

Association for Education Finance and Policy 42nd Annual Conference

Education Policy and Research in the Post-Obama Era

Marriott Wardman Park - Washington, DC
March 16-18, 2017



AEFP

Association for Education Finance and Policy

**The Association for
Education Finance and Policy
42nd Annual Conference**

Educational Policy and Research in the Post-Obama Era

March 16-18, 2017
Marriott Wardman Park
Washington, DC

Conference Twitter hashtag: #AEFP2017
<http://twitter.com/aefpweb>

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FUTURE AEFP ANNUAL CONFERENCES

2018

43rd ANNUAL CONFERENCE
MARCH 15-17, 2018
HILTON PORTLAND EXECUTIVE TOWERS
PORTLAND, OREGON

2019

44TH ANNUAL CONFERENCE
MARCH 21-23, 2019
KANSAS CITY MARRIOTT DOWNTOWN
KANSAS CITY, MISSOURI

2020

45TH ANNUAL CONFERENCE
MARCH 19-21, 2020
THE WORTHINGTON RENAISSANCE
FORT WORTH, TEXAS

The Association for Education Finance and Policy

226 Middlebush Hall

Columbia, MO 65211

Email: info@aeftpweb.org

Program Overview & Table of Contents

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Wednesday, March 15, 2017

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2017 AEFPP CONFERENCE ACKNOWLEDGEMENTS
WASHINGTON, DC

AEFP thanks the following individuals and organizations:

The AEFPP Program Planning Committee: Program Chair Susan Dynarski; members Daphna Bassok, Colin Chellman, Carrie Conaway, Kalena Cortes, Tom Dee, Tina Collins, Jason Grissom, Cassandra Guarino, Scott Imberman, Venessa Keesler, Michal Kurlaender, Randall Reback, Katharine Strunk.

Reviewers Arya Ansari, Michael Bates, Quentin Brummet, Eric Brunner, Celeste Carruthers, Judith Scott-Clayton, Joshua Cowen, Beth Dhuey, Alex Ebel, Brent Evans, Stella Flores, Chloe Gibbs, Joshua Goodman, Michael Gottfried, Erica Greenberg, Peter Hinrichs, Michael Hurwitz, Jennifer Imazeki, Robert Kelchen, Cory Koedel, Michael Kofoed, Michal Kurlaender, Scott Latham, Michael Lovenheim, Jane Arnold Lincove, Anna Markowitz, Andrew McEachin, Michael Narreta, Lindsay Page, Morgan Polikoff, Randall Reback, Lucrecia Santibanez, Jonathan Smith, Lori Taylor, Paul Thompson, and Kelly Vosters, Gema Zamarro.

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General session speaker Raj Chetty, Stanford University.

Thursday's opening policy talk speakers Holly Yettick, Education Week Research Center, Sarah Sparks, Education Week, Erik Robelen, Education Writers Association, Kavitha Cardoza, Education Week Video, Elizabeth Rich, Education Week Commentary; Celeste Carruthers, University Of Tennessee, Martha J. Kanter, College Promise Campaign, Matthew Chingos, Urban Institute, Lindsay Page, University Of Pittsburgh, Emily House, Tennessee Higher Education Commission; William J. Mathis, University Of Colorado, Richard Rothstein, Economic Policy Institute, Betty Malen, University Of Maryland, Jennifer King Rice, University Of Maryland, Patricia Burch, University Of Southern California, Gail Sunderman, Maryland Equity Project.

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Education Finance & Policy's editors Amy Ellen Schwartz and associate editors Eric Brunner, Stephanie Riegg Cellini, Katharine O. Strunk, and Susanna Loeb, and Lisa G. Jelks, editorial assistant.

AEFP institutional members: Access Group Center for Research & Policy Analysis; The Albert Shanker Institute; American Institutes for Research; American University; Augenblick, Palaich and Associates; Bush School of Government and Public Service; EdChoice; Education Analytics; The Ewing Marion Kauffman Foundation; Deans for Impact; Friedman Foundation for Educational Choice; IMPAQ International; Mathematica Policy Research; Michigan State University; New Jersey Department of Education; Picus Odden & Associates; RAND Corporation; Steinhardt School of Culture, Education and Human Development at New York University; Stanford Center for Education Policy Analysis; Syracuse University Maxwell School of Citizenship and Public Affairs; Teachers College, Columbia University; University of Arkansas Department of Education Reform; University of Michigan's Education Policy Initiative and Youth Policy Lab; University of Missouri; University of Southern California Rossier School of Education; Urban Institute and The Walton Family Foundation.

Sustaining Members American Federation of Teachers, AFL-CIO; Association of School Business Officials, International; National Education Association; United Federation of Teachers.

Jason Grissom (Chair), Jennifer Graves, Richard Bowman, Michal Kurlaender and Tina Collins for serving on the AEFP Awards Committee. Cory Koedel for serving as an outside reader.

Judith Scott Clayton (Chair), Joyce Levenson, Eugenia Toma and Jennifer Graves for serving on the AEFP Nominations Committee.

Eric Isenberg (Chair), Judith Scott Clayton, Howard Nelson, Tina Collins, Rajashri Chakrabarti and Venessa Keesler for serving on the Membership and Outreach Committee.

Robert Goertz (Chair), Sue Dynarski, Eric Isenberg, Joyce Levenson, Celeste Carruthers and Rajashri Chakrabarti for serving on the AEFP Finance Committee.

Tom Dee (Co-Chair), Jason Grissom, Cassandra Guarino, Dominic Brewer (Ex Officio) and Michael Petko for serving on the AEFP Development Committee.

Robert Goertz (Chair), David Figlio, Michael Petko, Richard Bowman and Celeste Carruthers for serving on the AEFP By-Laws Committee.

Kalena Cortes (Chair), Scott Imberman, Eugenia Toma, David Figlio, Tina Collins and Rajashri Chakrabarti for serving on the AEFP Publications Committee.

Michal Kurlaender for coordinating the networking sessions.

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All of the researchers, policymakers and practitioners who bring their insights and hard work on methods, conceptual understanding and impacts about how resources impact human learning to the AEFP conference.

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Year	Recipient	Conference Location
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2012	Thomas Downes	Boston, Massachusetts
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2010	David Figlio	Richmond, Virginia
2009	James Guthrie	Nashville, Tennessee
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2007	Richard Rothstein	Baltimore, Maryland
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2005	Leanna Stiefel	Louisville, Kentucky
2004	Henry M. Levin	Salt Lake City, Utah
2003	David Monk	Orlando, Florida
2002	Van D. Mueller	Albuquerque, New Mexico
2001	Margaret E. Goertz	Cincinnati, Ohio
2000	Eugene P. McLoone	Austin, Texas
1999	Robert Berne	Seattle, Washington
1998	Allan R. Odden	Mobile, Alabama
1997	William J. Fowler, Jr.	Jacksonville, Florida
1996	Will S. Myers	Salt Lake City, Utah
1995	Bettye MacPhail-Wilcox	Savannah, Georgia
1994	Kern Alexander	Nashville, Tennessee
1993	Richard A. Rossmiller	Albuquerque, New Mexico
1992	G. Alan Hickrod	New Orleans, Louisiana
1991	Arthur E. Wise	Williamsburg, Virginia
1990	K. Forbis Jordan	Las Vegas, Nevada
1989	George R. Babigian	San Antonio, Texas
1988	H. Thomas James	Tampa, Florida
1987	Charles S. Benson	Washington, DC
1986	William P. McClure	Chicago, Illinois
1985	Roe L. Johns	Phoenix, Arizona

Presidents of the Association

Year	President	Conference Location
2017	Dan Goldhaber	Washington, DC
2016	David Figlio	Denver, Colorado
2015	Dominic J. Brewer	Washington, DC
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2013	Deborah H. Cunningham	New Orleans, Louisiana
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2011	Susanna Loeb	Seattle, Washington
2010	Martin Orland	Richmond, Virginia
2009	Amy Ellen Schwartz	Nashville, Tennessee
2008	Jennifer King Rice	Denver, Colorado
2007	Christopher Roellke	Baltimore, Maryland
2006	James W. Guthrie	Denver, Colorado
2005	Marge Plecki	Louisville, Kentucky
2004	James H. Wyckoff	Salt Lake City, Utah
2003	Jay Chambers	Orlando, Florida
2002	Leanna Stiefel	Albuquerque, New Mexico
2001	Neil D. Theobald	Cincinnati, Ohio
2000	Stephen L. Jacobson	Austin, Texas
1999	R. Craig Wood	Seattle, Washington
1998	Eugene P. McLoone	Mobile, Alabama
1997	Lawrence O. Picus	Jacksonville, Florida
1996	Mary P. McKeown	Salt Lake City, Utah
1995	David S. Honeyman	Savannah, Georgia
1994	C. Philip Kearney	Nashville, Tennessee
1993	David H. Monk	Albuquerque, New Mexico
1992	Van D. Mueller *	New Orleans, Louisiana
1991	Margaret E. Goertz	Williamsburg, Virginia
1990	Bettye MacPhail-Wilcox	Las Vegas, Nevada
1989	Kern Alexander	San Antonio, Texas
1988	William E. Sparkman	Tampa, Florida
1987	James Ward	Washington, DC
1986	James L. Phelps	Chicago, Illinois
1985	G. Alan Hickrod *	Phoenix, Arizona
1984	Nelda Cambron-McCabe	Orlando, Florida
1983	Walter I. Garms *	Washington, DC
1982	Edwin E. Steinbrecher	Philadelphia, Pennsylvania
1981	Richard A. Rossmiller	New Orleans, Louisiana
1980	Allan R. Odden	San Diego, California
1979	James E. Gibbs *	Washington, DC
1978	Charles S. Benson *	Denver, Colorado
1977	William P. McLure *	San Antonio, Texas
1976	Roe L. Johns *	Nashville, Tennessee

**Deceased*

Outstanding Dissertation Award Recipients

- 2016 Jeff Denning
2015 Anjali Adukia *Honorable Mention: Erika Greenberg*
2014 Chloe Gibbs *Honorable Mention: Matthew Kraft and Josh Hyman*
2013 Rajeev Darolia
2012 Phuong Nguyen *Honorable Mention: Eleanor Fulbeck, Cassandra Hart*
2011 Daphna Bassok
2010 Celeste K. Carruthers
2009 Justin Smith
2008 Emily Pas Isenberg, Scott Imberman *Honorable Mention: Louis-Philippe Morin*
2007 Daniel W. Player
2006 Debbi C. Harris
2005 Randall Reback *Honorable Mention: Dylan Conger*
2004 Sean P. Corcoran
2003 Robert Bifulco, Tana Bishop and Patrice Iatarola
2002 Anthony Rolle
2001 Jennifer Imazeki, Anna Lukemyer and Patrick J. McEwan
2000 Susanna Loeb and Corrine H. Taylor
1999 Nicola A. Alexander and Donald R. Tetreault
1998 Brian O. Brent, Gloria M. Rodriguez and Ross H. Rubenstein
1997 Christopher Forbes Roellke
1996 Sheila E. Murray
1995 James Michael Garris, Theodore R. Gilkey and Susan Robinson Summers
1994 Mary Jane Guy and Linda Hertert
1993 Linda Sue Geary and Joseph Michael O'Loughlin
1992 Patrick F. Galvin
1991 Teresa S. Lyons and Phillip McKenzie
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1989 Michael F. Addonizio and Bruce T. Fraser
1988 Sharon F. Fischer and Stephen L. Jacobson
1987 Robert W. Ruch and Frederick D. Saul, Jr.
1986 Curtis A. Smith
1985 Betty Malen and John Strudwick
1984 John L. Myroon and Deborah A. Verstegen
1983 Robert A. Lee, Bettye MacPhail-Wilcox and Richard A. Zollinger
1982 Katsuji Okachi and Mark Shugoll
1981 Catherine Batsche, Gayden Carruth and Douglas Swift
1980 Doris Kling, Thomas R. Melcher and F. Howard Nelson
1979 Robert P. Knight, David B. Kret, Douglas W. Otto and Catherine Putnam
1978 J. Placido Garcia Jr., Paul Herche, Marilyn Anne Hopkins, Richard A. King and Theodore S. Sergi

New Scholars Award Recipients

- 2016 Emily Kern, Elizabeth Friedmann, Zachary Mabel
2015 Alex Smith, Melinda Adnot, Michael Naretta
2014 Di Xu

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

Early Career Award Recipients

2016 John Papay
 2015 David Deming

1.01 - For-Profit Colleges

Room: Thurgood Marshall West, Mezzanine Level

Chair: ROBERT TOUTKOUSHIAN, University of Georgia

SU JIN JEZ, California State University - Sacramento. *Improving Oversight of For-profit Institutions by Understanding Student Choice.*

JOSELYNN HAWKINS FOUNTAIN, George Washington University. *The Effects of the Gainful Employment Regulatory Uncertainty on Enrollment at For-profit Colleges.*

LILY FESLER, Stanford University. *Instruction in Virtual Classrooms: How faculty affect student performance in online college classes.* ERIC BETTINGER, Stanford University, LINDSAY FOX, Mathematica Policy Research, SUSANNA LOEB, Stanford University, ERIC TAYLOR, Harvard University.

1.02 - Teacher Quality

Room: Thurgood Marshall North, Mezzanine Level

Chair: JAMES WYCKOFF, University of Virginia

JANE ROCHMES, Stanford University. *Educators As "Equity Warriors".* EMILY K. PENNER, University of California - Irvine, SUSANNA LOEB, Stanford University.

LI FENG, Texas State University and the Brookings Institution. *School District Staffing Policies and Student Achievement Gaps: Oaxaca decomposition.* MICHAEL HANSEN, The Brookings Institution.

ELIZABETH I. RIVERA RODAS, Montclair State University. *Loopholes, Teacher Quality, Housing Prices and Segregation.*

DAN GOLDBERGER, American Institutes for Research. *Has It Always Been This Way? Tracing the evolution of teacher quality gaps in U.S. public schools.* VANESSA QUINCE, University of Washington, RODDY THEOBALD, American Institutes for Research.

1.03 - Special Education Financing
POLICY TALK

Room: Thurgood Marshall East, Mezzanine Level

Chair: PATRICK MURPHY, Public Policy Institute of California

Discussants: ROBIN LAKE, Center for Reinventing Public Education, LAURA HILL, Public Policy Institute of California, STEVEN FRANK, Education Resource Strategies, AMY OWEN, Tennessee Department of Education

Students with disabilities are supported by special education programs at school districts across the country. The programs are paid for by a mix of federal, state, and local funding. Federal funding was intended to cover 40 percent of spending for students with special needs when the Individuals with

Disabilities Education Act, or IDEA, was signed into law in 1974, though it has never come close to doing so. Since students with special needs are entitled to a free and appropriate public education under the law, state and local spending is essential to providing special education services. Special education programs are also intended to serve students in the least restrictive environment, allowing students to receive as much instruction as possible in a general education classroom setting. This panel will discuss the variation in the way states and localities pay for special education and discusses potential consequences these approaches.

The federal formula distributes dollars to states based on numbers of total enrolled students (and a 15% weight for students in poverty) rather than based on the number of special education students. This census-based funding formula is intended to avoid creating fiscal incentives to identify students as having special needs.

Many state funding formulas operate differently, and with potentially different fiscal incentives for identification and service. Some states fund districts based on numbers of enrolled students (similar to the federal formula). Others fund districts based on numbers of students with special needs. Some states add weights to their formulas, either for risk factors (for census based) or for types of disability (for special education student counts). Special education student counts can have a cap, a floor, or neither, depending on the state. Some state formulas reimburse school districts for costs of providing services to students with special needs (either partially or in full). And finally some states do something entirely different, such as providing vouchers for individual students with special education needs. In addition, states vary in whether funding for special education is treated as categorical or is integrated with general education funding.

The four panelists each have in-depth knowledge of four unique funding options, represented by California, Georgia, Tennessee, and New Orleans and can discuss ways in which the funding formulas present challenges and opportunities for efficiently serving students with special needs in the most integrated way possible.

1.04 - Gender Gaps in Access and Success

Room: Thurgood Marshall South Mezzanine Level

Chair: TIM SASS, Georgia State University

DAVE E. MARCOTTE, American University. *Sexual Violence, Title IX and Women's College Enrollment.* JANE E. PALMER, American University.

DANIEL PUSKIN, American University. *Math Identification and Gender Gaps in STEM Pursuit.*

KELLY ROSINGER, University of Virginia. *The Effect of Test-optional Admissions Policies on the College Gender Gap.* DYLAN CONGER, George Washington University.

A. ABIGAIL PAYNE, University of Melbourne. *High School Choices and the Gender Gap in STEM.* DAVID CARD, University of California.

1.05 - Macro Effects and Government Spending

Room: Harding, Mezzanine Level

Chair: MICHAEL LOVENHEIM, Cornell University

SIMONA HANNON, Federal Reserve Board. *Education Expenditure Multipliers*. DAMJAN PFAJFAR, Federal Reserve Board, MAARTEN DE RIDDER, Cambridge University.

ANDREW FOOTE, U.S. Census Bureau. *The Education Production Response to Local Labor Market Downturns*. MICHEL GROSZ, University of California.

RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York. *Getting Ahead by Spending More? State and local community responses to state merit aid programs*. NICOLE GORTON, Federal Reserve Bank of New York, JOYDEEP ROY, Columbia University & IBO.

RUSSELL WEINSTEIN, Rensselaer Polytechnic Institute. *Local Labor Markets and Human Capital Investments*.

1.06 - Language and English Learners

Room: Coolidge, Mezzanine Level

Chair: UMUT OZEK, American Institutes for Research

JENNIFER TIMMER, University of Illinois at Urbana-Champaign. *Improving Math and Reading Outcomes for English Learners: A quasi-experimental study of language services*.

JENNIFER L. STEELE, American University. *Dual-language Immersion at Scale: An analysis of program costs and mechanisms*. ROBERT O. SLATER, American Councils for International Education, GEMA ZAMARRO, University of Arkansas, TREY MILLER, RAND Corporation, JENNIFER LI, RAND Corporation.

ANGELA JOHNSON, Stanford University. *Causal Impact of Summer Credit Recovery on High School English Learner Outcomes*.

1.07 - Enrolling and Serving Different Types of Students in Charter Schools

Room: Hoover, Mezzanine Level

Chair: JANE ARNOLD LINCOVE, University of Maryland - Baltimore County

ADAM KHO, Vanderbilt University. *School Choice in North Carolina: Is selective enrollment at play?* ANDREW MCEACHIN, RAND.

DICK CARPENTER, University of Colorado Colorado Springs. *Does Attending a Charter School Reduce the Likelihood of Being Placed into Special Education? Evidence from Denver, Colorado*. MARCUS A. WINTERS, Boston University, GRANT CLAYTON, University of Colorado Colorado Springs.

RON ZIMMER, University of Kentucky. *Comprehensive Examination of the Performance Levels of Students Served by Charter Schools*. ADAM KHO, Vanderbilt University.

**1.08 - What We Can Learn from New Data
on Social-Emotional Skills and Climate**

Room: Tyler, Mezzanine Level

Chair: MARTIN ORLAND, Consultant

ETHAN SCHERER, Harvard University. *A Teacher's Perspective on Students' Socio-emotional Skills: Can teacher assessments improve our understanding of student socio-emotional skills?* MARTIN WEST, Harvard University, AARON W. DOW, Harvard University.

HEATHER HOUGH, Stanford University. *The Softer Side: What surveys of students' social-emotional skills and school climate reveal about educational performance*. DEMETRA KALOGRIDES, Stanford University, SUSANNA LOEB, Stanford University.

MARTIN WEST, Harvard University. *Measuring and Charting the Development of Student Social-emotional Learning: Evidence from the first large-scale panel survey of students*. HEATHER J. HOUGH, Stanford University, SUSANNA LOEB, Stanford University, ROBERT H. MEYER, Education Analytics, ANDREW RICE, Education Analytics.

ANDREW RICE, Education Analytics. *Measuring School Effects on Social-emotional Learning: Evidence from the first large-scale panel survey of students*. HEATHER J. HOUGH, Policy Analysis for California Education, SUSANNA LOEB, Stanford University, ROBERT H. MEYER, Education Analytics and University of Wisconsin-Madison, MARTIN R. WEST, Harvard University.

1.09 - Supply and Demand in Postsecondary Schooling

Room: Wilson A, Mezzanine Level

Chair: KEVIN STANGE, University of Michigan

TOMMASO AGASISTI, Politecnico di Milano School of Management. *Research, Knowledge Transfer and Innovation: The effect of Italian universities' efficiency on the local economic growth*. CRISTIAN BARRA, Politecnico di Milano School of Management, ROBERTO ZOTTI, Politecnico di Milano School of Management.

JAMES DEAN WARD, University of Southern California. *Characteristics of Closure: Understanding the contraction of the for-profit college market*.

JILL JOHNES, University of Huddersfield. *Predicting Financial Sustainability in a Competitive Higher Education Marketplace*. ANDREW MCCONNELL, University of Huddersfield.

MARIA MARTA FERREYRA, The World Bank. *Increasing Higher Education Coverage: Student sorting and supply expansion in Colombia*. JUAN ESTEBAN CARRANZA, Central Bank of Colombia.

1.10 - Curriculum and Student Outcomes

Room: Wilson B, Mezzanine Level

Chair: BRIAN GILL, Mathematica Policy Research

MATTHEW NAVEN, University of California - Davis. *School Quality in California Under Common Core Standards*. SCOTT CARRELL, University of California - Davis, MICHAL KURLAENDER, University of California - Davis, PACO MARTORELL, University of California - Davis.

KIM JANSEN, Michigan State University. *Teacher Evaluation and Common Core Mathematical Practices Standards: Which relates to student achievement?* NICOLE JESS, Michigan State University, WILLIAM SULLIVAN, Michigan State University.

SHAUNA CAMPBELL, University of Southern California. *Factors Associated with the Selection of Curricular Materials at the District Level*. MORGAN POLIKOFF, University of Southern California.

HOVANES GASPARIAN, University of Southern California. *Elementary Mathematics Textbook Adoptions in California*.

1.11 - Teacher Training and Observation

Room: Wilson C, Mezzanine Level

Chair: MATTHEW KRAFT, Brown University

BEN BACKES, American Institutes for Research. *Can UTeach? Assessing the relative effectiveness of STEM teachers*. DAN GOLDHABER, American Institutes for Research, WHITNEY CADE, American Institutes for Research, MELISSA DODSON, American Institutes for Research, KATE SULLIVAN, American Institutes for Research.

DALE BALLOU, Vanderbilt University. *Increasing the Number of Principal-conducted Observations: Effects on teacher perception and performance*. SETH B HUNTER, Vanderbilt University.

