

The Association for Education Finance and Policy

41st Annual Conference

March 17-19, 2016
Denver Marriott City Center, Denver, Colorado

Please note: this program is subject to change without notice.

Wednesday, March 16, 2016

03:00PM to 06:00PM Conference Registration

03:00PM to 05:30PM Board of Directors meeting

Thursday, March 17, 2016

07:00AM to 05:00PM Conference Registration

08:00AM to 12:00PM Pre-Conference Workshop

08:00AM to 09:30AM Concurrent Session I

09:45AM to 11:15AM Concurrent Session II

11:30AM to 12:45PM Past Presidents' Lunch (invitation only)

11:30AM to 01:00PM Concurrent Session III

01:15PM to 02:30PM First General Session

02:45PM to 04:15PM Concurrent Session IV

04:30PM to 06:00PM Concurrent Session V

06:00PM to 06:30PM New Member, Graduate Student & International

Reception

06:30PM to 07:30PM	Welcome Reception and Announcement of Outstanding Service Award
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Friday, March 18, 2016

07:00AM to 05:00PM	Conference Registration
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07:00AM to 08:00AM	Education Finance and Policy Editorial Board Breakfast (invitation only)
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08:00AM to 09:30AM	Concurrent Session VI
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09:00AM to 03:00PM	Elections at Conference Registration
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09:45AM to 11:15AM	Concurrent Session VII
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11:30AM to 01:00PM	Concurrent Session VIII
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01:15PM to 02:45PM	Second General Session
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03:00PM to 04:30PM	Concurrent Session IX
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04:45PM to 06:15PM	Poster Session
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06:30PM to 07:30PM	Cocktail Hour & Greet Newly Elected Board of Directors
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Saturday, March 19, 2016

08:00AM to 09:30AM	Concurrent Session X
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09:45AM to 11:15AM	Concurrent Session XI
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11:30AM to 01:00PM	Concurrent Session XII
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12:30PM to 01:45PM	Post-conference - Board of Directors Meeting
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Concurrent Session I, Thursday, March 17, 2016 - 08:00AM to 09:30AM

1.01 - Data Privacy Concerns and its Impact on Research: The Practitioner View

Chair: ROBERT REICHARDT, Augenblick - Palaich and Associates

This discussion panel brings together staff from a range of school districts and a state agency to discuss the data privacy concerns they are facing, how those concerns are manifested in policy and procedures and how those concerns are impacting their ability to conduct research both internally and externally. The perspectives being represented are diverse. They include a medium sized school district (Harrison, enrollment about 11,500), a large school district (Jeffco, enrollment about 86,500), the state department of education, and a researcher working with most of those organizations.

Discussants: DAN JORGENSEN, Harrison School District #2, HEATHER MACGILLIVARY, Jeffco Public Schools, MARCIA BOHANNON, Colorado Department of Education, ABBY MCCLELLAND, Augenblick - Palaich and Associates

Policy Reactor: ANGELIKA SCHROEDER, Colorado State School Board Member - 2nd Congressional District

Methodology and education data

1.02 - The Teacher Incentive Fund: A Colorado Perspective on its Promise and Impact

Chair: MARK L. FERMANICH, APA Consulting

The U.S. Department of Education's Teacher Incentive Fund (TIF) grant program was established in 2006 with the goals of 1) incentivizing the creation of performance-based educator compensation systems for rewarding effective educators, and 2) increasing the number of high-performing educators in high-need schools and hard to staff subjects (U.S. Department of Education, 2015). Since its inception the TIF program has awarded nearly \$1 billion in grants to 131 grantees in four cohorts. Later rounds of TIF grants have stressed systemic change for the development of human capital management systems (HCMS) encompassing standards-based evaluation systems; performance-based compensation; and data driven professional development, recruitment, and retention strategies.

Colorado, a leader in experimenting with alternative educator compensation systems, is home to six grantees, several of whom have been awarded multiple grants. The purpose of this discussion panel session is to explore the TIF experience and impact of three Colorado-based grantees – Denver Public Schools, Harrison School District 2 and Jefferson County Public Schools. The session will focus on the following topics:

- What goals did the districts hope to achieve by participating in TIF?
- What were their experiences with implementing TIF? How did they use TIF to leverage change? What challenges did they face?
- How did state and local policies impact TIF implementation?
- How well have the districts achieved their goals for TIF?
- What is the future of their TIF initiatives? Are they sustainable?

Discussants: KATE BRENNAN, Denver Public Schools, LAURIE EASTUP, Harrison School District Two, MICHAEL MAFFONI, Jefferson County Public Schools, JOHN CUMMING, Jefferson County Public Schools

Policy Reactor: ALIX GALLAGHER, SRI International

Educator labor markets and effectiveness

1.03 - The Effects of Retention, Acceleration, and Classification Policies on Student Outcomes

Chair: ANDREW MCEACHIN, RAND Corporation

MATTHEW F. LARSEN, Lafayette College. ***Socially Promoted, Academically Retained: RD Estimates of Assorted Grade Retention Policies.*** JON VALANT, Tulane University

LOUIS T. MARIANO, RAND. ***The Impact of Grade Retention on High School Persistence: Evidence from New York City.*** PACO MARTORELL, University of California - Davis

MATTHEW A. LENARD, Wake County Public School System. ***Math Acceleration and Student Achievement: Regression Discontinuity Evidence from Wake County, NC.*** MEGAN TOWNSEND, Wake County Public School System

SARAH PRENOVITZ, Cornell University. ***What does special education do for the marginal student?***

Discussants: RACHEL ROSEN, MDRC

Accountability and testing

1.04 - Teacher Evaluation in Practice

Chair: DAVID MANZESKE, American Institutes for Research

ANTHONY MILANOWSKI, Westat. ***Lower Evaluation Practice Ratings for Teachers of Disadvantaged Students: Bias or Reflection of Reality?***

ANA M. ELFERS, University of Washington - Seattle. ***The Resource Impact on Schools and Districts in the Implementation of Ambitious Teacher Evaluation Policy.*** MARGARET L. PLECKI, University of Washington - Seattle, THERESA LING YEH, University of

Washington - Seattle

JIHYUN KIM, Michigan State University. ***What Influences Teachers' Perceived Legitimacy of the New Teacher Evaluation Policies: Evidence from Virginia***. MIN SUN, University of Washington, PETER YOUNGS, University of Virginia

ERIC PARSONS, University of Missouri-Columbia. ***Rigorous Teacher Evaluations in Practice***. JULIE BERRY CULLEN, University of California-San Diego, CORY KOEDEL, University of Missouri-Columbia

Discussants: COURTNEY BELL, Educational Testing Service

Educator labor markets and effectiveness

1.05 - Teachers and Educational Equity

Chair: LI FENG, Texas State University

JEFF SWIGERT, Cornell University. ***Discrimination or Productivity? Experimental Evidence for the Effect of Perceived Race and Gender on Student Performance and Subjective Evaluation***. TODD JONES, Cornell University, DAVID R. JUST, Cornell University, CORBIN LEONARD MILLER, Cornell University, RICH PATTERSON, United States Military Academy

ALLISON GILMOUR, Vanderbilt University. ***The Teachers of Elementary School Students with Disabilities***. GARY HENRY, Vanderbilt University

DANIELA TORRE, SRI International. ***How Teacher Experience and Credentialing Impacts the Achievement of English Learners***

DAVID S. KNIGHT, University of Texas at El Paso. ***Who Bears the Cost of District Funding Cuts? Equity Implications of Teacher Layoffs***. KATHARINE O. STRUNK, University of Southern California

Discussants: MICHAEL BATES, UC Riverside

Educator labor markets and effectiveness

1.06 - Behavioral Insights for Student Loan Policy: Evidence from Field Experiments

Chair: RACHEL BAKER, University of California-Irvine

RAJEEV DAROLIA, University of Missouri. ***Putting Students on Notice: An Experiment on Information Use in Student Loan Decisions***

BENJAMIN M. MARX, University of Illinois at Urbana-Champaign. ***Default Bias in Borrowing: Evidence from a Field Experiment on Federal Student Loans***. LESLEY J. TURNER, University of Maryland

ANDREW BARR, Texas A&M. ***Nudging Community College Students to Make More Informed Loan Borrowing Decisions: Evidence from a Field Experiment***. KELLI BIRD, University of Virginia, BENJAMIN L. CASTLEMAN, University of Virginia

KELLY ROSINGER, University of Virginia. ***How does Information about Financial Aid Awards Affect College Enrollment and Borrowing? Evidence from a Field Experiment***

Discussants: ISAAC MCFARLIN, University of Michigan

Policy Reactor: ETHAN FLETCHER, ideas42

Higher education finance and governance

1.07 - Dismantling barriers to college enrollment and completion

Chair: MICHAEL HURWITZ, College Board

GARY RITTER, University of Arkansas. ***Ensuring College Readiness: an Evaluation of Arkansas's Statewide Remediation Policy for First-Time College Enrollees***. EVAN RHINESMITH, University of Arkansas

DANIEL KREISMAN, Georgia State University. ***The Effects of Financial Aid Loss on Student Persistence and Graduation***. ROSS RUBENSTEIN, Georgia State University, CYNTHIA SEARCY, Georgia State University, SUSAN DYNARSKI, University of Michigan

DREW M. ANDERSON, University of Wisconsin-Madison. ***A Field Study of the Effects of an Online Financial Capability Tool on the Schooling and Financing Decisions of Private-Sector College Students***. J. MICHAEL COLLINS, University of Wisconsin-Madison, SARA GOLDRICK-RAB, University of Wisconsin-Madison

MICHAEL HURWITZ, College Board. ***Surprising Ripple Effects: How Changing the SAT Score Sending Policy for Low-income Students Impacts College Access and Success***. PREEYA PANDYA MBEKEANI, Harvard University, MARGARET M. NIPSON, Harvard University, LINDSAY C. PAGE, University of Pittsburgh

Discussants: DARRYL HILL, Wake County Public Schools, ODED GURANTZ, Stanford University

Policy Reactor: KIM POAST, Denver Public Schools

Higher education outcomes

1.08 - The Determinants and Consequences of College Major Choices

Chair: SCOTT IMBERMAN, Michigan State University

MICHAEL LOVENHEIM, Cornell University. ***Differential Earnings and Educational***

Attainment by College Major: Evidence from Texas Universities. RODNEY ANDREWS, University of Texas at Dallas, SCOTT IMBERMAN, Michigan State University

JAMIN SPEER, University of Memphis. **The Gender Gap in College Major: Revisiting the Role of Pre-College Abilities**

BASIT ZAFAR, Federal Reserve Bank of New York. **Preference for the Workplace, Investment in Human Capital, and Gender.** MATTHEW WISWALL, Arizona State University

BRIAN CADENA, University of Colorado - Boulder. **Investment Over the Business Cycle: Insights from College Major Choice.** ERICA BLOM, Edgeworth Economics, BENJAMIN KEYS, University of Chicago

Discussants: SUSAN DYNARSKI, University of Michigan, MARIA FITZPATRICK, Cornell University

Higher education outcomes

1.09 - Effects of State wide School Finance Reforms

Chair: MICHAEL HARWELL, University of Minnesota

CHRISTOPHER A. CANDELARIA, Stanford University. **The Sensitivity of Causal Estimates from Court-Ordered Finance Reform on Spending and Graduation Rates.** KENNETH A. SHORES, Stanford University

HENRIQUE ROMERO, UCSD. **Growth in the Supplemental Security Income Program for Children: The Role of Local Jurisdictions and Fiscal Incentives.** JULIE CULLEN, UCSD, LUCIE SCHMIDT, Williams College

RAND QUINN, University of Pennsylvania. **Does Statewide Finance Reform and Federal Fiscal Stimulus Reduce District Spending Disparities? Evidence from Pennsylvania.** MATTHEW P. STEINBERG, University of Pennsylvania, CAMERON ANGLUM, University of Pennsylvania

Discussants: BRUCE BAKER, Rutgers University

K-12 school finance

1.10 - Evaluating and Understanding State Policy

Chair: SEAN CORCORAN, NYU

YUJIE SUDE, University of Arkansas. **Who Are the Participants? Characteristics of Schools Participating in the Louisiana Scholarship Program**

BENJAMIN M CREED, Michigan State University. **Evaluating the systemic effects of**

competition on student outcomes in Michigan

QI XING, University of North Carolina at Chapel Hill. ***Financial impact of charter schools on traditional public schools in North Carolina from 2002 to 2011: A cross-districts comparison***. ERIC HOUCK, University of North Carolina at Chapel Hill, JOE MAUGERI, University of North Carolina at Chapel Hill, VINCENT REITANO, North Carolina State University, JULIA PIERSON, Duke University

MICHELLE HALL, University of Southern California. ***California Weighs In: Education and the Politics of Policymaking***

Discussants: GRANT CLAYTON, University of Colorado Colorado Springs

K-12 school governance/politics and school choice

1.11 - Innovations in Collecting and Interpreting Education Data

Chair: GEMA ZAMARRO, University of Arkansas

DAVID MARTINEZ, Arizona State University. ***Swamping Errors: Comparing the Federal Graduation Rate to Common Proxies in Florida***. SHERMAN DORN, Arizona State University

YILIN PAN, Teachers College Columbia University. ***Bayesian Decision Theory Guiding Educational Decision-making: Theories, Models and Application***

JOANNA SMITH, University of Oregon. ***Minimizing Research Irrelevance Through Stakeholder Participation in Design: Lessons from Qatar***. MICHAEL THIER, University of Oregon, HEATHER MCCLURE, University of Oregon

ALEX J. BOWERS, Teachers College Columbia University. ***From High School Curriculum Tracks to Maps: Applying Big Data Visual Analytics to Describing the Entire Enacted US High School Curriculum***. YOUNA DBOUK, The University of Texas at San Antonio

Discussants: NIRAV MEHTA, University of Western Ontario

Methodology and education data

Concurrent Session II, Thursday, March 17, 2016 - 09:45AM to 11:15AM

2.01 - Accessing and Using Census DataSets: Understanding and Better Using National Survey information

Chair: KIM RUEBEN, Tax Policy Center and Urban Institute

The Economic Census Division has recently completed a reorganization linking information based on use or outcome rather than specific survey. One goal of the reorganization was to strengthen the environment for research and innovation. Join the director and assistant director for the Public Sector Economy-Wide Division and users for a discussion on what the changes mean for accessing and using census of governments, digest of education statistics, economic and population files. and offer suggestions on how the data can be used.

Discussants: KEVIN DEARDORFF, US Census Bureau, ERIC BRUNNER, University of Connecticut, ANDY RESCHOVSKY, University of Wisconsin and Lincoln Institute of Land Policy

Policy Reactor: MELISSA THERRIEN, Economy-Wide Statistics Division

K-12 school finance

2.02 - Emerging Internal and External Validity Threats for Teacher, Program, and School Evaluations

Chair: JIM SOLAND, Northwest Evaluation Association

ANDREW RICE, Education Analytics. ***Impact of Student Assessment Opt-Out on Achievement and Growth Metrics in New York State***. JOSHUA MARLAND, University of Massachusetts Amherst, ROBERT MEYER, Education Analytics

ERIN FAHLE, Stanford University. ***The Implications of Reduced Testing for Teacher Accountability***. JESSICA ALZEN, University of Colorado Boulder, BEN DOMINGUE, Stanford University

NATE JENSEN, Northwest Evaluation Association. ***Understanding the Impact of Student Test Effort on Teacher Value-Added Estimates***. JIM SOLAND, Northwest Evaluation Association, ANDREW RICE, Education Analytics

MATTHEW BAIRD, RAND Corporation. ***Dealing with Variation in Test Conditions When Estimating Program Effects***. JOHN PANE, RAND Corporation

Discussants: ANDREW MCEACHIN, RAND Corporation

2.03 - Teacher Evaluation Measures and Their Effects

Chair: ERIC PARSONS, University of Missouri-Columbia

ALEXANDER POON, Tennessee Department of Education. ***Investigating Misalignment in Teacher Observation and Value-Added Ratings***. NATE SCHWARTZ, Tennessee Department of Education

CARA JACKSON, Urban Teachers. ***Developing Reliable Classroom Observation Systems***

LI TAN, University of Missouri. ***Do Evaluation Ratings Affect Teachers' Professional Development Activities?***. CORY KOEDEL, University of Missouri, JIAXI LI, University of Missouri, MATTHEW SPRINGER, University of Missouri

REINO MAKKONEN, WestEd. ***Student Learning Objectives (SLOs) as a New Teacher Evaluation Measure in Arizona and Utah***. JACLYN TEJWANI, WestEd

Discussants: MIN SUN, University of Washington

Educator labor markets and effectiveness

2.04 - The Implementation and Impacts of Multiple Measure Teacher Evaluation Systems

Chair: JOSHUA COWEN, Michigan State University

MELINDA ADNOT, University of Virginia. ***Effects of Teacher Evaluation and Incentives on Non-Test Outcomes for Students***. THOMAS DEE, Stanford University, VERONICA KATZ, University of Virginia, JAMES WYCKOFF, University of Virginia

JOHN PAPAY, Brown University. ***Learning Job Skills from Colleagues at Work: Evidence from a Field Experiment Using Teacher Performance Data***. ERIC TAYLOR, Harvard University, JOHN TYLER, Brown University and NBER, MARY LASKI, Brown University

KATHARINE STRUNK, University of Southern California. ***Observations and Exits: The Relationship between Observational Measures of Teacher Effectiveness and Teacher Mobility***

COURTNEY BELL, Educational Testing Service. ***The Role of Administrators in the Creation of High Stakes Observation Scores***. NATHAN JONES, Boston University, JENNIFER LEWIS, Wayne State University, YI QI, Educational Testing Service, LESLIE STICKLER, Educational Testing Service

Discussants: JANE LINCOVE, Tulane University, MICHAEL LOVENHEIM, Cornell University, mfl55@cornell.edu

Policy Reactor: TRACEY WEINSTEIN, Students First

Educator labor markets and effectiveness

2.05 - Costs, performance and efficiency of Higher Education Institutions

Chair: ROBRET KELCHEN, Seton Hall University

MICHAEL BATES, UC Riverside. ***Educational Attainment, College Selectivity, and Job Separation***

DAEWOO LEE, Indiana University Bloomington. ***For-profit Colleges: Proximity and Student Choice***

JILL JOHNES, University of Huddersfield. ***Costs and Efficiency in the English Higher Education Sector: An Analysis Using Latent Class Stochastic Frontier Models***. GERAINT JOHNES, Lancaster University

ROBRET KELCHEN, Seton Hall University. ***How Do Colleges Respond to Accountability Pressures? Examining the Relationship between Cohort Default Rates and College Pricing***

Discussants: BRADLEY CURS, University of Missouri

Higher education finance and governance

2.06 - Dismantling the Returns to Higher Education

Chair: RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York

JIHYE KAM, University of Madison-Wisconsin. ***Efficient Supply of Human Capital: Role of College Major***. SOOHYUNG LEE, University of Maryland-College Park, SUNGJIN CHO, Seoul National University

ANGELA SUN, Stanford University. ***The Impact of Developmental Education on For-profit College Student Outcomes***. ERIC BETTINGER, Stanford University, HANS FRICKE, Stanford University, SUSANNA LOEB, Stanford University, ERIC TAYLOR, Harvard University

ANDREW HILL, University of South Carolina. ***The Positive Influence Of Female College Students On Their Male Peers***

AMANDA L. GRIFFITH, Wake Forest University. ***How Does College Change Us? The Effect of College Attendance on Non-Labor Market Outcomes***. KEVIN N. RASK, Colorado

College

Discussants: NICK HUNTINGTON-KLEIN, California State University Fullerton

Higher education outcomes

2.07 - The Effectiveness of Policies Impacting the Higher Education Pipeline

Chair: JENNIFER IRITI, Learning Research & Development Center (LRDC)

BRAD HERSHBEIN, W.E. Upjohn Institute for Employment Research. ***The Merits of Universal Scholarships: Benefit-Cost Evidence from the Kalamazoo Promise.*** TIMOTHY J. BARTIK, W.E. Upjohn Institute for Employment Research, MARTA LACHOWSKA, W.E. Upjohn Institute for Employment Research

PAULA ARCE-TRIGATTI, Tulane University. ***Investigating Behavioral Responses to an Early Promise Scholarship.*** JONATHAN N. MILLS, Tulane University

JENNIFER ASH, Abt Associates. ***The Effect of the El Dorado Promise Scholarship on Higher Education Outcomes.*** GARY RITTER, University of Arkansas

KALENA CORTES, Texas A&M University. ***Match or Mismatch? The Role of College Readiness, High School Peers, and Application Uncertainty in College Application and Enrollment Behavior.*** JANE ARNOLD LINCOVE, Tulane University

Discussants: ROBERT BIFULCO, Syracuse University, MICHAEL HURWITZ, College Board

Policy Reactor: JENNIFER IRITI (LRDC) OR JENNIFER ASH (ABT), Learning Research & Development Center

Higher education outcomes

2.08 - Examining the Efficacy of Alternative Indicators of Low-Income for State Aid Formulas

Chair: GAIL SUNDERMAN, University of Maryland

MICHAEL HARWELL, University of Minnesota. ***Don't Expect Too Much: The Limited Usefulness of Current SES Measures***

ROBERT G. CRONINGER, University of Maryland - College Park. ***Alternative Indicators of Low-Income Students, School Funding Formulas and the Community Eligibility Provision of the Healthy Hungry-Free Kids Act.*** JENNIFER KING RICE, University of Maryland - College Park, LAURA CHECOVICH, University of Maryland - College Park

BRUCE BAKER, Rutgers University. ***Improving School Finance Equity through Cost-Adjusted Poverty Measures.*** LORI TAYLOR, Texas A&M University, JESSE LEVIN,

American Institutes for Research, JAY CHAMBERS, American Institutes for Research

Discussants: DANIEL THATCHER, National Conference of State Legislatures

Policy Reactor: JESSIE HEWINS, Food Research and Action Center

K-12 school finance

2.09 - International Evidence on Schooling Effects and Efficiency

Chair: MICHELLE HALL, University of Southern California

ELIF OZULKU, Florida State University. ***Middle School Science Teacher Preparation and Student Achievement in Science in Turkey***. COURTNEY PRESTON, Florida State University

