

Presentations by IES-funded Researchers

Conference: [Association for Education Finance and Policy \(AEFP\)](#)

Location: San Antonio, TX

Dates: March 13–15, 2014

Thursday, March 13, 2014

7:30 AM- 10:00 AM

Workshop by CAPSEE: *Linking College and Labor Market Datasets for Research on the Labor Market Returns to College*

Room: Conference Room 5, Third Floor

Di Xu, Teachers College Columbia University and CAPSEE

10:15 AM- 11:45 AM

Session: 1.01 Teacher Effectiveness and Personnel Decision Making

Room: Conference Room 8, Third Floor

Performance Screens for School Improvement: The Case of Teacher Tenure Reform in New York City

Susanna Loeb, Stanford University/CALDER; Luke C. Miller, University of Virginia/CALDER
James Wyckoff; University of Virginia/CALDER

Assessing Principals' Assessments: A Closer Look at Subjective Evaluations of Teacher Effectiveness

Jason A. Grissom, Vanderbilt University; Susanna Loeb, Stanford University/CALDER

Session: 1.03 – Setting High Standards

Room: Conference Room 3, Third Floor

Expansion of AP – Course, Classroom and Outcome Implications: The Case of Broward County Public School.

Patrice Iatarola, Florida State University; Co-author: Taek Hyung Kim, Florida State University

Concurrent Session I

Room: Conference Room 5, Third Floor

Estimating the Impact of Online Education on Labor-Market Outcomes

Francie Streich, University of Michigan and CAPSEE

Session: 1.07 The Impact of Accountability on Teachers

Room: Conference Room 12, Third Floor

Teacher Academic Ability, Encouraging Long-Term Evidence

Andrew Mceachin, North Carolina State University; Susanna Loeb, Stanford University/CALDER; Hamilton Lankford, State University of New York Albany/CALDER; Luke C. Miller, University of Virginia/CALDER; James Wyckoff, University of Virginia/CALDER

When Incentives Matter Too Much: Explaining Significant Responses to Irrelevant Information

Tom Ahn, University of Kentucky; Jacob Vigdor, Duke University/CALDER

Teacher-Level Responses to High-Stakes Testing: Examining the Prevalence and Predictors of Teaching to the Test

Michael Hansen, Umut Ozek, Thomas Gonzalez, American Institutes for Research/CALDER

1:00 PM - 2:30 PM

First General Session

Room: Salon M, Third Floor

Presidential Address

Jane Hannaway

American Institutes for Research/CALDER

2:45 PM - 4:15 PM.

Session: 2.01 The Market for Schooling: How Families Choose Schools

Room: Conference Room 11, Third Floor

Going to Great Lengths: Parental Choice and New Orleans Public Schools Before and After Katrina

Douglas N. Harris, Tulane University/CALDER; Matthew Larsen, Tulane University; Jill Zimmerman, Louisiana Department of Education

About What and From Whom? How the Provision of School Quality Information Affects Choosers' Attitudes, Behaviors, and Outcomes

Jon Valiant, Stanford University; Susanna Loeb, Stanford University/CALDER

Session: 2.02 Educator Pensions

Room: Conference Room 2, Third Floor

Pension Choices and the Sorting Patterns of Public School Teachers

Dan Goldhaber, University of Washington/CALDER; Cyrus Grout, University of Washington

How Well Do Teacher Pension Plans Work for Charter and Urban School Teachers?

Michael Podgursky and Cory Koedel, University of Missouri-Columbia/CALDER; Shawn Ni and P. Brett Xiang, University of Missouri-Columbia

4:30 PM - 6:00 PM

Session: 3.02 School Choice and Students with Disabilities

Room: Conference Room 3, Third Floor

Does Closing Schools Close Doors? The Effect of High School Closures on Achievement and Attainment

Matthew F. Larsen, Tulane University

Session: 3.04 Policy Considerations in the Implementation of Multiple Measure Teacher Evaluation Systems

Room: Conference Room 11, Third Floor

Policy Considerations in the Implementation of Multiple Measure Teacher Evaluation Systems

Ryan Balch, Baltimore City Schools; Cory Koedel, University of Missouri-Columbia/CALDER

Session: 3.07 Teacher Quality: How Do Different Measures Compare?

