



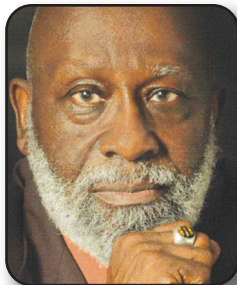
The Journal of School Choice
and
Nova Southeastern University's
Abraham S. Fischler School of Education
National Institute for Educational Options
Bring to You
The 2ND Annual International School Choice
and
Reform Academic Conference
Fort Lauderdale, Florida, USA

Recognition

2012 SCRC Honorary Chairs



Abraham S. Fischler, Ed.D



T.W. Fair



David Kirkpatrick



Stanley Marshall, Ph.D

2013 SCRC Honorary Chair
Paul T. Hill, Ph.D





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

- Robert Fox
Co-Chair
- Patrick Wolf
Co-Chair
- Nina Buchanan
Program Chair
- Judith Stein
Host Chair
- Nihad Bunar
International Liaison
- Daekwon Park
International Liaison
- Harry Patrinos
International Liaison
- Marjorie Joseph
Administrative Assistant
- Lois Lee
Event Coordinator
- Nigel Whyte
Event Producer
- Camilo Yibrin
Hospitality Director

SCHOOL CHOICE EXPERT LEGEND

PRIVATE SCHOOL CHOICE

RELIGIOUS SCHOOL CHOICE

MAGNET SCHOOL CHOICE

VIRTUAL & ONLINE LEARNING

CHARTER SCHOOL CHOICE

INTERNATIONAL SCHOOL CHOICE



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



George L. Hanbury II, Ph.D

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 classes, 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 61,300 alumni, including teachers, administrators, trainers, and other educational professionals working throughout the U.S. and in dozens of countries. In fact, there are 260 current superintendents and 30 current college presidents across the nation who hold degrees from NSU's Fischler School.

We hope you enjoy your time at NSU, and that this annual 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.

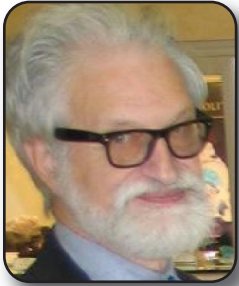
Thank you for your commitment to educating our children – the leaders of tomorrow.

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



Patrick Wolf
Professor and 21st Century
Endowed Chair in
School Choice
University of Arkansas

Dear Colleagues,

It is our pleasure to welcome you to the Second Annual International Conference on School Choice and Reform. We are all looking forward to making this year even better than the successful inaugural Conference in 2012. We have deliberately kept the Conference small enough so that genuine conversations can take place.

From a purely logistical point of view, we know you are going to enjoy the facilities in beautiful Fort Lauderdale, just a short walk from a world-class shopping center in one direction and one of the best beaches in Florida in the other direction.

But, of course, our real focus is on the chance for us to experience the professional interaction which makes this School Choice Conference unique. It is truly international, with colleagues from the United States, the United Kingdom, Continental Europe, Asia, and Australia. Based upon last years' experience, we know that the manageable size of the Conference is particularly conducive to interactions with friends both old and new from all over the world. Indeed, one of the special features of this Conference is the synergy which leads to new collaborations between international colleagues who meet at the Conference. We encourage you to find the time to get to know colleagues from other countries while renewing old friendships. We have planned this Conference to be both productive and fun.

We also acknowledge that school choice scholarship is serious business. Choice-based reforms continue to occupy a prominent position on the education policy agenda. We are convinced that policy makers will receive more and better information about the prospects and limitations of school choice due to the synergy and scholarly output generated from this gathering.

We ask you to join us in thanking the other members of the Committee: Program Chair Nina Buchanan, Host Chair Judy Stein, and Event Producer Nigel Whyte. The endless hours that they have spent on every detail of the Conference will become apparent as we enjoy both the richness of the program and the quality of the logistics.

Sincerely,

Robert Fox, Professor Emeritus, University of Hawaii

Patrick Wolf, Professor and 21st Century Endowed Chair in School Choice,
University of Arkansas



A MESSAGE FROM DEAN H. WELLS SINGLETON, PH.D

DEAN, ABRAHAM S. FISCHLER SCHOOL OF EDUCATION, NOVA SOUTHEASTERN UNIVERSITY



H. Wells Singleton, Ph.D

It is with great pleasure that I welcome you to the 2nd Annual International School Choice and Reform Academic Conference. I bring greetings and encouragement to K-12 policymakers, education reform activists, and academic scholars active in research related to school choice and reform of primary and secondary education.

This premier group of over 100 researchers and academicians from across the globe will be joining Nova Southeastern University's Abraham S. Fischler School of Education in Fort Lauderdale, Florida, to explore this year's theme of "The Worlds of School Choice: Many Countries, Many Models." With global attention focused on preparing students for innovations and changes in the workforce as well as for addressing emergent and pressing needs, this conference offers an opportunity to discuss policies and their wide-reaching implications as theories are put into practice.

Our hope is that this conference shares the latest research and thinking in the areas of school choice and school reform through the presentation of dynamic speakers and outstanding presenters. Representation from the various stakeholders in the spectrum of educational reform will find an opportunity to address issues that are at the forefront of the education reform movement with the ultimate goal offering greater school choice within the K-12 educational arena.

H. Wells Singleton, Ph.D
Dean
Abraham S. Fischler School of Education
Nova Southeastern University



January 11, 2013

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

I am encouraged that so many thought leaders like you are gathering to discuss this important issue and am honored you have chosen to gather in my home state for the Second Annual International School Choice and Reform Academic Conference.

Educational choice is the catalytic converter essential to improving education for today's kids.

By advancing high-quality school choice, we pave the road for student-centered education and put 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; it demands excellence and helps student achievement reach its potential.

I am proud Florida has a long history of leadership in educational choice. It is through offerings like charter school options, the nation's most esteemed virtual school, expanded choices for students with disabilities, and increased options for students from low-income homes that Florida has proven *all* students can learn.

Technology offers the ability to customize learning in a powerful way, and I am excited you have chosen to discuss the increasing role of online learning in expanding high-quality school choice options to students and parents worldwide. The explosion of digital technology over the past few decades has redefined the way we live, work and play. Imagine if its potential were fully unleashed in K-12 education.

Digital learning empowers educators to provide students with access to a rich array of rigorous courses, anytime and anywhere. Today's students deserve the type of education technology empowers them to have. Today's teachers deserve to have the best tools that – thanks to technology – we can provide.

Your commitment to empowering families with school choice and student-centered education reform is shaping the futures of our world's youngest citizens.

Although I cannot be with you in person, it is my deepest wish that the issues and ideas considered and debated during this conference will fuel the growing movement to empower students across the world with the knowledge and skills to reach their full potential.

Enjoy your stay in sunny Florida.

Sincerely,

A handwritten signature in black ink that reads "Jeb Bush". The signature is written in a cursive, flowing style.

Jeb Bush



Jaap Dronkers

Jaap Dronkers was born in Amsterdam in 1945 and studied sociology at the Vrije Universiteit Amsterdam. He has been head of Research of Education and Sociology at SISWO (1976–1986), Associate Professor of the Sociology of Education and Empirical Sociology at the Catholic University of Brabant in Tilburg (1986–1990), Chair in Educational Sciences (1990–1999), and Chair in Empirical Sociology (1999–2001) both at the University of Amsterdam. Prof. Dronkers was Dean of the Faculty of Educational Sciences and Pedagogy of the University of Amsterdam (1994–1998) and visiting scholar at the Max-Planck Institute for Human Development (1998–1999). From October 2001 until December 2009 he was Professor of Social Stratification and Inequality at the European University Institute (EUI) in Florence. From December 2009 he holds the chair international comparative research on educational performance and social inequality at the Maastricht University. During the autumn of 2010 he was visiting professor at the Doshisha University in Kyoto (Japan). Since September 2011 he is academic partner of the Central Planbureau. Since April 2012 he is external research fellow of CReAM of UCL (UK).

Since 2002 he has been one of the organizers of the European Network for the Sociological and Demographic Study of Divorce. During 2006/2007 he has been Director of the European Forum The Quality of Education and its Relationships with Inequality in European and Other Modern Societies. He has been a member of editorial boards of *Mens en Maatschappij* (1980–2001), *Netherlands' Journal of Social Sciences* (1987–1996), *Social Psychology of Education* (since 1995), *Educational Research and Evaluation* (since 1995), *Sociology of Education* (1997–2000), *Research on Finnish Society* (since 2007), *American Sociological Review* (2009–2011), *Virtus*, *Yearbook for the history of the nobility* (since 2009) and the *Italian Journal of Sociology of Education* (since 2009). He was also secretary and president of the Dutch Association of Sociology (1987–1995), president of the Dutch Association for Research on Education and Social Inequality (1987–1998), and member of the board (1982–1986), secretary (1986–1994) and president (1994–1998) of Research Committee Sociology of Education of the International Sociological Association. Since 2001 Prof. Dronkers has been a member of the Koninklijke Hollandse Maatschappij der Wetenschappen (Royal Holland Society of Sciences). In 2009 he was recipient of the Professor Leune Award for his contribution to educational innovation.

He has published on the causes and consequences of unequal educational and occupational attainment, changes in educational opportunities, effect-differences between public and religious schools, the educational and occupational achievement of migrants from different origins and in various countries of destination, the linkages between school and the labour market, the effects of parental divorce on children, cross-national differences in causes of divorce, education of Dutch elites, and European nobility. He also participates in public debates on topics related to his research.



Paul T. Hill

Paul T. Hill is a distinguished visiting fellow at the Hoover Institution and a member of the Koret Task Force on K–12 Education. He is the founder and former director of the Center on Reinventing Public Education at the University of Washington.

Hill is also a nonresident senior fellow of the Brookings Institution's Governance Studies Program. For Brookings he led a national working commission on educational choice whose report, *School Choice: Doing It the Right Way Makes a Difference*, was published in November 2003. His most recent books are *Learning as We Go: Why School Choice Is Worth the Wait* (Hoover Institution Press, 2010) and *Strife and Progress: Portfolio Strategies for Managing Urban Schools* (Brookings, 2012).

Hill is the coauthor of *Charter Schools against the Odds* (Education Next Books, 2006) and editor of *Choice with Equity* (Hoover Institution Press, 2002), both assessments by the Koret Task Force. His book, *Fixing Urban Schools* (Brookings Institution) is a primer for city leaders and foundations on strategies for transforming failing urban public school systems. He is also the author (with Lawrence Pierce and James Guthrie) of *Reinventing Public Education: How Contracting Can Transform America's Schools*, and he contributed a chapter to *Private Vouchers*, edited by Hoover Institution senior fellow and Koret Task Force member Terry M. Moe.

