

# David M. Houston

July 2026

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3351 Fairfax Drive  
Arlington, VA 22201
- CURRENT APPOINTMENTS** Associate Professor of Education and Public Policy  
College of Education and Human Development and Schar School of Policy and Government,  
George Mason University, 2026–Present
- Academic Program Coordinator, Education Policy  
College of Education and Human Development, George Mason University, 2023–Present
- Director, *EdPolicyForward*: The Center for Education Policy  
College of Education and Human Development, George Mason University, 2023–Present
- Research Affiliate, The Politics of Education Lab  
Graduate School of Education, Stanford University, 2026–Present
- PREVIOUS APPOINTMENTS** Assistant Professor of Education  
College of Education and Human Development, George Mason University, 2020–2026
- University Affiliate Faculty  
Schar School of Policy and Government, George Mason University, 2022–2026
- Postdoctoral Research Fellow  
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  
Hunter College, City University of New York, 2012
- B.A. in English Literature and Anthropology  
Washington University in St. Louis, 2010
- BOOKS** **Houston, D. M.** (under contract). *The long division: How the politics of education became partisan*. Oxford University Press.
- PEER-REVIEWED ARTICLES** **Houston, D. M.**, & Barone, A. (2026). How the engagement of high-profile partisan officials affects education politics, public opinion, and polarization. *Education Finance and Policy*, 21(1), 97-120. [https://doi.org/10.1162/edfp\\_a.00449](https://doi.org/10.1162/edfp_a.00449).
- Houston, D. M.** & Steinberg, M. P. (2025). Politics, Covid, and in-person instruction during the first year of the pandemic. *Educational Policy*, 39(1), 77–130. <https://doi.org/10.1177/08959048231204843>.

**Houston, D. M.** (2024). Polarization, partisan sorting, and the politics of education. *American Educational Research Journal*, *61*(3), 508–540. <https://doi.org/10.3102/00028312241228280>.

Arnzen, C., & **Houston, D. M.** (2023). Who should control education now? Revisiting preferences for local control in educational decision making. *Peabody Journal of Education*, *98*(5), 516–532. <https://doi.org/10.1080/0161956X.2023.2261315>.

**Houston, D. M.**, & Henig, J. R. (2023). The “good” schools: Academic performance data, school choice, and segregation. *AERA Open*, *9*(1), 1–18. <https://www.doi.org/10.1177/23328584231177666>.

Finger, L. K., & **Houston, D. M.** (2023). Public goods, private goods, and school preferences. *Harvard Educational Review*, *93*(1), 53–82. <https://doi.org/10.17763/1943-5045-93.1.53>.

**Houston, D. M.**, Henderson, M. B., Peterson, P. E., & West, M. R. (2022). Public opinion, attitude stability, and education policy. *Teachers College Record*. <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.**, & Barone, A. (2026). EFP takeaways: How the engagement of high-profile partisan officials affects education politics, public opinion, and polarization. *Education Finance and Policy*. [https://aefpweb.org/files/Houston\\_W26\\_Takeaway.pdf](https://aefpweb.org/files/Houston_W26_Takeaway.pdf).

**Houston, D. M.** (2026). The culture war on repeat: Half a century of battles over what schools teach have generated more outrage than improvement. *Education Next*, 26(1). <https://www.educationnext.org/the-culture-war-on-repeat-book-review-willing-warriors-mark-hlavacik/>.

**Houston, D. M.**, & Hartney, M. T. (2025). Who's on board? School boards and political representation in an age of conflict. Thomas B. Fordham Institute and Wallace Foundation. <https://fordhaminstitute.org/national/research/whos-board-school-boards-and-political-representation-age-conflict> and <https://wallacefoundation.org/report/whos-board-school-boards-and-political-representation-age-conflict-school-boards-and>.

**Houston, D. M.** (2025). The year in public opinion on U.S. K–12 education policy: A review of surveys finds Americans want schools to refocus on teaching and learning. *Education Next*, 25(1), 22–31. <https://www.educationnext.org/the-year-in-public-opinion-on-u-s-k-12-education-policy/>.

**Houston, D. M.**, & Barone, A. (2024, July 31). Voters become more polarized when presidential candidates take positions on issues in K-12 education. *The Conversation*. <https://theconversation.com/voters-become-more-polarized-when-presidential-candidates-take-positions-on-issues-in-k-12-education-231878>.

**Houston, D. M.**, Peterson, P. E., & West, M. R. (2023). Partisan rifts widen, perceptions of school quality decline: Results of the 2022 Education Next survey of public opinion. *Education Next*, 23(1), 8–19. <https://www.educationnext.org/partisan-rifts-widen-perceptions-school-quality-decline-results-2022-education-next-survey-public-opinion>.

**Houston, D. M.**, Peterson, P. E., & West, M. R. (2023). Parental anxieties over student learning dissipate as schools relax anti-Covid measures. *Education Next*, 23(1), 20–27. <https://www.educationnext.org/parental-anxieties-over-student-learning-dissipate-as-schools-relax-anti-covid-measures-2022-education-next-survey-public-opinion>.

