

**The 35th ANNUAL CONFERENCE  
OF THE  
AMERICAN EDUCATION FINANCE ASSOCIATION**

**Education Finance and Policy in a Time of Fiscal  
Constraints and Federal Action**

**March 18-20, 2010**

**Omni Richmond Hotel  
Richmond, Virginia**



## FUTURE AEFA ANNUAL MEETINGS

2011

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March 24-26, 2011

2012

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## 2010 AEFA CONFERENCE RICHMOND, VIRGINIA

Special thanks are due to the following for their help in planning the 2010 Annual Conference and contributing to the AEFA's success:

**Martin Orland**, WestEd and AEFA President, for his guidance, support, and wisdom in accomplishing the professional goals of this conference and of AEFA.

**Carlee Poston Escue**, Ph.D. Candidate, University of Florida and Assistant to the AEFA Executive Director, for her tireless and careful work handling innumerable details of the program and conference planning.

**R. Craig Wood**, AEFA Executive Director, for his dedication to the association and his leadership in the planning of this conference.

**Susanna Loeb (chair), Martin Orland as Ex officio, Rajashri Chakrabarti, Sean Corcoran, Lawrence Getzler, John Yinger, Douglas Harris, Donna Muncey, Dominic Brewer and Julie Berry Cullen** of the AEFA Program Planning Committee, for generously giving their time and recommendations for the development of the program.

**Anthony Rolle**, Texas A&M University, **Stephen Q. Cornman** and **Frank Johnson**, both of the U.S. Department of Education, the Institute of Education Sciences, NCES for leading the pre-conference workshops.

**Lawrence Getzler and Catherine Sielke** for coordinating the State of the States and Provinces session.

**Yas Nakib** for planning the Special Interest Group session.

**Janet Hansen (chair), Jewell Gould, Ronald Skinner, F. Howard Nelson, Julie Berry Cullen and Gloria Rodriguez** for serving on the AEFA Nominations Committee.

**Jewell Gould and Edward Hurley (Co-Chairs), Rajashri Chakrabarti, Elizabeth Dhuey, Michael Rebell, Lori Taylor and Lawrence Getzler** for serving on the AEFA Membership/Recruiting Committee.

**Lori Taylor and Sean Corcoran (Co-Chairs), Edward Hurley, Julia Koppich, Joyce Levenson and F. Howard Nelson** for serving on the AEFA Dissemination and Technology Committee.

**Amy Ellen Schwartz (Chair), Susanna Loeb, R. Craig Wood, and Martin Orland** for serving on the AEFA Outstanding Service Award Committee.

**Michael Rebell (Chair), John Yinger, Dominic Brewer, Gloria Rodriguez and Julia Koppich** for serving on the AEFA Publications Committee.

**John Yinger (Chair), Rajashri Chakrabarti, Joyce Levenson, Donna Muncey , Douglas Harris, and Elizabeth Dhuey** for serving on the AEFA Awards Committee.

**Martin Orland (Chair), Amy Ellen Schwartz, Susanna Loeb, and R. Craig Wood** for serving on the AEFA Long Range Planning Committee.

**Jewell Gould**, American Federation of Teachers, for the printing of the 2010 program and roster.

**F. Howard Nelson**, American Federation of Teachers, for the AEFA Newsletters.

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

**Omni Richmond**, Richmond, Virginia for cooperation and assistance in planning the conference.

**Our event sponsors:**

**American Institutes for Research  
Stanford University School of Education  
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## **BOARD NOMINATIONS**

The following individuals are nominees for the AEFA Board of Directors and Officers. Please be sure to vote on Friday, March 19<sup>th</sup> from 12:00 p.m. - 5:00 p.m. in the Conference Registration Area. Write in procedures are contained in the 2010 Roster.

### **PRESIDENT**

**CAROLYN HERRINGTON**, Learning Systems Institute and Department of Educational Leadership and Policy Studies, Florida State University

### **AT-LARGE MEMBERS (3 TO BE ELECTED)**

**BRUCE BAKER**, Graduate School of Education, Rutgers University

**ROBERT COSTRELL**, Department of Education Reform, University of Arkansas

**SUSAN DYNARSKI**, Ford School of Public Policy and School of Education,  
University of Michigan

**DAVID MUSTARD**, Terry College of Business, University of Georgia

**MARGUERITE ROZA**, College of Education and Center for Reinventing Public Education, University of Washington

**ROBERT STRAUSS**, Heinz School of Public Policy and Management, Carnegie-Mellon University

### **FEDERAL GOVERNMENT AFFILIATE (1 TO BE ELECTED)**

**STEPHEN CORNMAN**, United States Department of Education

**EMILY PAS ISENBERG**, United States Census Bureau

### **TEACHER ORGANIZATION AFFILIATE (1 TO BE ELECTED)**

**PAUL AAKER**, Colorado Education Association

**ERIC ELLIOTT**, Pennsylvania State Education Association

AMERICAN EDUCATION FINANCE ASSOCIATION  
BOARD OF DIRECTORS, 2009-2010

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Susanna Loeb

PRESIDENT ELECT

Amy Ellen Schwartz

PAST PRESIDENT

R. Craig Wood

EXECUTIVE DIRECTOR

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*The American Education Finance Association gratefully acknowledges the generous financial support of each of the following organizations:*

**Sustaining Members**

American Federation of Teachers, AFL-CIO  
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National Education Association  
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University of Wisconsin-Madison



**PROGRAM OVERVIEW**  
**35<sup>th</sup> ANNUAL CONFERENCE OF THE**  
**AMERICAN EDUCATION FINANCE ASSOCIATION**  
**Richmond, Virginia**

**THURSDAY, MARCH 18, 2010**

8:00 p.m. – 5:00 p.m.	Conference Registration
8:00 a.m. – 12:00 p.m.	Pre-Conference Workshops
8:30 a.m. – 12:00 p.m.	Pre-Conference Board Meeting
12:00 p.m. – 1:00 p.m.	Past Presidents Lunch (by invitation)
1:15 p.m. – 3:15 p.m.	First General Session
3:30 p.m. – 5:00 p.m.	Concurrent Paper Session I
5:15 p.m. – 6:15 p.m.	State of the States and Provinces
6:15 p.m. – 7:00 p.m.	New Member Reception (by invitation)
7:00 p.m. – 8:00 p.m.	Welcome Reception

**FRIDAY, MARCH 19, 2010**

7:00 a.m. – 8:30 a.m.	<i>Education Finance and Policy</i> Breakfast (by invitation) <i>Journal of Education Finance</i> Breakfast (by invitation)
8:30 a.m. – 10:00 a.m.	Concurrent Paper Session II
10:15 a.m. – 11:45 a.m.	Concurrent Paper Session III
12:00 p.m. – 1:45 p.m.	Second General Session and Luncheon
1:45 p.m. – 3:15 p.m.	Concurrent Paper Session IV
3:30 p.m. – 5:00 p.m.	Concurrent Paper Session V

5:15 p.m. – 6:15 p.m. Special Interest Groups

6:15 p.m. – 8:00 p.m. Reception Social sponsored by Stanford University

**SATURDAY, MARCH 20, 2010**

8:00 a.m. – 9:30 a.m. Poster Session

9:45 a.m. – 11:15 a.m. Concurrent Paper Session VI

11:30 a.m. – 1:00 p.m. Concurrent Paper Session VII

1:15 p.m. – 2:30 p.m. Post-Conference Board of Directors' Meeting

Thursday Morning, March 18

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**Conference Registration: 8:00 a.m. - 5:00 p.m.**

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**Room: POTOMAC PRE-FUNCTION AREA**

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**Pre-Conference Workshops: 8:00 a.m. - 12:00 p.m.**

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**1. How can NCES Data be Accessed and Used for Research? Live Interactive on-line training session**

**Room: POTOMAC E**

STEPHEN Q. CORNMAN, U.S. Department of Education, National Center for Education Statistics (NCES)

FRANK JOHNSON, U.S. Department of Education, National Center for Education Statistics (NCES)

EUNICE AVE, U.S. Census Bureau

LIZ HOLLAND, U.S. Census Bureau

MARK DIXON, U.S. Census Bureau

**2. The Future of School Finance Litigation: A Discussion of Educational Accountability in the Face of Economic Challenges and Technological Change.**

**Room: POTOMAC G**

RICHARD SALMON, Department of Educational Leadership & Policy Studies, School of Education, Virginia Tech.

WILLIAM OWINGS, Department of Educational Leadership and Counseling, Darden College of Education, Old Dominion University

ANN MCCOLL, General Counsel, North Carolina Association of School Administrators; and, McColl Law Firm

JAMES GUTHRIE, Director of Education Policy Studies at George W. Bush Institute, Southern Methodist University

R. ANTHONY ROLLE, K-12 Educational Administration Program, Texas A&M University College of Education and Human Development

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**Past Presidents' Lunch (by invitation): 12:00 p.m. - 1:00 p.m.**

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**Room: RAPPAHANNOCK ROOM**

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**FIRST GENERAL SESSION: 1:15 p.m. - 3:15 p.m.**

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**Room: JAMES RIVER C & D**

*Welcome*

MARTIN ORLAND, WestEd, President American Education Finance Association

*Introduction of Candidates for the Board of Directors*

JANET HANSEN, Committee for Economic Development

*Presidential Address*

MARTIN ORLAND, WestEd, President American Education Finance Association

*Presentation of Awards*

JOHN YINGER, Syracuse University

*Opening Keynote Panel:*

**INSIGHTS FROM STATE BUDGET OFFICERS: HOW GOVERNORS MAKE  
BUDGET DECISIONS AND THEIR IMPLICATIONS FOR EDUCATION**

*Introduction and Moderator:*

SUSANNA LOEB, Stanford University, President-Elect, American Education Finance Association

