Analysis of Spending and Funding for a Sound Basic Education in the Maisto Districts

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I am a Professor in the Department of Educational Theory, Policy and Administration at Rutgers University, New Brunswick, New Jersey. I have performed extensive studies in the field of public school finance, including evaluation of state school funding and finance formulas, and evaluation of methods used for estimating educational costs. My work includes evaluations of school funding and finance in New York.

Purpose of the Final Report

This final analysis presents the findings and conclusions from my evaluation of New York's school finance system overall and as implemented the eight school districts before the Court in Maisto v. State of New York (Maisto districts). I produced a report of my evaluation in October 2013, and did an update in November 2014.

The primary focus of these reports is an examination of the current spending and funding levels in the Maisto districts under the New York State's Foundation Aid Formula, enacted by the Legislature in 2007 and which currently governs the State's funding of public education. This Formula was enacted immediately following, and in response to, the New York Court of Appeals rulings in the Campaign for Fiscal Equity (CFE) case. I also examined the impact of current spending and funding levels on the availability of essential resources in the Maisto districts. This final analysis and my findings and conclusions are based upon my detailed October 2013 report and the November 2014 update and are prepared for the Court in lieu of direct expert testimony on behalf of Maisto Plaintiffs at trial.

The CFE Evaluation Framework

I am familiar with the Court of Appeals rulings in the Campaign for Fiscal Equity (CFE) case, most importantly Campaign for Fiscal Equity v. State, 86 N.Y.2nd 307 (1995)(CFE I), which established the basic standards and requirements for a sound basic education; the decision of Judge Leland DeGrasse applying those standards to the evidence presented in the trial

concerning the deficiencies in funding and resources for New York City students, 187 Misc. 2d, 1 (2001); and Campaign for Fiscal Equity v. State, 100 N.Y.2nd 893 (2003), the Court of Appeals ruling upholding and affirming Judge DeGrasse findings and conclusions of the failure of the State to provide the funding and resources necessary for a sound basic education for New York City students.

In CFE, the Court of Appeals defined a sound basic education as a meaningful high school education as the constitutional standard. The Court also identified a template of essential resources and outcome levels as elements of what must be examined in order to determine whether the constitutional standard is being met by the State in any specific district. The Court also required the State to provide adequate funding for districts to provide a sound basic education to all students and, conversely, a correlation between inadequate funding and the lack of essential resources and low outcomes to demonstrate a failure by the State to provide a meaningful high school education, or a sound basic education, to students in a particular school districts. I used these constitutional standards established in the CFE rulings as the basis for evaluating the funding and spending in the Maisto districts under the 2007 Foundation Formula in my October 2013 report and my November 2014 update.

My evaluation consisted of review of data, research and literature. This review included analyses of annual state foundation formula aid, as well as data on general education instructional spending per pupil both from the state fiscal supplement files and updated estimates provided by Maisto districts. This review also included evaluation of annual documentation of the foundation aid formula provided by the Fiscal Analysis Research Unit of NYSED (Primer on State Aid).

Key Findings

The following are my key findings:

2007 Foundation Aid Formula

1. In the 2003 CFE II ruling, the Court of Appeals defined a sound basic education under the New York Constitution to be an education that provides students with a meaningful high school education. The Court also ruled that the State had failed to provide a sound basic education for New York City students, a finding correlated to inadequate State funding. The

Court directed the State to provide additional funding to address the constitutional violation but limited to New York City.

2. The Court of Appeals, however, did invite the State to provide funding for a meaningful high school education for all New York school districts.

3. In 2004, the State, through the Board of Regents (Regents) and the New York State Education Department (NYSED), proposed two key elements to define "successful schools" based on the CFE rulings which were then incorporated in 2007 into a new funding formula adopted by the Legislature and Governor known as the Foundation Aid Formula (Formula).

