



The Journal of School Choice

and

**Nova Southeastern University's
Abraham S. Fischler School of Education
National Institute for Educational Options**

In collaboration with

The University of Texas at San Antonio College of Business

and the

E.G. West Institute for Effective Schooling

Bring to you

The Inaugural International School Choice

and

Reform Academic Conference

Fort Lauderdale, Florida, USA





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This Conference would not have been possible
without the dedicated and tireless work of:

Robert Fox
Conference Co-Chair

John Merrifield
Conference Co-Chair

Nina Buchanan
Program Chair

Judith Stein
Host Committee Chair

Patrick Wolf
Committee Member

Nigel Whyte
Event Producer

Marjorie Josphe
Administrative Assistant

Thank You!!!

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A MESSAGE FROM GEORGE L. HANBURY II, PH.D PRESIDENT/CEO, NOVA SOUTHEASTERN UNIVERSITY



George L. Hanbury II

Dear School Choice Leader:

As NSU's 6th president and CEO, I welcome you on behalf of our students, alumni, faculty, and staff to the nation's 8th largest, private, not-for-profit university.

We educate more than 28,000 students per year, within 5 million square feet of state-of-the art classrooms, libraries, fitness, and residence facilities on our campuses and at our seven Student Educational Centers, as well as through our high-tech electronic distance learning programs.

We use the latest technology to provide classrooms without walls to our students. We employ outstanding faculty members and engage our communities with essential services including medical, dental, pharmaceutical, psychological, vision, and legal.

Through our Abraham S. Fischler School of Education and its National Institute for Educational Options (NIEO), NSU has also become a leader in graduate education for educational options, having developed in conjunction with our NIEO, a Master of Science in Charter School Education and Leadership and the first doctoral minor in charter school education.

Today, the Fischler School has more than 61,291 alumni, including teachers, administrators, trainers, and other educational professionals working throughout the U.S. and in dozens of countries. In fact, there are 262 current superintendents and 33 current college presidents across the nation who hold degrees from NSU's Fischler School.

We hope you enjoy your time at NSU, and that the conference proves to be a stimulating program that will allow you to explore the national and international environment of parental school choice and the complexity of school choice policy design.

Thank you for your commitment to educating our children – the leaders of tomorrow.

Sincerely,

George L. Hanbury II, Ph.D.
President and Chief Executive Officer



A MESSAGE FROM THE CONFERENCE CO-CHAIRS



Robert A. Fox
Professor Emeritus
University of Hawaii



John D. Merrifield
Professor
University of Texas
at San Antonio

Welcome to beautiful Ft. Lauderdale, Florida!!

The Journal of School Choice joins Nova Southeastern University and our other sponsors in welcoming you to The Inaugural International School Choice and Reform Academic Conference; subtitled "Grounding Policymaking and Practice in Research." Our Planning Committee has prepared an exciting experience which will include both a stimulating chance to interact with international colleagues and an opportunity to enjoy some of the best that South Florida has to offer.

We had at least four compelling reasons to launch a first-class, annual SC&R Conference;

1. School choice and reform studies already include more than enough high quality research to support an annual meeting.
2. We need to expand research agenda synergy.
3. We hope to support the Journal of School Choice [and Reform] as a key forum for such research.
4. We must focus public and scholarly attention on research of only the highest quality.

The choice of the Conference title was quite deliberate. It is inaugural because we expect this to be the first of many such conferences on the subject. It is truly international, with participants coming from all over the world and discussing educational programs from countries ranging from Italy to India. The Conference recognizes the synergistic but distinct roles that school choice and school reform play in our quest for more effective education. And, finally, the Journal of School Choice is dedicated to establishing the value of basing policymaking and practice upon well-conceived and well-articulated research.

All of us are used to attending conferences; many so large that it is a challenge to find the time to hear the talks and speak with the other participants. This conference seeks to be different. We hope the sessions will serve as a fertile background for future collaborations between scholars from many different fields and hailing from many different locations. And, above all, we hope that you will leave this conference intellectually challenged...and maybe a little tanner.

We ask you to join us in thanking Dr. Judith Stein and Nova Southeastern University for the marvelous job they have done in hosting our Conference, Dr. Nina Buchanan of the University of Hawaii, whose tireless efforts as Program Chair have resulted in sessions which will be provocative and interesting, and Dr. Patrick Wolf of the University of Arkansas, without whose efforts on funding and publicity we would not be here. Thank you, also, to Mr. Nigel Whyte and the other staff of the National Institute for Educational Options: the behind-the-scenes glue which holds us all together. Let the conferring begin!

Robert A. Fox, Professor Emeritus, University of Hawaii

John D. Merrifield, Professor, University of Texas at San Antonio



Message from "Jeb" Bush, Chairman of Foundation for Excellence in Education

Although I cannot be with you at this First Annual International School Choice and Reform Academic Conference, I am pleased that international and national scholars are gathering to study school choice and am honored you chose to gather in our great state.

Educational choice is crucial to transforming education for today's students. We're paving the road for student-centered education by putting parents and students in the driver's seat to select the best education option for their unique needs. Choice creates a sense of competition amongst schools that drives student achievement and demands excellence.

I am proud Florida is considered a leader in choice: including choices for parents of students with disabilities, students from low-income homes, charter school options, the nation's most esteemed virtual school and a long history of magnet, public and home education options. The impact of these choice options is evident on the Nation's Report Card, which shows that Sunshine State students have made incredible gains in achievement.

I am particularly excited about the impact technology can have on school choice. Thanks to technology, a rich array of rigorous courses are available to students anywhere and everywhere. I hope this conference will look at and support the role of technology in expanding high quality school choice options to parents and students worldwide.

Your commitment to school choice and education reform will help shape the futures of innumerable students throughout the world. It is my deepest wish that the issues and ideas discussed and debated during this conference will fuel the movement to bring quality education and school choice to students throughout the world.

Enjoy your stay in beautiful Fort Lauderdale.

Sincerely,

A handwritten signature in black ink that reads "Jeb Bush". The signature is fluid and cursive, with the first letters of "Jeb" and "Bush" being capitalized and prominent.

Jeb Bush



A MESSAGE FROM ABRAHAM S. FISCHLER



Abraham S. Fischler, Ed.D.

Dear School Choice Leader:

I am writing to invite you to join me at the Inaugural International School Choice and Education Reform Academic Conference January 14-17 here at our own Nova Southeastern University in Fort Lauderdale, Florida.

Many education reform scholars have collaborated to establish this annual academic conference on the issue of K-12 education reform, with a special emphasis on transformative school choice programs. I share their conviction that **school choice and reform studies are simply too important to relegate to the fringes of economics, education, and policy analysis meetings.** School choice demands a high-profile conference where practitioners can learn from researchers and vice-versa—all for the benefit of our children.

Founded in the early 1970's, the Fischler School of Education offered the first field-based doctoral programs in education in the nation. Following in 1982, the Fischler School launched the very first online course to its students. Since then, we have been offering the most innovative, accessible, and technologically-advanced programs to date. Whether you are looking to earn a degree or add a certificate to your qualifications, our flexible courses—available online, on-site, or on campus—we will help you reach your goals to make a difference in your life, community, and beyond. We started distance learning before it was a trend.

The conference will bring together scholars from the United States and abroad and be as innovative as this university. We thank the planning group of economists and educators who are once again “breaking the mold.” These leaders include John Merrifield of the University of Texas at San Antonio, Nina Buchanan, Robert Fox of the University of Hawaii, and Dr. Patrick Wolf, holder of the nation's only endowed School Choice chair and many of the esteemed members of the *Journal of School Choice* editorial board.

I especially urge you to attend the conference every day and enjoy your time learning in the beautiful South Florida environment where choice reigns supreme! Thank you for your commitment to educating our children and I look forward to seeing you in Fort Lauderdale.

Sincerely yours,

Abraham S. Fischler, Ed.D.
Honorary Chair
President Emeritus, Nova Southeastern University



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On behalf of The James Madison Institute (JMI), a conference sponsor, and as an honorary chair, I am pleased and honored to welcome you to the Inaugural International School Choice and Reform Academic Conference. The Institute, headquartered in Tallahassee, is a free-market think tank with the mission to keep the citizens of Florida informed about practical free-market ideas on public policy issues. Since its inception JMI has remained independent and nonpartisan.

As the founder of The James Madison Institute and the organizer of the first school choice conference in 1992, I saw the need for debate and discussion of school choice as a "free market issue" for freedom and liberty in our democracy. The Institute has provided impetus toward the school pension reform in Florida, espoused "free market" efforts in a state which is a bellwether for change, and expanded school choice by laying the foundation for the "Digital Learning Now Act" which allows students to take online courses by making it easier for virtual schools to set up in Florida.

I want you to know what we at The James Madison Institute do and how we represent the truth and bring attention to the "good, bad and the ugly in government transparency". I hope that you enjoy the conference and learn from the truth of the research in all areas of parental choice. We at The James Madison Institute believe that the truth will set you free.

Yours in truth,

J. Stanley Marshall, Ph.D.
Vice Chair & Founder

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Kevin Donnelly

Kevin Donnelly, Ph.D is one of Australia's leading education authors and commentators. Publications include: *Why Our Schools are Failing* (2004), *Dumbing Down: Outcomes-based and Politically Correct* (2007), *Australia's Education Revolution* (2009) and over 400 articles in professional journals and Australia's print media.

He taught English for 18 years in Victorian government and non-government secondary schools and has been a member of state and national curriculum bodies, including the Year 12 English Panel of Examiners, the Victorian Board of Studies and the federally funded Discovering Democracy Programme. Research areas of interest include benchmarking curriculum, school choice and identifying the characteristics of stronger performing education systems.

Kevin is Director of Melbourne-based Education Standards Institute; a conservative think-tank committed to an education system based on standards, equity, diversity and choice and the values and institutions that promote liberty, democracy and an open and free society.



Frederick M. Hess

Frederick M. Hess is resident scholar and director of education policy studies at the American Enterprise Institute. He has authored influential books on education including *The Same Thing Over and Over*, *Education Unbound*, *Common Sense School Reform*, *Revolution at the Margins*, and *Spinning Wheels*, and pens the Education Week blog "Rick Hess Straight Up." His work has appeared in scholarly and popular outlets such as *Teachers College Record*, *Harvard Education Review*, *Social Science Quarterly*, *Urban Affairs Review*, *American Politics Quarterly*, *Chronicle of Higher Education*, *Phi Delta Kappan*, *Educational Leadership*, *U.S. News & World Report*, *The Washington Post*, and *National Review*. He has edited widely-cited volumes on education philanthropy, stretching the education dollar, the impact of education research, education entrepreneurship, and *No Child Left Behind*. He serves as executive editor of *Education Next*; as lead faculty member for the Rice Education Entrepreneurship Program; on the Review Board for the Broad Prize in Urban Education; and on the Boards of Directors of the National Association of Charter School Authorizers, 4.0 SCHOOLS, and the American Board for the Certification of Teaching Excellence. A former high school social studies teacher, he has taught at the University of Virginia, the University of Pennsylvania, Georgetown University, Rice University, and Harvard University. He holds an M.A. and Ph.D. in Government, as well as an M.Ed. in Teaching and Curriculum, from Harvard University.



Terry M. Moe

Terry M. Moe, Ph.D is the William Bennett Munro Professor of Political Science at Stanford University and a senior fellow at the Hoover Institution. He has written extensively on the politics and reform of American education. His newest book, *Special Interest: Teachers Unions and America's Public Schools* (2011), provides the first comprehensive study of this nation's teachers unions, their exercise of power in collective bargaining and politics, and the vast consequences for kids, schools, and genuine reform. His past work includes *Politics, Markets, and America's Schools* (1990) and *Liberating Learning: Technology, Politics, and the Future of American Education* (2009), both with John Chubb, and *Schools, Vouchers, and the American Public* (2001).

As a political scientist, Moe's research interests extend well beyond public education. He has published influential work on public bureaucracy, the presidency, and the theory of political institutions more generally, and his contributions have helped to shape the development of these academic fields.



