

David M. Houston

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- ACADEMIC APPOINTMENTS** Assistant Professor, College of Education and Human Development, George Mason University, 2020–Present
University Affiliate Faculty, Schar School of Policy and Government, George Mason University, 2022–Present
Faculty Affiliate, EdPolicy*Forward*: The Center for Education Policy at George Mason University, 2020–Present
Survey Director, Program on Education Policy and Governance, Kennedy School of Government, Harvard University, 2021–Present
Postdoctoral Research Fellow, Program on Education Policy and Governance, Kennedy School of Government, Harvard University, 2018–2020
First and Second Grade Teacher, VOICE Charter School, New York, NY, 2010–2013
- EDUCATION** Ph.D. in Politics and Education, Teachers College, Columbia University, 2018
M.Phil. in Politics and Education, Teachers College, Columbia University, 2017
M.S.Ed. in Childhood Education, School of Education, Hunter College, City University of New York, 2012
B.A. in English Literature and Anthropology, College of Arts and Sciences, Washington University in St. Louis, 2010
- PEER-REVIEWED ARTICLES** **Houston, D. M.**, Henderson, M. B., Peterson, P. E., & West, M. R. (2022). Public opinion, attitude stability, and education policy. *Teachers College Record*. Advance online publication. <https://journals.sagepub.com/pb-assets/cmscontent/TCZ/Research%20Notes%20Collection/2022%20Research%20Notes/HoustonResearchNote-1657045511.pdf>.
Houston, D. M., Henderson, M. B., Peterson, P. E., & West, M. R. (2021). Status, growth, and perceptions of school quality. *Educational Evaluation and Policy Analysis*, 44(1), 105–126. <https://doi.org/10.3102/01623737211030505>.
Houston, D. M., & Henig, J. R. (2021). The effects of student growth data on school district choice: Evidence from a survey experiment. *American Journal of Education*, 127(4), 563–595. <https://doi.org/10.1086/715003>.
Houston, D. M. (2021). Polarization and the politics of education: What moves partisan opinion? *Educational Policy*, 35(4), 566–589. <https://doi.org/10.1177/0895904818823745>.
Houston, D. M. (2019). Schoolhouse democracy: Public opinion and education spending in the states. *Educational Researcher*, 48(7), 438–451. <https://doi.org/10.3102/0013189X19867948>.
Wohlstetter, P., **Houston, D. M.**, & Buck, B. (2015). Networks in New York City: Implementing the common core. *Educational Policy*, 29(1), 85–110. <https://doi.org/10.1177/0895904814556753>.

BOOK
CHAPTERS

Henig, J. R., **Houston, D. M.**, & Lyon, M. (2017). From NCLB to ESSA: Lessons learned or politics reaffirmed? In F. M. Hess & M. Eden (Eds.), *The Every Student Succeeds Act: What it means for America's schools, systems, and states*. Cambridge, MA: Harvard Education Press.

Wohlstetter, P., Buck, B., **Houston, D. M.**, & Smith, C. O. (2016). Common core, uncommon theory of action: CEOs in New York City schools. In A. J. Daly & K. S. Finnegan (Eds.), *Thinking and acting systemically: Improving districts under pressure*. Washington, DC: American Educational Research Association.

OTHER
PUBLICATIONS

Houston, D. M. (2022). A new way to pick the best school for your child. *The Conversation*. <https://theconversation.com/a-new-way-to-pick-the-best-school-for-your-child-177515>.

Henderson, M. B., **Houston, D. M.**, Peterson, P. E., & West, M. R. (2022). Parent poll reveals support for school covid-safety measures despite vaccine hesitancy, partisan polarization. *Education Next*, 22(1), 26–36. <https://www.educationnext.org/parent-poll-reveals-support-school-covid-safety-measures-despite-vaccine-hesitancy-partisan-polarization/>.

Henderson, M. B., **Houston, D. M.**, Peterson, P. E., & West, M. R. (2022). Hunger for stability quells appetite for change: Results of the 2021 Education Next survey of public opinion. *Education Next*, 22(1), 8–24. <https://www.educationnext.org/hunger-for-stability-quells-appetite-for-change-results-2021-education-next-survey-public-opinion-poll/>.

Henderson, M. B., **Houston, D. M.**, Peterson, P. E., Shakeel, M. D., & West, M. R. (2021). Amid pandemic, support soars for online learning, parent poll shows: Results from the 2020 Education Next survey of public opinion. *Education Next*, 21(1), 6–21. <https://www.educationnext.org/amid-pandemic-support-soars-online-learning-parent-poll-shows-2020-education-next-survey-public-opinion/>.

