

**The Association for
Education Finance and Policy
38th Annual Conference**

**Education Renewal, Reform ...
and Resource Constraints**

March 14-16, 2013

InterContinental New Orleans
New Orleans, Louisiana

EDUCATION FINANCE AND POLICY

Editors

Thomas A. Downes
Tufts University

Dan Goldhaber
University of Washington

■ mitpressjournals.org/efp

The Association of Education Finance and Policy's journal, *Education Finance and Policy* (EFP), is now in its eighth year. Published by the MIT Press, *EFP* examines how resources can be justly generated and productively engaged to enhance human learning at all levels. *EFP* is a quarterly publication connecting individuals who conduct research with those who are responsible for education finance-related professional activities, developing policy, institutional management, and government operation.

Forthcoming Articles

The Early Childhood Care and Education Workforce from 1990 through 2010: Changing Dynamics and Persistent Concerns

by Daphna Bassok, Maria Fitzpatrick, Susanna Loeb, and Agustina Paglayan

Managing the Teacher Workforce in Austere Times: The Determinants and Implications of Teacher Layoffs

by Dan Goldhaber and Roddy Theobald

Accountability with Voucher Threats, Responses, and the Test-Taking

Population: Regression Discontinuity Evidence from Florida

by Rajashri Chakrabarti

If You Build It Will They Come? Teachers' Online Use of Student Performance Data
by John H. Tyler

And a Special Issue on the Policy Brief that will include articles focused on papers designed to make research findings accessible to a broad audience

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FUTURE AEFP ANNUAL CONFERENCES

2014
39TH ANNUAL CONFERENCE
MARRIOTT RIVERCENTER, SAN ANTONIO
SAN ANTONIO, TEXAS
MARCH 6-8, 2014

2015
40TH ANNIVERSARY ANNUAL CONFERENCE
MARRIOTT WARDMAN PARK
FEBRUARY 26-28, 2015*

**Note date change from originally announced dates*

The Association for Education Finance and Policy

6703 Madison Creek
Columbia, MO 65203
Email: info@aeftpweb.org
Phone: (573) 814-9878

Conference Twitter hashtag: #aeftp
<http://twitter.com/#aeftpweb>

2013 AEFP CONFERENCE ACKNOWLEDGEMENTS
NEW ORLEANS, LOUISIANA

AEFP thanks the following individuals and organizations for their support of the 38th Annual Conference:

The AEFP Program Planning Committee Jane Hannaway (Chair), Carrie Conaway, Steven Glazerman, Susan Dynarski, Jewell Gould, Randy Reback, Katharine O. Strunk, Tim R. Sass, Ronald Zimmer and Deborah H. Cunningham.

Vicky Brady of the **American Institutes for Research** for assistance in organizing conference program sessions, and **Hiep Ho** for website technical support.

Catherine Sielke for planning the State of the States and Provinces session.

The American Federation of Teachers, AFL-CIO for program printing; and to AFT staffer **Carolyn Jenkins** for printing and registration support.

F. Howard Nelson, American Federation of Teachers, AFL-CIO, for the development and dissemination of the AEFP Newsletters.

Tulane University's Murphy Institute and **Cowen Institute for Public Education Initiatives** for its support of the conference, including staff support and Welcome Reception sponsorship.

To Tulane University research staff for on-site conference support: **Carter Q. Jones, Whitney Ruble, Matt Segraves, Dan Teles, Debra Vaughn, Yue Zhang,** and **Jill Zimmerman.**

The School of Education and Social Policy and **Institute for Policy Research at Northwestern University**; the **M.A. program in Education and Social Policy at the Steinhardt School of Culture, Education and Human Development at New York University**; the **Stanford University School of Education**; the **University of North Carolina-Chapel Hill**; the **University of Southern California, Rossier School of Education** for poster session sponsorship.

AEFP institutional members **American Institutes for Research, Council of Chief State School Officers, The Florida State University, Mathematica Policy Research, the Nellie Mae Education Foundation, Picus and Associates, RAND Corporation, Tulane University, University of Southern California Rossier School of Education** and **WestEd.**

The Florida State University for sponsoring the First General Session.

MIT Press for nametag badges and lanyards.

Education Finance & Policy, **Dan Goldhaber** and **Thomas Downes**, editors, **Lisa G. Jelks**, Editorial Assistant.

Stephen Cornman of the US Department of Education, National Center for Education Statistics, **Mark Dixon**, **Osei Ampadu**, **Laura Nixon** and **Jumaane Young** of the US Census Bureau for leading the pre-conference workshop.

Emily Pas Isenberg (chair), **Betheny Gross**, **Dylan Conger** and **Sandra McNally** for serving on the Awards Committee.

Kieran M. Killeen (chair), **Edward Hurley**, **Katharine O. Strunk**, and **Matt Hill** for serving on the Nominations Committee.

Steven Glazerman (Chair), **Carrie Conaway**, **Matt Hill**, **Eric Elliott**, **David Mustard**, **Sandra McNally** and **Ron Skinner** for serving on the AEFP Membership Committee.

Kieran M. Killeen (Chair), **Dylan Conger**, **Jewell Gould** and **Katharine O. Strunk**, for serving on the AEFP Dissemination and Technology Committee.

Carolyn D. Herrington (Chair), **Deborah H. Cunningham** and **Jane Hannaway** for serving on the AEFP Outstanding Service Award Committee.

David Mustard, Chair, **Susan Dynarski**, **Betheny Gross**, **Joyce Levenson**, and **Tim R. Sass** for serving on the AEFP Publications Committee.

To aid AEFP future planning efforts, to **James Shuls** for coordinating session attendance count efforts, to graduate students **Rachel White**, **Laura Harringa**, **Sookweon Min**, and **Se Woong Lee** for taking session attendance, and **Mercy Hyde** for handling conference evaluation.

John Deasy (Los Angeles Unified School District), **Alice Rivlin** (Georgetown University and the Brookings Institute), **Leslie Jacobs** (Educate Now!), **Matthew Candler** (4.0 Schools) and **Andre Perry** (Loyola University) and **Doug Harris** (Tulane University) for contributing to the general sessions.

All of the researchers, policymakers and practitioners who bring their insights and hard work on methods, conceptual understanding and impacts about how resources impact human learning in the many provocative sessions that make up the AEFP conference.

AEFP Board of Directors Nominations

The following individuals are nominees for the AEFP Board of Directors and Officers. Please vote on Friday, March 15th from 12:00 p.m. - 5:00 p.m. in the Conference Registration Area.

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YEAR	PRESIDENT	CONFERENCE LOCATION
2012	Carolyn D. Herrington	Boston, Massachusetts
2011	Susanna Loeb	Seattle, Washington
2010	Martin Orland	Richmond, Virginia
2009	Amy Ellen Schwartz	Nashville, Tennessee
2008	Jennifer King Rice	Denver, Colorado
2007	Christopher Roellke	Baltimore, Maryland
2006	James W. Guthrie	Denver, Colorado
2005	Marge Plecki	Louisville, Kentucky
2004	Jim Wyckoff	Salt Lake City, Utah
2003	Jay Chambers	Orlando, Florida
2002	Leanna Stiefel	Albuquerque, New Mexico
2001	Neil D. Theobald	Cincinnati, Ohio
2000	Stephen L. Jacobson	Austin, Texas
1999	R. Craig Wood	Seattle, Washington
1998	Eugene P. McLoone	Mobile, Alabama
1997	Lawrence O. Picus	Jacksonville, Florida
1996	Mary P. Mckeown	Salt Lake City, Utah
1995	David S. Honeyman	Savannah, Georgia
1994	C. Philip Kearney	Nashville, Tennessee

YEAR	PRESIDENT	CONFERENCE LOCATION
1993	David H. Monk	Albuquerque, New Mexico
1992	Van D. Mueller *	New Orleans, Louisiana
1991	Margaret E. Goertz	Williamsburg, Virginia
1990	Bettye Macphail-Wilcox	Las Vegas, Nevada
1989	Kern Alexander	San Antonio, Texas
1988	William E. Sparkman	Tampa, Florida
1987	James Ward	Washington, D.C.
1986	James L. Phelps	Chicago, Illinois
1985	G. Alan Hickrod	Phoenix, Arizona
1984	Nelda Cambron-Mccabe	Orlando, Florida
1983	Walter I. Garms *	Washington, D.C.
1982	Edwin E. Steinbrecher	Philadelphia, Pa.
1981	Richard A. Rossmiller	New Orleans, Louisiana
1980	Allan Odden	San Diego, California
1979	James E. Gibbs *	Washington, D.C.
1978	Charles S. Benson *	Denver, Colorado
1977	William P. McLure *	San Antonio, Texas
1976	Roe L. Johns *	Nashville, Tennessee

**Deceased*

AEFP SERVICE AWARD

YEAR	RECIPIENT	CONFERENCE LOCATION
2012	Thomas Downes	Boston, Massachusetts
2011	Jewell Gould	Seattle, Washington
2010	David Figlio	Richmond, Virginia
2009	James Guthrie	Nashville, Tennessee
2008	Jay Chambers	Denver, Colorado
2007	Richard Rothstein	Baltimore, Maryland
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1995	Bettye MacPhail-Wilcox	Savannah, Georgia
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1993	Richard A. Rossmiller	Albuquerque, N.M.
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1991	Arthur E. Wise	Williamsburg, Virginia
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1989	George R. Babigian	San Antonio, Texas
1988	H. Thomas James	Tampa, Florida
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1986	William P. McClure	Chicago, Illinois
1987	Roe L. Johns	Phoenix, Arizona

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YEAR	RECIPIENT
2013	Rajeev Darolia
2012	Phuong Nguyen Honorable Mention: Eleanor Fulbeck, Cassandra Hart
2011	Daphna Bassok
2010	Celeste K. Carruthers
2009	Justin Smith
2008	Emily Pas Isenberg, Scott Imberman Honorable Mention: Louis-Philippe Morin
2007	Daniel W. Player
2006	Debbi C. Harris
2005	Randall Reback Honorable Mention: Dylan Conger
2004	Sean P. Corcoran
2003	Robert Bifulco, Tana Bishop and Patrice Iatarola
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2001	Jennifer Imazeki, Anna Lukemyer and Patrick J. McEwan
2000	Susanna Loeb and Corrine H. Taylor
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1998	Brian O. Brent, Gloria M. Rodriguez and Ross H. Rubenstein
1997	Christopher Forbes Roellke
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1993	Linda Sue Geary and Joseph Michael O'Loughlin
1992	Patrick F. Galvin
1991	Teresa S. Lyons and Phillip McKenzie
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- 1989 Michael F. Addonizio and Bruce T. Fraser
1988 Sharon F. Fischer and Stephen L. Jacobson
1987 Robert W. Ruch and Frederick D. Saul, Jr.
1986 Curtis A. Smith
1985 Betty Malen and John Strudwick
1984 John L. Myroon and Deborah A. Verstegen
1983 Robert A. Lee, Bettye MacPhail-Wilcox and
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1982 Katsuji Okachi and Mark Shugoll
1981 Catherine Batsche, Gayden Carruth and Douglas Swift
1980 Doris Kling, Thomas R. Melcher and F. Howard Nelson
1979 Robert P. Knight, David B. Kret, Douglas W. Otto and
 Catherine Putnam
1978 J. Placido Garcia Jr., Paul Herche, Marilyn Anne Hopkins,
 Richard A. King and Theodore S. Sergi

AEFP NEW SCHOLARS AWARD WINNERS

- 2013 Andrew Barr, Sa Bui
- 2012 Niu Gao, Steven Hemelt
Honorable Mention: Quentin Brummet, Steven Hemelt
- 2011 Elizabeth Dhuey, Rekha Balu, Justin Smith
- 2010 S. Gershenson,
- 2009 Jason Fletcher, Lawrence Miller
- 2008 Scott Imberman, Michael Goetz
- 2007 Kavita Mittapalli, Katherine Strunk
- 2006 Colin Chellman, Ashley Raduege Broer
- 2005 Daniel Player
- 2004 Eric Isenberg
- 2003 KyungHee Lee
- 2002 Randall Reback
- 2001 Doctoral: Bruce Baker
Predoctoral: Frank Papa, Lisa Ray, Mary Harris, Rebecca Gates
- 2000 Doctoral: Ron Zimmer w/ John Jones, Chris Roellke
Predoctoral: Robert Bifulco
- 1999 Doctoral: Jennifer King Rice, Julie Berry Cullen, Brian O. Brent
Predoctoral: Sharon B. Whigham, Jeff E. Hoyt, Kieran M. Killeen, Samid Hussain
- 1998 Doctoral: Michael Petko, Yasser Nakib, Michelle Moser with Ross Rubenstein. Masters: Jonathan Travers
- 1997 David Figlio, Lois Yachetta, Richard Phelps, Sarah Burke
- 1996 Jaekyung Lee, Gail Sunderman, J. Russell Higham
- 1995 Rick Fenner, Gloria J. Murray, Catherine Sielke
- 1993/4 Nicola Alexander, Laura Argus w/ Daniel Rees, Thomas Downes with Mona Shan
- 1991 Pat Galvin

Program Overview
The 38th Annual Conference of
The Association for Education Finance and Policy

Thursday, March 14, 2013

8:00AM - 5:00PM	Conference Registration
8:30AM - 12:00PM	Pre-Conference NCES Data Workshop
8:30AM - 11:30AM	Pre-Conference Board Meeting
11:30AM - 12:30PM	Past Presidents Lunch (by invitation)
1:00PM - 2:30PM	First General Session
2:45PM - 4:15PM	Concurrent Session I
4:30PM - 6:00PM	Concurrent Session II
6:00PM - 7:30PM	Welcome Reception <i>Sponsored by Tulane University's Murphy Institute, & Scott S. Cowen Institute for Public Education Initiatives</i>

Friday, March 15, 2013

8:00AM - 5:00PM	Conference Registration
7:00AM - 8:30AM	<i>Education Finance and Policy</i> Journal Breakfast (by invitation)
8:30AM - 10:00AM	Concurrent Session III
10:15AM - 11:45AM	Concurrent Session IV
12:00PM – 5:00PM	Elections (Registration Area)
12:00PM - 1:30PM	Second General Session and Luncheon
2:00PM - 3:45PM	Concurrent Session V

Friday, March 15, 2013, continued

4:00PM - 5:45PM Poster Session

6:00PM - 7:00PM Reception Social

Saturday, March 16, 2013

8:00AM - 9:30AM Third General Session and Breakfast

9:45AM - 11:15AM Concurrent Session VI

11:30AM - 1:00PM Concurrent Session VII

1:15PM - 2:30PM Post-Conference Board of Directors Meeting

Thursday, March 14, 2013

Conference Registration: 8:00AM - 5:00PM

Room: 3rd Floor Foyer

Pre-Conference Workshop 1: 8:30 AM - 12:00PM

WORKSHOP 3 - Accessing and Exploring NCES and Census K–12 Data: Common Core of Data (CCD), Schools and Staffing Survey (SASS), National Household Education Surveys (NHES), Early Childhood Longitudinal Study-Kindergarten Class of 1998–99 (ECLS-K), Education Longitudinal Study of 2002 (ELS:2002), American Community Survey (ACS), and National Assessment of Educational Progress (NAEP)

Room: Pelican I, 3rd floor

STEPHEN Q. CORNMAN and EMANNUAL SIKALI, U.S. Department of Education, National Center for Education Statistics; MARK DIXON, OSEI AMPADU, LAURA NIXON and JUMAANE YOUNG, U.S. Census Bureau

Past President's Lunch (by invitation): 11:30AM - 12:30PM

Room: LaSalle C, 3rd floor

Thursday, March 14, 2013

First General Session - Thursday, March 14, 2013: 1:00 - 2:30PM

Room: LaSalle A, 3rd floor

Welcome

DEBORAH H. CUNNINGHAM

President, Association for Education Finance and Policy
Nevada Department of Education

Business Items

Introduction of Candidates for the Board of Directors

KIERAN M. KILLEEN, University of Vermont

Presentation of Awards: Dissertation and New Scholars

EMILY PAS ISENBERG

Presidential Address

DEBORAH H. CUNNINGHAM

Introduction of the Keynote Speaker

JANE HANNAWAY

President-Elect, Association for Education Finance and Policy
American Institutes for Research

Keynote Address:

JOHN DEASY

Superintendent, Los Angeles Unified School District

Managing Productivity Reform Under Challenging Budget Constraints: The Case of LAUSD

The First General Session is sponsored by
The College of Education at The Florida State University

Concurrent Session I – Thursday, March 14: 2:45 - 4:15PM

1.01 - Shocks To The System: Effects On Students And Families

Room: Acadian I, Third Floor

Chair: LUKE MILLER, University of Virginia

SCOTT IMBERMAN, Michigan State University. *Does the Market Value Value-Added? Evidence from Housing Prices After a Public Release of School and Teacher Value-Added.* Co-author:
MICHAEL LOVENHEIM, Cornell University

SARAH CRITTENDEN FULLER, Duke University. *The Effect of Natural Disasters on Students in School.*

WAEEL S. MOUSSA, Syracuse University. *The Effects of September 11th, 2001 on the Academic Achievement of Arab Students: Evidence from New York City Public Schools.* Co-author:
ALEXANDER N. BOGIN, Syracuse University, CHRISTIAN
BUERGER, Syracuse University

NGAIRE HONEY, Vanderbilt University. *Mapping Magnet Schools: Desegregation and School Choice in a Changing Climate of Court Ordered Desegregation.* Co-author: CLAIRE SMREKAR,
Vanderbilt University

Discussant/s: REBECCA HERMAN, American Institutes for Research,
JONATHAN M. MILLS, University of Arkansas

1.02 - Creating The Metric State: Reforming A State Education System

Room: Oak, 2nd floor

Chair: MICHAEL PODGURSKY, University of Missouri

DEBORAH H. CUNNINGHAM, Nevada Department of Education. *The Challenge of Resource Re-allocation in a Poverty Impacted State.*

RORIE FITZPATRICK, Nevada Department of Education.
Measuring What Matters Most to Inform Educator Practice and Improve Instruction.