Polikoff, M. S. & **Houston, D. M.** (2022, September 6). Experts say kids are far behind after COVID; parents shrug. Why the disconnect? *The 74 Million*. <https://www.the74million.org/article/experts-say-kids-are-far-behind-after-covid-parents-shrug-why-the-disconnect/>.

**Houston, D. M.** (2022, March 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). 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., & 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., 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. <https://www.educationnext.org/school-choice-trump-era-results-2019-education-next-poll>.

**Houston, D. M.** (2019, December 13). 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, May 9). The changing face of collaboration. *Stanford Social Innovation Review*. [https://ssir.org/articles/entry/the\\_changing\\_face\\_of\\_collaboration](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, January 30). Rage against the regime: The reform of education policy in New York City. *Teachers College Record*. <https://journals.sagepub.com/pb-assets/cmscontent/TCZ/Commentaries%20Collection/2015%20Commentaries/Rage%20Against%20the%20Regime-%20The%20Reform%20of%20Education%20Policy%20in%20New%20York%20City%20-1656522643.pdf>.

PUBLIC  
WORKING  
PAPERS

Arnzen, C. J., & **Houston, D. M.** (2026). Are rural Republicans different when it comes to public opinion on education policy? Annenberg Institute for School Reform at Brown University. EdWorkingPaper 26-1481. <https://www.edworkingpapers.com/ai26-1481>.

Hajnal, Z. L., Hartney, M., T. **Houston, D. M.**, & Zhao, A. R. (2026). Election dates and voter knowledge. Research Square. <https://doi.org/10.21203/rs.3.rs-9307318/v1>.

Schueler, B. E., & **Houston, D. M.** (2026). Public opinion on electoral policy: Evidence from U.S. school board elections. Annenberg Institute for School Reform at Brown University. EdWorkingPaper 26-1468. <https://www.edworkingpapers.com/ai26-1468>.

**Houston, D. M.** (2025). New places, new players, a new politics of education. Annenberg Institute for School Reform at Brown University. EdWorkingPaper 25-1182. <https://www.edworkingpapers.com/ai25-1182>.

**Houston, D. M.**, & Barone, A. (2024). How the engagement of high-profile partisan officials affects education politics, public opinion, and polarization. Annenberg Institute for School Reform at Brown University. EdWorkingPaper 24-919. <https://edworkingpapers.com/ai24-919>.

**Houston, D. M.** (2022). Polarization, partisan sorting, and the politics of education. Annenberg Institute for School Reform at Brown University. EdWorkingPaper 22-690. <https://www.edworkingpapers.com/ai22-690>.

**Houston, D. M.**, & Steinberg, M. P. (2022). Public support for educators and in-person instruction during the Covid-19 pandemic. Annenberg Institute for School Reform 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 for School Reform 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 for School Reform 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 for School Reform 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 for School Reform at Brown University. EdWorkingPaper 19-87. <https://www.edworkingpapers.com/ai19-87>.

UNDER REVIEW

**Houston, D. M.**, Arnzen, C. J., Duff, M., & Mangla, A. (2026). The politics of educational system change. In D. Peurach, A. Datnow, V. Park, & J. Spillane (Eds.), *The Oxford handbook on transforming systems in education*. Oxford University Press. Manuscript submitted for initial review.

Schueler, B. E., & **Houston, D. M.** (2026). Public opinion on election timing: Evidence from U.S. school board elections. Manuscript submitted for initial review.

**Houston, D. M.** (2026). Invested in our schools: Local school revenues and perceptions of school quality in federal systems. In K. Wong (Ed.), *Research handbook on federalism and education policy*. Edward Elgar Publishing. Manuscript submitted for initial review.

Arnzen, C. J. & **Houston, D. M.** (2026). Are rural voters exceptional in a polarized educational landscape? In C. Lochmiller (Ed.), *The red schoolhouse: Conservative education policy in the United States*. Harvard Education Press. Manuscript submitted for initial review.

Hajnal, Z. L., Hartney, M., T. **Houston, D. M.**, & Zhao, A. R. (2026). Election dates and voter knowledge. Manuscript submitted for initial review.

CONFERENCE PRESENTATIONS

**Houston, D. M.** (2025, September 11–14). *K-12 education policy divergence in red states and blue states* [Conference presentation]. American Political Science Association. Vancouver, BC, Canada.

**Houston, D. M.** & Hartney, M. T. (2025, March 13–15). *School boards and political representation in an era of polarization* [Conference presentation]. Association for Education Finance and Policy. Washington, DC.

**Houston, D. M.** (2024, September 5–8). *How partisanship and identity have structured U.S. public opinion on education since the 1950's* [Conference presentation]. American Political Science Association. Philadelphia, PA.

Schueler, B. E., & **Houston, D. M.** (2024, September 5–8). *Public opinion on the timing of U.S. school board elections* [Conference presentation]. American Political Science Association. Philadelphia, PA.