RYAN EISNER, American Institutes for Research. *Examining the Impact of Denver Teacher Residency on Teacher Retention, Teacher Effectiveness, and Student Achievement*. ELEANOR FULBECK, American Institutes for Research, MARTYNA CITKOWICZ, American Institutes for Research, BO ZHU, American Institutes for Research, DAVID MANZESKE, American Institutes for Research.

MICHAEL GARET, American Institutes for Research. *Focusing on Mathematical Knowledge: The impact of content-intensive teacher professional development*. JESSICA HEPPEN, American Institutes for Research, KIRK WALTERS, American Institutes for Research, TONI SMITH, American Institutes for Research, MENGLI SONG, American Institutes for Research, RACHEL GARRETT, American Institutes for Research.

1.12 - International Perspectives on Teacher Training and Compensation

Room: Madison B, Mezzanine Level

Chair: MERYLE WEINSTEIN, New York University

LUIS OMAR HERRERA, The World Bank. *Premium or Penalty? Labor market returns to novice public sector teachers*. JUAN E. SAAVEDRA, University of Southern California, DARIO MALDONADO, Universidad de los Andes, LUCRECIA SANTIBANEZ, Claremont Graduate University.

YU ZHANG, Institute of Education Tsinghua University. *Impact of Individual Teachers on Student National College Entrance Exam (NCEE) Performance: Empirical evidence from Jinan, China*. XUEHAN ZHOU, Institute of Education Tsinghua University, YOU YOU, Peking University.

PRASHANT LOYALKA, Stanford University. *Unpacking Teacher Professional Development: Evidence from a randomized evaluation of China's national teacher training program*. GUIRONG LI, Henan University, CHENGFANG LIU, Peking University, ANNA POPOVA, Stanford University, HENRY SHI, Stanford University.

2.01 - Parental Investments during Early Childhood

Room: Thurgood Marshall West, Mezzanine Level

Chair: CHRISTINA WEILAND, University of Michigan

QI XING, University of North Carolina at Chapel Hill. *Examining the Effects of Parental Immigration Status and Family Income on Childcare Choices and School Readiness.*

ANNA MARKOWITZ, University of Virginia. *Do Parents Know "High Quality" Preschool When They See It?* DAPHNA BASSOK, University of Virginia, DANIEL PLAYER, University of Virginia, MICHELLE ZAGARDO, University of Virginia.

ERICA GREENBERG, Urban Institute. *Exploring Preschool Access for Children of Immigrants.* GINA ADAMS, Urban Institute, MOLLY MICHIE, Urban Institute.

SHAIZA QAYYUM, Johns Hopkins University. *Female Labor Supply, Investment in Children and Private Schooling.*

2.02 - Explaining Teacher Quality

Room: Thurgood Marshall North, Mezzanine Level

Chair: DAN GOLDBERGER, American Institutes for Research

RANDALL REBACK, Barnard College. *Teacher Perceptiveness and Student Success.*

ANDREW J. HILL, University of South Carolina. *A Teacher Who Knows Me: The value of repeat student-teacher matches in elementary school.* DANIEL B. JONES, University of South Carolina.

ALANNA BJORKLUND-YOUNG, Johns Hopkins University. *Inside the Classroom: Which teaching skills explain teacher quality?*

JESSALYNN JAMES, University of Virginia. *Measuring Teacher Quality: Does the Common Core make a difference?* THOMAS DEE, Stanford University, AARON PHIPPS, University of Virginia, JAMES WYCKOFF, University of Virginia.

2.03 - Immigration and Education

Room: Thurgood Marshall East, Mezzanine Level

Chair: ANJALI ADUKIA, University of Chicago

MENBERE SHIFERAW, New York University. *The Refugee School Impact Grant Program and the Integration of Refugee Children in U.S. Schools.*

AGUSTINA LAURITO, New York University. *Home Country Natural Disasters and the Academic Outcomes of Immigrant Students.*

LESLEY TURNER, University of Maryland. *The Effect of College Networks on Immigrant and Minority Employment Outcomes*. DYLAN CONGER, George Washington University, COLIN CHELLMAN, City University of New York.

DAVID FIGLIO, Northwestern University. *Long-term Orientation and Educational Performance*. PAOLA GIULIANO, UCLA, UMUT OZEK, American Institutes for Research, PAOLA SAPIENZA, Northwestern University.

2.04 - Teacher Training

Room: Thurgood Marshall South, Mezzanine Level

Chair: DALE BALLOU, Vanderbilt University

MERYLE WEINSTEIN, New York University. *Earth Science Teacher Preparation for High-need Public Schools: The impact of AMNH's MAT Program on student test-taking and performance*.

MICHELE LEARDO, New York University. *Informal Science Collaborations and Teacher Retention: Evidence from New York City's Urban Advantage program*. MERYLE WEINSTEIN, New York University

JOHN P. PAPAY, Brown University. *Encouraging Compliance without Mandates: The challenge of take-up in a voluntary state-sponsored professional learning initiative*. ELLEN GOLDRING, Vanderbilt University, JASON GRISSOM, Vanderbilt University, MARY E. LASKI, Brown University, SUSAN K. PATRICK, Vanderbilt University, ERIC TAYLOR, Harvard University, JOHN H. TYLER, Brown University.

MATTHEW KRAFT, Brown University. *The Effect of Teacher Coaching on Instruction and Student Achievement: A meta-analysis of the causal evidence*. DAVID BLAZAR, Harvard Graduate School of Education, DYLAN HOGAN, Brown University.

2.05 - Charter Schools & Choice

Room: Harding, Mezzanine Level

Chair: RON ZIMMER, University of Kentucky

MICHAEL PODGURSKY, University of Missouri. *Charter School Participation in State Teacher Pension Plans*. SUSAN AUD PENDERGRASS, National Alliance for Public Charter Schools, KEVIN HESLA, National Alliance for Public Charter Schools.

PAUL PETERSON, Harvard University. *Parental Perceptions of Charter, Traditional District and Private Schools: Evidence from Two Nationally Representative Surveys of U. S. Parents*. SAMUEL BARROWS, Harvard University, MARTIN WEST, Harvard University, ALBERT CHENG, Harvard University.

BRIAN JACOB, University of Michigan. *Understanding the Effects of Charter Schools in Michigan*. SUSAN DYNARSKI, University of Michigan, SILVIA ROBLES, University of Michigan.

JOHN D. SINGLETON, Duke University. *Incentives and the Supply of Effective Charter Schools*.

2.06 - Closing Persistence Gaps

Room: Coolidge, Mezzanine Level

Chair: MARK C. LONG, University of Washington

STACY KEHOE, University of Pittsburgh. *Supporting Low-income Students to College Success: Estimating the impact of the Dell Scholars Program beyond the selection threshold.* LINDSAY C. PAGE, University of Pittsburgh.

STELLA FLORES, New York University. *The Racial College Completion Gap in New York City.* VANESSA COCA, New York University, TOBY J. PARK, Florida State University.

CAROLYN SATTIN-BAJAJ, Seton Hall University. *A College-going Culture for All: Variation in students' responses to elements of a college-going culture by race/ethnicity and income.* RONG CHEN, Seton Hall University.

TATIANA MELGUIZO, University of Southern California. *Is the Thompson Scholars Learning Community (TSLC), a Comprehensive College Transition Program, Helping Low-income Students Develop Social and Psychological Factors Related to College Persistence and Degree Attainment?* PACO MARTORELL, UC Davis, W. EDWARD CHI, University of Southern California, ELIZABETH S. PARK, University of Southern California, ADRIANNA KEZAR, University of Southern California.

2.07 - Postsecondary Potpourri

Room: Hoover, Mezzanine Level

Chair: RACHEL BAKER, University of California - Irvine

RINA SEUNG EUN PARK, Teachers College Columbia University. *Do Postsecondary Credentials Benefit Ex-offenders in the Labor Market? A resume audit study.*

KEVIN STANGE, University of Michigan. *Measuring Instructor Effectiveness in Higher Education.* PIETER DE VLIJGER, University of Michigan, BRIAN JACOB, University of Michigan.

PRASHANT LOYALKA, Stanford University. *The Effects of Faculty Engagement in Research on Student Learning.* HENRY SHI, Stanford University, IGOR CHIRIKOV, National Research University Higher School of Economics, ELENA KARDONOVA, National Research University Higher School of Economics, GUIRONG LI, Henan University.

2.08 - Beyond Test Scores: Broadening Accountability Systems

Room: Tyler, Mezzanine Level

Chair: THOMAS DEE, Stanford University

SUSANA CLARO, P. Universidad Católica de Chile. *Growth Mindset at Scale: How growth mindset predicts achievement gains in California CORE districts.* SUSANNA LOEB, Stanford University.

ROBERT SHAND, The Ohio State University. *Does Reviewing Quality Increase Quality?*

HENRY LEVIN, Teachers College Columbia University. *Cognitive Skills, Non-cognitive Skills and Job Requirements: A simultaneous equations analysis of the returns to skills in the U.S.*. EMMA GARCIA, Economic Policy Institute.

BRIAN GILL, Mathematica Policy Research. *Using Behavioral Science to Reimagine Accountability in the Age of ESSA.*

2.09 - Equity and School Finance

Room: Wilson A, Mezzanine Level

Chair:

KATIE ROY, Connecticut School Finance Project. *Using Insurance Principles to Make Special Education Costs Predictable for Schools and Districts: A new special education funding system for Connecticut.* PATRICK GIBSON, Connecticut School Finance Project, MARTHA DEEDS, Connecticut School Finance Project, JEYARAJ VADIVELLOO, Goldenson Center for Actuarial Research, GAO NIU, Goldenson Center for Actuarial Research, THILAGHA JAGAIAH, Neag School of Education.

DREW ATCHISON, American Institutes for Research. *The Impact of School Finance Reform on Equity in the State of New York.*

ERIC BRUNNER, University of Connecticut. *Teachers' Unions, the Allocation of School Resources, and Cross-state Heterogeneity in School Finance Reform Effectiveness.* JOSHUA HYMAN, University of Connecticut, ANDEW JU, University of Connecticut.

2.10 - Performance-based Compensation and Retention

Room: Wilson B, Mezzanine Level

Chair: JOSHUA COWEN, Michigan State University

DANIEL B. JONES, University of South Carolina. *Paying for Whose Performance? Teacher incentive pay and the black-white achievement gap.* ANDREW J. HILL, University of South Carolina.

VERONICA L. KATZ, University of Virginia. *Using Financial Incentives to Attract and Retain High-performing Teachers in Low-performing Schools: Evidence from D.C. Public Schools.*

ALIZA HUSAIN, University of Virginia. *Teacher Tenure, Performance Screens, and Teacher Improvement: Tenure reform in New York City.* SUSANNA LOEB, Stanford University, LUKE C. MILLER, University of Virginia, JAMES WYCKOFF, University of Virginia.

J. EDWARD GUTHRIE, Vanderbilt University. *The Diagnostic Accuracy of Performance-based Teacher Retention: Using measures of epidemiology to evaluate the efficacy and efficiency of tenure reform.*

2.11 - Making Policy Research Policy Relevant, Even in a "Post-Truth" Era
POLICY TALK

Room: Wilson C, Mezzanine Level

Chair: NORA GORDON, Georgetown University

Discussants: SUSAN DYNARSKI, University of Michigan, CARRIE CONAWAY, Massachusetts Department of Education, MICHELE MCLAUGHLIN, Knowledge Alliance, CORY TURNER, NPR

Should researchers focus on disseminating and translating their findings to intermediary organizations, and how (especially for junior researchers)? Regarding research-practice partnerships, typically the idea is that researchers should be receptive to the needs of their partner organizations—and there is generally a tit-for-tat concept in the background that access to data is a reward for this. Is there a role for fruitful less formal partnerships between researchers and governments and not-for-profits? How can researchers demonstrate good faith and form these relationships to engage on “conceptual” issues? How can faculty promote the conceptual use of research in their courses? Does the standard public policy curriculum work to this end?

The disconnect between academic writing and intermediary organizations reflects ways in which both incentives and skill sets for academics do not align with public engagement. How could academia attempt to address both these issues? How should researchers prepare to talk to journalists?

2.12 - Dynamic Effects of Teachers and Peers

Room: Madison B, Mezzanine Level

Chair: MASSIMO ANELLI, Bocconi University

OLIVIA CHI, Harvard University. *Teacher Effects on Students' Non-Cognitive Skills*. MARTIN WEST, Harvard University.

CASSANDRA HART, UC Davis. *Long-run Dynamics and Dosage Effects of Student-teacher Demographic Mismatch*. SETH GERSHENSON, American University, CONSTANCE A. LINDSAY, American University, NICHOLAS PAPAGEORGE, Johns Hopkins University.

ANNE ARDILA BRENØE, University of Copenhagen. *Gender Peer Effects and the Gender Gap in STEM Specialization*.

JEFFREY C. SCHIMAN, Georgia Southern University. *Bilingual Education and the Longer-term Outcomes of English Language Learners and Their Classmates in the Texas Public Schools*. ERIC A. HANUSHEK, Stanford University, STEVEN RIVKIN, University of Illinois at Chicago.

The Free College Movement: Looking back and looking ahead
POLICY TALK

Room: Thurgood Marshall West, Mezzanine Level

Chair: CELESTE CARRUTHERS, University of Tennessee

Discussants: MARTHA J. KANTER, College Promise Campaign, MATTHEW CHINGOS, Urban Institute, LINDSAY C. PAGE, University of Pittsburgh, EMILY HOUSE, Tennessee Higher Education Commission

Three-quarters of college students from high-income backgrounds will typically earn a degree. In contrast, less than half of low-income students who began postsecondary education earn any kind of credential, with very few attaining a bachelor's degree. These patterns, alongside perceived skills gaps in the workforce and rising costs of higher education, have motivated programmatic and policy attention toward lowering the student cost of college. The number of state and local place-based "College Promise" scholarship programs, which provide aid on the basis of residency more so than merit or need, stands at 150 and is expected to grow. At the federal level, the America's College Promise Act of 2015 sought to cover community college tuition nationwide with a combination of state and federal funds. Democratic presidential candidates in the 2016 campaign proposed debt- or tuition-free policies to improve college access and success. The future of need-based and place-based aid under a Trump administration, however, is uncertain.

This panel will explore recent developments at the intersection of college cost and college access through four different perspectives, with particular attention to "free" college models and place-based initiatives.

Everything You Always Wanted to Know
About Education Journalism But Were Afraid to Ask
POLICY TALK

Room: Thurgood Marshall North, Mezzanine Level

Chair: HOLLY YETTICK, Education Week Research Center

Discussants: SARAH SPARKS, Education Week, ERIK ROBELEN, Education Writers Association, KAVITHA CARDOZA, Education Week Video, ELIZABETH RICH, Education Week Commentary

The mission of the Association for Education Finance and Policy emphasizes the distribution of "theoretical and practically useful knowledge" and the stimulation of "responsible public and professional deliberation and debate regarding findings, practical policy applications and research methods." Yet too often, the work of the researchers who attend this conference remains buried within the pages of scholarly journals seen only by a small handful of academics, or shared on a website that attracts little notice. Despite popular news of its demise, the news media remains a major method for sharing information in our society.

The goal of this interactive discussion is to help early and late-stage researchers alike gain a better understanding of how they might improve their ability to disseminate and communicate their research through news and social media channels. This practical, hands-on session will address this goal via a moderated panel discussion with Education Week journalists and a representative from the Education Writers Association, the nation's main membership organization for print, online-only, and broadcast

journalists who cover preK-12 and higher education. A considerable portion of the time (45 minutes) will be devoted to an interactive discussion in which members of the audience ask questions of the panelists.

Learning from the Federal Market Based Reforms: Lessons for ESSA

Room: Thurgood Marshall East, Mezzanine Level

Chair: WILLIAM J. MATHIS, University of Colorado

Discussants: RICHARD ROTHSTEIN, Economic Policy Institute, BETTY MALEN, University of Maryland, JENNIFER KING RICE, University of Maryland, PATRICIA BURCH, University of Southern California, GAIL SUNDERMAN, Maryland Equity Project

Using a broad lens, research findings on the effectiveness of the NCLB reforms was evaluated by a group of 46 prominent scholars with an eye on improvement. The review was divided into four general areas: analyses of the foundations, the effectiveness of test based reforms, reform elements with relatively ineffective results, and reform actions that were effective. From these, a set of broad recommendations were derived.

The panel will lead off with an introduction of the 28 chapters and recommendations. As standardized testing is central to the reforms, panelists will provide an analysis of why testing accountability was doomed to fail, examine the effects of the school reconstitution intervention in NCLB (and find it lacking), and end with addressing the imperative social and economic disadvantages which depress student performance.

EdChoice sponsored the Policy Talks sessions

3.01 - Access and Success Gaps by Race and Income

Room: Thurgood Marshall South, Mezzanine Level

Chair: SETH GERSHENSON, American University

HUACONG LIU, Pennsylvania State University. *How do Affirmative Action Bans Affect Student Racial and Socio-economic Composition?*

MATTHEW NAVEN, University of California - Davis. *The Effects of Affirmative Action Bans on Postsecondary Education.*

JOHN THOMPSON, University of Texas at Dallas. *An Examination of an Alternative Pathway to a Flagship Institution: The University of Texas at Austin's Coordinated Admission Program.* RODNEY ANDREWS, University of Texas at Dallas and NBER.

3.02 - Hiring Teachers

Room: Thurgood Marshall West, Mezzanine Level

Chair: ROBERT M. COSTRELL, University of Arkansas

ERIC ISENBERG, Mathematica Policy Research. *How Do Teacher Hiring, Transfer, and Attrition Relate to Access to Effective Teachers?* JEFFREY MAX, Mathematica Policy Research, PHIL GLEASON, Mathematica Policy Research, MATTHEW JOHNSON, Mathematica Policy Research, JONAH DEUTSCH, Mathematica Policy Research, MICHAEL HANSEN, Brookings Institution.

MANUEL TORRES, New Jersey Department of Education. *Examining the Influence of Educator Evaluation Systems on the Hiring of Novice Educators.*

JASON GIERSCH, University of North Carolina at Charlotte. *What Gets a Teacher Hired? Connecting with kids, not standards.* CHRISTOPHER DONG, University of North Carolina at Charlotte.

TUAN D. NGUYEN, Vanderbilt University. *Paths to Leadership: Understanding teacher influence in hiring.* MARISA CANNATA, Vanderbilt University, MIMI ENGEL, Vanderbilt University, F. CHRIS CURRAN, University of Maryland.

**3.03 - Student Transportation as an Enabler of School Choice
POLICY TALK**

Room: Harding, Mezzanine Level

Chair: MATTHEW CHINGOS, Urban Institute

Discussants: SEAN CORCORAN, New York University, JOSHUA COWEN, Michigan State University, JANE ARNOLD LINCOVE, University of Maryland, BETHENY GROSS, University of Washington

This panel will discuss the potential impact of student transportation policy on school choice and student outcomes. The panelists will present an overview of transportation policy in five choice-rich cities -

Denver, Detroit, New Orleans, New York City, and Washington DC. The panel will explore the possibility that context-specific policy lessons can be applied more broadly across cities.

3.04 - Evaluating and Scaling Educational Interventions

Room: Coolidge, Mezzanine Level

Chair: DEVEN CARLSON, University of Oklahoma

MATTHEW LENARD, Wake County Public School System. *Beyond One Size Fits All: Evidence from a randomized trial of multi-tiered system of supports (MTSS)*. DINA BULGAKOV-COOKE, Wake County Public School System.

DARRYL HILL, Wake County Public School System. *The Impact of Achieve3000 on Elementary Literacy Outcomes: Final results from a three-year randomized trial*. MATTHEW A. LENARD, Wake County Public School System, LINDSAY C. PAGE, University of Pittsburgh.

ANN-MARIE FARIA, American Institutes for Research. *Getting Students on Track for Graduation: Impact of the early warning intervention and monitoring system after one year*. NICHOLAS SORENSEN, American Institutes for Research, JESSICA HEPPEN, American Institutes for Research, JILL BOWDON, American Institutes for Research, RYAN EISNER, American Institutes for Research.

MOLLIE RUBIN, Vanderbilt University. *Onboarding New Schools to Bring Education Innovations to Scale*. STEPHANIE BROWN, Florida State University, ELA JOSHI, Vanderbilt University.

3.05 - Politics of School Boards

Room: Tyler, Mezzanine Level

Chair: REBECCA JACOBSEN, Michigan State University

JOSHUA BLEIBERG, Vanderbilt University. *State Education Official Selection Mechanisms and Student Outcomes*.

TASMINDA K. DHALIWAL, University of Southern California. *Civic Engagement in California Education: Trends and tensions*. JULIE MARSH, University of Southern California, MICHELLE HALL, University of Southern California, MORGAN POLIKOFF, University of Southern California.

HUGH MACARTNEY, Duke University. *School Boards and Student Segregation*. JOHN D. SINGLETON, Duke University.

3.06 - New Data Sources for Educational Evaluation

Room: Hoover, Mezzanine Level

Chair: DOUGLAS HARRIS, Tulane University

DOUG GEVERDT, National Center for Education Statistics. *Sidestepping the Box: Designing a school-centered neighborhood poverty indicator to support educational research.* LAURA NIXON, U.S. Census Bureau.

JESSE LEVIN, American Institutes for Research. *Feasibility Study on Improving the Quality of School-level Expenditure Data.* KAREN MANSHIP, American Institutes for Research, DREW ATCHISON, American Institutes for Research, BRUCE BAKER, Rutgers University, ANDREA BOYLE, American Institutes for Research, JAY CHAMBERS, American Institutes for Research.

LENA PARKER, Davidson College. *Optimizing Student Diversity within School Assignment Boundaries using GIS Software and Spatial Data.*

A. BROOKS BOWDEN, North Carolina State University. *Efficiency of Federal Education Regulations.* CLIVE R. BELFIELD, City University of New York, VIVIANA RODRIGUEZ, Teachers College Columbia University.

3.07 - Postsecondary Institutions: Access and financial aid

Room: Wilson A, Mezzanine Level

Chair: STELLA FLORES, New York University

JENNIFER A. DELANEY, University of Illinois at Urbana-Champaign. *Inside the Black Box: A difference-in-difference analysis of shifts in postsecondary institution spending patterns in response to "promise" financial aid programs.* BRADLEY HEMENWAY, University of Illinois at Urbana-Champaign.

DANIELLE LOWRY, University of Pittsburgh. *To Supplement or to Supplant? Institutional responses in financial aid to the Pittsburgh Promise.*

MICHAEL BASTEDO, University of Michigan. *Low-income Students in Context: A field experiment on information use in selective college admissions.* D'WAYNE BELL, College Board, JESSICA HOWELL, College Board, MICHAEL HURWITZ, College Board, GREG PERFETTO, College Board.

BRENO BRAGA, Urban Institute. *A Passage to America: University funding and international students.* JOHN BOUND, University of Michigan, GAURAV KHANNA, University of Michigan, SARAH TURNER, University of Virginia.