Concurrent Session I – Thursday, March 14: 2:45 - 4:15PM

JAMES W GUTHRIE, Nevada Department of Education and George W. Bush Institute. *Creating the Metric State: Reforming a State Education System.*

Discussant/s: MICHAEL PODGURSKY, University of Missouri, STEPHEN FRANK, Education Resource Strategies

1.03 - Challenges In Cost-Effectiveness Analysis

Room: Pelican I, 3rd floor

Chair: JAY CHAMBERS, American Institutes for Research

HENRY LEVIN, Columbia University. *Retrospective Cost-Effectiveness Analyses (CEA) of Programs that Improve High School Completion.*

CLIVE BELFIELD, City University of New York. *A Tool for Cost-Effectiveness Analysis of Educational Interventions.* Co-author: HENAN CHENG, Columbia University, BARBARA HANISCH-CERDA, Columbia University

BROOKS BOWDEN, Columbia University. *Cross-site Cost-Effectiveness within Talent Search.* Co-author: ROB SHAND, Columbia University

FIONA HOLLANDS, Columbia University. *Cost-effectiveness Analysis (CEA) of Early Literacy Programs that Improve Phonics Outcomes.* Co-author: YI LIN PAN, Columbia University

Discussant/s: REBECCA MAYNARD, University of Pennsylvania

1.04 - Peer Effects

Room: Fulton, 3rd floor

Chair: AMY ELLEN SCHWARTZ, New York University

ROBERT BIFULCO, Syracuse University. *The Effects of School Desegregation on Teenage Fertility.* Co-author: LEONARD M. LOPOO, Syracuse University, SUN JUNG OH, Syracuse University

Concurrent Session I – Thursday, March 14: 2:45 - 4:15PM

SUSANA MARTÍNEZ-RESTREPO, UNDP. *Why Is Increasing Educational Attainment Not Reducing Teen Pregnancies? Evidence from the Young Agent Project in Brazil.*

LEANNA STIEFEL, New York University. *The Impact of Mid-year Movers on Stable Students.* Co-author: AMY ELLEN SCHWARTZ, New York University, EMILYN RUBLE WHITESELL, New York University

MICHAEL HURWITZ, The College Board. *The Age Old Concern: Is It Better to Be Relatively Older Than Your Classmates?* Co-author: JONATHAN SMITH, The College Board, JESSICA HOWELL, The College Board

Discussant/s: ROBERT BIFULCO, Syracuse University, AMY ELLEN SCHWARTZ, New York University

1.05 - Labor Market Conditions And Student Choices

Room: Cypress, 2nd floor

Chair: DAVID MUSTARD, University of Georgia

NICHOLAS CHANDLER-KLEIN, University of Washington. *Subjective Expectations of Continuous Marginal Returns to Education.*

NATALIA KYUI, Bank of Canada. *Expansion of Higher Education, Employment and Wages: Evidence from the Russian Transition.*

ANDREW A. ANDERSON, University of Wisconsin-Madison. *Uncertainty about Occupational Preferences: Effects on Education Choices and Labor Market Outcomes.*

JOSEPH SAUNDERS, Montana State University. *Enrollment Responsiveness to Changes in Industry Employment Outlook at For-Profit and Community Colleges.* Co-author: GREGORY GILPIN, Montana State University

Discussant/s: KEVIN STANGE, University of Michigan, KIM RUEBEN, Urban Institute

1.06 - Student Aid: Effects And Consequences

Room: LaSalle C, 3rd floor

Chair: CORY KOEDEL, University of Missouri

SARAH COHODES, Harvard University. *First Degree Earns: The Impact of College Quality on College Completion Rates*. Co-author: JOSHUA GOODMAN, Harvard University

ERIN DUNLOP, American Institutes for Research/CALDER. *What Do Stafford Loans Actually Buy You? – The Effect of Stafford Loan Access on Community College Students*.

RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York. *Merit Aid, Student Mobility and the Role of College Selectivity*. Co-author: JOYDEEP ROY, Columbia University

CELESTE K. CARRUTHERS, University of Tennessee. *Losing HOPE: Financial Aid and the Line Between College and Work*. Co-author: UMUT OZEK, American Institutes for Research/CALDER

Discussant/s: SUE DYNARSKI, University of Michigan, MAI SEKI, Bank of Canada

1.07 - Can Strategic Human Capital Reform Lead To Long-Term Cost Savings For School Districts?

Room: Pelican II, 3rd floor

Chair: ROB MEYER, Value-Added Research Center

ELIZABETH BARKOWSKI, Value-Added Research Center. *Educator Evaluation Systems and Strategic Human Capital Management: Full Cost of Implementation*.

KAVEH AKRAM, Value-Added Research Center. *Value-Added and Student Growth Percentile Models*.

NANDITA GAWADE, Value-Added Research Center. *Assessments and Value-Added for Measuring Educator Effectiveness*.

Concurrent Session I – Thursday, March 14: 2:45 - 4:15PM

MARK FERMANICH, Oregon State University. *Fiscal Sustainability and the Evaluation of New Strategic Human Capital Management Systems.*

Discussant/s: MIN SUN, Virginia Tech, MICHAEL HANSEN, American Institutes for Research/CALDER

1.08 - Teacher Response To Changes In Pay

Room: LaSalle B, 3rd floor

Chair: ERIC ISENBERG, Mathematica Policy Research

MATTHEW D. HENDRICKS, University of Tulsa. *Does It Pay To Pay Teachers More? Evidence from Texas.*

HEATHER HOUGH, Public Policy Institute of California. *Salary Incentives and Teacher Quality: The Effect of a District-Level Salary Increase on Teacher Retention.*

RYAN MARSH, Northwestern University. *A Generation's Exit: How the Retirement of Baby Boom Teachers Changed Teacher Compensation.*

PATTEN MAHLER, University of Virginia. *Lifting the Salary Cap: The Effects of a Return-to-Work Policy on Teacher Retirement, Retention and Quality.*

Discussant/s: JANE ARNOLD LINCOVE, University of Texas at Austin, JENNIFER STEELE, RAND Corporation

1.09 - Unintended Consequences Of The No Child Left Behind Act

Room: Poydras, 3rd floor

Chair: KATHARINE O. STRUNK, University of Southern California

ERIC BRUNNER, Georgia State University. *The Unintended Consequences of NCLB on Residential Mobility and Housing Values.* Co-author: STEPHEN BILLINGS, University of North Carolina - Charlotte, STEPHEN L. ROSS, University of Connecticut

Concurrent Session I – Thursday, March 14: 2:45 - 4:15PM

RANDALL REBACK, Barnard College. *Fifty Ways to Leave a Child Behind: Idiosyncrasies and Discrepancies in States' Implementation of No Child Left Behind*. Co-author: ELIZABETH DAVIDSON, Teachers College, JONAH ROCKOFF, Columbia Business School, HEATHER SCHWARTZ, RAND Corporation

CAMILLE WHITNEY, Stanford University. *The Effects of High-Stakes Accountability Tests on Children's Socio-Emotional Outcomes*.

DEMETRA KALOGRIDES, Stanford University. *Strategic Staffing: Examining the Class Assignments of Teachers and Students in Tested and Untested Grades and Subjects*. Co-author: JASON A. GRISSOM, Vanderbilt University, SUSANNA LOEB, Stanford University

Discussant/s: THOMAS DEE, Stanford University, MORGAN S. POLIKOFF, University of Southern California

110-The Impact Of School Choice On Public Schools And Students

Room: Vieux Carré A, Ground floor

Chair: EUGENIA TOMA, University of Kentucky

YUSUKE JINNAI, University of Rochester. *The Impact of Charter Schools' Entry on Traditional Public Schools*.

SARAH A. CORDES, New York University. *Do Charter Schools Ruin Local Public Schools in Poor Neighborhoods?: The Impact of Charter Schools on NYC Public Schools*.

PATRICK J. WOLF, University of Arkansas. *School Vouchers and Student Attainment: New Evidence from a State-Mandated Study of Milwaukee's Parental Choice Program*. Co-author: JOHN WITTE, University of Wisconsin, JOSHUA COWEN, University of Kentucky, DAVID FLEMING, Furman University, BRIAN KISIDA, University of Arkansas

JOHN ENGBERG, RAND Corporation. *Can Broad Inferences Be Drawn From Lottery Analyses Of School Choice Programs?* Co-author: RONALD ZIMMER, Vanderbilt University

Concurrent Session I – Thursday, March 14: 2:45 - 4:15PM

Discussant/s: HELEN LADD, Duke University, JOSHUA M. COWEN, University of Kentucky

1.11 - Funding Formulas And Extended School Years

Room: Acadian II, 3rd floor

Chair: JENNIFER KING RICE, University of Maryland

MARGARET WESTON, Public Policy Institute of California. *State Funding Formulas and Their Implicit Weights For Student Poverty*. Co-author: HEATHER ROSE, University of California at Davis

LINDA GOETZE, Utah State University. *Efficient Funding and Policies for Successful Statewide Extended School Year Services: New Mexico's K-3 Plus Program*. Co-author: SCOTT HUGHES, University of New Mexico

DAVID KNIGHT, University of Southern California. *Reconceptualizing Equity in School Resource Allocation: An Application of the Weighted Student Formula*.

MARGUERITE ROZA, Georgetown University. *Productivity Gains Found By Using A Year-Round Labor Force In Schooling*. Co-author: SUZANNE SIMBURG, University of Washington

Discussant/s: LORI TAYLOR, Texas A&M University, JAIME THOMAS, Mathematica Policy Research

**2.01 - Organizational, Economic, And School Finance
Perspectives In Rural Education**

Room: Oak, 2nd floor

Chair: CELESTE K. CARRUTHERS, University of Tennessee

SHARON KUKLA-ACEVEDO, Central Michigan University. *How Attractive Is a Teaching Career? Place Matters: Examining Occupational Opportunity and Relative Compensation in Appalachian Kentucky*. Co-author: CARA ROBINSON, Tennessee State University, MEGAN E. STREAMS, Tennessee State University, EUGENIA F. TOMA, University of Kentucky

JACOB FOWLES, University of Kansas. *Strategic Interaction Among School Districts: The Case of Teacher Salaries*.

PETE JONES, University of Kentucky. *Principal Career Paths in Appalachia: Evidence from Kentucky*.

JOSH COWEN, University of Kentucky. *School Choice in Rural Locales: Do Alternative Jurisdictions Impact Student Performance?* Co-author: EUGENIA TOMA, University of Kentucky, SUZANNE TROSKE, University of Kentucky

Discussant/s: LUKE MILLER, University of Virginia, CELESTE K. CARRUTHERS, University of Tennessee

2.02 - Improving Teacher Practice

Room: Poydras, 3rd floor

Chair: RANDALL REBACK, Barnard College

KATHARINE O. STRUNK, University of Southern California. *Evaluating a Large-Scale Standards-Based Multiple Measure Teacher Evaluation Reform: Successes and Challenges of the Initial Implementation of the Educator Growth and Development Cycle in Los Angeles*. Co-author: TRACEY L. WEINSTEIN, University of Southern California, REINO MAKKONEN, WestEd

Concurrent Session II – Thursday, March 14: 4:30 - 6:00PM

MATTHEW KRAFT, Harvard Graduate School of Education. *Improving Teacher Practice: Experimental Evidence on Individualized Teacher Coaching*. Co-author: DAVID BLAZAR, Harvard Graduate School of Education

MATTHEW KRAFT, Harvard Graduate School of Education. *Teacher-Parent Communication: Is Positive or Negative Student Feedback to Parents More Potent?* Co-author: TODD ROGERS, Harvard University

BENJAMIN N. YORK, Stanford University. *The Other Teacher Knowledge: Teachers' Understanding of Their Students' Abilities and Its Effect on Student Learning*.

Discussant/s: MICHAEL PODGURSKY, University of Missouri

2.03 - School Turnaround Strategies

Room: Pelican I, 3rd floor

Chair: JENNIFER STEELE, RAND Corporation

MATTHEW R. DUQUE, University of Southern California. *The Best Laid Plans: An Examination of School Plan Quality, Selection, and Implementation in Los Angeles Unified School District*. Co-author: JULIE A. MARSH, KATHARINE O. STRUNK & SUSAN C. BUSH, University of Southern California

SE WOONG LEE, University of Wisconsin-Madison. *Key to Successful Implementation of School Reform: Teacher Buy-in and Students' Achievement Growth in High Poverty Schools*. Co-author: SOOKWEON MIN, University of Wisconsin-Madison

VERONICA KATZ, University of Virginia. *Can Leadership Reverse The Plight Of Persistently Low-Performing Schools? Evaluation Of The School Turnaround Specialist Program In Two Midwestern States*. Co-author: DANIEL PLAYER, University of Virginia

REBECCA HERMAN, American Institutes for Research. *Policies, Programs, and Practices Associated with School Turnaround in the*

Concurrent Session II – Thursday, March 14: 4:30 - 6:00PM

United States. Co-author: METTE HUBERMAN, American Institutes for Research

Discussant/s: STACEY A. RUTLEDGE, Florida State University, CLAIRE E. SMREKAR, Vanderbilt University

2.04 - International Perspectives On Long-Term Outcomes

Room: Acadian I, 3rd floor

Chair: RACHANA BHATT, Georgia State University

JOAQUIN ARTES, Universidad Complutense. *The Effects of Educational Mismatch on Subjective Wellbeing*. Co-author: JAVIER SALINAS, Universidad Autonoma de Madrid, MARIA DEL MAR SALINAS, Universidad de Extremadura

ELIZABETH DHUEY, University of Toronto. *Do School Entry Laws Affect Long Run Outcomes?*

DONGSHU OU, The Chinese University of Hong Kong. *The Universal Provision of Primary Education: Who Benefits?*

OSUNDWA FRED WANJERA, Cardinal Stritch University. *Immigration and Student Achievement: Differences in Outcomes between Latin American Youth Immigrants and Non-Immigrants*. Co-author: HUSAINA BANU KENAYATHULLA, University of Malaya

Discussant/s: BRIAN KRAUTH, SimonFraser University, UMUT OZEK, American Institutes for Research/CALDER

**2.05 - Strategic School Funding For Results:
Achieving A Culture Of Innovation In Schools**

Room: Acadian II, 3rd floor

Chair: JAY CHAMBERS, AIR

During the 2009-10 school year, AIR and PLP formed a partnership with two large California school districts—Los Angeles and Twin Rivers Unified—to implement and evaluate the impact of a comprehensive approach to local school finance, governance, and human resource management. The resulting SSFR model encompasses a comprehensive set of tools and processes for organizing local resource allocation decisions to create conditions for improved human resource management, a more equitable and transparent distribution of both resources and student learning opportunities and innovation. The session brings together representatives from AIR and PLP and Los Angeles Unified School District to share research findings, tools for targeting resources, accomplishments, challenges and lessons learned. Research findings will focus on patterns of resource allocation and student outcomes across schools and the views and involvement of key actors, including principals, school site councils, and teachers.

