

CURRICULUM VITAE  
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Education:

**PhD in Public Policy** Harvard University, 1991.  
Dissertation: "College Entry by Blacks Since 1970: The Role of College Cost, Local  
Economic Conditions and Family Background"  
**Master in Public Policy** Harvard University, 1988.  
**MA, Economics** University of Michigan, 1986.  
**BA, Economics** University of Notre Dame, *Summa Cum Laude*, 1983.

Fields: Education Policy, Labor Economics, Applied Econometrics.

Employment:

<b>Walter H. Gale Professor of Education and Economics</b> <i>Harvard Graduate School of Education, Harvard University</i>	7/2013-Present
<b>Founder and Director of Center for Education Policy Research</b> <i>Harvard Graduate School of Education, Harvard University</i>	7/2005-Present
<b>Non-Resident Senior Fellow</b> <i>Brookings Institution</i>	3/2013-12/2016 6/2001-6/2003
<b>Professor of Education and Economics</b> <i>Harvard Graduate School of Education, Harvard University</i>	7/2005-6/2013
<b>Deputy Director, U.S. Education</b> <i>Bill &amp; Melinda Gates Foundation</i>	11/2008-5/2012
<b>Professor of Policy Studies and Economics</b> <i>University of California- Los Angeles</i>	7/2001-6/2005
<b>Vice Chair of the Department of Policy Studies</b> <i>University of California- Los Angeles</i>	7/2002-6/2004
<b>National Fellow</b> <i>Hoover Institution, Stanford University</i>	9/2000-7/2001

<b>Associate Professor of Public Policy</b> <i>Kennedy School of Government, Harvard University</i>	7/1997-6/2001
<b>Assistant Professor of Public Policy</b> <i>Kennedy School of Government, Harvard University</i>	7/1991-6/1997
<b>Senior Economist for Labor, Education and Welfare</b> <i>Council of Economic Advisers, Executive Office of the President of the United States</i>	8/1995-6/1996
<b>Visiting Fellow</b> <i>Brookings Institution</i>	9/1994-7/1995, 6/1996-8/1996
<b>Research Associate</b> (and Faculty Research Fellow) <i>National Bureau of Economic Research</i>	1/1992-Present
<b>Research Assistant, Research Fellow and Teaching Fellow</b> <i>Kennedy School of Government, Harvard University</i>	1986-1991

Research Reports:

Dewey, Dan, Erin Fahle, Thomas Kane, Sean Reardon and Doug Staiger, “[From Learning Recession to Learning Recovery](#)” Education Scorecard, 2026.

Dewey, Dan, Erin Fahle, Thomas Kane, Sean Reardon and Doug Staiger, “[Pivoting from Pandemic Recovery to Long-Term Reform](#)” Education Recovery Scorecard, 2025.

Erin Fahle, Thomas J. Kane, Sean Reardon, Douglas O. Staiger [The First Year of Pandemic Recovery: A District-Level Analysis](#) Education Recovery Scorecard, 2024.

Blazar, D., Heller, B., Kane, T., Polikoff, M., Staiger, D., Carrell, S.,...& Kurlaender, M. (2019). [Learning by the Book: Comparing math achievement growth by textbook in six Common Core States](#). Research Report. Cambridge, MA: Center for Education Policy Research, Harvard University. (Kane was the PI.)

Thomas J. Kane, Angela Boatman, Whitney Kozakowski, Chris Bennett, Rachel Hitch and Dana Weisenfeld (2018). [Remedial math goes to high school: An evaluation of the Tennessee SAILS program](#). Research Report. Cambridge, MA: Center for Education Policy Research, Harvard University. (Kane was a co-PI with Boatman)

Mark Chin, Thomas J. Kane, Whitney Kozakowski, Beth E. Schueler, Douglas O. Staiger [Assessing the Impact of the Newark Education Reforms: The Role of Within-School Improvement vs. Between-School Shifts in Enrollment](#) (Center for Education Policy Research, Harvard University, 2017) (Kane was the PI.)

Thomas J. Kane, Antoniya Owens, Will Marinell, Daniel Thal, Douglas O. Staiger [Teaching Higher: Educators' Perspectives on Common Core Implementation](#). (Center for Education Policy Research, Harvard University, 2016). (Kane was the PI.)

Thomas J. Kane, Daniel F. McCaffrey, Trey Miller and Douglas O. Staiger, [Have We Identified Effective Teachers? Validating Measures of Effective Teaching Using Random Assignment](#) (Seattle, WA: Bill & Melinda Gates Foundation, 2013). (Kane was the PI.)

Andrew D. Ho, Thomas J. Kane [The Reliability of Classroom Observations by School Personnel](#) (Seattle, WA: Bill & Melinda Gates Foundation, 2013). (Kane was the PI.)

Thomas J. Kane and Douglas O. Staiger [Gathering Feedback on Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains](#) (Seattle, WA: Bill & Melinda Gates Foundation, 2012)

Joshua D. Angrist, Sarah R. Cohodes, Susan M. Dynarski, Jon B. Fullerton, Thomas J. Kane, Parag A. Pathak, Christopher R. Walters [Student Achievement in Massachusetts' Charter Schools](#) (Cambridge, MA: Center for Education Policy Research at Harvard University, January 2011)

Thomas J. Kane and Douglas O. Staiger [Learning about Teaching: Initial Findings from the Measures of Effective Teaching Project](#), (Seattle, WA: Bill & Melinda Gates Foundation, 2010)

Atila Abdulkadiroglu, Josh Angrist, Sarah Cohodes, Susan Dynarski, Jon Fullerton, Thomas Kane, Parag Pathak, [Informing the Debate: Comparing Boston's Charter, Pilot and Traditional Schools](#) (Boston, MA: The Boston Foundation, 2009).