3.08 - Considerations for Accountability System Design

Room: Wilson B, Mezzanine Level

Chair: DAVID FIGLIO, Northwestern University

KELLY MCMAHON, Northwestern University. *Designing Accountability for Improvement in New York City.*

THOMAS AHN, University of Kentucky. *A Theory of Dynamic Investment in Education in Response to Accountability Pressure.*

JOSHUA HYMAN, University of Connecticut. *No Child Left Relaxed? The effect of test-based accountability on childhood anxiety and mental health.*

ELIZABETH LEISY STOSICH, Stanford University. *Redesigning State Policies for Accountability and Support in Four States.* SOUNG BAE, Stanford University.

**3.09 - Reducing the Gap in Access to Gifted Education
for Low-income and Minority Students
POLICY TALK**

Room: Wilson C, Mezzanine Level

Chair: CORINNE ALFELD, Institute of Education Sciences

Discussants: DEL SIEGLE, University of Connecticut, MATTHEW MAKEL, Duke University, LAURA GIULIANO, University of Miami, JACQUELIN MEDINA, Colorado Department of Education

A consistent observation in the education literature is that U.S. students identified as gifted and talented are not representative of the overall U.S. student population. Students of particular racial and ethnic backgrounds (i.e., African American, Hispanic or Latino, and Native American), students from lower income families, and students from small-town or rural communities are disproportionately underserved. These students are less likely to be identified as gifted and talented in early elementary school, and those who are identified are less likely to have access to or persist in programs or activities for gifted and talented students as they progress through the K-12 system.

This discussion panel will address recent research on the gap in access to gifted education, findings from evaluations of interventions aimed at increasing access to gifted education for students currently underserved, and practitioner views on what states and districts can practically do (and are doing) to reduce the gap. The discussion panel will be moderated by Corinne Alfeld who oversees gifted education research grants at the Institute of Education Sciences, National Center for Education Research.

The discussion will have two goals for the improvement of identifying minority and low-income students for gifted education programs. The first will be to identify further areas of research on how best to identify such students that will build off past and current research while also addressing the current needs of states and districts. The second goal will be to identify current actions supported by research to improve the identification of such gifted students that states and districts could implement now, possibly in ways that would offer opportunities for a rigorous evaluation of their impacts both on student access and achievement.

3.10 - Teacher Education and Teacher Quality

Room: Madison B, Mezzanine Level

Chair: EDWIN STEINBRECHER, University of Denver

MARGARITA PIVOVAROVA, Arizona State University. *Dynamics in Teacher Quality: Identifying a typology using growth mixture modeling (GMM).* ROBERT VAGI, Arizona State University.

ROBERT VAGI, Arizona State University. *Keeping Our Best? A survival analysis examining pre-service teacher quality and teacher attrition*. MARGARITA PIVOVAROVA, Arizona State University, WENDY BARNARD, Arizona State University.

DAVID J. PEYTON, University of Florida. *Teaching to the Money: Impact of TEACH grants on education bachelor degree production*. DENNIS A. KRAMER II, University of Florida.

AMY FARLEY, University of Cincinnati. *Teacher Education in the Accountability Era: Applying principles of teacher evaluation and the use of multiple measures to pre-service teaching*. GRANT CLAYTON, University of Colorado Colorado Springs, SARAH KAKA, University of Colorado Colorado Springs, RYAN HART, University of Cincinnati.

3.11 - Post-Graduate Outcomes

Room: Taft, Mezzanine Level

Chair: JORDAN MATSUDAIRA, Cornell University

JUDITH SCOTT-CLAYTON, Teachers College - Columbia University. *New Evidence on the Causal Returns to Community College Programs and Degrees*. VERONICA MINAYA, Community College Research Center.

AMANDA GAULKE, Kansas State University. *The Dynamics of Student Loan Repayment*. CHRIS REYNOLDS, Office of the Comptroller of the Currency.

QIONG ZHU, Pennsylvania State University. *Effects of Double Major on College Graduates' Post-College Outcomes*. LIANG ZHANG, Pennsylvania State University.

MICHAEL HURWITZ, College Board. *Student Responsiveness to Earnings Data in the College Scorecard*. JONATHAN SMITH, Georgia State University and College Board.

3.12 - Economic and Political Influences on School Finance

Room: Truman, Mezzanine Level

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

KATHARINA WERNER, Ifo Institute - Munich and Harvard University. *Obstacles to Efficient Education Spending: Evidence from a representative survey experiment*.

CHRISTIAN BUERGER, Tulane University. *The Impact of Economic Recessions on School District Revenues*. EVGENIA GORINA, University of Texas at Dallas.

CARLOS X. LASTRA-ANADON, Harvard University. *The Great Recession and Evolving Attitudes Towards Education Spending in the US*. MARTIN WEST, Harvard University.

ERICKA SHERRELL WEATHERS, Stanford University. *Segregation and School Finance Patterns*. VICTORIA ELYSE HARMAN, Stanford University.

4.01 - Grant Aid and Student Outcomes

Room: Thurgood Marshall South, Mezzanine Level

Chair: ANGELA BOATMAN, Vanderbilt University

JEFFREY T. DENNING, Brigham Young University. *ProPelled: The effects of grants on graduation and earnings.* BENJAMIN M. MARX, University of Illinois at Urbana-Champaign, LESLEY TURNER, University of Maryland.

VIVIAN YUEN TING LIU, Teachers College Columbia University. *What are the Effect of Year-round Pell Grants on Short-term Academic Outcomes and Employment during College?*

MICHAEL VILLARREAL, University of Texas at Austin. *Education and Workforce Effects of Grant Aid: A regression discontinuity analysis of TEXAS Grants.*

JORDAN MATSUDAIRA, Cornell University. *Not So Simple? Direct evidence on the effect of aid simplification and Pell awards on college access and success.*

4.02 - The Implementation of Teacher Evaluation Systems

Room: Thurgood Marshall West, Mezzanine Level

Chair: JASON GRISSOM, Vanderbilt University

ANNA NICOTERA, Basis Policy Research. *Assessing the Use of Alternative Measures of Student Growth to Approach Full Coverage of Eligible Educators in a Performance-based Evaluation System.* JEFF SPRINGER, Basis Policy Research, DAVID STUIT, Basis Policy Research.

MATTHEW FINSTER, Westat. *Educator Perceptions of New Performance Evaluation Systems and Their Influence on Practice: Agreement at the school and district levels.* ANTHONY MILANOWSKI, Westat.

SETH B HUNTER, Vanderbilt University. *Do Teacher Observations Improve Teacher Effectiveness?*

4.03 - Special Education, Special Needs, and Health

Room: Tyler, Mezzanine Level

Chair: HEATHER HOUGH, Stanford University

SCOTT IMBERMAN, Michigan State University. *Racial Gaps in Special Education Identification.* TODD E. ELDER, Michigan State University, DAVID FIGLIO, Northwestern University, CLAUDIA PERSICO, University of Wisconsin.

CHRISTIANA STODDARD, Montana State University. *Marginally Distracted: Rising ADHD diagnoses and effects on academic outcomes.* WENDY STOCK, Montana State University.

LUCY SORENSEN, University at Albany. *Something in the Water? Lead contamination and educational disparities.*

F. CHRIS CURRAN, UMBC School of Public Policy. *Estimating the Relationship between Emotional/Behavioral Disorder De-identification and Academic Achievement: Evidence from state longitudinal data*. AYDIN BAL, University of Wisconsin, PETER GOFF, University of Wisconsin, NICHOLAS MITCHELL, University of Wisconsin.

**4.04 - Evidence-based Practice and the Every Student Succeeds Act
POLICY TALK**

Room: Harding, Mezzanine Level

Chair: MARTIN WEST, Harvard University

Discussants: EMILY ANTHONY, U.S. Department of Education, CARRIE CONAWAY, Massachusetts Department of Elementary and Secondary Education, BETHANY LITTLE, Education Counsel, MORA SEGAL, Achievement Network

One of the signature features of the federal Every Student Succeeds Act, signed into law in December 2015, is its priority on evidence in state, district, and school decision-making. The law, for the first time, defines the term “evidence-based” for K–12 education and creates tiers of evidence depending on the quality of the available data about an intervention’s effectiveness. The lowest performing schools will now be required to implement evidence-based practices as part of their turnaround plans. Federal formula funds targeted toward educator quality and student support will now allow certain uses, such as class size reductions or professional development, only if states and districts determine that those uses are evidence-based. Evidence-based programs will get priority in federal grant programs such as Promise Neighborhoods and Full-Service Community Schools, and only programs with high quality evidence of their effectiveness will be eligible to apply for the Education Innovation and Research and other competitions.

This panel discussion will explore a number of issues related to the evidence language in ESSA, such as: How did evidence come to take such a prominent place in the law? How is this different from the “scientifically based” language that appeared throughout the previous federal law, No Child Left Behind? What can we learn from previous attempts to prioritize evidence in education policy and programming, such as the Investing in Innovation program? What implications will this language have for state education agencies, districts, schools, and nonprofit organizations? How will the U.S. Department of Education support the field in implementing these provisions? What role will the research community play?

4.05 - Early Life Experiences and Developmental Outcomes

Room: Truman, Mezzanine Level

Chair: ANNA MARKOWITZ, University of Virginia

KEVIN A. GEE, University of California - Davis. *The Impact of Household Food Insecurity on Children’s Developmental Outcomes: New evidence from the early childhood longitudinal study, kindergarten class of 2010-11 (ECLS-K: 2011)*. MINAHIL ASIM, University of California - Davis.

M. NAJEEB SHAFIQ, University of Pittsburgh. *Are there Long-term Benefits from Early Childhood Education? Evidence from urban adults in 12 low- and middle-income nations.* AMANDA E. DEVERCELLI, The World Bank, ALEXANDRIA VALERIO, The World Bank.

KIERAN M. KILLEEN, University of Vermont. *Do Adverse Childhood Experiences Weigh More Heavily on Student Outcomes than Residential and School Mobility?* MARK OLOFSON, University of Vermont.

MICHAEL GOTTFRIED, University of California - Santa Barbara. *Full- Versus Part-day Kindergarten for Students with Disabilities: Effects on executive function skills.* MICHAEL LITTLE, University of North Carolina at Chapel Hill.

4.06 - Bayesian Strategies for Improved Prediction and Data Analysis

Room: Coolidge, Mezzanine Level

Chair: LUCRECIA SANTIBANEZ, Claremont Graduate University

AVINASH SINGH, American Institutes for Research. *Enabling Teacher-centric Analysis through Multiplicity-adjusted Indirect Sampling Estimation from Teacher Data Linked to Student Data.* MARKUS BROER, American Institutes for Research, AUSTIN LASSETER, American Institutes for Research.

BEN GOODRICH, Columbia University. *Multiple Imputation for Large-scale Educational Assessments: A fully Bayesian approach using stan.* YILIN PAN, Columbia University.

JEFFREY TERZIEV, Mathematica Policy Research. *Comparing Bayesian and Frequentist Inference for Decision-making.* IGNACIO MARTINEZ, Mathematica Policy Research, ALEXANDRA RESCH, Mathematica Policy Research, MARIEL MCKENZIE FINUCANE, Mathematica Policy Research.

IRA NICHOLS-BARRER, Mathematica Policy Research. *Beyond "Treatment versus Control": How Bayesian design makes factorial experiments feasible in education research.* MARIEL FINUCANE, Mathematica Policy Research, STEVE GLAZERMAN, Mathematica Policy Research, JON VALANT, Brookings Institution.

4.07 - Higher Education and Performance Based Funding

Room: Hoover, Mezzanine Level

Chair: JUDITH SCOTT-CLAYTON, Columbia University

BEN OST, University of Illinois at Chicago. *Pay-for-performance in Higher Education.* JASON WARD, University of Illinois at Chicago.

DENISA GANDARA, Southern Methodist University. *Performance Funding Policy Designs in Colorado and Texas.*

AIDA ALIYEVA, American Institutes for Research. *Does Efficient Mean Better? Administrative efficiency and student learning outcomes of higher education institutions.* CHRISTOPHER A. CODY, American Institutes for Research.

GABRIEL R. SERNA, Virginia Polytechnic Institute and State University. *Have Recent Performance-based Funding Policies Impacted State Expenditures to Public Higher Education? A difference-in-difference analysis.*

4.08 - Data Quality and Accountability

Room: Wilson A, Mezzanine Level

Chair: SHAUN M. DOUGHERTY, University of Connecticut

EDWARD CREMATA, University of Southern California. *Exploration of the Impact of Opting Out on School & Teacher Accountability Systems.*

SOPHIE LITSCHWARTZ, Harvard University. *Discontinuities and Unbiased Re-Scoring Policies in High School Exit Exams.*

LIHAN LIU, Tulane University. *Is the Rise in High School Graduation Rates Real? High-stakes school accountability and gaming in Louisiana.* DOUGLAS HARRIS, Tulane University, NATHAN BARRETT, Tulane University.

JAMES SADLER, University of North Carolina at Chapel Hill. *The Hidden Side of Testing: What Philadelphia's cheating scandal reveals about testing pressures.* LORA COHEN-VOGEL, University of North Carolina at Chapel Hill.

4.09 - Serving Diverse Students

Room: Wilson B, Mezzanine Level

Chair: NEIL THEOBALD, Temple University

ALLISON GILMOUR, Vanderbilt University. *Who are the Classmates of Elementary School Students with Disabilities?* GARY T. HENRY, Vanderbilt University.

KATHERINE MICHELMORE, Syracuse University. *The Gap within the Gap: Using longitudinal data to understand income differences in student achievement.* SUSAN DYNARSKI, University of Michigan.

UMUT OZEK, American Institutes for Research. *Unwelcome Guests? The effects of refugees on the educational outcomes of incumbent students.* DAVID FIGLIO, Northwestern University.

LEANNA STIEFEL, New York University. *Have Special Education Policies Delivered on their Promise of Integration and Success? Evidence from NYC.* AMY ELLEN SCHWARTZ, Syracuse University, MICHAEL GOTTFRIED, University of California, MENBERE SHIFERAW, New York University.

4.10 - Collective Bargaining and Teachers

Room: Wilson C, Mezzanine Level

Chair: ERIC BRUNNER, University of Connecticut

PETER GOFF, University of Wisconsin-Madison. *Collective Bargaining and the Dynamic Redistribution of Teachers*. KARL ROHE, University of Wisconsin-Madison, THU LE, University of Wisconsin-Madison, ELLIE BRUECKER, University of Wisconsin-Madison.

KATHARINE O. STRUNK, University of Southern California. *The More Things Change, the More They Stay the Same? Examining the consistency of collective bargaining provisions across states and time*. DAN GOLDBERGER, AIR, BRADLEY MARIANNO, University of Southern California, RODDY THEOBALD, AIR.

BRADLEY D. MARIANNO, University of Southern California. *Where Have All the Senior Teachers Gone?: Seniority-based transfer provisions and gaps in teacher experience and student achievement*. KATHARINE O. STRUNK, University of Southern California.

STEVE KIMBALL, University of Wisconsin-Madison. *District Changes in Teacher Compensation when Collective Bargaining Disappears*. HERBERT G. HENEMAN, III, ROBIN WORTH, University of Wisconsin-Madison, JESSICA ARRIGONI, University of Wisconsin-Madison, DANIEL MARLIN, University of Wisconsin-Madison.

4.11 - College and Major Choice

Room: Madison B, Mezzanine Level

Chair: MATTHEW BAIRD, RAND Corporation

JOANN L. MOORE, ACT Inc.. *Does Opting Into a Search Service Provide Benefits to Students?* TY CRUCE, ACT Inc..

ANTHONY LISING ANTONIO, Stanford University. *College Major Sorting and the Texas Top 10% Plan*. KALENA E. CORTES, Texas A&M University, ODED GURANTZ, Stanford University.

CORY KOEDEL, University of Missouri. *How High Schools Explain Students' Initial Colleges and Majors*. RAJEEV DAROLIA, University of Missouri.

4.12 - Technical and Political Challenges for Collecting and
Using Data on School-level Expenditures
POLICY TALK

Room: Madison A, Mezzanine Level

Chair: JESSE LEVIN, American Institutes for Research

Discussants: STEPHANIE STULLICH, U.S. Department of Education, CYNTHIA BROWN, Rhode Island Department of Education, JASON WILLIS, WestEd, ARY AMERIKANER, Consultant

A growing number of states and school districts are implementing fiscal data systems that collect and report expenditure data at the school level. In some cases, these systems were developed in response to state laws intended to promote equity and transparency in school spending. In other cases they were part of efforts to support school-based decision making, autonomy, and accountability.

At the federal level, interest in school-level expenditure data has been stimulated by concerns about two separate provisions of the federal Title I program: the comparability provision requires that school districts provide services supported by state and local funds that are comparable between higher-poverty Title I schools and lower-poverty non-Title I schools, and the “supplement not supplant” provision requires districts to ensure that Title I funds are used to supplement, not supplant, state and local funds.

Recent federal data collections have also reflected an increased focus on school-level expenditures. The American Recovery and Reinvestment Act of 2009 (ARRA) required states to collect and report, for the first time, school-level data on both personnel and non-personnel expenditures for the 2008-09 school year, and similar data collections have been conducted since then through the Civil Rights Data Collection (CRDC). The National Center for Education Statistics is currently piloting a School-Level Finance Study (SLFS) that is exploring a potential expansion of its annual “F-33” school district finance survey to include voluntary submission of school-level expenditure data. Finally, ESSA includes a new requirement for school district report cards to provide annual data on the amount of per-pupil expenditures in each school.

However, many school districts do not have experience in systematically tracking expenditures at the school level, and data quality for large-scale collections of these data is uncertain. Districts and states responding to federal data collections on school-level expenditures may simply pro-rate district expenditures to individual schools in proportion to their student enrollment or using other metrics or formulas. Even when expenditures are directly tracked to individual schools, states and school districts may differ in the definitions and procedures used and in the types of expenditures that are included and excluded.

This session will bring together a panel of researchers, practitioners, and policymakers to discuss technical and political challenges and successes for collecting high-quality data on school-level expenditures and using those data to increase school equity, transparency, autonomy, efficiency, and accountability.

Poster Session I

Room: Exhibit Hall C Exhibition Level

1. AH RA CHO, University of North Texas. *Analyzing the Shift in the Number and Financing of Medical Residencies at Non-university-based Independent Medical Schools in the United States*
2. AIMEE KIM, University of Michigan. *The Role of Occupational Certainty in College Enrollment Decision*. NATSUMI UEDA, University of Michigan
3. ALEX COMBS, University of Kentucky. *The Effects of No Child Left Behind on College Outcomes: Exploiting Kentucky's waiver from NCLB accountability*
4. ALLEN RUBY, Institute of Education Sciences. *Grant Opportunities at the Institute of Education Sciences*. CORINNE ALFELD, Institute of Education Sciences
5. ALTHEA JENKINS WEBBER, City University of New York. *Examining the Effect of Academic Policies on Associate Degree STEM Majors: An event history approach*. CHARLES MADSEN, City University of New York
6. AMANDA ASSALONE, Southern Education Foundation. *Do Performance Funding Policies Disadvantage Two-year Minority-serving Institutions?* AMY LI, University of Northern Colorado, DENISA GANDERA, Southern Methodist University
7. AMANDA SLATEN FRASIER, Michigan State University. *Examining the Relationship between Teacher Evaluation and Perceptions of Impact on Teacher Practice*
8. ANDREW SAULTZ, Miami University. *Pre-service Teacher Attitudes: What do our entering students think about education?* SCOTT SANDER, Miami University, ABBY LYONS, Miami University
9. ANNA CIRELL, Arizona State University. *Geographically Correlating School Shootings, School Violence, and Student Performance in Florida, 2006-2009*. KATHRYN CHAPMAN, Arizona State University, LYDIA ROSS, Arizona State University, ERIC AMBROSO, Arizona State University
10. BONNIE K. FOX GARRITY, D'Youville College. *A Quantitative Analysis of the Relationship Among Sources of Aid and Predictors of Student Veteran Graduation and Persistence*
11. CAIQUN XU, University of Rochester. *The Labor Market Returns for Upward Community College Transfer Students*
12. CHRISTOPHER ERWIN, University of New Mexico. *Wage Effects of Baccalaureate Time to Degree in the United States*. MELISSA BINDER, University of New Mexico
13. CHRISTOPHER JEPSEN, University College Dublin. *Skills at Work: Labor-market returns to higher vocational schooling*. PETRI BÖCKERMAN, Turku School of Economics, MIKA HAAPANEN, University of Jyväskylä
14. CJ RYAN, Vanderbilt University. *The Money Lever: Analyzing the effect of financial aid on post-recession law school matriculation*
15. CLAY FRANCIS, Vanderbilt University. *Demographics Shifts and Aid Receipts of the New "Average" College Students: The story of the non-traditional students in the 21st Century*. TUAN D. NGUYEN, Vanderbilt University, JENNA W. KRAMER, Vanderbilt University
16. DAEWOO LEE, Columbus State University. *For-profit Colleges: Proximity and student choice*
17. DOMINIQUE J. BAKER, Southern Methodist University. *When Average is Not Enough: Examining the variation in the influences on undergraduate debt*
18. DONGSOOK HAN, Michigan State University. *The Impact of the Michigan's Performance-based Bonus Policy on the School District Performance*
19. ELIZABETH S. PARK, University of Southern California. *Exploring Social-psychological Measures as Part of College Outcomes*
20. ENYU ZHOU, University of Missouri. *College Admission Representative and College Enrollment: The role of information on college choice*