Discussant/s: JESSE LEVIN, American Institutes for Research, STEVE JUBB, Pivot Learning Partners, MATT HILL, Los Angeles Unified School District

2.06 - Student Choice And College Sorting

Room: Pelican II, 3rd floor

Chair: OPHIRA VISHKIN, University of Michigan

AMANDA L. GRIFFITH, Wake Forest University. *The Importance of Aid and Institutional Expenditures for the Matriculation Decision of High-Ability Students*. Co-author: KEVIN N. RASK, Colorado College

DANIEL KLASIK, Stanford University. *On Beyond Carnegie: A Social Network Analysis of Student College Application Choices and the Landscape of American Colleges*.

JONATHAN SMITH, College Board - Advocacy & Policy Center. *Competition and Screening Mechanisms in the College Market*. Co-author: MICHAEL HURWITZ and JESSICA HOWELL, College Board - Advocacy & Policy Center

SEAN REARDON, Stanford University. *Agent-Based Simulations of the College Sorting Process*. Co-author: MATT KASMAN, Stanford University, DANIEL KLASIK, Stanford University, RACHEL BAKER, Stanford University

Discussant/s: BEN BACKES, American Institutes for Research/CALDER, OPHIRA VISHKIN, University of Michigan

2.07 - Determinants And Dimensions Of Teacher Effectiveness

Room: Vieux Carré A, Ground floor

Chair: THOMAS AHN, University of Kentucky

MORGAN S. POLIKOFF, University of Southern California. *The Stability of Observational and Student Survey Measures of Teaching Effectiveness*.

KEVIN C. BASTIAN, University of North Carolina at Chapel Hill. *Do Teachers' Non-Cognitive Skills and Traits Predict Effectiveness and Instructional Practice?*

Concurrent Session II – Thursday, March 14: 4:30 - 6:00PM

JASON A. GRISSOM, Vanderbilt University. *Multiple Dimensions of Teacher Quality: Are They Substitutes or Complements?* Co-author: SUSANNA LOEB, Stanford University

JAMES V. SHULS, University of Arkansas. *High School, High Scores: Analyzing determinants of Teacher Effectiveness on End-of-Course Exams.* Co-author: JULIE TRIVITT, University of Arkansas

Discussant/s: THOMAS AHN, University of Kentucky, KIM RUEBEN, Urban Institute

2.08 - The Distribution Of Teacher Effectiveness

Room: Vieux Carré B, Ground floor

Chair: MATTHEW CARR, Walton Family Foundation

CARA JACKSON, University of Maryland. *Student Access to Qualified Teachers: A Multilevel Analysis.*

ZEYU XY, American Institutes for Research/CALDER. *Value Added of Teachers in High-Poverty Schools and Lower Poverty Schools.* Co-author: JANE HANNAWAY, American Institutes for Research/CALDER, TIM R. SASS, Georgia State University, DAVID N. FIGLIO, Northwestern University, LI FENG, Texas State University

ERIC ISENBERG, Mathematica Policy Research. *Access to Effective Teaching for Disadvantaged Students in the District of Columbia.* Co-author: JEFFREY MAX, Mathematica Policy Research

DOUGLAS LAUEN, University of North Carolina. *The Distribution of Effective Teachers in North Carolina.* Co-author: GARY HENRY, RODERICK ROSE, University of North Carolina

Discussant/s: JANE COGGSHALL, American Institutes for Research, PHILLIP GLEASON, Mathematica Policy Research

Concurrent Session II – Thursday, March 14: 4:30 - 6:00PM

2.09 - Teacher Compensation, Qualifications And Staffing

Room: LaSalle B, 3rd floor

Chair: DOMINIC BREWER, University of Southern California

ROBERT M. COSTRELL, University of Arkansas. *What Teacher Pension Plans Should Report to Their Members...and the Public.*
Co-author: MICHAEL PODGURSKY, University of Missouri

NAT MALKUS, American Institutes for Research. *Beneath the District Averages: Intradistrict Differences in Teacher Compensation Expenditures.*

CHARLIE M. BELIN, University of Arkansas. *Do State Policies Guarantee Highly Qualified Teachers for Biology Classrooms? An Analysis of the Arkansas Biology Teacher Licensure Requirements.*
Co-author: KIMBERLY S. MURIE, University of Arkansas

SUZANNE SIMBURG, Center on Reinventing Public Education. *Innovating Toward Sustainability: How Computer Labs Can Enable New Staffing Structures and New Savings.* Co-author: MARGUERITE ROZA, Georgetown Fiscal Analytics Unit

Discussant/s: CHARISSE GULOSINO, University of Memphis, STEVE GLAZERMAN, Mathematica Policy Research

2.10 - Effects Of Promised Higher Education Financial Aid And Scholarships On Secondary Outcomes

Room: LaSalle C, 3rd floor

Chair: MICHAEL LOVENHEIM, Cornell University

RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York. *Understanding Evolution of Student Loan Balances and Repayment Behavior: Do Institution Type and Degree Matter?* Co-author: META BROWN, Federal Reserve Bank of New York, WILBERT VAN DER KLAUW, Federal Reserve Bank of New York, BASIT ZAFAR, Federal Reserve Bank of New York

Concurrent Session II – Thursday, March 14: 4:30 - 6:00PM

ROBERT KELCHEN, University of Wisconsin-Madison. *Accelerating College Knowledge: The Prospects for Targeted Early Commitment of Pell Grant Awards*. Co-author: SARA GOLDRICK-RAB, University of Wisconsin-Madison

MICHAEL CROUCH, University of Arkansas. *How Much for a Lottery Ticket?: The Effect of the Arkansas Academic Challenge Scholarship on Secondary Outcomes and Early Higher Educational Outcomes*.

JENNIFER ASH, University of Arkansas. *The Effects of the El Dorado Promise Scholarship on Academic and Economic Outcomes*. Co-author: GARY RITTER, University of Arkansas

Discussant/s: SARAH COHODES, Harvard University, DAVID MUSTARD, Georgia State University

2.11 - Charters, Privatization, Accountability And School Finance

Room: Cypress, 2nd floor

Chair: PATRICE IATAROLA, Florida State University

LORI TAYLOR, Texas A&M University. *Are Charters the Best Alternative? A Cost Frontier Analysis of Alternative Education Campuses in Texas*. Co-author: TIM GRONBERG, Texas A&M University, DENNIS JANSEN, Texas A&M University

WENDY POOLE, University of British Columbia. *The Emerging Three-Tier System in K-12 Education Finance in BC: A Policy Study*. Co-author: GERALD FALLON, University of British Columbia

BARBARA LACOST, University of Nebraska - Lincoln. *Effect of Option Enrollment Strategies on Fiscal Management of School Districts*.

Discussant/s: ERIC BRUNNER, Georgia State University, ANDREW RESCHOVSKY, University of Wisconsin-Madison

2.12 - Impacts Of Early Life Resources On Future Success

Room: Fulton, 3rd floor

Chair: DAPHNA BASSOK, University of Virginia

DAVID FIGLIO, Northwestern University. *The Effect of Poor Neonatal Health on Cognitive Development: Evidence from a Large New Population of Twins*. Co-author: JONATHAN GURYAN, Northwestern University, KRYZSTOF KARBOWNIK, Uppsala University, JEFFREY ROTH, University of Florida

ALONSO SANCHEZ, Harvard University. *Effects of Early Life Exposure to a Conditional Cash Transfer Program on Long-term Schooling Outcomes*.

Discussant/s: DAPHNA BASSOK, University of Virginia, CHLOE GIBBS, University of Virginia

Concurrent Session III – Friday, March 15: 8:30 - 10:00AM

3.01 - The Impact Of Economic Downturn On Student Achievement

Room: Acadian II, 3rd floor

Chair: MICHAEL LOVENHEIM, Cornell University

ASHLYN AIKO NELSON, School of Public and Environmental Affairs - Indiana University. *Children Underwater: Effects of Negative Equity on Children's Educational Outcomes*. Co-author: DAVID FIGLIO, Northwestern University, AMY ELLEN SCHWARTZ, New York University, LEANNA STIEFEL, New York University, VICKI BEEN, New York University School of Law

DANIA V. FRANCIS, Duke University. *Children Left Behind: The Effects of Statewide Job Loss on Student Achievement*. Co-author: ELIZABETH O. ANANAT, Duke University, ANNA GASSMAN-PINES, Duke University, CHRISTINA GIBSON-DAVIS, Duke University

WALKER SWAIN, Vanderbilt University Peabody College of Education and Human Development. *"F" is for Foreclosed: The Effects of the Housing Crash on NC Student Achievement*.

JONATHAN N. MILLS, University of Arkansas. *The Impact of District Consolidation on Property Values*.

Discussant/s: KIM RUEBEN, Urban Institute, ERIC BRUNNER, Georgia State University

3.02 - Influence Of School Environment On Student Outcomes

Room: Cypress, Ground floor

Chair: SHAUN DOUGHERTY, Harvard University

AMY ELLEN SCHWARTZ, New York University. *Top Dog/Bottom Dog: The Impact of Grade Span on Bullying, Safety, and Belonging*. Co-author: LEANNA STIEFEL and MICHAH W. ROTHBART, New York University

RACHEL VERON DOUGLAS, University of Texas at Austin. *Can You Leave High School Behind?* Co-author: JANE ARNOLD

Concurrent Session III – Friday, March 15: 8:30 - 10:00AM

LINCOVE, JENNA CULLINANE, and SANDRA BLACK,
University of Texas at Austin

MARTIN F. LUEKEN, University of Arkansas. *Click and Mortar:
How Does the Arkansas Virtual Academy Stack Up to Other Public
Schools?* Co-author: GARY RITTER, University of Arkansas

Discussant/s: MICHAEL L. CROUCH, University of Arkansas

3.03 - State Accountability Policy

Room: LaSalle B, 3rd floor

Chair: NIU GAO, Stanford University

CASSANDRA HART, University of California-Davis.
Distributional Impacts of Accountability Shocks. Co-author:
DAVID FIGLIO, Northwestern University

CHRISTOPHER CANDELARIA, Stanford University. *Who Matters
for Student Achievement? Examining the Impact of NCLB on
School Staff.*

CHARISSE GULOSINO, University of Memphis. *Evaluating State
Report Cards on the Effectiveness of Teacher Training Programs.*

MORGAN S. POLIKOFF, University of Southern California. *The
Waive of the Future: Accountability in the Waiver Era.* Co-author:
ANDREW MCEACHIN, University of Virginia, MATTHEW
DUQUE, University of Southern California, STEPHANI WRABEL,
University of Southern California

Discussant/s: DOUGLAS LEE LAUEN, University of North Carolina - Chapel
Hill, RANDALL REBACK, Barnard College

3.04 - Applying Adjusted Performance Measures Of College Effectiveness

Room: LaSalle C, 3rd floor

Chair: DAVID CROOK, City University of New York

CELESTE K. CARRUTHERS, University of Tennessee. *An Input-Adjusted Framework for Assessing the Effectiveness of Tennessee's Higher Education Institutions*. Co-author: MATTHEW N. MURRAY, University of Tennessee, WILLIAM F. FOX, University of Tennessee, GRANT THRALL, University of Florida, DAVID L WRIGHT, Tennessee Higher Education Commission

ROBERT KELCHEN, University of Wisconsin-Madison. *Cost-Adjusted Graduation Rate Measures: From Theory to Practice*. Co-author: DOUGLAS N. HARRIS, Tulane University

CHERYL LITTMAN, University of New York. *Applications of Regression-Adjusted Performance Measures at the City University of New York*. Co-author: DAVID CROOK, SIMON MCDONNELL, COLIN C. CHELLMAN, University of New York

Discussant: MICHAEL J. FEUER, The George Washington University

**3.05 - Labor Market Returns To
Community College Student Pathways**

Room: Fulton, 3rd floor

Chair: ERIN DUNLOP, American Institutes for Research/CALDER

MADLINE WEISS, Columbia University. *Estimating the Returns to Short-Term and Long-Term Certificates*. Co-author: DI XU, Columbia University

SUSAN DYNARSKI, University of Michigan. *Returns To Course Credits, Certificates and Degrees: Evidence from Michigan's Community Colleges*. Co-author: BRIAN JACOB, DANIEL KREISMAN, University of Michigan

Concurrent Session III – Friday, March 15: 8:30 - 10:00AM

DI XU, Columbia University. *The Returns to Remediation: Evidence from North Carolina and Virginia*. Co-author: MICHELLE HODARA, Columbia University

VIVIAN LIU, Columbia University. *The Labor Market Returns to For-Profit Education: Evidence from Students Who Started in Community College*. Co-author: CLIVE BELFIELD, Columbia University

Discussant/s: ERIN DUNLOP, American Institutes for Research/CALDER; KEVIN STANGE, University of Michigan

3.06 - The College Pipeline

Room: Pelican II, 3rd floor

Chair: BEN BACKES, American Institutes for Research/CALDER

ROBERT REICHARDT, R-Squared Research. *The Association of Student Persistence in Colorado Public Higher Education with Colorado Student Assessment Program (CSAP) Scores and the Admission Eligibility Index*.

PACO MARTORELL, RAND Corporation. *High School Degrees and College Outcomes*.

JACOB JACKSON, University of California-Davis. *Impacts of a Secondary and Postsecondary Alignment Program on College Application*.

DAVID KNIGHT, University of Southern California. *Investigating the Effects of High School Environments on College Attendance and Persistence*. Co-author: JULIA DUNCHEON, University of Southern California

Discussant/s: JOSHUA GOODMAN, Harvard University, ANGELA BOATMAN, Harvard University

3.07 - Hiring And Recruitment

Room: Poydras, 3rd floor

Chair: SUSANNA LOEB, Stanford University

PETER HINRICHS, Georgetown University. *What Kind of Teachers Are Schools Looking For? Evidence from a Randomized Field Experiment.*

ADRIENNE CAPONE, University of Vermont. *The Intricacies of Public School Teacher Hiring Practices: Perspectives from Applicants, Employers, and School Contexts.*

JOHN PAPAY, Brown University. *Missed Opportunities in the Labor Market or Temporary Disruptions? How Late Teacher Hiring Affects Student Achievement.* Co-author: MATTHEW KRAFT, Harvard Graduate School of Education, JULIA BLOOM, Harvard University, KATIE BUCKLEY, Harvard University, DAVID LIEBOWITZ, Harvard University

KIERAN M. KILLEEN, University of Vermont. *The One Hour to Home Rule: The Importance of Geographic Distance in Teacher Job Applications and Employment Offers.* Co-author: SUSANNA LOEB, Stanford University, IMEH WILLIAMS, Stanford University

Discussant/s: DUNCAN CHAPLIN, Mathematica Policy Research, JAMES WYCKOFF, University of Virginia

3.08 - Measuring Teacher Effects

Room: Vieux Carré B, Ground floor

Chair: JANE HANNAWAY, American Institutes for Research /CALDER

UMUT OZEK, American Institutes for Research/CALDER.
Misattribution of Teacher Value-Added. Co-author: ZEYU XU,
American Institutes for Research/ CALDER

JENNIFER GNAGEY, Ohio State University. *Techniques for
Incorporating Co-Teachers in Value-Added Analyses: An
Investigation of Bias, Sensitivity, and Feasibility.*

CASSANDRA GUARINO, Indiana University Bloomington. A
*Comparison of Growth Percentile and Value-Added Models of
Teacher Performance.* Co-author: MARK RECKASE, Michigan
State University, BRIAN STACY, Michigan State University,
JEFFREY WOOLDRIDGE, Michigan State University

BRIAN STACY, Michigan State University. *Classical Solutions to
New Problems: Exploring Measurement Error Corrections in the
Context of Teacher Value-Added.* Co-author: CASSANDRA
GUARINO, Indiana University, MARK RECKASE, Michigan State
University, JEFFREY WOOLDRIDGE, Michigan State University,
EUN HYE HAM, Michigan State University

Discussant/s: ROBERT MEYER, University of Wisconsin-Madison, MIN
SUN, Virginia Tech University

**3.09 - The Role Of External Actors On
School Operations And Achievement**

Room: Oak, Ground floor

Chair: JENNIFER KING RICE, University of Maryland

JORDAN MATSUDAIRA, Cornell University. *Charter School
Unionization and Student Outcomes.*

Concurrent Session III – Friday, March 15: 8:30 - 10:00AM

MIKE HELAL, University of Melbourne. *School Resources, Autonomy and Student Achievement: Evidence from a Regression Discontinuity Design.*

JON VALANT, Stanford University. *Partisan Control Of State Political Institutions: A Regression Discontinuity-Based Look At How Parties Shape Education Policies And Outcomes.*

AYTUG SASMAZ, Education Reform Initiative at Sabanci University. *School Fees and Local Control – Is There a Link? Evidence from the Case of Turkey.* Co-author: AYSEN KOSE, Yeditepe University, CAGDAS SIRIN, Bahcesehir University

Discussant/s: KATHARINE O. STRUNK, University of Southern California, JASON A. GRISSOM, Vanderbilt University

3.10 - Influencing Education Policy And Practice Through Grants

Room: Acadian I, 3rd floor

Chair: MARTIN ORLAND, WestEd

This symposium will discuss how several key federal grant programs, implemented in the past few years, have influenced state and local education policy and practice. Grant programs, through their financial incentives, program priorities and conditions, enforcement procedures, and other mechanisms can have important influences on the evolution of educational systems, both for individual grantees and for catalyzing broader movements. Based on detailed knowledge of grant applications and implementation from evaluations, monitoring, or technical assistance with grantees, WestEd researchers will discuss findings and common themes and issues among a set of major grant programs, including Race to the Top, School Improvement Grants, and the Charter Schools Program.