**Houston, D. M.**, & Barone, A. (2024, April 11–14). *How the engagement of high-profile partisan officials affects education politics, public opinion, and polarization* [Conference presentation]. American Educational Research Association. Philadelphia, PA.

Arnzen, C., & **Houston, D. M.** (2023, August 31–September 3). *Rural attitudes toward education and education policy* [Conference presentation]. American Political Science Association. Los Angeles, CA.

**Houston, D. M.** (2023, March 23–25). *Polarization, partisan sorting, and the politics of education* [Conference presentation]. Association for Education Finance and Policy. Denver, CO.

Arnzen, C., & **Houston, D. M.** (2022, September 15–18). *Who should control education now? Revisiting preferences for local control in educational decision making* [Conference presentation]. American Political Science Association. Montreal, Canada.

**Houston, D. M.**, & Steinberg, M. R. (2022, March 17–19). *COVID-19 school closures and public support for educators* [Conference presentation]. Association for Education Finance and Policy. Denver, CO.

**Houston, D. M.**, & Henig, J. R. (2021, September 20–October 2). *The ‘good’ schools: How the combination of school choice and new measures of academic performance can exacerbate or attenuate school segregation* [Conference presentation]. American Political Science Association. Virtual Conference.

Hartney, M. T., & **Houston, D. M.** (2021, March 17–20). *School board election timing and voter information levels: Comparing on-cycle and off-cycle electorates* [Conference presentation]. Association for Education Finance and Policy. Virtual Conference.

**Houston, D. M.**, Henderson, M. B., Peterson, P. E., & West, M. R. (2020, November 11–13). *How Covid-19 school closures affected attitudes toward online learning: Evidence from a nationally representative survey of US parents* [Conference presentation]. Association for Public Policy Analysis and Management. Virtual Conference.

**Houston, D. M.**, Henderson, M. B., Peterson, P. E., & West, M. R. (2020, September 10–13). *The long-term stability of individual opinions on education issues* [Conference presentation]. American Political Science Association. Virtual Conference.

**Houston, D. M.**, Henderson, M. B., Peterson, P. E., & West, M. R. (2020, March 19–21). *The effects of achievement and growth information on perceptions of school quality: Evidence from a survey experiment* [Conference presentation]. Association for Education Finance and Policy. Virtual Conference.

**Houston, D. M.**, & Henig, J. R. (2019, August 29–September 1). *The effects of student growth data on school district choice: Evidence from a survey experiment* [Conference presentation]. American Political Science Association. Washington, DC.

**Houston, D. M.** (2019, March 21–23). *Achievement and growth: The effects of district performance data on public opinion* [Conference presentation]. Association for Education Finance and Policy. Kansas City, MO.

**Houston, D. M.** (2018, August 30–September 2). *Schoolhouse democracy: Public opinion and education spending in the states* [Conference presentation]. American Political Science Association. Boston, MA.

**Houston, D. M.** (2018, April 13–17). *Learning about schooling: The effects of state-level student achievement data on public opinion* [Conference presentation]. American Educational Research Association. New York, NY.

**Houston, D. M.** (2018 April 13–17). *Polarization and the politics of education: What moves partisan opinion?* [Conference presentation] American Educational Research Association. New York, NY.

Henig, J. R., **Houston, D. M.**, & Clark, C. M. (2015, September 3–6). *Collective impact initiatives in the education sector* [Conference presentation]. American Political Science Association. San Francisco, CA.

Wohlstetter, P., **Houston, D. M.**, & Buck, B. (2015, April 16–20). *Networks in New York City: Implementing the Common Core* [Conference presentation]. American Educational Research Association. Chicago, IL.

INVITED  
PRESENTATIONS

**Houston, D. M.** (2026, February 11). *The long division: How the politics of education became partisan* [Invited presentation]. Vanderbilt University, Peabody Education Policy Seminar. Nashville, TN.

**Houston, D. M.**, & Hartney, M. T. (2026, January 26). *Who's on board? School boards and political representation in an age of conflict* [Invited presentation]. Virginia School Board Association Capital Conference. Richmond, VA.

**Houston, D. M.** (2025, December 8). *The long division: How the politics of education became partisan* [Invited presentation]. University of Southern California, Center for Economic and Social Research. Los Angeles, CA.

**Houston, D. M.** (2025, November 18). *The long division: How the politics of education became partisan* [Invited presentation]. Boston University, Wheelock Educational Policy Center. Boston, MA.

**Houston, D. M.** (2025, November 3). *The long division: How the politics of education became partisan* [Invited presentation]. Bowdoin College, Department of Education. Brunswick, ME.

**Houston, D. M.** (2025, October 18). *The long division: How the politics of education became partisan* [Invited presentation]. University of Virginia, School of Education and Human Development. Falls Church, VA.

