

**References for Economics of Education Lectures**  
**American Economics Association Continuing Education Program**  
**Susan Dynarski & Brian Jacob**  
**January 5-7, 2014**

**Readings on Quantitative Methods**

Recommended readings for quick refreshers on econometrics related to evaluation of education policies and programs:

Angrist, J., & Pischke, J. (2009). *Mostly harmless econometrics: an empiricist's companion*. Princeton, NJ: Princeton University Press.

Murnane, R., & Willett, J. (2010). *Methods matter: improving causal inference in educational and social science research*. New York, NY: Oxford University Press, USA.

Shadish, W., Cook, T., & Campbell, D. (2001). *Experimental and quasi-experimental designs for generalized causal inference, 2<sup>nd</sup> ed.* Independence, KY: Cengage Learning.

**Lecture 1: K12 Trends & Issues (Jacob)**

Trends on student achievement on the National Assessment of Educational Progress (NAEP) can be obtained from the following sources:

Main NAEP: <http://nces.ed.gov/nationsreportcard/naepdata/>

Long-term Trend NAEP: <http://nces.ed.gov/nationsreportcard/ltrdata/>

For information on student achievement across countries, see:

<http://www.oecd.org/pisa/>

<http://nces.ed.gov/timss/index.asp>

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- Heckman, J., Humphries, J., LaFontaine, P., & Rodriguez, P. (2012). Taking the easy way out: how the GED testing program induces students to drop out. *Journal of Labor Economics*, 30(3), 495-520.
- Hyman, J. (2013). *Does money matter in the long run?* Ann Arbor, MI: University of Michigan. Retrieved from [http://www-personal.umich.edu/~jmhyman/Hyman\\_JMP.pdf](http://www-personal.umich.edu/~jmhyman/Hyman_JMP.pdf).
- Johnson, R. (2011). Long-run impacts of school desegregation & school quality on adult attainments (NBER Working Paper No. 16664). Retrieved from NBER website: <http://www.nber.org/papers/w16664>.
- Krueger, A. (1999). Experimental estimates of education production functions. *The Quarterly Journal of Economics*, 114(2), 497-532.
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Murnane, R. 2013. U.S high school graduation rates: patterns and explanations, *Journal of Economic Literature*, 51(2), 370-422.

## **Lecture 2 – Postsecondary Trends & Issues (Dynarski)**

Statistics on trends over time in educational attainment of the US population, 1940-present are available in *Digest of Education Statistics*:

[http://nces.ed.gov/programs/digest/2012menu\\_figures.asp](http://nces.ed.gov/programs/digest/2012menu_figures.asp)

International comparisons of education levels are in available in *OECD Education at a Glance*:

[http://www.oecd.org/edu/eag2013%20\(eng\)--FINAL%2020%20June%202013.pdf](http://www.oecd.org/edu/eag2013%20(eng)--FINAL%2020%20June%202013.pdf)

Bailey, M. & Dynarski, S. (2011). Gains and gaps: changing inequality in U.S. college entry and completion (NBER Working Paper No. 17633). Retrieved from NBER website:

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### **Lecture 3 – Accountability and Choice (Jacob)**

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#### **Lecture 4 – Teacher Effectiveness (Jacob)**

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### **Lecture 5 – Tuition & Aid (Dynarski)**

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### **Lecture 6 – Loans (Dynarski)**

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### **Lecture 7 – Postsecondary Productivity & Accountability (Dynarski)**

For 2013 U.S. degree completions and graduation rates see National Center for Education Statistics Data (full citations in reference list below):

[http://nces.ed.gov/programs/coe/indicator\\_cvc.asp](http://nces.ed.gov/programs/coe/indicator_cvc.asp)  
[http://nces.ed.gov/programs/coe/indicator\\_cva.asp](http://nces.ed.gov/programs/coe/indicator_cva.asp)

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