*Panel:*

RANDALL BAUER, The PFM Group, former Budget Director for the State of Iowa

RICHARD D. BROWN, Virginia Secretary of Finance, President of the National Association of State Budget Officers, former Director of the Virginia Department of Planning and Budget

JOHN CAPE, The PFM Group, Rockefeller Institute of Government, former Director of the Budget for New York State

DANIEL TIMBERLAKE, Director of the Virginia Department of Planning and Budget, former head of the Virginia Department of Education's Finance Division

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**1.1 Education Finance During a Fiscal Crisis**

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**Room:** POTOMAC F

**Chair:** OSNAT ZAKEN, Touro College

LARISA SHAMBAUGH, American Institutes for Research— Documenting California's K-12 Education System During the Fiscal Crisis (co-authors Tom Parrish and Sami Kitmitto, American Institutes for Research)

CATHERINE SIELKE, The University of Georgia— Balancing the School District Budget in Times of Economic Downturn

THOMAS DAVIS, University of Maryland— The Impact of the American Recovery and Reinvestment Act on School Facilities: A Comparison of Two States' Distribution of Qualified School Construction Bonds

LISA DRISCOLL, The University of North Carolina at Charlotte — Running in Place: Changes in Southern Appalachian Public School District Fiscal Capacity of Kentucky, Virginia and Tennessee, 1997 - 2007

**Discussant:** MARGE PLECKI, University of Washington, and CYNTHIA SEARCY, Georgia State University.

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**1.2 Peer Influences**

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**Room:** ROANOKE ROOM

**Chair:** SHARON CONLEY, University of California Santa Barbara

MARIESA HERRMANN, Columbia— Does Special Education Benefit Non-disabled Students?

JENNIFER L. JENNINGS, Harvard University/New York University— How Do Student Absences Affect Racial Achievement Gaps? (co-author Peter M. Crosta, Columbia University)

JON VALANT, Stanford University — Student Mobility and the Milwaukee Schools: The Effects of School Transfers on Student Movers and Their Classmates. (co-author Susanna Loeb, Stanford University)

JASON FLETCHER, Yale University— Achievement Effects of the Inclusion of Students with Special Needs: Evidence from North Carolina

**Discussant:** JOSHUA COWEN, University of Kentucky, and HENRY LEVIN, Columbia University, Teachers College.

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**1.3**            **Accountability**

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**Room:**        **POTOMAC E**

**Chair:**        MARIA PEREZ, Stanford University

DOMINIC BREWER, University of Southern California—The Administration of Educational Accountability: Lessons learned in Oklahoma (co-author Kieran Killeen)

DAVID SIMS, Brigham Young University – Accountability Rules and School Segregation

ERIN F. COCKE, New York University—The Impact of State Testing on Teacher Time Use (co-authors Jack Buckley and Marc A. Scott, New York University)

ERIC LARSEN, Public Policy Institute of California – Is the Bar Too High? California Schools and No Child Left Behind (co-authors Steve Lipscomb, Mathematica Policy Research and Karina Jaquet, Public Policy Institute of California)

**Discussant:** SHERYL LAZARUS, National Center on Educational Outcomes, and MARCUS WINTERS, Manhattan Institute.

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**1.4**            **Early Learning**

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**Room:**        **POTOMAC G**

**Chair:**        MICHAEL PETKO, National Education Association

LI FENG, Texas State University – Family Learning Environment on Early Literacy among Bilingual Children (co-authors Yunwei Gai, Babson College and Xiaoning Chen, State University New York, Fredonia)

ANNA JOHNSON, Columbia University, Teachers College – Child Care Subsidies: Do They Impact the Quality of Care Children Receive? (co-author Jeanne Brooks-Gunn, Columbia University, Teachers College)

JUSTIN SMITH, University of Manitoba – Extra Kindergarten and Future Outcomes: Evidence from a Failed Policy Experiment

CLIVE BELFIELD, City University of New York – Achievement Gains From Investments in Early Education

**Discussant:** LAWRENCE GETZLER, Virginia Department of Planning and Budget, and MARIA FITZPATRICK, Stanford University.

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**1.5 Educational Adequacy, the Courts, and Politics**

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**Room:** JAMES RIVER A

**Chair:** ROBERT STRAUSS, Carnegie-Mellon University

SCOTT R. BAURIES, University of Kentucky — School Infrastructure Funding Need: Educational Adequacy Litigation, Separation of Powers, and the Promise of Adjudicatory Reform

ROBERT C. KNOEPPPEL, Clemson University— The Intersection of Adequacy and Justice: Judicial Interpretations of Adequacy for ELL Students. (co-author Patricia F. First, Clemson University)

ERICA JOHNSON, University of Pennsylvania— Politics and School Fairness: The Effect of Minority Representation on School Funding

MICHAEL GOETZ, University of Wisconsin, Madison — Including Community and Parent Engagement in Estimating the National Cost of an Integrated Pre-K-3rd Program. (co-author Lisa Dorner, University of Missouri, St. Louis; Lawrence Picus, University of Southern California)

**Discussant:** MICHAEL REBELL, Columbia University, Teachers College, and BRUCE BAKER, Rutgers University.

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**1.6 Evaluating Strategies to Improve Student Performance in High School and Community Colleges**

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**Room:** JAMES RIVER B

**Symposium:** This session combines three papers that evaluate the impact of three types of efforts to improve student outcomes. These papers include two randomized controlled experiments evaluating the impact of a) assigning classroom mentors to remedial and gatekeeper math courses at a community college and b) performance based scholarships in a community college setting. The third paper uses quasi-experimental methods to evaluate the impact of attending a small high school on test scores and completion rates.

**Participants:**

KRISTIN F. BUTCHER, Wellesley College

LISA BARROW, Federal Reserve Bank of Chicago

DIANE WHITMORE SCHANZENBACH, University of Chicago

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**1.7                    The Effects of Foreclosure on Children's Educational Outcomes**

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**Room:**            SHENANDOAH H

**Symposium:** The recent housing crisis has produced profound changes in the economic conditions of families and communities across the nation. This symposium presents three papers examining the effects of foreclosures on students, schools, and neighborhoods. The first paper uses data from three school districts experiencing record foreclosure rates: Pinellas, Florida; San Diego, California; and San Joaquin (Fresno), California. The second paper uses data from New York City, and the final paper uses data from Washington, D.C., New York City, and Baltimore. The geographic variation across the studies provides a unique opportunity to compare and contrast the results in different contexts to inform the policy debate on foreclosure intervention.

**Participants:**

ASHLYN AIKO NELSON, Indiana University

LEANNA STIEFEL, New York University

JENNIFER COMEY, Urban Institute

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**1.8                    Teacher Training and Student Outcomes**

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**Room:**            SHENANDOAH J

**Chair:**            DAN GOLDHABER, University of Washington

EUGENIA F. TOMA, University of Kentucky — Student Outcomes and Teacher Professional Development

SARAH DOLFIN, Mathematica Policy Research — Impacts of Comprehensive Teacher Induction: Results from the Second Year of a Randomized Controlled Study

CHRISTINA CLARK TUTTLE, Mathematica Policy Research — ABCTE Teachers in Florida and their Effect on Student Performance

DANIEL PLAYER, Mathematica Policy Research — The Evaluation of Teacher Preparation Models

**Discussant:** JIM WYCKOFF, University of Virginia, and JONAH ROCKOFF, Columbia University.



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**5:15 p.m. - 6:15 p.m. State of the States and Provinces**

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**Room: JAMES RIVER C & D**

Alabama	PHILIP WESTBROOK, University of Alabama
Arizona	RICHARD WIGGALL, Northern Arizona University
Colorado	LINDA VOGEL, University of Northern Colorado
Colorado	SPENCER WEILER, University of Northern Colorado
Connecticut	DIANNE DEVRIES, Connecticut Coalition for Justice in Ed. Funding
Florida	PATRICE IATAROLA, Florida State University
Georgia	CATHERINE SIELKE, University of Georgia
Illinois	MICHAEL JACOBY, Illinois ASBO, Northern Illinois University
Indiana	RANDY VESELY, Indiana University-Purdue University Fort Wayne
Iowa	RANDALL BAUER, Public Financial Management, Inc.
Kentucky	SCOTT BAURIES, University of Kentucky
Maine	JAMES SLOAN, University of Southern Maine
Maryland	JANE HALL, University of Maryland – College Park
Maryland	NAT MALKUS, University of Maryland – College Park
Michigan	DAVID ARSEN, Michigan State University
Minnesota	NICOLA ALEXANDER, University of Minnesota
Missouri	ANGIE HULL, Missouri Coordinating Board for Early Childhood
Nebraska	BARBARA LACOST, University of Nebraska
Nevada	DEBORAH VERSTEGEN, University of Nevada
Nevada	TERESA JORDAN, University of Nevada, Las Vegas
New York	KAREN DEANGELIS, University of Rochester
North Carolina	COMFORT OKPALA, North Carolina A & T State University
Ohio	SCOTT SWEETLAND, Ohio State University
Oklahoma	JEFFREY MAIDEN, University of Oklahoma
Ontario	ANNE JEFFERSON, University of Ottawa
South Carolina	ROBERT KNOEPPPEL, Clemson University
Vermont	WILLIAM MATHIS, University of Colorado
Virginia	LAWRENCE GETZLER, Virginia Department of Planning & Budget, and SABRINA JOY-HOGG, Virginia Department of Planning & Budget
Washington	MARGE PLECKI, University of Washington
Washington, DC	MARY LEVY, Washington Lawyers' Committee for Civil Rights
Wisconsin	FAITH CRAMPTON, University of Wisconsin-Milwaukee

Thursday Evening, March 18 - Receptions and  
Friday Morning, March 19 – Journal Breakfasts

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6:15 p.m. - 7:00 p.m.      **New Members Reception (by invitation)**

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**Room:**      **ATRIUM BALCONY**

**Hosted by:** MARTIN ORLAND, WestEd and President of the American Education Finance Association

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7:00 p.m. - 8:00 p.m.      **Welcome Reception**