Hill is the 2007 recipient of the Thomas J. Fordham Prize for Distinguished Scholarship.

Before joining the University of Washington, Hill worked for seventeen years as a senior social scientist in RAND's Washington office. In addition to his work on education policy, he contributed to RAND studies on national defense, military R&D, and acquisition policy. While at RAND he served as director of Washington operations (1981–87) and director of the education and human resources program (1979–80).

As a government employee (1970–77) Hill directed the National Institute of Education's Compensatory Education Study (a congressionally mandated assessment of federal aid to K-12 education) and conducted research on housing and education for the Office of Economic Opportunity. He also served two years as a congressional fellow and congressional staff member.



Priscilla Wohlstetter

Priscilla Wohlstetter is Distinguished Research Professor at Teachers College, Columbia University, and senior research fellow with the Consortium for Policy Research in Education (CPRE). Priscilla Wohlstetter first came to Teachers College (TC) as the Tisch Distinguished Visiting Lecturer in 2010. Prior to joining the faculty at TC, she was the Diane and MacDonald Becket Professor in Education Policy at the University of Southern California, where she also was founder and director of USC's Center on Educational Governance.

Her research explores the policy and politics of K-12 urban education, as well as the relationship between school governance and improved school performance. She has served as principal investigator for numerous national and international studies focusing on urban reform. She directed a national study of charter schools and public-private partnerships, and served as co-director of the National Resource Center for Charter School Finance and Governance, both funded by the U.S. Department of Education. Most recently, she led the federally-funded Voluntary Public School Choice project. In partnership with the charter school community, she developed a state accountability system for California charter schools (the USC School Performance Dashboard). Her publications include numerous articles on federal and state policies, local governance, public-private partnerships, and the use of data-driven decision making to improve school performance. Her books include *Taking Account of Charter Schools* (with Katrina E. Bulkley) and *School-Based Management: Organizing for High Performance* (with Susan A. Mohrman and associates). Her new book, *Choices and Challenges: Charter School Performance in Perspective*, will be published early in 2013 by Harvard Education Press. Dr. Wohlstetter received her master in education and social policy from Harvard Graduate School of Education, and her Ph.D in public policy from Northwestern University. She was awarded a post-doctoral fellowship at RAND upon completing her graduate education.

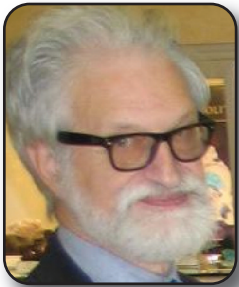


CONFERENCE PLANNING COMMITTEE



Nina Buchanan
Program Chair

Nina K. Buchanan 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.'



Robert Fox
Conference Co-Chair

Robert Fox brings an unusual background to the study of School Choice. As one of the Consulting Editors of the *Journal of School Choice*, Robert'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*. He 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.



Patrick Wolf
Conference Co-Chair

Patrick J. Wolf 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. Patrick 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.



Judith Stein
Host Committee Chair

Judith S. Stein 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. 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.

Judith 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. She was elected Executive Director of MSA in 2000 and served in this capacity until 2004. She 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.

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

Judith has received numerous awards including the following: Outstanding Career Guidance Professional of 1989 from the Guidance Division of the American Vocational Association; 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.



Nihad Bunar
International Liaison

Nihad Bunar currently serves as professor of Child and Youth Studies with the Department of Child and Youth Studies, Stockholm University, 10691, Stockholm, Sweden. He is also a senior lecturer in Behavioral Sciences at National Police Academy in Sweden. Professor Bunar is also a research leader in Urban renewal policies and their effects in Stockholm's segregated areas, working class youth and higher education, newly arrived students and their learning conditions and competition, symbolic capital and parents' positioning as shaping principals for social organization of a local school-market to name a few. He served as a research presenter and key-note speaker at more than 40 international conferences (New York, Washington, Boston, Maastricht, London, Rotterdam, Genève, Toronto, Melbourne, Trondheim, Åbo, Reykjavik, Malmö, Sarajevo, Copenhagen, Riga, Tampere, Dublin, Amsterdam, Hannover, Paris, Brussels, New Orleans, Istanbul, Miami, Budapest etc.). Professor Bunar has had more than 100 media appearances in major Swedish newspapers, radio and television programs as well as in some international media (Finland, Denmark, USA, Latvia, Bosnia, France) and was awarded for the best sociological article in Sweden in 2005.



Daekwon Park
International Liaison

Daekwon Park is currently working as a postdoctoral fellow at Seoul National University. At the University's Brain Korea 21 Academic Institute for Competence-based Education Reform, he has been conducting research on 'Education and Official Development Aid (ODA)', and 'Impact of Social, Political, & Economical Environments on Education'. He has been teaching at Seoul National University and Yonsei University.

Daekwon has received M.Phil and Ph.D in Politics and Education from Graduate School of Arts and Science of Columbia University, in U.S (Ph.D Dissertation: School Choice Overseas: Are Parents Citizens or Consumers?), and B.A. and M.A. in Human Resource Development from Yonsei University, Seoul, Korea (Thesis: Reasons for Attrition in a Vocational Training Program for the Unemployed).

His research interest covers policy, politics and education including privatization and school choice, school reform and innovation, migration & education and non-school factors on education.



Harry Anthony Patrinos
International Liaison

Harry Anthony Patrinos is a Lead Education Economist at the World Bank. He leads the Benchmarking Education Systems for Results work program. He specializes in all areas of education, especially school-based management, demand-side financing and public-private partnerships. He has published more than 40 journal articles, and co-authored several books, including: *The Role and Impact of Public-Private Partnerships in Education* (World Bank 2009), *Indigenous Peoples, Poverty and Human Development in Latin America* (Palgrave 2006), *Policy Analysis of Child Labor: A Comparative Study* (St. Martin's, 1999), *Decentralization of Education: Demand-Side Financing* (World Bank, 1997), and *Indigenous People and Poverty in Latin America: An Empirical Analysis with George Psacharopoulos* (World Bank/Ashgate, 1994). He manages the Economics of Education Thematic Group. He previously worked as an economist at the Economic Council of Canada. He has a Ph.D from the University of Sussex.



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 which included staffing and operational responsibilities of the Voluntary Public School Choice grant and its Parent Resource Centers throughout the state of Florida until 2010. 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 Brothers Big Sisters Foundation.



Lois Lee
Event Coordinator

Lois Lee, Professional Development Coordinator, has had an outstanding career as teacher, Saturn School Coordinator, Educational Specialist in Advanced Academic Programs, Administrative Assistant to a Miami-Dade County Public Schools Board member, and District Director in Miami-Dade County Public Schools office of School Choice and Parental Options. In her role as District Director of Schools of Choice, much of her work focused on facilitating workshops, seminars, institutes, conferences, and professional learning communities, facilitative leadership and critical friends groups. She has also presented at national, regional, and state professional conferences, as well as many workshops and institutes.

Lois assisted schools to develop and implement research-based K-12 instructional initiatives; prepared proposals for federal grant funding to support innovative educational program designs and themed-based school models. She has served on grant writing teams that have that have written winning proposals resulting in more than fifty million dollars coming to the Miami-Dade School District to design and develop magnet/choice school programs.

Lois, has distinguished herself as an intuitive leader and has received accommodations including, 1st runner-up for Miami-Dade County Public Schools District Teacher of the Year, President Bill Clinton's Distinguished Community Leader, and the Dr. Carlo Rodriguez Champion for School Choice award acknowledging her contributions to the field of education.



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.

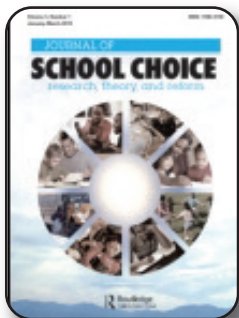
Mr. Yibirin has been involved with the hospitality industry for over 20 years, including hotels and cruise ships. He is also a certified meeting professional, with a certificate provided by the Convention Industry Council. Throughout the years he has acquired the skillfulness, knowledge and expertise 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.



John Merrifield
Editor of
*Journal of School
Choice*

John Merrifield 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'.

John 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: faculty.business.utsa.edu/jmerrifi/.



The *Journal of School Choice* (JSC) which is seven years old, publishes peer-reviewed original empirical research, scholarly commentary, book reviews, and short non-refereed 'News' and 'Views' articles focused on impacting school choice and reform research agendas. The JSC aims to be the 'peak journal' of school reform scholars, K-12 policymakers, and reform advocates.

EDITOR:

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

CONSULTING EDITORS:

Nina Buchanan, Ph.D, University of Hawaii

Robert Fox, Ph.D, University of Hawaii

Judith Stein, Ed.D, Nova Southeastern University

Patrick Wolf, Ph.D, University of Arkansas

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Judith S. Stein, Ed.D, Nova Southeastern University

ASSOCIATE EDITOR:

Vance Randall, Ph.D, Brigham Young University

BOOK REVIEW EDITOR:

Robert Maranto, Ph.D, University of Arkansas



SCHEDULE AT A GLANCE

FRIDAY, JANUARY 18, 2013

1:00 p.m. – 6:30 p.m. **REGISTRATION**

5:00 p.m. – 6:30 p.m. **NETWORKING RECEPTION – Gallery Garden Patio**

6:30 p.m. – 8:30 p.m. **Plenary Session 1: The Politics of School Choice – Gallery Ballroom**

- Patrick J. Wolf, University of Arkansas - Session Chair
- Kevin P. Chavous, Alliance for School Choice
- Paul DiPerna, Friedman Foundation for Educational Choice
- Julio A. Fuentes, President, Hispanic CREO
- Jeffrey R. Henig, Teachers College, Columbia

SATURDAY, JANUARY 19, 2013

8:00 a.m. – 4:00 p.m. **REGISTRATION**

8:00 a.m. – 9:10 a.m. **BREAKFAST – Gallery Foyer**

9:15 a.m. – 10:30 a.m. **Concurrent Session 1**

Session 1A

Hermitage Room - Symposium: International Choice

School Choice, Urban Education and Multiculturalism: The Case of Sweden
Laid Bouakaz & Rehan Taha, Malmö University
Anna Castro & Nihad Bunar, Stockholm University

Session 1B

Metropolitan Room - Paper Session: Charters and Choice

- The Competitive Effects of Charter Schools: Evidence from the District of Columbia, Edward Cremata & Margaret Raymond
- Charter School Funding During the Economic Downturn, Larry Maloney
- To What Extent is School Choice Policy Adoption by the U.S. Driven by Popular Support for Traditional Public Schools? Jonah Liebert

Session 1C

Louvre Room - Paper Session: School Choice in the United States

- Education and Social Capital Maximization: Does Decentralization Hold the Key? Neal McCluskey
- The Educational Industrial Complex in Comparative Perspective, Robert Maranto, Dirk C. van Raemdonck & Alexandra Vasile