TOMMASO AGASISTI, olitecnico di Milano School of Management. ***The efficiency of secondary schools in an international perspective: results from PISA 2012***

YOUNGRAN KIM, Michigan State University. ***The Effects of School Competition and Student Sorting on School Achievement: Evidence from the Seoul School Choice Program***

YANG SONG, Colgate University. ***Sorting, School Performance and Quality: Evidence from China***

Discussants: BENJAMIN M CREED, Michigan State University

K-12 school governance/politics and school choice

2.10 - Refining Methods of Causal Inference in Education Policy

Chair: DUNCAN CHAPLIN, Mathematica

MARK C. LONG, University of Washington. ***For Whom is the Treatment Effective? An Atheoretic Inductive Approach to Identifying Response Heterogeneity***. GRANT H. BLUME, University of Washington

RODDY THEOBALD, American Institutes for Research. ***Lord's Paradox and Targeted Interventions: The Case of Special Education***. THOMAS RICHARDSON, University of Washington

NIRAV MEHTA, University of Western Ontario. ***An Economic Approach to Generalize Findings from Regression-Discontinuity Designs***

GEMA ZAMARRO, University of Arkansas. ***Comparing Performance of Methods to Deal with Differential Attrition in Lottery Based Evaluations***. KAITLIN ANDERSON, University of Arkansas, JENNIFER STEELE, American University, TREY MILLER, RAND Corporation

Discussants: LEIGH WEDENOJA, Cornell University

2.11 - Comprehensive Approaches to Supplementing Student Learning

Chair: A. BROOKS BOWDEN, Columbia University

ROBERT SHAND, Columbia University. ***Evaluating Educational Interventions that Induce Service Receipt: A Case Study Application of City Connects.*** A. BROOKS BOWDEN, Columbia University, CLIVE R. BELFIELD, Columbia University, ANYI WANG, Columbia University, HENRY M. LEVIN, Columbia University

ZEEST HAIDER, MDRC. ***An Evaluation of the Communities in Schools Model of Integrated Student Supports.*** WILLIAM CORRIN, MDRC, LEIGH PARISE, MDRC, MARIE-ANDREE SOMERS, MDRC, KELLY GRANITO, MDRC

TAMMY KOLBE, University of Vermont. ***Implementing the AVID/TOPS Pre-College Program: A Resource Utilization & Cost Study.*** RACHEL FELDMAN, University of Wisconsin-Madison/Wisconsin

MARIE-ANDREE SOMERS, MDRC. ***Ninth Grade Academies in Florida: A Study of their Implementation and Effects on Student Outcomes.*** IVONNE GARCIA, MDRC

Discussants: JENNIFER KING RICE, University of Maryland

Policy Reactor: VERONICA FIGOLI, Chief of Family & Community Engagement

Inequality and social context

Concurrent Session III, Thursday, March 17, 2016 - 11:30AM to 01:15PM

3.01 - Sometimes more is more: Improving student achievement through researcher/practitioner partnerships focused on more effective leadership

Chair: LA'TARA OSBORNE-LAMPKIN, Florida State University (Regional Educational Laboratory-Southeast)

The purpose of this session is to describe the components and assess the process of a strategic partnership between state officials in North Carolina and university-based researchers. The partnership focused on principal preparation, development and evaluation as a lever to improve student learning, particularly in schools identified in the bottom five percent of conventional schools and the lowest ten percent of districts in North Carolina.

Discussants: CAROLYN HERRINGTON, Florida State University, JERRY SIMMONS, North Carolina Department of Public Instruction, LA'TARA OSBORNE-LAMPKIN, Florida State University (Regional Educational Laboratory-Southeast), MARCIA KOSANOVICH, Florida State University (Regional Educational Laboratory-Southeast)

Policy Reactor: ALESSANDRO MONTANARI, North Carolina Department of Public Instruction

School leadership and organizations

3.02 - New lessons on the longer-term impacts of Head Start

Chair: LEIGH SHEBANIE MCCALLEN, The City University of New York

CHLOE GIBBS, University of Notre Dame. ***Breaking the Cycle? The Intergenerational Effects of Head Start.*** ANDREW BARR, Texas A&M University

ELISE CHOR, Northwestern University. ***Leveraging Multigenerational Head Start Participation to Reduce Socioeconomic School Readiness Gaps***

ALEXANDER SMITH, United States Military Academy West Point. ***Head Start in the Long Run: What is the Impact of Head Start on Criminal Outcomes in Adulthood?*** ANDREW BARR, Texas A&M

Discussants: MARIA ROSALES-RUEDA, University of California - Irvine, KAREN MANSHIP, American Institutes for Research

Early childhood interventions

3.03 - Using to Data to Evaluate and Improve Human Resource Practices

Chair: KRISTINE WEST, St. Catherine University

CAITLYN KEO, St. Catherine University. ***Movements of Effective Teachers Across Student Demographics***

ELTON MYKEREZI, University of Minnesota. ***Disentangling the Effects of Monitoring and Pay-for-Performance***

CHRISTOPHER MOORE, Minneapolis Public Schools. ***Identifying Effective Teachers in the Absence of Publicly Reported Evaluation Scores***

KRISTINE WEST, St. Catherine University. ***Do Early-Offers Equal Better Teachers?"***

Discussants: SETH GERSHENSON, American University

Policy Reactor: CHRISTOPHER MOORE, Minneapolis Public Schools

Educator labor markets and effectiveness

3.04 - Financial Aid and Student Loan Policy: Interactions, Impacts, and Implications

Chair: BASIT ZAFAR, FRBNY

SUSAN DYNARSKI, University of Michigan. ***An Economist's Perspective on Student Loans in the United States***

ANDREW BARR, Texas A&M. ***The Post-9/11 GI Bill's Effects on Degree Attainment, Aid Interactions, and Student Debt***

JUDITH SCOTT-CLAYTON, Teachers College Columbia University. ***Financial Aid, Debt Management, and Socioeconomic Outcomes: Long-Run Effects of the WV PROMISE.***

BASIT ZAFAR, FRBNY

ISAAC MCFARLIN, University of Michigan. ***Do Public Subsidies Promote College Access and Completion? Evidence from Community College Taxing Districts.*** PACO MARTORELL, University of California - Davis, BRIAN MCCALL, University of Michigan

Discussants: BENJAMIN MARX, University of Illinois at Urbana-Champaign

Policy Reactor: ROHIT CHOPRA, Center for American Progress

Higher education finance and governance

3.05 - Evaluating Programs to Promote College Access and Success Among Special Populations of Students

Chair: NATHAN BARRETT, Tulane University

STEVEN W. HEMELT, University of North Carolina at Chapel Hill. ***Multifaceted Aid for Low-Income Students and College Outcomes: Evidence from North Carolina***. CHARLES T. CLOTFELTER, Duke University, HELEN F. LADD, Duke University

ADRIENNE SMITH, University of North Carolina at Chapel Hill. ***Measuring the Effectiveness of the College STAR Intervention for Recruiting and Retaining Students with Learning Differences***. J. MONTANA CAIN, University of North Carolina at Chapel Hill, SARAH C. FULLER, University of North Carolina at Chapel Hill

SARAH C. FULLER, University of North Carolina at Chapel Hill. ***The Effect of the Gaining Early Awareness and Readiness for Undergraduate Programs Grant on College Enrollment, Competitiveness, and Retention in North Carolina***. MANAN ROY, University of North Carolina at Chapel Hill, YIYI LIU, University of North Carolina at Chapel Hill, CAROL CUTLER WHITE, University of North Carolina General Administration

SILVIA ROBLES, Harvard University. ***The Impact of a STEM-Focused Summer Program on College and Major Choices Among Disadvantaged High-Achievers***

Discussants: SARAH CANNON, University of Michigan

Policy Reactor: ALISA CHAPMAN, University of North Carolina General Administration

Higher education outcomes

3.06 - The Effects of High School and College Course Taking and College-Student Sanctions

Chair: STEPHEN L. DESJARDINS, University of Michigan

STEPHEN L. DESJARDINS, University of Michigan. ***How do High School Math Courses Impact Students' College and Major Choice and Post-schooling Earnings? Modeling Simultaneously Multinomial Treatments and Outcomes***. XIAOYANG YE, University of Michigan, BRIAN P. MCCALL, University of Michigan

TATIANA MELGUIZO, University of Southern California. ***Exploring Placement and Progression in English as a Second Language Course Sequences at Community Colleges***. W. EDWARD CHI, University of Southern California

PAUL UMBACH, North Carolina State University. ***Accelerated Remedial Math and College Success***. DIFEI LI, North Carolina State University

MATT STARCKE, North Carolina State University. ***Racism and Sanctions for Drug Violations during College: A Randomized Field Experiment Using Vignettes***. STEPHEN R. PORTER, North Carolina State University

Discussants: WILL DOYLE, Vanderbilt University, BRAD CURS, University of Missouri

Policy Reactor: DEMAREE MICHELAU, Western Interstate Commission for Higher Education (WICHE)

Higher education outcomes

3.07 - College Experiences, Debt, and Post-Degree Outcomes

Chair: ERIC A. HANUSHEK, Stanford University

JESSICA SCHELD, Rutgers University. ***Labor Market Effects of Community College Education***

ERIN DUNLOP VELEZ, RTI International. ***Debt's Burden after College – The Effects of Student Loan Debt on Graduates' Employment and Other Post-College Outcomes.***

MELISSA COMINOLE, RTI International, ALEXANDER BENTZ, RTI International

JING LI, Columbia University. ***Private Returns to Study Abroad in College***

KAI HONG, Vanderbilt University. ***Understanding the Mechanisms Linking Cognitive Skills, Socioemotional Skills, and College Education with Longevity.*** PETER SAVELYEV, Vanderbilt University, KEGON TAN, University of Wisconsin - Madison

Discussants: ALFREDO SOSA, University of Michigan

Impacts of schooling on labor market outcomes

3.08 - Charter Schools Finance and Spending

Chair: MARGUERITE ROZA, Georgetown University

MATTHEW JOHNSON, Mathematica Policy Research. ***The Educational and Behavioral Impacts of the Kauffman Charter School.*** CLEO JACOBS JOHNSON, Mathematica Policy Research, SCOTT RICHMAN, Mathematica Policy Research, CLAUDIA GENTILE, Mathematica Policy Research, ALICIA DEMERS, Mathematica Policy Research, ERIC LUNDQUIST, Northwestern University

CHRISTIAN BUERGER, Tulane University. ***Revenue and Expenditures in the First All Charter School District***

ROBERT BIFULCO, Syracuse University. ***The Effect of Charter Schools on School District Efficiency: The Case of New York State.*** CHRISTIAN BUERGER, Tulane University

MEG JALILEVAND, Michigan State University. ***Financing Special Education: Charter Schools, Cross-subsidization and Unintended Cost Burdens***

Discussants: CHAD ALDEMAN, Bellwether Education Partners

3.09 - New Evidence on Scaling Up the Charter Sector

Chair: DANIELLE EISENBERG, KIPP Foundation

PHIL GLEASON, Mathematica Policy Research. ***Trends in the Impacts of KIPP Schools during a Period of Rapid Growth in the KIPP Network***. IRA NICHOLS-BARRER, Mathematica Policy Research, CHRISTINA TUTTLE, Mathematica Policy Research, THOMAS COEN, Mathematica Policy Research, VIRGINIA KNECHTEL, Mathematica Policy Research

SEAN CORCORAN, NYU. ***The Continuing Impact of Democracy Prep Public Schools***. SARAH CORDES, Temple University

SARAH COHODES, Teachers College Columbia University. ***Can Successful Schools Replicate? Scaling Up Boston's Charter Sector***. ELIZABETH SETREN, MIT, WALTERS, University of California - Berkeley

ELIZABETH SETREN, MIT. ***English Language Learners and Special Education Students in Charter Schools: Classification and Effectiveness***

Discussants: MARK BERENDS, Notre Dame University

Policy Reactor: DANIELLE EISENBERG, KIPP Foundation

K-12 school governance/politics and school choice

3.10 - The Measurement of Noncognitive Skills

Chair: ROSS ANDERSON, University of Oregon

COLLIN HITT, University of Arkansas. ***What if Students don't Care? Reexamining International Differences in Achievement and Non-Cognitive Skills***. GEMA ZAMARRO, University of Arkansas, ILDEFONSO MENDEZ, University of Murcia

MARTIN WEST, Harvard University. ***Measuring social-emotional skills at scale: Evidence from California's CORE districts***. ETHAN SCHERER, Harvard University, AARON W. DOW, Harvard University

MICHAEL THEIR, University of Oregon. ***Maturing measurement: Validity and reliability trials of a measure of global citizenship for high school students***

DANY SHAKEEL, University of Arkansas. ***Comparing and Validating Measures of Character Skills: Findings from a Nationally Representative Sample***. GEMA ZAMARRO, University of Arkansas, ALBERT CHENG, University of Arkansas, BART ORRIENS, University of Southern California

Discussants: LINDSAY WEIXLER, Education Research Alliance for New Orleans

Policy Reactor: JIM SOLAND, Northwest Evaluation Association

Methodology and education data

3.11 - Conditions that Affect Education Discourse, and Policy and Resource Diffusion

Chair: LORA COHEN-VOGEL, University of North Carolina at Chapel Hill

JENNIFER LEE, University of Florida. ***Conditions that Affect College Readiness Policy Adoption: A Policy Innovation and Diffusion Study***. DENNIS KRAMER, University of Florida

SHAUNA CAMPBELL, University of Southern California. ***Using Texas Textbook Disbursement Data To Identify Differences in District-Level Materials Adoptions***.

MORGAN POLIKOFF, University of Southern California, HOVANES GASPARIAN, University of Southern California, TENICE HARDAWAY, University of Southern California, STEPHANI WRABEL, University of Southern California

LORA COHEN-VOGEL, University of North Carolina at Chapel Hill. ***The Agenda Discourse: A Framework for Understanding the Federal Role in Improving Education Research***.

ALLISON ROSE SOCOL, University of North Carolina at Chapel Hill, TORRIE EDWARDS, University of North Carolina at Chapel Hill, QI XING, University of North Carolina at Chapel Hill

JESSICA J. GOTTLIEB, University of Notre Dame. ***Diffusion in a Vacuum: The Case of edTPA***. ETHAN HUTT, University of Maryland, JULIE COHEN, University of Virginia

Higher education finance and governance

3.12 - Understanding the evolving role of for-profit colleges and universities

Chair: SOUNG BAE, Stanford University

At their recent peak, for-profit colleges and universities enrolled approximately 13% of all postsecondary students in the U.S. These enrollments differ in important ways from non-profit and public enrollments. For-profit students are more likely to be low income, minority, in career-focused fields, and seeking sub-baccalaureate awards. For-profit institutions have been distinct from non-profit and public institutions in other ways, too. They pushed less conventional educational strategies, such as online education and mid-year enrollment, which they claimed allowed them to reach students ignored by the traditional programs offered by non-profit and public institutions. Many heralded for-profit colleges for changing the conversation and challenging higher educational norms,

which was rewarded with rapidly enrollment growth and rising profits. However, the landscape has changed for for-profit higher education over the last four years. For-profit institutions have gone from double-digit increases in enrollment, to now four years of decline; from emphasis on their capacity for disruptive innovation to lawsuits by attorneys general; and from record-breaking profits to the collapse of one of the biggest for-profit providers (Corinthian) and the closure of many smaller campuses around the country. Given this clear and abrupt turn-around, this session seeks to continue a conversation that addresses two central questions that promote sharing knowledge about new and important developments in for-profit policy.

Discussants: SU JIN JEZ, Sacramento State, STEPHANIE CELLINI, George Washington University, DERRICK ANDERSON, Arizona State, RAJEEV DAROLIA, U of Missouri

Policy Reactor: BOB SHIREMAN, David Halperin

Higher education finance and governance

General Session I, Thursday, March 17, 2016 - 1:15PM to 02:30PM

First General Session - The Perils of Research Irrelevance: Balancing Data Use Against Privacy Concern

The first general session focuses on the theme of the AEFPP conference: balancing data use against privacy concerns. Protecting student privacy has become a hot-button issue. There are active debates in Washington about re-writing the Family Educational Rights and Privacy Act (FERPA), and in many states have recently passed or have pending legislation that would limit data access. This can have profound implications for the data available for research purposes. In the moderated discussion in this panel we will get a diverse set of perspectives about how to balance the need for data access to generate information useful to inform educational policy or practice decisions against the real, or sometimes perceived, concerns by parents and the public that sensitive information about students could be broadly released or used for inappropriate purposes. The panelists for this general session include: Aimee Guidera, President and CEO of the Data Quality Campaign, which advocates for the use of data and research to encourage continuous improvement of schools; Leonie Haimson, the Founder and Executive Director of Class Size Matters, which advocates for the ability of parents to protect their children's privacy and control the disclosure of their personal student data; and Shayne Spalten, the Director of Education for the Charles and Lynn Schusterman Family Foundation and former Chief Human Resources Officer for the Denver Public Schools.

Concurrent Session IV, Thursday, March 17, 2016 - 02:45PM to 04:15PM

4.01 - Supporting Students at School and Home: Can Place-Based Strategies Move the Needle on Student Achievement?

Chair: MEGAN GALLAGHER, Urban Institute

From local efforts like the Harlem Children's Zone to federal efforts like Promise Neighborhoods, place-based and place-conscious strategies are bringing new partners to the table to improve student achievement. Although funding for these efforts takes up a small proportion of overall education expenditures, they represent an important commitment to address barriers to learning for many low-income students. This discussion panel will highlight how these efforts work, how data are used to communicate among partners, and whether and when they can be expected to move the needle on student achievement. This panel will also discuss how these efforts can be linked to existing city and county service systems. The policy reactor for this panel will share insights on how place-based and place-conscious strategies play a role in Denver's K-12 education landscape.

Discussants: AMY ELLEN SCHWARTZ, NYU Institute for Education and Social Policy, PETER TATIAN, Urban Institute, LISA PISCOPO, Denver Office of Children's Affairs

Policy Reactor: ANTONIO PARES, Denver Office of Children's Affairs

Inequality and social context

4.02 - Distribution & Compensation of Effective Teaching: Effects of Policy Innovation on Equitable Access

Chair: LORI L. TAYLOR, Texas A&M University

SCOTT A. IMBERMAN, Michigan State University. ***Achievement Effects of Individual Performance Incentives in a Teacher Merit Pay Tournament.*** MARGARET BREHM, Michigan State University, MICHAEL F. LOVENHEIM, Cornell University

MATTHEW G. SPRINGER, Vanderbilt University. ***Do Students in High Poverty Schools Benefit from Bonuses Targeting "Highly Effective Teachers"? : Evidence from TN Priority School Retention Bonus Program.*** LUIS A. RODRIGUEZ, Vanderbilt University, WALKER A. SWAIN, Vanderbilt University

DAVID MANZESKE, American Institutes for Research. ***Teacher Performance Pay Signals and Student Achievement: How Well Do the Signals Work?*** MARSHALL GARLAND, Gibson Consulting Group, AMIE RAPAPORT, Gibson Consulting Group, ALEXANDRA

MANZELLA KISTNER, American Institutes for Research, RYAN WILLIAMS, American Institutes for Research, BENJAMIN WEST, American Institutes for Research

LUIS A. RODRIGUEZ, Vanderbilt University. ***The Distribution and Mobility of Highly Effective Teachers: An Access Perspective***. WALKER A. SWAIN, Vanderbilt University, MATTHEW G. SPRINGER, Vanderbilt University

Discussants: JOHN P. PAPAY, Brown University, MARCUS A. WINTERS, University of Colorado Colorado Springs

Policy Reactor: NATE SCHWARTZ, Tennessee Department of Education or Sara Heyburn of the Tennessee State Board of Education

Educator labor markets and effectiveness

4.03 - Political Economy in Higher Education

Chair: GALIT EIZMAN, Harvard University

CHRISTOPHER MARSICANO, Vanderbilt University. ***Higher Education Lobbying in the U.S. Senate and House of Representatives***

GALIT EIZMAN, Harvard University. ***Policy Innovation in Shaping Modern Higher Education Systems***

SHATEARA HALL, Boston College. ***The Impact of Outcomes-Based Funding on System and Institution Leaders' Prioritization of Student Completion in Tennessee***

LAWRENCE W. KENNY, University of Florida. ***A State's Allocation of Budget Cuts between Flagships and other Universities***. THOMAS A. HUSTED, American University

Discussants: SUSAN DYNARSKI, University of Michigan

Higher education finance and governance

4.04 - Experimental and Quasi-Experimental Analyses of Policies to Improve Postsecondary Access

Chair: KELLI BIRD, University of Virginia

KATHERINE MICHELMORE, University of Michigan. ***The Impact of Information: Evaluating a Financial Aid Promise on College Applications***. SUSAN DYNARSKI, University of Michigan

KELLY ROSINGER, University of Virginia. ***Designing Opportunity: No-loan Programs and Access to Selective Private Colleges***. ANDREW S. BELASCO, University of Georgia, JAMES C. HEARN, University of Georgia

LINDSAY C. PAGE, University of Pittsburgh. ***The Promise of Place-based Investment in College Access and Success: Investigating the Impact of the Pittsburgh Promise.***

JENNIFER E. IRITI, University of Pittsburgh, DANIELLE J. LOWRY, University of Pittsburgh, AARON M. ANTHONY, University of Pittsburgh

CELESTE K. CARRUTHERS, University of Tennessee. ***Not Whether, but Where? Pell Grants and College Choices.*** JILLEAH G. WELCH, University of Tennessee

Discussants: STEVEN HEMELT, University of North Carolina at Chapel Hill, RAJEEV DAROLIA, University of Missouri

