

Friday, 17 January 2014		Activity	Location
5:30 pm - 6:30 pm		Registration	
5:00 pm - 6:30 pm		Networking Reception	
6:30 pm - 8:30 pm		Key Issues Speaker: Rod Paige, Former U.S. Secretary of Education (2001-2005)	
Saturday, 18 January 2014			
8:00 am - 4:00 pm		Registration	
8:00 am - 9:10 am		Breakfast	
9:15 am - 10:30 am		Concurrent Session 1	
10:30 am - 10:45 am		Break	
10:45 am - 12:00 pm		Concurrent Session 2	
12:05 pm - 1:40 pm		Lunch & Key Issue Speaker: Alexandra Mizala, Professor at the University of Chile with the Centro de Economía Aplicada (Center for Applied Economics), Department of Industrial Engineering	
1:45 pm - 2:00 pm		Break	
2:00 pm - 3:15 pm		Plenary Session: The Many Forms of Parental School Choice in the U.S.	
3:15 pm - 3:30 pm		Break	
3:30 pm - 4:45 pm		Concurrent Session 3	
Sunday, 19 January 2014			
7:30 am - 4:00 pm		Registration	
8:00 am - 9:10 am		Breakfast	
9:15 am - 10:30 am		Concurrent Session 4	
10:30 am - 10:45 am		Break	
10:45 am - 12:00 pm		Concurrent Session 5	
12:05 pm - 1:40 pm		Lunch & Key Issue Speaker: John Witte, former Professor in the Department of Political Science, the Robert M. La Follette School of Public Affairs, and the School of Education at the University of Wisconsin Madison.	
1:45 pm - 2:00 pm		Break	
2:00 pm - 3:15 pm		Concurrent Session 6	
3:15 pm - 3:30 pm		Break	
3:30 pm - 4:45 pm		Collaborative Work Sessions	
5:00 pm - 7:00 pm		Reception	
Monday, 20 January 2014			
8:00 am - 9:15 am		Breakfast	
9:15 am - 10:30 am		Concurrent Session 7	
10:45 am - 12:00 pm		The Great Debate - Resolved: School Choice Supporters Also Should Support the Common Core Standards	

Key Issues Speakers	Plenary Sessions
<p><b>Friday: Former U.S. Secretary of Education (2001-2005)</b></p> <p>Rod Paige is a life-long educator and served as U.S. Secretary of Education from 2001 to 2005. As Secretary, Paige was an unstinting advocate of student achievement, employing "best of breed" solutions to achieve results towards the Department's goal of raising national standards of educational excellence.</p> <p>Paige earned his reputation for seeking out and implementing innovative approaches to systemic academic improvement when he served as Dean of the College of Education at Texas Southern University, where he established the University's Center for Excellence in Urban Education. He has also shown a knack for inclusive leadership, first as a trustee and then as Superintendent of the Houston Independent School District, then the nation's seventh largest district. In 2001, he was named National Superintendent of the Year by the American Association of School Administrators. Following his time in the Cabinet, Paige served as a Public Policy Fellow at the Woodrow Wilson International Center for Scholars. In 2006 he authored <i>The War Against Hope: Why Teachers' Unions Hurt Children, Hinder Teachers and Endanger Public Education</i> and most recently in 2010 published <i>The Black-White Achievement Gap: Why Closing it is the Greatest Civil Rights Issue of Our Time</i>. In his quest to improve the quality of education for all students, he is an active member of several highly respected boards including the Thomas B. Fordham Foundation, The Broad Foundation, American College of Education, New England College of Business, Universal Technical Institute, Houston A+ Challenge, Texas Institute for Education Reform and the National Council of Economic Education's Commission on the Skills of the American Workforce, among other organizations.</p>	<p><b>Saturday: The Many Forms of School Choice in the US</b></p> <p>This symposium will present the history, current status, and future prospects for five distinct forms of parental school choice in the U.S.: magnet schooling, charter schooling, parent trigger, school vouchers, and virtual schooling. Each of the presenters is one of the top experts on their respective form of school choice, and will discuss its purpose/motivation, initial implementation, growth trajectory, current status, political and logistical challenges, and future prospects of spreading as a major alternative to residentially assigned public schools. Participants: Nina Rees, Public Charter Schools; E. Vance Randell, Parent Trigger Policies; Whitney Marcavage, Private School Choice Programs (e.g. vouchers, tax-credit scholarships, ESAs); Robert Brooks, Public Magnet Schools; and Terry Moe, Virtual Schooling</p>
<p><b>Saturday Lunch: Alejandra Mizala</b></p> <p>Alejandra Mizala holds an economics degree from the University of Chile and a PhD in economics from the University of California, Berkeley. She is Professor at the University of Chile with the Centro de Economía Aplicada (Center for Applied Economics), Department of Industrial Engineering.</p> <p>At present she is the Director of the Department of Industrial Engineering at the University of Chile. She is also Academic Director of the Center for Advanced Research in Education at the University of Chile. She has been President of the Chilean Economic Association (2004-05) and member of the Science Council of FONDECYT (Chilean National Science Foundation) between 2006 and 2009.</p> <p>She has been Member of the Minimum Wage Committee (2010), the Presidential Labor and Equity Council (2007-08), the Presidential Pension Reform Council (2006) and the Presidential Education Reform Council (2006). She has written articles, chapters in books and a book on a range of subjects including educational policies and Latin American labor markets. She has also worked as a consultant of international organizations (World Bank, IADB), foreign governments and the Chilean public sector.</p>	<p><b>Monday: Resolved: School Choice Supporters Also Should Support the Common Core Standards</b></p> <p>The affirmative side will provide a variety of arguments in favor of the Common Core as a reform that should be embraced by school choice supporters. It will argue that the performance of schools against a benchmark of national standards and a national test provides parents with information that helps to inform their school choices. It will argue that the Common Core provides a benchmark of school quality that is consistent with the state's interest in ensuring that parental school choices result in children being educated effectively. It will argue that all other Western Democracies with parental school choice have national standards, in the form of a national curriculum, to provide quality control over schools of choice.</p>
<p><b>Sunday Lunch: John Witte</b></p> <p>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. From 1977 to 2012 he was a Professor in the Department of Political Science, the Robert M. La Follette School of Public Affairs, and the School Education at the University of Wisconsin Madison. He was Director of the Follette School from 1998 to 2001. Beginning in 2012 he has been the Founding Dean at the School of Humanities and Social Sciences at Nazarbayev University in Astana, Kazakhstan.</p> <p>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 longitudinal study (through 2012) of the Milwaukee voucher program.</p>	<p>The negative side will provide a variety of arguments against the Common Core, for the perspective of supporters of parental school choice. It will argue that the Common Core represents a dumbing down of educational standards for some U.S. states. It will argue that adoption of the Common Core substitutes the judgments of educrats for the judgments of parents who know their own children better than do the designers of the Common Core. It will argue that the Common Core represents a dangerous and unwarranted intrusion of the U.S. Department of Education into the policies of states and localities which are better stewards of public education than are the feds. <b>Charles Leslie Glenn, Jr.</b>, professor of Educational Leadership and Development and former Dean of the School of Education at Boston University, Moderator; <b>Michael J. Petrilli</b>, executive vice president of the Thomas B. Fordham Institute, First Affirmative Speaker; <b>Neal McCluskey</b>, associate director of the Cato Institute's Center for Educational Freedom, First Negative Speaker; <b>Patricia Levesque</b>, Chief Executive Officer for the Foundation for Excellence in Education, Second Affirmative Speaker; <b>Jim Stergios</b>, Executive Director of Pioneer Institute Second Negative Speaker.</p>

