVIEWED JOURNAL ARTICLES

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1. Carbonari, M.V., DeArmond, M., Dewey, D., Dizon-Ross, E., Goldhaber, D., Kane, T.J., McDonald, A., McEachin, A., Morton, E., Muroga, A., Salazar, A., & Staiger, D.O. (Ac-

- cepted). “Impacts of Academic Recovery Interventions on Student Achievement in 2022-23.” *Educational Evaluation and Policy Analysis*.
2. Yoo, P., Domina, T., McEachin, A., Clark, L., Hertenstein, H., & Penner, A. (2025). “Virtual Charter Students Have Worse Labor Market Outcomes as Young Adults.” *Social Science Research*, 132.
3. Callen, I., Carbonari, M.V., DeArmond, M., Dewey, D., Dizon-Ross, E., Goldhaber, D., Isaacs, J., Kane, T.J., Kuhfeld, M., McDonald, A., McEachin, A., Morton, E., Muroga, A., & Staiger, D.O. (2025). “Summer School as a Learning Loss Recovery Strategy After COVID-19: Evidence from Summer 2022.” *American Educational Research Journal*, 62(5), 982-1018.
4. Carlson, D., Domina, T., Perera, R., Radsky, V., & McEachin, A. (2025). “Structuring Choice: Policy, School Segregation, and the Two-Staged School Choice Process.” *American Educational Research Journal*, 62(5), 946-981.
5. Diliberti, M.K., Schweig, J.D., Mariano, L.T., Kuhfeld, M., & McEachin, A. (2025). “Combined Schools as a (Non) Protective Factor During the COVID-19 Pandemic: Exploring Middle School Transitions Under Typical versus Atypical School Conditions.” *Journal of Early Adolescence*, 46(2), 278-305.
6. Carbonari, M.V., Davison, M., DeArmond, M., Dewey, D., Dizon-Ross, E., Goldhaber, D., Hashim, A., Kane, T.J., McEachin, A., Morton, E., Patterson, T., & Staiger, D.O. (2024). “The Impact and Implementation of Academic Interventions During COVID-19: Evidence from the Road to Recovery Project.” *AERA Open*, 10(1), 1-18.
7. Kuhfeld, M., Soland, J., Register, B., & McEachin, A. (2024). “Testing an explanation for summer learning loss: Differential examinee effort between spring and fall.” *Educational Evaluation and Policy Analysis*.
8. Goldhaber, D., Kane, T.J., McEachin, A., Morton, E., Patterson, T., & Staiger, D.O. (2023). “The Educational Consequences of Remote and Hybrid Instruction During the Pandemic.” *American Economic Review: Insights*, 5(3), 377-392. Selected Media: CNN, New York Times, Washington Post.
9. Atteberry, A., Wedow, R., Cook, N.J., & McEachin, A. (2022). “Lost in transition: A replication of a quasi-experimental approach to estimating middle school structural transition effects on student learning trajectories.” *Educational Policy*, 36(7), 1612-1651.
10. Schweig, J., McEachin, A., Kuhfeld, M., Mariano, L.T., & Diliberti, M.K. (2022). “Allocating resources for COVID-19 recovery: a comparison of three indicators of school need.” *Educational Assessment*, 27(2), 152-169.
11. Kho, A., Zimmer, R., & McEachin, A. (2022). “A descriptive analysis of cream-skimming and pushout in choice versus traditional public schools.” *Education Finance and Policy*, 17(1), 160-187.
12. Domina, T., Carlson, D., Carter, J., Lenard, M., McEachin, A., & Perera, R. (2021). “The Kids on the Bus: The Academic Consequences of Diversity-Driven School Reassignments.” *Journal of Policy Analysis and Management*, 40(4), 1197-1229. **Raymond Vernon Memorial Award.**