**Houston, D. M.**, & Hartney, M. T. (2025, October 14). *Who's on board? School boards and political representation in an age of conflict* [Invited presentation]. Thomas B. Fordham Institute. Washington, DC.

Schueler, B. E., & **Houston, D. M.** (2024, May 29). *School board election timing: Public knowledge and opinion* [Invited presentation]. Western Political Science Association, Education Politics and Policy Virtual Community. Virtual Meeting.

- Houston, D. M.**, & Barone, A. (2024, February 28). *How the engagement of high-profile partisan officials affects education politics, public opinion, and polarization* [Invited presentation]. Western Political Science Association, Education Politics and Policy Virtual Community. Virtual Meeting.
- Houston, D. M.** (2023, March 25). *Polarization, partisan sorting, and the politics of education* [Invited presentation]. George Mason University, Osher Lifelong Learning Institute. Fairfax, VA.
- Houston, D. M.** (2023, February 7). *Polarization, partisan sorting, and the politics of education* [Invited presentation]. George Mason University, PhD in Education Student Group: Critical Discussion Group. Fairfax, VA.
- Houston, D. M.** (2022, November 15). *Polarization, partisan sorting, and the politics of education* [Invited presentation]. University of Maryland, College of Education. College Park, MD.
- Houston, D. M.**, Peterson, P. E., & West, M. R. (2022, October 14). *16th annual Education Next survey of public opinion* [Invited presentation]. Harvard Program on Education Policy and Governance. New York, NY.
- Houston, D. M.** (2022, July 25). *Measuring school quality using student test score data* [Invited presentation]. Education Writers Association Annual Seminar. Orlando, FL.
- Houston, D. M.**, & Steinberg, M. R. (2022, February 24). *COVID-19 school closures and public support for educators* [Invited presentation]. George Mason University, EdPolicyForward Research Workshop. Arlington, VA.
- Houston, D. M.**, & Henig, J. R. (2021, November 10). *The ‘good’ schools: Academic performance data, school choice, and segregation* [Invited presentation]. George Mason University, Schar School of Policy and Government, Brown Bag Series. Arlington, VA.
- Henderson, M. B., **Houston, D. M.**, Peterson, P. E., & West, M. R. (2021, October 29). *Results of the 2021 Education Next survey of public opinion* [Invited presentation]. Harvard Program on Education Policy and Governance. New York, NY
- Houston, D. M.** (2021, October 7). *Public support for state education policy: What the polls say* [Invited presentation]. National Association of State Boards of Education. Virtual Meeting.
- Houston, D. M.** (2021, September 17). *Results from the 2021 Education Next poll* [Invited presentation]. ExcelinEd. Virtual Meeting.
- Houston, D. M.**, Henderson, M. B., Peterson, P. E., & West, M. R. (2019, October 11). *The effects of achievement and growth information on perceptions of school quality: Evidence from a survey experiment* [Invited presentation]. Harvard Program on Education Policy and Governance. New York, NY.
- Houston, D. M.**, & Henig, J. R. (2019, September 9). *The effects of student growth data on school district choice: Evidence from a survey experiment* [Invited presentation]. Harvard Graduate School of Education. Cambridge, MA.
- Houston, D. M.**, & Henig, J. R. (2019, June 3). *The effects of student growth data on school district choice: Evidence from a survey experiment* [Invited presentation]. Russell Sage Foundation and W. T. Grant Foundation. New York, NY.

**Houston, D. M.**, & Henig, J. R. (2019, February 8). *The effects of student growth data on school district choice: Evidence from a survey experiment* [Invited presentation]. Harvard Kennedy School. Cambridge, MA.

**Houston, D. M.** (2018, November 16). *Research methods workshop: Multilevel regression and poststratification (MRP)* [Invited presentation]. Boston-Area Politics of Education Writing Group. Cambridge, MA.

**Houston, D. M.** (2018, March 15). *Learning about schooling: The effects of state-level student achievement data on public opinion* [Invited presentation]. National Academy of Education and the Spencer Foundation. Washington, DC.

**Houston, D. M.** (2017, November 8). *Schoolhouse democracy: Public opinion and education spending in the states* [Invited presentation]. 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, April 20). *Collective impact and the new generation of cross-sector collaborations for education: A nationwide scan* [Invited presentation]. Teachers College, Columbia University. New York, NY.

#### GRANTS

**Houston, D. M.** & Davis, B. (2025–2027). The educational needs and interests of newcomer students and the emerging models of school that serve them. Spencer Foundation. Small Grant. \$50,000. Principal Investigator.

Schneider, J., White, R. S., **Houston, D. M.**, Grooms, A. A., Farley-Ripple, E. N., & Collins, J. E. (2024–2025). Transforming the production and use of educational data: Empowering educators and communities. Spencer Foundation. Vision Grant. \$75,000. Co-Principal Investigator.

Hunter, S. B., Das, S., Holton, A., **Houston, D. M.**, Davis, E., & Warweg, P. (2024–2025). AI and Data-driven research collaborative to inform education policy and equitable resource allocation. Hewlett Foundation. Education Program. \$300,000. Co-Principal Investigator.