Saturday, 18 January 2014	Session	Session Title	Paper	Author/s	Affiliation	Session Description
8:00 am - 4:00 pm	REGISTRATION					
8:00 am - 9:10 am	BREAKFAST					
9:15 am - 10:30 am	CONCURRENT SESSION 1					
Paper Session A	Charter School Trends	Growth Trends in the Education Management Organization (EMO) Industry: 1999-2012	Charise Gulosino Gary Miron	University of Memphis Western Michigan University	There is little empirical research available that integrates the broad-based concepts of market education with the expansion of EMOs in the past 15 years. This study fills this void by using an array of multiple data sources on school performance, enrollment, profitability, EMO transactions, as well as other growth attributes. The authors raise three critical questions: How do EMOs address academic performance while remaining profitable? What are the patterns of EMO growth and how do EMOs achieve their growth? What is different about EMO transactions today compared to those of prior years, and how prevalent are EMO transactions today? Several emerging trends of EMO growth are highlighted, including the growth of nonprofit EMOs and expansion of EMOs into virtual schooling.	
		Charter School Funding: A Decade of Inadequacy	Larry Maloney	Aspire Consulting	This study seeks to generate the most accurate detail of district school and charter school revenues from 30 states and the District of Columbia in order to determine if public charter schools are underfunded relative to traditional public schools (TPS) in serving a similar population of students. The research will evaluate the funding trends between FY03 and FY11. For the first time, we will use the results of the revenue analysis and a productivity analysis to calculate a Return on Investment (ROI) for public charter schools, again state-by-state combined with a weighted average nationally. Finally, separate from the research tasks undertaken above, the research team will analyze the impact of conversion charter schools on the funding landscape.	
		The Politics of Return to Local Control: The Case of post-Katrina New Orleans	Michelle Hall & Richard Welsh	University of Southern California	This paper provides a descriptive analysis of interest groups in education reforms in post-Katrina New Orleans. We apply a political science framework to investigate the function of special interests in the policymaking process with a specific focus on education governance. We analyzed data on campaign contributions in school board elections and conducted interviews with key stakeholders. Overall, nonprofit organizations and others increased political participation in education policy-making in the post-Katrina era. Interest groups influenced the return to local control policy and governance through unprecedented levels of contributions to state and local board elections. The influence of interest groups has contributed to an emerging shift in political control from 'traditional' school board candidates to an increase in 'pro-reform' board members.	
CONCURRENT SESSION 1	Paper Session B	New Views of Vouchers in Milwaukee & Chile	School Choice and the Branding of Milwaukee Private Schools	Albert Cheng Julia Trivitt Patrick Wolf	University of Arkansas	In market systems, name brands communicate valuable information to consumers about a good or service. We examine whether private schools in Milwaukee possess name brands and how these brands influence parents who are choosing schools for their children. Using survey data of over 2,500 parents who participate in the local private-school voucher program, we use regression analysis to determine whether the school characteristics that parents value are predictive of the type of school that they select for their children. Results confirm that private schools carry a name brand that communicates useful information to parents and that parents use brands to select schools for their children. This study sheds understanding regarding the operational dynamics of the K-12 education market.
			The Milwaukee Parental Choice Program System Analysis: A New Approach to Asking Questions about School Choice	Nathan Gray	Young Harris College	This paper encourages the school choice research community to ask system type questions with regard to school choice. To that end, we evaluate the Milwaukee Parental Choice Program by comparing Milwaukee public school data with other traditional public school districts in Wisconsin and in the region. We use proficiency passage rates to compare district and non-district districts we have chosen based on economic and census data. Our analysis indicates that Milwaukee and the comparison districts all grew between 1998 and 2012 with regard to passage rates on the state exam. Milwaukee, which started significantly lower than other districts, did gain at a greater rate, but the rate gain is small.
			Using What You've Got: The Influence of Information Possession and Use on School Choice	Lori Delale-O'Connor	Child Trends	For families to engage in informed school choice requires that they have information. However, having information is not the same thing as using it to make a choice. To date, studies have focused on the sources that families have, but have overlooked the ways that families use this information. In this study, we explore the ways that families make schooling choices. We investigate how information use practices rather than merely their information possession. Two overarching questions animate this research: "What information sources do families indicate they have for schooling decisions?" and second, "How do families use with this information in making their schooling choices?" By addressing these questions, this study begins to explain patterns of information use.
Symposium A	School Sector, Religion, and Student Outcomes	School Sector and Beliefs about Human Origins: Evidence from the National Study of Religion and Human Origins	Jon Hill	Calvin College	This symposium focuses on the relationship between school sector and student outcomes in adult life, addressing issues of evaluations of high school experience as well as outcomes such as views of science and occupational views and occupational achievement. How do student evaluations of their high school experience vary by characteristics of students in specific school sectors? How do views of science vary by school sector, especially in religious school sectors? How do student outcomes for religious schools compare to public and private nonreligious schools? This session analyzes large samples of private school graduates in the US and Canada, as well as data from an original national survey in the US focused on issues of science and religion.	