Books:

Thomas J. Kane, Kerri Kerr and Robert Pianta (eds.) [Designing Teacher Evaluation Systems: New Guidance from the Measures of Effective Teaching Project](#) (Jossey-Bass: 2014).

Thomas J. Kane [The Price of Admission: Rethinking How Americans Pay for College](#) (Washington, DC: Brookings Institution, 1999).

Journal Articles:

Emily Doty, Thomas J. Kane, Tyler Patterson and Douglas Staiger, "What Do Changes in State NAEP Scores Imply for Birth Cohorts' Later Life Outcomes?" [Journal of Policy Analysis and Management](#) (2026) Vol. 45, No. 1.

- JS Berger, JA Bolyard, D Hersh, L Sanbonmatsu, DO Staiger, TJ Kane, “Can Personalized Attendance Information Mitigate Student Absenteeism? Evidence from Six Randomized Field Trials” Journal of Research on Educational Effectiveness (2026) Vol. 19 (2), pp. 351-374
- MV Carbonari, M DeArmond, D Dewey, E Dizon-Ross, D Goldhaber, TJ Kane, D Staiger “Impacts of Academic Recovery Interventions on Student Achievement in 2022 to 2023” Educational Evaluation and Policy Analysis, 2026
- Ian Callen, Maria V. Carbonari, Michael DeArmond, Daniel Dewey, Elise Dizon-Ross, Dan Goldhaber, Jazmin Isaacs, Thomas J. Kane, Megan Kuhfeld, Anna McDonald, Andrew McEachin, Emily Morton, Atsuko Muroga, and Douglas O. Staiger, “Summer school as a learning loss recovery strategy after COVID-19: evidence from summer 2022” American Educational Research Journal (2025) Vol. 62 (5), 982-1018
- EM Fahle, TJ Kane, T Patterson, SF Reardon, DO Staiger, EA Stuart “School District and Community Factors Associated with Test Score Declines During the COVID-19 Pandemic” Teachers College Record (2025) Vol. 127 (6-7), 87-123.
- Maria V. Carbonari, Miles Davison, Michael DeArmond, Daniel Dewey, Elise Dizon-Ross, Dan Goldhaber, Ayesha K. Hashim, Thomas J. Kane, Andrew McEachin, Emily Morton, Atsuko Muroga, Tyler Patterson, and Douglas O. Staiger “[The Impact and Implementation of Academic Interventions During COVID-19: Evidence from the Road to Recovery Project](#)” AERA Open, Vol. 10, 2024.
- Dan Goldhaber, Thomas J. Kane, Andrew McEachin, Emily Morton, Tyler Patterson, Douglas O. Staiger “The Educational Consequences of Remote and Hybrid Instruction During the Pandemic” (2023) American Economic Review: Insights, *American Economic Review: Insights*, 5 (3): 377-92.
- Thomas J. Kane, Angela Boatman, Whitney Kozakowski, Chris Bennett, Rachel Hitch, Dana Weisenfeld, “Is College Remediation a Barrier or a Boost? Evidence from the Tennessee SAILS Program” Journal of Policy Analysis and Management, (2021) Vol. 40, No. 3, pp. 883–913.
- David Blazar, Blake Heller, Thomas J. Kane, Morgan Polikoff, Douglas Staiger, Steve Carrell and Michal Kurlaender “Curriculum Reform in the Common Core Era: Evaluating Elementary Math Textbooks Across Six U.S. States” Journal of Policy Analysis and Management (2020) Vol. 39, No. 4, pp. 966-1019.
- Thomas J. Kane, David Blazar, Hunter Gehlbach, Miriam Greenberg, David Quinn, Daniel Thal, “Can Video Technology Improve Teacher Evaluations?: An Experimental Study” Education Finance and Policy (2020) Vol. 15 (No. 3): 397–427.