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**Room:**      **JAMES RIVER FOYER**

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7:00 a.m. - 8:30 a.m.      **Journal Breakfasts (by invitation)**

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*Education Finance and Policy*

**Room:**      **POTOMAC F**

*Journal of Education Finance*

**Room:**      **RAPPAHANNOCK ROOM**

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**2.1 Weighted Student Funding and Intra-District Equity**

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**Room:** SHENANDOAH H

**Chair:** LISA DAWN-FISHER, Texas Education Agency

LAWRENCE J. MILLER, Rutgers University - Newark – Did Weighted Student Funding Decrease the Achievement Gap Between Low and High Cost Schools in Houston? (co-author Ross Rubenstein, Syracuse University)

HELEN LADD, Duke University – Weighted Student Funding in the Netherlands: A Model for the United States? (co-author Edward Fiske)

OSCAR JIMENEZ-CASTELLANOS, Arizona State University – Intra-District School Finance Equity and Adequacy: A School's "Resource Package" Impact on School Achievement, Three-Year Study. (co-author Ruben W. Espinosa, San Diego State)

TYRONE BYNOE, University of the Cumberland – A Study of Resource Allocation Perception and Satisfaction in Decentralized Decision-Making Systems

**Discussant:** MARGARET GOERTZ, University of Pennsylvania, and EUGENIA F. TOMA, University of Kentucky.

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**2.2 Value-Added Models: Some Methodological Considerations.**

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**Room:** SHENANDOAH J

**Chair:** CORY KOEDEL, University of Missouri

ERIC ISENBERG, Mathematica Policy Research – Student Misclassification and Teacher Value Added: Results from a Roster Validation Exercise. (co-author Heinrich Hock, Mathematica Policy Research)

ALI PROTIK and BING-RU, Mathematica Policy Research – Value Added Models of Teacher Performance: Empirical Consequences of Modeling Choices (co-author Steve Glazerman, Mathematica Policy Research)

DAN GOLDHABER, University of Washington – Assessing the Potential of Using Value-Added Estimates of Teacher Job Performance for Making High-Stakes Personnel Decisions. (co-author Michael Hansen, Urban Institute)

CASSANDRA GUARINO, Michigan State University – The Missing Links in Value-Added Approaches to Measuring Teacher and School Performance: Models, Methods and Data (co-authors Mark Reckase and Jeffrey Woolridge, Michigan State University)

**Discussant:** CORY KOEDEL, University of Missouri, and EDWARD W. WILEY, University of Colorado.

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**2.3 School Choice**

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**Room:** POTOMAC F

**Chair:** WILLIAM MATHIS, University of Colorado

RON ZIMMER, Michigan State University – Is Charter-School Performance Related to the Type of the School’s Authorizer? (co-authors Brian Gill, RAND, and Kaitlin Obenauf, Michigan State University)

DAVID DEMING, Harvard University – Better Schools, Less Crime?

HENRY LEVIN, Columbia University, Teachers College – Synthesizing school choice studies

AL KAMIENSKI, North Park University – Productive Efficiency and Comparative Academic Achievement in the KIPP Network of Charter Schools (co-author Charisse Gulosino, Brown University)

**Discussant:** KIM RUEBEN, The Urban Institute, and WILLIAM MATHIS, University of Colorado.

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**2.4 Promises and Perils of Educator Incentives: A Formative Evaluation of the Teacher Incentive Fund (TIF) Program in the Prince George's County**

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**Room:** POTOMAC E

**Symposium:** Compensation reforms have gained center-stage status among strategies aimed at improving human capital in schools. This growing role of alternative compensation structures is partly a result of the significant infusion of financial resources from the federal Teacher Incentive Fund (TIF), which supports efforts to develop performance-based compensation systems in high-need schools. This symposium will present findings from a formative evaluation of the Financial Incentive Rewards for Supervisors and Teachers (FIRST) initiative, a TIF-funded program in the Prince George's County Public Schools (PGCPS).

**Chair:** DONNA MUNCEY, Prince George's County Public Schools

**Participants:** JENNIFER KING RICE, BETTY MALEN, PAUL BAUMANN, ELKE CHEN, AMY DOUGHERTY, LAURA HYDE, CARA JACKSON, REUBEN JACOBSON, and CLARISSA MCKITHEN, University of Maryland;

**Discussants:** WILLIAM R. HITE, Superintendent Prince George’s County Public Schools, and LEWIS ROBINSON, Executive Director, Prince Georges County Educators' Association.

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**2.5 School Infrastructure: Policy and Finance**

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**Room:** ROANOKE ROOM

**Chair:** MICHAEL JACOBY, Illinois Association of School Business Officials

FAITH E. CRAMPTON, University of Wisconsin Milwaukee – School Infrastructure Funding Need: A 50 State Assessment. (co-author David C. Thompson, Kansas State University)

TODD ELY, New York University & University of Colorado Denver – Equity, Adequacy, and Measurement of School Facilities

EDWARD HURLEY, National Education Association – Eddie Tech: A Nationwide School Construction Bond Financing Program. (co-author Michael Kahn, National Education Association)

ROBERT SCHOCH, Pennsylvania State University – School Energy Management Programs. (co-author William T. Hartman, Pennsylvania State University)

**Discussant:** CATHERINE SIELKE, University of Georgia, and RYAN YEUNG, Syracuse University

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**2.6 College Cost**

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**Room:** POTOMAC G

**Chair:** AMANDA GRIFFITH, Wake Forest University

EMILY PAS ISENBERG, US Census Bureau – The Impact of College Cost Shocks on Parents' Labor Supply (co-author Elizabeth Weber Handwerker, US Bureau of Labor Statistics)

MARVIN A. TITUS, University of Maryland – The Relationship Between Federal Grants and Subsidized Loans

LISA M. DICKSON, University of Maryland, Baltimore County – Does Lowering Tuition Affect Freshman Retention Rates? Evidence from HB 1403 that Lowered Tuition Rates for Non-Citizens in Texas? (co-author Matea Pender, University of Maryland Baltimore County)

JUDITH SCOTT-CLAYTON, Columbia University, Teachers College – Financial Aid or Academic Harm? The Causal Effect of a Work-Study Job

**Discussant:** TIM SASS, Florida State University, and DYLAN CONGER, George Washington University.

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**2.7**            **Beginning Teachers**

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**Room:**        **JAMES RIVER A**

**Chair:**        CELESTE CARRUTHERS, University of Tennessee

MICHELLE REININGER, Northwestern University – Characterizing Organizational Responses to Labor Market Demands for Alternative Teacher Certification Programs. (co-author Jeannette Colyvas, Northwestern University)

MARYTZA A. GAWLIK, Wayne State University – Teacher Qualifications and Effectiveness in Michigan: A School Level Analysis of the Detroit Metropolitan Region. (co-author Mike Addonizio, Wayne State University, and Philip Kearney, University of Michigan)

WILLIAM OWINGS, Old Dominion University – The Effects of Troops-to-Teachers on Student Achievement: Lower Personnel Costs with Positive Results. (co-authors Leslie Kaplan, Newport News Public Schools, John Nunnery, and Shana Pribish, Old Dominion University)

WILLIAM J. FOWLER, George Mason University – Why Beginning Teachers Moonlight: Evidence from SASS 2007-08. (co-author Jennifer Flanagan, George Mason University)

**Discussant:** CELESTE CARRUTHERS, University of Tennessee, and KIERAN KILLEEN, University of Vermont.

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**2.8**            **School Efficiency**

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**Room:**        **JAMES RIVER B**

**Chair:**        JENNIFER IMAZEKI, San Diego State University

MEISHA FANG, Vanderbilt University – An examination of technical efficiency in public schools: A comparison of stochastic and non-stochastic production frontier approach. (co-author Charisse Gulosino, University of Massachusetts - Boston)

LIANG-CHENG ZHANG, National Taiwan Normal University – Measuring Elementary School Efficiency in Taipei, Taiwan: Two-Stage Data Envelopment Analysis

YONGMEI NI, University of Utah – How Does District Resource Allocation Change in Response to Charter School Competition? (co-author David Arsen, Michigan State University)

**Discussant:** JENNIFER IMAZEKI, San Diego State University, CLIVE BELFIELD, City University of New York, and KEVIN DABERKOW, Ohio University.

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**3.1 Measuring Educational Adequacy around the US**

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**Room:** ROANOKE ROOM

**Chair:** MOLLY HUNTER, Education Law Center

CARLA EDLEFSON, Ashland University – Not Funding the Evidence-Based Model in Ohio

KAREN MANSHIP, American Institutes for Research—The Relationship Between District Resource Allocation Patterns and Measures of Rurality and Remoteness in the Western Region. (co-author Jay Chambers, Jesse Levin, and Charles Blankenship, American Institutes for Research)

MICHELLE TURNER MANGAN, National-Louis University— Illinois School Finance Adequacy: A Statewide Study Linking Resources and Instructional Approaches. (co-author Ted Purinton, National-Louis University, and Anabel Aportela, Arizona Business and Education Coalition)

RUTH ANN PETROFF, Bowling Green State University— Estimating Resource Costs of Levy Campaigns in Five Ohio School Districts. (co-author W. Kyle Ingle, Bowling Green State University)

**Discussant:** LISA BARROW, Federal Reserve Bank of Chicago, and THOMAS DOWNES, Tufts University

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**3.2 The Influence of Institutional Choices on Academic Success**

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**Room:** POTOMAC E

**Chair:** ROBERT BIFULCO, Syracuse University

JESSE BRICKER, Syracuse University— The Role of Specific Subjects in Education Production Functions: Evidence from Morning Classes in Chicago Public High Schools. (co-author Kalena E. Cortes and Chris Rohlfs, Syracuse University)

RACHANA BHATT, Georgia State University — A Non-Experimental Evaluation of Curricular Effectiveness in Math. (co-author Cory Koedel, University of Missouri)

HENRY LEVIN, Columbia University, Teachers College— Effectiveness of School Choice on Student Achievement: A Meta-evaluation. (co-author Clive Belfield, City University of New York and Faisal Anwar and Stefanie Mischner, Columbia University)

**Discussant:** CORRINE TAYLOR, Wellesley College, DAVID SIMS, Brigham Young University, and ROBERT BIFULCO, Syracuse University.