		Work, Occupation, and Religious School Graduates: How the Work Attitudes and Outcomes Vary by School Sector	Ray Pennings	Cardus		
		Who Liked School? School Sector and Graduate Evaluations of High School Experiences	David Sikkink	University of Notre Dame		
10:30 am - 10:45 am	BREAK					
10:45 am - 12:00 pm	CONCURRENT SESSION 2					
Paper Session C	Private Tutoring, Public School Autonomy and Specialization	Demand for Private Tutoring: Implications for Access and Equity in Education in the UAE	Samar Farah	Teachers College Columbia	Private tutoring is on the rise globally, however very few systematic studies have addressed the implications of the growth of this shadow industry in the Middle East. In the United Arab Emirates approximately 66% of Emirati students attend private tutoring lessons in their final year of high school, the vast majority of whom agree that the education system should be such that students should not be obliged to enroll in private tutoring classes. This paper, therefore, explores the demand for private tutoring and its implications on access and equity in schooling by comparing family and school factors of students who engaged in private tutoring as opposed to those that did not.	
		Public School Autonomy: A Comparative View of Education in England, Holland and Sweden	Miguel Sancho	European Foundation Society and Education	We propose a comparative study of certain public school models that have introduced a greater degree of autonomy in recent years. What interests us is an analysis of how they have achieved such greater autonomy within public education systems, what similarities and differences exist in the countries that have progressed in its implementation and what level of evolution and acceptance they have had. This will allow us to examine to what extent it is not a passing phase and responds to an international trend, endorsed by international reports and data, relating it to the education system's quality and efficiency. The comparative analysis of the countries that have implemented educational policies to give the public system greater flexibility and autonomy will also allow us to identify which models have been successful and whether they can be used as a reference for other countries.	
		Principals' Perceptions of Specialization and Choice in Private Schools: A Case Study Conducted in Portugal	Rodrigo Melo	Portuguese Catholic University	Whether in the context of an economic argument (educational efficiency through competition) or a philosophical approach (the right of every child to the best education they wish for their children), specialization is a precondition for choice. Therefore, it is important to clearly define "specialization" in this context. Is it about the curriculum, the teachers or extra-curricular activities? And what is the degree of difference that accounts as "specialization"? The paper is a case study on what "specialization" means in the education sector and how principals go about the task of promoting it at their schools. The case study is of five private schools in a country with a very centralized educational system. In this context, common in many other countries, is specialization possible? How? To what extent? Do parents value school specialization?	
Symposium B	Friedman Foundation Symposium: Data Indicators and Trends for School Choice Programs	Overviews of Different School Choice Programs	Paul DiPerna	Friedman Foundation	The focus areas of this symposium will be data trends and differences across school choice programs and survey processes. Our speakers will have the opportunity to present their work. Paul DiPerna will provide overviews of different school choice programs, data trends, and comparisons of programs around the country. He will highlight programs' student eligibility, participation (and rates), voucher/scholarship values, and varying administrative rules and regulations. In the second presentation, Dick Carpenter will report findings from survey research conducted by utilizing the Cooperative Congressional Election Study. Among other questions, he examines differences in support for choice based on arguments of social justice, competition, and freedom. He also considers how views on school choice policies compare to other reform efforts to improve public schools. Ben Scalfidi, the third presenter, will discuss the results of a survey administered to parents of K-12 private school scholarship recipients in Georgia. He explores to what extent private school parents prioritize the results from standardized tests; what information should private schools provide to parents and the larger community; what might a "spontaneous education order" look like in a universal school choice environment.	
		Using a Survey Experiment to Compare Underlying Rationales for Supporting or Opposing School Choice Policies, The Perceived Efficacy of Choice to other Reforms and More	Dick Carpenter II	University of Colorado Colorado Springs		
		Survey of k-12 Private School Scholarship Recipients in Georgia	Benjamin Scalfidi	Friedman Foundation		
Paper Session D	Regulation and School Choice	Prisoners of History: Explaining Why Statist Belgium Has Vouchers While Limited Government America Does Not	Dirk van Raendonck	University of Arkansas	The United States is known for its relatively limited government ideology and its ideological and programmatic preference for market-based rather than state-based solutions - much to the chagrin of many academics, who see that the U.S. has a long and halting embrace of public sector dominance in areas such as health care. Yet, in the matter of education policy, the U.S. has generally embraced relatively monopolistic institutional arrangements while eschewing publicly funded market-based education providers, particularly faith based providers. This stands in sharp contrast to some European nations such as Belgium. Particularly given the U.S.'s relative religiosity, this is counterintuitive. We explain this paradox through a historical analysis of American and Belgian education policies.	
		A Longitudinal Analysis of Private School Regulations Affected by School Choice	Drew Catt	Friedman Foundation	Policymakers, school choice advocates, education media, and school choice researchers need to know the types of changes made to private school regulations since school choice legislation was enacted, why the changes occurred, and whether they increase or decrease the same. This longitudinal study looks at changes for each program since before inception to present, as measured by legislative records, with various periods for each jurisdiction. It focuses on 23 jurisdictions with school vouchers, tax-credit scholarships, and/or education savings accounts and looks at whether these regulatory changes apply to only choice schools, the number of private school regulation changes made, and the types of private school regulation changes per type of school choice program.	
		Can Regulation Trump Choice? A test of competing approaches to school improvement in Arkansas	Robert Maranto	University of Arkansas	State based regulation and market based choice are often seen as competing paradigms for academic improvement, yet regulatory schemes realize a number of values in addition to academic performance. This paper tests whether the Arkansas Department of Education regulatory regime is more likely to sanction low performing schools, or charter schools, or other schools which have fewer administrative resources. Initial tests show that state sanctions are only slightly related to school level academic value added. Additional tests will determine whether charter and other small schools are more apt to be sanctioned controlling for academic performance.	
12:05 pm - 1:40 pm	Lunch and Key Issue Speaker	Alexandra Mizala	University of Chile with the Centro de Economía Aplicada (Center for Applied Economics), Department of Industrial Engineering	Alejandra Mizala holds an economics degree from the University of Chile and a PhD in economics from the University of California, Berkeley. She is Professor at the University of Chile with the Centro de Economía Aplicada (Center for Applied Economics), Department of Industrial Engineering. At present she is the Director of the Department of Industrial Engineering at the University of Chile. She is also Academic Director of the Center for Advanced Research in Education and the Future of America (2009). She has been President of the Chilean Economic Association (2004-05) and member of the Science Council of FONDECYT (Chilean National Science Foundation) between 2006 and 2009. She has been Member of the Minimum Wage Committee (2010), the Presidential Labor and Equity Council (2007-08), the Presidential Pension Reform Council (2006) and the Presidential Education Reform Council (2006). She has written articles, chapters in books and a book on a range of subjects including educational policies and Latin American labor markets. She has also worked as a consultant of international organizations (World Bank, IADB), foreign governments and the Chilean public sector.		