- Andrew Bacher-Hicks, Mark J. Chin, Thomas J. Kane, Douglas O. Staiger (2019). An experimental evaluation of three teacher quality measures: Value-added, classroom observations, and student surveys. Economics of Education Review, Vol. 73, Article 101919.
- Mark Chin, Thomas J. Kane, Whitney Kozakowski, Beth E. Schueler, Douglas O. Staiger (2018) "School District Reform in Newark: Within- and Between-School Changes in Achievement Growth", Industrial and Labor Relations Review, Vol. 72 Issue 2, pp. 323-354.
- David M. Quinn, Thomas J. Kane, Miriam Greenberg, and Daniel Thal (2018) "Effects of a Video-Based Teacher Observation Program on the De-Privatization of Instruction: Evidence From a Randomized Experiment" Educational Administration Quarterly, Vol. 54, No. 4, pp. 529 –558.
- David J. Deming, Justine S. Hastings, Thomas J. Kane, Douglas O. Staiger (2014) "School Choice, School Quality and Postsecondary Attainment" American Economic Review Vol. 104, No. 3, pp. 991-1013.
- John P. Papay, Martin R. West, Jon B. Fullerton, Thomas J. Kane (2012) "Does an Urban Teacher Residency Increase Student Achievement? Early Evidence From Boston" Educational Evaluation and Policy Analysis. Vol. 34, No. 4: pp. 413-434.
- Jonah Rockoff, Douglas Staiger, Thomas J. Kane and Eric Taylor (2012) "Information and Employee Evaluation: Evidence from a Randomized Intervention in Public Schools" American Economic Review Vol. 102, No. 7, pp. 3184-3213.
- Joshua Angrist, Susan Dynarski, Thomas Kane, Parag Pathak, Christopher Walters (2012) "Who Benefits from KIPP?" Journal of Policy Analysis and Management Vol. 31, No. 4, pp. 837-860.
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- John Tyler, Eric Taylor, Thomas J. Kane and Amy Wooten “Using Student Performance Data to Identify Effective Classroom Practices” American Economic Review, vol. 100, no. 2, May 2010, pp. 256-60. (Papers and Proceedings)
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- Justine S. Hastings, Thomas J. Kane, Douglas O. Staiger and Jeffrey M. Weinstein, “The Effect of Randomized School Admissions on Voter Participation” Journal of Public Economics Vol. 91 (2007) 915–937.
- Thomas J. Kane, “Evaluating the Impact of the D.C. Tuition Assistance Grant Program.” Journal of Human Resources (2007) Vol. 42, No. 3, pp. 555–582.
- Thomas J. Kane, Stephanie Riegg Cellini, Douglas O. Staiger, “School Quality, Neighborhoods and Housing Prices” American Law and Economics Review (2006) Vol. 8, pp. 183-212. (Lead article in special issue on Brown v. Board of Education 50<sup>th</sup> anniversary.)
- Justine S. Hastings, Thomas J. Kane and Douglas O. Staiger, “Gender and Performance: Evidence from School Assignment by Randomized Lottery” American Economic Review, Vol. 96, No. 2, May 2006, pp. 232-36.
- Thomas J. Kane, Peter R. Orszag and Emil Apostolov “Higher Education Appropriations and Public Universities: The Role of Medicaid and the Business Cycle” Brookings-Wharton Papers on Urban Affairs, 2005 pp. 99-127.
- Thomas J. Kane, “The Long Road to Race-Blindness” Science October 24, 2003, Vol. 302, pp. 571-573.
- Thomas J. Kane, Douglas O. Staiger and Gavin Samms “School Accountability Ratings and Housing Values” in William Gale and Janet Pack (eds.) Brookings-Wharton Papers on Urban Affairs, 2003 (Washington, DC: Brookings Institution, 2003) pp. 83-137.
- Thomas J. Kane and Douglas O. Staiger “The Promise and Pitfalls of Using Imprecise School Accountability Measures” Journal of Economic Perspectives (Fall, 2002), Vol. 16, No. 4, pp. 91-114.

- Thomas J. Kane and Douglas O. Staiger "Volatility in School Test Scores: Implications for Test-Based Accountability Systems" in Diane Ravitch (ed.) Brookings Papers on Education Policy, 2002 (Washington, DC: Brookings Institution, 2002).
- Thomas J. Kane and Cecilia E. Rouse, "The Community College: Training Students at the Margin Between College and Work" Journal of Economic Perspectives (1999) Vol. 13, No. 1, pp. 63-84.
- Phil Levine, Douglas O. Staiger, Thomas J. Kane and David Zimmerman "Roe v. Wade and American Fertility" American Journal of Public Health (1999) Vol. 89, No. 2, pp. 199-203.
- William T. Dickens and Thomas J. Kane "Racial Test Score Differences as Evidence of Reverse Discrimination: Less Than Meets The Eye" Industrial Relations (1999) Vol. 38, No. 3, pp. 331-363.
- Thomas J. Kane "Savings Incentives for Higher Education" National Tax Journal (1998) Vol. 51, No. 3, pp. 609-620.
- Thomas J. Kane "Beyond Tax Relief: Long-term Challenges in Financing Higher Education" National Tax Journal (1997) Vol. 50, No. 2, pp. 335-349.
- Dietmar Harhoff and Thomas J. Kane, "Financing Apprenticeship Training: Evidence from Germany" Journal of Population Economics (1997) Vol. 10, No. 2, pp. 171-196.
- Thomas J. Kane and Douglas Staiger, "Teen Motherhood and Abortion Access" Quarterly Journal of Economics (1996) Vol. 111, No. 2, pp. 467-506.
- Thomas J. Kane and Cecilia Rouse, "Labor Market Returns to Two-Year and Four-Year College" American Economic Review (1995) Vol. 85, No. 3, pp. 600-614.
- Thomas J. Kane, "College Attendance By Blacks Since 1970: The Role of College Cost, Family Background and the Returns to Education" Journal of Political Economy (1994) Vol. 102, No. 5, pp. 878-911.
- Thomas J. Kane, "College Cost, Borrowing Constraints and the Timing of College Entry," Eastern Economic Journal (1996) Vol. 22, No. 2, pp. 181-194.
- Thomas J. Kane and Cecilia Rouse, "Comment on W. Norton Grubb, 'The Varied Economic Returns to Postsecondary Education: New Evidence from the Class of 1972'" Journal of Human Resources (1995) Vol. 30, No. 1, pp. 205-221.

Edward Lascher, Steven Kelman and Thomas J. Kane, "Policy Views, Constituency Pressure and Congressional Action on Flag-Burning" Public Choice, (1993) Vol. 79, pp. 79-102.

Thomas J. Kane, "Giving Back Control: Long-Term Poverty and Motivation," Social Service Review (1987) Vol. 61, No. 3, pp. 405-419.

Papers in Edited Volumes:

Douglas O. Staiger and Thomas J. Kane, "Making Decisions with Imprecise Performance Measures: The Relationship Between Annual Student Achievement Gains and Teachers' Career Value-added" in Thomas J. Kane, Kerri Kerr and Robert Pianta (eds.) Designing Teacher Evaluation Systems: New Guidance from the Measures of Effective Teaching Project (Jossey-Bass: 2014).

Thomas J. Kane, "Public Intervention in Postsecondary Education" in Eric Hanushek and Finis Welch (eds.) Handbook on the Economics of Education (Amsterdam: Elsevier/North Holland, 2006).