Gerard Robinson

Gerard Robinson is Commissioner of Education for the State of Florida. For 20 years Gerard Robinson has focused on public policy, research and advocacy to create quality learning opportunities for all students, with a particular focus on students placed at risk. Robinson most recently served as the Secretary of Education for the Commonwealth of Virginia. As Secretary he advised Governor Bob McDonnell in the development and implementation of K-12 and higher education policy, and provided guidance to 16 public universities, the community college system, five higher education and research centers, the department of education, and state-supported museums. Robinson's legislative efforts resulted in new education laws to support the creation of public charter schools, establish college laboratory schools in partnership with a public college of education, and expand public school virtual learning programs. Robinson's leadership also helped to secure passage of Virginia's historic Top Jobs for the 21st Century: The Virginia Higher Education Opportunity Act of 2011. He served as chair of both the Virginia Early Childhood Advisory Council and the Governor's Forum on Aligning Education, Economic Development and Business.

Robinson also worked from 2005-2010 as a program director and later president of the Black Alliance for Educational Options (BAEO): a national nonprofit organization with a mission to increase access to high-quality educational options for Black children by actively supporting parental choice policies and programs that empower low-income and working-class Black families.

Robinson earned a Master of Education degree from Harvard University, a Bachelor of Arts from Howard University, and an Associate of Arts from El Camino Community College. He is married and has three daughters.



Nelson Smith

Nelson Smith is a consultant on education policy and the factors that create success in public charter schooling. He recently concluded nearly seven years with the National Alliance for Public Charter Schools, serving as its first President and CEO beginning in 2004 and as Senior Advisor until July 2011. The Alliance is the national nonprofit that works to increase the growth and quality of public charter schools through advocacy, communications, and capacity-building initiatives. Previously, Mr. Smith served as Vice President for Policy and Governance at New American Schools; was the first Executive Director of the District of Columbia Public Charter School Board; and was Vice President for Education and Workforce Development at the New York City Partnership. From 1985 to 1992, at the US Department of Education, he oversaw numerous programs devoted to improving education through research-based methods.

Mr. Smith has written a number of education-policy studies, including *The New Central Office* (Education Commission of the States, 2004), exploring how school-district functions might change in systems of autonomous public schools. He has published studies of the charter-school movements in California, Texas, and Missouri (February 2011). His articles about education policy have appeared in the *Wall Street Journal*, *Education Next*, *Miller-McCune*, and other publications, and he presented on charter schooling at the 2008 Clinton Global Initiative conference. In May 2010, New Schools Venture Fund presented Mr. Smith with its Career Achievement Award in recognition of his quarter-century of leadership in education reform.

Earlier in his career Mr. Smith directed public-affairs operations for the Manhattan Institute, the Diebold Institute, and the Independent Petroleum Association of America. With Leonard Theberge, he co-edited *Energy Coverage/Media Panic*, a study of international coverage of the energy crisis of the late 1970s.

A 1972 graduate of Georgetown University's School of Foreign Service, Mr. Smith serves on the board of E. L. Haynes Public Charter School in the District of Columbia, and currently is President of the Washington Men's Camerata, a choral group. He lives in Shepherdstown, West Virginia.



Nina Buchanan
Program Chair

Nina K. Buchanan, Ph.D. is a professor emerita of educational psychology at the University of Hawaii Hilo where she most recently served as Co-Director of the University of Hawaii Charter School Resource Center and professor of education. She has been an appointed member of the Charter School Review Panel, the sole charter school authorizer for the state of Hawaii. She is Consulting Editor for the Journal of School Choice and Contributing Editor for Roeper Review and reviewer for the Gifted Child Quarterly and Teachers College Record. She has published articles in Roeper Review, the Journal of School Choice, Education Policy Analysis Archives, MAGIS International Journal of Research in Education, Irish Educational Studies and other journals. She most recently co-authored (with Robert A. Fox and Michael Haas) Multiculturalizing Elementary and Secondary Education in Barack Obama, The Aloha Zen President (Praeger Press, 2011). Her chapter (with Robert A. Fox) Back to the Future: Ethnocentric Charter Schools in Hawaii in The Emancipatory Promise of Charter Schools: Toward a progressive politics of school choice (SUNY Press, 2004) was one of the first studies of what has come to be called 'ethnocentric niche charter schools.'

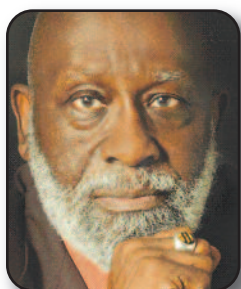


Bruce Cooper
Committee Member

Bruce S. Cooper, Ph.D. is Professor in the Division of Educational Leadership, Administration, and Policy (ELAP) in the Graduate School of Education at Fordham University. A graduate of the University of Chicago (Ph.D. '74 and M.S. '72), Dr. Cooper has done extensive research on school finance, organization, policy, and reform, working at Coopers & Lybrand in the development of the In\$ite finance model, with Mayor Giuliani on analysis on school-site funding in NYC public schools, and with Prof. William Ouchi (UCLA) for Gov. Linda Lingle of Hawaii on using Weighted Student Formula and the decentralization of governance in the nation's most centralized school system (no local districts, boards, or superintendents).

Drs. Ouchi and Cooper received a \$1 million grant to analyze organization and funding in six North American districts (NYC, Chicago, LA, Edmonton, and Houston), looking at the relationship between funding, management, and student achievement. He has served on the editorial boards of The Educational Administration Quarterly, Journal of School Leadership, and Policy and Leadership in Schools. He has authored and coauthored 22 books, and over 275 articles, chapters and papers, and serves these last years as national president of the Politics of Education Association. His most recent books include *Better Policies, Better Schools* (2004, Allyn and Bacon) with Lance Fusarelli; *Promises and Perils Facing Today's School Superintendents* (Rowman and Littlefield, 2003) with Lance Fusarelli; *Truancy Revisited* (Scarecrow Press, 2003) with Rita Guare; *Optimizing Educational Resources* (Greenwood Press, 1999); and *Career Crisis in the School Superintendency? The Results of a National Survey*, Bruce S. Cooper, Lance D. Fusarelli, and Vincent A. Carella. Arlington, VA: National Association of School Administrators, 2000.

His consulting has included a national survey for Pres. Nixon for the President's Commission on School Finance, work with Coopers & Lybrand LLP and SchoolNet, and with Mayor Giuliani in NYC on school finance and student achievement and high school to college transition. He's currently an expert witness in a NY State equity/adequacy case, and has contracts to write a book, *The Rising Power of the State* (SUNY Press) with Lance Fusarelli and the 1,000-page, *Handbook on the Politics of Education* for Lawrence Erlbaum, edited with Lance Fusarelli and Jim Cibulka.



T.W. Fair
Honorary Chair

T. W. Fair is President and Chief Executive Officer of the Urban League of Greater Miami, Inc. A powerful voice in the effort to improve his community, he has worked for the Urban League since September 1963. Fair has served as an adjunct professor at the Atlanta University School of Social Work, Bethune Cookman College, Florida International University, and the National Urban League's Whitney M. Young, Jr., Center for Urban Leadership. Fair is academically and professionally prepared, having attended local and elementary schools in his native home of Winston-Salem, North Carolina. He received a B.A. degree in sociology, graduated cum laude, from Johnson C. Smith University, in 1961. He received a M.S.W. degree from Atlanta University School of Social Work in 1963.

Fair's 100-plus service and recognition awards include: Family Christian Agency of America (FCAA) Presidential Excalibur Award; The Greater Miami Region of the National Conference of Christians and Jews Community Service Award, 1995; Phillip Morris Companies, Inc. Community Service Award, 1992; The National Network for Social Work Managers, Inc., 1989 Award; Exemplar Award for Exemplary Leadership as a Change Agent, Coalition Builder, Creative Activist Award; and the Greater Miami Chamber of Commerce Leadership Award. He is also listed in "Who's Who Among Black Americans."



Abraham Fischler
Honorary Chair

Abraham Fischler, Ed.D is President Emeritus & Professor, Nova Southeastern University, Fort Lauderdale, FL. After earning his doctorate from Columbia University Teachers College in 1959, he went on to serve as Assistant Professor of Science Education at Harvard University and Professor of Education at the University of California at Berkeley, before joining Nova Southeastern University in 1966. Recognizing that the educational system was failing about one third of the American population, Fischler promoted drastic changes in the way students learn. Rather than compete on the arbitrary playing field of time, he proposed that the curriculum be tailored to each student's individual needs, with content delivered in a manner and at a pace consistent with his or her learning style. In fact, he began the Fischler School of Education and Human Services to fill an existing need in the community.

In the 1970s, the United States was becoming a place where women and minorities had an opportunity to break the barriers, to challenge previously conceived notions of place and propriety. These groups were beginning to attain principalships in big cities and were eager to get their doctorate degree. Fischler recalls, "[When I was earning my doctorate] I had to spend a full year on campus with my wife and 3 children living in small apartment because, back then, a full year of residency was required. But we couldn't ask [these new students] to give up a year because they had just gotten positions, so we created programs that would go to them, instead of asking them to leave their jobs."

So it happened that, in 1971, Nova Southeastern University developed and offered the first doctoral distance education program in the nation. This excursion into the realm of distance education was truly ahead of its time. Fischler's program was the forerunner of today's online education phenomenon – an instructional method now available at nearly every institution of higher learning.

Today, NSU remains a leader in distance education, offering programs online and via video conferences, at national and international instructional sites, and at the university's campuses in Florida. More than 11,000 students enroll in Fischler School programs each year.

Abraham Fischler is currently President Emeritus of Nova Southeastern University, and serves on numerous community, education and other boards, including the Broward Education Foundation on appointment by The School Board of Broward County. During his 22-year tenure as President of NSU, Dr. Fischler strove to constantly push the boundaries of traditional education methods and succeeded in centering the university around the needs of its students. Today, Dr. Fischler continues to advocate for change and evolution in the American school system, and publishes his thoughts regularly in his weblog, entitled "The Student is the Class" (<http://www.thestudentistheclass.com>).



Robert Fox
Conference Co-Chair

Robert Fox, Ph.D brings an unusual background to the study of School Choice. As one of the Consulting Editors of the Journal of School Choice, Dr. Fox's specialty is Charter School Policy, having written extensively on charter laws, collective bargaining in charter schools, and international school choice. His most recent article on ethnocentric niche charter schools will appear in the 2012 issue of Reviews of Research in Education. Dr. Fox recently was awarded the status of Emeritus Professor of Physics by the University of Hawaii, from which he retired after forty years with Hilo's physics department. He served as Deputy Director of the Pacific International Space Center for Exploration Systems.



Marjorie Joseph
Registration Specialist

Marjorie Joseph is the Administrative Assistant for the National Institute for Educational Options (NIEO). She is a graduate of the University of Phoenix and has a bachelor's degree in Business Management. She currently attends NSU and is pursuing a Master's in Business Administration at our Miramar Student Educational Center. Marjorie assists the Assistant Director of (NIEO) with day-to-day operations and coordination of its events. Additionally, she currently mentors teenage girls in the community with the Big Brother Big Sister Foundation.



David Kirkpatrick
Honorary Chair

David Kirkpatrick of Douglassville, Pennsylvania is a former President of the Easton Area and Pennsylvania State Education Associations (PSEA); and Director of Policy and Legislation for the Association of Pennsylvania State Colleges and University Faculties (APSCUF). He has served in multiple positions with affiliates of the National Education Association (NEA) and the American Federation of Teachers (AFT); was a Distinguished Fellow of the former Blum Center at Marquette University in Milwaukee; a Senior Fellow for Teacher Choice at the Alexis de Tocqueville Institution then in Arlington, Virginia; and former Editor-in-Chief for Insider Update, a weekly internet service of School Reformers.Com. He is a life member of the NEA, PSEA and their retiree affiliates. Kirkpatrick is a former public high school history teacher and district social studies department chairman, in Easton, PA, and was a teaching fellow at Lehigh University in Bethlehem, Pennsylvania. He holds a B.S. in Education from the Massachusetts College of Liberal Arts (North Adams State College), an M.A. in History from Lehigh University, and, in 1965 was a William Robertson Coe Fellow at Stanford University.

