

# The Political Economy of the School

## Fall 2008

### Government 2490 (FAS) and HLE-348 (KSG)

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**Office hours:** Monday, 2:00 – 3:30 or by appointment\*  
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**Class Meetings:** Wednesday, 4:10–6:00  
Location: Taubman 301, Kennedy School of Government

**COURSE SITE:** <http://www.courses.fas.harvard.edu/3399>

#### Assignments:

1. Students are expected to prepare a brief paper for each of five class sessions. Papers are to demonstrate familiarity with and discuss critically the required readings of the week. **PAPERS ARE DUE BY NOON ON MONDAY BEFORE THE CLASS SESSION AT WHICH THE MATERIAL IS TO BE DISCUSSED. PAPERS ARE TO BE NO MORE THAN THREE PAGES IN LENGTH -- A MAXIMUM OF 700 WORDS. PAPERS IN EXCESS OF 700 WORDS WILL BE RETURNED UNREAD. WORD COUNT IS TO BE PROVIDED ON PAGE ONE AFTER YOUR NAME.** Papers are to be sent via email in Word to: pepg\_administrator@ksg.harvard.edu. One or two students will be asked to open the discussion each week with a brief presentation (no more than 5 minutes each).

2. Students are expected to prepare a research paper on a topic closely related to the themes of the course. Preliminary versions of the papers will be presented during class sessions toward the end of the term. Research papers due by 3:00 P.M., January 12, 2007.

Most of the required readings are available online. Other materials are available on reserve in the CGIS library as well as at the Kennedy School Library. Although the required readings from the below titles do not include the entire works, substantial passages are assigned, and the books are thus **available for purchase at the Harvard Coop:**

1. Christopher Jencks and Meredith Phillips, eds., *The Black-White Test Score Gap*, Brookings, 1998. (paperback)
2. Howell, William, & Paul E. Peterson, *The Education Gap: Vouchers and Urban Schools*, Brookings, 2006. Revised edition (paperback)
3. Martin R. West and Paul E. Peterson, *The School Money Trials Brookings*, 2007. (paperback.)

**Topics and Readings****September 17 – Overview of Course: Approaches to the Study of Educational Policy****September 24 – Education, Equity and Economic Growth***Required Readings:*

Eric Hanushek, et al. "Education and Economic Growth," *Education Next*, (VIII-2, Spring 2008), pp. 62-72 AND Unabridged Version.

Article –

[http://media.hoover.org/documents/ednext\\_20082\\_62.pdf](http://media.hoover.org/documents/ednext_20082_62.pdf)

Unabridged -

[http://media.hoover.org/documents/ednext\\_20082\\_HanushekWoessmann\\_unabridged.pdf](http://media.hoover.org/documents/ednext_20082_HanushekWoessmann_unabridged.pdf)

Meredith Phillips, "Understanding Ethnic Differences in Academic Achievement: Empirical Lessons from National Data." Proceedings from a Research Seminar Jointly Sponsored by National center for Education Statistics, National Institute on Student Achievement, Curriculum and Assessment and RAND, *Analytic Issues in the Assessment of Student Achievement*, pp. 103-132.

<http://nces.ed.gov/pubs2000/2000050.pdf> (print pages 131-160)

Meredith Phillips, James Crouse, and John Ralph, "Does the Black-White Test Score Gap Widen after Children Enter School?" in Christopher Jencks and Meredith Phillips, eds., *The Black-White Test Score Gap* (Brookings 1998), Ch. 7 (229-272.)

Jonathan Jacobsen, Cara Olsen, Jennifer King Rice, Stephen Sweetland, and John Ralph, *Educational Achievement and Black-White Inequality*. June 2001. National Center for Educational Statistics 2001—061. Ch. 4. plus Appendices A, B, C, and D.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001061> (print pages 49-116)

David Grissmer, Ann Flanagan, and Stephanie Williamson, Why Did the Black-White Score Gap Narrow in the 1970s and 1980s? Christopher Jencks and Meredith Phillips, eds., *The Black-White Test Score Gap* (Brookings 1998). Pp. 149-81.

Paul E. Peterson, "Toward the Elimination of Race Differences in Educational Achievement." Paul E. Peterson, ed., *Generational Change* (Rowman & Littlefield, 2006), pp. 1-25.

*Additional Readings:*

Fryer, R. G. and S. D. Levitt (2004). "Understanding the Black-White Test Score Gap in the First Two Years of School." *Review of Economics and Statistics* 86(2): 447-464.