Discussant/s: JANNELLE KUBINEC, WestEd, CAROL COHEN, WestEd, JOHN RICE, WestEd

3.11 - School Bond Referenda, Resources For Class Size Reduction, And Cost Effectiveness

Room: Vieux Carré A, Ground floor

Chair: ISAAC MCFARLIN, University of Michigan

TODD ELY, University of Colorado Denver. *To Give is to Get: The Promotional Role of Investment Bankers in School District Bond Elections*. Co-author: THAD CALABRESE, New York University

TIMOTHY SALAZAR, University of Utah. *Class-size Reduction Efforts: Collective Case Studies Looking at Compliance and Accountability in Utah*.

JAIME L. THOMAS, Mathematica Policy Research. *Student-Teacher Ratios, Test Scores, and K-3 Class Size Reduction Flexibility*.

Discussant/s: ALEX J. BOWERS, Teachers College, RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York

3.12 - School Leaders And Leadership

Room: Pelican I, 3rd floor

Chair: SHANYCE L. CAMPBELL, University of North Carolina at Chapel Hill

DANIEL PLAYER, University of Virginia. *The Effectiveness of Competency Based Selection of Public School Principals*.

MIMI ENGEL, Vanderbilt University. *Strategic vs. Reactive: Developing a Typology of Principal Hiring Practices*. Co-author: F. CHRIS CURRAN, Vanderbilt University

PETER T.GOFF, University of Wisconsin-Madison. *Changing Principals' Leadership through Feedback and Coaching*. Co-author: SE WOONG, Lee

CHARLIE M. BELIN, University of Arkansas. *School Leaders, Race, and the Advanced Placement Program*. Co-author:

Concurrent Session III – Friday, March 15: 8:30 - 10:00AM

ALEXANDRA M. BOYD, University of Arkansas, MEREDITH L.
DAY, University of Arkansas

Discussant/s: HEATHER HOUGH, Public Policy Institute of California,
MARIANN LEMKE, American Institutes for Research

**4.01 - International Perspectives:
Education Policy And Performance**

Room: Poydras, 3rd floor

Chair: EUGENIA TOMA, University of Kentucky

LEYLA MOCAN, Wharton School of Business. *The Impact of Education on Marriage and Labor Market Outcomes: Analysis of an Education Reform in Turkey.*

NACI MOCAN, LSU. *Empowering Women through Education: The Case of Sierra Leone.* Co-author: COLIN CANNONIER, Belmont University

MARTIN CARNOY, Stanford University. *What Do International Tests Really Show About American Student Performance?* Co-author: RICHARD ROTHSTEIN, Economic Policy Institute

SEOKJIN WOO, Myongji University. *Analysis of Policy Outcomes in Low-Performing Schools of Korea.* Co-author: KYUNGHEE KIM, Korea Institute of Curriculum & Evaluation, HYEKYUNG JUNG, Korea Institute of Curriculum & Evaluation

Discussant/s: NATE BARRETT, University of North Carolina at Chapel Hill, MARIESA HERRMANN, Mathematica Policy Research

**4.02 - Developing Measures, Accounting For Program
Adaptation, And Linking To Impacts**

Room: Oak, Ground floor

Chair: BARBARA GOODSON, Dillon-Goodson Research Associates

CATHERINE DARROW, Abt Associates. *Methods in Developing Systematic Measures of Implementation Fidelity in Evaluation Research*. Co-author: BARBARA GOODSON, Abt Associates

FATIH UNLU, Abt Associates. *Linking Implementation Fidelity to Impacts in an RCT*. Co-author: LAURIE BOZZI, Abt Associates, CAROLYN LAYZER, Abt Associates, ARTHUR SMITH, Abt Associates, CRISTOFER PRICE, Abt Associates

BARBARA GOODSON, Abt Associates. *Challenges in Measuring Implementation Fidelity of Educational Programs in Development*. Co-author: CATHERINE DARROW, Abt Associates, MEGAN CAVEN, Abt Associates

Discussant/s: PATRICE IATAROLA, Florida State University

**4.03 - Educational Impacts Of The Arts
And Cultural Experiences**

Room: Acadian I, 3rd floor

Chair: DAVID FIGLIO, Northwestern University

GORDON P. BROWN, George Mason University. *The Effects of an Integrated Curriculum on High School Students' Achievement and Integrative Thinking*.

RAQUEL JIMENEZ, Harvard University. *Beyond the Buzz: Music Education for Youth and Social Development in the United States: A Case Study of an El Sistema-based Arts Education Program in Philadelphia*.

JAY P. GREENE, University of Arkansas. *A Randomized Controlled Trial of School Visits to an Art Museum*. Co-author:

Concurrent Session IV – Friday, March 15: 10:15 - 11:45AM

BRIAN KISIDA, University of Arkansas, DANIEL H. BOWEN,
University of Arkansas

SUSAN A. DUMAIS, Louisiana State University. *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*. Co-author: JAMES S. CATTERALL, University Of California - Los Angeles, GILLIAN HAMPDEN-THOMPSON, University of York, SUNIL IYENGAR, National Education Association.

Discussant/s: PETER GOFF, University of Wisconsin-Madison, DOMINIC BREWER, University of Southern California

4.04 - Developmental Education: Evidence And Policy Implications

Room: Pelican I, 3rd floor

Chair: ROBERT KELCHEN, University of Wisconsin-Madison

ANGELA BOATMAN, Stanford University. *Examining the Cost Effectiveness of Reforms in Remedial Education: Evidence from a Meta-Analysis*.

LINDSAY DAUGHERTY, RAND Corporation. *The Effectiveness of an Intervention to Address Misplacement in Developmental Education*. Co-author: BRIDGET TERRY LONG, Harvard University

HOLLY KOSIEWICZ, University of Southern California. *The Effects Of Self-Placement In Remedial Math On Student success: Evidence from Los Angeles*.

HELEN LADD, Duke University. *Developmental Education in North Carolina Community Colleges*. Co-author: CHARLES T CLOTFELTER, Duke University, CLARA MUSCHKIN , Duke University

Discussant/s: PACO MARTORELL, RAND Corporation, JENNIFER KING RICE, University of Maryland

4.05 - The Finance Of Postsecondary Institutions

Room: Pelican II, 3rd floor

Chair: MICHAEL J. FEUER, The George Washington University

JACOB FOWLES, University of Kansas. *Even Keel or Balance Wheel? Assessing the Relationships between Agency Politicization, Centralization, and Volatility in State Higher Education Appropriations*. Co-author: DAVID TANDBERG, Florida State University, AUSTIN LACY, University of North Carolina

JOHN FOSTER, Southern Illinois University Edwardsville. *Easy Money: Tax Exporting and State Support for Higher Education*. Co-author: JACOB FOWLES, University of Kansas

MICHAEL S. KOFOED, The University of Georgia. *For-Profit and Traditional Colleges: Different Prices for Different Objectives*.

Discussant/s: DAVID MUSTARD, University of Georgia

4.06 - Impacts Of Teacher Training

Room: Vieux Carré A, Ground floor

Chair: MELINDA ADNOT, University of Virginia

ERIC PARSONS, University of Missouri. *Teacher Preparation Programs and Teacher Quality: Are There Real Differences Across Programs?* Co-author: MARK EHLERT, University of Missouri, CORY KOEDEL, University of Missouri, MIKE PODGURSKY, University of Missouri

CYNTHIA OSBORNE, University of Texas. *The Size and Reliability of Teacher Training Effects in Texas*. Co-author: PAUL T. VON HIPPEL, University of Texas, JANE LINCOVE, University of Texas, NICHOLAS MILLS, American Institutes for Research

Concurrent Session IV – Friday, March 15: 10:15 - 11:45AM

ADAM MAIER, The New Teacher Project. *"Fast Start": Jumpstarting Early Career Teacher Effectiveness Through Targeted Training And Coaching*. Co-author: KRISTEN CELLINI, The New Teacher Project, ERIN GROGAN, The New Teacher Project

Discussant/s: MATTHEW KRAFT, Harvard Graduate School of Education

4.07 - Teacher Effectiveness Measures In Practice: Evidence From Districts And States

Room: Vieux Carré B, Ground floor

Chair: KATHARINE O. STRUNK, University of Southern California

KATHARINE O. STRUNK, University of Southern California. *The Relationship Between Multiple Measures of Teacher Effectiveness and Student Achievement in the Los Angeles Unified School District's Educator Growth and Development Cycle Initial Implementation Phase*. Co-author: TRACEY WEINSTEIN, University of Southern California, REINO MAKKONEN, WestEd

JENNIFER W. ASH, University of Arkansas. *Convergence of Multiple Measures of Teacher Effectiveness: Does Value-Added Agree with Principal, Teacher and Student Ratings?* Co-author: GARY W. RITTER, University of Arkansas

HEATHER HOUGH, Public Policy Institute of California. *The Effect of Changes to Teacher Evaluation and Peer Assistance and Review in San Francisco*.

JANE ARNOLD LINCOVE, University of Texas - Austin. *The Politics and Statistics of Value-Added Modeling for Accountability*. Co-author: CYNTHIA OSBORNE, UT Austin, NICK MILLS, American Institutes for Research, AMANDA DILLON, UT Austin

Discussant/s: CORY KOEDEL, University of Missouri, DONNA MUNCEY, Los Angeles Unified School District

Concurrent Session IV – Friday, March 15: 10:15 - 11:45AM

**4.08 - When Students And Families Can Choose:
Distributional Effects Of School Choice Policies**

Room: Acadian II, 3rd floor

Chair: DOUGLAS N. HARRIS, Tulane University

LORI NATHANSON, New York University. *How Low-Achieving Students Fare in the NYC High School Choice Process*. Co-author: SEAN P. CORCORAN, New York University

SEAN P. CORCORAN, New York University. *Pathways to the Elite: Application, Admission, and Matriculation to New York City's Specialized High Schools*. Co-author: CHRISTINE BAKER-SMITH, New York University

MARIA MARTA FERREYRA, Carnegie Mellon University. *Charter School Entry and School Choice: The Case of Washington, D.C.* Co-author: GRIGORY KOSENOK, New Economic School

PATRICK J. WOLF, University of Arkansas. *When Rights, Incentives, and Institutions All Clash: The Case of School Vouchers and Special Education in Milwaukee*. Co-author: JOHN F. WITTE, University of Wisconsin, DAVID FLEMING, Furman University

Discussant/s: LEANNA STIEFEL, New York University, ERIC BRUNNER, Georgia State University

4.09 - Re-Thinking Resources In The State Education Agency

Room: Cypress, Ground floor

Chair: PATRICK MURPHY, University of San Francisco

This session addresses how state education agencies (SEAs) should reinvent themselves – moving from passive entities concerned with regulatory compliance to active managers of school performance. Outcomes are what matter now, not process. The Common Core standards will only reinforce this shift. This panel will examine the efforts of different states to realign their resources to take on the performance management role.

Concurrent Session IV – Friday, March 15: 10:15 - 11:45AM

The session brings together the different perspectives of practitioner, consultant, and researcher. Stephen Frank (ERS) provides insights through work with the Georgia Department of Education to turn around low performing schools. Nicholas Bolt, Chief of Staff in the Louisiana Department of Education, provides an “insiders look” at what it means to implement performance management. Monica Oujdani and Ashley Jochim, (CRPE) report findings on how 10 SEAs are deploying their resources to improve failing schools.

Discussant/s: STEPHEN FRANK, Education Resource Strategies (ERS), NICHOLAS BOLT, Louisiana Department of Education, MONICA OUIJDANI, Center on Reinventing Public Education, ASHLEY JOCHIM, Center on Reinventing Public Education

4.10 - 2013 State Of The States And Provinces

Room: Magnolia, Ground floor

Chair: CATHERINE SIELKE, University of Georgia

This roundtable discussion enables policymakers, researchers and practitioners to interact regarding P-20 education policy changes over the last year in US states and Canadian provinces.

CALIFORNIA	Larry Picus
COLORADO	Spence Weiler
COLORADO	Leanne Emm
CONNECTICUT	Diane DeVries
FLORIDA	Toby Park/Marytza Gawlik
GEORGIA	Cathy Sielke
ILLINOIS	Michelle Turner Mangan
INDIANA	Randal Vesely
IOWA	Randall Bauer
KANSAS	Thomas DeLuca
LOUISIANA	Matt Seagraves
MARYLAND	Jane Hall/Nat Malkus
MASSACHUSETTS	Matthew Deninger
MINNESOTA	Nicola Alexander
MONTANA	Chris Stoddard
NEBRASKA	Barb LaCost
NEVADA	Deborah Verstegen
NEW HAMPSHIRE	Mark Joyce

Concurrent Session IV – Friday, March 15: 10:15 - 11:45AM

New YORK	Karen DeAngelis
NORTH CAROLINA	Comfort Okpala
OHIO	Scott Sweetland
OHIO	Jennifer Gnagey
OKLAHOMA	Jeff Maiden
OREGON	Mark Fermanich
SOUTH DAKOTA	Jeongmi Kim
TEXAS	Jane Lincove
WASHINGTON	Matt Finster (Marge Plecki)
WISCONSIN	Faith Crampton

4.11 - School Finance: Effects On Communities And Students

Room: Fulton, 3rd floor

Chair: RONALD ZIMMER, Vanderbilt University

ISAAC MCFARLIN, University of Michigan. *School Facilities, Capital Spending, and Student Mobility: Regression Discontinuity Evidence from Bond Elections in Texas*. Co-author: PACO MARTORELL, RAND Corporation, KEVIN STANGE, University of Michigan

DANIEL KREISMAN, University of Michigan. *The Effects Of Increased Per-Pupil Revenue: RD Evidence from Texas' Small District Adjustment*. Co-author: MATTHEW STEINBERG, University of Pennsylvania

CHRISTOPHER NEILSON, Yale University. *The Effect of School Construction on Test Scores, School Enrollment, and Home Prices*. Co-author: SETH ZIMMERMAN, Yale University

THOMAS E. DAVIS, University of Maryland--College Park. *Equity and Federal Funding for School Facilities: How the Economic Stimulus Funds Were Distributed to School Districts*. Co-author: W. KYLE INGLE, Bowling Green State University, ALEX J. BOWERS, Teachers College

Discussant/s: SCOTT IMBERMAN, Michigan State University

Concurrent Session IV – Friday, March 15: 10:15 - 11:45AM

4.12 - High School Graduation And College-Going In Michigan

Room: Pontalba, Ground floor

Chair: VENESSA KEESLER, Michigan Department of Education

This session presents findings from several analyses undertaken by an innovative partnership between the State of Michigan, the University of Michigan, and Michigan State University. This research consortium was initially charged with evaluating two sweeping educational reforms: The first was a series of secondary school curricular changes that emphasized math and science (the Michigan Merit Curriculum); and the second was a short-lived scholarship program that provided funds to students who performed well on state assessments. Consortium researchers will present a variety of findings from recent and upcoming policy briefs. The briefs illustrate the type of policy-relevant research that can be produced through leveraging state administrative data in the context of partnerships between researchers and practitioners: 1) The Michigan Context: High School Attainment and College Enrollment Across the State 2) Impacts of the Michigan Merit Curriculum on Student Outcomes: Preliminary Findings from the First Cohort 3) Evaluating the Impact of the Michigan Promise Scholarship on Postsecondary Attainment 4) Data Watch: Using National Student Clearinghouse (NSC) Data to Track Postsecondary Outcomes

Discussant/s: SUSAN DYNARSKI, University of Michigan, STEVEN W. HEMELT, University of Michigan, BRIAN A. JACOB, University of Michigan, RACHEL B. ROSEN, University of Michigan

4.13 - Pathways To And Through College

Room: Cabildo, Ground floor

Chair: UMUT OZEK, American Institutes for Research/CALDER

MARTA TIENDA, Princeton University. *Bumpy Road: Institutional and Ethnic Variations in Postgraduate Enrollment*. Co-author:
LINDA ZHAO, Princeton University

TIM R. SASS, Georgia State University. *Understanding the STEM Pipeline*.