10:30 a.m. – 10:45 a.m. **BREAK**

10:45 a.m. – 12:00 p.m. **Concurrent Session 2**

Session 2A

Hermitage Room - Symposium: School Choice: New Orleans

Evidence and Wisdom from New Orleans
Margaret Raymond, CREDO at Stanford
Neerav Kingsland, New Schools for New Orleans
Caprice Young, Arnold Foundation
Adam Hawf, Recovery School District

Session 2B

Louvre Room - Paper Session: Chilean School Choice

- Favored Child? School Choice within the Family, Ricardo Paredes
- Is School Choice an Option? Micro-Level Impact of Competition on Educational Equity in the Chilean Case, Alvaro Quezada-Hofflinger

Session 2C

Metropolitan Room - Paper Session: Public and Private School Choice

- When Rights, Incentives, and Institutions All Clash: The Case of School Vouchers and Special Education in Milwaukee, Patrick J. Wolf & John Witte
- The Baltimore Case of School Funding Portability in Public Schools: Does "Money Following the Child" and Public School Choice Improve District Community, and School-Level Outcomes?, Lisa Snell
- Evaluation of Florida's Voluntary School Choice Program: Creating Opportunities for Parent Involvement in Public Education, Reginald S. Lee & Vanessa A. Hein

12:05 p.m. – 1:40 p.m. **LUNCH – Gallery Ballroom**

Key Issue Speaker Paul T. Hill

Founder and Director Emeritus Center on Reinventing Public Education and Research
Professor, University of Washington Bothell

- 1:45 p.m.– 2:00 p. m. **BREAK**
- 2:00 p.m. – 3:15 p.m. **Plenary Session 2: School Choice around the World – Gallery Ballroom**
- Robert A. Fox, University of Hawai'i - Session Chair
 - Nihad Bunar, Stockholm University
 - Christopher Chapman, University of Manchester
 - Liz Gordon, Managing Director, Pūkeko Research Ltd. (New Zealand)
 - Liesbeth van Welie, University of Amsterdam
- 3:15 p.m. – 3:30 p.m. **BREAK**
- 3:30 p.m. – 4:45 p.m. **Concurrent Session 3**
- Session 3A**
Metropolitan Room - Symposium: Districts and States: Comparative Views
 Comparative Views on Choice in States and Districts
 Paul DiPerna, Friedman Foundation for Educational Choice
 Matthew Ladner, Foundation for Educational Excellence
 Grover (Russ) Whitehurst, The Brookings Institution
- Session 3B**
Louvre Room - Paper Session: Many Countries, Many Models
- How to Evaluate Quality in Education? The Stakeholders' Perspective in a Regional Context, Alessandro Colombo
 - Relations between Catholic Schools Funded by the State and the National Educational Inspectorate – Freedom of Education with State Funding. The Portuguese Case, Rodrigo Melo
 - International Education and Public-Private Partnerships: A Quasi-experimental Assessment of Reform Strategies Across Countries, Donald Baum
- Session 3C**
Hermitage Room - Paper Session: Leading and Teaching in Charter Schools
- Cultivating Distinction within Uniform Systems: The Challenge for Leaders of Non-Traditional Charter Schools, Mark Blitz
 - "Scaling Up" School Models: The Role of Teacher Turnover at Charter Management Organization (CMO) Charter Schools, Chris Torres

SUNDAY, JANUARY 20, 2013

- 7:30 a.m. - 4:00 p.m. **REGISTRATION**
- 8:00 a.m. – 9:10 a.m. **BREAKFAST – Gallery A**
- 9:15 a.m. – 10:30 a.m. **Concurrent Session 4**
- Session 4A**
Hermitage Room - Symposium: Public School Choice
 Magnets: Factors Contributing to School Success: Innovation, Academic Excellence, School Diversity, and School Choice. The Historical Development and Where We Are Today!
 Robert Brooks, National Institute for Magnet School Leadership
 Claire Smrekar, Vanderbilt University
 William Magnotta, Goodwin College, The Institute for Magnet and School Choice Excellence
 Donna Elam, University of South Florida
 Ngaire Honey, Ph.D, Candidate at Vanderbilt University
- Session 4B**
Louvre Room - Paper Session: Accountability in Charter Schools
- Rewarding Growth or Achievement? Assessing the Eligibility Criteria of the Recovery School District Return Policy, Richard Welsh, Andrew McEachin & Dominic Brewer
 - An Assessment of the Post-Katrina, Charter-Led Makeover of New Orleans' Schools, John Merrifield
 - Which Educational Institutions are More Accountable: Charters or Traditional District Schools? An Arizona Case Study, Scott Milliman & Robert A. Maranto
- Session 4C**
Metropolitan Room - Paper Session: The Power of Parents and Decentralization
- Macro and Micro Perception Factors of Parents Who Choose Schools Overseas, Daekwon Park
 - Regional Decentralization vs. Educational Autonomy, Miquel Sancho
- 10:30 a.m. – 10:45 a.m. **BREAK**
- 10:45 a.m. – 12:00 p.m. **Concurrent Session 5**
- Session 5A**
Metropolitan Room - Symposium: Virtual Learning
 Research and Trends in K-12 Online Learning
 Allison Powell, & Kathryn Kennedy, International Association for K-12 Online Learning
 Dina Vyortkina, Florida State University
 Jonah Liebert, Teachers College, Columbia University
 Charisse Gulosino, University of Memphis

Session 5B**Hermitage Room - Symposium:****Religion and School Choice in the U.S.**

Ursula Hackett, University of Oxford

Steven G. Koven & Mobin Khan, University of Louisville

Patrick J. Wolf, Richard Komer & Michael McShane, University of Arkansas

Session 5C**Louvre Room - Paper Session: Legal Issues and Choice**

- New Orleans Achievement Time Trends 2007-2011, Andrew McEachin, Richard Welsh & Dominic Brewer
- Legal Litigation and Charter School Personnel, David Schimmel

12:05 p.m. - 12:15 p.m.

BREAK

12:15 p.m. - 1:40 p.m.

LUNCH - Gallery Ballroom

12:45 p.m. - 1:40 p.m.

Key Issue Speaker Jaap Dronkers

Chair, International Comparative Research on Educational Performance and Social Inequality
Research Centre for Education and the Labor Market, Maastricht University

1:40 p.m. - 1:55 p.m.

BREAK

2:00 p.m. - 3:15 p.m.

Gallery Ballroom - Plenary Session 3:**Charter School Policy and Practice toward Promoting Equal Educational Opportunity**

- Mark Blitz, University of Wisconsin-Madison - Session Chair
- Regina Figueiredo-Brown, University of Wisconsin-Madison
- Preston C. Green III, Penn State University
- Howard Fuller, Institute for the Transformation of Learning, Marquette University
- Liz Gordon, Managing Director, Pūkeko Research Ltd.
- Julie F. Mead, University of Wisconsin-Madison & Preston C. Green III, Penn State University

3:15 p.m. - 3:30 p.m.

BREAK

3:30 p.m. - 4:30 p.m.

Work Sessions:

- International Group Researchers - Metropolitan Room
- Charter Schools - Hermitage Room
- Magnet School Choice & Reform - Louvre Room

5:00 p.m. - 7:00 p.m.

RECEPTION - Gallery Ballroom**Key Issue Speaker Priscilla Wohlstetter**

Distinguished Research Professor, Department of Education Policy & Social Analysis
Teachers College, Columbia University

MONDAY, JANUARY 21, 2013

8:00 a.m. - 9:15 a.m.

BREAKFAST - Gallery Foyer

9:15 a.m. - 10:30 a.m.

Concurrent Session 6**Session 6A****Gallery Ballroom - Symposium:****School Choice and Diversity**

Ain Grooms, Ph.D Candidate, University of Georgia, Session Chair

- Brent Beal, University of Texas at Tyler
- Heather Olson Beal, Stephen F. Austin State University
- Debra Vaughn, Tulane University
- Jill Zimmerman, Tulane University

Profiles of Freedom: Determination and Diversity

- Cheryl Fields-Smith, University of Georgia

Si Dios Quiere (If God Wills It): The Experiences Participating in the NYC High School Admission

- Madeline Perez, St. Joseph College

Session 6B**Hermitage Room - Paper Session:**

- School Reform Gone Awry: The Case of Central Falls High School, Joseph Procaccini;
- A Journey Through the Process of School Change in Project-Based Education, Rene Martinez
- Private Religious School Graduate Outcomes: An International Contextualized Comparison between Canadian and American Religious and Non-religious School Sector Graduates, Deani Van Pelt & Davis Sikkink

10:45 a.m. - 12:00 p.m.

Gallery Ballroom - Closing Session:**"President Obama and Education Reform: The Personal and the Political (Palgrave/Macmillan, 2012)****Roundtable Panelists:**

- Robert Maranto, 21st Century Chair in Leadership, Department of Education Reform, University of Arkansas
- Michael McShane, American Enterprise Institute
- Terry M. Moe, Senior Fellow at Stanford University's Hoover Institution
- Joseph P. Viteritti, Hunter College

GRAB AND GO LUNCH

Conference Breakout Sessions

Friday, January 18, 2013

1:00 p. m. – 6:30 p. m.	Registration
5:00 p. m. – 6:30 p. m.	Networking Reception – Gallery Garden Patio
6:30 p. m. – 8:30 p. m.	Plenary Session 1: The Politics of School Choice – Gallery Ballroom
	Patrick J. Wolfe – Session Chair Panelists: Kevin P. Chavous, Paul DiPerna, Julio A. Fuentes, Jeffery R. Henig

Saturday, January 19, 2013

8:00 a. m. – 4:00 p. m. Registration

8:00 a. m. – 9:10 a. m. Breakfast – **Gallery Foyer**

	International – Hermitage Room	Charter Schools – Metropolitan Room	School Choice – Louvre Room
Activity	Symposium (1A) International Choice	Paper Session (1B) Charter School Choice	Paper Session (1C) School Choice in the U. S.
9:15 a. m. – 10:30 a. m. Concurrent Session 1	School Choice, Urban Education and Multiculturalism: The Case of Sweden	Charter School Funding During the Economic Downturn	Education and Social Capital Maximization: Does Decentralization Hold the Key
		The Competitive Effects of Charter Schools: Evidence from the District of Columbia	
		To What Extent is School Choice Policy Adoption by the U.S. Driven by Popular Support for Traditional Public Schools?	The Educational Industrial Complex in Comparative Perspective

