
Discussion

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March 26, 2008

What Have We Learned

- ❑ Programs for early childhood education clearly work
- ❑ Important outcomes go beyond the classroom
 - ▶ Crime, employment, wages
- ❑ Good teachers matter and good is not easily quantified
- ❑ Limited evidence on other interventions
- ❑ Smaller class sizes seem to work, *if* we can hold teacher quality constant
- ❑ School accountability improves test scores, but the improvements may be “false” or at the expense of other studies

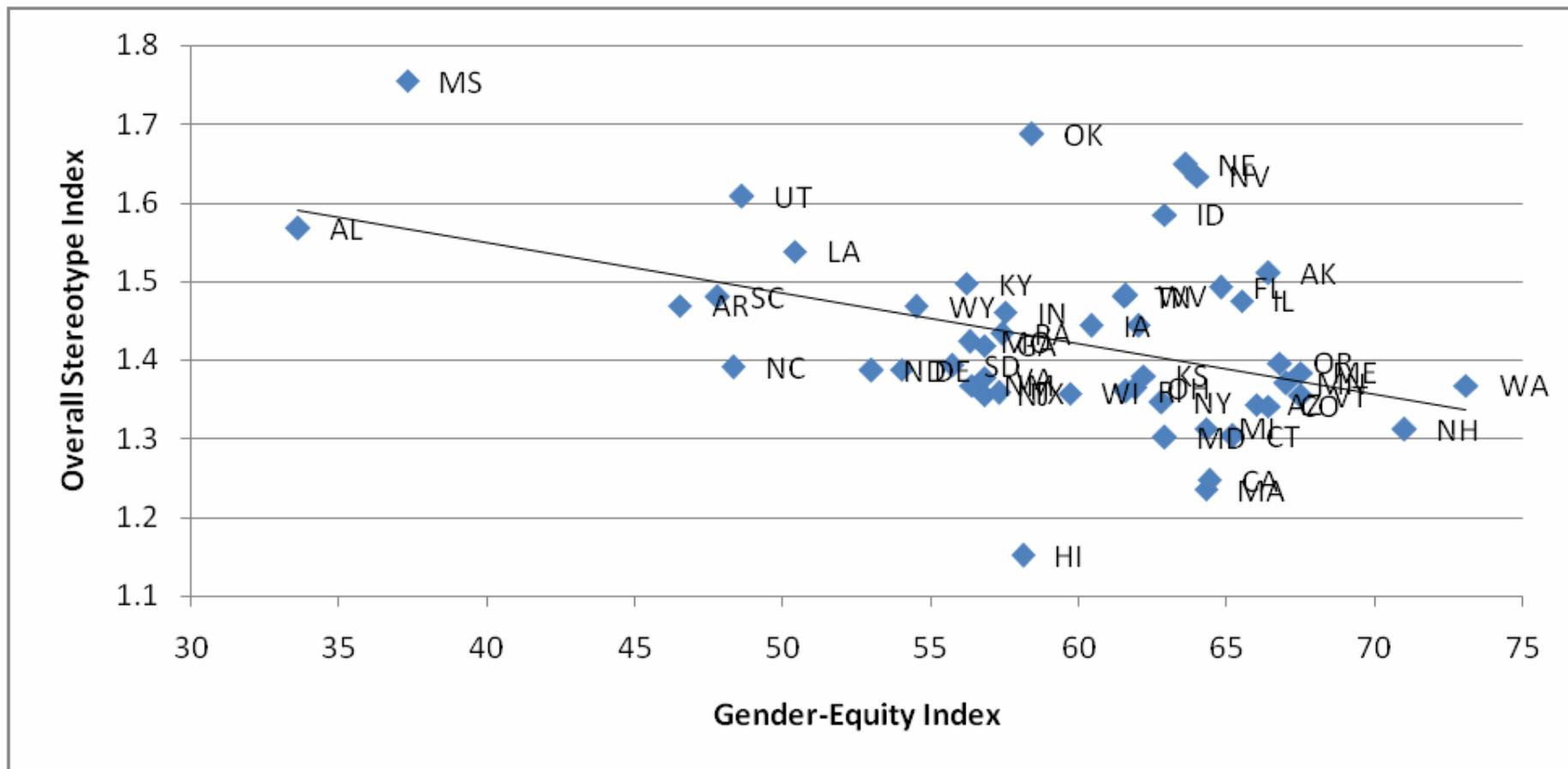
Neighborhood versus School Affects

- ❑ Difficult problem to solve because
 - ▶ Not much variation because neighborhood and school quality go together
 - ▶ Crude measures of neighborhood and school characteristics mean that a measured “neighborhood” characteristic might be correlated with an unobserved school characteristic and vice-versa
 - ▶ Effects are correlations and thus cannot be implied to mean that changing neighborhood or school characteristics would change educational outcomes