**Houston, D. M.**, & Hartney, M. T. (2024–2025). Standing room only: Do school boards represent their constituents? Wallace Foundation and the Fordham Institute. \$60,000. Principal Investigator.

Hunter, S. B., Das, S., Holton, A., Warweg, P., & **Houston, D. M.** (2023–2024). Applied education research collaborative to inform education policy and equitable resource allocation. Hewlett Foundation. Education Program. \$300,000. Co-Principal Investigator.

**Houston, D. M.** (2022–2024). Research communication: The ‘good’ schools: Academic performance data, school choice, and segregation. Spencer Foundation. Research Communication Grant. \$15,000. Principal Investigator.

Schueler, B. E., & **Houston, D. M.** (2022–2023). Political equality, self-interest, and election timing: The American public’s preferences on when to hold school board elections. 4-VA at University of Virginia. Collaborative Research Grant. \$35,000. Co-Principal Investigator.

**Houston, D. M.**, & Henig, J. R. (2020–2021). The ‘good’ schools: The effects of student growth data on parental school preferences. Spencer Foundation. Small Grant. \$28,200. Principal Investigator.

**Houston, D. M.**, & Henig, J. R. (2018–2019). Student growth, choice, and segregation: The effects of academic growth data on school district enrollment choices. Russell Sage Foundation and W.T. Grant Foundation. Improving Education and Reducing Inequality in the United States. \$14,140. Co-Principal Investigator.

**Houston, D. M.** (2017–2018). Public opinion and the public schools. National Academy of Education and Spencer Foundation. Dissertation Fellowship. \$27,500. Principal Investigator.

**Houston, D. M.** (2017–2018). Public opinion and the public schools: Three essays on Americans' education policy preferences. Teachers College, Columbia University. Provost Doctoral Dissertation Grant. \$7,750. Principal Investigator.

**Houston, D. M.** (2017–2018). Public opinion and the public schools: Three essays on Americans' education policy preferences. Teachers College, Columbia University. Dean's Grant for Student Research. \$1,960. Principal Investigator.

GRANTS UNDER  
REVIEW

Schneider, J., Collins, J. E., Farley-Ripple, E. N., Galluci, R., Grooms, A. A., **Houston, D. M.**, Regan, L., White, R. S., & Woodland, R. (2027–2032). Planning for improvement: An equitable and democratic approach to school-level change. Spencer Foundation. Transformative Research Grant. \$3,500,000. Co-Principal Investigator.

FELLOWSHIPS,  
SCHOLARSHIPS,  
AND AWARDS

Annenberg Institute for School Reform at Brown University. EdResearch for Action Writers Fellowship. 2024.

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

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.

TEACHING

GEORGE MASON UNIVERSITY

EDPO 303: Politics of American Education. Undergraduate seminar. 2027–Present.

EDRS 810: Problems and Methods in Education Research. Graduate seminar. 2026–Present.

EDUC 872: Social Science Research and Education Policy. Graduate seminar. 2025–Present.

EDPO 885: History of Education in the United States (previously listed as EDUC 885; cross-listed as EDPO 600: History of Education Reform). Graduate seminar. 2022–Present.

EDPO 886: School Reform in the United States: Politics and Policies (previously listed as EDUC 886; cross-listed as EDPO 603: Conflict and Consensus: Education, Interest Groups, and Advocacy). Graduate seminar. 2021–Present.

EDPO 870: Education Policy: Process, Context, and Politics (previously listed as EDUC 870; cross-listed as EDPO 601: P-12 Policy Challenges). Graduate seminar. 2020–Present.

EDPO 871: Advanced Policy Issues in Education (previously listed as EDUC 871). Graduate seminar. 2021–2022.

#### HARVARD UNIVERSITY

HGSE L-105: Evidence-Based Leadership in Education (Teaching Fellow). Graduate seminar. 2019.

GOV 2490: The Political Economy of the School (Teaching Fellow). Graduate seminar. 2018–2019.

#### COLUMBIA BUSINESS SCHOOL

CBS B8257: Modern Econometrics for Business (Teaching Assistant). Graduate seminar. 2018.

#### TEACHERS COLLEGE, COLUMBIA UNIVERSITY

EDPA 6002: Quantitative Methods for Evaluating Education Policies and Programs (Instructor). Graduate seminar. 2017.

EDPA 5002: Data Analysis for Education Policy Research and Decision Making II (Teaching Assistant). Graduate seminar. 2017.

EDPA 4002: Data Analysis for Education Policy Research and Decision Making I (Teaching Assistant). Graduate seminar. 2016.

EDPP 5041: Politics of Centralization and Decentralization (Teaching Assistant). Graduate seminar. 2015.