10:30 a. m. – 10:45 a. m. Break

	Paper Session (2B) Chilean School Choice Louvre Room	Symposium (2A) School Choice in New Orleans - Hermitage Room	Paper Session (2C) Public & Private School Choice – Metropolitan Room
10:45 a. m. – 12:00 p. m. Concurrent Session 2	Favored Child? School Choice within the Family	Evidence and Wisdom from New Orleans	When Rights, Incentives, and Institutions All Clash: The Case of School Vouchers and Special Education in Milwaukee, Wisconsin, and the state of Florida
	Is School Choice an Option? Micro-level Impact of Competition on Educational Equity in the Chilean Case		The Baltimore Case of School Funding Portability in Public Schools: Does “Money Following the Child” and Public School Choice Improve District, Community, and School-Level Outcomes?
			Evaluation of Florida’s Voluntary School Choice Program: Creating Opportunities for Parent Involvement in Public Education

12:05 p. m. – 1:40 LUNCH – Key Issue Speaker - Paul Hill – Gallery Ballroom

1:45 p. m. – 2:00 p. m. Break

2:00 p. m. – 3:15 p. m.	Plenary Session 2: School Choice Around the World – Gallery Ballroom Robert A. Fox - Session Chair Panelists: Nihad Bunar, Christopher Chapman, Liz Gordon, Liesbeth van Welie,
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3:15 p. m. – 3:30 p. m. Break

	International – Louvre Room	Charter Schools – Hermitage Room	School Choice – Metropolitan Room
3:30 p. m. – 4:45 p. m. Concurrent Session 3	Paper Session (3B) Many Countries, Many Models	Paper Session (3C) Teaching & Learning in Charter Schools	Symposium (3A) Districts & States: Comparative Views
	How to Evaluate Quality in Education? The Stakeholders’ Perspective in a Regional Context	Cultivating Distinction within Uniform Systems: The Challenge for Leaders at Non-traditional Charter Schools	Comparative Views on Choice in States and Districts
	Relations Between Catholic Schools Funded by the State and the National Educational Inspectorate – Freedom of Education with State Funding. The Portuguese Case	“Scaling Up” School Models: The Role of Teacher Turnover at Charter Management Organization (CMO) Charter Schools	
	International Education and Public-Private Partnerships: A Quasi-Experimental Assessment of Reform Strategies Across 17 Countries		

Sunday, January 20, 2013

7:30 a. m. 4:00 p. m. Registration

8:00 a. m. – 9:10 a. m. Breakfast – Gallery A

	International – Hermitage Room	Charter Schools – Louvre Room	School Choice – Metropolitan Room
9:15 a. m. – 10:30 a. m. Concurrent Session 4	Symposium (4A) Public School Choice	Paper Session (4B) Accountability in Charter Schools	Paper Session (4C) The Power of Parents and Decentralization in School Choice
	Magnets: Factors Contributing to School Choice Success: Innovation, Academic Excellence, School Diversity, and School Choice. The Historical Development and Where We Are Today!	Rewarding Growth or Achievement? Assessing the Eligibility Criteria of the Recovery School District Return Policy	Macro and Micro Perception Factors of Parents Who Choose Schools Overseas
		An Assessment of the Post-Katrina Charter-led Makeover of New Orleans’ Schools	Regional Decentralization vs. Educational Autonomy
		Which Educational Institutions are More Accountable: Charters or Traditional District Schools? An Arizona Case Study	

10:30 a. m. – 10:45 a. m. Break

10:45 a. m. – 12:00 p. m. Concurrent Session 5	Symposium (5A) – Virtual Learning Metropolitan Room	Paper Session (5C) Legal Issues School Choice – Louvre Room	Symposium (5B) – Religion in Charter Schools Hermitage
	Research and Trends in K-12 Online Learning	New Orleans Achievement Time Trends 2007- 2011	Religion and School Choice in the U. S.
		Achievement and Litigation Trends in Charter Schools	

12:00 p. m. – 12:15 p.m. Break

12:15 p. m. – 1:40 p. m. LUNCH – Key Issue Speaker - Jaap Dronkers – Gallery Ballroom

1:45 p. m. – 3:15 p. m.	Plenary Session 3: Charter School Policy and Practice toward Promoting Equal Educational Opportunity – Gallery Ballroom Mark Blitz – Session Chair
	Panelists: Regina Figueiredo-Brown, Liz Gordon, Preston Green, Robert Maranto, Julie F. Mead

3:15 p. m. – 3:30 p. m. Break

3:30 p. m. – 4:30 p. m. Work Sessions: International Group Researchers – Metropolitan Room

Charter Schools – Hermitage Room

Magnet School Choice & Reform – Louvre Room

5:00 p. m. – 7:00 p. m. RECEPTION – Key Issue Speaker Priscilla Wohlsetter – Gallery Ballroom

Monday, January 21, 2013

8:00 a. m. – 9:15 a. m. Breakfast – Gallery Foyer

9:15 a. m. – 10:30 a. m. Concurrent Session 6	Paper Session (6B) Curriculum Matters in Charter School Change/Reform – Hermitage Room	Symposium (6A) – Gallery Ballroom
	School Reform Gone Awry: The Case of Central Falls High School	School Choice and Diversity
	A Journey through the Process of School Change in Project-Based Education	
	Private Religious School Graduate Outcomes: An International Contextualized Comparison between Canadians and American Religious and Non-religious School Sector Graduates	

10:30 a. m. – 10:45: a. m. Break

10:45 – 12: 00 p. m. Closing Plenary Session: President Barack Obama and Education Reform the Personal and the Political – Gallery Ballroom
(Palgrave/Macmillan, 2012)

GRAB & GO LUNCH



PLENARY SESSION 1: The Politics of School Choice

FRIDAY, JANUARY 18, 2013
6:30 P.M. – 8:30 P.M.

Session Chair:

Patrick Wolf

Co-Chair, Second Annual International School Choice and Reform Conference

21st Century Endowed Chair, School Choice Education Reform, College of Education and Health Professions

University of Arkansas

Dr. Wolf has taught at both Georgetown University and Columbia University. As principal investigator of the School Choice Demonstration Project, he contracted with the U. S. department of Education to lead the impact evaluation of the Washington, D. C. Opportunity Scholarship Program. Additionally he led a national research team to conduct 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 2011 Significant Research Award from the University of Arkansas College of Education and Health Professions.

Presenters:

Kevin P. Chavous

Alliance for School Choice

Mr. Chavous, noted attorney, author and national school reform leader heads the Chavous Group, an education consulting firm and is the founding board member and Senior Advisor to the American Federation for Children. Mr. Chavous is involved with many education reform groups and is the Board Chair for both the Black Alliance for Educational Options (BAEO) and Democrats for Education Reform (DFER).

Paul DiPerna

Friedman Foundation for Educational Choice

Mr. DiPerna has presented research at the American Sociological Association annual meeting and has written or co-authored articles for Education Week, The Huffington Post, Washington examiner, First Monday, and Education Next. He also authored a textbook chapter in the Handbook of research on Web Log analysis in 2008.

Julio A. Fuentes

Founder, President, Hispanic CREO

Mr. Fuentes currently serves on the Board of Directors of the Florida State Hispanic Chamber of Commerce Board of Governors, the Board of Directors for Florida Kidcare and is Chairman of Latin American Chief Executives (Latin CEO). Mr. Fuentes was appointed by former Florida Governor Charlie Crist as a Commissioner for a Blueprint for Juvenile Justice Reform. He is also ranked as one of Florida's 100 Most Influential leaders by Florida Trend Magazine.

Jeffrey R. Henig

Department of Education Policy & Social Analysis

Chief Professor, Political Science & Education

Teachers College, Columbia University

Dr. Henig is the author, co-author, or editor of ten books, including *The Color of School Reform* (Princeton, 1999) and *Building Civic Capacity: The Politics of Reforming Urban Schools* (Kansas, 2001), both of which were named, in 1999 and 2001 respectively, the best book written on urban politics by the Urban Politics Section of the American Political Science Association. Additionally, *Spin Cycle: How Research Gets Used in Policy Debates: The Case of Charter Schools* (Russell, 2001) won the American Education Research Association's Outstanding Book Award, 2010. Harvard Education Press will publish his latest book, *The End of Exceptionalism in American Education: The Changing Politics of School Reform* in early 2013.

Abstract: School choice is widely viewed as a politically controversial and partisan policy issue, reputedly pitting corporate interests against the education establishment, inner-city parents against public school teachers, and Republicans against Democrats. Although school choice is politically controversial – that fact is undeniable – many other widely held views regarding the politics of school choice, which supports and opposes broader parental choice, and why they do so tend to be oversimplified at best and certainly subject to challenge.



PLENARY SESSION 2: School Choice around the World

SATURDAY, JANUARY 19, 2013

2:00 P.M. – 3:15 P.M.

Session Chair:

Robert Fox

Professor Emeritus of Physics, University of Hawai'i

Consulting Editor, Journal of School Choice

Co-Chair 2nd International School Choice and Reform Academic Conference

Dr. Fox brings an unusual background to the study of school choice, from serving as Chairman of the Department of Physics and Astronomy at the University of Hawai'i and Deputy Director of the Pacific International Space Center for Exploration Studies. Centering on his specialty, Charter School Policy, Dr. Fox has written extensively on charter laws, collective bargaining in charter schools, and international school choice. A recent 2012 edition of *Reviews of Research in Education* featured his article on ethnocentric niche charter schools.

Panelists:

Christopher Chapman

Professor of Education, University of Manchester, United Kingdom

Editor, Taylor and Francis peer review journal

Author

Dr. Chapman leads externally funded research project, MA programs for senior leaders and supervises doctoral students at Manchester. He also co-directs the Coalition of Research Schools and advises school districts and governments on issues of educational policy and change. Before moving to the post-secondary level, he taught in urban schools in the United Kingdom. Dr. Chapman recently serves as an expert witness for the Government Select Committee Inquiry into the Role and Performance of The Office for Standards in Education, Children's Services and Skills (OFSTED). His recent books include *Radical Reforms and Leading School-based Networks* (Routledge, 2009), *High Leverage Leadership and School Effectiveness and School Improvement Research, Policy, and Practice: Challenging the Orthodoxy?* (Routledge, 2012).

Abstract: The development of more diverse education systems has been one response to promoting school choice. This has involved challenging the concept of centrally controlled education systems by increasing the range and types of school providers through independent state-funded schools (ISFS). This movement is an international phenomenon and comes under the guise of charter schools in the US, free schools in Sweden and academies in England. ISFS naturally lend themselves to the development of groups of schools working together as federations and chains under a single governance structures (Policy Exchange, 2009).

Liz Gordon

Managing Director, Pūkeko Research Ltd.