Policy Reactor: ALISSA FISHBANE, ideas42

Higher education outcomes

4.05 - Understanding Policies for Promoting College Attendance and Fit

Chair: JENNIFER ASH, Abt Associates

KEVIN STANGE, University of Michigan. ***Price Deregulation and Equality of Opportunity in Higher Education: Evidence from Tuition Deregulation in Texas.*** RODNEY ANDREWS, UT-Dallas

TY M. CRUCE, ACT Inc.. ***Dialing for Scholars: An Experiment to Increase ACT Attendance Rates***

CHRISTOPHER ERWIN, University of New Mexico. ***Do Broad-Based Merit Aid Programs Improve Graduation Rates? Evidence from the New Mexico Legislative Lottery Scholarship***

JUSTIN SMITH, Wilfrid Laurier University. ***Big Fish, Small Pond? Rank at Entry and Post-Secondary Outcomes.*** A. ABIGAIL PAYNE, McMaster University

Discussants: MICHELLE HODARA, Education Northwest

Higher education outcomes

4.06 - The Effects of Participating in Career and Technical Education in High School on Graduation, College Going, and Employment

Chair: DAVID A. JAEGER, CUNY

MICHAEL LAFOREST, University of Virginia. ***The Effects of High School Career and Technical Education for Non-College Bound Students***

SHAUN M. DOUGHERTY, University of Connecticut. ***Participating in Career and Technical Education, High-school Completion, and Initial College Going: Evidence from Arkansas***

JAY PLASMAN, UC Santa Barbara. ***The Role of Timing of High School Career and Technical Education Coursetaking on High School Dropout and College-Going Behavior.***

MICHAEL A. GOTTFRIED, UC Santa Barbara

DANIEL KREISMAN, Georgia State University. ***CTE Uptake and Outcomes in Michigan.***

BRIAN JACOB, University of Michigan

Discussants: STEVEN HEMELT, University of North Carolina

Policy Reactor: KATE BLOSVEREN, Career Tech

Impacts of schooling on labor market outcomes

4.07 - Pension Inequities and Their Effects on the Teacher Workforce

Chair: CHAD ALDEMAN, Bellwether Education Partners

JOSHUA B. MCGEE, Laura and John Arnold Foundation. ***Simulating the Teacher Retention and Quality Effects of Changing Retirement Plan Design and Compensation Mix.***

MARCUS A. WINTERS, University of Colorado

BEN BACKES, American Institutes for Research. ***Benefit or Burden? On the Intergenerational Inequity of Teacher Pension Plans.*** DAN GOLDHABER, American Institutes for Research and University of Washington, CYRUS GROUT, University of Washington, CORY KOEDEL, University of Missouri, SHAWN NI, University of Missouri, MICHAEL PODGURSKY, University of Missouri

MARGUERITE ROZA, Georgetown University. ***The Pension Equity Gap: How Publicly-funded Retirement Systems Shortchange High Minority Schools***

CHAD ALDEMAN, Bellwether Education Partners. ***Pension Inequities Within Cities and Across States.*** LESLIE KAN, Bellwether Education Partners

Policy Reactor: MARCUS WINTERS, University of Colorado Colorado Springs

K-12 school finance

4.08 - School choice, Enrollment Policies and Impacts

Chair: JON VALANT, Tulane University

MARY CLAIR TURNER, Northwestern University. ***Social spillover and school choice behavior.*** JONATHAN GURYAN, Northwestern University

MARK BERENDS, University of Notre Dame. ***School or "School Type" Effects? Examining the Heterogeneity in Student Achievement and Engagement Outcomes between Schools***

of Choice in Indianapolis . MARK BERENDS, University of Notre Dame, R. JOSEPH WADDINGTON, University of Kentucky

BEN POGODZINSKI, Wayne State University. **The Push and Pull of Open Enrollment Policies**. BEN POGODZINSKI, Wayne State University, MICHAEL ADDONIZIO, Wayne State University

Discussants: PATRICK J. WOLF, University of Arkansas

K-12 school governance/politics and school choice

4.09 - Using Unique Data and Advanced Methods to Evaluate Policies

Chair: RODDY THEOBALD, American Institutes for Research

ARYN BLOODWORTH, University of Colorado - Boulder. **Student Learning Objectives: The Impact of Teacher-set Learning Targets on Student Achievement**. ALLISON ATTEBERRY, University of Colorado - Boulder, SARAH LACOUR, University of Colorado - Boulder

ANDREW MCEACHIN, RAND Corporation. **Understanding the Effects of Early Algebra: A Regression Discontinuity Approach**. THURSTON DOMINA, UNC Chapel Hill

LEIGH WEDENOJA, Cornell University. **How Do Students Drop-out of High School? The Dynamic Relationship of Daily Attendance, Drop-out, and the Opportunity Cost of Schooling**.

NAN ZHOU, University of Southern California. **Instructional Practices and Students' Motivation in Reading: A Quasi-Experimental Approach Using PIRLS Data**. MORGAN POLIKOFF, University of Southern California

Discussants: MARK C. LONG, University of Washington

Methodology and education data

4.10 - Family matters: Socioeconomic status and student outcomes

Chair: EMILY PENNER, Stanford University

ALICE HENRIQUES, Federal Reserve Board of Governors. **Where Credit is Due: Credit Access as an Explanation for the Persistence of Socioeconomic Status among College-Goers**. SARENA GOODMAN, Federal Reserve Board of Governors, ALVARO MEZZA, Federal Reserve Board of Governors

MAHMOUD A.A. ELSAYED, Georgia State University. **The Intergenerational Effects of Parental Education: Evidence from a Compulsory School Reform**. FATMA ROMEH, Georgia State University

DAVID FIGLIO, Northwestern University. ***Family Disadvantage and the Gender Gap in Behavioral and Educational Outcomes***. DAVID AUTOR, Massachusetts Institute of Technology, KRZYSZTOF KARBOWNIK, Northwestern University, JEFFREY ROTH, University of Florida, MELANIE WASSERMAN, Massachusetts Institute of Technology

SERENA HINZ, RTI International. ***Class Matters: The Growing Relationship between College Graduates' Class-of-Origin and Post-Graduation Earnings***

Discussants: ERIC ISENBERG, Mathematica

Inequality and social context

4.11 - Exploring Heterogeneity in Special Education

Chair: LEANNA STIEFEL, New York University

MICHAEL GOTTFRIED, University of California - Santa Barbara. ***Older versus Younger Children with Disabilities: The Effect of Kindergarten Entry Age on Achievement and Social Development?***. CAMERON M. SUBLETT, University of California - Santa Barbara

BRYANT HOPKINS, New York University. ***Does "Being There" Explain Some Inequalities? The Impact of Special Education on Attendance for Black Male Elementary School Students***. LEANNA STIEFEL, New York University, MICHAEL GOTTFRIED, University of California - Santa Barbara, AMY ELLEN SCHWARTZ, Syracuse University

MENBERE SHIFERAW, New York University. ***Immigrant Students and Participation in Special Education***

MICHAEL HILL, University of California - Davis. ***The Education of Abused and Neglected Children: Placement into and the Effects of Special Education***. KEVIN A. GEE, University of California - Davis

Discussants: NORTH COOC, University of Texas at Austin

Policy Reactor: MICHAEL GERBER, University of California at Santa Barbra

Inequality and social context

4.12 - Reconsidering Cost Accounting in Higher Education: A Discussion of New Approaches for Answering Questions for Policy & Practice

Chair: SARA GOLDRICK-RAB, University of Wisconsin-Madison

What do colleges and universities need to spend to educate their students? Growing concerns with college affordability, reductions in state support, and increasing use of performance-based funding in higher education make this an especially important question.

However, our ability to answer this question in a way that can guide policymaking and practice is hampered by limitations inherent in existing data systems and cost accounting methods. With few exceptions, higher education cost studies have relied on expenditure data from institutions' financial management systems or the federal government's Integrated Postsecondary Education Data System (IPEDS). Cost studies that use accounting data are heavily influenced by these data's purposes, conventions, and limitations. Accounting data are fundamentally transactional, chronicling institutional expenditures on core functions (e.g., instruction and research) and objects (e.g., personnel and facilities), and are collected and organized according to guideline established by public accountancy organizations for the purposes of financial management and accountability. They were not intended to answer questions about how institutional assets, especially personnel, might be organized to achieve desired goals, the relative value of programs and practices, or at what level colleges should be funded to ensure sufficient resources for high quality programming.

Discussants: TAMMY KOLBE, University of Vermont, MATTHEW SOLDNER, American Institutes for Research/Delta Cost Project, MARIA ANGUIANO, University of California-Riverside, PATRICK KELLY, National Center for Higher Education Management Systems

Policy Reactor: GEORGE PERNSTEINER, State Higher Education Executive Officer's Association

Higher education finance and governance

Concurrent Session V, Thursday, March 17, 2016 - 04:30PM to 06:00PM

5.01 - Improvement Science and Traditional Research Paradigms: Bridging the Divide to Advance Evidence-Based Policy, Programs, and Practices

Chair: ELLEN B GOLDRING, Vanderbilt University

The Education Sciences Reform Act of 2002 established the Institute of Education Sciences (IES) to support high quality research that could improve education. The Institute of Education Sciences stated goal was “the transformation of education into an evidence-based field in which decision makers routinely seek out the best available research and data before adopting programs or practices that will affect significant numbers of students” (Institute of Education Sciences), and to “conduct and support scientifically valid research activities” (Education Sciences Reform Act of 2002). The interest is in educational research that “aims to support causal inferences about the efficacy of specific educational programs or policies” (Jacob, Ludwig, et al., 2005, pg. 47). Since those early days, IES has expanded with new articulations and emphases on relevance, as well as rigor, and new initiatives such as research partnerships and translating research to practice through published practice guides (Cohen-Vogel et al., 2015). The purpose of this panel discussion session is threefold, 1) to develop a deeper understanding of the convergent and divergent goals, methodologies and current portfolios of improvement science and traditional educational research, 2) to discuss the extent to which they are opposites on a continuum or mutually supporting in the pursuit of evidence to develop scalable practices and policies, and, 3) to ascertain the extent to which federal educational policy funding and guidelines should incorporate improvement science in evidenced-based research policy. The discussion will center on how the two approaches to research can or should inform one another to support the goals of evidence-based policies and practices, and, what role each has in developing the demand-side for educational research.

Discussants: BRIAN JACOBS, University of Michigan, LORA COHEN-VOGEL, University of North Carolina - Chapel Hill, JOHN EASTON, Spencer Foundation

Policy Reactor: NATE SCHWARTZ, Tennessee Department of Education

Methodology and education data

5.02 - Causal Evidence on Closing Achievement Gaps under ESEA Waiver Reforms

Chair: DANIEL W. PLAYER, University of Virginia

THOMAS DEE, Stanford University. ***School Performance, Accountability and Waiver***

Reforms: Evidence from Louisiana. ELISE DIZON-ROSS, Stanford University

STEVEN W. HEMELT, University of North Carolina at Chapel Hill. **Differentiated Accountability and Education Production: Evidence from NCLB Waivers.** BRIAN A. JACOB, University of Michigan

CHRIS DOSS, Stanford University. **Achievement Gaps and Triage: Evidence from NCLB Waivers in North Carolina.** THOMAS DEE, Stanford University

SADE BONILLA, Stanford University. **The Impact of NCLB Waiver Focus School Reforms on Achievement Gaps: Evidence from Kentucky.** THOMAS DEE, Stanford University

Discussants: KATHARINE STRUNK, University of Southern California

Policy Reactor: CARRIE CONAWAY, Massachusetts Department of Elementary and Secondary Education

Accountability and testing

5.03 - Effects of Student-Teacher Demographic Match in K-16 Environments

Chair: SETH GERSHENSON, American University and IZA

ANNA EGALITE, North Carolina State University. **Beyond Test Scores: The Effects of Teacher Match on Cognitive and Non-Cognitive Student Outcomes.** BRIAN KISIDA, University of Arkansas

LESTER LUSHER, University of California - Davis. **TAs Like Me: Racial Interactions Between Graduate Teaching Assistants and Undergraduates.** DOUG CAMPBELL, New Economic School, SCOTT CARRELL, University of California - Davis

SETH GERSHENSON, American University and IZA. **Who Believes in Me? The Effect of Student-Teacher Demographic Match on Teacher Expectations.** STEPHEN B. HOLT, American University, NICHOLAS W. PAPAGEORGE, Johns Hopkins University

CONSTANCE A. LINDSAY, American University. **Teacher-Student Demographic Match and Student Disciplinary Outcomes in North Carolina.** CASSANDRA HART, University of California - Davis

Discussants: SUSAN DYNARKSI, University of Michigan, RAEGEN MILLER, Teach for America

Policy Reactor: RAEGEN MILLER, Teach for America

Educator labor markets and effectiveness

5.04 - Teacher Tenure in a New Era: Tenure Reform Policies and Implications for

Workforce Composition and Teacher Effectiveness

Chair: JOHN P. PAPAY, Brown University

DAN GOLDHABER, American Institutes for Research and University of Washington. ***Time To Tenure, Teacher Effort, and Student Achievement***. JOE WALCH, University of Washington

NATHAN BARRETT, Tulane University. ***State Union-Related Policy Changes: Implication for the Composition and Distribution of Teacher Qualifications***. JANE ARNOLD LINCOVE, Tulane University, KATHARINE O. STRUNK, University of Southern California

SUSANNA LOEB, Stanford University. ***Tenure Reform in New York City: Do More Rigorous Standards Improve Teacher Effectiveness?***. LUKE C. MILLER, University of Virginia, ANISAH WAITE, University of Virginia, JAMES WYCKOFF, University of Virginia

Discussants: DOUGLAS N. HARRIS, Tulane University

Policy Reactor: VICKI BERNSTEIN, New York City Department of Education

Educator labor markets and effectiveness

5.05 - Teacher and Principal Preparation and Student Achievement

Chair: KRISTEN DAVIDSON, University of Colorado Boulder

ERIC LARSEN, American Institutes for Research. ***Making Leaders: Evaluating the Effectiveness of Five Principal Preparation Programs***. DANA CHAMBERS, American Institutes for Research, MATTHEW CLIFFORD, American Institutes for Research, ERIC LARSEN, American Institutes for Research, MARIANN LEMKE, American Institutes for Research, ANDREW SWANLUND, American Institutes for Research

RYAN EISNER, American Institutes for Research. ***The Residency Approach to Teacher Preparation: Evidence from Denver Public Schools***. MARTYNA CITKOWICZ, American Institutes for Research, ELEANOR FULBECK, American Institutes for Research

JOHN M. KRIEG, Western Washington University. ***Does the Match Matter? Exploring Whether Student Teaching Experiences Affect Teacher Career Paths and Effectiveness***. DAN GOLDHABER, American Institutes for Research and University of Washington, RODDY THEOBALD, American Institutes for Research

Discussants: GARY HENRY, Vanderbilt University

Educator preparation

5.06 - Postsecondary Institutions: Crowd Out, Performance Budgeting, Economies of Scale, and Athletics

Chair: BRADLEY CURS, University of Missouri

BRADLEY CURS, University of Missouri. ***Crowded Out? The Implications of Nonresident Enrollment Growth on Access for Resident Students at Public Universities.*** OZAN JAQUETTE, University of Arizona

PAUL D. UMBACH, North Carolina State University. ***Who Pays for Play? Exploring College Student Athletic Fees, Access, and Success.*** MATT STARCKE, North Carolina State University, REBECCA CRANDALL, North Carolina State University

JACOB FOWLES, University of Kansas. ***The Impact of Performance Budgeting 2.0 on Baccalaureate Degree Production.*** NICHOLAS HILLMAN, University of Wisconsin, DAVID TANDBERG, Florida State University

ROBERT TOUTKOUSHIAN, University of Georgia. ***Revisiting Economies of Scale and Scope in Higher Education.*** KEITH ALLEN, University of Georgia

Discussants: STEPHEN DESJARDINS, University of Michigan, STEPHEN PORTER, North Carolina State University

Policy Reactor: SARAH PINGEL, Education Commission of the States

Higher education finance and governance

5.07 - Facilitating Disadvantaged Students' Transition to College: Evidence on Parental, School, and Out-of-School Supports

Chair: DAN FITZPATRICK, Michigan State University

JENNA W. KRAMER, Vanderbilt University. ***Impact of Parental Investment on Student Educational Expectations, College Preparation, and Enrollment***

KATHARINE MEYER, University of Virginia. ***The Role of Colleges in Impacting Students' Financial Aid Behaviors.*** BENJAMIN CASTLEMAN, University of Virginia, ZACHARY SULLIVAN, University of Virginia

DANIEL FITZPATRICK, Michigan State University. ***High School Advising Activities and College Enrollment: Challenges to Changing Outcomes.*** BARBARA SCHNEIDER, Michigan State University

ZACHARY SULLIVAN, University of Virginia. ***The Effect of Virtual College Advising on College Choice.*** BENJAMIN CASTLEMAN, University of Virginia, ERIC BETTINGER, Stanford University

Discussants: WILLIAM DOYLE, Vanderbilt University

Higher education outcomes

5.08 - Private contributions and User fees in Education

Chair: ELIZABETH I. RIVERA RODAS, Rutgers University

THOMAS DOWNES, Tufts University. ***Why Has The Growth of User Fees as a Source of Local Education Revenues Been So Limited?***. KIERAN KILLEEN, University of Vermont

WEI HA, Peking University. ***Does Money Matter? The Effects of Block Grants on Education Enrollment and Attainment in Rural China***. XIAOYANG YE, University of Michigan, BRIAN JACOB, University of Michigan, PO YANG, Peking University, XIAOHAO DING, Peking University

ROSS MILTON, Cornell University. ***Crowd-out of Private Contributions to Local Public Goods: Evidence from School Tax Referenda***

Discussants: CORBIN LEONARD MILLER, Cornell University

K-12 school finance

5.09 - School Choice, Student Mobility and Outcomes

Chair: MIGUEL URQUIOLA, Columbia University

JASON COOK, Cornell University. ***Effects of Magnet and Selective-Admissions Enrollment on Postsecondary Preparation and Attainment***

PETER BERGMAN, Columbia University. ***Improving School Choice through Informed Residential Choice: Evidence from a Large-Scale Randomized Trial***. ERIC W. CHAN, Columbia University, MATTHEW HILL, University of California at Los Angeles, HEATHER SCHWARTZ, RAND Corporation

MICHAEL F. LOVENHEIM, Cornell University and NBER. ***Does Choice Increase Information? Evidence from Online School Search Behavior***. PATRICK WALSH, St. Michael's College

LUIS ARMONA, Federal Reserve Bank of New York. ***Switch or Stay? The Promises and Pitfalls of Student Mobility***. RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York, MIGUEL URQUIOLA, Columbia University

Discussants: DAMON CLARK, University of California-Irvine, SCOTT IMBERMAN, Michigan State University

Policy Reactor: JOYDEEP ROY, Columbia University and NYC Independent Budget Office

K-12 school governance/politics and school choice

5.10 - Developing Students' Non-Cognitive Skills in School

Chair: DAVID BLAZAR, Harvard University

MATTHEW A. KRAFT, Brown University. ***Teaching for Tomorrow's Economy? Teacher Effects on Grit, Growth Mindset and Complex Tasks***. SARAH GRACE, Brown University

DAVID BLAZAR, Harvard University. ***Teacher and Teaching Effects on Students' Academic Behaviors and Mindsets***. MATTHEW A. KRAFT, Brown University

MARTIN WEST, Harvard University. ***Assessing High School Readiness: The Relationship Between Cognitive and Non-cognitive Skills in Eighth Grade, High School Performance, and Graduation***. AARON W. DOW, Harvard University, ETHAN SCHERER, Harvard University, CHRISTOPHER GABRIELI, Transforming Education, JOHN GABRIELI, Massachusetts Institute of Technology

OLIVIA CHI, Harvard University. ***Grittier by the day? The relationship between changes in student self-reports of non-cognitive skills and academic performance***. ETHAN SCHERER, Harvard University, MARTIN WEST, Harvard University

Discussants: JIM WYCKOFF, University of Virginia, KATA MIHALY, RAND Corporation

Policy Reactor: NOAH BOOKMAN, CORE Districts

Other

5.11 - Impact of external shocks on student outcomes

Chair: MARIA ROSALES, UC Irvine

MARIA ROSALES, UC Irvine. ***Integrating Early Life Shocks and Human Capital Investments: Evidence from Colombia***. VALENTINA DUQUE, University of Michigan, FABIO SANCHEZ, Universidad de los Andes

CLAUDIA PERSICO, Northwestern University. ***Living near Toxic Waste: The Effects of Specific Environmental Toxicants on Children's Health, Development, and Achievement***. DAVID FIGLIO, Northwestern University, JEFFREY ROTH, University of Florida

MONICA HERNANDEZ, University of Michigan. ***Fueling Violence Instead of Education? The Effect of Oil Price Booms on Educational Attainment***

Discussants: AMY ELLEN SCHWARTZ, Maxwell School Syracuse University

Inequality and social context

5.12 - Courses and course-taking

Chair: CASSANDRA HART, UC Davis

EMILY PENNER, Stanford University. ***The Relevance of Culturally Relevant Pedagogy.***
THOMAS DEE, Stanford University

SARAH R. CANNON, University of Michigan. ***Advanced Course Options in Michigan Public High Schools.*** BRIAN A. JACOB, University of Michigan

UMUT OZEK, AIR. ***Explaining Cross-Generational Differences in Advanced Course-Taking among Hispanics.*** DAVID FIGLIO, Northwestern University

DANIEL KLASIK, George Washington University. ***Gaps in the College Application Gauntlet: A Cross-State Comparison.*** RACHEL BAKER, U.C. Irvine, BRIAN HOLZMAN, Stanford University

Discussants: CELESTE CARRUTHERS, UT Knoxville

Policy Reactor: MICHAEL HURWITZ, The College Board

Inequality and social context

Concurrent Session VI, Friday, March 18, 2016 - 08:00AM to 09:30AM

6.01 - The Role of Surveys in Education

Chair: PETER GOFF, University of Wisconsin

Across the country, educators are increasingly using surveys to gather information about perceptions within schools. These might range from surveys about specific individuals such as a teacher or school leader, or they may include various stakeholder surveys targeting the school as a whole. According to the most recent State of the States report, 33 states either require or allow student surveys to be included in teacher evaluation, 21 states require or allow parent surveys in teacher evaluations, and 8 states allow peer surveys in teacher evaluation. Further, 23 states allow the use of surveys within principal evaluation and 10 of these states have surveys as a requirement (NCTQ 2015).