He has served as Communication Director on the personal staff of a PA Governor and PA Auditor General, as the chief legislative analyst for the PA State Senate Education Committee, apparently the only former classroom teacher to do so and, in 1978, wrote a five-year Master Plan for the PA State Committee for Higher Education. He has published hundreds of articles (see www.schoolreport.com) and two books, including *Choice in Schooling*, Loyola University (Chicago) Press, 1990, a 1991 Featured Alternate Selection of the Conservative Book Club.

In the 1960s he was the Executive Producer/Narrator of a 17-program public television series on "The History of the Lehigh Valley" for WLVT-TV, Bethlehem, broadcast for both in-school students and the general public. This was followed from 1968-1978 by a year-around weekly half-hour tv series, first called "The Education Game" then expanded to become a general public affairs series "The Public Sector," (500+ programs) for which he was the Executive Producer, Researcher, Writer and Moderator.



Stanley Marshall
Honorary Chair

Stanley Marshall, Ph.D began his career in education as a high school science teacher in New York State in 1947. He came to Florida State University in 1958 from his position as Professor of Physics in the State University of New York. Dr. Marshall became President of FSU in February 1969. He retired from the presidency in 1976.

He has held leadership positions in several national organizations including membership on the Board of Regents of the National Library of Medicine and on the Florida Federal Judicial Nominating Commission. He served on advisory committees to both the Secretary of the Army and the Secretary of the Navy. He was selected as a Fellow of the American Association for the Advancement of Science.

Dr. Marshall was a leader for more than 10 years in science education internationally, principally in the Middle East. In Florida he served as a member of the Constitution Revision Commission and in several other Boards and Commissions by appointment of Florida governors. He spent 12 years as a member of the Board of Trustees of Bethune-Cookman College in Daytona Beach, serving as Chairman for 4 years. He founded The James Madison Institute in Tallahassee and continues to perform research and write for the Institute, mainly on education matters.

In the private sector, he founded Sonitrol of Tallahassee, a wholly-owned company engaged in electronic security and fire protection.

Dr. and Mrs. Marshall are the parents of five children and the grandparents of thirteen.



John Merrifield
Conference Co-Chair

John Merrifield, Ph.D is a member of the economics faculty at the University of Texas at San Antonio, a position he has held since 1987, the Editor of the Journal of School Choice, and Director of the E.G. West Institute for Effective Schooling. He has published *The School Choice Wars*, *School Choices*, *Parental Choice* as an Education Reform Catalyst: Global Lessons, Basic Economic Tools, 48 peer-reviewed journal articles, and several chapters in edited books in his primary teaching and research fields of Education Economics, Urban and Regional Economics, Environmental and Natural Resource Economics, and Public Finance. He teaches a fully online course in 'School System Reform Studies'.

Dr. Merrifield received a B.S. in Natural Resource Management from Cal Poly San Luis Obispo in 1977, a MA in Economic Geography from the University of Illinois in 1979, and a PhD in Economics from the University of Wyoming in 1984. Dr. Merrifield is a first generation German immigrant; born a Hamburger, and raised a Frankfurter. He accompanied his mother, (now) Dr. Doris Merrifield-Leffingwell, to the United States in 1960 at the age of five. He resides in downtown San Antonio, Texas with his wife Gayla, and their human children, Christopher and Joshua (6 and 5), and their four-legged children, Canines Roxy, Ted, and Lindsay and Feline Ditto. Additional details are available at: www.egwest.org and faculty.business.utsa.edu/jmerrifi/.



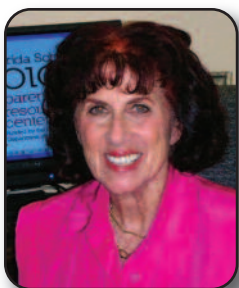
Vance Randall
Committee Member

E. Vance Randall, Ph.D. is a professor of education policy and former chair of the Department of Educational Leadership and Foundations at Brigham Young University, Provo, UT. His scholarly interests are in the field of social and political philosophy of education. Specific research areas include normative policy analysis; private education; parental rights and choice; education and religion; adequacy and equity issues in school finance; data-driven decision-making; social and cultural context of education. He has also conducted research in the Middle East and in China. He is the author of nearly 30 articles and book chapters as well as the author or co-author of three books: *Private Schools and Public Power: A Case for Pluralism* (Teachers College Press, 1994), *Advocacy or Accuracy: The Politics of Research in Education*, co-edited with Bruce Cooper (Sage, 1999), and *Better Policies, Better Schools*, co-authored with Bruce Cooper and Lance Fusarelli (Allyn & Bacon, 2004).



Michael Simonson
Committee Member

Michael Simonson, Ph.D is a program professor at Nova Southeastern University in the Instructional Technology and Distance Education program. He earned his Ph.D. from the University of Iowa in Instructional Systems. He works with schools, organizations, and corporations to assist them to integrate instructional technology and distance education into teaching and training, and on the development of virtual schools. Simonson has authored four major textbooks dealing with distance education, instructional technology, instructional computing, and instructional media. Mike has over 150 scholarly publications, and in excess of 200 professional presentations dealing with distance education and instructional technology. Simonson has considerable experience working with domestic and international businesses and industries, especially on projects related to instructional technology, virtual schools, and distance education. Technology planning, distance education/virtual school policy development and effective design of online instruction are current projects. He is editor of the *Quarterly Review of Distance Education*, *Distance Learning Journal*, and *Proceedings of Selected Research and Development Papers* presented at the Annual Conventions of the Association for Educational Communications and Technology. He is co-editor of a book series titled, *Perspectives in Instructional Technology and Distance Education*. He has won the award for most outstanding research in the field of distance education presented by the United States Distance Learning Association. Most recently he has been an external evaluator of South Dakota's Connecting the Schools and Digital Dakota Network projects, and is a consultant for the U.S. Army Research Institute. Simonson was honorably discharged as a Captain from the United States Marine Corps (R).



Judith Stein
Host Committee Chair

Judith S. Stein, Ed.D is the former Executive Director of the Division of Magnet/Innovative Programs for The Miami-Dade County Public Schools. From 1989-1995, she was the author of two successful MSAP grants, 1991-1993 and 1995-1998, which provided over \$18 million in grant funds for the fourth largest in the nation. Dr. Stein was also the Director of Career Education, and a national leader in the career education movement. She served as President for the American Association for Career Education, a policy board member of the American Vocational Association, Guidance Division, and the Executive Chairperson of the International Collaborative Conference on Careers, held in Miami in March 1986.

In May of 1992, Dr. Stein was nominated to serve as Interim President of Magnet Schools of America, Inc. (MSA), the national organization for magnet schools and programs. Dr. Stein served as first President of MSA from May 1992 to May 1994, representing all parts of the United States and over 3,000 magnet programs and schools. Dr. Stein was educated at Smith College at Northampton, Massachusetts where she received a Bachelors of Arts Degree.

In 1998, she was appointed Director of the National Institute for Educational Options at Nova Southeastern University (NSU) in North Miami Beach, Florida. She leads this Institute at the Abraham S. Fischler School of Education, one of the largest private, non-profit graduate education universities in distance learning providing resources and professional development for magnet schools, charter schools, independent schools, and theme/career academies.

Dr. Stein served as the Operation Executive of the National Career Academy Coalition (NCAC) for the grass roots organization of career academies nationally from 2003 - 2007.

Dr. Stein has received numerous awards including the following: Outstanding Career Guidance Professional of 1989 from the Guidance Division of the American Vocational Association; Buddy McKay Guidance Award from Occupational Specialist and Guidance Association, September 1988, State of Florida; State Award for National and State Leadership in Career Education from the Florida Department of Education; and National Vocational Guidance Association Merit Award in 1984 and was inducted into the Hall of Fame for the Florida Career and Technical Association in 2009.



Vivian Swift
Creative Consultant &
Event Coordinator

Vivian Swift owns and operates visualapeel. Their creative house's objective is to be the leading marketing solution by assisting their clients in communicating with their target audience creating concepts for a diverse clientele developing a message through design that considers all aspects of the individual project. They help captivate what their clients believe in, focusing on their unique brand by learning and understanding their specific needs.

Their services include apparel, printing, signage, photography and over 100,000 customized promotional products dedicated to providing quality and exceptional customer service.

To date they have had the opportunity to work with over 119 Miami-Dade County Public Schools and departments, Nova Southeastern University, Devry University, Johns and Wales University in addition to many local businesses.

With over 18 years of experience specializing in fresh ideas for a changing market, they aspire to nurture old relationships and establish new ones.



Nigel Whyte
Event Producer

Nigel Whyte is the Assistant Director for the National Institute for Educational Options (NIEO). He is a graduate of Fort Valley State University, Fort Valley, Georgia. He has a master's degree in Business Administration with a concentration in Entrepreneurship from the H. Wayne Huizenga School of Business and Entrepreneurship at Nova Southeastern University.

Mr. Whyte has worked with the NIEO and Dr. Judith Stein since 2000 to develop, nurture and grow successful not-for profits and acquire grants that will strategically fulfill its mission of K12 school reform through school choice and parental involvement. He is responsible for the day-to-day management and operations of NIEO and its various grants including staffing and operational responsibilities of the Voluntary Public School Choice grant and its Parent Resource Centers throughout the state of Florida. Mr. Whyte also manages the business office of the Florida Parental School Choice Consortium, housed at the Abraham S. Fischler School of Education campus.

Nigel also mentors teenage boys in the community with the Big Brother Big Sister Foundation.



Patrick Wolf
Committee Member

Patrick J. Wolf, Ph.D is Professor and 21st Century Endowed Chair in School Choice in the Department of Education Reform at the University of Arkansas College of Education and Health Professions. Previously he taught at Georgetown and Columbia University. As principal investigator of the School Choice Demonstration Project, he led the impact evaluation of the DC Opportunity Scholarship Program through a contract with the U.S. Department of Education and is overseeing a national research team conducting an independent longitudinal multi-method evaluation of the Milwaukee Parental Choice Program. Dr. Wolf has authored, co-authored, or co-edited three books, 36 policy reports, and 36 journal articles and book chapters on school choice, civic values, special education, public management, and campaign finance. His 1997 article on Reinventing Government won the national "Best Article Award" of the Academy of Management, Division on Public and Nonprofit Management and he received the Significant Research Award of the University of Arkansas College of Education and Health Professions in 2011.



Camilo Yibirin
Hospitality Director

J. Camilo Yibirin is the Director of Hospitality, Activities and Events for the Abraham S. Fischler School of Education at Nova Southeastern University. He is a graduate of the Business School – Hospitality Program at Florida State University. He has a master's degree in Human Resources Management from the H. Wayne Huizenga School of Business and Entrepreneurship at Nova Southeastern University.

Mr. Yibirin has been involved with the hospitality industry for over 20 years, including hotels and cruise ships. He is also a certified meeting professional, with a certificate provided by the Convention Industry Council. Throughout the years he has acquired the skillfulness, knowledge and expertise of all logistics involved in the meeting and event creation. He is currently responsible for the day-to-day planning, management and execution of all meetings and events hosted and sponsored by the Abraham S. Fischler School of Education.