4. The key elements of the Formula proposed and recommended by the Regents and NYSED were:

a) School districts achieving student proficiency of 80% or higher on State assessments (tests) are "successful" in providing a sound basic education (SBE); and

b) Those successful school districts spending in the lower half of all New York districts are deemed "efficient" in providing a sound basic education.

5. Using this determination of a "successful" and "efficient" district, the Formula calculates spending levels or "targets" for each district, and state aid amounts for each district to provide, at a minimum, the resources necessary for a sound basic education, as follows:

a) Using the average spending of successful and efficient districts, the State calculates a "foundation amount" for all school districts that represents the basic per pupil cost of efficiently providing a sound basic education for all students. This is also called the "base."

b) In calculating the SBE spending target for a district, the State considers two factors: 1) the district's "pupil need index" (PNI), which combines measures of student poverty, students with limited English proficiency (LEP), and district population scarcity; and 2) a "regional cost index" (RCI), which measures regional variations in purchasing power across the state, based on wages of non-school professionals.

c) The State then multiplies the base times the pupil need index, the regional cost index and the district's "total aidable foundation pupil units" ("TAFPU") to arrive at the SBE spending target for that district, as follows:

BASE X PNI X RCI X TAFPU

6. After calculating the district's SBE spending target, the State determines the share of that target that will be supported by the State and the funded through local revenue raised by the district.

7. The State calculates its share of the district's SBE spending target by subtracting the expected local contribution from the spending target. This calculation yields the state share. The state share is the state aid to be provided to the district under the formula to support a budget to provide a sound basic education to all district students. The state share per pupil can be calculated by dividing the total state share by the district's TAFPU.

8. The Formula's use of the "adequacy filter" or "efficiency filter," which eliminates from consideration those "successful" school districts that are in the top half of spending, is designed to ensure that the Formula provides the minimum level of funding for a "sound basic education." Those "successful schools" in the top half of spending (when all successful schools are ranked by spending) are deemed to be providing more than the minimum necessary for a "sound basic education," i.e. more than an adequate education.

Implementation of the Formula 2007-2014

9. When enacted in 2007, the Foundation Aid Formula required an increase of $5.5 billion in foundation aid statewide to support all districts' budgets at their respective SBE spending targets, as calculated under the Formula. Under Chapter 57 of 2007, the enable statute for the Formula, the state foundation aid increase was to be phased in over four years, with full funding of the state aid component of district's SBE spending targets by the 2010-11 school year.

10. In the first two years of Formula implementation, 2007-08 and 2008-09, the State provided the requisite installments of Foundation Aid totaling $2.3 billion statewide, meeting its obligation for the state share of districts' SBE spending targets, under the Formula.

11. In 2009-10, the State froze Foundation Aid at the 2008-09 level, or at 37.5% of the amount required for full phase-in by 2010-11.

12. Starting in 2010-11, the State began cutting Foundation Aid through a mechanism called the Gap Elimination Adjustment (GEA). Essentially, the GEA aimed to balance the state budget by recouping State aid from districts' budgets.

13. In 2010-11, the GEA cut totaled $2.14 billion and in 2011-12, the GEA cut was $2.6 billion. In those years, some of the cuts were offset by federal stimulus money. In 2012-13, the GEA cut was 2.2 billion dollars. On average, GEA cuts fall more heavily on districts more dependent on state aid, or higher need districts

14. In addition, in 2011-12, the State imposed a Personal Income Growth Index Cap (PIGI) on State aid. The PIGI cap restricts the increase in State aid to the percentage commensurate with the state's Personal Income Growth Index, thus making it difficult if not entirely infeasible for the state to achieve its own adequate funding goals.

15. In 2011-12, the State imposed a cap on local property tax revenue for districts' budgets. The cap restricts the ability of school districts from increasing the levy on property taxes by more than 2%. To override the 2% cap, school districts must obtain a supermajority, or 60% of qualified voters. Local property tax limits, in effect, prohibit many districts from making up for the aid the state has not provided. As such, districts are unable to even achieve the level of spending the state has defined for them as sufficient to achieve desired outcomes.