Henderson, M. B., **Houston, D. M.**, Peterson, P. E., & West, M. R. (2021). What American families experienced when Covid-19 closed their schools. *Education Next*, 21(1), 22–31. <https://www.educationnext.org/what-american-families-experienced-when-covid-19-closed-their-schools/>.

Henderson, M. B., **Houston, D. M.**, Peterson, P. E., & West, M. R. (2020). Public support grows for higher teacher pay and expanded school choice: Results from the 2019 Education Next Poll. *Education Next*, 20(1), 8–27.

Houston, D. M. (2019). Information about student growth, not just average test scores, can sway school and housing choices, an experiment shows. *Education Next*. <https://www.educationnext.org/information-student-growth-not-just-average-test-scores-can-sway-school-housing-choices-experiment-shows>.

Henig, J. R., Riehl, C. J., **Houston, D. M.**, Rebell, M. A., & Wolff, J. R. (2016). Collective impact and the new generation of cross-sector collaborations for education: A nationwide scan. The Wallace Foundation. <https://www.wallacefoundation.org/knowledge-center/Documents/Collective-Impact-and-the-New-Generation-of-Cross-Sector-Collaboration-for-Education.pdf>.

Henig, J. R., **Houston, D. M.**, & Lyon, M. (2016). The changing face of collaboration. *Stanford Social Innovation Review*. https://ssir.org/articles/entry/the_changing_face_of_collaboration.

Erickson, A. T., Buck, B., & **Houston, D. M.** (2016). Thriving cities endowment brief: The true. University of Virginia, Institute for Advanced Studies in Culture. <https://thrivingcitiesgroup.com/endowment-briefs-research>.

Houston, D. M. (2015). Review of *Trendsetting charter schools: Raising the bar for civic education*, by G. J. Schmitt & C. Miller. *Journal of School Choice*, 9(4), 652–655. <https://doi.org/10.1080/15582159.2015.1091233>.

Wohlstetter, P., & **Houston, D. M.** (2015). Rage against the regime: The reform of education policy in New York City. *Teachers College Record*. <http://www.tcrecord.org/content.asp?contentid=17841>.

PUBLIC
WORKING
PAPERS

Houston, D. M., & Steinberg, M. P. (2022). Public support for educators and in-person instruction during the Covid-19 pandemic. Annenberg Institute at Brown University. EdWorkingPaper 22-575. <https://www.edworkingpapers.com/ai22-575>.

Houston, D. M., & Henig, J. R. (2021). The ‘good’ schools: Academic performance data, school choice, and segregation. Annenberg Institute at Brown University. EdWorkingPaper 21-491. <https://www.edworkingpapers.com/ai21-491>.

Houston, D. M., Henderson, M. B., Peterson, P. E., & West, M. R. (2021). Public opinion, attitude stability, and education policy. Annenberg Institute at Brown University. EdWorkingPaper 21-435. <https://www.edworkingpapers.com/ai21-435>.

Houston, D. M., Henderson, M. B., Peterson, P. E., & West, M. R. (2020). Status, growth, and perceptions of school quality. Annenberg Institute at Brown University. EdWorkingPaper 20-238. <https://www.edworkingpapers.com/ai20-238>.

Houston, D. M., & Henig, J. R. (2019). The effects of student growth data on school district choice: Evidence from a survey experiment. Annenberg Institute at Brown University. EdWorkingPaper 19-87. <https://www.edworkingpapers.com/ai19-87>.

UNDER REVIEW

Houston, D. M. & Steinberg, M. P. (2022). Public support for educators and in-person instruction during the Covid-19 pandemic. Manuscript submitted for publication.

Hartney, M. T. & **Houston, D. M.** (2021). Election timing and voter knowledge: Comparing on-cycle and off-cycle electorates. Manuscript submitted for publication.

Finger, L. K., & **Houston, D. M.** (2021). Public goods, private goods, and school preferences. Manuscript submitted for publication.

Houston, D. M., & Henig, J. R. (2021). The ‘good’ schools: Academic performance data, school choice, and segregation. Manuscript submitted for publication.

PEER-REVIEWED
PRESENTATIONS

Houston, D. M., & Steinberg, M. R. (2022). COVID-19 school closures and public support for educators. Association for Education Finance and Policy. Denver, CO.

Houston, D. M., & Henig, J. R. (2021). The ‘good’ schools: How the combination of school choice and new measures of academic performance can exacerbate or attenuate school segregation. American Political Science Association. Virtual Presentation.

Hartney, M. T., & **Houston, D. M.** (2021). School board election timing and voter information levels: Comparing on-cycle and off-cycle electorates. Association for Education Finance and Policy. Virtual Presentation.

