The Association for Education Finance and Policy

The 37th Annual Conference of The Association for Education Finance and Policy

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

March 15-17, 2012
Hyatt Regency Boston, Massachusetts

Deborah Cunningham
President-Elect & Program Chair

Contact:
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NOTE: the program is dated Monday, January 16th, 2012 and subject to change. Participant names, institutions, titles are their own submissions. Please direct all changes of names, institutions, titles to Angie Hull at info@aefpweb.org.

www.aefpweb.org
The 37th Annual Conference of The Association for Education Finance and Policy  
March 15-17, 2012  
Hyatt Regency Boston, Massachusetts

Thursday, March 15, 2012

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<td>New Member, Graduate Student and International Member Reception - Sponsored by Bush Institute</td>
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Friday, March 16, 2012

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<td>07:00AM - 08:30AM</td>
<td>Education Finance and Policy Breakfast (by invitation)</td>
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<td>Second General Session and Luncheon</td>
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<td>State of the States and Provinces</td>
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Saturday, March 17, 2012

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<td>08:00AM - 09:30AM</td>
<td>Concurrent Session VI</td>
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<td>11:30AM - 01:00PM</td>
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<td>Post-Conference Board of Directors's Meeting</td>
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Concurrent Sessions Program

Concurrent Session I - Thursday, March 15, 2012: 02:45PM - 04:15PM

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

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. ROBERT KELCHEN, 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)


Discussant/s: PATRICIA M. ANDERSON, Dartmouth College

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

Chair: PRASHANT LOYALKA, China Institute for Educational Finance Research, Peking University

PETER HINRICHES, 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, Los Angeles. 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

1.03 - All About Kindergarten

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.
### 1.04 - Teacher Pay Reform

**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?*.

**Discussants:** JACOB VIGDOR, Duke University; PATTERN MAHLER, University of Virginia

### 1.05 - Early Career Teachers and Induction

**Chair:** HOWARD F. NELSON, American Federation of Teachers

- **You You**, Teachers College, Columbia University. *Using the timing variation in state legislation to estimate the effect 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 BÉN 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)

**Discussants:** MATTHEW A. KRAFT, Harvard University; JENNIFER STEELE, RAND Corporation

### 1.06 - Inside the “Black Box” of Charter School Impacts: What Works

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

- **Joshua D. Angrist**, MIT and NBER. *Using the Timing Variation in State Legislation to Estimate the Effect of New-Teacher Induction Programs on Teacher Turnover*.

**Discussants:** RONALD ZIMMER, Vanderbilt University; KEVIN BOOKER, Mathematica Policy Research

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

**Chair:** JESSICA SIMON, TERC

- **Steven Mcmullen**, Calvin College. *Year Rounds Schooling and Achievement Inequalities: Evidence from North Carolina Calendar Conversions*. (co-author KATY ROUSE, Elon University; JUSTIN HAAN, Calvin College)
- **Joshua Goodman**, Harvard University. *Flaking Out: Snowfall, Instructional Time and Student Achievement*.

**Discussants:** IRMA ARTEAGA, University of Missouri; TAMMY KOLBE, University of Connecticut

### 1.08 - States, Districts and Funding Inequities

**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?*
- **Seam 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)

**Discussants:** GARY RITTER, University of Arkansas; LEI ZHANG, National Institute for Fiscal Studies; Tsinghua University
1.09 - New District Governance Reform Models: The Efficacy of Portfolio and Turnaround Reforms in Three Urban School Districts

Chair: DR. DOMINIC BREWER, University of Southern California


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, Stanford University. CREDO's Evaluation of Scaling the Charter Restart Model. (co-author EDWARD CREMATA, CREDO, Stanford University)

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

1.10 - Student and Teacher Mobility

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 SASS, Georgia State University. Teacher Quality and Teacher Mobility. (co-author LI FENG, Texas State University – San Marcos)

Discussant/s: JEFF ZABEL, Tufts University, CELESTE K. CARRUTHERS, University of Tennessee

1.11 - Value-Added and the Realities of Data

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. ROBERT H. MEYER, 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)


