

# Association for Education Finance and Policy 43<sup>rd</sup> Annual Conference

Hilton Portland & Executive Towers, Portland  
March 15-17, 2018



**AEFP**

Association for Education Finance and Policy

**EDUCATION  
FINANCE  
AND POLICY**

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

FORTHCOMING ARTICLES

- *The Effect of Career and Technical Education on Human Capital Accumulation* by Shaun M. Dougherty
- *Does School Quality Matter? A Travel Cost Approach* by Jonathan Eyer
- *What's in your Portfolio? How Parents Rank Traditional Public, Private, and Charter Schools in Post-Katrina New Orleans' Citywide System of School Choice* by Jane A. Lincove, Joshua Cowen, and Jason P. Imbrogno
- *School Choice in Indianapolis: Effects of Charter, Magnet, Private, and Traditional Public Schools* by Mark Berends and R. Joseph Waddington
- *Validating Teacher Effects on Students' Attitudes and Behaviors: Evidence from Random Assignment of Teachers to Students* (Jean Flanigan Outstanding Dissertation Award winner) by David Blazar



**The Association for  
Education Finance and Policy  
43<sup>rd</sup> Annual Conference**

March 15-17, 2018  
Hilton Portland & Executive Towers & The Duniway  
Portland, Oregon

**Conference Twitter hashtag: #AEFP2018**  
<http://twitter.com/aefpweb>

**Presenters:** In all sessions, each presenter is responsible for indicating whether or not the work may be cited, tweeted, photographed, recorded, or otherwise disseminated. Audience members are expected to respect each author's policy and act accordingly, as work may be embargoed. Similarly, questions from the floor or other session dialog may not be disseminated without explicit permission. All presentations are assumed to be off the record unless the presenter otherwise specifies.

**Audience members:** Please be mindful of each author's policy, and act accordingly. The Annual Conference is for AEFPP members, and as such defers to each member's needs regarding outreach and embargoes of research.

## **Program Overview & Table of Contents**

*Hotel map at back of program booklet*

### **Wednesday March 14, 2018**

3:00PM to 6:00PM Conference Registration (Hilton Portland lobby)

### **Thursday March 15, 2018**

7:00AM to 5:00 PM Registration Open (Plaza Level)

7:30AM to 8:30AM Student, new member & policymaker/practitioner welcome and orientation breakfast with AAFP Ambassadors (*RSVP required; Pavilion Room*)

8:30AM to 11:30 PM Pre-Conference Workshops (pg. 15)

8:30AM to 10:00AM Concurrent Session I (pg. 17)

10:15AM to 11:45AM Concurrent Session II (pg. 23)

12:00PM to 1:00PM Brown-Bag Lunch and Poster Session I (pg. 28)  
*Past Presidents' Lunch (invitation only; Skyline III, 23<sup>rd</sup> floor)*

1:15PM to 2:45PM Concurrent Session III (pg. 34)

3:00PM to 4:30PM Concurrent Session IV (pg. 40)

4:45PM to 6:15PM Featured Policy Talks (pg. 46)

6:30PM to 8:00PM Welcome Reception & Award Winner Announcements (Pavilion & Atrium foyer)

### **Friday March 16, 2018**

7:00AM to 5:00 PM Registration Open (Plaza Level)

8:30AM to 10:00AM Concurrent Session V (pg. 49)

9:00AM to 3:00PM *Elections near Registration Desk*

10:15AM to 11:45AM Concurrent Session VI (pg. 56)

12:00PM to 1:00PM Brown-Bag Lunch and Poster Session II  
*Education Finance & Policy lunch (invite only; JackRabbit at The Duniway)*

1:15PM to 2:45PM Concurrent Session VII (pg. 68)

3:00PM to 4:30PM Concurrent Session VIII (pg. 74)

4:45PM to 6:15PM General Session (pg. 79)  
Presidential Address: Susan Dynarski  
Keynote Speech: Sydney Chaffee, National Teacher of the Year

6:30PM - 8:00PM Cocktail Hour and Greet New Board Members (Atrium foyer)

### **Saturday, March 17, 2018**

7:00AM to 12:30PM Registration Open

8:30AM to 10:00AM Concurrent Session IX (pg. 80)

10:15AM to 11:45AM Concurrent Session X (pg. 87)

12:00PM to 1:30PM Concurrent Session XI (pg. 94)

2018 AAFP CONFERENCE ACKNOWLEDGEMENTS  
PORTLAND, OREGON

AAFP thanks the following individuals and organizations:

The AAFP Program Planning Committee: Program Chair Carrie Conaway; members Daphna Bassok, Celeste Carruthers, Raji Chakrabarti, Matt Chingos, Dan Goldhaber, Jennifer Graves, Cassie Guarino, Steve Hemelt, Darryl Hill, Cara Jackson, Morgan Polikoff, Stephanie Riegg Cellini, Lori Taylor, Chris Weiland.

Reviewers Nate Barrett, Michael Bates, Josh Cowen, Michael Gottfried, Mike Kofoed, Kevin Stange, Marcus Winters.

The Walton Family Foundation, EdChoice and MIT Press for their support of the conference. William T. Grant Foundation for the school finance pre-conference workshop and Education Northwest for conference lapel buttons.

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General session speaker Sydney Chaffee, 2017 National Teacher of the Year.

Stephen Cornman of the U.S. Department of Education, National Center for Education Statistics for leading the pre-conference workshop. And Matt Chingos of the Urban Institute and Bruce Baker and Mark Weber of Rutgers University for the school finance workshop, supported by the WT Grant Foundation.

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*Education Finance & Policy's* editors Amy Ellen Schwartz and associate editors Andrew McEachin, Stephanie Riegg Cellini, Katharine O. Strunk, and Randall Reback, and Lisa G. Jelks, editorial assistant.

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

The organizational leadership and support by institutional members (page 8) and Board of Directors candidates (page 9).

Matt Chingos (Chair), Jason Grissom, Richard Bowman and Michal Kurlaender, for serving on the AAFP Awards Committee.

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

Judith Scott Clayton (Chair), Howard Nelson, Tina Collins for serving on the Membership and Outreach Committee.

Robert Goertz (Chair), Stephanie Riegg Cellini, Joyce Levenson and Celeste Carruthers for serving on the AEFP Finance Committee.

Jason Grissom (Chair), Darryl Hill, Michael Petko and Dominic Brewer (Ex Officio) for serving on the AEFP Development Committee.

Michael Petko (Chair), Robert Goertz, Richard Bowman and Lori Taylor for serving on the AEFP By-Laws Committee.

Cassandra Guarino (Chair), Tina Collins, Eugenia Toma and Rajashri Chakrabarti for serving on the AEFP Publications Committee.

Michal Kurlaender and Jason Grissom for coordinating the networking sessions.

Hiep Ho for website technical support and graphic design. Angie Hull for association administration and conference planning. AEFP graduate student Emily Dwyer for logistics and administrative support, including networking session scheduling.

*All 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.*

## **FUTURE AEFP ANNUAL CONFERENCES**

2019 44<sup>th</sup> Annual Conference

March 21-23, 2019

Kansas City Marriott Downtown, Kansas City, Missouri

2020 45<sup>th</sup> Annual Conference

March 19-21, 2020

The Worthington Renaissance, Fort Worth, Texas

**The Association for Education Finance and Policy  
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Urban Institute  
The Walton Family Foundation  
Westat

## **AEFP BOARD OF DIRECTORS NOMINATIONS**

The following individuals are nominees for 3 year terms  
for the AEFP Board of Directors and Officers  
Please vote on Friday, March 17 from 9:00 a.m. – 3:00 p.m.  
on the Plaza level (near the AEFP registration desk).

### **PRESIDENT-ELECT**

Thomas A. Downes, Tufts University

### **AT-LARGE MEMBERS (THREE POSITIONS)**

Mark Long – University of Washington

Madeline Mavrogordato – Michigan State University

Christiana Stoddard – Montana State University

Lesley Turner – University of Maryland

Martin West – Harvard University

Michael Gottfried – University of California, Santa Barbara

### **GOVERNMENT AFFILIATE (ONE POSITION)**

Cara Jackson – Montgomery County Public Schools

Nate Schwartz – Tennessee Department of Education

### **INTERNATIONAL (ONE POSITION)**

Abigail Payne – University of Melbourne

## Presidents of the Association

<b>Year</b>	<b>President</b>	<b>Conference Location</b>
2018	Susan Dynarski	Portland, Oregon
2017	Dan Goldhaber	Washington, DC
2016	David Figlio	Denver, Colorado
2015	Dominic J. Brewer	Washington, DC
2014	Jane Hannaway	San Antonio, Texas
2013	Deborah H. Cunningham	New Orleans, Louisiana
2012	Carolyn D. Herrington	Boston, Massachusetts
2011	Susanna Loeb	Seattle, Washington
2010	Martin Orland	Richmond, Virginia
2009	Amy Ellen Schwartz	Nashville, Tennessee
2008	Jennifer King Rice	Denver, Colorado
2007	Christopher Roellke	Baltimore, Maryland
2006	James W. Guthrie	Denver, Colorado
2005	Marge Plecki	Louisville, Kentucky
2004	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*

## **Service Award Winners of the Association**

<b>Year</b>	<b>Recipient</b>
2017	Susanna Loeb
2016	Carolyn Herrington
2015	Helen Ladd
2014	Dan Goldhaber
2013	James Wyckoff
2012	Thomas Downes
2011	Jewell Gould
2010	David Figlio
2009	James Guthrie
2008	Jay Chambers
2007	Richard Rothstein
2006	Edwin E. Steinbrecher
2005	Leanna Stiefel
2004	Henry M. Levin
2003	David Monk
2002	Van D. Mueller
2001	Margaret E. Goertz
2000	Eugene P. McLoone
1999	Robert Berne
1998	Allan R. Odden
1997	William J. Fowler, Jr.
1996	Will S. Myers
1995	Bettye MacPhail-Wilcox
1994	Kern Alexander
1993	Richard A. Rossmiller
1992	G. Alan Hickrod
1991	Arthur E. Wise
1990	K. Forbis Jordan
1989	George R. Babigian
1988	H. Thomas James
1987	Charles S. Benson
1986	William P. McClure
1985	Roe L. Johns

## Outstanding Dissertation Award Recipients

2017	David Blazar
2016	Jeff Denning
2015	Anjali Adukia <i>Honorable Mention: Erika Greenberg</i>
2014	Chloe Gibbs <i>Honorable Mention: Matthew Kraft and Josh Hyman</i>
2013	Rajeev Darolia
2012	Phuong Nguyen <i>Honorable Mention: Eleanor Fulbeck, Cassandra Hart</i>
2011	Daphna Bassok
2010	Celeste K. Carruthers
2009	Justin Smith
2008	Emily Pas Isenberg, Scott Imberman <i>Honorable Mention: Louis-Philippe Morin</i>
2007	Daniel W. Player
2006	Debbi C. Harris
2005	Randall Reback <i>Honorable Mention: Dylan Conger</i>
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
1990	Eirikur Hilmarsson and Neil Theobald
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 & Theodore S. Sergi

## **New Scholars Award Recipients**

- 2017 Rachel White, Ayesha Hashim, Luis A. Rodriguez  
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  
Pre-Doctoral: Frank Papa, Lisa Ray, Mary Harris, Rebecca Gates  
2000 Doctoral: Ron Zimmer w/ John Jones, Chris Roellke  
Pre-Doctoral: Robert Bifulco  
1999 Doctoral: Jennifer King Rice, Julie Berry Cullen, Brian O. Brent  
Pre-Doctoral: 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**

- 2017 Lindsay Page  
2016 John Papay  
2015 David Deming

## **Thomas A. Downes Award Recipients**

- 2017 Seth Gershenson

**Harnessing the Power of National Data Sets for  
Enhancing Longitudinal Research in Education Finance & Policy**

**Room:** Skyline II

Bruce Baker & Mark Weber, Rutgers University; Matthew Chingos, Urban Institute

In the past year, The Education Law Center of New Jersey in collaboration with Rutgers Graduate School of Education released the School Funding Fairness Data System, expanding on their ongoing report *Is School Funding Fair* first produced in 2009. Concurrently, the Urban Institute produced a first-generation analysis and supporting website tracking state-level school funding progressiveness. While the methods of these two endeavors differ slightly, their findings are highly correlated. More importantly, these two endeavors reflect a growing recognition that it matters that states provide sufficient funding to higher poverty districts and schools. Further, these endeavors to more accurately and openly characterize the state of school funding equity coincide with the release and expansion of the Stanford Education Data Archive (SEDA), which provides annual district-level, nationally normed estimates of student achievement in math and reading, greatly expanding research capacity to study connections between school funding and student outcomes.

Both the Urban Institute and ELC endeavors seek to make longitudinal national data on schools, districts, and states more readily available (including all underlying data), with a focus on tracking school funding and related indicators. The proposed workshop will introduce participants to these tools and data. Presenters and participants will discuss:

- a) ways to enhance available data and tools;
- b) possible future academic research applying the data and tools;
- c) ways in which the tools and data might be used to directly inform policy;
- d) ways to improve collaboration and communication among researchers engaged in similar and overlapping efforts.

Matthew Chingos of the Urban Institute will introduce participants to Urban's education funding trends data dashboard (<http://apps.urban.org/features/education-funding-trends>) with state-level data on progressivity and levels for 1995-2015. Chingos will also discuss Urban's forthcoming data portal, which will bring together a number of national datasets on schools, districts, and colleges, including data from the Common Core of Data, Office of Civil Rights, and Census Poverty Estimates.

Bruce Baker and Mark Weber will introduce participants to the School Funding Fairness Data System (<http://www.schoolfundingfairness.org/data-download>), and provide an overview of indicators constructed for the state indicators panel of the data system, including regression-based estimates of progressiveness, census-derived measures of income gaps, and income adjusted measures of outcomes and outcome gaps. Baker and Weber will conclude with an introduction to current research applying the data, in combination with SEDA outcome data.



**Accessing and Exploring NCES Data through Data Tools and New Training Modules**

**Room:** Skyline IV

The National Center for Education Statistics (NCES) has several state-of-the-art data tools that allow users to easily access and analyze data. This course provides participants with a comprehensive overview of those tools to access data sets. Participants will learn how to access public-use and restricted-use data sets, create reports and data tables, find published reports, and conduct analyses in selected statistical tools. NCES offers a large variety of national, state, local, school, and student data sets including assessment data, cross-sectional data, survey data, and administrative records. Participants will understand which data sets cover their educational topic of interest. The course is designed for graduate students, faculty members, researchers, and other users with an interest in using NCES data for their research studies, evaluations, and data projects. Participants are not required to have any pre-requisite skills to attend, and should bring their personal laptops for interactive, in-class activities. Each participant will receive an Accessing and Exploring NCES Data “cookbook” that provides comprehensive instruction and screen shots explaining how to navigate six NCES data tools and one distance learning module.

First, the session will introduce NCES’ Distance Learning Dataset Training System (DLDT), which provides information about all NCES datasets and the tools that users need in order to find published reports, explore and acquire data, create data files, and conduct analyses in selected statistical software packages. The DLDT provides instruction in how to properly use NCES public-use and restricted-use datasets. Second, the session will also offer an in-depth instruction on six NCES data tools, including the Elementary/Secondary Information System (ELSI); the National Assessment of Educational Progress (NAEP) Data Explorer; the Educational Data Analysis Tool (EDAT); the Educational Demographic and Geographic Estimates (EDGE) table viewer; Integrated Postsecondary Education Data System (IPEDS); and the Civil Rights Data Collection (CRDC) Data Tool.

**Instructors:**

Stephen Q. Cornman, session co-organizer, U.S. Department of Education

Emmanuel Sikali, session co-organizer, U.S. Department of Education

Laura Nixon, U.S. Census Bureau

Gigi Jones, U.S. Department of Education

Stephanie Miller, U.S. Department of Education

Osei Ampadu, U.S. Department of Education

Stephen Wheeler, U.S. Department of Education

Andrew White, U.S. Department of Education

1.01 - Serving At-Risk Postsecondary Students

**Room:** Broadway 1

**Chair:** SILVIA ROBLES, University of Michigan

DIFEI LI, North Carolina State University. ***The Effect of a State-Wide Redesigned Mainstreaming Remedial Program on College Outcomes: A Difference-In-Difference & Regression Discontinuity Approach***

WHITNEY KOZAKOWSKI, Harvard University. ***Pre-College Math Remediation in Tennessee***. CHRIS BENNETT, Vanderbilt University, ANGELA BOATMAN, Vanderbilt University, THOMAS KANE, Harvard University

ALTHEA WEBBER, City University of New York. ***Starting to Succeed: The Impact of the CUNY Start Program on Academic Momentum***. DONNA LINDERMAN, City University of New York

ZACHARY MABEL, Harvard University. ***Experimental Evidence on Strategies to Increase College Completion for Students at Risk of Late Departure***. BENJAMIN CASTLEMAN, University of Virginia, ERIC BETTINGER, Stanford University

1.02 - Let's Eat! The Effects of Free School Meals

**Room:** Broadway 2

**Chair:** NORA GORDON, Georgetown University

SARAH CRITTENDEN FULLER, University of North Carolina at Chapel Hill. ***Does Universal Access to Free School Meals Reduce Inequality in Educational Performance and Behavior?*** AUBREY COMPERATORE, University of North Carolina at Chapel Hill

ADAM KHO, Vanderbilt University. ***Free Meals for All: The Effect of the Community Eligibility Provision Program in Tennessee***

THURSTON DOMINA, University of North Carolina at Chapel Hill. ***A Poor Proxy for Poverty: Administrative Free and Reduced-Price Lunch Data and Household Income***. QUENTIN BRUMMET, U.S. Census Bureau, NIKOLAS PHARRIS-CIUREJ, U.S. Census Bureau, SONYA R. PORTER, U.S. Census Bureau, ANDREW PENNER, University of California - Irvine, EMILY PENNER, University of California - Irvine, TANYA SANABRIA, University of California - Irvine

WILL DAVIS, Georgia State University. ***Estimating the Effects of Free School Meal Provisions on Child Health: Evidence from the Community Eligibility Provision in Georgia Schools***. TAREENA MUSADDIQ, Georgia State University

1.03 - The Development of New Teachers

**Room:** Broadway 3

**Chair:** JENNIFER STEELE, American University

JIM WYCKOFF, University of Virginia. ***Exploring the Development of Teaching Skills.*** JESSALYNN JAMES, University of Virginia, ERIC TAYLOR, Harvard University, EMILY WISEMAN, University of Virginia

MIKHAIL PYATIGORSKY, IMPAQ International. ***Improving Literacy Skills through Teacher Professional Development: Interim Report on Reading Apprenticeship Strategies***

SARAH J. RABOVSKY, University of Southern California. ***Taking Their First Steps: The Distribution of New Teachers into Classroom and School Contexts and Implications for Teacher Effectiveness and Growth.*** PAUL BRUNO, University of Southern California, KATHARINE O. STRUNK, Michigan State University

NATALYA GNEDKO-BERRY, American Institutes for Research. ***Networked Improvement Communities for Improving Equal Access to Effective Teachers: Initial Evidence of Effectiveness.*** CANDACE HESTER, American Institutes for Research, TRISHA BORMAN, American Institutes for Research, DAVID MANZESKE, American Institutes for Research

1.04 - Supply, Demand & Quality in the Market for Early Childhood

**Room:** Broadway 4

**Chair:** CHLOE GIBBS, University of Notre Dame

CHRISTINA WEILAND, University of Michigan. ***By What School-Level Factors Do Parents of Young Children Rank Schools? Evidence from an Urban Public School Choice Program.*** REBECCA UNTERMAN, MDRC

JUSTIN BRIAN DOROMAL, University of Virginia. ***System-Wide Quality Improvements in Early Childhood Education: The Role of Within-Program Improvements and Program Closures.*** DAPHNA BASSOK, University of Virginia, THOMAS DEE, Stanford University, SCOTT LATHAM, Stanford University

WEILI DING, Queen's University. ***New Evidence on How Universal Child Care Influenced Child Care Decisions and Child Development,*** MICHAEL KOTTELENBERG, Huron University College, STEVEN LEHRER, Queen's University

SCOTT LATHAM, Stanford University. ***The Effects of Accountability Incentives in Early Childhood Education: Evidence from Tennessee.*** DAPHNA BASSOK, University of Virginia, THOMAS DEE, Stanford University, MARK MURPHY, Stanford University

1.05 - Teachers Unions

**Room:** Galleria 1

**Chair:** MARTIN WEST, Harvard University

BRADLEY D. MARIANNO, University of Southern California. *Teacher CBAs and the Productive Efficiency of School Districts: Longitudinal Evidence from California*. PAUL BRUNO, University of Southern California, KATHARINE O. STRUNK, Michigan State University

YING SHI, Stanford University. *Teachers' Unions, School Board Politics, and District Performance*. JOHN D. SINGLETON, University of Rochester

KATHARINE O. STRUNK, Michigan State University. *The More Things Change, the More They Stay the Same? Examining the Variation in Collective Bargaining Agreements across States and over Time*. JOSHUA M. COWEN, Michigan State University, DAN GOLDHABER, American Institutes for Research & University of Washington-Bothell, BRADLEY D. MARIANNO, University of Southern California, TARA KILBRIDE, Michigan State University, RODDY THEOBALD, American Institutes for Research

CARLOS X. LASTRA-ANADON, Harvard University. *Cultivating New Education Reform Leaders: The Effect of TFA on Education Reform through Policy Feedback*. LESLIE FINGER, Harvard University

1.06 - POLICY TALK - Using State Data to Answer Policy Questions About CTE Participation

**Room:** Galleria 2

**Chair:** CORINNE ALFELD, Institute of Education Sciences

**Discussants:** SHAUN DOUGHERTY, University of Connecticut, CELESTE CARRUTHERS, University of Tennessee, EMILY PASSIAS, Ohio Department of Education, NATE SCHWARTZ, Tennessee Department of Education

Career technical education (CTE) has become a focus of many state plans to increase students' college and career readiness and workforce training, but there is a critical need for high quality research to guide policy decisions. In the last few years, state longitudinal data systems (SLDS) improved and became more accessible, offering an unprecedented opportunity to examine CTE participation by occupational field and student subgroup over time from high school into college and the workforce. Several studies have been conducted on CTE using SLDS (e.g., Dougherty, 2016) that have not only been useful to the state but have advanced the field's overall understanding of CTE participation.

However, there is much more work that can be done, and many states have the necessary data to answer important research questions about CTE, including questions about equity and access, effect

## Concurrent Session I - Thursday, March 15, 2018 - 8:30am to 10:00am

of participation on high school graduation rates, college enrollment and attainment, and civic and employment outcomes. This session features both researchers and state agency personnel discussing their findings thus far, the variety of potential research questions yet to be answered, the types of variables available in state data-bases, potential funding sources for this work, and best ways to access state data and work with state agencies to plan a CTE research agenda using SLDS.

### 1.07 - Targeting Students At Risk of Falling Behind

**Room:** Galleria 3

**Chair:** JULIE EDMUNDS, University of North Carolina at Greensboro

SAMANTHA ASTUDILLO, University of Southern California. ***Understanding the Long-Term Effects of English Language Reclassification: Examining the Impact of Re-Classification on Community College Students' Postsecondary Outcomes.*** TATIANA MELGUIZO, University of Southern California, STELLA M. FLORES, New York University

JILL BOWDON, American Institutes for Research. ***Getting Students on Track for Graduation: Impact of the Early Warning Intervention and Monitoring System after One Year.*** ANN MARIE FARIA, American Institutes for Research, NICHOLAS SORENSEN, American Institutes for Research, JESSICA HEPPEN, American Institutes for Research, RYAN EISNER, American Institutes for Research

DOUGLAS LEE LAUEN, University of North Carolina at Chapel Hill. ***Early College High Schools at Scale: Probing Heterogeneity of Impacts on Secondary and Postsecondary Completion.*** FATIH UNLU, RAND Corporation, SARAH FULLER, University of North Carolina at Chapel Hill, ELC ESTRERA, University of North Carolina at Chapel Hill

DANIEL M. LEEDS, CNA. ***How Did the Florida College and Career Readiness Initiative Affect High School Course-Taking?*** CHRISTINE MOKHER, Florida State University

### 1.08 - Improving Information Quality for Teacher Hiring

**Room:** Council

**Chair:** LI FENG, Texas State University

KRISTINE WEST, St. Catherine University. ***Do Student Teaching and Pre-Student Teaching Predict Future Teacher Quality.*** CHANTAL MCMAHON, St. Catherine University, SOOMIN LEE, University of Minnesota

EMILY K. PENNER, University of California. ***Equity-oriented Applicants: What Do Prospective Teachers Say About the Achievement Gap and Does It Make Them More Attractive Candidates?*** JANE ROCHMES, Christopher Newport University, SUSANNA LOEB, Stanford University

JEFFREY GUNTHER, Utah State University. ***Measuring Teacher Valuations of Non-Monetary Job Factors Through Adaptive Choice-Based Conjoint Analysis***

PAUL BRUNO, University of Southern California. ***Making the Cut: The Effectiveness of Teacher Screening and Hiring in the Los Angeles Unified School District***. KATHARINE O. STRUNK, Michigan State University

### 1.09 - STEM from High School to Graduate School

**Room:** Forum

**Chair:** ABIGAIL PAYNE, University of Melbourne

MARK LONG, University of Washington. ***Effects of Advanced Placement Science Courses on Students' College Entry: Evaluation from a Randomized Control Trial***. DYLAN CONGER, George Washington University, ALEC KENNEDY, University of Washington, RAY MCGHEE JR., Equal Measure

GEMA ZAMARRO, University of Arkansas. ***Gender Gaps in Math Performance, Perceived Mathematical Ability and College STEM Education: The Role of Parental Occupation***. LINA M. ANAYA, University of Arkansas, FRANK P. STAFFORD, University of Michigan

VALERIE BOSTWICK, Ohio State University. ***Gender Peer Effects and Persistence in STEM Doctoral Programs***. BRUCE WEINBERG, Ohio State University

RAJEEV DAROLIA, University of Kentucky. ***The Roles of Geography and Engineering Degree Production Concentration in Engineering Degree Attainment***. CORY KOEDEL, University of Missouri, JOYCE MAIN, Purdue University

### 1.10 - Selected Topics in Early Childhood and Preschool

**Room:** Studio

**Chair:** ANNA MARKOWITZ, University of Virginia

REBECCA MERRILL, University of North Carolina at Chapel Hill. ***From Policy to Practice: Implementation of North Carolina's Kindergarten Entry Assessment***. MICHAEL LITTLE, University of North Carolina at Chapel Hill, LORA COHEN-VOGEL, University of North Carolina at Chapel Hill, JAMES SADLER, University of North Carolina at Chapel Hill

TODD PUGATCH, Oregon State University. ***Scaling Up Children's School Readiness in The Gambia: Lessons from an Experimental Study***. MOUSSA P. BLIMPO, World

Bank, PEDRO CARNEIRO, University College London, PAMELA JERVIS ORTIZ, Institute for Fiscal Studies

BREYON WILLIAMS, University of South Carolina. ***The Spillover Benefits of Expanding Access to Preschool: Evidence from South Carolina's Early Childhood Education Program***