SATURDAY, JANUARY 14, 2012

- 3:00 pm – 5:00 pm** Early Registration Nova Southeastern University (NSU)
2nd Floor Art Gallery of the Alvin Sherman Library, Research and Information Technology Center
- 5:00 pm – 7:30 pm** Reception – Awards to Honorary Chairs, Open Mic
NSU Alvin Sherman Library 2nd Floor Art Gallery

SUNDAY, JANUARY 15, 2012

- 8:00 am – 9:15 am** Registration, Breakfast and Welcome
Nelson Smith, Former President, CEO and Senior Advisor of the National Alliance of Public Charter Schools
Hyatt Regency Weston (Bonaventure) Grand AB Room, General Session
- 9:20 am – 10:55 am** International Plenary Session: School Choice Around the Globe
Conference Chair Robert Fox, Professor Emeritus, University of Hawaii
Hyatt – Grand AB Room, General Session
- 11:00 am – 12:25 pm** Concurrent Session 1
Hyatt – 3 Meeting Rooms Grand C, Grand D and Global D
- 12:30 pm – 1:30 pm** Luncheon and Keynote Speaker
Fredrick Hess, American Enterprise Institute
Hyatt – Grand AB Room, General Session
- 1:35 pm – 3:05 pm** Concurrent Session 2
Hyatt – 3 Meeting Rooms Grand C, Grand D and Global D
- 3:10 pm – 3:30 pm** Depart to Museum of Art of Fort Lauderdale (MOAF) (Downtown)
- 3:45 pm – 7:00 pm** Wine and Cheese Reception, Book Fair and Book Author Panels
Enjoy the books, the art, have some wine and cheese. Exciting debate and discussion at NSU owned Museum downtown Fort Lauderdale, maps provided in conference program booklet
- 7:00 pm – 9:30 pm** Dinner on your own, lots of restaurants and shops on Las Olas Boulevard
- 9:30 pm** Return to Hyatt Regency, Bonaventure

MONDAY, JANUARY 16, 2012

Martin Luther King, Jr. Day – NSU Closed, conference and sessions will be held at the NSU School of Business & Entrepreneurship, Don Taft University Center

- 8:00 am – 9:15 am** Equity Breakfast, Welcome and Keynote Speaker
Florida Commissioner of Education, Gerard Robinson
Don Taft University Center, 2nd Floor North Auxillary Arena, General Session
- 9:20 am – 10:55 am** Plenary: School Vouchers with Patrick Wolf, University of Arkansas
Don Taft University Center 1 Meeting Room, General Session
- 11:00 am – 12:25 pm** Concurrent Session 3
H. Wayne Huizenga School of Business (SBE) 3 Meeting Rooms 1048, 1049 and 1053
- 12:30 pm – 2:00 pm** Luncheon and Keynote Speaker
Terry Moe, Stanford University. Will Discuss Seminal Study on School Choice
Don Taft University Center, 2nd Floor North Auxillary Arena, General Session
- 2:10 pm – 3:40 pm** Concurrent Session 4
H. Wayne Huizenga School of Business (SBE) 3 Meeting Rooms 1048, 1049 and 1053
- 3:45 pm – 5:15 pm** Concurrent Session 5
H. Wayne Huizenga School of Business (SBE) 3 Meeting Rooms 1048, 1049 and 1053
- 5:15 pm – 6:30 pm** The School Choice Reception
Don Taft University Center, 2nd Floor Lounge
Return to Hyatt Regency; Dinner on your own

TUESDAY, JANUARY 17, 2012

- 8:00 am – 9:15 am** Breakfast and International Keynote Speaker
Kevin Donnelly, Director of Melbourne-Based Education Standards Institute
Hyatt – Global AB Room, General Session
- 9:20 am – 10:50 am** Concurrent Session 6
Hyatt – Key West, Key Largo and Global B Meeting Rooms
- 10:55 am – 12:25 pm** Concurrent Session 7
Hyatt – Key West, Key Largo and Global B Meeting Rooms
- 12:30 pm** Conference Concludes
Grab and Go Box Lunch, final evaluation submissions, raffle & door prizes, name badge recycle
Hyatt – Everglades/Naples Room



INTERNATIONAL PLENARY SESSION: School Choice Around the Globe

SUNDAY, JANUARY 15, 2012

9:20 AM - 10:55 AM

Session Moderator:

Robert Fox, University of Hawaii at Hilo

Panelist:

Harry Patrinos, World Bank

One of the key features of the Dutch education system is freedom of education – freedom to establish schools and organize teaching. Almost 70 percent of schools in the Netherlands are administered by private school boards, and all schools are government funded equally. This allows school choice. Using an instrument to identify school choice, it is shown that the Dutch system promotes academic performance. The Instrumental Variables results show that private school attendance is associated with higher test scores. Private school size effects in math, reading and science achievement are 0.17, 0.28 and 0.18.

Panelist:

Lynn Bosetti, University of British Columbia

The stated vision of Alberta Education is "Education inspires and enables students to achieve success and fulfillment as citizens in a changing world". In order to reach this preferred future, Alberta Education has welcomed and sponsored opportunities for continuous learning, improvement, and innovation in educational practice. One of the best examples of this forward thinking was the establishment of a legislative framework to support an "experiment in education". Sixteen years ago, this experiment involved the creation of charter public schools, despite the fact that no other province in Canada had (or has since) implemented such legislation. There are now 13 charter public schools in operation in the province, serving almost 8,000 students. Charter schools represent one strategy in support of the Alberta Government's commitment to providing choice in the education system. As well, charter schools were intended to provide a basic education in a different and enhanced way to improve student learning. Charter schools have become a well-established part of the public school system. In December 2006, Alberta Education completed a draft report of the "Charter School Impact Study". This study concluded with the statement that: "Charter schools have become a well-established part of the public school system, and the consensus of those consulted during this study was that there is a need to develop a revised legislative model for charter schools...the general consensus among those who were consulted during the study is that charter schools appear to be "here to stay"; that is, they will continue to be part of the Alberta public education system for the foreseeable future." Charter schools have proven their success across many measures by demonstrating excellent and innovative educational programming, through producing outstanding student achievement, and demonstrating strong popularity with the public. As was stated in October 2007 by the Minister of Education "The experiment is over...charter schools are here to stay".

Panelist:

Alessandro Colombo, Eupolus Lombardia Institute for Research, Statistics and Training

The author will present the results from an empirical study to assess the impact of the school voucher system in education established in the Lombardy Region of Northern Italy since 2001. The Government aimed at:

affirming the subsidiarity principle in the education sector (Colombo, 2008); ensuring families' freedom of choice (through the partial removal of the obstacles to school attendance on behalf of students coming from families having a disadvantaged economic situation); and promoting equality between state and private schools. The school voucher normally reimburses up to 25% of the school tuition fees and other charges met by the family. The reimbursement can raise up to 50% (subject to a ceiling of € 1,400 per annum per child) for lower income families. Scholarly assessments of the voucher scheme, however, remain at a rather anecdotal level: a proper assessment of the impact on the voucher system is still missing. Using existing data in the government (plus some interviews), I assess two crucial, general aspects:

- a. To what extent this policy has created effective freedom of family choice between state and public schools. In other words: has the voucher system allowed families to send their kids to private schools?
- b. Was the system intended and implemented as supporting either families or schools? (the difference between the two targets might be huge, in term of both a) philosophical/cultural and b) practical premises d implications).



PLENARY SESSION: School Vouchers at a Crossroads: What's Next for Policy and Evaluation?

MONDAY, JANUARY 16, 2012

9:20 AM - 10:55 AM

Chair:

Patrick J. Wolf, University of Arkansas - Fayetteville

The Wall Street Journal dubbed 2011 "The Year of School Choice." Counting traditional voucher, tax-credit financed scholarship, and individual tax-credit programs, a record 8 new programs were enacted in 2011 and 11 existing programs were renewed or expanded. What happens now? This plenary symposium will explore what the future is likely to hold for private school choice in terms of programs, outcomes, and research. How serious is the apparent evolution of voucher programs in the U.S. mainly from means-tested urban pilot programs to nearly universal vouchers in some states? Will disability vouchers continue to gain ground vis-a-vis urban vouchers? Are "education spending accounts" the school-choice wave of the future? What might we expect new programs to accomplish? What implementation challenges are they likely to face? What policy challenges appear on the horizon? Is the future for school vouchers bright or scary? How can and should we evaluate the new class of voucher programs? These and other key questions will be examined by an elite panel of school choice researchers and practitioners including:

Charles L. Glenn, Boston University

Charles L. Glenn is professor of Educational Leadership and former Dean of the School of Education at Boston University, where he teaches courses in education history and comparative policy. From 1970 to 1991 he was director of urban education and equity for the Massachusetts Department of Education, including administration of over \$200 million in state funds for magnet schools and desegregation, and initial responsibility for the nation's first state bilingual education mandate and for the state law forbidding race, sex, and national-origin discrimination in education. Glenn is author of a dozen books on education history and comparative policy and of several hundred book chapters and articles, and is editing *Balancing Freedom, Autonomy, and Accountability in Education*, to be published in 2012 in four volumes, with chapters on more than fifty countries. He is vice president of OIDE, a Geneva-based NGO promoting educational freedom worldwide, and a member of the boards of the European Association for Education Law and Policy and the Council for American Private Education, and of five scholarly journals. He has been expert witness in federal court cases on school finance, desegregation, bilingual education, and church-state relations in education. His BA and EdD degrees are from Harvard, his PhD from Boston University.

Scott Jensen, Alliance for School Choice

Scott Jensen is a senior strategist for the advancement of school choice by the nation's largest school choice organization, the American Federation for Children. Previously, Scott Jensen served for 14 years in the Wisconsin Assembly including three terms as Assembly Speaker. He also served as Chief of Staff to Gov. Tommy Thompson (R-Wisconsin.) Jensen played a crucial role in the creation, expansion and defense of Milwaukee's pioneering school choice program.

He earned a bachelors degree in political science and economics from Drake University in 1982 where he graduated Phi Beta Kappa, and he earned his master's in public policy at the Kennedy School of Government at Harvard University in 1984.

Scott Jensen lives in Brookfield, Wisconsin with his wife and three young children.

John Merrifield, University of Texas at San Antonio

Refer to Conference Planning Committee page 13 for bio

John F. Witte, University of Wisconsin - Madison

John F. Witte received his BA degree from the University of Wisconsin Madison in 1968. Following three years as a naval intelligence officer he attended graduate school at Yale University, where he received a Masters of Philosophy (1974) and a Ph.D. (1978) in political science. Since 1977 he has been a Professor in the Department of Political Science and the Robert M. La Follette School of Public Affairs at the University of Wisconsin - Madison. He was Director of the Follette School from 1998 to 2001. He has been a fellow at the Russell Sage Foundation in New York and at the Center for Advanced Study in the Behavioral Sciences at Stanford. He has been a visiting professor in Hungary, Poland, England, Australia and New Zealand. His research interests include policy analysis, democratic theory, with specialties in education and tax policy and politics. He has authored or co-authored eight books and over 75 articles, book chapters, and reports. His current research is on charter schools, open enrollment, and a new longitudinal study (through 2011) of the Milwaukee voucher program.

CONFERENCE SCHEDULE

SUNDAY, JANUARY 15, 2012

CONCURRENT SESSION 1: 11:00 AM - 12:25 PM

ROOM GRAND C – SESSION 1A

Symposium (A) Review of Special Interest: Teachers Unions and America's Public Schools

Chair: Robert Maranto, University of Arkansas

Robert A. Fox, Professor Emeritus
University of Hawaii

Frederick Hess
American Enterprise Institute

Terry Moe
Stanford University

Leo Casey
United Federation of Teachers

In 1990, John Chubb and Terry Moe ignited the modern school choice movement with their now classic *Politics, Markets, and America's Schools*. Now, in a long awaited work, Terry Moe has produced the ultimate guide to what he sees as the most powerful education special interest of all, teachers unions. Moe explores how teachers unions came to prominence, why teachers tend to back their unions, how union influence affects educational outcomes, and why the unions are now losing power. The work is in equal parts meticulously researched, and likely to be controversial. Symposium participants, supporters and critics of Moe's work will provide scholarly analysis and suggest areas for future research.

ROOM GRAND D – SESSION 1B

Paper Session (B) Charter School Leadership and Resource Allocation

Paper 1: Mission vs. Mandate: How Charter School Leaders Conceptualize and Address Market-based and Authorizer-based Accountability Demands

Mark Blitz
The University of Wisconsin-Madison

This study examines the challenges of charter school leadership as it is held accountable to both authorizer-based and market-based demands. Regarding authorizer-based accountability demands, authorizers rely on quantitative measures to assess a charter school since these data are efficient and seemingly objective. The most common and accessible quantitative data comes in the form of standardized tests (Witte, Weimer, Schooner, Shober, 2004). A market-based accountability perspective reveals more respect for a school's autonomy, allowing the charter school leadership to create a school to meet the needs of the local community, putting the power in the hands of the consumers, namely the families (Nathan, 1999; Finn, Manno, Vanourek, 2000). To address this potential tension surrounding charter school accountability, I ask the following research question: In an era of high stakes state assessments and federal accountability, how do charter school leaders conceptualize and address authorizer-based and market-based accountability demands?

