

**THE ASSOCIATION FOR
EDUCATION FINANCE AND POLICY
37TH ANNUAL CONFERENCE**

Education Finance, Policy and Practice:
The Role of Evidence in a Dynamic World

March 15-17, 2012

Hyatt Regency Boston
Boston, Massachusetts

FUTURE AEFP ANNUAL CONFERENCES

2013

38TH ANNUAL CONFERENCE
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WASHINGTON MARRIOTT WARDMAN PARK
WASHINGTON D. C.
MARCH 5-7, 2015

The Association for Education Finance and Policy

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Phone: (573) 814-9878

Conference Twitter hashtag: #aeftpweb
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2012 AEFP CONFERENCE BOSTON, MASSACHUSETTS

AEFP thanks the following individuals and organizations for their support of the 37th Annual Conference:

The AEFP Program Planning Committee Deborah Cunningham (chair), Dominic Brewer, Carrie Conaway, Elizabeth Dhuey, Susan Dynarski, Jewell Gould, Kieran Killeen, Donna Muncey and Tim Sass and Carolyn Herrington.

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Emily Pas Isenberg (chair), Steven Glazerman, Dylan Conger and Joyce Levenson for serving on the Awards Committee.

Dominic Brewer (chair), Edward Hurley, Donna Muncey, Gloria M. Rodriguez for serving on the Nominations Committee.

Douglas Harris (Chair), Carrie Conaway, Elizabeth Dhuey, Eric Elliott, David Mustard and Ron Skinner for serving on the AEFP Membership/Recruiting Committee.

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

Susanna Loeb (Chair), Deborah Cunningham and Carolyn Herrington for serving on the AEFP Outstanding Service Award Committee.

David Mustard, Chair, Susan Dynarski, Steve Glazerman, Joyce Levenson, Tim Sass for serving on the AEFP Publications Committee.

To aid AEFP future planning efforts, to graduate students **Luke Pennig, James Shuls, Vicki Wheatley** for taking session attendance, to **Lia Gregory** for editing and analyzing the participant list, and **Mercy Hyde** for handling conference evaluation.

Rick Hanushek (Stanford University), **Michael A. Rebell** (Teacher's College, Columbia) and **Russlynn Ali** (Assistant Secretary of Civil Rights for the U.S. Department of Education) and **John King** (Commissioner New York State Education Department) for their contributing to the general sessions.

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

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The following individuals are nominees for the AEFP Board of Directors and Officers. Please vote on Friday, March 16th from 12:00 p.m. - 5:00 p.m. in the Conference Registration Area.

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

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

**Deceased*

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YEAR	RECIPIENT	CONFERENCE LOCATION
2011	Jewell Gould	Seattle, Washington
2010	David Figlio	Richmond, Virginia
2009	James Guthrie	Nashville, Tennessee
2008	Jay Chambers	Denver, Colorado
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1991	Teresa S. Lyons and Phillip McKenzie
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PROGRAM OVERVIEW
THE 37TH ANNUAL CONFERENCE OF
THE ASSOCIATION FOR EDUCATION FINANCE AND POLICY

Thursday, March 15, 2012

8:00AM - 5:00PM	Conference Registration
8:30AM - 12:30PM	Pre-Conference Workshops (<i>time & lengths vary</i>)
8:30AM - 11:30AM	Pre-Conference Board Meeting
11:30AM - 12:30PM	Past Presidents Lunch (by invitation)
1:00PM - 2:30PM	First General Session
2:45PM - 4:15PM	Concurrent Session I
4:30PM - 6:00PM	Concurrent Session II
6:15PM - 7:00PM	New Member, Graduate Student, International Member Reception <i>Sponsored by the George W. Bush Institute</i>
7:00PM - 8:00PM	Welcome Reception

Friday, March 16, 2012

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

Friday, March 16, 2012, continued

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|-----------------|-----------------------------------|
| 3:45PM - 5:15PM | Poster Session |
| 5:30PM - 6:30PM | State of the States and Provinces |
| 6:30PM - 7:30PM | Reception Social |

Saturday, March 17, 2012

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| 8:00AM - 9:30AM | Concurrent Session VI |
| 9:45AM - 11:15AM | Concurrent Session VII |
| 11:30AM - 1:00PM | Concurrent Session VIII |
| 1:15PM - 2:30PM | Post-Conference Board of Directors Meeting |

Thursday, March 15, 2012

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

Room: 4th Floor Foyer

Pre-Conference Workshop 1: 10:00AM - 12:30PM

WORKSHOP 1 - The Role of the Courts in Ensuring Adequate Education in Hard Economic Times

Room: Plymouth, 4th Floor

MICHAEL A. REBELL, Teachers College, Columbia University

AL LINDSETH, Attorney, Sutherland Asbill & Brennan

JAMES R. TALLON, JR., New York State Board of Regents

Pre-Conference Workshops 2 & 3: 8:30AM - 12:00PM

WORKSHOP 2 - Accessing and Exploring NCES Postsecondary Education Data: Integrated Postsecondary Education Data System (IPEDS), National Postsecondary Student Aid Study (NPSAS), Beginning Postsecondary Students Longitudinal Study (BPS), and the Baccalaureate and Beyond Study (B&B)

Room: Marlborough, 4th Floor

COLLEEN LENIHAN and SEAN SIMONE, U.S. Department of Education, National Center for Education Statistics

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

Room: Sturbridge, 4th Floor

STEPHEN Q. CORNMANN and EMANNUAL SIKALI,

U.S. Department of Education, National Center for Education Statistics;

MARK DIXON, JANEAN DARDEN and LAURA DIXON,

U.S. Census Bureau

Thursday, March 15, 2012

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

Room: Duxbury, 4th Floor

First General Session - Thursday, March 15, 2012: 1:00 - 2:30PM

Room: 4th Floor Ballroom

Welcome

CAROLYN D. HERRINGTON

President, Association for Education Finance and Policy
The Florida State University, College of Education

Introduction of Candidates for the Board of Directors

DOMINIC BREWER, University of Southern California

Presidential Address

CAROLYN D. HERRINGTON

Presentation of New Scholars Awards

EMILY PAS ISENBERG

Keynote Address:

Reform and Research -- The Power of Data to Make Our Schools Better

JOHN B. KING JR., New York State Commissioner of Education

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

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

1.01 - Issues in Higher Education Policy: Experimental and Quasi-Experimental Evaluations of Aid, Remediation and Grades

Room: Concord, 4th Floor

Chair: BARBARA LACOST, University of Nebraska.

SARA GOLDRICK-RAB, University of Wisconsin. *Conditional Cash Transfers and College Persistence: Evidence from a Randomized Need-Based Grant Program.* (Co-author: Douglas N. Harris, University of Wisconsin, James Benson, University of Wisconsin)

ANGELA BOATMAN, Harvard University. *Does Remediation Work for All Students? How the Effects of Postsecondary Remedial and Developmental Courses Vary by Level of Academic Preparation.* (Co-author: Bridget Terry Long, Harvard University)

KRISTIN F. BUTCHER, Wellesley College. *The Great Deflation: A Quasi-Experimental Analysis of the Impact of Imposing Course-level GPA Caps on Outcomes for Students and Instructors.* (Co-author: Patrick McEwan, Wellesley College, Akila Weerapana, Wellesley College)

Discussant/s: PATRICIA M. ANDERSON, Dartmouth College.

1.02 - Higher Education - Impact of Race, Income and Immigration

Room: Sturbridge, 4th Floor

Chair: MADELINE WEISS, Teachers College, Columbia University.

PETER HINRICHS, Georgetown University. *An Empirical Analysis of Racial Segregation in Higher Education.*

OSBORNE JACKSON, Northeastern University. *Does Immigration Crowd Natives Into or Out of Higher Education?*

EUNKYOUNG PARK, Indiana University Bloomington. *Low-Income Students' Access to Selective Higher Education.* (Co-author: Sung Soo Jung, InJe University)

RAY FRANKE, University of California. *Determining How Institutional Finances and Climate Impact Degree Attainment for Low-Income Students – A Multilevel Model.*

Discussant/s: ELIZABETH S. BRADLEY, University of Georgia. TATIANA MELGUIZO, University of Southern California.

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

1.03 - All About Kindergarten

Room: Chatham, 3rd Floor

Chair: ELIZABETH DHUEY, University of Toronto.

BENJAMIN N. YORK, Stanford University. *The Effects of Within-Class Ability Grouping on the Social and Emotional Skills of Kindergartners and First Graders.*

ELIAS WALSH, Mathematica Policy Research. *School Entry Policies and the Value of a Year In (or Out) of School.*

JEAN EID, Wilfrid Laurier University. *Full-Day Versus Half-Day Kindergarten: Longer-Run Effects on Test Scores.* (Co-author: Phil Leonard, McMaster University, Christine Neill, Wilfrid Laurier University)

JEFFREY ZABEL, Tufts University. *Is Everything That Matters Determined by Kindergarten? How Initial Conditions Shape K-12 Educational Experiences.* (Co-author: Sarah Cordes, New York University, Amy Ellen Schwartz, New York University)

Discussant/s: ALISON JACKNOWITZ, American University. JUSTIN SMITH, Wilfrid Laurier University.

1.04 - Teacher Pay Reform

Room: Duxbury, 4th Floor

Chair: ALEX J. BOWERS, The University of Texas at San Antonio.

MICHAEL JONES, University of Notre Dame. *Show Who The Money? Does Performance Pay Attract Higher Quality Teachers?* (Co-author: Michael Hartney, University of Notre Dame)

KRISTINE LAMM WEST, University of Minnesota. *Complementarity of Incentive Pay and Decentralized Decision Making: Evidence from Minnesota's Q-Comp Program for Teachers.*

JANE ARNOLD LINCOVE, University of Texas. *Can Teacher Incentive Pay Improve Student Performance on Standardized Tests?*

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

ALLISON MCKIE SEIFULLAH, Mathematica Policy Research. *An Evaluation of the Teacher Advancement Program (TAP) in Chicago: Years Three and Four Impact Report*. (Co-author: Steven Glazerman, Mathematica Policy Research)

Discussant/s: JACOB VIGDOR, Duke University. PATTEN MAHLER, University of Virginia.

1.05 - Early Career Teachers and Induction

Room: Plymouth, 4th Floor

Chair: F. HOWARD NELSON, American Federation of Teachers

YOU YOU, Teachers College. *Using the Timing Variation in State Legislation to Estimate The Effects of New-Teacher Induction Programs on Teacher Turnover*.

KAREN J. DEANGELIS, University of Rochester. *The Impact of Pre-Service Preparation and Early Career Support on Novice Teachers' Career Intentions and Behaviors*.

PETER YOUNGS, Michigan State University. *How Human Resources Policies and Labor Management Relations Affect Beginning Teacher Fit and Retention*. (Co-author: Ben Pogodzinski, Wayne State University)

ALLISON ATTEBERRY, University of Virginia. *Returns to Teacher Experience in Early Career Years*. (Co-author: Susanna Loeb, Stanford University, James Wyckoff, University of Virginia)

Discussant/s: MATTHEW A. KRAFT, Harvard University. JENNIFER STEELE, RAND Corporation.

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

1.06 - Inside the "Black Box" of Charter School Impacts: What Works

Room: Martha's Vineyard (Front), 3rd Floor

Chair: BRIAN GILL, Mathematica Policy Research

PHILIP GLEASON, Mathematica Policy Research. *Factors Associated with Charter School Impacts: Findings from an Experimental Evaluation*. (Co-author: Melissa Clark, Mathematica Policy Research, Christina Clark Tuttle, Mathematica Policy Research)

SARAH R. COHODES, Harvard University. *Student Achievement in Massachusetts Charter Schools*. (Co-author: Joshua D. Angrist, MIT and NBER, Susan M. Dynarski, University of Michigan and NBER)

IRA NICHOLS-BARRER, Mathematica Policy Research. *The Diverse Impacts of Charter-School Management Organizations*. (Co-author: Bing-ru Teh, Mathematica Policy Research, Natalya Verbitsky-Savitz, Mathematica Policy Research)

MOIRA MCCULLOUGH, Mathematica Policy Research. *Charter-School Management Organizations: Examining Associations Between Diverse Strategies and Diverse Impacts*. (Co-author: Alexandra Killewald, Mathematica Policy Research, Joshua Haimson, Mathematica Policy Research)

Discussant/s: RONALD ZIMMER, Vanderbilt University. KEVIN BOOKER, Mathematica Policy Research.

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

1.07 - Playing with Time: How to Best Structure Time for Learning

Room: Adrienne Salon, 4th Floor

Chair: JESSICA SIMON, TERC.

MERYLE WEINSTEIN, New York University. *Leveling the After-School Playing Field: Examining the Effects of an Out-of-School Time Policy Initiative*. (Co-author: Jacob Leos-Urbel, New York University)

STEVEN MCMULLEN, Calvin College. *Year Round Schooling and Achievement Inequalities: Evidence from North Carolina Calendar Conversions*. (Co-author: Katy Rouse, Elon University, Justin Haan, Calvin College)

JENNIFER GRAVES, University of Oklahoma. *School Calendars, Child Care Availability and Maternal Employment*.

JOSHUA GOODMAN, Harvard University. *Flaking Out: Snowfall, Instructional Time and Student Achievement*.

Discussant/s: IRMA ARTEAGA, University of Missouri. TAMMY KOLBE, University of Connecticut.

1.08 - States, Districts and Funding Inequities

Room: Marlborough, 4th Floor

Chair: CHRYSANTHEMUM MATTISON, Oregon State University.

