

Andrew McEachin

Senior Research Director, Policy Research
ETS Research Institute

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RESEARCH INTERESTS

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

EDUCATION

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

EMPLOYMENT

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

PEER-REVIEWED JOURNAL ARTICLES

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

- 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

- 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, I., Perera, R., & Opper, 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

- 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

- 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 & NCSER, 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

- **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

- 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

- *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

- 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

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

- **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>