21. FEDERICK NGO, University of Southern California. *High School All Over Again: The problem of redundant college mathematics*
22. FRANCIS X. MURPHY, University of Virginia. *Marching Across Generations? An analysis of the benefits transfer provision.* BENJAMIN L. CASTLEMAN, University of Virginia, WILLIAM L. SKIMMYHORN, US Military Academy
23. GENINE L. BLUE, TNTP. *Teacher Instructional Practice and Student Perceptions of Teaching: An exploratory investigation using structural equation modeling.* VICKY BRADY, TNTP, MEGAN GOODRICH, TNTP
24. GRANT CLAYTON, University of Colorado Colorado Springs. *The Effect of Dual Enrollment Course Offering Format.* PATRICIA WITKOWSKY, University of Colorado Colorado Springs, CHRISTINA CLAYTON, Harrison D2
25. HEEYUN KIM, University of Michigan. *Unmet Need and First-year Persistence: Subgroup differences.* RICHARD NUNN, University of Michigan
26. HITOSHI SHIGEOKA, Simon Fraser University. *How Do Peers Impact Learning? An experimental investigation of ability tracking.* ERIK O. KIMBROUGH, Simon Fraser University, ANDREW D. MCGEE, University of Alberta
27. HONGYU CHEN, The Ohio State University. *The Impact of Student Loan Repayment Reform on Schooling, Work, and Borrowing Decisions*
28. JACOB FOWLES, University of Kansas. *A Spatial Perspective on State Financial Aid Spending.* DAVID TANDBERG, SHEEO
29. JARED BEASLEY, University of Missouri - Columbia. *Parental Involvement Influence on Teacher Expectations and Educational Attainment*
30. JAY PLASMAN, University of California - Santa Barbara. *Linking the Career and Technical Education Pipeline Across High School and Postsecondary Education.* MICHAEL GOTTFRIED, University of California - Santa Barbara, CAMERON SUBLETT, University of California - Santa Barbara
31. JENNIE H. WOO, RTI International. *Parent Borrowers and Parental Sacrifice*
32. JOHN CHESLOCK, Pennsylvania State University. *How Concentrated Will the Market for Online Education Be?* OZAN JAQUETTE, University of California
33. JULIAN HSU, University of Michigan. *Learning about College Major Match: Microfoundations from dynamic course-taking*
34. KATHERINE KOPOTIC, University of Arkansas. *Mixed Signals: The impacts of college remediation on students' academic self-perceptions and noncognitive skills.* EVAN RHINESMITH, University of Arkansas
35. KRISTIN BLAGG, Urban Institute. *Choice Deserts: How geography limits the potential impact of earnings data on higher education.* MATTHEW M. CHINGOS, Urban Institute
36. LE KANG, Peking University. *"Dietary Bias" in College Choice: Unpacking the geographic inequality of college opportunity.* XIAOYANG YE, University of Michigan
37. M. KATE CALLAHAN, Research for Action. *Changes in State Higher Education Performance Funding Policies and Their Impact on Student Outcomes.* AUSTIN SLAUGHTER, Research for Action, KASEY MEEHAN, Research for Action, LENNY WAINSTEIN, Research for Action, JIAN GAO, Private Consultant
38. MANUEL S GONZALEZ CANCHE, University of Georgia. *Students' Out-migration Effects on Salary and Loan Debt Accumulation*
39. MANUEL S GONZALEZ CANCHE, University of Georgia. *Harnessing Universities' Spillover Effects as a Mean to Enhance Community College Students' Educational Outcomes*
40. MARVIN A. TITUS, University of Maryland. *A Dynamic Analysis of the Relationship Between Net Tuition Revenue and State Appropriations for Public Higher Education*
41. MAUREEN PAFUMI, Texas State University. *Engagement of Student Parents at Community Colleges.* LI FENG, Texas State University, TAHIR EKING, Texas State University

42. MICHAEL KOFOED, United States Military Academy. *For-profit Higher Education Responsiveness to Price Shocks: An investigation of changes in Post 9-11 GI Bill allowed maximum tuitions*. MATTHEW BAIRD, RAND, TREY MILLER, RAND, JENNIE WENGER, RAND
43. MICHAEL R. HOLCOMB, University of Florida. *The Costs and Consequences of Excess Credit Hour Policies*. DENNIS A. KRAMER II, University of Florida, ROBERT KELCHEN, Seton Hall University
44. MIKHAIL PYATIGORSKY, IMPAQ International. *Implications of Alternative Covariate Selection Procedures for Impact Estimates: Lessons from a random assignment study*. YASUYO ABE, IMPAQ International
45. NICOLE IFILL, RTI International. *Making Strides or Standing Still: A look at short-term outcomes for first-time Pell grant recipients*
46. PHUONG NGUYEN-HOANG, University of Iowa. *A Blessing in Disguise? An evaluation of unclaimed TIF incremental value on overlapping jurisdictions*
47. RACHEL BURNS, University of Georgia. *A DREAM Deferred: Undocumented students and access to postsecondary education in the post-Obama era*
48. ROBERT KELCHEN, Seton Hall University. *Do Nonresident Students Affect College Prices for In-state Students at Public Colleges?*
49. SAKIKO IKOMA, American Institutes for Research. *The Influence of Socio Economic Status and Other Contextual Variables on College Enrollment. Results from the 2013 update of the high school longitudinal study*. MARKUS BROER, American Institutes for Research
50. SAMANTHA L VIANO, Vanderbilt University. *So Much Reform, So Much Change? The returns to career and technical education over time*
51. SHANNON CALDERONE, Washington State University. *Perils in Family College Financing: Social trust and those "out of control costs"*. KEVIN FOSNACHT, Indiana University
52. SHU CHENG, Beijing Normal University. *The Study of the Career Decision-making Self-efficacy of University Students and the Influencing Factors*
53. SILVESTER MATA, University of Houston. *Price Matters: An time series analysis of tuition prices and enrollment with a focus on Texas public universities*. TONI TEMPLETON, University of Houston, R.ANTHONY ROLLE, University of Houston
54. SILVIA ROBLES, University of Michigan. *STEM-focused Summer Programs for Underresourced High-achievers*. SARAH COHODES, Columbia University Teachers College
55. SERENA HINZ, RTI International. *Sociodemographic Differences in Institutional Type Among Postsecondary Career and Technical Education (CTE) Students*. SIRI WARKENTIEN, RTI International YIHUA HONG, RTI International
56. SIRI WARKENTIEN, RTI International. *Equity Issues in Postsecondary Career and Technical Education: Sociodemographic differences in time to departure and completion*. SERENA HINZ, RTI International, YIHUA HONG, RTI International
57. SOOJI KIM, University of Michigan. *Staying Employed to Persist in College: Federal Work-Study Program's Impact on Students' First-Year Persistence Across Academic Disciplines*. XIAOYANG YE, University of Michigan, STEPHEN L. DESJARDINS, University of Michigan, BRIAN P. MCCALL, University of Michigan
58. STEWART BURNS, New York University. *Informed Choice? Student recall as an indicator of engagement in high school choice*. SARAH COHODES, Teachers College at Columbia University, SEAN CORCORAN, New York University, JENNIFER JENNINGS, New York University, CAROLYN SATTIN-BAJAJ, Seton Hall University
59. SUE BALDWIN, Buffalo Public Schools. *Poverty, Stress and School Performance in Buffalo: An analysis using the adverse childhood experiences scale*. COREY BUNJE BOWER, University at Buffalo
60. SWARUP JOSHI, Louisiana State University. *Impact of a Low Cost Post-secondary Enrollment Intervention - Evidence from Louisiana*. STEPHEN BARNES, Louisiana State University

61. TONI TEMPLETON, University of Houston. *Expenditure Optimization for Maximum Student Outcomes: An alternative response to decreased higher education allocation.* SILVESTER MATA, University of Houston, JASON BERGERON, University of Houston
62. VANSA SHEWAKRAMANI HANSON, Texas A&M University. *Postsecondary Transitions: How do AP, Dual Credit, and CTE courses impact student outcomes?* PAULA ARCE-TRIGATTI, Rice University
63. YASUYO ABE, IMPAQ International. *Enhancing the Role of Postsecondary Institutions in Creating Career Paths through Regional Partnership with Industry: Findings from the outcome evaluation of design it-build it-ship.* NADA RAYYES, IMPAQ International, FANG LAI, IMPAQ International, ILANA BARACH, IMPAQ International, VINCENT CHAN, IMPAQ International
64. YILAN SHEN, APA Consulting. *Teacher Preparation Investments*
65. YILIN PAN, Columbia University. *Extrapolation of Effectiveness and Cost from Evaluations to a Decision-making Context: A Bayesian hierarchical model*
66. ZAHAVA STADLER, EdBuild. *Local Tax Effort for Education.* KAILEY SPENCER, EdBuild, YI LI, EdBuild, SARA HODGES, EdBuild

DISCUSSANTS:

RODNEY ANDREWS
RICHARD BOWMAN
ERIC BRUNNER
CELESTE CARRUTHERS
STEPHANIE RIEGG CELLINI
RAJASHRI CHAKRABARTI
MATTHEW CHINGOS
JOSEPH ROBINSON CIMPIAN
CHRISTINA COLLINS
CARRIE CONAWAY
KALENA E. CORTES
THOMAS DEE
SUSAN DYNARSKI
DAN GOLDBERGER
JENNIFER GRAVES
JASON GRISSOM
CASSANDRA GUARINO
DARRYL HILL
SCOTT IMBERMAN
ERIC ISENBERG
VENESSA KEESLER
MICHAL KURLAENDER
JOYCE I. LEVENSON
BEN MILLER
F. HOWARD NELSON
MICHAEL PETKO
EUGENIA F. TOMA
KEVIN STANGE
LORI L. TAYLOR
THOMAS WEI

5.01 - Financial Mechanisms to Improve Postsecondary Performance

Room: Thurgood Marshall South, Mezzanine Level

Chair: GARY RITTER, University of Arkansas

GINGER STULL, Research for Action. *A Comprehensive Mixed Methods Examination of Outcomes-based Funding in Tennessee: Policy development, institutional response, and impact on student outcomes.* M. KATE CALLAHAN, Research for Action, KASEY MEEHAN, Research for Action, MARK DUFFY, Research for Action, JOSHUA LIN, Research for Action.

DOUGLAS HARRIS, Tulane University. *The Intended and Unintended Effects of "Free" College and Performance-based Aid: Evidence from a randomized trial.*

ZACHARY SULLIVAN, University of Virginia. *The Effect of Performance-based Funding on College Access.*

AMY LI, University of Northern Colorado. *The Impact of the Complete College Tennessee Act on Sub-Baccalaureate Credentials and Historically Underrepresented Student Enrollment.* JUSTIN ORTAGUS, University of Florida.

5.02 - (In)Equitable Access to High Quality Teachers

Room: Thurgood Marshall West, Mezzanine Level

Chair: LI FENG, Texas State University

JEFFREY MAX, Mathematica Policy Research. *Do Low-income Students Have Equal Access to Effective Teachers?* ERIC ISENBERG, Mathematica Policy Research, PHILIP GLEASON, Mathematica Policy Research, MATTHEW JOHNSON, Mathematica Policy Research, JONAH DEUTSCH, Mathematica Policy Research, MICHAEL HANSEN, Brookings Institution.

RACHEL JARROLD-GRAPES, Centre College. *The Effects of Hiring Retired Teachers.* PATTEN MAHLER, Centre College.

PAUL HANSELMAN, University of Texas at Austin. *The Distribution of Teacher Effectiveness: Economic and racial disparities in opportunities to learn.*

SALLY HUDSON, University of Virginia. *The Dynamic Effects of Teach for America in Hard-to-Staff Schools.*

5.03 - Student Discipline

Room: Taylor, Mezzanine Level

Chair: MATTHEW STEINBERG, University of Pennsylvania

FABIO RUEDA DE VIVERO, Syracuse University. *Does Neighborhood Violence Cause Kids to Miss School? Evidence from daily absenteeism data.* AMY ELLEN SCHWARTZ, Syracuse University.

HUONG DIEM NGUYEN, University of Utah. *The Influence of Chronic Absenteeism on Student Achievement*. JEREMY FRANKLIN, University of Utah, YONGMEI NI, University of Utah.

NATHAN BARRETT, Tulane University. *Race and Discipline in the U.S. South: The origins of black-white gaps in exclusionary discipline in Louisiana*. ANDREW MCEACHIN, RAND, JONATHAN N. MILLS, Tulane University, JON VALANT, Brookings Institution.

JAROD APPERSON, Georgia State University. *Do Children Exposed to Domestic Violence Affect Everyone's Kids?*

5.04 - Evaluating K12 Learning Interventions

Room: Coolidge, Mezzanine Level

Chair: ELIZABETH U. CASCIO, Dartmouth College

SARA PILZER WEISS, North Carolina State University. *Causal Effects of the Statewide Third Grade North Carolina Read to Achieve Program on Student Outcomes: A fuzzy regression discontinuity study*. TRIP STALLINGS, North Carolina State University, STEVE PORTER, North Carolina State University.

KRISTIAN L. HOLDEN, American Institutes for Research. *Does More Instructional Time Buy Higher Educational Achievement? Lessons from Florida's Additional Instructional Time Program*. UMUT OZEK, American Institutes for Research.

MARIE HULL, University of North Carolina at Greensboro. *One-to-one Technology and Student Outcomes*. KATHERINE DUCH, *One Minus Beta Analytics*.

SHAUN M. DOUGHERTY, University of Connecticut. *Which Kindergartners Show Up to School?* MICHAEL GOTTFRIED, University of California.

5.05 - Information and School Choice

Room: Wilson A, Mezzanine Level

Chair: PATRICK WOLF, University of Arkansas

STEVEN GLAZERMAN, Mathematica Policy Research. *Parental School Choice as a Choice Architecture Problem*. IRA NICHOLS-BARRER, Mathematica Policy Research, JON VALANT, Brookings Institution.

SEAN CORCORAN, New York University. *The Impact of Information on School Choices: Evidence from a natural experiment in New York City*. SARAH COHODES, Teachers College Columbia University, JENNIFER JENNINGS, New York University, CAROLYN SATTIN-BAJAJ, Seton Hall University.

CAROLYN SATTIN-BAJAJ, Seton Hall University. *How School Counselors' (Mis)understandings of the Matching Algorithm Influence their School Choice Behaviors and Perceptions*. JENNIFER JENNINGS, New York University, ELIZABETH CHRISTINE BAKER-SMITH, New York University,

SEAN CORCORAN, New York University, SARAH COHODES, Teachers College Columbia University.

SARAH COHODES, Teachers College Columbia University. *Leveling the Playing Field for New York City High School Choice: Initial results from a randomized trial of informational interventions.* SEAN P. CORCORAN, New York University, JENNIFER L. JENNINGS, New York University, CAROLYN SATTIN-BAJAJ, Seton Hall University.

5.06 - Causal Inference of Effects of Tracking and Ability Grouping

Room: Wilson B, Mezzanine Level

Chair: PAUL THOMPSON, Oregon State University

RUSSELL GERBER, Texas Higher Education Coordinating Board. *Identifying Student-level Factors Associated with Success in Accelerated Models of Developmental Education: A regression-discontinuity approach.* EMILY WEISBURST, Texas Higher Education Coordinating Board, TREY MILLER, RAND Corporation, PACO MARTORELL, University of California, LINDSAY DAUGHERTY, RAND Corporation.

ANDREW MCEACHIN, RAND Corporation. *Understanding the Effects of Early Algebra: A regression discontinuity approach.* THURSTON DOMINA, University of North Carolina at Chapel Hill, ANDREW PENNER, University of California - Irvine.

ANGEL L. HARRIS, Duke University. *Advancing Minority Gifted Identification: Evidence from a randomized trial of nurturing for a bright tomorrow.* DARRYL HILL, Wake County Public School System, MATTHEW LENARD, Wake County Public School System.

5.07 - Staying Afloat in the Flood of Data: Achieving success for institutions and students POLICY TALK

Room: Wilson C, Mezzanine Level

Chair: CAMERON HOWELL, University of South Carolina

Discussants: PAM BOWERS, University of South Carolina, JESSICA HOWELL, College Board, CHETAN RAO, Education Advisory Board, DOUG SHAPIRO, National Student Clearinghouse Research Center

U.S. colleges and universities are under unprecedented pressure to improve both financial efficiencies and student outcomes without sacrificing academic quality. Exacerbated by shrinking federal support, these pressures emanate from discipline- and school-specific accrediting bodies, governing boards, potential and current students and their parents, independent rating and ranking agencies, and internal motivations toward continual improvement. The stakes are arguably magnified at public colleges and universities, in a climate of increased scrutiny and stagnating appropriations. Panelists will offer model solutions to the problems described, including the following: 1) accessing institutional data on progression and completion of cohorts, while comparing these data to national benchmarks; 2) building institutional

intelligence regarding co-curricular life, while analyzing data to understand barriers and bridges to student success; 3) visualizing data at the nexus of the classroom, personnel costs, and other spending; and 4) best cases for leveraging available national data systems toward assessing institutional goals.

5.08 - Educators and Incentives

Room: Harding, Mezzanine Level

Chair: OZKAN EREN, Louisiana State University

ANNA EGALITE, North Carolina State University. *The Role of Race in Subjective Evaluations of Teacher Effectiveness*. DANIEL H. BOWEN, Texas A&M University, BRIAN KISIDA, University of Missouri.

MATTHEW KRAFT, Brown University. *Teacher Accountability Reforms and the Supply of New Teachers*. SHAUN M. DOUGHERTY, University of Connecticut, ERIC BRUNNER, University of Connecticut, DAVID SCHWEGMAN, Syracuse University.

MICHAEL DINERSTEIN, University of Chicago. *Does Incentivizing Teacher Value Added Make It More or Less Meaningful?* ISAAC OPPER, RAND Corporation.

JENNIFER GRAVES, Universidad Autonoma de Madrid. *Performance under pressure: Implications for how society organizes education and the workplace*. JOAQUÍN ARTES CASELLES, Universidad Complutense de Madrid, MERYL MOTIKA, St. Lawrence University.

5.09 - Student Choices and Voices

Room: Madison A, Mezzanine Level

Chair: RONALD FERGUSON, Harvard University

MALACHI NICHOLS, University of Arkansas. *Further Validation of Survey-effort Measures of Conscientiousness: Results from a sample of high school students*. GEMA ZAMARRO, University of Arkansas, ANGELA DUCKWORTH, University of Pennsylvania, SIDNEY DMELLO, University of Pennsylvania.

AARON W. DOW, Harvard University. *Know Thyself: Alignment between student self-ratings and teacher ratings of student self-control*. MARTIN R. WEST, Harvard University, ANGELA L. DUCKWORTH, University of Pennsylvania, DAEUN PARK, Chungbuk National University.

DAVID BLAZAR, Harvard University. *Validating Teacher Effects on Students' Attitudes and Behaviors: Evidence from random assignment of teachers to students*.

**5.10 - The Effects of Peers and Classroom Composition
in the Early Years of Schooling**

Room: Madison B, Mezzanine Level

Chair: ANNA MARKOWITZ, University of Virginia

OLIVIA G. MURRAY, Vanderbilt University. *It Takes a Village: Exploring peer effects of preprimary attendance.*

JACOB KIRKSEY, University of California - Santa Barbara. *Peer Effects of Missing School: How does classmate attendance influence individual test performance.* MICHAEL GOTTFRIED, University of California - Santa Barbara.

EVA RYE JOHANSEN, Aarhus University. *Academic Achievement and the Gender Composition of Preschool Staff.* METTE GØRTZ, University of Copenhagen, MARIANNE SIMONSEN, Aarhus University.

CHRISTOPHER DOSS, Stanford University. *Relative Age and the Achievement of Elementary School English Language Learners: Evidence from a policy intervention.*

5.11 - Improving Persistence

Room: Hoover, Mezzanine Level

Chair: LESTER LUSHER, University of California - Davis

DANIEL HUBBARD, University of Michigan. *The Impact of Local Labor Market Shocks on Postsecondary Educational Outcomes: Evidence from plant closings in Michigan.*

CHRISTA GIBBS, Consumer Financial Protection Bureau. *Changing the Cost of Federal Student Loan Take-up: Evidence from the FFEL to Direct Loan Program Transition.*

ODED GURANTZ, Stanford University. *Bringing It to Scale: Impacts of state aid for non-traditional students.*

**5.12 - Revising State Accountability Systems
Under the Every Student Succeeds Act
POLICY TALK**

Room: Thurgood Marshall North, Mezzanine Level

Chair: MARCUS A. WINTERS, Boston University

Discussants: JESSICA BAGHIAN, Louisiana Department of Education, MARY BATIWALLA, Tennessee Department of Education, NOAH BOOKMAN, CORE Districts, JAMES RIDDLESPERGER, New Jersey Department of Education

Accountability for district and school performance has been a key feature of federal education policy since the 2001 enactment of No Child Left Behind. The Every Students Succeeds Act, the successor to

NCLB passed in December 2015, continues the focus on accountability as a means to incentivize district and school improvement. State education agencies must revise their systems of accountability to meet ESSA's new requirements, including identifying low-performing schools and adding measures of "school quality of student success" and English language proficiency into their school accountability system. Within these requirements, states have many options for how to design their accountability systems and how to connect them to their broader plans for implementing ESSA writ large.

The panel will feature presenters from several states and a consortium of districts who will share their perspectives on how they have approached accountability redesign. They will discuss questions such as: What opportunities did ESSA open up for your accountability system, and how did you take advantage of them? What will be the major changes in your system? Which indicators will you be including, and how will they be measured? How did you model or test your proposals before submitting them? What role did research evidence play in your decisions about which indicators to include, and what other factors did you consider?

**5.13 - It Takes a Village: Harnessing Efforts to
Build A Stronger Evidence Base in Educator Preparation
POLICY TALK**

Room: Thurgood Marshall East, Mezzanine Level

Chair: TRACEY WEINSTEIN, Deans for Impact

Discussants: BENJAMIN RILEY, Deans for Impact, CORY KOEDEL, University of Missouri, SARA HEYBURN, Tennessee State Board of Education, HANNAH DIETSCH, Louisiana Department of Education

This panel session will bring together researchers, state policymakers, and practitioners to discuss the future of educator preparation policy and research in light of new developments in the field and recent policy and political changes at the state and federal level. Through a structured dialogue, this session will leverage the work and expertise of panel participants to:

- 1) Highlight recent developments in the field to try and improve access to the high-quality data educator preparation programs (EPPs) need to inform continuous improvement and understand their impact;
- 2) Discuss current efforts by states to improve policies intended to facilitate improvement across EPPs and subsequently hold them accountable for outcomes;
- 3) Identify gaps in the knowledge base about EPP design and policy and the role of practitioners, policymakers, and researchers in working together to build a more robust evidentiary base to inform meaningful change in the field of educator preparation; and
- 4) Consider opportunities and challenges facing the field of educator preparation in light of potential shifts in the direction of federal education policy under a new administration.

In facilitating conversations across the research, policy, and practice communities around these objectives, this session will encourage deeper thought partnership across the three sectors in service of improving the evidence base on which EPP design and policy rests.

6.01 - Nudges and Information

Room: Madison B, Mezzanine Level

Chair: MICHAEL BASTEDO, University of Michigan

JIN YANG, Peking University. *Making Information Work for Low-income Students in College Choice: Experimental evidence under centralized admissions.* YANQING DING, Peking University, YINDUO WU, Peking University, XIAYANG YE, University of Michigan.

KAYLA BANNISTER CHARLES, University of Florida. *Informational and Cost Nudges in the Community College Student Loan Acceptance Process: A behavioral approach to reduce over borrowing.*

JOSHUA GOODMAN, Harvard University. *Nudging at a National Scale: Experimental evidence from a FAFSA completion campaign.* KELLI BIRD, University of Virginia, BENJAMIN L. CASTLEMAN, University of Virginia, CAIT LAMBERTON, University of Pittsburgh.

RAHIN KHANDKER, ideas42. *Improving FAFSA Re-application Rates at CUNY Community Colleges with Information Nudges.* NICOL BELLETTIERE, City University of New York.