#### SERVICE

#### PEER REVIEW

*AERA Open*, *American Educational Research Journal*, *American Journal of Education*, *American Politics Research*, *Education Policy Analysis Archives*, *Educational Evaluation and Policy Analysis*, *Educational Policy*, *Educational Psychology Review*, *Educational Researcher*, *Journal of Education Human Resources*, *Journal of Education Policy*, *Journal of Politics*, *Journal of Public Economics*, *Journal of School Choice*, *Journal of Urban Affairs*, *Sociology of Education*, Stanford University Center for Education Policy Analysis, *State and Local Government Review*, *Teachers College Record*

#### NATIONAL CONFERENCES

American Political Science Association (APSA) Annual Meeting: Chair/Discussant (2020, 2022, 2025), Education Politics and Policy Best Paper Award Committee (2021); APSA Education Politics and Policy Virtual Conference: Chair/Discussant (2022–2023); Association for Education Finance and Policy (AEFP) Annual Meeting: Chair/Discussant (2025–2026), Proposal Reviewer (2024–2025), Discussion Group Leader (2026); American Educational Research Association (AERA) Annual Meeting: Proposal Reviewer (2022, 2025)

#### SERVICE TO THE FIELD

*AERA Open*: Editorial Board (2025–Present); WPSA Education Politics and Policy Virtual Community: Co-Chair (2022–Present); Harvard Program on Education Policy and Governance: *Education Next* Survey Director (2021–2022), Colloquia Series Program Assistant (2019–2020), Education Cities Conference Program Assistant (2019)

SERVICE TO GEORGE MASON UNIVERSITY

Education Policy Program: Academic Program Coordinator (2023–Present); EdPolicy*Forward*: The Center for Education Policy: Director (2023–Present); PhD in Education Committee: Member (2023–Present), Curriculum Subcommittee Member (2024–Present); Education Research Alliance of Northern Virginia: Member (2022–2023); Division of Education Leadership and Policy: Program Assistant Search Committee Member (2021)

MENTORING

DISSERTATION COMMITTEE CHAIR

Stephen Vaughan (2026–Present)

DISSERTATION COMMITTEE MEMBER

Cole Forbes (2026–Present), Claire Delcourt (2025–Present, Columbia University), Elizabeth Marsden (2024–Present, GMU Schar), Alyssa Barone (2024–2026); Katherine Bowser (2024), Natalie Truong (2023–2025), Etai Mizrav (2022–2023, George Washington University), Jodi Carr (2022–2023), Alan Moore (2020–2022, University of Washington)

DOCTORAL PROGRAM ADVISORY COMMITTEE CHAIR

Vivian Conner (2025–Present), Andrew Salmon (2024–Present), Damaris Benton (2024–Present), Cole Forbes (2024–2026), Christopher Nace (2022–Present)

DOCTORAL PROGRAM ADVISORY COMMITTEE MEMBER

Rommel Aguilar Cardenas (2026–Present), Natalie Barbieri (2026–Present), Jennifer Koakeau (2024–Present), Alejandra Salazar Salame (2022–2025), Stephen Vaughan (2021–2025), Alyssa Barone (2021–2024), Natalie Truong (2021–2023)

MASTERS THESIS ADVISOR

Matthew Stoner (2026, GMU Schar); Kinley Thomas (2024, GMU Schar)

UNDERGRADUATE HONORS THESIS ADVISOR

Zuri Hodnett (2022–2023, GMU Schar)

GRADUATE RESEARCH ASSISTANTS/SCHOLARS

Vivian Conner (2024–Present), Seamus O'Connor (2021–2023), Xingya Xu (2020–2021)

AFFILIATIONS  
(\*Founding  
Member)

American Educational Research Association (AERA)  
American Political Science Association (APSA)  
\*APSA Education Politics and Policy Section  
Association for Education Finance and Policy (AEFP)  
Western Political Science Association (WPSA)  
\*WPSA Education Politics and Policy Virtual Community

CERTIFICATION

New York State Teaching Certification, Childhood General Education 1-6. 2012–2018.

CONSULTING

Relay Graduate School of Education. 2015–2017.

PODCASTS

Saldaña, C. & **Houston, D.** (2024). NEPC talks education: An interview with David Houston about partisanship and polarization in ed policy. National Education Policy Center. <https://nepc.colorado.edu/publication/podcast-saldana-houston>.

Peterson, P. E. & **Houston, D. M.** (2024). The education exchange: When presidents speak on education, they only divide the public further. *Education Next*. <https://www.educationnext.org/the-education-exchange-presidents-do-not-influence-public-opinion-on-k-12-education/>.

**Houston, D. M.**, Petrilli, M. J., Northern, A. M., & Griffith, D. (2024). Education gadfly show #924: How presidents polarize education debates, with David Houston. Thomas B. Fordham Institute. <https://fordhaminstitute.org/national/resources/924-how-presidents-polarize-education-debates-david-houston>.

Petrilli, M. J., Griffith, D., Northern, A. M., & **Houston, D. M.** (2022). Education gadfly show #835: The expanding partisan gap on K-12 education. Thomas B. Fordham Institute. <https://fordhaminstitute.org/national/resources/education-gadfly-show-835-expanding-partisan-gap-k-12-education>.