Paper 2: Leading Charters: How Charter School Administrators Define Their Roles and Their Ability to Lead

Dick Carpenter II, Charity S. Peak
University of Colorado

Charter schools have been studied from numerous different perspectives. One topic that remains under-researched, however, is charter school leadership. Therefore, we examine how charter administrators define their leadership roles and their ability to lead. Results indicate charter principals see three primary functions in their leadership - building and moving the internal school community in a common direction, managing staff, and school safety. Charter school principals expressed general confidence in their ability to lead in these areas but less confidence in leading in the areas of math and literacy. Charter leaders spend more time conducting meetings and handling parent issues and the least time on hiring staff and fundraising. Time differential statistics revealed that while principals recognize the value of instructional leadership, less time than desired is spent on this. Finally, of factors that contribute to decision making influence, only confidence level and education level showed significant differences. Greater confidence and higher levels of education are positively related to decision making influence.

Paper 3: Books or Guards? An Examination of Charter School Security Costs

Brian O. Brent, Karen J. DeAngelis
University of Rochester

In addition to academic quality and smaller class sizes, parents often cite safety in the list of factors most important to their decision to enroll their children in charter schools (see, e.g., Bancroft, 2009; Berman et al., 1998; May, 2006; Texas Center for Educational Research [TCER], 2008). Little is known, though, about the absolute and relative costs of security in charter schools, or in traditional public schools more generally – a vexing phenomenon when one considers policymakers' and parents' seemingly high and growing want for school safety, and the fiscal shortfalls that many schools confront. The purpose of this study is to shine needed light on the resources expended by charter schools on security. Our findings enable us to contribute to a sparse but important literature on how charters allocate resources generally, while also disaggregating an important, yet little understood component of school spending. Our intent is to present the first comprehensive account of charter security costs, as well as provoke further interest in this issue.

ROOM GLOBAL D – SESSION 1C

Paper Session (C) Parents: Resources & Choice Criteria

Paper 1: School Choice Decision-Making: Parent Resource Centers as an Agent to Increase Parental Involvement

Reginald S. Lee, M.A.
University of South Florida

The aim of USDOE Voluntary Public School Choice (VPSC) program is to expand public school choice options for K-12 parents in order to improve student outcomes. In this study, part of a larger evaluation of a state's VPSC program, interviews with parents and school choice Parent Resource Center (PRC) staff and examination of choice materials revealed that school-based and community-based outreach strategies are useful in communicating choice information to parents. Personalized assistance to parents and providing choice materials in locations parents frequent increase chances of choice information reaching parents most in need. Rather than compete, schools and PRCs should collaborate in their outreach and assistance work with parents as both share the goal of improvement in student achievement.

Paper 2: School Choice and Religious Identity, Preliminary Results

Michael Q. McShane
University of Arkansas

As Downs (1967) argued, goal consensus is an essential attribute of any successful bureaucracy. For many schools participating in the Milwaukee Parental Choice Program, this consensus comes from an explicit religious mission. Building on the works Glenn (2000, 2002) this study seeks to better understand the religious identity of schools participating in the nation's oldest and largest school choice program. The primary questions that this study attempts to shed light on are: Does the religious identity of schools change with the influx of new students that do not share the same religious tradition of the organizations operating the schools? How important is the religious mission of schools participating in the voucher program? Do schools with clearer and more coherent missions do a superior job educating students? These questions will be answered through a series of surveys and interviews of teachers and school leaders in Milwaukee paired with student achievement data made available to the School Choice Demonstration Project at the University of Arkansas.

CONCURRENT SESSION 2: 1:35 PM - 3:05 PM

ROOM GRAND C – SESSION 2A

Symposium (D): Return to the Capital of School Choice: School Voucher and Independent Charter Programs in Milwaukee, WI

Chair: Patrick J. Wolf

Paper 1: Who Chooses Private Schools? An Analysis of Voucher Participants in Milwaukee

David Fleming, Joshua M. Cowen, John F. Witte, Patrick J. Wolf, University of Arkansas-Fayetteville

Paper 2: The Milwaukee School Voucher Program: Four-year Achievement Growth and Attainment Effects

Joshua M. Cowen, David J. Fleming, John F. Witte, Patrick J. Wolf, University of Arkansas-Fayetteville

Paper 3: Milwaukee Independent Charter Schools Study: Report on Two- and Three-Year Achievement Gains

John F. Witte, Patrick J. Wolf, Alicia Dean, Deven Carlson

Parental school choice, in its many forms, is one of the fastest growing education reforms in the U.S. Today more than 5,400 charter schools serve more than 1.7 million students in 40 states and the District of Columbia (DC). As recently as 1997 there were only two private school voucher programs in the U.S., in Milwaukee and Cleveland. Now there are 14 directly-funded and 12 tax-credit funded private school choice programs. Many of these programs are new and relatively small, but have the capacity to grow into large parental choice programs. What happens when parental school choice grows towards scale? This panel will present some of the latest results from a longitudinal, comprehensive, mixed-method evaluation of school choice in Milwaukee, Wisconsin, home of the nation's first school voucher program.

ROOM GRAND D – SESSION 2B

Symposium (E): The Impact of Various Accountability Demands on Charter and Magnet School Leadership Practice

Moderator: Mark Blitz, The University of Wisconsin-Madison

Panelists:

Ellen Goldring
Vanderbilt University

Lea Hubbard
University of San Diego

Lynn Bosetti
The University of British Columbia-Okanagan

Claire E. Smrekar
Vanderbilt University

Eric Wearne
Georgia Gwinnett College

This symposium will discuss how the charter and magnet school concepts combined with the current reality of the educational policy environment create conditions that significantly impact these schools' operations and leadership practice. Charter and magnet schools are held accountable to a variety of demands: performance-based, market-based,



compliance-based, and authorizer-based, with definite overlap among these. A particular school will feel the brunt of these demands depending on a variety of conditions: state charter law, authorizer type, authorizer practice, school type, and local political environment, just to name a few. As schools of choice, charter and magnet schools are held accountable to market-based demands based on the educational delivery model they offer as manifest through the schools' missions. However, these schools are also held accountable to performance-based demands informed by the same uniform standards and assessments applied to traditional schools. This dichotomy presents a potential conflict based on divergent accountability demands. How do charter and magnet school leaders conceptualize and address these accountability demands? What are the conditions that either aggravate or alleviate accountability challenges for these school leaders? The panel will address these issues along with other questions raised by the moderator and audience.

ROOM GLOBAL D – SESSION 2C

Paper Session (F) School Choice Curricular & Organizational Innovation

Paper 1: Effects of the Evolution of an International Education Program in a Canadian Province

Carla Digiorgio
Centre for Education Research

This paper conveys the findings of a two year ethnographic study of the evolution of an international education (IB) program in a province on Canada's east coast. The International Baccalaureate's admirable aims of heightened global awareness and critical thinking for students have been challenged in practice due to limited access for those without the social, educational or economic capital to participate (Kyburg, Hertberg-Davis, Callahan, 2007). Taylor and Porath (2006) have called for a longitudinal study to provide insight into how provincial, board, and school personnel adopt this program and its effects on students. This case study analyzes interviews and observations with students, parents, and educators as well as documents relating to policies and practices. The study confirmed that parents were crucial supporters of the program, citing the value of enriched education for future success for their children. Matthews, Kitchen (2007) have identified the danger of creating a school-within-a-school with IB, and this study provided detailed analysis of the limiting effects of staffing, scheduling and funding on the initial goal of equal access for students and appreciation for diversity. However, positive effects include peer acceptance within the program, and improved academic standards for the school.

Paper 2: Benefits and Barriers to the Hybridization of Schools

Anna Jacob, M.Ed.
University of Arkansas

Using two case studies, Rocketship Education in San Jose, California and Carpe Diem Collegiate High School and Middle School in Yuma, Arizona, the presenter explores the potential benefits and the political barriers to the hybridization of public schools. These two charter schools use computerized learning for part of the school day to hybridize the delivery of instruction and remediation. The hybrid model creates opportunities for more efficient intervention in individual student performance. Student achievement is boosted while salary costs have the potential to decline substantially. Such decreases in teacher salary expenditures can be offset by significant investment in alternative areas, such as data management, targeted software and technology hardware investments, and professional development for school faculty. Budgetary analysis provides an insight into how they reallocate fiscal resources to boost student achievement. An analysis of the political and institutional barriers to the expansion of this model sheds light on the environments in which they operate and the potential for growth or adaptation of the hybrid model in the traditional public school setting. The resulting analysis is informative to stakeholders as to the efficiency and efficacy of this model.

Paper 3: Choice Policies and Participation. Is a Comparison Possible?

Luisa Ribolzi
ANVUR (National Agency for the Evaluation of University and Research), Italy

This presentation will start with a short summary of the Italian anomaly towards school choice. For both historical and ideological reasons, choice is seen as a challenge for national identity (Ribolzi, 2004; D'Amico, 2010). This is an anomaly in a context of increasing use of market in education (Lubienski, 2009; Waslander et al.) seen as a possibility to foster innovation. I address the following questions: 1) Where are Italian school choice policies situated in the international context?; 2) Do Italian families trust private schools? {Do they consider school choice as a citizenship's component? Which is the role of confessional schools (i.e. Catholic versus non Catholic)}?; 3) Why do parents choose private schools?; 4) What are the barriers that inhibit freedom of choice as identified by research?; and 5) What are some guidelines for the future of school choice in Italy.

MONDAY, JANUARY 16, 2012

CONCURRENT SESSION 3: 11:00 AM - 12:25 PM

SBE MEETING ROOM 1048 – SESSION 3A

Symposium (G) Private Religious Education in North America: Contributions and Concerns

Chair: Ray Pennings, Vice President of Research, Cardus, Hamilton, Ontario, Canada

Paper 1: Theoretical and Methodological Overview of the Cardus Education Study

Deani A. Neven Van Pelt, Redeemer University College

Paper 2: Effects of private religious Catholic and Protestant schools: Findings from Two Surveys, One of Administrators from Randomly-selected Private Schools in the US and Canada, and One of a National Sample of Secondary School graduates

David Sikkink, University of Notre Dame

Paper 3: Impact of Christian school type, Evangelical Christian or Catholic, on Racial Divides from their Study of Two Private Christian Schools in a Large American City

Charles Glenn, Boston University

Paper 4: The Effects of Different Types of Christian High Schools on Students' Cultural Engagement from their Study of 18 Schools in Western Canada and the US

Robert Koole, Trinity Western University

Paper 5: The Perceived Effects of Type of High School, Private Protestant Christian and Public, on Academic and Spiritual Preparation for Attending a Christian University

Patty LeBlanc, Southeastern University

Paper 6: Findings of Mixed-method Study of the Effect of Type of Christian School on Leadership Tenure in Christian Schools

James Drexler, Covenant College

This symposium is designed to share selected findings of a broad mixed-method international study of private religious Catholic and Protestant schooling in the United States and Canada that investigated the motivations and outcomes of schools in this sector. The research is centered around two large surveys: one of Christian School administrators that provides comparisons of Catholic and Protestant high schools and the other of private school graduates that reveals differences between Catholic and Protestant school graduates on a number of dimensions. Contributing researchers from five research teams will present findings as they relate to the central research questions. The session is designed to stimulate provocative discussion on the contributions such schools and their graduates make to society and culture as well as to address the concerns and opportunities that schools in this sector present for policy making and improvements to education in all sectors.

SBE MEETING ROOM 1049 – SESSION 3B

Symposium (H) School Choice, Urban Education and Young Immigrants' Educational Aspiration: Evidences from Sweden (Public Choice Policy)

Chair: Nihad Bunar, Stockholm University

Paper 1: Freedom of Choice, Independent Schools and Increased Competition on the School Market – the Swedish Experience

Karin Wahlström (head of unit) and Jenny Kallstenius (director of education), Unit for Analysis and Research, Swedish National Agency for Education

Paper 2: Local School Markets and Competition in Two Swedish Middle-size Municipalities

Nihad Bunar (Professor) and Jenny Nilsson (PhD student), Department of Child and Youth Studies Stockholm University

Paper 3: School Identity and Management Culture on the Educational Market

Johannes Lunneblad, Senior Lecturer, Department of Education, Communication and Learning, University of Gothenburg

Paper 4: The Art of Becoming "Swedish" – Immigrant Youth, School Careers and Life Plans

Thomas Johansson, Professor of Education, Department of Education, Communication and Learning University of Gothenburg, Sweden

Paper 5: Exclusion in the Swedish School System

Daniel Broman, Principal of Hjulsta School in Stockholm

The aim of this symposium is to describe, analyze and discuss several general aspects of the organization, operations and outcomes of school choice policy in Sweden as well as in particular with regard to urban schools and young people of immigrant background. The workshop consists of five papers written by researchers, policy makers and professionals. Each paper is based on meticulously collected empirical evidences or working experiences and theoretical reflections. Combined they poignantly illustrate the operational complexity of a current school choice policy design, not least in the light of political aims such as equity, integration, inclusion and multiculturalism.