**1.11 - Understanding and Improving Teacher Evaluation**

**Room:** Directors

**Chair:** CASSANDRA GUARINO, UC Riverside

JOSHUA BLEIBERG, Vanderbilt University. ***Teacher Evaluation Across the United States: Does Using Student Data Matter for Student Achievement?*** ERICA HARBATKIN, Vanderbilt University, MATTHEW SPRINGER, Vanderbilt University

TIM SASS, Georgia State University. ***Observational and Test-Based Measures of Teacher Performance in a High-Stakes Environment***

SY DOAN, Vanderbilt University. ***The Consistency of Composite Ratings of Teacher Effectiveness: Evidence from New Mexico.*** JONATHAN SCHWEIG, RAND Corporation, KATA MIHALY, RAND Corporation

**2.01 - Mentorship and Influence in Postsecondary Education**

**Room:** Broadway 1

**Chair:** RODNEY ANDREWS, University of Texas at Dallas

SHI PU, Purdue University. *Peer Effects on Study Effort*. YU YAN, Penn State University  
PRASHANT LOYALKA, Stanford University. *Skill Levels and Gains in Undergraduate  
STEM Programs across the US, China, India, and Russia*

CELESTE K. CARRUTHERS, University of Tennessee. *Does Mentoring Matter? The Effect  
of Non-Financial Support on College Enrollment and Persistence*. KALENA E.  
CORTES, Texas A&M University, CAROLYN J. HEINRICH, Vanderbilt University

**2.02 - Special Education**

**Room:** Broadway 2

**Chair:** SHAUN DOUGHERTY, University of Connecticut

ROEY AHRAM, Spencer Foundation. *Community Context and Variations in Special  
Education Disproportionality*. RHODA FREELON, Spencer Foundation

NORTH COOC, University of Texas at Austin. *Do Teachers Teach Less in Classrooms  
with Students with Special Needs? Trends from International Data*

TAMARA GILKES, Stanford University. *Racial and Socioeconomic Disparities in  
Testing Accommodations*. ERICKA S. WEATHERS, Stanford University

SYEDA SANA FATIMA, New York University. *Inequality in Transitioning to/from  
Special Education: The Role of Race, Gender, Poverty and Disability  
Classification*. LEANNA STIEFEL, New York University

**2.03 - Accountability and Testing Throughout the Grade Spans**

**Room:** Broadway 3

**Chair:** TOM AHN, Naval Postgraduate School

KATY ROUSE, Elon University. *Physical Education, Recess, and Achievement  
Revisited: New Evidence from the ECLS-K: 2011*. STEVEN BEDNAR, Elon University

MATTHEW A. LENARD, Wake County Public School System. *Math Acceleration in  
Elementary School: Access and Effects on Student Outcomes*. STEVEN W. HEMELT,



University of North Carolina at Chapel Hill, B. ASPACIA STAFFORD, University of North Carolina at Chapel Hill

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

SETH GERSHENSON, American University. ***Differential Rates of Grade Inflation in High Schools***

#### **2.04 - Issues in Cross-District Equity**

**Room:** Broadway 4

**Chair:** SARAH ARCHIBALD, University of Wisconsin - Madison

ROSS RUBENSTEIN, Georgia State University. ***Does Georgia's Special Purpose Local Option Sales Tax for Education Increase Inequalities in Funding and School Facilities?*** NICK WARNER, Georgia State University, YOUNGWAN SONG, Georgia State University

ANDREW VAN ALSTYNE, New York State Association of School Business Officials. ***Meeting Student Needs: Demographic Changes, Costs, and State Support.*** DEBORAH CUNNINGHAM, New York State Association of School Business Officials

JOHN D. SINGLETON, University of Rochester. ***The Fiscal Externalities of Charter Schools: Evidence from North Carolina.*** HELEN F. LADD, Duke University

MATTHEW P. STEINBERG, University of Pennsylvania. ***The Great Recession, Fiscal Federalism and Cross-District Spending Inequality.*** KENNETH SHORES, University of Pennsylvania

#### **2.05 - Postsecondary Transitions from First Year to Final Payment**

**Room:** Galleria 1

**Chair:** STEPHEN PORTER, North Carolina State University

MARISOL CUELLAR MEJIA, Public Policy Institute of California. ***Reforming English Pathways in California's Community Colleges.*** OLGA RODRIGUEZ, Public Policy Institute of California, HANS JOHNSON, Public Policy Institute of California

RACHEL GENTRY, University of Maryland. ***The Impact of State Articulation Policies on Bachelor's Degree Attainment of Community College Transfer Students***

ERIN DUNLOP VELEZ, RTI International. ***Default Isn't the End of the Road: Who Exits Default and How Do They Do It?*** NICHOLE SMITH, RTI International, JOHNATHAN CONZELMAN, RTI International, AUSTIN LACY, RTI International

PATRICK A. LAPID, Consumer Financial Protection Bureau. ***Fall Forward or Spring Back? Evaluating Student Outcomes of UC Berkeley's Fall Program for Freshmen***

**2.06 - POLICY TALK - "Educational Goods":  
New Language for Education Policy Makers**

**Room:** Galleria 2

**Chair:** HELEN F. LADD, Duke University

**Discussants:** SUSANNA LOEB, Stanford University, MICHAEL DANNENBERG, Education Reform Now, WILLIAM MATTHIS, NEPC and Vermont State Board of Education

Most education policy makers and practitioners want to make decisions that are consistent with their values. A significant problem, however, is that many do not have the language they need to think carefully about the desired outcomes of the education system, how they can be best distributed, and how to make trade-offs among them in light of the available evidence.

With their recently published book, *Educational Goods: Values, Evidence and Decision Making* (University of Chicago Press, 2018) two policy analysts and two philosophers (Helen Ladd, Susanna Loeb, Harry Brighouse, and Adam Swift) hope to improve education decision making by broadening the language used to talk about the outcomes of the education process to include the concepts of "educational goods." This term refers to the knowledge, skills, attitudes and dispositions that enable one to lead a flourishing life and to contribute to the flourishing of others. Educational goods are generated not only by schools but also by families and communities and include a variety of capacities, among which are the capacity to function in the labor market, to participate as a citizen in the political process, to lead a fulfilling life, and to treat other people with dignity. By introducing this new term, the authors hope to give education decision makers the language needed to promote a richer education system and to help them to think more explicitly and carefully about the values they are trying to promote.

In this session, two education researchers and two policy practitioners (one federal, one state) will discuss and evaluate the concept of educational goods and its usefulness for education decision making.

2.07 - Virtual Schooling

**Room:** Galleria 3

**Chair:** ANNA EGALITE, North Carolina State University

LILY FESLER, Stanford University. ***Language and Gender Equity in Online Classrooms.*** THOMAS DEE, Stanford University, RACHEL BAKER, University of California, BRENT EVANS, Vanderbilt University

BRYAN MANN, University of Alabama. ***Has School Segregation Gone Virtual? A National Enrollment Analysis of Cyber Charter Schools***

BRIAN FITZPATRICK, University of Notre Dame. ***Virtual Charter School Teachers and Student Achievement: Increasing Educational Opportunity or Doing Harm?*** MARK BERENDS, University of Notre Dame, JOSEPH FERRARE, University of Kentucky, JOSEPH WADDINGTON, University of Kentucky

CARYCRUZ BUENO, Georgia State University. ***The Performance of State Charter Virtual Schools in Georgia***

2.08 - Teacher Turnover and Mobility

**Room:** Council

**Chair:** BROOKS BOWDEN, North Carolina State University

PATRICK GRAFF, University of Notre Dame. ***Costs of Teacher Mobility: Impacts of Teacher Movers on Student Math Achievement in Indiana 4th-8th Grades***

JASON A. GRISSOM, Vanderbilt University. ***Racial Differences in Teacher Evaluation Ratings and Teacher Turnover.*** BRENDAN BARTANEN, Vanderbilt University, ASHLEY A. JONES, Vanderbilt University

JARED ROBINSON, Michigan Department of Education. ***Teacher Turnover in Michigan: A Look at Teacher Mobility and Attrition Rates.*** SHANNON STACKHOUSE, Michigan Department of Education, BRIAN LLOYD, Michigan Department of Education, ABIGAIL GROFF-BLASZAK, Michigan Department of Education

MARGARITA PIVOVAROVA, Arizona State University. ***Patterns and Trends of Teacher Mobility Among Public School Teachers in Arizona: A Longitudinal Analysis.*** JEANNE M. POWERS, Arizona State University

**2.09 - Fiscal, Economic, and Political Issues with Charter Schools**

**Room:** Forum

**Chair:** MARCUS WINTERS, Boston University

BENJAMIN CREED, Northern Illinois University. ***Understanding Charter School Leaders' Perceptions of Competition in Arizona.*** HURIYA JABBAR, University of Texas at Austin, MICHAEL SCOTT, University of Texas at Austin, RAKEZ AL-ARARAH, Northern Illinois University

IAN KINGSBURY, University of Arkansas. ***Barriers to Entry: The Pitfall of Charter School Regulation***

CAMILLE TERRIER, Massachusetts Institute of Technology. ***Fiscal and Education Spillovers from Charter Expansion.*** MATTHEW WHITE RIDLEY, Massachusetts Institute of Technology

STÉPHANE LAVERTU, Ohio State University. ***Government Privatization and Democracy: The Case of Ohio Charter Schools.*** JASON COOK, University of Pittsburgh, VLADIMIR KOGAN, Ohio State University, ZACHARY PESKOWITZ, Emory University

**2.10 - Understanding Learning Disabilities:  
The Role of Both Parents and Education**

**Room:** Directors

**Chair:** DAVID FIGLIO, Northwestern University

BRIANA BALLIS, University of California. ***How Does Special Education Access Impact Short and Long Run Student Outcomes?***

LEANNA STIEFEL, New York University. ***Does Special Education Improve Outcomes for Students with Learning Disabilities? Evidence from New York City.*** AMY ELLEN SCHWARTZ, Syracuse University, MICHAEL GOTTFRIED, University of California, BRYANT HOPKINS, New York University

SCOTT IMBERMAN, Michigan State University. ***The Effect of an Autism Insurance Mandate on Special Education Identification and Achievement of Students with Autism Spectrum Disorder.*** RILEY ACTON, Michigan State University, MICHAEL LOVENHEIM, Cornell University

**Brown-Bag Lunch and Poster Session I**  
**Thursday, March 15, 2018 - 12:00pm to 1:00pm**

**Brown-Bag Lunch and Poster Session I**

Grab your lunch at a nearby restaurant or food truck, then bring it back to the poster session and check out some new research while you eat. AAFP will provide free soft drinks, desserts, and café table seating during both sessions.

**Room:** Atrium

EARLY CHILDHOOD

1. KALTRINA AHMETI, University of Missouri. ***The Impact of Health Insurance on Child Outcomes.*** GUSTAVO CARLO, University of Missouri
2. MICHAEL GOTTFRIED, University of California. ***Early Childhood Educational Settings and School Absenteeism: Exploring the Landscape for Children with Disabilities.*** ARYA ANSARI, University of Virginia
3. J. JACOB KIRKSEY, University of California. ***Going to Sleep and Going to School: Linking Bedtime to Student Absenteeism.*** MICHAEL A. GOTTFRIED, University of California
4. COLIN M. MCGINNIS, University of Nebraska - Lincoln. ***'Attending' Charter Schools: Examining a Nationally Representative Cohort of Elementary Students.*** J. JACOB KIRKSEY, University of California
5. JING TANG, University of Delaware. ***Exploring the Relationship between Delaware's Quality Rating and Improvement System and Family Child Care Quality Achievement***
6. RICHARD O. WELSH, University of Georgia. ***Early Movers: Examining the Prevalence, Frequency and Timing of Student Mobility in Untested Grades in Elementary Schools***

EDUCATOR PREPARATION AND PROFESSIONAL DEVELOPMENT

7. TRISHA BORMAN, American Institutes for Research. ***National Board Certification: Characteristics and Persistence of Participating Teachers.*** NATALYA GNEDKO-BERRY, American Institutes for Research, CANDACE HESTER, American Institutes for Research, JONATHAN PHELAN, American Institutes for Research, DAVID MANZESKE, American Institutes for Research
8. ANDREW M. BRANTLINGER, University of Maryland. ***Effects of Urban Mathematics Teacher Selection, Training and Induction on Teacher Retention.*** MATT GRIFFIN, University of Maryland, LAUREL A. COOLEY, Brooklyn College
9. MATTHEW FINSTER, Westat. ***Are Novice Teacher and Novice Teacher Supervisor Survey Performance Ratings Comparable? Implications for Teacher Preparation Program Accountability Policies.***

**Brown-Bag Lunch and Poster Session I**  
**Thursday, March 15, 2018 - 12:00pm to 1:00pm**

10. JO SMITH, University of Oregon. ***Oregon's Continuing Administrator License: A Program in Need of a Policy.*** BRENDA YAHRAES, University of Oregon, LORNA PORTER, University of Oregon
11. ELISE ST. JOHN, American Institutes for Research. ***How the Match Gets Made? Exploring Student-Teacher Placements across Teacher Education Programs.*** DAN GOLDHABER, American Institutes for Research and University of Washington, RODDY THEOBALD, American Institutes for Research, JOHN KRIEG, Western Washington University

**EDUCATOR PERFORMANCE AND EVALUATION**

12. OLIVIA L. CHI, Harvard University. ***The Returns to Teaching Experience: Evidence from Administrator Evaluations.*** MATTHEW A. KRAFT, Brown University, JOHN P. PAPAY, Brown University
13. AMY FARLEY, University of Cincinnati. ***Where Policy & Practice Converge: How Small and Large Districts Create Student Growth Systems Linked to Teacher Evaluation.*** BRITT WILKENFELD, Slope Research, GILAD WILKENFELD, Slope Research, KAREN HERBERT, Colorado Education Initiative
14. MATT GRIFFIN, University of Maryland. ***Is the Teach for America Effect Real? A Critique of Mathematica's Experimental Study of Urban Mathematics Teacher Effectiveness.*** ANDREW BRANTLINGER, University of Maryland
15. BRANDI HOLTEN, Denver Public Schools. ***Using Student Learning Objectives as a Measure of Educator Effectiveness in Denver Public Schools***
16. SOOMIN LEE, University of Minnesota. ***A Horserace between the Predictive Power of Rankings on General Training and Teacher-Specific Training***
17. SO JUNG PARK, American Institutes for Research. ***Effects of National Board Certified Teachers on Student Achievement and Behavioral Outcomes: Studies Conducted in Two States.*** DAVID MANZESKE, American Institutes for Research, FENG LIU, American Institutes for Research, TRISHA BORMAN, American Institutes for Research, NATALYA GNEDKO-BERRY, American Institutes for Research
18. DAVID B. REID, Seton Hall University. ***Evaluating Effort: Principals' Collection of Teacher Evaluation Performance Data***
19. EMILY WISEMAN, University of Virginia. ***Enacting the Rubric: Teacher Improvements During High-Stakes Windows of Observation.*** AARON PHIPPS, University of Virginia

**EDUCATOR LABOR MARKETS**

20. JASON BURNS, Michigan State University. ***Design Characteristics of Effective Teacher Incentive Policy in the US.*** DAN FITZPATRICK, Michigan State University

**Brown-Bag Lunch and Poster Session I**  
**Thursday, March 15, 2018 - 12:00pm to 1:00pm**

21. STEVEN DRAKE, Michigan State University. ***Did Policy Change Block the Teacher Pipeline? Evidence on the Impact of Labor Market Reforms in Michigan***
22. MAHMOUD A. A. ELSAYED, Georgia State University. ***Alternative Certification and Re-Entry into Teaching***. CHRISTINE ROCH, Georgia State University
23. PETER GOFF, University of Wisconsin - Madison. ***A View from Above: New Perspectives on Teacher Labor Markets***. MINSEOK YANG, University of Wisconsin - Madison, BRADLEY CARL, University of Wisconsin - Madison
24. ANDREW HILL, Montana State University. ***The Effect of School Closings on Teacher Labor Market Outcomes and Teacher Effectiveness***. DANIEL JONES, University of South Carolina
25. W. KYLE INGLE, University of Louisville. ***Incentivizing Program Coordination in P-12 Educational Leadership***. JOANNE MARSHALL, Iowa State University, DON HACKMANN, University of Illinois
26. DAVID S. KNIGHT, University of Texas at El Paso. ***Beyond the Teacher Quality Gap: Exploring Disparities in Classroom Teaching and Learning Conditions***
27. TUAN D NGUYEN, Vanderbilt University. ***The Factors of Teacher Attrition and Retention: Evidence from Repeated Cross-Sectional National Data***
28. MICHAEL PODGURSKY, University of Missouri. ***Teach for America in Kansas City: Patterns of Recruitment, Retention and Performance***. MARK EHLERT, University of Missouri
29. YASMIN RODRIGUEZ-ESCUZIA, University of Wisconsin - Madison. ***Are We in this Together? Examining Gender Congruency with Principal and Teachers in the Labor Market***. PETER GOFF, University of Wisconsin - Madison, MINSEOK YANG, University of Wisconsin - Madison
30. LEONARDO ROSA, Stanford University. ***Teacher Preferences in Developing Countries: Evidence from the City of Sao Paulo, Brazil***
31. ROBERT SHAND, Ohio State University. ***Getting Along or Moving Out: The Effects of Informal Collaboration on Teacher Turnover and Value-Added***. ROGER GODDARD, Ohio State University, YVONNE GODDARD, Ohio State University
32. KIRSTEN SCHMITZ, Bellwether Education Partners. ***Teacher Pensions, Race, and Gender Wage Gaps***. MAX MARCHITELLO, Bellwether Education Partners, CHAD ALDEMAN, Bellwether Education Partners
33. LORI L. TAYLOR, Texas A&M University. ***The Distributional Consequences of Teacher Pension Plans: Evidence from Texas***. XIAO GUANG NI, University of Missouri, MICHAEL J. PODGURSKY, University of Missouri
34. ANGELA R. WATSON, University of Arkansas. ***Where All the Girls At? Examining the District Superintendent Gender Gap in Mid-Southern States***

**Brown-Bag Lunch and Poster Session I**  
**Thursday, March 15, 2018 - 12:00pm to 1:00pm**

K-12 SCHOOL AND DISTRICT LEADERSHIP AND ORGANIZATIONS

35. GREGORY J. COLLINS, University of Pennsylvania. ***Optimal School District Size in Pennsylvania: Comparing Cobb-Douglas and Semi-Parametric Approaches to Estimation***
36. RACHEL C. FELDMAN, Northwestern University. ***Principal Background Characteristics, School Working Conditions and Teacher Satisfaction: Evidence from North Carolina***
37. LI FENG, Texas State University. ***The Impact of Generational and Gender Compatibility on Principals' Goal-Setting, Decision-Making, and Teachers' Job Satisfaction.*** ROB KONOPASKE, Texas State University
38. MARA SONCIN, Politecnico di Milano. ***Investigating School Leadership Types in a Global Perspective: International Evidence from a Latent Class Analysis on OECD TALIS Data.*** ALEX J. BOWERS, Teachers College Columbia University, TOMMASO AGASISTI, Politecnico di Milano

LONG-TERM OUTCOMES OF EDUCATION

39. DOMINIQUE BAKER, Southern Methodist University. ***Teacher Diversity and Undergraduate Debt.*** CONSTANCE LINDSAY, Urban Institute, DEVON LOCKARD, Southern Methodist University
40. THOMAS GOLDRING, University of Michigan. ***The Long-Term Effects of High School Accountability Under No Child Left Behind.***
41. BRIAN GILL, Mathematica Policy Research. ***Charter Schools and Civic Outcomes: The Impact of Democracy Prep on Registration and Voting.*** EMILY WHITESELL, Mathematica Policy Research, CHARLES TILLEY, Mathematica Policy Research, LIZ POTAMITES, Mathematica Policy Research, SEAN CORCORAN, New York University
42. YI HAO, College of William & Mary. ***Do STEM Master's Degree Holders Make More Money? The Nuances of Labor Market Outcomes and Policy Implications to Graduate Education.*** HIRONAO OKAHANA, Council of Graduate Schools
43. MÓNICA HERNÁNDEZ, Tulane University. ***The Long Term Effects of School Reforms: An Analysis of Youth Crime in New Orleans.*** DOUGLAS N. HARRIS, Tulane University, STEPHEN R. BARNES, Louisiana State University
44. HUACONG LIU, Pennsylvania State University. ***Education Systems, Education Reforms and Effects on Adult Skills: Evidence from PIAAC 2012 and 2014***
45. DUBRAVKA RITTER, Federal Reserve Bank of Philadelphia. ***Are There Negative Consequences to Delayed Reporting of Student Loan Delinquency?*** RAJEEV DAROLIA, University of Kentucky
46. JEFFREY SCHIMAN, Georgia Southern University. ***Elementary Principals and Longer-Term Student Outcomes.*** STEVEN RIVKIN, University of Illinois at Chicago, LAUREN SARTAIN, University of Chicago, ANDREW MORGAN, University of Illinois at Chicago



METHODOLOGY AND DATA

47. ELIZABETH N. FARLEY-RIPPLE, University of Delaware. ***Education Data Systems: A Systematic Look at State Practices Related to Researcher Access.*** AMANDA JENNINGS, University of Delaware

POSTSECONDARY ACCESS, ADMISSIONS, AND FINANCIAL AID

48. OZGE BOSTANCI, SUNY at Buffalo. ***The Impact of Merit Based Scholarship on the College Enrollment Decision: A Regression Discontinuity Approach***
49. KASEY KLEPFER, Trellis Company. ***Repayment Experiences and Financial Impact of Parent PLUS Borrowing: An Intergenerational Conversation.*** CARLA FLETCHER, Trellis Company, JEFF WEBSTER, Trellis Company
50. KATHERINE KOPOTIC, University of Arkansas. ***Altering Expectations: The Impact of Back-Loading Scholarships on College Enrollment Patterns.*** JONATHAN N MILLS, University of Arkansas, EVAN RHINESMITH, Basis Policy Research
51. AMY LI, University of Northern Colorado. ***Starting Law School: First-Year Enrollment, Net Cost, and Differences by Race***
52. KATIE RATTERREE JOHNSON, RTI International. ***Community College Course Placement in North Carolina: Does Multiple Measures Improve Placement Accuracy?***
53. SAMANTHA ROGERS, University of Georgia. ***Supply and Demand Determinants of Distance from Home to College.*** ROB TOUTKOUSHIAN, University of Georgia
54. CJ RYAN, Vanderbilt University. ***Analyzing the Effect of Financial Aid Increases on Law School Enrollments***
55. JENNA SABLAN, University of Maryland. ***College Readiness and the Challenge of Noncognitive Indicators***
56. MICHAEL VILLARREAL, University of Texas at Austin. ***The Effects of Dual-Credit on Secondary and Postsecondary Student Outcomes***
57. TAKESHI YANAGIURA, Teachers College Columbia University. ***Apocalypse Now? Analysis of the Impact of the Great Recession on Community College Demand by Demographics***

POSTSECONDARY FINANCE, GOVERNANCE, AND ACCOUNTABILITY

58. CHARLES BENTLEY, University of Maryland. ***Measuring the Effects of State-Level Appropriations for Higher Education on Graduation Rates***
59. JENNIFER A. DELANEY, University of Illinois at Urbana-Champaign. ***TV Networks for College Sports: Implications for Institutional Subsidies.*** TYLER D. KEARNEY, Louisiana State University
60. MANUEL S. GONZALEZ CANCHE, University of Pennsylvania. ***The Geopolitics of Concentrated Advantage: The Case of Student Loan Interest Deductions***

**Brown-Bag Lunch and Poster Session I**  
**Thursday, March 15, 2018 - 12:00pm to 1:00pm**

61. JOHN FOSTER, Southern Illinois University Edwardsville. ***Ethnic Fractionalization, Group Affinity, and the Privatization of Higher Education Costs: An Analysis with Campus-Level Data.*** JACOB T. FOWLES, University of Kansas
62. YIFAN HUANG, Peking University. ***Random Dormitory Assignment Within Majors vs. Across Majors: An Empirical Study of Peer Effects on Academic Achievement in an Elite College.*** LIPING MA, Peking University
63. SHANNA SMITH JAGGARS, Ohio State University. ***College Course Shopping: Why Do Continuing University Students Take Courses from Other Colleges, and What Are the Financial and Accountability Consequences?***
64. MARYANNE LONG, University of Florida. ***High(er) Education: Legalization of Marijuana and Its Impact on Fiscal Support for Public Higher Education.*** DENNIS A. KRAMER II PH.D., University of Florida
65. RADHIKA MEHLOTRA, Public Policy Institute of California. ***A New Look at Productivity: Understanding the Costs Associated with Producing a College Degree.*** PATRICK MURPHY, Public Policy Institute of California
66. AMANDA ROSE, West Virginia University. ***How Much are Campus Sexual Assaults Really Costing Institutions?***
67. MATTHEW PATRICK SHAW, Vanderbilt Peabody College. ***Still Separate and Unequal: Consent Decrees and State Appropriations to Public HBCUs***

POSTSECONDARY INTERVENTIONS AND SHORT-TERM OUTCOMES

68. SARAH BOHN, PPIC. ***Designing Career Training Pathways to Promote Student Success and Mobility.*** SHANNON MCCONVILLE, PPIC
69. DAE YEOP KIM, Research for Action. ***The Impact of Outcomes-Based Funding on Bachelor's Degree Production: Evidence from a Multiple Baseline Interrupted Time Series Analysis.*** LINDSEY LIU, Research for Action, KATE CALLAHAN, Research for Action, AUSTIN SLAUGHTER, Research for Action

OTHER

70. KATE ROLLERT FRENCH, Wayne State University. ***Belief Change & Influence: A Case Study of Novice Urban Educators***
71. STEPHEN LIPSCOMB, Mathematica Policy Research. ***The Characteristics and Experiences of English Learner Students with Disabilities in Secondary School: Evidence from the National Longitudinal Transition Study 2012.*** ALBERT LIU, Insight Policy Research, ALEXANDER JOHANN, Michigan State University
72. PIERRE MOUGANIE, American University of Beirut. ***High Performing Peers and Female STEM Choices in School.*** YAOJING WANG, Bank of American
73. VERONICA SOVERO, Wake Forest University. ***Faculty Composition and Grade Inflation.*** AMANDA GRIFFITH, Wake Forest University

3.01 - College in High School?

