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I am an applied micro-economist with research interests mainly in labor, and education economics. My research agenda offers an evidence-based examination of the impact of educational reforms on students' outcomes across different levels of schooling.

On their academic journey, students encounter a diverse array of challenges, including financial constraints, meeting scholastic deadlines, managing coursework, and making personal sacrifices. Despite these obstacles, students possess the potential to contribute positively to society and shape a brighter future. Education equips them with knowledge, critical thinking skills, and a broader perspective on societal challenges. However, it is important to acknowledge the potential negative impacts of academic pressure, financial burdens, and balancing responsibilities. Establishing support systems and resources is crucial to help students thrive academically and personally. Recognizing both the potential and pitfalls students face, collaboration among policymakers, education enthusiasts, and administrators can create an environment fostering students' growth and empowerment to make lasting contributions.

Utilizing economic principles and rigorous causal analysis, my research agenda focuses on investigating the impacts of educational policy reforms on students' achievement and decision-making at different schooling levels. Specifically, I focus on grading system reforms that establish higher standards for evaluating college students' academic performance. Additionally, I explore the effects of increased instructional learning time on high school students. Through these investigations, I strive to develop a thorough understanding of how policy changes shape educational outcomes at different levels of schooling, empowering me to provide informed policy guidance to school administrators and educational policymakers.

In Chapter 1, I analyze how a college grading reform that made it more challenging to attain each letter grade affects students' performance and influences their behavior and decision-making in college. By utilizing institutional data and employing various quasi-experimental designs such as difference-in-difference, heterogeneous models, exposure models, and event study analysis, I find evidence that the grading reform had a null effect on students' cumulative GPA. However, it did lead to increased drop-out rates which reversed when students reached their final year. Moreover, students reduced per semester credits attempted, delayed taking foundational courses, earned fewer credits per semester, and had lower commuting rates. These effects persisted the more exposed students were to the grading policy reform.

Chapter 2 investigates the drivers of administrative responsiveness to transitioning from double-shift schooling (half-day schooling) to full-day schooling and its impact on students' academic performance. In Jamaica, schools have been transitioning from the double-shift system to full-day schooling since 2007. To analyze this educational policy reform, I use a difference-in-difference method with differential timing - with school and locality fixed effects following the approach of Callaway & Sant'Anna (2021a) and Callaway & Sant'Anna (2021b). Utilizing administrative data

RESEARCH STATEMENT

from the Ministry of Education in Jamaica, I find that an increase in the number of teachers raises the likelihood of transitioning to full-day schooling, while higher student enrollment decreases it. Additionally, factors such as the number of teachers, student enrollment, school type (Primary), and locality (Urban) significantly influence the likelihood of a double-shift school transitioning to full-day schooling. Moreover, schools that made this transition experienced improved average test scores in Mathematics and Language Arts.

Building on my dissertation chapters, my upcoming research project extends the investigation initiated in Chapter 1. This study aims to explore the impact of the 2014 GPA requirement change and degree classifications (First Class, Upper Second, Lower Second, or Pass) on the quality and competitiveness of graduates in the labor market. The objectives involve analyzing whether students are pursuing post-graduate studies following the grading and GPA reform, examining any alterations in the distribution of degree classifications after the GPA requirement change, and merging administrative data with tax data to assess the influence of shifts in degree classifications on graduates' performance in the labor market. Furthermore, I plan to expand the analysis conducted in Chapter 2 by investigating the impact of increased formal instructional time resulting from the transition to full-day schooling on factors such as teenage pregnancy, juvenile delinquency, and criminal activities among youths in Jamaica.

Based on my research history and portfolio, I have proven myself capable of both independent and collaborative work, utilizing economic techniques to address student welfare and analyze the impacts of education policies. Through ongoing and impactful research, my goal is to contribute valuable insights to economic, labor, and education publications, while also providing policy recommendations to enhance the educational experience for students across all levels.