13. Barrett, N., McEachin, A., Mills, J., & Valant, J. (2021). "Disparities in student discipline by race and family income." *Journal of Human Resources*, 56(3), 711-748. Selected Media: The 74 Million, Chalkbeat, Fordham Institute, NPR, The Advocate, The Economist, The Root.
14. Atteberry, A., & McEachin, A. (2021). "School's out: The role of summers in understanding achievement disparities." *American Educational Research Journal*, 58(2), 239-282.
15. Atteberry, A., & McEachin, A. (2020). "Not where you start but how much you grow: An addendum to the Coleman Report." *Educational Researcher*, 49(9), 678-685.
16. McEachin, A., Domina, T., & Penner, A. (2020). "Heterogeneous effects of early algebra across California middle schools." *Journal of Policy Analysis and Management*, 39(3), 772-800.
17. McEachin, A., Lauen, D.L., Fuller, S.C., & Perera, R. (2020). "Social returns to private choice? Effects of charter schools on behavioral outcomes, arrests, and civic participation." *Economics of Education Review*, 76. Selected Media: The 74 Million.
18. Carlson, D., Bell, E., Lenard, M., Cowen, J.M., & McEachin, A. (2020). "Socioeconomic-based school assignment policy and racial segregation levels: Evidence from the Wake County Public School System." *American Educational Research Journal*, 57(1), 258-304. Selected Media: Education Week.
19. Domina, T., McEachin, A., Hanselman, P., Agarwal, P., Hwang, N., & Lewis, R. (2019). "Beyond tracking and detracking: The dimensions of organizational differentiation in schools." *Sociology of Education*, 92(3), 293-322.
20. Wrabel, S.L., Saultz, A., Polikoff, M.S., McEachin, A., & Duque, M. (2018). "The politics of the Elementary and Secondary Education Act Waivers." *Educational Policy*, 32(1), 117-140.
21. Saultz, A., White, R.S., McEachin, A., Fusarelli, L.D., & Fusarelli, B.C. (2017). "Teacher quality, distribution and equity in ESSA." *Journal of School Leadership*, 27(5), 652-673.
22. McEachin, A., & Atteberry, A. (2017). "The impact of summer learning loss on measures of school performance." *Education Finance and Policy*, 12(4), 468-491.
23. Saultz, A., Fusarelli, L., & McEachin, A. (2017). "The Every Student Succeeds Act, the decline of the federal role, and the curbing of Executive Authority." *Publius*, 47(3), 426-444.
24. Adams, E.L., Carrier, S.J., Minogue, J., Porter, S.R., McEachin, A., Walkowiak, T.A., & Zulli, R.A. (2017). "The development and validation of the Instructional Practices Log in Science (IPL-S): A measure of K-5 science instruction." *International Journal of Science Education*, 39(3), 335-357.
25. Ahn, J., & McEachin, A. (2017). "Student enrollment patterns and achievement in Ohio's online charter schools." *Educational Researcher*, 46(1), 44-57. Selected Media: EdSurge, Education Week, Politico, The Hechinger Report, The 74 Million, USA Today, Vox.
26. McEachin, A., Welsh, R., & Brewer, D.J. (2016). "The variation in student achievement and behavior within a portfolio management model: Early results from New Orleans." *Educational Evaluation and Policy Analysis*, 38(4), 669-691.
27. Saultz, A., McEachin, A., & Fusarelli, L. (2016). "Waivering as governance: Federalism during the Obama Administration." *Educational Researcher*, 45(6), 358-366.