6.02 - Developmental Education & Student Success

Room: Thurgood Marshall East, Mezzanine Level

Chair: COLIN CHELLMAN, City University of New York

RUSSELL GERBER, Texas Higher Education Coordinating Board. *New Approaches to Developmental Education Pathways - Integrating reading and writing remediation.* TREY MILLER, RAND Corporation, SHANA SHAW, Texas Higher Education Coordinating Board, LINDSAY DAUGHERTY, RAND Corporation, FEDERICK NGO, University of Southern California.

OLGA RODRIGUEZ, Public Policy Institute of California. *Identifying Student Success in California Community College Developmental Math Reform.* MARISOL CUELLAR MEJIA, Public Policy Institute of California, HANS JOHNSON, Public Policy Institute of California.

CHRISTINE MOKHER, CNA Education. *The Impact of the Florida College and Career Readiness Initiative on Postsecondary Outcomes.* DANIEL LEEDS, CNA Education, JULIE HARRIS, CNA Education.

6.03 - Segregation and Student Outcomes

Room: Hoover, Mezzanine Level

Chair: HUGH MACARTNEY, Duke University

NGAIRE NOELLE HONEY, Vanderbilt University. *The Role and Impact of Transportation and School Choice in Desegregation Policy.*

ELIZABETH BELL, University of Oklahoma. *Socioeconomic-based School Assignment Policy and Racial Segregation Levels: Evidence from the Wake County Public School System*. DEVEN CARLSON, University of Oklahoma, JOSHUA COWEN, Michigan State University, ANDREW MCEACHIN, RAND Corporation, MATTHEW LENARD, Wake County Public School System.

LEAH CLARK, Carnegie Mellon University. *Public School Enrollment Growth and Rising Income Segregation Among Families*.

MEREDITH RICHARDS, Southern Methodist University. *The Impact of Reporting Multiracial Students on Longitudinal Estimates of Racial/Ethnic Segregation*. KORI STROUB, Rice University.

6.04 - School Discipline and Safety

Room: Wilson A, Mezzanine Level

Chair: NATHAN BARRETT, Tulane University

MATTHEW STEINBERG, University of Pennsylvania. *Do Suspensions Impact Students' Academic and Behavioral Outcomes? Evidence from discipline policy reform in Philadelphia*. JOHANNA LACOE, Mathematica Policy Research.

E. CHRISTINE BAKER-SMITH, New York University. *Suspensions Suspended: A CITS analysis of discipline policy and its Impact on low-level suspensions in large, urban high schools*.

REBECCA HINZE-PIFER, University of Chicago. *Exclusionary Discipline in Schools: Does reducing suspensions help?* LAUREN SARTAIN, University of Chicago.

6.05 - Competitive and Spillover Effects of Charter Schools

Room: Thurgood Marshall North, Mezzanine Level

Chair: SHERMAN DORN, Arizona State University

JOSEPH WADDINGTON, University of Kentucky. *Consequences of Competition: Effects of the expansion of charter schools and private school vouchers on traditional public schools in Indianapolis*. MARK BERENDS, University of Notre Dame.

PAUL BRUNO, University of Southern California. *Charter Competition and District Finances: Evidence from California*.

ANASTASIA SEMYKINA, Florida State University. *The Impact of Charter Schools on Student Outcomes in Traditional Public Schools: New evidence from North Carolina*. NIU GAO, Public Policy Institute of California.

VINCENT REITANO, North Carolina State University. *Examining the Effect of Charter School Competition on School District Expenditures*. PETER JONES, University of Alabama at Birmingham.

6.06 - New Methods for Determining Current and Future School Effects

Room: Coolidge, Mezzanine Level

Chair: SETH B HUNTER, Michigan State University

WEN LUO, Texas A&M University. *Estimating Teachers' Contribution to Student Achievement: A comparison of value-added models and propensity score methods.* EMRE ARSLAN, Texas A&M University, SIQI CHEN, Texas A&M University, SHUQIONG LIN, Texas A&M University.

HYUNSUK HAN, University of Florida. *Multi-level Policy Evaluation: Combining propensity score estimation with data mining methods to improve precision.* MINHO KWAK, University of Georgia, DENNIS A. KRAMER II, University of Florida.

KRISTIN PORTER, MDRC. *Predictive Modeling of K-12 Academic Outcomes.* REKHA BALU, MDRC.

ISAAC OPPER, RAND Corporation. *Does Helping John Help Sue? Evidence of spillovers in education.*

6.07 - New Evidence on the Effects of Scaled-up Preschool Interventions

Room: Thurgood Marshall South, Mezzanine Level

Chair: DAPHNA BASSOK, University of Virginia

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

KAI HONG, New York University. *Evaluating the Impacts of Expanding Universal Prekindergarten Program on Children's Health: Evidence from New York City.* KACIE DRAGAN, New York University, SHERRY GLIED, New York University.

CHRISTINA WEILAND, University of Michigan. *Impacts of Boston Pre-k on Children's Academic Outcomes, Special Education Placement, and Grade Retention through Third Grade.* REBECCA UNTERMAN, MDRC, SHANA ROCHESTER, University of Michigan, ANNA SHAPIRO, University of Michigan, SARA STASZAK, MDRC.

ELIZABETH U. CASCIO, Dartmouth College. *Does Universal Preschool Hit the Target? Program access and preschool impacts.*

**6.08 - Integrating Measures of Social and Emotional Learning (SEL) into
Accountability and Continuous Improvement Frameworks
POLICY TALK**

Room: Wilson B, Mezzanine Level

Chair: HEATHER HOUGH, Stanford University (Policy Analysis for California Education)

Discussants: NOAH BOOKMAN, CORE Districts, BOB LAROCCA, Transforming Education, ANDREW RICE, Education Analytics

The “Every Student Succeeds Act” (ESSA) requires states to incorporate at least one non-academic metric into measuring student performance and provides funding opportunities for programs designed to improve nonacademic outcomes. One nonacademic outcome receiving significant attention is Social and Emotional Learning (SEL).

The current focus on SEL is based on numerous factors: a) research illustrates SEL competencies are important predictors of a range of in-school and out-of-school outcomes, b) the existence of standards-aligned SEL programs and instruments, and c) the broad support of educators in the importance of SEL competencies. A 2013 national teacher survey found that 93 percent of teacher respondents think it is important for schools to promote SEL and that 8 percent of surveyed schools had efforts to do so underway.

With this new flexibility, many stakeholders are seeking guidance on how to meaningfully and effectively incorporate non-academic Social and Emotional Learning (SEL) outcomes into accountability and continuous improvement systems. This discussion panel will address this increasingly important need by sharing best practices and lessons learned around: a) the integration of SEL outcomes into system design, b) the selection of valid and reliable SEL instruments, c) piloting SEL instruments and collecting SEL data, d) existing and emerging research on SEL measures and their relationship to student outcomes, e) the use of SEL data to inform continuous improvement, and f) implications for state and federal policy.

6.09 - Secondary School Success

Room: Tyler, Mezzanine Level

Chair: NEIL FINKELSTEIN, WestEd

SHAUN M. DOUGHERTY, University of Connecticut. *Academic Program Choice in Secondary Education: Regression discontinuity evidence from Mexico City*. MARIA ELENA ORTEGA HESLES, Harvard University.

RAJEEV DAROLIA, University of Missouri. *What is the Value of a Prison GED?* PETER MUESER, University of Missouri, JACOB CRONIN, University of Missouri.

ROBERT H. MEYER, Education Analytics and University of Wisconsin-Madison. *Expanding Enrollment in Advanced Placement and More Challenging Courses: An application of predictive analytics*. CURTIS JONES, University of Wisconsin-Milwaukee.

6.10 - Teacher Quality and Evaluation

Room: Thurgood Marshall West, Mezzanine Level

Chair: RANDALL REBACK, Barnard College

JAMES COWAN, American Institutes for Research. *The Role of School and District Implementation in Subjective Teacher Evaluations*. DAN GOLDHABER, American Institutes for Research, RODDY THEOBALD, American Institutes for Research.

ALLISON GILMOUR, Vanderbilt University. *Revisiting the Widget Effect: Teacher evaluation reforms and distribution of teacher effectiveness ratings*. MATTHEW KRAFT, Brown University.

BEN POGODZINSKI, Wayne State University. *The Relationship Between District Stressors and Teacher Evaluation Outcomes*. SARAH LENHOFF, Wayne State University, DAVID MAYROWETZ, University of Illinois at Chicago, BENJAMIN SUPERFINE, University of Illinois at Chicago, REGINA UMPSTEAD, Central Michigan University.

AMY AULETTO, Michigan State University. *Grading Teachers: The application and variation of performance ratings in Michigan 2011-2016*. JOSHUA COWEN, Michigan State University, STEVEN DRAKE, Michigan State University.

6.11 - Online Learning: Peers, Outcomes Spillovers

Room: Harding, Mezzanine Level

Chair: MARK BERENDS, University of Notre Dame

JING LIU, Stanford University. *Peer Interaction and Social Roles: Evaluating peer effects in online higher education classrooms*. ERIC BETTINGER, Stanford University, SUSANNA LOEB, Stanford University, ERIC TAYLOR, Harvard University.

CARRIE WENJING XU, University of Michigan. *With a Little Help from Your Friends: A field experiment on spillover effects of making plans on student learning*.

ANGELA BOATMAN, Vanderbilt University. *Learning Technologies and College Student Success: Evidence from the emporium instructional model in developmental math courses*.

BENJAMIN SKINNER, Vanderbilt University. *Virtually the Same: Estimating the effect of online courses on student outcomes at open access institutions in Georgia*.

6.12 - Intradistrict Fiscal Equity

Room: Wilson C, Mezzanine Level

Chair: NICHOLAS WILSON, The White House Social and Behavioral Sciences Team and Reed College

AVICHAH MAGAL, New York University. *Did ARRA Weaken Title I Funding to High Poverty Schools in New York City?* MERYLE WEINSTEIN, New York University, AMY ELLEN SCHWARTZ, Syracuse University, LEANNA STIEFEL, New York University.

THOMAS GOLDRING, Carnegie Mellon University. *The Intradistrict Effect of Educational Accountability on School Finance under No Child Left Behind*.

DAVID KNIGHT, University of Texas at El Paso. *Are School Districts Allocating Resources Equitably? Teacher experience gaps and the Every Student Succeeds Act.*

7.01 - Student Debt and Default

Room: Hoover, Mezzanine Level

Chair: LESLEY TURNER, University of Maryland

MICHAEL LOVENHEIM, Cornell University. *How Does For-profit College Attendance Affect Student Loans, Defaults and Earnings?* LUIS ARMONA, Stanford University, RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York.

GALIT EIZMAN, Harvard University. *Home Ownership or Higher Education? Lessons from the effect of mortgage debt on student loans.* SIMONA HANNON, Federal Reserve System.

DANIEL KREISMAN, Georgia State University. *It's the Default, Dummy: What behavioral economics can teach us about student loan repayment?* JIM COX, Georgia State University, SUSAN DYNARSKI, University of Michigan.

7.02 - Diagnosing the Problem: Using state descriptive data
to help bridge the gap between high school and postsecondary
POLICY TALK

Room: Coolidge, Mezzanine Level

Chair: NATE SCHWARTZ, Tennessee Department of Education

Discussants: JONATHON ATTRIDGE, Tennessee Department of Education, LACEY HARTIGAN, Tennessee Department of Education, JERRE MAYNOR, Tennessee Department of Education, ZACHARY STONE, Tennessee Department of Education

The session will describe a body of work that includes analyses of student and teacher perceptions of postsecondary preparation, course enrollments, assessment performance, and postsecondary preparation. This work has led to multiple funding, policy, and practice changes. For example, educators across the state reported feeling that their students were inadequately prepared for the ACT when they took it on the mandatory state testing day in eleventh grade, and because of this, did not perform to their full potential. The RST conducted an analysis demonstrating the potential increase in ACT score upon retake and argued that these improved ACT scores would obviate the need for remediation and increase the likelihood of scholarship opportunities. Given that many Tennessee students' do not retake the ACT due to financial constraints, this research led to a policy to fund an ACT retake for seniors (implemented in fall 2016), reducing the financial barrier and increasing access to ACT retake for all students.

This panel will also field questions from the audience about how the members work directly with key stakeholders and how they see this kind of quick-turnaround, largely descriptive research fitting in with a series of longer-term partnerships that the team holds with university researchers. Through discussion about the processes for conducting this work, the audience will learn how a research team situated among policymakers ensures that its research efforts impact policy and practice.

7.03 - Family and Education

Room: Tyler, Mezzanine Level

Chair: MEREDITH RICHARDS, Southern Methodist University

PETER RICH, Cornell University. *Race, Resources, and Test Scores: What schooling characteristics motivate the housing choices of white parents?*

CHRISTINE CAMPBELL, University of Washington. *Toward Equity and Access: Family experience of public school choice and enrollment in Camden, New Jersey.* BETHENY GROSS, University of Washington, JOSE HERNANDEZ, University of Washington, SARAH YATSKO, University of Washington, COLLEEN MCCANN, University of Washington.

JENNIFER A. HEISSEL, Northwestern University. *Spillover Effects within Families: Evidence from teenage motherhood and sibling academic performance.*

JAVAERIA QURESHI, University of Illinois at Chicago. *The Role of Families in Student Sorting to Teachers.* BEN OST, University of Illinois at Chicago.

7.04 - Accountability and Choice

Room: Thurgood Marshall West, Mezzanine Level

Chair: HENRY LEVIN, Teachers College Columbia University

W. EDWARD CHI, University of Southern California. *College Enrollment and School Accountability.*

YUJIE SUDE, University of Arkansas. *Stayers and Leavers: Characteristics of students who move into or out of a school choice program.* PATRICK WOLF, University of Arkansas.

PAULA ARCE-TRIGATTI, Rice University. *Out of Time or Out of Effort? What is behind the effect of high school exit exams on high school completion?* MATTHEW F. LARSEN, Lafayette College.

TAEK HYUNG KIM, Florida State University. *The Effects of Title I School Programs on the Achievement of Economically Disadvantaged Students under the NCLB Era.*

7.05 - New Evidence on the Impacts of Charter Schools

Room: Harding, Mezzanine Level

Chair: BRIAN JACOB, University of Michigan

PAUL MOORE, University of Chicago Consortium. *Moving Beyond Test Scores: Assessing Chicago charter school outcomes.* JULIA GWYNNE, University of Chicago Consortium, JENNIE Y. JIANG, University of Chicago Consortium.

JOSEPH J. FERRARE, University of Kentucky. *Virtual Illusion: Longitudinal effects of charter school types on achievement gaps in Indiana.* R. JOSEPH WADDINGTON, University of Kentucky, MARK BERENDS, University of Notre Dame.

CHARISSE GULOSINO, University of Memphis. *Examining Variation within the Charter School Sector: Academic achievement in urban and suburban charter schools.* JONAH LIEBERT, Teachers College Columbia University.

JANE ARNOLD LINCOVE, UMBC. *Overworked or Overpaid? A longitudinal analysis of principal compensation in charter schools*. NATHAN BARRETT, Tulane University, KATHARINE O. STRUNK, University of Southern California.

7.06 - Value-added Models of Teacher and School Effectiveness

Room: Wilson B, Mezzanine Level

Chair: GEMA ZAMARRO, University of Arkansas

SINAN SARPCA, Koc University (Istanbul). *Does School Matter? Estimating value-added at highly selective schools*. AHMET ALKAN, Sabanci University.

NAN ZHOU, University of Southern California. *Controlling for Non-random Assignment: An application of value added model in the context of China*.

PETER HULL, MIT. *Leveraging Lotteries for School Value-added: Testing and estimation*. JOSHUA ANGRIST, MIT, PARAG PATHAK, MIT, CHRISTOPHER WALTERS, University of California.

ELIAS WALSH, Mathematica Policy Research. *Are Value-added Estimates Unbiased? An assessment using multiple districts*. PHIL GLEASON, Mathematica Policy Research, ERIC ISENBERG, Mathematica Policy Research, JEFFREY MAX, Mathematica Policy Research.

7.07 - Federalism in Postsecondary Education Finance POLICY TALK

Room: Wilson C, Mezzanine Level

Chair: BRIAN SPONSLER, Education Commission of the States

Discussants: BRIAN PRESCOTT, NCHEMS, CHRISTOPHER M. MULLIN, Florida College System, WILLIAM DOYLE, Vanderbilt University, SARAH PINGEL, Education Commission of the States

The responsibility for providing a high-quality, cohesive postsecondary education is split between different levels of government. Both the federal government and state governments have distinct roles in higher education. This federalist system allows for policy experimentation between different states and institutions, but also can result in ambiguity, disjointed policies and no clear vision for the future of the postsecondary landscape in the United States. Join this session to participate in robust discussion on federalism in postsecondary education finance- addressing both the current problems and possibilities for the future.

7.08 - Impact of Accountability Policy

Room: Thurgood Marshall South, Mezzanine Level

Chair: STEVEN HEMELT, University of North Carolina at Chapel Hill

MARCUS A. WINTERS, Boston University. *The Effect of Florida's Test-based Promotion Policy on Student Performance Prior to the Retention Decision.*

DENNIS A. KRAMER II, University of Florida. *Do Colleges Use High School Accountability Information to Inform Undergraduate Admissions?* SHAUN M. DOUGHERTY, University of Connecticut.

JAMES HARRINGTON, University of Texas at Dallas. *Under the Bright Friday Night Lights: Examining the relationship between accountability ratings and school bonds for stadiums in Texas.* LAURA JACKSON, University of Texas at Dallas, DOUG GOODMAN, University of Texas at Dallas.

EMILY K. PENNER, University of California - Irvine. *Identity Crisis: Multiple measures and the identification of schools under ESSA.* HEATHER HOUGH, Policy Analysis for California Education, JOE WITTE, Policy Analysis for California Education.

7.09 - Student Behavior and Discipline

Room: Madison B, Mezzanine Level

Chair: BURNIE BOND, The Albert Shanker Institute

KATHARINE MEYER, University of Virginia. *How do Guidance Counselors Impact Student Outcomes? Evidence from state student/counselor ratio policies.*

KAITLIN ANDERSON, University of Arkansas. *A Vicious Cycle: Estimating the impact of exclusionary discipline in a world of potential reverse causality.* GEMA ZAMARRO, University of Arkansas, GARY W. RITTER, University of Arkansas.

LAURA ROGERS, Vanderbilt University. *Teacher Bias in Ratings of Student Behavior and Socioemotional Skills.* SUSAN K. PATRICK, Vanderbilt University, SY DOAN, Vanderbilt University.

GARY RITTER, University of Arkansas. *Examining the Impacts of Middle School Disciplinary Policies on 9th Grade Retention.* ELISE SWANSON, University of Arkansas, HEIDI HOLMES-ERICKSON, University of Arkansas.

7.10 - The Role of School Principals

Room: Taylor, Mezzanine Level

Chair: ANA ELFERS, University of Washington - Seattle

CARA JACKSON, Montgomery County Public Schools. *Does Teacher Effectiveness Depend on Who Rates Classroom Practice?* MATTHEW STEINBERG, University of Pennsylvania.

AYESHA K. HASHIM, University of Southern California. *Principals as Evaluators: Examining principals' capacity to assess teacher quality and improve teacher practice in a multiple measure teacher evaluation system.* EDWARD CREMATA, University of Southern California, KATHARINE O. STRUNK, University of Southern California, JULIE A. MARSH, University of Southern California.

BRENDAN BARTANEN, Vanderbilt University. *Strategic Retention: New evidence on principal effectiveness and teacher turnover*. JASON GRISSOM, Vanderbilt University.

DAVID B. REID, Michigan State University. *How Principals' Cognitive Schemas Impact Their Implementation of Teacher Evaluation Policy*.

7.11 - Transmission of College Knowledge

Room: Taft, Mezzanine Level

Chair: DAVE E. MARCOTTE, American University

CHRISTINE MULHERN, Harvard University. *Oh Brother, Where Start Thou? Sibling spillovers in college enrollment*. JOSHUA GOODMAN, Harvard University, MICHAEL HURWITZ, College Board, JONATHAN SMITH, Georgia State University.

YANG SONG, Colgate University. *An Adviser Like Me: Does race, ethnicity, or gender matter?* TAKAO KATO, Colgate University.

CHARLENE REID, University of Arkansas. *Put Me In (College), Coach: Post-secondary education results of a random assignment college access and career coaching program*. EVAN RHINESMITH, University of Arkansas, GARY RITTER, University of Arkansas.

NICHOLAS WILSON, The White House Social and Behavioral Sciences Team and Reed College. *Demand for Peer Tutoring and Its Effects*. TODD PUGATCH, Oregon State University and IZA.

7.12 - Does Money Matter? Evidence from public finance

Room: Wilson A, Mezzanine Level

Chair: SARAH CORDES, Temple University

YINDUO WU, Peking University. *High School Spending and Student College Access: The effects of whole-school performance pay*. YANQING DING, Peking University, RONG WANG, Peking University, YINDUO WU, Peking University, JIN YANG, Peking University, XIAOYANG YE, University of Michigan.

CORBIN MILLER, Cornell University. *The Effect of Education Spending on Student Achievement: Evidence from property wealth and state finance rules*.

STEPHANE LAVERTU, The Ohio State University. *School District Revenue Uncertainty and Student Achievement*. TRAVIS ST. CLAIR, University of Maryland.

8.01 - Knowledge and College

Room: Madison A, Mezzanine Level

Chair: STEVEN GLAZERMAN, Mathematica Policy Research

DREW M. ANDERSON, University of Wisconsin - Madison. *High School Students' Knowledge of Parental Income and Implications for Planning how to Finance College*. JANET K. HOLT, Illinois Education Research.

NICHOLAS HILLMAN, University of Wisconsin-Madison. *An Analysis of Early FAFSA in Wisconsin*. ELLIE BRUECKER, University of Wisconsin-Madison, VALERIE CRESPIAN-TRUJILLO, University of Wisconsin-Madison.

CHRISTIANA STODDARD, Montana State University. *The Effects of High School Financial Education on Student Financial Aid Choices*. CARLY URBAN, Montana State University.

JANET K. HOLT, Illinois Education Research. *Variation in the Impact of High School Environment on College Applications*. DREW M. ANDERSON, University of Wisconsin - Madison.

8.02 - Effects of Evaluating Educators

Room: Wilson C, Mezzanine Level

Chair: ANNA EGALITE, North Carolina State University

JULIE MARSH, University of Southern California. *Getting Better? Estimating the impact of participation in a multiple measure teacher evaluation system on teacher quality*. KATHARINE O. STRUNK, University of Southern California, EDWARD CREMATA, University of Southern California.