Peterson, P. E. & **Houston, D. M.** (2022). The education exchange: Results of the 2022 Education Next survey of public opinion. *Education Next*. <https://www.educationnext.org/the-education-exchange-results-of-the-2022-education-next-survey-of-public-opinion/>.

Peterson, P. E. & **Houston, D. M.** (2021). The education exchange: Results of the 2021 Education Next survey of public opinion. *Education Next*. <https://www.educationnext.org/the-education-exchange-results-of-the-2021-education-next-survey-of-public-opinion/>.

Peterson, P. E. & **Houston, D. M.** (2019). Public opinion on education is less polarized than other issues. *Education Next*. <https://www.educationnext.org/education-exchange-public-opinion-education-less-polarized-issues>.

SELECTED  
MEDIA  
MENTIONS  
(\*Quoted)

Griffith, D., & Hoppe, J. (2025, December 8). Better schools start with better school board elections. *The 74 Million*. <https://www.the74million.org/article/better-schools-start-with-better-school-board-elections/>.

Cline, N. (2025, October 8). Study: Most school boards give their districts ‘A’ of ‘B’ but the public doesn’t rate them so highly. *Virginia Mercury*. <https://viriniamercury.com/2025/10/08/study-most-school-boards-give-their-districts-a-or-b-but-the-public-doesnt-rate-them-so-highly/>.

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\*Jacobson, L. (2025, June 12). Democratic debate over private school choice reveals post-election tensions. *The 74 Million*. <https://www.the74million.org/article/democratic-debate-over-private-school-choice-reveals-post-election-tensions/>.

\*Kelderman, E. (2025, March 6). The Education Dept. survives for now, but program and staffing cuts cause upheaval. *The Chronicle of Higher Education*. <https://www.chronicle.com/article/the-education-dept-survives-for-now-but-program-and-staffing-cuts-cause-upheaval>.

\*Schultz, B. (2025, March 6). Draft of Trump order tells Linda McMahon to prepare for Ed. Dept.’s dismantling. *Education Week*. <https://www.edweek.org/policy-politics/draft-of-trump-order-tells-linda-mcmahon-to-prepare-for-ed-dept-s-dismantling/2025/03>.

\*Jacobson, L. (2025, March 6). Amid polarization, civics education enjoys surprising bipartisan support, survey finds. *The 74 Million*. <https://www.the74million.org/article/amid-polarization-civics-education-enjoys-surprising-bipartisan-support-survey-finds/>.

\*Ridgway, N. (2024, December 18). The year in education: Our top 24 stories about schools, students and learning. *The 74 Million*. <https://www.the74million.org/article/the-year-in-education-our-top-24-stories-about-schools-students-and-learning/>.

\*Mahnken, K. (2024, December 3). The political war over the Department of Education is only the beginning: Donald Trump has pledged to end the federal government’s role in K–12 schools. To do it, he’ll have to overcome strong public opposition. *The 74 Million*. <https://www.the74million.org/article/the-political-war-over-the-department-of-education-is-only-beginning/>.

\*Jacobson, L. (2024, August 21). Poll: Americans want next president to focus on workforce prep, hiring teachers. *The 74 Million*. <https://www.the74million.org/article/pdk-poll-americans-want-feds-to-focus-on-workforce-prep-teacher-retention/>.

Goldstein, D., & Nehamas, N. (2024, July 25). Harris embraces teachers’ unions. Republicans sense an opening. *The New York Times*. <https://www.nytimes.com/2024/07/25/us/kamala-harris-teachers-education.html>.

\*Mahnken, K. (2024, June 3). Polling data: Presidents split the public on schools. *The 74 Million*. <https://www.the74million.org/article/polling-data-presidents-split-the-public-on-schools/>.

Greene, P. (2024, February 22). Survey finds bipartisan support for public schools, wide gaps on LGBTQ, race issues in education. *Forbes*. <https://www.forbes.com/sites/petergreene/2024/02/22/survey-finds-bipartisan-support-for-public-schools-wide-gap-on-lgbtq-issues-in-education/?sh=d739b9a6c7ab>.

\*Pals, T., & Koenigsknecht, M. (2023, June 8). Giving parents better school quality data encourages them to consider less affluent, less white schools—to a point. *American Educational Research Association*. <https://www.aera.net/Newsroom/Giving-Parents-Better-School-Quality-Data-Encourages-Them-to-Consider-Less-Affluent-Less-White-Schools>.

Smith, M., & Rosenberg, M. (2023, April 4). A Chicago mayoral hopeful who took on hard-to-fix schools faces a political shift. *New York Times*. <https://www.nytimes.com/2023/04/02/us/chicago-mayor-election-education.html>.