**Room:** Broadway 1

**Chair:** MARK LONG, University of Washington

GRACIELA I. PEREZ, Stanford University. ***Improving Higher Education Access and Retention for High-Achieving, Low-Income Students: Regression Discontinuity Evidence from Chile.*** THOMAS DEE, Stanford University

JULIE EDMUNDS, University of North Carolina at Greensboro. ***The Impact of Early Colleges on Postsecondary Enrollment, Performance, and Degree Attainment.*** FATIH UNLU, RAND Corporation, ELIZABETH GLENNIE, RTI International, TIFFANY TSAI, RAND Corporation

SCOTT DELHOMMER, University of Texas at Austin. ***Two for One? The Causal Impact of Dual Credit Education Programs on College Students' Outcomes.*** HOLLY KOSIEWICZ, Texas Higher Education Coordinating Board, TREY MILLER, American Institutes for Research, RICHARD MURPHY, University of Texas at Austin

STEVEN W. HEMELT, University of North Carolina at Chapel Hill. ***Dual-Credit Courses and the Road to College: Experimental Evidence from Tennessee.*** NATHANIEL L. SCHWARTZ, Tennessee Department of Education, SUSAN M. DYNARSKI, University of Michigan

3.02 - The Effects of Social Problems on Educational Outcomes

**Room:** Broadway 2

**Chair:** JOSHUA HYMAN, University of Connecticut

TOLANI BRITTON, Harvard Graduate School of Education. ***Educational Opportunity and the Criminal Justice System: The Effects of The Violent Crime Control and Law Enforcement Act of 1994 on Black Male Students' College Enrollment***

ANJALI ADUKIA, University of Chicago. ***Human Capital Accumulation Under Threat of Insurgent Violence.*** OLGA NAMEN, University of Chicago, AUSTIN WRIGHT, University of Chicago

BARBARA WOLFE, University of Wisconsin - Madison. ***The Effect of Housing Assistance on Student Achievement: Evidence from Wisconsin.*** DEVEN CARLSON, University of Oklahoma, HANNAH MILLER, Abt Associates, ROBERT HAVEMAN, University of Wisconsin - Madison, SOHYUN KANG, University of Wisconsin - Madison, ALEX SCHMIDT, University of Wisconsin - Madison

TENNECIA DACASS, Kansas State University. ***Intergenerational Effects of Mass Incarceration.*** AMANDA GAULKE, Kansas State University

**3.03 - Accountability, Course Taking, and High School Outcomes**

**Room:** Broadway 3

**Chair:** MATTHEW LENARD, Wake County Public School System

MENBERE SHIFERAW, New York University. ***Buckle Down or Drop Out? High School Exit Exams and English Language Learners***

JUNE PARK JOHN, Stanford University. ***The Effect of Requiring Computer Science to Count as a Math Graduation Requirement***

STEVEN BEDNAR, Elon University. ***The Effect of Breaks on Student Productivity: Evidence from Physical Education***. KATY ROUSE, Elon University

TAEK HYUNG KIM, Florida State University. ***The Effects of Gifted Education in Math in Middle School on High School Course Taking and Graduation***. PATRICE IATAROLA, Florida State University

**3.04 - The Effects of Preschool**

**Room:** Broadway 4

**Chair:** CHRISTINA WEILAND, University of Michigan

THOMAS COEN, Mathematica Policy Research. ***Experimental Impacts of KIPP Pre-kindergarten and Their Persistence Over Time***. VIRGINIA KNECHTEL, Mathematica Policy Research, PIA CARONONGAN, Mathematica Policy Research, NICKIE FUNG, Mathematica Policy Research, LISBETH GOBLE, Mathematica Policy Research

BRAD HERSHBEIN, W.E. Upjohn Institute for Employment Research. ***Pre-k in the Public Schools: Evidence from within U.S. States***. TIMOTHY J. BARTIK, W.E. Upjohn Institute for Employment Research

TYLER W. WATTS, New York University. ***Estimating the Long-Run Impacts of the Chicago School Readiness Project***. JILL GANDHI, New York University, DEANNA IBRAHIM, New York University, C. CYBELE RAVER, New York University

KAREN MANSHIP, American Institutes for Research. ***Final Results from the Evaluation of California's Transitional Kindergarten Program and the Impact on Student Subgroups***. ILIANA BRODZIAK DE LOS REYES, American Institutes for Research, HEATHER QUICK, American Institutes for Research, BURHAN OGUT, American Institutes for Research, ALEKSANDRA HOLOD, American Institutes for Research

3.05 - Alternative College Pathways

**Room:** Galleria 1

**Chair:** STEPHANIE CELLINI, George Washington University

MARA SONCIN, Politecnico di Milano. *Assessing the Performance of Massive Online Open Courses: An Empirical Case Study of POK (PoliMi Open Knowledge) Experience.* TOMMASO AGASISTI, Politecnico di Milano, GIOVANNI AZZONE, Politecnico di Milano, ALICE BERTOLETTI, Politecnico di Milano

VIVIAN YUEN TING LIU, Teachers College Columbia University. *The Unintended Mission of Community Colleges: Enrollment Patterns, Academic Outcomes, and Labor Market Returns of Reverse Transfer Students*

JENNIFER ASH, Abt Associates. *What is the Impact of a First-Year Experience Course and Mentoring Program on Early Postsecondary Outcomes? Experimental Evidence from the Broncos FIRST Program.* AUSTIN NICHOLS, Abt Associates, ANDREA BEACH, Western Michigan University, DANIEL COLLIER, Western Michigan University

3.06 - POLICY TALK - Racial Disparities in Student Loan Debt: Implications for Research and Policy

**Room:** Galleria 2

**Chair:** SUSAN M. DYNARSKI, University of Michigan

**Discussants:** JUDITH SCOTT-CLAYTON, Teachers College - Columbia University, JASON HOULE, Dartmouth College, KATHERINE SAUNDERS, UNCF, MICHAEL PIERCE, Consumer Financial Protection Bureau

Racial disparities in student loan debt are stark and growing over time. Black college students are more likely to borrow, and borrow more, than white students. Nearly 40% of black college entrants will default on their federal debt within 12 years of entry, compared to just 12 percent of white entrants. Moreover, college graduation is no guarantee of financial freedom for black graduates. On average, black bachelor's degree (BA) graduates hold \$62,000 in federal student loan debt 12 years after college entry—more than three times the debt held by the typical white BA graduate at the same point in time. One in five black BA graduates will default on a federal student loan, compared to just one in twenty white BA graduates (20% versus 4%). In fact, a black BA graduate is more likely to experience default than a white college dropout (20% versus 19%).

In this policy talk, we share evidence showing how patterns of student debt and default differ by race, particularly between whites and African-Americans (patterns for Hispanic/ Latino and Asian students are more similar to the patterns for white students). We examine the causes of these disparities and their consequences for students, institutions (particularly historically black colleges and universities), and society as a whole. We explore the policy implications and discuss what additional research is needed.

3.07 - Supplementing Learning Experiences: Gifted and the Arts

**Room:** Galleria 3

**Chair:** SCOTT IMBERMAN, Michigan State University

DARRYL V. HILL, Fulton County Public Schools. ***Getting to Giftedness: Experimental Evidence from the First Cohort of Nurturing for a Bright Tomorrow.*** ANGEL L. HARRIS, Duke University, MATTHEW A. LENARD, Wake County Public School System

DANIEL H. BOWEN, Texas A&M University. ***The Academic Benefits of Creative Learning Experiences: A District-Wide RCT of Houston's Arts Access Initiative.*** BRIAN KISIDA, University of Missouri

JAY P. GREENE, University of Arkansas. ***The Effect of Multiple Arts Experiences on the Long-term Social/Emotional and Academic Outcomes of Urban Elementary School Students.*** HEIDI HOLMES ERICKSON, University of Arkansas, ANGELA R. WATSON, University of Arkansas, MOLLY I. BECK, University of Arkansas

ERIC W. CHAN, Teachers College Columbia University. ***Clustered Gifted Students: Effects on Student Achievement and Parental Time Investments***

3.08 - Teacher Labor Markets

**Room:** Council

**Chair:** GEMA ZAMARRO, University of Arkansas

COREY A. DEANGELIS, Cato Institute. ***School Choice Benefits Teachers Too? The Effect of School Choice Programs on Teacher Salary and Employment.*** JAMES SHULS, University of Missouri - St. Louis

ALEXANDER WILLEN, Cornell University. ***From A Fixed National Pay Scale to Individual Wage Bargaining: The Labor Market Effects of Wage Decentralization***

JESSE BRUHN, Boston University. ***Teacher Quality and Charter School Outcomes.*** MARCUS WINTERS, Boston University, SCOTT IMBERMAN, Michigan State University, JOSHUA COWEN, Michigan State University

JAMES CARTER III, University of North Carolina at Chapel Hill. ***The Female Educator Tax: Gendered Compensation Differences in Pennsylvania.*** JAMES SADLER, University of North Carolina at Chapel Hill

**3.09 - School Environments and Long-Run Student Outcomes**

**Room:** Forum

**Chair:** HELEN LADD, Duke University

MICHAEL LOVENHEIM, Cornell University. *The Effect of Grade Retention on Adult Crime: Evidence from a Test-Based Promotion Policy*. OZKAN EREN, Louisiana State University

JEFFREY T. DENNING, Brigham Young University. *Where Do I Stand? The Importance of Prior Class Ranking on Life Outcomes*. RICHARD MURPHY, University of Texas, FELIX WEINHARDT, DIW Berlin

BRIAN HEATH WITZEN, University of Maryland. *The Effect of High School Career and Technical Education on Postsecondary Enrollment and Early Career Earnings: New Evidence from Maryland*

CHRISTIANA STODDARD, Montana State University. *Effects of Access to School Based Mental Health Services*. WENDY STOCK, Montana State University

**3.10 - Charter Schools**

**Room:** Studio

**Chair:** KATHARINE O. STRUNK, Michigan State University

REBECCA UNTERMAN, MDRC. *An Early Look at the Effects of Success Academy Charter Schools*

NICHOLAS MARK, New York University. *Movers and Choosers: The Effect of School Choice on Elementary School Mobility in NYC*. JENNIFER JENNINGS, New York University

GRANT CLAYTON, University of Colorado Colorado Springs. *Achievement of English Learners in Monitor Status: A Cross Sector Comparison from Denver*. CHRISTINA CLAYTON, University of Colorado Colorado Springs, DICK CARPENTER, University of Colorado Colorado Springs, MARCUS WINTERS, Boston University

**3.11 - Methods for Studying the Contributions of Teachers**

**Room:** Directors

**Chair:** ERIC HANUSHEK, Stanford University

JOSE FELIPE MARTINEZ, University of California. *Classroom Climate: An Exploratory Study of Instructional Practices and Student Consensus*. JONATHAN SCHWEIG, RAND Corporation, MEREDITH LANGI, University of California, AMANDA EDELMAN,

RAND Corporation, LINDSEY THOMPSON, RAND Corporation, JESSICA SCHNITKE,  
University of California

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

QINYUN LIN, Michigan State University. ***How Many Students Need to be Replaced to Invalidate a Teacher's Evaluation Based on Value-Added? An Approach to Characterize the Uncertainty, Interpret and Make Use of Value-Added.*** KENNETH FRANK, Michigan State University



4.01 - College Structures and Campus Communities

**Room:** Broadway 1

**Chair:** MICHAEL KOFOED, United States Military Academy

MAITHREYI GOPALAN, School of Public and Environmental Affairs. ***All Social Belonging Interventions Are Not Created Equal: Evidence from a Multi-Site Randomized Control Trial.*** MARY MURPHY, Indiana University Bloomington

TATIANA MELGUIZO, University of Southern California. ***The Effects of a Comprehensive College Transition Program on Social and Psychological Factors Associated with Success in College.*** PACO MARTORELL, University of California, W. EDWARD CHI, University of Southern California, ELIZABETH PARK, University of Southern California, ADRIANNA KEZAR, University of Southern California

STEFANIE FISCHER, California Polytechnic State University. ***Semesters or Quarters? The Effect of the Academic Calendar on Postsecondary Graduation Rates.*** VALERIE BOSTWICK, Ohio State University, MATTHEW LANG, University of California

4.02 - Mechanisms of Racial Inequality in Educational Opportunity

**Room:** Broadway 2

**Chair:** EMILY PENNER, University of California - Irvine

CASSANDRA HART, University of California. ***An Honors Teacher Like Me: Teacher-Student Demographic Match Effects on Advanced Course Enrollment and Performance***

KATIE VINOPAL, Ohio State University. ***Keeping Hopes High: Exploring the Relationship between Time at a School and Teacher Expectations of Different-Race Students.*** STEPHEN B. HOLT, University at Albany

MEREDITH P. RICHARDS, Southern Methodist University. ***Measuring Achievement Gaps in Segregated Schools.*** KORI J. STROUB, Rice University, ERIN BAUMGARTNER, Rice University

MARK J. CHIN, Harvard University. ***Implicit Racial Bias and Racial Achievement Gaps: A Nationwide Exploration.*** JULIA R. JEFFRIES, Harvard University, VIRGINIA LOVISON, Harvard University, CYNTHIA POLLARD, Harvard University

4.03 - Preservice Preparation and Improvement

**Room:** Broadway 3

**Chair:** SUSANNA LOEB, Stanford University

CYRUS GROUT, Center for Education Data & Research - UW Research. ***Seizing a Missed Opportunity: Transforming the Placement, Evaluation, and Hiring of Student Teachers.*** DAN GOLDHABER, American Institutes for Research & University of Washington-Bothell, MARY TEMPLETON, Spokane Public Schools, RODDY THEOBALD, American Institutes for Research

JOHN M. KRIEG, Western Washington University. ***The Cost of Mentorship? Exploring Student Teaching Placements and Their Impact on Student Achievement.*** RODDY THEOBALD, American Institutes for Research, DAN GOLDHABER, American Institutes for Research & University of Washington-Bothell

DAN GOLDHABER, American Institutes for Research & University of Washington-Bothell. ***The Improving Student Teaching Initiative (ISTI): Assessing Whether Field Placements Affect Teacher Candidates' Perceptions of Internships and Preparedness.*** MATT RONFELDT, University of Michigan, JAMES COWAN, American Institutes for Research, JOY JOHNSON, University of Michigan, CHRIS TIEN, CEDR at University of Washington, HANNAH MULLMAN, University of Michigan

KEVIN C. BASTIAN, University of North Carolina at Chapel Hill. ***What Do Surveys of Program Completers Tell Us About Teacher Preparation Quality?*** MIN SUN, University of Washington, HEATHER LYNN, East Carolina University

4.04 - Weighted Student Funding

**Room:** Broadway 4

**Chair:** ROSS RUBENSTEIN, Georgia State University

KATIE HAGAN, Georgetown University. ***First-of-Its-Kind National Data Mapping on Weighted Student Funding Implementation.*** MARGUERITE ROZA, Georgetown University

LENA BATT, University of Wisconsin - Madison. ***Dollars Follow the Students, But Do Teachers Follow the Dollars? Examining the Impact of Weighted-Student Funding on Teacher Sorting in New York City***

JUSTIN DAYHOFF, University of Maryland. ***School-Level Dynamic Weighting: A New Approach to Weighted-Student Funding Models.*** KRISTY MILLER, Prince George's County Public Schools

MARGUERITE ROZA, Georgetown University. *Lessons from California's WSF: What Happens a State Gives Districts Control over State Education Dollars?*

**4.05 - The Causes and Consequences of Student Major Choices**

**Room:** Galleria 1

**Chair:** TAMARA LINKOW, Abt Associates

GREGORY PHELAN, University of Texas at Dallas. *Financial Aid for High-Ability Students, The Story of the Top 10 Percent Scholarship*

RACHEL BAKER, University of California. *The Effects of Complex Course Requirements on Student Major Choice*. NICK HUNTINGTON-KLEIN, California State University

JOANN MOORE, ACT Inc. *If it Doesn't Fit, Will They Quit? The Impact of an Interest-Major Fit Signal on College Major Plans*. TY CRUCE, ACT Inc.

**4.06 - POLICY TALK - Segregation and School District Boundaries**

**Room:** Galleria 2

**Chair:** ANDREW ROTHERHAM, Bellwether Education Partners

**Discussants:** REBECCA SIBILIA, EdBuild, GENEVIEVE SIEGEL-HAWLEY, Virginia Commonwealth University School of Education, ERIKA WILSON, University of North Carolina School of Law, NATHAN GIBBS-BOWLING, Lincoln High School (Tacoma, Washington)

While the conversation about intra-district segregation is longstanding, recent work has discussed the role that school district borders play in segregating students into different school districts, with significant ramifications for resource distribution, neighborhood composition, and educational outcomes. This panel will discuss how and why cross-border segregation occurs, what its effects are, and what policies can prevent or ameliorate it.

Specifically, this panel will consider the reasons that populations self-sort across school district borders, or why borders are drawn to create homogenous districts; the legal landscape governing interdistrict school segregation, including the applicability of the Supreme Court's jurisprudence on intra-district segregation for addressing interdistrict issues; and the consequences of segregation for the racial and socioeconomic makeup of districts, schools, and classrooms and for fiscal capacity.

These issues will be considered through the lens of four southern metropolitan communities, three that merged city and suburban school systems for the purpose of desegregation and one that did not, with ramifications for both school and residential segregation. The dynamics underlying those findings speak to the connection between local tax bases and school district budgets, family perceptions of school resources and quality, and state policies regarding school district reorganization.

4.07 - Effects of Policies Aimed at School Improvement and Turnaround

**Room:** Galleria 3

**Chair:** BETH SCHUELER, Harvard University

EMILY C. KERN, Vanderbilt University. *What Actually Happens to "Bubble" Students? A Mixed-Methods Analysis of Educational Triage in a Large Urban District*

DAVID SCHWEGMAN, Syracuse University. *The Direct Effects of Middle School Closure in New York City*. ROBERT BIFULCO, Syracuse University

GARY HENRY, Vanderbilt University. *Is It a Zero-Sum Game? Systemic Effects of Recruiting High-Performing Teachers for School Turnaround*. ADAM KHO, Vanderbilt University, RON ZIMMER, University of Kentucky, LAM PHAM, Vanderbilt University

CHUNPING HAN, Stanford University. *Lights Off: Practice and Impact of Closing Low-Performing Schools*. MARGARET E. RAYMOND, Stanford University, JAMES L. WOODWORTH, Stanford University, YOHANNES NEGASSI, Stanford University, WILLIAM PAYTON RICHARDSON, Stanford University, WILL SNOW, Stanford University

4.08 - Pipeline to Teaching

**Room:** Council

**Chair:** CARA JACKSON, Montgomery County Public Schools

AMY AULETTO, Michigan State University. *"Location, Location, Location": How Teacher Education Programs Position Graduates for Their First Teaching Jobs*. DANIELLE SANDERSON, Michigan State University, JOSHUA M. COWEN, Michigan State University

CHRISTOPHER REDDING, University of Florida. *Trickling into Teaching? A Duration Analysis of the Entry into Teaching*

ROBERT MITCHELL, University of Colorado Colorado Springs. *Educator Labor Shortages and Solutions: Colorado's Efforts*

LUIS A. RODRIGUEZ, Vanderbilt University. *Transforming the Pool of Tenured Teachers: Descriptive Evidence from Tennessee*. MATTHEW G. SPRINGER, Vanderbilt University

4.09 - Choice Options and Impacts

**Room:** Forum

**Chair:** STEPHANE LAVERTU, The Ohio State University

JEROME GRAHAM, University of Georgia. ***Why the Opportunity School District Failed? An Examination of the Politics of School Improvement.*** RICHARD O. WELSH, University of Georgia

LAM PHAM, Vanderbilt University. ***An Extended Evaluation of Tennessee's Achievement School District and Local Innovation Zones.*** GARY HENRY, Vanderbilt University, ADAM KHO, Vanderbilt University, RON ZIMMER, University of Kentucky

JESSICA G. SUTTER, University of Maryland. ***Market Conditions and Political Factors: Charter School Restarts in Washington, DC***

FRANCISCO MENESES, Duke University. ***School Franchises in Chile: The Behavior of For-Profit Actors in the Education Sector.*** HELEN LADD, Duke University

4.10 - New Insights on the Effects of Head Start

**Room:** Studio

**Chair:** ELISE CHOR, Temple University

ANNA SHAPIRO, University of Michigan. ***What's in a Definition? Special Needs Subgroup Analysis in the Head Start Impact Study.*** CHRISTINA WEILAND, University of Michigan

ANNA J MARKOWITZ, University of Virginia. ***Correlates and Consequences of Teacher Turnover in Head Start.*** DAPHNA BASSOK, University of Virginia

ESRA KOSE, Bucknell University. ***Local Area Spending Exposure to Head Start and Academic Performance: Evidence from Texas***

**4.11 – College... and More? College Enrollment, Post-Baccalaureate Study and Labor Market Implications**

**Room:** Directors

**Chair:** JENNIFER GRAVES, Universidad Autónoma de Madrid

AMANDA GAULKE, Kansas State University. *The Effect of Post-Baccalaureate Certificates on Job Search: Results from a Correspondence Study*. HUGH CASSIDY, Kansas State University, SHERYLL NAMINGIT, Rollins College

RUIRUI SUN, University at Albany. *The Earlier, the Higher? An Investigation of College Timing and Earnings Trajectories Using Growth Curve Modeling*

ZIYAN BAI, University of Washington. *Price of Non-Completion: Post-Baccalaureate Education Attainment and Labor Market Outcomes*. HIRONAO OKAHANA, Council of Graduate Schools

YUXIN LIN, Teachers College Columbia University. *Timing Matters: Examining the Earnings Trajectories of Delayed College Enrollees*. VIVIAN YUEN TING LIU, Community College Research Center

***A note on featured policy talks***

Every breakout session at AAFP this year includes at least one policy talk. But this special session is devoted to three policy talks of particular relevance to our AAFP membership and to the current policy environment. They are the only conference activities during this timeslot and act as mini-general sessions. All are chaired by past presidents of AAFP and promise to include lively discussions of insights from research and practice. Detailed descriptions follow.

–Carrie Conaway, Program Chair

**From Research to Policy: How to Communicate with Policymakers**

**Room:** Galleria 1

**Chair:** MARGARET E. GOERTZ, University of Pennsylvania

**Discussants:** SUSAN DYNARSKI, University of Michigan, MARGARET GOERTZ, University of Pennsylvania, MARTIN ORLAND, retired, LAWRENCE PICUS, University of Southern California

This session focuses on ways to communicate research findings to policymakers. Four senior researchers who have extensive experience working with and writing for state and federal policy audiences and the general public will discuss how to write policy briefs, papers and/or presentations. Susan Dynarski has written several Upshot columns for the New York Times. Margaret Goertz wrote many policy briefs as co-director of the Consortium for Policy Research in Education. Martin Orland was director of evaluation and policy research at WestEd and of the Center for Education at the National Academies. Lawrence Picus has worked directly with state legislatures on school finance reform studies.

Session participants interested in how to frame/write a policy piece from their own research may sign up to work with the presenters in small group settings later in the conference. Participants in the small group sessions are encouraged to bring a piece of their research with them, such as the text of a poster for a poster session.

Examples of research-based policy writings include the special issue of Education Finance and Policy (8:3, Summer 2013) on policy briefs; U.S. Education Department Results in Brief; Dynarski's Upshot columns in the New York Times; CPRE Policy briefs ([www.cpre.org/for-policymakers](http://www.cpre.org/for-policymakers)); Picus Odden & Associates' state school finance work ([www.picusodden.com](http://www.picusodden.com)); and Orland and Anderson, Assessment for Learning (Westat 2013).

**Private School Choice**

**Room:** Galleria 2

**Chair:** DAVID FIGLIO, Northwestern University

**Discussants:** CASSANDRA HART, University of California Davis, BRIAN GILL, Mathematica Policy Research, JESSICA BAGHIAN, Louisiana Department of Education, GERARD ROBINSON, American Enterprise Institute

Private school choice—in which public money supports students to attend private schools—began in Milwaukee in the late 1980s with vouchers targeted to low income students and has since expanded into other options such as educational savings accounts and privately operated scholarship programs. The selection of Betsy DeVos, a school choice supporter, as the federal Secretary of Education in 2017 brought renewed attention to this area of education policy nationally. And the new federal tax law passed in December 2017 further expands private school choice by allowing parents to use 529 savings accounts for education expenses, including private school tuition, for up to \$10,000 per year.

Coupled with this attention in the policy environment has been attention to these policies' impact through academic research. We now have substantial research evidence on private school choice policy, particularly vouchers, as well as numerous experiences in states and districts implementing different versions of these policies. This policy talk will explore the contemporary research and policy issues related to private school choice. Questions this panel will address include:

- What does the existing research evidence suggest about whether and under what conditions private school choice policies are effective at increasing student outcomes for private school attendees and for those in public schools?
- Does private school choice increase or decrease educational equity? For which students?
- What is the role for government in ensuring the quality of the private schools in which public money is being expended?
- What are the pros and cons of using tax policy as the vehicle by which private school choice is encouraged?
- What challenges arise when states and districts implement private school choice?
- How much does the structure of private school choice policies (e.g., universal versus targeted, statewide versus city-specific) matter?
- Is private school choice a good or bad thing for the education system as a whole?



**Racial Inequality in Schools: Perspectives from Research and Practice**

**Room:** Galleria 3

**Chair:** AMY ELLEN SCHWARTZ, Syracuse University

**Discussants:** EDWARD FERGUS, Temple University, CONSTANCE LINDSAY, Urban Institute, SUSANA CORDOVA, Denver Public Schools, SHO SHIGEOKA, Beaverton Public Schools

In 1903, W.E.B. DuBois wrote, "The problem of the twentieth century is the problem of the color-line." Eighteen years into the twenty-first century, it appears that the color line will be the problem of this century too. Recent incidents of racial bias and discrimination, such as the August 2017 white nationalist rally in Charlottesville that turned deadly, are reminders of how pervasive and pernicious racism is in our society.

Education is often seen as a potential solution to racism, but it is just as often a source of further inequity. In the United States, students from different racial groups often experience vastly different educational systems. Differences by race in inputs, such as per pupil expenditures and educator diversity and quality, couple with school-based processes with a potential for implicit bias, such as differences in student discipline and special education identification rates, to reinforce, if not accelerate, racial inequality. The result should be no surprise: large gaps by race in student outcomes such as graduation rates and achievement on standardized tests.

This panel will explore racial inequality in schooling and potential strategies for schools to reduce its impact. Issues to be discussed include:

- What dimensions of racial identity and racial inequality are most salient in students' schooling experiences?
- What role do schools play in reinforcing and reducing racial inequality?
- How does race interact in schools with other sources of inequality, such as poverty, gender, disability status, and country of origin?
- How does the diversity of the educator workforce affect outcomes for black and brown students?
- What strategies have practitioners used to address the consequences of racial discrimination and inequality in schools, and to increase access and equity?
- What more must we learn and do to close the racial gap in education?

5.01 - Mechanisms Explaining College Preparation and Outcomes

**Room:** Broadway 1

**Chair:** RYAN YEUNG, Hunter College

NICK HUNTINGTON-KLEIN, California State University. *The Changing Importance of Earnings as a Determinant of Major Choice*. ELIZABETH ACKERT, University of Texas at Austin

JASON BURNS, Michigan State University. *Students' Decisions and Under-Enrollment in AP Classes*

ELIZABETH S. PARK, University of Southern California. *The Role of Misaligned Math Placement in Propelling or Hindering STEM-Ready Students in Community Colleges*. FEDERICK NGO, University of Nevada, TATIANA MELGUIZO, University of Southern California

SABRINA SOLANKI, University of California. *New Faculty Types in Higher Education: The Impact of Lecturers with Security of Employment on Undergraduate Learning*. DI XU, University of California

5.02 - The Many Missions of Community Colleges

**Room:** Broadway 2

**Chair:** REBECCA UNTERMAN, MDRC

ADELA SOLIZ, Vanderbilt University. *If We Build It, Will They Come? The Role of Stimulus Funding in Increasing and Improving Vocational Training at Community Colleges*. WALTER ECTON, Vanderbilt University

RILEY ACTON, Michigan State University. *The Impact of Community College Subsidies on Public and Private College Markets*

SILVIA ROBLES, University of Michigan. *The Effect of Course Scarcity on Community College Students: Evidence from Waitlist Cutoffs*. MAX GROSS, University of Michigan, ROBERT FAIRLIE, University of California, THOMAS BARRIOS, True Car - Inc.