JAMES L WOODWORTH, University of Arkansas. *Stealing from the Poor to Give to the Rich? Consequences of District-level Funding Policies*. (Co-author: Gary W. Ritter, University of Arkansas)

NICOLA A. ALEXANDER, University of Minnesota. *Equity, Adequacy, and the Pursuit of Excellence: The Case of Minnesota Before and After Passage of No Child Left Behind*.

REKHA BALU, MDRC. *District Responses to Revenue Changes and Fiscal Stress - To What Extent Do Districts Smooth Spending?*

RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York. *The Great Recession, Federal Stimulus and New York/New Jersey Schools*. (Co-author: Elizabeth Setren, Federal Reserve Bank of New York)

Discussant/s: GARY RITTER, University of Arkansas. LEI ZHANG, National Institute for Fiscal Studies, Tsinghua University, Randy Reback, Columbia University.

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

1.09 - New District Governance Reform Models: The Efficacy of Portfolio and Turnaround Reforms in Three Urban School Districts

Room: Nantucket, 3rd Floor

Chair: DOMINIC BREWER, University of Southern California.

CHRISTINE CAMPBELL, University of Washington Bothell. *Taking Measure of Portfolio Reforms: A Multi-District Analysis.*

BETHENY GROSS, University of Washington Bothell. *Strategic Investment in Portfolio Districts: An Analysis of New York City.*

KATHARINE O. STRUNK, University of Southern California. *Portfolio District Reform Meets School Turnaround: Early Implementation and Student Achievement Findings from the Los Angeles Public School Choice Initiative.* (Co-author: Julie A. Marsh, University of Southern California, Susan Bush, University of Southern California)

MARGARET RAYMOND, CREDO. *CREDO's Evaluation of Scaling the Charter Restart Model.* (Co-author: Edward Cremata, CREDO, Stanford University)

Discussant/s: HENRY LEVIN, Columbia University. MATTHEW HILL, Los Angeles Unified School District.

1.10 - Student and Teacher Mobility

Room: Dedham, 4th Floor

Chair: RICHARD J. MURNANE, Harvard Graduate School of Education.

LEANNA STIEFEL, New York University. *In, Out, and Around: It's Not Just One Move.* (Co-author: Amy Ellen Schwartz, New York University)

SARA TOVA PILZER, Duke University. *Student Reassignment Policies as Catalysts for School or Residential Mobility.*

LYNNE SACKS, Harvard University. *Staying in Place but Losing Ground? Effects of Student Turnover on the Achievement of Non-Mobile Students.*

TIM R. SASS, Georgia State University. *Teacher Quality and Teacher Mobility.* (Co-author: Li Feng, Texas State University – San Marcos)

Discussant/s: SETH GERSHENSON, American University. CELESTE K. CARRUTHERS, University of Tennessee.

1.11 - Value-Added and the Realities of Data

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

Room: Martha's Vineyard (Back), 4th Floor

Chair: KURT KEIFER, Wisconsin Department of Instruction.

SARA KRAEMER, University of Wisconsin-Madison. *A Team-Based Model of Classroom Assignment*. (Co-author: Suzanne Rhodes, University of Wisconsin-Madison, Clarissa Steele, University of Wisconsin-Madison)

CLARISSA STEELE, University of Wisconsin-Madison. *Measuring the Unknown: Creating a Survey about Student-Teacher Assignment*. (Co-author: Sara Kraemer, University of Wisconsin-Madison, Robert H. Meyer, University of Wisconsin-Madison)

JEFF WATSON, University of Wisconsin-Madison. *Estimating Student – Teacher Linkage Data Quality Errors and Discrepancies*. (Co-author: Steve Ponisciak, University of Wisconsin-Madison, Robert H. Meyer, University of Wisconsin-Madison)

CHRISTOPHER THORN, University of Wisconsin. *Teacher Effectiveness and the Shifting Requirements for Infrastructure*. (Co-author: Doug Harris, University of Wisconsin)

Discussant/s: STEVEN GLAZERMAN, Mathematica Policy Research.
JOSHUA M. COWEN, University of Kentucky.

Concurrent Session II - Thursday, March 15: 4:30 – 6:00 PM

2.01 - Evaluations of Developmental Education and ESL at Community Colleges

Room: Adrienne Salon, 4th Floor

Chair: THOMAS BAILEY, Teachers College, Columbia University.

ANGELA BOATMAN, Harvard Graduate School of Education. *Examining the Causal Effects of Instruction and Delivery in Postsecondary Remedial and Developmental Courses: Evidence from the Tennessee Developmental Course Redesign Initiative.*

JUDITH SCOTT-CLAYTON, Teachers College. *New Evidence on the Impact of Remediation from a Large Urban Community College System.* (Co-author: Olga Rodriguez, Teachers College, Columbia University)

TATIANA MELGUIZO, University of Southern California. *Evaluating the Effects of Basic Skills Mathematics on Academic Outcomes of Community College Students.* (Co-author: Johannes Bos, American Institutes for Research, Bo Kim, University of Southern California)

MICHELLE HODARA, Teachers College. *The Effects of English as a Second Language Coursework on Language Minority Community College Students.*

Discussant/s: LINDSAY C. PAGE, Harvard University. BRENT EVANS, Stanford University.

2.02 - Higher Education: Access, Quality and Finances

Room: Chatham, 3rd Floor

Chair: SERENA HINZ, Vanderbilt University.

MARTA LACHOWSKA, Upjohn Institute. *The Short-Term Effects of the Kalamazoo Promise Scholarship on Student Outcomes.* (Co-author: Timothy Bartik, Upjohn Institute)

EMILY ISENBERG, U.S. Census Bureau. *The Effect of State College Merit Aid Programs on Parents' Labor Supply.* (Co-author: Elizabeth Weber Handwerker, U.S. Bureau of Labor Statistics)

MICHAEL KOFOED, University of Georgia. *To Apply or Not to Apply: FAFSA Completion, Self-Selection, and Their Effect of Financial Aid.*

Discussant/s: JOYDEEP ROY, Columbia University & IBO. DEMETRA KALOGRIDES, Stanford University.

Concurrent Session II - Thursday, March 15: 4:30 – 6:00 PM

2.03 - Value-Added Modeling: Methodological Challenges

Room: Martha's Vineyard (Back) 3rd Floor

Chair: STEVEN GLAZERMAN, Mathematica Policy Research.

DUNCAN CHAPLIN, Mathematica Policy Research. *Assessing the "Rothstein Test" Does it Really Show Teacher Value-Added Models Are Biased?* (Co-author: Dan Goldhaber, University of Washington)

MATTHEW JOHNSON, Mathematica Policy Research. *Controlling for Race/Ethnicity in Value Added Models.* (Co-author: Stephen Lipscomb, Mathematica Policy Research, Brian Gill, Mathematica Policy Research)

HANLEY CHIANG, Mathematica Policy Research. *Assessing the Feasibility of Using Value-Added Models for Principal Evaluations.* (Co-author: Stephen Lipscomb, Mathematica Policy Research, Brian Gill, Mathematica Policy Research)

DI XU, Columbia University. *The Effects of Part-Time Adjunct Instructors in Community Colleges: Addressing Selection Bias Using Instrumental Variable Strate.*

Discussant/s: CASSANDRA GUARINO, Indiana University. CORY KOEDEL, University of Missouri.

2.04 - Teacher Characteristics and Careers

Room: Plymouth, 4th Floor

Chair: ABIGAIL JURIST LEVY, Education Development Center, Inc..

RYAN BALCH, Vanderbilt University. *Results from the Validation of a Student Survey on Teacher Practice.*

RANDALL REBACK, Columbia University. *Teacher With-It-Ness and Student Progress.*

Concurrent Session II - Thursday, March 15: 4:30 – 6:00 PM

2.04 - Teacher Characteristics and Careers, continued

NIU GAO, Florida State University. *School Incentives, Principal Characteristics, and Teacher Assignment.*

MATTHEW WISWALL, New York University. *Licensing and Occupational Sorting in the Market for Teachers.*

Discussant/s: JOSHUA HYMAN, University of Michigan. BENJAMIN MASTER, Stanford University.

2.05 - Early Career Teachers: Self-Perceptions, Principal Ratings and Relationships, and Retention

Room: Sturbridge, 4th Floor

Chair: ILA DESHMUKH-TOWERY, The New Teacher Project.

ERIN DUNLOP, University of Virginia. *Alternative Certification in the Long Run: A Decade of Evidence on the Effects of Alternative Certification in New York City.* (Co-author: James Wyckoff, University of Virginia, Hamp Lankford, University at Albany)

BEN POGODZINSKI, Wayne State University. *Administrative Climate and Novices' Intent to Remain Teaching.* (Co-author: Peter Youngs, Michigan State University, Ken Frank, Michigan State University)

ERIN GROGAN, The New Teacher Project. *The Fellow Life Cycle: Selection Through End of Year Outcomes.* (Co-author: Ann Palcisco, The New Teacher Project, Kary Miller, Michigan State University)

Discussant/s: MIMI ENGEL, Vanderbilt University.

Concurrent Session II - Thursday, March 15: 4:30 – 6:00 PM

**2.06 - Improving Education and Social Outcomes
for Disadvantaged Students**

Room: Dedham, 4th Floor

Chair: DAVID FRISVOLD, Emory University.

DAVID J. DEMING, Harvard University. *School Segregation and Crime: Evidence from the End of Busing in Charlotte-Mecklenburg*. (Co-author: Steve Billings, UNC-Charlotte, Jonah Rockoff, Columbia GSB)

RODNEY J. ANDREWS, The University of Texas at Dallas. *The Effects of Texas's Targeted Pre-Kindergarten Program on Academic Performance*. (Co-author: Paul Jargowsky, Rutgers University-Camden, Kristin Kuhne, Communities Foundation of Texas)

DAVID FRISVOLD, Emory University. *Does Full-Day Kindergarten Combined with Small Class Sizes Boost Test Scores?*. (Co-author: Griffin Edwards, Southern Utah University)

Discussant/s: TIM R. SASS, Georgia State University. PETER HINRICHS, Georgetown University.

2.07 - Schools and Childhood Obesity

Room: Duxbury, 4th Floor

Chair: ANDREW SAULTZ, Michigan State University.

AMY ELLEN SCHWARTZ, New York University. *Public Schools and Childhood Obesity: Evidence from New York City's Fitnessgrams*. (Co-author: Brian Elbel, New York University)

PATRICIA M. ANDERSON, Dartmouth College. *Adequate (or Adipose?) Yearly Progress: Assessing the Effect of "No Child Left Behind" on Children's Obesity*. (Co-author: Kristen Butcher, Wellesley College, Diane Schanzenbach, Northwestern University)

LU (MICHELLE) YIN, American Institutes for Research. *Are School Accountability Systems Contributing to Adolescent Obesity?*

Discussant/s: ROSS RUBENSTEIN, Syracuse University.

Concurrent Session II - Thursday, March 15: 4:30 – 6:00 PM

**2.08 - Evaluating a School Funding Crisis:
Michigan's Current Debate Regarding Proposal A**

Room: Concord, 4th Floor

Chair: BRETT A. GEIER, University of South Florida - Polytechnic.

For a growing number of Michigan districts, the effect of the sustained economic slowdown was made worse by declining student enrollments that translated into fewer dollars under Proposal A's per-pupil funding mechanism. How Michigan responds to funding public schools will be of national interest. This session will address questions such as: does it make sense to prevent higher revenue districts from raising additional revenue, should the degree of funding centralization be reduced and should additional funding, when it becomes available, be targeted towards low-performing districts.

Discussant/s: DENNIS MCCRUMB, Western Michigan University.

**2.09 - Teacher Value-Added and Student Outcomes in Adulthood:
New Evidence and Policy Implications**

Room: Martha's Vineyard (Front), 3rd Floor

Chair: JOHN FRIEDMAN, Harvard University.

A recent paper (Chetty, Friedman and Rockoff 2011) is the first to evaluate the predictive content of teacher value-added for long-term student outcomes. They find large long-term effects of value-added. This non-paper session will explore the implications of this research for education policy. John Friedman and Raj Chetty will present a brief overview of the results so that the audience members have a shared set of facts. The three panelists will then discuss the implications of these results for education policy.

Discussant/s: DAN GOLDHABER, University of Washington Bothell. JOHN B. KING JR., New York State Education Department. ANDREW D. BAXTER, Charlotte-Mecklenburg Schools.

Concurrent Session II - Thursday, March 15: 4:30 – 6:00 PM

2.10 - Reactions to Accountability Pressure

Room: Nantucket, 3rd Floor

Chair: JONATHAN K. BLAKELY, Florida State University.

DAVID FIGLIO, Northwestern University. *School Accountability and Family Sorting*.

JOSHUA M. COWEN, University of Kentucky. *The Impact of High-Stakes Testing on Students in Private Schools: Evidence from Milwaukee*. (Co-author: Deven E. Carlson, University of Wisconsin-Madison, David J. Fleming, Furman University)

RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York. *The Effect of No Child Left Behind on Public Schools: The Role of Sanctions versus Stigma*.

LA'TARA OSBORNE-LAMPKIN, Florida State University. *Balancing High-Stakes Accountability Policies in Florida's Schools*. (Co-author: Bruce Vineyard, Florida State University, Stacey A. Rutledge, Florida State University)

Discussant/s: THOMAS S. DEE, University of Virginia.

Thursday Evening & Friday Morning

**New Member, Graduate Student and International Member Reception –
6:15 – 7:00PM**

Room: Ballroom A, 4th Floor

**Welcome Reception –
7:00 – 8:00PM**

Room: Ballroom B, 4th Floor

***Education Finance and Policy Breakfast (by invitation) –
7:00 – 8:30AM***

Room: Ballroom A, 4th Floor

Concurrent Session III - Friday, March 16: 8:30 – 10:00AM

3.01 - Addressing Barriers to College Enrollment and Completion

Room: Martha's Vineyard (Front), 3rd Floor

Chair: STEPHANIE RIEGG CELLINI, George Washington University.