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**3.3 Charter School Management Organizations: Balancing Mission, Quality and Scale**

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**Room:** JAMES RIVER A

**Symposium:** Many charter schools are being opened by not-for-profit organizations, such as charter management organizations, or for-profit organizations, such as educational management organizations or networks. In this symposium, representatives from three organizations - Aspire (a not-for-profit charter management organization), Knowledge Is Power Program (a national network of public schools, largely, but not exclusively charter schools), and Green Dot (an educational management organization) - discuss the work underway to dramatically improve teaching and learning in some of the most challenging educational contexts within the country. Each of these organizations has at its core a commitment to addressing the schooling needs of students who live in underserved communities, seeking to achieve dramatic gains in student learning and achievement, culminating with high school graduates ready to succeed in college. And while there are similarities in the missions, each operates its schools in a distinct manner.

**Chair:** DONNA MUNCEY, Prince George's County Public Schools,

**Moderator:** DON SHALVEY, Bill and Melinda Gates Foundation.

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**3.4 Assessing Success in New Jersey's School Finance Litigation**

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**Room:** JAMES RIVER B

**Symposium:** Court decisions such as *Abbott v. Burke* in New Jersey mandated the shift of billions of dollars from upper and middle class districts into economically disadvantaged districts. What results are being obtained for redistribution of billions of dollars into poverty stricken districts?

**Participants:**

MARGARET GOERTZ, University of Pennsylvania

ALRED LINDSETH, Sutherland, Asbill & Brennan

ALEXANDRA RESCH, Mathematica Policy Research

STEPHEN CORNMAN, Columbia University, Teachers College

**Discussant:** MICHAEL REBELL, Columbia University, and DAVID C. LONG, Esq.



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**3.5 Peer Effects in Higher Education**

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**Room:** POTOMAC F

**Chair:** AMON OKPALA, Fayetteville State University

AMANDA GRIFFITH, Wake Forest University— Peer Effects in Higher Education: Does it matter who your peer is? (co-author Kevin N. Rask, Wake Forest University)

CARLENA FICANO, Hartwick College— Peer Effects and Gender in the College Classroom. (co-author Kristin Jones, Hartwick College)

JEFFREY WEINSTEIN, Syracuse University— The Impact of School Racial Compositions on Neighborhood Racial Compositions: Evidence from School Redistricting

**Discussant:** LUCIANA DAR, University of California, Riverside, JASON GRISSOM, University of Missouri, and DOUGLAS N. HARRIS, University of Wisconsin

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**3.6 Findings from a Comprehensive Evaluation of Denver's "ProComp" Teacher Compensation Reform**

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**Room:** POTOMAC G

**Symposium:** Few teacher compensation reforms have been as ambitious as Denver's *Professional Compensation System for Teachers* ("ProComp"). Based on the ProComp Five-Year Comprehensive Evaluation, this symposium will discuss the progress of ProComp towards its primary goals: raising student achievement and improving teacher quality. Four papers will be presented in this session: (1) an overview paper in which survey results about teachers' beliefs about and practices under ProComp are analyzed; (2) a paper cataloguing achievement gains to date that appear associated with ProComp; (3) an analysis of the "Exceeds Expectations" element of ProComp which rewards teachers for above-average student achievement gains; and (4) an analysis of the "Hard-to-Serve" element of ProComp which rewards teachers for working in high-poverty schools. This symposium should appeal to those interested specifically in teacher compensation and more broadly in urban educational reform.

**Participants:**

EDWARD W. WILEY, University of Colorado at Boulder

AMY N. SUBERT, University of Colorado at Boulder

ELEANOR R. SPINDLER, University of Colorado at Boulder

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**3.7 School Reform**

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**Room:** SHENANDOAH H

**Chair:** RANDALL REBACK, Barnard College

MATTHEW CARR, Westat — A Cost-Effectiveness Analysis of Middle School Literacy Curricula. (co-authors Jennifer Hamilton, Allison Meisch, Ian Petta, and Amy Falk Smith, Westat)

PETER HINRICHS, Georgetown University — When the Bell Tolls: The Effects of School Starting Times on Academic Achievement

DUNCAN CHAPLIN, Mathematica Policy Research — Teacher Performance Rewards: The Devils Are in the Details

LUKE MILLER, The Urban Institute — Increasing College-Readiness: High School Reform in North Carolina. (co-author Julie Edmunds, The SERVE Center)

**Discussant:** SARAH DOLFIN, Mathematica Policy Research, and RANDALL REBACK, Barnard College.

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**3.8 The Rapid Expansion of Public Early Childhood Education Programs**

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**Room:** SHENANDOAH J

**Chair:** GARY HENRY, Georgia State University

MARIA FITZPATRICK, Stanford University — The Availability of Early Childhood Education and Care in the United States, 1990-2005. (co-author Daphna Bassok, University of Virginia and Susanna Loeb, Stanford University)

STEVE BARNETT, National Institute for Early Education Research, Rutgers — The Effects of State Pre-K Programs on Achievement and School Success. (co-authors Ellen Frede, Kwanghee Jung, and Jason Hustedt, National Institute for Early Education Research)

WILLIAM GORMLEY, Georgetown University — Head Start's Comparative Advantage: Myth or Reality. (co-authors Deborah Phillips and Shirley Adelstein, Georgetown University, and Catherine Shaw, Federal Bureau of Investigation)

MATTHEW HENDRICKS, University of Minnesota — The Influence of Regulations on the Market for Child Care and Educational Outcomes. (co-authors Morris Kleiner, University of Minnesota, and Katherine Magnuson, University of Wisconsin)

**Discussant:** LI FENG, Texas State University, and RON ZIMMER, Michigan State University.

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**SECOND GENERAL SESSION LUNCHEON SYMPOSIUM: 12:00 p.m. – 1:45 p.m.**

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**Room: JAMES RIVER C & D**

*Welcome*

CAROLYN HERRINGTON, Florida State University and President-Candidate,  
American Education Finance Association

*Outstanding Service Award*

AMY ELLEN SCHWARTZ, New York University and Immediate Past President,  
American Education Finance Association

*Keynote Symposium:*

**THE FEDERAL ROLE IN EDUCATION POLICY: GOALS, APPROACHES,  
PROMISES, AND LIMITATIONS**

MARSHALL S. SMITH, Senior Counselor to the Secretary, Director, International  
Affairs, U.S. Department of Education

ANDREW J. ROTHERHAM, co-founder and partner at Bellwether Education  
and writer of the blog Eduwonk.com.

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#### 4.1 Competition and Schooling

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**Room:** JAMES RIVER A

**Chair:** THOMAS DOWNES, Tufts University

CORY KOEDEL, University of Missouri— The Social Cost of Open Enrollment as a School Choice Policy (co-authors, Julian R. Betts, UC San Diego, Lorien A. Rice, Mills College, and Andrew C. Zau, Public Policy Institute of California)

CELESTE CARRUTHERS, University of Tennessee— Are Charter Schools Efficiency-Enhancing Entrants?

RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York — Effect of Constraints on Tiebout Competition: Evidence from some School Finance Reforms in the U.S.. (co-author Joydeep Roy, Economic Policy Institute)

DAVID FIGLIO, Northwestern University— The Competitive Effects of Means-Tested School Vouchers. (co-author Cassandra Hart, Northwestern University)

**Discussant:** LORI TAYLOR, Texas A&M University, and MARIA MARTA FERREYRA, Carnegie Mellon University.

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#### 4.2 College Productivity

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**Room:** JAMES RIVER B

**Chair:** KOY FLOYD, Tarleton State University

MICHAEL LOVENHEIM, Cornell University— The Effect of Short-term Credit Constraints on College Choice: Evidence from the Housing Boom. (co-author Lockwood Reynolds, Kent State University)

TIMOTHY M. DIETTE, Washington and Lee University — Grades: The Currency in the Academic World and the Variation Across Departments. (co-author Manu Raghav, DePauw University)

DOUGLAS N. HARRIS, University of Wisconsin at Madison — The College Productivity Problem: How Cost-Effective are Prominent College Interventions?. (co-author Sara Goldrick-Rab, University of Wisconsin-Madison)

ERIN DUNLOP, University of Virginia — Grades: Identifying the "School Effect" in Determining College Outcomes - A Study of Community College Graduates in Virginia

**Discussant:** CHARLES T. CLOTFELTER, Duke University, and BRADLEY CURS, University of Missouri.

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**4.3**            **Distribution of School Resources**

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**Room:**        **POTOMAC F**

**Chair:**        JOYCE LEVENSON, United Federation of Teachers

TIMOTHY J SHROM, Solanco School District— Object Lessons: Examination of Spending Patterns over Time. (co-author William T. Hartman, Pennsylvania State University)

CHARLES A. WINTERS, New York State Association of Small City School Districts – K-12 District Spending and Student Outcomes in New York State

KAREN DEANGELIS, University of Rochester – Crime Does Not Pay: An Analysis of the Costs of School Safety. (co-author Brian O Brent and Danielle Ianni, University of Rochester)

COLIN C. CHELLMAN, City University of New York – The Intradistrict Distribution of College Preparatory Coursework in New York City. (co-authors Vanessa T. Anderson and David Crook, City University of New York)

**Discussant:** MARY MCKEOWN-MOAK, MGT of America, Inc., and ANTHONY ROLLE, Texas A&M University.

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**4.4**            **Teacher Improvement**

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**Room:**        **POTOMAC G**

**Chair:**        JENNIFER KING RICE, University of Maryland

DEMETRA KALOGRIDES, Stanford University— Helping Teachers Improve Instruction: Coach Characteristics and Effects on Student Achievement. (co-author Susanna Loeb, Stanford University)

BEN OST, Cornell University— How Do Teachers Improve? The Relative Importance of Specific and General Human Capital

BEN POGODZINSKI, University of Virginia— Person-Environment Fit and Labor-Management Relations in Schools: Possible Effects on Novice Teacher Commitment. (co-authors Peter Youngs, Ken Frank, and Dale Belman, Michigan State University)

ALLISON MCKIE, Mathematica Policy Research— An Evaluation of the Teacher Advancement Program (TAP) in Chicago: Year One Impact Report. (co-author Steven Glazerman and Nancy Carey, Mathematica Policy Research)

**Discussant:** DOMINIC BREWER, University of Southern California, and CASSANDRA GUARINO, Michigan State University.

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**4.5            The Teacher Workforce**

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**Room:**        SHENANDOAH H

**Chair:**        SEAN CORCORAN, New York University

KRISTINE L. WEST, University of Minnesota— Teacher Household Production and Leisure

MICHAEL HANSEN, Urban Institute— Career Concerns Incentives and Teacher Effort

SETH GERSHENSON, Michigan State University— How do Substitute Teachers Substitute?