<http://www.mitpressjournals.org.ezp1.harvard.edu/doi/abs/10.1162/00346530432303104>

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Steven D. Levitt and Roland G. Fryer. "Falling Behind," *Education Next*, (IV-4, Fall 2004), pp. 64-71 and Unabridged Version  
Article –

[http://media.hoover.org/documents/ednext20044\\_64.pdf](http://media.hoover.org/documents/ednext20044_64.pdf)

Unabridged –

[http://media.hoover.org/documents/ednext20044unabridged\\_64.pdf](http://media.hoover.org/documents/ednext20044unabridged_64.pdf)

Roland G. Fryer and S. D. Levitt (2006). "The Test Score Gap through Third Grade." Department of Economics, Harvard University, 2006.

[http://www.economics.harvard.edu/faculty/fryer/files/fryer\\_levitt\\_ecls2.pdf](http://www.economics.harvard.edu/faculty/fryer/files/fryer_levitt_ecls2.pdf)

### **October 1 – Does Class Size Matter? Using Experimental Data to Estimate School Effects on Achievement**

#### *Required Readings:*

Eric Hanushek, "The Evidence on Class Size." In Susan E. Mayer and Paul E. Peterson, eds. *Earning & Learning: How Schools Matter*. Brookings. 1999.

Alan Krueger, "Experimental Estimates of Education Production Functions," *Quarterly Journal of Economics*, Vol. 114, No. 2, (May, 1999): 497-532.

<http://www.mitpressjournals.org.ezp1.harvard.edu/doi/abs/10.1162/003355399556052>

Caroline Hoxby "The Effects of Class Size on Student Achievement: New Evidence from Population Variation." *Quarterly Journal of Economics*, 115(4), 2000: 1239-1285.

<http://www.mitpressjournals.org.ezp1.harvard.edu/doi/abs/10.1162/003355300555060>

Ludger Woessmann and Martin West, "Class-size Effects Around the World: Evidence from Between-Grade Variation in TIMSS." *European Economic Review*, Vol. 50, No 3 (2006): 695-736.

<http://dx.doi.org.ezp1.harvard.edu/10.1016/j.eurocorev.2004.11.005>

### **October 8 – Do Students Learn More in Private Schools? The Coleman Research**

#### *Required Readings:*

Thomas Hoffer, Andrew Greeley, and James Coleman, 1985. "Achievement Growth in Public and Catholic Schools," *Sociology of Education*, April, 58: 74-97.

<http://www.jstor.org.ezp1.harvard.edu/view/00380407/di975456/97p03436/0>

Douglas Willms, 1985. "Catholic School Effects on Academic Achievement: New Evidence from the High School and Beyond Follow-up Study," *Sociology of Education*, April, 58: 98-114.

<http://www.jstor.org.ezp1.harvard.edu/view/00380407/di975456/97p03447/0>

Christopher Jencks, 1985. "How Much Do High School Students Learn?" *Sociology of Education*, April, 58: 128-135.

<http://www.jstor.org.ezpl.harvard.edu/view/00380407/di975456/97p0346a/0>

Anthony S. Bryk, Valerie E. Lee and Peter B. Holland, 1993. *Catholic Schools and the Common Good*, Cambridge, MA: Harvard University Press. Ch 12 (pp. 297-328).

### **October 15—School Vouchers: Impacts on Students and on Public Schools**

Howell, William, & Paul E. Peterson, *The Education Gap: Vouchers and Urban Schools*, Brookings 2006. Preface, Chapters 1, 2, 4, 6, 7, Afterword, Appendixes.

Krueger, Alan and Pei Zhu, "Another Look at the New York City School Voucher Experiment," *American Behavioral Scientist*, January 2004, vol. 47, iss. 5, pp. 658-698.

<http://abs.sagepub.com.ezpl.harvard.edu/cgi/content/abstract/47/5/658>

West, Martin and Ludger Woessmann, "Every Catholic Child in a Catholic School": Historical Resistance to State Schooling, Contemporary Private Competition, and Student Achievement across Countries." Paper presented before Conference on Incentives in Education, Munich Germany, 2008.

This paper may be found on the "Research" page of the PEPG website:

[http://www.hks.harvard.edu/pepg/PDF/Papers/West\\_Woessman\\_PEPG08-05.pdf](http://www.hks.harvard.edu/pepg/PDF/Papers/West_Woessman_PEPG08-05.pdf)

Cecilia Elena Rouse, et al, "Feeling the Florida Heat? How Do Failing Schools Respond to the Threat of Vouchers or High Stakes Testing Pressure?"

