General Course Information
This course will examine the efficacy of alternative “macro-level” policies to reform American education, in particular: school accountability, strategic management of human capital, educator effectiveness systems, performance-based compensation, performance management and data-informed decision-making, charter schools, school choice, and privatization. These policies are now being implemented across the nation as a result of state initiatives and federal initiatives, including the Every Student Succeeds Act, No Child Left Behind, Race to the Top, the Teacher Incentive Fund, and the emerging policies of the new administration. The course will address the analytic tools used to implement many of these policies, including student assessments, growth and value-added indicators, observational measures of educator effectiveness, early warning systems, and predictive analytics.

Course Requirements
1. Student Participation
Students will need to fulfill the following requirements:

   • Complete all reading assignments. Come to class with questions/comments to ask of the instructor and fellow students. Class sessions will not summarize the reading but rather will provide the larger systemic context, integrate the materials and explore the implications of the readings.
   
   • Participate in class discussion. This means actively engaging in discussions of the reading and the cases. For all classes student participation will be a major component. In particular, any class with a case study assigned will focus on student debate of the case. To participate, you will need to be in class, so please let me know in advance if you cannot attend.

2. NGO Presentation
A short, 10 minute presentation on a non-governmental organization that influences policy or has other impacts in a topic area covered in the course. Each student will be assigned a week to present after the first class, and will be responsible for choosing the organization they will address.

3. Reading Exercises
On two class days, I will hand out a set of questions aimed at helping students to understand and compare the articles I have assigned for the following week. Students will prepare a memo or talking points that analyze and evaluate the arguments and conclusions of the authors and responds to the prompt. Details on reading exercises will be provided upon their assignment.
4. Analytic Problem Sets
Students will complete 2 problem sets that will require analysis of a set of data. Details on analytic problem sets will be provided upon their assignment.

5. Class Debate
In Week 8, we will hold a class debate. Students will be assigned to teams to argue the two primary ‘sides’ of education reformers – those who advocate for:
- School choice, informed by measures of school performance versus
- Data-informed accountability from the state.
Each team will prepare and present a Powerpoint presentation that utilizes in-class readings and evidence to defend their view and suggest what policies are most appropriate for their position. Groups will be required to list the evidence and readings cited in a references slide of their presentation. No written paper is required.

6. Semester Project
For your semester project you will be asked to work on a team with one other student. You have some choices in terms of what you may do.

You will be asked to think of yourselves as a team of consultants brought in to provide a frank assessment. Being in a group involves some additional coordination costs, but it has benefits – you can divide up and peer review each other’s work, and it generally results in a more thoughtful analysis. The groups are expected to be self-managed, but anyone regarded as shirking their responsibilities will be scored a grade level lower on the project than other members. It is therefore in your interests to create a team environment characterized by civility, mutual respect, fair allocation of effort, clear goals and deadlines, and follow-through. A good start would be to create a set time where you will meet every week to discuss the project. Specific information and a list of possible topics for the semester projects will be provided later in the course.

Projects will be presented during class time on May 1st. There will also be a project report due by the end of the university’s exam period. Please email me if you have suggestions for possible projects.

Expectations for Academic Integrity
I expect a full adherence to UW’s code of academic integrity. I also expect that you will acknowledge all ideas that are not your own through proper citation. Any plagiarism (passing off as one’s own ideas, the words, writings, music, graphs/charts, etc. that were created by another), or other forms of cheating will be met with a failing grade for the course, and will be reported to the graduate school for additional disciplinary responses. I reserve the right to run all student memos and papers through the software that checks for academic violations.

Please put all direct quotes in quotations. Any accepted format for citation may be used as long as it is used consistently. You may want to follow the style format of a major public administration journal, such as, Public Administration Review or Journal of Public Administration Research and Theory.

Grading
Your maximum score for the entire course is 100 points. These points may be earned as follows:
1. Class Participation: 10%
2. NGO Presentation: 10%
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3. Reading Exercises: 15%
4. Analytic Problem Sets: 20%
5. Class Debate: 15%
6. Semester Project: 30%

Grading Standard
93-100 A  
88-92 AB  
83-87 B  
78-82 BC  
73-77 C  
69-72 CD  
63-68 D  
59-62 DF

*** Class Readings and Assignments ***
Information on the readings and study questions for the following week will be posted by the end of class each week (or earlier) as a news posting on Learn@UW. A bibliography of course readings and additional sources is currently posted on Learn@UW and will be subject to change. Below is a list of the topics we will be covering.

NOTE: THE CLASS READINGS AND SCHEDULE ARE SUBJECT TO CHANGE. PLEASE CHECK LEARN@UW EVERY WEEK TO MAKE SURE YOU ARE READING THE MOST UPDATED MATERIALS.