28. Domina, T., Hanselman, P., Hwang, N., & McEachin, A. (2016). “Detracking and tracking up: Mathematics course placements in California middle schools, 2003-2013.” *American Educational Research Journal*, 53(4), 1229-1266.
29. Welsh, R., Duque, M., & McEachin, A. (2016). “School choice, student mobility and school quality: Evidence from post-Katrina New Orleans.” *Education Finance and Policy*, 11(2), 150-176. Selected Media: Inside Sources.
30. Domina, T., McEachin, A., Penner, A., & Penner, E. (2015). “Aiming high and falling short: California’s 8th grade algebra-for-all effort.” *Educational Evaluation and Policy Analysis*, 37(3), 275-295. Selected Media: Business Insider, Education Week.
31. Lankford, H., Loeb, S., McEachin, A., Miller, L.C., & Wyckoff, J. (2014). “Who enters teaching? Encouraging evidence that the status of teaching is improving.” *Educational Researcher*, 43(9), 444-453.
32. Strunk, K., & McEachin, A. (2014). “More than sanctions: California’s use of intensive technical assistance in a high-stakes accountability context to close achievement gaps.” *Educational Evaluation and Policy Analysis*, 36(3), 281-306.
33. Strunk, K., McEachin, A., & Westover, T. (2014). “Does intensive district-level technical assistance improve student achievement? An evaluation of California’s District Assistance and Intervention Teams.” *Journal of Policy Analysis and Management*, 33(3), 719-751.
34. Polikoff, M.S., McEachin, A., Wrabel, S.L., & Duque, M. (2014). “Waive of the future: School accountability in the waiver era.” *Educational Researcher*, 43(1), 45-54.
35. McEachin, A., & Polikoff, M. (2012). “We are the 5%: Which schools would be held accountable under a proposed revision of the Elementary and Secondary Education Act?” *Educational Researcher*, 41(7), 243-251.
36. Strunk, K.O., & McEachin, A. (2011). “Do teachers’ union contracts restrict districts’ abilities to meet accountability goals? The relationship between teachers’ union contracts and district performance under the No Child Left Behind Act.” *American Educational Research Journal*, 48(4), 871-903.

## WORKING PAPERS

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- Bolyard, A., DeArmond, M., Dizon-Ross, E., Goldhaber, D., Isaacs, J., Kane, T., Keating, M., Klinenberg, J., McDonald, A., McEachin, A., Morton, E., Muroga, A., Salazar, A., & Staiger, D.O. (2025). “Summer School as an Academic Recovery Strategy After COVID-19: Evidence From Summer 2023.”
- Callen, I., Goldhaber, D., Kane, T.J., McDonald, A., McEachin, A., & Morton, E. (2024). “Pandemic Learning Loss by Student Baseline Achievement: Extent and Sources of Heterogeneity.” CALDER Working Paper No. 292-0224. *Revisions Requested at Education Finance and Policy*.

## REPORTS

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- Kuhfeld, M., Woulfin, S.L., & McEachin, A. (2025). “Implementing programs to align, accelerate, and extend student learning.” National Academy of Education.

- Kuhfeld, M., Diliberti, M., McEachin, A., Schweig, J., & Mariano, L.T. (2023). “Typical learning for whom? Guidelines for selecting benchmarks to calculate months of learning.”NWEA.
- Callen, I., Carbonari, M.V., DeArmond, M., Dewey, D., Dizon-Ross, E., Goldhaber, D., Isaacs, J., Kane, T.J., Kuhfeld, M., McDonald, A., McEachin, A., Morton, E., Muroga, A., & Staiger, D.O. (2023). “Summer School as a Learning Loss Recovery Strategy After COVID-19: Evidence From Summer 2022.”CALDER Working Paper No. 291-0823.
- Carbonari, M.V., Davison, M., DeArmond, M., Dewey, D., Dizon-Ross, E., Goldhaber, D., Hashim, A., Kane, T.J., McEachin, A., Morton, E., Patterson, T., & Staiger, D.O. (2022). “The Challenges of Implementing Academic COVID Recovery Interventions: Evidence from the Road to Recovery Project.”CALDER Working Paper No. 275-1222.
- Goldhaber, D., Kane, T.J., McEachin, A., & Morton, E. (2022). “A Comprehensive Picture of Achievement Across the COVID-19 Pandemic Years: Examining Variation in Test Levels and Growth Across Districts, Schools, Grades, and Students.”CALDER Working Paper No. 266-0522.
- Schweig, J., Kuhfeld, M., Diliberti, M., McEachin, A., & Mariano, L.T. (2022). “Changes in School Composition During the COVID-19 Pandemic: Implications for School-Average Interim Test Score Use.”RAND Corporation.
- Lewis, K., Kuhfeld, M., Ruzek, E., & McEachin, A. (2021). “Learning during COVID-19: Reading and math achievement in the 2020-21 school year.”NWEA.
- Schweig, J., McEachin, A., Kuhfeld, M., Mariano, L.T., & Diliberti, M.K. (2021). “Adapting Course Placement Processes in Response to COVID-19 Disruptions.”RAND Corporation.
- McEachin, A., Schweig, J., Perera, R., & Oppen, I.M. (2018). “Validation Study of the TNTP Core Teaching Rubric.”RAND Corporation.
- Augustine, C.H., McCombs, J.S., Pane, J.F., Schwartz, H.L., Schweig, J., McEachin, A., & Siler-Evans, K. (2016). “Learning from summer: Effects of voluntary summer learning programs on low-income urban youth.”RAND Corporation.
- Polikoff, M.S., McEachin, A., Wrabel, S., & Duque, M. (2014). “Grading the No Child Left Behind waivers.”American Enterprise Institute.
- Polikoff, M.S., & McEachin, A. (2013). “Fixing the Academic Performance Index.”Policy Analysis for California Education (PACE).
- Bridges, M., Fuller, B., McEachin, A., Pelayo, I., & Finklestein, N. (2010). “Decentralizing resources in Los Angeles high schools: California’s Quality Education Investment Act.”Policy Analysis for California Education (PACE).
- Brewer, D.J., Killeen, K.M., Ahn, J., & McEachin, A. (2009). “Organizing Effective Educational Accountability: The Case of Oklahoma.”Oklahoma Business & Education Coalition.
- Brewer, D.J., Pelayo, I., & McEachin, A. (2008). “School Reform in Los Angeles: Signs of Progress?”Pat Brown Institute, Cal State Los Angeles.