Houston, D. M., Henderson, M. B., Peterson, P. E., & West, M. R. (2020). How Covid-19 school closures affected attitudes toward online learning: Evidence from a nationally representative survey of US parents. Association for Public Policy Analysis and Management. Virtual Presentation.

Houston, D. M., Henderson, M. B., Peterson, P. E., & West, M. R. (2020). The long-term stability of individual opinions on education issues. American Political Science Association. Virtual Presentation.

Houston, D. M., Henderson, M. B., Peterson, P. E., & West, M. R. (2020). The effects of achievement and growth information on perceptions of school quality: Evidence from a survey experiment. Association for Education Finance and Policy. Virtual Presentation.

Houston, D. M., & Henig, J. R. (2019). The effects of student growth data on school district choice: Evidence from a survey experiment. American Political Science Association. Washington, DC.

Houston, D. M. (2019). Achievement and growth: The effects of district performance data on public opinion. Association for Education Finance and Policy. Kansas City, MO.

Houston, D. M. (2018). Schoolhouse democracy: Public opinion and education spending in the states. American Political Science Association. Boston, MA.

Houston, D. M. (2018). Learning about schooling: The effects of state-level student achievement data on public opinion. American Educational Research Association. New York, NY.

Houston, D. M. (2018). Polarization and the politics of education: What moves partisan opinion? American Educational Research Association. New York, NY.

Henig, J. R., **Houston, D. M.**, & Clark, C. M. (2015). Collective impact initiatives in the education sector. American Political Science Association. San Francisco, CA.

Wohlstetter, P., **Houston, D. M.**, & Buck, B. (2015). Networks in New York City: Implementing the Common Core. American Educational Research Association. Chicago, IL.

INVITED
PRESENTATIONS

Houston, D. M. (2022). Measuring school quality using student test score data. Education Writers Association Annual Seminar. Orlando, FL.

Houston, D. M., & Steinberg, M. R. (2022). COVID-19 school closures and public support for educators. George Mason University, EdPolicy*Forward* Research Workshop. Arlington, VA.

Houston, D. M., & Henig, J. R. (2021). The ‘good’ schools: Academic performance data, school choice, and segregation. George Mason University, Schar School of Policy and Government, Brown Bag Series. Virtual Presentation.

Henderson, M. B., **Houston, D. M.**, Peterson, P. E., & West, M. R. (2021). Results of the 2021 Education Next survey of public opinion. Harvard Program on Education Policy and Governance. New York, NY

Houston, D. M. (2021). Public support for state education policy: What the polls say. National Association of State Boards of Education. Virtual Presentation.

Houston, D. M. (2021). Results from the 2021 Education Next Poll. Excel*in*Ed. Virtual Presentation.

Houston, D. M., Henderson, M. B., Peterson, P. E., & West, M. R. (2019). The effects of achievement and growth information on perceptions of school quality: Evidence from a survey experiment. Harvard Program on Education Policy and Governance. New York, NY.

Houston, D. M., & Henig, J. R. (2019). The effects of student growth data on school district choice: Evidence from a survey experiment. Harvard Graduate School of Education. Cambridge, MA.

Houston, D. M., & Henig, J. R. (2019). The effects of student growth data on school district choice: Evidence from a survey experiment. Russell Sage Foundation and W. T. Grant Foundation. New York, NY.

Houston, D. M., & Henig, J. R. (2019). The effects of student growth data on school district choice: Evidence from a survey experiment. Harvard Kennedy School. Cambridge, MA.

Houston, D. M. (2018). Learning about schooling: The effects of state-level student achievement data on public opinion. National Academy of Education and the Spencer Foundation. Washington, DC.

Houston, D. M. (2018). Research methods workshop: Multilevel regression and post-stratification (MRP). Boston-Area Politics of Education Writing Group. Cambridge, MA.

Houston, D. M. (2017). Schoolhouse democracy: Public opinion and education spending in the states. National Academy of Education and the Spencer Foundation. Washington, DC.

Henig, J. R., Riehl, C. J., **Houston, D. M.**, Rebell, M. A., & Wolff, J. R. (2016). Collective impact and the new generation of cross-sector collaborations for education: A nationwide scan. Teachers College, Columbia University. New York, NY.