1:45 pm - 2:00 pm	BREAK					
2:00 pm - 3:15 pm	PLENARY SESSION	The Many Forms of Parental School Choice in the U.S.	Chair	Patrick Wolf	Dr. Wolf, University of Arkansas, is Professor of Education Policy and 21 <sup>st</sup> Century Endowed Chair in School Choice in the Department of Education Reform at the University of Arkansas College of Education and Health Professions. As principal investigator of the School Choice Demonstration Project he has led the impact evaluation of the DC Opportunity Scholarship Program and overseen a national research team conducting an independent longitudinal multi-method evaluation of the Milwaukee Parental Choice Program. Currently he is Co-Principal Investigator of longitudinal evaluations of the new statewide school voucher programs in Louisiana and Indiana. Dr. Wolf's research has been supported by research contracts and grants totaling over \$17 million. He has authored, co-authored, or co-edited three books and 32 journal articles, book chapters, and policy reports on school choice, civic values, special education, public management, and education finance.	
			Magnet Schools	Robert Brooks	Dr. Brooks was Executive Director for Magnet Schools of America located in Washington, D.C. and currently serves on its Board of Directors. He is a Past President of Magnet Schools of America and served as the Association's first Secretary-Treasurer. Dr. Brooks is a former Director of Magnet Schools and Programs for the Providence School District in Providence, RI. He has also served as a private MSAP grant consultant. Dr. Brooks is an author/editor of: <i>Definitive Studies of Magnet Schools: Voices of Public School Choice</i> (1999); Editor, <i>Blueprint for Understanding and Operating Successful Magnet and Theme-Based Schools</i> (2000); Author, <i>Blueprint for Understanding and Operating Successful Magnet and Theme-Based Schools</i> , 2nd Edition: <i>Voluntary Public School Choice</i> (2004); and Editor, Magnet Schools of America's quarterly newsletter, <i>Choice</i> .	
			Public Charter Schools	Nina Rees	Ms. Rees is President and Chief Executive Officer of the National Alliance for Public Charter Schools. She has over 20 years of experience in Washington, D.C., including serving as the first Assistant Deputy Secretary for Innovation and Improvement at the U.S. Department of Education. She oversaw the administration of 28 grant programs, supporting 1,300 projects and was responsible for spearheading innovative federal programs and policies such as school choice, charter schools, alternative routes to teacher certification and school leadership, all of which are still in place today. She also helped coordinate the implementation of several provisions of the No Child Left Behind (NCLB) Act. She also has served as Senior Policy Advisor for Strategic Initiatives at Knowledge Universe, as domestic-policy adviser to Vice President Dick Cheney, and as a senior education analyst at the Heritage Foundation.	
			Parent Trigger Policies	E. Vance Randall	Dr. Randall is professor of education policy and former chair of the Department of Educational Leadership and Foundations at Brigham Young University. His scholarly interests are in the field of social and political philosophy of education. His specific research areas include normative policy analysis, private education, parental rights and school choice, education and religion, adequacy and equity issues in school finance, data-driven decision-making, and the social and cultural context of educational policy. Dr. Randall is the author of over 30 articles and book chapters as well as the author or co-author of the books <i>Private Schools and Public Power: A Case for Pluralism</i> (1994), <i>Advocacy or Accuracy: The Politics of Research in Education</i> (1999), and <i>Better Policies, Better Schools</i> (2004). He is Associate Editor of the <i>Journal of School Choice</i> .	
			Private School Vouchers	Whitney Marcavage	Whitney Marcavage is Policy Director for the American Federation for Children, an advocacy organization promoting school choice, with a specific focus on school vouchers, scholarship tax credit, and education savings account programs. As Policy Director, she provides AFC and its state partners with policy, legislative, and research expertise. Prior to joining AFC, Whitney worked at Bread for the World, Save the Children, and Opportunity International, developing and implementing policy and advocacy strategies to increase support in Congress and within the Administration for international development issues. Whitney worked on Capitol Hill for six years as a Professional Staff Member on the House Education and Workforce Committee. As Committee staff, she worked on legislative issues pertaining to various federal education and job training programs.	
Virtual Schooling	Terry M. Moe	Dr. Moe is a senior fellow at the Hoover Institution, a member of the Institution's Koret Task Force on K-12 education, and the William Bennett Munro Professor of political science at Stanford University. He has written extensively on the politics and reform of American education. In his new book, <i>Special Interest: Teachers Unions and America's Public Schools</i> (2011), he provides the first comprehensive study of America's teachers unions and arguing the value of school choice. In 2005, Dr. Moe received the Thomas B. Fordham Foundation Prize for Excellence in Education. In addition to his positions at Stanford and Hoover, Dr. Moe has served as a senior fellow at the Brookings Institute in Washington, DC.				
3:15 pm - 3:30 pm	BREAK					
3:30 pm - 4:45 pm	CONCURRENT SESSION 3					
Paper Session E	Education Savings Accounts	Expanding Education Choices: From Vouchers and Tax Credits to Savings Accounts	Lindsey Burke	The Heritage Foundation	Education savings accounts enable states to make the important transition from the very worthwhile goal of school choice, to educational choice, empowering parents with choice among schools, teachers, courses, methods, and programs. This paper examines how states can pursue the next frontier of choice in education. States should consider infusing a new level of flexibility into their existing school choice programs by implementing one of three options, based on what works in a given state. States should consider: (1) allowing public school education savings accounts, (2) allowing parents to deposit their voucher funds into an ESA, or (3) expanding the allowable uses of a voucher or scholarship tax credit so that it more closely mirrors an ESA.	