Thomas J. Kane and Christopher Avery "Student Perceptions of College Opportunities: The Boston COACH Program" in Caroline Hoxby (ed.) College Choices: The Economics of Where to Go, When to Go, and How to Pay for It (Chicago: University of Chicago Press, 2004).

Thomas J. Kane, "College-Going and Inequality" in Kathryn Neckerman (ed.) Social Inequality (New York: Russell Sage Foundation, 2004).

Thomas J. Kane and Douglas O. Staiger, "Unintended Consequences of Racial Subgroup Rules" in Paul E. Peterson and Martin R. West (eds.) No Child Left Behind? The Politics and Practice of Accountability (Washington, DC: Brookings Institution Press, 2003).

David T. Ellwood and Thomas J. Kane "Who is Getting a College Education?: Family Background and the Growing Gaps in Enrollment" in Sheldon Danziger and Jane Waldfogel (eds.) Securing the Future (New York: Russell Sage, 2000).

Thomas J. Kane, "Student Aid After Tax Reform: Risks and Opportunities" in Jacqueline King (ed.) Financing a College Education: How it Works, How it's Changing (Phoenix: Oryx Press, 1999), pp. 137-150.

Thomas J. Kane, "Reforming Public Subsidies for Higher Education" in Marvin Kosters (ed.) Financing College Tuition: Government Policies and Social Priorities (Washington: American Enterprise Institute, 1999).

- Thomas J. Kane, "Racial and Ethnic Preference in College Admissions", in Christopher Jencks and Meredith Phillips (eds.), The Black-White Test Score Gap (Washington: Brookings Institution, 1998).
- Thomas J. Kane, "Misconceptions in the Debate over Affirmative Action in College Admissions" in Gary Orfield and Edward Miller (eds.) Chilling Admissions: The Affirmative Action Crisis and the Search for Alternatives (Cambridge, MA: Harvard Education Publishing Group, 1998).
- Thomas J. Kane, "Postsecondary and Vocational Education: Keeping Track of the College Track" in Indicators of Children's Well-Being (New York: Russell Sage, 1997).
- Thomas J. Kane, "Lessons from the Largest School Voucher Program Ever: Two Decades of Experience with Pell Grants" in Bruce Fuller and Richard Elmore with Gary Orfield (eds.) Who Chooses? Who Loses?: Culture, Institutions and the Unequal Effects of School Choice (New York: Teachers College Press, 1996).
- Thomas J. Kane and Mary Jo Bane "The Context for Welfare Reform" in Mary Jo Bane and David T. Ellwood, Welfare Realities (Cambridge, Harvard University Press, 1994).
- David T. Ellwood and Thomas J. Kane, "The American Way of Aging: An Event History Analysis" in David A. Wise (ed.), Issues in the Economics of Aging, (Chicago: University of Chicago Press, 1990).

Other Articles:

- Thomas J. Kane, "[The Kids are Far, Far Behind in School](#)" *The Atlantic*, May 22, 2022.
- Thomas J. Kane, Angela Boatman, Whitney Kozakowski, Christopher Bennett, Rachel Hitch and Dana Weisenfeld "[Is College Remediation a Barrier or a Boost? Evidence from Tennessee](#)" *Education Next*, Spring 2020, Vol. 20, No. 2.
- Thomas J. Kane, "[Develop and Validate—then Scale: Lessons from the Gates Foundation’s Effective Teaching Strategy.](#)" *Education Next*, October 15, 2018.
- Thomas J. Kane, "[Making Evidence Locally: Rethinking Education Research under the Every Student Succeeds Act](#)", *Education Next*, Spring 2017 / Vol. 17, No.
- Thomas J. Kane, "[Connecting to Practice: How we can put education research to work](#)" *Education Next*, Spring 2016 / Vol. 16, No. 2.
- Thomas J. Kane, "[Capturing the Dimensions of Effective Teaching.](#)" *Education Next* Summer 2012 Vol. 12, No. 3.

- Thomas J. Kane, Amy L. Wooten, Eric S. Taylor and John H. Tyler, "[Evaluating Teacher Effectiveness: Can classroom observations identify practices that raise achievement?](#)" Education Next, Summer 2011, Vol. 11, No. 3.
- Thomas J. Kane, Jonah Rockoff and Douglas O. Staiger, "[Photo Finish: Certification Does Not Guarantee a Winner.](#)" Education Next (2007) No. 1, pp. 60-67.
- Robert Gordon, Thomas J. Kane and Douglas O. Staiger, "[Identifying Effective Teachers Using Performance on the Job](#)" Hamilton Project Discussion Paper, Published by the Brookings Institution, March 2006.
- Thomas J. Kane and Peter R. Orszag "Higher Education Spending: The Role of Medicaid and the Business Cycle" Brookings Institution Policy Brief No. 124, September 2003.
- Thomas J. Kane, Douglas Staiger and Jeffrey Geppert "[Randomly Accountable: Test Scores and Volatility.](#)" Education Next (Spring, 2002) Vol. 2, No. 1, pp. 56-61.
- Thomas J. Kane "Assessing the American Financial Aid System: What We Know, What We Need to Know" in Maureen Devlin (ed.) Forum Futures 2001: Exploring the Future of Higher Education (Cambridge, MA: Forum for the Future of Higher Education, 2001), pp. 63-66.
- Thomas J. Kane "Rethinking How Americans Pay for College" Milken Institute Review, August, 1999. (Cover story.)
- William T. Dickens, Thomas J. Kane and Charles Schultze "Does *The Bell Curve* Ring True?" Brookings Review (1995) Vol. 13, No. 3., pp. 18-23.
- Thomas J. Kane and William T. Dickens "Racial and Ethnic Preference in College Admissions" Brookings Institution Policy Brief No. 9, (November, 1996).