[http://www.caldercenter.org/PDF/1001116\\_Florida\\_Heat.pdf](http://www.caldercenter.org/PDF/1001116_Florida_Heat.pdf)

#### *Additional Readings:*

F. H. Nelson, B. Rosenberg, and N. Van Meter, "Charter School Achievement on the 2003 National Assessment of Educational Progress," Washington DC: American Federation of Teachers, 2004.

<http://www.aft.org/pubs-reports/downloads/teachers/NAEPCharterSchoolReport.pdf>

Caroline Hoxby, "Achievement in Charter Schools and Regular Public Schools in the United States: Understanding the Differences," PEPG Working Paper, 2004.

[http://post.economics.harvard.edu/faculty/hoxby/papers/hoxbycharter\\_dec.pdf](http://post.economics.harvard.edu/faculty/hoxby/papers/hoxbycharter_dec.pdf)

Christopher Lubienski and Sarah Theule Lubienski. 2006. Charter, Private, Public Schools and Academic Achievement: New Evidence from NAEP Mathematics Data. National Center for the Study of Privatization in Education, Teachers College, Columbia University (January).

[http://www.ncspe.org/publications\\_files/OP111.pdf](http://www.ncspe.org/publications_files/OP111.pdf)

Henry Braun, Frank Jenkins, and Wendy Grigg, "Comparing Private Schools and Public Schools Using Hierarchical Linear Modeling," National Center for Education Statistics, Publication Number NCES 2006461 (July 2006).

<http://nces.ed.gov/NAEP/pdf/studies/2006461.pdf>

Paul E. Peterson and Elena Llaudet, "On the Public-Private Achievement Debate," Paper prepared for the meetings of the American Political Science Association, September 2006.

<http://www.hks.harvard.edu/pepg/PDF/Papers/PEPG06-02-PetersonLlaudet.pdf>

Caroline M. Hoxby, "Does Competition Among Public Schools Benefit Students and Taxpayers?" *American Economic Review*, 90(5), 2000: 1209-1238.

<http://www.jstor.org.ezpl.harvard.edu/view/00028282/di020242/02p0009w/0>

Jesse Rothstein, "Does Competition Among Public Schools Benefit Students and Taxpayers?: A Comment on Hoxby," National Bureau of Economic Research, 2005. Working Paper 11215.

<http://www.nber.org/papers/W11215>

Caroline M. Hoxby, "Competition among Public Schools: A Reply to Rothstein," National Bureau of Economic Research, 2005. Working Paper No. 11216.

<http://www.nber.org/papers/W11216>

## **October 22 – Do Students Learn More in Charter Schools? Experimental and Fixed Effects Analyses**

### *Required Readings:*

Bryan C. Hassel, "Friendly Competition," *Education Next*, (III-1, Winter 2003), pp. 8-15

[http://media.hoover.org/documents/ednext20031\\_8.pdf](http://media.hoover.org/documents/ednext20031_8.pdf)

Bruno V. Manno, "Yellow Flag," *Education Next*, (III-1, Winter 2003), pp. 16-22

[http://media.hoover.org/documents/ednext20031\\_16.pdf](http://media.hoover.org/documents/ednext20031_16.pdf)

Caroline M. Hoxby, "New York City Charter Schools," *Education Next*, (VIII-3, Summer 2008), pp. 54-61 AND Full Report

Article -

[http://media.hoover.org/documents/ednext\\_20083\\_54.pdf](http://media.hoover.org/documents/ednext_20083_54.pdf)

Full Report –

[http://www.nber.org/~schools/charterschoolseval/nyc\\_charter\\_schools\\_report\\_july2007.pdf](http://www.nber.org/~schools/charterschoolseval/nyc_charter_schools_report_july2007.pdf)

Helen F.Ladd and Robert Bifulco. "The Impact of Charter Schools on Student Achievement: Evidence from North Carolina," forthcoming in *Education Finance and Policy* (August 2005).

<http://www.educationnext.org/unabridged/20054/60.pdf>

Kevin Booker, Brian Gill, Ron Zimmer, and Tim R. Sass, *Achievement and Attainment in Chicago Charter Schools*. RAND Technical report, 2008.