MARGE PLECKI, University of Washington — How Layoff Notices Impact Teacher Distribution, Assignment, Retention, and Mobility: Examining Statewide Data in Washington. (co-author Ana Elfers, University of Washington)

**Discussant:** SEAN CORCORAN, New York University, and WHITNEY ALLGOOD, D.C. Office of the State Superintendent of Education.

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**4.6            The Effects of School Inputs**

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**Room:**        SHENANDOAH J

**Chair:**        PATRICE IATAROLA, Florida State University

ROBERT BIFULCO, Syracuse University— Student Integration, Perceptions, and Attitudes: A Glimpse Inside Interdistrict Magnet Schools. (co-authors Christian Buerger, Syracuse University, and Casey Cobb, University of Connecticut)

BARRY A. B. WHITE, University of Minnesota— Discussion and re-analysis of the Benefits and Cost of Small Class Sizes from Tennessee's Project STAR. (co-authors Judy A. Temple, University of Minnesota)

STEVEN MCMULLEN, Calvin College— Homework and Academic Achievement in Elementary School (co-author David Busscher, Calvin College)

SERENA SALLOUM, University of Michigan— The Relative Effects of Finance and Social Capital in the Production of Human Capital . (co-author Roger Goddard, Texas A & M University)

**Discussant:** LUKE MILLER, The Urban Institute, and ALISON JACKNOWITZ, American University.

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**4.7            The Impacts of Education Finance Reforms**

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**Room:**        POTOMAC E

**Chair:**        JOHN YINGER, Syracuse University

JAMES E. SLOAN, University of Southern Maine — Did the Surge in Maine School Subsidy from 2004 to 2008 Generate Taxpayer Relief or Spending Increases? (co-author Amy F. Johnson, University of Southern Maine)

PHUONG NGUYEN-HOANG, Syracuse University — Removal of Property Tax Limits: Evidence from New York

IL HWAN CHUNG, Syracuse University — Impact of State Aid Reform on Property Values: A Case Study of Maryland's Bridge to Excellence in Public Schools Act. (co-authors William Duncombe and John Yinger, Syracuse University)

KEVIN DABERKOW, Ohio University — Constructing a Model of Lottery Tax Incidence Measurement: Revisiting the Illinois Lottery Tax for Education

**Discussant:** THOMAS DAVIS, University of Maryland, and KATHARINE STRUNK, University of Southern California.

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**4.8            Developments in Measuring Educational Adequacy**

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**Room:**        ROANOKE ROOM

**Chair:**        DAVID MUSTARD, University of Georgia

BARBARA M. DE LUCA, University of Dayton — Funding Adequacy: Foundation Program vs. Evidence-Based Model. (co-author Rick Ferris, University of Dayton)

CARLEE POSTON ESCUE, University of Florida — Path Modeling and AYP Reports: Florida Education Funding Decisions

MOONYOUNG EOM, University of Georgia — A Comparative Study on the Equity and Adequacy of Education Resources and Performance Between Korea and the United States in K-12 Education (co-author Sungsu Jung, Inje Univeristy)

NICOLA ALEXANDER, University of Minnesota — Adequacy Condition Analysis of Minneapolis: A Look at the Last Five Years. (co-authors Dennis Schapiro, JOLA Publications, and Wonseok Choi, University of Minnesota)

**Discussant:** LISA DRISCOLL, University of North Carolina at Charlotte, and LAWRENCE J. MILLER, Rutgers University.

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**5.1 State Higher Education Policy**

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**Room:** POTOMAC F

**Chair:** COMFORT OKPALA, North Carolina A&T State University

JACOB FOWLES, University of Kentucky— Explaining State Decentralization of Higher Education Governance: A Hazard Model Approach

BRADLEY CURS, University of Missouri— Does State Financial Aid Affect Institutional Aid? An Analysis of the Role of State Policy on Postsecondary Institutions Pricing Strategies. (co-author Luciana Dar, University of California, Riverside)

LUCIANA DAR, University of California, Riverside— Revisiting the Political Economy of Government Support for Higher Education: Evidence From a New Unifying Measure for the American States. (co-author Ray Franke, University of California, Los Angeles)

KALENA CORTES, Syracuse University— Ranking Up by Moving Out: The Effect of the Texas Top 10% Plan on Property Values. (co-author Andrew I. Friedson, Syracuse University)

**Discussant:** JOSHUA PRICE, Cornell University, and DEMETRA KALOGRIDES, Stanford University.

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**5.2 Immigrants and English Language Learners**

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**Room:** POTOMAC G

**Chair:** DAPHNA BASSOK, University of Virginia

LORI TAYLOR, Texas A&M University— The Cost of Closing the Gaps for English Language Learners. (co-author Timothy Gronberg and Dennis Jansen, Texas A&M University )

AMY ELLEN SCHWARTZ, New York University— Immigrants and Inequality in Public Schools. (co-author Leanna Stiefel, New York University)

JACK BUCKLEY, New York University — Are English Language Learners Proportionately Represented in Charter Schools? Evidence from New York State. (co-authors Carolyn Sattin-Bajaj and Marc Scott, New York University)

JOSEPH P. ROBINSON, University of Illinois at Urbana-Champaign— Despite State Policies, Test Translations Help Students in Mathematics

**Discussant:** YILIN HOU, University of Georgia, and DAPHNA BASSOK, University of Virginia.



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**5.3 Changing Incentives to Improve Results**

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**Room:** POTOMAC E

**Chair:** STEVE GLAZERMAN, Mathematica Policy Research

TAMMY KOLBE, Florida State University – Economic Incentives as a Strategy for Responding to Teacher Staffing Problems: An Organizational Typology. (co-author Katharine Strunk, University of Southern California)

LESLEY TURNER, Columbia University – Group Incentives for Teachers: The Impact of the New York City School-Wide Bonus Program on Education Outcomes. (co-author Sarena Goodman, Columbia University)

MARIA MARTA FERREYRA, Carnegie Mellon University – Contracting for Educational Achievement. (co-author Pierre Jinghong Liang, Carnegie Mellon)

MARCUS WINTERS, Manhattan Institute for Policy Research – The Effects of School Based Performance Bonuses on Student Proficiency: Evidence from a Randomized Field Trial

**Discussant:** STEVE GLAZERMAN, Mathematica Policy Research, and DUNCAN CHAPLIN, Mathematica Policy Research.

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**5.4 The Distribution of Teachers**

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**Room:** ROANOKE ROOM

**Chair:** KAREN DEANGELIS, University of Rochester

BRUCE BAKER, Rutgers University – Competitive Wages and the Distribution of Teachers across Demographically Diverse Micropolitan Schools

PATRICE IATAROLA, Florida State University – Exploring the Distribution and Assignment of Secondary School Teachers: Evidence from Florida. (co-author Niu Gao, Florida State University)

MATTHEW A. SHIRRELL, Northwestern University – Student Teaching and Teacher Sorting in a Large Urban District. (co-author Michelle Reininger, Northwestern University)

ANA ELFERS, University of Washington – The Impact of Financial Incentives on the Supply and Distribution of NBCTs: Results from Washington State. (co-author Marge Plecki, University of Washington)

**Discussant:** KAREN DEANGELIS, University of Rochester, and MARY BETH WALKER, Georgia State University.

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**5.5 Using Test Performance Data**

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**Room:** SHENANDOAH H

**Chair:** DANIEL PLAYER, Mathematica Policy Research

ABBY CLAY TURNER, Carnegie Mellon University – Functional Form and Error Distribution in Value-Added Educational Modeling: A Box-Cox Approach. (co-author Robert P. Strauss, Carnegie Mellon University)

HAMILTON LANKFORD, University at Albany – Measuring Test Measurement Error: A General Approach and Findings. (co-author Don Boyd, University at Albany, Pam Grossman and Susanna Loeb, Stanford University, and James Wyckoff, University of Virginia)

IDA A. BATISTA, University of Southern Maine – A comparison of a Value-Added Model versus Growth Model for Identifying High Performing Maine Middle Schools

MICHAEL HANSEN, The Urban Institute – Assessing the Use of School-level Data for Student-level Focused Policies. (co-author Kilchan Choi, CRESST, and Mike Garet, American Institutes for Research)

**Discussant:** JEFF ZABEL Tufts University, and DANIEL PLAYER, Mathematica Policy Research.

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**5.6 The Financial Health, Financial Management and Financial Capacity of Charter Schools in the United States**

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**Room:** SHENANDOAH J

**Symposium:** Relatively little is known about charter school finances. This symposium includes four independent studies, each of which investigates a different aspect of charter school finance. The first paper investigates the financial health of charter schools; the second examines trends in the financial capacity of charter schools; the third analyzes the experience level, training process, and performance of charter school financial managers in New York State; and the fourth develops a framework for making charter school revenues and expenditure levels comparable to district schools, then it applies the framework to data drawn from New Jersey.