Working Papers:

- Douglas O. Staiger, Thomas J. Kane and Brian Johnson (August 2025) "Why Does Value-Added Work? Implications of a Dynamic Model of Student Achievement", NBER Working Paper 34119.
- Ian Callen, Dan Goldhaber, Thomas J. Kane, Anna McDonald, Andrew McEachin, Emily Morton (2024) "[Pandemic Learning Loss by Student Baseline Achievement: Extent and Sources of Heterogeneity](#)" CALDER Working Paper No. 292-0224

- Ian Callen, Maria V. Carbonari, Michael DeArmond, Daniel Dewey, Elise Dizon-Ross, Dan Goldhaber, Jazmin Isaacs, Thomas J. Kane, Megan Kuhfeld, Anna McDonald, Andrew McEachin, Emily Morton, Atsuko Muroga, Douglas O. Staiger, (2023) "[Summer School as a Learning Loss Recovery Strategy after COVID-19: Evidence from Summer 2022](#)" CALDER Working Paper No. 291-0823
- Michael DeArmond, Dan Goldhaber, Thomas J. Kane, Andrew McEachin, & Emily Morton (2023) "[Paying for Access: Are Tutoring Contracts Focused on the Right Things?](#)" CALDER Policy Brief No. 34.
- Erin M. Fahle, Thomas J. Kane, Tyler Patterson, Sean F. Reardon, Douglas O. Staiger, Elizabeth A. Stuart, "[School District and Community Factors Associated With Learning Loss During the COVID-19 Pandemic](#)" CEPR Working Paper posted on Education Recovery Scorecard site, May 2023.
- Maria V. Carbonari, Miles Davison, Michael DeArmond, Daniel Dewey, Elise Dizon-Ross, Dan Goldhaber, Ayesha Hashim, Thomas J. Kane, Andrew McEachin, Emily Morton, Tyler Patterson, Douglas O. Staiger "[The Challenges of Implementing Academic COVID Recovery Interventions: Evidence from the Road to Recovery Project](#)" CALDER Working Paper No. 275-1222
- Erin Fahle, Thomas J. Kane, Tyler Patterson, Sean F. Reardon, and Douglas O. Staiger "[Local Achievement Impacts of the Pandemic](#)" CEPR Working Paper posted on Education Recovery Scorecard site, October 2022.
- Elena Doty, Thomas J Kane, Tyler Patterson, Douglas O. Staiger "What do Changes in State Test Scores Imply for Later Life Outcomes?" *NBER Working Paper No. 30701*, December 2022.
- Shirin A. Hashim, Thomas J. Kane, Thomas Kelley-Kemple, Mary E. Laski & Douglas O. Staiger "Have Income-Based Achievement Gaps Widened or Narrowed?" NBER Working Paper No. 27714, August 2020. (Updated March 2022)
- Andrew Bacher-Hicks, Thomas J. Kane and Douglas O. Staiger, "Validating Teacher Effect Estimates Using Changes in Teacher Assignments in Los Angeles" *NBER Working Paper No. 20657*, November 2014.
- Thomas J. Kane and Douglas O. Staiger "Estimating Teacher Impacts on Student Achievement: An Experimental Evaluation" *NBER Working Paper 14607*, 2008.
- Steven Cantrell, Jon Fullerton, Thomas J. Kane, Douglas O. Staiger "National Board Certification and Teacher Effectiveness: Evidence from a Random Assignment Experiment" *NBER Working Paper No. 14608*, 2008.

- Justine S. Hastings, Thomas J. Kane, Douglas O. Staiger “Preferences and Heterogeneous Treatment Effects in a Public School Choice Lottery” *NBER Working Paper No. 12145*, April 2006.
- Justine S. Hastings, Thomas J. Kane, Douglas O. Staiger “Parental Preferences and School Competition: Evidence from a Public School Choice Program” *NBER Working Paper No. 11805*, November 2005.
- Thomas J. Kane, Douglas O. Staiger and Stephanie K. Riegg “School Quality, Neighborhoods and Housing Prices: The Impacts of school Desegregation” *NBER Working Paper No. 11347*, May 2005.
- Thomas J. Kane and Douglas O. Staiger, “Using Imperfect Information to Identify Effective Teachers” UCLA Department of Policy Studies working paper, May 2005.
- Thomas J. Kane, “The Impact of After-School Programs: Learning the Lessons from Four Recent Evaluations” W.T. Grant Foundation Working Paper, January 2004.
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- Thomas J. Kane, “A Quasi-Experimental Estimate of the Impact of Financial Aid on College-Going” National Bureau of Economic Research Working Paper 9703, May 2003.
- Thomas J. Kane and Douglas O. Staiger “Improving School Accountability Measures” National Bureau of Economic Research Working Paper No. 8156, March 2001.
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- Thomas J. Kane, Cecilia Rouse and Douglas Staiger, “Estimating Returns to Schooling when Schooling is Mis-measured” National Bureau of Economic Research Working Paper No. 7235, July 1999.
- Thomas J. Kane, “Targeting Teen Mothers: Impacts on School Enrollment, Educational Attainment and Earnings” Prepared for conference, “Synthesizing the Results of Demonstration Programs for Teen Mothers” at the Joint Center for Poverty Research, Northwestern University/University of Chicago, November 14, 1997.

Thomas J. Kane, "Rising Public College Tuition and College Entry: How Well Do Public Subsidies Promote Access to College?" *National Bureau of Economic Research Working Paper* No. 5164, April 1, 1995.