16. Through the Foundation Aid freeze, coupled with the imposition of GEA, PIGI and the property tax cap, the State failed to fully phase-in Foundation Aid so districts' could provide resources at the level of their SBE spending target by the 2010-11 deadline enacted in the 2007 Formula statute and the state prohibited itself from meeting its own funding targets, and effectively prohibited local districts from compensating for the state's failures.

17. In 2012-13, the State provided a $112 million increase in Foundation Aid, and restored $400 million of districts' GEA amount. In 2013-14, the State provided a $172

million increase in Foundation Aid, and restored $517 million of districts' GEA amount.

18. Even with the increases in Foundation Aid in 2012-13 and 2013-14, actual Foundation Aid under the Formula was approximately $7 billion below the amount required to support districts' SBE spending targets statewide.

19. In the current 2014-15 school year, the State increased Foundation Aid by $250 million and restored the districts' GEA amounts by $602 million. With this increase, however, the State's shortfall in Foundation Aid is $4.7 billion below what is required under the Formula to support districts' SBE spending targets. The State also has yet to restore all of the Formula funds recaptured through GEA, and there remains $1 billion in GEA still owed to districts across the state. In addition, as a result of the property tax cap, the ability of districts, especially districts with high poverty, low property wealth and high local tax rates – those dependent heavily on state aid to support their budgets – are unable to even begin to make up for the loss in Foundation Aid, assuming these districts are able to secure local approval for such tax increases.

Underfunding of Maisto Districts

20. As a result of the State's failure to implement the 2007 Foundation Formula as enacted, , the Maisto districts are currently experiencing substantial shortfalls in Foundation aid necessary to support their spending targets for a sound basic education, as calculated under the Formula. Compounding the aid shortfall is the inability of the Maisto districts to raise additional local revenue to fill the gap. Thus, the Maisto districts currently have striking gaps in their budgets, which compromise their ability to provide the resources essential for a sound basic education for all students.

A. State Aid Gaps

21. As explained above, under the Foundation Formula, the per pupil foundation amount is calculated for each district as follows: BASE X PNI X RCI. The total amount of State's share, or state aid, for each district is calculated by subtracting the calculated local contribution from the above amount.

22. I have calculated below the per pupil amount of State Aid each Maisto district should have received in 2013-14 and 2014-15 had the state aid required by the 2007 Formula been

phased-in by the State,. I then calculate the gap in State Aid by comparing the difference between State Aid at the requisite Formula level and the amount of State Aid the Maisto districts are actually receiving from the State. The difference is the current per-pupil State Aid gap or shortfall for each district:

Per Pupil State Aid Gap 2013-14

	Calculated State Aid per TAPFU (if there had been full phase-in and no GEA cuts)	Actual State Aid per TAPFU	State Aid Gap per TAPFU
Jamestown	$10,997	$6,892	$4,105
Kingston	$5,864	$4,123	$1,741
Mount Vernon	$8,205	$4,791	$3,414
Newburgh	$10,982	$6,646	$4,336
Niagara Falls	$10,820	$7,908	$2,912
Port Jervis	$10,203	$6,054	$4,149
Poughkeepsie	$12,300	$8613	$3,688
Utica	$11,321	$5880	$5,441
Average for Maisto districts			$3,723

Per Pupil State Aid Gap 2014-15

	Calculated State Aid per TAPFU (if there had been full phase-in and not GEA cuts)	Actual State Aid per TAPFU	State Aid Shortfall per TAPFU
Jamestown	$10,838	$7,405	$3,432
Kingston	$5,916	$4,414	$1,502
Mount Vernon	$7,502	$5,227	$2,274
Newburgh	$10,201	$7,108	$3,093
Niagara Falls	$10,711	$8,289	$2,423
Port Jervis	$10,055	$6,697	$3,358
Poughkeepsie	$11,481	$9,244	$2,237
Utica	$10,863	$6,425	$4,438
Average for Maisto Districts			$2,845