Vice President, New Zealand Association for Research in Education

Former Member of Parliament, Chair of Education and Science Select Committee (OFSTED)

Dr. Gordon has a background as a community worker, academic, Member of Parliament and as Manager of Network Research. Her background is in education policy, but she has had a growing interest in justice research, as a result of completing a law degree in 2007. She is also an experienced social analyst, community researcher, columnist and writer. Pūkeko Research staff works across the fields of education, social services and justice with interests in research for policy and practice, program evaluation, institutional analysis and a range of other areas.

Abstract: In 1989 New Zealand was the first country in the world to move to a national system of school choice. The reforms of that year had three main features: devolved funding to schools; each school to be run by a Board of Trustees; and the Department of Education reduced in size and scope into a policy Ministry. New legislation provided the basis for open school choice by parents, and also regulated how schools would select students (Gordon and Pearce, 2005; Gordon 2006; Lubienski and Gordon 2012). Schools were to be encouraged to compete with one another for students, with competition providing the engine-room of an improved schooling system.

Liesbeth van Welie

University of Amsterdam

Ms. Van Welie's career spans years of teaching and leadership responsibilities, beginning with teaching biology, becoming principal of an innovative new secondary school and a diverse inner-city school in Amsterdam where she devoted her work to educating migrant students for successful access to higher education. The president of the

University of Amsterdam appointed her to the position of Senior Vice President for Education and invited her, in 1991, to start a large program for improving the quality of academic teaching and learning. In this position she engaged in an extended network in the field of quality assessment, internationalization, and organizational change. Her next appointment was advisor to the Board at Maastricht University, followed by two years at a consultancy firm, where her portfolio included assignments at most Dutch Universities. Ms. Van Welie fulfilled other roles that include Chief Inspector of Secondary and Higher Education and designer of an organizational program for the enhancement of evidence-based policy-making.

Abstract: Based on constitutional law of 1917, all elementary and secondary school in the Netherlands is equally funded by the state. School choice is completely free. Parents, furthermore, have the constitutional right to start a new school based on religious, pedagogical (e.g. Montessori) or philosophical (e.g. Rudolph Steiner) principles, when a sufficient number of pupils would enroll in that new school, and no school within reasonable distance is based on comparable principles. Given the density of the school network in the Netherlands, starting a new school seldom occurs. Parents with a migrant background from Turkey and Morocco (many labour migrants from these countries came to the Netherlands from the 1970ties on), for example, used their constitutional right to start schools based on Islamic principles.

Nihad Bunar

Professor and Head of Doctoral Program, Department of Child and Youth Studies

Stockholm University, Sweden

Senior Lecturer, Swedish National Policy Academy

Dr. Bunar's main research focus is school choice policy, newly arrived students, multicultural education and urban education. He has evaluated a number of major social developmental projects in Swedish socially deprived urban areas. Dr. Bunar is an active participant in public debate with more than one hundred media appearances as keynote speaker and premaster. His publication list accounts for more than eight articles, book chapters, books, and reports in both the Swedish and English language.

Abstract: School choice reform legislation in Sweden was enacted almost 20 years ago, transforming Sweden's educational system into one of the most decentralized in the world. The first major component of the reform included permitting organizations rather than states and municipalities to run the schools. Thus, a number of private, semi-private, for-profit and corporative organizations were allowed to open schools. These schools are labeled "independent" or "free" to indicate their independence from local government, but they are obliged to follow the national curriculum and time schedules for each subject in the same way as traditional public schools. The second crucial part of the school choice reform was the adoption of a universal voucher, which is administered by local municipalities, for all children, regardless of whether they choose to attend a public or an independent school. Independent schools are not allowed to collect any kind of fees from their students. Thus, the competition between public and independent schools, as well as among them, was established, accompanied by the high expectations attached to the policy performance.



PLENARY SESSION 3: Charter School Policy and Practice toward Promoting Equal Education

SUNDAY, JANUARY 20, 2013
2:00 P.M. – 3:15 P.M.

Session Chair:

Mark Blitz
Fletcher Jones Professor of Political Philosophy
University of Wisconsin, Madison

Dr. Blitz is a research associate at the Wisconsin Center for Education (WCER), one of the oldest, largest, and most productive university-based education research centers in the world. His specialty areas include Public Policy, Middle East, American Foreign Policy, and International Relations -Middle East. The WCER portfolio includes research centers and projects that investigate a variety of topics in education. Currently the center faculty, staff and graduate students are engaged in more than 100 research projects, including topics in education policy.

Regina Figueiredo-Brown
Doctoral Candidate, School of Education Doctoral Research Program
Project Assistant, Wisconsin Center for Education (WCER)
University of Wisconsin, Madison

Regina Figueiredo-Brown is a doctoral student in the Department of Educational Policy Studies at the University of Wisconsin-Madison. Prior to returning to graduate school, Regina worked in various capacities in public, private, and charter schools including teacher, counselor, curriculum director, and principal. She helped to develop three of Ohio's statewide online schools. Her research interests are in K-12 online education, privatization and school choice.

Howard Fuller
Distinguished Professor of Education, Department of Educational Policy and Leadership
Founder/Director, the Institute for the transformation of Learning
Marquette University, Milwaukee, Wisconsin

Dr. Fuller has many years of experience in both public service positions and the field of education. As directors of the Institute for the Transformation of Learning (ITL) he leads efforts to support exemplary education options that transform learning for children, while empowering families, particularly those of low-income, to choose best school options. He has served as superintendent of Milwaukee Public Schools, Director of the Milwaukee County Department of Health and Human Services, Dean of General Education, Milwaukee Area Technical College, Associate Director, the Educational Opportunity Program, Marquette University and Senior Fellow, Annenberg Institute for Education Reform, Brown University.

Preston C. Green III
Professor of Educational Administration
Pennsylvania State University (Penn State)

Professor Preston Green III is a scholar of education law. His research focuses on the legal issues surrounding school choice and educational access, and he has published three books and more than fifty articles and book chapters on educational law. He has a joint appointment with Penn State's College of Education, where he is the Harry L. Batschelet II Chair Professor of Educational Administration and the professor-in-charge of the educational leadership program. Professor Green also supervises Penn State's joint degree program in law and education. Before joining Penn State, Dr. Green was a member of the faculty of the College of Education at the University of Massachusetts — Amherst. He recently co-authored a policy brief for the National Education Policy Center, *Model Policy Language for Charter School Equity*.

Liz Gordon
Managing Director, Pūkeko Research Ltd.
(See Profile 1/19 Plenary)

Julie F. Mead
Professor, Educational Leadership and Policy Analysis
University of Wisconsin, Madison
Fellow, Education and the Public Interest Center, Education Policy Research Unit

Julie Fisher Mead is a professor in the Department of Educational Leadership & Policy Analysis. Dr. Mead researches and writes about topics related to the legal aspects of education. Her research centers on legal issues related to special education and legal issues raised by various forms of school choice. She is co-author of *Charter Schools and the Law: Establishing New Legal Relationships* and co-editor of *The Principal's Legal Handbook*.

Abstract: A charge of American public education has long been to provide an opportunity for all citizens regardless of class, race, and ability. As public schools, charter schools should have the same responsibility. However, some charter schools have been found not to have the capacity nor the obligation to serve students who traditionally struggle. Conversely, some charter schools exist for the sole purpose of serving students whose needs have not been met in conventional public schools. Does choice alone suffice to fulfill the mission of equal educational opportunity? How have charter school policy-makers, authorizers, and practitioners fulfilled this mission, and where have they fallen short? This panel will address the role of charter school policy and practice around issues of equal educational opportunity.



CLOSING SESSION ROUNDTABLE:

"President Obama and Education Reform: The Personal and the Political"

MONDAY, JANUARY 21, 2013

10:45 P.M. – 12:00 P.M.

Michael Q. McShane
Research Fellow, Education Policy Studies
American Enterprise Institute (AEI)

Michael Q. McShane is a research fellow in education policy studies at AEI and concurrently a Ph.D candidate in the Department of Education Reform at the University of Arkansas. While obtaining a master's degree from the University of Notre Dame's Alliance for Catholic Education (ACE) program, he taught ninth and tenth grade English and religion studies at St. Jude Educational Institute in Montgomery, Alabama where he was also the assistant baseball coach. His first book, "President Obama and Education Reform: The Personal and the Political" (co-authored with Robert Maranto), was published by Palgrave Macmillan in September 2012. At AEI, McShane's work focuses on federal education policy, and the politics of education reform (including school choice, and Common Core standards).

Terry Moe
Senior Fellow and The William Bennett Munro Professor of Political Science
Hoover Institute, Stanford University
Member, Koret Task Force on K-12 Education

Dr. Moe is a respected political scientist, an education scholar, and a bestselling author. He has written extensively on the politics and reform of American education. In his latest book, *Special Interest: Teachers Unions and America's Public Schools* (Brookings Institute Press, 2011), he provides the first comprehensive study of America's teachers unions, shedding new light on their historical rise to power, the organizational foundations of that power, the ways it is exercised in collective bargaining and politics, and its consequences for schools and students. As a political scientist, Dr. Moe has written at length on public bureaucracy, the presidency, and political institutions.

Robert Maranto
21st Century Chair in Leadership, Department of Education Reform
University of Arkansas

Dr. Maranto, the 21st Century Chair in Leadership at the Department of Education Reform at the University of Arkansas previously served as associate professor of political science and public administration at Villanova University. He has taught at Lafayette College, James Madison, and Southern Mississippi, and served President Clinton's administration. Dr. Maranto has done extensive research on education reform (particularly charter schools), political leadership, and civil service reform. Additionally, in concert with others he has written or edited scholarly books. These include *A Guide to Charter Schools* (Rowman and Littlefield Education, 2006), *The Second Term of George W. Bush: Prospects and Perils* (Palgrave, 2006), *Beyond a Government of Strangers: How Career Executives and Political Appointees Can Turn Conflict to Cooperation* (Lexington, 2005), *School Choice in the Real World: Lessons from Arizona Charter Schools* (Westview, 2001), and *Radical Reform of the Civil Service* (Lexington, 2001), *The Politically Correct University* (2008), and *Judging Bush* (Stanford University Press, 2009).

Joseph P. Viteritti
Thomas Hunter Professor of Public Policy
Hunter College, New York

Dr. Viteritti is the Thomas Hunter Professor of Public Policy at Hunter College, CUNY. He has published ten books and more than one hundred articles, including *The Last Freedom: Religion from the Public School to the Public Square* (Princeton University Press, 2007), and *Choosing Equality: School Choice, the Constitution, and Civil Society* (Brookings Institution Press, 1999). In the latter he helped shift the debate about school choice from a discussion about the efficacy of free markets to a moral argument about how schools might better accommodate the educational needs of poor and under-represented communities. His widely cited articles on Blaine Amendments have appeared in the *Yale Law & Policy Review* (1996) and the *Harvard Journal of Law & Public Policy* (1998). He has written for such popular media as *The New York Times*, *The Washington Post*, and *The Huffington Post*. He has previously served as special assistant to the Chancellor of Schools in New York City, and as a senior advisor to the school superintendents in Boston and San Francisco. He served as an advisor to the Solicitor General of Ohio for the landmark *Zelman v. Simmons-Harris* and helped craft the legal strategy that was ultimately victorious in the United States Supreme Court. In 2008 he was invited to speak at the White House Summit on Inner-City Children and Faith-Based Schools in Washington D.C. He has previously taught at Princeton University, Harvard University, and New York University.