Concurrent Session IV – Friday, March 15: 10:15 - 11:45AM

JAMES COWAN, University of Washington. *How Much of a "Running Start" Do Dual Enrollment Programs Provide Students?*
Co-author: DAN GOLDBERGER, University of Washington Bothell

KATE ANTONOVICS, University of California, San Diego. *Color-Blind Affirmative Action and Student Quality.* Co-author: BEN BACKES, American Institutes for Research/CALDER

Discussant/s: PETER HINRICHS, Georgetown University, ERIC ISENBERG, Mathematica Policy Research

Second General Session – Friday, March 15: 12:00 - 1:30PM

Second General Session and Luncheon

Room: LaSalle A, 3rd floor

Business Items

Presentation of the AEFP Service Award

CAROLYN D. HERRINGTON
Past President, Association for Education Finance and Policy
The Florida State University

Introduction of the Keynote Speaker

JANE HANNAWAY

President-Elect, Association for Education Finance and Policy
American Institutes for Research

Keynote Address:

ALICE RIVLIN

How Will Education Fare in the Battle for Resources?

Alice Rivlin is a leading national expert on fiscal and monetary policy. She recently served on the State Budget Crisis Task Force (Ravitch/ Volker Task Force and the President's Debt Commission (Simpson/Bowles Commission). She has also held leading national policy posts, including founding director of the Congressional Budget Office (CBO), President Clinton's Director of OMB, and Vice Chair of the Federal Reserve Board.

5.01 - Impact Of NCLB Waivers On Performance

Room: Pelican I, 3rd floor

Chair: JUAN D'BROT, Executive Director Office of Assessment and Accountability

Beginning in the 2011-2012 school year, the U.S. Department of Education implemented a series of waivers to the original No Child Left Behind act. Known as ESEA Flexibility, this allowed states to receive waivers from some provisions of NCLB if they implemented differentiated accountability and support systems, adopted career-and college-ready assessments, and implemented educator evaluation systems. Currently, 34 states and the District of Columbia have been approved for these waivers. This panel includes three states (Michigan, Massachusetts, and Tennessee), and each will discuss a core component of their state's flexibility request, as well as present data and information on some of the early impacts of those policy changes. These states will also explain how ESEA Flexibility aligns with or supports their overall strategic evaluation and research strategies, and how they anticipate using research and evaluation to support implementation.

Discussant/s: MATTHEW DENINGER, Policy and Planning Manager Massachusetts Department of Elementary and Secondary Education, NATHANIEL SCHWARTZ, Director Office of Research and Policy, VENESSA KEESLER, Director Office of Evaluation & Strategic Research & Accountability - Michigan Department of Education

5.02 - Middle And High School Interventions

Room: Oak, Ground floor

Chair: PHILLIP GLEASON, Mathematica Policy Research

JEFFREY WEINSTEIN, Syracuse University. *Educating Bright Students in Inner City Schools*. Co-author: KALENA CORTES, Texas A&M University, WAEEL S. MOUSSA, Syracuse University

Concurrent Session V – Friday, March 15: 2:00 - 3:45PM

HELEN LADD, Duke University. *Algebra for 8th Graders: Evidence on its Effects from 10 North Carolina Districts*. Co-author: CHARLES T. CLOTFELTER, JACOB VIGDOR, Duke University

SHAUN DOUGHERTY, Harvard University. *Accelerating Mathematics Learning by Accelerating Access?: Regression-Discontinuity Evidence of the Impact of a Middle School Early Algebra and Advanced Mathematics Intervention*. Co-author: JOSHUA GOODMAN, Harvard University, DARRYL HILL, Wake County Public Schools, ERICA LITKE, Harvard University, LINDSAY PAGE, Harvard University

Discussant/s: LUKE MILLER, University of Virginia

5.03 - Methodological Issues In Value-Added Models

Room: Acadian I, 3rd floor

Chair: MICHAEL HANSEN, American Institutes for Research/CALDER

ALLISON ATTEBERRY, University of Virginia. *The Impact of Summer Learning Loss on “Value Added” Measures of School Performance*. Co-author: ANDREW MCEACHIN, University of Virginia

ALI PROTIK, Mathematica Policy Research. *Does Tracking Of Students Bias Value-Added Estimates For Teachers?* Co-author: ELIAS WALSH, ALEX RESCH, ERIC ISENBERG, Mathematica Policy Research

BING-RU TEH, Mathematica Policy Research. *Is the Stability Of Value Added Underestimated?* Co-author: ALEX RESCH, ERIC ISENBERG, HEINRICH HOCK, ELIAS WALSH, Mathematica Policy Research

MARIESA HERRMANN, Mathematica Policy Research. *Shrinkage of Value-Added Estimates And Characteristics Of Students With Hard-To-Predict Achievement Levels*. Co-author: ELIAS WALSH, ERIC ISENBERG, Mathematica Policy Research

Discussant/s: LORI TAYLOR, Texas A&M University, CASSANDRA GUARINO, Indiana University Bloomington

5.04 - Economic Downturns, Student Work And Postsecondary Outcomes

Concurrent Session V – Friday, March 15: 2:00 - 3:45PM

Room: Cypress, Ground floor

Chair: MAI SEKI, Bank of Canada

ELIZABETH S. BRADLEY, University of Georgia. *The Effect of the Business Cycle on Freshman Major Choice.*

BEN OST, University of Illinois at Chicago. *Credit Constraints in Higher Education Investment: Evidence from the Timing of Parental Layoff.* Co-author: WEIXIANG PAN, University of Illinois at Chicago

OSUNDWA FRED WANJERA, Cardinal Stritch University. *The Effect of Parental Income on College Students' Work, Study and Leisure Time Patterns.*

OSUNDWA FRED WANJERA, Cardinal Stritch University. *Student Employment And College Outcomes: The Mediating Role Of Student Time Use.*

Discussant/s: CELESTE K. CARRUTHERS, University of Tennessee,
RAJEEV DAROLIA, University of Missouri

5.05 - Issues In The Pricing Of Public Colleges

Room: Acadian II, 3rd floor

Chair: RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York

TOMMASO AGASISTI, Politecnico di Milano (Italy). *Are We Wasting Money? On The (Lack Of) Effects Of University Need-Based Grants in Italy.* Co-author: SAMUELE MURTINU, Politecnico di Milano (Italy),
GIULIA ZUCCA, University of Milan-Bicocca

BERNARDO LARA ESCALONA, Stanford University. *Tuition Reciprocity Agreements and Market Integration in Higher Education.*

BRADLEY CURS, University of Missouri. *The Effect of State Appropriations on Out-of-State Enrollments for Public Universities.* Co-author: OZAN JAQUETTE, University of Arizona

ALICIA KINNE, University of Washington. *States and Tuition Control: Does Source of Tuition Setting Authority Affect Student*

Concurrent Session V – Friday, March 15: 2:00 - 3:45PM

Affordability? Co-author: SHANNON MATSON, GRANT BLUME,
University of Washington

Discussant/s: JESSICA HOWELL, College Board's Advocacy & Policy
Center, ERIN DUNLOP, American Institutes for Research/CALDER

5.06 - The Military, Veterans And Postsecondary Education

Room: Magnolia, Ground floor

Chair: JOHN ENGBERG, RAND Corporation

JOSÉ LUIS SANTOS, University Of California - Los Angeles.
*Comparing the Entry Characteristics of Civilian, Active Duty, and
Veteran Undergraduates: An Analysis of Variance.* Co-author:
DANI MOLINA, University Of California - Los Angeles, MONICA
CHRISTINA ESQUEDA, University of Southern California

JENNIFER STEELE, RAND Corporation. *Student Veterans'
Outcomes by Higher Education Sector: Evidence from Three
Cohorts of the Baccalaureate and Beyond.* Co-author: GEOFFREY
MCGOVERN and PETER BURYK, RAND Corporation

ALESSANDRO MALCHIODI, Pardee RAND Graduate School. *The
Economic Returns to For-Profit Higher Education among Military
Veterans in the U.S.* Co-author: FRANCISCO MARTORELL and
TREY MILLER, RAND Corporation

ANDREW BARR, University of Virginia. *Enroll or Enlist: The
Effect of Changing Financial Aid Conditions on Military
Enlistment and the Path to Higher Education.*

Discussant/s: JOHN ENGBERG, RAND Corporation, PACO MARTORELL,
RAND Corporation

5.07 - Issues Related To Educator Pensions

Room: Pontalba, Ground floor

Chair: JOSH B. MCGEE, Laura and John Arnold Foundation (LJAF)

JOSH B. MCGEE, LJAF. *Front-Loading Teacher Compensation*.

Co-author: MARCUS WINTERS, University of Colorado

MICHAEL PODGURSKY, University of Missouri. *Teachers, School Administrators and Pension Enhancements*. Co-author: CORY KOEDEL, University of Missouri, SHAWN NI, University of Missouri

DAN GOLDHABER, University of Washington - Bothell. *Teacher Pension Choice: Surveying the Landscape in Washington State*. Co-author: CYRUS GROUT, Center for Education Data & Research, ANNIE PENNUCCI, Washington State Institute for Public Policy, WESLEY BIGNELL, University of Washington

Discussant/s: MARCUS WINTERS, University of Colorado Colorado Springs

5.08 - School Reform In New Orleans

Room: Cabildo, Ground floor

Chair: JOHN AYERS, Tulane University

EDWARD J. CREMATA, CREDO at Stanford. *Organizational Capacity for Education Reform: Further Development*. Co-author: MARGARET RAYMOND, Stanford University

PATRICK DENICE, University of Washington. *Growth for Everyone: The Growth Trajectory Of New Orleans Schools Across Different Student Populations*. Co-author: BETHANY GROSS, University of Washington

DOUGLAS N. HARRIS, Tulane University. *Do Students in Choice Settings Move to Higher Quality Schools? Student Mobility in Post-Katrina New Orleans*. Co-author: MATTHEW F. LARSEN, DEBRA VAUGHAN, JILL ZIMMERMAN, Tulane University

Concurrent Session V – Friday, March 15: 2:00 - 3:45PM

ANDREW MCEACHIN, University of Virginia. *Selection and Mobility in the Analysis of Portfolio Policies*. Co-author: RICHARD O. WELSH, DOMINIC J. BREWER, University of Southern California

Discussant/s: RONALD ZIMMER, Vanderbilt University, YONGMEI NI, University of Utah

5.09 - Equity And Access To Quality Across Schools

Room: Fulton, 3rd floor

Chair: CLIVE BELFIELD, City University of New York

AIN A. GROOMS, University of Georgia. *Worth the Wait?: The Equity and Adequacy of the Voluntary Interdistrict Desegregation Program in St. Louis*.

TAMMY KOLBE, University of Vermont. *Moving from Teacher Qualifications to Instructional Quality: A More Comprehensive Approach to Analyzing Student Access and Opportunity*. Co-author: JENNIFER KING RICE, University of Maryland, MORGAEN DONALDSON, University of Connecticut

ANTHONY ROLLE, University of South Florida. *Relationship Between Texas K-12 Public Education Funding and English Language Learners: An Efficacy Analysis*. Co-author: OSCAR JIMENEZ-CASTELLANOS, Arizona State University

PATRICE IATAROLA, Florida State University. *Equity and Efficiency of Secondary Schools in New South Wales, 2005-2010*. Co-author: VINCE BLACKBURN, New South Wales Department of Education & Training

Discussant/s: MARGARET E. GOERTZ, University of Pennsylvania, IRA NICHOLS-BARRER, Mathematica Policy Research

Concurrent Session V – Friday, March 15: 2:00 - 3:45PM

5.10 - New Evidence On Kindergarten As A Policy Intervention

Room: Pelican II, 3rd floor

Chair: SCOTT LATHAM, University of Virginia

JANE FRIESEN, Simon Fraser University. *Full-Day Kindergarten and the Development of Non-Cognitive Skills*. Co-author: BRIAN KRAUTH, Simon Fraser University, REZA SATTARI, Simon Fraser University

DAPHNA BASSOK, University of Virginia. *Is Kindergarten the New First Grade? The Changing Nature of Kindergarten in the Age of Accountability*. Co-author: ANNA ROEM, University of Virginia

MIMI ENGEL, Vanderbilt University. *Optimizing Content: Evidence on the Importance of Content Coverage for Improving Student Outcomes*. Co-author: AMY CLAESSENS, University of Chicago, F. CHRIS CURRAN, Emory University

CHLOE GIBBS, University of Virginia. *Impact of a Statewide Full-Day Kindergarten Policy Expansion on Later Literacy Skills*.

Discussant/s: JASON A. GRISSOM, Vanderbilt University, ELIZABETH DHUEY, University of Toronto

5.11 - Key Findings From The Gates MET Study

Room: Poydras, 3rd floor

Chair: JANE HANNAWAY, American Institutes for Research/CALDER

The MET project was designed to build and test measures of effective teaching, to find out how evaluation methods could best be used to share effective skills with teachers, and to help school districts identify and develop great teaching. The 3-year study involved over 3,000 teachers in six districts across the country. The bottom line goal was to develop fair and reliable measures that could inform the development of teacher evaluation systems by school districts. Research included a random assignment study (to distinguish the effects of teaching from the effects of student characteristics on measures of effectiveness), a video study of teaching practice, student surveys, observations of teachers in the classroom, and an examination of the value of composite measures (student tested performance, observation and student surveys) of teacher effectiveness. Researchers centrally involved in different aspects of the study will present findings and discuss their implications.

Discussant/s: STEVE CANTRELL, The Bill & Melinda Gates Foundation, KATA MIHALY, RAND Corporation, ANDREW HO, Harvard University, MORGAN S. POLIKOFF, University of Southern California

Poster Session – Friday, March 15: 4:00 - 5:45PM

Room: LaSalle A, 3rd floor

ALBERT CHENG, University of Arkansas. *Do Parents Recognize Good Teachers? Parent Subjective Evaluations and their Relationship to Teacher-Effectiveness Measures*. Co-author: COLLIN HITT, University of Arkansas

ALEX J. BOWERS, Teachers College Columbia University. *Does Spending on Instructional Leadership Increase Student Achievement? A Hierarchical Linear Growth Model of Texas School District Spending from 2003-2011*. Co-author: JARED BOYCE, Teachers College Columbia University

ALEXANDRA M. BOYD, University of Arkansas. *A Review of the Systemic Effects of Vouchers on Public School Achievement*.

ALLEN RUBY, Institute of Education Sciences. *Grant Opportunities at the Institute of Education Sciences*.

ANDREI STREKE, Mathematica Policy Research. *Reviewing Systematic Reviews: Meta-Analysis of What Works Clearinghouse Computer-Assisted Reading Interventions*. Co-author: TSZE CHAN, American Institutes for Research

ANDREW BRANNEGAN, American University. *Will Any Parent Do? Understanding Parental Involvement and Student Achievement*.

ANDREW BRODSKY, APA Consulting. *Interactive Tools To Estimate the Costs and Benefits of Quality Early Care and Education in the Real World*.

ANDREW KORICICH, The Pennsylvania State University. *The Effects of Dual Enrollment Participation on Time-to-Degree Among Bachelor's Degreeholders*.

ANDREW KORICICH, The Pennsylvania State University. *Does Further Away Mean Farther Behind? The Effect of Rurality on College Attendance and Choice*.

ANGELINE SPAIN, University of Michigan. *Deregulating School Funds in a Resource-Scarce Environment: Lessons from California*.