Room: Conference Room 12, Third Floor

Is a Good Teacher Always Good: Assessing the Effectiveness of Teachers Across Math and Reading

Dan Goldhaber, University of Washington-Bothell/CALDER; James Cowen, Center for Education & Data

Friday, March 14, 2014

8:00 AM –9:30 AM

Session: 4.01 Compensation Reforms and Teacher Retention

Room: Conference Room 11, Third Floor

Financial Incentives to Promote Teacher Retention: An Exploratory Study of the Florida Critical Teacher Shortage Program

Li Feng, Texas State University/CALDER; Tim Sass, Georgia State University/CALDER

Session: 4.07 Debt, Loans, and Work

Room: Conference Room 5, Third Floor

The Causal Effect of Federal Work-Study on Student Outcomes in the Ohio Public University System

Adela Soliz and Bridget Long, Harvard University and CAPSEE

Work-Study Employment and Student Outcomes: A Propensity Score Analysis of Heterogeneous Effects

Veronica Minaya, Teachers College at Columbia University and CAPSEE; Judith Scott-Clayton, Teachers College at Columbia University

Session: 4.08 Community College Degrees and Transfers

Room: Conference Room 6, Third Floor

Successful Schools: How School-Level Factors Influence Success with Urban Advantage.

Meryle Weinstein, Emilyn Ruble Whitesell, Michele Leardo, New York University

America's College Drop-Out Epidemic: Understanding the College Drop-Out Population

Erin Dunlop Velez, American Institutes for Research/CALDER

9:45 AM - 11:15 AM.

Session: 5.01 Teacher Effectiveness

Room: Conference Room 14, Third Floor

Public School Teacher Mobility: Application of the Bayesian Poisson Pseudo-Maximum Likelihood Estimator

Li Feng, Texas State University/CALDER; James Lesage, Texas State University

Session: 5.04 The Effects of Teachers' Union and Collective Bargaining

Room: Conference Room 7, Third Floor

Inconvenient Truth? Do Collective Bargaining Agreements Help Explain the Inequitable Distribution of Teachers Within School Districts?

Dan Goldhaber, University of Washington-Bothell/CALDER; Lesley Lavery, Macalester College; Roddy Theobald, University of Washington

Using Teacher Value-Added Estimates to Test the Relationship between Collective Bargaining Agreements and the "Teacher Quality Gap"

Li Feng, Texas State University/CALDER; Lora Cohen-Vogel, UNC – Chapel Hill; La' Tara Osborne-Lampkin, Florida State University

Session: 5.07 School Reform

Room: Conference Room 10, Third Floor

Inconvenient Truth? Do Collective Bargaining Agreements Help Explain the Inequitable Distribution of Teachers Within School Districts?

Christina Licalsi Labelle, Northwestern University; David Figlio, Northwestern University/CALDER

Session: 5.08 Community College Degrees and Transfers

Room: Conference Room 11, Third Floor

Community College Transfer Students: How They Choose Four-Year Colleges and Does It Matter?

Ben Backes and Erin Dunlop Velez, American Institutes for Research/CALDER

Session: 5.11 The Influence of Schools on Neighborhoods

Room: Conference Room 15, Third Floor

The End of School Desegregation: Its Impact on Residential Segregation

Sun Jung Oh, Syracuse University; Robert Bifulco, Syracuse University/CALDER

1:15 PM-2:45 PM

Session: 6.01 Equity of Effective Teaching

Room: Conference Room 11, Third Floor

Uneven Playing Field? Assessing the Inequity of Teacher Characteristics and Measured Performance Across Students