		Students, Flexibility, and an Effective Education: Parent Voices on Arizona's Education Savings Accounts	Jonathan Butcher	Goldwater Institute	Arizona's education savings accounts are a new, innovative way for parents to educate their child. The Arizona Department of Education deposits 90 percent of an eligible child's funding from the state funding formula into a parent's private bank account. Families use a debit card or online payment services such as PayPal to purchase different educational services. In 2013, the Goldwater Institute conducted the first focus group for savings-account families. Findings include: - 94 percent of participants said they "very satisfied" with education savings accounts; - Parents report that the public school and district officials they encounter say they have a low level of knowledge about education savings accounts; - And parents say it is a significant challenge to renew their child's special needs diagnosis at a public school to remain eligible.	
		The Education Debit Card: What Arizona Parents Purchase with Education Savings Accounts	Lindsey Burke	The Heritage Foundation	As parental choice in education takes root in more communities throughout the U.S., education savings accounts (ESAs) have taken on greater importance as the funding mechanism for customized learning. This is especially true in Arizona. The state's version of ESAs, known as Empowerment Scholarship Accounts, has enabled families to completely tailor their children's educational experience. It also is a "critical refinement" of economist Milton Friedman's original vision of school choice through vouchers. Are Arizona families are utilizing Empowerment Scholarship Accounts to customize their child's education experience, or are families using their ESAs similar to a traditional school voucher, using funds to attend a single education institution? What are the implications for school choice program design?	
CONCURRENT SESSION 3	Paper Session F	Equity and Choice	School Choice Policy, Seeking to Balance Educational Efficiency and Equity: A Comparative Analysis of Twenty European Countries	Lauri Triin	Institute of Political Science and Governance, Tallinn University	In recent years, the degree of choice in education systems has increased in most countries. Still, the variation of choice policies across countries is substantial. We ask under what combinations of conditions, i.e. institutional features of education systems, choice policy succeeds in balancing educational efficiency and equity. Using the fuzzy set Qualitative Comparative Analysis, we investigate the impact of seven institutional conditions in 20 European countries. These seven conditions are identified in school choice literature as relevant in explaining variations in educational efficiency and equity. The analysis and results indicate that there are multiple causal paths to good policy outcome. Our main contribution is to show that 'choice' is INUS condition and 'no tracking' is necessary condition for educational efficiency and equity.
			Not Separate But Not Equal? Exploring Educational Privilege in College Town Public Schools	Robert Maranto	University of Arkansas	A vast literature addresses unequal outcomes in public education, but little research explores whether these inequities are greater in progressive communities like college towns. We explore competing arguments regarding whether college towns should have more or less equal educational outcomes. Using a national data base of 8,841 school districts, we find that controlling for demographic impacts, college towns have lower graduation rates, suggesting that progressive communities are not educationally equitable communities. Importantly, charter school enrollments exacerbate the negative impacts of college town status, indicating the school choice provides niches for the educationally disadvantaged. We note various caveats, and outline our next steps in this research.
			Will choice hurt? Compared to what? School Choice Experiment in Estonia	Kaire Pöder	Tallinn University of Technology	This article presents empirical analysis of the effects of school choice policy in Estonia. We show that relying on market and giving autonomy to the schools over the student selection without any central priority matching or other central guidelines will produce admission tests, even in elementary school level. Latter will bring along intensive pre-schooling. Our contribution is to show that in the current case choice-policy experiment will produce between schools segregation effects based on residential and background characteristics. However, the interpretation of these effects is complex with market and topped-off vouchers based residential choice model it will diminish segregation based on income and family socio-economic status.
Symposium C	Student Centeredness in the Online Environment: What does it Look and Sound Like?		Jodi Marshall Pam Birtolo John Logan	Florida Virtual School	During this session, Florida Virtual School leaders Pam Birtolo, Jodi Marshall and John Logan will discuss specific aspects of student-centeredness as it manifests in organizational expectations, instructional practice and content delivery. This panel session will provide a robust and comprehensive discussion related to student-centeredness in the industry, in instructional delivery, and in content. Join the discussion about this essential "if" factor which has the power to transform the educational experience for students worldwide.	

Sunday, 19 January 2014	Session	Session Title	Paper	Author/s	Affiliation	Session Description	
7:30 am - 4:00 pm	REGISTRATION						
8:00 am - 9:10 am	BREAKFAST						
9:15 am - 10:30 am	CONCURRENT SESSION 4						
CONCURRENT SESSION 4	Paper Session G	Legal Basis of Educational Reform in Brazil, Belgium, Lithuania & Moldova	Democracy and Justiciability of the Right to Education	Nina Ranieri	University of São Paulo, Law School	Democratic regimes establish themselves to the extent to which they are accepted by the majority population living under them, and this acceptance is translated as knowledge about and trust in their respective political and legal institutions. Quality education is relevant to democratic governance and building citizenship since it provides access to the cognitive tools necessary for significant political participation. This study analyzes the interactions between democracy and quality education in light of the justiciability of the right to education, with focus on the activity of the Brazilian Supreme Court (STF) and the Brazilian Superior Justice Court in the period between 2000 and 2010.	
			From the Constitution to the Classroom: Educational Freedom in Antwerp Ultra-Orthodox Schools	Lotem Perry-Hazan	Department of Leadership and Policy in Education University of Haifa	The research explores how the constitutional right to educational freedom, anchored in the Belgian constitution, penetrates to the ultra-Orthodox Jewish schools in Antwerp. Based on legal research and in-depth interviews, it examines how the discourse between legal rules and social norms shapes the trajectory of the constitutional right to educational freedom across the multi-layered arenas of education policy. The findings show that Antwerp ultra-Orthodox Jewish schools face a dichotomist choice between absolute freedom as "independent" schools and strict state control as "free-subsidized schools" that use Flemish text books, participate in external exams, and employ non-Jewish teachers. Such a dichotomist choice limits the ability of the constitutional educational freedom to reflect gradual social processes of changing educational preferences.	
			Education Reform in Lithuania: From a Soviet Regime Schooling to a Modern Day School System	Birute Praneviciene	Mykolas Romeris University	The paper presents an extensive analysis of the system of education of Lithuania. The development of the educational system of Lithuania covers the time period from the time when Lithuania regained its independence in 1990 and democracy was restored, to the current day. It also analyzes the international legal background, both of international level (such as global human rights documents) and regional level (such as European human rights documents) that deal with the right to education and have influenced the development of the Lithuanian educational system, national laws, which establish system of education in Lithuania and details the system of general education and how it was shaped over the period of more than two decades of independence period.	