**Chair and Discussant:** ROBERT BIFULCO, Syracuse University

**Participants:** CYNTHIA SEARCY, Georgia State University; BRIAN O. BRENT, University of Rochester; LARRY MOLONEY, Aspire Consulting; LAWRENCE J. MILLER, Rutgers University

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**5.7            Recent Challenges in Financing Education**

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**Room:**            JAMES RIVER A

**Chair:**            MICHELLE TURNER MANGAN, National-Louis University

MARK FERMANICH, University of Colorado Denver — Tight Budgets and Money for Music Programs: A District Analysis

WILLIAM GLENN, Virginia Tech — Virginia's School Financing System in 2011. (co-author William Fowler, George Mason University)

DEBORAH VERSTEGEN, University of Nevada — Public Education Finance Systems and Funding Mechanisms for Special Populations (co-author Teresa Jordan, University of Nevada, Las Vegas)

D. CHRIS FERGUSON, University of Wisconsin-Stout— Public School Funding, Retirement Migration, and Community Choice

**Discussant:** WILLIAM J. FOWLER, George Mason University, and F. HOWARD NELSON, American Federation of Teachers.

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**5.8            State Budget Shortfalls and School Spending**

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**Room:**            JAMES RIVER B

**Symposium:** Over the last twenty years school finance has been increasingly provided by state governments. This potentially leaves school districts more vulnerable to budget cuts during economic downturns. The current downturn may be especially difficult for schools due to the declines of both state and local funding sources and the extent of the recession. In this symposium we will have a discussion among representatives of state and local governments about how the economic crisis is affecting school budgets and services. How are schools coping? What role have stimulus funds played in protecting services? What are expectations in years to come?

**Chair:**            KIM RUEBEN, The Urban Institute

**Participants:** KIM RUEBEN, The Urban Institute

LAWRENCE GETZLER, Virginia Department of Planning and Budget

DAVE DANNING, Massachusetts Teachers Association

Friday Evening, March 19 - Special Interest Groups, Reception

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**5:15 p.m. - 6:15 p.m.      Special Interest Groups**

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Federal Race to The Top Initiative and School Finance: MARTIN ORLAND, WestEd

**Room:      POTOMAC E**

State Policy, Standards, and Education Finance: CAROLYN HERRINGTON, Florida State University

**Room:      POTOMAC F**

Teacher Compensation: DAN GOLDHABER, University of Washington

**Room:      POTOMAC G**

Higher Education Finance: MARY MCKEOWN-MOAK, MGT of America, Inc.

**Room:      ROANOKE ROOM**

Teaching School Finance: KIERAN KILLEEN, University of Vermont

**Room:      SHENANDOAH H**

New AEFA Members: JENNIFER KING RICE, University of Maryland

**Room:      SHENANDOAH J**

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**6:15 p.m. - 8:00 p.m.      Reception Social**

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**Room:      JAMES RIVER FOYER**

**Hosted by:** Stanford University School of Education and Institute for Research on Education Policy and Practice.

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**POSTER SESSION**

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**Room:** JAMES RIVER C & D

**Roving Discussants:**

ANDREW AUSTIN, Congressional Research Service;  
DOMINIC BREWER, University of Southern California;  
SUNG-HYUN CHA, Florida State University;  
RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York;  
SEAN CORCORAN, New York University;  
LUKE CORNELIUS, University of West Georgia;  
JULIE CULLEN, University of California, San Diego;  
ELIZABETH DHUEY, University of Toronto;  
LAWRENCE GETZLER, Virginia Department of Planning and Budget;  
JEWELL GOULD, American Federation of Teachers;  
DOUGLAS N. HARRIS, University of Wisconsin;  
STEVEN HONEGGER, American Institutes for Research;  
EDWARD HURLEY, National Education Association;  
JULIA KOPPICH, Koppich & Associates;  
ROBIN LAKE, Center on Reinventing Public Education;  
SUSANNA LOEB, Stanford University;  
KAREN MANSHIP, American Institutes for Research;  
DONNA MUNCEY, Prince George's County Public Schools;  
F. HOWARD NELSON, American Federation of Teachers;  
MARTIN ORLAND, Wested;  
MICHAEL REBELL, Columbia University;  
GLORIA RODRIGUEZ, University of California, Davis;  
STEPHEN SCHMIDT, Union College;  
AMY ELLEN SCHWARTZ, New York University;  
RONALD A. SKINNER, Association of School Business Officials, International  
JUSTIN SMITH, University of Manitoba;  
LORI TAYLOR, Texas A&M University;  
JOHN YINGER, Syracuse University;

## POSTERS

ALLEN RUBY, Institute of Education Sciences — Funding Opportunities at the Institute of Education Sciences.

### finance

CARLEE POSTON ESCUE, University of Florida — Hierarchical Linear Modeling of School and District AYP Reports: Florida Education Funding Decisions.

OSCAR JIMENEZ-CASTELLANOS, Arizona State University — California School Finance and Bilingual Education: Then and Now. (co-authors Ruben W. Espinosa, San Diego State University, and Gloria Rodriguez and Irina Okhremtchouk, University of California, Davis)

ROBERT C. KNOEPPPEL, Clemson University — Aligning Education Policy and Finance: Stakeholder Aspirations for Public Education and Resource Allocation. (co-author Jane Clark Lindle, Clemson University)

RONALD COWELL, The Education Policy and Leadership Center — Pennsylvania School Funding Campaign: An Unprecedented Statewide Coalition Advocating Successfully for K-12 Funding Reform.

SPENCER WEILER, University of Northern Colorado — Impact Study of the Gallagher Amendment in Colorado.

STEPHANIE LEVIN, University of Pennsylvania — District Plans for Allocating Increased State Aid in Pennsylvania.

### inputs and outcomes

JEONGMI KIM, Northern Illinois University — The Relationship Between Student Factors and the NAEP Mathematics Achievement.

KALENA CORTES, Syracuse University — The Role of Specific Subjects in Education Production Functions: Evidence from Morning Classes in Chicago Public High Schools. (co-authors Jesse Bricker and Chris Rohlfs, Syracuse University)

KENNETH J. DADY, JR. and WILLIAM T. HARTMAN, Pennsylvania State University — Measures of Wealth in Pennsylvania.

MARCUS WINTERS, Manhattan Institute for Policy Research — The Influence of Peers on Student Proficiency in Elementary School.

MONICA R. HOWELL, University of Minnesota — Action on After-School: A Political Analysis of an Unsuccessful Policy.

AMITA CHUDGAR, Michigan State University — Classroom Composition and Mathematics Achievement: Analysis from 25 Diverse National Contexts Using TIMSS 2003. (co-author Thomas F. Luschei, Florida State University and Yisu Zhou, Michigan State University).

SPENCER WEILER, University of Northern Colorado— Laptops in the Classroom: A Cost Analysis of an Alternative Approach. (co-author Mike Keppler?)

STEPHANIE LEVIN and ELLIOT WEINBAUM, University of Pennsylvania — School Improvement Efforts and The Relationship to School Characteristics

SUNGSU JUNG, Inje University (South Korea) — The Estimation of Direct and Indirect Effects of School Resources on Student Achievement with Structural Equation Modeling. (co-authors Eunae Son and Moonyoung Eom, University of Georgia)

SUSAN AUD, National Center for Education Statistics, U.S. Department of Education — Generational Changes in Educational Attainment in the United States.

TOM SNYDER, National Center for Education Statistics — Improving International Comparability of Graduation Rates. (co-author Rachel Dinkes, American Institutes for Research)

### **personnel**

AUSTIN LASSETER, University of Maryland, College Park — Perspectives on New-Teacher Hiring.

BRIDGET E. THOMAS, George Mason University — Incentives or Value? International Comparisons of Preschool Teacher Recruitment.

IMEH WILLIAMS, Stanford University — The Principal Pipeline: Does Race Matter? (co-authors Eileen Horng, and Susanna Loeb, Stanford University)

JAVIER LUQUE, The World Bank — On Teachers

JENNIFER FLANAGAN, George Mason University — Do First Year Teachers Who Receive More Elaborate Induction Programs Receive Differential Compensation? (co-author William J. Fowler, George Mason University)

LA'TARA OSBORNE-LAMPKIN, University of North Florida — Judicial Review of Grievance and Arbitration Awards in K-12 schools. (co-author Perry Zirkel, Lehigh University)

MATTHEW KASMAN, Stanford University — Estimating Principal Effectiveness in New York City: A Multiple Approach Analysis of Leadership Value-added and Principal Mobility. (co-author Susanna Loeb, Stanford University)

MARIA PEREZ, Stanford University — Teachers Performance-Based Reward Programs: Design, Sustainability, and Long-Run Implications.

MEGHAN V. HAUPTLI, Florida State University — Investigating Cooperative Performance Pay Incentives: Allocation Patterns in Florida's School Recognition Program.

QINGSHU XIE, MacroSys, LLC — Why Did They Leave or Move? An Analysis of Teacher Turnover.

RYAN BALCH, Vanderbilt University — Alternative Measures for Teacher Effectiveness in a Pay for Performance Program: The Use of Student Learning Objectives as a Measure of Teacher Quality.

TERRI WALTERS, University of Virginia — Teacher Qualifications: A Comparison between Traditional Public Schools and Charter Schools in New York. (co-author Jim Wyckoff, University of Virginia)

VICKI WHEATLEY, Ashland University — Assisting School Principals with School Finance Awareness. (co-author Daniel Wilson, Mentor Exempted Village School District)

### **governance (choice and accountability)**

CAROL COHEN and JOHN FLAHERTY, WestEd — Federal Funding Supporting Charter Schools: What Do We Know? (co-authors Sara Allender and Jonathan Nakamoto, WestEd)

DAVID MITCH, University of Maryland, Baltimore County — Did High Stakes Testing Policies Promote Educational Efficiency or Educational Equity in Victorian England?