[http://rand.org/pubs/technical\\_reports/2008/RAND\\_TR585.pdf](http://rand.org/pubs/technical_reports/2008/RAND_TR585.pdf)

**October 29—The Legal Pursuit of Adequacy***Required Readings:*

Martin R. West and Paul E. Peterson, *The School Money Trials Brookings*, 2007.

Read the following chapters:

1. The Adequacy Lawsuit: A Critical Appraisal - by Martin R. West and Paul E. Peterson
2. Adding Adequacy to Equity - by Richard Briffault
5. The Politicization of the School Finance Legal Process - by Matthew G. Springer and James W. Guthrie
7. Adequacy Judgments and School Reform - by Frederick M. Hess
9. The Impact of School Finance Judgments on State Fiscal Policy - by Christopher Berry
14. Adequacy Litigation and the Separation of Powers - by Joshua Dunn and Martha Derthick

**November 5-- School Employees, School Elections and School Policy***Required Readings:*

Terry Moe, "Political Control and the Power of the Agent." 2006. *Journal of Law, Economics, and Organization*. Vol. 22, No. 1 (Spring): 1-29.

<http://jleo.oxfordjournals.org.ezp1.harvard.edu/cgi/reprint/22/1/1>

Christopher R. Berry and William G. Howell, "Accountability and Local Elections: Rethinking Retrospective Voting," *The Journal of Politics*, Vol. 69, No. 3, August 2007, pp. 844–858

<http://www.blackwell-synergy.com.ezp1.harvard.edu/action/showPdf?submitPDF=Full+Text+PDF+%28176+KB%29&doi=10.1111%2Fj.1468-2508.2007.00579.x&cookieSet=1>

Frederick M. Hess and Martin R. West, "A Better Bargain: Overhauling Teacher Collective Bargaining for the 21st Century," PEPG 06-01.

<http://www.hks.harvard.edu/pepg/PDF/Papers/BetterBargain.pdf>

**November 12—(No Class Meeting. Time used to prepare Research Paper.)****November 19– Accountability—Are there Alternatives to NCLB?***Required Readings:*

Andrew Rudalevig, "No Child Left Behind: Forging a Congressional Compromise." In Paul E. Peterson and Martin R. West, *No Child Left Behind?* Brookings 2002.

Brian Jacob and Steven D. Levitt (2003). "Rotten Apples: an Investigation of The Prevalence and Predictors of Teacher Cheating." *Quarterly Journal of Economics* 118(3): 843-877.

<http://www.mitpressjournals.org.ezp1.harvard.edu/doi/abs/10.1162/00335530360698441>

Paul E. Peterson and Martin West, "Is Your Child's School Effective? Don't rely on NCLB to tell you," *Education Next*, (VI-4, Fall 2006), pp. 76-80.  
<http://www.educationnext.org>

Paul E. Peterson and Frederick Hess, "Few States Set World Class Standards" *Education Next* (VIII-3, Summer 2008), pp. 70-73.  
[http://media.hoover.org/documents/ednext\\_20083\\_70.pdf](http://media.hoover.org/documents/ednext_20083_70.pdf)

Ludger Woessman, "Central Exit Exams and Student Achievement: International Evidence," In Paul E. Peterson. & Martin R. West, eds., *No Child Left Behind? The Politics and Practice of Accountability* (Brookings, 2003), Ch. 13, pp. 292-324.

### **November 26 –Initial Discussion of Research Projects**

### **December 3 – The Merit Pay Controversy: Can we Measure Teacher Effectiveness? Will Merit Pay Raise Performance?**

#### *Required Readings:*

Thomas J. Kane, Jonah E. Rockoff, Douglas O. Staiger. 2005. "What Does Certification Tell Us About Teacher Effectiveness? Evidence from New York City" National Bureau of Economic Research. Working Paper No. 12155. (April).  
<http://www.nber.org/papers/W12155>

Thomas J. Kane, Jonah E. Rockoff, Douglas O. Staiger, "Photo Finish" *Education Next* (VII-1, Winter 2007), pp. 60-67.  
[http://media.hoover.org/documents/ednext\\_20071\\_60.pdf](http://media.hoover.org/documents/ednext_20071_60.pdf)

Jesse Rothstein, "Do Value-Added models Add Value? Tracking, Fixed Effects and Causal Inferences." National Bureau of Economic Research, November 2007.  
<http://econ.lse.ac.uk/seminars/papers/labour-141207.pdf>