23. Below are the total State Aid Shortfalls for 2013-14 and 2014-15:

	Total State Aid Shortfall 2013-14	Shortfall Percent 2013-14	Total State Aid Shortfall 2014-15	Shortfall Percent 2014-15
Jamestown	$23,349,240	37%	$19,475,712	32%
Kingston	$14,175,222	30%	$12,003,984	25%
Mount Vernon	$47,693,974	42%	$24,679,722	30%
Newburgh	$56,077,488	40%	$40,097,652	30%
Niagara Falls	$24,670,464	27%	$20,450,120	23%
Port Jervis	$15,508,962	41%	$12,374,230	33%
Poughkeepsie	$19,354,624	30%	$11,388,567	20%
Utica	$64,377,912	48%	$52,077,069	41%
Total	$265,207,886		$192,547,056	

24. As the data above shows, there is a reduction in State Aid Gaps between 2013-14 and 2014-15. However, the State achieved part of this reduction by lowering the SBE spending target for each district in 2014-15, and by raising the local contribution required by each district. Thus, for example, the State Aid Gap for Poughkeepsie was reduced by $1,450 per pupil- from $3,688 to $2,237 per pupil. However, the gap was actually reduced by only $631 per pupil because the State reduced Poughkeepsie's SBE Spending Target by $317 per pupil and increased the local contribution by $1,000 per pupil. The State provides no justification for reducing the SBE spending targets and increasing the local contribution, even though these changes have the most impact on the Maisto districts and other high poverty, low wealth districts.

B. SBE Spending Target Gaps

25. As explained above, under the Foundation Formula, the State calculates a district's spending level to provide a sound basic education to all students, or the SBE spending target, as follows: BASE X PNI X RCI X TAFPU. The State also reports each district's actual spending, known as the "General Educational Instructional Expense," or GEIE. The GEIE is the relevant spending figure because it is the figure the State uses in their successful schools calculation for determining the base, or foundation, amount. The difference, therefore, between a district's SBE spending target and its GEIE for any given year represents the spending gap for a sound basic education for that district for that year, as calculated by the State.

26. The table below presents the difference between the SBE spending target under the Formula and actual spending – or the GEIE, for each of the Maisto districts for the 2011-12 school year:

2011-12 SBE Spending Gaps

	SBE Spending Target	Actual Spending (GEIE)	Spending Gap	Spending Gap as % of Target
Jamestown	$67,639,825	$43, 151,874	$24,487,951	36.%
Kingston	$105,001,390	$81, 417,374	$23,584,016	25.%
Mount Vernon	$147,982,225	$104,210,467	$43,771,758	30%
Newburgh	$188,631,343	$144,431,834	$44,159,509	23%
Niagara Falls	$105,824,918	$68,702,248	$37,122,670	35%
Port Jervis	$46,989,853	$30,392,605	$16,697,248	36%
Poughkeepsie	$85,579,750	$51,134,816	$34,444,934	40%
Utica	$137,260,094	$88,783,606	$48,476,488	35%
Average			$34,093,071	33%

27. The table below presents the differences between the SBE spending targets and actual spending (GEIE) for each of the Maisto districts for the 2012-13 school year

2012-13 SBE Spending Gaps

	SBE Spending Target	Actual Spending (GEIE)	Spending Gap	Spending Gap as % of Target
Jamestown	$ 66,779,947	$43,152,261	$ 23,627,686	35%
Kingston	$103,690,906	$82,378,942	$21,311,946	21%
Mount Vernon	$ 151,238,735	$106,843,243	$ 44,395,492	29%
Newburgh	$ 186,004,839	$144,524,639	$41,480,200	22%
Niagara Falls	$102,932,036	$70,073,629	$32,858,407	32%
Port Jervis	$ 47,461,277	$30,910,455	$16,550,822	35%
Poughkeepsie				
Utica	$143,850,907	$81,337,424	$62,513,483	43%
Average			$30,347,880	27%

