Improving Education through Accountability and Evaluation:
Lessons from Around the World

October 3-5, 2012
Center for American Studies
Via Michelangelo Caetani 32
00186 Rome, Italy
http://www.invalsi.it/invalsi/ri/improving_education/

With additional support from:

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Tuesday, October 2, 2012

17:00-19:00 Registration

Reception with Hors-d’Oeuvres

At: Italian Ministry of Education, University and Research,
Viale Trastevere 76/a, 00196 Roma
access limited to the participants registered online

Wednesday, October 3, 2012

8:30-9:00 Registration

9:00-9:30 Welcoming Speakers - Room A -

Marco Rossi Doria – Under-Secretary of State, Ministry of
Education, University and Research
Annamaria Leuzzi – PON Management Authority, Ministry of
Education, University and Research
Douglas Besharov – University of Maryland; Association for
Public Policy Analysis and Management

9:30 - 11:00
Plenary - Session 1 - Room A -

“School Accountability through Performance Monitoring”
Chaired by Jane Hannaway – American Institutes of Research; Association for
Education Finance and Policy

School Accountability and Monitoring Systems: Insights from the U.S. and
Other Countries
Helen Ladd – Duke University; Association for Public Policy Analysis and
Management

Accountability in Education Around the World: Lessons from International
Achievement Tests
Ludger Woessmann – University of Munich

11:00-11:15 Coffee Break
Parallel Sessions

**Session 1.1: Building and Interpreting Scientific Evidence**
Chair: Kentaro Yamamoto – Educational Testing Service

- **Room A** -

*Review on Evaluation and Assessment Frameworks for Improving School Outcomes*
Paulo Santiago – OECD

*Educational Evaluation and Assessment in the Netherlands*
Jaap Scherers, Melanie Ehren, Peter Sleeers and Renske de Leeuw – University of Twente

*The Heterogeneity of “Private School Effect” in Italy*
Tommaso Agasisti, Samuele Murtinu and Piergiacomo Sibiano – Politecnico di Milano

*Experimental Evidence on the Effect of Childhood Investments on Postsecondary Attainment and Degree Completion*
Susan Dynarski and Joshua Hyman – University of Michigan; Diane Whitmore Schanzenbach – Northwestern University

*Is it Live or is it Internet? Experimental Estimates of the Effects of Online Instruction on Student Learning*
David Figlio – Northwestern University; Mark Rush and Lu Yin – University of Florida

*The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring*
Eric Bettinger and Rachel Baker – Stanford University

**Session 1.2: Accountability: School Autonomy and Management**
Chair: Helen Ladd – Duke University; Association for Public Policy Analysis and Management

- **Room B** -

*Organizational Turnaround and Educational Performance: The Impact of Performance-Based Monitoring Analysis Systems (PBMAS)*
Amanda Rutherford – Texas A&M University

*Development of Performance Measures for a Small After-school Program Serving South Asian Youth in New York City, a Case Study*
Swati Desai – State University of NY at Albany

*Examination of School-Based Management in Indonesia*
Rita Karam, Georges Vernez and Jeffrey Marshall – RAND

*School Autonomy and Student Achievement: An International Study with a Focus on Italy*
Angelo Paletta – Università di Bologna; Maria Magdalena Isac – Joint Research Centre, CRELL
Planning and Working On School Improvement. Preliminary Evidence from the Quality and Merit Project in Italy
Andrea Caputo – INVALSI; Sara Mori – INDIRE; Valentina Rastelli – INVALSI

A Performance-Based Evaluation Model for Rewarding Merit in Italian Schools
Donatella Poliandri, Paola Muzzioli, Isabella Quadrelli, and Sara Romiti – INVALSI

Session 1.3: Teachers: Measuring and Ensuring Quality
Chair: Alberto Martini – Università del Piemonte Orientale

Investigating the Role of Human Resources in School Turnaround: Evidence from Two States
Michael Hansen – American Institutes for Research

Teacher Training, Extra Education and Students’ Achievement: The Evaluation of a Program for Promoting Students’ Performances in Italian Lower Secondary Schools
Elena Claudia Meroni – Padua University; Giovanni Abbiati – University of Milan

Under Pressure: Job Security, Resource Allocation, and Productivity in Schools Under No Child Left Behind
Randall Reback – Columbia University; Jonah Rockoff – Columbia University and NBER; Heather Schwartz – RAND Corporation

A Composite Estimator of Effective Teaching
Kata Mihaly, Daniel McCarrey, Douglas O. Staiger, and J. R. Lockwood – RAND

Teacher Assessment and Students’ Performance in OECD-PISA 2009
Brunella Fiore, Isabella Romeo – University of Milano-Bicocca