The implementation of surveys, particularly in a high-stakes context, raises several key questions. These range from the development and validation of surveys, to the proper uses for survey data, to strategies for reporting results and professional development. This panel will bring together experts in various fields of educator surveys to discuss the following questions:

What are the benefits of developing a local survey versus using a previously validated survey?

What are some strategies for engaging stakeholders in surveys?

Is it appropriate to use survey data for evaluation purposes? What factors should be considered when deciding whether to include these measures?

What are some best practices for reporting results?

What are successful ways that schools are using survey data to inform decisions and professional development for teachers and school leaders?

Discussants: RYAN BALCH, My Student Survey, RON FURGUSON, Harvard University, ELLEN GOLDRING, Vanderbilt University, THOMAS HANSON, WestEd

Policy Reactor: JASON PEREZ, Oklahoma Department of Education

Educator labor markets and effectiveness

6.02 - Creating and Using Information on Teacher Performance: Practical Realities of Design and Implementation in Teacher Evaluation

Chair: JIM WYCKOFF, University of Virginia

MELINDA ADNOT, University of Virginia. ***Changes in Teachers' Classroom Practice in Response to Incentives under the District of Columbia's IMPACT Teacher Evaluation***

System

MATTHEW A. KRAFT, Brown University. ***Can Principals Promote Teacher Development as Evaluators? A Case Study of Principals' Views and Experiences.*** ALLISON GILMOUR, Vanderbilt University

MATTHEW P. STEINBERG, University of Pennsylvania. ***The Sensitivity of Teacher Performance Ratings to the Design of Teacher Evaluation Systems.*** MATTHEW A. KRAFT, Brown University

JENNIE Y. JIANG, University of Chicago. ***Different Evaluator, Different Rating? Examining whether Teacher Effectiveness Depends on Observational Differences between Teachers and their Evaluators.*** MATTHEW P. STEINBERG, University of Pennsylvania

Discussants: ALLISON ATTEBERRY, University of Colorado Boulder, RODDY THEOBALD, American Institute for Research

Policy Reactor: SARAH ALMY, Denver Public Schools

Educator labor markets and effectiveness

6.03 - Ensuring Effective School Leadership: New Evidence on Preparing and Evaluating Principals

Chair: STEPHEN LIPSCOMB, Mathematica Policy Research

MOIRA MCCULLOUGH, Mathematica Policy Research. ***Measuring School Leaders' Effectiveness: A Multiyear Pilot of Pennsylvania's Framework for Leadership.*** STEPHEN LIPSCOMB, Mathematica Policy Research, HANLEY CHIANG, Mathematica Policy Research, BRIAN GILL, Mathematica Policy Research

MARIESA HERRMANN, Mathematica Policy Research. ***Measuring Principals' Effectiveness: Results from New Jersey's Principal Evaluation Study.*** CHRISTINE ROSS, Mathematica Policy Research

JASON GRISSOM, Vanderbilt University. ***Principal Preparation Programs and Principal Outcomes.*** HAJIME MITANI, Vanderbilt University

Discussants: PETER GOFF, University of Wisconsin-Madison

Educator labor markets and effectiveness

6.04 - Student financial aid I

Chair: HOLLY KOSIEWICZ, The Texas Higher Education Coordinating Board

HOLLY KOSIEWICZ, The Texas Higher Education Coordinating Board. ***The Effects of***

Performance-Based Loans on Borrowing, Academic Success, and Time to Degree: Evidence from the Texas B-on-Time Loan Program

DOMINIQUE BAKER, Vanderbilt University. ***The Effect of Undergraduate Student Loan Debt on Post-baccalaureate Decision-making***

KIM RUEBEN, Urban Institute. ***Simplifying Federal Student Aid***. SARAH GAULT, Urban Institute, SANDY BAUM, Urban Institute

Discussants: ANDREW BARR, Texas A&M

Higher education finance and governance

6.05 - How does information shape students' academic and labor market choices?

Chair: KELLY OCHS ROSINGER, University of Virginia

MICHELLE HODARA, Education Northwest. ***Improving Credit Mobility for Bachelor Degree-Seeking Community College Students***. MARY MARTINEZ-WENZL, Education Northwest, DAVID STEVENS, Education Northwest

BRENT EVANS, Vanderbilt University. ***Self-paced Remediation and Math Placement: A Randomized Field Experiment in a Community College***. GARY HENRY, Vanderbilt University

RACHEL BAKER, University of California - Irvine. ***Community College Students' Use of Labor Market Information in Determining Course of Study***. ERIC BETTINGER, Stanford University, BRIAN JACOB, University of Michigan, IOANA MARINESCU, University of Chicago

DI XU, University of California - Irvine. ***The Dynamic Process of Changing College Major Choices: The Role of Labor Market Fluctuations and Previous Academic Performance?***. MELINDA PETRE, University of California - Irvine

Discussants: SHAUN DOUGHERTY, University of Connecticut

Policy Reactor: CHRISTOPHER MAZZEO, Education Northwest

Higher education outcomes

6.06 - Variation in State Resources & School Quality and Economic Outcomes

Chair: ERIN DUNLOP VELEZ, RTI International

ERIC A. HANUSHEK, Stanford University. ***Economic Gains for U.S. States from Educational Reform***. JENS RUHOSE, CESifo, LUDGER WOESSMANN, CESifo

ALFREDO SOSA, University of Michigan. ***Impact of Mathematics Course Taking During***

High School: Evidence from Shocks to Teachers' Labor Supply

CARLA NIETFELD, University of Kentucky. ***Does Educational Spending Maximize Aggregate State Earnings and Employment?***

Discussants: RICHARD O. WELSH, University of Georgia

Impacts of schooling on labor market outcomes

6.07 - Property Values and Education Services

Chair: MEG JALILEVAND, Michigan State University

CORBIN LEONARD MILLER, Cornell University. ***Availability of School Resources, District Expenditure, and School Quality: Evidence from a Regression Discontinuity of School Property Tax Elections.*** JASON COOK, Cornell University

ELIZABETH I. RIVERA RODAS, Rutgers University. ***Teacher Quality Disparities in NYC Title I Schools and Its Impact on Housing Prices***

PARTH VENKAT, University of Texas at Austin. ***Funding, Investment and Wealth Equalization across Texas Public School Districts.*** MELINDA PETRE, University of California-Irvine

MICHAEL S. HAYES, Rutgers University-Camden. ***Effects of School District Income Taxes on Property Values: An Unintended Consequence.*** PHUONG NGUYEN-HOANG, University of Iowa

Discussants: CHRISTIAN BUERGER, Tulane University, PAUL THOMPSON, Oregon State University

K-12 school finance

6.08 - State Policies: Assessment, Accountability

Chair: MICHAH W. ROTHBART, NYU

GRANT CLAYTON, University of Colorado Colorado Springs. ***What if They Don't Come?.*** MARCUS A. WINTERS, University of Colorado Colorado Springs

CASSANDRA GUARINO, University of California - Riverside. ***A Comparison of "Beating the Odds" and "Value-Added" Measures of School Effectiveness.*** BRIAN STACY, USDA Economic Research Service

ANTONIYA M. OWENS, Harvard University. ***Common Core Implementation Strategies and Their Association with Student Achievement.*** THOMAS J. KANE, Harvard University, WILLIAM H. MARINELL, Harvard University, DANIEL THAL, Harvard University

STEVEN RIVKIN, university of illinois at chicago. ***The Evolution of Charter School Quality***. PATRICK BAUDE, university of illinois at chicago, MARCUS CASEY, university of illinois at chicago, ERIC HANUSHEK, Stanford University

Discussants: ANNA J. EGALITE, North Carolina State University

K-12 school governance/politics and school choice

6.09 - English Language Learner reclassification: bridging research and policy in the era of Common Core

Chair: HAROLD STOLPER, Community Service Society of New York

KATHERINE SHIELDS, EDC. ***Using Administrative Data to Measure Outcomes for Eligible but Unenrolled English Learners in the Providence Public Schools: A Matching Study***.

JULIE RIORDAN, EDC, CAROLINE PARKER, EDC

JOSEPH P. ROBINSON-CIMPIAN, University of Illinois at Urbana-Champaign. ***Evaluating English learner reclassification policy effects across districts***. KAREN D. THOMPSON, Oregon State University, MARTHA B. MAKOWSKI, University of Illinois at Urbana-Champaign

NAIHOBE GONZALEZ, Mathematica Policy Research. ***Do English Learners benefit from mainstream schooling? Evidence from Oakland public schools***. HAROLD STOLPER, Community Service Society of New York

LAURA HILL, Public Policy Institute of California. ***How might the Smarter Balanced Assessments impact English Learner reclassification in California?***. IWUNZE UGO, Public Policy Institute of California, JOSEPH HAYES, Public Policy Institute of California

Discussants: MADELINE MAVROGORDATO, Michigan State University, ERIC CHAN, Teachers College Columbia University

Policy Reactor: NICOLE KNIGHT, Oakland Unified School District or Hilda Maldonado Los Angeles Unified School District

Other

6.10 - Thinking Outside the School Box: Exploring the Role of Schools in Providing Cultural Experiences and Cultivating Values

Chair: MERYLE WEINSTEIN, New York University

EMILYN RUBLE WHITESELL, Mathematica Policy Research. ***A Day at the Museum: The Impact of Field Trips on Middle School Science Achievement***

DANIEL H. BOWEN, Texas A&M University. ***Assessing the Impact of Holocaust Museum***

Field Trips on Adolescents' Civic Values. BRIAN KISIDA, University of Arkansas

JAY P. GREENE, University of Arkansas. ***The Effect of Public and Private Schooling on Anti-Semitism***

Discussants: DAPHNA BASSOK, University of Virginia

Policy Reactor: ERIC GODOY, Denver Museum of Nature and Science

Other

6.11 - Race, segregation, and achievement gaps

Chair: ERIC BRUNNER, University of Connecticut

JOYDEEP ROY, Columbia University & Independent Budget Office. ***How do Racial Achievement Gaps Grow? New Evidence on the Evolution of Black-White, Hispanic-White, Asian-White and Black-Hispanic Gaps***

MATTHEW DI CARLO, Albert Shanker Institute. ***Teacher Segregation Within Three Large Urban Districts***. KINGA WYSIENSKA-DI CARLO, Albert Shanker Institute, ESTHER QUINTERO, Albert Shanker Institute

EMMA GARCIA, Economic Policy Institute. ***RACIAL AND SOCIOECONOMIC SEGREGATION IN U.S. SCHOOLS: CONSEQUENCES ON STUDENT PERFORMANCE AND CHANGES OVER TIME***. MARTIN CARNOY, Stanford University

Discussants: SARAH CORDES, Temple University

Inequality and social context

6.12 - Dual Enrollment, AP, and Earning College Credits in High School

Chair: PATRICE IATAROLA, Florida State University

PATRICE IATAROLA, Florida State University. ***Unpacking Dual Enrollment in Broward County Public High Schools***. TAEK HYUNG KIM, Florida State University

NAT MALKUS, American Enterprise Institute. ***AP Coursetakers and Programs in Public Schools Over Time***

SEAN CORCORAN, New York University. ***The Manhattan/Hunter Science High School: Impact of an Early College Science Program***

Discussants: JAMES COWAN, American Institutes for Research

K-12 school governance/politics and school choice

Concurrent Session VII, Friday, March 18, 2016 - 09:45AM to 11:15AM

7.01 - Reducing Barriers to Rigorous Evaluation: New Tools for School Districts

Chair: THOMAS WEI, U.S. Department of Education

There is increasing interest for state and local agencies to conduct low-cost opportunistic experiments to test promising interventions and policies. The increased availability of administrative data provide a rich data source for such evaluations. However, state and local agencies experience barriers to planning these rapid cycle evaluations and analyzing the effects and costs of interventions. Through projects funded by the U.S. Department of Education (ED), several tools designed to reduce barriers to rigorous evaluation are being developed. These tools will be publicly available and free.

Through the Office of Educational Technology (OET), a web-based interactive Rapid Cycle Tech Evaluations (RCTE) toolkit is being developed to meet the needs of districts seeking to evaluate the education technology products they use. The Institute of Education Sciences (IES) has funded other tools to facilitate the conduct of opportunistic experiments by state and local education agencies and to support cost analyses of education programs and interventions. This panel will present brief demonstrations of tools that are being developed for the RCTE toolkit and other tools funded by IES, and also engage participants in a discussion of their usability and application in education settings.

The panel will be chaired by Thomas Wei, a Senior Research Scientist at IES, who has provided guidance on the development of the IES-funded tools. He will briefly overview the steps IES, in partnership with other U.S Department of Education program offices, is taking to remove barriers faced by districts in conducting rapid cycle evaluations. In addition to supporting the development of RCT-YES, ED is providing grant and contract support for low-cost, quick turnaround studies, brief write-ups of findings to disseminate evidence to broad audiences, and the creation of TA materials including guides to conducting opportunistic experiments in school districts.

Discussants: ALMA VIGIL, Mathematica Policy Research, VIRGINIA KNECHTEL, Mathematica Policy Research, ROBERT SHAND, Center for Benefit-Cost Studies of Education

Policy Reactor: KIMBERLEE SIA, KIPP Colorado Schools

Methodology and education data

7.02 - The effects of more schooling

Chair: ASHLEY ERCEG, St. Catherine University

KAREN MANSHIP, American Institutes for Research. ***The Impact of California's Transitional Kindergarten Program on End-of-Kindergarten Student Outcomes.*** ILIANA BRODZIAK DE LOS REYES, American Institutes for Research, ALEKSANDRA HOLOD, American Institutes for Research, BURHAN OGUT, American Institutes for Research, HEATHER QUICK, American Institutes for Research

LEIGH SHEBANIE MCCALLEN, The City University of New York. ***The Contribution of School Supports to the Academic Success of At-Risk Kindergarteners: Evidence from a Propensity Score Analysis Using the Early Child Longitudinal Study-Kindergarten Cohort (ECLS-K 1998-99)***. RACHEL S. PERLIN, The City University of New York, SOPHIA CATSAMBIS, The City University of New York

MAHMOUD A.A. ELSAYED, Georgia State University. ***One More Year: The Effect of Extending Primary Schooling on Educational Attainment***

IRMA ARTEAGA, University of Missouri. ***Disentangling the effects of age and program duration: Is two years of preschool participation better than one? The case of Head Start***

Discussants: BASIT ZAFAR, Federal Reserve Bank of New York, ERICA GREENBERG, Urban Institute

Early childhood interventions

7.03 - Improving Teacher Effectiveness Through Collaboration, Evaluation, and Compensation

Chair: DOUGLAS N. HARRIS, Tulane University

RACHEL S. WHITE, Michigan State University. ***Devolution Decisions: Examining State Governments' Teacher Evaluation Policymaking Authority Decisions***

SUSAN BUSH-MECENAS, University of Southern California. ***Evaluating Teachers in the "Grand Experiment": How Organizational Context Shapes Policy Responses in New Orleans.*** JULIE A. MARSH, University of Southern California, KATHARINE O. STRUNK, University of Southern California, JANE LINCOVE, Tulane University, ALICE HUGUET, Northwestern University

MIN SUN, University of Washington. ***Building Teacher Teams: Evidence of Positive Spillovers from More Effective Colleagues.*** JASON A. GRISSOM, Vanderbilt University, SUSANNA LOEB, Stanford University

JANE ARNOLD LINCOVE, Tulane University. ***How Do Schools Pay Teachers When There is No Union Contract? Evidence from New Orleans.*** NATHAN BARRETT, Tulane University, KATHARINE O. STRUNK, University of Southern California

Discussants: CORY KOEDEL, University of Missouri, JAMES WYCKOFF, University of Virginia

Policy Reactor: JULIA KOPPICH, J. Koppich & Associates

Educator labor markets and effectiveness

7.04 - Student financial aid II

Chair: JENNIFER A. DELANEY, University of Illinois at Urbana-Champaign

GILL WYNESS, UCL Institute of Education. ***Testing Means-Tested Aid***. RICHARD MURPHY, University of Texas at Austin

ELIZABETH FRIEDMANN, University of California - Davis. ***The Year-round Pell Grant and Summer Enrollment: Evidence from California Community Colleges***

ALVARO MEZZA, Federal Reserve Board. ***On the Effect of Student Loans on Access to Homeownership***. DANIEL RINGO, Federal Reserve Board, SHANE SHERLUND, Federal Reserve Board, KAMILA SOMMER, Federal Reserve Board

TOMMASO AGASISTI, Politecnico di Milano School of Management (Italy). ***The Heterogeneous Effect of Grants on Students' Performance: Evidence from Five Italian Universities***. ELINE SNEYERS, Top Institute for Evidence-Based Education Research, KRISTOF DE WITTE, Top Institute for Evidence-Based Education Research, GRAZIA GRAZIOSI, Department of Economics

Discussants: KIM RUEBEN, Urban Institute

Higher education finance and governance

7.05 - Improving Postsecondary Access and Outcomes: Identifying, Measuring, and Fostering Academic and Non-academic Determinants of College Readiness

Chair: RACHEL BAKER, U.C. Irvine

JIM SOLAND, Northwest Evaluation Association. ***Combining Academic, Non-cognitive, and College Knowledge Indicators to Identify Students Not on Track for College: Evidence from Machine Learning***

CHRISTOPHER AVERY, Harvard University. ***Shifting College Majors in Response to Advanced Placement Exam Scores***. ODED GURANTZ, Stanford University, MICHAEL HURWITZ, College Board, JONATHAN SMITH, College Board

YEOW MENG THUM, Northwest Evaluation Association. ***Predicting College Readiness from Interim Assessment Results: Selection Modeling for Longitudinal Data***. TYLER MATTA, Northwest Evaluation Association

ZACK MABEL, Harvard University. ***Leaving late: Understanding the extent and predictors of college late departure.*** TOLANI BRITTON, Harvard University

Discussants: BRENT EVANS, Vanderbilt University

Policy Reactor: SHARMILA MANN, State Higher Education Executive Officers (SHEEO)

Higher education outcomes

7.06 - School Resources and Student Outcomes: New Approaches to an Old Question

Chair: JENNIFER KING RICE, University of Maryland

JAMES COWAN, American Institutes for Research. ***School Counselors and Student Outcomes in High School.*** DAN GOLDHABER, American Institutes for Research and University of Washington

LUCY SORENSEN, Duke University. ***Outside the Classroom: Evidence on Non-Instructional Spending and Student Outcomes***

CHARLES CLOTFELTER, Duke University. ***School Personnel and Student Outcomes: The Role of Adults in Elementary and Middle Schools in North Carolina.*** STEVEN W. HEMELT, University of North Carolina at Chapel Hill, HELEN LADD, Duke University

WALKER SWAIN, Vanderbilt University. ***School-Based Benefits of School-Based Health Services: Evidence from the Non-Urban Districts of Tennessee***

Discussants: ANDREW RESCHOVSKY, University of Wisconsin-Madison

K-12 school finance

7.07 - Taxes, Support for Education, and the Great Recession

Chair: CASSANDRA GUARINO, University of California - Riverside

NGAIRE HONEY, Vanderbilt University. ***Charter Schools and Local Support for Public School Funding Ballot Measures.*** RICHARD BLISSETT, Vanderbilt University, DAVID WOO, Vanderbilt University

BRADLEY D. MARIANNO, University of Southern California. ***Negotiating the Great Recession: How Teacher Collective Bargaining Agreements Change in Times of Financial Duress.*** KATHARINE O. STRUNK, University of Southern California

STEPHANE LAVERTU, Ohio State University. ***The Impact of Local Tax Referenda on School District Administration and Student Achievement.*** VLADIMIR KOGAN, Ohio State University, ZACHARY PESKOWITZ, Emory University

Discussants: LUIS ARMONA, Federal Reserve Bank of New York

7.08 - Examining the Assumptions and Parameters of Pension Plans

Chair: ANNA J. EGALITE, North Carolina State University

JAMES V. SHULS, University of Missouri - St. Louis. ***Examining Inequities in Teacher Pension Benefits***

MARTIN F. LUEKEN, Friedman Foundation. ***Determinants of Cashing Out: A Behavioral Analysis of Refund Claimants and Annuitants in the Illinois Teachers' Retirement System.***

MICHAEL PODGURSKY, University of Missouri

DON BOYD, The Rockefeller Institute of Government. ***The interplay between retirement plan funding policies, contribution volatility, and funding risk.*** YIMENG YIN, The Rockefeller Institute of Government

ROBERT M. COSTRELL, University of Arkansas. ***The Simple Analytics of the "80 Percent" Rule for Pension Funding, and the Policy of High Assumed Returns***

Discussants: CYRUS GROUT, Center for Education Data & Research, MICHAEL HAYES, Rutgers University

Other

7.09 - School District Managerial and Financial management and Educational Outcomes

Chair: SAMANTHA VIANO, Vanderbilt University

MALACHI NICHOLS, University of Arkansas. ***No Contractual Obligation to Improve Education: Examining school superintendent contracts in North Carolina.*** ANGELA WATSON, University of Arkansas, ROBERT MARANTO, University of Arkansas, JULIE TRIVITT, University of Arkansas

MARA SONCIN, Politecnico di Milano. ***Italian school principals' managerial behaviors and students' test scores: an empirical analysis.*** TOMMASO AGASISTI, Politecnico di Milano, PATRIZIA FALZETTI, Istituto Nazionale per la Valutazione del Sistema Educativo di Istruzione e Formazione (INVALSI)

ROSS RUBENSTEIN, Georgia State University. ***Exploring the relationship between school district financial management practices and educational outcomes.*** KOMLA DZIGBEDE, Georgia State University