## BOOK CHAPTERS & OTHER PUBLICATIONS

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- Hamilton, L.S., & McEachin, A. (2019). “Accountability and School Choice.”In Berends, M., Primus, A., & Springer, M.G. (Eds.),*Handbook of Research on School Choice*.Routledge.
- Atteberry, A., & McEachin, A. (2016). “School’s out: Summer learning loss across grade levels and school contexts in the U.S. Today.”In Alexander, K., Pitcock, S., & Boulay, M. (Eds.),*The Summer Slide: What We Know and Can Do About Summer Learning Loss*.Teachers College Press.
- McEachin, A., McCombs, J., & Augustine, C. (2016). “What constitutes an effective summer learning program?”In Alexander, K., Pitcock, S., & Boulay, M. (Eds.),*The Summer Slide: What*

*We Know and Can Do About Summer Learning Loss.* Teachers College Press.

- Fusarelli, L., Saultz, A., & McEachin, A. (2016). “A growing trend: The cases of home schooling in North Carolina & Ohio.” In Cooper, B.S., Speilhagen, F.R., & Ricci, C. (Eds.), *Homeschooling in New View*. IAP.
- McEachin, A., & Atteberry, A. (2016). “An Endless Summer: The role of summer learning loss in school accountability policies.” In Gottfried, M., & Conchas, G. (Eds.), *When School Policies Backfire: How Well-Intended Measures Can Harm Our Most Vulnerable Students*. Harvard Education Press.
- McEachin, A. (2014). “Agency Theory.” In Brewer, D.J., & Picus, L. (Eds.), *Encyclopedia of Education Economics and Finance*. Sage.
- McEachin, A. (2014). “Teacher intelligence.” In Brewer, D.J., & Picus, L. (Eds.), *Encyclopedia of Education Economics and Finance*. Sage.
- McEachin, A., & Brewer, D.J. (2013). “Teacher intelligence.” In Hattie, J.A.C., & Anderman, E.M. (Eds.), *The International handbook of student achievement* (pp. 254-257). Routledge.
- McEachin, A., & Brewer, D.J. (2012). “Economics of urban education.” In Gallagher, K.S., Goodyear, R., Brewer, D.J., & Rueda, R. (Eds.), *Urban Education: A Model for Leadership and Policy* (pp. 67-82). Routledge.