MATTHEW BAIRD, RAND Corporation. *Evaluation of Postsecondary Market-Driven Training RCT for Prescreened Unemployed and Underemployed Populations*. JOHN ENGBERG, RAND Corporation, ITALO GUTIERREZ, RAND Corporation, ELIZABETH THORNTON, RAND Corporation

5.03 - The Behavioral and Social Side of Learning

**Room:** Broadway 3

**Chair:** AMY SCHWARTZ, Syracuse University

LAURA M CRISPIN, Saint Joseph's University. ***Can Sports Reduce Bullying? Estimating the Causal Effect of Sports Participation and Physical Activity on Bullying in High School.*** DIMITRIOS NIKOLAOU, Illinois State University

MARTIN WEST, Harvard Graduate School of Education. ***School-Wide Positive Behavioral Interventions and Support as a Strategy for Measuring and Supporting Students' Social-Emotional Development: An Exploratory Analysis.*** KATHERINE KLENK, Harvard Graduate School of Education, ETHAN SCHERER, Harvard Graduate School of Education

NORA GORDON, Georgetown University. ***School Nutrition and Student Discipline: Effects of School-Wide Free Lunch.*** KRISTA RUFFINI, University of California

SUSANA CLARO, Pontificia Universidad Católica de Chile. ***The Effect of Self-Management on Achievement: Evidence from California CORE School Districts.*** SUSANNA LOEB, Stanford University

5.04 - Common Core Implementation and Effects

**Room:** Broadway 4

**Chair:** MORGAN POLIKOFF, University of Southern California

EDWARD CREMATA, University of Southern California. ***Who's Missing? Exploring the Roots of Student Opt Outs and Their Impact on School and District Accountability Systems in Multiple California Districts***

LAURA EGAN, Westat. ***Bringing Capacity to the Forefront: School and District Perceptions of Resource Availability and Adequacy to Support Standards-Based Reform***

JONATHAN SCHWEIG, RAND Corporation. ***Understanding Standards-Aligned Mathematics Teaching Using Instructional Logs: A National Perspective.*** JULIA KAUFMAN, RAND Corporation, V. DARLEEN OPFER, RAND Corporation

5.05 - Teacher Working Conditions

**Room:** Galleria 1

**Chair:** CHRISTINA COLLINS, United Federation of Teachers

DONGSOOK HAN, Michigan State University. *Managing Turnover of the STEM Teacher Workforce*. HYUNGJO HUR, Ohio State University

DILLON FUCHSMAN, University of Arkansas Department of Education Reform. *Local Labor Market Conditions, Principals' Leadership, Conscientiousness, and Beginning Teacher Turnover: A Study During the Great Recession*. GEMA ZAMARRO, University of Arkansas Department of Education Reform

ELISE DIZON-ROSS, Stanford University. *Understanding Teachers' Economic Anxiety in a High Cost Urban District*. SUSANNA LOEB, Stanford University, EMILY PENNER, University of California, JANE ROCHMES, Christopher Newport University

LUCY C. SORENSEN, University at Albany. *The Hidden Costs of Teacher Turnover*. CHAPMAN, Alisa, HELEN F. LADD, Duke University

5.06 - POLICY TALK - Evidence on Comprehensive Supports for College Degree Attainment

**Room:** Galleria 2

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

**Discussants:** PAMELA BLUMENTHAL, Portland Community College, STACY KEHOE, Education Northwest, MICHELLE WARE, MDRC, STEVEN HEMELT, University of North Carolina at Chapel Hill

Low-income and first-generation students continue to enroll in and complete college at significantly lower rates than their more advantaged peers. The stark differences in completion outcomes across socioeconomic groups, and the well-documented relationship between educational attainment and subsequent earnings, present an urgent need for effective strategies that promote persistence and degree attainment.

Several recent studies show that that programs that provide a combination of financial, academic and social supports have substantial impacts on persistence and degree attainment rates. The magnitude of these impacts reveal the pressing need for additional research on comprehensive college initiatives so that the field may operate with a detailed understanding of the mechanisms underlying these successful outcomes.

This policy talk contributes to this critical area by featuring a set of panelists that contributed to the rigorous impact evaluations of four unique comprehensive support programs: CUNY ASAP,

the Dell Scholars Program, the Carolina Covenant, and Portland Community College's Future Connect program. Although these four programs are similar in that they couple both financial and non-financial supports for the students they serve, the programs vary across program design elements, institutional settings, and the population of eligible students. The representation of these programs on one stage offers a broad and nuanced perspective around comprehensive support programs in higher education.

The panelists will talk about the evaluation findings in depth and discuss ongoing replication studies and implementation projects that build upon this prior work. This policy talk will highlight what the field needs to know across prior and ongoing comprehensive support initiatives and identify areas that are ripe for future research and innovation.

### **5.07 - Unexplored Determinants of College Admissions and Enrollment**

**Room:** Galleria 3

**Chair:** BRAD HERSHBEIN, W.E. Upjohn Institute for Employment Research

TIANSHU GUO, Columbia University. ***Are Regional Quotas Fair? Simulating Merit-Based College Admissions Using Unique Student-Level Data From***

***China.*** PRASHANT LOYALKA, Stanford University, XIAOYANG YE, University of Michigan

MAXIM PINKOVSKIY, Federal Reserve Bank of New York. ***The Affordable Care Act and the Market for Higher Education.*** RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York

STEPHANIE RIEGG CELLINI, George Washington University. ***Advertising in Higher Education.*** LATIKA CHAUDHARY, Naval Postgraduate School, WESLEY R. HARTMANN, Stanford University

JUDITH SCOTT-CLAYTON, Teachers College Columbia University. ***The Use of Criminal History in College Admissions: Effects on Enrollment and Campus Safety.*** RINA S.E. PARK, Teachers College Columbia University

### **5.08 - POLICY TALK - Regional Cost Indices in a Policy and Practice Context: The Case of Florida**

**Room:** Council

**Chair:** JASON WILLIS, WestEd

**Discussants:** LORI TAYLOR, Texas A&M, ALEX BERG-JACOBSON, WestEd, EVA REGUEIRA, Miami-Dade Public Schools

Regional cost indices have been used in various circumstances and contexts across various states in the country to adjust for the differences in costs in various geographic contexts. Florida has an

existing adjustment that has been incorporated into the state's school finance funding formula. Now, the formula is among the elements of the formula that are being discussed as part of a set of changes for the formula. This policy talk will bring together researchers and practitioners to discuss the intersection of how a review of the regional cost index may impact the way that policymakers think about and consider adjustments to the funding formula. This policy talk will also draw in larger contexts and considerations of the public education environment in Florida and its influence on how the debate of public school financing is being shaped.

From this Florida context the panel will discuss the benefits, challenges and opportunities presented by such reviews including the critical factor about how best to communicate what at times may be highly technical information. Further, the talk will aim to identify implications for policymakers and practitioners in other states and how research and evidence can be leveraged to contribute to the productive advancement of funding formulas that reflect the needs of the students in which these communities serve.

### **5.09 - Kids, Parents, Time in School, and Long-Run Outcomes**

**Room:** Forum

**Chair:** CHRISTIANA STODDARD, Montana State University

DAVID JAUME, Cornell University. ***The Long-Run Effects of Teacher Strikes: Evidence from Argentina.*** ALEXANDER WILLÉN, Cornell University

ISHTIAQUE FAZLUL, Georgia State University. ***Effect of Mother's Education on Child Health in Bangladesh***

IRMA ARTEAGA, University of Missouri. ***Labor Market Participation and Earnings: Evidence from an Early Childhood Intervention in an Urban Inner-City Setting.*** SUH-RUU OU, University of Minnesota

KRISTA RUFFINI, University of California. ***The Long-Term Labor Market Effects of Longer School Days: Evidence from a Large-Scale Reform.*** PATRICIO DOMINGUEZ, University of California

5.10 - Pensions in Educator Labor Markets

**Room:** Studio

**Chair:** MARGUERITE ROZA, Georgetown University

KRISTIAN L. HOLDEN, American Institutes for Research. ***How Much Do Teachers Value Deferred Compensation? Evidence from Defined Contribution Rate Choices.*** DAN GOLDHABER, American Institutes for Research & University of Washington-Bothell

CHAD ALDEMAN, Bellwether Education Partners. ***Estimating Individual Returns from Teacher Pension Plans.*** MARTIN LUEKEN, EdChoice

JAMES V. SHULS, University of Missouri - St. Louis. ***Are Public Pensions Regressive? Calculating Internal Rates of Return for Public School District Salary Schedules.*** ANDREW TIPPING, University of Missouri - St. Louis

5.11 - The Consequences of Court-Ordered Reform

**Room:** Directors

**Chair:** THOMAS DOWNES, Tufts University

CHRISTOPHER CANDELARIA, Vanderbilt University. ***School Finance Reforms Are Not Created Equally: State-Specific Responses to Court- and Legislative-Reforms from 1990 - 2014.*** SARAH E. KABOUREK, Vanderbilt University, KENNETH A. SHORES, University of Pennsylvania

BARBARA BIASI, Princeton University. ***School Finance Equalization and Intergenerational Mobility: An Instrumental Variables Approach***

JOYDEEP ROY, Columbia University. ***Free to Choose? Local School District Response to End of Court-Ordered Desegregation***

5.12 - Costs and Funding for Higher Education

**Room:** Park

**Chair:** WEI HA, Peking University

KEVIN STANGE, University of Michigan. ***The Curious Costs of College: Program-Level Differences and Lessons from Candidate Cost Drivers.*** STEVEN W. HEMELT, University of North Carolina at Chapel Hill, FERNANDO FURQUIM, University of Michigan, CASSANDRA BAXTER, University of Michigan

MACGREGOR OBERGFELL, University of Maryland. ***The Effects of In-State Tuition Freeze at Public Universities on Enrollment***

SOPHIA LADERMAN, SHEEO and the University of Denver. ***State Higher Education Finance***. ANDY CARLSON, SHEEO



**6.01 - The Design of Financial Aid Programs**

**Room:** Broadway 1

**Chair:** RAJEEV DAROLIA, University of Kentucky

ANDREW A SAMWICK, Dartmouth College and NBER. *The Insurance Value of Financial Aid*. KRISTY FAN, Dartmouth College, TYLER J. FISHER, Dartmouth College

ELIZABETH FRIEDMANN, University of California. *Money Left on the Table: An Analysis of Financial Aid Receipt among Financially Eligible Community College Students*. PACO MARTORELL, University of California

MONICA LEE, Stanford University. *The Impact of Changes in FAFSA Filing Deadlines: An Early Look*. ERIC BETTINGER, Stanford University, ODED GURANTZ, Stanford University

**6.02 - Diversity, Residency, and Undocumented Students in Higher Education**

**Room:** Broadway 2

**Chair:** ADELA SOLIZ, Vanderbilt University

DIYI LI, University of Missouri. *The Effect of Non-Resident Enrollment Growth on In-State College Students*

FEDERICK NGO, University of Nevada. *California DREAM: The Impact of Financial Aid for Undocumented Community College Students*. SAMANTHA ASTUDILLO, University of Southern California

JIHYE KAM, University of Wisconsin - Madison. *Role of Institutional Diversity: Student Affinity for Preferred College Major*

ANNIE LAURIE HINES, University of California. *Tuition Policy Changes and Academic Outcomes: The Impact of the Colorado ASSET legislation*. MICHEL GROSZ, ABT Associates

**6.03 - Health, Environment, Geography and Information:  
The Lesser Studied Parts of Policies**

**Room:** Broadway 3

**Chair:** BARBARA WOLFE, University of Wisconsin - Madison

ANUJ GANGOPADHYAYA, Urban Institute. *Early Life Medicaid Eligibility and Academic Outcomes*. JAVAERIA QURESHI, University of Illinois at Chicago

ANDREW BIBLER, University of Alaska Anchorage. ***Win or Lose: Residential Sorting after a School Choice Lottery.*** STEPHEN BILLINGS, University of Colorado Boulder

JENNIFER JENNINGS, Princeton University. ***The How, What and Why of School Choice Informational Interventions: Evidence from Interview Data.*** CAROLYN SATTIN-BAJAJ, Seton Hall University, STEWART BURNS, New York University, ALEXANDRA BRAY, New York University

DANIEL KREISMAN, Georgia State University. ***The Effect of Auto Emission Reductions on Student Health and Achievement: Evidence from Georgia's Diesel Bus Retrofit Program.*** GARTH HEUTEL, Georgia State University, WES AUSTIN, Georgia State University

#### 6.04 - ESSA: Design and Implementation Issues

**Room:** Broadway 4

**Chair:** RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York

JAMES SOLAND, NWEA. ***Can Student Behavior on Achievement Tests Help Measure Social-emotional Learning? Evidence from the OECD Test for Schools (PISA)***

LIHAN LIU, Tulane University. ***What Gets Measured Poorly, Gets Done Poorly: Outcome Levels, Student Growth and High-Stakes Accountability.*** DOUGLAS N. HARRIS, Tulane University

J. EDWARD GUTHRIE, Vanderbilt University. ***Beyond Percentiles: Defining the Goal and Measuring Progress for State Turnaround Initiatives***

STEPHANI L. WRABEL, RAND Corporation. ***Social and Emotional Learning Interventions under the Every Student Succeeds Act: An Evidence Review.*** SEAN GRANT, RAND Corporation, LAURA HAMILTON, RAND Corporation

#### 6.05 - Teacher Mobility, Sorting, and Incentives

**Room:** Galleria 1

**Chair:** MICHAEL LOVENHEIM, Cornell University

JESSE NAGEL, Michigan State University. ***Do Reforms to the Traditional Public School Teacher Labor Market Affect Charter Teachers as Well? Evidence from Tenure, Evaluation, and Collective Bargaining Changes in Michigan.*** JOSHUA COWEN, Michigan State University, KATHARINE O. STRUNK, Michigan State University, KAITLIN P. ANDERSON, Michigan State University

ANDREW MORGAN, University of Illinois at Chicago. *Teacher Response to Higher Pay: Evidence on Compensating Differentials from Dallas ISD*. MINH NGUYEN, University of Illinois at Chicago

KAITLIN P. ANDERSON, Michigan State University. *Is the "War on Teachers" a Victory for Students? Estimating the Impact of Teacher Labor Market Reforms on the Distribution of High-Quality Teachers to High-Needs Districts*. JOSHUA COWEN, Michigan State University, KATHARINE O. STRUNK, Michigan State University

VERONICA KATZ, University of Virginia. *Using Financial Incentives to Attract and Retain High-Performing Teachers in Low-Performing and Low-Income Schools: Evidence from D.C. Public Schools Using a 7-Year Panel*. EMILY WISEMAN, University of Virginia, JAMES WYCKOFF, University of Virginia, THOMAS DEE, Stanford University

**6.06 - POLICY TALK - De-Mystifying Capacity: What state Education Leaders Actually Need to Know and Be Able To Do to Use Data and Research Evidence to Drive Improvement**

**Room:** Galleria 2

**Chair:** SARA KERR, Results for America

**Discussants:** SARA KERR, Results for America, ERIN O'HARA, Tennessee Education Research Alliance, CHRISTOPHER RUSZKOWSKI, New Mexico Public Education Department

The Every Student Succeeds Act (ESSA) gives states, school districts, and schools more opportunities to design their own educational systems. At the same time, ESSA requires and encourages the use of evidence-based approaches and continuous improvement. ESSA's evidence provisions, if implemented well, will ensure more resources are invested in state and local practices, policies, and programs that are most likely to have a positive impact on student outcomes.

Whether the nation capitalizes on this opportunity, however, depends greatly on the capacity of state education leaders and policymakers to leverage evidence, evaluation, and continuous improvement to solve their most pressing challenges. But what do we really mean when we talk about building the capacity of state education leaders to use data, evaluation, and continuous improvement? Taken another way, what are the barriers preventing states from more regularly and rigorously engaging with data and research evidence to drive improvement? And if we can't name them specifically, how can we expect state education agencies to know where and how to invest in capacity-building efforts?

In this talk, hear from four dynamic education leaders with deep experience and expertise in data-driven and evidence-based policymaking, each with a unique perspective on what it really means to build capacity to make data- and evidence-informed decisions. The conversation will test some existing assumptions and generate new ideas about what specific skills, will, knowledge, and resources state leaders serious about making data and evidence central doing business should invest

in, as well as concrete ways in which policymakers at the federal, state, and local levels can help create the conditions to incentivize and support state efforts to build capacity to use data and evidence.

### **6.07 - State Policy and Diversity in Postsecondary Education**

**Room:** Galleria 3

**Chair:** MICHAL KURLAENDER, University of California Davis

RACHEL BURNS, University of Georgia. ***An Event History Analysis of State ISRT Policies for Undocumented Students in Higher Education***

DAVID P. SIMS, Brigham Young University. ***State Education Differentials and Federal Subsidies to Higher Education***

HYEIN LEE, City University of New York. ***DACAmented Success in Public Institutions of Higher Education***. SANGDONG TAK, City University of New York

RACHANA BHATT, University of Southern Georgia. ***Impact of Changes to the Georgia HOPE Scholarship on Student Employment***. LORI PRINCE HAGOOD, University of Southern Georgia

### **6.08 - Role of Faculty in Higher Education**

**Room:** Council

**Chair:** TATIANA MELGUIZO, University of Southern California

NEIL THEOBALD, Indiana University. ***Measuring Administrative Bloat: How It Should Be Thought About and Addressed***

SUSAN BICKERSTAFF, Community College Research Center. ***Role of Adjunct Faculty in Realizing the Postsecondary Dreams of Historically Marginalized Student Populations***. FLORENCE XIAOTAO RAN, Community College Research Center, JASMINE SANDERS, Community College Research Center, OCTAVIANO CHAVARIN, Community College Research Center

BRADLEY CURS, University of Missouri. ***Nonresident Enrollment Growth and Faculty Employment***. OZAN JAQUETTE, University of California

FLORENCE XIAOTAO RAN, Teachers College Columbia University. ***Temporary Adjuncts as an Effective Way to Screen for Effective Long-Term Instructors: Are Colleges Retaining the Most Effective Adjuncts?*** DI XU, University of California

6.09 - School Choice and Student Segregation

**Room:** Forum

**Chair:** ANDREW MCEACHIN, RAND Corporation

SEAN P. CORCORAN, New York University. ***Does School Choice Increase Racial and Socioeconomic Integration? Evidence from New York City.*** JENNIFER L. JENNINGS, Princeton University

SARAH MCKENZIE, University of Arkansas. ***Re-Examining Racial and Socio-economic Segregation in U.S. Charter Schools.*** ROY MCKENZIE, University of Arkansas, GARY RITTER, University of Arkansas

RODNEY P. HUGHES, West Virginia University. ***Understanding the Impact of Socioeconomic-Based Student-Assignment Policies: Evidence from Wake County, North Carolina.*** DARRYL V. HILL, Fulton County Schools, MATTHEW A. LENARD, Wake County Public Schools, DAVID L. LIEBOWITZ, Organization for Economic Co-operation and Development, LINDSAY C. PAGE, University of Pittsburgh

SARAH WINCHELL LENHOFF, Wayne State University. ***Inter-District School Choice and Student Segregation: Evidence from Metro Detroit.*** BEN POGODZINSKI, Wayne State University

6.10 - Assessing the Value of the edTPA

**Room:** Studio

**Chair:** RODDY THEOBALD, American Institutes for Research

JOHN SEELKE, University of Maryland. ***New Teacher Perceptions on edTPA***

MAHMOUD A. A. ELSAYED, Georgia State University. ***Pre-Service Performance Assessment and Retention in Teacher Preparation Programs***

MICHAEL GOTTFRIED, University of California. ***Do New Teachers Feel Prepared to Educate Students with Learning Disabilities? Evidence from California.*** ETHAN HUTT, University of Maryland, JACOB KIRKSEY, University of California

6.11 - Potential Ways of Increasing Educator Productivity

**Room:** Directors

**Chair:** SETH GERSHENSON, American University

HWANOONG LEE, Michigan State University. ***The Effect of Providing Teacher Productivity Information to Schools: Evidence from North Carolina***

MINH NGUYEN, University of Illinois at Chicago. ***A Study of the Chicago Public Schools Principal Residency Program***. STEVEN RIVKIN, University of Illinois at Chicago, LAUREN SARTAIN, University of Chicago, JEFFREY SCHIMAN, Georgia Southern University

SUSAN BUSH-MECENAS, University of Southern California. ***Guiding Principals: Middle-Manager Coaching and Human Capital Reform***. JULIE MARSH, University of Southern California, KATHARINE O. STRUNK, Michigan State University, LAURA MULFINGER, University of Southern California

**Brown-Bag Lunch and Poster Session II**  
**Friday, March 16, 2018 - 12:00pm to 1:00pm**

**Brown-Bag Lunch and Poster Session II**

Grab your lunch at a nearby restaurant or food truck, then bring it back to the poster session and check out some new research while you eat. AAFP will provide free soft drinks, desserts, and café table seating during both sessions.

**Room:** Atrium

EARLY CHILDHOOD

1. YAN LI, Mississippi Department of Education. ***Striving for Student Success: The Impact of Mississippi's Early Learning Collaboratives***

INEQUALITY AND SOCIAL CONTEXT

2. BROOKS BOWDEN, North Carolina State University. ***Comprehensive Student Support Model: A Cost Perspective***. ATSUKO MUROGA, Teachers College, ROBERT SHAND, Ohio State University, ANYI WANG, Teachers College
3. LEAH CLARK, Carnegie Mellon University. ***Attendance and Suspension Trajectories of K-12 Students Using Human Services***
4. WALTER COOK, New Detroit. ***The Relationship Between Academic Growth and School Climate and Culture: Lessons from Detroit***. NANCY DUCHESNEAU, Michigan State University College of Education
5. ELIF DILDEN, Kansas State University. ***Parental Socioeconomic Status (SES) Affect on Child's Math Scores: Evidence from OECD countries***
6. JOSEPH J. FERRARE, University of Kentucky. ***Do Charter Schools Close Racial and Socioeconomic Achievement Gaps Over Time? A Longitudinal Analysis of Indiana's Charter Schools***. JOSEPH WADDINGTON, University of Kentucky, MARK BERENDS, University of Notre Dame
7. ANGELA JOHNSON, Stanford University. ***Access to Academic Content: Heterogeneity within the High School English Learner Population***
8. L. JOY JOHNSON, University of Michigan. ***Associations between Teaching Quality and Socio-Demographic Characteristics***
9. HANA KANG, Michigan State University. ***Moderating Effect of Various Socioeconomic Statuses on the Relationship between TIMSS and PISA***. WILLIAM SCHMIDT, Michigan State University
10. ALEC KENNEDY, University of Washington. ***Are We Correctly Measuring the Disproportionality of Minority Students in Special Education?***
11. ALEC KENNEDY, University of Washington. ***Examining the Impact of the Removal of Out-of-School Suspension on Student and School Outcomes***
12. CHARLES MIDTHUN, University of North Carolina at Chapel Hill. ***Paying for Quality: PTO Influence on Teacher Quality in North Carolina Elementary***

**Brown-Bag Lunch and Poster Session II**  
**Friday, March 16, 2018 - 12:00pm to 1:00pm**

- Schools through the Great Recession.*** ERIC HOUCK, University of North Carolina at Chapel Hill
13. VERONICA MINAYA, Politecnico di Milano. ***Understanding the Gender and Race Disparities in STEM Graduation and Major Choice***
14. JEAN FELIX NDASHIMYE, University of Missouri. ***The Geography of Success in Engineering Majors: Exploring Rural-Nonrural Disparities.*** RAJEEV DAROLIA, University of Kentucky
15. BEN OST, University of Illinois at Chicago. ***Do Teachers from Earlier Cohorts Contribute to the Math Gender Gap?*** JAVAERIA QURESHI, University of Illinois at Chicago
16. MARCOS A. RANGEL, Duke University. ***Initial Classroom Conditions and the Formation of Teacher Biases.*** YING SHI, Stanford University
17. ELIZABETH I. RIVERA RODAS, Montclair State University. ***Gentrification and the Widening Achievement Gap***
18. JARED SCHACHNER, Harvard University. ***How Does Social Class Shape School and Neighborhood Selection Processes? Disentangling the Roles of Cognitive Skills, Non-Cognitive Skills, and Cultural Capital***
19. MICHAEL R. SCOTT, University of Texas at Austin. ***Immigrant Student Achievement and Moving from Gentrifying Neighborhoods***
20. CHRISTINE THELEN, Michigan State University. ***Investigating Parental Involvement Policies in Urban & Suburban Districts in Michigan***
21. SIVAN TUCHMAN, University of Washington. ***The Disciplinary Tipping Point to Special Education Referral***
22. MANUEL VAZQUEZ, Education Northwest. ***Identifying Schools that Beat the Odds in Reading: Comparing School-Level and Student-Level Analyses.*** LAUREN BATES, Education Northwest, CAITLIN SCOTT, Education Northwest
23. PO YANG, Peking University. ***Digital Divide and Inequality in Household Education Investment.*** YING XU, Peking University

K-12 INTERVENTIONS AND SHORT-TERM OUTCOMES

24. ZIXI CHEN, Michigan State University. ***Indiana Elementary Teachers' Response to High-stake IREAD-3 Assessment Policy: Evidence from Teachers' Informal Professional Resource Acquisition within Pinterest.*** KAITLIN TORPHY, Michigan State University, SIHUA HU, Northwestern University, SERENA SALLOUM, Ball State University, YUQING LIU, Michigan State University, KAT MCCONNELL, Ball State University
25. RICHARD DISALVO, University of Rochester. ***Grade Configurations and Student Performance: Evidence from Recent National Data***



**Brown-Bag Lunch and Poster Session II**  
**Friday, March 16, 2018 - 12:00pm to 1:00pm**

26. PEGGY SORENSEN, Ohio Department of Education. ***Fostering Sustainable Innovation: A Bureaucrat's View***. SUSAN ZELMAN, Ohio Department of Education
27. MOLLY I. BECK, University of Arkansas. ***Effects of a Promise Program on School Culture***. ANGELA WATSON, University of Arkansas, YUJIE SUDE, University of Arkansas, GARY RITTER, University of Arkansas
28. NICHOLAS SORENSEN, American Institutes for Research. ***Does Readiness for Eighth-Grade Algebra Matter? A Quasi-Experimental Analysis of Short- and Longer-Term Outcomes in Two Large Districts***. KIRK WALTERS, American Institutes for Research, WHITNEY CADE, American Institutes for Research, MARISA DE LA TORRRE, University of Chicago Consortium for School Research, RYAN EISNER, American Institutes for Research
29. ALBERT CHENG, Harvard University. ***Hard Work and Soft Skills: The Attitudes, Abilities and Character of Students in Vocational-Technical Classes***. COLLIN HITT, Southern Illinois University
30. ZACH LECLAIR, University of Washington. ***Public Policy, Organizational Reform Strategies, and Performance: A Textual Analysis of Strategic Actions that Move the Needle in Underperforming Schools***. MIN SUN, University of Washington, JING LIU, Stanford University, JUNMENG ZHU, University of Washington
31. GREGORY GILPIN, Montana State University. ***Does Public Library Use Influence Summer Learning Loss?*** ANTON BEKKERMAN, Montana State University
32. CARLOS X. LASTRA-ANADON, Harvard University. ***The Effect of District and School Choice on Student Outcomes: Evidence from a Natural Experiment in Denmark***. KIM SODERSKOV, Aarhus University, SOREN SERRITZLEW, Aarhus University, MARTIN BAEKGAARD, Aarhus University