Joe Williams**Executive Director, Democrats for Education Reform**

Joe Williams has built a reputation as one of the most effective strategists and coalition-builders in the education reform community. He is a nationally recognized analyst and public speaker on education policy and politics, reaching thousands of listeners in audiences from coast to coast each year. Joe is also one of the most prolific writers and commentators in the education reform world, often tapping into his experience as a newspaper reporter and author to make the case for reform. He previously worked as an award-winning education journalist for the *New York Daily News* and *Milwaukee Journal Sentinel*. He has written extensively on education politics nationally and has served as a non-resident senior fellow for the Washington-based think-tank Education Sector. He is author of the book *Cheating our Kids: How Politics and Greed Ruin Education* (Palgrave Macmillan, 2005.)

Abstract: Over the past 50 years massive increases in per pupil resources devoted to schooling have not led to notable improvements in student learning. This has undermined the legitimacy of education policy-makers in much the same way that the military industrial complex was discredited by perceived defeats in Vietnam. Through both, research and "social learning" policy-makers have embraced new policies, mostly school choice and standards. Barack Obama himself explains this in his autobiography. We believe that the President's personal story, as captured in his autobiography, explains his genuine desire to improve public schools. Skepticism from supporters of traditional public schools, such as Diane Ravitch and Gene Glass and analysts on the libertarian right at places like the Cato Institute dismiss the Obama agenda as nationalizing policies best left to markets and to localities. We believe that Obama's approaches are more likely to be evolutionary than revolutionary.

CONFERENCE SCHEDULE



SATURDAY, JANUARY 19, 2013

CONCURRENT SESSION 1: 9:15 A.M. - 10:30 A.M.

HERMITAGE ROOM - SESSION 1A

SYMPOSIUM: SCHOOL CHOICE, URBAN EDUCATION AND MULTICULTURALISM: THE CASE OF SWEDEN

Anna Castro, Stockholm University

Paper: School Choice and Local School market: A Case of Urban School in Stockholm

Nihad Bunar, Stockholm University

Paper: Newly Arrived Students, Attendance Zones, and School Choice

Laid Bouakaz & Rehan Taha, Malmö University

Paper: Parents in Urban and Alternative School Forms

The objectives of this symposium are to present a number of theoretical and in particular empirical perspectives on the structure and operations of the Swedish education market: to make analytical links between multicultural education, school choice policy, urban schools and their predicaments and equal opportunities; and to discuss possible policy outcomes for Sweden and other countries currently trying to copy the Swedish version of education market with universal vouchers, independent schools and competition. Three articles will be presented each one describing, analyzing and discussing how school choice policy implementation in various social, ethnic and pedagogical contexts have shaped and have been shaped by different actors' practices. The empirical material presented contains the accounts from school leaders, teachers, parents and students.

METROPOLITAN ROOM - SESSION 1B

PAPER SESSION: COMPETITION: ITS IMPACT ON CHARTER AND TRADITIONAL SCHOOLS

Heather Hansen, Nova Southeastern University - Chair

Nina K. Buchanan, University of Hawaii, Hilo - Discussant

Edward Cremata & Margaret Raymond, CREDO at Stanford University

Paper: The Competitive Effects of Charter Schools: Evidence from the District of Columbia

In this paper, we study the effects of charter school competition in Washington, DC, using student-level measures of academic performance and the transfer patterns of students (TPS). This study employs a new approach to estimating the response of TPS to the presence and performance of charter schools. By capturing variation in both the location and quality of charter schools, we are able to distinguish those features of charter school competition that stimulate reactions from TPS from those that do not. Further, the difference-in-differences (DND) approach we develop uniquely addresses the challenge of estimating local market effects by controlling structurally for the potentially endogenous location decisions of charter schools. The results from our DND model are then compared to results found using a more common student/school fixed effects model.

Jonah Liebert, Teachers College, Columbia University

Paper: To What extent is School Choice Policy Adoption by the U. S. Driven by Popular Support for Traditional Public Schools?

Currently, there is a growing body of anecdotal evidence suggesting that while there are pockets of demand for school choice in affluent communities, suburban school districts tend to oppose school choice policies. These battles suggest the intriguing possibility that a significant barrier to the continued growth of vouchers and charter schools may be the many thousands of affluent families who have actively chosen a high quality public school via residential choice. To date, there is little systematic research that has systematically examined this hypothesis. To test this claim, this study examines whether support for charter schools and vouchers varies by perceived quality of the traditional public schools, and whether those differences explain the proliferation of charter schools across and within the states.

Larry Maloney, Aspire Consulting, LLC

Paper: Charter School Funding During the Economic Downturn

Traditionally, public charter schools across the country receive less funding than public school districts, but has the funding disparity improved or worsened during the economic downturn in the U. S.? This paper, prepared by Meagan Batdorff, Larry Maloney, Jay May and Michelle Terrell will evaluate what impact, if any, the recent economic downturn has had on charter schools and will compare those results to the funding provided to school districts. The research will examine funding over a four-year period from FY07 to FY10. The authors will focus their research on six cities - Denver, Los Angeles, Milwaukee, Newark, New Orleans and Washington, D.C.

LOUVRE ROOM - SESSION 1C

PAPER SESSION: DECENTRALIZATION OR GROWTH OF THE EDUCATIONAL COMPLEX

Hui Fang Su, Nova Southeastern University - Chair

John Merrifield, University of Texas at San Antonio - Discussant

Neal McCluskey, Cato Institute

Paper: Education and Social capital Maximization: Does Decentralization Hold the Key?

It is generally believed that a critical tool for achieving social cohesion is government-run schooling. The rationale is that diverse children must learn common values, a common culture, and have personal contact with members of different groups in order to render society cohesive, and only government controlled schooling can guarantee that. But significant anecdotal and historical evidence contradicts this, suggesting that trying to force diverse people under one schooling umbrella leads to conflict, not cohesion. This research looks at the question empirically, assessing education governance in numerous nations and determining its effect on generalized trust. It does not find significant direct effects of education system structure on trust, but does find significant indirect effects.

Robert Maranto, Dirk C. van Raemdonck, & Alexandra Vasile, University of Arkansas
Paper: The Educational Industrial Complex in Comparative Perspective

We extend our analysis (2011) of the U.S. Educational Industrial Complex (EIC) to the member states of the Organization for Economic Cooperation and Development (OECD) through an initial cross-sectional comparison of EIC characteristics in all OECD nations for which data is available in order to test hypotheses about the nature, effectiveness, and growth of the Educational Industrial Complex.

CONCURRENT SESSION 2: 10:45 A.M. – 12:00 P.M.

HERMITAGE ROOM - SESSION 2A

SYMPOSIUM: EVIDENCE AND WISDOM FROM NEW ORLEANS, LOUISIANA

Paul DiPerna, Friedman Foundation for Educational Choice
Adam Hawf, Director, Portfolio Division, Recovery School District
Neerav Kingsland, CCEO, New Schools for New Orleans
Margaret Raymond, Director, CREDO at Stanford University
Caprice Young, Vice President, Education Initiatives, Arnold Foundation

After a decade of school reform policies and efforts in New Orleans, the body of evidence for this community is the richest and most comprehensive in the country. Policy makers and others have keen interest in knowing what the impact on student academic achievement has been. Perhaps more important, however, is the opportunity to assess the reform model in terms of its design features and compare it to the on-the-ground test and evolution. In particular, there are opportunities to leverage the knowledge gained about the sequencing and timing of the critical drivers of reform. The focus of this symposium will be to bring the leading policy advocates, public officials, school operators and funders together to present both the evidence and the wisdom of the past decade.

LOUVRE ROOM - SESSION 2B

PAPER SESSION: CASE STUDIES FROM CHILE

Daekwon Park, Seoul National University - Chair
Laid Bouakas, Malmo University - Discussant

Ricardo Paredes, Pontificia Universidad Católica de Chile
Paper: Favored Child? School choice within the Family

We study school choice within the family, analyzing how birth order, gender, innate talent, and family financial restrictions impact the parents' decision to prioritize the education of one or more of the children over the rest. We find that parents, particularly from lower income homes, are more likely to select more prestigious, higher cost schools for their eldest, male and most talented children. This behavior may explain part of the positive "male bias" in learning and may have a relevant impact on income distribution among family members.

Alvaro Quezada-Hofflinger, University of Texas at Austin
Is School Choice an Option? Micro-Level Impact of Competition on Educational Equity in the Chilean Case

Some argue that a privatized and competitive educational system is more likely to improve social mobility and equalize the quality of education among families of different socio-economic backgrounds. However, while education privatization is widely advocated, hardly any empirical evidence for these benefits exists. This project analyzes empirical evidence to examine the macro-level effect of voucher school programs on educational inequality in the Chilean case. In particular, it analyzes longitudinal data of students' scores from standardized tests (SIMCE test) in order to answer the following question: does the competition among schools that voucher school programs promote actually reduce the achievement gap between students from different socioeconomic backgrounds as they progress through school?

METROPOLITAN ROOM - SESSION 2C

PAPER SESSION: SCHOOL CHOICE IN MILWAUKEE, BALTIMORE, AND THE STATE OF FLORIDA

Judith Stein, Nova Southeastern University, NIEO - Chair
William Mattox, James Madison Institute - Discussant

Patrick J. Wolf, University of Arkansas
John Witte, Professor, University of Wisconsin, Madison – Public Affairs and Political Science, Faculty Affiliate, Institute for Research on Poverty

Paper: When Rights, Incentives, and Institutions All Clash: The Case of School Vouchers and Special Education in Milwaukee

Much controversy surrounds the question of how many students with disabilities attend private schools through school voucher programs and how well those students are served. Using longitudinal school enrollment, special education

classification, and parent survey data regarding Milwaukee's school voucher program, we are able to estimate that between 7.5 and 14.6 percent of the students using vouchers in Milwaukee have disabilities that affect their learning. We also find that parents seem to be similarly satisfied with the services their child with a disability is receiving whether in the private or public sector, even though students with disabilities are served in voucher programs differently from how they are served in the public sector. Regarding vouchers, special education is special.