LAM D. PHAM, Vanderbilt University. *Teacher Merit Pay and Student Achievement: A meta-analysis*. TUAN D. NGUYEN, Vanderbilt University, MATTHEW G. SPRINGER, Vanderbilt University

MELINDA ADNOT, Davidson College. *Effects of Teacher Evaluation and Incentives on Test and Non-Test Outcomes in the District of Columbia Public Schools*. THOMAS DEE, Stanford University, VERONICA L. KATZ, University of Virginia, JAMES WYCKOFF, University of Virginia.

OZKAN EREN, Louisiana State University. *The Effects of Teacher Incentives on Student Outcomes: Evidence from Louisiana teacher advancement program*.

8.03 - Policy and Impacts in China and India

Room: Taylor, Mezzanine Level

Chair: LUIS OMAR HERRERA, The World Bank

ANJALI ADUKIA, University of Chicago. *Educational Investment Responses to Economic Opportunity: Evidence from Indian Road Construction*. SAM ASHER, World Bank, PAUL NOVOSAD, Dartmouth College.

LEI ZHANG, Shanghai Jiao Tong University. *Household Tutoring Spending and Children's Academic Performance: Evidence from China Family Panel Studies*. XUE ZHANG, Shanghai Jiao Tong University.

YU ZHANG, Institute of Education in Tsinghua University. *The Effectiveness of "Quota Admission Policy" on Education Equity - Empirical evidence from China*. FEI QIN, Institute of Education in Tsinghua University.

WEI HA, Peking University. *Does Money Matter? The effects of block grants on education attainment in Rural China: Evidence from Intercensal Population Survey 2015*. FANG YAN, UNICEF China.

**8.04 - Barriers to Learning What Works:
Embedding evidence and evaluation in school and district practice
POLICY TALK**

Room: Coolidge, Mezzanine Level

Chair: ALEXANDRA RESCH, Mathematica Policy Research

Discussants: REBECCA GRIFFITHS, Center for Technology in Learning (SRI), MATTHEW LENARD, Wake County Public School System, JACQUELINE PUGH, U.S. Department of Education Office of Educational Technology

The Every Student Succeeds Act (ESSA) and other initiatives encourage states and districts to use evidence when making programmatic decisions and to innovate and invest in what works. However, education agencies face barriers in conducting evaluations and in using evidence in decision making. This panel will discuss the challenges education agencies face and some successes and promising strategies for incorporating the use of evidence. The panelists have been involved in the use and production of research in a variety of roles and organizations, including school districts, technology vendors, independent research firms, and the U.S. Department of Education. The panel will begin by discussing their perspectives on the Ed Tech Rapid Cycle Evaluation Coach, a new free online resource, for conducting local evaluations funded by the Office of Ed Tech at the U.S. Department of Education. The panelists will discuss how these tools facilitate evaluation from their perspective, what barriers remain, and how different organizations can work together to reduce the remaining barriers. The panel will also discuss how tools like the RCE Coach and other evaluation resources can be used to facilitate the use of evidence under ESSA.

8.05 - Synthesizing the Benefits and Costs of School Choice

Room: Harding, Mezzanine Level

Chair: A. ABIGAIL PAYNE, University of Melbourne

QUENTIN BRUMMET, US Census Bureau. *Parental Valuation of School Choice: Evidence from Geographic Boundaries*. MICHAEL BATES, University of California.

DAVID CASALASPI, Michigan State University. *School Choice and Voter Turnout in School Bond Elections*.

LORI L. TAYLOR, Texas A&M University. *Does Bad Budgeting Have Consequences? Measuring the performance of public school budgets in Texas*. ABHISEKH GHOSH MOULICK, University of Oklahoma.

SHERMAN DORN, Arizona State University. *Massachusetts Charter Schools and the Magnitude Puzzle of Empirical School Choice Research*. AMANDA POTTERTON, Arizona State University.

8.06 - Student Engagement, Non-Cognitive Skills, and Returns to Skill

Room: Wilson A, Mezzanine Level

Chair: LEANNA STIEFEL, New York University

CHRISTOPHER M. DUDEK, Rutgers University. *A Multi-Measure Approach to Classroom Observational Assessment: A preliminary investigation of concurrent validity*. LINDA A. REDDY, Rutgers University, RYAN J. KETTLER, Rutgers University, ALEXANDER KURZ, Arizona State University.

JAY PLASMAN, University of California - Santa Barbara. *Career/Education Plans and Student Engagement in Secondary School*.

NATE JENSEN, NWEA. *Is Test Engagement Predictive of Academic Engagement? New evidence on non-cognitive outcomes in the ESSA era*. JAMES SOLAND, NWEA.

8.07 - Faculty & Graduate Student Labor Market

Room: Truman, Mezzanine Level

Chair: PACO MARTORELL, UC Davis

DIYI LI, University of Missouri. *Representation and Salary Gaps by Race/Ethnicity and Gender at Selective Public Universities*. CORY KOEDEL, University of Missouri.

FLORENCE XIAOTAO RAN, Teachers College Columbia University. *Layoff, Lemons, and Faculty Quality: Can you recognize an effective adjunct faculty when you recruit one?*

JENNA W. KRAMER, Vanderbilt University. *An Event History Analysis On Graduate Labor Organizing in the 21st Century*. CHRISTOPHER R. MARSICANO, Vanderbilt University, DOMINIQUE J. BAKER, Southern Methodist University, RICHARD BLISSETT, Vanderbilt University.

8.08 - Getting Value-Added Right

Room: Tyler, Mezzanine Level

Chair: RODDY THEOBALD, American Institutes for Research

SY DOAN, Vanderbilt University. *Do Unobserved Student Environmental Characteristics Prevent the Unbiased Estimation of Teacher Effects? Evidence from a twin study design*. MATTHEW G. SPRINGER, Vanderbilt University.

UMUT OZEK, American Institutes for Research. *Teacher Value-added in Charter Schools and Traditional Public Schools*. CELESTE CARRUTHERS, University of Tennessee, KRISTIAN HOLDEN, American Institutes for Research.

MATTHEW BAIRD, RAND Corporation. *Trade-offs in Selecting the Number of Years to Estimate Worker Productivity: Theoretic and empirical evidence from an application to teachers*. JOHN ENGBERG, RAND Corporation, BEN MASTER, RAND Corporation.

ERIC PARSONS, University of Missouri - Columbia. *Accounting for Continuous Student Disadvantage in Value-added Models*. CORY KOEDEL, University of Missouri - Columbia, LI TAN, University of Missouri - Columbia.

8.09 - Teacher 'Fit' and Retention

Room: Hoover, Mezzanine Level

Chair: SUSANNA LOEB, Stanford University

MATTHEW SHIRRELL, George Washington University. *Trying to Find A Place: New teachers' work-related social ties, turnover, and attrition*.

JASON MILLER, University of Virginia. *Using Measures of Person-organization Fit and Person-group Fit to Predict Beginning Teacher Retention*. PETER YOUNGS, University of Virginia, FRANK PERRONE, University of Virginia, ERIN GROGAN, New Teacher Project.

FRANK PERRONE, University of Virginia. *Early Career Teacher Fit and Attrition in Hard-to-fill vs. Easy-to-fill Teaching Positions*. PETER YOUNGS, University of Virginia, DAN PLAYER, University of Virginia.

MIN SUN, University of Washington - Seattle. *Drawing-to-home or Mission-driven? The career movements of black teachers*.

8.10 - Intersections of Finance, Accountability, and Shifting Winds of Policy: Exploring the role of resource availability in teacher preparation pipelines POLICY TALK

Room: Thurgood Marshall West, Mezzanine Level

Chair: KAREN DEMOSS, Sustainable Funding Project for Quality Teacher Preparation--Bank Street College

Discussants: HENRY LEVIN, Teachers College Columbia University, MARK LACELLE-PETERSON, AACTE, KAREN S. RILEY, University of Denver, JENNIFER J. ROBINSON, Montclair State University, LARISA SHAMBAUGH, Newark Public Schools

Currently, efforts across the nation strive to strengthen teacher preparation as a key lever to address both teacher shortages and teacher quality. But researchers, practitioners, and policymakers all lament a lack of causal linkages between preparation models and outcomes for teachers and their students (see, e.g., Grossman & Loeb, 2008; Ronfeldt, Schwartz, & Jacob, 2014). Further complicating the discussion of what we might agree on as solid research, almost nothing about the outcomes of teacher preparation programs captures variation in the resources that might be available to different programs.

That omission is consequential. Without understanding variation in available resources, policy assessments can result in misguided incentives and accountability guidelines for teacher preparation quality. This panel acknowledges market needs have created a range of alternative programs and seeks instead to take a broader view to examine resources writ large in teacher preparation. Every one of the thousands of preparation programs in the United States has access to different resources —monetary and human. Thus, the panel's guiding question focuses on the broad policy question: How might resource availability affect the quality of teacher preparation--and what are the implications for developing a robust research agenda around quality teacher preparation?

8.11 - College Costs: If It's Cheaper, Will They Come?

Room: Madison B, Mezzanine Level

Chair: JOSHUA GOODMAN, Harvard University

ELIZABETH FRIEDMANN, University of California - Davis. *Requiring the FAFSA for California's Board of Governors Fee Waiver: Obstacle or incentive?*

BRIAN MCCALL, University of Michigan. *Do Public Tuition Subsidies Promote College Enrollment? Evidence from community college taxing districts in Texas.* PACO MARTORELL, University of California, ISAAC MCFARLIN, University of Florida.

CELESTE CARRUTHERS, University of Tennessee. *Promise Kept? Free community college and attainment in Tennessee.* CHRISTOPHER JEPSEN, University College Dublin.

LISA DICKSON, University of Maryland - Baltimore County. *In-state Tuition and Financial Aid for Undocumented Immigrants in the United States: Impact on high school graduation, college enrollment and college graduation.* TIM GINDLING, University of Maryland - Baltimore County, JAMES KITCHIN, University of Maryland - Baltimore County.

8.12 - Improving Access to High-quality Early Childhood Learning Opportunities

Room: Wilson B, Mezzanine Level

Chair: ERICA GREENBERG, Urban Institute

KATHRYN CHAPMAN, Arizona State University. *Preschool "Accessibility" in Arizona: Is offering access enough to create equal educational opportunity?* MARGARITA PIVOVAROVA, Arizona State University.

JUSTIN BRIAN DOROMAL, University of Virginia. *Daycare Dangers: Examining safety and health violations in North Carolina child care programs.* DAPHNA BASSOK, University of Virginia, VIVIAN WONG, University of Virginia.

LORA COHEN-VOGEL, University of North Carolina at Chapel Hill. *A Portrait of State-Funded Pre-kindergarten Quality in the United States.* REBECCA MERRILL, University of North Carolina at Chapel Hill, MICHAEL LITTLE, University of North Carolina at Chapel Hill, JAMES SADLER, University of North Carolina at Chapel Hill, KENYA LEE, University of North Carolina at Chapel Hill.

DANIEL PLAYER, University of Virginia. *Identifying High Value-added Preschools: Do early childhood accountability systems measure the right things in the right ways?* DAPHNA BASSOK, University of Virginia, ANNA MARKOWITZ, University of Virginia.

General Session

Room: Thurgood Marshall Northeast, Mezzanine Level

Welcome

DAN GOLDHABER, President, Association for Education Finance and Policy

Presidential Address

DAN GOLDHABER, American Institutes for Research & University of Washington

Keynote

Mobility Report Cards: The Role of Colleges in Intergenerational Mobility

Moderator:

SUSAN DYNARSKI, President-Elect and Program Chair

Presenter:

RAJ CHETTY, Stanford University

Chetty and his colleagues use data covering 30 million college students between 1999-2013 to produce publicly available statistics on parents' incomes and students' earnings at every college in America. Chetty will discuss how researchers, practitioners, and policymakers can learn from this powerful new data source.

Raj Chetty is a Professor of Economics at Stanford University. Chetty's research combines empirical evidence and economic theory to help design more effective government policies. His work on tax policy, unemployment insurance, and education has been widely cited in media outlets and Congressional testimony. His current research focuses on equality of opportunity: how can we give children from disadvantaged backgrounds better chances of succeeding. Chetty is a recipient of a MacArthur "Genius" Fellowship and the John Bates Clark medal, given by the American Economic Association to the best American economist under age 40.

Cocktail reception immediately follows in adjoining ballroom

Poster Session II

Room: Exhibit Hall C Exhibition Level

1. ALEX J. BOWERS, Teachers College Columbia University. *School Principals' Leadership Styles and Students' Achievement: Empirical results from a three-step latent class analysis.* TOMMASO AGASISTI, Politecnico di Milano, MARA SONCIN, Politecnico di Milano
2. ALEXIS PEARSON, University of Missouri - Columbia. *Inner City School Closing: An analysis of the effects of school closing in Detroit.* CHARLES E. MENIFIELD, University of Missouri - Columbia
3. ANDREW D. CATT, EdChoice. *School Choice Satisfaction: A survey of private school and school choice parents in Indiana.* EVAN RHINESMITH, University of Arkansas
4. ANDREW KRUMM, SRI International. *Inequality and Administrative Datasets: New opportunities to explore critical issues through cross-agency collaborations*
5. ANDY CHOU, Michigan State University. *Crowding Out the Shadow: Effect of School Expansion on Private Supplementary Education in Taiwan*
6. ANGELA URICK, University of Oklahoma. *Feasibility of Increasing Access: How does instructional leadership influence opportunity to learn in U.S. and Belgium?* TIMOTHY G. FORD, University of Oklahoma, ALISON S. P. WILSON, University of Oklahoma
7. ASHLEY GRAY, North Carolina State University. *Participation Barriers in a Private School Choice Program: Insights from principal survey data in North Carolina.* ANNA EGALITE, North Carolina State University, AVRIL SMART, North Carolina State University, DALLAS STALLINGS, North Carolina State University
8. AVRIL SMART, North Carolina State University. *Understanding Parent Choices: Who participates in an expansive and widely available statewide school voucher program and what do parents value?* ANNA J. EGALITE, North Carolina State University, AVRIL SMART, North Carolina State University, DALLAS STALLINGS, North Carolina State University, STEPHEN R. PORTER, North Carolina State University
9. BARBARA HANISCH-CERDA, Teachers College. *School Choice and School Accountability to Governments: What happens when these two policies coexist?*
10. BECCA MERRILL, University of North Carolina at Chapel Hill. *Beginning Teacher Induction and Teacher Retention: Random effects evidence from North Carolina panel data*
11. BIPLAB DATTA, Georgia State University. *Is There A School Finance Channel? Effects of ambient air pollution on K-12 education in USA*
12. BRITTANY C. MURRAY, University of North Carolina at Chapel Hill. *Changing Faces: Parent-teacher organizations and demographic change in North Carolina elementary schools.* THURSTON DOMINA, University of North Carolina at Chapel Hill, REBECCA L. BOYLAN, University of Georgia
13. CHARISSE GULOSINO, University of Memphis. *An Evaluation of Voluntary Pre-kindergarten (VPK) Participation on Third Grade Reading and Math Performance in a Rural School System.* CHRISTY SMITH, University of Memphis
14. CHRISTIAN MATHEWS, Rutgers University. *Use of Teacher Evaluation for Improving Instruction: A mixed methods investigation in four high-poverty New Jersey charter high schools.* HEBA ABDO, Rutgers University
15. COREY SAVAGE, Michigan State University. *Resurveying the Landscape of Teacher Education: Exploring variation within and between programs*
16. DA LI, The Ohio State University. *A Study Examining the State Political Culture's Impact on the Collective and Individual Teacher Autonomy in the Public and Private Schools*
17. DANIELA TORRE, SRI International. *Who Teaches English Learners? A study of the quality, experience and credentials of teachers of English learners.* GARY T. HENRY, Vanderbilt University

18. DAVID SELBY, Arizona State University. *Building Bridges or Raising Walls? School choice and the racial and economic distribution of students across schools*. KATHARINE DESTLER, Western Washington University
19. DILLON FUCHSMAN, University of Arkansas. *Opportunity Wages, Working Conditions, and Teacher Turnover*. GEMA ZAMARRO, University of Arkansas
20. DIRK F. ZUSCHLAG, Michigan State University. *From Light Touch to Heavy Hand: Surveying state legal authority over school district fiscal governance*
21. DORA GICHEVA, University of North Carolina at Greensboro. *Workplace Support and Diversity in the Market for Public School Teachers*. STEVEN BEDNAR, Elon University
22. ELISE SWANSON, University of Arkansas. *Kids vs. Adults: Using observations and student surveys to evaluate the Arkansas Teacher Corps*. GARY RITTER, University of Arkansas
23. ELIZABETH L. ADAMS, North Carolina State University. *The Effect of a STEM Initiative on Middle School Students' Cognitive and Non-cognitive Outcomes: A natural experiment*
24. ELIZABETH MANN, The Brookings Institution. *Does Decentralization Limit Policy Reform? Testing a familiar claim with a new measure*
25. EMILY HANNO, Harvard University. *State Early Education Finance Structures and Preschool Enrollment: Evidence from the Great Recession*. KATHRYN GONZALEZ, Harvard University
26. EMMA GARCIA, Economic Policy Institute. *Unions and State Performance*. LAWRENCE MISHEL, Economic Policy Institute
27. GALIT EIZMAN, Harvard University. *Why Child is Left Behind? The effect of residency based enrollment on involuntary transience and academic achievements*. CYNTHIA MACCAUSLAND, MacCausland Law, STEPHEN CORNMAN, National Center for Education Statistics
28. GIANNINA VACCARO, University of California - Irvine. *The Role of Literacy and Numeracy Skills across Gender and Countries*
29. GREGORY L. FORREST, Virginia Tech. *Financing Broken Children: Rethinking policy on those impacted by inequality*
30. HAJIME MITANI, Rowan University. *Principals' Working Conditions, Job Stress, and Turnover Behaviors under NCLB Accountability Pressure*
31. HANA KANG, Michigan State University. *Determining Differential Item Functioning in Mathematical Literacy Focusing on Opportunity to Learn and Race/Ethnicity*
32. HEBA ABDO, Rutgers University. *Teacher Use of Evaluation Data*. CHRISTIAN MATHEWS, Rutgers University, CAROLYN ROSS, Rutgers University
33. HEIDI HOLMES ERICKSON, University of Arkansas. *Who Wins in School Choice: Charter schools or private schools?*
34. IAN KINGSBURY, University of Arkansas. *Measuring the Effect of Private Schooling on Voting Behavior*
35. ILIANA BRODZIAK-DE LOS REYES, American Institutes for Research (AIR). *Cost Implications of National Board's Initiative to Improve Access to Effective Teachers*. JESSE LEVIN, AIR, ALEXANDER BERG-JACOBSON, AIR, ELENA REIN, AIR, EMILY VONSTOLOS, AIR, TRISHA HINOJOSA, AIR
36. JAMES V. SHULS, University of Missouri - St. Louis. *Form Follows Function: How the shape of salary schedules impacts retirement benefits*
37. JESSE MARGOLIS, New York University. *Student Reenrollment as a Measure of School Quality in New York City*. ZONG YANG LI, New York University
38. JESSICA GOTTLIEB, Texas Tech University. *STEM Education Policy Narratives*
39. JESSICA MERKLE, Auburn University. *Do Teachers' Unions Fit the Median Voter Framework?* MICHELLE PHILLIPS, University of Florida

40. JIANFU DING, Zhejiang University of Finance and Economics. *Are Chinese Really Good At Math? Political promotion and educational expenditure competition in China.* NI NI, Zhejiang University of Finance and Economics, TONG ZHANG, University of Zurich
41. JIAQING ZHANG, Teachers College. *The Shadow Education and Its Role in Students Academic Performance.* YUNXI QU, University of Florida
42. JIEUN CHOI, Rutgers University. *The Role of Sanctions Threat under the No Child Left Behind on Racial Test Score Disparity*
43. JIHYUN KIM, Michigan State University. *The Effects of Teacher Evaluation Policies on Student Achievement in Michigan School Districts.* MIN SUN, University of Washington
44. JINMYUNG CHOI, University of Missouri. *Emotional Health, English Language Proficiency, and Academic Achievement of Immigrant Students: A multilevel mediating analysis.* SEWOONG LEE, University of Missouri
45. KATERINA SERGI, Mississippi State University-NSPARC. *The Relationship Between Fidelity of Implementation and Classroom Quality in Early Childhood Education.* GIORGIO CARLO CAPELLO, Mississippi State University-NSPARC, CANDICE PITTMAN, Mississippi State University-NSPARC, SHRINIDHI AMBINAKUDIGE, Mississippi State University-NSPARC, APRIL MAY, Mississippi Building Blocks, CAROLYN ADAMS-PRICE, Mississippi State University-NSPARC
46. KATHARINE DESTLER, Western Washington University. *When do Citizens Step In? Race, class, and citizen coproduction in schools*
47. KATHARINE SADOWSKI, University of Virginia. *Overhauling the Head Start Teacher Workforce: Does moving to a college-educated workforce reduce teacher turnover?* DAPHNA BASSOK, University of Virginia
48. KATHRYN GONZALEZ, Harvard University. *Preschool Characteristics and Parent Outcomes: Heterogeneity in the effect of head start participation on parents' education and employment*
49. KIRSTEN SCHMITZ, Bellwether Education. *Teacher Pensions and Gender Inequities.* CHAD ALDEMAN, Bellwether Education
50. LAURA EGAN, Westat. *Unpacking the Challenges of Implementing Standards- based Reforms: A framework for assessing organizational capacity*
51. LAURA RAMP, Florida State University. *The Role of Math Self-efficacy and High School Math and Science Coursework in Building STEM Momentum*
52. LEESA FOREMAN, University of Arkansas. *Examining the Teacher Pipeline in a Mid-size U.S. State.* GARY W. RITTER, University of Arkansas
53. LEILA MORSY, University of New South Wales. *Mass Incarceration and Children's Outcomes.* RICHARD ROTHSTEIN, Economic Policy Institute
54. LORETTA MASON-WILLIAMS, Binghamton University. *The Impact of Teacher Sorting on Students with Disabilities in Regular and Exclusionary School Settings*
55. LYDIA ROSS, Arizona State University. *A Geographic Analysis of Opting-out Behavior in New York from 2014-2016.* KATHRYN CHAPMAN, Arizona State University, SHERMAN DORN, Arizona State University
56. M. DANISH SHAKEEL, University of Arkansas. *Does Private Schooling Improve International Test Scores? A fixed effects analysis of the effect of private schooling on PISA scores.* COREY A. DEANGELIS, University of Arkansas
57. MAX MARCHITELLO, Bellwether Education Partners. *Teacher Pensions Add to Educational Inequity*
58. MICHAEL LITTLE, University of North Carolina at Chapel Hill. *Preschool Participation and Executive Function Skills in Early Elementary School: Nationally representative evidence from the ECLS-K 2010-11.* MICHAEL GOTTFRIED, University of California
59. MICHAEL S. HAYES, Rutgers University - Camden. *Did Massachusetts' Proposition 2 ½ Stop Failing School Districts From Increasing Educational Resources to Make AYP?*