Paper Session (I) Systemic School Reform: Charter & Traditional Schools**Paper 1: The New Orleans Charter School System Performance**

Nathan Gray
Young Harris College

This paper fills new ground concerning school choice and charter schools as the presenter analyzes the New Orleans charter school system (~70% charter school) after Hurricane Katrina and compares it to other districts in Louisiana experiencing hurricane damage and other non-damaged districts. The working hypothesis is that the new charter school system in New Orleans has performed differently from those districts that rebuilt or maintained status quo systems. Although we will use test scores as one dependent variable of interest for in-state comparisons, we also use other independent variables such as graduation rates or incidences of discipline, etc. Aside from in-state comparisons, we also propose out-of-state comparisons using those dependent variables other than test scores. This paper outlines the need for such a study, the dearth of literature concerning system-to-system comparisons, the data and methodology we plan to use in the analysis of the New Orleans system.

Paper 2: Should NCLB interdistrict Choice Plans Include Desegregation Policies?

Ain A. Grooms
University of Georgia

Often where a family can afford to live dictates where a student attends school; and parents who are not able to relocate often choose to seek alternate educational options for their children. Students who attend failing schools and are not able to move, or are not able to attend charter schools still have the option, under NCLB, to transfer to a higher-achieving school within their district. However, Holme and Wells (2008) find that in many urban districts, there are few successful schools from which to choose. As NCLB reauthorization looms in the future, researchers and policy advocates suggest that NCLB policy consider including interdistrict choice plans, where students who have been attending failing schools are allowed to choose higher-achieving schools outside of their assigned district (Richards, Stroub & Holme, 2011). In eight cities across the country, minority students from urban areas are provided with free daily transportation to suburban, predominately White, higher-performing schools, by participating in what are known as voluntary desegregation busing programs. This paper will investigate the following research questions: What is the role of race in interdistrict choice plans?; Can a federal policy focus on social justice assist in achieving equality of education?

Paper 3: Why Have New York City's Small High Schools of Choice Proved So Successful?

John H. Bishop
Cornell University

Over the last ten years New York City has greatly expanded school choice at the high school level. Over twenty large neighborhood high schools with very low graduation rates were phased out by not allowing them to enroll new students. To serve the rising eighth graders from these neighborhoods and other parts of the city, New York City founded 161 new Small High Schools of Choice (SSCs) offering a personalized atmosphere and rigorous instruction. The city expanded the High School Application Processing System to manage school assignment of all of the city's 72,000 entering ninth graders to the 161 new SSCs and 240 other public high schools in the city. The paper addresses a series of questions. How did the inexperienced SSC leadership teams surmount the daunting management challenges of finding and renovating space, building support in the local community, recruiting and training teachers and building a culture of engagement and success among students? Why are these small schools and this approach to school reform more successful than similarly motivated efforts in other cities? What were the roles of the local community sponsors of individual schools? How important was building school identities around a career or subject matter theme? What was the role of foundation supported educational intermediaries in this transformation? What lessons can be drawn from the lottery based studies of New York City's school reforms?

CONCURRENT SESSION 4: 2:10 PM - 3:40 PM**SBE MEETING ROOM 1048 – SESSION 4A****Symposium (J)****Portfolios, Performance & Magnet School Partnerships: In the Year of School Choice, What is the Role for Magnet Schools? Toward a New Model of Civic Mobilization & Public Engagement**

Claire Smrekar
Vanderbilt University

This session examines the issues of magnet schools as district school choice and the options which are available for parents and their children. Her research has studied magnet schools and public choice for many years and she will unveil her new research provided for the Magnet Schools Assistance Program—a grant program of the USDOE in the Office of Innovation and Improvement. Dr. Smrekar explores the new realities for school districts and comes up with a unique venue for retaining the goals of diversity and equity in the new reality of ever increasing minority group isolation in urban areas. She suggests that magnet schools become part of a portfolio of choice options in a district. In a chapter of the new Frankenberg and DeBray book, written with her colleague Ellen Goldring, she presents new roles for magnet schools, against the backdrop of imperatives around civic mobilization. She and Goldring link workplace diversity and the "school-in-the-workplace" to the effort to increase desegregation efforts. She also

provides a qualitative case study methodology to examine why the racial composition of magnet schools in Nashville, Tennessee has shifted to predominantly African American in the aftermath of unitary status. The paper compares the policy contexts and parents' reasons for choosing magnet schools at two points in time -- under court order and under unitary status. Social networks, choice sets, and "closer to home" student assignment policies are identified as key influences on the changing demographics of magnet schools in a post-unitary status environment.

SBE MEETING ROOM 1049 – SESSION 4B

Paper Session (K) Parental Roles in School Choice

Paper 1: School Choice Overseas: Are Parents Citizens or Consumers?

Daekwon Park
Seoul National University

Currently, some Korean parents are educating their children in primary and secondary schools in foreign countries even though Korean schools demonstrate high performance as confirmed by the Programme for International Student Assessment (PISA) Report. Using Hirschman's (1970) framework of "exit" and "voice," this study investigated characteristics of exiting parents and their reasons for educating their child(ren) in foreign schools. It also examined the organizational, political and educational context of Korea, including the High School Equalization Policy (HSEP), private tutoring, and change in the study abroad law, and the role these play in leading some families to leave their domestic local schools. Overall the purpose of the study is to answer the following questions: 1) Do some parents simply prefer the "exit" option rather than engage in collective action to attain satisfactory education for their children?; 2) To what extent do parents who stay demonstrate more loyalty to the school and community they belong to than parents who exit?; and 3) To what extent do parents who exit participate more enthusiastically on issues related to their children's education?

Paper 2: "Parent Triggers," Parental Choice, and Educational Reform

E. Vance Randall Bruce Cooper
Brigham Young University Fordham University

"Parent Triggers" is a recent reform initiative in education where parents can petition and vote on whether to close a school, cause it to be restructured, or transformed into a charter school. At least two states, California and Indiana, have passed legislation which empowers parents to affect dramatic changes in the governance system of failing or low performing schools. Other states such as New Jersey, Connecticut, New York and Illinois are considering similar legislative proposals. This "parent trigger" movement places substantial and direct decision-making power into the hands of parents. It is certainly one model of decentralized governance in education. The purpose of this paper is to describe the recent phenomena, compare and contrast legislation, both passed and proposed, discuss political opposition by teacher unions, and evaluate the value of this interesting reform initiative in education.

Paper 3: Exercising parental choice: Understanding the Complexity of School Shopping

Patrick J. Wolf
University of Arkansas (co-authored with Thomas Stewart)

This paper examines the demand side of school choice (or what the authors refer to as "parental school choice"). The authors draw from over 10 years of research which has examined the school shopping experiences of parents in cities with mature school choice programs (Milwaukee and Minneapolis) and relatively new programs (Baltimore and Washington, DC), to explain the challenges and opportunities associated with implementing school choice into a relatively new choice environment - Detroit. A mixed method research approach was used to gather and examine data during summer 2011. From a quantitative perspective, we conducted over 1,000 door-to-door interviews with families across nearly 200 Detroit neighborhoods. The survey data was then used to place families into three distinct shopper categories and focus groups were used to further investigate the school shopping experiences of parents. The interviews and focus groups explored what influences the thinking, behaviors and decision-making process of parents who shop, don't shop or will potentially shop under specific conditions.

SBE MEETING ROOM 1053 – SESSION 4C

Paper Session (L) School Choice Legislation & Policies

Paper 1: School Choice Legislation: Impact Assessment and Fiscal Notes

Michael Ford John Merrifield
Wisconsin University of Texas San Antonio

Legislators considering large scale school choice proposals want information on more than likely schooling outcomes. They look to their fiscal bureaus and economic studies to provide that information. The fiscal notes that must accompany all proposals with revenue or expenditure implications are especially important. Often, fiscal notes must be produced on short notice. The paper assesses the fiscal notes that have accompanied the major U.S. charter law and tuition voucher proposals, and highlights key issues and research that are needed to assess fiscal and economic impacts of the proposed Texas (2011) tuition voucher program. We assess fiscal notes in terms



of research basis for predictions, predicted level of participation (number of choosers), and predicted basis for fiscal impacts, including time trend of effects. Finally, we propose how the fiscal notes might be improved; not just what legislative analysts should do, but also what could be done to make doing a better job, easier.

Paper 2: One Piece in a Big Puzzle: The Role of Resources for Improving Student Achievement in Southern Italy

Patrizia Falzetti, Laura Palmerio, Daniele Vidoni

Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione

In Italy, roughly 95% of the schools are State schools, and the topic of school autonomy is specifically related to the “organizational and curricular autonomy of the individual schools” (law 59/1997, art. 21). Within this context, the key question is understanding if and how specific policy measures can contribute to improving the quality of education. This paper provides new empirical evidence on the effects of increased school resources in improving student results and examines whether the availability of extra resources is related to any detectable difference in school principal perception of school climate.

Paper 3: State Financing of Private Schools and School Choice (The Portuguese Case)

Rodrigo Queiroz e Melo

Portuguese Catholic University

In Portugal, there are three different schemes through which the State finances students in private schools: (i) simple contract (similar to a school voucher), (ii) association contract (similar to charter schools) and (iii) tax benefits for parents. Each scheme has different incentives and impacts on both the schools (the way they operate and the way they organize teaching duties) and the State – Ministry of Education (regarding the schools as if they were state schools or respecting their private nature according to the financial scheme in place). In the last two years, one of these schemes (the association contract) was subject to a dramatic cut in the amounts paid and private schools that benefited from it were subject to great financial pressure. Throughout the process, the available data showed how different schools had reacted in different ways to the incentives created by the former formula for funding and a discussion emerged on the fairness of funding according to the new formula. The paper analyses data from all Portuguese private schools under association contract (around 96 schools), from a sample of schools with simple contract (around 10 schools) and the law applicable to each scheme and to private schools in Portugal. The paper argues the pros and cons of these different schemes in respect to: (i) fairness of funding, (ii) respect of school autonomy and (iii) promotion of school choice.

CONCURRENT SESSION 5: 3:45 PM - 5:15 PM

SBE MEETING ROOM 1048 – SESSION 5A

Symposium (M): Ethnocentric Niche Charter Schools: Different Strokes for Different Folks

Chair: Robert A. Fox, Professor Emeritus, University of Hawaii

Participants:

Nina K. Buchanan
University of Hawaii at Hilo

Robert Maranto
University of Arkansas

Aisha Toney
California Charter Schools Association

Sharroky Hollie
California State Dominguez Hills

Suzanne Eckes
Indiana University

Letitia Basford
Hamline University

Charisse Gulosino
Columbia University Teachers College

Heather Traeger
Rosemount High School

Terry Reivera
Kua O Ka La Public Charter School

We describe a project currently studying an array of ethnocentric, culturally-focused niche charters including: East African-focused charter schools serving Somali immigrants in Minnesota; Hawaiian-focused charter schools (both immersion and English) serving indigenous populations in Hawaii; Afro-centric charter schools serving students in California and other states; Turkish-founded charter schools serving students in Texas and other states.; and Greek culture and language focused charter school serving students in New York City. This symposium will present findings from researcher/practitioner examination of each of the ethnocentric niche charter school systems listed above. The ways in which each ethnocentric niche charter school differs from other charter schools and traditional schools will be described. The extent to which the delivery format meets the needs of parents and the community will be reviewed. Student performance data will be presented. Particular attention will be given to the political and legal challenges encountered by groups seeking to found or operate such schools (Cooper, Weinberg, 2011, Bathija, 2009, and numerous others).

SBE MEETING ROOM 1049 – SESSION 5B

Paper Session (N)

Paper 1: Factors driving school reform and delivery models worldwide: An overview

Michael Connelly
Mosaica Education, Inc.