## COMMENTARY & OP-EDS

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- McEachin, A., & Domina, T. (2023-04-27). “Research Reveals the Pros and Cons of Algebra in Eighth Grade.” *Teach, Learn, Grow, NWEA*.
- Goldhaber, D., Kane, T., McEachin, A., & Morton, E. (2022-11-16). “To Help Students Shoot for the Moon, We Must Think Bigger and Bolder.” *Washington Post*.
- Goldhaber, D., Kane, T., & McEachin, A. (2021-12-13). “Pandemic Learning Loss Could Cost U.S. Students \$2 Trillion in Lifetime Earnings. What States & Schools Can Do to Avert This Crisis.” *The 74 Million*.
- Kuhfeld, M., & McEachin, A. (2021-06-01). “Summer learning loss: What we know and what we’re learning.” *Teach, Learn, Grow, NWEA*.
- Schweig, J., McEachin, A., & Kuhfeld, M. (2020-12-16). “Addressing COVID-19’s Disruption of Student Assessment.” *Inside IES Research: Notes from NCER & NCSE, IES*.
- Hamilton, L.S., Culbertson, S., Nataraj, S., Faherty, L.J., Kaufman, J.H., Opfer, V.D., & McEachin, A. (2020-07-23). “How to Reopen Schools: Q&A with RAND Experts.” *The RAND Blog, RAND Corporation*.
- Barrett, N., McEachin, A., Mills, J., & Valant, J. (2017-11-20). “Discipline disparities and discrimination in schools.” *Brown Center Chalkboard, Brookings*.
- McEachin, A., & Hamilton, L.S. (2017-02-17). “Make an informed school choice: How to help parents pick the best school for their child’s education.” *Knowledge Bank, US News*.
- McEachin, A., Stecher, B., & Evans, G. (2015-08-31). “Not Everyone Has a Choice: School choice policies could disadvantage low-income students.” *Knowledge Bank, US News*.

## RESEARCH GRANTS

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- **Road to Recovery** 2022–2025  
AIR Equity Initiative. Role: co-PI. Dan Goldhaber (PI), Tom Kane (co-PI). \$2,200,000.
- **Road to Recovery** 2022–2024  
Smith Richardson Foundation. Role: co-PI. Dan Goldhaber (PI), Tom Kane (co-PI). \$400,000.
- **Math and Science Acceleration Challenges** 2022–2023

- Institute of Education Sciences. Role: co-PI. Luminary Labs. \$1,200,000.
- **Road to Recovery** 2022–2023  
Accelerate. Role: co-PI. Tom Kane (PI), Dan Goldhaber (co-PI). \$750,000.
  - **Monitoring COVID Catch-Up** 2021–2022  
Walton Family Foundation. Role: co-PI. Tom Kane (PI), Dan Goldhaber (co-PI). \$750,000.
  - **Using Student Achievement Data to Monitor Progress and Performance: Methodological Challenges Presented by COVID-19** 2020–2022  
Institute of Education Sciences. Role: co-PI. Jon Schweig (PI), Megan Kuhfeld (co-PI). \$748,928.
  - **Socioeconomic Segregation and Educational Opportunity: Research Partnerships with Wake County Public School System** 2019–2020  
Smith Richardson Foundation. Role: co-PI. Thurston Domina (PI), Deven Carlson and Matthew Lenard (co-PIs). \$208,360.
  - **Educational Contexts and Healthy Transitions to Adulthood** 2018–2023  
National Institutes of Health (R01). Role: co-PI. Andrew Penner (PI), Quentin Brummet, Christopher Candelaria, Thurston Domina, Paul Hanselman, Emily Penner, Sonya Porter (co-PIs). \$3,200,000.
  - **The National Center for Research on Education Access and Choice** 2018–2023  
Institute of Education Sciences. Role: co-PI and project leader. Doug Harris (PI), Katrina Bulkley, Joshua Cowen, Jane Lincove, Julie Marsh, Amy Ellen Schwartz, Marc Stein, Katharine Strunk, Jon Valant (co-PIs). \$607,000.
  - **Evaluation of Walton Family Foundation Funded Alternative Leadership Programs** 2016–2020  
Walton Family Foundation. Role: PI. \$1,436,077.
  - **Validation Study of TNTP Core Teaching Rubric** 2015–2018  
TNTP. Role: PI. Jon Schweig (co-PI). \$225,000.
  - **The Impact of Summer Setback on Achievement Gaps** 2015–2017  
Smith Richardson Foundation. Role: co-PI. Allison Atteberry (PI). \$180,000.
  - **Examining North Carolina Charter School Effects on Short and Long-Run Student Outcomes** 2015–2017  
Walton Family Foundation. Role: PI. Douglas Lauen (co-PI). \$290,000.
  - **Impact of WFF-Funded Alternative School Leadership Training Programs** 2015–2016  
Walton Family Foundation. Role: PI. Brian Stecher (co-PI). \$58,139.
  - **Neighborhoods, Schools, and Academic Inequality** 2015–2016  
Russell Sage Foundation. Role: co-PI (unfunded). Joshua Cowen (PI), Deven Carlson (co-PI). \$100,000.
  - **Evaluating the Quality of Universal Algebra Learning (EQUAL)** 2014–2017  
Spencer Foundation. Role: co-PI. Thurston Domina (PI), Marianne Bitler, Andrew Penner (co-PIs). \$393,532.
  - **An Endless Summer: The Impact of Summer Setback on School Accountability** 2014–2015  
Spencer Foundation. Role: PI. Allison Atteberry (co-PI). \$50,000.