	Paper Session H	Understanding Choice from the Inside Out	Wearing Two Hats: Understanding the Experiences of the Charter School	Candace Lacey David Ross Kathy Thomas	Nova Southeastern University	This qualitative study examined the dual leadership perspective of charter school administrators-owners. Using a phenomenological approach the researchers sought to understand how the participants experienced their sometimes conflicting, sometimes overlapping, and sometimes unique experiences. Participant interviews were recorded, transcribed verbatim, and verified using member checks. The researchers coded the transcripts and synthesized the themes into shared experiences. The findings suggest these administrator-owners share a common understand the uniqueness of their experiences.	
			Examining the Impact of Charter School Policy on One Charter School	Heather Nakakura Leesa Foreman & Nina Buchanan	West Hawaii Explorations Academy PCS University of Hawaii Hilo	This paper examines the impact of selected charter school policies at the federal and state level on one charter school and provides advice to policy-makers to improve policies and their implementation. Specifically, the study will show how changes in federal and state policies from such legislation as NCLB to RTTT have effected the West Hawaii Explorations Academy PCS, an award-winning middle and high school. The excessive regulation results in unintended consequences at the school level that burden the administration, stifle innovation and create barriers to charter school students' success.	
			School Uniform Cost Reduction Policy in Mongolia: Challenges, Choices, and Opportunities	Amra Sabic-El-Rayess	Teachers College, Columbia University	This presentation will center on the implementation and implication of the work conducted as a part of the Mongolia's Financial Crisis Response Project and which focused on gaining insights into the school uniform related issues. Given the conference's focus on school choice, I will discuss manner in which school uniforms can impact school choice for those of disadvantaged socio-economic backgrounds. The study drew on data collected via 20 interviews and focus groups with students, teachers, parents, manufacturers, and educational officials, as well as data gathered by surveying 462 teachers, students, and parents in Ulanbaatar, Dornod, and Bayan Ulg provinces.	
	Symposium D	Online Fiscal Notes Calculator for Private School Choice Legislation Beyond the Market	John Merrifield Michael Ford Jeff Spalding Jonathan Nikkila	College of Business, University of Texas San Antonio Research Director, Wisconsin Policy Research Institute Friedman Foundation for Educational Choice Brooks Kushman Law Firm	When a state legislator proposes expansion of private school choice, typically through tuition vouchers, tuition tax credits, or education savings accounts, the likelihood that the legislation will yield a state fiscal cost or state fiscal savings means that the legislation proposal must contain a "fiscal note"; a fast, brief study informing legislators of the best, readily available estimate of the proposed legislation's fiscal impact on state, and sometimes local government, finances. Past practice for this critical information has been awful, which probably prevented the passage of several significant school choice expansion bills. Our session will explain why fiscal note improvement is critical, and will present an online calculator that can facilitate significant improvements in fiscal note quality for private school legislation. Session feedback will prompt calculator revisions.		
	BREAK						
	10:30 am - 10:45 am	CONCURRENT SESSION 5					
	10:45 am - 12:00 pm	CONCURRENT SESSION 5	Paper Session I	Public Opinion and Parental Satisfaction	Using a Survey Experiment to Compare Underlying Rationales for Supporting or Opposing School Choice Policies, the Perceived Efficacy of Choice to other Reforms, and More.	Dick Carpenter	University of Colorado Colorado Springs
A Survey Experiment that Estimates the Likely Impacts of Common Core Implementation on Public Opinion on School Choice and Other School Reforms	Paul Peterson Michael Henderson				Harvard University University of Mississippi	Using data from a survey of over 5000 nationally representative respondents, experimental estimates reveal large, statistically significant impacts of information concerning the respondent's own school district's ranking relative to other districts statewide and nationwide on respondent evaluations of local schools and support for school vouchers and charters. Also influenced by the information is public opinion concerning increments in teachers salaries, teacher tenure, and school accountability. Respondents are assigned randomly to one of three conditions: no information; information on local school district ranking statewide; information on local school district ranking nationwide. Findings have significant implications for estimating the likely impact of a fully implemented Common Core State Standards on public support for school reform.	
Exploring the Supply Side: Charter School Openings and Parent Satisfaction in NYC	Andrew Saultz Don Fitzpatrick Rebecca Jacobson				Michigan State University	School choice policies have led to a proliferation of new schools opening. While economic theory suggests that new charters would open in high demand locations (e.g. where parents express dissatisfaction with current educational options), limited work examines whether this is, indeed, occurring. Framing our study in geography, we explore both space factors (parent satisfaction) and place factors (census block SES) as contrasting explanations for where new charters may open. By using GIS mapping, we explore where new charters open in New York City using data from NYC public schools and the Census. Preliminary results suggest that place factors may be more important than space factors in explaining where charters open.	
School Voucher for Girls: An Impact Study	Parth Shah		Centre for Civil Society, New Delhi, India	School Voucher for Girls (SVG) is a proof of concept project aimed at studying the impact of implementing voucher based funding in schools, by monitoring the learning outcomes of girls from the disadvantaged communities of Delhi. The project also ascertains whether the parents' attitude towards education change on receiving vouchers and also the impact of vouchers on the aspiration levels of the children and their parents. The study is a randomized control trial experiment spread over a period of four years. Results have found that the voucher students performed better than those who did not get vouchers in all the three subjects tested- English, Hindi and Math. It was also found that parents of voucher receiving children were more likely to have higher aspirations for their child and in general be more involved in the child's education.			
Paper Session J	Teachers & Students in Schools of Choice		Taking Attendance: Teacher Absenteeism across School Types	Albert Cheng	University of Arkansas, Department of Education	I use ordinary least squares regression analysis and a nationally-representative sample of U.S. schools to compare teacher-absence rates between private, magnet, charter, and traditional public schools. This is the first study to make such a comparison. Results show that relative to public schools, charter schools and private schools, particularly Catholic schools, have lower rates of teacher absence. Although this study is descriptive, the results are consistent with the theory that cultural salience — the extent to which members of a school community agree with and are influenced by the norms and values that they espouse — and other aspects of organizational culture are important determinants of individual teacher-absence behavior. Additional analysis is required to better understand the causal mechanisms of teacher absenteeism.	