KYLIE M. GOGGINS, University of Kentucky — Public School Choice: Charter and Magnet Schools and the Public-Private School Decision.

MICHELE BATTISTI, Simon Fraser University — School Choice and the Dynamics of Segregation

NICOLE ARSHAN, Stanford University — Under Pressure: Do tests with High Stakes for Students Systematically Underestimate the Ability of Women and Students of Color?

SHERYL LAZARUS, University of Minnesota — Do States Need Another Alternate Assessment? Alternate Assessment Based on Modified Achievement Standards (AA-MAS).

### **higher education**

COMFORT OKPALA, BERNADINE CHAPMAN, SHARON WALDRUM, LINDA HOPSON, North Carolina A & T State University; and AMON OKPALA, Fayetteville State



University – The Impact of Current Economic Crisis on North Carolina Community Colleges.

DYLAN CONGER, George, Washington University – High Schools and the Female Advantage in College Enrollment (co-author Mark Long, University of Washington)

EUNKYOUNG PARK, SYDNEY RUCKER, Indiana University – The Effectiveness of Student Aid Policy: The Competing Goal of State Student Financial Aid Program (Access, Choice, and Excellence).

JEFFERY OLSON, St. John's University – Tuition Increase Decomposition

SARAH WINCHELL and ERIN GROGAN, Michigan State University – Predictors of 4-Year College Attendance: Evidence of the Importance of Hands-on Science Instruction from the 2005 12th Grade NAEP.

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**6.1 Achievement Effects of Non-instructional Inputs and Activities**

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**Room:** ROANOKE ROOM

**Chair:** JULIE BERRY CULLEN, University of California, San Diego

ELISABETTA GENTILE, University of Houston—Dressed for Success? The Effect of School Uniforms on Student Achievement and Behavior. (co-author Scott Imberman, University of Houston)

RYAN YEUNG, Syracuse University—Athletics, Athletic Leadership and Academic Achievement

ALEX J. BOWERS, The University of Texas at San Antonio— Does School Facility Quality Affect Student Achievement? A 2-Level Hierarchical Linear Model. (co-author Angela Urick, The University of Texas at San Antonio)

**Discussant:** RACHANA BHATT, Georgia State University; JULIE BERRY CULLEN, University of California, San Diego; and ALEXANDRA RESCH, Mathematica Policy Research

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**6.2 Changing Finances, Changing Inputs, Changing Outcomes**

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**Room:** POTOMAC E

**Chair:** ERIC ELLIOTT, Pennsylvania State Education Association

YILIN HOU, University of Georgia— Regimes of Education Finance and the Effects on Funding Adequacy in a Large Heterogeneous Localities Context – Evidence from China’s Reform 1978-2008

JOSHUA COWEN, University of Kentucky— Teacher Mobility in Rural and Non-rural Schools: The Impact of Statewide Finance Reform in Kentucky

THOMAS DOWNES, Tufts University — The Impact of Education Reform in Massachusetts

MARIA E. CANON, University of Rochester— The Role of Schools in the Production of Achievement

**Discussant:** LEANNA STIEFEL, New York University, and JOYDEEP ROY, Economic Policy Institute.

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**6.3**            **Principals**

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**Room:**        **POTOMAC F**

**Chair:**        DAVID FIGLIO, Northwestern University

STEVEN M. KIMBALL, University of Wisconsin, Madison— Principal as Human Capital Manager: Evidence from Two Large Districts. (co-authors Anthony Milanowski and Herbert G. Heneman III, University of Wisconsin-Madison)

JEANNIE MYUNG, Stanford University — Tapping the Principal Pipeline: Identifying Talent for Future School Leadership in the Absence of a Formal Succession Management Program. (co-author Susanna Loeb, Stanford University,)

TARA BETEILLE, Stanford University— Do More Effective Principals Attract and Retain More Effective Teachers? (co-authors Demetra Kalogrides, and Susanna Loeb, Stanford University)

SARA PILZER, Duke University— How Useful are Survey Data for Measuring the Effectiveness of School Principals? (co-author Helen F. Ladd, Duke University)

**Discussant:** DAVID FIGLIO, Northwestern University, and BETTY MALEN, University of Maryland.

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**6.4**            **Four School Districts and the Bill and Melinda Gates Foundation Create an Intensive Partnership to Empower Effective Teachers?**

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**Room:**        **POTOMAC G**

**Symposium:** In spring 2009, as part of a new College-Ready grant-making strategy, the Bill and Melinda Gates Foundation (BMGF) invited nine school districts and a consortium of charter school providers to respond to a Request For Proposals intended to produce dramatically improved student achievement through an emphasis on building and rewarding teaching effectiveness. This symposium will bring together school district staff from the sites that received grant awards. Short presentations by the school districts will provide an overview of the plans and early implementation. Participants also will share perspectives on the common research agenda regarding measures of teacher effectiveness and policies and practices that support the development of effective teachers and their strategic placement in areas of greatest need. There will be ample time for audience participation through both question and answer and general discussion.

**Moderator:** JOHN E. DEASY, Deputy Director, U. S. Programs. Education at the Bill and Melinda Gates Foundation

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**6.5 Striving for Equity: Evaluating Policies Designed to Equalize Outcomes**

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**Room:** SHENANDOAH H

**Chair:** CARLA EDLEFSON, Ashland University

LEI ZHANG, Clemson University – Intergenerational Effects of Welfare Reform. (co-author Amalia R. Miller, University of Virginia)

LISA M. DICKSON, University of Maryland, Baltimore County – Are Universities Practicing Gender Sensitive Admissions? Evidence from Texas. (co-author Dylan Conger, The George Washington University)

LAURA S. CONNOLLY, University of Northern Colorado – Accessibility or Accountability? The Rhetoric and Reality of No Child Left Behind. (co-authors David Aske and Rhonda Corman, University of Northern Colorado)

UMUT OZEK, Urban Institute – Equal Treatment as a Means of Evaluating Public School Assignment Mechanisms

**Discussant:** KALENA CORTES, Syracuse University, and MARIA PEREZ, Stanford University.

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**6.6 NCLB and Student Outcomes: Some of the Unexpected Routes to the Goal**

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**Room:** SHENANDOAH J

**Chair:** AMY ELLEN SCHWARTZ, New York University

MARY BETH WALKER, Georgia State University – High School Crime and Academic Achievement. (co-author Mary McGarvey, University of Nebraska)

RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York – Does NCLB Lead Schools to Focus on Marginal Students? Evidence from Wisconsin

JONAH ROCKOFF, Columbia University – The Effects of No Child Left Behind on School Services and Student Outcomes. (co-authors Randall Reback, Barnard College, and Heather Schwartz, Columbia University)

**Discussant:** AMY ELLEN SCHWARTZ, New York University, KRISTIN F. BUTCHER, Wellesley College, and ABIGAIL PAYNE, McMaster University.

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**6.7**            **Postsecondary Enrollment**

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**Room:**            **JAMES RIVER A**

**Chair:**            BARBARA LACOST, University of Nebraska

DAVID MUSTARD, University of Georgia — A Postsecondary Revival: The Importance of Religiosity for Postsecondary Enrollment Growth. (co-author Neil R. Meredith, University of Georgia)

DANIEL KLASIK, Stanford University — One Step at a Time: A Systematic Analysis of Factors Contributing to the Completion of the College Admissions Process.

SU JIN JEZ, California State University, Sacramento — The Differential Impact of Wealth vs. Income in the College-Going Process

JOSHUA GOODMAN, Harvard University — Skills, Schools, and Credit Constraints: Evidence From Massachusetts

**Discussant:** MICHAEL PODGURSKY, University of Missouri- Columbia, and STEPHANIE RIEGG CELLINI, George Washington University.

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**6.8**            **The State of Education Finance Policy**

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**Room:**            **JAMES RIVER B**

**Symposium:** Each year, Education Week's long-running Quality Counts report examines a set of state education finance indicators. Based on an original data analysis, those measures capture patterns of school spending across the states as well as financial equity within states. On occasion the report has also taken a closer look at issues of school finance as part of its special topical theme. As a part of the larger project that produced the 2009 edition of Quality Counts, the Editorial Projects in Education Research Center conducted a special supplementary study to assess the state of education finance policy in America's schools. As it has throughout its 13-year history, Quality Counts tracks state policies across major areas of K-12 education. But in its most recent annual policy survey, the EPE Research Center also asked states to provide detailed information on a wide range of school finance policies and practices. In a new report, the Center presents the results of these survey data as well as expanded findings from its annual spending and equity analysis as initially reported in Quality Counts 2009.

**Facilitator:**            CHRISTOPHER SWANSON, Editorial Projects in Education

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**7.1            The Production of Student Outcomes: Identifying Factors That Matter**

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**Room:**            SHENANDOAH H

**Chair:**            TARA BETEILLE, Stanford University

STEVE GLAZERMAN, Mathematica Policy Research— Comparative Advantage in Teaching: A Randomized Experiment

RANDALL REBACK, Barnard College — Crime Fighting is Elementary: The Effects of School Counseling on Juvenile and Adult Crime

JASON GRISSOM, University of Missouri — Do Principal Certification Exam Scores Identify Good Principals?

**Discussant:** MICHELLE REININGER, Northwestern University, HELEN LADD, Duke University, and MARY MCGARVEY, University of Nebraska.