## HONORS, AWARDS & FELLOWSHIPS

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- Achieve Award, NWEA, 2022
- Raymond Vernon Memorial Award, Journal of Policy Analysis and Management, 2021
- Outstanding Reviewer, Educational Evaluation and Policy Analysis, 2019
- Outstanding Reviewer, Educational Researcher, 2017

- Emerging Education Policy Scholar, Fordham Institute, Washington, D.C., 2012–2013
- Kingsbury Data Award, NWEA, 2012
- Order of the Arete, University of Southern California, 2012
- Provost Fellow Travel Grant, University of Southern California, 2011
- Roe L. Johns Travel Grant, Association for Education Finance and Policy, 2010
- Division L Travel Grant, American Education Research Association, 2010
- Provost Fellowship, University of Southern California, 2008–2012
- National Service Award, AmeriCorps, 2006–2008
- Dean’s List, Cornell University, 2005–2006

## EDITORSHIPS & EDITORIAL BOARDS

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- *Educational Researcher*, Co-Editor, 2019–2023
- *Education Finance and Policy*, Associate Editor, 2017–2020
- *Education Finance and Policy*, Editorial Board, 2020–present
- *Educational Researcher*, Editorial Board, 2017–present
- *American Educational Research Journal*, Editorial Board, 2017–present
- *Educational Evaluation and Policy Analysis*, Editorial Board, 2016–present

## PROFESSIONAL SERVICE

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- Association for Education Finance and Policy, Board of Directors, 2020–present
- National Center for Research on Education Access and Choice, Research Partner, 2018–present
- American Education Research Association, E. F. Lindquist Award Committee, member, 2025–2026
- American Education Research Association, Division L Section 5, Program Chair, 2022–2023
- American Education Research Association, Division L Dissertation Award Committee, chair, 2018–2019
- American Education Research Association, Division L Dissertation Award Committee, member, 2017–2018
- American Education Research Association, Division L Section 5, Program Chair, 2015–2017
- American Education Research Association, Politics of Education SIG Program Chair, 2014–2015
- Association for Education Finance and Policy, Accountability and Testing Program Chair, 2015–2016
- Institute of Education Sciences, Panel Review member, 2017–2020

## JOURNAL REVIEWER

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AERA Open; American Educational Research Journal; American Journal of Education; Economics of Education Review; Educational Evaluation and Policy Analysis; Education Finance and Policy; Educational Policy; Educational Psychology Review; Educational Researcher; Journal of Education Policy; Journal of Education for Students Placed at Risk; Journal of Higher Education; Journal of Policy Analysis and Management; Journal of Public Economics; Journal of Research on Mathematics Education; Journal of Urban Economics; Learning and Individual Differences; Social Science Research; Social Problems

## SOFTWARE

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- **horseshoe**: Bayesian linear regression with the horseshoe prior (Carvalho, Polson, and Scott, 2010). Implements the horseshoe shrinkage estimator for high-dimensional regression problems where many coefficients are expected to be near zero.  
Languages: Stata, R. <https://github.com/amceachin-code/horseshoe>
- **rdtp**: Searches over candidate cutoffs on a discrete forcing variable to find the cutoff maximizing R-squared from a linear-spline regression discontinuity design. Based on McEachin, Domina, and Penner (2020, JPAM).  
Languages: Stata, R. <https://github.com/amceachin-code/rdtp>