JESSICA WAGNER, University of Toronto. ***How much do elected school board administrators impact education outcomes? Evidence from Ontario using political***

capital as an instrument for administrative influence. ELIZABETH DHUEY, University of Toronto, ABIGAIL PAYNE, McMaster University

Discussants: MICHAEL HANSEN, The Brookings Institution

School leadership and organizations

7.10 - Use of data by parents and teachers

Chair: KATHARINE STRUNK, University of Southern California

RYAN BALCH, My Student Survey. ***Bringing Teacher Practice Into Focus: The Effect of Designating Areas of Focus in Teacher Feedback from Student Surveys.*** J. EDWARD GUTHRIE, My Student Survey

MOLLIE RUBIN, Vanderbilt University. ***Continuous Improvement in Action: Educators' Evidence Use for School Improvement.*** MARISA CANNATA, Vanderbilt University, CHRISTOPHER REDDING, Vanderbilt University

TARA CHIATOVICH, Passaic Public Schools. ***The Development of an Early Warning Indicator System for a High-Poverty Urban School District.*** ELIZABETH RIVERA RODAS, Rutgers University

PETER BERGMAN, Columbia University Teachers College. ***Technology Adoption in Education: Usage, Spillovers and Student Achievement***

Discussants: CHRISTOPHER REDDING, Vanderbilt University

Schooling innovations

7.11 - Student Residence and Student Outcomes: Evidence from Three States

Chair: JOSHUA COWEN, Michigan State University

JOSEPH B. TOWNSEND, Stanford University. ***Neighborhood Conditions and College Enrollment.*** LINDSAY FOX, Stanford University, SEAN F. REARDON, Stanford University

AMY ELLEN SCHWARTZ, Maxwell School Syracuse University. ***Do housing vouchers improve academic performance? Evidence from New York City.*** KEREN MERTENS HORN, University of Massachusetts Boston, INGRID GOULD ELLEN, NYU, SARAH CORDES, Temple University

JOSHUA COWEN, Michigan State University. ***Neighborhoods, Schools and Academic Inequality.*** DEVEN CARLSON, University of Oklahoma, ANDREW MCEACHEN, Michigan State University

KATA MIHALY, RAND Corporation. ***Encouraging Residential Moves to Opportunity Neighborhoods: An Experiment Testing Incentives Offered to Housing Voucher***

Recipients: HEATHER SCHWARTZ, RAND Corporation

Discussants: SARAH COHODES, Teachers College Columbia University

Policy Reactor: VENESSA KEESLER, Michigan Department of Education

Inequality and social context

7.12 - School Boards: The Way We Get Em' & the Policies They Pursue

Chair: JOHN KRIEG, Western Washington University

CHARISSE GULOSINO, University of Memphis. ***Donors and Founders on Charter School Boards and Their Impact on Financial and Academic Outcomes.*** ELIF SISLI CIAMARRA, Brandeis University

MIKE CONLIN, Michigan State University. ***School Board Elections: Candidacy Decision, Incumbency Advantage, Retrospective Voting and Candidate Characteristics.*** BRIAN SWETS, Michigan State University

RICHARD S. L. BLISSETT, Vanderbilt University. ***Disentangling the Personal Agenda: Identity and School Board Members' Perceptions of Problems and Solutions.*** THOMAS L. ALSBURY, Seattle Pacific University

Discussants: DAN GOLDHABER, American Institutes for Research and University of Washington

K-12 school governance/politics and school choice

Concurrent Session VIII, Friday, March 18, 2016 - 11:30AM to 01:00PM

8.01 - A Cost-Effective, Constitutional Methodology for Determining the Actual Cost of a Sound Basic Education

Chair: MICHAEL A. REBELL, Teachers College Columbia University, HENRY M. LEVIN, Teachers College Columbia University, ROBERT SHAND, Teachers College Columbia University

Over the past 25 years, there has been a proliferation of cost studies (sometimes called "education adequacy studies") that estimate the amount of funding needed to provide all students an opportunity for an adequate education. More than 40 such studies have been undertaken in dozens of states. The widespread use of these studies stemmed from court orders in many of the fiscal equity and education adequacy cases that have required states to determine the "actual cost" of providing an adequate education. The papers to be presented at this session will discuss in detail a proposed new cost-effective constitutional cost methodology and a rigorous approach to analyzing cost effectiveness that complements that methodology. The constitutional cost methodology will (a) systematically apply constitutional standards and other relevant legal requirements to the cost-analysis enterprise; (b) continuously incorporate into the analysis high-quality research in constitutionally relevant areas to identify educational resources and practices that have proved effective both in terms of positive student outcomes and cost effectiveness; (c) be overseen by a permanent commission composed of policy makers, educators, and researchers, with appropriate staff charged with issuing a report recommending necessary revisions to the state's cost analyses and expenditure levels every two years and (d) ultimately, where necessary, be subject to judicial review.

Discussants: JAY CHAMBERS, American Institutes for Research, DEBORAH CUNNINGHAM, New York State Association of Business Officials, ERIK HANUSHEK, Stanford University

Policy Reactor: MICHAEL A. REBELL, Teachers College Columbia University

K-12 school finance

8.02 - Rating the Teachers: Do Test-Based Assessments Get It Right?

Chair: SADE BONILLA, Stanford University

SY DOAN, Vanderbilt University. ***Are Teachers' Self-Perceptions of Instructional***

Improvement Predictive of Evaluation Score Growth?

ANASTASIA SEMYKINA, Florida State University. ***Value-added Estimation in the Presence of Missing Data***. NIU GAO, Public Policy Institute of California

BEN BACKES, American Institutes for Research. ***The Common Core Conundrum: To What Extent Should We Worry That Changes to Assessments and Standards Will Affect Test-Based Measures of Teacher Performance?***. JAMES COWAN, American Institutes for Research, DAN GOLDHABER, American Institutes for Research and University of Washington, CORY KOEDEL, University of Missouri, ZEYU XU, American Institutes for Research zxu@air.org

TOM AHN, University of Kentucky. ***Opening the Black Box: Behavioral Responses of Teachers and Principals to Pay-for-Performance Incentive Programs***

Discussants: THOMAS DEE, Stanford University

Accountability and testing

8.03 - Improving Teacher Evaluation Systems: Making the Most of Multiple Measures

Chair: PETER YOUNGS, University of Virginia

NATHAN JONES, Boston University. ***Special Education Teacher Evaluation: An Examination of Critical Issues and Recommendations for Practice***

BROCK MUTCHESON, Virginia Tech University. ***Teachers' Use of Evaluation for Instructional Improvement and School Supports for This Use***. MIN SUN, University of Washington, JIHYUN KIM, Michigan State University

TIMOTHY A. DRAKE, Vanderbilt University. ***Principals' Use of Teacher Observation and Value-Added Data***. ELLEN GOLDRING, Vanderbilt University, JASON A. GRISSOM, Vanderbilt University, MARISA A. CANNATA, Vanderbilt University, CHRISTINE NEUMERSKI, Vanderbilt University, MOLLIE RUBIN, Vanderbilt University

JULIE COHEN, University of Virginia. ***Observations on Evaluating Teacher Performance: Assessing the Strengths and Weaknesses of Classroom Observations and Value-Added Measures***. DAN GOLDHABER, American Institutes for Research and University of Washington

Policy Reactor: ALAN SEIBERT, Superintendent of Salem (VA) School District

Educator labor markets and effectiveness

8.04 - The Impact of Public Policy on Higher Education: Grants, Loans, and Postgraduate Outcomes

Chair: JENNIFER A. DELANEY, University of Illinois at Urbana-Champaign

WILLIAM DOYLE, Vanderbilt University. ***Does Postsecondary Education Result in Civic Benefits?***. BENJAMIN SKINNER, Vanderbilt University

ROBERT STOLLBERG, University of Georgia. ***Virtuous or Vicious Circles in Student Loan Debt: Measuring the Effects of Debt Level on Initial Salary and Initial Salary on Debt Repayment.*** JEFFREY HARDING, University of Georgia, MANUEL GONZALEZ CACHE, University of Georgia

BRENT EVANS, Vanderbilt University. ***The Impact of Pell Grant Aid on College Persistence: An Application of Regression Discontinuity Design.*** TUAN NGUYEN, Vanderbilt University

JENNIFER A. DELANEY, University of Illinois at Urbana-Champaign. ***A Difference-in-Difference Analysis of "Promise" Financial Aid Programs on Postsecondary Institutions.*** BRADLEY HEMENWAY, University of Illinois at Urbana-Champaign

Discussants: ROB TOUTKOUSHIAN, University of Georgia, PAUL D. UMBACH, North Carolina State University

Policy Reactor: BRIAN A. SPONSLER, Education Commission of the States

Higher education finance and governance

8.05 - Learning from Low-Cost Interventions

Chair: MARGARET SULLIVAN, Mathematica Policy Research

MARIEL MCKENZIE FINUCANE, Mathematica Policy Research. ***What Works for Whom? A Bayesian Approach to Channeling Big Data Streams for Policy Analysis.*** IGNACIO MARTINEZ, Mathematica Policy Research, SCOTT CODY, Mathematica Policy Research

IGNACIO MARTINEZ, Mathematica Policy Research. ***Never Put Off Till Tomorrow?***

BENJAMIN CASTLEMAN, University of Virginia. ***Can Text Message Nudges Improve Academic Outcomes in College? Evidence from a Rural State Initiative.*** KATHARINE MEYER, University of Virginia

CHRISTIANA STODDARD, Montana State University. ***Does Salient Financial Information Affect Academic Performance and Borrowing Behavior Among College Students?*** MAXIMILIAN SCHMEISER, Federal Reserve Board, CARLY URBAN, Montana State University

Discussants: BRIAN CADENA, CU Boulder

Policy Reactor: SARAH LEOPOLD, Colorado Works

8.06 - Special issues in School Finance

Chair: DAN GOLDHABER, American Institutes for Research and University of Washington

AMANDA WARCO, Georgetown University. ***State Education Spending: How Much State Education Spending is Student-based?***. MARGUERITE ROZA, Georgetown University

KARA SMITH, Belmont University. ***Are "Education Lotteries" Less Regressive? Evidence from Texas***. CELESTE CARRUTHERS, University of Tennessee, KARA SMITH, Belmont University

LORI L. TAYLOR, Texas A&M University. ***On the Allocative Efficiency of Small School Districts***. SHAWNA GROSSKOPF, Oregon State University, KATHY J. HAYES, Southern Methodist University

ERIC BRUNNER, University of Connecticut. ***L.O.S.T in Georgia: Local Option Sales Taxes and Education Finance***. DAVID SCHWEGMAN, University of Connecticut

Discussants: JAMES COWAN, American Institutes for Research

K-12 school finance

8.07 - The Community Effects of School Intervention Programs

Chair: PATRICK J. WOLF, University of Arkansas

J. EDWARD GUTHRIE, Vanderbilt University. ***Turnaround Evaluation: Alternative Methods for Evaluating Reform Impacts in Low-Achieving Schools***. GARY T. HENRY, Vanderbilt University

RONALD ZIMMER, Vanderbilt University. ***Evaluating Turnaround Policies for State Takeover of Low-Performing Schools in Tennessee***. ADAM KHO, Vanderbilt University, GARY HENRY, Vanderbilt University

ANDREW SAULTZ, Miami University. ***Taking charge: A national comparative analysis of state takeovers***. JEFFREY W. SNYDER, Michigan State University, JOEL MALIN, Miami University

Discussants: JOSHUA M. COWEN, Michigan State University, MARCUS WINTERS, Manhattan Institute

Policy Reactor: PATRICK J. WOLF, University of Arkansas

K-12 school governance/politics and school choice

8.08 - The Effects of Market-Based School Reform

Chair: DAVID FIGLIO, Northwestern University

STEVEN GLAZERMAN, Mathematica Policy Research. ***Market Signals: Determinants and Consequences of School Choice in Washington, DC.*** DALLAS DOTTER, Mathematica Policy Research

KAITLIN P. ANDERSON, University of Arkansas. ***The Participant Effects of Private School Vouchers across the Globe: A Meta- Analytic and Systematic Review.*** M. DANISH SHAKEEL, University of Arkansas, PATRICK J. WOLF, University of Arkansas

DOUGLAS HARRIS, Tulane University. ***The Effects of the New Orleans School Reforms on Students' Academic Outcomes.*** MATTHEW LARSEN, LaFayette College

Discussants: KATA MIHALY, Rand Corporation, PHIL GLEASON, Mathematica Policy Research

K-12 school governance/politics and school choice

8.09 - Strategies to Increase Principal Quality Across the Leadership Pipeline

Chair: JASON GRISSOM, Vanderbilt University

GARY HENRY, Vanderbilt University. ***An Evaluation of the North Carolina Educator Evaluation System for School Administrators: Evidence on Efficacy and Validity.*** SAMANTHA VIANO, Vanderbilt University

SAMANTHA VIANO, Vanderbilt University. ***Regional Leadership Academies: Training Effective Leaders for High-Needs Schools?*** GARY HENRY, Vanderbilt University

PETER GOFF, University of Wisconsin at Madison. ***Leadership Sorting and Matching: Automated Text Mining of Principal Job Applications Position Statements.*** ALEX BOWERS, University of Wisconsin at Madison

KEVIN C. BASTIAN, UNC Chapel Hill. ***Scholarships for School Leaders: Impacts of the North Carolina Principal Fellows Program.*** SARAH C. FULLER, UNC Chapel Hill

Discussants: ELIZABETH DHUEY, University of Toronto, STEPHEN LIPSCOMB, Mathematica Policy Research

Policy Reactor: ALISA CHAPMAN, Vice President of Academic and University Affairs at UNC General Administration

School leadership and organizations

8.10 - What Researchers and Districts Can Learn from "Double-Dose" vs. Multi-Tiered

Intervention Approaches

Chair: REKHA BALU, MDRC

REKHA BALU, MDRC. ***The Impact of Assignment to Tiered Reading Interventions on Early Grade Reading Outcomes.*** PEI ZHU, MDRC

MICHAEL COYNE, University of Connecticut. ***The Impact of Multi-tiered Early Literacy Interventions on the Advancement of Literacy Skills.*** SHAUN M. DOUGHERTY, University of Connecticut, NICHOLAS GAGE, University of Connecticut, GEORGE SUGAI, University of Connecticut

TAKAKO NOMI, Saint Louis University. ***Pathway to College: Variable Impacts of 9th-grade Algebra Intervention on Short-term and Long-run Outcomes and the Role of Instructional Organization***

Discussants: JOSEPH JENKINS, University of Washington

Policy Reactor: MIKE LACH AND MARTY GARTZMAN AND LAURA PLOUDRE, formerly of Chicago Public Schools and Shoreline School District (WA)

Schooling innovations

8.11 - The Impact of Interventions on students with disabilities

Chair: MAITHREYI GOPALAN, Indiana University - Bloomington

MAITHREYI GOPALAN, Indiana University - Bloomington. ***Explaining Disparities in School Disciplinary Outcomes.*** ASHLYN NELSON, Indiana University - Bloomington

SIVAN TUCHMAN, University of Arkansas. ***Do Students with Disabilities Benefit Academically from the Louisiana Scholarship Program? Second Year Results.*** PATRICK J. WOLF, University of Arkansas

NORTH COOC, The University of Texas at Austin. ***Children with Disabilities in the Summer: A Seasonal Analysis of Disparities in Achievement.*** DAVID QUINN, Harvard University

Discussants: LEANNA STIEFEL, New York University

Inequality and social context

8.12 - School Principals: Their Behavior and Effects

Chair: MARIESA HERRMANN, Mathematica Policy Research

HAJIME MITANI, Vanderbilt University. ***School Principals under NCLB Accountability: An Analysis of Principals' Leadership Behaviors, Working Conditions, and Turnover***

YONGMEI NI, University of Utah. ***The Distribution of Principals: An Analysis of the Dynamics of Principal Labor Market***. RUI YAN, University of Utah, SHARI FRASER, University of Utah

DAVID B. REID, Michigan State University. ***Principals' Interpretation and Implementation of Teacher Evaluation Policies***

Discussants: KALENA CORTES, Texas A&M, CHRIS CANDELARIA, Stanford University

Accountability and testing

8.13 - The role of state education agencies in a post-NCLB era

Chair: PATRICK MURPHY, Public Policy Institute of California

This is a “flipped” session – where the discussants will all be practitioners and the reactor will be an academic. The purpose is to examine the capacity of state education agencies (SEAs) to operate in a world where they have more autonomy – and more responsibility under the reauthorized ESEA.

The session would begin with a brief overview of how the federal-state relationship has evolved over the past 15 years and the new expectations that have been placed upon the SEAs. In short, these agencies have been asked to become performance managers after decades of serving as compliance monitors. Making the transition has not been easy – and is unlikely to get easier. State administrators must deal with limited resources, employees whose skills don't match the new demands, and a federal education department whose inflexible regulatory requirements often get in the way.

Deputy education department chiefs from 3-5 states will form the panel, highlighting obstacles they encounter, and providing examples of steps they have taken to surmount them. The academic reactor will help place the observations in context, with particular attention to the federal-state regulatory relationship.

The applied nature of the session should appeal to both researchers and practitioners interested in the state's role in supporting schools and districts. It also should surface relevant research questions in this understudied area of education policy.

Discussants: KATHLEEN AIRHART, Tennessee Department of Education, LIZZETTE REYNOLDS, Texas Education Agency, MICHAEL THOMPSON, Wisconsin Department of Public Instruction, VENESSA KEESLER, Michigan Department of Education

Policy Reactor: NORA GORDON, Georgetown University

School leadership and organizations

General Session II, Friday, March 18, 2016 - 01:15PM to 02:45PM

Second General Session - Implementing ESSA: Key Issues Facing State and Federal Policymakers

The recent reauthorization of the Elementary and Secondary Education Act, dubbed the "Every Student Succeeds Act" (ESSA), returned significant autonomy to the states on the design and implementation of their accountability systems. The uniform federal accountability system under NCLB that was replaced by federally approved alternatives under NCLB waivers will now give way to 50 different accountability systems that only need to satisfy general parameters set by federal law.

ESSA gives states broad leeway to choose what measures to include in their accountability systems and how to intervene in schools that fall short. It also raises questions about how the federal government will use its more limited authority under ESSA to enforce federal requirements for these systems. Regardless of the outcome of the upcoming election, the next administration will face a number of important decisions regarding federal involvement in ESSA implementation.

This panel will bring together researchers and policymakers to discuss what lies ahead for ESSA implementation. The discussion will cover the policy decisions that states and local districts will face as they design their new accountability systems, with a focus on measurement (including teacher evaluation) and interventions in schools judged to be failing. Panelists will also discuss how implementation will be affected by state and federal politics. California and Colorado will serve as case studies in the conversation, which will examine both the immediate transition from NCLB waivers to ESSA and the longer-term implications of the new federal education law.

Moderator: MATTHEW CHINGOS, Urban Institute

Discussants: HEATHER HOUGH, Executive Director, CORE-PACE Research Partnership, Policy Analysis for California Education, MARTIN WEST, Harvard University

Policy Reactors: RICK MILLER, Executive Director, CORE Districts, MARK FERRANDINO, Denver Public Schools CFO and Former Speaker of the Colorado House of Representatives

Concurrent Session IX, Friday, March 18, 2016 - 03:00PM to 04:30PM

9.01 - Assessing the Assessments: Measuring quality for a new generation of state tests

Chair: AMBER NORTHERN, Thomas B. Fordham Institute

Over the past five years, states have upgraded their K-12 academic standards to equip students to better meet the requisites of college and career. Now that the majority of states (at last count nearly 40) have adopted the Common Core State Standards (CCSS) (or versions close to them), the obvious next question is, how can we be sure that the assessments used to measure the CCSS are high quality, accurately reflecting the demands of these college and career ready standards? Assessment quality is critically important, not only for ensuring that cut scores more accurately represent readiness for college and career, but also for sending consistent messages to teachers about what they should be teaching.

Over the last year, the Thomas B. Fordham Institute led a study seeking to provide states and policymakers with this much-needed information on test quality. We conducted the first-of-its-kind evaluation of three "next-generation" assessments—ACT Aspire, PARCC, and Smarter Balanced— and a well-regarded existing state assessment (the Massachusetts Comprehensive Assessment system, or MCAS). We were granted access to secure, operational test forms from each of the four vendors. Our review included evaluation of English language arts/literacy and mathematics assessments at the elementary and middle grades. (HumRRO conducted a parallel study evaluating high school assessments.)

The research utilized a brand new methodology developed by the National Center for the Improvement of Educational Assessment (NCIEA). Their study design was based on the Council of Chief State School Officer's (CCSSO) "Criteria for Procuring and Evaluating High Quality Assessments," which seeks to redefine test quality for a new generation of state tests. The methodology brought together over 30 experts for in-person and online reviews of operational test forms and documentation. Each test item was rated on multiple dimensions that describe what high-quality assessments should look like in the Common Core era.

As the first implementers of the methodology, we learned much about the ins and outs of evaluating large-scale assessments for quality—as well as the politics that surround such evaluations. The purpose of this session is to briefly summarize the results of the review and then share some of the lessons we learned along the way.

Discussants: NANCY DOOREY, Educational Assessment Consultant, MORGAN POLIKOFF, University of Southern California, SHELLI KLEIN, Education Assessment Consultant,

DAVID KIRSHNER, Louisiana State University

Policy Reactor: SCOTT NORTON, CCSSO

Accountability and testing

9.02 - The effects of public investments in early childhood programs on maternal employment, education and well-being

Chair: ERICA GREENBERG, Urban Institute

DENISE DEUTSCHLANDER, University of Virginia. ***Exploring Maternal Education: The Benefits of Universal PreK***. MICHELLE ZAGARDO, University of Virginia

ASHLEY ERCEG, St. Catherine University. ***Free to Work? The impact of Free, Full-day Kindergarten on Maternal Labor Supply***. KATIE GENADEK, Minnesota Population Center, KATIE THOLKE, St. Catherine University, KRISTINE WEST, St. Catherine University

ELIZABETH DHUEY, University of Toronto. ***The Impact of Full-Day Kindergarten on Maternal Labour Supply***. TINGTING ZHANG, University of Toronto, JESSIE LAMONTAGNE, University of Toronto

Discussants: DAPHNA BASSOK, University of Virginia

Policy Reactor: KIM BURGESS, ASPE - U.S. Department of Health & Human Services

Early childhood interventions

9.03 - After Five Years, How Well Are the Intensive Partnerships for Effective Teaching Working?