ANNA JACOB, University of Arkansas. *Is Smaller Better? School Size and Student Achievement in Four States*. Co-author: BRIAN KISIDA, University of Arkansas

Poster Session – Friday, March 15: 4:00 - 5:45PM

ANNA JACOB, University of Arkansas. *Classroom Racial Composition and Student Achievement*. Co-author: BRIAN KISIDA, University of Arkansas, MARCUS WINTERS, University of Colorado-Boulder

ASHLEY E JOCHIM, University of Washington. *Following the Money: Do Funding Streams Shape Authority in a Federalist System?* Co-author: PATRICK DENICE, University of Washington, PATRICK MURPHY, University of San Francisco, MONICA OUIJDANI, University of Washington

B. GALE NEAL, Florida State University. *The Modern Schoolteacher: Improving Evaluation, Altering Compensation, and the Essence of the Contemporary Classroom*.

BRUCE D. BAKER, Rutgers University. *Charter School Expansion & within District Equity: Confluence or Conflict?* Co-author: KENNETH LIBBY, U. of Colorado, KATY WILEY, U. of Colorado

CAO YAN, The Chinese University of Hong Kong. *How do Immigrants Affect the Academic Achievement of Natives in Hong Kong? An Empirical Study on Immigrant Peer Effect*.

CARA JACKSON, University of Maryland. *Achievement Trajectories in Middle Grades: An Exploration of Grade Configurations*.

CHARLIE M. BELIN, University of Arkansas. *The Impact of Visiting a Science Museum on Students: A Randomized Study*. Co-author: BRIAN KISIDA, University of Arkansas, JAY P. GREENE, University of Arkansas

CHARLIE M. BELIN, University of Arkansas. *Racial Composition and Segregation Patterns of Charter Schools: A Systematic Review*.

CHRISTINA AMSTERDAM, University of Pretoria. *Textbooks and Achievement in South African primary schools*.

DANIEL LITWOK, Michigan State University. *An Analysis of Teacher Pension Plans: Defined Benefit vs. Defined Contribution*. Co-author: LESLIE PAPKE, Michigan State University

DAVID BLAZAR, Harvard Graduate School of Education. *The Causal Impact of Having a Teacher with a High Level of Mathematical Quality: Exploiting Within-School Between-Grade Variation in Scores from an Observational Instrument*.

Poster Session – Friday, March 15: 4:00 - 5:45PM

DAVID KNIGHT, University of Southern California. *Estimating the Effects of Instructional Coaching on Pedagogical Practices and Student Engagement: Evidence from Classroom Observation.*

DAVID R. GARCIA, Arizona State University. *Don't Believe the Hype: School Accountability Labels as Political Constructs.* Co-author: ANABEL APORTELA, Arizona Charter Schools Association

DEVEN E. CARLSON, University of Oklahoma. *Neighborhood Sorting and School Value-Added: Evidence from Milwaukee.* Co-author: JOSHUA M. COWEN, University of Kentucky

DIANA HINCAPIE, The George Washington University. *Do Longer Schools Days Improve Student Achievement? Evidence from Colombia.*

DICK CARPENTER, University of Colorado Colorado Springs. *Who Chooses and Why in a Universal Choice Scholarship Program: Evidence from Douglas County, Colorado.* Co-author: MARCUS WINTERS, University of Colorado Colorado Springs

GARY RITTER, University of Arkansas Department of Education Reform. *Teacher Attitudes towards the Implementation and Continuation of Merit Pay Systems: Evidence from the Fountain Lake School District.* Co-author: MICHAEL CROUCH, University of Arkansas Department of Education Reform

ELIZABETH ETTEMA, George W. Bush Institute. *Efficiency and Productivity Issues in the Texas Public School System.* Co-author: KRISHANU SENGUPTA, State of Nevada Department of Education

ELIZABETH I. RIVERA RODAS, Rutgers - Newark. *Do New Yorkers Vote with Their Wallets?: The Impact of the Release of New York City Teacher Quality Data on Housing Prices and its Effects on School Segregation.*

EMILYN RUBLE WHITESELL, New York University. *School District Responses to Changes in State Aid.*

F. CHRIS CURRAN, Vanderbilt University. *The Policy Diffusion of Universal Preschool: An Event History Analysis Approach.*

Poster Session – Friday, March 15: 4:00 - 5:45PM

GABRIEL RAMÓN SERNA, University of Northern Colorado. *Tuition and Fees and Tax Revolt Provisions: An Analysis of the Impacts of State Fiscal Policies on Higher Education Prices.*

GABRIEL RAMÓN SERNA, University of Northern Colorado. *Tuition and Fees and Tax Revolt Provisions: Exploring State Fiscal Policy Impacts.*

GALIT EIZMAN, Harvard University. *Budgeting: A Powerful Tool in Higher Education Management.*

GALIT EIZMAN, Harvard University. *Brain Drain: a Scale of Signaling Gaps? Lessons from US-Israel Case.*

GREGORY UPTON JR., Louisiana State University. *The Effect of Merit-Based Scholarships on Educational Outcomes: An Analysis of the Arizona AIMS Scholarship.*

GUILBERT HENTSCHKE, University of Southern California. *Trends in Privatization Of Education And Their Impact On Household Incomes.* Co-author: SHIRLEY PARRY, University of Southern California

HAMILTON LANKFORD, State University of New York Albany. *Long-Term Trends In Teacher Academic Achievement.* Co-author: SUSANNA LOEB, Stanford, ANDREW MCEACHIN, University of Virginia, LUKE C. MILLER, University of Virginia, JAMES WYCKOFF, University of Virginia

HAOGEN YAO, Teachers College of Columbia University. *How Socioemotional Support Affect Educational Decisions: Impact Evaluation with a Sequential Mixed Model of Delphi—Propensity Score Matching.*

HIRONAO OKAHANA, University Of California - Los Angeles. *What's Driving It Up?: A Multi-Level Analysis Of Out-Of-Pocket Costs & State Postsecondary Education Policies.*

HIRONAO OKAHANA, University Of California - Los Angeles. *Worth A Trouble?: An Examination Of Two-Year College Debt & Labor Market Outcomes.* Co-author: JOSE L. SANTOS, University Of California - Los Angeles

HOU YUNA, Chinese University of Hong Kong. *Quality and Equality of Education in Shanghai: What Can We Learn from Pisa 2009?*

Poster Session – Friday, March 15: 4:00 - 5:45PM

HURIYA JABBAR, University of California Berkeley. *Perceptions of Competition Among School Leaders in New Orleans.*

J. EDWARD GUTHRIE, Vanderbilt University. *Teacher Accountability As Formative Assessment: Findings from the National Center on Scaling Up Effective Schools.* Co-author: CHRISTOPHER HARRISON, University of North Carolina - Chapel Hill, MARISA CANNATA, Vanderbilt University

J. M. POGODZINSKI, San Jose State University. *The Role of Political Jurisdictions in Educational Outcomes and Finance.*

JAESUNG CHOI, University of Pennsylvania. *Private Tutoring and Educational Inequality: Evidence from a Dynamic Model of Academic Achievement in Korea.*

JAMES JACK, Research for Action. *Do School Closure Policies have a Disparate Impact? A Case Study of the School District of Philadelphia.*

JAMES SOLAND, Stanford University. *Tell Me Something I Don't Know: Are Predictive Data Systems an Improvement on Teacher Intuition?*

JAMES V. SHULS, Show-Me Institute. *Available Seats?: Survey Analysis of Private School Participation in State Scholarship Programs.* Co-author: KACIE GALBRAITH, Show-Me Institute

JANE COGGSHALL, American Institutes for Research. *The Schoolwide Impacts of the Strategic Implementation of a Differentiated Professional Development Process on Teaching, Leadership, and Professional Collaboration and Culture.* Co-author: ROSHNI MENON, American Institutes for Research, LAUREN K. BIVONA, American Institutes for Research

JASON EVANS, University of Missouri. *Revenue Changes and Faculty and Administrative Employment Practices at Public Institutions.* Co-author: BRAD CURS, University of Missouri

JENNA R. SABLAN, University of Southern California. *Evaluating Writing and College Knowledge in a Summer Bridge Program.*

JENNIFER GRAVES, University of Oklahoma. *Gender Composition in Elementary School Classrooms and Student Achievement.* Co-author: MICHAEL GOTTFRIED, Loyola Marymount University

Poster Session – Friday, March 15: 4:00 - 5:45PM

JENNIFER L. DEPAOLI, Ohio State University. *Civic Capacity and the Cleveland Plan.*

JEONGMI KIM, South Dakota State University. *Does Teacher Quality Really Matter for Student Mathematics Achievement?*

JIJUN ZHANG, American Institutes for Research. *AP and IB courses: Are They Good for Student Achievement?* Co-author: YAN WANG, American Institutes for Research

JOANNA SMITH, University of Southern California. *Mapping State Education Governance: Structures that Facilitate And Impede Educational Outcomes.* Co-author: HOVANES GASPARIAN, FATIMA CAPINPIN, XIUZHONG WANG and NICHOLAS PERRY, University of Southern California

JONAH LIEBERT, Columbia Teachers College. *To What Extent is School Choice Policy Adoption by the U.S. States Driven by Satisfaction with Traditional Public Schools?*

JONATHAN ATTRIDGE, Vanderbilt University. *Testing the Influence of Teacher Unions on Charter School Preferences.*

JOSHUA BUSH, University of Kentucky. *Trends in the Allocation of Appropriations to Higher Education by Institutional Type.*

JUDY TEMPLE, University of Minnesota. *Estimating Benefits Of Educational Interventions for Use in Cost-Benefit Analysis.* Co-author: BRANDON TRAMPE, University of Minnesota

JULIE MEREDITH, University of Pittsburgh. *State Education Policy Diffusion And The Influence of Race to the Top.*

JUSTIN C. SHEPHERD, Vanderbilt University. *State Allocations to Higher Education by Sector: Looking Beyond Institutions.*

KATHLEEN MULVANEY HOYER, University of Maryland. *Making the Hidden Visible: Toward a Framework to Analyze Costs Associated with Teacher Incentive Fund (TIF) Programs.*

KEISHA L. CHILDERS, University of Washington. *From Perceptions to Practice: An Examination of How Administrators Make Use of Value-Added Data in Schools.*

Poster Session – Friday, March 15: 4:00 - 5:45PM

KEYIN WANG, Michigan State University. *Use a Structural Equation Model to Investigate the Effect of Small Class on Students' ACT Achievements.*

KIMBERLY SCRIVEN BERRY, Florida State University. *Exploring New Measures: Using Florida School Improvement Finance Data to Measure Impact on Student Achievement.* Co-author: JONATHAN K. BLAKELY, Florida State University

KYUNGHEE KIM, Korea Institute for Curriculum and Evaluation. *Korean Policy and Strategies for Supporting Low-Performing Schools.* Co-author: HEE KYOUNG, Korea Institute for Curriculum and Evaluation, JIN AH SHIN, Korea Institute for Curriculum and Evaluation, WONKYUNG NOH, Korea Institute for Curriculum and Evaluation

LARA PEREZ-FELKNER, FSU. *Internalizing Expectations of 'Making It': Perceptions and Persistence in Underrepresented Adolescents' Pathways to College.*

LAURA DAWSON ULLRICH, Winthrop University. *Non-Traditional Students and Assumptions of "Risk" and "Merit".* Co-author: MARY ELIZABETH GLENN, Winthrop University

LAURA HARRINGA, University of Wisconsin-Madison. *Homelessness Levels' Effects on District-Level Spending: Inequity in Cost vs. Funding and Spending.*

LAURA HOLIAN, CNA. *Effects of Denver Public School's ProComp on Teacher Compensation.* Co-author: JUSTIN BAER, CNA, DARREL DRURY, National Education Association

LAWRENCE J. MILLER, Rutgers University - Newark. *Getting Down to Dollars and Cents: What Do School Districts Spend to Deliver Student-Centered Learning?* Co-author: BETHENY GROSS, Center on Reinventing Public Education, MONICA OUIJDANI, Center on Reinventing Public Education

LORETTA MASON-WILLIAMS, Binghamton University. *Making a Difference or More of the Same? Profiling the Preparation of Special Educators.*

LORIE B. OWENS, The Ohio State University. *An Examination of the Role of Intermediaries in the Implementation of State Education Policy.*

Poster Session – Friday, March 15: 4:00 - 5:45PM

MARK C. LONG, University of Washington. *Apparent Effects of High School Characteristics on Student Outcomes: Methodology for Exploring a Large Number of Inputs and Outcomes and Generating Hypotheses*. Co-author: KEISHA L. CHILDERS, University of Washington

MARTIN F. LUEKEN, University of Arkansas. *Enhancements, Add-Ons, And Upgrades: An Analysis Of Retirement Behavior By School Employees To Incentives in Illinois*.

MARYTZA A. GAWLIK, Florida State University. *Examining Leadership Turnover and Succession in Charter Schools*.

MATT KASMAN, Stanford University. *Examining the Potential Impact of Open Enrollment Policies: Responses to Student Assignment*.

MATTHEW CARR, Walton Family Foundation. *A New Approach to Evaluating Public Policy Advocacy: Creating Evidence of Cause and Effect*. Co-author: MARC HOLLEY, Walton Family Foundation

MATTHEW FINSTER, University of Washington. *Teachers' Job Satisfaction, Organizational Commitment, and Turnover*.

MATTHEW LINICK, University of Illinois. *A Study of the Effects of Charter School Policy on Public School District Resource Allocation Using Multiple Quasi-Experimental Designs*.

MATTHEW R. DUQUE, University of Southern California. *The Effect of Early Grade Retention on Educational Attainment: Evidence from ELS*.

MATTHEW R. DUQUE, University of Southern California. *Charter School Autonomy in Practice*.

MCKINLEY VITALE, Georgia State University. *Do Intradistrict Choice Laws Have Unintended Consequences?*

MEG JALILEVAND, Michigan State University. *District Expenditure Adjustments in a Tight Financial Environment: What Gets Cut?*

MELINDA ADNOT, University of Virginia. *Piloting Teacher Evaluation in a Low-Stakes Context: Effects on Student Achievement and School Culture in the Early Years of Implementation*.

Poster Session – Friday, March 15: 4:00 - 5:45PM

MERCY RUSSELL HYDE, M.S.W. *Family Matters in the Teacher Labor Market: A Proposal for the Study of Teacher Geographic Preference and the Role of the Family in the Job Search Process.*

MICHAEL A. GOTTFRIED, Loyola Marymount University. *Factors of Teacher Attrition in Alternative Certification Programs: Evidence from the Los Angeles Teach for America Program.* Co-author: ROLF STRAUBHAAR, University of California – Los Angeles

MICHAEL GOETZ, Research on Social and Educational Change (RSEC). *When Money Really Matters: Tying Resources of Specific Programmatic and Instructional Elements to Student Academic Growth.*

MICHAEL HANSEN, American Institutes for Research/CALDER. *Integrating Teacher Value-Added Scores with Other Measures.* Co-author: MARIANN LEMKE and NICHOLAS SORENSEN, American Institutes for Research

MICHAEL S. HAYES, American University. *The Differences in State Funding Assistance to School Districts in States That Imposed Binding School District Tax and Expenditure Limitations (TELS).*

MICHELLE TURNER MANGAN, Concordia University Chicago. *Examining the Adequacy of Special Education Funding in Illinois.*

MIMI ENGEL, Vanderbilt University. *Who Decides? Changes over Time in the Distribution of Decision-Making related to Teacher Hiring.* Co-author: MARISA CANNATA, Vanderbilt University

MIN SUN, Virginia Tech. *Effects of Failure to Make Adequate Yearly Progress (AYP) on Teacher Turnover.*

MIN SUN, Virginia Tech. *Explaining the Gap of Principal Turnover between Charter Schools and Traditional Public Schools.* Co-author: YONGMEI NI, University of Utah

Poster Session – Friday, March 15: 4:00 - 5:45PM

MIYAKO IKEDA, OECD. *Grade Repetition: A Comparative Study of Academic and Non-Academic Consequences Across Countries*. Co-author: EMMA GARCIA, Teachers College

MOTOKO AKIBA, Florida State University. *Effects of Teacher Professional Learning Activities on Student Achievement Growth*. Co-author: GUODONG LIANG, Community Training and Assistance Center

NAT MALKUS, AIR. *Multiple Matching Methods: Comparing Charter and Traditional Public School Student Populations*. Co-author: AMBER NOEL, American Institutes for Research

NATHAN BARRETT, University of North Carolina at Chapel Hill. *Reward or Punishment: Teacher Quality and Class Size*. Co-author: EUGENIA TOMA, University of Kentucky

NICOLA ALEXANDER, University of Minnesota. *Education Reform 3.0: A Wave of Waivers, Implications for Title I Distribution and the Case of Minnesota*. Co-author: SHIPI KANKANE, University of Minnesota, SUNG TAE JANG, University of Minnesota

NING JIA, University of Notre Dame. *The Effect of State Merit Scholarship Programs on College Attainment*.