Editorials and Commentary:

Thomas Kane and Jason Godfrey, "[How States Can Soften the Fall from the Fiscal Cliff](#)" *The 74 Million*, Feb. 19, 2025.

Thomas Kane and Sean Reardon, "[Parents Don't Understand How Far Behind Their Kids Are in School](#)" *New York Times*, May 11, 2023

Denise Forte and Thomas J. Kane, "[What Districts Need When Investing Their Funds](#)" *Education Week*, January 10, 2023.

Daniel Goldhaber, Thomas J. Kane, Andrew McEachin and Emily Morton "[To Help Students Shoot for the Moon, We Must Think Bigger and Bolder](#)" *The Washington Post*, November 16, 2022.

Daniel Goldhaber, Thomas J. Kane and Andrew McEachin "[Pandemic Learning Loss Could Cost U.S. Students \\$2 Trillion in Lifetime Earnings. What States & Schools Can Do to Avert This Crisis](#)" *The 74 Million*, December 13, 2021.

Thomas J. Kane, "[How We Can Identify What Students Need to Catch Up on Learning: Start with transparency, data collection, and collaboration](#)" *Education Week*, April 27, 2021.

Dan Coleman and Thomas J. Kane, "[Not All Parents Can Be At-Home Teachers This Fall. Principals Must Be Prepared Either Way](#)" *Education Week*, August 21, 2020

Thomas J. Kane, "[Schools Are Staring Down a Fiscal Tsunami. Here's What States Need to Do Now,](#)" *Education Week*, April 20, 2020.

Thomas J. Kane and David Steiner, "[Don't Give Up on Curriculum Reform Just Yet: What the research does \(and doesn't\) say about curriculum](#)", *Education Week*, April 1, 2019.

Angela Boatman and Thomas J. Kane, "[Why We Need to Rethink Remediation.](#)" *Chronicle of Higher Education*, December 16, 2018.

Britt Neuhaus, Philip Oreopoulos and Thomas J. Kane, "[How Do We Know if Ed Tech Even Works?'](#)" *Education Week*, Commentary Page, June 5, 2018.

Thomas J. Kane, "[Learning to Drive Again](#)", *the 74 Million*, April 24, 2017.

Thomas J. Kane, "[The Cost of the Charter Cap](#)", *CommonWealth* magazine, October 5, 2016.

Thomas J. Kane, [“Educational Opportunity for All”](#) *The Newton Tab*, October 26, 2016.

Thomas J. Kane, [“In Vergara, Low-Income Students Pay...One Way or Another”](#) *Evidence Speaks*, Brookings Institution, June 3, 2016

Thomas J. Kane, “State Leadership is Enhanced by Common Measures”, *Education Week*, Commentary, March 23, 2016.

Thomas J. Kane, [“Never Judge a Book by Its Cover—Use Student Achievement Instead”](#) *Evidence Speaks*, Brookings Institution, March 3, 2016

Thomas J. Kane, [“Did the Common Core Cause the Decline in Test Scores?”](#) *Evidence Speaks*, Brookings Institution, November 5, 2015.

Thomas J. Kane, “Teachers must look in the mirror” *New York Daily News*, April 6, 2015.

Thomas J. Kane, [“Frustrated with the pace of progress in education? Invest in better evidence”](#) *Brookings Chalkboard*, March 5, 2015.

Thomas J. Kane, [“To Empower State and Local Leaders, ESEA Reauthorization Should Include Competitive Grants”](#) *Brookings Chalkboard* January 15, 2015

Thomas J. Kane, [“Do Value-Added Estimates Identify Causal Effects of Teachers and Schools?”](#) *Brookings Chalkboard* October 30, 2014

Thomas J. Kane, [“Never Diet Without a Bathroom Scale and Mirror: The Case for Combining Teacher Evaluation and the Common Core”](#) *Brookings Chalkboard* September 11, 2014

Thomas J. Kane, [“Shooting Bottle Rockets at the Moon: Overcoming the Legacy of Incremental Education Reform”](#) *Brookings Chalkboard* May 29, 2014

Thomas J. Kane, [“A Flexner Report on Teacher Preparation”](#) *Brookings Chalkboard* April 9, 2014

Thomas J. Kane, [“Why Do State and Local School Agencies Underinvest in Evidence?”](#), *Brookings Chalkboard*, March 5, 2014

Thomas J. Kane, [“An Urgent Need for Short-Cycle Clinical Trials in Education.”](#) *Brookings Chalkboard*, January 29, 2014

Thomas J. Kane, [“Presumed Averageness: The Mis-Application of Classical Hypothesis Testing in Education”](#) *Brookings Chalkboard*, December 4, 2013

- Thomas J. Kane, "[Climate Change and Value-Added: New Evidence Requires New Thinking](#)" *Brookings Chalkboard*, October 23, 2013
- Thomas J. Kane, "[The Year of the Asterisk? California's Testing Proposal Subverts Test-Based Accountability](#)" *Brookings Chalkboard*, September 18, 2013
- Thomas J. Kane, "[Courts Will Expect Evidence on Race-Neutral Admission Options in the Aftermath of the Fisher Case](#)" *Brookings Chalkboard*, July 17, 2013
- Thomas J. Kane, "[Who is an Effective Teacher? Improving Teacher Evaluation in K-12 Education](#)" *Brookings Chalkboard*, June 12, 2013
- Thomas J. Kane "[Ask the Students.](#)" *Brookings Chalkboard*, April 10, 2013
- Thomas Kane, "Should Student Test Scores Be Used to Evaluate Teachers: Yes, As one of several measures" *Wall Street Journal*, June 24, 2012. (Part of special report, "Big Issues in Education").
- Thomas J. Kane, "A Design-It-Yourself Student-Loan Program: 6 Experts tell what they would do to build a new and better system" *Chronicle of Higher Education*, May 2, 2008, pp. B22-B24.
- Thomas J. Kane "Let Market Rule on Student Loans" Letter to the Editor, *Boston Globe*, March 1, 2007.
- Robert Granger and Thomas Kane "Improving the Quality of After-School Programs" *Education Week*, February 18, 2004, Vol. 23, No. 23, p. 76,52. (Back cover.)
- Thomas J. Kane and Peter Orszag "Close the Public-Private Quality Gap" *Chronicle of Higher Education* September 19, 2003, Volume 50, Issue 4, p. B10.
- Thomas J. Kane and Douglas O. Staiger "Rigid Rules Will Damage Schools" *New York Times*, p. A21, August 13, 2001.