Chair: BRIAN STECHER, RAND EDUCATION, stecher@rand.org

JOHN ENGBERG, RAND Corporation. ***The Impact of the IP Initiative on Teacher Turnover, Teacher Effectiveness and Student Outcomes***. MATTHEW BAIRD, RAND Corporation, ITALO GUTIERREZ, RAND Corporation, BENJAMIN MASTER, RAND Corporation, EVAN PEET, RAND Corporation, KYLE SILER-EVANS, RAND Corporation

ILIANA BRODZIAK, American Institutes for Research. ***The Annual Costs of Sustaining the EET Reform Across the Intensive Partnership Sites***. JAY CHAMBERS, American Institute of Research, JOHN MEZZANOTTE, American Institute of Research, EMILY VONSTOLOS, American Institute of Research, JESSE LEVIN, American Institutes of Research

ELEANOR S. FULBECK, American Institutes for Research. ***Efforts to Improve Teaching through Individualized Professional Development***. DEBORAH J. HOLTZMAN, American Institutes for Research

ELIZABETH STEINER, RAND Corporation. **Implementation of Intensive Partnerships for Effective Teaching Reforms across Seven Sites**. MICHAEL GARET, RAND Corporation, LAURA HAMILTON, RAND Corporation, JEFFREY POIRIER, RAND Corporation, ABBY ROBYN, RAND Corporation, BRIAN STECHER, RAND Corporation

Discussants: KENDRA WILHELM, Denver Public Schools

Policy Reactor: ALLAN ODEN, Kendra Wilhelm,

Educator labor markets and effectiveness

9.04 - Investigating Teachers' Retirement Plan Effects on Experience, Retention, and Mobility

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

MICHAEL PODGURSKY, University of Missouri. **Late Career Teacher Retention**. CORY KOEDEL, University of Missouri, SHAWN NI, University of Missouri, DONGWOO KIM, University of Missouri, WEIWEI WU, University of Missouri

CYRUS GROUT, University of Washington. **Investigating Barriers to Teacher Mobility between Oregon and Washington**. KRISTIAN HOLDEN, American Institutes for Research, DAN GOLDHABER, American Institutes for Research and University of Washington

KRISTINE M. BROWN, RAND Corporation. **Retirement Benefits and Teacher Retention: A Structural Modeling Approach**. DAVID KNAPP, RAND Corporation, JAMES HOSEK, RAND Corporation, MICHAEL G. MATTOCK, RAND Corporation, BETH J. ASCH, RAND Corporation

Discussants: MATTHEW BAIRD, Rand Corporation

Policy Reactor: JOSH B. MCGEE, Laura and John Arnold Foundation

Educator labor markets and effectiveness

9.05 - Teacher Labor Market Dynamics: Preparation, Hiring, Placement and Retention

Chair: JANE ARNOLD LINCOVE, Tulane University

LAURA JACKINS, Vanderbilt University. **A Primary Disadvantage?: The Varying Effects of Teacher Reassignment in the Elementary Grades**. SY DOAN, Vanderbilt University

PETER GOFF, University of Wisconsin-Madison. **Keeping an Eye on the Clock: The Role of Timing and Teacher Selection in the Education Labor Market**. SE WOONG, University of Wisconsin-Madison

JULIE T. MARKS, University of North Carolina at Chapel Hill. **Extending the Reach of**

Teacher Preparation: Impacts of a University-based beginning teacher Support Program.

KEVIN C. BASTIAN, University of North Carolina at Chapel Hill

REBECCA MERRILL, University of North Carolina at Chapel Hill. ***Teacher Working Conditions and Teacher Retention: Longitudinal Evidence from North Carolina***

Discussants: ANTHONY MILANOWSKI, Westat

Educator labor markets and effectiveness

9.06 - College Access and Success for Historically Disadvantaged Populations

Chair: VERONICA MINAYA, Columbia University

NICOLE LYN IFILL, RTI International. ***Is Attaining a Bachelor's Degree the Great Equalizer? Successful at-risk Populations and their Labor Market Outcomes.*** EMILY FORREST CATALDI, RTI International

LI FENG, Texas State University. ***Hispanic-Serving Institutions and College Outcomes: Regression Discontinuity Evidence.*** YAO-YU CHIH, Texas State University

BRIAN HOLZMAN, Stanford University. ***DREAMing of College: The Impact of Restrictive and Accommodating In-State Resident Tuition Policies for Undocumented Students on College Choice and Preparation***

TOBY J PARK, Florida State University. ***Labor Market Returns for Graduates of Hispanic Serving Institutions***. STELLA M. FLORES, New York University, CHRISTOPHER J. RYAN, Vanderbilt University

Discussants: DANIEL KREISMAN, Georgia State University

Higher education outcomes

9.07 - Outcomes of Non-Traditional Paths to Higher Education

Chair: GARY RITTER, University of Arkansas

NICHOLE D. SMITH, North Carolina State University. ***Examining the Effects of Online Courses on Student Outcomes using Weighting Procedures on a State-wide University System***

MELINDA PETRE, University of California - Irvine. ***Community College Student Decision Making in the Wake of the Great Recession***

PATRICK LANE, Western Interstate Commission for Higher Education. ***The Return on Returning: The Economic Benefit of Baccalaureate Degree Completion after Stopping Out***

NICK HUNTINGTON-KLEIN, California State University Fullerton. ***Selection into Online Community College Courses and Their Effects on Persistence***. JAMES COWAN, University of Washington, DAN GOLDBERGER, American Institutes for Research and University of Washington

Discussants: SARAH C. FULLER, University of North Carolina at Chapel Hill

Higher education outcomes

9.08 - Voters, Politicians, and School Resources

Chair: JAMES COWAN, American Institutes for Research

DANIEL B. JONES, University of South Carolina. ***Governors Matter: Partisan Affiliation and State Education Spending***. ANDREW HILL, University of South Carolina

PAUL N. THOMPSON, Oregon State University. ***Agenda-Setting Techniques, School Tax Choices, and Voter Turnout: Implications for Regression Discontinuity Designs Using School Tax Election Results***. MICHAEL CONLIN, Michigan State University

JOSEPH WHITLEY, Oregon State University. ***The Effect of Fiscal Stress Labeling on Agenda Setting Behavior, Voter Turnout, and School Tax Referenda Election Outcomes: Evidence From Ohio***. PAUL N. THOMPSON, Oregon State University

YOUNG-SIK KIM, Korea Research Institute for Vocational Education & Training. ***The Effect of Educational Decentralization on Educational Expenditure and Outcome: The Evidence from South Korea***. DONG WOOK JEONG, Seoul National University, HO JUN LEE, Seoul National University

Discussants: SEAN CORCORAN, NYU

K-12 school finance

9.09 - Influences on and Inferences About Teacher Preferences

Chair: JAMES V. SHULS, University of Missouri - St. Louis

SUSANA CLARO, Stanford University. ***Effect of Teaching on Education Policy Preferences, Case of Teach for All Participants using a Regression Discontinuity Design***

SEONG WON HAN, University at Buffalo. ***Do Pay and Working Conditions Make a Teaching Career Attractive to Young Students? Evidence from the Program for International Student Assessment***. FRANCESCA BORGONOV, Organization for Economic Co-operation and Development, SONIA GUERRIERO, Organization for Economic Co-operation and Development

LINDSAY FOX, Stanford University. ***Inferring School Desirability Based on Teacher***

Transfer Requests in New York City

SUN YOUNG YOON, University of Wisconsin–Madison. ***Teacher Turnover and Unequal Distribution***

Discussants: DANIEL BOWEN, Rice University

Other

9.10 - School Discipline Reform, Policing, and Student Outcomes

Chair: TRACEY SHOLLENBERGER LLOYD, Urban Institute

SUMMER ROBINS, UCLA. ***Youth-Police Interactions and Student Behavior and Achievement***. TRACEY SHOLLENBERGER LLOYD, Urban Institute, NICOLE JOHNSON-AHORLU, UCLA, LUCY ZHANG BENCHARIT, Stanford University, MEREDITH SMIEDT, UCLA, PHILLIP ATIBA GOFF, UCLA

NICHOLAS MADER, University of Chicago. ***When Suspensions Are Shorter: The Effects on School Climate and Student Learning***. LAUREN SARTAIN, University of Chicago, MATTHEW P. STEINBERG, University of Pennsylvania

JOHANNA LACOE, Mathematica Policy Research. ***Rolling back "Zero Tolerance": The Relationship between Discipline Policy Reform and Suspension Usage***. MATTHEW P. STEINBERG, University of Pennsylvania

Discussants: MATTHEW CHINGOS, Urban Institute

Policy Reactor: KIMBERLY GRAYSON, Martin Luther King Jr. Early College - Denver Public Schools

PAM AND RICARDO MARTINEZ, Padres y Jóvenes Unidos

Other

9.11 - Teachers' Network, School Leadership and Community Impact

Chair: PETER GOFF, University of Wisconsin at Madison

MATTHEW SHIRRELL, Northwestern University. ***What Predicts the Dissolution of Ties Between Teachers?***. JAMES P. SPILLANE, Northwestern University

MICHAEL HANSEN, The Brookings Institution. ***Estimates of Teach For America as a Vehicle for Community Investment***

MORGAEN L. DONALDSON, University of Connecticut. ***Implementing a Teacher Incentive Fund 4 Grant: How Do Teachers Respond to New Leadership Roles and Compensation?***

DAN PLAYER, University of Virginia. ***How Fit Is Associated with Teacher Mobility and***

Attrition. PETER YOUNGS, University of Virginia, FRANK PERRONE, University of Virginia, ERIN GROGAN, TNTF

Discussants: KEVIN C. BASTIAN, UNC Chapel Hill

School leadership and organizations

9.12 - Teachers, peers, and school context

Chair: JOHN M. KRIEG, Western Washington University

SUNG TAE JANG, University of Minnesota. ***Whose race matters: Rethinking cultural dissonance between students and teachers.*** GIL JAE LEE, Chungbuk University

STEPHANI L. WRABEL, University of Southern California. ***Who, Where, and When: An Investigation of the Relationship between School Poverty and Student Mobility***

JONATHON M. ATTRIDGE, Vanderbilt University. ***Do schools optimize resources to acclimate mobile students?***

ZITSI MIRAKHUR, Princeton University. ***Understanding High School Context: Examining the Relative Influence of Teachers and Peers***

Discussants: JOHN M. KRIEG, Western Washington University, ADAM WRIGHT, University of California Santa Barbara

Inequality and social context

9.13 - Neighborhoods, School Context, and the Implications for Schooling

Chair: ERIC BRUNNER, University of Connecticut

RICHARD O. WELSH, University of Georgia. ***From 2D to 3D: Examining the relationship between student mobility, school quality and neighborhoods in a large urban district.***

TENICE HARDAWAY, University of Southern California, QUYNH TIEN LE, University of Southern California

JULIA BURDICK-WILL, Johns Hopkins University. ***Neighborhood Disadvantage and the Heterogeneity of Educational Experiences: High School Attendance Patterns in Chicago***

SARAH A. CORDES, Temple University. ***The effect of charter schools on neighborhood and school segregation Evidence from New York City.*** AGUSTINA LAURITO, New York University

Discussants: SARAH CORDES, Temple University, KEREN HORN, University of Massachusetts Boston

Inequality and social context

9.14 - Publishing for Junior Scholars

Chair: COLIN CHELLMAN, City University of New York

The session will provide new scholars -- graduate students and recent PhDs -- with valuable guidance and "best practices" for getting published. These will include tips and advice on framing and describing your research; navigating the review process; positioning your research (choosing journals); maximizing the chances of success; and "do's and don'ts". The panel includes editors from three top journals in education policy and finance. In addition to the three confirmed editors listed, additional panelists may include EFP Associate Editors Stephanie Cellini, Katharine Strunk, or Eric Brunner.

Discussants: AMY ELLEN SCHWARTZ, Syracuse University / New York University / EFP, JOSHUA COWEN, Michigan State University / EEPA, ROBERT BIFULCO, Syracuse University / JPAM

Policy Reactor: COLIN CHELLMAN, City University of New York

Other

Posters, Friday, March 18, 2016 - 04:45PM to 06:15PM

Poster Session

SIMONA HANNON, Federal Reserve Board. ***Financing College Education: 529 Plan Savings Versus Student Debt***. KEVIN MOORE, Federal Reserve Board, MAX SCHMEISER, Federal Reserve Board, IRINA STEFANESCU, Federal Reserve Board

NICHOLE D. SMITH, RTI International. ***Student loan repayment behavior and accountability metrics: An event history analysis***. JOHNATHAN G. CONZELMANN, RTI International

ETHAN HUTT, University of Maryland. ***Understanding the Implementation of Performance Assessments in Teacher Education***. JULIE COHEN, University of Virginia, JESSICA GOTTLIEB, University of Notre Dame

LAURA ULLRICH, Winthrop University. ***"Boomerang Kids": How College Performance and Debt Levels Impacts the Prevalance of Moving Home After College***. LOUIS PANTUOSCO, Winthrop University, EDUARDO MINUCI, Winthrop University

ELIZABETH KOPKO, Teachers College - Columbia University. ***A Closer Look at Articulation Agreements: Bilateral Support of the AAS***

HO JUN LEE, Seoul National University. ***A Comparative Analysis of Teacher Autonomy and Student Achievement***. DONG WOOK JEONG, Seoul National University, JI EUN YOO, Seoul National University

MOLLY STEWART, Indiana University. ***A Detailed Analysis of the Funding Mechanisms of Six Voucher Programs***. JODI MOON, Indiana University

KATHRYN P. CHAPMAN, Arizona State University. ***A Geographic Analysis of Opting-Out Behavior in Minnesota and New York***. SHERMAN DORN, Arizona State University

CAI XIAOLEI, Tsinghua University. ***A Literature Survey of Doctoral Education Research in 1996-2015: A Bibliometric-Visisualisation Analysis Using Citespace II***

JOHN YINGER, Syracuse University. ***A New Way to Measure Educational Equity***. PENGJU ZHANG, Syracuse University

KRISTIN JAVORSKY, Mississippi State University. ***A Qualitative Study of a Rural State's Quality Rating System Through the Lens of its Licensed Childcare Providers***. CANDICE PITTMAN, Mississippi State University, KELSEY RISMAN, Mississippi State University, KATERINA SERGI, Mississippi State University

JEFFREY GUNTHER, Utah State University. ***A systematic review of the teacher recruitment and retention literature***

NICOLA A. ALEXANDER, University of Minnesota. ***A Tale of Two Inequities: Implications of Intradistrict Spending Inequities on Student Achievement in Minnesota***. SAMANTHA HOLQUIST, University of Minnesota

PAUL BEACH, Educational Policy Improvement Center. ***Aligning Districts' Local Control Accountability Plans to College and Career Readiness***. MICHAEL THIER, Educational Policy Improvement Center

FAHIMEH BAHRAMI, University of Vermont. ***An Analysis of the Achievement Gap Between Linguistic Minorities and Persian Speaking Students in Iran***

ANTHONY ROLLE, University of Houston. ***An Empirical Examination of Educational Productivity: Using Modified Quadriform Analysis as a Basis for Texas Education Finance Reform***. TONI TEMPLETON, University of Houston, SILVESTER MATA, University of Houston

DREW ATCHISON, George Washington University/American Institutes for Research. ***An Examination of Equity in New York State: The Impact of CFE v. State of New York***

A. ABIGAIL PAYNE, McMaster University. ***An Unintended Consequence: The Effect of an Increase in Split Classes from a Class-Size Reduction Policy***. MICHAEL BAKER, University of Toronto, NATALIE MALAK, McMaster University

RYAN W. LEWIS, UC Irvine. ***Are Double Dose Math Classes in Seventh Grade Helpful for Low Performing Students?***

DONGSOOK HAN, Michigan State University. ***Assessing the Distributional Consequences of Making Title I Funding Student-Centered and Portable***. DAVID ARSEN, Michigan State University

KIRSTEN J. HANCOCK, Telethon Kids Institute. ***Assessing the Longer-term Outcomes of School Entry Age Effects and Policy Changes Delaying School Entry***. MICHAEL A. GOTTFRIED, University of California Santa Barbara, STEPHEN R. ZUBRICK, Telethon Kids Institute

EVAN RHINESMITH, University of Arkansas. ***Autonomy to Choose: Comparing Satisfaction in charter school Sectors Within a U.S. State***. GARY RITTER PHD, University of Arkansas, PATRICK J. WOLF PHD, University of Arkansas

ROBERT VAGI, Arizona State University. ***Better Schools or Different Students? The Impact of Immigration Reform on School-level Student Achievement***. MARGARITA PIVOVAROVA, Arizona State University

MEGHAN MCQUIGGAN, American Institutes for Research. ***Blending Research and Practice: Cost, Types, and Key Features of Childcare Arrangements***

XUEHAN ZHOU, Tsinghua University. ***Can Higher Household Education Expenditure Improve the National College Entrance Exam Performance? Empirical Evidence from***

Jinan, China. YU ZHANG, Tsinghua University

PATRICIO DOMINGUEZ, UC Berkeley. ***Can schools reduce the indigenous test score gap? An analysis during a school finance reform in Chile***

ELLIE BRUECKER, University of Wisconsin-Madison. ***Choices, Costs, and Challenges: Financial and Legal Context of the Expansion of Vouchers in Wisconsin***

WEIXIANG PAN, University of Illinois at Chicago. ***Community college and labor market outcomes***

JACKSON MILLER, Insight Policy Research. ***Convergent Validity of Teachers' Multilevel and Principals' Responses on the School Working Conditions Survey: Implications for Policy and Practice***. MATTHEW FINSTER, Westat

SARAH GALEY, Michigan State University. ***Coordinating Choice and Alternatives: A Policy Network Analysis of School Choice and Alternative Certification Expansion in State Subsystems***. JOSEPH FERRARE, University of Kentucky

A. BROOKS BOWDEN, Columbia University. ***Cost-Effectiveness Analysis to Improve Education Research: Lessons from the Field***. CLIVE R. BELFIELD, Queens College

JESSICA SCHNITTKA, Jefferson County School District - Colorado. ***Cultural Change Trajectories and Motivation in High Implementing Pay for Performance Schools***. JOHN CUMMING, Jefferson County School District - Colorado, HEATHER MACGILLIVARY, Jefferson County School District - Colorado, MICHAEL MAFFONI, Jefferson County School District - Colorado, KRISTY PARSONS, Jefferson County School District - Colorado

ROBERT RESSLER, UT Austin. ***Demand for Childcare and Preschool Enrollment amongst Children in Disadvantaged Households***. LIZ ACKERT, UT Austin, ARYA ANSARI, UT Austin, ROBERT CROSNOE, UT Austin

DANIEL HAMLIN, University of Toronto. ***Do charter schools facilitate safer learning environments than their public school peers in high crime urban settings? Investigating evidence from Detroit***

GREGORY CHOJNACKI, Mathematica Policy Research. ***Do KIPP Elementary Schools Improve Student Outcomes? Evidence from Admissions Lotteries***. VIRGINIA KNECHTEL, Mathematica Policy Research, CHRISTINA CLARK TUTTLE, Mathematica Policy Research, PHILIP GLEASON, Mathematica Policy Research, IRA NICHOLS-BARRER, Mathematica Policy Research

DIANA HINCAPIE, Inter-American Development Bank. ***Do Longer School Days Improve Student Achievement? Evidence from Colombia***

RENZHE YU, Peking University. ***Do Policies that Equalize School Resources Mitigate the Tendency to Sort? Evidence from Beijing***. WEI HA, Peking University

HOONHO KIM, Korean Educational Development Institute. ***Do the published college prices discourage low-income students to go to selective colleges?*** . EUNKYOUNG PARK, George Mason University, SUNGSOO JUNG, Daegu National University of Education, DO-KI KIM, Korea National University of Education

HANS FRICKE, University of St.Gallen. ***Does Exposure to Economics Bring New Majors to the Field? Evidence from a Natural Experiment.*** JEFFREY GROGGER, University of Chicago, ANDREAS STEINMAYR, University of St.Gallen

ALEX J. BOWERS, Teachers College Columbia University. ***Does student achievement Go Down as Amount of Government Food Stamp Family Assistance Goes Up? Evidence from North Carolina SNAP Card and School Data.*** ANNA GASSMAN-PINES, Duke University, ANDREW KRUMM, SRI International, NIEM HUYNH, Association of American Geographers, TIMOTHY PODKUL, SRI International

MENG ZHAO, Michigan State University. ***Education and Intergenerational Income Mobility in Rural China: Evidence from CHNS 2006.*** SEN ZHOU, Stanford University, WEI LI, University of Missouri

HYUNGJO HUR, The Ohio State University. ***Effects of Government Spending on Research Workforce Development: Before, During, and After an NIH Doubling Funding of Biomedical Postdoctoral Researchers*** . JOSHUA HAWLEY, The Ohio State University

HOVANES GASPARIAN, University of Southern California. ***Elementary Mathematics Curricula Adoptions in Texas.*** MORGAN POLIKOFF, University of Southern California, SHAUNA CAMPBELL, University of Southern California, TENICE HARDAWAY, University of Southern California, STEPHANI WRABEL, University of Southern California, Q. TIEN LE, University of Southern California

DIANA STRUMBOS, City University of New York. ***Evaluating Successful Programs for Community College Students: Looking Beyond the Associate Degree.*** ZINETA KOLENOVIC, City University of New York

MONICA P. BHATT, American Institutes for Research. ***Evaluating the Impact of Statewide Supports for Focus Schools: Evidence from Michigan***

MATTHEW GRIFFIN, University of Maryland. ***Examining the Impact of Value-Added Model Specifications on Mathematics Teachers' Effectiveness Ratings***

JAHNI M. A. SMITH, University of Southern California. ***Exploring the Complexities of Student Data Privacy***

CAMERON SUBLETT, UC Santa Barbara. ***Exploring the Relationship between Online Coursetaking and Community College Students' Academic Success***

MICHAEL LITTLE, The University of North Carolina at Chapel Hill. ***Facilitating the Transition to Kindergarten: What ECLS-K Data Say about School Practices Then and***

Now . LORA COHEN-VOGEL, The University of North Carolina at Chapel Hill, CHRIS CURRAN, University of Maryland - Baltimore County

CASSANDRA GUARINO, University of California - Riverside. **Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?**. VICTOR BORDEN, Indiana University Bloomington

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

PETER GOFF, UW-Madison. **Hiring bias or differential preferences? An analysis of gender and race in the school leadership labor market**. MAIDA FINCH, Salisbury University, COURTNEY PRESTON, Florida State University

MICHELLE ZAGARDO, University of Virginia. **How does a large-scale state-implemented full-day kindergarten program impact student outcomes?**

EVA M. DE LA TORRE, Universidad Autonoma de Madrid. **How including third mission indicators do change universities' efficiency scores: an empirical DEA analysis of the Spanish public higher education system**. TOMMASO AGASISTI, Politecnico di Milano School of Management, CARMEN PEREZ-ESPARRELLS, Universidad Autonoma de Madrid

COREY SAVAGE, Michigan State University. **How Large are Teacher Education Effects?: Exploring Sources of Variation Between and Within Programs**

DEREK ANTHONY HOUSTON, University of Illinois at Urbana-Champaign. **How Much Does School Context Matter: Exploring the Heterogeneous Relationships between High School Context and Post-Secondary Enrollment across Student Socioeconomic Status**

KRISTEN DAVIDSON, University of Colorado Boulder. **How Parents Find the 'Right Fit' and Why It Matters for Public Education**

EDWARD QUEVEDO, Mills College. **Ingredients for Progressive Policy Reform: Deconstructing Community Focused Education through Place-Based Learning**.