Neighborhood characteristics are broader

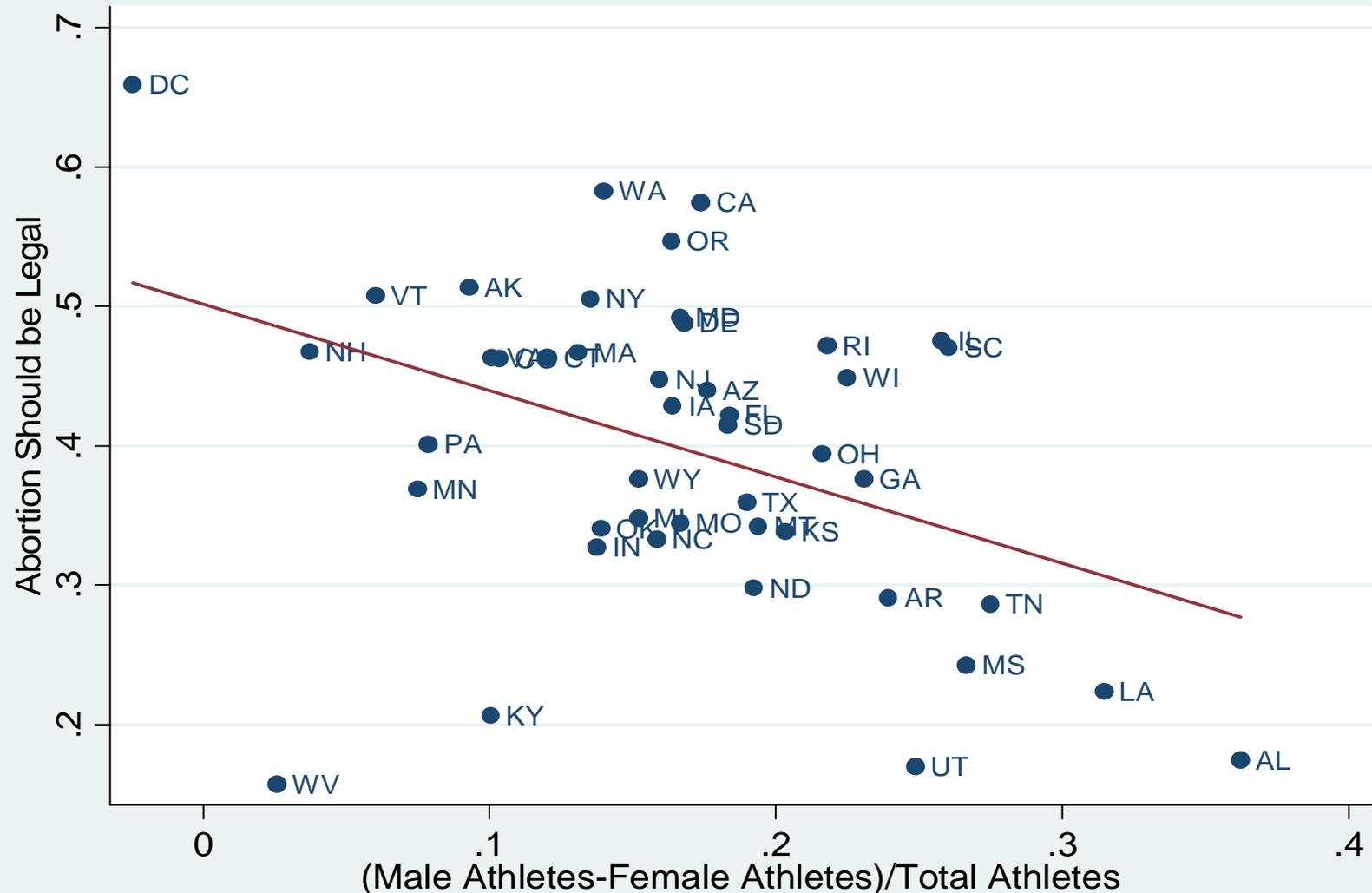
- ❑ Pope and Snyder (2007) examine the variation in the sex differences in test scores across states and neighborhood characteristics
 - ▶ if sex stereotypes on test scores are primarily driven by innate gender differences in cognition, there should be little variation in the test-score gender gaps
 - ▶ instead they find that where men do better than women in math, women do better than men in reading and this occurs in neighborhoods with more traditional notions about gender
- ❑ Similarly, my research on Title IX shows that male and female high school sports participation is most equal in states that have less discriminatory attitudes

Gender Attitudes and Gender Gaps



“Nature, Nurture, and Sex Differences in Test Scores”
Devin G. Pope and Justin R. Sydnor

Gender Attitudes and Gender Gaps



Betsey Stevenson "Title IX and the Evolution of High School Sports", *Contemporary Economic Policy*, 25(4), October 2007.