			Two Roads Diverged: Exploring Variation in Students' School Choice Experiences by Socio-economic Status, Parental Nativity and Ethnicity	Carolyn Sattin-Bajaj	Seton Hall University	This paper examines the high school search activities, choices, and final assignments of two academically similar, but ethnically and socio-economically different groups of eighth grade students attending the same New York City middle school: high performing, low-income children of Latin American immigrants and high performing, higher income children of East and South Asian immigrants in the gifted and talented program. Despite being comparable candidates for admission to academically competitive high schools the latter group was significantly more likely to be assigned to the highest performing high schools. This paper draws on survey results and in-depth interviews with students to explain how systematic differences in their knowledge, resources, and overall engagement in high school choice relate to the disparity in the academic quality of their ultimate high school assignments.	
Symposium E	School Diversity: Curricular Freedom in Four Countries		Portugal	Rodrigo Melo	Portuguese Catholic University - School of Human Sciences	School choice is founded on the fact that schools are (should be) different from each other. Is it that (i) some do it better than others or (ii) they do different things. In the case of (i), how different and what things? Likewise, school reform is founded on the idea that the status quo must change. Does change mean (i) doing the same but better or (ii) doing different things? In the case of (ii), how different and what things? The objective of this symposium is to present the possibilities of curriculum differentiation between schools in several countries and to discuss the meaning of these possibilities (or impossibilities) in regard to school choice and reform. The comparative international approach will cover the Portugal, Canada (British Columbia), Italy (Lombardia), and the US.	
			Canada	Lynn Bosetti	Dean of Education at The University of British Columbia		
			Italy	Miquel Sancho	European Foundation Society and Education		
			USA	Heather Nakakura Leesa Foreman & Nina Buchanan	West Hawaii Explorations Academy PCS University of Hawaii Hilo		
12:05 pm - 1:40 pm	Lunch & Key Issue Speaker			John Witte	Founding Dean at the School of Humanities and Social Sciences at Nazarbayev University in Astana, Kazakhstan	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. From 1977 to 2012 he was a Professor in the Department of Political Science, the Robert M. La Follette School of Public Affairs, and the School Education at the University of Wisconsin Madison. He was Director of the Follette School from 1998 to 2001. Beginning in 2012 he has been the Founding Dean at the School of Humanities and Social Sciences at Nazarbayev University in Astana, Kazakhstan. 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 longitudinal study (through 2012) of the Milwaukee voucher program.	
1:45 pm - 2:00 pm	BREAK						
2:00 pm - 3:15 pm	CONCURRENT SESSION						
CONCURRENT SESSION 6	Symposium F	Beyond the Market Metaphor: Linking Choice to Desired Reform Outcomes	Heather Olson-Beal	Stephen F. Austin State University	This symposium builds on and extends a number of the key issues and points of discussion from Beal and Olson Beal's paper, the comments on their paper, and their response to these comments (see issue Volume 7, Issue 4 of the Journal of School Choice). The NFL has been proposed as an example of a system in which choice is managed (i.e. choice is both facilitated and constrained in different ways) in order to promote the interests of the league (i.e. the teams, considered collectively). Symposium participants and attendees will discuss the connections between individual choice and desired systemic (or collective) outcomes in the context of K-12 public education reform initiatives.		
			Brent Beal	University of Texas at Tyler			
			Eric Houck	University of North Carolina			
			Charisse Gulosino	University of Memphis			
			John Merrifield	College of Business, University of Texas San Antonio			
Dirk van Raemdonck	University of Arkansas						
Gary Miron	Western Michigan University						
Symposium G	Scaling Up Chains of Charter Schools: The Rise of Charter Management Organizations	Moderator	Adam Emerson	Director, Programs on Parental Choice, Thomas B. Fordham Institute	This symposium will explore the balance of charter school autonomy and the economies of scale that charter networks bring. The discussion will address the optimal policy environment that allows CMOs to flourish, the challenge of governing chains of charters (which will include the role of the home office and that of the site-based leadership), best practices that get shared across schools within a network, and the need for accountability when chains have schools in multiple jurisdictions.		
		Panelist	Priscilla Wohlstetter	Tisch Distinguished Visiting Professor and Senior Research Fellow, CPRE, Teachers College, Columbia University			
		Panelist	Chris Chapman	Chair in Educational Policy and Practice at the University of Glasgow			
3:15 pm - 3:30 pm	BREAK						
3:30 pm - 4:45 pm	COLLABORATIVE WORK SESSIONS						
5:00 pm - 7:00 pm	RECEPTION						

Monday, 20 January 2014	Session	Session Title	Paper	Author/s	Affiliation	Session Description
8:00 am - 9:15 am	BREAKFAST					
9:15 am - 10:30 am	CONCURRENT SESSION 7					
CONCURRENT SESSION 7	Paper Session K	Data Matters in a Democracy	Open Government as a Tool to Develop School Choice and School Performance in the Republic of Moldova	Ludmila Pascanean	Charles University in Prague, the Czech Republic	The paper analyzes the situation of educational system in Moldova, a country that was a part of Soviet Union and gained its independence in 1991. By the Education Law established in 1995, education is considered to be a national priority. Nevertheless, carrying the heritage of Soviet Union, Moldova is facing important issues concerning the quality of education and content of the educational process. In 2011, Moldova had joined Open Government Partnership (OGP) and currently is implementing the established Action Plan for 2012-2013. Thus, the paper explores ways in which the Open Government Agenda of Moldova creates space for more openness and transparency in the educational sector and could contribute to deepening and broadening the freedom of choice.
			On Democratic Schooling: The Parental Choice Perspective	Candace Lacey	Nova Southeastern	This presentation shares the findings from a qualitative research study that explored the process parents engaged in when deciding to enroll their child to a non-traditional private school.
	Symposium G	Louisiana: The State of School Choice	Going to Great Lengths: The Complexity of Parental Choice in New Orleans Public Schools Before and After Katrina	Douglas N. Harris Matthew Larsen Jill Zimmerman	Tulane University	Focusing first on the post-Katrina results, we find that parents are active choosers with only 20 percent attending the nearest school available. The School Performance Score (SPS) is more important than distance to school at the elementary level, but the roles of these factors reverse at the secondary level. Program availability seems important at both grade levels with band and sports options playing a particular role in secondary schools. Comparing pre- and post-Katrina, our results suggest that the average distance to school attended increased by 1.6 linear miles. Surprisingly, the role of student achievement in these decisions is similar pre- and post-Katrina and the fraction of students attending their nearest/assigned schools was also somewhat small in the pre-Katrina years. Finally, we examine the interplay between the public school market and the city's very large private school market. Distance, tuition rates, and the availability of sports programs influence the public-private decision in the predicted ways.