SUSAN DYNARSKI, University of Michigan. *Experimental Evidence on the Effect of Childhood Investments on Postsecondary Attainment and Degree Completion*. (Co-author: Joshua Hyman, University of Michigan, Diane Whitmore Schanzenbach, Northwestern University)

JUDITH SCOTT-CLAYTON, Teachers College. *Do High-Stakes Placement Exams Predict College Success?*.

BENJAMIN L. CASTLEMAN, Harvard University. *Looking Beyond Enrollment: The Causal Effect of Need-Based Grants on College Access, Persistence, and Graduation*. (Co-author: Bridget Terry Long, Harvard University)

Discussant/s: RAJEEV DAROLIA, George Washington University and Charles River Associates. STEVEN W. HEMELT, University of Michigan.

3.02 - Topics in Higher Education

Room: Marlborough, 4th Floor

Chair: BRADLEY R. CURS, University of Missouri.

AMANDA L. GRIFFITH, Wake Forest University. *Female Mentors in College*.

LU (MICHELLE) YIN, American Institutes for Research. *Constructing Cohort Default and Repayment Rate Metrics Taking into Account Student and Institutional Characteristics*. (Co-author: Mark Schneider, American Institutes for Research)

ELIZABETH S. BRADLEY, University of Georgia. *The Effect of the Business Cycle on Enrollment, Major, and Time-to-Degree Decisions of College Students*.

DI XU, Columbia University. *Assistance or Obstacle? The Impact of Different Levels of English Remediation On Underprepared Students in Community Colleges*.

Discussant/s: CLIVE R. BELFIELD, Queens College, City University of New York. MICHELLE HODARA, Teachers College, Columbia University.

Concurrent Session III - Friday, March 16: 8:30 – 10:00AM

3.03 - Teacher Assignments, Incentives and Equity

Room: Nantucket, 3rd Floor

Chair: JEFFREY M. WEINSTEIN, Syracuse University.

SETH GERSHENSON, American University. *The Nature of Within-School Grade-Level Reassignments of Elementary-School Teachers: Evidence from Michigan*. (Co-author: Quentin Brummet, Michigan State University)

DANIA V. FRANCIS, Duke University. *The Distribution of High Quality Teachers: An Evaluation of California's Teacher Quality Equity Law*.

KEVIN C. BASTIAN, University of North Carolina at Chapel Hill. *The Limitations of Compensatory Funding: Buying More, Not Better Teachers*. (Co-author: Gary T. Henry, University of North Carolina at Chapel Hill, Charles L. Thompson, East Carolina University)

STEVEN GLAZERMAN, Mathematica Policy Research. *Do Transfer Incentives for High-Value Added Teachers Work? Results From a Randomized Field Experiment*. (Co-author: Ali Protik, Mathematica Policy Research, Bing-ru Teh, Mathematica Policy Research)

Discussant/s: ERIC TAYLOR, Stanford University. RYAN BALCH, Vanderbilt University.

Concurrent Session III - Friday, March 16: 8:30 – 10:00AM

3.04 - Issues in Collective Bargaining Across the States

Room: Concord, 4th Floor

Chair: KIERAN M. KILLEEN, University of Vermont.

MATTHEW HENDRICKS, The University of Tulsa. *Does It Pay to Pay Teachers More? Evidence from a State Mandated Salary Schedule.*

CARLA EDLEFSON, Ashland University. *Public vs Private Sector Employee Compensation in Ohio.*

RODDY THEOBALD, University of Washington. *Collective Bargaining in Washington State: A Cross District Comparison.* (Co-author: Lesley Lavery, University of Wisconsin, Dan Goldhaber, Center for Education Data and Research)

MATTHEW A. KRAFT, Harvard University. *Teacher Layoffs, Teacher Quality and Student Achievement: Examining a Flexible Reductions-In-Force Policy.*

Discussant/s: KATHARINE O. STRUNK, University of Southern California.
DANIEL PLAYER, University of Virginia.

3.05 - Investigating the Practices of Effective Principals

Room: Plymouth, 4th Floor

Chair: JASON A. GRISSOM, Vanderbilt University.

ELLEN GOLDRING, Vanderbilt University. *Learning-Centered Leadership Practices for Effective High Schools Serving at Risk Students.* (Co-author: Jason Huff, University of Tennessee, James Guthrie, George W. Bush Institute)

SARAH CANNON, Northwestern University. *Principal Quality and the Persistence of School Policies.* (Co-author: David Figlio, Northwestern University, Tim R. Sass, Georgia State University)

JASON A. GRISSOM, Vanderbilt University. *Involuntary Teacher Transfers and Student Achievement: Examining Equity and Efficiency.* (Co-author: Susanna Loeb, Stanford University, Nathaniel Nakashima, Stanford University)

Discussant/s: HELEN F. LADD, Duke University. MICHELLE REININGER, Stanford University.

Concurrent Session III - Friday, March 16: 8:30 – 10:00AM

3.06 - Commitment and Costs: Serving All Children

Room: Duxbury, 4th Floor

Chair: DEBORAH H. CUNNINGHAM, New York State Education Department.

JOHN P. PAPAY, Brown University. *Inequality and Educational Attainment: Evidence from Massachusetts*. (Co-author: Richard J. Murnane, Harvard Graduate School of Education, John B. Willett, Harvard Graduate School of Education)

LI FENG, Texas State University. *Competing Risks Analysis Of Dropout And Educational Attainment For Students With Disabilities*. (Co-author: Tim R. Sass, Georgia State University)

CELESTE K. CARRUTHERS, University of Tennessee. *Closing the Gap? The Effect of Private Philanthropy on the Provision of African-American Schooling in the U.S. South*. (Co-author: Marianne H. Wanamaker, University of Tennessee)

Discussant/s: BRUCE BAKER, Rutgers University. PHUONG NGUYEN, University of Iowa.

3.07 - School Finance Formulas - Constructing the Weights

Room: Sturbridge, 4th Floor

Chair: DREW M. ANDERSON, University of Wisconsin - Madison.

JOSEPHINE M. LAPLANTE, University of Southern Maine. *Measuring the Adequacy and Equity of Learning Opportunities: How and Why Per Pupil Expenditures May Mislead*.

AMELIA TOPPER, Arizona State University. *The Treatment of English Language Learners in the Costing-Out Literature: An Integrative Review*. (Co-author: Oscar Jimenez-Castellanos, Arizona State University)

JAY CHAMBERS, American Institutes for Research. *A Case Study of Title I Comparability in Three California School Districts*. (Co-author: Jesse Levin, American Institutes for Research, Clarisse Haxton, American Institutes for Research, Iliana Brodziak, American Institutes for Research, Lisa Cruz, American Institutes for Research)

Concurrent Session III - Friday, March 16: 8:30 – 10:00AM

MARK FERMANICH, Oregon State University. *Learning to Count: Student Count Methods in State School Finance Formulas and Student Outcomes*. (Co-author: Todd Ely, University of Colorado Denver)

Discussant/s: REKHA BALU, MDRC. LORI TAYLOR, Texas A&M University.

3.08 - School Choice and Competition

Room: Martha's Vineyard (Back), 3rd Floor

Chair: ANDREW A. ANDERSON, UW-Madison.

HIREN NISAR, Abt Associates. *Are There Competitive Effects of Charter Schools in Milwaukee?*

SEAN P. CORCORAN, New York University. *The Impact of High School Choice on Mediators of Student Success*. (Co-author: Lori Nathanson, New York University, James Kemple, New York University)

JOYDEEP ROY, Columbia University & IBO. *Effect of Constraints on Tiebout Competition: Evidence from the Michigan School Finance Reform*. (Co-author: Rajashri Chakrabarti, Federal Reserve Bank of New York)

CASSANDRA HART, University of California. *Means-Tested School Vouchers and the Supply of Private Schools*.

Discussant/s: SCOTT A. IMBERMAN, University of Houston. RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York.

Concurrent Session III - Friday, March 16: 8:30 – 10:00AM

3.09 - Measuring and Rewarding Teacher Performance

Room: Dedham, 4th Floor

Chair: JONAH LIEBERT, Columbia University.

TOM AHN, University of Kentucky. *How Salient Are Performance Incentives in Education? Evidence from North Carolina.* (Co-author: Jacob Vigdor, Duke University)

MARCUS A. WINTERS, University of Colorado Colorado Springs. *The Effect of Using Value-Added Models for Tenure Decisions on Teacher Quality.* (Co-author: Joshua M. Cowen, University of Kentucky)

MARIA PEREZ, Stanford University. *Verifying a National Teacher Evaluation System Against Teacher Value-Added Estimates.* (Co-author: Rafael Carrasco, Stanford University)

YUSUKE JINNAI, University of Rochester. *The Impact of Teacher Incentives on Student Achievement: A Regression Discontinuity Approach.*

Discussant/s: JEFFREY ZABEL, Tufts University. THOMAS KANE, Harvard University.

3.10 - The Use of Cost Equivalent Tradeoffs in Shaping Finance Decisions

Room: Adrienne Salon, 4th Floor

Chair: MARGUERITE ROZA, University of Washington.

Cost equivalent options are emerging in public education. District officials hear that they can choose among options to lower class sizes by two or raise teacher salaries by \$5,000. Or, in the process of making cuts, they might consider some number of layoffs versus the option of raising the employee share of benefits. Higher education officials are faced with choices that include cutting tuition or shifting enrollment. This panel pulls together a lively group of presenters to share new learnings about what tradeoffs are possible, new tools for facilitation of cost equivalent tradeoffs, and how the system leaders are reacting.

Discussant/s: KAREN HAWLEY MILES, Education Resource Strategies. BETHENY GROSS, University of Washington Bothell. ROBERT M. COSTRELL, George W. Bush Institute/University of Arkansas.

Concurrent Session III - Friday, March 16: 8:30 – 10:00AM

3.11 - Residential Isolation and Student Achievement: The Role of State Action in Neighborhood Segregation and its Implications for Education Policy

Room: Chatham, 3rd Floor

Chair: MARTIN ORLAND, WestEd.

This policy dialogue will explore Richard Rothstein's latest work documenting the role that state policy actions have played in creating and perpetuating residential segregation patterns which continue to result in substantial inequalities of educational opportunity for racial minorities. The session will begin with Rothstein summarizing his major arguments and why he considers them important for policy reform. This will be followed by initial comments from two reactors; one focusing on the legal merits and implications of Rothstein's argument, and the other commenting on the relationship between residential segregation and education policy and how this relates to non-judicial policy remedies to residential segregation.

Discussant/s: RICHARD ROTHSTEIN, Economic Policy Institute, WILLIAM J. SLOTNIK, Community Training and Assistance Center. DAVID C. LONG, Attorney.

Concurrent Session IV - Friday, March 16: 10:15 – 11:45AM

4.01 - The Unintended Consequences of Federal Student Aid

Room: Dedham, 4th Floor

Chair: MICHAEL HURWITZ, College Board.

SUSAN DYNARSKI, University of Michigan. *Financial Aid Simplification: Looking Back and Looking Ahead.* (Co-author: Mark Wiederspan, University of Michigan)

STEPHANIE RIEGG CELLINI, George Washington University. *Can For-Profit Colleges Survive without Federal Student Aid?.* (Co-author: Claudia Goldin, Harvard University)

LESLEY TURNER, Columbia University. *The Incidence of Student Financial Aid: Evidence from the Pell Grant Program.*

Discussant/s: JUDITH SCOTT-CLAYTON, Teachers College, Columbia University.

4.02 - Tuition and Financial Aid

Room: Concord, 4th Floor

Chair: JASON EVANS, University of Missouri.

YING HUANG, Michigan State University. *Tuition Changes and Retention in Higher Education.*

BRENT EVANS, Stanford University. *SMART Money: Do Financial Incentives Encourage College Students to Study Science?.*

JI-HA KIM, Korean Educational Development Institute. *The Influence of Financial Aid on College Student Engagement in South Korea.*

KEVIN STANGE, University of Michigan. *The Effects of Differential Tuition on Major Choice.*

Discussant/s: JONATHAN SMITH, The College Board, Advocacy & Policy Center. JUAN ESTEBAN SAAVEDRA, RAND Corporation.

Concurrent Session IV - Friday, March 16: 10:15 – 11:45AM

4.03 - State Investments in Early Childhood: How a Heightened State Role Impacts Availability and Child Outcomes

Room: Duxbury, 4th Floor

Chair: EVA GALDO, University of Virginia.

ERICA GREENBERG, Stanford University. *Regulating Early Childhood Education and Care: Assessing Compliance, Choice, and Child Outcomes 1997-2007*. (Co-author: Maria Fitzpatrick, Cornell University, Daphna Bassok, University of Virginia)

HELEN F. LADD, Duke University. *From Birth to School: Early Childhood Programs and Third Grade Outcomes in North Carolina*. (Co-author: Kenneth Dodge, Duke University, Clara Muschkin, Duke University)

MARIA FITZPATRICK, Cornell University. *Does State Preschool Crowd Out Private Provision: The Impact of Universal Pre-Kindergarten on the Child Care Sector in Oklahoma & Georgia*. (Co-author: Daphna Bassok, University of Virginia, Susanna Loeb, Stanford University)

LUKE C. MILLER, University of Virginia. *The Effects of Universal State Pre-Kindergarten on the Size, Scope and Quality of the Child Care Sector: The Case of Florida's Voluntary Prekindergarten Program*. (Co-author: Daphna Bassok, University of Virginia)

Discussant/s: KATHERINE MAGNUSON, University of Wisconsin, Madison. AARON SOJOURNER, University of Minnesota.