Dan Goldhaber, University of Washington-Bothell/CALDER; Lesley Lavery, Macalester College; Roddy Theobals, University of Washington-Bothell

Teacher Churning and Student Achievement

Allison Atteberry, University of Virginia; Susanna Loeb, Stanford University/CALDER; James Wyckoff, University of Virginia/CALDER

Session: 6.07 The Role of Aid and Returns to Community College Completion

Room: Conference Room 9, Third Floor

Satisfactory Academic Progress Requirements: Pell Grant Loss Prevalence and Impact on Student Outcomes

Lauren Schudde, Columbia University Teachers College and CAPSEE; Judith Scott-Clayton, Columbia University Teachers College

Way Station or Launching Pad? Unpacking the Returns to Postsecondary Adult Education in Tennessee

Celeste K. Carruthers, University of Tennessee/CALDER; Thomas Sanford, St. Cloud State University

The Returns to Course Credits, Certificates, and Degrees: Evidence From Michigan's Community Colleges

Peter Bahr, Susan Dynarski, Brian Jacob, University of Michigan; Daniel Kreisman, CAPSEE and University of Michigan

3:00 PM - 4:30 PM

Session: 7.01 Managing the Teacher Workforce in the District of Columbia

Room: Conference Room 11, Third Floor

The Stages of Hiring: Evidence from Rich Data on Applicants, Interviewees, and New Teachers

Rachel Rosen and Brian A. Jacob, University of Michigan; Benjamin Lindy, Teach for America; Jonah Rockoff, Columbia University/CALDER; Eric Taylor, Stanford University

Incentives, Selection, and Teacher Performance

Thomas Dee, Stanford University; James Wyckoff, University of Virginia/CALDER

Session: 7.02 Society and Schools

Room: Conference Room 3, Third Floor

Immigrants in Public Education: A Closer Look at Intergenerational Differences

Umut Ozek, American Institutes for Research/CALDER; David Figlio, Northwestern University/CALDER

Session: 7.03 Value-Added Methodologies and Teacher Effectiveness

Room: Conference Room 7, Third Floor

Learning that Lasts: Unpacking Variation in Teachers' Effects on Students' Long-Term Knowledge

Benjamin Master, Stanford University; Susanna Loeb, Stanford University/CALDER; James Wyckoff, University of Virginia/CALDER

Session: 7.07 – For Profit Colleges

Room: Conference Room 10, Third Floor

The Market Entry Strategies of For-Profit Colleges: Evidence From IPEDS

Adela Soliz and David Deming, Harvard University and CAPSEE

4:45 PM – 6:15 PM

Poster Session

Room: Salon F

Research Grant Programs at the Institute of Education Sciences, U.S. Department of Education
Allen Ruby and James Benson, Institute of Education Sciences

School Resources and Dropout Rate in Texas

Bryce Cashell, David Pope, Andrew Shepard, Texas State University; Li Feng, Texas State University/CALDER

Examining Wage Trajectories of Community College Students Using a Growth Curve Modeling Approach

Di Xu, Community College Research Center and CAPSEE; Shanna Smith Jagers, Community College Research Center

The Return to the Net Price of College – Conditional on Quality, Are More Expensive Always Better?

Erin Dunlop Velez; American Institutes for Research/CALDER

Saturday, March 15, 2014

8:00 AM- 9:30 AM

Session: 8.03 Market Effects on Higher Education

Room: Conference Room 10, Third Floor

Do Students' College Major Choices Respond to Changes in Wages?