60. MORGAEN DONALDSON, University of Connecticut. *What Types of Leadership Do Principal Evaluation Policies Promote? Evidence from 25 districts in Connecticut, Michigan and North Carolina.* MADELINE MAVROGORDATO, Michigan State University, PETER YOUNGS, University of Virginia, SHAUN DOUGHERTY, University of Connecticut
61. NING JIA, Central University of Finance and Economics. *Do Stricter High School Math Requirements Raise College STEM Attainment?*
62. OLGA NAMEN, Harris School of Public Policy - University of Chicago. *The Effect of a Grade Failure Cap on Dropout and Academic Achievement: Evidence from Colombia*
63. PABLO BEZEM, Michigan State University. *School Inspection and Comparative Theories of Change*
64. PHIL GLEASON, Mathematica. *Assessing the Challenges to Scaling Up a Successful Charter School Network.* IRA NICHOLS-BARRER, Mathematica, THOMAS COEN, Mathematica
65. PIN-EN CHOU, Michigan State University. *Is Teacher Pension Failing to Attract Qualified New Teachers*
66. PRESTON LANE MAGOUIRK, University of Virginia. *Revisiting Teacher Education in Early Childhood: Do students benefit from teachers' degrees?*
67. QIAO ZHENG, Beaconhouse National University. *A Comparison of Principal Leadership between Elementary and Secondary School in China*
68. RICHARD O. WELSH, University of Georgia. *Explaining the Rates of and Disparities in School Discipline Outcomes: Evidence from Georgia*
69. RYAN YEUNG, Hunter College. *It's the Journey, Not the Destination: The effect of school commuting modes on student achievement.* PHUONG NGUYEN-HOANG, University of Iowa
70. SABRINA SOLANKI, University of California - Irvine. *Racial Segregation in California Higher Education: Examining Latino student population trends between and within sectors.* RACHEL BAKER, University of California - Irvine, CONNIE KANG, University of California - Irvine
71. SAIED TOOSI, Syracuse University. *Incentivizing Healthy Eating in Children: An investigation of the "ripple" and "temporal" effects of reward-based interventions*
72. SARAH L. WOULFIN, University of Connecticut. *Infrastructure for Instructional Coaching*
73. SARAH R. CANNON, University of Michigan. *Money Blowing Through: The effect of wind development on school finances.* SARAH BANAS MILLS, University of Michigan
74. SCOTT RICHMAN, Mathematica Policy Research. *Striking the Balance: Reducing teacher burnout and turnover in charter schools while maintaining high workload demands.* CLEO JACOBS JOHNSON, Mathematica Policy Research, CLAUDIA GENTILE, Mathematica Policy Research
75. SEBASTIAN GALLEGOS, Princeton University. *Testing Dynamic Complementarities: Targeted funding and the evolution of skill*
76. STEPHANIE LEVIN, IMPAQ International. *An Evaluation of Reading Apprenticeship: Writing connections, a hybrid professional development model of reading apprenticeship.* MIKHAIL PYATIGORSKY, IMPAQ International
77. SUNYOUNG YOON, Education Northwest. *Cumulative Teacher Turnover and Its Consequences*
78. TAMMY KOLBE, University of Vermont. *Meeting the Demand of New Standards for Middle-level Science: Which teachers are best prepared?* SIMON JORGENSEN, University of Vermont
79. THOMAS M. GERAGHTY, CNA Education. *Understanding the Costs of a Statewide Initiative to Improve College and Career Readiness in Florida.* JULIANA PEARSON, CNA Education, CHRISTINE MOKHER, CNA Education
80. THOMAS SANNICANDRO, Brandeis University. *Employment, Income and SSI Effects of Postsecondary Education for People with Intellectual and Developmental Disabilities.* SUSAN PARISH, Brandeis University, STEVE FOURNIER, Brandeis University, MONIKA MITRA, Brandeis University, MARIA PAIEWONSKY, University of Massachusetts Boston

81. TRACY NAJERA, The Ohio State University. *Predictors of Rural Teacher Expectancy: Implications for policy & implementation*
82. WARAPARK MAITREEPHUN, University of Missouri. *High School Students' Academic Trajectories: The effects of school bonding on academic achievement and postsecondary attendance*
83. WILLIAM FLANDERS, Wisconsin Institute for Law & Liberty. *The Benefits of Churn: Examining the predictors of school closure in the Milwaukee Parental Choice Program*
84. XIANG LI, University of Missouri. State Borders and Beginning Teacher Job Search
85. YING SHI, Duke University. *A Class of Their Own: Explaining income, racial, and gender attainment gaps*. BRIAN CLARK, Federal Trade Commission
86. YOUNGRAN KIM, Michigan State University. *The Effects of School Choice Competition on Student Achievement*. HANA KANG, Michigan State University

DISCUSSANTS:

CURRENT AND NEWLY ELECTED BOARD OF DIRECTORS

9.01 - School Reforms and Student Outcomes

Room: Tyler, Mezzanine Level

Chair: CARRIE CONAWAY, Massachusetts Department of Education

PAUL THOMPSON, Oregon State University. *The Effects of Four-day School Weeks on Student Achievement, Absences, and Maternal Labor Supply: Evidence from Oregon.*

MONICA HERNANDEZ, Tulane University. *The Effect of the New Orleans Post-Katrina School Reforms on Student Behavior.*

WEIJIE WANG, SUNY Brockport. *Managing for Results in Public Schools: Does it work?* RYAN YEUNG, Hunter College.

MATTHEW LARSEN, Lafayette College. *The Effect of the New Orleans Post-Katrina School Reforms on Student Academic Outcomes.* DOUGLAS HARRIS, Tulane University.

9.02 - Teacher Pensions: Costs and Incentives

Room: Thurgood Marshall South, Mezzanine Level

Chair: ANDREW BIGGS, American Enterprise Institute

DONGWOO KIM, University of Missouri - Columbia. *Worker Retirement Responses to Pension Incentives: Do they respond to pension wealth?*

DAVID KNAPP, RAND Corporation. *Incentivizing Retirement: An analysis of cash retirement incentives for Chicago teachers.* JIM HOSEK, RAND Corporation, MICHAEL MATTOCK, RAND Corporation, BETH ASCH, RAND Corporation.

DARA ZEEHANDELAAR, Thomas B. Fordham Institute. *Locked In: How long must a new teacher remain until retirement benefits exceed contributions? A study of the largest district in every state.* MARTIN F. LUEKEN, EdChoice.

ROBERT M. COSTRELL, University of Arkansas. *Cross-subsidization of Teacher Pension Normal Cost: The case of CalSTRS.* JOSH MCGEE, Manhattan Institute and Laura and John Arnold Foundation.

9.03 - Discipline and Violence

Room: Taft, Mezzanine Level

Chair: AMY ELLEN SCHWARTZ, Syracuse University

MARCUS CASEY, University of Illinois at Chicago. *Local Violence and School Achievement.* JEFFREY C. SCHIMAN, Georgia Southern University.

REBECCA HINZE-PIFER, University of Chicago. *Proximal Impacts of Community Violence on Student Behavior in Schools.* LAUREN SARTAIN, University of Chicago.

ALVIN PEARMAN, Vanderbilt University. *Race, Exclusion, and Achievement in the Modern Schoolhouse*. CHRIS CURRAN, UMBC, BEN FISHER, University of Louisville, JOSEPH GARDELLA, Vanderbilt University.

JAMES KITCHIN, UMBC School of Public Policy. *The Relationship Between Rates of School Corporal Punishment and Rates of and Racial Disparities in Suspension*. F. CHRIS CURRAN, UMBC School of Public Policy.

9.04 - School Turnarounds

Room: Truman, Mezzanine Level

Chair: KENNETH SHORES, University of Pennsylvania

JOSEPH ROBINSON CIMPIAN, New York University. *Do School Turnaround Policies Have Differential Effects for English Learners?* KAREN THOMPSON, Oregon State University.

MIN SUN, University of Washington. *Resource- and Approach-driven Multi-dimensional Change: Three-year effects of school improvement grants*. EMILY K. PENNER, University of California - Irvine, SUSANNA LOEB, Stanford University.

DEVEN CARLSON, University of Oklahoma. *Ohio School Turnaround Interventions: Effects on achievement, attainment, and administration*. STEPHANE LAVERTU, The Ohio State University.

SUSANNE JAMES-BURDUMY, Mathematica Policy Research. *The Impact of School Improvement Grants on Practices and Student Outcomes: Findings from a national evaluation using a regression discontinuity design*. LISA DRAGOSET, Mathematica Policy Research, JAIME THOMAS, Mathematica Policy Research, MARIESA HERRMANN, Mathematica Policy Research, JOHN DEKE, Mathematica Policy Research.

9.05 - Private Schooling, Public Money

Room: Taylor, Mezzanine Level

Chair: DAVID FIGLIO, Northwestern University

JANE FRIESEN, Simon Fraser University. *Private Schools and Student Achievement*. EBRAHIM AZIMI, Simon Fraser University, SIMON WOODCOCK, Simon Fraser University.

SIVAN TUCHMAN, University of Arkansas. *Students with Disabilities and the Louisiana Scholarship Program: Effects on academic achievement and identification*. PATRICK WOLF, University of Arkansas.

LUCRECIA SANTIBANEZ, Claremont Graduate University. *Effects on Academic and Socio-emotional Outcomes of Subsidized Private Schooling on Low-income Children: Experimental evidence from Mexico*. JUAN E. SAAVEDRA, University of Southern California, RAJA B. KATTAN, The World Bank, HARRY A. PATRINOS, The World Bank.

9.06 - Methods for Causal Inference

Room: Hoover, Mezzanine Level

Chair: KELLY VOSTERS, Michigan State University

GERAINT JOHNES, Lancaster University. *A Regression Discontinuity Stochastic Frontier Model with an Application to Educational Attainment.* MIKE TSIONAS, Lancaster University.

DANIEL F. MCCAFFREY, Educational Testing Service. *Errors-in-variables Regression: Why Stata's -eivreg- is wrong and what to do instead.* J.R. LOCKWOOD, Educational Testing Service, COREY SAVAGE, Educational Testing Service.

ALFREDO SOSA, University of Michigan. *Estimating Marginal Treatment Effects of High School Mathematics Credits: Binary and multinomial cases.*

PATRICK WOLF, University of Arkansas. *The Experimental - quasi-experimental Divide: Can quasi-experimental design methods approximate randomized controlled trial impacts in a school voucher study?* KAITLIN ANDERSON, University of Arkansas.

9.07 - Supporting College Transitions

Room: Thurgood Marshall West, Mezzanine Level

Chair: TATIANA MELGUIZO, University of Southern California

GREGORY PHELAN, University of Texas at Dallas. *Transitions from Community College to Universities and Student Success.*

ELIZABETH GLENNIE, RTI International. *Getting Back on Track: Do students have second chances in early college high schools?* JULIE EDMUNDS, University of North Carolina at Greensboro, FATIH UNLU, Abt Associates, JANE FUREY, Abt Associates.

GEORGE SPENCER, Harvard University. *Can Transfer Guides Improve Access to Transferrable Coursework? Evaluating the impact of Ohio's transfer and articulation policy reform.*

STEVEN HEMELT, University of North Carolina at Chapel Hill. *Building Better Bridges to Life after High School: Experimental evidence on contemporary career academies.* MATTHEW LENARD, Wake County Public School System, COLLEEN PAELOW, Wake County Public School System.

9.08 - Impact of Accountability System Design

Room: Jefferson, Mezzanine Level

Chair: KEREN HORN, University of Massachusetts Boston

MICHAEL CROUCH, Vanderbilt University. *Waivers, Accountability, and School Reform: Evidence from Georgia.* CHRISTOPHER CANDELARIA, Vanderbilt University, THOMAS DEE, Stanford University.

JASON BURNS, Michigan State University. *Do Schools Respond to Value-added Accountability? Regression discontinuity evidence from Ohio.*

EMILY C. KERN, Vanderbilt University. *Test Score Effects of an Urban District's Classification of Certain Students as "Priority".*

SARAH PRENOVITZ, Cornell University. *School Responses to NCLB Incentives for Special Education Classification and their Implications.*

9.09 - Causes and Consequences of STEM Gaps

Room: Johnson, Mezzanine Level

Chair: DANIEL PUSKIN, American University

ANGELA R. WATSON, University of Arkansas. *Differences in Male and Female Student STEM Identity and Course Uptake.*

MARGARITA PIVOVAROVA, Arizona State University. *Inequality and Place amid a Digital Age: Place-based digital inequity in relation to economic inequality and opportunity to learn.* ANNA CIRELL, Arizona State University, ERIC AMBROSO, Arizona State University.

ALBERT CHENG, Harvard University. *STEM Gender Gaps and the Mediating Role of Parents' Growth Mindset.* KATHERINE KOPOTIC, University of Arkansas, GEMA ZAMARRO, University of Arkansas.

DYLAN CONGER, George Washington University. *Effects of Advanced Placement Science Courses on Students' Science Interest and Ability: Evaluation from a randomized control trial.*, RAYMOND MCGHEE JR., Equal Measure, ALEC KENNEDY, University of Washington, MARK C. LONG, University of Washington.

9.10 - College Readiness

Room: Madison B, Mezzanine Level

Chair: SUSAN DYNARSKI, University of Michigan

JASON LEE, University of Georgia. *CLEP and College Completion: Estimating the Causal Impacts of Prior Learning Assessments.* ANGELA BOATMAN, Vanderbilt University, MICHAEL HURWITZ, The College Board, JONATHAN SMITH, The College Board.

EVAN RHINESMITH, University of Arkansas. *Here, There, or Everywhere? Comparing the impacts of remediation on students at Arkansas's postsecondary institutions.*

FATIH UNLU, RAND Corporation. *The Impact of Early College High Schools on Postsecondary Enrollment, Performance, and Degree Attainment: Results from a Longitudinal RCT in North Carolina.* JULIE EDMUNDS, University of North Carolina at Greensboro, BETH GLENNIE, RTI International, JANE FUREY, Abt Associates, NINA ARSHAVSKY, University of North Carolina at Greensboro.

9.11 - Predicting Postsecondary Outcomes and Future Earnings

Room: Madison A, Mezzanine Level

Chair: ROSS RUBENSTEIN, Georgia State University

MARIA ZHU, Duke University. *Effects of College Peer Networks on Labor Market Outcomes.*

TOLANI BRITTON, Harvard University. *The Effects of the 1994 Violent Crime Control and Law Enforcement Act on Black Male Students' College Enrollment.*

PAUL POLANCO, Southern Methodist University. *The Economic Returns of Bilingualism.*
MEREDITH RICHARDS, Southern Methodist University.

RODDY THEOBALD, American Institutes for Research. *Predictors of Intermediate and Postsecondary Outcomes for Students with Disabilities.* DAN GOLDHABER, American Institutes for Research, TREVOR GRATZ, University of Washington, KRIS HOLDEN, American Institutes for Research.

10.01 - Teacher Turnover: Causes and effects

Room: Madison A, Mezzanine Level

Chair: CHRISTINA COLLINS, United Federation of Teachers

GEMA ZAMARRO, University of Arkansas. *Conscientiousness, School Organizational Factors, and Beginning Teacher Turnover*. DILLON FUCHSMAN, University of Arkansas.

LIXIA QIN, Texas A&M University. *Non-pecuniary Factors Relating to Teacher Turnover Intentions: A multilevel cross-national analysis*. LORI L. TAYLOR, Texas A&M University.

CURTIS JONES, University of Wisconsin-Milwaukee. *Teacher Job Satisfaction in the Context of the Wisconsin Educator Effectiveness System*. STEVE KIMBALL, University of Wisconsin-Madison, KATHERINE RAINEY, Wisconsin Department of Public Instruction, JACOB HOLLNAGEL, Wisconsin Department of Public Instruction, COREY RRITSCH, University of Wisconsin-Milwaukee.

CHRISTOPHER REDDING, Vanderbilt University. *Explaining the Effects of Total Teacher Turnover on Student Achievement*. GARY T. HENRY, Vanderbilt University.

10.02 - School Finance, Mobility, and Turnaround

Room: Taft, Mezzanine Level

Chair: JENNIFER A. HEISSEL, Northwestern University

SIMON EJDEMYR, Stanford University. *Peeling Back the Curtain: Patterns and correlates of within-district spending and achievement variation*. KENNETH SHORES, University of Pennsylvania.

KEREN HORN, University of Massachusetts Boston. *School Accountability and Residential Location Patterns: Evaluating the unintended consequences of No Child Left Behind*.

SARAH CORDES, Temple University. *The Effect of Residential Mobility on Student Performance*. AMY ELLEN SCHWARTZ, Syracuse University, LEANNA STIEFEL, New York University.

KENNETH SHORES, University of Pennsylvania. *The Great Recession and Student Achievement*. MATTHEW STEINBERG, University of Pennsylvania.

10.03 - High School to College

Room: Truman, Mezzanine Level

Chair: MICHAL KURLAENDER, University of California - Davis

CAMERON SUBLETT, University of California - Santa Barbara. *Coupling the STEM Pipeline: How does high school applied STEM relate to college STEM course-taking?* MICHAEL GOTTFRIED, University of California - Santa Barbara.

CHRYS DOUGHERTY, ACT. *Career & College Clubs and the College-going Behavior of Youth in High-poverty Schools*. TY CRUCE, ACT.

SOOBIN KI, Michigan State University. *The Impact of the Michigan Merit Curriculum on High School Math Course Taking*. GREG WALLSWORTH, Amazon, RAN XU, Michigan State University, BARBARA SCHNEIDER, Michigan State University, KENNETH FRANK, Michigan State University.

TY M. CRUCE, ACT. *Nudging to No Effect: Can we improve the college entrance exam attendance rates of low-income students?* ROBERT HAHN, University of Oxford, ROBERT METCALFE, University of Chicago.

**10.04 - Reflecting Upon and Improving Implementation of
State Standards and Assessments:
Hearing educator voices from the American teacher and school leader panels
POLICY TALK**

Room: Tyler, Mezzanine Level

Chair: JENNIFER MCCOMBS, RAND Corporation

Discussants: JULIA KAUFMAN, RAND Corporation, LAURA HAMILTON, RAND Corporation, MICHAEL COHEN, Achieve, STACEY PELIKA, National Education Association

The recent adoption of the Common Core State Standards (or standards adapted from the Common Core) and standards-aligned assessments has been tumultuous for a variety of reasons and has generated vigorous political debate. At the same time, systematic evidence regarding how standards and assessments are perceived and implemented at the classroom level is limited, leaving state and local leaders with an inadequate knowledge base for informing decisions about the supports teachers need to incorporate standards into their instruction. While Kane (2015) has suggested that teachers in some states are fully embracing standards and have altered their practice, research has not yet provided a comprehensive picture of teachers' perspectives on standards and assessments across the United States. Additional evidence suggests that teachers are not yet ready to engage students in the challenging work required by new standards and assessments (Opfer, Kaufman & Thompson, 2016; Hamilton et al., 2016; Kaufman et al., 2016; Retner & Kober, 2014).

In this discussion panel, we explore implementation of standards and assessments by drawing on a new resource for tracking the opinions and experiences of teachers and principals over time. The RAND American Teacher Panel (ATP) and American School Leader Panel (ASLP) are nationally representative panels of K-12 teachers and principals across the U.S. During this session, researchers will share new research based on recent ATP and ASLP surveys.

10.05 - STEM

Room: Jefferson, Mezzanine Level

Chair: DYLAN CONGER, George Washington University

SABRINA SOLANKI, University of California - Irvine. *Female Students in College STEM Courses: The impact of instructor gender on academic performance & engagement*. DI XU, University of California - Irvine.

MATTHEW BAIRD, RAND Corporation. *Decomposing the Racial Gap in STEM Major Attrition: A course-level investigation*. MOSHE BUCHINSKY, UCLA, VERONICA SOVERO, Wake Forest University.

TIM SASS, Georgia State University. *The Gender Gap in STEM Attainment*.

MASSIMO ANELLI, Bocconi University. *Foreign Peer Effects and STEM Major Choice*. KEVIN SHIH, Rensselaer Polytechnic Institute, KEVIN WILLIAMS, University of Utah.

10.06 - Unintended Consequences of School Finance Policy

Room: Johnson, Mezzanine Level

Chair: ASHLYN AIKO NELSON, Indiana University - Bloomington

JAMES SOLAND, NWEA. *Are Achievement Gaps Sensitive to Test Engagement? Implications for assessment, finance, and policy*.

EUGENIA F. TOMA, University of Kentucky. *Local Response to State Finance Reforms*. ALEX COMBS, University of Kentucky, JOHN FOSTER, Southern Illinois University Edwardsville.

BENJAMIN FEIGENBERG, University of Illinois at Chicago. *Illusory Gains from Chile's Targeted School Voucher Experiment*. STEVEN RIVKIN, University of Illinois at Chicago, RUI YAN, University of Illinois at Chicago.

CURTIS LOCKWOOD REYNOLDS, Kent State University. *The Effects on Local Businesses of Funding Schools Through Property Taxes: A regression discontinuity approach*. SHAWN ROHLIN, Kent State University.

10.07 - Strategic Use of State Policy and Data Transparency to Promote Effective, Equitable School Discipline Policies and Practices POLICY TALK

Room: Thurgood Marshall West, Mezzanine Level

Chair: CLIFF CHUANG, Massachusetts Department of Elementary and Secondary Education

Discussants: RASHIDA YOUNG, DC Public Charter School Board, DAN LOSEN, The Civil Rights Project at UCLA, CALEB HURST-HILLER, Community Charter School of Cambridge

Research has found that far too often a disproportionate number of students of color and with disabilities are suspended and expelled from school. A robust approach to achieving educational equity should include a conversation about a school's discipline policies. Learn from experts who have grappled with equity issues from different angles— researcher, statewide policymaker, charter school authorizer, school leader—and who support efforts to reduce the use of exclusionary discipline practices and to create safe and supportive learning environments. This discussion panel will examine the strategic use of state policy, research, data transparency, and accountability mechanisms among a coalition of stakeholders to create incentives for authentic and substantive change in school-level discipline policies and practices, while ensuring that each school continues to have the operational flexibility to pursue its mission and meet rigorous student achievement goals.

10.08 - The Dynamics of School Improvement

Room: Taylor, Mezzanine Level

Chair: KIERAN M. KILLEEN, University of Vermont

KITCHKA PETROVA, Florida State University. *Effects of Race to the Top on Students' Science Achievement and Closing the Achievement Gap in Science*. PATRICE IATAROLA, Florida State University, ANASTASIA SEMYKINA, Florida State University.

JONATHAN N. MILLS, Tulane University. *The Effects of the Louisiana Scholarship Program on Student Achievement after Three Years*. PATRICK J. WOLF, University of Arkansas.