\*Bernhard, B., & Suntrup, J. (2023, March 20). Political activism heats up St. Louis suburban school board races. *St. Louis Post-Dispatch*. [https://www.stltoday.com/news/local/education/political-activism-heats-up-st-louis-suburban-school-board-races/article\\_e6824eb4-7e5b-564e-a81e-594f284ea79c.html](https://www.stltoday.com/news/local/education/political-activism-heats-up-st-louis-suburban-school-board-races/article_e6824eb4-7e5b-564e-a81e-594f284ea79c.html).

\*Jacobson, L. (2023, February 21). Once a vocal charter advocate, Hakeem Jeffries expected to ‘downplay’ support as new house minority leader. *The 74 Million*. <https://www.the74million.org/article/once-a-vocal-charter-advocate-hakeem-jeffries-expected-to-downplay-support-as-new-house-minority-leader/>.

\*Wolf, Z. B. (2023, January 25). A new partisan era of American education. *CNN*. <https://www.cnn.com/2023/01/25/politics/desantis-florida-education-what-matters/index.html>.

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\*Wall, P. (2023, January 6). Why is partisan education conflict on the rise? Blame ‘political sorting.’ *Chalkbeat*. <https://www.chalkbeat.org/2023/1/6/23542437/education-politics-sorting-polarization-study>.

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Cohen, R. M. (2022, November 4). How education culture wars have shaped the midterms. *Vox*. <https://www.vox.com/policy-and-politics/2022/11/4/23436470/education-crt-parents-schools-midterms-desantis>.

\*McLaughlin, C. (2022, October 14). Want to buy a home near a Mass. 'best' public high school? Look to spend \$1M. *Mass Live*. <https://www.masslive.com/news/2022/10/want-to-buy-near-a-mass-best-public-high-school-look-to-spend-1m.html>.

Wall, P. (2022, October 12). More than politics: New studies help explain why some schools reopened while others stayed virtual. *Chalkbeat*. <https://www.chalkbeat.org/2022/10/12/23400653/school-reopening-covid-politics-study>.

\*Jacobson, L. (2022, September 20). 'Wake-up calls': New parent survey shows 9% enrollment drop in district enrollment. *The 74 Million*. <https://www.the74million.org/article/wake-up-calls-new-parent-survey-shows-9-enrollment-drop-in-district-schools/>.

Shah, N. (2022, September 7). School choice had a big moment in the pandemic. But is it what parents want for the long run? *The Hechinger Report*. <https://hechingerreport.org/school-choice-had-a-big-moment-in-the-pandemic-but-is-it-what-parents-want-for-the-long-run/>.

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Salai, S. (2022, August 24). Parents find school choices in pandemic. *Washington Times*. <https://www.washingtontimes.com/news/2022/aug/24/polls-find-growing-support-school-choice-coming-ou/>.

Tuccille, J. D. (2022, August 22). Americans increasingly see political polarization overtaking public education. *Reason*. <https://reason.com/2022/08/22/americans-increasingly-see-political-polarization-overtaking-public-education/>.

Zalaznick, M. (2022, August 22). Are K-12 education politics cooling off? *District Administration*. <https://districtadministration.com/education-politics-cool-off-good-news-k-12-leaders/>.

\*Womack, K. (2022, August 16). Black parents say they want more emphasis on CRT topics in the classroom. *The Root*. <https://www.theroot.com/black-parents-say-they-want-more-emphasis-on-crt-topics-1849418213>.

\*Jacobson, L. (2022, August 16). Poll: Support for schools shook by pandemic. *The 74 Million*. <https://www.the74million.org/article/poll-support-for-schools-shook-by-pandemic/>.

\*Barnum, M. (2022, August 16). Half of Black parents want schools to spend more time tackling racism, poll finds. *Chalkbeat*. <https://www.chalkbeat.org/2022/8/16/23306938/black-parents-schools-racism-critical-race-theory-polling>.

\*Arundel, K. (2022, August 16). Support for universal pre-K jumps as public opinion of school drops. *K-12 Dive*. <https://www.k12dive.com/news/public-opinion-of-schools-drops-but-support-for-universal-pre-k-jumps/629749/>.

O’Connell-Domenech, A. (2022, August 16). Nearly 2 million fewer students have enrolled in public school: The pandemic has changed the way children are taught with more families opting for less traditional forms of schooling. *The Hill*. <https://thehill.com/changing-america/enrichment/education/3604392-nearly-2-million-fewer-students-have-enrolled-in-public-school/>.

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\*Cohen, R. M. (2022, May 23). Pandemic school reopenings were not just about politics: What researchers are still learning about in-person instruction during Covid-19. *Vox*. <https://www.vox.com/2022/5/23/23132118/school-reopening-covid-pandemic-remote-learning>.

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Antonucci, M. (2021, September 14). 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/>.

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Hawkins, B. (2021, August 31). 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/>.

Schwartz, S. (2021, August 31). 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, July 26). Some nerdy stuff about education polling. *Engage by EdChoice*. <https://www.edchoice.org/engage/some-nerdy-stuff-about-education-polling/>.

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