Concurrent Session IV - Friday, March 16: 10:15 – 11:45AM

**4.04 - How Financial Incentives Affect the Supply of Teachers:
Pensions, Teacher Quality and Preferences**

Room: Chatham, 3rd Floor

Chair: JONAH ROCKOFF, Columbia University.

PATTEN MAHLER, University of Virginia. *Retaining a High Quality Teaching Workforce: The Effects of Pension Design.*

CORY KOEDEL, University of Missouri. *Teacher Pension Systems, the Composition of the Teaching Workforce, and Teacher Quality.* (Co-author: Michael Podgursky, University of Missouri)

DANIEL H. BOWEN, University of Arkansas. *Risky Business: An Experimental Analysis of Teacher Risk Preferences.* (Co-author: Stuart Buck, University of Arkansas, Jonathan N. Mills, University of Arkansas)

Discussant/s: RANDALL REBACK, Columbia University. MARIA PEREZ, Stanford University.

4.05 - Teacher Incentives, Preparation and Productivity

Room: Adrienne Salon, 4th Floor

Chair: MICHAEL HANSEN, American Institutes for Research.

DAN GOLDBERGER, University of Washington Bothell. *The Gateway to the Profession: Assessing Teacher Preparation Programs Based on Student Achievement.* (Co-author: Stephanie Liddle, University of Washington Bothell)

SCOTT A. IMBERMAN, University of Houston. *Incentive Strength and Teacher Productivity: Evidence from a Group-Based Teacher Incentive Pay System.* (Co-author: Michael F. Lovenheim, Cornell University)

Concurrent Session IV - Friday, March 16: 10:15 – 11:45AM

BENJAMIN MASTER, Stanford University. *Different Skills: Identifying Differentially Effective Teachers of English Language Learners*. (Co-author: Susanna Loeb, Stanford University, Camille Whitney, Stanford University)

MATTHEW A. KRAFT, Harvard University. *What Promotes Teacher Development? Examining the Effect of the Professional Environment on the Productivity Growth of Teachers*. (Co-author: John P. Papay, Brown University)

Discussant/s: MARGUERITE ROZA, University of Washington. DOMINIC BREWER, University of Southern California.

4.06 - Class Size and Student and Teacher Interactions

Room: Sturbridge, 4th Floor

Chair: DONNA MUNCEY, Los Angeles Unified School District.

SA BUI, University of Houston. *How Do Limited English Proficient Students Affect Each Other's Educational Outcomes? Evidence from Student Panel*.

KALENA E. CORTES, Texas A&M University. *Making the Grade: The Impacts of Classroom Disruption and Class Size on Academic Achievement*. (Co-author: Wael S. Moussa, Syracuse University, Jeffrey M. Weinstein, Syracuse University)

DAWNETTE BANKS, Florida State University. *The Impact of Class Size on the Distribution of Teacher Quality in Florida*.

DAVID S. KNIGHT, University of Southern California. *Teacher Collaboration Time and Class Size: Is There a Tradeoff?*. (Co-author: Lawrence O. Picus, University of Southern California)

Discussant/s: YISU ZHOU, Michigan State University. HEATHER J HOUGH, Stanford University.

Concurrent Session IV - Friday, March 16: 10:15 – 11:45AM

4.07 - Life in the FAST Lane: the Financial Allocation Study for Texas

Room: Martha's Vineyard (Back), 3rd Floor

Chair: LORI TAYLOR, Texas A&M University.

The Financial Allocation Study for Texas (FAST) examines district and campus resource allocations, and the relationship between these allocations and student achievement. The participants in this panel were closely involved in the development and implementation the FAST project. They will discuss the development of the value-added methodology, the propensity score matching strategy used to identify fiscal peers, the independent review strategy used in the development of the project and the lessons learned from implementation.

Discussant/s: DANIEL O'BRIEN, University of Texas at Dallas. KURT BERON, University of Texas at Dallas. TOM CURRAH, Texas Comptroller of Public Account.

4.08 - A Historical Perspective on School Finance Reform in Wyoming

Room: Marlborough, 4th Floor

Chair: JAMES W. GUTHRIE, George W. Bush Institute.

LAWRENCE O. PICUS, University of Southern California. *A Historical Perspective on School Finance Reform in Wyoming.* (Co-author: Allan Odden, University of Wisconsin, Madison, Richard Seder, Self)

Discussant/s: LAWRENCE O. PICUS, University of Southern California. ALLAN ODDEN, University of Wisconsin, Madison.

Concurrent Session IV - Friday, March 16: 10:15 – 11:45AM

4.09 - Selection and Bias in Value-Added Models

Room: Plymouth, 4th Floor

Chair: NATHAN BARRETT, University of Kentucky.

STEVEN DIETERLE, Michigan State University. *How do Principals Assign Students to Teachers? Finding Evidence in Administrative Data and the Implications for Value-added.* (Co-author: Cassandra Guarino, Indiana University, Mark Reckase, Michigan State University)

F. HOWARD NELSON, *American Federation of Teachers. Threats to Accountability and Research When Educators Cheat on Tests.*

JENNY TRUMP, Ohio State University. *The Impact of Student Mobility on Estimates of Teacher Effects.*

CHRISTINE MOKHER, CNA. *How Omitted Variables Influence Value-Added Measurements.* (Co-author: Dale Ballou, Vanderbilt University, Linda Cavalluzzo, CNA)

Discussant/s: DOUGLAS N. HARRIS, University of Wisconsin. DUNCAN CHAPLIN, Mathematica Policy Research.

4.10 - New Insights into Causes and Consequences of School Segregation

Room: Nantucket, 3rd Floor

Chair: LEANNA STIEFEL, New York University.

SEAN REARDON, Stanford University. *Brown Fades: The End of Court-Ordered School Desegregation and the Resegregation of American Public Schools.* (Co-author: Elena Grewal, Stanford University, Demetra Kalogrides, Stanford University)

NORA GORDON, Georgetown University. *Did School Desegregation Increase Social Contact between Blacks and Whites? Evidence from Mixed-Race Births.* (Co-author: Sarah Reber, UCLA)

Concurrent Session IV - Friday, March 16: 10:15 – 11:45AM

RUCKER JOHNSON, UC Berkeley. *Long-run Impacts of School Desegregation & School Quality on Adult Attainments.*

DYLAN CONGER, George Washington University. *Immigrant Peers and Academic Performance in High School.*

Discussant/s: PACO MARTORELL, RAND Corporation. DAVID J. DEMING, Harvard University.

4.11 - Value Added for Teacher Evaluation in the District of Columbia

Room: Martha's Vineyard (Front), 3rd Floor

Chair: BRIAN GILL, Mathematica Policy Research.

Many districts and states are incorporating student growth metrics into high-stakes teacher evaluation systems. We present the on-the-ground experience of the DC Public Schools (DCPS), an early adopter of this approach, in implementing a value-added model of teacher effectiveness designed in partnership with Mathematica Policy Research, and discuss how the model has been broadened to include a group of 28 DC charter schools. Participants include the Director of IMPACT Operations for the DC Public Schools, the Effectiveness Manager of the Race to the Top Team for the Office of the State Superintendent of Education, and the project director of the Mathematica team.

Discussant/s: ERIC ISENBERG, Mathematica Policy Research. ANNA GREGORY, District of Columbia Public Schools. ROBIN CHAIT, Office of the State Superintendent of Education of the District of Columbia.

Second General Session - Friday, March 16: 12:00 – 1:30PM

Second General Session and Luncheon

Room: Ballroom, 4th Floor

Presentation of Dissertation Awards

EMILY PAS ISENBERG

A Status Report on the Equity and Excellence Commission Established by the Secretary of the Department of Education

RUSSLYNN ALI, Assistant Secretary of Civil Rights, U.S. Department of Education

ERIC A. HANUSHEK, Stanford University

MICHAEL A. REBELL, Teacher's College, Columbia University

Concurrent Session V - Friday, March 16: 2:00 – 3:30PM

5.01 - Regression Discontinuity Analyses of Postsecondary Financial Aid Programs

Room: Chatham, 3rd Floor

Chair: STEPHEN R. PORTER, North Carolina State University.

BRADLEY R. CURS, University of Missouri. *The Effects of Institutional Merit-Based Financial Aid on The Enrollment Destination of Out-Of-State Applicants to a Large Public University: A Regression Discontinuity Analysis.*

TATIANA MELGUIZO, University of Southern California. *Evaluating The Effectiveness of a National-Level Financial Aid Program on Increasing Access to Postsecondary Education for Low-Income Students.* (Co-author: Fabio Sanchez, Los Andes University, Juan Esteban Saavedra, RAND Corporation)

PAUL D. UMBACH, North Carolina State University. *The Causal Effect of the Pack Promise Financial Aid Program on College Outcomes.* (Co-author: Stephen R. Porter, North Carolina State University)

Discussant/s: DAVID B. MUSTARD, University of Georgia.

5.02 - Greatly Expanding College Completion: Education and Economic Implications

Room: Nantucket, 3rd Floor

Chair: LAWRENCE MISHEL, Economic Policy Institute (EPI).

There is increasing policy attention to expanding the share of the workforce with a college degree and using 'college-readiness' as the standard for successful K-12 education. Some claim that this is the way we can reduce historically high income inequalities. Others point to this as the requirements for being globally competitive. Another dimension of this issue is the hope to provide upward mobility to historically educationally deprived populations. Whether employer skill requirements in the future necessitate such a policy is a matter of dispute. So is the degree of our inequality due to education or skill shortages. This session will address these issues.

Discussant/s: ROBERT SCHWARTZ, Harvard School of Education. HENRY LEVIN, Columbia University. MARC TUCKER, National Commission for Education and the Economy.

Concurrent Session V - Friday, March 16: 2:00 – 3:30PM

5.03 - Early Childhood Education Markets and Policies

Room: Sturbridge, 4th Floor

Chair: LUKE C. MILLER, University of Virginia.

AGUSTINA S. PAGLAYAN, Stanford University. *The Early Childhood Care and Education Workforce: Understanding Changes from 1990 through 2010*. (Co-author: Daphna Bassok, University of Virginia, Maria Fitzpatrick, Cornell University)

GABRIELA CALDERON, Stanford University. *The Effects of Child Care Provision in Mexico*.

HILARY M. SHAGER, University of Wisconsin-Madison. *Can Research Design Explain Variation in Head Start Research Results? A Meta-analysis*. (Co-author: Holly S. Schindler, Harvard University, Katherine A. Magnuson, University of Wisconsin-Madison)

ALISON JACKNOWITZ, American University. *The Influence of Pre-Kindergarten Experiences on Kindergarten Skills Among Linguistically Isolated Children*. (Co-author: Jill Cannon, PPIC, Lynn Karoly, RAND)

Discussant/s: DAVID J. DEMING, Harvard University. ELIZABETH DHUEY, University of Toronto.

5.04 - Measuring Impacts on Student Outcomes

Room: Martha's Vineyard (Back), 3rd Floor

Chair: CORY KOEDEL, University of Missouri.

ANNA M. JACOB, University of Arkansas. *The Effect of Same-Race/Ethnicity Teacher Assignment in the Elementary and Secondary Grades: Panel Data Evidence*. (Co-author: Brian Kisida, University of Arkansas, Marcus A. Winters, University of Colorado at Colorado Springs)

JONAH ROCKOFF, Columbia University. *Information and Employee Evaluation: Evidence from a Randomized Intervention in Public*

Concurrent Session V - Friday, March 16: 2:00 – 3:30PM

Schools. (Co-author: Douglas Staiger, Dartmouth College, Thomas Kane, Harvard University)

DEMETRA KALOGRIDES, Stanford University. *Teacher Value-Added Beyond Test Scores: Student Absences and the Long and Short Run Effects of Teachers on Students' Academic Success*. (Co-author: Susanna Loeb, Stanford University)

JAMES V. SHULS, University of Arkansas. *What Makes a Teacher Effective?: An Analysis of Teacher Credential's Impact on Value-Added Student Achievement*. (Co-author: Julie Trivitt, Arkansas Tech University)

Discussant/s: TIM R. SASS, Georgia State University. TOM AHN, University of Kentucky.

5.05 - Teacher Characteristics and Schooling Outcomes

Room: Martha's Vineyard (Front), 3rd Floor

Chair: W. KYLE INGLE, Bowling Green State University.

M. ALPER DINÇER, Teachers College. *Teacher Selection and Effectiveness in Turkey*.

BARBARA M. DE LUCA, University of Dayton. *Teacher Characteristics Predicting High School Student Success: Implications for Finance and Policy*. (Co-author: Korrin M. Ziswiler, University of Dayton, Steven A. Hinshaw, City of Centerville)

MARYTZA A. GAWLIK, Florida State University. *Revealing Teacher Autonomy Within an Accountability Regime*.

CHARLIE BELIN, University of Arkansas. *A Love Story: Belief in teaching only evolution and science achievement*. (Co-author: Brian Kisida, University of Arkansas)

Discussant/s: ERIC ISENBERG, Mathematica Policy Research. JENNIFER KING RICE, University of Maryland.

5.06 - Policy Options for Increasing Student Performance

Room: Concord, 4th Floor

Concurrent Session V - Friday, March 16: 2:00 – 3:30PM

Chair: ANDREW BRANNEGAN, American University.