NIRAV MEHTA, University of Western Ontario. *Ability Tracking In Public Schools: An Equilibrium Model And Evidence from the ECLS-K*. Co-author: CHAO FU, University of Wisconsin-Madison

NIRAV MEHTA, University of Western Ontario. *Should We Use Empirical Bayes Estimators Of Teacher Value-Added In Teacher Incentive Schemes?*

OSCAR JIMENEZ-CASTELLANOS, Arizona State University. *Flores v. Arizona (1992-2012): Where Are We Now 20 Years Later?* Co-author: LAURA GOMEZ, Arizona State University, DAVID MARTINEZ, Arizona State University

OSUNDWA FRED WANJERA, Cardinal Stritch University. *Tertiary Education and Labor Market Segmentation in Urban Tanzania: Do Post-Secondary Graduates Fair Better in the Informal Labor Market?*

PAIGE C. PEREZ, Texas A&M University. *Professionals or Workers? What Recent Teacher Evaluation Policies Infer about the Status of Teachers*.

Poster Session – Friday, March 15: 4:00 - 5:45PM

PATRICK V. GAFFNEY, Barry University. *Fiscal Equity: Florida's Intra-District Distribution of Ad Valorem Revenue.*

PETER GOFF, University of Wisconsin-Madison. *Principals as Teachers: An Inquiry into the Distribution of School Leaders.*

PHUONG NGUYEN-HOANG, University of Iowa. *Hedonic Vices.* Co-author: JOHN YINGER, Syracuse University

RACHANA BHATT, Georgia State University. *Home School Rights & the Rise of Homeschooling in the U.S.*

RAJEEV DAROLIA, University of Missouri. *An Examination of the Tennessee Education Lottery Scholarship Program On Student Outcomes.* Co-author: CHARLES MENIFIELD, University of Missouri

RAY FRANKE, University of Massachusetts Boston. *Too Much Of A Burden? Examining the Impact of Subsidized and Unsubsidized Loans on Baccalaureate Degree Attainment for Low Income Students.*

REBECCA JACOBSEN, Michigan State University. *Those Aren't Margins of Error, Those Are Oceanic Shipping Lanes: Parent Interpretations of VAM Data in New York City.* Co-author: RACHEL WHITE, Michigan State University

REBECCA WOLF, University of Maryland. *Professional Learning Environments: Creating a New Construct to Predict Teacher Turnover.* Co-author: THOMAS DAVIS, University of Maryland

RICHARD WELSH, University of Southern California. *The Politics of School Takeover and Return to Local Control: The Case of post-Katrina New Orleans.* Co-author: MICHELLE HALL, University of Southern California, JENNY MA, University of Southern California

ROSARIO SERGIO MANISCALCO, University of Turku. *A Decade of Adult Education Policies in the European Union.*

RYAN YEUNG, State University of New York-Brockport. *When Does a Peer Have an Effect?*

SANDRA MCNALLY, University of Surrey. *Non-Native Speakers of English in the Classroom: What are the Effects on Pupil Performance?*

Poster Session – Friday, March 15: 4:00 - 5:45PM

SETH GERSHENSON, American University. *A Value-Added Panel-Data Analysis of the Effect of School Size on Student Achievement*. Co-author: LAURA LANGBEIN, American University

SHANYCE L. CAMPBELL, University of North Carolina at Chapel Hill. *The Role of School and Classroom Composition on Teacher Evaluations*.

SHERRI LAUVER, Synergy Enterprises. *Bilateral Study of Turnaround in the US and Korea: Analysis of Policy Implications for the US*. Co-author: CARLA MCCLURE and MIRANDA CAIRNS, Synergy Enterprises

SIMON MCDONNELL, City University of New York. *Residential Stability, Housing Tenure, And Postsecondary Educational Outcomes: A Comparison Of Students Who Live In Subsidized Housing And Their Peers At College – An Overlooked Achievement Gap*. Co-author: COLIN CHELLMAN and DAVID CROOK, City University of New York

STEPHANI L. WRABEL, University of Southern California. *Military-Connected Students, Mobility, and the Performance of California Schools on State Accountability Measures*. Co-author: RUTH BERKOWITZ and RON AVI ASTOR, University of Southern California

STEVEN W. HEMELT, University of Michigan. *Validity and Utility of Self-Reported Postsecondary Educational Attainment Information*. Co-author: KIMBERLY B. ROTH and WILLIAM W. EATON, Johns Hopkins University

SU JIN JEZ, California State University. *Does Money Matter? A Study of the Relationship Between School Spending, Achievement, and Race*. Co-author: JULIAN HEILIG VASQUEZ, University of Texas

SU JIN JEZ, Sacramento State. *Career Technical Education and the College Completion Agenda: Analysis of CTE Programs in the California Community Colleges*. Co-author: COLLEEN MOORE, NANCY SHULOCK, and ERIC CHISHOLM, Institute for Higher Education Leadership & Policy

SU JIN JEZ, Sacramento State. *Redeeming For-Profit Colleges and Universities: How Public Policy Can Ensure Quality and Success*.

SUN YOUNG YOON, University of Wisconsin-Madison. *What Makes Differences in School Reform? Implications Of Implementation Quality and Principal Leadership*. Co-author: GEOFFREY BORMAN, University of Wisconsin-Madison

Poster Session – Friday, March 15: 4:00 - 5:45PM

SUN YOUNG YOON, University of Wisconsin-Madison. *The Road to Education Equality: Paving the Way Through Racially Diverse Interactions.*

SUSAN ELGENDY, American Museum of Natural History. *The View from the Front of the Class? Using the Concerns-Based Adaption Model to Understand Science Teachers' Use of New Instructional Tools.* Co-author: JAMES SHORT, American Museum of Natural History, MERYLE WEINSTEIN, New York University

T. AUSTIN LACY, *The University of North Carolina - System. College and Search: Using Google Trends to Assess Postsecondary Information Seeking.* Co-author: ELIZABETH PARK, Research for Action

TAEK HYUNG KIM, Florida State University. *Unpacking School Effectiveness: Course Taking Practices and Policies.*

THOMAS A. DELUCA, University of Kansas. *Business Service Consolidation: A Case Study.*

TIFFANY KATANYOUTANANT, University of Washington. *What Does My Teacher have to do with College? A Quantitative Analysis of the Relationship Between Teacher Qualifications and Students' Higher Education Attainment Rates.* Co-author: LINDA LIAW, University of Washington

TOMMASO AGASISTI, Politecnico di Milano (Italy). *Standard Costs and Adequacy for Italian Primary Schools: A Cost Function Approach.* Co-author: PIERGIACOMO SIBIANO, Politecnico di Milano and CEUR

TRACY NAJERA, Battelle for Kids. *Ohio Teacher Incentive Fund - Year 2 Results of TIF Participants Knowledge and Perception Survey.*

VERONICA MINAYA, Teachers College. *The Texas Top Ten Percent Rule: Do Non-Financial Incentives Encourage STEM Major Choices?*

WILLIAM ZUMETA, University of Washington. *What Happens to State Student Aid Funding During Recessions and Why?* Co-author: SHANNON MATSON, University of Washington, AMY LI-BUTLER and JOSE HERNANDEZ, University of Washington

XI YANG, The Chinese University of Hong Kong. *The Impact of Financial Aid and R&D Market Conditions on Student Aspiration for Science and Engineering Doctoral Degree: An Empirical Study in China.*

DISCUSSANTS:

BETHENY GROSS, University of Washington Bothell
CAROLYN D. HERRINGTON, Florida State University
CARRIE CONAWAY, Massachusetts Department of Elementary and
Secondary Education
COLIN CHELLMAN, City University of New York
CORY KOEDEL, University of Missouri-Columbia
DAPHNA BASSOK, University of Virginia
DAVID B. MUSTARD, University Of Georgia
DEBORAH H. CUNNINGHAM, Nevada Department of Education
DOMINIC BREWER, University of Southern California
DYLAN CONGER, George Washington University
EMILY PAS ISENBERG, U.S. Census Bureau
ERIC ELLIOT, Pennsylvania State Education Association
F. HOWARD NELSON, American Federation of Teachers
GARY RITTER, University of Arkansas
JANE HANNAWAY, American Institutes for Research
JEWELL C. GOULD, American Federation of Teachers
JONATHAN K. BLAKELY, Department of Defense
JOYCE I. LEVENSON, United Federation of Teachers
KALENA CORTES, University of Texas-Austin
KATHARINE O. STRUNK, University of Southern California
KIERAN M. KILLEEN, University Of Vermont
LORA COHEN-VOGEL, University of North Carolina
MATTHEW HILL, Los Angeles Unified School District
MATTHEW DI CARLO, Albert Shanker Institute
MICHAEL PETKO, National Education Association
RANDALL REBACK, Columbia University
ROBERT BIFULCO, Syracuse University
ROBERT GOERTZ, Association for Education Finance and Policy
RONALD A. SKINNER, Assoc. of School Business Officials Intl.
RONALD ZIMMER, Vanderbilt University
SANDRA MCNALLY, Centre for Economic Performance,
London School of Economics
STEVEN GLAZERMAN, Mathematica Policy Research
SUSAN DYNARSKI, University of Michigan
TIM R. SASS, Georgia State University

**General Session III: Perspectives on New Orleans -
School Reform from Some Who Helped Create It**

Room: LaSalle A, 3rd floor

Moderator: DOUGLAS N. HARRIS, Tulane University

Participants:

LESLIE JACOBS, Founder, Educate Now! Jacobs is an education reform advocate, business executive and philanthropist. For the last 25 years, she has been a passionate voice for education reform, serving initially as an elected member of the Orleans Parish School Board and then as a member of the State Board of Elementary and Secondary Education (BESE). Educate Now is a non-profit dedicated to continuing the broad, post-Katrina reforms of New Orleans public schools she helped institute and execute as a member of the BESE.

MATTHEW CANDLER, Executive Director, 4.0 Schools. Candler has been a principal; vice-president of KIPP, a network of charter schools that's received national attention for impressive test scores (and local attention for taking over several New Orleans schools); and most recently CEO of New Schools for New Orleans, a nonprofit dedicated to improving the city's public school system. 4.0 schools is a think tank funded by the Walton Foundation.

ANDRE PERRY, Associate Director for Educational Initiatives, Loyola University. Prior to assuming his current position at Loyola, Dr. Perry served as the CEO of the Capital One-University of New Orleans Charter Network, which was comprised of four charter schools in New Orleans. In 2010, Perry served on Mayor-Elect Mitch Landrieu's Transition Team as the co-chair of the Education Taskforce. Perry's scholarship focuses on education reform and the impact of education policy on community wellness.

6.01 - New Evidence On The Impacts Of KIPP Charter Schools

Room: Pelican I, 3rd floor

Chair: DANIELLE EISENBERG, KIPP Foundation

IRA NICHOLS-BARRER, Mathematica Policy Research. *KIPP Impacts on Academic Achievement: Propensity Score Matching Results for 41 KIPP Middle Schools*. Co-author: BRIAN GILL, PHIL GLEASON and CHRISTINA CLARK TUTTLE, Mathematica Policy Research

CHRISTOPHER R. WALTERS, MIT. *Who Benefits from KIPP?* Co-author: JOSHUA D. ANGRIST, MIT and NBER, SUSAN DYNARSKI, University of Michigan, THOMAS J. KANE, Harvard University, PARAG A. PATHAK, MIT

ALEX RESCH, Mathematica Policy Research. *Impacts of KIPP Schools on Higher-Order Thinking Skills and Non-Academic Outcomes: Findings from a National Experimental Evaluation*. Co-author: BRIAN GILL, PHIL GLEASON and CHRISTINA CLARK TUTTLE, Mathematica Policy Research

VIRGINIA KNECHTEL, Mathematica Policy Research. *Characteristics of KIPP Schools Associated with Impacts*. Co-author: CHRISTINA CLARK TUTTLE, PHIL GLEASON, BRIAN GILL and MAUREEN HIGGINS, Mathematica Policy Research

Discussant/s: HELEN LADD, Duke University

**6.02 - Tying Measurement To Practice:
The Implications Of Value-Added Metrics**

Room: Pelican II, 3rd floor

Chair: SUSANNA LOEB, Stanford University

DAN GOLDHABER, Center for Education Data & Research. *Does the Model Matter? Exploring the Relationship Between Different Achievement-based Teacher Assessments*. Co-author: JOE WALCH, Center for Education Data & Research, BRIAN GABELE, Seattle Public Schools

CORY KOEDEL, University of Missouri. *Selecting Growth Measures for School and Teacher Evaluations*. Co-author: MARK EHLERT, University of Missouri, ERIC PARSONS, University of Missouri, MICHAEL PODGURSKY, University of Missouri

JAMES SOLAND, Stanford University. *Is a Good Teacher a Good Teacher for All? Comparing Value-Added of Teachers with Their English Learners and Non-English Learners*. Co-author: LINDSAY FOX, Stanford University, SUSANNA LOEB, Stanford University

ALLISON ATTEBERRY, University of Virginia. *The Non-Random Composition of Teachers in Tested Grades and Subjects*. Co-author: SUSANNA LOEB, Stanford University, JAMES WYCKOFF, University of Virginia

Discussant/s: DOUGLAS N. HARRIS, Tulane University, KEVIN C. BASTIAN, University of North Carolina

6.03 - Information And Choice

Room: Acadian I, 3rd floor

Chair: DAVID MONK, Pennsylvania State University

NIU GAO, Stanford University. *The Use of Value-Added Information, Teacher Assignment, and Student Achievement*.

KRISTIAN L. HOLDEN, University of Oregon Economics.
Information and School Choice: Regression Discontinuity Evidence from California's Open Enrollment Program.

BROOKS ROSENQUIST, Vanderbilt University. *Certificate of Recognition: Lessons from Heterogeneous Response to Nonfinancial Incentives for Student Attendance.* Co-author: MATTHEW G. SPRINGER, Vanderbilt University

Discussant/s: MORGAN S. POLIKOFF, University of Southern California

6.04 - Effects On College Enrollment, Credit Accumulation And Persistence

Room: Poydras, 3rd floor

Chair: SUSAN DYNARSKI, University of Michigan

BRENT EVANS, Stanford University. *An Experimental Analysis of the Effect of Near-Peer College Advising on High School Seniors.*

DOUGLAS N. HARRIS, Tulane University. *Is Traditional College Aid Too Little, Too Late? A Cluster Randomized Trial of an Early College Scholarship for Low-Income Students.*

MATTHEW F. LARSEN, Tulane University. *Testing the Validity of Across Cohort Quasi-Experiments Using a Cluster-Randomized Control Trial of an Early College Scholarship.* Co-author: DOUGLAS N. HARRIS, Tulane University

KEVIN STANGE, University of Michigan. *The Effect of Marginal Pricing on Credit Accumulation and Student Persistence.* Co-author: STEVEN HEMELT, University of Michigan

Discussant/s: LESLEY J. TURNER, University of Maryland, SUSAN DYNARSKI, University of Michigan

6.05 - Postsecondary Medley: Sex And Tests

Room: Oak, Ground floor

Chair: STEPHEN R. PORTER, North Carolina State University

DAVID M WELSCH, University of Wisconsin Whitewater. *The Effect of Peer and Professor Gender on College Student Performance*. Co-author: BENJAMIN ARTZ, University of Wisconsin – Oshkosh

JOAQUIN ARTES, Universidad Complutense. *Problem Sets And Academic Performance In College Economics Classes in Spain*. Co-author: MARTA ROHANS, Universidad Complutense

JOSHUA HYMAN, Gerald R. Ford School of Public Policy and Department of Economics at the University of Michigan. *College Entrance Exams, Sample Selection, and the Distribution of Student Achievement*.

OPHIRA VISHKIN, University of Michigan. *Gender and the STEM Trajectory*. Co-author: JEFFREY SMITH, University of Michigan

Discussant/s: OLGA RODRIGUEZ, Teachers College - Columbia University, TOBY J. PARK, Florida State University

6.06 - College Attainment: Do Language, Immigration Status And Funding Matter?

