

GOV1368 Section 6

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Recap

Last time we covered:

- ▶ Endogeneity
- ▶ Instrumental Variables (IV)
- ▶ IV Identifying Assumptions

Next week we have our Midterm Exam, so we will review some of the contents we've covered so far with a mock exam!

Agenda

Section 1: Identifications

Section 2: Short Answers

Section 3: Data Analysis

Preamble

GOV 1368: The Politics of American Education Mock Midterm (Fall 2024)

Name: _____

Instructions: Please read each question carefully and write your answers neatly, using pen, not pencil. This mock exam is closed book. You may not use any books, notes, electronic devices, or any other resources, or confer with any other person. The mock exam consists of three sections: term identifications, short essays and data analysis.

Contents

Section 1: Identifications

Section 2: Short Answers

Section 3: Data Analysis

Identifications

Select three identifications from the list below and provide a brief description of the identification and one main point discussing its significance for American education (3 sentences per response).

1. Randomized Controlled Trials
2. The National Assessment of Educational Progress
3. Pierce v. Society of Sisters (1925)
4. Teacher Seniority
5. San Antonio Independent School District v. Rodriguez (1973)

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Short Answers

Respond to two of the three short-answer essay questions below (Question 1 – Question 3). In your response, you should support your claims using information from the readings, video lectures, and class discussions.

1. Does preschool attendance have a positive or negative impact long run student achievement? Whichever position you take, please consider arguments for the opposing view.
2. Thinking about the American K-12 context, are schools equitably and adequately funded? In what ways would you alter funding, and why? You should consider all elements of equity and adequacy in crafting your argument. Whichever position you take, please consider arguments for the opposing view.
3. What have been the consequences of the Janus v. American Federation of State, County, and Municipal Employees (AFSCME) case on unions in the United States?

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Data Analysis

This snippet is based on Durkin et. al. (2022) “Effects of a Statewide Pre-Kindergarten Program on Children’s Achievement and Behavior Through Sixth Grade”, Developmental Psychology:

Table 2
Intent-to-Treat (ITT) and Local Average Treatment Effects (LATE) Estimates for Third and Sixth Grade State Achievement Tests (RCT Analytic Sample)

Subject	ITT			LATE				
	Treatment group mean ^a	Control group mean ^a	Pooled SD ^b	Coefficient for T-C Difference ^c	Effect size ^d	p -value ^e	Coefficient for Difference ^c	Effect size ^d
Third grade TCAP (observed values)								
Reading	746.1	748.2	34.34	−2.13	−.062	.146	−4.26	−.118
Math	755.9	760.2	35.56	−4.22*	−.119	.006	−8.44*	−.225
Science	748.6	752.2	35.33	−3.58*	−.101	.016	−7.16*	−.192
	N = 1,505-1,506	N = 935-936		N = 2,440-2,442				
Sixth grade TNReady (observed values)								

Why is the LATE larger than the ITT? What is the fraction of *compliers* in the data?