ELIZABETH SCHULTZ, Mills College

GREGORY WALLSWORTH, Michigan State University. **Introducing MTS: Examining the Consequences of Course Mismeasurement**. RAN XU, Michigan State University, SOOBIN KIM, Michigan State University

BRADFORD R. WHITE, Illinois Education Research Council. **Laboratories of Reform? Human Resource Management in Illinois Charter Schools**

JOHN THOMPSON, The University of Texas at Dallas. **Less Support and More Interest: The end of Subsidized Stafford Loans for Graduate Students**. SARA MUEHLENBEIN, The University of Texas at Dallas, GREGORY PHELAN, The University of Texas at Dallas

SARA HODGES, EdBuild. ***Lotteries as School Funding - The Game is Rigged***

CHARLES MADSEN, The City University of New York. ***Modeling the Impact of Enrollment Patterns on Degree Completion for Community College Students, a Discrete-time Hazard Model Approach***. ALTHEA WEBBER, The City University of New York, DREW ALLEN, Princeton University

HEIDI ERICKSON, University of Arkansas. ***Non-cognitive and Later Life Outcomes of Adults from Private Schooling***

ELIZABETH BETTINI, Boston University. ***Novice Special Educators' Perceptions of Workload Manageability: Do They Matter and Are They Influenced by Novices' Perceptions of Their Social Context?***. NATHAN JONES, Boston University

ANDREA J. BINGHAM, University of Colorado at Colorado Springs. ***Open to Disequilibrium: Examining Capacity and Implementation in Personalized Learning***

SOO BIN JANG, Michigan State University. ***Polarization and interest coalition strategy: A discourse network analysis of the 2015 National Curriculum Reform in South Korea***

BENJAMIN SUPEFINE, University of Illinois at Chicago. ***Policy images of Teachers in Vergara v. California***. ETHAN HUTT, University of Maryland, JESSICA GOTTLIEB, University of Notre Dame

AMANDA GAULKE, Kansas State University. ***Post Baccalaureate Training***

CASEY GEORGE-JACKSON, University of Louisville. ***Postsecondary Differential Tuition Practices: Challenges to Researching College Affordability***. GREGORY WOLNIAK, New York University, GLEN NELSON, Arizona State University, JARROD DRUERY, University of Louisville, TIFFANI WILLIAMS, New York University, MICHAEL MORAMARCO, Arizona State University

BRAD HERSHBEIN, W.E. Upjohn Institute. ***Pre-K in the Public Schools: Evidence from Within All States***. TIMOTHY J. BARTIK, W.E. Upjohn Institute

ERIN P. SUGRUE, University of Minnesota. ***Preschool Policymaking by Stealth: Using the Passage of Universal Preschool to Illustrate an Alternative Framework for the Policy Process***

RACHEL C. FELDMAN, University of Wisconsin-Madison. ***Pushing Teachers Out: Effects of State Policy on Teacher Attrition***

MEG GUERREIRO, University of Oregon. ***Reevaluating the Traditional Approach to Inter-Rater Reliability in Qualitative Data Analysis***. JO SMITH, University of Oregon, ROSS ANDERSON, University of Oregon

KATIE VINOPAL, American University. ***Representative Bureaucracy and Parental Involvement in Schools***

PING CHEN, Peking University. ***Research Productivity of Chinese Overseas Post-doctoral Researchers—A Comparison Between Domestic PhD Holders and Their Overseas Counterparts***. LILI YANG, Institute of Education

WEI BAO, Peking University. ***Salaries in the Ivory Tower: A Study on Macro and Meso Influences of Faculty Salary Pricing in China***. HONGBIN WU, Peking University, RUIRUI SUN, State University of New York at Albany

CRISTOBAL MADERO, University of California-Berkeley. ***School Choice and Its Impact on Teachers: What International Evidence Says***

KAITLIN PENNINGTON, Bellwether Education Partners. ***Sobering Up: The Nation's Teacher Evaluation Legislative Binge Runs into the Hard Work of Implementation***. SARA MEAD, Bellwether Education Partners, CHAD ALDEMAN, Bellwether Education Partners, ANDREW ROTHERHAM, Bellwether Education Partners

DAVID TANDBERG, Florida State University. ***State Postsecondary Policy Innovativeness***. T. AUSTIN LACY, RTI, SUK JOON HWANG, Florida State University, FRANCES BERRY, Florida State University, SHOUPING HU, Florida State University, TOBY PARK, Florida State University

GRACE KENA, National Center for Education Statistics. ***STEM College Major Selection: Perceptions of Males, Females, and Their Parents and Teachers***. JIJUN ZHANG, American Institutes for Research, ANLAN ZHANG, American Institutes for Research

JON LOZANO, Indiana University. ***Student Trustees: An Exploration of Students in Institutional Governance***. RODNEY HUGHES, Harvard University

TUAN NGUYEN, Vanderbilt University. ***Teacher Leadership and the Cultivation of Capital***. MOLLIE RUBIN, Vanderbilt University, MARISA CANNATA, Vanderbilt University

ADAM WRIGHT, University of California Santa Barbara. ***Teachers' Perceptions of Students' Disruptive Behavior: The Effect of Racial Congruence and Consequences for School Suspension***

AYESHA K. HASHIM, University of Southern California. ***Teaching with Technology Together: Examining Teacher Practices and Knowledge Sharing in a Digital Coaching Program***

RAYMOND ZUNIGA, American University. ***The Effect of Academic Advisor Background on First Year Student Outcomes***

ENYU ZHOU, University of Missouri-Columbia. ***The Effect of Faculty Composition on Doctoral Attainment***

PETER JONES, University of Alabama at Birmingham. ***The effect of school district tax rates on charter school locations***. AKHLAQUE HAQUE, University of Alabama at Birmingham

SARA MUEHLENBEIN, The University of Texas at Dallas. ***The Effects of Attending a Magnet School***

TAEK HYUNG KIM, Florida State University. ***The Effects of Class Scheduling on Class Size Reduction and Student Achievement***

YUNXI QU, University of Florida. ***The Effects of Merit-aid on Major Choice and Course-Taking Behavior: Regression Discontinuity Evidence from the University of Florida.***

DENNIS A. KRAMER II, University of Florida

YU ZHANG, Institute of Education Tsinghua University. ***The Effects of Teacher Quality on Student National College Entrance Exam Performance.*** XUEHAN ZHOU, Institute of Education Tsinghua University

ERIC W. CHAN, Teachers College Columbia University. ***The Everlasting Quest of 'Preschool for All': Enrollment and Maternal Labor Supply Implications of a Bilingual Pre-K Mandate***

MATTHEW A. LENARD, Wake County Public School System. ***The Impact of Achieve3000 on Elementary Literacy Outcomes: Evidence from a Two-Year Randomized Control Trial.***

DARRYL V. HILL, Wake County Public School System, LINDSAY COLEMAN PAGE, University of Pittsburgh

MICHELE LEARDO, New York University. ***The Principal and the Lunch Room: Evidence on Why School Meals Vary for Students.*** MERYLE WEINSTEIN, New York University, AMY ELLEN SCHWARTZ, Maxwell School Syracuse University

MICHAEL CHAVEZ REILLY, Institute for Education and Social Policy. ***The Role of Internships, Coops and Apprenticeships in the College to Work Transition: Evidence from Baccalaureate and Beyond***

COREY DEANGELIS, University of Arkansas. ***The School Choice Voucher: A "Get Out of Jail" Card?*** PATRICK J. WOLF, University of Arkansas

MARTIN GRAY HUNTER, University of Kentucky. ***The Value of Student's Expectations as they Relate to College Matriculation, Persistence, and Completion***

ODELIA SIMON, UC Santa Barbara. ***Truancy Interventions and their Influence on Later Truancy and Achievement in Elementary School.*** MICHAEL GOTTFRIED, UC Santa Barbara

F. CHRIS CURRAN, UMBC School of Public Policy. ***Understanding disparities in early elementary science achievement: New evidence from the Early Childhood Longitudinal Study of 2011***

BRENDA BAUTSCH DICKHONER, University of Colorado Denver. ***Understanding the diffusion of Concurrent Enrollment throughout Colorado school districts using publicly available data***

MEGAN MCDONALD WAY, Babson College. ***What do Mission Statements and Strategic Plans Suggest about Cost Containment in Higher Education? The Case of Small, Private US Institutions.*** LIDIJA POLUTNIK, Babson, JESSICA SIMON, Boston University, JEREMY ALBRIGHT, Boston University

JEONGMI KIM, South Dakota State University. ***What Do We Know About Beginning Teacher Retention and Turnover? : A Longitudinal Study Analysis***

GREGORY GILPIN, Montana State University. ***When Public Schools Close, Who Continues to Read? The Role of Public Libraries During School Breaks.*** ANTON BEKKERMAN, Montana State University

GREGORY PHELAN, The University of Texas at Dallas. ***Who's Online? An Evaluation of Texas Virtual Schools***

Concurrent Session X, Saturday, March 19, 2016 - 08:00AM to 09:30AM

10.01 - Causal Estimates of the Impacts of Accountability

Chair: BEN BACKES, American Institutes for Research

PRASHANT LOYALKA, Stanford University. ***The Impacts of Introducing Accountability: Evidence from a Randomized Field Trial in Vocational Schools in China.*** GUIRONG LI, Henan University, HONGMEI YI, Chinese Academy of Sciences, NATALIE JOHNSON, Stanford University, HENRY SHI, Stanford University

IFTIKHAR HUSSAIN, University of Sussex. ***Housing Market Capitalization of School Quality Information: Evidence From a Novel Evaluation and Disclosure Regime***

THOMAS GOLDRING, Carnegie Mellon University. ***The Causal Impact of Graduation Rate Accountability Under No Child Left Behind***

DEVEN CARLSON, University of Oklahoma. ***The Effect of School Closure on Student Achievement: Regression Discontinuity Evidence from Ohio's Automatic Charter School Closure Law.*** STÉPHANE LAVERTU, The Ohio State University

Discussants: TOM AHN, University of Kentucky

Accountability and testing

10.02 - Key Determinants of the Educator Labor Market

Chair: CAITLYN KEO, St. Catherine University

DANIEL A. STUCKEY, University of Pennsylvania. ***The Careers of Teach For America Corps Members and Alumni***

TIM SASS, Georgia State University. ***The Effects of Differential Pay on Teacher Recruitment, Retention and Quality.*** CARYCRUZ BUENO, Georgia State University

CHRISTOPHER REDDING, Vanderbilt University. ***Do In-Service Supports Matter in Retaining Alternatively Certified Teachers?*** THOMAS M. SMITH, Vanderbilt University

JEFFREY C. SCHIMAN, University of Illinois at Chicago. ***The Signaling Value of Merit Awards***

Discussants: PETER GOFF, University of Wisconsin - Madison

Educator labor markets and effectiveness

10.03 - College Access, Enrollment, and Student Loans

Chair: JUDITH SCOTT-CLAYTON, Columbia University

BRADLEY R. CURS, University of Missouri. ***How Stable is the Year-to-year Borrowing of College Students?***. RAJEEV DAROLIA, University of Missouri

VERONICA MINAYA, Columbia University. ***Does Plus/Minus Grading Matter? The Effect of a Grading Policy on STEM Persistence***

RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York. ***Leading Students to the Water and Making Them Drink? Mandating Versus Subsidizing College Entrance Tests.***
JOYDEEP ROY, Columbia University and NYC Independent Budget Office

RAY FRANKE, University of Massachusetts Boston. ***Rising Tide, or Weighing you Down? Assessing the Effect of Undergraduate Student Borrowing on Persistence over Time.***

MANUEL GONZALEZ CANCHE, University of Georgia, JASON LEE, University of Georgia

Discussants: SARAH COHODES, Columbia University, RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York

Policy Reactor: PETER HINRICHS, Federal Reserve Bank of Cleveland

Higher education outcomes

10.04 - Promoting College Success and Access through Information and Classroom Policies

Chair: JULIAN HSU, University of Michigan

JULIAN HSU, University of Michigan. ***Math for All? Regression Discontinuity in Math Placement Recommendations at an Elite State Institution.*** WILLIAM J. GEHRING, University of Michigan

JOSHUA HYMAN, University of Connecticut. ***Framing, Timing, and Take-Up of Online College Application Assistance: Evidence From a Statewide Experiment in Michigan.***

VENESSA KEESLER, Michigan Department of Education

DAVID A. JAEGER, CUNY. ***Do Honors Programs Improve Student Outcomes?***. THEODORE JOYCE, CUNY, GREGORY COLEMAN, Pace University, DHAVAL DAVE, Bentley College

TODD JONES, Cornell University. ***Peer Effects and Occupational Choice: Evidence from Randomly-Assigned Peer Groups at West Point.*** MICHAEL KOFOED, United States Military Academy

Discussants: MICHAEL LOVENHEIM, Cornell University, STEPHANIE CELLINI, George Washington University

Policy Reactor: NATE SCHWARTZ, Tennessee Department of Education

10.05 - Access to and Impacts of Selective Schooling Options

Chair: LAUREN SARTAIN, University of Chicago

LISA BARROW, Federal Reserve Bank of Chicago. ***Good Kids? Good Peers? Good Schools? Selective High Schools in Chicago.*** LAUREN SARTAIN, University of Chicago, MARISA DE LA TORRE, University of Chicago

VALERIE MICHELMAN, University of Chicago. ***Balancing socio-economic diversity and student preferences in selective enrollment high schools in Chicago.*** MARISA DE LA TORRE, University of Chicago

XIAOYANG YE, University of Michigan. ***The effects of elite public high school on college access and choice: Evidence from a mixed sorting mechanism***

RACHEL ROSEN, MDRC. ***Evaluating the Diplomas Now model of whole-school reform.*** WILLIAM CORRIN, MDRC, SUSAN SEPANIK, MDRC

Discussants: STEVEN RIVKIN, University of Illinois at Chicago, JASON GRISSOM, Vanderbilt University

K-12 school governance/politics and school choice

10.06 - Understanding the Interaction of Policy and Reality at the State and Local Level

Chair: JOSHUA B. MCGEE, Laura and John Arnold Foundation

AMANDA SLATEN FRASIER, Michigan State University. ***Shift Happens: A Case of a School Board Response to State Level Workforce Policy***

MICHAEL CROUCH, Walton Family Foundation. ***Policy Ratings and Public Perception.*** MARC HOLLEY, Walton Family Foundation, DREW JACOBS, Walton Family Foundation

MICHAEL HARTNEY, Lake Forest College. ***Are Public Officials More Responsive to Teachers or Parents? Experimental Evidence from a National Survey of School Board Members***

MINAHIL ASIM, UC Davis. ***Can Phone Calls Improve Local Governance? Evidence from the School Council Mobilization Program in Pakistan.*** THOMAS S. DEE, Stanford University

Discussants: JOSHUA M. COWEN, Michigan State University

K-12 school governance/politics and school choice

10.07 - Spatial Issues in Education: Learning from Place-Based Taxes, Scholarships, and Community Amenities

Chair: JAY P. GREENE, University of Arkansas

WALTER MELNIK, Michigan State University. ***Choice of Tax Instrument and Vertical Tax Competition between Ohio Municipalities and School Districts***

LUIS HERSKOVIC, University of Chicago. ***The Effect of Subway Access on School Choice***

JUDSON MURCHIE, Syracuse University. ***Urban Revitalization Effects of Place-Based College Tuition Scholarship Programs***. ROBERT BIFULCO, Syracuse University, ROSS RUBENSTEIN, Georgia State University, HOSUNG SOHN, Syracuse University

NEIL D. THEOBALD, Temple University. ***The Value Proposition in Higher Education***

Discussants: EMILYN RUBLE WHITESELL, Mathematica Policy Research

Other

10.08 - Crime, Detention, and Education: Assessing the Pathways

Chair: TOLANI BRITTON, Harvard University

OZKAN EREN, Louisiana State University. ***Test-Based Promotion Policies, Dropping Out and Juvenile Crime***. BRIGGS DEPEW, Louisiana State University

Q. TIEN LE, University of Southern California. ***Rethinking School-to-Prison Pathways: An Examination of Student Mobility Patterns for Students Placed in Detention Centers***.

TENICE HARDAWAY, University of Southern California, RICHARD WELSH, University of Georgia

TOLANI BRITTON, Harvard University. ***Locked up and Locked out: The Effects of the Anti-Drug Act of 1986 on Black Male Students' College Enrollment***

Discussants: KRISTINE WEST, St. Catherine University

Inequality and social context

10.09 - School Discipline and its Interaction with Other Policies

Chair: JENNIFER ASH, Abt Associates

SIVAN TUCHMAN, University of Arkansas. ***Finding a Systemic Remedy to Excessive Discipline in Schools: Efforts in D.C. and New Orleans to Bring Coherence and Consistency Across Autonomous Schools***. SARAH YATSKO, University of Washington, BETHENY GROSS, University of Washington

LAURA E. BELLOWS, Duke University. ***The Timing of SNAP Benefit Receipt and Disciplinary Incidents***. ANNA GASSMAN-PINES, Duke University

SIVAN TUCHMAN, University of Arkansas. ***Discipline vs. Academics: Which factor most informs referral to special education?***. KAITLIN P. ANDERSON, University of Arkansas

CHRISTINE BAKER-SMITH, New York University. ***Accountability, Schools and Student Discipline: School Accountability and Its Influence on High-School Suspension Rates***

Discussants: MICHAEL GOTTFRIED, University of California, M. KAREGA RAUSCH, National Association of Charter School Authorizers

Policy Reactor: ALEX MEDLER, alexlmedler@gmail.com

Inequality and social context

10.10 - Charter School Spending Patterns, Cost Structure, and Efficiency

Chair: YAS NAKIB, George Washington University

YAS NAKIB, The George Washington University. ***Spending Patterns in Charter Schools***. ANDREW ATCHISON, The George Washington University

TRICIA MAAS, University of Washington. ***Understanding the Cost of Personalized Learning***. LAWRENCE MILLER, Florida Southwestern State College, BETHENY GROSS, University of Washington, ROBIN LAKE, University of Washington, JOSE HERNANDEZ, University of Washington

TODD ELY, University of Colorado Denver. ***Budget Uncertainty and the Quality of Nonprofit Charter School Enrollment Projections***. THAD CALABRESE, New York University

JOHN D. SINGLETON, Duke University. ***Putting Dollars Before Scholars? Evidence from For-Profit Charter Schools in Florida***

Discussants: PETER JONES, University of Alabama Birmingham

K-12 school governance/politics and school choice

Concurrent Session XI, Saturday, March 19, 2016 - 09:45AM to 11:15AM

11.01 - MCAS, PARCC, or Door #3? The role of research in the Massachusetts assessment decision

Chair: MARTIN WEST, Harvard University

In November 2015, all eyes were on Massachusetts as the state's Board of Elementary and Secondary Education decided whether to keep its current Massachusetts Comprehensive Assessment System (MCAS) tests, adopt the Partnership for Assessment of Readiness for College and Career (PARCC) tests, or take another approach. This highly consequential decision for Massachusetts was informed by an unprecedented amount of internal and external research. PARCC Inc., the nonprofit organization that supports the consortium of states participating in the PARCC assessment, commissioned an extensive series of research projects aimed at better understanding the psychometric properties of the test, including reliability, validity, quality, and comparability to other assessments. The Massachusetts Department of Elementary and Secondary Education itself commissioned a study of statewide district assessment practices and collaborated with stakeholders on a third-party study of two districts' experiences in administering the 2014 PARCC field test online. As the decision loomed closer, two major additional third-party studies also contributed to the policy discussion. The Fordham Institute and Human Resources Research Organization teamed up to conduct an analysis of how well the MCAS and PARCC tests met the Criteria for Procuring and Evaluating High Quality Assessments established by the Council of Chief State School Officers. And the Massachusetts Executive Office of Education hired Mathematica to conduct a study of the predictive validity of MCAS and PARCC for college GPA and remediation. In this panel discussion, representatives from these four groups will discuss the findings from their research and how they contributed to the decision process.