Testimony and Amici Curiae:

- Amicus Curiae brief to California Supreme Court in *Vergara v. State of California* Case No. S234741, June 2016.
- Testimony before U.S. Senate Health, Education, Labor and Pensions Committee, "ESEA Reauthorization: Teachers and Leaders", April 15, 2010.
- "Assessing Teacher Effectiveness Based on Performance on the Job" Testimony before No Child Left Behind Commission, Co-Chaired by Roy Barnes and Tommy Thompson, April 2006.

Amici Curiae Brief Submitted to the Supreme Court of the United States in *Gratz and Hamacher v. Bollinger et. al.* and *Grutter v. Bollinger et. al.* (Nos. 02-241 and 02-516), with Glenn C. Loury, Nathan Glazer, John F. Kain, Douglas Massey, Marta Tienda and Brian Bucks, February 2003.

“Challenges in Defining Adequate Yearly Progress” Presentation to the Board on Testing and Assessment, National Research Council, March 27, 2002.

“Designing a School Accountability System” Testimony before the Educational Management Audit Council for the Commonwealth of Massachusetts, June 14, 2001.

“Race-Conscious College Admissions” Presentation to the Board on Testing and Assessment, National Research Council, July 7-10, 1999.

“Racial Diversity and Selective College Admissions: No Easy Answers” Testimony before the U.S. Commission on Civil Rights, Washington, DC, May 14, 1999.

“Racial and Ethnic Preferences in College Admissions” Presentation to the Board on Testing and Assessment, National Research Council, December 17-18, 1998.

“Beyond Tax Relief: Long-Term Challenges in Financing Higher Education”, Testimony before the United States House of Representatives, Committee on Ways and Means, March 5, 1997.

“The Causes and Consequences of Recent Tuition Increases”, Testimony before the United States House of Representatives, Committee on Economic and Educational Opportunities, Subcommittee on Postsecondary Education, Training and Life-long Learning, July 18, 1996.

Expert Testimony:

*Vergara et al. v. State of California*, Case No. BC484642 (L.A. Super. Ct. 2014)

*Stewart et al. vs. New Mexico Public Education Department*, Case No. D-101-CV-2015-00409 (N.M. 1st Jud. Dist. 2015)

*Houston Federation of Teachers et al. vs. Houston Independent School District* (Civil No. 4: 14-CV-01189) United States District Court, Southern District of Texas.

Book Reviews and Discussant Comments:

Thomas J. Kane, Discussion of Eric Hanushek and Margaret Raymond “Improving Educational Quality: How Best to Evaluate Our Schools” in Yolanda Kodrzycki (ed.) Education in the 21<sup>st</sup> Century: Meeting the Challenges of a Changing World (Boston: Federal Reserve Bank of Boston) June 2002, pp. 237-247.

Thomas J. Kane, "The Aid Game: The Enigmatic Economics of Student Financial Aid", review of Michael McPherson and Morton Schapiro, *The Student Aid Game* (Princeton: Princeton University Press, 1998) and Elizabeth Duffy and Idana Goldberg *Crafting a Class* (Princeton: Princeton University Press, 1998) appearing in Harvard Magazine, (March-April, 1999), pp. 21-26.

Thomas J. Kane, Comment on "The Impact of Interfamily Correlations on the Viability of Catastrophic Insurance" in David Wise (ed.), Frontiers in the Economics of Aging (Chicago: University of Chicago Press, 1998).

Thomas J. Kane, "Choice and Its Consequences" in Helen F. Ladd (ed.) Holding Schools Accountable (Washington, DC: Brookings Institution, 1996).

Thomas J. Kane, Review of Sheldon Danziger, Gary Sandefur and Daniel Weinberg (eds.) *Confronting Poverty: Prescriptions for Change* (New York: Russell Sage, 1994) in Journal of Economic Literature, (1996) Vol. 34, pp. 782-784.

Thomas J. Kane, Review of Sheldon Danziger and Peter Gottschalk (eds.), *Uneven Tides: Rising Inequality in America* (New York: Russell Sage, 1993) in Journal of Policy Analysis and Management, (1994) Vol. 13, No. 3, pp 594-600.

Professional Activities:

Member, Commission on the American Workforce, Bipartisan Policy Commission (chaired by Governors Bill Haslam and Deval Patrick) 2025-26

Advisory Board, Breakthrough Collaborative, Boston

Advisory Board, Detroit Children's Fund

Founder and Faculty Director, Center for Education Policy Research, Harvard University

Member of Advisory Committee to Secretary of Education James Peyser on

Massachusetts testing program (PARCC vs. MCAS) 2015

Member of Education Reform Commission for New York State (appointed by Gov. Andrew Cuomo, 2012)

Co-Founder of College Opportunity and Career Help (COACH) Program, a collaboration between the Kennedy School of Government and the Boston Public Schools

Appointed by Mayor James Hahn to Los Angeles' Free Cash for College Task Force

Member of Academic Advisory Council for Lumina Foundation, 2001-2004.