Evaluating Mathematics Knowledge for Teaching as an Outcome of Pre-Service Teacher Education: Lessons from the High Performing Countries in the Teds-M Study
Maria Teresa Tattu – Michigan State University; Michael Rodriguez – University of Minnesota

13:15-14:30 Lunch on Premises

14:30 – 16:00
Plenary - Session 2

“Improving Teacher and Administrator Quality”
Chaired by Bert Creemers – University of Groningen

Educator Effectiveness: Measures, Policies and Debates
Jane Hannaway – American Institutes of Research; Association for Education Finance and Policy

Improving Teaching Quality: Promoting a Dynamic Approach to Teacher Professional Development
Leonidas Kyriakides – University of Cyprus
16:00-16:15 Coffee Break

16:15-18:30 Parallel Sessions

**Session 2.1: Accountability: Unintended Consequences**
Chair: David Figlio – Northwestern University

- **Room A -**

When Accountability Strategies Collide: Do Policy Changes that Raise Accountability Standards Also Erode Public Satisfaction?
Rebecca Jacobsen, Andrew Saultz and Jeffrey W. Snyder – Michigan State University

School Accountability: How Can We Reward Schools and Avoid Pupil Selection?
Erwin Ooghe – KU.Leuven and IZA; Erik Schokkaert – KU.Leuven

When the Cat Is Near, the Mice Won’t Play: The Effect of External Examiners in Italian Schools
Marco Bertoni – University of Padova and CEP-LSE; Giorgio Brunello – University of Padova, IZA and CESifo; Lorenzo Rocco – University of Padova

Incentives, Information, and Ideals: The Use of Economic Theory to Evaluate Educational Accountability Policies
Andrew McEachin – University of Virginia

The Failure of Educational Accountability to Work as Intended in the United States
Sharon L. Nichols – University of Texas at San Antonio

Outcome-Based and Competition-Based Policies of School Evaluation: A Comparison of School Performance and Perverse Effects in Two Mid-sized Hungarian Towns
Dániel Horn – European University Institute; Lajos Bódis – Corvinus University

**Session 2.2: Translating Research Results Into Practice**
Chair: Susan Dynarski – University of Michigan

- **Room B -**

Exploring Politics, Accountability and Evaluation Use in the Mexican Federal Government Education Programs
Gabriela Pérez Yarahuán – Universidad Iberoamericana

The Causal Effect of Class Size on Pupils’ Performance: Evidence from Italian Primary Schools
Larysa Minzyuk and Felice Russo – University of Salento

Creating a Performance Culture: Anxiety, Climate and Performance Management Reform
Kate Destler – University of Washington

Career Pathways as a Framework for Program Design and Evaluation
David J. Fein – Abt Associates Inc.
Moving Matters: The Causal Effect of School Mobility on Student Performance
Amy Ellen Schwartz and Leanna Stiefel – New York University

Preventing and Re-integrating Early School Leavers: A Comparative Meta Evaluation of Policies Implemented in 7 European Member States.
Anja Meierkord and Massimiliano Mascherini – EUROFUND

Session 2.3: Innovation: Changes to Policy and Curriculum
Chair: Daniele Checchi – Università degli Studi di Milano – IZA
- Room C -

Can Formal-Informal Collaborations Improve Science Literacy in Urban Middle Schools? The Urban Advantage Middle School Science Initiative in New York City
Meryle Weinstein, Emilyn Ruble Whitesell, and Amy Ellen Schwartz – New York University

Preliminary Evidence from the M@t.abel Teacher Professional Development Program in Italy
Gianluca Argentin – Università di Milano Bicocca; Aline Pennisi – Ministero dell’Economia e delle Finanze; Daniele Vidoni – INVALSI; Giovanni Abbiati – Università degli Studi di Milano; Andrea Caputo – INVALSI

Improving Reading Comprehension by Fostering Children’s Engagement with Books During Summer Vacation: A Cluster-Randomized Trial Comparing Strategy and Text Structure Instruction in High Poverty Elementary Schools
James S. Kim, Helen Kingston, Lisa Foster – Harvard University; Thomas G. White – University of Virginia

Standing on the Shoulders of Chess Masters: Using RTCs to Evaluate the Effects of Including Chess in the Italian Primary School Curriculum
Gianluca Argentin – Università di Milano Bicocca; Alberto Martini – Università del Piemonte Orientale; Barbara Romano – Università di Genova and University of Pennsylvania

Early High School Interventions to Increase Students’ Access to Post-secondary Education: Experimental Impacts from Canada’s Future to Discover Project
Reuben Ford – Social Research and Demonstration Corporation