Federal Landscape – Post ESSA and Post-Election
Week 1, January 23: Introduction, ESSA and Trump Election
Readings:
• A principled federal role in PreK-12 education - Harris, Ladd, Smith & West, Brookings Institution
• Selections from Betsy DeVos’ Confirmation Hearing
• A Progress Report on Charter Schools - Finn and Manno, National Affairs
• Choice is a Panacea – Chubb & Moe

Supplemental
• Transforming Public Education in the Nation’s Capital – Cohen, Doty, & Schalliol, FSG

Week 2, January 30: Trump, Choice, and Accountability
Readings:
• A principled federal role in PreK-12 education - Harris, Ladd, Smith & West, Brookings Institution
• Selections from Betsy DeVos’ Confirmation Hearing
• A Progress Report on Charter Schools - Finn and Manno, National Affairs
• Choice is a Panacea – Chubb & Moe

Supplemental
• Transforming Public Education in the Nation’s Capital – Cohen, Doty, & Schalliol, FSG

Week 3, February 6: Value-added and Student Growth Analysis Techniques
Readings:
• Oak Tree analogy video
• VA Models and the Next Generation of Assessments – Meyer, Dokumaci
• Value-Added Modeling: A Review – Koedel & Rockoff

Week 4, February 13: Value-added / Student Growth Implementation and Implications
Readings:
• ASA Statement on Using VAM for Educational Assessment
• Response to ASA Statement – Meyer, Ponisciak
• Educator Evaluation Policy that Incorporates EVAAS Value-Added Measures: Undermined Intentions and Exacerbated Inequities – Kimberly Hewitt, Arizona State University
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- AERA Statement on Use of VAM in Evaluation of Educators and Ed Prep Programs
- Evaluating Teacher Evaluation: What We Know About Value-Added Models and Other Methods – Darling-Hammond

**Week 5, February 20: School Accountability**

**Readings**
- Making the Grade: A 50-State Analysis of School Accountability Systems, Carmel Martin, Scott Sargrad, Samantha Batel – Center for American Progress
- Economics of Education: School Accountability
- Every Student Succeeds Act Brings New School Accountability Measures to Bear
- Does School Accountability Lead to Improved Student Performance?

**Supplemental**
- Left Behind by Design: Proficiency Counts and Test-based Accountability – Derek Neal and Diane Schanzenbach – NBER 2007

**Week 6, February 27: Charter Schools and Vouchers**

**Readings:**
- School choice and school competition: Evidence from the United States, Caroline Hoxby
- Exit, Voice and Loyalty Excerpts
- Ohio, California CREDO charter school studies

**Week 7, March 6: Student Assessment**

**Readings:**
- EdWeek: The Common Core Explained
- Packing and Unpacking Sources of Validity and Evidence
- EdWeek: ESSA’s Flexibility on Assessment Elicits Qualms from Testing Experts
- Page 31-33: Summary of New Hampshire’s PACE Accountability/Assessment System
- Accountability for College and Career Readiness: Developing a New Paradigm

**Week 8, March 13: Class Debate – School Choice with Information vs. Data-Informed Accountability**

**Week 9, March 20: Spring Break**

**Week 10, March 27: Observation Measures**

**Readings:**
- Teacher observations have been a waste of time and money – Dynarksi, Brookings Institute
- MET Study: The Reliability of Classroom Observations by School Personnel
- CECR: Measuring and Promoting Inter-Rater Agreement of Teacher and Principal Performance Ratings

**Week 11, April 3: Combining Multiple Measures**

**Readings:**
- Education Analytics New York State APPR Report
- TNTP: The Widget Effect
- CALDER: Combining Multiple Performance Measures: Do Common Approaches Undermine
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Districts’ Personnel Evaluation Systems?
• REL Mid-Atlantic: Multiple measures of teacher effectiveness in Pittsburgh Public Schools
Supplemental:
• Multiple Measures of Student Growth (Chapter 2) – Marzano, Toth

Week 12, April 10: Human Capital Management
Readings:
• The teacher pay gap is wider than ever – Syliva Allegretto and Lawrence Mishel, Economic Policy Institute
• Teacher Evaluation Policy and Conflicting Theories of Motivation – Firestone, AERA
• Strategic Management of Human Capital in Public Education – SMHC at UW WCER
• TNTP: The Irreplaceables
• Incentives, Selection, and Teacher Performance: Evidence from IMPACT

Week 13, April 17: Social and Emotional Learning

Week 14, April 24: Predictive Analytics

Week 15, May 1: Semester Project Presentations