National governments, states, districts and other political subdivisions are introducing educational reform measures designed to improve struggling schools. Mosaica Education, Inc., as a leader in U.S. charter-schools development

and operation and the only U.S. company selected to participate from the onset in the Abu Dhabi Education Council's Public Private Partnership schools reform initiative, Mosaica has a unique perspective on the myriad similarities – and significant differences – between the education reform movements in these two distinctly different parts of our world. This presenter drawing on insights from experts in the UK, the Middle East North Africa region, India and the U.S. will outline the common drivers and themes that propel successful reform efforts regardless of history, geography, or culture and offer perspectives on U.S. turnaround initiatives and global virtual and blended learning opportunities – both relative newcomers to the education reform movement.

Paper 2: Decentralization, Privatization and School Choice in Scandinavia

Susanne Wiborg
University of London

This presentation investigates neo-liberal policy on education in terms of e.g. decentralization, privatization, and school choice in Scandinavia. The edifice of the education system in Denmark, Norway and Sweden has traditionally been built on egalitarian values, but over the last twenty years they have increasingly adopted market-led reforms of education. The extent of market-led reforms varies between the countries, as Sweden has pursued these reforms to a much greater extent than Denmark and Norway. The latter two countries were much more successful in protecting education from the encroachment of the market. This variation of neo-liberal policy of education in Scandinavia is usually ascribed to the increasing power of the Right. However, in this presentation, based on research using a comparative macro-causal method, I will argue to the contrary, that the answer is to be found mainly within the Social Democratic parties themselves.

Paper 3: The Edgewood Voucher Program: Between the Pick-Axe and the Bulldozer

John Merrifield
E.G. West Institute

Nathan Gray
Young Harris College

The CEO Foundation funded tuition vouchers for Edgewood (San Antonio) district residents from 1998 to 2008. The voucher program had significant positive impacts on housing construction and value, commercial development, school district test scores and graduation rates, and on the graduation and college attendance rates of voucher users. EISD academic performance and enrollment peaked during the Edgewood Voucher Program's (EVP) early years when growth in voucher use was the most rapid. In most of the EVP years, voucher use and EISD enrollment moved in the same direction. Consistent with the temporary nature of the program, most of the effects were stronger earlier in the program. This study further refutes the student 'creaming' claim. The EISD's academic gains from 1998-99 to 2003-2004 would not have been possible if it had lost its best students to private schools. The EVP is between the restriction-laden programs that have been widely studied, and the large, unrestricted programs that are still largely untested. Universality and lack of price control probably caused the EVP effects to be stronger than the targeted program effects, and the EVP yielded large economic development effects that were absent, or unnoticed, for the more restriction-laden programs.

SBE MEETING ROOM 1053 – SESSION 5C

Paper Session (O) Organizational Autonomy & School Success

Paper 1: Organizational Structure in State-Run Schools: Autonomy and Pluralism in the Education System

Miguel Ángel Sancho Gargallo
Presidente, Fundación Europea Sociedad y Educación

Education systems have an increasingly marked influence on personal and social development. Education is the main factor in progress and improvement: it is what makes men and woman become what they are and, as such, stands as the basis of peace and progress among nations. Our world's diversity, reflecting its variety of cultures, migratory flows and globalization, means that education must be able to adapt to increasingly complex societies. In response to this new scenario, the principle of autonomy in education systems has become more and more important in recent decades. Greater autonomy is intended to make it possible to personalize teaching and education in an intercultural world. Free choice of schools makes sense when one can choose from a variety of projects that best respond to one's own convictions and preferences. This paper examines education centres and state-run schools from the perspective of their nature and organizational structure: level of autonomy in management and organization and explores possible formulas to make progress in education more adaptable to the requirements of quality and social changes in our world.

Paper 2: The Effect of Autonomy on Managers and their Performance

Simon Calmar Andersen, Søren Winter, Ken Meier, Larry O'Toole
Aarhus University

In their seminal work, Chubb and Moe (1988; 1990) argued that private schools would be more effective than public schools – due to a combination of parental school choice and school autonomy. Since then research has examined autonomy in more detail. Autonomy is expected to improve performance because it transfers decision-making power closer to agencies or institutions that have more knowledge of the local community, the clients and their needs. On the other hand, if autonomy is not used in accordance with the goals of the organization, it may be detrimental to performance. Empirical findings are just as equivocal as the theories behind autonomy and control. We suggest that the effect of autonomy on performance is dependent on whether organizations are controlled by specifying performance goals or



organizational activities. We use new survey and register data on more than 680 Danish public school managers, 1035 teachers, and the 9th grade students of these schools and the performance of these students to examine the effect of school autonomy vis-à-vis the municipal school district on the behaviors of school managers and teachers as well as on the academic performance of students. Preliminary results suggest that autonomy in terms of activities and methods used in the classroom is positively correlated to student performance.

Paper 3: School-Level Autonomy: Who Selects and Who Benefits

Jessica S. Haynes
University of Florida

Education policies are increasingly focused on giving more budgetary authority to principals to ensure that resources are directed to their most efficient use. Prominent among these policies is a New York City Public Schools reform that increased the budgetary and decision-making autonomy of public school principals who chose to participate in the program. The presenter examines theoretical mechanisms that may lead a school principal to choose budgetary autonomy over centralized control. Given the selections that occur, changes in student test scores that are likely to result are examined. Schools are heterogeneous in terms of the composition of their student population and the characteristics of the principal. The model predicts that autonomy will generate average test score gains. Within a school, however, there will be test score gains and losses depending on student type. Lower ability/test-effectiveness students will be given less inputs and therefore achieve lower scores. Supporting empirical evidence on the characteristics of schools that choose autonomy and the increases in average test scores is included. An instrumental variables approach is applied to effectively deal with principals' selection into the program.

TUESDAY, JANUARY 17, 2012

CONCURRENT SESSION 6: 9:20 AM - 10:50 AM

ROOM KEY WEST – SESSION 6A

Paper Session (P) Effects of Policies on Student Outcomes

Paper 1: The Determinants of Policies toward Competition in Education and the Effects of these Policies on Student Learning

Lawrence W. Kenny
University of Florida

This paper examines three types of policies on competition in education: the number of school districts, vouchers, and charter schools. For each type of policy, I cite findings in the literature on the factors that played a role in getting the policy adopted. Then I turn to the evidence on whether the policy has had its intended effect. Larger metropolitan areas tend to have more school districts. When metro population is used in conjunction with country-wide district requirement dummies as IVs, a rise in the number of school districts still results in higher test scores. I find that for a voucher proposal to be successful the program must restrict vouchers to children from poor families and/or failing schools and the Republican Party must control state government. Voucher proposals fare better in states with weaker teacher unions. Schools facing more competition from private schools experienced greater growth in test scores. Competition from local charter schools appears to be best described by charter activity within 2.5 to 5 miles of the traditional public school. So it is no surprise that measures of completion at the district level are unrelated to student performance in traditional public schools.

Paper 2: How to Get Ahead of Your Peers: The Consequences of Forced School Switching on Student Performance

Claudio Sapelli, Bernardita Vial
Pontificia Universidad Católica de Chile

This study examines the consequences of switching schools on student performance in the context of the Chilean voucher system. A panel data set of forced student switches is analyzed. When the school of origin has only primary education, students are forced to change schools when proceeding to secondary education. The presenters examine how students in different types of schools perform when compared to their peers in the school of origin. Performance is evaluated by changes in the position in the class ranking of the school of origin after the student switches schools. Preliminary findings indicate that when students switch to a private voucher school, instead of a public school, they gain one position in the ranking (independent of whether the school of origin was a private or public voucher school). The results obtained are robust to the inclusion of several controls and the use of quasi fixed effects using the complete rankings.

ROOM KEY LARGO – SESSION 6B

Paper Session (Q) Databases & Research Methods

Paper 1: Data Availability, Recent Data Improvements, and Unmet Data Needs in School Choice Research

Susan L. Aud
National Center for Education Statistics

Lack of data is a continuing problem in education research. As parents gain familiarity and comfort with school choice, in the form of private schools, charter schools and homeschooling, it is important to have data that allow

for comparability across these systems. This paper presentation will describe current sources of data, as well as data that are expected to become available in the near future. The main purpose is to inform researchers about data that exist and to generate discussion about data that researchers need to conduct their school choice studies. The presentation will conclude with a discussion of these areas and recommendations for potential improvements.

Paper 2: The National Assessment of Educational Progress: Your state may do a lot worse, or better, than you think; Those NAEP proficiency scores may be more accurate than you think, too

Richard G. Innes

Bluegrass Institute for Public Policy Solutions

The National Assessment of Educational Progress (NAEP) offers the only reasonably valid comparison of educational performance for all 50 states in the nation, but even this highly regarded assessment program can lead to serious misconceptions when state-to-state performance is simplistically compared. Compounding factors such as widely differing student demographics and uneven exclusion of students with learning disabilities create the potential for significant error when state educational systems are only ranked by looking at overall average scores for all students. Actual examples are presented where a simplistic comparison of overall state scores indicates one state clearly leads another but that the opposite opinion is clearly indicated once scores are compared in a disaggregated manner on a state-by-state basis. An additional controversy surrounding the NAEP is the assertion that this federal testing program sets its standard for proficiency too high. This paper will use actual data from Kentucky's eighth grade EXPLORE testing and NAEP results for the same cohort to demonstrate potential misconceptions. NAEP is commonly used, and misused, by both sides of the school choice issue (Kentucky, which is highly praised in many NAEP reports, is a non-charter state), so being armed with better information about this assessment is important to all individuals who want to intelligently discuss school choice.

Paper 3: Online and Blended Learning: A Survey of Policy and Practice in K-12 Schools Around the World

Allison Powell

International Association for K-12 Online Learning (iNACOL)

The International Association for K-12 Online Learning (iNACOL) surveyed 50 countries to find global trends, issues, and challenges as well as an update of what was happening around the world with K-12 online and blended learning. The organization worked with the Atlas Economic Research Foundation to find researchers to answer a 23 question survey in the areas of: state of online learning, teacher preparation and professional development, quality, oversight and the government's vision and leadership for K-12 online and blended learning. This is a follow up to a survey done by the organization in 2006 in order to provide a global update on the field. A book of case studies from nine countries was also created in order to provide a deeper understanding of these topics in countries where we knew innovative implementations were taking place. Within this report and book, we found there are a few key countries leading the innovation in implementing both online and blended learning such as Singapore and Hong Kong who have widespread implementations of blended and online learning opportunities for their students. Many of the third world countries are still struggling to find electricity and have no technology so online and blended learning has not been a priority in these countries. Several trends, issues, and challenges are discussed within the report and will be shared with participants of this session.

ROOM GLOBAL B – SESSION 6C

Paper Session (R) Public Support for School Choice

Paper 1: What Do Americans Really Think of School Choice?

Patrick Basham

Democracy Institute

The school choice debate often occurs absent of the views of the wider public, parents and non-parents alike. This paper examines available public opinion research to assess current popular sentiment on the topic of school choice. Among the questions addressed in this paper are: How much choice does America support? Which kinds of choice are most and least popular among Americans? How does the support for school choice break down along demographic, educational, socioeconomic, partisan, regional, and ideological lines? To answer these research questions, data will be collected and analyzed from the widest possible array of methodologically rigorous survey data, from national, to state-wide, to local polling, to present as empirically sound and comprehensive an assessment as possible of the contemporary level, and nature, of support for school choice in the American context. The working hypothesis is that school choice enjoys broad-based popular support, but support levels vary significantly by population sub-groups – will be confirmed. Therefore, the results of this research should provide two significant benefits to those interested in advancing the school choice cause. First, the paper will provide choice advocates with useful data with which to engage their political opponents. Second, the paper will outline the strategic political lessons that may be gleaned from the data, thereby fine-tuning the school choice movement's political antennae as its members navigate the educational reform process.



Paper 2: Why do People Support Charter Schools and Vouchers? An Analysis of Trends in Public Support for School Choice Policies

Jonah Liebert
Columbia University

School choice advocates posit that there is a larger market for school choice policies than the currently observed distribution of school choice policies suggests. Yet to date, most school choice programs predominantly serve minority and low-income families. In order to better understand the dynamics of school choice, this study examined people's motivations for supporting charter schools and vouchers. Preliminary analysis reveals evidence supporting each motivation. Findings using a multilevel model reveal that the effects of these predictors vary by state. The major contribution of this work is to build upon the existing literature that explores what motivates families' preferences for charter schools and other forms of choice.