28. The table below presents the differences between SBE spending targets and estimated spending (as provided by the districts) for five of the Maisto districts for the 2013-14 school year:

2013-14 SBE Spending Gaps

	SBE Spending Target	Estimated Spending (GEIE)	Spending Gap	Spending Gap as % of Target
Jamestown	$66,870,453	$44,098,764	$22,771,689	34%
Kingston	$100,509,276	$79,919,335	$20,589,941	20%
Mount Vernon	$153,971,124	$111,044,489	$42,926,635	28%
Newburgh	$183,012,990	$146,490,060	$36,522,930	20%
Niagara Falls	$101,467,047	$65,755,713	$35,711,334	35%
Port Jervis	$47,711,902	$29,864,944	$17,846,958	37%
Poughkeepsie				
Utica	$142,531,053	$88,508,990	$54,022,063	38%
Average			$32,913,079	30%

29. The table below presents the difference between the SBE spending targets and the GEIE for each Maisto district for 2010-11 on a per pupil basis. To perform this calculation, I use the State's Duplicated Combined Adjusted Average Daily Membership (DCAADM) from 2010-11, to illustrate the magnitude of these gaps in general education funding per enrolled child in each district.

2010-11 Total and Per Pupil SBE Spending Gaps

	Total Spending Gap	Per Pupil Spending Gap
Jamestown	$21,948,770	$4,486
Kingston	$24,753,937	$3,583
Mount Vernon	$37,778,826	$4,416
Newburgh	$35,578,533	$3,195
Niagara Falls	$25,398,542	$3,581
Port Jervis	$13,167,757	$4,534
Poughkeepsie	$32,419,410	$7,333
Utica	$36,461,188	$3,913
Average		$3,372

30. The following are my findings for on the SBE spending gaps and the State Aid gaps under the Foundation Formula for each of the Maisto districts, using the most recent data made available by the State:

a) Jamestown: The 2013-14 estimated gap in spending for a sound basic education is $22,771,689, which represents a 34% SBE spending gap. For 2010-11, the per-pupil SBE spending gap was $4, 486. The State Aid gap for 2014-15 is $19,474,712 or $3,432 per pupil, which is a 31% gap

b) Kingston: The 2013-14 estimated gap in spending for a sound basic education is $20,589,941, which represents a 20% SBE spending gap. For 2010-11, the per-pupil SBE spending gap was $3,583. The State Aid gap for 2014-15 is $12,003,984 or $1,502 per pupil, which is a 23% gap.

c) Mount Vernon: The 2013-14 gap in spending for a sound basic education is $42,926,635, which represents a 28% SBE spending gap. For 2010-11, the per-pupil SBE spending gap was $4,416. The State Aid gap for 2014-15 is $24,679,722 or $2,274 per pupil, which is a 28% gap.

d) Newburgh: The 2013-14 gap in spending for a sound basic education is $36,522,930, which represents a 20% SBE spending gap. For 2010-11, the per-pupil SBE spending gap was $4,416.

The State Aid gap for 2014-15 is $40,097,652 or $3,093 per pupil, which is a 29% gap.

e) Niagara Falls: The 2013-14 estimated gap in spending for a sound basic education is $35,711,334, which represents a 35% SBE spending gap. For 2010-11, the per-pupil SBE spending gap was $3,583. The State Aid gap for 2014-15 is $20,450,120 or $3,581 per pupil, which is a 22% gap.

f) Port Jervis: The 2013-14 estimated gap in spending for a sound basic education is $17,846,958, which represents a 37% SBE spending gap. For 2010-11, the per-pupil SBE spending gap was $4,534. The State Aid gap for 2014-15 is $12,374,230 or $3,358 per pupil, which is a 33% gap.

g) Poughkeepsie: The 2011-12 gap in spending for a sound basic education was $34,444,934, which represents a 40% SBE spending gap. For 2010-11, the per-pupil SBE spending gap was $7,333. The State Aid gap for 2014-15 is $11,388,567 or $2,237 per pupil, which is a 19% gap.

h) Utica: The 2013-14 estimated gap in spending for a sound basic education is $54,022,063, which represents a 38% SBE spending gap. For 2010-11, the per-pupil SBE spending gap was $3,913. The State Aid gap for 2014-15 is $52,077,069 or $4,438 per pupil, which is a 41% gap.