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, 2012: 04:30PM - 06:00PM

2.01 - Evaluations of Developmental Education and ESL at Community Colleges

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, Columbia University. 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. GEORGE PRATHER, Los Angeles Community College District)

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

Discussant/s: JUDITH SCOTT-CLAYTON, Teachers College, Columbia University, ANGELA BOATMAN, Harvard University

2.02 - Higher Education: Access, Quality and Finances

Chair: ALEXANDER BOGIN, Syracuse University

MARTA LACHOWSKA, Upjohn Institute. The Short-Term Effects of the Kalamazoo Promise Scholarship on Student Outcomes. (co-author TIMOTHY BARTIK, Upjohn Institute)

LIANG-CHENG ZHANG, National Taiwan Normal University. Ranking universities for improvement: Efficiency perspective from two-stage data envelopment analysis.


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

Discussant/s: PRASHANT LOYALKA, China Institute for Educational Finance Research, Peking University, JOYDEEP ROY, Columbia University & IBO

2.03 - Value-Added Modeling: Methodological Challenges

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)
2.04 - Teacher Characteristics and Careers

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.

NIU GAO, Florida State University. School incentives, principal characteristics, and teacher assignment.

MATTHEW WISWALL, NYU. Licensing and Occupational Sorting in the Market for Teachers.

Discussant/s: JOHN P. PAPAY, Brown University, RYAN YEUNG, Rutgers University-Camden

2.05 - Teaching Fellows: Self-perceptions, Principal Ratings, and Mobility from New York City and Beyond

Chair: ILA DESHMUKH-TOWERY, The New Teacher Project

DON BOYD, University at Albany. Alternative Certification in the Long Run: A Decade of Evidence on the Effects of Alternative Certification in New York City. (co-author ERIN DUNLUP, UNIVERSITY OF VIRGINIA. HAMP LANKFORD, University at Albany. SUSANNA LOEB, Stanford University)


Discussant/s: MIMI ENGEL, Vanderbilt university

2.06 - Improving Education and Social Outcomes for Disadvantaged Students

Chair: DAVID FRISVOLD, Emory University


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 E. 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 SASS, Florida State University, PETER HINRICHES, Georgetown University

2.07 - Schools and Childhood Obesity

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 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

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

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

Discussant/s: DENNIS MCCRUMB, Western Michigan University

2.09 - An Evaluation of Vermont's Education Financing System

Chair: LAWRENCE O. PICUS, University of Southern California

LAWRENCE O. PICUS, University of Southern California. An Evaluation of Vermont's Education Financing System. (co-author ALLAN ODDEN, University of Wisconsin, Madison. WILLIAM GLENN, Virginia Tech. MICHAEL GRIFFITH, Education Commission of the States)

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

2.10 - Reactions to Accountability Pressure

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. JOHN F. WITTE, University of Wisconsin-Madison)

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

LATARA OSBORNE-LAMPKIN, Florida State University. Balancing High-Stakes Accountability Policies in Florida's Schools. (co-author BRUCE
2.11 - Residential Isolation and Student Achievement: The Role of State Action in Neighborhood Segregation and its Implications for Education Policy

Chair: MARTIN ORLAND, WestEd

Discussant/s:
THOMAS S. DEE, University of Virginia, DAN GOLDHABER, University of Washington Bothell

Concurrent Session III - Friday, March 16, 2012: 08:30AM - 10:00AM

3.01 - Addressing Barriers to College Enrollment and Completion

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, Columbia University. 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

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)

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

3.03 - Teacher Assignments, Incentives and Equity

Chair: RYAN BALCH, Vanderbilt University

SETH GERSHENSON, American University. The nature of within-school grade-level reassignments of elementary-school teachers: Evidence from Michigan. (co-author QUINTIN 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)


Discussant/s: ERIC TAYLOR, Stanford University, JEFFREY M. WEINSTEIN, Syracuse University

3.04 - Issues in Collective Bargaining Across the States

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.