KATHARINE O. STRUNK, University of Southern California.
Assessing the Impacts of California's District Assistance and Intervention Teams on Student Achievement for Relevant Subgroups.
(Co-author: Andrew McEachin, University of Southern California)

IFTIKHAR HUSSAIN, London School of Economics. *Subjective Performance Evaluation in the Public Sector: Evidence From School Inspections.*

LORA COHEN-VOGEL, University of North Carolina at Chapel Hill.
Systematic Use of Data in Schools: Evidence from the National Center for Scaling up Effective Schools. (Co-author: Christopher Harrison, University of North Carolina at Chapel Hill)

ANDREW MCEACHIN, University of Southern California.
Independence at last: A Quasi-Experimental Evaluation of California's Public School Accountability Act.

Discussant/s: BETTY MALEN, University of Maryland. TREY MILLER, RAND Corporation.

5.07 - Math Curriculum and Instruction

Room: Dedham, 4th Floor

Chair: LA'TARA OSBORNE-LAMPKIN, Florida State University.

CHARLES T. CLOTFELTER, Duke University. *Is Algebra the Gateway to College Readiness: The Impact of math Curriculum Acceleration in Secondary Schools.* (Co-author: Helen F. Ladd, Duke University, Jacob Vigdor, Duke University)

JASON IMBROGNO, Carnegie Mellon University. *Examining Social & Technical Change in the Classroom: Algebra Performance Using the Math Cognitive Tutor Software.* (Co-author: Paul Goodman, Carnegie Mellon University, Tepper School of Business, Luis Quintero, Carnegie Mellon University, Tepper School of Business)

ERIC TAYLOR, Stanford University. *The Effects of Reallocating More Time to Math Instruction: Regression Discontinuity Evidence.*

Concurrent Session V - Friday, March 16: 2:00 – 3:30PM

JOSHUA GOODMAN, Harvard University. *Doubling Up?: The Impact of Remedial Algebra on Student's Long-run Outcomes*. (Co-author: Kalena Cortes, Texas A&M University, Takako Nomi, University of Chicago)

Discussant/s: RACHANA BHATT, Georgia State University. NORA GORDON, Georgetown University.

5.08 - Intended and Unintended Consequences of Financing Policies

Room: Marlborough, 4th Floor

Chair: ALLEN RUBY, Institute of Education Sciences.

PHUONG NGUYEN-HOANG, University of Iowa. *School District Income Tax, School Spending, and Student Performance*.

MICHELLE BAIRD MATHIAS, *Burlington School District. The Relationship Between Cumulative Investment and Student Outcomes*.

AYSEN KOSE, Yeditepe University. *The Financial Management of Primary Schools: Case Studies from Turkey*. (Co-author: Aytug Sasmaz, Education Reform Initiative, Ayse Nal, Education Reform Initiative)

YAS NAKIB, George Washington University. *School Districts Spending and Autonomy*.

Discussant/s: STEPHEN Q. CORNMAN, Columbia University, Teachers College. WILLIAM DUNCOMBE, Syracuse University.

Concurrent Session V - Friday, March 16: 2:00 – 3:30PM

5.09 - Family Choice Among Schools

Room: Plymouth, 4th Floor

Chair: BETHENY GROSS, University of Washington Bothell.

SANDRA MCNALLY, Centre for Economic Performance. *Economic Implications of Educational Decisions: The Effects of ‘Information’ on School Students in London.*

MATT KASMAN, Stanford University. *How Families Choose Schools: What We Can Learn From School Application Data.*

PHIL LEONARD, McMaster University. *Choice of Ontario High Schools and Student Sorting by Ability.*

JON VALANT, Stanford University. *The Effects of Better Informing and Supporting School Choosers: An Experiment with Families in Milwaukee and Washington, DC.* (Co-author: Susanna Loeb, Stanford University)

Discussant/s: CASSANDRA HART, University of California, Davis.
KEHINDE AJAYI, Boston University.

5.10 - The Context of Schooling

Room: Adrienne Salon, 4th Floor

Chair: COLIN CHELLMAN, City University of New York.

RICHARD J. MURNANE, Harvard Graduate School of Education. *The Recent Trend in the Importance of Cognitive Skills in Wage Determination.* (Co-author: John B. Willett, Harvard Graduate School of Education, Katie H Buckley, Harvard Graduate School of Education)

JULIE BERRY CULLEN, University of California -- San Diego. *Coming of Age: Consequences of the Timing of Adolescence.* (Co-author: Prashant Bharadwaj, University of California -- San Diego)

Concurrent Session V - Friday, March 16: 2:00 – 3:30PM

RICHARD WELSH, University of Southern California. *Education Development Traps and Instruments: How Singapore Left Jamaica and Tanzania Behind*. (Co-author: David Knight, University of Southern California)

Discussant/s: RUCKER JOHNSON, University of California - Berkeley.
MATTHEW WISWALL, New York University.

5.11 - Educational Performance and Policy Using State Longitudinal Data Systems: Initial Results from Michigan

Room: Duxbury, 4th Floor

Chair: VENESSA KEESLER, University of Michigan.

This session will discuss the collaboration between two research universities and the Michigan State Department of Education to create a rich longitudinal student database. Participants will discuss the mission and main research questions currently being studied by the Michigan Consortium for Education Research (MCER). Participants will include one faculty member, one doctoral student, and one state partner. Each will discuss their experience, the value, and the challenges of creating a state longitudinal database and they will illustrate the potential capabilities of such a database via brief presentations of preliminary research findings.

Discussant/s: SUSAN DYNARSKI, University of Michigan. JOSHUA HYMAN, University of Michigan. VENESSA KEESLER, University of Michigan.

Poster Session - Friday, March 16: 3:45 – 5:15 PM

POSTER SESSION

Room: Ballroom, 4th Floor

ABIGAIL JURIST LEVY, Education Development Center. *Estimating Teacher Turnover Costs: A Model, Methodology and Reflection*. (Co-author: Lois Joy, Education Development Center, Inc.)

ALEXANDER BOGIN, Syracuse University. *No Base Left Behind: The Effect of Base Closings on School Spending*. (Co-author: Phuong Nguyen, University of Iowa, Ryan Yeung, Rutgers University-Camden)

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

ANDREW BRANNAGAN, American University. *The Impact of Parental Characteristics on Public School Choice*.

ANGELA K. DILLS, Providence College. *Charter Schools and Parental Time Use*.

BRIAN KISIDA, University of Arkansas. *Evidence of the Effectiveness of Teacher Training Programs*. (Co-author: Jonathan Mills, University of Arkansas, Julie Trivitt, Arkansas Tech University)

CALEB P. ROSE, University of Arkansas. *Evaluating KIPP Student Performance in Arkansas using a Matched Comparison Group of Traditional Public School Students*. (Co-author: Gary W. Ritter, University of Arkansas)

CHARISSE GULOSINO, Columbia University. *Founders and Financially Affiliated Directors on Charter School Boards and Their Impact on Financial Performance and Achievement*. (Co-author: Elif Sisli Ciamarra, Brandeis University, International Business School)

F. CHRIS CURRAN, Vanderbilt University. *A Media Analysis Approach to Understanding the Policy Diffusion and Policy Entrepreneurs of the Universal Preschool Movement*.

CHRYSANTHEMUM MATTISON, Oregon State University. *The Impact of 18 Years of Voluntary Contributions to California K-12 Public Schools*.

COURTNEY PRESTON, Vanderbilt University. *School Climate, Working Conditions, and Teacher Retention*.

Poster Session - Friday, March 16: 3:45 – 5:15 PM

DREW M. ANDERSON, University of Wisconsin - Madison. *Private College Endowments and Protecting Donor Principal.*

EUNKYOUNG PARK, Indiana University Bloomington. *Early Retirement Incentive Programs in the US Higher Education.* (Co-author: Sydney Rucker, Indiana University Bloomington)

GLENN MALEYKO, Wayne State University. *The Impact of NCLB on School Level Accountability.* (Co-author: Marytza Gawlik, Florida State University)

HAOGEN YAO, Teachers College. *National Replication vs. Regional Replication: How Reliable is the OLS-Based Evidence of College Wage Premium?.* (Co-author: Steve Simpson, Teachers College, Columbia University, Sui Yang, Beijing Normal University, Shi Li, Beijing Normal University)

HUSAINA KENAYATHULLA, Indiana University/ University Malaya. *Private Returns to Education in Malaysia.*

IDA A. BATISTA, University of Southern Maine. *The Cost for a Proficient Graduate in Maine's Secondary Education.*

JAESUNG CHOI, University of Pennsylvania. *Effects of Shadow Education on Academic Outcomes: Evidence from Korea.*

JAMES L WOODWORTH, University of Arkansas. *Does the "Bubble Kid" Phenomenon Exist and What Are the Policy Implications?.* (Co-author: Gary W. Ritter, University of Arkansas, Nathan C. Jensen, University of Arkansas, Ronna C. Turner, University of Arkansas)

JAY P. GREENE, University of Arkansas. *An Experimental Evaluation of the Educational Impact of an Art Museum.* (Co-author: Brian Kisida, University of Arkansas, Daniel H. Bowen, University of Arkansas)

JEFFERY DEAN, University of Arkansas. *Principal Value Added in Wisconsin: Its Significance, Distribution, and Alignment with Other Principal Characteristics.* (Co-author: Stuart Buck, University of Arkansas, Martin Lueken, University of Arkansas)

JEFFERY E. OLSON, St. John's University. *Private Universities: Profit or Not-for-Profit, That Is the Question.* (Co-author: Cynthia R. Phillips, St. John's University, Christopher D. Castellano, St. John's University)

Poster Session - Friday, March 16: 3:45 – 5:15 PM

JENNIFER ASH, University of Arkansas. *Proof for Teacher-Proofing? A Systematic Review of Prescriptive Curricula.* (Co-author: Jeffery Dean, University of Arkansas, Lindsay Melia, University of Arkansas, Kayla Gann, University of Arkansas)

JENNIFER ASH, University of Arkansas. *What Factors Lead to Higher Levels of Implementation of the Core Knowledge Sequence?.*

JESSICA BOCCARDO, New York University. *School Size and Age: Impact on Non-Academic Outcomes.* (Co-author: Amy Ellen Schwartz, New York University, Leanna Stieffel, New York University)

JESSICA SIMON, TERC. *A Cost-Effectiveness Analysis of Early Literacy Interventions.*

JIA JIA SYU, Dept. of Education. *The Utility of Using U3 as Indicator of Faking: A Simulation Study.* (Co-author: Ming Ning Yu, Dept. of Education, National Chengchi University, Taipei(R. O. C.))

JONATHON ATTRIDGE, Vanderbilt University. *Revisiting the Adoption of Charter School Authorization Policies Using Event History Analysis.* (Co-author: Daniela Torre, Vanderbilt University)

KAITLIN OBENAUF, Michigan State University. *The Michigan Merit Curriculum and the Effects on Teacher Composition.* (Co-author: Guan Saw, Michigan State University, Ken Frank, Michigan State University, Barbara Schneider, Michigan State University)

KELLI BIRD, University of Virginia. *Cohort Crowding and the Effect of Admission Probabilities on Student Effort.*

KEVIN BOOKER, Mathematica Policy Research. *Implementing a Value-Added Model For Charter Schools Across 20 States.* (Co-author: Liz Potamites, Mathematica Policy Research)

KEVIN C. FORTNER, Georgia State University. *Cutting Back: NBC Teachers and the Impact of Reduced Supplements.* (Co-author: Anita F. Berryman, Georgia State University)

KIMBERLY SCRIVEN BERRY, Florida State University. *Does Differentiated Accountability Really Lead to Differentiated Resource Allocation?* (Co-author: Jonathan K. Blakely, Florida State University)

Poster Session - Friday, March 16: 3:45 – 5:15 PM

KWANGHYUN LEE, Busan National University of Education. *The Effect of Obesity on Children's Educational Attainment: The Korean Case*. (Co-author: Yongjae Kwon, Kookmin University)

LAUREN SCHUDDE, University of Wisconsin-Madison. *Affording to Succeed: The Impact of Financial Constraints on the Engagement and Success of Low-Income College Students*.

LAWRENCE J. CHISESI, Colorado State University. *School Choice and Property Values*.

LIANG-CHENG ZHANG, National Taiwan Normal University. *Ranking Universities for Improvement: Efficiency Perspective from Two-stage Data Envelopment Analysis*.

LORETTA MASON-WILLIAMS, Binghamton University. *A National Profile of the Qualifications of Special Education Teachers*.

MARK PAIGE, UMASS-Dartmouth. *The Hidden "Costs" of Collective Bargaining Reform*.

MARTIN F. LUEKEN, University of Arkansas. *"Click-and-Mortar" Learning in Arkansas: An Evaluation of the Arkansas Virtual Academy*. (Co-author: Gary Ritter, University of Arkansas)

MATTHEW LINICK, University of Illinois at Urbana-Champaign. *Estimating the Relationship between Per-Pupil Revenues and Reducing Remediation in a State Wide College Readiness Program*. (Co-author: Jason Taylor, University of Illinois at Urbana-Champaign)

MAURICIO A. FARIAS, Stanford University. *Vocational Schools in Chile: Are Students Considering their Career Opportunities when They Choose a School?*

MICHAEL Q. MCSHANE, University of Arkansas. *Creative Destruction in a Mature Choice Environment*. (Co-author: Jonathan Mills, University of Arkansas, Patrick J. Wolf, University of Arkansas)

MICHAEL S. HAYES, American University. *The Impact of School District Tax and Expenditure Limitations (TEL) on States' Education Spending after the No Child Left Behind*.