DREW ATCHISON, George Washington University. *K-12 Spending on Administrative Services Under Reform Pressure*. YAS NAKIB, George Washington University.

MARISA CANNATA, Vanderbilt University. *Using Continuous Improvement Approaches to Achieve Scale: Implications for depth, spread, ownership, and sustainability*. STACEY RUTLEDGE, Florida State University, CHRIS REDDING, Vanderbilt University, THOMAS SMITH, University of California.

10.09 - Principal Evaluation and Retention

Room: Madison B, Mezzanine Level

Chair: KATHARINE O. STRUNK, University of Southern California

RUI YAN, University of Utah. *Instructional Leadership Practices and Principal Turnover*.

MOIRA MCCULLOUGH, Mathematica Policy Research. *Can Student Test Scores Provide Useful Measures of School Principals' Performance?* HANLEY CHIANG, Mathematica Policy Research, STEPHEN LIPSCOMB, Mathematica Policy Research, BRIAN GILL, Mathematica Policy Research.

CHRISTINE ROSS, Mathematica Policy Research. *Measures of Principals' Effectiveness: Findings from New Jersey's principal evaluation study*. MARIESA HERRMANN, Mathematica Policy Research.

ANA ELFERS, University of Washington - Seattle. *Examining Retention, Mobility, and Career Patterns of Principals and Assistant Principals*. MARGARET PLECKI, University of Washington - Seattle, KELLIE WILLS, University of Washington - Seattle.

10.10 - The Impacts of Teacher Policy Reforms on the Teacher Labor Market

Room: Thurgood Marshall South, Mezzanine Level

Chair: ERIC ISENBERG, Mathematica Policy Research

JASON WARD, University of Illinois at Chicago. *Regional Equilibrium in Teacher Labor Markets and Licensure Requirements*.

MAHMOUD A.A. ELSAYED, Georgia State University. *Unintended Consequences: The effect of school accountability on demand for teacher preparation programs*. CHRISTINE H. ROCH, Georgia State University.

JOSHUA COWEN, Michigan State University. *A "War on Teachers?" Evidence of labor market response to statewide reform.* KATHARINE O. STRUNK, University of Southern California, ERIC J. BRUNNER, University of Connecticut.

RACHEL C. FELDMAN, University of Wisconsin-Madison. *Expanding the Determinants of Teacher Attrition: The effect of state policy reforms.*

10.11 - Understanding Postsecondary Academic Achievement

Room: Hoover, Mezzanine Level

Chair: SEAN CORCORAN, New York University

FRANCIS X. MURPHY, University of Virginia. *Social Influences on Human Capital Investment: Evidence from a continuing education program in the US Army.*

NIRAV MEHTA, University of Western Ontario. *Social Interactions, Mechanisms, and Equilibrium: Evidence from a model of study time and academic achievement.* TIM CONLEY, University of Western Ontario, RALPH STINEBRICKNER, University of Western Ontario, TODD STINEBRICKNER, University of Western Ontario.

RAYMOND ZUNIGA, American University. *A Law School Instructor Like Me: Race, gender, and ethnicity dynamics in law school.* SETH GERSHENSON, American University and IZA, CHRIS BIRDSALL, Boise State University.

AMANDA L. GRIFFITH, Wake Forest University. *First Impressions in the Classroom: How do class characteristics affect grades and majors?* JOYCE B. MAIN, Purdue University.

11.01 - Merit and Place-based Student Aid

Room: Madison A, Mezzanine Level

Chair: KALENA E. CORTES, Texas A&M University

MEREDITH S. BILLINGS, University of Michigan. *Cultivating a College-going Culture: Evidence from the Kalamazoo Promise.*

ROSS RUBENSTEIN, Georgia State University. *Evaluating the Effects of Universal Place-based Scholarships on Student Outcomes: Buffalo's Say Yes to Education program.* ROBERT BIFULCO, Syracuse University, HOSUNG SOHN, Syracuse University.

SETH GERSHENSON, American University. *Student Responses to Merit Aid.* NICHOLAS PAPAGEORGE, Johns Hopkins University.

HANS FRICKE, Stanford University. *On-campus Sports and Exercise and Educational Outcomes: An experimental evaluation.* MICHAEL LECHNER, University of St. Gallen, ANDREAS STEINMAYR, University of Munich.

**11.02 - The Future of Teacher Pensions
POLICY TALK**

Room: Thurgood Marshall South, Mezzanine Level

Chair: MICHAEL PODGURSKY, University of Missouri

Discussants: ROBERT M. COSTRELL, University of Arkansas, JOSH MCGEE, Arnold Foundation, ANDREW BIGGS, American Enterprise Institute, F. HOWARD NELSON, American Federation of Teachers

Many states are facing fiscal challenges in financing their traditional pension plans. This session will feature a panel discussion regarding the problems and prospects for educator retirement plans. Are they sustainable in their current forms? What are the benefits and costs of transition to alternative plans? Are there useful models for teacher pension reform from other sectors? This panel includes policy experts and researchers with deep insight into these and related teacher pension questions.

11.03 - Student-Teacher Race Congruence and Teacher-Rated Behavior

Room: Tyler, Mezzanine Level

Chair: EMILY K. PENNER, University of California - Irvine

SARAH PARSONS, University of Missouri. *Implicit Bias in Teacher-rated Behavior and Social Skills of Kindergarteners.*

ELA JOSHI, Vanderbilt University. *Student-teacher Race Congruence: New evidence and insight from Tennessee.* MATTHEW G. SPRINGER, Vanderbilt University, SY DOAN, Vanderbilt University.

ERICA HARBATKIN, Vanderbilt University. *The Effect of Student-teacher Race Congruency on Teacher Assessment of Students.*

11.04 - Money, Politics and Schools

Room: Truman, Mezzanine Level

Chair: EUGENIA F. TOMA, University of Kentucky

ASHLYN AIKO NELSON, Indiana University. *Strings Attached? How external resources influence public school teachers' out-of-pocket spending.* WILLIAM G. RESH, University of Southern California, JONATHAN COLLINS, University of California.

REBECCA JACOBSEN, Michigan State University. *The Nationalization of School Board Elections: Impact on voter engagement.* SARAH RECKHOW, Michigan State University, JEFFREY HENIG, Michigan State University.

RENZHE YU, Peking University. *How Much Is an Improved School Worth? Evidence from a school equalization reform in Beijing.* WEI HA, Peking University.

11.05 - Examining How and Why Parents Choose Schools

Room: Madison B, Mezzanine Level

Chair: MARTIN WEST, Harvard University

KORI STROUB, Rice University. *The Impact of School Closures on Achievement and Access to High Quality Schools.* MEREDITH RICHARDS, Southern Methodist University.

DIANA NGO, Occidental College. *Commuting to Educational Opportunity? School choice effects of mass transit expansion in Mexico City.* ANDREW DUSTAN, Vanderbilt University.

ANNE T. LAMB, Harvard University. *Private School Choice in the Wake of the Great Recession.* PREEYA P. MBEKEANI, Harvard University.

11.06 - Teacher Evaluation and Pay

Room: Thurgood Marshall West, Mezzanine Level

Chair: MICHAEL HANSEN, Brookings Institution

MICHAEL HANSEN, Brookings Institution. *Exploring the Relationship Between the Salary Schedule and Workforce Diversity.* LI FENG, Texas State University.

WILLIAM SLOTNIK, CTAC. *Stay the Course: Teacher and principal evaluation.* DANIEL BUGLER, WestEd, GUODONG LIANG, CTAC.

SARAH GUTHERY, Southern Methodist University. *Dropping Barriers to Entry: A policy analysis of the Texas new teacher pipeline.* MEREDITH RICHARDS, Southern Methodist University.

AARON PHIPPS, University of Virginia. *Making Teacher Performance Pay Work: Theory and experimental evidence.*

11.07 - Attendance, Absenteeism and Mindset

Room: Taylor, Mezzanine Level

Chair: ROBERT MEYER, Education Analytics

BRYANT HOPKINS, New York University. *"Who's Showing Up?" Disparities in chronic absenteeism between students with and without disabilities*. MICHAEL GOTTFRIED, UC Santa Barbara, LEANNA STIEFEL, New York University.

SARAH KOMISAROW, Duke University. *Community Crime Monitoring and Schooling Outcomes: Evidence from Chicago's Safe Passages Program*. ROBERT GONZALEZ, University of South Carolina.

MATIAS EUSTERBROCK, University of California - Santa Barbara. *The Compositional Effects of Familiar Faces on Unexcused Absences*. JACOB KIRKSEY, University of California - Santa Barbara, MICHAEL GOTTFRIED, University of California - Santa Barbara.

DANIEL H. BOWEN, Texas A&M University. *Examining Innovative Approaches for Reducing Achievement Gaps: An experimental evaluation of a growth mindset intervention in Houston*. DAVID S. YEAGER, University of Texas, CHANDRA L. MULLER, University of Texas at Austin, ROBERT CROSNOE, University of Texas at Austin, SOPHIA YANG HOOPER, University of Texas, RUTH N. LOPEZ TURLEY, Rice University.

11.08 - Success Beyond Scores:
New ways of talking about what works in K-12 schools
POLICY TALK

Room: Taft, Mezzanine Level

Chair: CHRISTINA COLLINS, United Federation of Teachers

Discussants: ANASTASIA RACZEK, Boston College, AMY ELLEN SCHWARTZ, Syracuse University, MATTHEW KRAFT, Brown University, RHONDA ROSENBERG, United Federation of Teachers

In this session, researchers and practitioners will discuss current issues, efforts, and research in using measures of social-emotional learning, student health, and other non-academic metrics to gauge the success of K-12 school programs and policies. Topics discussed will include program evaluation of Community Learning Schools and comprehensive student support models in New York and Boston, assessment of the impacts of school wellness efforts on student obesity, and teacher effects on students' non-cognitive competencies.

11.09 - Reducing College Dropout

Room: Jefferson, Mezzanine Level

Chair: JEFFREY T. DENNING, Brigham Young University

DAN FITZPATRICK, Michigan State University. *Success for Some: An experimentally-delivered light-touch postsecondary persistence treatment with heterogeneous outcomes*. JOHN T. YUN, Michigan State University, BARBARA SCHNEIDER, Michigan State University.

RACHEL BAKER, UC Irvine. *Nudging Students to Better Academic Outcomes: A randomized control trial of a scheduling intervention to improve persistence and performance in online postsecondary courses*. BRENT EVANS, Vanderbilt University, QIUJIE LI, UC Irvine.

LESTER LUSHER, University of California - Davis. *College Better: Parimutuel betting markets as a commitment device and monetary incentive*.

MARK C. LONG, University of Washington. *Effect of Washington's College Bound Scholarship Program on Likelihood of Felony Convictions and High School Course-taking, Grades, and Completion*. DAN GOLDBERGER, University of Washington and American Institutes of Research.

**11.10 - Postsecondary Institutions:
Organizational Change, Resources, and Leadership**

Room: Hoover, Mezzanine Level

Chair: JESSICA HOWELL, The College Board

NEIL THEOBALD, Temple University. *New Roles that University CFOs Must Play*.

BRADLEY R CURS, University of Missouri. *Nonresident Enrollment Growth and the Academic Profile of Freshman at Public Universities*. OZAN JAQUETTE, University of California.

ROBERT TOUTKOUSIAN, University of Georgia. *Estimated Profit: The operating margins of public and private not-for-profit postsecondary institutions*. MANU RAGHAV, DePauw University.

RODNEY HUGHES, West Virginia University. *Understanding Characteristics of Recent Scandals at U.S. Colleges and Universities*. DAVID KNIGHT, Virginia Polytechnic Institute.

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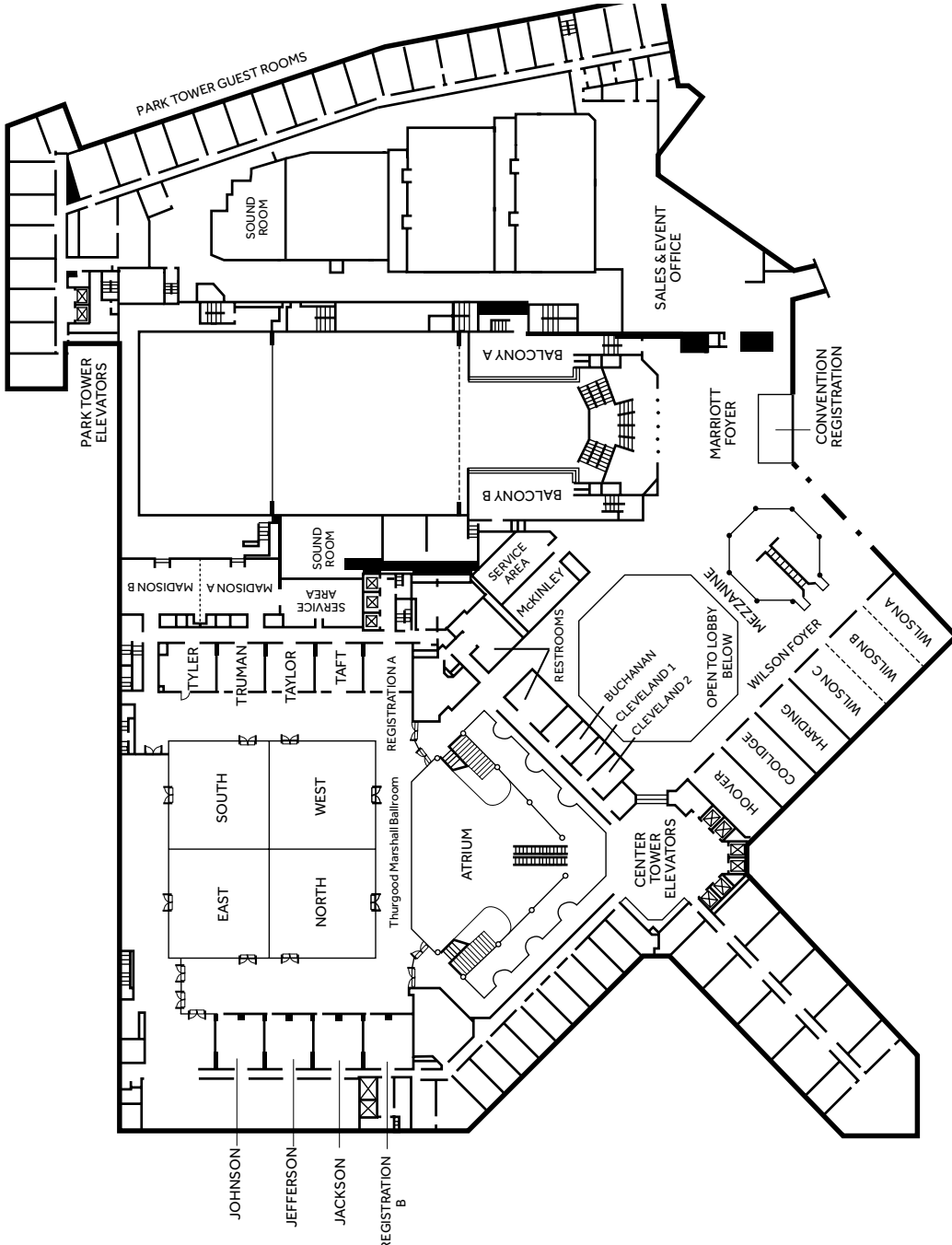
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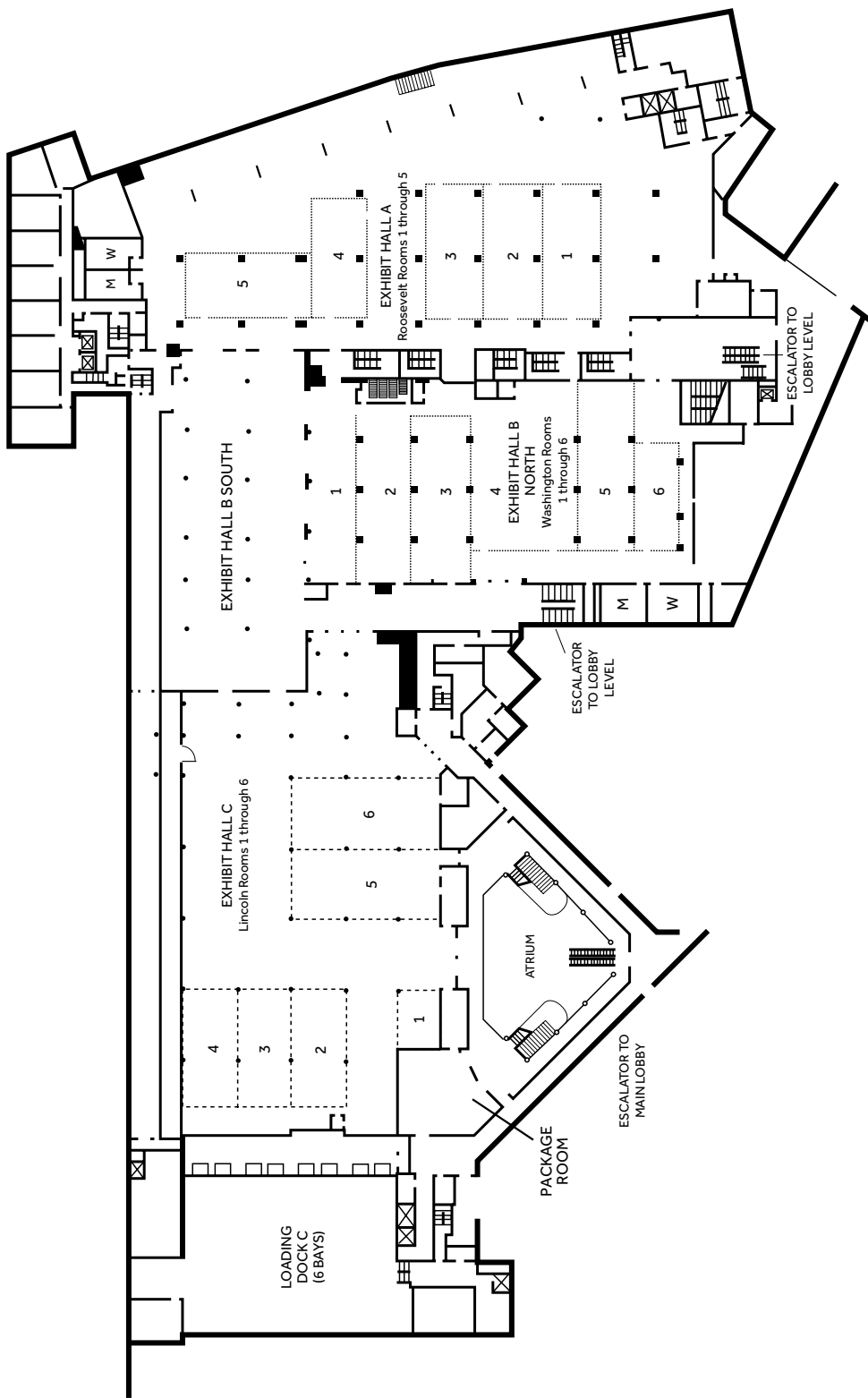
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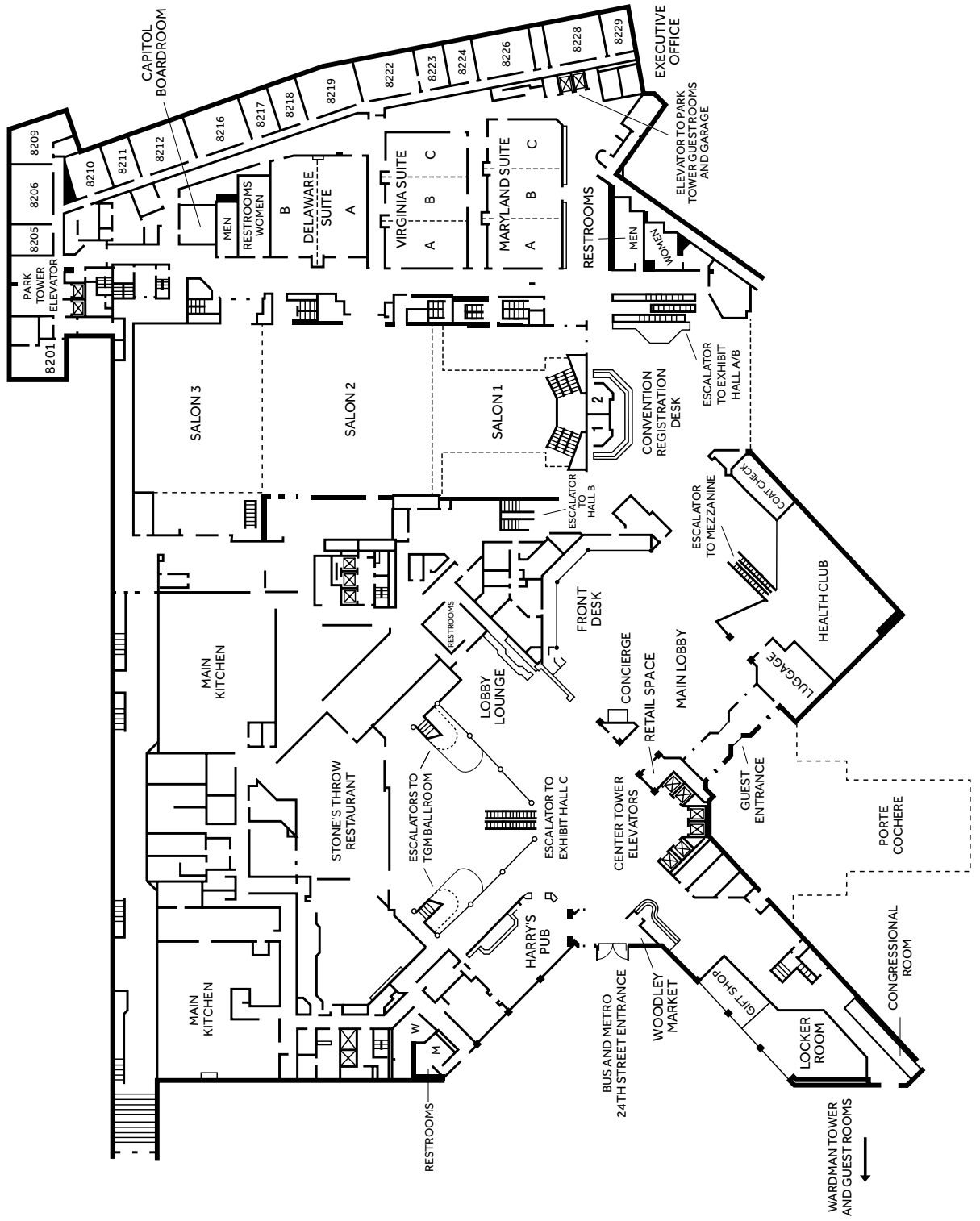
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