K-12 STANDARDS, CURRICULUM, ACCOUNTABILITY, AND ASSESSMENT

33. TOMMASO AGASISTI, Politecnico di Milano. ***Evaluating the Stability of School Performance Estimates for School Choice: Evidence for Italian Primary Schools***. VERONICA MINAYA, Politecnico di Milano
34. ANDREA J. BINGHAM, University of Colorado Colorado Springs. ***Personalized Learning in the Age of Accountability***
35. SHAUNA CAMPBELL, University of Southern California. ***Do Charter Schools Adopt More Innovative Materials? Analysis from California and Texas***. MORGAN POLIKOFF, University of Southern California
36. F. CHRIS CURRAN, University of Maryland. ***Early Elementary Science Instruction: Estimating the Impacts of Instructional Time and Content Coverage on Equity in and Achievement on Science in Kindergarten through Second Grade***

**Brown-Bag Lunch and Poster Session II**  
**Friday, March 16, 2018 - 12:00pm to 1:00pm**

37. CHRYS DOUGHERTY, ACT. ***Are We Neglecting Key Subjects in the Early Grades? Survey Results on Teaching Science and Social Studies in Kindergarten through Third Grade.*** RAEAL MOORE, ACT
38. ADAM EDGERTON, University of Pennsylvania. ***Consistency Matters: Teacher Policy Alignment, Poverty and Student Achievement***
39. CHRIS HOLLINS, Santa Maria Joint Union High School District. ***Familiar Faces in Secondary Grades: Does Having Classmates from the Previous School Year Link to Better Attendance this Year?*** J. JACOB KIRKSEY, University of California, PETE FLORES III, Santa Maria Joint Union High School District
40. LYDIA ROSS, Arizona State University. ***A Geographic Analysis of Opting-Out Behavior in Colorado.*** KATHRYN CHAPMAN, Arizona State University, SHERMAN DORN, Arizona State University
41. LEIGH WEDENOJA, Brown University. ***The Daily Attendance Patterns of High School Students***
42. JEFFREY ZABEL, Tufts University. ***Considering the Role of Class Size in Resource Allocation: The Case of Massachusetts.*** AMY ELLEN SCHWARTZ, Syracuse University, MICHELE LEARDO, New York University

K-12 SCHOOL FINANCE: ADEQUACY, EQUITY, AND IMPACT

43. DELIA B ALLEN, University of Georgia. ***The Legal Realism of School Funding Litigation: When a State is Found to be in Violation of Its Constitution, But More Money Was Not the Remedy?***
44. FAHIMEH BAHRAMI, University of Vermont. ***Variation in Special Education Incidence and Funding Across the States.*** TAMMY KOLBE, University of Vermont, JESSE LEVIN, AIR, KIERAN KILLEEN, University of Vermont
45. MARTHA BRADLEY-DORSEY, University of Arkansas. ***Who Isn't Teaching the Kids: Examining Changes in Non-Classroom Certified Personnel***
46. TASMINDA K DHALIWAL, University of Southern California. ***Break from the Past or More of the Same? Exploring the Impact of California's Local Control Funding Formula on School Districts.*** PAUL BRUNO, University of Southern California
47. JESS GARTNER, Allovue. ***How are Public Schools Funded?***
48. JESSICA S. MERKLE, Auburn University. ***Free School Meal Program and Violence in South Korean Schools.*** HONG LEE, Wright State University, DUHA ALTINDAG, Auburn University
49. HAIZHEN MOU, University of Saskatchewan. ***An Evaluation of the Cost Efficiency in the Public K-12 Education Systems of Canada***
50. CHRIS NEEDHAM, University of North Carolina at Chapel Hill. ***Special Education Finance and the Inequities of District Funding in North Carolina.*** ERIC HOUCK, University of North Carolina at Chapel Hill

**Brown-Bag Lunch and Poster Session II**  
**Friday, March 16, 2018 - 12:00pm to 1:00pm**

51. FRAN O'REILLY, Evidence-Based Education Research & Evaluation. ***Refining a Model for Measuring Equity for Students with Disabilities.*** STEPHANIE LEVIN, IMPAQ International
52. VIVIANA RODRIGUEZ, Teachers College. ***Unpacking Collaborative Efforts of School-University Partnerships: An Economic Evaluation.*** ROBERT SHAND, Ohio State University, ATSUKO MUROGA, Teachers College
53. QI ZHENG, Peking University. ***A Silver Bullet or Over-Rated Solution: An Unexpected Result: The Class Size Effect in China-Evidence from the PISA 2015.*** PO YANG, Peking University

K-12 SCHOOL FINANCE: POLITICAL AND ECONOMIC FACTORS

54. JOHANNA HANLEY, University of Georgia. ***Beyond Longevity: A Study of Charter Schools, Budget Deficits, and the Sustainability of Education Reform in Los Angeles***
55. SHARON KIOKO, University of Washington. ***Funding Washington's School Districts.*** OLHA KRUPA, Seattle University
56. MARK OLOFSON, University of Texas at El Paso. ***District Effects on Student Absenteeism: Implications for School Funding based on Average Daily Attendance.*** DAVID KNIGHT, University of Texas at El Paso
57. EDWARD J. SMITH, University of Pennsylvania. ***Where's the Money? When Tax Increment Financing Meets Place-Based College Scholarships.***
58. LARAVEN TEMONEY, Winthrop University. ***All Talk but No Action: A Reexamination of Education in South Carolina's Corridor of Shame.*** LAURA ULLRICH, Winthrop University

K-12 SCHOOL GOVERNANCE, CHOICE, AND POLITICS

59. MICHAEL SHAW, EdChoice. ***Indiana's School Choice Deserts: Where Do Hoosier K-12 Students Need Quality Schools?*** ANDREW D. CATT, EdChoice
60. ANDREW D. CATT, EdChoice. ***Why Indiana Parents Choose the Schools They Do.*** EVAN RHINESMITH, Basis Policy Research
61. MICHAEL CROUCH, Vanderbilt University. ***Comparative Racial Representation in a School Choice Context: Evidence from Tennessee***
62. WILLIAM FLANDERS, Wisconsin Institute for Law & Liberty. ***'Correct' School Choices? The Role of Information in Parental Decision-Making***
63. CHARISSE GULOSINO, University of Memphis. ***The Influence of Donor-Directors and Their Sectoral Affiliation on Charter School Financial and Academic Outcomes.*** ELIF SISLI-CIAMARRA, Stonehill College
64. CHRISTAL HAMILTON, University of Missouri. ***Increasing Choice or Limiting Opportunity? A Socio-Spatial Analysis of Charter School Location in North Carolina***

**Brown-Bag Lunch and Poster Session II**  
**Friday, March 16, 2018 - 12:00pm to 1:00pm**

65. JAMES KITCHIN, UMBC School of Public Policy. ***Islands unto Themselves? Documenting Geographic Isolation of Schools and Examining the Implications for Education Policy.*** F. CHRIS CURRAN, UMBC School of Public Policy
66. OLIVIA G. MURRAY, Vanderbilt University. ***Promoting Priorities: Explaining the Adoption of Compulsory Schooling Laws in Africa***
67. BEN POGODZINSKI, Wayne State University. ***School-Level Organizational Factors and Student Mobility.*** SARAH WINCHELL LENHOFF, Wayne State University
68. FILIPE RECCH, Stanford University. ***Mezzo Level Management and School Value Added: Evidence from the State of São Paulo/Brazil***
69. YUJIE SUDE, University of Arkansas. ***Do You Have Your Cream with Your Gamble? Exploratory Study of Post-Randomization School Switches after Four Years of implementation of a State-Wide Private School Voucher Program***
70. PAUL N. THOMPSON, Oregon State University. ***School District Financial Health Information and Electoral Accountability: Evidence from Ohio School Board Elections***

7.01 - Immigration Enforcement

**Room:** Broadway 1

**Chair:** CASSANDRA HART, University of California - Davis

RAYMOND ZUNIGA, Virginia Tech. ***The Chilling Effect of ICE: The Effects of a Large Worksite Enforcement Operation on Academic Performance for Young Children in a Targeted Community***

MARK MURPHY, Stanford University. ***The Effects of Immigration Enforcement on Students and Schools: Evidence from School Enrollment Data***. THOMAS S. DEE, Stanford University

LAURA BELLOWS, Duke University. ***Immigration Enforcement and Student Achievement***

CAROLYN SATTIN-BAJAJ, Seton Hall University. ***Schools as Sanctuaries? Examining the Relationship between Immigration Enforcement and Attendance Rates for Immigrant-Origin Children***. JACOB KIRKSEY, University of California, MICHAEL GOTTFRIED, University of California

7.02 - College Costs, Repayment, and Information

**Room:** Broadway 2

**Chair:** SUSAN DYNARSKI, University of Michigan

PAUL E. PETERSON, Harvard University. ***Experimental Estimates of the Effect of Information about the Costs and Returns to Postsecondary Education on Adult Aspirations for Children***. ALBERT CHENG, Harvard University

AARON ANTHONY, University of Pittsburgh. ***Information and Uncertainty in College Cost Calculators***. LINDSAY C. PAGE, University of Pittsburgh

CHRISTINE MULHERN, Harvard University. ***How Student Misinterpretation of College Admissions Data Reduces College Aspirations***

LESLEY J. TURNER, University of Maryland. ***Earnings Expectations, Behavioral Biases, and the Design of Student Loan Repayment Schemes***. KATHARINE ABRAHAM, University of Maryland, EMEL FILIZ-OZBAY, University of Maryland, ERKUT OZBAY, University of Maryland

7.03 - Making the Best Use of Time

**Room:** Broadway 3

**Chair:** KATY ROUSE, Elon University

HANBYUL RYU, University of California. ***The Effects of Early Entrance to Primary School on Educational Quality: Evidence from Brazilian Compulsory Schooling Reform***

MARTIN CARNOY, Stanford University. ***The Impact of Increased Instructional Time on Student Outcomes: Evidence from Brazil***. LEONARDO ROSA, Stanford University, ERIC BETTINGER, Stanford University, PEDRO DANTAS, Stanford University

SARA 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***. STEPHEN PORTER, North Carolina State University, TRIP STALLINGS, North Carolina State University

BETH SCHUELER, Harvard Kennedy School. ***Making the Most of School Vacation: A Field Experiment of Small Group Math Instruction***

7.04 - The Implementation and Effects of Curriculum Materials

**Room:** Broadway 4

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

JULIA KAUFMAN, RAND Corporation. ***Connecting Teachers' Instructional Materials with What They Think and Do: Findings from the RAND American Teacher Panel***. V. DARLEEN OPFER, RAND Corporation, JOSEPH PANE, RAND Corporation, LINDSEY THOMPSON, RAND Corporation

DAVID BLAZAR, University of Maryland. ***Never Judge a Book by Its Cover: Evaluating Mathematics Textbooks Against Gains in Student Achievement***. THOMAS J. KANE, Harvard University, MORGAN POLIKOFF, University of Southern California, DAN GOLDHABER, American Institutes for Research & University of Washington-Bothell, MICHAL KURLAENDER, University of California

RACHEL S. WHITE, University of Southern California. ***The Effect of Curriculum Material Changes on District Teacher Labor Composition***. SHIRA KORN, University of Southern California

V. DARLEEN OPFER, RAND Corporation. ***Connecting What Teachers Know About ELA Standards and What They Do in Classrooms***. JULIA KAUFMAN, RAND Corporation, LINDSEY THOMPSON, RAND Corporation, JOSEPH PANE, RAND Corporation

7.05 - Policy Issues in Private School Choice

**Room:** Galleria 1

**Chair:** UMUT OZEK, American Institutes for Research

ALISON GRANTHAM, U.S. Government Accountability Office (GAO). ***Federal Disability Rights for Students Enrolled in Voucher and Education Savings Account***

***Programs.*** ALISON GRANTHAM, U.S. Government Accountability Office (GAO), BARBARA STEEL-LOWNEY, U.S. Government Accountability Office (GAO), NAGLA'A EL-HODIRI, U.S. Government Accountability Office (GAO), JACQUELINE NOWICKI, U.S. Government Accountability Office (GAO)

MOLLY STEWART, Indiana University Bloomington. ***Constructing a Transparency Index for Education Policy Analysis.*** JODI MOON, Rice University

JOSEPH WADDINGTON, University of Kentucky. ***Cream Skimming and Push Out of Voucher Students in Indiana.*** RON ZIMMER, University of Kentucky, MARK BERENDS, University of Notre Dame

BARBARA STEEL-LOWNEY, U.S. Government Accountability Office (GAO). ***Voucher and Education Savings Account Characteristics and Accountability Policies.*** BARBARA STEEL-LOWNEY, U.S. Government Accountability Office (GAO), ALISON GRANTHAM, U.S. Government Accountability Office (GAO), NAGLA'A EL-HODIRI, U.S. Government Accountability Office (GAO), JACQUELINE NOWICKI, U.S. Government Accountability Office (GAO)

7.06 - POLICY TALK - Diversity in the Supply of School Options: Theory, Reality, and Policy Levers for Change

**Room:** Galleria 2

**Chair:** COLLEEN MCCANN, Center on Reinventing Public Education

**Discussants:** JEN HOLLADAY, Denver Public Schools, MEGHAN CARRIER, Together Colorado, BRANDON ZIEGLER, Walton Family Foundation, BETHENY GROSS, Center on Reinventing Public Education

One of the ways in which choice is supposed to improve results for students is by facilitating better matches between students and schools. This assumes that systems provide families with school options to choose from. But some are concerned that schools in high-choice cities may all offer similar programs and so constrain the ability of parents to find a good (and distinctive) match for their child.

To understand the extent to which families' school choices are diverse or homogenous, the Center on Reinventing Public Education (CRPE) used publicly available information about school programmatic offerings to analyze the portfolio of school options in three choice-rich cities: Denver, New Orleans, and Washington, DC. CRPE's analysis found that schools in our three study cities did vary in their curricular, pedagogical and extracurricular offerings, but that many did a poor job of differentiating themselves and making clear their distinct offerings, particularly schools at the K-8 level. Recent results from CRPE's parent surveys revealed that while parents perceived their school systems as providing a lot of options to choose from, they felt that the choices actually available to them were quite limited.

In this policy talk, we will discuss this issue with three education leaders from Denver who are immersed in the work of diversifying the city's school supply. The talk will probe the following topics:

- To what degree is the array of school options diverse and varied in choice-rich cities like Denver? How much diversity is meaningful for families, and what dimensions of school diversity are they seeking?
- What are the policy mechanisms Denver is using to shape the supply, and what others are available to cities?
- What are the implications for cities where choice is just starting and/or growing? What strategies can they use to track and shape the supply of schools and how it does or does not meet what communities and families want?

The goal of the talk is to delve into this issue that is top-of-mind for many cities and have a rich discussion with education leaders representing different sectors in a city who are taking action to address it. Our hope is to illuminate for researchers the importance of school fit for families as well as academic quality and to connect research findings on diversity of options with possible policy mechanisms for change.

### **7.07 - Innovative Parenting Interventions in Early Childhood**

**Room:** Galleria 3

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

ELISE CHOR, Temple University. ***Two-Generation Education Interventions for Low-Income Mothers and Their Young Children***

SEBASTIAN GALLEGOS, Princeton University. ***Increasing Attendance at Head Start: A Behavioral Approach***. SUSAN MAYER, University of Chicago, ARIEL KALIL, University of Chicago

HANS FRICKE, Stanford University. ***Actionable Advice to Foster Parental Engagement: Evidence from an Early-Childhood Text Messaging***



**Experiment.** KALENA E. CORTES, Texas A&M University, SUSANNA LOEB, Stanford University, DAVID SONG, Stanford University

MILAGROS NORES, Rutgers University. ***The AVANCE Randomized Controlled Trial Outcomes Study.***

### 7.08 - Effects of Changes in the Supply Side of Higher Education

**Room:** Council

**Chair:** JUDITH SCOTT-CLAYTON, Columbia University Teachers College

CHRIS BENNETT, Vanderbilt University. ***Institutional Expenditures and Economic Mobility for College Students from Low-Income Backgrounds***

REZA SATTARI, Ohio State University. ***Public Research Funding and Scientific Productivity.*** BRUCE WEINBERG, Ohio State University

MARK UMBRIGHT, University of Michigan. ***Variation in and Consequences of Undergraduate Class Size.*** KEVIN STANGE, University of Michigan

### 7.09 - Principal Labor Markets and Impacts

**Room:** Forum

**Chair:** JIM WYCKOFF, University of Virginia

M. DANISH SHAKEEL, University of Arkansas. ***Who Stays, Who Leaves? Determinants of Attrition Patterns of School Principals across School Sectors.***

ALIZA N. HUSAIN, University of Virginia. ***Gender in School Leadership: Effects on Teacher Retention.*** DAVID A. MATSA, Northwestern University, AMALIA R. MILLER, University of Virginia

BRENDAN BARTANEN, Vanderbilt University. ***Does Principal Turnover Harm School Performance?*** JASON A. GRISSOM, Vanderbilt University, LAURA K. ROGERS, Vanderbilt University

ERICA HARBATKIN, Vanderbilt University. ***Examining the Effects of Principal Turnover: A Within- and Between-Year Analysis.*** GARY T. HENRY, Vanderbilt University

**7.10 - Learning More from Randomized Controlled Trials (RCTs):  
Quasi-Experimental Cousins and Costs**

**Room:** Studio

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

MAYA ESCUETA, Teachers College. ***Addressing Missing Data of Economic Evaluations in Education: A Simulation-Based Approach.*** BROOKS BOWDEN, North Carolina State University & Teachers College Columbia University, ATSUKO MUROGA, Teachers College

QI ZHANG, Western Michigan University. ***An Investigation of Design and Statistical Power for Planning Cluster Randomized Trials with Student and Teacher Outcomes.*** JESSACA SPYBROOK, Western Michigan University, FATIH UNLU, RAND

HIREN NISAR, Abt Associates. ***Quantifying the Policy Reliability of Competing Non-Experimental Methods for Measuring the Impacts of Social Programs.*** STEPHEN BELL, Abt Associates, CLAUDIA SOLARI, Abt Associates, LARRY ORR, Larry Orr Consulting

**7.11 - The Effects of School Finance Reform in China**

**Room:** Directors

**Chair:** LORI TAYLOR, Texas A&M University

FENGMING LU, Duke University. ***Intergovernmental Transfer Under Heterogeneous Accountability: The Effects of the 2006 China Rural School Finance Reform.*** YANQING DING, Peking University, XIAOYANG YE, University of Michigan

LI JU CHEN, National Kaohsiung Normal University. ***Equal Educational Opportunity and the Free-tuition Policy: Can Student Subsidy Improve Fiscal Equity?***

YING XU, Peking University. ***Why Tuition Free Policy in Secondary Vocational Schools Caused Decreased Student Enrollment in China.*** ZHILEI TIAN, Peking University

RONGXIN ZHANG, Central University of Finance and Economics. ***The Equity, Adequacy and Impacts of K-12 Education Finance: Practice from the Chinese Central Government.*** XIAO FENG, Central University of Finance and Economics

**8.01 - Meeting the Needs of Immigrant and English Language Learner Students**

**Room:** Broadway 1

**Chair:** NORTH COOC, The University of Texas at Austin

JEANNE M. POWERS, Arizona State University. *Immigrant Achievement, School Factors, and Third Generation Isolation: Evidence from PISA 2012*. MARGARITA PIVOVAROVA, Arizona State University

ANNA VAN WINDEKENS, University of Washington. *Recently Reclassified English Learners: Does an Increase in Discretionary Funds Improve Their Achievement?* NATHAN ADKINS, University of Washington

STEPHANIE POTOCHNICK, University of Missouri. *The Academic Adaptation of Immigrant Students with Interrupted Schooling*

MARCUS A. WINTERS, Boston University. *High School English Learners' Access to College-Preparatory Courses: EL Status as Double-Edged Sword?* YASUKO KANNO, Boston University

**8.02 - Free College**

**Room:** Broadway 2

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

DENISA GANDARA, Southern Methodist University. *Making Good on Promises: Design Features and Enrollment Effects of Two-Year Free College Programs*. AMY LI, University of Northern Colorado

MEREDITH BILLINGS, University of Georgia. *Echo of a Promise: The Impact of State-Designated Michigan Promise Zones*

JENNA W. KRAMER, Vanderbilt University. *Experimental Evidence on the Effects of Informational Framing During the College Transition*

ELISE SWANSON, University of Arkansas. *Start to Finish: Examining the Impact of the El Dorado Promise on Postsecondary Outcomes*. GARY RITTER, University of Arkansas

**8.03 - Risky Business: Student Behaviors and Impacts**

**Room:** Broadway 3

**Chair:** BRENT EVANS, Vanderbilt University

FAISAL AL-SAAD, Montana State University. *Healthy and Risky Behaviors and Educational Attainment: An Update to Dee and Evans (2003)*. GREGORY GILPIN, Montana State University

ANNA J. EGALITE, North Carolina State University. *Dealing with Truant Students: Findings from a State-Level Policy Banning Suspensions for Truancy*. KAITLIN P. ANDERSON, Michigan State University, JONATHAN N. MILLS, University of Arkansas

ADAM WRIGHT, Western Washington University. *Legal Access to Marijuana and Student Performance*. JOHN KRIEG, Western Washington University

MAGDALENA BENNETT, Teachers College - Columbia University. *Better Together? Social Networks in Truancy and the Targeting of Treatment*. PETER BERGMAN, Teachers College - Columbia University

**8.04 - Effects of Spending and Financial Incentives on Non-Financial Outcomes**

**Room:** Broadway 4

**Chair:** JOYDEEP ROY, Columbia University

PHILIP GIGLIOTTI, SUNY Albany. *Education Expenditures and Student Performance: Evidence from the Save Harmless Provision in New York State*. LUCY C. SORENSEN, SUNY Albany

MICHAEL GILRAINE, New York University. *Public Schools, Class Size Caps, and Segregation*. ROBERT MCMILLAN, New York University

CORBIN L. MILLER, Cornell University. *The Effect of Education Spending on Student Achievement: Evidence from Property Values and School Finance Rules*

WENDY CHEN, George Mason University. *Are Unequal Educational Outcomes Caused by Imbalanced Spending Distribution on Education? Lessons from Cross-Country Comparison*

**8.05 - POLICY TALK - Beyond Test Scores?  
Amplifying Accountability Under ESSA**

**Room:** Council

**Chair:** EVAN KRAMER, Tennessee Department of Education

**Discussants:** AJIT GOPALAKRISHNAN, Connecticut Department of Education, TAMMY HOWARD, North Carolina Department of Public Instruction, BOB LAROCCA, Transforming Education, AMY FOWLER, Vermont Department of Education

States have the opportunity and obligation under ESSA to include measures of school quality or student success in their accountability frameworks. The process of deciding which indicator(s) to include should balance philosophy, policy, data availability, and politics. Yet the relatively scant research base on possible indicators and compressed timeline of ESSA plan submission found most states pulling accountability ingredients from their pantries of existing data points. While data availability and quality matter in considering additional indicators, they should not be the primary mechanism dictating states' long-term approaches to school improvement.

This session will review three states' responses to the gift-challenge of incorporating non-academic indicators. We will discuss:

1. The factors states considered when choosing their indicator(s),
2. If and how states will consider adding other metrics in the future,
3. The process of communicating with districts, schools, and the public about the choice of the additional indicator(s), and
4. What resources and/or research will accompany the choice of indicator(s)

ESSA also allows states to include new indicators in future years. With that, this session also aims to inspire strategic partnerships between researchers and practitioners to develop high-leverage, equity-oriented measures of school quality or student success moving forward, as well as to evaluate the impact of initiatives to improve outcomes on those measures.

**8.06 - Changing the Length of the School Day or Week**

**Room:** Forum

**Chair:** MILAGROS NORES, NIEER

MARÍA PADILLA-ROMO, University of Tennessee. *The Short and Long Run Effects of Full-Time Schools on Academic Performance*

CHLOE GIBBS, University of Notre Dame. *The Impact of Full-Day Kindergarten Expansions on Academic Achievement*

JASON WARD, University of Illinois at Chicago. *The Four-Day School Week and Maternal Labor Supply*

**8.07 - The Role of Geographic and Economic Mobility in Postsecondary Pursuits**

**Room:** Studio

**Chair:** JEFF DENNING, Brigham Young University

DANIEL KLASIK, George Washington University. *The Consequences of Geographic Immobility on Postsecondary Outcomes for Low-Income Students*

WEIXIANG PAN, University of Illinois at Chicago. *The Impact of Higher Education Expansion on Economic Mobility: Evidence from China*. YUXING DENG, New York University

ZHANG YANAN, Beijing Normal University. *The Impact of Higher Education Expansion Policy on College Graduates' Wages in China: Evidence from Regression Discontinuity Design*. DU PING, Beijing Normal University

**8.08 - Innovations in School and District Leadership and Practice**

**Room:** Directors

**Chair:** MADELINE MAVROGORDATO, Michigan State University

BETHENY GROSS, Center on Reinventing Public Education. *Toward Personalizing Learning: A Case of Innovating at Scale*. SIVAN TUCHMAN, Center on Reinventing Public Education, SEAN GILL, Center on Reinventing Public Education

MARISA CANNATA, Vanderbilt University. *Understanding Adaptive Integration in Scaling Up State Level Initiatives*. MOLLIE RUBIN, Vanderbilt University, MICHAEL NEEL, Vanderbilt University, ELLEN GOLDRING, Vanderbilt University

ELA JOSHI, Vanderbilt University. ***In the NIC of Time: Sustaining Network Improvement Communities Following the Withdrawal of External Support.*** MARISA CANNATA, Vanderbilt University, CHRISTOPHER REDDING, University of Florida

HORATIO BLACKMAN, Center for Research Use in Education. ***Entry Points: How Evidence Makes Its Way into Schools' Decisions.*** ELIZABETH FARLEY-RIPPLE, Center for Research Use in Education, SARA GRAJEDA, Center for Research Use in Education, KATHERINE TILLEY, Center for Research Use in Education, HENRY MAY, Center for Research Use in Education, RUI WANG, Center for Research Use in Education

**8.09 - Context Matters: Methods for Understanding  
How Context Shapes Results**

**Room:** Park

**Chair:** MATTHEW CHINGOS, Urban Institute

ALEJANDRO J. GANIMIAN, New York University. ***Unpacking the Problem of Transferring Arithmetic Skills Across Contexts: Evidence from Working Children in India.*** ABHIJIT V. BANERJEE, Massachusetts Institute of Technology, ESTHER DUFLO, Massachusetts Institute of Technology, ELIZABETH S. SPELKE, Harvard University

ANDREAS DE BARROS, Harvard University. ***Learning Gaps: A Diagnosis Using Large-Scale Data from India.*** ALEJANDRO J. GANIMIAN, NYU Steinhardt, KARTHIK MURALIDHARAN, University of California

STEVEN LEHRER, Queen's University. ***Estimating Context-Independent Treatment Effects in Education Experiments.*** WEILI DING, Queen's University

**General Session: Presidential Address and Keynote Speech  
by Sydney Chaffee, National Teacher of the Year**

**Room:** Pavilion

***Welcome***

SUSAN DYNARSKI, President, Association for Education Finance and Policy

***Presidential Address***

***Meaning in a Maelstrom: Making Our Work Matter***

SUSAN DYNARSKI, University of Michigan

***Keynote Introduction***

CARRIE CONAWAY, Massachusetts Department of Elementary and Secondary Education

***Keynote Address***

***The Human Face of Education Data***

SYDNEY CHAFFEE, 2017 National Teacher of the Year

Our work in education is driven by data—but it's also driven by our care for children. AEFP's keynote speaker, Sydney Chaffee, the 2017 National Teacher of the Year and humanities teacher at the Codman Academy Charter Public School in Boston, Massachusetts, will tell stories from her classroom about some of the real people within the statistics, focusing on the human face of education data.