DAN GOLDHABER, Center for Education Data and Research. Collective Bargaining in Washington State: A Cross District Comparison. (co-author LESLEY LAVERY, University of Wisconsin. RODDY THEOBALD, University of Washington)

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 - Value Added for Teacher Evaluation in the District of Columbia

Chair: BRIAN GILL, Mathematica Policy Research


3.06 - Investigating the Practices of Effective Principals

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 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

3.07 - Commitment and Costs: Serving All Children

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. WILLET, 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)

DONGSHU OU, The Chinese University of Hong Kong. *Economic Assimilation of Recent Immigrants in Hong Kong.* (co-author SUET-LING PONG, The Chinese University of Hong Kong)

Discussant/s: BRUCE BAKER, Rutgers University, LEANNA STIEFEL, New York University

3.08 - School Finance Formulas - Constructing the Weights

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


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. LISA CRUZ, American Institutes for Research)

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

3.09 - School Choice and Competition

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 KEMPPE, 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, Davis. *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, PATRICK J. WOLF, University of Arkansas

3.10 - Measuring and Rewarding Teacher Performance

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: SETH GERSHENSON, American University, THOMAS KANE, Harvard University

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

Chair: MARGUERITE ROZA, University of Washington

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 IV - Friday, March 16, 2012: 10:15AM - 11:45AM

4.01 - The Unintended Consequences of Federal Student Aid

Chair: KEVIN STANGE, University of Michigan

SUSAN DYNAWSKI, 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)


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

4.02 - Tuition and Financial Aid
**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  

**4.03 - State Investments in Early Childhood: How a Heightened State Role Impacts Availability and Child Outcomes**  
**Chair:** EVA GALDO, 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)  
DAPHNA BASSOK, University of Virginia. Does State Preschool Crowd Out Private Provision: The Impact of Universal Pre-Kindergarten on the Child Care Sector in Oklahoma & Georgia. (co-author MARIA FITZPATRICK, Cornell University. 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  

**4.04 - How Financial Incentives Affect the Supply of Teachers: Pensions, Teacher Quality and Preferences**  
**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)  
MARIA FITZPATRICK, Cornell University. How Much Do Public School Teachers Value Their Retirement Benefits?.  
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. JAMES V. SHULS, University of Arkansas)  

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

**4.05 - Teacher Incentives, Preparation and Productivity**  
**Chair:** MICHAEL HANSEN, American Institutes for Research  
DAN GOLDBAER, 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)  
BENJAMIN MASTER, Stanford University. Different Skills: Identifying Differentially Effective Teachers of English Language Learners. (co-author SUSANNA LOEB, Stanford University. CAMILLE WHITNEY, Stanford University. JIM WYCKOFF, University of Virginia)  
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, DR. DOMINIC BREWER, University of Southern California  

**4.06 - Class Size and Student and Teacher Interactions**  
**Chair:** DONNA MUNCY, Los Angeles Unified School District  
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, ERIC ISENBERG, Mathematica Policy Research  

**4.07 - Life in the FAST Lane: the Financial Allocation Study for Texas**  
**Chair:** LORI TAYLOR, Texas A&M University  
DANIEL O’BRIEN, University of Texas at Dallas, KURT BERON, University of Texas at Dallas, TOM CURRAH, Texas Comptroller of Public Account  

**Discussant/s:** 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. JAMES W. GUTHRIE, George W. Bush Institute)  

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

**4.09 - Selection and Bias in Value-Added Models**
Concurrent Session V - Friday, March 16, 2012: 02:00PM - 03:30PM

4.10 - New Insights into Causes and Consequences of School Segregation

Chair: LEANNA STIEFEL, New York 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)

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


Discussants: PACO MARTORELL, RAND Corporation. DAVID DEMING, Harvard University

4.01 - Regression Discontinuity Analyses of Postsecondary Financial Aid Programs

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. JUDITH SCOTT-CLAYTON, Teachers College, Columbia University)

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)

Discussants: BRIDGET TERRY LONG, Harvard University

5.02 - Greatly Expanding College Completion: Education and Economic Implications

Chair: LAWRENCE MISHEL, Economic Policy Institute (EPI)

Discussants: ROBERT SCWARTZ, Harvard School of Education. DR. HENRY LEVIN, Columbia University. MARC TUCKER, National Commission for Education and the Economy