TEACHING

GEORGE MASON UNIVERSITY

EDUC 870: Education Policy: Process, Context, and Politics (cross-listed as EDPO 601: P-12 Policy Challenges)

EDUC 871: Advanced Policy Issues in Education

EDUC 885: History of Education in the United States (cross-listed as EDPO 600: History of Education Reform)

EDUC 886: School Reform in the United States: Politics and Policies (cross-listed as EDPO 603: Conflict and Consensus: Education, Interest Groups, and Advocacy)

HARVARD UNIVERSITY

HGSE L-105: Evidence-Based Leadership in Education (Teaching Fellow)

GOV 2490: The Political Economy of the School (Teaching Fellow)

COLUMBIA UNIVERSITY

EDPA 6002: Quantitative Methods for Evaluating Education Policies and Programs (Instructor)

EDPA 4002: Data Analysis for Education Policy Research and Decision Making I (Teaching Assistant)

EDPA 5002: Data Analysis for Education Policy Research and Decision Making II (Teaching Assistant)

EDPP 5041: Politics of Centralization and Decentralization (Teaching Assistant)

CBS B8257: Modern Econometrics for Business (Teaching Assistant)

GRANTS

Spencer Foundation, Research Communication Grant, \$15,000, 2022–2023 (PI)

4-VA at University of Virginia, Collaborative Research Grant, \$35,000, 2022–2023 (Co-PI)

Spencer Foundation, Small Grant, \$28,200, 2020–2021 (PI)

Russell Sage Foundation and W.T. Grant Foundation, Improving Education and Reducing Inequality in the United States, \$14,140, 2018–2019 (Co-PI)

Teachers College, Columbia University, Provost Doctoral Dissertation Grant, \$7,750, 2018

Teachers College, Columbia University, Dean’s Grant for Student Research, \$1,960, 2018

FELLOWSHIPS,
SCHOLARSHIPS,
AND AWARDS

Fordham Institute and American Enterprise Institute Emerging Education Policy Scholars Program (EEPS), 2022

National Academic of Education and Spencer Foundation Dissertation Fellowship, \$27,500, 2017–2018

Teachers College, Columbia University, Research Dissertation Fellowship, \$6,000, 2017–2018

Teachers College, Columbia University, Weinberg Fellowship in Politics and Education, \$4,216, 2016–2017

Teachers College, Columbia University, Departmental Fellowship, \$27,000, 2016–2017

Teachers College, Columbia University, Doctoral Research Fellowship, \$30,000, 2015–2016

Teachers College, Columbia University, Doctoral Research Fellowship, \$30,000, 2014–2015

SERVICE

PEER REVIEW

AERA Open, American Educational Research Journal, Educational Policy, Educational Psychology Review, Educational Researcher, Journal of Education Policy, Journal of School Choice, Stanford University Center for Education Policy Analysis, State and Local Government Review

CONFERENCES

APSA 2022 Education Politics and Policy Spring Conference (Panel Chair), APSA 2021 Annual Meeting (Education Politics and Policy Section, Best Paper Award Committee), APSA 2020 Annual Meeting (Panel Chair), Harvard PEPG Colloquia Series 2020 (Organizer), Harvard PEPG Colloquia Series 2019 (Organizer), Harvard PEPG Education Cities Conference 2019 (Organizer)

MENTORING

DISSERTATION COMMITTEES

Jodi Carr, 2022–Present; Alan Moore (University of Washington), 2020–Present

PROGRAM ADVISORY COMMITTEES

Alejandra Salazar Salame, 2022–Present; Natalie Truong, 2021–Present; Stephen Vaughan, 2021–Present; Alyssa Barone, 2021–Present