Room: Fulton, 3rd floor

Chair: JONATHON ATTRIDGE, Vanderbilt University

SARAH M. RYAN, Carnegie Mellon University. *Parent Assets and Aligned Ambitions: Investigating Latina/o College Choice Across Immigrant Generations*. Co-author: ROBERT K. REAM, University of California Riverside

Concurrent Session VI - Saturday, March 16: 9:45-11:15AM

LUCRECIA SANTIBANEZ, RAND Corporation. *Minority Students and College Enrollment: The Effects of Native Language and Assimilation*. Co-author: ESTELA ZARATE, University of California Irvine

TATIANA MELGUIZO, University of Southern California. *The Role of the Race, Income, and Funding on Student Success: An Institutional Level Analysis of California Community Colleges*. Co-author: HOLLY KOSIEWICZ, University of Southern California

Discussant/s: PATRICK MURPHY, University of San Francisco, PETER BERGMAN, RAND Corporation

6.07 - Performance Incentives

Room: Vieux Carré A, Ground floor

Chair: SETH GERSHENSON, American University

ANTHONY MILANOWSKI, Westat. *Projecting Costs of Performance-Based Educator Pay Schedules: A Simulation Approach*. Co-author: JACKSON MILLER, Westat, MATTHEW GRAHAM, Westat, JENNIFER HAMILTON, Westat

SCOTT IMBERMAN, Michigan State University. *Dynamic Effects of Teacher Incentive Pay: Evidence from a Rank-Order Tournament*. Co-author: MICHAEL LOVENHEIM, Cornell University

DANIEL H. BOWEN, University of Arkansas. *The Attraction to Performance Pay and Teacher Quality: Examining the Value-Added Measures and Principal Evaluations of Teachers Who Prefer Merit Pay*. Co-author: JONATHAN N. MILLS, University of Arkansas

ELEANOR S. FULBECK, University of Pennsylvania. *The Impact of Financial Incentives on Teachers' Comings and Goings*. Co-author: MEREDITH P. RICHARDS, University of Pennsylvania

Discussant/s: SETH GERSHENSON, American University, GARY RITTER, University of Arkansas

Concurrent Session VI - Saturday, March 16: 9:45-11:15AM

6.08 - Impacts Of Accountability Policies On Student Outcomes

Room: Vieux Carré B, Ground floor

Chair: ANDREW MCEACHIN, University of Virginia

TOM AHN, University of Kentucky. *Does No Child Left Behind Have Teeth? Examining the Impact of Accountability Sanctions in North Carolina.* Co-author: JACOB VIGDOR, Duke University

DOUGLAS LEE LAUEN, University of North Carolina - Chapel Hill. *The Effect of Cumulative Exposure to Accountability Pressure on Grade Progression in Primary and Secondary School.* Co-author: JENNIFER JENNINGS, New York University, S. MICHAEL GADDIS, University of North Carolina - Chapel Hill

RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York. *No Child Left Behind: Extricating the Role of Sanctions and Stigma in Accountability Threats.*

MARCUS WINTERS, University of Colorado at Colorado Springs. *The Effect of New York City's Test-Based Promotion Policy on Student Outcomes.* Co-author: SARAH COOKSEY, TOM SWAIM, GIOVANNA BASNEY, University of Colorado at Colorado Springs

Discussant/s: DAVID FIGLIO, Northwestern University, DOUGLAS LEE LAUEN, University of North Carolina - Chapel Hill

6.09 - Accountability In Florida's Schools

Room: Cypress, Ground floor

Chair: CAROLYN D. HERRINGTON, Florida State University

This session focuses on Florida's response to performance accountability pressures over the past few decades. Given the state's demographics and its role as a leader in reform efforts, Florida's experiences play a prominent role in national policy discussions. The session begins with an overview of path breaking legislation beginning in 1970 when a finance formula established both inter-district fiscal equity and an accountability system that held districts accountable for student performance. Discussants will pursue an in-

Concurrent Session VI - Saturday, March 16: 9:45-11:15AM

depth discussion on the state's efforts to refine its efforts and balance federal and state demands over the years. Particular attention will be paid to the state's use of data to meet accountability demands; what was learned from its differentiated accountability policy (a federal pilot targeting interventions to different categories of schools in need of improvement), and recent efforts to revise how principals are trained, certified, and evaluated.

Discussant/s: CAROLYN D. HERRINGTON, Florida State University, LA'TARA OSBORNE-LAMPKIN, Florida State University Regional Educational Laboratory-Southeast, KIMBERLY BERRY, Florida State University, JONATHAN BLAKELY, Florida State University

6.10 - Fiscal Challenges Of Funding Schools

Room: Pontalba, Ground floor

Chair: TODD ELY, University of Colorado-Denver

WILLIAM DUNCOMBE, Syracuse University. *The Savings Behavior of School Districts and Its Impacts of Budget Stabilization and Spending Patterns: A Case Study of New York*. Co-author: YILIN HOU, University of Georgia

ANDREW RESCHOVSKY, University of Wisconsin-Madison. *Exploring the Role of the Property Tax in the Funding of Public Education*. Co-author: LINDSAY AMIEL, University of Wisconsin-Madison, JARED KNOWLES, University of Wisconsin-Madison

KIM RUEBEN, Urban Institute. *State Spending on Education: Promises or Pitfalls Ahead*.

DR. CHARISSE GULOSINO, University of Memphis. *The Recent Financial Crisis and Public Schools in Texas: An Analysis of Expenditure and School Inputs*. Co-author: HAJIME MITANI, Vanderbilt University

Discussant/s: TODD ELY, University of Colorado-Denver, ANTHONY ROLLE, University of South Florida

Concurrent Session VI - Saturday, March 16: 9:45-11:15AM

6.11 - Labor Market Returns To College Quality And Peers

Room: Cabildo, Ground floor

Chair: RANDALL REBACK, Columbia University

JONATHAN SMITH, The College Board – Advocacy & Policy Center. *Ova and Out: Using Twins to Estimate the Educational Returns to Attending a Selective College.*

MAI SEKI, Bank of Canada. *Heterogeneous Returns to College Selectivity and the Value of Graduate Degree Attainment.*

Discussant/s: ELIZABETH DHUEY, University of Toronto

Concurrent Session VII - Saturday, March 16: 11:30-1:00PM

7.01 - Peer Effects And Related Issues

Room: Acadian I, 3rd floor

Chair: HEATHER L. SCHWARTZ, RAND Corporation

MICHAEL A. GOTTFRIED, Loyola Marymount University.
Classmates with Disabilities and Students' Non-Cognitive Outcomes.

ROBERT BIFULCO, Syracuse University. *Do Classmate Effects Fade Out?* Co-author: JASON M. FLETCHER, Yale University, SUN JUNG OH, Syracuse University, STEPHEN L. ROSS, University of Connecticut

WAEEL S. MOUSSA, Syracuse University. *The Impacts of School Entry Age on Student Achievement: Evidence from New York City Public Schools.*

TIMOTHY A DRAKE, Vanderbilt University. *The Effect of Linguistic Isolation on Language Minority Student Achievement in High School.*

Discussant/s: TIM R. SASS, Georgia State University, ELIZABETH DHUEY, University of Toronto

7.02 - Methods For Studying Varied Education Interventions

Room: Acadian II, 3rd floor

Chair: EUGENIA TOMA, University of Kentucky

SEAN P. CORCORAN, New York University. *The Effect of Breakfast in the Classroom on Obesity and Academic Performance: Evidence from New York City.* Co-author: ELIZABETH M. DEBRAGGIO and AMY ELLEN SCHWARTZ, New York University

PHILIP LEONARD, McMaster University. *What if High School were a Year Longer? Evidence from Newfoundland.* Co-author: ARTHUR SWEETMAN, McMaster University

Concurrent Session VII - Saturday, March 16: 11:30-1:00PM

PATRICE IATAROLA, Florida state University. *High School Student Courses, Assigning Rigor? A Mixed Methods Analysis*. Co-author: STACEY A. RUTLEDGE, Florida State University, TAEK HYUNG KIM, Florida State University, STEPHANIE BROWN, Florida State University

MARTIN F. LUEKEN, University of Arkansas. *A Controlled Laboratory Experiment to Compare Learning in Standard Lecture and Online Environments*. Co-author: CARY DECK, University of Arkansas

Discussant/s: PETER HINRICHS, Georgetown University, RACHANA BHATT, Georgia State University

7.03 - Policymakers And Research: A View From The Field

Room: Fulton, 3rd floor

Chair: MARGARET E. GOERTZ, University of Pennsylvania

JIM WYCKOFF, University of Virginia. *Policymakers and Researchers Schooling Each Other: Lessons in Educational Policy from New York*. Co-author: DEBORAH H. CUNNINGHAM, Nevada Department of Education

MARGARET E. GOERTZ, CPRE/University of Pennsylvania. *State Education Agencies' Acquisition and Use of Research Knowledge for School Improvement*. Co-author: CAROL BARNES, University of Michigan, DIANE MASSELL, University of Michigan

ELIZABETH DEBRAY, University of Georgia. *Intermediary Organizations in National Education Policy Coalitions: Their Role in Disseminating Research on Reforms across Levels of Government*. Co-author: CHRISTOPHER LUBIENSKI, University of Illinois, JANELLE SCOTT, University of California - Berkeley, HURIYA JABBAR, University of California - Berkeley

Discussant/s: JIM GUTHRIE, Nevada Department of Education and George W. Bush Institute

7.04 - Increasing Student Success In College

Room: Pelican I, 3rd floor

Chair: STEPHEN R. PORTER, North Carolina State University

RAJEEV DAROLIA, University of Missouri. *Working (and studying) Day and Night: Heterogeneous Effects of Working on the Academic Performance of Full-Time and Part-Time Students.*

NICHOLAS HILLMAN, University of Utah. *Community college Transfer: An Affordable Pathway to the Bachelor's Degree?*

ROB TOUTKOUSHIAN, University of Georgia. *Effect of Twenty-First Century Scholars Program on Student Aspirations and Outcomes.* Co-author: DON HOSSLER, Indiana University, STEVE DESJARDINS, University of Michigan, BRIAN MCCALL, University of Michigan, MANUEL CANCHE, University of Georgia

PAUL D. UMBACH, North Carolina State University. *Do Summer Bridge Programs Help Underprepared Students Succeed in College?* Co-author: STEPHEN R. PORTER, North Carolina State University

Discussant/s: CLIVE BELFIELD, Queens College City University of New York, DANIEL KREISMAN, University of Michigan

7.05 - Postsecondary Policies And Student Success

Room: Pelican II, 3rd floor

Chair: TATIANA MELGUIZO, University of Southern California

JENNA CULLINANE, University of Texas at Austin. *Ready, Set, Register: How Course Availability Impacts Time to Degree.*

C. LOCKWOOD REYNOLDS, Kent State University. *The Effect of Dormitory Residence During College on Student Outcomes.*

LESLEY J. TURNER, University of Maryland. *The Impact of Financial Aid on Program of Study and Educational Attainment.* Co-author: BENJAMIN MARX, Columbia University

Concurrent Session VII - Saturday, March 16: 11:30-1:00PM

SHOUPING HU, Florida State University. *State Merit Aid Program and Student Persistence in College: Evaluating the Effect of Florida's Bright Futures Program*. Co-author: MARK PARTRIDGE, Florida State University, LIANG ZHANG, Pennsylvania State University

Discussant/s: MICHAEL LOVENHEIM, Cornell University, SUSAN DYNARSKI, University of Michigan

7.06 - Access And College Trajectories

Room: Poydras, 3rd floor

Chair: KIM RUEBEN, Urban Institute

KALENA CORTES, Texas A&M University. *Achieving the DREAM: The Effect of IRCA on Immigrant Youth Postsecondary Educational Access*.

TOBY J PARK, Florida State University. *Stopping In and Stopping Out: Degree Trajectories for Community College Students*.

OLGA RODRIGUEZ, Teachers College. *Examining the Effects of Academic ESL Pathways at the Community College*.

GRANT BLUME, Center on Reinventing Public Education. *Have Residents Lost Their Edge in UW admissions?* Co-author: MARGUERITE ROZA, Georgetown Fiscal Analytics Unit

Discussant/s: BRENT EVANS, Stanford University, STEVEN HEMELT, University of Michigan

7.07 - Teacher Mobility

Room: Cabildo, Ground floor

Chair: JANE HANNAWAY, American Institutes for Research/CALDER

TRACEY L. WEINSTEIN, University of Southern California. *On the Move?: Teacher Mobility Patterns in Response to District-Led Whole School Reform*. Co-author: JULIE A. MARSH and KATHARINE O. STRUNK, University of Southern California

Concurrent Session VII - Saturday, March 16: 11:30-1:00PM

SARAH CANNON, Northwestern University. *Booms, Busts, And The Rural Teacher Labor Market*. Co-author: DAVID FIGLIO, Northwestern University

NIU GAO, Stanford University. *Teacher Turnover in New York City: Who Leaves and Why?* Co-author: SUSANNA LOEB, Stanford University, JAMES WYCKOFF, University of Virginia

Discussant/s: ZEYU XU, American Institutes for Research/CALDER

7.08 - Impacts Of Performance Management

Room: Vieux Carré A, Ground floor

Chair: BETHENY GROSS, University of Washington

KATHARINE O. STRUNK, University of Southern California. *Same Beat, Two Drums? The Impact of a District-Led Reform on Student Achievement in Low-Performing and Newly-Opened Schools in the Los Angeles Unified School District*. Co-author: JULIE A. MARSH, AYESHA HASHIM & SUSAN BUSH, University of Southern California

THOMAS DEE, Stanford University. *School Turnarounds: Evidence from the 2009 Stimulus*.

RICHARD WELSH, University of Southern California. *Rewarding Growth or Achievement? Assessing the Eligibility Criteria of the Recovery School District Return Policy*. Co-author: ANDREW MCEACHIN, University of Virginia, DOMINIC J. BREWER, University of Southern California

KATHARINE DESTLER, Evans School of Public Affairs. *Capacity or the Will to Improve? Organizational Culture and School District Reform*.

Discussant/s: MACKE RAYMOND, Stanford University, MICHAEL HANSEN, American Institutes for Research/CALDER

7.09 - Financial Innovation In Higher Education

Concurrent Session VII - Saturday, March 16: 11:30-1:00PM

Room: Vieux Carré B, Ground floor

Chair: NEIL THEOBALD, Temple University

The primary financial actors in higher education are Presidents, Provosts, CFOs, Treasurers, and Deans. This symposium will review asset monetization, cost benchmarking, tuition-setting, financial aid, and student debt strategies, and faculty productivity initiatives at each of these five levels at Temple University (President Neil Theobald), Indiana University (President Theobald handled the Provost role at IU until December 2012), The Ohio State University (CFO Geoffrey Chatas), the University of Michigan (Treasurer Rowan Miranda), and The Pennsylvania State University (Dean David Monk). Each of the four presenters is a nationally known thought leader in higher education finance.

Discussant/s: DAVID MONK, Pennsylvania State University, GEOFFREY CHATAS, Ohio State University, ROWAN MIRANDA, University of Michigan

7.10 - Funding Policy And Disadvantaged Students

Room: Oak, Ground floor

Chair: RONALD ZIMMER, Vanderbilt University

JESSE LEVIN, American Institutes for Research. *Striving for Inter-District Equity in School Funding: Using Simulations of State Practice to Promote Effective Funding Policy*. Co-author: JAY CHAMBERS, American Institutes for Research, ANTONIA WANG, American Institutes for Research, DEBORAH VERSTEGEN, University of Nevada Reno, THERESA JORDAN, University of Nevada Las Vegas

NINA HOGREBE, University of Muenster. *Needs-based Resource Allocation in Early Childhood Education: Indicators and Issues of Equality and Efficiency*. Co-author: WOLFGANG BÖTTCHER, University of Muenster

JOANNA SMITH, University of Southern California. *The Intersection of Education Finance and Governance: The Use of Categorical Funds*. Co-author: HOVANES GASPARIAN,

Concurrent Session VII - Saturday, March 16: 11:30-1:00PM

NICHOLAS PERRY, FATIMA CAPINPIN and XIUZHI WANG,
University of Southern California

RAFAEL CARRASCO, Stanford University. *Increasing the Per-Pupil Spending on Disadvantaged Students by 50%: What is the Impact on Academic Achievement?* Co-author: MARIA PEREZ, Washington State University, MAURICIO FARIAS, Stanford University, DIEGO NUÑEZ, Mineduc-Chile

Discussant/s: MARGARET WESTON, Public Policy Institute of California

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