Thomas Kane and Douglas Staiger, "Are Teacher-Level Value-Added Estimates Biased? An Experimental Validation of Non-Experimental Estimates." March 2008.  
[http://isites.harvard.edu/fs/docs/icb.topic245006.files/Kane\\_Staiger\\_3-17-08.pdf](http://isites.harvard.edu/fs/docs/icb.topic245006.files/Kane_Staiger_3-17-08.pdf)

Karthik Muralidharan and Venkatesh Sundararaman. "Teacher Performance Pay: Experimental Evidence from India." Harvard University.  
<http://www.hks.harvard.edu/pepg/PDF/events/Munich08/Muralidharan%20and%20Sundararaman.pdf>

#### *Additional Readings:*

Eric. A. Hanushek, John F. Kain, Steven G. Rivkin, "Why Public Schools Lose Teachers," *Journal of Human Resources*, Spring 2004, Vol. 39 Issue 2, p326, 29p.  
<http://ezp1.harvard.edu/login?url=http://search.epnet.com.ezp1.harvard.edu/login.aspx?direct=true&db=bth&an=13257903&scope=site>

Michael Podgursky, Ryan Monroe, and Donald Watson, "The academic quality of public school teachers: an analysis of entry and exit behavior," *Economics of Education Review*, vol 23 (2004) pp. 507-518.

<http://dx.doi.org.ezp1.harvard.edu/10.1016/j.econedurev.2004.01.005>

Susanna Loeb, Linda Darling-Hammond, and John Luczak, "How Teaching Conditions Predict Teacher Turnover in California Schools," *Peabody Journal of Education*, vol 80, no. 3 (2005), pp 44-70.

[http://www.leaonline.com.ezp1.harvard.edu/doi/abs/10.1207/s15327930pje8003\\_4](http://www.leaonline.com.ezp1.harvard.edu/doi/abs/10.1207/s15327930pje8003_4)

Todd R. Stinebrickner, "An Empirical Investigation of Teacher Attrition," *Economics of Education Review*, vol. 17, issue 2 (April 1998), pp. 127-136.

[http://dx.doi.org.ezp1.harvard.edu/10.1016/S0272-7757\(97\)00023-X](http://dx.doi.org.ezp1.harvard.edu/10.1016/S0272-7757(97)00023-X)

Peter Dolton and Wilbert van der Klaauw, "The Turnover of Teachers: A Competing Risks Explanation," *The Review of Economics and Statistics*, vol. 81, no. 3 (August 1999), pp. 543:552.

<http://www.mitpressjournals.org.ezp1.harvard.edu/doi/abs/10.1162/003465399558292>

Charles Clotfelter, Elizabeth Glennie, Helen Ladd, Jacob Vigdor, "Would Higher Salaries Keep Teachers in High-Poverty Schools? Evidence from a Policy Intervention in North Carolina," National Bureau of Economic Research Working Paper No. 12285 (June 2006). <http://www.nber.org/papers/w12285>

## **December 10 – School Desegregation, Peer Effects and “Acting White”**

### *Required Readings:*

Eric A Hanushek, John F Kain, Jacob M Markman, and Steven G Rivkin, "Does peer ability affect student achievement?" *Journal of Applied Econometrics*, vol. 18 no. 5 (Sep 2003), ABI/INFORM Global, pg. 527.

<http://ezp1.harvard.edu/login?url=http://proquest.umi.com.ezp1.harvard.edu/pqdweb?did=430786551&Fmt=7&clientId=11201&RQT=309&VName=PQD>

Philip J. Cook and Jens Ludwig, "The Burden of “Acting White”: Do Black Adolescents Disparage Academic Achievement" In Christopher Jencks and Meredith Philipps, *The Black-White Test Score Gap* (Brookings 1998), Ch. 10 (pp. 375-400).

Roland Fryer and Paul Torelli, "An Empirical Analysis of ‘Acting White’" (Working paper, Harvard University, Department of Economics, May 2005).

[http://post.economics.harvard.edu/faculty/fryer/papers/fryer\\_torelli.pdf](http://post.economics.harvard.edu/faculty/fryer/papers/fryer_torelli.pdf)

Roland Fryer, "Acting White," *Education Next*, (VI-1, Winter 2006), pp. 52-59.

[http://media.hoover.org/documents/ednext20061\\_52.pdf](http://media.hoover.org/documents/ednext20061_52.pdf)

Ester Duflo, Pascaline Dupas, and Michael Kremer, "Peer Effects and the Impact of Tracking: Evidence from a Randomized Evaluation in Kenya." 2008.

<http://www.povertyactionlab.com/papers/Peer%20Effects.pdf>