Mark Long, University of Washington; Dan Goldhaber, University of Washington/CALDER; Nicholas Klein-Huntington, University of Washington

Session: 8.05 School Reforms

Room: Conference Room 12, Third Floor

The Distributional Effects of Small Schools

Stuart Takiar Jenkins, Northwestern University; David Figlio, Northwestern University/CALDER

Session: 8.07 Teacher Compensation, Training and Measuring Their Added Value

Room: Conference Room 11, Third Floor

The Effects of Performance-Based Compensation: Evidence from the Teacher Incentive Fund (TIF)

Alex Smith, University of Virginia; Thomas Dee, Stanford University; James Wyckoff, University of Virginia/CALDER

Teacher Incentive Fund Impacts in Virginia

Allison Atteberry and Alex Smith, University of Virginia; James Wyckoff, University of Virginia/CALDER

Session: 8.08 Academic and Economic Outcomes of “Promise” Scholarships

Room: Conference Room 5, Third Floor

Estimating the Effects of Say Yes to Education in Syracuse: An Application of Synthetic Control Methods

Robert Bifulco, Syracuse University/CALDER; Ross Rubenstein and Hosung Sohn, Syracuse University

Is Traditional College Aid Too Little, Too Late? Impacts on High School Outcomes from a Cluster Randomized Trial of a Performance-Based Early College Scholarship

Douglas N. Harris, Tulane University/CALDER

9:45 AM - 11:15 AM

Session: 9.07 Health Interventions and Academic Outcomes

Room: Salon L, Third Floor

A Population-Level Study of the Effects of Early Intervention for Autism

Authors:

David Figlio, Northwestern University/CALDER; Janet Currie, Princeton University
Joshua Goodman, Harvard University; Claudia Persico, Northwestern University; Jeffrey Roth, University of Florida/CALDER

11:30 AM - 1:00 PM

Session: 10.01 Teach for America's Impact: Effectiveness, Spillover, and Career

Trajectories of Corps Members

Room: Conference Room 7, Third Floor

Supplying Disadvantaged Schools with Effective Teachers: Experimental Evidence on Secondary Math Teachers from Teach For America.

Melissa A. Clarke, Hanley S. Chiang, Sheena McConnell, Mathematica Policy Research

Examining Spillover Effects from Teach for America Corps Members in Miami-Dade County Public Schools

Ben Backes, Michael Hansen, Victoria Brady, Zeyu Xu, American Institutes for Research/CALDER

Session: 10.02 New Evidence About the Impact of Accountability Policies on Students

Room: Conference Room 12, Third Floor

High School Accountability: Early Evidence from Florida.

Patrice Iatarola and Niu Gao, Florida State University

Session: 10.03 Multiple Outcome Measures in Evaluations of School Choice Programs

Room: Conference Room 8, Third Floor

Do Charter Schools Create a Path to Success in College and Improve Earnings?

Authors:

Kevin Booker, Mathematica Policy Research; Tim Sass, Georgia State University/CALDER; Ronald Zimmer, Vanderbilt University

Session 10.07 Merit Aid

Room: Conference Room 15, Third Floor

The Effects of Bright Futures Program on Student Baccalaureate Degree Completion in Florida's State University System: Award Type, Student Background, and Affected Cohorts.

Shouping Hu, Florida State University; Mark Partridge, Florida State University; Liang Zhang, Penn State University

Session: 10.09 Teacher Responses to Teacher Evaluation Systems

Room: Conference Room 16, Third Floor

The Efficiency Gains from Using Proportional Evaluations to Shape the Teaching Workforce
Cory Koedel, University of Missouri-Columbia/CALDER; Jiayi Li, University of Missouri-Columbia

Session: 10.10 Returns to Teaching Experience

Room: Conference Room 12, Third Floor

Community Returns to Teaching Experience: Improving Student Achievement and Motivation in Middle School

Helen Ladd, Duke University/CALDER; Lucy Sorensen, Duke University

Teacher Performance Trajectories in High and Lower-Poverty Schools

Zeyu Xu, Umut Ozek, Michael Hansen, American Institutes for Research/CALDER

Session: 10.11 Teacher Preparation Pathways and Teacher Labor Market Outcomes

Room: Salon L, Third Floor

Teacher Preparation Pathways and Teacher Labor Market Outcomes

Dan Goldhaber, University of Washington-Bothell/CALDER; John Krieg, Western Washington University; Roddy Theobald; University of Washington-Bothell