*Cocktail reception immediately following in Atrium foyer*



9.01 - Assessing New Postsecondary Interventions

**Room:** Broadway 1

**Chair:** DAVE MARCOTTE, American University

ELIZABETH KOPKO, CCRC. ***Unintended Consequences? Early Program Planning, Major Selection, and Major-Switching Among Community College Students***

ELIZABETH BELL, University of Oklahoma. ***Are You in or Out? The Impact of Tennessee Promise Eligibility on Tuition, Fees, and Enrollment***

TAMARA LINKOW, Abt Associates. ***Easing the Transition: Early College Outcomes from a College Transition Coaching Program.*** BETH GAMSE, Harvard University, FATIH UNLU, RAND, ERIN BUMGARNER, Abt Associates, HAYLEY DIDRIKSEN, Abt Associates

RUSSELL GERBER, Texas Higher Education Coordinating Board. ***On Time Intervention: An Instrumental Variables Evaluation of a Community College Early Alert Program.*** TREY MILLER, RAND Corporation, PACO MARTORELL, University of California, LINDSAY DAUGHERTY, RAND Corporation

9.02 - Within-School Factors that Drive Learning

**Room:** Broadway 2

**Chair:** ALEJANDRO GANIMIAN, Harvard University

MONICA P. BHATT, University of Chicago Education Lab. ***High-Dosage Literacy Tutoring for First Graders.*** JON GURRYAN, Northwestern University

KATHARINE MEYER, University of Virginia. ***Examining the Relationship between School Counselors and Student Development: Evidence from State Staffing Policies***

ILIANA BRODZIAK DE LOS REYES, American Institutes for Research. ***Predicting Within-School Variation in Students' High School Experiences and Deeper Learning Competencies.*** KRISSY ZEISER, American Institutes for Research

ANDREW BACHER-HICKS, Harvard University. ***The Heterogeneous Impacts of Schools' Classroom Assignment Policies.*** CHRISTOPHER AVERY, Harvard Kennedy School

9.03 - New Evidence on Accountability Policy

**Room:** Broadway 3

**Chair:** BRIAN GILL, Mathematica Policy Research

HAISHENG YANG, University of Pennsylvania. ***Worth the Investment? The Impact of Localized Accountability Systems on Student Achievement***

PABLO BEZEM, Michigan State University. ***Informing New Systems of Accountability: Comparative Analysis of School Inspection***. REBECCA JACOBSEN, Michigan State University

MATTHEW LARSEN, Lafayette College. ***Peer Effects of Retention Policies: Evidence from Louisiana***

ALYSSA BLANCHARD, Tennessee Department of Education. ***The Effects of Accountability Systems on Within-School Achievement Gaps: Regression Discontinuity Evidence from Tennessee***. ALEX POON, Tennessee Department of Education

9.04 - Reading, Writing and Arithmetic: Interventions in Core Subjects

**Room:** Broadway 4

**Chair:** DARA ZEEHANDELAAR SHAW, Maryland State Department of Education

NAIHOBE GONZALEZ, Mathematica Policy Research. ***An Intensive Literacy Intervention for Secondary Students: Evidence from a Randomized Control Trial***. JEAN WING, Oakland Unified School District

DOMINIC ZARECKI, Boston University. ***Regression Discontinuity Evaluation of a Reading Intervention***. SHAUN DOUGHERTY, University of Connecticut

CORY KOEDEL, University of Missouri. ***High School Course Access and Postsecondary STEM Enrollment and Attainment***. RAJEEV DAROLIA, University of Kentucky, JOYCE MAIN, Purdue University, FELIX NDASHIMYE, University of Missouri, JUNPENG YAN, University of Missouri

SOOBIN KIM, Michigan State University. ***Return to Algebra II: The Effect of Mandatory Math Coursework on Postsecondary Attainment***

9.05 - Teacher Effectiveness

**Room:** Park

**Chair:** TIM SASS, Georgia State University

KATA MIHALY, RAND Corporation. ***Do Ineffective Teachers Know They Are Ineffective?*** ISAAC M. OPPER, RAND Corporation

C. KEVIN FORTNER, Georgia State University. ***Is Less More? Outcomes for Subject-Area Specialists in Elementary Grades.*** KEVIN C. BASTIAN, University of North Carolina at Chapel Hill

MANUEL MONTI-NUSSBAUM, Brown University. ***Is Teacher Effectiveness Portable? Evidence from Randomized Transfer Incentives for High-Performing Teachers.*** MATTHEW KRAFT, Brown University, JOHN PAPAY, Brown University

9.06 - Mindset, Motivation, and Signals

**Room:** Galleria 1

**Chair:** JONATHAN SMITH, Georgia State University

NICHOLAS A. WRIGHT, Georgia State University. ***Performance Standards, Confidence and Students' Postsecondary Academic Decisions and Outcomes***

TOM AHN, Naval Postgraduate School. ***Cracking Under Pressure: The Information Gap and the Suboptimal Responses of First-Generation College Students to Academic and Financial Pressures***

RYAN YEUNG, Hunter College. ***IHU: Can Texting Be Used to Improve College Enrollment and Persistence for Urban Public School Students.*** PHUONG NGUYEN-HOANG, University of Iowa

JOHN CHESLOCK, Pennsylvania State University. ***The Growth in Institutional Grant Aid: Alternative Explanations.*** SAM RIGGS, Pennsylvania State University

**9.07 - POLICY TALK - Have Your Cake and Eat It, Too: Hiring and Retaining a Diverse Teaching Workforce in an Era of Raising the Bar**

**Room:** Galleria 2

**Chair:** HELLA BEL HADJ AMOR, Education Northwest

**Discussants:** CARA JACKSON, Montgomery County Public Schools, SEAN DUSEK, Superintendent of Kenai Peninsula Borough School District, SHANNON STACKHOUSE FLORES, Michigan Department of Education, CARLOS SEQUEIRA, Lane Education Service District

Numerous studies indicate the benefits of a diverse teacher workforce in light of a rapidly diversifying student body. Student-teacher racial match is related to teachers' expectations and perceptions of disruptive behavior, as well as students' performance on standardized assessments, probability of suspension, probability of dropping out of high school, and college aspirations. Yet education policies intended to ensure teacher quality and insufficient resources to support educators, may result in disproportionately barring people of color from the teaching profession. Furthermore, opportunity costs associated with obtaining a teaching degree and limited support to succeed in college may deter many candidates from teaching.

The panelists will discuss how states and districts approach the challenges of improving recruitment and increasing retention, with attention to how policymakers can use education research to propose, develop, and enact effective policy solutions. A 45-minute interactive discussion between panelists and the audience will address what additional research could help identify the specific needs of the agencies and how to best target scarce resources.

Questions will include:

- How has research informed your agency's approach to teacher recruitment and retention?
- What challenges or successes have you experienced this past year when it comes to recruiting and retaining teachers, including teachers whose demographic background reflects that of your students?
- How can districts and states address the tradeoffs between setting a bar for entry into the teaching profession, filling vacancies, and diversifying the workforce?
- What policies or practices do you think could help your agency fill teaching vacancies and diversify its teaching workforce?
- What additional research would be helpful for your district or state?

**9.08 - The Wide Influence of Education:  
Economic Growth, Labor Supply, and Occupational Choice**

**Room:** Galleria 3

**Chair:** CAROLYN HEINRICH, Vanderbilt University

QIONG ZHU, Pennsylvania State University. ***A Spatial Analysis on the Production and Stock of Foreign College-Educated Labors***

JENNIFER GRAVES, Universidad Autónoma de Madrid (Autonomous University of Madrid). ***Who Specializes in Growing Sectors and Does It Pay Off? The Importance of Gender.*** ZOE KUEHN, Universidad Autónoma de Madrid

ERIC A. HANUSHEK, Stanford University. ***Economic Gains from Educational Reform by US States.*** JENS RUHOSE, ifo Institute at the University of Munich and IZA, LUDGER WOESSMANN, ifo Institute at the University of Munich and IZA

GALIT EIZMAN, Harvard University. ***'Anyway I End Up Broke, So Why Work?' On Education, Spending Behavior and Labor Supply***

**9.09 - Effects of Changes in Higher Education Financing**

**Room:** Council

**Chair:** KEVIN STANGE, University of Michigan

MICHAEL KOFOED, United States Military Academy. ***Pell Grants and Labor Supply: Evidence from a Regression Kink***

WILLIAM R. DOYLE, Vanderbilt University. ***Modeling Volatility in Public Funding for Higher Education.*** AMBERLY B. DZIESINSKI, Vanderbilt University, JENNIFER A. DELANEY, University of Illinois at Urbana-Champaign

BO ZHAO, Federal Reserve Bank of Boston. ***Disinvesting in the Future? A Comprehensive Examination of the Effects of State Appropriations for Public Higher Education***

RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York. ***The Effect of State Funding for Postsecondary Education on Long-Run Student Outcomes.*** NICOLE GORTON, Federal Reserve Bank of New York, MICHAEL LOVENHEIM, Cornell University

9.10 - Issues in Intra-District Equity

**Room:** Forum

**Chair:** EUGENIA TOMA, University of Kentucky

ROSS MILTON, Kansas State University. ***How are School Construction Resources Allocated? A Test of Legislative Bargaining Models.*** MICHEL GROSZ, Abt Associates

ERIN LANE, University of Michigan. ***Socioeconomic Disparities in School Resources: New Evidence from Within-Districts.*** ERIN LANE, University of Michigan, ROBERT LINDEN, University of California, KEVIN STANGE, University of Michigan

JESSE LEVIN, American Institutes for Research. ***Study of Funding Provided to Public Schools and Public Charter Schools in Maryland.*** BRUCE BAKER, Rutgers University, DREW ATCHISON, American Institutes for Research, ILIANA BRODZIAK DE LOS REYES, American Institutes for Research, ANDREA BOYLE, American Institutes for Research, ADAM HALL, Plus Alpha Research and Consulting

DAVID COYNE, Federal Trade Commission. ***On the Bubble: How School Accountability Affects the Within-District Allocation of Resources***

9.11 - High School Choice

**Room:** Studio

**Chair:** JENNIFER JENNINGS, New York University

SHAUN M. DOUGHERTY, University of Connecticut. ***The Causal Impact of Attending a Career Technical High School on Student Achievement, High-school Graduation and College Enrollment.*** ERIC BRUNNER, University of Connecticut, STEPHEN L. ROSS, University of Connecticut

ANDREW MCEACHIN, RAND Corporation. ***Charter High School Effects on Students' Behavior, Voting, and Crime.*** DOUG LAUEN, University of North Carolina at Chapel Hill, SARAH C. FULLER, University of North Carolina at Chapel Hill, JOSH HORVATH, University of North Carolina at Chapel Hill

STEWART BURNS, New York University. ***Supply-Side Constraints of High School Choice in New York City.*** SEAN CORCORAN, New York University

9.12 - Unpacking Nuance to Improve Policy-Relevance of Research

**Room:** Directors

**Chair:** HIREN NISAR, Abt Associates

MARIAN A. BOTT, Columbia University Teachers College. *School-Level Demographic Data in New York State: Challenges and Opportunities*

BENJAMIN SKINNER, University of Virginia. *Online Courses and Degree Attainment: Estimating State-Level Differences Using Nationally Representative Data*

ALEXANDER POON, Tennessee Department of Education. *What Are Your State Legislators Doing? Investigating State Education Legislation Using Natural Language Processing*

**10.01 - Light-Touch Interventions to Encourage College Enrollment & Persistence**

**Room:** Broadway 1

**Chair:** RACHEL BAKER, University of California - Irvine

BIANCA CUNG, University of California. ***Improving Academic Outcomes through Time Management: A Randomized Control Trial of a Scheduling Intervention to Improve Performance in Online Postsecondary Courses.*** QIUJIE LI, University of California, BRENT EVANS, Vanderbilt University, RACHEL BAKER, University of California

JOSHUA PRICE, Southern Utah University. ***Nudging Students to Apply and Enroll in College with Information on Pell Grants***

JOHN YUN, Michigan State University. ***Challenges to Causal Attribution and Estimation in Randomized Light-touch Interventions: Learning from The Spartan Persistence Project.*** BARBARA SCHNEIDER, Michigan State University, SOOBIN KIM, Michigan State University, HWANOONG LEE, Michigan State University

JOSHUA HYMAN, University of Connecticut. ***Information and College Enrollment: Evidence from a Statewide Experiment in Michigan.*** VENESSA KEESLER, Michigan Department of Education

**10.02 - Testing and Re-Testing in Higher Education**

**Room:** Broadway 2

**Chair:** THURSTON DOMINA, University of North Carolina Chapel Hill

BLAKE HELLER, Harvard University. ***Access to Postsecondary Schooling and the GED: New Regression Discontinuity Evidence from Massachusetts.*** KIRSTEN SLUNGAARD MUMMA, Harvard University

JONATHAN SMITH, Georgia State University. ***Retaking College Entrance Exams.*** JOSHUA GOODMAN, Harvard University, ODED GURANTZ, College Board

EDWARD RUBIO, City University of New York. ***Given a Second Chance: Academic Outcomes under a New Retesting Policy at CUNY***

KELLY ROSINGER, Penn State University. ***The Effect of Test-Optional Admissions Policies on Economic, Racial, and Gender Diversity.*** DYLAN CONGER, George Washington University



10.03 - Teachers, Leaders, and School Organizations

**Room:** Broadway 3

**Chair:** JOY LESNICK, School District of Philadelphia

DANIEL W. PLAYER, University of Virginia. ***Teacher Satisfaction and Principal Turnover.*** ALIZA N. HUSAIN, University of Virginia, LUKE C. MILLER, University of Virginia

JENNIFER L. STEELE, American University. ***Effects of a School Leadership Pipeline Partnership in a Small Urban District.*** ELIZABETH D. STEINER, RAND Corporation, LAURA S. HAMILTON, RAND Corporation

MEGAN DUFF, Teachers College. ***Identifying a Typology of New York City Schools through Teacher Perceptions of Organizational Context: A Latent Class Analysis.*** ALEX J. BOWERS, Teachers College

CLARE BUCKLEY FLACK, Teachers College. ***Strong Schools, Strong Communities: A New Theory of Action for New York City Public Schools.*** MEGAN DUFF, Teachers College, PRISCILLA WOHLSTETTER, Teachers College

10.04 - Impacts of School Discipline Practice and Policy

**Room:** Broadway 4

**Chair:** MONICA BHATT, University of Chicago

JAMES SADLER, University of North Carolina at Chapel Hill. ***The Effects of Reforming Discipline Practices at No-Excuses Charter Schools***

F. CHRIS CURRAN, University of Maryland. ***The Role of Law Enforcement in School Discipline in Understudied Settings.*** SAMANTHA VIANO, Vanderbilt University, BENJAMIN W. FISHER, University of Louisville, EMILY HAYDEN, University of Louisville, AARON KUPCHIK, University of Delaware

RINA SEUNG EUN PARK, Teachers College Columbia University. ***The Effects of Juvenile Record Reforms on Higher Education Enrollment and Employment***

E. CHRISTINE BAKER-SMITH, New York University. ***Do Reductions in Suspensions Threaten School Safety?***

10.05 - School Operations and Environments

**Room:** Park

**Chair:** RICHARD BOWMAN, Santa Fe Public School

MICHELE LEARDO, New York University. ***Do Public School Facilities Compensate for or Exacerbate Inequalities in Neighborhood Parks and Playgrounds?*** MERYLE WEINSTEIN, New York University, AMY ELLEN SCHWARTZ, Syracuse University

AGUSTINA LAURITO, University of Illinois at Chicago. ***Do School Bus No-Idling Policies Improve Child Respiratory Health? Evidence from North Carolina***

CLAUDIA PERSICO, University of Wisconsin - Madison. ***The Effects of Pollution on High Stakes Accountability School Grades and Student Achievement.*** JOANNA VENATOR, University of Wisconsin - Madison

SARAH A. CORDES, Temple University. ***Can School Buses Drive Down (Chronic) Absenteeism?: The School Bus and Attendance in New York City.*** AMY ELLEN SCHWARTZ, Syracuse University, MICHELE LEARDO, New York University

10.06 - Measuring Classroom Processes and Child Outcomes  
in the Early Years of School

**Room:** Galleria 1

**Chair:** TYLER WATTS, New York University

CLAUDIA GENTILE, NORC at the University of Chicago. ***An Exploration of Instructional Practices that Foster Language Development and Comprehension: Evidence from Prekindergarten Through Grade 3 in Title I Schools.*** HANLEY CHIANG, Mathematica Policy Research, TIMOTHY SHANAHAN, University of Illinois at Chicago, ELIAS WALSH, Mathematica Policy Research, TIFFANY WAITS, Mathematica Policy Research, BARBARA CARLSON, Mathematica Policy Research

B. JASMINE PARK, American Institutes for Research. ***How Do Young Children Develop Reading Skills: Analysis of a National Longitudinal Survey.*** THOMAS SUN, American Institutes for Research, YUAN ZHANG, American Institutes for Research, MENGYI LI, American Institutes for Research

PRESTON MAGOUIRK, University of Virginia. ***Are Early Childhood Programs Improving Under QRIS? Evidence from Louisiana.*** DAPHNA BASSOK, University of Virginia, ANNA J. MARKOWITZ, University of Virginia, KATHARINE SADOWSKI, University of Virginia

SARAH BARDACK, Stanford University. ***Using a Direct Assessment of Socio-Emotional Skills to Test the External Validity of the Desired Results Developmental Profile (DRDP).*** HEEWON JANG, Stanford University, SHERRI WIDEN, Stanford University, SUSANNA LOEB, Stanford University

**10.07 - POLICY TALK - The Impact of the Every Student Succeeds Act (ESSA) Expenditures Per Pupil Provision on States, Districts, and Schools and Its Relationship to School Finance Data Collections at the U.S. Department of Education**

**Room:** Council

**Chair:** STEPHEN WHEELER, U.S. Census Bureau

**Discussants:** PATRICK CARR, U.S. Department of Education, STEPHEN Q. CORNMAN, National Center for Education Statistics, KIMBERLY MORROW, Wyoming Department of Education, STEPHANIE STULLICH, U.S. Department of Education

The Every Student Succeeds Act (ESSA) now requires state and local education agencies to report on expenditures per pupil at the school level, not just the district level, and to disaggregate these data by source of funds. This requirement is meant to shine a light on potential inequities in the distribution of school funding across and within school districts. However, compliance may be challenging for states and districts whose data and accounting systems are not designed to collect and report on finance data at this fine-grained level.

This policy talk will explore the policy and practical issues around the new requirement and the broader issue of how funds are distributed within and between school districts. Panelists will share an overview of the new “expenditures per pupil” provision set forth in ESSA, as well as highlights from previous research about the equity of funds distribution. They will describe the challenges inherent in collecting school-level finance data and the response of LEAs, SEAs, the U.S. Department of Education, and the Census Bureau to surmount those challenges. Finally, they will share lessons learned from piloting the School-Level Finance Survey (SLFS) from the National Center for Education Statistics.

**10.08 - Teacher Quality and Evaluation**

**Room:** Galleria 3

**Chair:** CHAD ALDEMAN, Bellwether Education Partners

COURTNEY PRESTON, Florida State University. *The Role of Teacher Preparation Programs in Beginning Teaching Hiring*. PETER GOFF, University of Wisconsin - Madison, MAIDA FINCH, Salisbury University

RODDY THEOBALD, American Institutes for Research. *How Did It Get This Way? Disentangling the Sources of Teacher Quality Gaps across Two States*. DAN GOLDHABER, American Institutes for Research & University of Washington-Bothell, VANESSA QUINCE, University of Washington

AARON PHIPPS, University of Virginia. *Personnel Contracts Under Production Uncertainty: Theory and Evidence from Teacher Performance Incentives*

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

**10.09 – POLICY TALK - Opportunities and Challenges in State-Level Research Partnerships of Scaling Up: Lessons from Tennessee and North Carolina**

**Room:** Galleria 2

**Chair:** JOHN P. PAPAY, Brown University

**Discussants:** JASON GRISSOM, Vanderbilt University, NATE SCHWARTZ, Tennessee Department of Education, GARY HENRY, Vanderbilt University, AUDREY MARTIN-MCCOY, North Carolina State Board of Education

In recent years, researcher-practitioner partnerships have proliferated around the country, largely engaging researchers to work in partnership with local urban school districts. State-level researcher-practitioner partnerships are much rarer. However, three years ago the Institute of Education Sciences funded Tennessee and North Carolina to build research-practice partnerships in service of studying scaling up well-formed educational interventions. The Tennessee partnership has studied the effectiveness and implementation of the Instructional Partnership Initiative (IPI), which aims to harness teacher expertise within schools to supplement the feedback that teachers receive through the evaluation system. The North Carolina partnership focuses on efforts to turn around the state's lowest performing schools and to tailor services to groups of schools.

As the interest in building state-level partnerships grows, it is an opportune time to explore the opportunities and challenges that such partnerships present. This panel will be a conversation between researchers and practitioners from the Tennessee and North Carolina partnerships, exploring the following questions:

- How has the research developed in these partnerships and how has it informed policies, practices, and research for all partners?
- How and who decides what aspects of the interventions/programs/policies should be studied?
- How does the focus of scaling up of programs at the state level influence the nature of these partnerships?
- What are the limitations (from both the research and policy perspectives) of using rigorous causal designs to study fully-formed state programs at scale? What are necessary conditions for states to implement programs that can be studied with rigorous research methodologies?
- How could the design and implementation of state-university partnerships, and federal funding to support them, be improved?

10.10 - Changes to Teacher Evaluation Systems

**Room:** Forum

**Chair:** MATTHEW STEINBERG, University of Pennsylvania

SETH B HUNTER, Vanderbilt University. ***The Effects of Increasing the Number of Observations Per Teacher on Student Achievement***

DANIELLE SANDERSON, Michigan State University. ***Teacher Compensation Responses to Teacher Labor Market Reforms: Comparing across Traditional Public Schools and Charter Schools in Michigan.*** KAITLIN P. ANDERSON, Michigan State University, JOSHUA COWEN, Michigan State University, KATHARINE O. STRUNK, Michigan State University

WALKER A. SWAIN, University of Georgia. ***Sorting through Performance Evaluations: The Effects of Performance Evaluation Reform on Teacher Attrition and Mobility.*** LUIS A. RODRIGUEZ, Vanderbilt University, MATTHEW G. SPRINGER, Vanderbilt University

SARAH RECKHOW, Michigan State. ***Did Research Inform the National Policy Debate on Teacher Evaluation?*** SARAH GALEY, Michigan State University, MEGAN TOMPKINS-STANGE, University of Michigan

10.11 - Effect of Policy Changes on Enrollment

**Room:** Studio

**Chair:** RACHEL BURNS, RTI International

ALEX E. COMBS, University of Kentucky. ***Divergence in Demand: How High-Tuition, High-Aid Policy Alters a State's Higher Education Market***

DENNIS A. KRAMER II, University of Florida. ***Show Me the Money: Impact of NCAA's Student-Athlete Allowance Policy on Cost of Attendance Estimates.*** ROBERT KELCHEN, Seton Hall University, JIAYAO WU, University of Florida

CHRISTOPHER R. MARSICANO, Vanderbilt University. ***The Impact of Seattle's Minimum Wage Increase on Community College Enrollment.*** JENNA W. KRAMER, Vanderbilt University, DENNIS KRAMER II, University of Florida

JUNGMIN LEE, University of Kentucky. ***Does Performance Funding Crowd Out Students to Community Colleges?***

10.12 - Intended and Unintended Consequences of Accountability and Testing

**Room:** Directors

**Chair:** THOMAS DEE, Stanford University

ANANDITA KRISHNAMACHARI, University of Virginia. ***Achievement under Accountability: Student Responses to NCLB.*** VIVIAN C. WONG, University of Virginia, DAVID MARTIN, University of Virginia, COADY WING, Indiana University Bloomington

AYESHA K. HASHIM, University of Southern California. ***Following the Money: The Effects of e-Rate Subsidies on Student Test Scores under the Common Core State Standards***

ERIC GREBING, North Carolina State University. ***An Investigation of the Impact of NC School Performance Grades on Teacher Perceptions and Turnover***

BECCA MERRILL, University of North Carolina at Chapel Hill. ***The Effects of School Letter Grades on Teacher Perceptions of the Their School: A Regression Discontinuity***

11.01 - Broad Effects of Financial Aid

**Room:** Broadway 1

**Chair:** LESLEY TURNER, University of Maryland

DREW M. ANDERSON, RAND Corporation. ***Using Multiple Discontinuities to Estimate Broad Effects of Public Need-Based Aid for College***

MELISSA WHATLEY, University of Georgia. ***Study Abroad for Low-Income Students: The Relationship Between Need-Based Aid and Access to Education***

***Abroad.*** ASHLEY B. CLAYTON, Louisiana State University

MARIA MARTA FERREYRA, The World Bank. ***A General Equilibrium Analysis of College Enrollment, Completion, and Labor Market Outcomes.*** CARLOS GARRIGA, Federal Reserve Bank of St. Louis

BRENT J. EVANS, Peabody College. ***The Effects of Financial Aid on Student Persistence and Degree Attainment: A Systematic Review and Meta-Analysis of the Causal Evidence.*** TUAN D. NGUYEN, Peabody College, JENNA W. KRAMER, Peabody College

11.02 - Intended and Unintended Consequences of School Choice

**Room:** Broadway 2

**Chair:** CAROLYN SATTIN-BAJAJ, Seton Hall University

VALENTINA PAREDES, Universidad de Chile. ***School Segregation in Chile: Residence, Co-Payment, or Preferences?*** FELIPE ARTEAGA, Pontificia Universidad Católica de Chile, RICARDO D. PAREDES, Duoc UC