Poster Session - Friday, March 16: 3:45 – 5:15 PM

MILES PIMENTEL, Aurora Public School District. *The New Face of School Finance and Funding: Leveraging Formula Funds, Discretionary Grants and Community Partnerships*. (Co-author: Tammye Lynn Pirie, Aurora Public School District, Paul A. Coleman, Aurora Public School District)

MONICA OUIJDANI, Center on Reinventing Public Education. *Were New York City Schools Bled Dry Before Getting the Axe?*. (Co-author: Betheny Gross, Center on Reinventing Public Education)

MORGAEN DONALDSON, University of Connecticut. *Principals' Conceptions of and Experiences with Teacher Evaluation: Do They Vary by Policy Context and School Type?*.

MORGAN POLIKOFF, University of Southern California. *Understanding the Prevalence and Effects of Using Alternative Methods to Achieve Adequate Yearly Progress*.

NATHALIA CASSETTARI, Universidade de São Paulo. *Performance Pay for Teachers in Brazil*.

NATHAN BARRETT, University of Kentucky. *Contingency Funds in Education: Are Schools Responding to Budget Uncertainty?*.

NIRAV MEHTA, University of Western Ontario. *Learning About Charter School Quality: An Empirical Model of Household Sorting, Household Learning, and Charter School Growth*.

RACHANA BHATT, Georgia State University. *The Impact of Random Weapon Searches on Student Weapon Possession*. (Co-author: Tomeka Davis, Georgia State University)

RYAN BALCH, Vanderbilt University. *The Reality of Using Student Surveys as a Measure of Teacher Effectiveness - How Many Students are Required?*

RYAN BEARD, Texas A&M University. *Analysis of Financial Equity in State Systems of Higher Education*.

SEAN P. CORCORAN, New York University. *State and Local Education Spending Inequality in Times of Fiscal Distress: A Descriptive Analysis*. (Co-author: Yuxing Deng, New York University)

Poster Session - Friday, March 16: 3:45 – 5:15 PM

SERENA HINZ, Vanderbilt University. *The Backlash Against Race-Based Affirmative Action in College Admissions: Interest Groups, Public Challenge, and Future Directions.*

SHAUN M. DOUGHERTY, Harvard University. *Literacy in Transition: Causal Evidence of a Cost-Effective Literacy Intervention in Middle School.*

SHAVECCA M. SNEAD, Florida State University. *Policy Diffusion Across Sectors: Merit Pay in Florida's Educational Systems.*

SIMON MCDONNELL, City University of New York. *CUNY and Public Housing in New York City.* (Co-author: Colin Chellman, City University of New York)

STEVE SIMPSON, Columbia University. *Using Data to Greater Advantage: A Regression Discontinuity Re-Evaluation of the World Bank's PEDC Project.*

STEVEN BEDNAR, Elon University. *Tax Benefits for Graduate Education.* (Co-author: Dora Gicheva, UNC Greensboro)

TAMMY KOLBE, University of Connecticut. *More Time, More Money: Teacher Compensation Strategies in Extended Time Schools.* (Co-author: Fran O'Reilly, National Center on Time and Learning)

THOMAS E. DAVIS, University of Maryland. *The Expanded Federal Role in School Facility Funding Under the American Recovery and Reinvestment Act: Evidence from Three States.* (Co-author: Alex J. Bowers, University of Texas-San Antonio, William K. Ingle, Bowling Green State University)

TIAN-MING SHEU, Dept. of Education. *Does Location Moderate Academic Optimism? Evidence from Rural and Non-rural Schools in Taiwan.* (Co-author: Liang-Cheng Zhang, Dept. of Education, National Taiwan Normal University, Taiwan (R.O.C.), Jia-Jia Syu, Dept. of Education, National Chengchi University, Taiwan (R.O.C.))

TODD ELY, University of Colorado Denver. *Residential Location Decisions and School Choice Behavior.*

TRACEY L. WEINSTEIN, University of Southern California. *Teacher Evaluation Reform in Los Angeles: Evaluating a Pilot Program.*

Poster Session - Friday, March 16: 3:45 – 5:15 PM

VICKI ANN WHEATLEY, Ashland University. *The Relationship between Components of the Ohio Local Report Card and the Outcome of Public School Operating Levies.*

VICTORIA J ENGELSTAD, Rutgers University. *Analyzing the Gap in No Child Left Behind.*

WEI LI, Michigan State University. *How Students' Performances are Influenced by Their Peers: Theory and Evidence from STAR.*

YISU ZHOU, Michigan State University. *Out-of-field teaching: A Cross-National Survey of Teacher Labor Market and Teacher Quality.*

YONGMEI NI, University of Utah. *Principal Turnover in Charter Schools: Evidence from Utah.* (Co-author: Min Sun, Virginia Tech)

YUN-JIA LO, Michigan State University. *How a Suppressor Variable Affects the Estimation of Causal Effect: Examples of Classical and ReciprocalSuppressions.*

ZAININ BIDIN, Michigan State University. *Predicting Fiscal Stress in Michigan Public School Districts.*

DISCUSSANTS:

BETHENY GROSS, University of Washington Bothell

CAROLYN HERRINGTON, Florida State University

CARRIE CONAWAY, Massachusetts Department of Elementary and Secondary Education

DAVID B. MUSTARD, University Of Georgia

DEBORAH H. CUNNINGHAM, New York State Education Department

DONNA MUNCEY, Los Angeles Unified School District

DOUGLAS N. HARRIS, University of Wisconsin

DOMINIC BREWER, University of Southern California

DYLAN CONGER, George Washington University

EDWARD J. HURLEY, National Education Association

ELIZABETH DHUEY, University of Toronto

EMILY ISENBERG, U.S. Census Bureau

ERIC COLIN CHELLMAN, City University of New York

ERIC ELLIOT, Pennsylvania State Education Association

F. HOWARD NELSON, American Federation of Teachers

GLORIA M. RODRIGUEZ, University of California, Davis

Poster Session - Friday, March 16: 3:45 – 5:15 PM

JANE HANNAWAY, American Institutes for Research (AIR)
JEWELL C. GOULD, American Federation of Teachers
JONATHAN K. BLAKELY, Florida State University
JOYCE I. LEVENSON, United Federation of Teachers
JUSTIN SMITH, Wilfrid Laurier University
KATHARINE O. STRUNK, University of Southern California
KIERAN M. KILLEEN, University Of Vermont
LA'TARA OSBORNE-LAMPKIN, Florida State University
MATTHEW HILL, Los Angeles Unified School District
MATTHEW SPRINGER, Vanderbilt University
RANDALL REBACK, Columbia University
ROBERT GOERTZ, Association for Education Finance and Policy
RONALD A. SKINNER, Assoc. of School Business Officials Intl.
RONALD ZIMMER, Vanderbilt University
SANDRA MCNALLY, Centre for Economic Performance,
London School of Economics
STEVEN GLAZERMAN, Mathematica Policy Research
SUSAN DYNARSKI, University of Michigan
SUSANNA LOEB, Stanford University
TIM R. SASS, Georgia State University

**State of the States and Provinces & Reception Social -
Friday, March 16**

State of the States and Provinces – 5:30 – 6:30PM

Room: Adrienne Salon, 4th Floor

Arizona	STEVE LAWTON, Arizona State University
California	LARRY O. PICUS, University of Southern California
Colorado	SPENCER WEILER, University of Northern Colorado
Connecticut	DIANE DEVRIES, Connecticut Coalition for Justice in Ed. Funding
Georgia	CATHERINE SIELKE, University of Georgia
Illinois	MICHELLE TURNER MANGAN, National Louis University
Indiana	RANDAL VESELY, Indiana University-Purdue University Fort Wayne
Iowa	RANDALL BAUER, Public Financial Management, Inc.
Massachusetts	ROBERT O'CONNELL, Massachusetts Bay Community College
Michigan	THOMAS A. DELUCA, Michigan State University
Michigan	DAVID ARSEN, Michigan State University
Minnesota	NICOLA A. ALEXANDER, University of Minnesota
Missouri	ANGELA HULL, Consultant
Nebraska	BARBARA LACOST, University of Nebraska
Nevada	DEBORAH VERSTEGEN, University of Nevada
New Hampshire	MARK V. JOYCE, New Hampshire School Administrators Assn.
New York	KAREN J. DEANGELIS, University of Rochester
North Carolina	COMFORT OKPALA, North Carolina A & T State University
Ohio	SCOTT SWEETLAND, Ohio State University
Oklahoma	JEFFREY MAIDEN, University of Oklahoma
South Carolina	ROBERT KNOEPEL, Clemson University
Texas	JANE ARNOLD LINCOVE, University of Texas
Vermont	WILLIAM J. MATHIS, National Education Policy Center
Virginia	LAWRENCE GETZLER, Virginia Department of Planning & Budget
Washington	MARGE PLECKI, University of Washington
Wisconsin	FAITH CRAMPTON, University of Wisconsin-Milwaukee

**State of the States and Provinces & Reception Social -
Friday, March 16**

Reception – 6:30 – 7:30PM

Room: Ballroom, 4th Floor

Board of Directors Elections Results Announced

Concurrent Session VI - Saturday, March 17: 8:00 – 9:30AM

6.01 - For-Profit Postsecondary Education

Room: Duxbury, 4th Floor

Chair: STEVEN BEDNAR, Elon University.

DAVID J. DEMING, Harvard University. *The For-Profit Postsecondary School Sector: Nimble Critters or Agile Predators?*. (Co-author: Claudia Goldin, Harvard University, Lawrence Katz, Harvard University)

STEPHANIE RIEGG CELLINI, George Washington University. *For-Profit Postsecondary Education: An Assessment of Costs and Benefits*.

RAJEEV DAROLIA, George Washington University. *Integrity versus Access? The Effect of Federal Financial Aid Availability on Postsecondary Enrollment*.

Discussant/s: BRIDGET TERRY LONG, Harvard University.

6.02 - Impact of State Appropriations in Higher Education

Room: Marlborough, 4th Floor

Chair: DANIEL KLASIK, Stanford University.

GABRIEL RAMÓN SERNA, Indiana University Bloomington. *Higher Education Expenditures and Requirements to Balance State Budgets*. (Co-author: Gretchen Harris, Indiana University Bloomington)

JOSHUA BUSH, University of Kentucky. *Public Higher Education: Distribution of State Appropriations Across Institutional Types*.

AMILCAR GUZMAN, University of Maryland. *Impact of State Appropriations on Latino College Enrollments at Two-Year Public Institutions*.

JASON EVANS, University of Missouri. *Does Changing State Appropriations Affect University Hiring Practices?* (Co-author: Bradley R. Curs, University of Missouri)

Discussant/s: SUSAN DYNARSKI, University of Michigan. OSBORNE JACKSON, Northeastern University.

6.03 - Teacher Evaluation and Value-Added

Concurrent Session VI - Saturday, March 17: 8:00 – 9:30AM

Room: Martha's Vineyard (Back), 3rd Floor

Chair: SANDRA MCNALLY, Centre for Economic Performance, London School of Economics.

ERIC TAYLOR, Stanford University. *Does Observed-Practice Teacher Evaluation Improve Student Achievement?* (Co-author: John Tyler, Brown University)

DOUGLAS N. HARRIS, UW-Madison. *On the Wrong Track? The Important Role of Formal Tracking in Measuring Teacher Value-Added.* (Co-author: Andrew A. Anderson, UW-Madison)

CASSANDRA GUARINO, Indiana University. *Testing Value-Added Models of Teacher Performance: Do They Pass?*. (Co-author: Mark Reckase, Michigan State University, Francis Smart, Michigan State University)

Discussant/s: JACOB VIGDOR, Duke University. JAMES WYCKOFF, University of Virginia.

6.04 - Teacher Compensation Reforms in Denver and San Francisco

Room: Adrienne Salon, 4th Floor

Chair: RODDY THEOBALD, University of Washington.

DAN GOLDBERGER, University of Washington Bothell. *Strategic Pay Reform: A Student Outcomes-Based Evaluation of Denver's ProComp Teacher Pay Initiative.* (Co-author: Joe Walch, University of Washington Bothell)

ROBERT REICHARDT, R-Squared Research. *Impact of Denver's ProComp System on Teacher Recruitment and Retention.* (Co-author: Todd Ely, University of Colorado Denver, Parker Dougherty, University of Colorado Denver)

Concurrent Session VI - Saturday, March 17: 8:00 – 9:30AM

ELEANOR S. FULBECK, University of Pennsylvania. *Teacher Retention: Estimating the Effects of Financial Incentives in Denver.*

HEATHER J HOUGH, Stanford University. *Salary Incentives and Teacher Quality: The Effect of Differential Salary Increases on a School District's Applicant Pool.*

Discussant/s: RYAN YEUNG, Rutgers University-Camden. LI FENG, Texas State University.

6.05 - Principal and Teacher Human Resource Issues

Room: Dedham, 4th Floor

Chair: NIU GAO, Florida State University.

ALEX J. BOWERS, The University of Texas at San Antonio. *Do Principal Preparation and Teacher Qualifications Influence Different Types of School Growth Trajectories in Illinois?* (Co-author: Bradford R. White, Illinois Education Research Council)

EUGENIA F. TOMA, University of Kentucky. *Do Principals Matter? Explaining School-Based Differences in Teacher Professional Development Participation.* (Co-author: Josh Cowen, University of Kentucky, Emily Bedwell, University of Kentucky)

MICHELLE REININGER, Stanford University. *Pathways to the Principalship: Exploring the Principal Pipeline in a Large Urban District.* (Co-author: Lauren Anderson, University of Southern California)

MIMI ENGEL, Vanderbilt University. *Staffing the Classrooms: How Chicago Principals Make Teacher Hiring Decisions.* (Co-author: Maida Finch, Vanderbilt University)

Discussant/s: MICHAEL HANSEN, American Institutes for Research. MERYLE WEINSTEIN, New York University.