Synthesis of Findings from 15 Years of Educational Reform in Thailand: Lessons on Leading Educational Change in East Asia
Philip Hallinger – Hong Kong Institute of Education

20:00-23:00 Social Dinner (please register at registration desk)
Speech by Elizabeth King – World Bank
### Thursday, October 4, 2012

#### 9:00 – 10:30
**Plenary - Session 3**  
*Room A*

**“Promising Innovations Inside and Outside the Classroom”**  
Chaired by Neil Gilbert – *University of California at Berkeley*

**Digital Information Literacy: Challenges and Opportunities for 21st Century Education**  
Jean-François Rouet – *University of Poitiers; National Center for Scientific Research*

**Outgrowing the Mode Effect Study of Paper and Computer Based Testing**  
Kentaro Yamamoto – *Educational Testing Service*

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<td>10:30-10:45</td>
<td>Coffee Break</td>
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<td>10:45-13:00</td>
<td><strong>Parallel Sessions</strong></td>
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**Session 3.1: Accountability: Achievement Gap**  
Chair: Daniele Vidoni – *INVALSI*  
*Room A*

*Does Accountability Narrow Achievement Gaps? Evidence from the United States in the Era of No Child Left Behind*

Sean Reardon, Erica Greenberg, Demetra Kalogrides, Kenneth A. Shores and Rachel A. Valentino – *Stanford University*

*At-Risk Student Averse: Risk Management and Accountability*

Julian Vasquez Heilig, Michelle Young and Amy Williams – *The University of Texas at Austin*

*A Way to Resilience: How Can Italian Disadvantaged Students and Schools Close the Achievement Gap?*

Tommaso Agasisti – *Politecnico di Milano*; Sergio Longobardi – *University of Naples “Parthenope”*

*Science Competencies Across PISA OECD Countries: Comparing Exceptionally High and Low Performers*

Fabio Alivernini and Sara Manganelli – *INVALSI*

*Why Do Northern European Secondary Schools Outperform American Secondary Schools?*

John H. Bishop – *Cornell University and ILR*

**Session 3.2: Innovation: School Choice and Market Based Incentives**  
Chair: Jean-François Rouet, University of Poitiers; National Center for Scientific Research  
*Room B*

*The Impact of High School Choice on Mediators of Student Success*

Sean P. Corcoran, Lori Nathanson and James Kemple – *New York University*
Do KIPP Schools Boost Student Achievement?
Philip M. Gleason, Christina Clark Tuttle, Brian Gill, Ira Nichols-Barrer and Bing-ru Teh – Mathematica Policy Research

Devora H. Davis and Margaret E. Raymond – Stanford University

Do Charter Schools Improve Student Achievement? Evidence from a National Randomized Study
Melissa A. Clark, Philip Gleason and Christina Tuttle – Mathematica Policy Research
Marsha K. Silverberg – Institute of Education Sciences

School Choice and School Accountability: Evidence from a Private Voucher Program in Milwaukee, Wisconsin
Deven E. Carlson – University of Oklahoma; Joshua M. Cowen – University of Kentucky; David J. Fleming – Furman University

Performance Based Incentives for Learning in the Mexican Classroom
Andrew Christensen, Brian Fuller – Foundation Escalera; Victor Steenbergen – London School of Economics; Alison Hamburg – Columbia University

Session 3.3: Teachers: New Challenges
Chair: Roel Bosker – University of Groningen; Groningen Institute for Educational Research

- Room C -

Render unto Primary the Things which are Primary’s: Inherited and Fresh Learning Divides in Italian Lower Secondary Education
Gianfranco De Simone – Fondazione Giovanni Agnelli

Immigrant Background Peer Effects in Italian Schools
Dalit Contini – University of Torino

Teaching Digital Skills to “Digital Natives”: Does School Play a Role?
Gianluca Argentin and Marco Gui – University of Milan-Bicocca; Chiara Tamanini – IPRASE

Parental Empowerment in Mexico: Randomized Experiment of the “Apoyos a la Gestion Escolar (AGE)” in Rural Primary Schools in Mexico
Paul Gertler – University of California at Berkeley; Harry Anthony Patrinos – World Bank; Eduardo Rodriguez-Oreggia – Tecnológico de Monterrey, Campus State of Mexico

Issues in the Evaluation of a Program to Promote Educational Achievements of Ethiopian-Israeli High School Students
Dalia Ben-Rabi, Viacheslav Konstantinov, Ruth Baruj and Miriam Cohen-Navot – Myers-JDC Brookdal

13:00-14:15 Lunch on Premises
14:15 – 15:45
Plenary - Session 4

“Building and Interpreting Scientific Evidence”
Chaired by Alexei Monsarrat – Atlantic Council