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**7.2            Community Colleges**

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**Room:**            SHENANDOAH J

**Chair:**            DANIEL KLASIK, Stanford University

DYLAN CONGER, George Washington University— Expensive Colleges, Poor Students: Who Goes to a Private Two-Year College? (co-author Stephanie Riegg Cellini, George Washington University)

STEPHANIE RIEGG CELLINI, George Washington University — The Labor Market Returns to Private Two-Year Colleges. (co-author Latika Chaudhary, Scripps College)

MINA DADGAR, Columbia University — Do Lowest Levels of Remedial Math Have Any Positive Effect for Community College Students? (co-author Matt Zeidenberg, Community College Research Center)

LOCKWOOD REYNOLDS, Kent State University— The Changing Nature of Community College Enrollment. (co-author Michael Lovenheim, Cornell University)

**Discussant:** EMILY PAS ISENBERG, U.S. Census Bureau, ERIN DUNLOP, University of Virginia

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**7.3 Educational Attainment for At-Risk Students**

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**Room:** JAMES RIVER A

**Chair:** MARTIN ORLAND, WestEd

TIM SASS, Florida State University — The Determinants of Educational Attainment and Employment for Students with Disabilities. (co-author Li Feng, Texas State University)

STEFANIE MISCHNER, Columbia University — Using Test Score Data to Project High School Graduation Rates

JOSHUA PRICE, Cornell University — The Effect of Instructor Race and Gender on Student Persistence in STEM Fields

PEDRO VILLARREAL III, George Washington University — Demystifying the College Persistence Gaps: How do Individual and Family Processes and Institutional Characteristics Moderate the Impact of Financial Aid on College Persistence Outcomes of African American Men and Women? (co-author Abebayehu Tekleselassie, George Washington University)

**Discussant:** SUSANNA LOEB, Stanford University, and SUSAN DYNARSKI, University of Michigan.

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**7.4 Performance Incentive/Pay System Design & Implementation: Lessons from Formative Evaluation & Technical Assistance**

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**Room:** JAMES RIVER B

**Symposium:** This session focuses on the nuts and bolts of designing and implementing incentive compensation plans for K-12 educators. The papers address specific teacher and/or principal compensation initiatives that have been in operation for at least one year. They describe how the program designs were implemented, the common problems faced in implementation, and the innovative solutions program administrators and technical assistance providers developed to respond. The programs to be covered include the Denver Professional Compensation for Teachers program, the State of Texas Educator Excellence Grant and Governor's Educator Excellence Grant programs, and five of the U.S. Dept. of Education's Teacher Incentive Fund grantees.

**Participants:** EDWARD W. WILEY, University of Colorado at Boulder; PATRICK SCHUERMANN, Vanderbilt University; ANTHONY MILANOWSKI, University of Wisconsin; JULIA KOPPICH, Koppich & Associates.

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**7.5**            **Are Teachers' Contracts a Barrier to a More Equitable Distribution of Teacher Quality?**

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**Room:**        **POTOMAC E**

**Chair:**        TAMMY KOLBE, Florida State University

BETHENY GROSS, Center on Reinventing Public Education— Seniority Rules: Do Staffing Reforms Help Redistribute Teacher Quality and Reduce Teacher Turnover?. (co-authors Michael DeArmond and Dan Goldhaber, University of Washington)

JEFFREY MAX — Mapping the Distribution of Teacher Productivity. (co-author Steve Glazerman, Mathematica Policy Research)

KATHARINE STRUNK, University of Southern California— Do Teachers' Union Contracts Restrict Districts' Abilities to Meet Accountability Standards? The Relationship Between Teachers' Union Contracts and District Performance as Measured by the No Child Left Behind Act (co-author Andrew McEachin, University of Southern California)

CHARLES T. CLOTFELTER, Duke University— Teacher Labor Markets, Segregation, and Pay-Based Policies to Level the Playing Field (co-author Helen Ladd and Jacob Vigdor, Duke University)

**Discussant:** RYAN BALCH, Vanderbilt University, and TAMMY KOLBE, Florida State University.

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**7.6**            **Applied Research on Teacher Retirement and Pension**

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**Room:**        **ROANOKE ROOM**

**Chair:**        JANET HANSEN, Committee for Economic Development

SHAWN NI and MICHAEL PODGURSKY, University of Missouri, Columbia — Teacher Retirement Behavior: Structural Estimates and Policy Simulations.

ROBERT STRAUSS and JINXIANG LIU, Carnegie-Mellon University — Patterns of Retirement and Return Employment of Pennsylvania's Professional School Personnel: 1984-2006.

LEORA FRIEDBERG and SARAH TURNER, University of Virginia — Pensions and K-12 Teacher Retirement: An Analysis Using National Teacher Data.

ROBERT COSTRELL and JOSHUA MCGEE, University of Arkansas — Teacher Pension Incentives, Retirement Behavior, and Potential for Reform in Arkansas



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**7.7 Student Testing**

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**Room:** POTOMAC F

**Chair:** KYLIE M. GOGGINS, University of Kentucky

STEPHEN SCHMIDT, Union College— Academic Performance and Charter School Closures

MATTHEW DI CARLO, American Federation of Teachers — Student Performance in Charter and Regular Public Schools within "Ohio 8" Districts, 2008-2009

NATHAN C. JENSEN, University of Arkansas— Mixed Results: An Analysis of Student Achievement in Three First-Year Arkansas Charter Schools. (co-authors Gary W. Ritter and Caleb P. Rose, University of Arkansas)

**Discussant:** DAVID MITCH, University of Maryland, and KYLIE M. GOGGINS, University of Kentucky.

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**7.8 School Leadership: How principal training impacts student achievement**

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**Room:** POTOMAC G

**Symposium:** While teachers have the most influence on student performance, principals are essential for setting the tone of the learning community and modeling good teaching practice. Additionally, the principal is crucial to promoting and supporting teachers' achievements, creating a positive work environment for teachers, and improving staff morale, which also creates the right learning environment for students that shapes the outcomes of a school's performance. The three papers in this session examine aspects of principal training that may contribute to improved student achievement.

**Chair:** MERYLE WEINSTEIN, New York University

**Participants:**

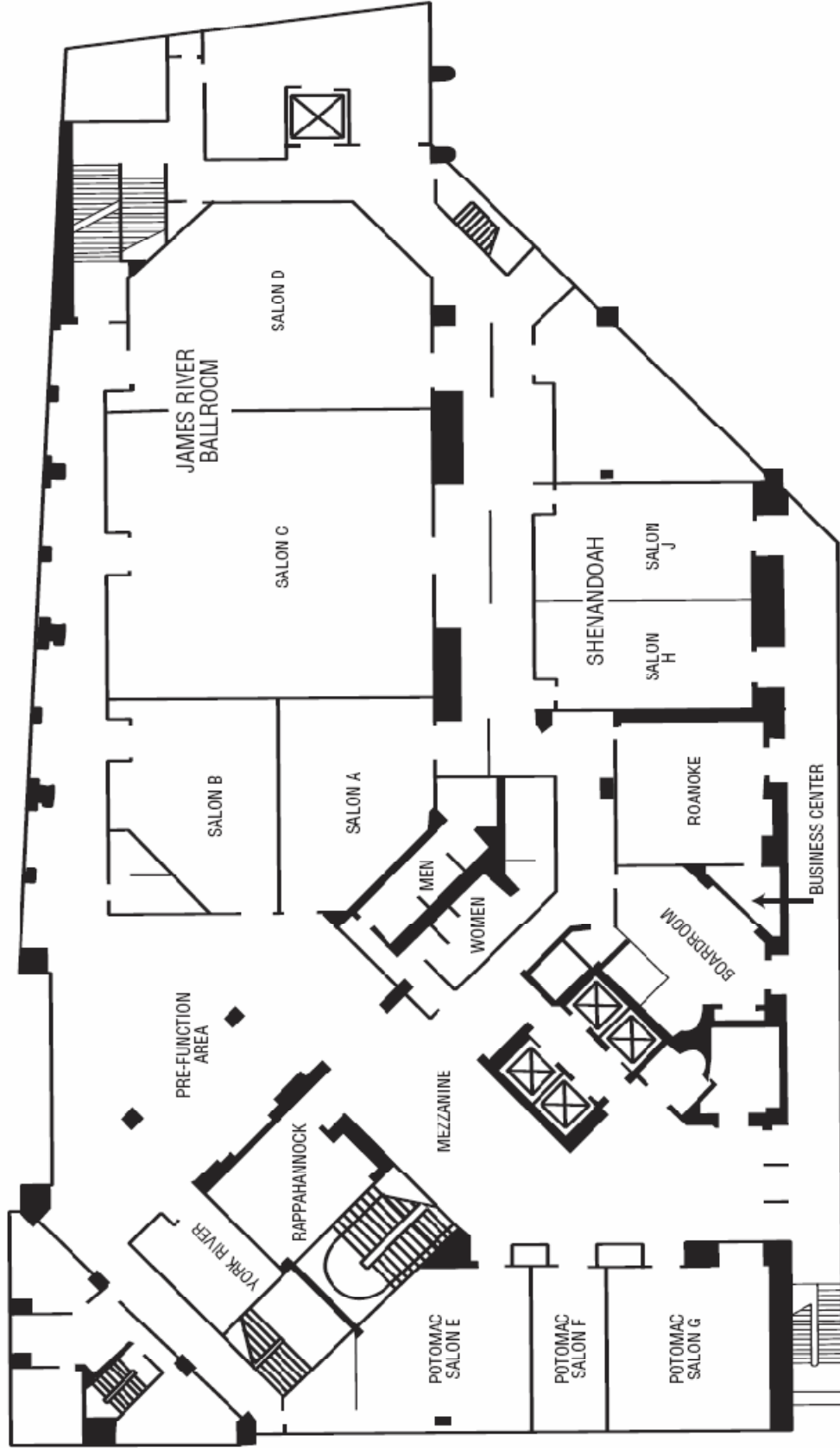
MARGE PLECKI, University of Washington

SEAN CORCORAN, New York University

JONAH ROCKOFF, Columbia University

HOTEL MAP

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