Concurrent Session VI - Saturday, March 17: 8:00 – 9:30AM

6.06 - Field Experiments in Education

Room: Nantucket, 3rd Floor

Chair: JUAN ESTEBAN SAAVEDRA, RAND Corporation.

PACO MARTORELL, RAND Corporation. *Experimental Evidence on the Impact of Incentives for Summer School Attendance*. (Co-author: Trey Miller, RAND Corporation, Lucrecia Santibanez, RAND Corporation)

PETER BERGMAN, UCLA. *The More You Know: Evidence from a Field Experiment on Parent-Child Information Frictions and Human Capital Investment*.

THOMAS S. DEE, University of Virginia. *Social Identity and Achievement Gaps: Evidence from an Affirmation Intervention*.

Discussant/s: KRISTIN BUTCHER, Wellesley College. BENJAMIN L. CASTLEMAN, Harvard University.

6.07 - Approaches to STEM

Room: Plymouth, 4th Floor

Chair: JENNIFER ASH, University of Arkansas.

MICHAEL A. GOTTFRIED, Loyola Marymount University. *The Effect of STEM Club Participation on STEM Schooling Outcomes*. (Co-author: Darryl Williams, National Science Foundation)

JASON HILL, RTI International. *Distribution of Out-of-Field Mathematics Teachers to High Schools Students*. (Co-author: Ben Dalton, RTI International)

Concurrent Session VI - Saturday, March 17: 8:00 – 9:30AM

CHAD R. LOCHMILLER, Washington State University. *Taking Stock of Principal Leadership for Math & Science: Findings from Washington State*. (Co-author: Kristin Shawn Huggins, Washington State University, Michele Acker-Hocevar, Washington State University)

GUAN KUNG SAW, Michigan State University. *High School Mathematics Graduation Requirement and STEM-Related Outcomes*. (Co-author: Michael Broda, Michigan State University)

Discussant/s: KALENA E. CORTES, Texas A&M University. AMANDA L. GRIFFITH, Wake Forest University.

6.08 - Making Money Matter Through State and District Policies Designed to Drive Higher Achievement

Room: Chatham, 3rd Floor

Chair: GLORIA M. RODRIGUEZ, University of California, Davis.

JASON MELLEN, Columbia University: *Teachers College. Is Race to the Top an Effective Lever on State Education Finance Policy?*.

TOMMASO AGASISTI, Politecnico di Milano - Department of Economics. *Adjusted Efficiency Measures for Schools: a Two-Stage Empirical Analysis with Bootstrap DEA and Tobit Regression*. (Co-author: Francesca Bonomi, Politecnico di Milano - Department of Economics, Management and Industrial Engineering, Piergiacomo Sibiano, Politecnico di Milano - Department of Economics, Management and Industrial Engineering)

MARK PAIGE, UMASS-Dartmouth. *Assessing the Constitutionality of a State School Finance System: Lessons from Wisconsin*.

Discussant/s: JENNIFER IMAZEKI, San Diego State University. JASON IMBROGNO, Carnegie Mellon University, Tepper School of Business.

Concurrent Session VI - Saturday, March 17: 8:00 – 9:30AM

6.09 - Sources of Inequity: Revenues and Distribution

Room: Sturbridge, 4th Floor

Chair: DEBORAH H. CUNNINGHAM, New York State Education Department.

BRUCE BAKER, Rutgers University. *Exploring the Depth, Breadth and Drift of Curricular Offerings across School Districts Facing Varied Resource Constraints.*

STEPHANIE LEVIN, University of Pennsylvania. *Evaluating Intradistrict Resource Allocation and its Implications for Equity: A Case Study.*

SHERYL S. LAZARUS, University of Minnesota. *Per Capita Financing for Inclusive Education in the Republic of Serbia.* (Co-author: Christopher J. Johnstone, University of Minnesota, Predrag Lažetić, Centre for Education Policy (Belgrade Serbia))

Discussant/s: LAWRENCE O. PICUS, University of Southern California.
MARK FERMANICH, Oregon State University.

6.10 - Sociological, Developmental and Economic Interactions in Education

Room: Concord, 4th Floor

Chair: MATT KASMAN, Stanford University.

LUKE PENNIG, Montana State University. *Compulsory Schooling Laws and In-School Crime: Are Delinquents Incapacitated?*

RACHEL ROSE, Teachers College. *The Costs to the Taxpayer and Society of "Opportunity Youth".* (Co-author: Clive R. Belfield, Queens College, City University of New York, Henry M. Levin, Teachers College, Columbia University)

6.10 - Sociological, Developmental and Economic Interactions in Education, continued

STEPHEN JACOBSON, University at Buffalo - State University of New York. *School Improvement and Urban Renewal: The Impact of a Turn-Around School's Performance on Real Property Values in Its Surrounding*. (Co-author: Jill Szczesek, University at Buffalo - State University of New York)

JOHANNA LACOE, New York University. *Too Scared to Learn? The Academic Consequences of Feeling Unsafe at School*.

Discussant/s: DYLAN CONGER, George Washington University. ANGELA K. DILLS, Providence College.

7.01 - Entry into University

Room: Adrienne Salon, 4th Floor

Chair: DREW ALLEN, New York University.

CLIVE R. BELFIELD, Queens College. *Placement Tests and College Performance: Evidence from North Carolina*. (Co-author: Peter Crosta, CCRC, Teachers College)

PRASHANT LOYALKA, China Institute for Educational Finance Research. *The Benefits and Costs of Retaking Competitive Entrance Exams: Evidence from China*.

JONATHAN SMITH, The College Board. *The Full Extent of Student-College Undermatch*. (Co-author: Matea Pender, The College Board, Advocacy & Policy Center)

DANIEL KLASIK, Stanford University. *The Effect of the Common Application on Students' College Enrollment Behavior and College Success*.

Discussant/s: STEPHEN LIPSCOMB, Mathematica Policy Research. ERIN DUNLOP, University of Virginia.

Concurrent Session VII - Saturday, March 17: 9:45 – 11:15AM

7.02 - The Not-So Lazy Days of Summer: The Iof Summer College Counseling Interventions on Post-secondary Outcomes

Room: Martha's Vineyard (Front), 3rd Floor

Chair: LINDSAY C. PAGE, Harvard University.

JACOB LEOS-URBEL, New York University. *What is a Summer Job Worth? The Causal Impact of Summer Youth Employment on Academic Outcomes: Evidence from a Large Lottery.*

LAURA OWEN, Johns Hopkins University. *The Impact of School Counselor Outreach on FAFSA Completion and College Enrollment in Albuquerque Public Schools (APS).* (Co-author: Eric Bettinger, Stanford University, Bridget Terry Long, Harvard University)

BENJAMIN L. CASTLEMAN, Harvard University. *The Forgotten Summer: Does the Offer of College Counseling the Summer after High School Mitigate Attrition Among College-Intending Low-Income High School Graduates?* (Co-author: Lindsay C. Page, Harvard University)

LINDSAY DAUGHERTY, Harvard University. *Summer Link: A Counseling Intervention to Facilitate the Transition from High School to College.*

Discussant/s: CHRISTOPHER AVERY, Harvard University. KEVIN STANGE, University of Michigan.

Concurrent Session VII - Saturday, March 17: 9:45 – 11:15AM

7.03 - Early Childhood Interventions

Room: Dedham, 4th Floor

Chair: ELIAS WALSH, Mathematica Policy Research.

STEVEN W. HEMELT, University of Michigan. *Childhood Educational Interventions: Experimental Evidence on Postsecondary Impacts*. (Co-author: Kimberly B. Roth, Johns Hopkins University)

W. KYLE INGLE, Bowling Green State University. *A Cost Effectiveness Analysis of Third Grade Reading Diagnostic Tools*. (Co-author: Todd Cramer, Springfield Local Schools)

IRMA ARTEAGA, University of Missouri. *What Determines Learning Among Indigenous and Non-Indigenous Children in Peru? An Analysis of the First Three Waves of the Young*.

Discussant/s: LUCRECIA SANTIBANEZ, RAND Corporation. MARIA FITZPATRICK, Cornell University.

7.04 - Pension Plans: Teacher Responses and Reforms

Room: Nantucket, 3rd Floor

Chair: TIM R. SASS, Georgia State University.

JOSH B. MCGEE, Laura and John Arnold Foundation. *Do Teachers' Responses to Pension Incentives Differ by Quality?: Evidence from Arkansas*.

JEFFERY DEAN, University of Arkansas. *A Comparison of Teacher Pension Incentives and Retirement Behavior in Wisconsin and Arkansas*. (Co-author: Martin Lueken, University of Arkansas, Robert Costrell, University of Arkansas)

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

STUART BUCK, University of Arkansas. *The Legal Status of Public Pension Reform, 2011-12*.

Discussant/s: PETER HINRICHS, Georgetown University. JEFFERY DEAN, University of Arkansas.

7.05 - An Evaluation of Vermont's Education Finance System

Concurrent Session VII - Saturday, March 17: 9:45 – 11:15AM

Room: Concord, 4th Floor

Chair: JAMES W. GUTHRIE, George W. Bush Institute.

LAWRENCE O. PICUS, University of Southern California. *An Evaluation of Vermont's Education Financing System.* (co-authors Allan Odden, University of Wisconsin, Madison, William Glenn, Virginia Tech. Michael Griffith, Education Commission of the States).

LAWRENCE O. PICUS, University of Southern California. *A Historical Perspective on School Finance Reform in Wyoming.* (co-authors Allan Odden, University of Wisconsin, Madison, Richard Seder, James W. Guthrie, George W. Bush Institute)

Discussant/s: ALLAN ODDEN, University of Wisconsin, Madison.
MICHAEL WOLKOFF, University of Rochester. WILLIAM GLENN, Virginia Tech.

7.06 - Grade Configuration, Time Configuration: Do They Matter?

Room: Plymouth, 4th Floor

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

BRIAN V. CAROLAN, Montclair State University. *Which Middle School Model Works Best? Evidence from the Early Childhood Longitudinal Study.* (Co-author: Christopher C. Weiss, Columbia University, Jamaal S. Matthews, Montclair State University)

ELIZABETH DHUEY, University of Toronto. *Middle School or Junior High? How Grade Level Configurations Affect Academic Achievement.*

D. MARK ANDERSON, Montana State University. *Evidence from the Four-Day School Week.* (Co-author: Mary Beth Walker, Georgia State University)

CHARLIE BELIN, University of Arkansas. *Achievement Effects of Grade Configuration in K-12 Arkansas Schools: Panel Data Evidence.* (Co-author: Robert Maranto, University of Arkansas)

Discussant/s: JON VALANT, Stanford University. LEANNA STIEFEL, New York University.

7.07 - Schools and Student Mobility

Room: Duxbury, 4th Floor

Concurrent Session VII - Saturday, March 17: 9:45 – 11:15AM

Chair: DANIA V. FRANCIS, Duke University.

UMUT OZEK, American Institutes for Research. *A Leg Up or a Boot Out? Student Achievement and Mobility under School Restructuring.* (Co-author: Michael Hansen, American Institutes for Research, Thomas Gonzalez, American Institutes for Research)

MICHAEL HURWITZ, The College Board. *Guiding Schools on the Importance of High School Guidance Counselors.* (Co-author: Jessica Howell, The College Board)

LU (MICHELLE) YIN, American Institutes for Research. *A Closer Look at Military-Connected Students: Achievement, Discipline, Attendance, and Mobility.* (Co-author: Sami Kitmitto, American Institutes for Research, Jamie Shkolnik, American Institutes for Research)

RONALD ZIMMER, Vanderbilt University. *Are All Moves the Same? Examining Mobility Effects Across Student Types and Type of Moves.* (Co-author: Cassandra Guarino, Indiana University, Steven Dieterle, Michigan State University)

Discussant/s: JENNIFER GRAVES, University of Oklahoma. ALLISON ATTEBERRY, University of Virginia.

Concurrent Session VII - Saturday, March 17: 9:45 – 11:15AM

7.08 - Equity in Funding: Policy and Litigation

Room: Sturbridge, 4th Floor

Chair: JASON MELLEN, Columbia University, Teachers College.

CARLEE POSTON ESCUE, University of Cincinnati. *Current Development of School Funding Litigation*. (Co-author: William E. Thro, Christopher Newport University)

LEI ZHANG, National Institute for Fiscal Studies. *Public School Resources and Private Substitutes in Urban China*. (Co-author: Cheng Yuan, School of Economics, Peking University)

STEPHEN Q. CORNMAN, Columbia University. *Do Equity and Adequacy Court Decisions Make a Difference for At-Risk Students? Longitudinal Evidence from Jersey City*.

JI-HA KIM, Korean Educational Development Institute. *The Equity of Public Education Funding in South Korea*. (Co-author: Hyun-Joo Jeong, Korean Educational Development Institute)

Discussant/s: SEAN P. CORCORAN, New York University. JACOB FOWLES, University of Kansas.

7.09 - The Politics of Education Reform

Room: Chatham, 3rd Floor

Chair: THOMAS E. DAVIS, University of Maryland.

ETHAN SCHERER, Pardee RAND Graduate School. *Are Public Officials Being Held Accountable? An Analysis of California's School Board Elections*.

AARON SOJOURNER, University of Minnesota. *Do Unions Promote Members' Electoral Office Holding? Evidence from State Legislators' Occupations*.

CHRISTOPHER HARRISON, University of North Carolina at Chapel Hill. *The Politics of Teacher Reform: Evaluations, Merit Pay, and Tenure Elimination in Florida's Mainstream Media*.

JONAH LIEBERT, Columbia University. *What Explains Popular Support for Charter Schools and Vouchers?*

Discussant/s: MORGAN POLIKOFF, University of Southern California. MARTIN ORLAND, WestEd.