C. Local Share and Tax Rates

31. The Foundation Aid Formula was designed to adjust state funding based on student need and a district's ability to contribute local revenue through the local property tax. The Formula was also designed to provide higher levels of State Aid districts with high student need and low property wealth.

32. The inability of the Maisto districts to fill the gap left by inadequate state funding is not the result of low tax effort. Data show that from 2008-2011, seven of the eight Maisto districts had effective tax rates consistently above the state average.

33. The State's failure to provide State Aid at the levels required by the Foundation Aid Formula has an additional negative impact on the Maisto districts. Due to already high tax rates and low property wealth, and the State's imposition of the 2% tax cap in 2010-11, the Maisto districts are simply

unable to make up for the gaps in spending for a sound basic education by raising more local revenue.

34. Poughkeepsie is the one exception because its local tax rate is below the state average. However, Poughkeepsie has little taxable property wealth. Even if the district increased its tax rates to the average or above average to make up for the shortfall in State Aid, it would raise insufficient revenue to close the gap in spending for a sound basic education. Further, the 2% tax cap severely limits what Poughkeepsie can raise in any event, further impeding the district's ability to narrow the SBE spending gap.

D. Student Need in Maisto Districts

35. The gaps in spending for a sound basic education and State Aid have occurred against a backdrop of increasing student need in these districts, placing pressure on the district to provide additional resources to provide these students with the opportunity to receive a meaningful high school education. The tables below present the changes in student demographics in each district, expressed in percentages, in two categories that put students academically at-risk: students eligible for Free and Reduced Price Lunch (FRL) and English Language Learners (ELL). The data is from the 2009-10 school year and the 2014-15 school year.

Free and Reduced Price Lunch

	% FRPL 2009-2010	%FRPL 2014-15
Jamestown	63.9	79
Kingston	40.2	50.6
Mount Vernon	71.9	67.1
Newburgh	63	70.8
Niagara Falls	61.7	75.1
Port Jervis	54.1	59.3
Poughkeepsie	79.8	94.2
Utica	73.6	83
Average for Maisto Districts	63.5	72.4

English Language Learners

	%ELL 2009-2010	%ELL 2014-15
Jamestown	3.2	5
Kingston	2.8	3
Mount Vernon	8.2	9
Newburgh	13.9	14
Niagara Falls	1.1	1
Port Jervis	0.8	1
Poughkeepsie	9.9	10
Utica	12.9	16
Average for Maisto Districts	6.6	7.3

CONCLUSIONS

Based on my analysis of the 2007 Foundation Formula and the impact on the Formula on the funding available in Maisto districts, I conclude:

1. The Foundation Aid Formula as enacted in 2007 was designed to provide school districts with a minimum baseline of funding and resources necessary to provide a sound basic education, at the meaningful high school education level defined by the Court of Appeals in the CFE rulings to all children, including poor students and students with special needs.

2. The Foundation Aid Formula is based on a foundation amount which represented the average spending in an "efficient" successful school district and was then to be adjusted based on the specific student need, regional costs and wealth of each district.

3. The Formula required increases in State Aid over the initial four years of implementation totaling $5.5 billion statewide.