5.03 - Early childhood education markets and policies

Chair: LUKE C. MILLER, University of Virginia

DAPHNA BASSOK, University of Virginia. The early childhood care and education workforce: Understanding changes from 1990 through 2010. (co-author MARIA FITZPATRICK, Cornell University. SUSANNA LOEB, Stanford University. AGUSTINA S. PAGLAYAN, Stanford University)

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


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)

Discussants: DAVID DEMING, Harvard University. ELIZABETH DHUEY, University of Toronto

5.04 - Measuring Impacts on Student Outcomes

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 Schools. (co-author DOUGLAS STAIGER, Dartmouth College. THOMAS KANE, Harvard University. ERIC TAYLOR, Stanford 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)

Discussants: TIM SASS, Florida State University. TOM AHN, University of Kentucky

5.05 - Teacher Characteristics and Schooling Outcomes

Chair: W. KYLE INGLE, Bowling Green State University
Discussant/s: HEATHER J HOUGH, Stanford University JENNIFER KING RICE, University of Maryland

5.06 - Policy Options for Increasing Student Performance
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, UNC. Systematic Use of Data in Schools: Evidence from the National Center for Scaling up Effective Schools. (co-author CHRISTOPHER HARRISON, UNC)

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

5.07 - Math Curriculum and Instruction
Chair: LATARA OSBORNE-LAMPKIN, Florida State University
JASON IMBROGNO, Carnegie Mellon University, Tepper School of Business. 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.
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
Chair: ALLEN RUBY, Institute of Education Sciences
PHUONG NGUYEN-HOANG, University of Iowa. School district income tax, school spending, and student performance.
MICHELE BAIRD MATHIAS, Burlington School District, Burlington VT. 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

5.09 - Family Choice Among Schools
Chair: AMANDA BEATTY, World Bank
SANDRA MCNALLY, Centre for Economic Performance, London School of Economics. 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
Chair: ANDREW BARR, University of Virginia
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, UC San Diego. Coming of Age: Consequences of the Timing of Adolescence. (co-author PRASHANT BHARADWAJ, UC San Diego)
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, UC Berkeley, MATTHEW WISWALL, New York University

5.11 - Educational Performance and Policy Using State Longitudinal Data Systems: Initial Results from Michigan
Chair: VENESSA KEESLER, University of Michigan
Discussant/s: SUSAN DYNARSKI, University of Michigan, JOSHUA HYMAN, University of Michigan, VENESSA KEESLER, University of Michigan
ABIGAIL JURIST LEVY, Education Development Center, Inc.. 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 BRANNEGAN, American University. The Impact of Parental Characteristics on Public School Choice.

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

BRETT A. GEIER, University of South Florida - Polytechnic. The Effect School Facility Quality Has on Student Achievement: Michigan Elementary Schools as a Case Study.

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)


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

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

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

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

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

EUNKYOUNG PARK, Indiana University Bloomington. Early Retirement Incentive Programs in the US Higher Education. (co-author SYDNEY RUCKER, Indiana University Bloomington)

HAOGEN YAO, Teachers College, Columbia University. 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.


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)

JENNIFER ASH, University of Arkansas. Proof for Teacher-Proofing? A Systematic Review of Prescriptive Curricula. (co-author JEFFERY DEAN, University of Arkansas. LINDSEY 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, NYU. School Size and Age: Impact on Non-Academic Outcomes. (co-author AMY SCHWARTZ, NYU. LEANNA STIEFFE, NYU)

JESSICA SIMON, TERC. A cost-effectiveness analysis of early literacy interventions.

JIA JIA SYU, Dept. of Education, National Chengchi University, Taipei(R. O. C.). The utility of using U3 as indicator of faking: A simulation study. (co-author MING NYU, Dept. of Education, National Chengchi University, Taipei(R. O. C.))

JONATHAN 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 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)

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)


LAWRENCE J. CHISESI, Colorado State University. School Choice and Property Values.
LORETTA MASON-WILLIAMS, Binghamton University. A National Profile of the Qualifications of Special Education Teachers.


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 HURWITZ, College Board. Guiding schools on the importance of high school guidance counselors.

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.


MORGAN 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 BARRATT, University of Kentucky. Contingency Funds in Education: Are Schools Responding to Budget Uncertainty?.