7.10 - Organizational and Ecological Features: Impact on Schooling

Room: Marlborough, 4th Floor

Chair: MARYTZA A. GAWLIK, Florida State University.

MARCUS A. WINTERS, University of Colorado at Colorado Springs. *The Effect of Same-Gender Teacher Assignment on Student Achievement in the Elementary and Secondary Grades: Evidence from Panel.* (Co-author: Robert C. Haight, University of Colorado at Colorado Springs, Katarzyna A. Pickering, University of Colorado at Colorado Springs)

AUSTIN LASSETER, American Institutes for Research. *The Social Organization Of Schools And Its Effect On Teachers' Job Satisfaction.*

NAYYAF R. ALJABRI, Taibah University. *Determinants of Academic Tracking in Girls High Schools in Saudi Arabia.* (Co-author: Aeshah S. Alahmadi, Taibah University)

Discussant/s: ELLEN GOLDRING, Vanderbilt University. CAROLYN KELLEY, University of Wisconsin-Madison.

7.11 - Simulation-Based Evidence on Value-Added Models

Room: Martha's Vineyard (Back), 3rd Floor

Chair: BRIAN KISIDA, University of Arkansas.

JOHN ENGBERG, RAND. *Estimation of the Distribution of Effective Teaching with Respect to Student Characteristics.* (Co-author: Juan Saavedra, RAND, Jennifer Steele, RAND)

MARIA PEREZ, Stanford University. *Making Decisions About Teachers Based on Highly Fallible Data.* (Co-author: Anthony Bryk, Carnegie Foundation)

Concurrent Session VII - Saturday, March 17: 9:45 – 11:15AM

MICHELLE MAXFIELD, Michigan State University. *An Evaluation of Empirical Bayes' Estimation of Value-Added Teacher Performance Measures under Nonrandom Teacher Assignment*. (Co-author: Paul Thompson, Michigan State University, Jeffrey Wooldridge, Michigan State University)

CASSANDRA GUARINO, Indiana University. *Program Evaluation under Non-Random Assignment using Student-Level Achievement Data: A Simulation Study*. (Co-author: Mark Reckase, Michigan State University, Francis Smart, Michigan State University)

Discussant/s: JONAH ROCKOFF, Columbia University. ALEXANDER BOGIN, Syracuse University.

8.01 - The Value of Higher Education

Room: Sturbridge, 4th Floor

Chair: NATALIA KYUI, Paris School of Economics, Center for Employment Studies.

BRIAN MCCALL, University of Michigan. *The Consumption Value of Post-Secondary Education*. (Co-author: Brian Jacob, University of Michigan, Kevin Stange, University of Michigan)

NATALIA KYUI, Paris School of Economics. *Expansion of Tertiary Education, Employment and Wages: Evidence from Russian Transition*.

JIHYE KIM, Columbia University. *Does Horizontal Mismatch Matter in Education-Job Mismatch?: A Quantile Regression Approach*. (Co-author: Hongkyun Kim, Sogang University, Seungchan Ahn, Arizona State University)

MINA DADGAR, Columbia University. *Labor Market Returns to Sub-Baccalaureate Credentials: Evidence from Washington State*. (Co-author: Madeline Weiss, Columbia University)

Discussant/s: SARA GOLDRICK-RAB, University of Wisconsin. BRIAN MCCALL, University of Michigan.

8.02 - Community Colleges

Room: Concord, 4th Floor

Chair: MICHELLE HODARA, Teachers College, Columbia University.

EDWARD SEE, University of Florida. *Effects of Community College Attendance Costs on Community College Education and Labor Market Returns: Evidence from Florida*.

DREW ALLEN, New York University. *Community Colleges and Educational Attainment: Revisiting Evidence*.

ANDREW A. ANDERSON, UW-Madison. *Specialization, Learning Ability and Labor Market Outcomes: Training versus Academics*.

Concurrent Session VIII - Saturday, March 17: 11:30AM – 1 PM

STEVE SIMPSON, Columbia University. *A (Junior) College By Any Other Name: Returns to School Reputation in Taiwan's Higher Education Market*. (Co-author: Jin-Tan Liu, National University of Taiwan)

Discussant/s: BRADLEY R. CURS, University of Missouri. JEFFERY E. OLSON, St. John's University.

8.03 - Teacher Sorting

Room: Martha's Vineyard (Front), 3rd Floor

Chair: ERIN GROGAN, The New Teacher Project.

ZEYU XU, American Institutes for Research. *Can Teachers Retain Their Effectiveness in Different School Settings*. (Co-author: Matthew Corritore, American Institutes for Research, Umut Ozek, American Institutes for Research)

JACOB FOWLES, University of Kentucky. *The Great Divide: Teacher Sorting in Appalachian and Non-Appalachian Schools*. (Co-author: J.S. Butler, University of Kentucky, Joshua Cowen, University of Kentucky)

HELEN F. LADD, Duke University. *School Based Accountability and the Distribution of Teacher Quality Among Grades in Elementary Schools*. (Co-author: Sarah Crittenden Fuller, Duke University)

KIERAN M. KILLEEN, University of Vermont. *Do Advertisements for Teaching Jobs Influence the Sorting of Teachers? Insights on Hiring Practices from Job Clearinghouses*. (Co-author: Susanna Loeb, Stanford University)

Discussant/s: MICHAELA GULEMETOVA, National Education Association. HANLEY CHIANG, Mathematica Policy Research.

8.04 - Issues in Teacher Pension Reform

Room: Nantucket, 3rd Floor

Chair: JAMES W. GUTHRIE, George W. Bush Institute.

MICHAEL J. PODGURSKY, George W. Bush Institute and University of Missouri – Columbia. *The Labor Market and Distributional Consequences of Teacher Pension Enhancement During the 1990's*. (Co-author: Shawn Ni, University of Missouri – Columbia, Cory Koedel, University of Missouri – Columbia)

ROBERT M. COSTRELL, George W. Bush Institute/University of Arkansas. *You Can't Get There From Here: Transition Costs to Teacher Pension Reform, Real and/or Imaginary*.

ELIZABETH A. ETTEMA, George W. Bush Institute. *Retirement Knowledge and Preferences of Key Teacher Groups*.

MARIA FITZPATRICK, Cornell University. *How Much Do Public School Teachers Value Their Retirement Benefits?*

Discussant/s: ERIC A. HANUSHEK, Stanford University. PAUL E. PETERSON, Harvard University. KAREN HAWLEY MILES, Education Resource Strategies.

8.05 - Implementation, Payouts, and Perceived Effects: A Formative Analysis of Financial Incentive Rewards for Supervisors and Teachers (FIRST)

Room: Martha's Vineyard (Back), 3rd Floor

Chair: JENNIFER KING RICE, University of Maryland.

KATHLEEN MULVANEY HOYER, University of Maryland. *Implementation and Scale-Up of the FIRST Program*. (Co-author: Lauren Bivona, University of Maryland)

JENNIFER KING RICE, University of Maryland. *The Determination, Delivery, and Distribution of FIRST Awards*.

Concurrent Session VIII - Saturday, March 17: 11:30AM – 1 PM

CARA JACKSON, University of Maryland. *Educators' Responses to Incentive Payouts*.

BETTY MALEN, University of Maryland. *Perceived Effects of FIRST*. (Co-author: Laura Hyde, University of Maryland, Amanda Bowsher, University of Maryland)

Discussant/s: DONNA MUNCEY, Los Angeles Unified School District.

8.06 - Research Evidence and Education Finance in the Context of Anti-Immigrant Politics: Securing the Education Rights of Immigrant Students

Room: Plymouth, 4th Floor

Chair: OSCAR JIMENEZ-CASTELLANOS, Arizona State University.

GLORIA M. RODRIGUEZ, University of California-Davis. *Evidence in Social-Political Context: Educational Finance Policy Development and the Role of Political Economy*.

JOSE LUIS SANTOS, University of California. *Undocumented Students and Higher Education: Cost-Benefit Analysis*.

IRINA OKHREMTCHOUK, Arizona State University. *Language Minority Students, Classification Practices and Resource Allocations*.

Discussant/s: CAROLYN HERRINGTON, Florida State University.
BENJAMIN N. YORK, Stanford University.

8.07 - School Turnaround

Room: Chatham, 3rd Floor

Chair: CARLA EDLEFSON, Ashland University.

DANIEL PLAYER, University of Virginia. *An Evaluation of the School Turnaround Specialist Program*.

AMY CHECKOWAY, Abt Associates Inc.. *How Long Does It Take to Implement Expanded Learning Time (ELT)? Findings from a Longitudinal Evaluation of ELT in Massachusetts*. (Co-author: Beth Gamse, Abt Associates Inc., Beth Boulay, Abt Associates Inc.)

METTE HUBERMAN, American Institutes for Research. *Identifying and Profiling Turnaround Schools*. (Co-author: Larisa Shambaugh, American Institutes for Research, Tom Parrish, American Institutes for Research)

Discussant/s: STEPHEN JACOBSON, University at Buffalo - State University of New York. EUGENIA F. TOMA, University of Kentucky.

8.08 - Finance and Boundaries: Scale, Size and Reorganization

Room: Marlborough, 4th Floor

Chair: WILLIAM J. MATHIS, Vermont State Board of Education.

THOMAS A. DELUCA, Michigan State University. *Spending Changes and Non-Instructional Service Consolidation*.

JAMES E. SLOAN, University of Southern Maine. *Scale Economies and Merger-Related Spending Following Mandatory School District Regionalization in Maine: First Year Results*. (Co-author: Amanda Bailey, University of Southern Maine)

WILLIAM DUNCOMBE, Syracuse University. *Does School District Consolidation Affect Housing Prices?* (Co-author: John Yinger, Syracuse University)

BARBARA LACOST, University of Nebraska. *Merging Public School Districts: What are the Fiscal Benefits?* (Co-author: Michael Jolley, University of Nebraska, Donald Uerling, University of Nebraska)

Discussant/s: YAS NAKIB, George Washington University. JOSEPHINE M. LAPLANTE, University of Southern Maine.

8.09 - Impacts of Accountability and Choice

Room: Adrienne Salon, 4th Floor

Chair: ERIC ISENBERG, Mathematica Policy Research.

REBECCA JACOBSEN, Michigan State University. *Informing the Public or Information Overload? The Influence of School Accountability Data Format and on Public Satisfaction.* (Co-author: Jeffrey W. Snyder, Michigan State University, Andrew Saultz, Michigan State University)

DANIEL H. BOWEN, University of Arkansas. *Stigmas without Vouchers: The Impact of Ratings on Student Achievement in Florida's Low-Performing Schools.* (Co-author: Julie Trivitt, Arkansas Tech University)

UMUT OZEK, American Institutes for Research. *Public School Choice and Student Achievement in the District of Columbia.* (Co-author: Austin Nichols, Urban Institute)

KEHINDE AJAYI, Boston University. *School Choice and Educational Mobility: Lessons from Secondary School Applications in Ghana.*

Discussant/s: IFTIKHAR HUSSAIN, London School of Economics. SEAN P. CORCORAN, New York University.

8.10 - Beyond the School: Out-of-school Effects on Learning

Room: Duxbury, 4th Floor

Chair: KIMBERLY SCRIVEN BERRY, Florida State University.

SCOTT A. IMBERMAN, University of Houston. *The Effect of Providing Breakfast on Student Performance: Evidence from an In-Class Breakfast Program.* (Co-author: Adriana D. Kugler, Georgetown University)

C. LOCKWOOD REYNODS, Kent State University. *The Effects of Household Health Shocks on the Educational Attainment of Youth.* (Co-author: Eric Johnson, Kent State University)

JESSE LEVIN, American Institutes for Research. *Metrics for Measuring Student Poverty and Relationships to Other Measures of Student Needs and Outcomes.* (Co-author: Jay Chambers, American Institutes for Research, Lori Taylor, Texas A&M University)

Concurrent Session VIII - Saturday, March 17: 11:30AM – 1 PM

JOSHUA GOODMAN, Harvard University. *The Wages of Sinistrality: Handedness, Brain Structure and Human Capital Accumulation.*

Discussant/s: DAVID FIGLIO, Northwestern University. PRASHANT LOYALKA, China Institute for Educational Finance Research, Peking University.

8.11 - The Buck Stops Here: Measuring Principal Performance in an Accountability Context

Room: Dedham, 4th Floor

Chair: KATINA R. STAPLETON, National Center for Education Research, Institute of Education Sciences, U.S. Department of Education.

ELLEN GOLDRING, Vanderbilt University. *The Convergent and Divergent Validity of the Vanderbilt Assessment of Leadership in Education (VALED) : Instructional Leadership and Emotional Intelligence.* (Co-author: Xiu Cravens, Vanderbilt University, Andrew Porter, University of Pennsylvania)

CAROLYN KELLEY, University of Wisconsin-Madison. *The Design and Validation of the Comprehensive Assessment of Leadership for Learning (CALL) Formative School Leader Assessment.* (Co-author: Richard Halverson, University of Wisconsin-Madison, Eric Camburn, University of Wisconsin-Madison)

ANTHONY T. MILANOWSKI, Westat. *The Relationship Between Standards-Based Principal Performance Evaluation Ratings and School Value-added: Evidence from Two Districts.* (Co-author: Steven M. Kimball, University of Wisconsin-Madison)

JASON A. GRISSOM, Vanderbilt University. *Evaluating the Challenges of Using Student Test Scores to Measure Principal Performance.* (Co-author: Susanna Loeb, Stanford University, Demetra Kalogrides, Stanford University)

Discussant/s: ROGER GODDARD, Texas A&M University. CHARISSE GULOSINO, Columbia University, Teachers College

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