GRADUATE RESEARCH ASSISTANTS/SCHOLARS

Seamus O’Connor, 2021–Present; Xingya (Ivy) Xu, 2020–2021

CERTIFICATION	New York State Teaching Certification, Childhood General Education 1-6, 2012–2018
CONSULTING	Relay Graduate School of Education, 2015–2017
PODCASTS	<p>Houston, D. M. (2021). The education exchange: Results of the 2021 Education Next survey of public opinion. <i>Education Next</i>. https://www.educationnext.org/the-education-exchange-results-of-the-2021-education-next-survey-of-public-opinion/.</p> <p>Houston, D. M. (2019). Public opinion on education is less polarized than other issues. <i>Education Next</i>. https://www.educationnext.org/education-exchange-public-opinion-education-less-polarized-issues.</p>
MEDIA MENTIONS * Quoted	<p>* Cohen, R. M. (2022). Pandemic school reopenings were not just about politics: What researchers are still learning about in-person instruction during Covid-19. <i>Vox</i>. https://www.vox.com/2022/5/23/23132118/school-reopening-covid-pandemic-remote-learning.</p> <p>Barnum, M. (2022). 3 not-quite-true claims about the pandemic and schools. <i>Chalkbeat</i>. https://www.chalkbeat.org/2022/2/11/22928029/myths-schools-teacher-turnover.</p> <p>* Cohen, R. M. (2022). The bogus claim that school closures will doom Democrats. <i>The New Republic</i>. https://newrepublic.com/article/165101/democrats-school-closures-covid-midterms.</p> <p>Pondiscio, R. (2022). After two years of uncertainty and shaken trust, America’s relationship with its public schools is in play like never before. <i>The 74 Million</i>. https://www.the74million.org/article/pondiscio-after-2-years-of-uncertainty-and-shaken-trust-americas-relationship-with-its-public-schools-is-in-play-like-never-before/.</p> <p>* Barnum, M. (2022). Common school ratings biased, often inaccurate. <i>Chalkbeat</i>. https://www.chalkbeat.org/2022/1/24/22899133/great-schools-ratings-bias-economists-research.</p> <p>Goldstein, D., & Scheiber, N. (2022). As more teachers’ unions push for remote schooling, parents worry. So do Democrats. <i>New York Times</i>. https://www.nytimes.com/2022/01/08/us/teachers-unions-covid-schools.html.</p> <p>* Barnum, M. (2021). How will fights about race and suburban schools change education politics? <i>Chalkbeat</i>. https://www.chalkbeat.org/2021/11/5/22766008/election-virginia-youngkin-schools-covid-critical-race-theory.</p> <p>Goldman, S. (2021). Americans just want their schools left alone. <i>The Week</i>. https://theweek.com/education/1004411/americans-want-schools-left-alone.</p> <p>McShane, M. (2021). Do Americans want their schools to go back to normal? <i>Forbes</i>. https://www.forbes.com/sites/mikemcshane/2021/09/07/do-americans-want-their-schools-to-go-back-to-normal/?sh=36cc5f851a03.</p> <p>Samuels, A. (2021). Most parents want their kids back in the classroom. Fewer agree on the Covid-19 safety measures. <i>FiveThirtyEight</i>. https://fivethirtyeight.com/features/most-parents-want-their-kids-back-in-the-classroom-fewer-agree-on-the-covid-19-safety-measures/.</p> <p>Berkshire, J. C. (2021). How Republicans turned “school choice” into a losing issue: After 18 months of Covid disruption, support for vouchers and even charter schools has plummeted—even in the home of “Live Free or Die.” <i>The Nation</i>. https://www.thenation.com/article/politics/republicans-school-choice/.</p>

Antonucci, M. (2021). From teacher pay to school budget, ed policy is often based on public perception. But how much do people really know? *The 74 Million*. <https://www.the74million.org/article/analysis-from-teacher-pay-to-school-budgets-ed-policy-is-often-based-on-public-perception-but-how-much-do-people-really-know/>.

Hawkins, B. (2021). Poll: Across political spectrum, appetite for change in education is down; half of parents favor vaccines for kids, many want online option. *The 74 Million*. <https://www.the74million.org/poll-across-political-spectrum-appetite-for-change-in-education-is-down-half-of-parents-favor-vaccines-for-kids-many-want-online-option/>.

Hess, R. (2021). New polling shows the K-12 Covid fights aren't going anywhere. *Education Week*. <https://www.edweek.org/leadership/opinion-new-polling-shows-the-k-12-covid-fights-arent-going-anywhere/2021/09>.

Schwartz, S. (2021). Only half of parents plan to vaccinate their children, new poll finds. *Education Week*. <https://www.edweek.org/leadership/only-half-of-parents-plan-to-vaccinate-their-children-new-poll-finds/2021/08>.

McShane, M. Q. (2021). Some nerdy stuff about education polling. *Engage by EdChoice*. <https://www.edchoice.org/engage/some-nerdy-stuff-about-education-polling/>.

* Barshay, J. (2021). Proof points: Should parents value academic achievement or academic growth in a school? *The Hechinger Report*. <https://hechingerreport.org/proof-points-should-parents-value-academic-achievement-or-academic-growth-in-a-school/>.

* Barnum, M. (2020). GreatSchools overhauls ratings in bid to reduce link with race and poverty. *Chalkbeat*. <https://www.chalkbeat.org/2020/9/24/21453357/greatschools-overhauls-ratings-reduce-link-race-poverty>.

* Barnum, M. (2019). Eight lessons we learned from education research in 2019. *Chalkbeat*. <https://www.chalkbeat.org/posts/us/2019/12/17/education-research-lessons-2019>.

* Barnum, M. (2019). Can 'growth' data push parents to more integrated schools? A new study says maybe. *Chalkbeat*. <https://www.chalkbeat.org/posts/us/2019/07/09/school-information-growth-integration-research>.