Lisa Snell, Reason Foundation

Paper: The Baltimore Case of School Funding Portability in Public Schools: Does "Money Following the Child" and Public School Choice Improve District, Community, and School-Level Outcomes?

The growth of student-based budgeting in school districts and a few states mirrors a national trend toward more decentralized school funding where the money follows the child. In the United States, we are in a transition period, moving from funding institutions to funding students. K-12 education funding is moving closer to the funding model for higher education, where the money follows students to the public, private or nonprofit school of their choice. We are moving away from a K-12 system funded by local resources and driven by residential assignment to a system where funding is driven by parental choice and student enrollment. This paper will examine quantitative and qualitative evidence to explain the Baltimore outcome and how school funding that follows the child can incentivize behavior to improve both district-level and school-level student outcomes.

Reginald S. Lee, University of South Florida

Vanessa A. Hein, DePaul University

Paper: The Florida Department of Education was awarded a federal grant to assist the State and school districts to create, expand, and improve public school choice opportunities for students. The aim of Florida's grant program was to strengthen the availability, accessibility, and equity of educational options for parents to obtain a high quality education for their children. We examine the relationship between Florida's program and equity of learning opportunities for students, focusing on parental involvement, and the connection between the program and student outcomes including, performance on the State assessment (FCAT). In presenting evaluation findings, we discuss the extent to which VPSC program activities at participating sites, including districts, Parent Resource Centers, and School Choice Parent Advisory Council, have met project objectives.

CONCURRENT SESSION 3: 3:30 P.M. – 4:45 P.M.

METROPOLITAN ROOM - SESSION 3A

SYMPOSIUM: COMPARATIVE VIEWS ON SCHOOL CHOICE IN STATES AND DISTRICTS

Grover (Russ) Whitehurst, Distinguished Doctoral Fellow, University of Arkansas

Paul DiPerna, Research Director, Friedman Foundation for Educational Choice

Matthew Ladner, Foundation for Educational Excellence

The purpose of this symposium is to provide policy overviews, program comparisons, and consider measures of choice and competition in districts and states around the country. Our session has three presentations. Grover (Russ) Whitehurst will discuss the Brookings Institution's recent release of the 2012 Education Choice and Competition Index (ECCI). The ECCI gives a range of informative measures on the degrees of choice and competition within the nation's 100 largest school districts. The second presentation offers a comparative view of the 39 school choice programs that exist today in America. Paul DiPerna will describe key features of these programs, such as: student eligibility and participation, student funding, and the range of rules and regulations on participating schools. Matthew Ladner, the third presenter, will discuss Arizona's recent policy innovation establishing education savings accounts (or ESAs). Ladner will suggest the policy mechanism's broader implications for enactment and implementation in other states.

LOUVRE ROOM - SESSION 3B

PAPER SESSION: QUALITY INTERNATIONAL SCHOOL CHOICE

Deani Van Pelt, Redeemer University College - Chair

Robert A. Fox, University of Hawaii - Discussant

Alessandro Colombo, Eupolis Lombardia

Paper: How to Evaluate Quality in Education? The Stakeholders' Perspective in a Regional Context

The paper attempts at identifying the most relevant indicators in the evaluation of school quality. This question, arisen in the process of reform of a school voucher scheme implemented in Lombardy since 2000 – the "Buono scuola" – has already found several answers both in the literature and in practice, by scholars and experts, adopting a top-down approach. On the contrary, we explore the perspective of the actors involved in the day-to-day life of schools – students, parents, teachers, school managers – through focus-groups involving the relevant categories. Our aim is twofold: to offer insights in the debate on school quality evaluation, from a bottom-up perspective, and to provide guidelines for the revision of the Buono scuola scheme.

Rodrigo Melo, Portuguese Catholic University

Paper: Relations between Catholic Schools Funded by the State and the National Educational Inspectorate – Freedom of Education with State Funding: The Portuguese Case

Following the remark by Glenn (2000: 81) that the court, when deciding to cut "(...) faith-based schools off from public support for their own good, protecting them from the fatal embrace of the government (...)" didn't inquire into "(...) whether government oversight of religious schools in other countries, where it is routine, has done serious damage to their

mission (...)", this paper presents the balance found in Portugal between faith-based schools' freedom of education and the State's supervisory role of schools receiving State funding (government oversight of religious schools entirely funded by the state). This is done building on evidence from interviews with (i) principles of catholic schools funded by the state and (ii) officials from the national educational inspectorate.

Donald Baum, University of Minnesota

Paper: International Education and Public-Private Partnerships: A quasi-experimental Assessment of Reform Strategies across Seventeen Countries

This paper contributes to current knowledge regarding the impact of public-private partnerships (PPP) on the international Education for All agenda, including key matters of student achievement, school quality, and social equity. The researcher provides a cross-country assessment of public-private partnerships, using data from the Program for International Student Assessment (PISA) 2009 to examine the achievement and equity implications of PPP policies across 17 countries. In particular, this work explores the theoretical and empirical justifications for and against non-state involvement in education provision and provides original cross-national research on the achievement impact of publicly-funded private schools. The intent is to expand the current knowledge regarding the potential of private sector initiatives in contributing to social and state goals for education.

HERMITAGE ROOM - SESSION 3C

PAPER SESSION: LEADING AND TEACHING IN CHARTER SCHOOLS

Al Mizell, Nova Southeastern University - Chair

Alexandra Penn, GoldenPair & Company - Discussant

Mark Blitz, University of Wisconsin, Madison

Paper: Cultivating Distinction within Uniform Systems: The Challenge for Leaders of Non-Traditional Charter Schools

This paper examines the challenges facing leaders of charter schools that have adopted non-traditional approaches to teaching and learning. External circumstances and policy present obstacles to fulfilling the unique missions of these schools. This paper presents findings from eight charter schools in which the author conducted open-ended semi-structured interviews with the school leaders, teachers, and governance board members from each school. Utilizing narrative analysis, the author identified the following school characteristics that determined the number and severity of challenges: degree of distinction, degree of autonomy, and authorizer identity and practice. Moreover, the participating charter school leaders faced challenges stemming from the following sources: federal policy, state charter law, and district policy (if applicable).

Chris Torres, New York University

Paper: "Scaling Up" School Models: The Role of Teacher Turnover at Charter Management Organization (CMO) Charter Schools

This study examines one year of survey and retention data from a Charter Management Organization (CMO) operating over 25 schools in the U.S. to better understand factors impacting teacher satisfaction and turnover. The 15% turnover rate is lower than averages in other charter turnover studies. This rate likely captures substantial annual variation, as 44% of staff in the sample was new to the organization. Teacher perceptions of their workload and school leadership were the strongest predictors of a teacher's overall job satisfaction. Elementary teachers, teachers in their third year or more at the organization, in newer schools and in schools with new principals were significantly more likely to leave at the end of the school year. Perceptions of school discipline had a significant impact on turnover, and workload did not after accounting for perceptions of professional growth.

CONCURRENT SESSION 4: 9:15 A.M. – 10:30 A.M.

SUNDAY, JANUARY 20, 2013

HERMITAGE ROOM - SESSION 4A

SYMPOSIUM: MAGNETS: FACTORS CONTRIBUTING TO SCHOOL SUCCESS: INNOVATION, ACADEMIC EXCELLENCE, SCHOOL DIVERSITY, AND SCHOOL CHOICE

Robert Brooks, Director, National Institute for Magnet School Leadership

Presentation: Introductions, Background, and Overview of the Presentations

Claire Smrekar & Ngaire Honey, Vanderbilt University

Paper: How Parents Choose Schools and Why it Matters to Magnet School Leaders

William Magnotta, Magnet Schools Program Manager, Connecticut State Department of Education

Paper: The Connecticut Open Choice and Inter-district Options to Providing Educational Programs to a Diverse Population

Donna Elam, University of South Florida

Paper: Using Research to Support Your Magnet Program and Improve Evaluation Outcomes

Scott Thomas, Executive Director, Magnet Schools of America

Paper: Utilizing School Diversity to Promote 21st Century Skills in Magnet Schools: Strategies for Program Implementation and Success

Magnet schools have long been overlooked by the school choice and research community yet have maintained a robust existence in many urban and suburban school districts. While the number of students attending magnet schools continues to grow, it's the only reform mechanism available to districts that can specifically address issues of socioeconomic and racial segregation. This panel will explain components of the school choice process and what happens in magnet schools that make them particularly unique and desirable to families.

LOUVRE ROOM - SESSION 4B

PAPER SESSION: ACCOUNTABILITY IN CHARTER SCHOOLS

Sonia Vazquez-Espósito, Osceola School District - Chair

Leslie Davis Hiner, Friedman Foundation for Educational Choice - Discussant

Richard Welsh, Andrew McEachin & Dominic Brewer

Paper: Rewarding Growth or Achievement? Assessing the Eligibility Criteria of the Recovery School District Return Policy

After Hurricane Katrina, the state-run Recovery School District (RSD) assumed control of most of the public schools in New Orleans. This paper evaluates the eligibility criteria of the RSD's policy to return schools to local control. We analyze the use of the School Performance Score (SPS) to identify which schools should be given the governance option by relating our own growth estimates to the schools' SPS scores, and investigating the relationship between SPS and value-added estimates. We find that there is a moderate correlation between the schools' measures of value-added and their SPS scores. The preliminary results indicate that the current SPS score cutoff does not separate the low to negative growth schools from those making positive growth.

John Merrifield, University of Texas at San Antonio

Paper: An Assessment of the Post-Katrina, Charter-Led Makeover of New Orleans' Schools

This paper assesses systemic change driven by Hurricane Katrina and Louisiana charter school law. We assess the post-Katrina, charter school-dominated New Orleans system (~70% charter school) by comparing New Orleans' gains to similar Louisiana districts, and three similar non-Louisiana districts. Our null hypothesis is that the charter-led transformation of the New Orleans school system did not significantly impact academic performance; that New Orleans performed like demographically similar districts that rebuilt or maintained traditional schooling. We use test scores and School Performance Scores as our dependent variables.

Scott Milliman, James Madison University

Robert A. Maranto, University of Arkansas

Paper: Which Educational Institutions are More Accountable Charters or Traditional District Schools? An Arizona Case Study

Many school reformers today, including President Obama, emphasize the importance of holding public schools accountable for their academic performance. But which type of public school, when performing poorly, is most likely to meet this standard: Charters or traditional district schools? We assess this question for Arizona (a state with a large charter sector). Using a formal regression analysis, we find that when using education standards mandated by Arizona, poorly performing charter schools are more likely to be held accountable than their district school cohorts. Under the No Child Left Behind Act of 2001 (NCLB), however, charters and district schools are equally accountable. Poorly performing charters are also more likely to close down, but only under NCLB. We discuss policy implications of these results for school accountability systems.