Paper 3: School Choice in Ireland: Reforming a De Facto Religious School System in the Face of Constitutional Guarantees for Denominational Education

Conor O'Mahony
University College Cork

The issue of the relationship between the State and private education providers, and its implications for the educational rights of children and parents, is a particularly pressing and difficult one in Ireland, which illustrates a variety of complexities that can arise from constitutional provisions concerning religious liberty in the education system. For various historical and political reasons, the Irish State has chosen to discharge its duty to provide education to its citizens in an overwhelmingly indirect manner, through the provision of funding to private schools rather than through the direct provision of public State-run schools. This historical practice has become deeply embedded in the Irish legal system, both at constitutional and legislative levels. In more recent years, immigration, declining rates of religious participation, increasing diversity in the religious make-up of society, and the diminishing role of the Catholic Church in Irish society, have combined to bring this model under increasing scrutiny and pressure. In spite of express constitutional guarantees to parents regarding their right to determine the religious education of their children, parents in many areas of Ireland find themselves with little or no real freedom of choice of school, with no option other than to send their children to a school espousing a specific religious ethos. This paper will examine how this model has developed and operated in practice, and how the deeply embedded nature of the current approach causes efforts at reform to encounter serious resource difficulties as well as barriers stemming from the prevailing concept of religious freedom.

CONCURRENT SESSION 7: 10:55 AM - 12:25 PM

ROOM KEY WEST – SESSION 7A

Symposium (S) Charter School Law – Major Policy Issues

Chair: John Merrifield, University of Texas San Antonio

Participants:

Robert A. Fox
University of Hawaii

Nathan Gray
Young Harris College

Lisa Snell
Reason Foundation
Bruno Behrend
The Heartland Institute

Two panelists will argue for price decontrol for chartered public schools, including a preferred strategy; two will argue to retain price control, and perhaps present alternative policy approaches to alleviate shortages. Two panelists will argue for school mission-based selective admissions; two will argue for the status quo of open enrollment; no possibility for denying admission when space is available, and use of lottery allocation when demand for slots exceeds supply.

ROOM KEY LARGO – SESSION 7B

Symposium (T) Engaging the Private: Public Policy towards Private Participation in Education Systems

Emilio Porta
World Bank

Laura Lewis
CfBT Education Trust

Gustavo Arcia
World Bank

Harry Patrinos
World Bank

Engaging the Private Sector is a diagnostic tool for classifying the types of private sector engagement and for benchmarking how governments regulate the sector. The aim of the tool is to outline options open to policy makers as well as analyze the current regulatory environment to ensure the private sector is being effectively leveraged to improve student outcomes. The scale's rubrics outline the key indicators needed for effectively regulating the private sector. These indicators vary depending on the type of private sector engagement. Speakers will discuss the evidence on private engagement in education systems, the indicators selected, and the policy applications. Engaging the Private Sector is a key component of the World Bank's SABER (System Assessment and Benchmarking for Education Results).

Paper Session (U): Teachers, School Choice**Paper 1: Measuring and Managing Instructional Culture: Development and Use of the Instructional Culture Survey and Instructional Culture Index**

Erin Grogan
Ila Deshmukh Towery
Jennifer Freeburn
Michael Krushinsky
David Malbin
The New Teacher Project

Andrew Swanlund
American Institutes for Research

Managing teacher talent to retain the most effective teachers is a critical challenge for schools and districts. Charter schools, which frequently have more flexibility around personnel decisions than traditional public schools, have a unique opportunity to create a shared instructional culture in order to motivate and retain effective teachers. To identify schools at the forefront of developing, supporting, and retaining effective teachers, we developed and piloted the 43-item Instructional Culture Survey ("ICS") in 37 charter schools, and validated. We used multiple strategies for constructing the Index, including Classical Test Theory, Rasch Modeling, and a more straightforward summative approach; all variants of the Index are highly correlated ($r=0.95$). Similarly, we used three different approaches to checking the Index's reliability (Cronbach's alpha, HLM, and Rasch Modeling), and all produced high reliability coefficients, ranging from 0.70 to 0.84. The Instructional Culture Index ("Index") subscale is a promising predictor of school performance. Phase 1: Validating the Index and Documenting Teacher Experiences in Top- and Bottom-Indexed Schools. Our ongoing research efforts have identified several best practices from top-quartile schools: increased volume and frequency of instructional feedback; earlier and more rigorous teacher hiring; more accurate and consequential professional evaluation; and better tracking and use of achievement data. More detailed results will be available at the time of this conference.

Paper 2: Productive Efficiency and Comparative Academic Achievement in the KIPP Network of Charter Schools

Al Kamienski
North Park University

This study examines the relative productive efficiency of KIPP charter schools vis-a-vis comparable public schools (CPS) in producing a school's average achievement on a standardized test score from a three-year data set (2006-2008). Previous studies confirm that charter schools have two main objectives: 1) increase student achievement, and 2) meet and exceed financial goals (i.e., cost-minimization). There is a dearth of evidence that links the two objective functions in charter school literature, and typically involves divergent empirical measurements. The basic question asked is whether KIPP schools have an efficiency advantage over CPS in producing standardized outcomes. We use school-level data on funding sources, expenditures, examination scores and student/teacher characteristics from the National Center for Education Statistics (NCES) Common Core of Data, Local Education Agencies (School Districts), and Guidestar's Form 990 reports. The economic model uses hierarchical linear modeling with teacher input prices, per student spending on administration, instruction, support and infrastructure, and GIS-supported community characteristics on the right-hand side. The study seeks to contribute to the education production function literature by focusing on KIPP schools' impact on student achievement and their cost efficiency.

Paper 3: Investing in Selection: Recruiting and Hiring Teachers in Charter School

Parker Baxter
Center on Reinventing Public Education

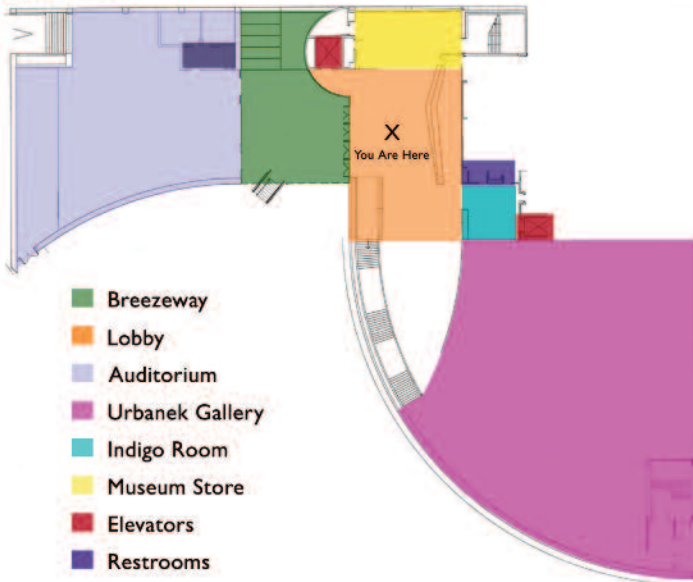
Charter schools are often viewed as examples of the benefits of a freer and more competitive approach to managing human capital in public education. In this paper we discuss the ways in which a less regulated labor market creates opportunities and challenges for managing human capital in charter schools. Drawing from a large multi-state, mixed-methods study of human capital issues in charter schools located in Arizona, California, Hawaii, North Carolina, Rhode Island and Texas as well as a national study of charter school management organizations (CMOs), the presenter discusses teacher selection practices in independent and CMO schools. It describes the policies and practices charter schools use to select teachers, the rationale behind these policies and practices, the relationship between charter school selection practices and staff stability, and when and how a network (CMO) structure seems to improve human resource management in charter schools.



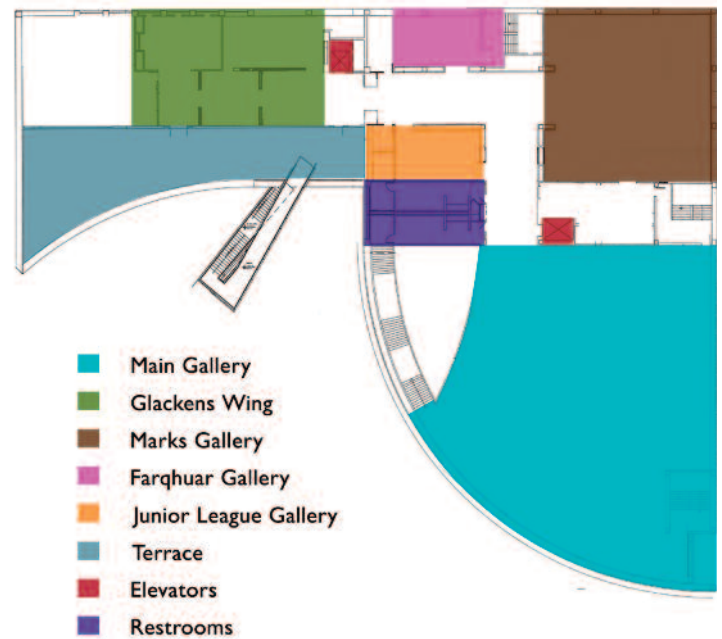


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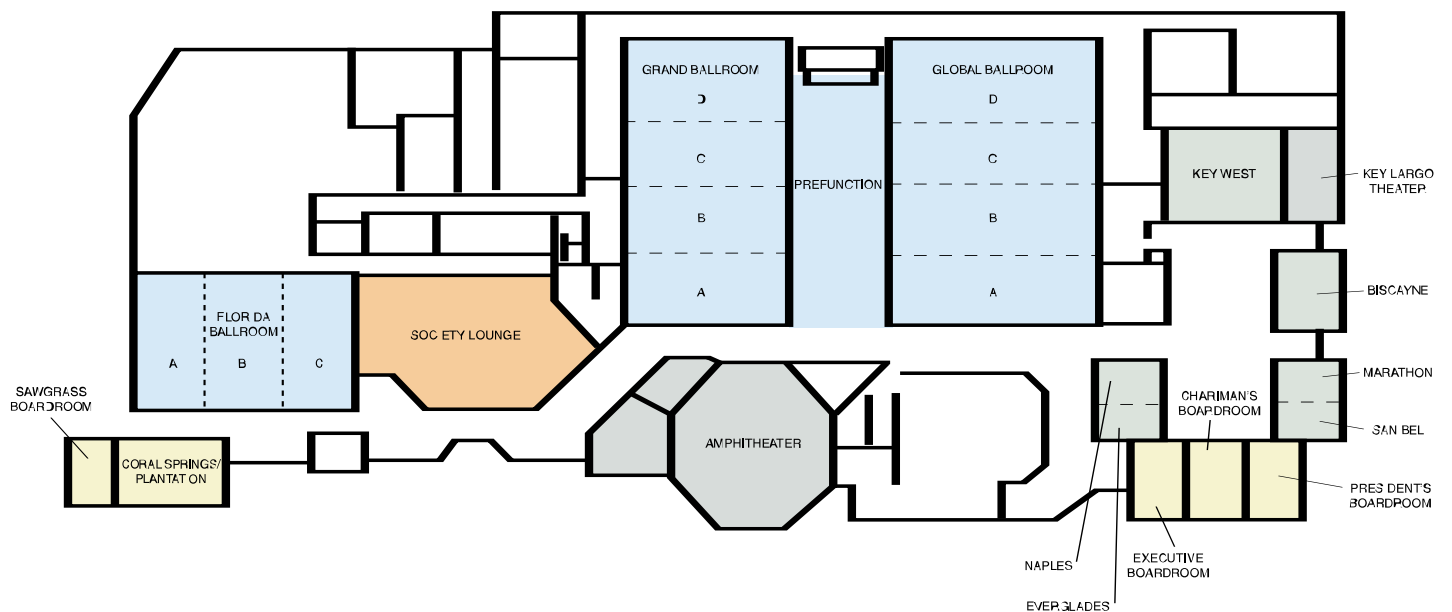
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