NAYYAF R. ALJABRI, Taibah University. Determinants of academic tracking in girls high schools in Saudi Arabia. (co-author AESHAH S. ALAHMADI, Taibah University)


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?.


SERENA HINZ, Vanderbilt University. The Best Affirmative Action: Race-based, Class-based, or Both?.

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


SIMON MCDONNELL, City University of New York. CUNY and Public Housing in New York City. (co-author COLIN CHELLMAN, City University of New York)


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)

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

TOM AHN, University of Kentucky. Optimal Matching of Schools and Teachers under Accountability Pressure.

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.


YONGMEI NI, University of Utah. The Impact of Random Weapon Searches on Student Weapon Possession. (co-author TOMEKA DAVIS, Georgia State University)

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

**Concurrent Session VI - Saturday, March 17, 2012: 08:00AM - 09:30AM**

**6.01 - For-Profit Postsecondary Education**

**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.


**Discussants/s:** BRIDGET TERRY LONG, Harvard University

**6.02 - Impact of State Appropriations in Higher Education**

**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)


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

Chair: Anna Gregory, District of Columbia Public Schools

Tracey L. Weinstein, University of Southern California. Teacher Evaluation Reform in Los Angeles: Evaluating a Pilot Program.

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 Drew Anderson, UW-Madison)

Cassandra Guarnino, Indiana University. Testing Value-Added Models of Teacher Performance: Do They Pass?. (co-author Mark Reckase, Michigan State University, Francis Smart, Michigan State University, Brian Stacy, Michigan State University)

Discussant/s: Jacob Vigdor, Duke University, James Wyckoff, University of Virginia

6.04 - Teacher Compensation Reforms in Denver and San Francisco

Chair: Roddy Theobald, University of Washington


Robert Reichardt, R-Squared Research, LLC. 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)


Discussant/s: Karen J. DeAngelis, University of Rochester, Li Feng, Texas State University

6.05 - Principal and Teacher Human Resource Issues

Chair: NIU Gao, Florida State University


Eugenia F. Tomà, 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. Pete Jones, 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

6.06 - Field Experiments in Education

Chair: Juan Esteban Saavedra, RAND Corporation


Thomas S. Dee, University of Virginia. Social Identity and Achievement Gaps: Evidence from an Affirmation Intervention.

Discussant/s: Kristin Butcher, Wellesley College, Patrick McEwan, Wellesley College

6.07 - Approaches to STEM

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)


Guang Kung Sauer, 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 AM University, Amanda L. Griffith, Wake Forest University

6.08 - Making Money Matter Through State and District Policies Designed to Drive Higher Achievement
Concurrent Session VII - Saturday, March 17, 2012: 09:45AM - 11:15AM

**Chair:** JESSICA BOCCARDO, New York University

JASON MELLEN, Columbia University: Teachers College. *Is Race to the Top an effective lever on state education finance policy?*


**Discussants:** JENNIFER IMASEKI, San Diego State University, JASON IMBROGNO, Carnegie Mellon University, Tepper School of Business

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### 6.09 - Sources of Inequity: Revenues and Distribution, and Sociological, Developmental and Economic Interactions in Education

#### Chair:

**6.09 - Sources of Inequity: Revenues and Distribution,**

CHRYSAN THEMUM MATTISON, Oregon State University. *The impact of 18 years of voluntary contributions to California K-12 public schools.*

BRUCE BAKER, Rutgers University. *Exploring the depth, breadth and drift of curricular offerings across school districts facing varied resource constraints.*


SHERYL S. LAZARUS, University of Minnesota. *Per Capita Financ ing for Inclusive Education in the Republic of Serbia.* (co-author CHRISTOPHER J. JOHNSTONE, University of Minnesota)

**Discussants:** LAWRENCE O. PICUS, University of Southern California, HAMILTON LANKFORD, University of Albany

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**Chair:** MATT KASMAN, Stanford University

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

RACHEL ROSE, Teachers College, Columbia University. *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)

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.*

**Discussants:** DYLAN CONGER, George Washington University, ANGELA K. DILLS, Providence College

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### 7.01 - Entry into University