METROPOLITAN ROOM - SESSION 4C

PAPER SESSION: DECENTRALIZATION AND AUTONOMY IN SCHOOL CHOICE

John Merrifield, University of Texas at San Antonio - Chair

Lindsey Burke, Heritage Foundation - Discussant

Daekwon Park, Seoul University

Paper: Macro and Micro Perception Factors of Parents Who Choose Schools Overseas

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. This study was conducted to investigate why and how Korean parents choose schools in foreign countries. A survey questionnaire was administered to two groups of parents – parents whose children attend school domestically and parents whose children attend school abroad. Purposive sampling was implemented for data collection. Analysis employed logistic regression to assess which factors significantly contributed to the decision of choosing schools.

Miquel Sancho, European Foundation Society and Education

Paper: Regional Decentralization vs. Educational Autonomy

All analysts coincide on the fact that schools constitute the foundation of the educational system; schools' quality is related with teacher's level of commitment, their identification with the pedagogic project and work in cooperation; teachers need a degree of freedom and flexibility in order to adapt to the diversity of each school, of each student and of their families, of their expectations and achievements and of their personality. It is therefore necessary to approach the issue of schools' autonomy regardless of how decentralized educational competencies are from the public authorities, and analyzing the external and internal factors upon which it depends. On one hand, it requires a legal framework to make it possible, avoiding excessive regulation; on the other hand, it requires a school that assumes it, involving participation from the whole school community.

CONCURRENT SESSION 5: 10:45 A.M. – 12:00 P.M.

SUNDAY, JANUARY 20, 2013

METROPOLITAN ROOM - SESSION 5A

SYMPOSIUM: RESEARCH AND TRENDS IN K-12 ONLINE LEARNING

Allison Powell & Kathryn Kennedy, International Association for K-12 Online Learning (iNACCOL)

Dina Vyortkina, Florida State University

Jonah Liebert, Teachers College, Columbia University

Charisse Gulosino, Visiting Scholar, Loyola University, New Orleans

K-12 online learning is spreading across the United States and beyond. Within the 27 state virtual schools, enrollments reached 619,847, a 16% increase from last year. Supplemental enrollments, including those in hybrid settings, are often indeterminable due to antiquated or non-existent student data systems. This session shares the latest research in K-12 online learning. In particular, four major topics are identified including the emergence of blended learning models, the datedness of key traditional policy and how the field is updating them, the transformative roles of educators that help to best meet the needs of these new models, systems, and policy and the challenges of evaluating virtual programs. Authors share the work of researchers who are on the forefront of this ever-expanding reform movement.

HERMITAGE ROOM - SESSION 5B

SYMPOSIUM: RELIGION AND SCHOOL CHOICE IN THE UNITED STATES

Ursula Hackett, University of Oxford

Paper: Exodus, Expression and Evangelicalism: Connecting Religiosity and Indirect Religious School Aid in the U. S.

This paper investigates the development of three types of aid to children at religious schools: in-kind aid to the student (transportation, text book loans, meals), subsidies to the school (property tax exemptions, equipment and maintenance) and financial aid to parents (tax credits, vouchers) in six key states: New York, California, Utah, Florida, Louisiana and Illinois. It defines broad periods of advance and retrenchment, and explains why some states have become much more generous than others in aid to children at private religious schools.

Steven G. Koven & Mobin Khan, University of Louisville

Paper: School Choice and the Educational Establishment: A View from the States

Scholars, politicians and corporate leaders often agree that the global economic and political lead of the United States critically depends on the quality of its K-12 education system. However, beyond that, there is a significant disagreement on current status of this education system and what changes it needs. Some consider the system to be broken and offer the school choice as a panacea. However, its acceptance varies throughout United States. This paper examines the role of political ideology and culture in each state vis-a-vis the acceptance of school choice and its impact on student performance.

Patrick J. Wolf, University of Arkansas, Institute for Justice

Michael Komer, University of Arkansas

Michael McShane, American Enterprise Institute

Paper: Blaine it on Politics: The Effect of Anti-Aid Amendments on Private School Choice Programs in the U. S.

Most U.S. states have constitutional provisions called "Blaine Amendments" which prohibit the government funding of sectarian religious organizations. Many commentators assume that such "anti-aid" provisions are an obstacle to passing and implementing private school voucher programs. Through a combination of historical, legal, and empirical analysis, this paper establishes that Blaine Amendments themselves do not prevent states from successfully operating voucher programs. The partisan political affiliation of judges, not the design features of programs, is the most important factor in determining whether or not a voucher program in a Blaine Amendment state will be judged constitutional or not. Republican judges tend to rule that vouchers do not violate Blaine Amendments while Democratic judges tend to determine that they do.

Michael McShane, University of Arkansas, American Enterprise Institute

Paper: Mission Focus and the Religious Identity of Schools

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 of 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.

LOUVRE ROOM - SESSION 5C

PAPER SESSION: ACHIEVEMENT AND LITIGATION TRENDS IN CHARTER SCHOOLS

Liz Gordon, Pūkeko Research Ltd. - Discussant

Andrew McEachin, University of Virginia, Rossier School of Education

Dominic Brewer, Vice Dean for Research, University of California

Richard Welsh, University of Southern California

Paper: Orleans Achievement Time Trends 2007-2011

This paper investigates achievement trends in New Orleans from 2007 to 2011. The analyses in this paper build on past works by using student-level data and specifically evaluating student achievement gains in the complex New Orleans public educational environment. Preliminary results indicate that once we account for students' prior achievement and the time-invariant between school differences, students in RSD non-charter schools have small but negative achievement growth over time. Students in RSD and OPSB charter schools experience positive increases in student achievement in both math and ELA. The results do support the suggestive evidence that the charter schools are increasing student achievement at a significant and positive rate between .06 SDs and .1 SDs per year.

Davis Schimmel, Harvard University

Paper: Legal Litigation and Charter School Personnel

This paper will examine the data (e.g. case law) to determine how much reported litigation charter schools have been involved in within the last five years. We will then code the litigation to learn what legal claims have more often arisen at charter schools.

CONCURRENT SESSION 6: 9:15 A.M. – 10:30 A.M.

MONDAY, JANUARY 21, 2013

GALLERY BALLROOM-SESSION 6A

SYMPOSIUM: SCHOOL CHOICE AND DIVERSITY

Ain Grooms, University of Georgia - Chair

Cheryl Fields-Smith, University of Georgia

Paper: Profiles of Freedom: Determination and Diversity among Home Education Families

Madeline Perez, St. Joseph College

Paper: Si Dios Quiere (If God Wills it): The Experiences of Low Income Latina Mothers Participating in the NYC High School Admissions Process

Brent Beal &, University of Texas at Tyler

Heather Olsen Beal, Stephen F. Austin State University

Paper: School Choice and Diversity: What Public Education Can Learn from the National Football League (NFL)

Jill Zimmerman & Debra Vaughan, Tulane University

Paper: Opportunity and Access for Whom? A Comprehensive Assessment of School Choice in Post-Katrina New Orleans

School choice has gained prominence in recent years, yet discourse around school choice options can sometimes simplify, or worse, neglect, the association between school choice and student diversity. Scholars have argued that school choice has led to an increase in both student and school segregation (Scott, 2005). As a result, it is necessary to understand multiple contexts of diversity and their relationship to school choice policies and outcomes at the local and national levels. In an effort to do so, this symposium will present research that analyzes a diverse array of school choice options, including homeschooling, charters, open enrollment, magnet, and busing programs, while simultaneously examining the context of racial and/or economic diversity within each of these choice options.

HERMITAGE ROOM - SESSION 6B

PAPER SESSION: CURRICULUM MATTERS IN SCHOOL CHANGE/REFORM

David Ross, Nova Southeastern University, Abraham S. Fischler School of Education - Discussant

Joseph Procaccini, Loyola University, Maryland

Paper: School Reform Gone Awry: The Case of Central Falls Senior High School

This paper chronicles, in case study format, the failed turnaround attempt at Central Falls Senior High School in Rhode Island. The case became the poster school for transformation efforts in the U.S. because it included the firing of the entire administration and faculty and was highly praised by both the President of the U. S. and Secretary of Education. However, because of a state application for Race to the Top federal grant funds (RTTT) needed teachers' union support, the firings were rescinded and chaos followed. The situation is now disastrous.

Rene Martinez, University of Hawaii at Manoa

Paper: A Journey through the Process of School Change in Project-based Education

Compared with other nations, American students have a low high school graduation rate and fewer than 40% of high school graduates are receiving college degrees. With a curriculum driven by assessment and lower order thinking skills, educators in the U.S. are finding it difficult to focus on skills relevant to 21st century learning. This article investigates how one principal influenced school reform in project-based education as well as the hurdles encountered along the path. It also explores why the implementation of project-based education has an unsure future and is not more widespread in U.S. schools even though it has been successful in school reforms documented by nations scoring highest on international assessments.

Deani Van Pelt, Redeemer University College, Ontario, Canada

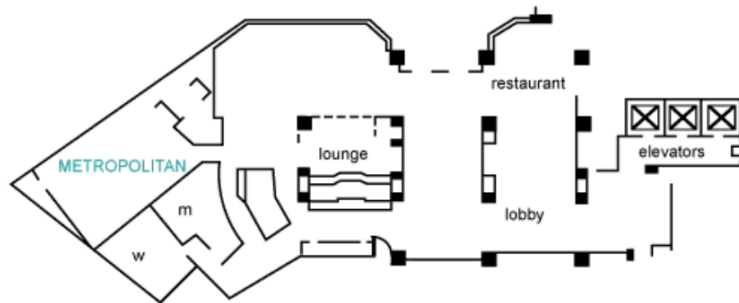
David Sikkink, University of Notre Dame

Paper: Private Religious Protestant School Graduate Outcomes: An International Contextualized Comparison between Canadian and American Religious and Non-religious School Sector Graduates

A comparison between the outcomes of graduates from private religious Protestant schools in Canada and the United States points to differences of school sector effects, dependent on national context. Protestant school graduate outcomes in educational attainment, volunteering and civic contributions, religious and church involvement, and family demographics suggest that private evangelical schools are not necessarily similar across national borders and are influenced by their national context. This analysis is further enriched by comparisons of religious school graduates with nonreligious (public and private) school sector graduates in both countries. Based on representative data gathered by internet survey from American graduates in March 2011 and Canadian graduates in February 2012, this presentation will probe the contours of Protestant school effects and offer proposals for strengthening the sector across national boundaries.



**GALLERY ONE FORT LAUDERDALE -
A DOUBLETREE GUEST SUITES HOTEL- MAIN LEVEL**



**GALLERY ONE FORT LAUDERDALE -
A DOUBLETREE GUEST SUITES HOTEL - SECOND LEVEL**