Towards Evidence Based Education
Roel Bosker – University of Groningen; GION

What Works in Education: Don't Let Perfection be the Enemy of the Good
Grover Whitehurst – The Brookings Institution

15:45-16:00 Coffee Break

16:00-18:15 Parallel Sessions

Session 4.1: Accountability: Performance Measures and Evaluation
Chair: Sean P. Corcoran – New York University

The Impact of Selection of Student Achievement Measurement Instrument on Teacher Value-Added Measures
James L. Woodworth – Hoover Institute, Stanford University; Wen-Juo Lo, University of Arkansas; Joshua B. McGee – Laura and John Arnold Foundation; Nathan C. Jensen – Northwest Evaluation Association

One-year Value-added School Effects from Various Models and their Inter-temporal Variability: Evidence from China
Pai Peng and Eckhard Klieme – German Institute for International Educational Research

Student literacy one year later. On school value added estimation using PISA-OECD
Massimiliano Bratti and Daniele Checchi – Università degli Studi di Milano and IZA

Patterns of Value-Added Creation in the Transition from Primary to Lower Secondary Education in Italy
Gianfranco De Simone and Andrea Gavosto – Fondazione Giovanni Agnelli

The Infrastructure of Accountability: Examining the Governance of Longitudinal Data Systems
Stacey A. Rutledge – Florida State University; Dorothea Anagnostopoulos and Rebecca Jacobsen – Michigan State University

The Effects of Texas's Targeted Pre-kindergarten Program on Academic Performance
Rodney J. Andrews – The University of Texas at Dallas and The Texas Schools Project; Paul Jargowsky, Rutgers University – Camden; Kristin Kuhne – Communities Foundation of Texas
Session 4.2: Building and Interpreting Scientific Evidence
Chair: John Bishop – Cornell University

Reviewing Systematic Reviews: Meta-Analysis of What Works Clearinghouse
Computer-Assisted Reading Interventions
Andrei Streke – Mathematica Policy Research; Tsze Chan – American Institutes for Research

Reinforcing Evidence-Based Policymaking in Education: Methodological
Developments at CRELLE, Centre for Research on Lifelong Learning Based on
Indicators and Benchmarks.
Andrea Saltelli – Joint Research Centre, Unit of Applied Statistics and Econometrics

Evaluation of the Ontario Ministry of Education’s - Student Success / Learning to 18
Strategy
Ungerleider, C., Baumann, R., Bélanger, J., Cartwright, F., Eaton, I., Guerriero, S.
and T. Lavin – Directions-EPRG

How Salient are Performance Incentives in Education? Evidence from North
Carolina
Thomas Ahn – University of Kentucky; Jacob L. Vigdor – Duke University and NBER

Evaluating the “Programa Mais Sucesso Escolar”: Lessons Learned from Evaluating
the Impact of a Portuguese National Educational Policy for Compulsory Education.
M. Clara Barata, M. Manuela Calheiros, Joana Nunes Patrício, João Graça and M.
Luísa Lima – ISCTE-Lisbon University Institute and CIS-IUL

Equity in School: A Challenge for Regional Based Educational Systems
Patrizia Falzetti and Roberto Ricci – INVALSI

Session 4.3: Teachers: Recruitment, Retention, and Distribution
Chair: Kenneth Wong – Brown University

Teacher Quality Policy When Supply Matters
Jesse Rothstein – University of California at Berkeley and NBER

Moving High-Performing Teachers to Low-Performing Schools: A Randomized
Experiment
Steven Glazerman, Ali Protik, Bing-ru Teh and Julie Bruch – Mathematica Policy
Research

Portability of Teacher Effectiveness Across School Settings
Zeyu Xu, Umut Ozek and Matthew Corritore – American Institutes for Research

Teacher Mobility and Student Learning
Gianna Barbieri – MIUR; Claudio Rossetti – LUISS; Paolo Sestito – Bank of Italy

Meritocracy for Teachers: Evidence from Colombia
Alejandro Ome – University of Chicago

18:30-19:30 Reception with Hors-d’Oeuvres
Speech by Raj Chetty – Harvard University (on video)
**Friday, October 5, 2012**

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<td>09:00 – 10:30</td>
<td>Rapporteur Session&lt;br&gt;Chaired by Douglas Besharov, <em>University of Maryland; Association for Public Policy Analysis and Management</em>&lt;br&gt;Rebecca Maynard, <em>University of Pennsylvania</em>&lt;br&gt;Gianluca Argentin, <em>University of Milan Bicocca</em>&lt;br&gt;Aline Pennisi, <em>Ministry of Economy and Finance</em>&lt;br&gt;Erich Battistin, <em>Istituto di Ricerca per la Valutazione delle Politiche Pubbliche</em></td>
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Closure