**Chair:** JIHYE KIM, Columbia University

CLIVE BELFIELD, Queens College, CUNY. *Placement tests and college performance: Evidence from North Carolina.* (co-author PETER CROSTA, CCRC, Teachers College)


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

**Discussants:** STEPHANIE RIEGG CELLINI, George Washington University, STEPHEN LIPSCOMB, Mathematica Policy Research

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

**Chair:** LINDSAY C. PAGE, Harvard University


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. PHIL OREOPoulos, University of Toronto)

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.*

**Discussants:** CHRISTOPHER AVERY, Harvard University, CHARLES T. CLOTFELTER, Duke University

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### 7.03 - Early Childhood Interventions

**Chair:** ELIAS WALSH, Mathematica Policy Research

STEVEN W. HEMELT, University of Michigan. *Childhood Educational Interventions: Experimental Evidence on Postsecondary Impacts.*

W. KYLE INGLE, Bowling Green State University. *A Cost Effectiveness Analysis of Third Grade Reading Diagnostic Tools.* (co-author TODD CRAMER, Springfield Local Schools)


JONATHAN BRENT RICHARDS, The Ohio State University. *The Indian Head Start? Does a Low-Cost, Large Scale Child Intervention Program in India Help Children?*
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| 7.04    | **Pension Plans: Teacher Responses and Reforms**                      | **Chair:** TIM SASS, Florida 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.*  
**Discussants:** MARIA FITZPATRICK, Cornell University, PETER HINRICHIS, Georgetown University, JEFFERY DEAN, University of Arkansas |
| 7.05    | **Teacher Value-Added and StudentOutcomes in Adulthood: New Evidence and Policy Implications** | **Chair:** JOHN FRIEDMAN, Harvard University | DAN GOLDBERGER, University of Washington Bothell, JOHN B. KING, New York State Education Department, ANDREW D. BAXTER, Charlotte-Mecklenburg Schools |
| 7.06    | **Grade Configuration, Time Configuration: Do They Matter?**          | **Chair:** LORA COHEN-VOGEL, UNC           | 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) |
| 7.07    | **Schools and Student Mobility**                                      | **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)  
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)  
RON 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) |
| 7.08    | **Equity in Funding: Policy and Litigation**                         | **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, Tsinghua University. *Public School Resources and Private Substitutes in Urban China.* (co-author CHENG YUAN, School of Economics, Peking University)  
STEPHEN Q. CORCORAN, New York University, JACOB FOWLES, University of Kansas |
| 7.09    | **The Politics of Education Reform**                                 | **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.*  
JONAH Liebert, Columbia University. *What explains popular support for charter schools and vouchers?* |
| 7.10    | **Organizational and Ecological Features: Impact on Schooling**       | **Chair:** MARYTZIA GAWLIK, Florida State University | TIAN-MING SHEU, Dept. of Education, National Taiwan Normal University, Taiwan. *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 |
**Concurrent Session VIII - Saturday, March 17, 2012: 11:30AM - 01:00PM**

### 7.11 - Simulation-Based Evidence on Value-Added Models

**Chair:** BRIAN KISIDA, University of Arkansas

**Discussant/s:** JONAH ROCKOFF, Columbia University, DOUGLAS STAIGER, Dartmouth College

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<td>Program Evaluation under Non-Random Assignment using Student-Level Achievement Data: A Simulation Study</td>
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### 8.01 - The Value of Higher Education

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

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

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### 8.02 - Community Colleges

**Chair:** MICHELLE HODARA, Teachers College, Columbia University

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

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### 8.03 - Teacher Sorting

**Chair:** ERIN GROGAN, The New Teacher Project

**Discussant/s:** STUART H. CROSMAN, American Institutes for Research. (co-author ERIN GROGAN, The New Teacher Project.) |

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### 8.04 - Issues in Teacher Pension Reform

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

**Discussant/s:** CHRISTOPHER C. WEISS, Columbia University, MICHAELA GULEMETOVA, National Education Association

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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. BRUCE BAKER, Rutgers University)


**Discussant/s:** DAVID FIGLIO, Northwestern University, DEMETRA KALOGRIDES, Stanford University

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

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


JASON 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