Member of Advisory Committee for the American Council on Education's Center for Policy Analysis, 2001-2003.

Member of College Board's Blue Ribbon Panel on Student Financial Aid.

Technical Review Panel for National Center on Education Statistics' Education Longitudinal Study.

Technical Review Panel for the Evaluation of GEAR-UP.

Appointed by Governor William Weld to Full Employment Program Advisory Board, 1997.

Honors and Awards:

Professor of the Year 2006, Department of Public Policy, UCLA School of Public Affairs, June, 2006. (Awarded by vote of MPP students.)

Named a "Future Leader of Higher Education" by American Association for Higher Education, *Change Magazine*, January, 1998.

Association for Public Policy Analysis and Management Dissertation Award, 1992.

Manuel C. Carballo Memorial Prize, Harvard University, 1987.

Kennedy Fellow, Kennedy School of Government, Harvard University, 1985.

Regents Fellow, University of Michigan, 1984.

Summa Cum Laude graduate, Notre Dame Scholar and Phi Beta Kappa, University of Notre Dame, 1983.

Examples of Project Leadership (Principal Investigator or Co-PI):

Since 2005, the Center for Education Policy Research at Harvard University has raised over \$120 million for research projects, building the analytic capacity of school agencies and training the next generation of education researchers. Here are some examples of projects led by Dr. Kane at Harvard and the Bill & Melinda Gates Foundation:

1. [The Road to Recovery Project](#) \$1,600,000  
Along with the assessment provider, NWEA, and American Institutes of Research, our research center is working with a number of school districts to measure learning loss during the pandemic and to provide real-time data on the efficacy of different catch-up interventions, such as tutoring, summer school and double periods of math or English.  
Funder: Walton Family Foundation, Carnegie Corporation and Kenneth C. Griffin.
2. [Partners in Education Research \(PIER\)](#) \$8,000,000  
The fellowship provides opportunities to Harvard doctoral students from HGSE, HKS and FAS to learn to do research in collaboration with state and local education agencies.  
Funder: Institute of Education Sciences  
Duration: 7/2015 through 6/2024
3. [National Center on Rural Education Research Networks](#) \$10,420,799  
The project is supporting rural school districts in New York and Ohio to pilot and test interventions meant to lower student absenteeism and improve college readiness. The goal is to develop a model of systematic, evidence-based improvement which could be used to help rural schools in other states.  
Funder: Institute of Education Sciences  
Co-PIs: Thomas J. Kane, Douglas Staiger and Christopher Avery  
Duration: 3/2019-6/2024
4. [Proving Ground: Faster, Cheaper Evidence Gathering for Education](#) \$20,350,000  
From pharmaceuticals to the retail industry, the path to improvement has required piloting interventions on a small scale and systematically measuring impacts. The project is managing a network of urban school districts and charter management organizations to do the same.  
Funders: Bill & Melinda Gates Foundation and Carnegie Corporation of New York  
PI: Thomas J. Kane  
Duration: 7/2016-6/2021
5. [Learning by the Book](#) \$1,100,000  
The project collected data from principals and teachers on elementary math curricula and compared the achievement gains of schools using different curricula across six states.  
Funders: Charles and Lynn Schusterman Family Foundation, Bill & Melinda Gates Foundation, Hewlett Foundation  
PI: Thomas J. Kane  
Duration: 2017 to 2019

6. [Best Foot Forward Project](#) \$4,995,000  
 The project sought to improve the quality and usefulness of classroom observations by allowing teachers to collect videos of their own teaching to discuss with supervisors and content experts outside the school. The project is [providing tools](#) to make video collection a centerpiece of teacher evaluation and feedback.  
 Funders: Kenneth C. Griffin and Bill & Melinda Gates Foundation  
 Duration: 2013 to 2018
  
7. [Tennessee High School Math Remediation \(SAILS\)](#) \$1,672,000  
 The project administered math assessments and surveyed teachers in 120 high schools in Tennessee to assess the impact of an innovative math remediation program for high school seniors.  
 Funders: Bill & Melinda Gates Foundation  
 Duration: 2016 to 2018
  
8. [Evaluating Newark Education Reforms](#) \$428,043  
 Aided by \$200 million in private philanthropy, city and state leaders launched a major school reform effort in Newark, New Jersey in 2011. The project measured the impacts on student achievement over the subsequent 5 years.  
 Funders: Start-up Foundation  
 Duration: 2015 to 2017
  
9. [Teaching Higher: Teacher Implementation of Common Core Standards](#) \$1,318,000  
 The project surveyed teachers to learn about the challenges they confronted when implementing the Common Core State Standards.  
 Funders: Helmsley Charitable Trust and Hewlett Foundation  
 Duration: 2015 to 2017
  
10. [Measures of Effective Teaching Project](#) \$60,000,000  
 The project collected videos, student surveys and student achievement data in 3000 classrooms across six urban school districts. In the second year, the project tested the predictive power of indicators of effective teaching by randomly assigning classrooms to participating teachers. The results shaped the redesign of teacher evaluation systems in U.S. and internationally. Project data are available for other researchers through the [University of Michigan Institute for Social Research](#).  
 Funder: Bill & Melinda Gates Foundation  
 Duration: 5/2009 through 2/2013
  
11. [National Center on Teacher Effectiveness](#) \$10,000,000  
 The project tested tools for measuring the effectiveness of elementary math instructors (including classroom observations, student surveys and assessments of teachers' pedagogical content knowledge.)  
 Funder: Institute of Education Sciences  
 Co-PIs: Thomas J. Kane, Heather Hill and Douglas Staiger  
 Duration: 7/2009-6/2014