Discussants: JEFFREY NELLHAUS, PARCC Inc., IRA NICHOLS-BARRER, Mathematica, REBECCA DVORAK, Human Resources Research Organization

Policy Reactor: CARRIE CONAWAY, Massachusetts Department of Elementary and Secondary Education

Accountability and testing

11.02 - The Impact of Market Reforms on Early Childhood Education

Chair: LINDSAY BELL WEIXLER, Tulane University

LINDSAY BELL WEIXLER, Tulane University. *The Provision of Public Pre-K in the Absence*

of Centralized School Management. JANE ARNOLD LINCOVE, Tulane University, ALICA GERRY, Tulane University

ANDREW BURWICK, Mathematica Policy Research. **Assessing the Implementation and Cost of High-Quality Early Childhood Education.** GRETCHEN KIRBY, Mathematica Policy Research, PIA CARONONGAN, Mathematica Policy Research, KIMBERLY BOLLER, Mathematica Policy Research

DAPHNA BASSOK, University of Virginia. **Can Accountability Measures Increase the Quality of Early Childhood Education? Evidence from North Carolina.** THOMAS DEE, Stanford University, SCOTT LATHAM, University of Virginia

ANN-MARIE FARIA, American Institutes for Research. **Examining Changes to Michigan's Early Childhood Quality Rating and Improvement System.** LAURA E. HAWKINSON, American Institutes for Research, ARIELA C. GREENBERG, American Institutes for Research, EBONI C. HOWARD, American Institutes for Research, LEAH BROWN, American Institutes for Research

Discussants: CHLOE GIBBS, University of Notre Dame

Policy Reactor: LIBBY DOGGETT, Office of Early Learning

Early childhood interventions

11.03 - Strategies for Increasing the Quality of Teachers and Teaching

Chair: JANE HANNAWAY, Georgetown University

PETER GOFF, University of Wisconsin at Madison. **Labor Market Preferences of First Year Teachers: Evidence from Wisconsin**

KOLBY GADD, University of Michigan. **The Causes and Consequences of Teacher Labor Supply: New Evidence from Michigan.** DANIEL HUBBARD, University of Michigan, BRIAN JACOB, University of Michigan

ALIZA HUSAIN, University of Virginia. **Measuring Principal Effects on Teacher Improvement.** THOMAS DEE, Stanford University, DANIEL PLAYER, University of Virginia, JAMES WYCKOFF, University of Virginia

LIHAN LIU, Tulane University. **Human Capital Strategies for Increasing Productivity: A Decomposition and Empirical Analysis of Florida Public Schools.** DOUGLAS HARRIS, Tulane University, PETER GOFF, University of Wisconsin at Madison

Discussants: SEAN CORCORAN, New York University, TIM SASS, Georgia State University

Policy Reactor: HOWARD NELSON, AFT

11.04 - Teacher Pay and The Distribution of Teacher Quality

Chair: ELEANOR S. FULBECK, American Institutes for Research

YING-SHU CHANG, University of Taipei. ***A Tale of Two Contexts: Single Salary Structure of Teacher Pay in Taiwan since 1945***

REBECCA HINZE-PIFER, University of Chicago. ***Can Pay Draw Teachers to Hard-to-Staff Schools? Evidence from Chile***. CAROLINA MENDEZ, University of Chicago

CECILIA SPERONI, Mathematica Policy Research. ***Evaluation of the Teacher Incentive Fund: Implementation and Impacts of Pay-for-Performance After Two Years***. HANLEY CHIANG, Mathematica Policy Research, ALISON WELLINGTON, Mathematica Policy Research, KRISTIN HALLGREN, Mathematica Policy Research, MARIESA HERRMANN, Mathematica Policy Research

Discussants: JOHN ENGBERG, RAND Corporation

11.05 - College Preparation and Access to Higher Education

Chair: CHRISTIANA STODDARD, Montana State University

MADLINE JOY TRIMBLE, Columbia University Teachers College. ***Can High School Transition Courses Help Students Avoid College Remediation? Estimating the Impact of a Transition Program on Postsecondary Academic Success***. TATEV PAPIKYAN, Columbia University Teachers College, LARA PHEATT, Columbia University Teachers College, ELISABETH BARNETT, Columbia University Teachers College

MARK C. LONG, University of Washington. ***Why Do Middle School Students Sign-Up For Washington's College Bound Scholarship Program? A Mixed Methods Evaluation***. DAN GOLDHABER, American Institutes for Research and University of Washington, ANN PERSON, Mathematica Policy Research, JORDAN ROOKLYN, University of Washington

ALEX E. COMBS, University of Kentucky. ***Does Close Count in Higher Education? Estimating the Effect of Distance on Attendance and Degree Completion within Kentucky***.

JASON COOK, Cornell University. ***Effect of Magnet and Selective-Admissions Enrollment on Postsecondary Preparation and Attainment***

Discussants: UMUT OZEK, AIR

11.06 - Promoting Success in College: The Role of Financial Aid and Instructional Practices

Chair: ERIC EIDE, Brigham Young University

ZACHARY SULLIVAN, University of Virginia. ***Providing Access for Whom? The Effect of Financial Aid Program Design on College Choice among Low-Income Students***

RICHARD PATTERSON, United States Military Academy. ***The Impact of Laptops in the College Classroom***. ROBERT PATTERSON, Westminster College

PACO MARTORELL, University of California - Davis. ***The Effects of Pell Grant Aid: Evidence from California Community Colleges***. BETSEY FRIEDMANN, University of California - Davis, MICHAL KURLAENDER, University of California - Davis

JEFFREY T. DENNING, Brigham Young University. ***Born Under a Lucky Star: Financial Aid, Credit Constraints, and College Completion***

Discussants: ANDREW BARR, Texas A&M University

Policy Reactor: HOLLY KOSIEWICZ, The Texas Higher Education Coordinating Board

Higher education outcomes

11.07 - Assessing the Effectiveness of Schools of Choice using Student Matching Strategies

Chair: GARY RITTER, University of Arkansas

PATRICK WOLF, University of Arkansas. ***Using Student Matching Strategies to Approximate Intent-to-Treat and Treatment-on-Treated Effects of School Choice: A Case Study from the Evaluation of the Milwaukee Parental Choice Program***

GARY RITTER, University of Arkansas. ***Analyzing the Impacts of Charter Schools Using Two Types of Matching Designs: Evidence from a U.S. State***. PATRICK WOLF, University of Arkansas, KAITLIN ANDERSON, University of Arkansas, LEESA FOREMAN, University of Arkansas

VIRGINIA KNECHTEL, Mathematica Policy Research. ***Using Complementary Matching Models to Estimate the Impact of KIPP High Schools on Achievement***. PHILIP GLEASON, Mathematica Policy Research, CHRISTINA TUTTLE, Mathematica Policy Research, IRA NICHOLS-BARRER, Mathematica Policy Research, KEVIN BOOKER, Mathematica Policy Research, THOMAS COEN, Mathematica Policy Research

ANNA J. EGALITE, North Carolina State University. ***Assessing Tradeoffs between Observational and Experimental Designs for Charter School Research***. MATTHEW

ACKERMAN, London School of Economics

Discussants: ROBERT BIFULCO JR, Syracuse University

Policy Reactor: ALEXANDRA BOYD, Arkansas Department of Education

K-12 school governance/politics and school choice

11.08 - The Development and Formation of Noncognitive Skills

Chair: COLLIN HITT, University of Arkansas

ALBERT CHENG, University of Arkansas. ***Measuring Teacher Noncognitive Skills and their Impact on Students: Insight from the Measures of Effective Teaching Longitudinal Database.*** GEMA ZAMARRO, University of Arkansas

ANNA BARGAGLIOTTI, Loyola Marymount University. ***The Effects of Kindergarten Mathematics Instructional Practices on Young Children's Noncognitive Development.***

MICHAEL GOTTFRIED, UC Santa Barbara, CASSANDRA GUARINO, UC Riverside

YOON SUN HUR, University of Minnesota. ***The effect of credit constraints on children's non-cognitive skills***

ROSS ANDERSON, University of Oregon. ***Creative Engagement in Learning: A New Way to Conceptualize and Measure the Middle School Experience***

Discussants: LAURA CRISPIN, St. Joseph's University, MATTHEW KRAFT, Brown University

Policy Reactor: KATA MIHALY, RAND Corporation

Other

11.09 - Non-cognitive factors in student performance

Chair: KYLE GREENBERG, United States Military Academy

CHRISTOPHER REDDING, Vanderbilt University. ***Building Student Ownership and Responsibility: Outcomes from the First Year of Implementation.*** MARISA CANNATA, Vanderbilt University, TUAN NGUYEN, Vanderbilt University

AMY ELLEN SCHWARTZ, Maxwell School Syracuse University. ***Let Them Eat Lunch: The Impact of Universal Free Meals on School Lunch Participation and Student Outcomes.***

MICHAH W. ROTHBART, NYU Wagner

ALEJANDRO J. GANIMIAN, Abdul Latif Jameel Poverty Action Lab. ***Hard Cash and Soft Skills: Experimental Evidence on Combining Scholarships and Mentoring in Argentina.***

FELIPE BARRERA-OSORIO, Harvard University, MARÍA LORETO BIEHL, Inter-American Development Bank, MARÍA CORTELEZZI, Fundación Cimientos, DANIELA VALENCIA, Fundación Cimientos

KATHARINE STRUNK, University of Southern California. ***The New School Advantage? Examining the Effects of New School Openings on Student Achievement and Teacher and Student Mobility in LAUSD.*** AYESHA K. HASHIM, University of Southern California

Discussants: CASSANDRA HART, University of California - Davis

Schooling innovations

11.10 - Non-state regional analysis using NAEP data: Examining student achievement in Appalachia, Mississippi Delta, and the US-Mexico Border

Chair: AUSTIN LASSETER, American Institutes for Research

BITNARA JASMINE PARK, American Institutes for Research. ***Student Achievement in the Appalachian Region: Analyzing the 2013 NAEP Eight Grade Mathematics Assessment***

ANDREW JACKWIN, American Institutes for Research. ***Student Achievement in the US-Mexico Border: Analyzing the 2013 NAEP Eighth Grade Mathematics Assessment***

JON PHELAN, American Institutes for Research. ***Student Achievement in the Mississippi Delta Region: Analyzing the 2013 NAEP Eighth Grade Mathematics Assessment***

AUSTIN LASSETER, American Institutes for Research. ***Feasibility of non-state regional analysis in NAEP: The utility of post-stratification raking adjustments to student sampling weights***

Discussants: MEGHAN MCQUIGGAN, American Institutes for Research (AIR), MARKUS BROER, American Institutes for Research

Policy Reactor: BILL TIRRE, National Center for Education Statistics (NCES)

Methodology and education data

11.11 - New Evidence on the Influence of Peers on Student Outcomes

Chair: ELIZABETH S. ACKERT, University of Texas at Austin

ELIZABETH S. ACKERT, University of Texas at Austin. ***School Isolation Paradox? School Composition as an Explanation for Dropout among Mexican-Origin Youth***

PIERRE MOUGANIE, American University of Beirut. ***Peer Quality and the Academic Benefits to Attending Better Schools.*** MARK HOEKSTRA, Texas A&M University, YAOJING WANG, Texas A&M University

JIHYE KAM, University of Wisconsin-Madison. ***Single-Sex Schooling and Choice of College Major***

Discussants: RON ZIMMER, Vanderbilt University

Inequality and social context

11.12 - Professional Development: Take A Second (or Third) Look

Chair: JEONGMI KIM, South Dakota State University, jmkim8@yahoo.com

JEONGMI KIM, South Dakota State University. ***The Relationship Between Teacher Professional Development and NAEP Mathematics Achievement after the Common Core State Standards were introduced***

SETH B HUNTER, Vanderbilt University. ***Towards an Understanding of Dynamics Surrounding Professional Development Designed, Facilitated, and Evaluated by Teacher Leaders***. TUAN D NGUYEN, Vanderbilt University

NICOLE ARSHAN, SRI International. ***Taking Professional Development to Scale: Impact of the National Writing Project's College-Ready Writers Program on Teachers and Students***. H. ALIX GALLAGHER, SRI International, KATRINA WOODWORTH, SRI International

STEPHANIE LEVIN, IMPAQ International - LLC.. ***Teachers' Experiences of a Hybrid Professional Development Model of Reading Apprenticeship***. CHERI FANCSALI, IMPAQ International - LLC., YASUYO ABE, IMPAQ International - LLC.

Discussants: CARA JACKSON, Urban Teachers

Accountability and testing

Concurrent Session XII, Saturday, March 19, 2016 - 11:30AM to 01:00PM

12.01 - Sustaining the Momentum: Linking Early Childhood Education and K-12 Systems

Chair: ERICA GREENBERG, Urban Institute

In the last decade, state preschool programs have increased spending by \$2 billion and nearly doubled enrollments to serve one-third of all four-year-olds. Several cities have launched their own programs, and the Obama Administration has invested in preschool access and quality through its Race to the Top—Early Learning Challenge Fund, Preschool Development and Expansion Grants, and other initiatives for children birth to three-years-old. Yet, early childhood education often remains separated from K-12 systems by governance structures, funding streams, data systems, and program policies. In turn, lack of integration may challenge efforts to sustain the momentum created by high-quality early childhood education programs—particularly for children most at risk.

This discussion panel will blend recent research, policy, and practice to (1) assess the current state of early childhood education and K-12 systems alignment at the federal, state, and local levels; (2) identify ongoing barriers to systems alignment; and (3) illuminate promising P-3 (preschool through third grade) and P-16 models while considering their expansion nationwide. Although this work “is not for the fainthearted” (Takanishi, 2011), it is central to increasing the efficiency and effectiveness of public investments and improving children’s short- and long-term academic outcomes.

Discussants: ELIZABETH GROGINSKY, District of Columbia Office of the State Superintendent of Education, KRISTIE KAUERZ, University of Washington, SHARON TRIOLO-MOLONEY, Colorado Department of Education, CHRIS WEILAND, University of Michigan

Policy Reactor: JENNA CONWAY, Louisiana Department of Education

Early childhood interventions

12.02 - How Do Accountability Measures and Labels Affect Students?

Chair: IFTIKHAR HUSSAIN, University of Sussex

MARCUS A. WINTERS, University of Colorado. ***New York Ungraded.*** JOSHUA COWEN, Michigan State University

ROBERT SANTILLANO, Tulane University. ***Student Performance Labels: Salience and Response.*** JON VALANT, Tulane University, DOUGLAS N. HARRIS, Tulane University

EMILY C. KERN, Vanderbilt University. ***Does Counting Toward School Ratings Matter? Mobile Student Performance Under Shifting Accountability Policies***

SEAN TANNER, University of California - Berkeley. ***The Impact of NCLB on Non-cognitive Skills***

Discussants: SARAH PRENOVITZ, Cornell University

Accountability and testing

12.03 - Teacher Effects on Students' Academic Performance, Attendance and College Enrollment

Chair: BEN BACKES, American Institutes for Research

RODNEY HUGHES, Harvard University. ***The Relationship between Teacher Performance and Students' College Enrollment***. LAUREN DAHLIN, Harvard University, TARA TUCCI, Pittsburgh Public Schools

JING LIU, Stanford University. ***Teacher Effects on Student Class Absences***. SUSANNA LOEB, Stanford University, CAMILLE RAE WHITNEY, Stanford University

MARK CHIN, Harvard University. ***The Effect of a Standardized Testing Regime Change on Returns to Teacher Experience***

Discussants: MARK BERENDS, University of Notre Dame

Educator labor markets and effectiveness

12.04 - Community Colleges and College Choice

Chair: MICHELLE HODARA, Education Northwest

VIVIAN YUEN TING LIU, Teachers College Columbia University. ***Is There Benefit to Going Backward? The Academic and Labor Market Returns to Reverse Transferring to Two-year Colleges for Students Struggling in Four-year Colleges***.

BENJAMIN SKINNER, Vanderbilt University. ***Modeling College Enrollment Via Conditional Logit: How Has College Choice Changed?***

KERSTIN GENTSCH, CUNY. ***Does Starting at a Community College Affect B.A. Attainment? A Natural Experiment Using Changing Admissions Criteria***. SARAH TRUELSCH, CUNY

ELIZABETH PARK, University of Southern California. ***Progression of ESL Students in the Community Colleges***

Discussants: BRENT EVANS, Vanderbilt University

12.05 - STEM Learning in Higher Education

Chair: JIHYE KAM, University of Madison-Wisconsin

SOOJI KIM, University of Michigan. **High School Science Courses as STEM Somentum: Causal Inference for Multi-valued Treatments.** XIAOYANG YE, University of Michigan, STEPHEN L. DESJARDINS, University of Michigan, BRIAN P. MCCALL, University of Michigan

SERENA CANAAN, University of California Santa Barbara. **Returns to Education Quality for Low-Skilled Students: Evidence from a Discontinuity.** PIERRE MOUGANIE, American University of Beirut

DAVE MARCOTTE, American University. **Active Learning and Retention among College Students in Science, Technology, Engineering and Math.** MARV MANDELL, University of Maryland - Baltimore County

XIAOTAO RAN, Teachers College Columbia University. **Closing the Gender and Race Gaps in STEM: Does Student-instructor Demographic Match Matter in College?**

Discussants: AMANDA L. GRIFFITH, Wake Forest University

12.06 - Beyond the Matching Algorithm: The Implications of Intra-District Choice for Schools, Families and Students

Chair: MATT LARSEN, Tulane University

MICHAH W. ROTHBART, NYU. **Competing for Students: The Impact of Increased School Choice on School Expenditures**

JON VALANT, Tulane University. **Lotteried Down: The Consequences of Losing in Rankings-Based School Assignment.** JOSHUA M. COWEN, Michigan State University, JANE ARNOLD LINCOVE, Tulane University

JENNIFER JENNINGS, NYU. **Barriers to School Choice at "Limited Unscreened" High Schools in NYC.** CAROLYN SATTIN-BAJAJ, Seton Hall University, CHRISTY BAKER-SMITH, NYU, SAMUEL DINGER, NYU, SARAH COHODES, Teachers College - Columbia, SEAN CORCORAN, NYU

PATRICK DENICE, University of Washington. **Choice, Preferences, & Constraints: Evidence from Public School Applications in Denver.** PATRICK DENICE, University of Washington, BETHENY GROSS, University of Washington

Discussants: BRIAN ESCHBACHER, Denver Public Schools, SAMUEL ABRAMS, Teachers College Columbia University

Policy Reactor: BRIAN ESCHBACHER, Denver Public Schools

K-12 school governance/politics and school choice

12.07 - The Lives of High Schoolers and the Role of Policy Levers

Chair: OLIVIA CHI, Harvard University

VALERIE BOSTWICK, University of California Santa Barbara. ***Saved By the Morning Bell: School Start Time and Teen Car Accidents***

MERYLE WEINSTEIN, New York University. ***Examining why summer jobs generate benefits for some students and not others? Characteristics of NYC's Summer Youth Employment Program placements and participants, and the impact on academic outcomes.*** JACOB LEOS-URBEL, Stanford University, AMY ELLEN SCHWARTZ, Syracuse University, MATT WISWALL, Arizona State University

JESSE MARGOLIS, New York University. ***Schools and Obesity: A Natural Experiment Using the New York City High School Admissions Process***

LAURA M. CRISPIN, Saint Joseph's University. ***Does Time to Work Limit Time to Play?: Estimating a Time Allocation Model for High School Students by Household Income.*** MICHAEL KOFOED, United States Military Academy at West Point

Discussants: DAVID BLAZAR, Harvard University

Other

12.08 - The Achievement Effects of Online and Computer Technology

Chair: MICHAEL COYNE, University of Connecticut

JAMES L. WOODWORTH, Stanford University. ***Online Charter School Study 2015.*** MARGARET E. RAYMOND, Stanford University, KURT CHIRBAS, Stanford University, MARIBEL GONZALEZ, Stanford University, YOHANNES NEGASSI, Stanford University, WILL SNOW, Stanford University

CASSANDRA HART, University of California - Davis. ***Online Course-Taking and Student Performance in High Schools.*** BRIAN JACOB, University of Michigan, SUSANNA LOEB, Stanford University

ADAM C SALES, University of Texas. ***Modeling the Treatment Effect from Educational Technology as a Function of Student Usage.*** JOHN PANE, RAND Corporation

KYLE GREENBERG, United States Military Academy. ***The Effect of Computer Usage on Academic Performance: Evidence from a Randomized Control Trial at the United States Military Academy***. SUSAN CARTER, United States Military Academy, MICHAEL WALKER, United States Military Academy

Discussants: REKHA BALU, MDRC

Schooling innovations

12.09 - Investigating Patterns of Educator Supply and Demand in Three States

Chair: JESSE LEVIN, American Institutes for Research

ALEX BERG-JACOBSON, American Institutes for Research. ***Massachusetts Study of Educator Supply and Demand***. DREW ATCHISON, American Institutes for Research, JESSE LEVIN, American Institutes for Research, KATELYN LEE, American Institutes for Research, EMILY VONTSOLOS, American Institutes for Research

JESSE LEVIN, American Institutes for Research. ***Oklahoma Study of Educator Supply and Demand***. ALEX BERG-JACOBSON, American Institutes for Research

JIM LINDSAY, American Institutes for Research. ***Methods for Minnesota's Teacher Supply and Demand Study***. JILL WALSTON, American Institutes for Research, JEREMY REDFORD, American Institutes for Research, YINMEI WAN, American Institutes for Research

COURTNEY PRESTON, Florida State University. ***On the Market: Exploring Job Preferences of Novice Teachers***. PETER GOFF, University of Madison-Wisconsin, MAIDA FINCH, Salisbury University

Discussants: JAY CHAMBERS, American Institutes for Research, JIM LINDSAY, American Institutes for Research

Policy Reactor: CARRIE CONAWAY, Massachusetts Department of Elementary and Secondary Education

Educator labor markets and effectiveness