SAVANNAH WILLIAMS, Davidson College. ***Do Magnet Schools Bring Students Together or Push Them Apart? Evidence on Magnet Schools and Segregation in North Carolina.*** MELINDA ADNOT, Davidson College

NGAIRE NOELLE HONEY, Universidad Pontificia Católica de Chile. ***Where Students Live Still Matters: School Integration and Student Enrollment Patterns across Segregated Neighborhoods in a Context of Robust School Choice***

11.03 - Exploring the Role of the Principal

**Room:** Broadway 3

**Chair:** JASON GRISSOM, Vanderbilt University

CURTIS JONES, University of Wisconsin - Milwaukee. ***Analysis of Principal Evaluation Ratings and Teacher Perceptions of Principal Leadership: Initial Findings on the Wisconsin Framework for Principal Leadership.*** LEON GILMAN, University of Wisconsin - Milwaukee, STEVE KIMBALL, University of Wisconsin - Madison, KATHARINE RAINEY, Wisconsin Department of Public Instruction

STEVEN RIVKIN, University of Illinois at Chicago. ***An Investigation of the Effects of School Principals on the Quality of Instruction.*** GREGORY F. BRANCH, University of Texas at Dallas, ERIC HANUSHEK, Stanford University, JEFFREY SCHIMAN, Georgia Southern University

JULIE COHEN, University of Virginia. ***Principal Strategies to Improve Teacher Effectiveness.*** SUSANNA LOEB, Stanford University, LUKE MILLER, University of Virginia, ANISAH WAITE, University of Virginia, JAMES WYCKOFF, University of Virginia

MADLINE MAVROGORDATO, Michigan State University. ***Understanding How Principal Evaluation Policies Inform Principal Perceptions and Focus on Learning Centered Leadership.*** MORGAEN DONALDSON, University of Connecticut, SHAUN M. DOUGHERTY, University of Connecticut, PETER YOUNGS, University of Virginia

11.04 - Online Learning and Technology in The Classroom

**Room:** Broadway 4

**Chair:** BETHENY GROSS, University of Washington

CAROLYN J. HEINRICH, Vanderbilt University. ***The Potential (and Pitfalls) of Online Instruction for Improving Secondary Educational Opportunities and Outcomes.*** JENNIFER DARLING-ADUANA, Vanderbilt University, ANNALEE G. GOOD, University of Wisconsin - Madison, HUIPING CHENG, University of Wisconsin - Madison

ELIZABETH D. STEINER, RAND Corporation. ***Personalized Learning in High Schools: Implementation of the Carnegie Corporation of New York's Opportunity by Design Initiative.*** LAURA S. HAMILTON, RAND Corporation, LAURA STELITANO, University of Pittsburgh, ELAINE WANG, RAND Corporation, KATELYNN KELLY, University of Pittsburgh, KAREN CHRISTIANSON, RAND Corporation



MARIELA J. RIVAS, University of California. ***The Effects of MOOC Certificates on Hireability: An Experiment.*** RACHEL B. BAKER, University of California, BRENT EVANS, Vanderbilt University

SIDRAH BALOCH, Harvard Graduate School of Education. ***Using Educational Software to Support Students Performing Below Grade Level: Regression Discontinuity Evidence from Four Local Education Agencies.*** THOMAS J. KANE, Harvard Graduate School of Education, ETHAN SCHERER, Harvard Graduate School of Education, DOUGLAS O. STAIGER, Dartmouth College

### 11.05 - New Evidence on Willingness to Pay for Education

**Room:** Park

**Chair:** BARBARA BIASI, Princeton University

THOMAS DOWNES, Tufts University. ***Is Supplementary Education Spending Responsive to Changes in Local Spending: An Exploration of School Conditions, Family Context and Out of Pocket Educational Expenditures Using Longitudinal Data from the Panel Study for Income Dynamics.*** KIERAN KILLEEN, University of Vermont

YANG SONG, Colgate University. ***Moving to Better Opportunities? Housing Market Responses to the Top X Percent Policy.*** XIAOHAN ZHANG, California State University Los Angeles, HAOYANG LIU, Florida State University

BERNARDO LARA E., University of Talca. ***Identifying Preferences for Equal Educational Opportunity, Income, and Income Equality.*** BERNARDO LARA E., University of Talca, KENNETH SHORES, University of Pennsylvania

GAIL LUCASAN, University of Michigan. ***Immigration, Fiscal Federalism, and the Tax Price of Education***

### 11.06 - College Intentions and Readiness

**Room:** Galleria 1

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

DAN FITZPATRICK, Michigan State University. ***Multifaceted College Readiness: Structural Equation Modeling of HSLs 2009 for Theory-Testing and Mediation Analysis***

JOHN HANSEN, Harvard University. ***Are B's in AP Courses Equivalent to A's in Standard Courses?: Adjusting High School GPAs for Advanced Course Participation***

SWARUP JOSHI, Louisiana State University. ***Career Counseling and Youth Crime: Evidence from Career Compass in Louisiana***. LOUIS BELAND, Louisiana State University, STEPHEN BARNES, Louisiana State University

VANSA SHEWAKRAMANI HANSON, Rice University. ***Delayer or a No-show? Differentiating Between Delayed Enrollment and True Summer Melt***. BRIAN HOLZMAN, Rice University

**11.07 - POLICY TALK - Closing Equity Gaps in High School Graduation in Oregon: How Policymakers and Researchers Collaborate to Implement Evidence-Based State Policy**

**Room:** Galleria 2

**Chair:** MICHELLE HODARA, Education Northwest

Discussants: COLT GILL, Oregon Department of Education, JENNELL IVES, Oregon Department of Education, BRIAN REEDER, Oregon Department of Education, ASHLEY PIERSON, Education Northwest

This session will focus on Oregon's efforts to improve high school graduation rates, particularly for underrepresented students. Oregon's four-year adjusted cohort graduation rate in 2015 was 74 percent, the third-lowest in the country (ED Data Express). In the November 2016 election, the state of Oregon overwhelmingly voted in favor of a ballot initiative, Measure 98, designed to address persistently low high school graduation rates (Barnes, 2016). Measure 98, also called the High School Graduation and College and Career Readiness fund, provides additional funds to public high schools to establish or expand career and technical education (CTE) programs, opportunities to earn college-level credit in high school, and dropout-prevention strategies such as early warning systems. This session will focus on how the Oregon Department of Education (ODE) is managing implementation of this policy and associated funding; how high schools are being supported in establishing and expanding CTE, college credit opportunities, and dropout prevention; and how data and evidence are being used to develop and inform district and school plans for using these funds for appropriate interventions.

This panel will provide lessons to both policymakers and researchers in how collaboration can lead to more evidence-based policies and ground research in the needs of the field.

11.08 - School Characteristics and Teacher Mobility

**Room:** Galleria 3

**Chair:** JOHN PAPAY, Brown University

SHIRA A. KORN, University of Southern California. ***Off the Beaten Track: The Effect of Metro Line Expansions on the Teacher Labor Market in the Los Angeles Unified School District.*** TASMINDA K. DHALIWAL, University of Southern California, PAUL BRUNO, University of Southern California

PETER JONES, University of Alabama at Birmingham. ***Teacher Mobility in Alabama: Comparing Mobility in Rural and Non-Rural School Districts.*** EUGENIA TOMA, University of Kentucky

LAUREN SARTAIN, University of Chicago. ***School Closings in Chicago: Effects on Teachers***

VALERIY LAZAREV, Empirical Education Inc. ***Comparing Retention of Tenured and Non-Tenured Teachers: Insights from a Study in Rural Oklahoma***

11.09 - Impact of Private School Choice on Student Outcomes

**Room:** Forum

**Chair:** JOSEPH WADDINGTON, University of Kentucky

STEPHEN R. PORTER, North Carolina State University. ***An Impact Analysis of North Carolina's Opportunity Scholarship Program on Student Achievement.*** ANNA J. EGALITE, North Carolina State University, D.T. STALLINGS, North Carolina State University

MATTHEW H. LEE, Department of Education Reform. ***Exploring Effect Heterogeneity in the Louisiana Scholarship Program.*** JONATHAN N. MILLS, Department of Education Reform, PATRICK J. WOLF, Department of Education Reform

HEIDI HOLMES ERICKSON, University of Arkansas. ***The Effects of the Louisiana Scholarship Program on High School Graduation and College Entrance.*** JONATHAN N. MILLS, University of Arkansas, PATRICK J. WOLF, University of Arkansas

MATTHEW CHINGOS, Urban Institute. ***The Effects of Statewide Private School Choice on College Enrollment and Graduation: Evidence from the Florida Tax Credit Scholarship Program.*** DANIEL KUEHN, Urban Institute

11.10 - All in the Family: Impact of Family Environment

**Room:** Studio

**Chair:** MEREDITH RICHARDS, Southern Methodist University

UMUT OZEK, American Institutes for Research. ***Intergenerational Transmission of Human Capital: Regression Discontinuity Evidence from Florida.*** DAVID FIGLIO, Northwestern University, KRZYSZTOF KARBOWNIK, Northwestern University, JEFFREY ROTH, University of Florida

ALBERTO JACINTO, American University. ***Intergenerational Transmission of Occupations: Evidence from Teaching.*** SETH GERSHENSON, American University

ODED GURANTZ, Stanford University. ***Sibling Effects on High School Exam Taking and Performance.*** MICHAEL HURWITZ, College Board, JONATHAN SMITH, Georgia State University

11.11 - Put to the Test: Issues in Testing Policy

**Room:** Directors

**Chair:** DARRYL HILL, Fulton County Schools

JENNIFER HEISSEL, Naval Postgraduate School. ***Stress and Testing: How Students Physiologically Respond to High-Stakes Testing.*** EMMA ADAM, Northwestern University, JENNIFER DOLEAC, University of Virginia, DAVID FIGLIO, Northwestern University, JONATHAN MEER, Texas A&M University

AUSTIN JENNINGS, University of Delaware. ***Tools of the Trade: An Examination of the Frequency of Use and Content of Assessment Data System Reports.*** ELIZABETH N. FARLEY-RIPPLE, University of Delaware, AMANDA JENNINGS, University of Delaware

JAMES COWAN, American Institutes for Research. ***The Distributional Effects of Computer-Based Testing.*** BEN BACKES, American Institutes for Research

- ABRAHAM, KATHARINE, 68  
ACKERT, ELIZABETH, 49  
ACTON, RILEY, 27, 49  
ADAM, EMMA, 99  
ADKINS, NATHAN, 74  
ADNOT, MELINDA, 94  
ADUKIA, ANJALI, 34  
AGASISTI, TOMMASO, 31, 36, 64  
AHMETI, KALTRINA, 28  
AHN, TOM, 23, 82  
AHRAM, ROEY, 23  
AL-ARARAH, RAKEZ, 27  
ALDEMAN, CHAD, 30, 54, 90  
ALFELD, CORINNE, 19  
ALLEN, DELIA, 65  
AL-SAAD, FAISAL, 75  
ALSTYNE, ANDREW, 24  
ALTINDAG, DUHA, 65  
AMOR, HELLA, 83  
ANAYA, LINA, 21  
ANDERSON, DREW, 94  
ANDERSON, KAITLIN, 57, 58, 75, 92  
ANDREWS, RODNEY, 6, 23  
ANSARI, ARYA, 28  
ANTHONY, AARON, 68  
ARCHIBALD, SARAH, 24  
ARTEAGA, FELIPE, 94  
ARTEAGA, IRMA, 38, 53  
ASH, JENNIFER, 36  
ASTUDILLO, SAMANTHA, 20, 56  
ATCHISON, DREW, 85  
AULETTO, AMY, 43  
AUSTIN, WES, 57  
AVERY, CHRISTOPHER, 80  
AZZONE, GIOVANNI, 36  
BABIGIAN, GEORGE, 7  
BACHER-HICKS, ANDREW, 80  
BACKES, BEN, 99  
BAEKGAARD, MARTIN, 64  
BAGHIAN, JESSICA, 47  
BAHRAMI, FAHIMEH, 65  
BAI, ZIYAN, 45  
BAIRD, MATTHEW, 49  
BAKER, BRUCE, 85  
BAKER, DOMINIQUE, 31  
BAKER, RACHEL, 26, 42, 87, 96  
BAKER-SMITH, E. CHRISTINE, 88  
BALLIS, BRIANA, 27  
BALOCH, SIDRAH, 96  
BANERJEE, ABHIJIT, 78  
BARDACK, SARAH, 89  
BARNES, STEPHEN, 31, 97  
BARRIOS, THOMAS, 49  
BARROS, ANDREAS, 78  
BARTANEN, BRENDAN, 26, 72  
BARTIK, TIMOTHY, 35  
BASSOK, DAPHNA, 18, 44, 71, 89  
BASTIAN, KEVIN, 41, 82  
BATES, LAUREN, 63  
BATT, LENA, 41  
BAUMGARTNER, ERIN, 40  
BAXTER, CASSANDRA, 54  
BEACH, ANDREA, 36  
BECK, MOLLY, 37, 64  
BEDNAR, STEVEN, 23, 35  
BEKKERMAN, ANTON, 64  
BELAND, LOUIS, 97  
BELL, ELIZABETH, 80  
BELL, STEPHEN, 73  
BELLOWS, LAURA, 68  
BENNETT, CHRIS, 17, 72  
BENNETT, MAGDALENA, 75  
BENTLEY, CHARLES, 32  
BERENDS, MARK, 26, 62, 70  
BERG-JACOBSON, ALEX, 52  
BERGMAN, PETER, 75  
BERTOLETTI, ALICE, 36  
BETTINGER, ERIC, 17, 56, 69  
BEZEM, PABLO, 81  
BHATT, MONICA, 80, 88  
BHATT, RACHANA, 59  
BIASI, BARBARA, 54, 96  
BIBLER, ANDREW, 57  
BICKERSTAFF, SUSAN, 59

## Index

- BIFULCO, ROBERT, 43  
BILLINGS, MEREDITH, 74  
BILLINGS, STEPHEN, 57  
BINGHAM, ANDREA, 64  
BLACKMAN, HORATIO, 78  
BLANCHARD, ALYSSA, 81  
BLAZAR, DAVID, 69  
BLEIBERG, JOSHUA, 22  
BLIMPO, MOUSSA, 21  
BLUMENTHAL, PAMELA, 51  
BOATMAN, ANGELA, 17  
BOHN, SARAH, 33  
BORMAN, TRISHA, 18, 28, 29  
BOSTANCI, OZGE, 32  
BOSTWICK, VALERIE, 21, 40  
BOTT, MARIAN, 86  
BOWDEN, BROOKS, 26, 62, 73  
BOWDON, JILL, 20  
BOWEN, DANIEL, 37  
BOWERS, ALEX, 31, 88  
BOWMAN, RICHARD, 6, 89  
BOYLE, ANDREA, 85  
BRADLEY-DORSEY, MARTHA, 65  
BRANCH, GREGORY, 95  
BRANTLINGER, ANDREW, 28, 29  
BRAY, ALEXANDRA, 57  
BRITTON, TOLANI, 34  
BRUHN, JESSE, 37  
BRUMMET, QUENTIN, 17  
BRUNNER, ERIC, 85, 91  
BRUNO, PAUL, 18, 19, 21, 65, 98  
BUENO, CARYCRUZ, 26  
BUMGARNER, ERIN, 80  
BURNS, JASON, 29, 49  
BURNS, RACHEL, 59, 92  
BURNS, STEWART, 57, 85  
BUSH-MECENAS, SUSAN, 61  
CADE, WHITNEY, 64  
CALLAHAN, KATE, 33  
CAMPBELL, SHAUNA, 64  
CANCHE, MANUEL, 32  
CANDELARIA, CHRISTOPHER, 54  
CANNATA, MARISA, 77, 78  
CARL, BRADLEY, 30  
CARLO, GUSTAVO, 28  
CARLSON, ANDY, 55  
CARLSON, BARBARA, 89  
CARLSON, DEVEN, 34  
CARNEIRO, PEDRO, 22  
CARNOY, MARTIN, 69  
CARONONGAN, PIA, 35  
CARPENTER, DICK, 38  
CARR, PATRICK, 90  
CARRELL, SCOTT, 24  
CARRIER, MEGHAN, 70  
CARRUTHERS, CELESTE, 6, 19, 23, 51, 74  
CARTER, JAMES, 37  
CASSIDY, HUGH, 45  
CASTLEMAN, BENJAMIN, 17  
CATT, ANDREW, 66  
CELLINI, STEPHANIE, 6, 36, 52  
CHAKRABARTI, RAJASHRI, 6, 52, 57, 84  
CHAN, ERIC, 37  
CHAPMAN, CHAPMAN, 51  
CHAPMAN, KATHRYN, 65  
CHAUDHARY, LATIKA, 52  
CHAVARIN, OCTAVIANO, 59  
CHEN, LI, 73  
CHEN, WENDY, 75  
CHEN, ZIXI, 63  
CHENG, ALBERT, 64, 68  
CHENG, HUIPING, 95  
CHESLOCK, JOHN, 82  
CHI, OLIVIA, 29  
CHI, W. EDWARD, 40  
CHIANG, HANLEY, 89  
CHIN, MARK, 40  
CHINGOS, MATTHEW, 6, 78, 98  
CHOR, ELISE, 44, 71  
CHRISTIANSON, KAREN, 95  
CLARK, LEAH, 62  
CLARO, SUSANA, 50  
CLATYON, CHRISTINA, 38  
CLAYTON, ASHLEY, 94  
CLAYTON, GRANT, 38  
COEN, THOMAS, 35  
COHEN, JULIE, 95  
COHEN-VOGEL, LORA, 21

## Index

- COLLIER, DANIEL, 36  
COLLINS, CHRISTINA, 6, 51  
COLLINS, GREGORY, 31  
COMBS, ALEX E., 92  
COMPERATORE, AUBREY, 17  
CONAWAY, CARRIE, 6, 79  
CONGER, DYLAN, 21, 87  
CONZELMAN, JOHNATHAN, 25  
COOC, NORTH, 23, 74  
COOK, JASON, 27  
COOK, WALTER, 62  
COOLEY, LAUREL, 28  
CORCORAN, SEAN, 31, 60, 73, 85  
CORDES, SARAH, 89  
CORDOVA, SUSANA, 48  
CORNMAN, STEPHEN, 90  
CORTES, KALENA, 23, 72  
COWAN, JAMES, 41, 99  
COWEN, JOSHUA, 19, 37, 43, 57, 58, 92  
COYNE, DAVID, 85  
CREED, BENJAMIN, 27  
CREMATA, EDWARD, 50  
CRISPIN, LAURA, 50  
CROUCH, MICHAEL, 66  
CRUCE, TY, 42  
CUNG, BIANCA, 87  
CUNNINGHAM, DEBORAH, 24  
CURRAN, F. CHRIS, 64, 67, 88  
CURS, BRADLEY, 59  
DACASS, TENNECIA, 34  
DANNENBERG, MICHAEL, 25  
DANTAS, PEDRO, 69  
DARLING-ADUANA, JENNIFER, 95  
DAROLIA, RAJEEV, 21, 31, 56, 63, 81  
DAUGHERTY, LINDSAY, 80  
DAVIS, WILL, 17  
DAYHOFF, JUSTIN, 41  
DEANGELIS, COREY, 37  
DEE, THOMAS, 18, 26, 34, 58, 68, 93  
DELANEY, JENNIFER, 32, 84  
DELHOMMER, SCOTT, 34  
DENG, YUXING, 77  
DENNING, JEFF, 77  
DENNING, JEFFREY, 38  
DHALIWAL, TASMINDA, 65, 98  
DIDRIKSEN, HAYLEY, 80  
DILDEN, ELIF, 62  
DING, WEILI, 18, 78  
DING, YANQING, 73  
DISALVO, RICHARD, 63  
DIZON-ROSS, ELISE, 51  
DOAN, SY, 22  
DOLEAC, JENNIFER, 99  
DOMINA, THURSTON, 17, 87  
DOMINGUEZ, PATRICIO, 53  
DONALDSON, MORGAEN, 95  
DORN, SHERMAN, 65  
DOROMAL, JUSTIN, 18  
DOUGHERTY, CHRYS, 65  
DOUGHERTY, SHAUN, 19, 23, 81, 85, 91, 95  
DOWNES, THOMAS, 54, 96  
DOYLE, WILLIAM, 84  
DRAKE, STEVEN, 30  
DUCHESNEAU, NANCY, 62  
DUFF, MEGAN, 88  
DUFLO, ESTHER, 78  
DUSEK, SEAN, 83  
DYNARSKI, SUSAN, 6, 34, 36, 46, 68, 79  
DZIESINSKI, AMBERLY, 84  
E., BERNARDO, 96  
ECTON, WALTER, 49  
EDELMAN, AMANDA, 38  
EDGERTON, ADAM, 65  
EDMUNDS, JULIE, 20, 34  
EGALITE, ANNA, 26, 75, 98  
EGAN, LAURA, 50  
EHLERT, MARK, 30  
EISNER, RYAN, 20, 64  
EIZMAN, GALIT, 84  
EL-HODIRI, NAGLA'A, 70  
ELSAYED, MAHMOUD, 30, 60  
ENGBERG, JOHN, 49  
EREN, OZKAN, 38  
ERICKSON, HEIDI, 37, 98  
ESCUETA, MAYA, 73  
ESTRERA, ELC, 20  
EVANS, BRENT, 26, 75, 87, 94, 96

## Index

- FAIRLIE, ROBERT, 49  
FAN, KRISTY, 56  
FARIA, ANN, 20  
FARLEY, AMY, 29  
FARLEY-RIPPLE, ELIZABETH, 32, 78, 99  
FATIMA, SYEDA, 23  
FAZLUL, ISHTIAQUE, 53  
FELDMAN, RACHEL, 31  
FENG, LI, 20, 31  
FENG, XIAO, 73  
FERGUS, EDWARD, 48  
FERRARE, JOSEPH, 26, 62  
FERREYRA, MARIA, 94  
FESLER, LILY, 26  
FIGLIO, DAVID, 27, 47, 99  
FILIZ-OZBAY, EMEL, 68  
FINCH, MAIDA, 90  
FINGER, LESLIE, 19  
FINSTER, MATTHEW, 28  
FISCHER, STEFANIE, 40  
FISHER, BENJAMIN, 88  
FISHER, TYLER, 56  
FITZPATRICK, BRIAN, 26  
FITZPATRICK, DAN, 29, 96  
FLACK, CLARE, 88  
FLANDERS, WILLIAM, 66  
FLETCHER, CARLA, 32  
FLORES, PETE, 65  
FLORES, SHANNON, 83  
FLORES, STELLA, 20  
FORTNER, C., 82  
FOSTER, JOHN, 33  
FOWLER, AMY, 76  
FOWLES, JACOB, 33  
FRANK, KENNETH, 39  
FREELON, RHODA, 23  
FRENCH, KATE, 33  
FRICKE, HANS, 71  
FRIEDMANN, ELIZABETH, 56  
FUCHSMAN, DILLON, 51  
FULLER, SARAH, 17, 20, 85  
FUNG, NICKIE, 35  
FURQUIM, FERNANDO, 54  
GALEY, SARAH, 92  
GALLEGOS, SEBASTIAN, 71  
GAMSE, BETH, 80  
GANDARA, DENISA, 74  
GANDHI, JILL, 35  
GANGOPADHYAYA, ANUJ, 56  
GANIMIAN, ALEJANDRO, 78, 80  
GAO, NIU, 39  
GARRIGA, CARLOS, 94  
GARTNER, JESS, 65  
GAULKE, AMANDA, 34, 45  
GENTILE, CLAUDIA, 89  
GENTRY, RACHEL, 24  
GERBER, RUSSELL, 80  
GERSHENSON, SETH, 24, 61, 99  
GIBBS, CHLOE, 18, 77  
GIBBS-BOWLING, NATHAN, 42  
GIGLIOTTI, PHILIP, 75  
GILKES, TAMARA, 23  
GILL, BRIAN, 31, 47, 81  
GILL, COLT, 97  
GILL, SEAN, 77  
GILMAN, LEON, 95  
GILPIN, GREGORY, 64, 75  
GILRAINE, MICHAEL, 75  
GLENNIE, ELIZABETH, 34  
GNEDKO-BERRY, NATALYA, 18, 28, 29  
GOBLE, LISBETH, 35  
GODDARD, ROGER, 30  
GODDARD, YVONNE, 30  
GOERTZ, MARGARET, 46  
GOERTZ, ROBERT, 6  
GOFF, PETER, 30, 90  
GOLDHABER, DAN, 6, 19, 29, 41, 54, 69, 90  
GOLDRING, ELLEN, 77  
GOLDRING, THOMAS, 31  
GONZALEZ, NAIHOBE, 81  
GOOD, ANNALEE, 95  
GOODMAN, JOSHUA, 87  
GOPALAKRISHNAN, AJIT, 76  
GOPALAN, MAITHREYI, 40  
GORDON, NORA, 17, 50  
GORTON, NICOLE, 84  
GOTTFRIED, MICHAEL, 27, 28, 60, 68



## Index

- GRAFF, PATRICK, 26  
GRAHAM, JEROME, 44  
GRAJEDA, SARA, 78  
GRANT, SEAN, 57  
GRANTHAM, ALISON, 70  
GRAVES, JENNIFER, 6, 45, 84  
GREBING, ERIC, 93  
GREENE, JAY, 37  
GRIFFIN, MATT, 28, 29  
GRIFFITH, AMANDA, 33  
GRISSOM, JASON, 6, 26, 72, 91, 95  
GROFF-BLASZAK, ABIGAIL, 26  
GROSS, BETHENY, 70, 77, 95  
GROSS, MAX, 49  
GROSZ, MICHEL, 56, 85  
GROUT, CYRUS, 41  
GUARINO, CASSANDRA, 6, 22  
GULOSINO, CHARISSE, 66  
GUNTHER, JEFFREY, 21  
GUO, TIANSHU, 52  
GURANTZ, ODED, 56, 87, 99  
GURYAN, JON, 80  
GUTHRIE, J. EDWARD, 57  
GUTIERREZ, ITALO, 49  
HA, WEI, 54  
HACKMANN, DON, 30  
HAGAN, KATIE, 41  
HAGOOD, LORI, 59  
HALL, ADAM, 85  
HAMILTON, CHRISTAL, 66  
HAMILTON, LAURA, 57, 88, 95  
HAN, CHUNPING, 43  
HAN, DONGSOOK, 51  
HANLEY, JOHANNA, 66  
HANSEN, JOHN, 97  
HANSON, VANSÁ, 97  
HANUSHEK, ERIC, 38, 84, 95  
HAO, YI, 31  
HARBATKIN, ERICA, 22, 72  
HARRIS, ANGEL, 37  
HARRIS, DOUGLAS, 31, 57  
HART, CASSANDRA, 40, 47, 68  
HARTMANN, WESLEY, 52  
HASHIM, AYESHA, 93  
HAVEMAN, ROBERT, 34  
HAYDEN, EMILY, 88  
HEINRICH, CAROLYN, 23, 84, 95  
HEISSEL, JENNIFER, 99  
HELLER, BLAKE, 87  
HEMELT, STEVEN, 23, 34, 51, 54, 96  
HENRY, GARY, 43, 44, 72, 91  
HEPPEN, JESSICA, 20  
HERBERT, KAREN, 29  
HERNÁNDEZ, MÓNICA, 31  
HERSHBEIN, BRAD, 35, 52  
HESTER, CANDACE, 18, 28  
HEUTEL, GARTH, 57  
HILL, ANDREW, 30  
HILL, DARRYL, 6, 37, 60, 99  
HINES, ANNIE, 56  
HITT, COLLIN, 64  
HO, HIEP, 5  
HODARA, MICHELLE, 97  
HOLDEN, KRISTIAN, 54  
HOLLADAY, JEN, 70  
HOLLINS, CHRIS, 65  
HOLOD, ALEKSANDRA, 35  
HOLT, STEPHEN, 40  
HOLTEN, BRANDI, 29  
HOLZMAN, BRIAN, 97  
HONEY, NGAIRE, 94  
HOPKINS, BRYANT, 27  
HORVATH, JOSH, 85  
HOUCK, ERIC, 63, 65  
HOULE, JASON, 36  
HU, SIHUA, 63  
HUANG, YIFAN, 33  
HUGHES, RODNEY, 60  
HULL, ANGELA, 6  
HUNTER, SETH, 92  
HUNTINGTON-KLEIN, NICK, 42, 49  
HUR, HYUNGJO, 51  
HURWITZ, MICHAEL, 99  
HUSAIN, ALIZA, 72, 88  
HUTT, ETHAN, 60  
HYMAN, JOSHUA, 34, 87  
IATAROLA, PATRICE, 35  
IBRAHIM, DEANNA, 35