			The Role of Market Demand, Student Achievement, and Other Factors on Charter School Application and Renewal Decisions in New Orleans	Whitney Ruble	Tulane University	The Recovery School District (RSD) in Louisiana regulates the entry and exit of charter schools into the New Orleans public school market. State statutes dictate that these decisions be based primarily on the state's School Performance Score (SPS) with the apparent intent of maximizing student achievement in the future. However, charter applications generally provide very little information to help the RSD predict future school academic performance. The actual performance of schools after they have opened provides much better information on which the RSD can predict performance going forward, which the RSD uses to decide whether to renew their charter school contracts and, if so, for how many years and under specific conditions. This study attempts to identify the factors that drive these application and renewal decisions, using data from the Louisiana Department of Education, Common Core of Data, all RSD charter school applications, Parent Guides, and news archives. For the analysis of the application process, I regress the decision to accept an application on key variables coded from the submitted application materials. For the analysis of the renewal process, I regress the decision to renew on a set of variables describing parental demand and student achievement of the school in the preceding years. A key issue in the analysis is the extent to which the SPS score is correlated with school value-added and therefore whether focusing on the SPS really means maximizing student achievement. Ideally, parental demand would be measured by the number of students applying to attend the school, though this is unavailable for the vast majority of cases as present. (This will change in future cases with the recent introduction of a centralized student application process called <i>OneApp</i> .) I address the difference between attendance and applications by comparing cases where school buildings appear to be full, in which case attendance may be a weak measure of demand, versus those cases where there appears to be extra physical space.
			Means-Tested Vouchers: Impacts on Public School Performance & Racial Integration	Anna Jacob Egalite Jonathon N. Mills	University of Arkansas	Established in 2008, the Louisiana Student Scholarships for Educational Excellence Program (SSEEP) was expanded statewide in 2012-13, effectively allowing thousands of low-income students in low-performing public schools to transfer into private schools of their choosing. Given the increasing prevalence of proposals for large scale school choice programs across the U.S. that are similar in policy design to the SSEEP, the need to evaluate the systemic effects of such a program is critical. This article empirically analyzes the systemic effects of the SSEEP, focusing on two crucial components of this large-scale program's broader impact. First, we examine the effects of private school competition on the performance of neighboring public schools. A regression discontinuity design is used to examine whether students in schools that are exposed to competition from the SSEEP realize greater performance gains than their peers in public schools that are unaffected by competition from the program. Second, we examine how program-induced student transfers affect racial segregation in both sending and receiving schools. Given Louisiana's problematic history of state-sponsored segregation and the fact that 34 public school districts remain under federal desegregation orders to this day, this analysis is both timely and highly relevant to state and national policymakers. The combined results of this study will further our understanding of the broader systemic impacts of large-scale private school choice programs in the U.S.
			"I Won the Lottery!" The Initial Participant Effects of the Louisiana School Voucher Program	Patrick Wolf Jonathon N. Mills	University of Arkansas	The Student Scholarships for Educational Excellence Program (SSEEP) is a school voucher program available to low-income students in low-performing public schools. Originally established in New Orleans in 2008, it was expanded statewide for the school year 2012-13. Student eligibility for the scholarship program is determined by family income, which must not exceed 250 percent of the federal poverty line, and where the student previously attended public school. Income eligible students must have attended a public school that was graded C, D, or F for the prior school year; be entering kindergarten; or have been previously enrolled in the Recovery School District in order to be fully eligible for the program.
	Paper Session L	Impacts of School Reform	Market-led Reforms of Education: Free School policy in Sweden and England	Susanne Wiborg	University of London	The aim of this paper is to investigate why Sweden, the epitome of social democracy, has implemented education reforms leading to a massive growth in Free Schools in contrast to liberal England where Free School policy has been met with enormous resistance. Conventional wisdom would predict the reverse situation, but as a matter of fact Sweden has bypassed England by far in out-sourcing education to private providers. The comparative argument promulgated in this paper is that the combination of three interconnected factors, 1) type of political system, 2) party policy changes along the left-right dimension, and 3) the responses of the Left toward market-led reforms of education, are key in explaining this difference in Sweden and England.
			School Choice in Post-communist East-European Educational Market: the Case of Confessional Private Schools in Romania	Ana Raluca Bigu	University of Bucharest	Confessional schools (schools established and funded by denominations), once one of the best school options in the history of Romanian educational system, are struggling now to make a comeback 24 years after the collapse of communism in Central and Eastern Europe. The post-communist educational landscape of Romania differs significantly from the pre-communist one, in which private confessional schools dominated the educational offer. Still, in nowadays Romania, enrolling children in private confessional schools remains a very limited and, somehow, eccentric option for parents even within the private educational system. My research is, thus, addressing the question why these confessional private schools had such a slow re-start in post-communist Romania, and what place and role they can play on the Romanian educational market, still heavily dominated state-centered view of education.
			Living in the Margins in a Context of Individualism and Managerialism in Maltese Primary Schools	Christopher Bezzina	University of Malta	The focus of this paper is on what Palmer describes as "the inner landscape of our life" (2007: xviii) so that we can then engage in the outer landscape of our lives – in our own schools and communities. We are living in a context that presents a discourse that is now, more than ever, highly performative, structured and focusing on effectiveness and accountability. My argument here is that whilst such discourse is not wrong, school leaders end up grappling with the whole picture and therefore end up having limited time to engage with what philosopher Jacques Derrida describes as 'borders'. It is important for leaders to engage in such borders. In my opinion such borders allow us to appreciate what being a leader implies, what leadership is all about. Living in the margins implies getting to appreciate oneself, to engage with others who may have disengaged, who have entered a margin and have remained there. In a context of complexity and messiness leaders may lose sight of what really matters. This is the background to this study within Maltese primary schools.
	10:45 am - 12:00 pm	CONCLUDING PLENARY SESSION				
Plenary Session	The Great Debate	Resolved: School Choice Supporters Also Should Support the Common Core Standards	Charles Glenn	Boston University	The participants will stage a formal debate, moderated by Dr. Charles Glenn, regarding the question of whether or not embrace of the Common Core national standards would be good for parental school choice. The panelists all are active participants in the national debate over school choice and Common Core, and will provide a lively final plenary to end the conference.	
			Michael Petrilli	Thomas B. Fordham Institute		
			Neal McCluskey	Cato Institute		
			Patricia Levesque	Foundation for Florida's Future		