- II, DENNIS, 33, 92  
 IMBERMAN, SCOTT, 27, 37  
 INGLE, W., 30  
 IVES, JENNELL, 97  
 JABBAR, HURIYA, 27  
 JACINTO, ALBERTO, 99  
 JACKSON, CARA, 43, 83  
 JACOBSEN, REBECCA, 81  
 JAGGARS, SHANNA, 33  
 JAMES, JESSALYNN, 18  
 JANG, HEEWON, 89  
 JAQUETTE, OZAN, 59  
 JAUME, DAVID, 53  
 JEFFRIES, JULIA, 40  
 JENNINGS, AMANDA, 32, 99  
 JENNINGS, AUSTIN, 99  
 JENNINGS, JENNIFER, 38, 57, 60, 85  
 JOHANN, ALEXANDER, 33  
 JOHN, ELISE, 29  
 JOHN, JUNE, 35  
 JOHNSON, ANGELA, 62  
 JOHNSON, HANS, 24  
 JOHNSON, JOY, 41  
 JOHNSON, KATIE, 32  
 JOHNSON, L. JOY, 62  
 JONES, ASHLEY, 26  
 JONES, CURTIS, 95  
 JONES, DANIEL, 30  
 JONES, PETER, 98  
 JOSHI, ELA, 78  
 JOSHI, SWARUP, 97  
 KABOUREK, SARAH, 54  
 KALIL, ARIEL, 71  
 KAM, JIHYE, 56  
 KANE, THOMAS, 17, 69, 96  
 KANG, HANA, 62  
 KANG, SOHYUN, 34  
 KANNO, YASUKO, 74  
 KARBOWNIK, KRZYSZTOF, 99  
 KATZ, VERONICA, 58  
 KAUFMAN, JULIA, 50, 69  
 KEARNEY, TYLER, 32  
 KEESLER, VENESSA, 87  
 KEHOE, STACY, 51  
 KELCHEN, ROBERT, 92  
 KELLY, KATELYNN, 95  
 KENNEDY, ALEC, 21, 62  
 KERN, EMILY, 43  
 KERR, SARA, 58  
 KEZAR, ADRIANNA, 40  
 KHO, ADAM, 17, 43, 44  
 KILBRIDE, TARA, 19  
 KILLEEN, KIERAN, 65, 96  
 KIM, DAE, 33  
 KIM, SOOBIN, 81, 87  
 KIM, TAEK HYUNG, 35  
 KIMBALL, STEVE, 95  
 KINGSBURY, IAN, 27  
 KIOKO, SHARON, 66  
 KIRKSEY, J. JACOB, 28, 65  
 KIRKSEY, JACOB, 60, 68  
 KISIDA, BRIAN, 37  
 KITCHIN, JAMES, 67  
 KLASIK, DANIEL, 77  
 KLENK, KATHERINE, 50  
 KLEPFER, KASEY, 32  
 KNECHTEL, VIRGINIA, 35  
 KNIGHT, DAVID, 30, 66  
 KOEDEL, CORY, 21, 69, 81  
 KOFOED, MICHAEL, 40, 84  
 KOGAN, VLADIMIR, 27  
 KOLBE, TAMMY, 65  
 KONOPASKE, ROB, 31  
 KOPKO, ELIZABETH, 80  
 KOPOTIC, KATHERINE, 32  
 KORN, SHIRA, 69, 98  
 KOSE, ESRA, 44  
 KOSIEWICZ, HOLLY, 34  
 KOTTELENBERG, MICHAEL, 18  
 KOZAKOWSKI, WHITNEY, 17  
 KRAFT, MATTHEW, 29, 82, 91  
 KRAMER, DENNIS, 92  
 KRAMER, EVAN, 76  
 KRAMER, JENNA, 74, 92, 94  
 KREISMAN, DANIEL, 57  
 KRIEG, JOHN, 29, 41, 75  
 KRISHNAMACHARI, ANANDITA, 93  
 KRUPA, OLHA, 66

## Index

- KUEHN, DANIEL, 98  
KUEHN, ZOE, 84  
KUPCHIK, AARON, 88  
KURLAENDER, MICHAL, 6, 24, 69  
KURLEANDER, MICHAL, 59  
LACY, AUSTIN, 25  
LADD, HELEN, 24, 25, 44, 51  
LADERMAN, SOPHIA, 55  
LANE, ERIN, 85  
LANG, MATTHEW, 40  
LANGI, MEREDITH, 38  
LAPID, PATRICK, 25  
LAROCCA, BOB, 76  
LARSEN, MATTHEW, 81  
LASTRA-ANADON, CARLOS, 19, 64  
LATHAM, SCOTT, 18  
LAUEN, DOUG, 85  
LAUEN, DOUGLAS, 20  
LAURITO, AGUSTINA, 89  
LAVERTU, STEPHANE, 44  
LAVERTU, STÉPHANE, 27  
LAZAREV, VALERIY, 98  
LEARDO, MICHELE, 65, 89  
LECLAIR, ZACH, 64  
LEE, HONG, 65  
LEE, HWANOONG, 61, 87  
LEE, HYEIN, 59  
LEE, JUNGMIN, 92  
LEE, MATTHEW, 98  
LEE, MONICA, 56  
LEE, SOOMIN, 20, 29  
LEEDS, DANIEL, 20  
LEHRER, STEVEN, 18, 78  
LENARD, MATTHEW, 23, 35, 37, 60  
LENHOFF, SARAH, 60, 67  
LESNICK, JOY, 88  
LEVENSON, JOYCE, 7  
LEVIN, JESSE, 65, 85  
LEVIN, STEPHANIE, 66  
LI, AMY, 32, 74  
LI, DIFEI, 17  
LI, DIYI, 56  
LI, MENGYI, 89  
LI, QIUJIE, 87  
LI, YAN, 62  
LIEBOWITZ, DAVID, 60  
LIN, QINYUN, 39  
LIN, YUXIN, 45  
LINDEN, ROBERT, 85  
LINDERMAN, DONNA, 17  
LINDSAY, CONSTANCE, 31, 48  
LINKOW, TAMARA, 42, 80  
LIPSCOMB, STEPHEN, 33  
LITTLE, MICHAEL, 21  
LIU, ALBERT, 33  
LIU, FENG, 29  
LIU, HAOYANG, 96  
LIU, HUACONG, 31  
LIU, JING, 64  
LIU, LIHAN, 57  
LIU, LINDSEY, 33  
LIU, VIVIAN, 36, 45  
LIU, YUQING, 63  
LLOYD, BRIAN, 26  
LOCKARD, DEVON, 31  
LOEB, SUSANNA, 20, 25, 41, 50, 51, 72, 89, 95  
LONG, MARK, 21, 34  
LONG, MARYANNE, 33  
LOVENHEIM, MICHAEL, 27, 38, 57, 84  
LOVISON, VIRGINIA, 40  
LOYALKA, PRASHANT, 23, 52  
LU, FENGMING, 73  
LUCASAN, GAIL, 96  
LUEKEN, MARTIN, 54  
LYNN, HEATHER, 41  
MA, LIPING, 33  
MABEL, ZACHARY, 17  
MAGUIRK, PRESTON, 89  
MAIN, JOYCE, 21, 81  
MANN, BRYAN, 26  
MANSHIP, KAREN, 35  
MANZESKE, DAVID, 18, 28, 29  
MARCHITELLO, MAX, 30  
MARCOTTE, DAVE, 80  
MARIANNO, BRADLEY, 19  
MARK, NICHOLAS, 38  
MARKOWITZ, ANNA, 21, 44, 89

## Index

- MARSH, JULIE, 61  
MARSHALL, JOANNE, 30  
MARSICANO, CHRISTOPHER, 92  
MARTIN, DAVID, 93  
MARTINEZ, JOSE, 38  
MARTORELL, PACO, 24, 40, 56, 80  
MATSA, DAVID, 72  
MATTHIS, WILLIAM, 25  
MAVROGORDATO, MADELINE, 77, 95  
MAY, HENRY, 78  
MAYER, SUSAN, 71  
MCCANN, COLLEEN, 70  
MCCONNELL, KAT, 63  
MCCONVILLE, SHANNON, 33  
MCEACHIN, ANDREW, 60, 85  
MCGHEE, RAY JR., 21  
MCGINNIS, COLIN, 28  
MCKENZIE, ROY, 60  
MCKENZIE, SARAH, 60  
MCMAHON, CHANTAL, 20  
MCMILLAN, ROBERT, 75  
MEER, JONATHAN, 99  
MEHLOTRA, RADHIKA, 33  
MEJIA, MARISOL, 24  
MELGUIZO, TATIANA, 20, 40, 49, 59  
MENESES, FRANCISCO, 44  
MERKLE, JESSICA, 65  
MERRILL, BECCA, 93  
MERRILL, REBECCA, 21  
MEYER, KATHARINE, 80  
MIDTHUN, CHARLES, 62  
MIHALY, KATA, 22, 82  
MILLER, AMALIA, 72  
MILLER, CORBIN, 75  
MILLER, HANNAH, 34  
MILLER, KRISTY, 41  
MILLER, LUKE, 88, 95  
MILLER, TREY, 34, 80  
MILLS, JONATHAN, 32, 75, 98  
MILTON, ROSS, 85  
MINAYA, VERONICA, 63, 64  
MITCHELL, ROBERT, 43  
MOKHER, CHRISTINE, 20  
MONTI-NUSSBAUM, MANUEL, 82  
MOON, JODI, 70  
MOORE, JOANN, 42  
MOORE, RAEAL, 65  
MORGAN, ANDREW, 31, 58  
MORROW, KIMBERLY, 90  
MOU, HAIZHEN, 65  
MOUGANIE, PIERRE, 33  
MULFINGER, LAURA, 61  
MULHERN, CHRISTINE, 68  
MULLMAN, HANNAH, 41  
MUMMA, KIRSTEN, 87  
MURALIDHARAN, KARTHIK, 78  
MUROGA, ATSUKO, 62, 66, 73  
MURPHY, MARK, 18, 68  
MURPHY, MARY, 40  
MURPHY, PATRICK, 33  
MURPHY, RICHARD, 34, 38  
MURRAY, OLIVIA, 67  
MUSADDIQ, TAREENA, 17  
NAGEL, JESSE, 57  
NAMEN, OLGA, 34  
NAMINGIT, SHERYLL, 45  
NAVEN, MATTHEW, 24  
NDASHIMYE, FELIX, 81  
NDASHIMYE, JEAN, 63  
NEEDHAM, CHRIS, 65  
NEEL, MICHAEL, 77  
NEGASSI, YOHANNES, 43  
NELSON, F. HOWARD, 7  
NGO, FEDERICK, 49, 56  
NGUYEN, MINH, 58, 61  
NGUYEN, TUAN, 30, 94  
NGUYEN-HOANG, PHUONG, 82  
NI, XIAOQUANG, 30  
NICHOLS, AUSTIN, 36  
NIKOLAOU, DIMITRIOS, 50  
NISAR, HIREN, 73, 86  
NORES, MILAGROS, 72, 77  
NOWICKI, JACQUELINE, 70  
O'HARA, ERIN, 58  
O'REILLY, FRAN, 66  
OBERGFELL, MACGREGOR, 55  
OGUT, BURHAN, 35  
OKAHANA, HIRONAO, 31, 45

## Index

- OLOFSON, MARK, 66  
OPFER, V. DARLEEN, 50, 69  
OPPER, ISAAC, 82  
ORLAND, MARTIN, 46  
ORR, LARRY, 73  
ORTIZ, PAMELA, 22  
OST, BEN, 63  
OU, SUH-RUU, 53  
OZBAY, ERKUT, 68  
OZEK, U MUT, 70, 99  
PADILLA-ROMO, MARÍA, 77  
PAGE, LINDSAY, 60, 68  
PAN, WEIXIANG, 77  
PANE, JOSEPH, 69  
PAPAY, JOHN, 29, 82, 91, 98  
PAREDES, RICARDO, 94  
PAREDES, VALENTINA, 94  
PARK, B. JASMINE, 89  
PARK, ELIZABETH, 40, 49  
PARK, RINA, 52, 88  
PARK, SO, 29  
PASSIAS, EMILY, 19  
PAYNE, ABIGAIL, 21  
PENNER, ANDREW, 17  
PENNER, EMILY, 17, 20, 40, 51  
PEREZ, GRACIELA, 34  
PERSICO, CLAUDIA, 89  
PESKOWITZ, ZACHARY, 27  
PETERSON, PAUL, 68  
PETKO, MICHAEL, 7  
PH.D., DENNIS, 33  
PHAM, LAM, 43, 44  
PHARRIS-CIUREJ, NIKOLAS, 17  
PHELAN, GREGORY, 42  
PHELAN, JONATHAN, 28  
PHIPPS, AARON, 29, 91  
PICUS, LAWRENCE, 46  
PIERCE, MICHAEL, 36  
PIERSON, ASHLEY, 97  
PING, DU, 77  
PINKOVSKIY, MAXIM, 52  
PIVOVAROVA, MARGARITA, 26, 74  
PLAYER, DANIEL, 88  
PODGURSKY, MICHAEL, 30  
POGODZINSKI, BEN, 60, 67  
POLIKOFF, MORGAN, 50, 64, 69  
POLLARD, CYNTHIA, 40  
POON, ALEX, 81  
POON, ALEXANDER, 86  
PORTER, LORNA, 29  
PORTER, SONYA, 17  
PORTER, STEPHEN, 24, 69, 98  
POTAMITES, LIZ, 31  
POTOCHNICK, STEPHANIE, 74  
POWERS, JEANNE, 26, 74  
PRESTON, COURTNEY, 90  
PRICE, JOSHUA, 87  
PU, SHI, 23  
PUGATCH, TODD, 21  
PYATIGORSKY, MIKHAIL, 18  
QUICK, HEATHER, 35  
QUINCE, VANESSA, 90  
QURESHI, JAVAERIA, 56, 63  
RABOVSKY, SARAH, 18  
RAINEY, KATHARINE, 95  
RAN, FLORENCE, 59  
RANGEL, MARCOS, 63  
RAVER, C. CYBELE, 35  
RAYMOND, MARGARET, 43  
RECCH, FILIPE, 67  
RECKHOW, SARAH, 92  
REDDING, CHRISTOPHER, 43, 78  
REEDER, BRIAN, 97  
REGUEIRA, EVA, 52  
REID, DAVID, 29  
REYES, ILIANA, 35, 80, 85  
RHINESMITH, EVAN, 32, 66  
RICHARDS, MEREDITH, 40, 99  
RICHARDSON, WILLIAM, 43  
RIDLEY, MATTHEW, 27  
RIGGS, SAM, 82  
RITTER, DUBRAVKA, 31  
RITTER, GARY, 60, 64, 74  
RIVAS, MARIELA, 96  
RIVKIN, STEVEN, 31, 61, 95  
ROBINSON, GERARD, 47  
ROBINSON, JARED, 26  
ROBLES, SILVIA, 17, 49

## Index

- ROCH, CHRISTINE, 30  
ROCHMES, JANE, 20, 51  
RODAS, ELIZABETH, 63  
RODRIGUEZ, LUIS, 43, 92  
RODRIGUEZ, OLGA, 24  
RODRIGUEZ, VIVIANA, 66  
RODRIGUEZ-ESCUZIA, YASMIN, 30  
ROGERS, LAURA, 72  
ROGERS, SAMANTHA, 32  
RONFELDT, MATT, 41  
ROSA, LEONARDO, 30, 69  
ROSE, AMANDA, 33  
ROSINGER, KELLY, 87  
ROSS, LYDIA, 65  
ROSS, STEPHEN, 85  
ROTH, JEFFREY, 99  
ROTHERHAM, ANDREW, 42  
ROUSE, KATY, 23, 35, 69  
ROY, JOYDEEP, 54, 75  
ROZA, MARGUERITE, 41, 42, 54  
RUBENSTEIN, ROSS, 24, 41  
RUBIN, MOLLIE, 77  
RUBIO, EDWARD, 87  
RUFFINI, KRISTA, 50, 53  
RUHOSE, JENS, 84  
RUSZKOWSKI, CHRISTOPHER, 58  
RYAN, CJ, 32  
RYU, HANBYUL, 69  
SABLAN, JENNA, 32  
SADLER, JAMES, 21, 37, 88  
SADOWSKI, KATHARINE, 89  
SALLOUM, SERENA, 63  
SAMWICK, ANDREW, 56  
SANDERS, JASMINE, 59  
SANDERSON, DANIELLE, 43, 92  
SARTAIN, LAUREN, 31, 61, 98  
SASS, TIM, 22, 82  
SATTARI, REZA, 72  
SATTIN-BAJAJ, CAROLYN, 57, 68, 94  
SAUNDERS, KATHERINE, 36  
SCHACHNER, JARED, 63  
SCHERER, ETHAN, 50, 96  
SCHIMAN, JEFFREY, 31, 61, 95  
SCHMIDT, ALEX, 34  
SCHMIDT, WILLIAM, 62  
SCHMITZ, KIRSTEN, 30  
SCHNEIDER, BARBARA, 87  
SCHNITTKE, JESSICA, 39  
SCHUELER, BETH, 43, 69  
SCHWARTZ, AMY, 27, 48, 50, 65, 89  
SCHWARTZ, NATE, 19, 91  
SCHWARTZ, NATHANIEL, 34  
SCHWEGMAN, DAVID, 43, 91  
SCHWEIG, JONATHAN, 22, 38, 50  
SCOTT, CAITLIN, 63  
SCOTT, MICHAEL, 27, 63  
SCOTT-CLAYTON, JUDITH, 6, 36, 52, 72  
SEELKE, JOHN, 60  
SEMYKINA, ANASTASIA, 39  
SEQUEIRA, CARLOS, 83  
SERRITZLEW, SOREN, 64  
SHAKEEL, M. DANISH, 72  
SHANAHAN, TIMOTHY, 89  
SHAND, ROBERT, 30, 62, 66  
SHAPIRO, ANNA, 44  
SHAW, DARA, 81  
SHAW, MATTHEW, 33  
SHAW, MICHAEL, 66  
SHI, YING, 19, 63  
SHIFERAW, MENBERE, 35  
SHIGEOKA, SHO, 48  
SHORES, KENNETH, 24, 54, 96  
SHULS, JAMES, 37, 54  
SIBILIA, REBECCA, 42  
SIEGEL-HAWLEY, GENEVIEVE, 42  
SIMS, DAVID, 59  
SINGLETON, JOHN, 19, 24  
SISLI-CIAMARRA, ELIF, 66  
SKINNER, BENJAMIN, 86  
SLAUGHTER, AUSTIN, 33  
SMITH, EDWARD, 66  
SMITH, JO, 29  
SMITH, JONATHAN, 82, 87, 99  
SMITH, NICHOLE, 25  
SNOW, WILL, 43  
SODERSKOV, KIM, 64  
SOLAND, JAMES, 57  
SOLANKI, SABRINA, 49

## Index

- SOLARI, CLAUDIA, 73  
SOLIZ, ADELA, 49, 56  
SONCIN, MARA, 31, 36  
SONG, DAVID, 72  
SONG, YANG, 96  
SONG, YOUNGWAN, 24  
SORENSEN, LUCY, 51, 75  
SORENSEN, NICHOLAS, 20, 64  
SORENSEN, PEGGY, 64  
SOVERO, VERONICA, 33  
SPELKE, ELIZABETH, 78  
SPRINGER, MATTHEW, 22, 43, 92  
SPYBROOK, JESSACA, 73  
STACKHOUSE, SHANNON, 26, 83  
STAFFORD, B. ASPACIA, 24  
STAFFORD, FRANK, 21  
STAIGER, DOUGLAS, 96  
STALLINGS, D.T., 98  
STALLINGS, TRIP, 69  
STANGE, KEVIN, 54, 72, 84, 85  
STEELE, JENNIFER, 18, 88  
STEEL-LOWNEY, BARBARA, 70  
STEINBERG, MATTHEW, 24, 92  
STEINBRECHER, EDWIN, 7  
STEINER, ELIZABETH, 88, 95  
STELITANO, LAURA, 95  
STEWART, MOLLY, 70  
STIEFEL, LEANNA, 23, 27  
STOCK, WENDY, 38  
STODDARD, CHRISTIANA, 38, 53  
STROUB, KORI, 40  
STRUNK, KATHARINE, 18, 19, 21, 38, 57,  
58, 61, 92  
STULLICH, STEPHANIE, 90  
SUDE, YUJIE, 64, 67  
SUN, MIN, 41, 64  
SUN, RUIRUI, 45  
SUN, THOMAS, 89  
SUTTER, JESSICA, 44  
SWAIN, WALKER, 92  
SWANSON, ELISE, 74  
TAK, SANGDONG, 59  
TANG, JING, 28  
TAYLOR, ERIC, 18  
TAYLOR, LORI, 6, 30, 52, 73  
TEMONEY, LARAVEN, 66  
TEMPLETON, MARY, 41  
TERRIER, CAMILLE, 27  
THELEN, CHRISTINE, 63  
THEOBALD, NEIL, 59  
THEOBALD, RODDY, 19, 29, 41, 60, 90  
THOMPSON, LINDSAY, 69  
THOMPSON, LINDSEY, 39, 69  
THOMPSON, PAUL, 67  
THORNTON, ELIZABETH, 49  
TIAN, ZHILEI, 73  
TIEN, CHRIS, 41  
TILLEY, CHARLES, 31  
TILLEY, KATHERINE, 78  
TIPPING, ANDREW, 54  
TOMA, EUGENIA, 6, 85, 98  
TOMPKINS-STANGE, MEGAN, 92  
TORPHY, KAITLIN, 63  
TORRRE, MARISA, 64  
TOUTKOUSHIAN, ROB, 32  
TSAI, TIFFANY, 34  
TUCHMAN, SIVAN, 63, 77  
TURNER, LESLEY, 68, 94  
ULLRICH, LAURA, 66  
UMBRIGHT, MARK, 72  
UNLU, FATIH, 20, 34, 73, 80  
UNTERMAN, REBECCA, 18, 38, 49  
VAZQUEZ, MANUEL, 63  
VELEZ, ERIN, 25  
VENATOR, JOANNA, 89  
VIANO, SAMANTHA, 88  
VILLARREAL, MICHAEL, 32  
VINOPAL, KATIE, 40  
WADDINGTON, JOSEPH, 26, 62, 70, 98  
WAITE, ANISAH, 95  
WAITS, TIFFANY, 89  
WALSH, ELIAS, 89  
WALTERS, KIRK, 64  
WANG, ANYI, 62  
WANG, ELAINE, 95  
WANG, RUI, 78  
WANG, YAOJING, 33  
WARD, JASON, 77

## Index

- WARE, MICHELLE, 51  
WARNER, NICK, 24  
WATSON, ANGELA, 30, 37, 64  
WATTS, TYLER, 35, 89  
WEATHERS, ERICKA, 23  
WEBBER, ALTHEA, 17  
WEBSTER, JEFF, 32  
WEDENOJA, LEIGH, 65  
WEILAND, CHRISTINA, 18, 35, 44  
WEINBERG, BRUCE, 21, 72  
WEINHARDT, FELIX, 38  
WEINSTEIN, MERYLE, 89  
WEISS, SARA, 69  
WELSH, RICHARD, 28, 44  
WEST, KRISTINE, 20  
WEST, MARTIN, 19, 50  
WHATLEY, MELISSA, 94  
WHEELER, STEPHEN, 90  
WHITE, RACHEL, 69  
WHITESSELL, EMILY, 31  
WIDEN, SHERRI, 89  
WILKENFELD, BRITT, 29  
WILKENFELD, GILAD, 29  
WILLEN, ALEXANDER, 37  
WILLÉN, ALEXANDER, 53  
WILLIAMS, BREYON, 22  
WILLIAMS, SAVANNAH, 94  
WILLIS, JASON, 52  
WILSON, PROFESSOR, 42  
WINDEKENS, ANNA, 74  
WING, COADY, 93  
WING, JEAN, 81  
WINTERS, MARCUS, 27, 37, 38, 74  
WISEMAN, EMILY, 18, 29, 58  
WITZEN, BRIAN, 38  
WOESSMANN, LUDGER, 84  
WOHLSTETTER, PRISCILLA, 88  
WOLF, PATRICK, 98  
WOLFE, BARBARA, 34, 56  
WONG, VIVIAN, 93  
WOODWORTH, JAMES, 43  
WRABEL, STEPHANI, 57  
WRIGHT, ADAM, 75  
WRIGHT, AUSTIN, 34  
WRIGHT, NICHOLAS, 82  
WU, JIAYAO, 92  
WYCKOFF, JAMES, 58, 95  
WYCKOFF, JIM, 18, 72  
XU, DI, 49, 59  
XU, YING, 63, 73  
YAHRAES, BRENDA, 29  
YAN, JUNPENG, 81  
YAN, YU, 23  
YANAGIURA, TAKESHI, 32  
YANAN, ZHANG, 77  
YANG, HAISHENG, 81  
YANG, MINSEOK, 30  
YANG, PO, 63, 66  
YE, XIAOYANG, 52, 73  
YEUNG, RYAN, 49, 82  
YOUNGS, PETER, 95  
YUN, JOHN, 87  
ZABEL, JEFFREY, 65  
ZAMARRO, GEMA, 21, 37, 51  
ZARECKI, DOMINIC, 81  
ZEISER, KRISSY, 80  
ZELMAN, SUSAN, 64  
ZHANG, QI, 73  
ZHANG, RONGXIN, 73  
ZHANG, XIAOHAN, 96  
ZHANG, YUAN, 89  
ZHAO, BO, 84  
ZHENG, QI, 66  
ZHU, JUNMENG, 64  
ZHU, QIONG, 84  
ZIEGLER, BRANDON, 70  
ZIMMER, RON, 43, 44, 70  
ZUNIGA, RAYMOND, 68