4. The State failed to fund the State Aid increases required by the Formula, freezing aid in 2009-10 and then cutting aid in 2010-11 and 2011-12.In addition, the State, starting in 2010-11, put in place three mechanisms that severely limit funding and local revenue in the future: the Gap Elimination Adjustment (GEA) by which the State recaptures previously appropriated State Aid from districts; the Personal Income Growth Index (PIGI), which limits increases to state education aid and the 2% annual cap on increases in local property taxes for schools. The impact of these mechanisms fall disproportionately on the Maisto districts and other districts with low property wealth, high local tax rates and high levels of student need.

5. The State's failure to implement the 2007 Foundation Aid Formula has resulted in substantial gaps in the spending required to provide students with a sound basic education in the Maisto district, ranging from $18 million to $54 million in 2013-14. The gaps range from 20% to 38% of a district's sound basic education spending target. These gaps in spending for a sound basic education are not minimal, but substantial, causing a significant impediment to the districts' capacity to provide the resources essential for all students to receive a sound basic education.

6. The State's failure to implement the 2007 Foundation Aid Formula has resulted in substantial gaps in State Aid in the districts budgets needed to support providing resources at the level established under the Formula for a sound basic education. The State Aid gaps range from $1,502 per pupil in Kingston to $4,438 per pupil in Utica or an average among all Maisto districts of $2,845 per pupil, for the 2014-15 school year. These shortfalls in State Aid are not minimal, but substantial, and create a significant impediment to the districts' ability to provide the resources essential for all students to receive a sound basic education.

7. Because of their high tax rates, low property wealth and the State's 2% property tax cap, the Maisto districts are unable to raise sufficient, additional local revenue that would even come close to making up for the State Aid shortfalls resulting from the State's failure to fund the Formula since 2009.

8. As a result of the State's failure to fund the 2007 Foundation Aid Formula, and the Maisto districts' inability to provide additional local revenue, each of the Maisto districts does not have adequate funding to provide essential educational resources to provide the children in their districts with a sound basic education.

New York State School Finance: Update for 2014-15

Bruce D. Baker

Wednesday, November 19, 2014

This report provides an update to my fall 2013 report. I address changes to the foundation aid formula for 2014-15 and the effect of proposed increases in foundation aid, coupled with reductions in basic funding targets and increases to required local contribution on reductions in the difference between fully phased in aid and current aid levels. The overarching theme of this update is that state officials continue to raise the bar on outcome demands while manipulatively lowering the bar for adequate funding. Yet they still miss that bar by a long shot. To add insult to injury, in 2014-15, State officials placed additional burden on the highest need districts to reach toward their unattainable funding target by increasing disproportionately (compared to lower need counterparts), their required local contributions.

I begin by revisiting the changes to outcome standards that occurred first between 2009 and 2010 (with adjustments to cut scores) and next in 2013 with adoption of Common Core assessments. Next, I explain how the state has seemingly without justification, reduced the base funding level used in the foundation aid formula. Next, I explain that even though the state has lowered the foundation formula target, high need districts including Small Cities, face foundation aid shortfalls from $1,500 to nearly $4,500 per pupil (Total Aidable Foundation Pupil Units). Finally, I explain how these funding gaps are reduced as much if not more so due to increased local contribution requirements, coupled with lowering the target, as they are due to increased state aid.

1.0 Raising the Outcome Bar

Here I briefly revisit the two recent major shifts in outcome demands placed on New York State schools, districts and the students they serve. Figure 1 shows the rates of children scoring at level 3 or 4 in 2009 and again in 2010. Each circle is a district, and circle size indicates the overall enrollment size of districts (with NYC represented as its separate districts). I have selected a few key, rounded, points for comparison. Districts where 95% of children were proficient or higher in 2009 had approximately 80% in 2010. Districts that had 80% in 2009 had approximately 50% in 2010. This means that the operational standard of adequacy using 2009 data was equivalent to 55% of children scoring level 3 or 4 in 2010. This also means that *if we*

accept as reasonable, a standard of 80% at level 3 or 4 in 2010, that was equivalent to 95% - not 80% - in 2009.

Figure 1

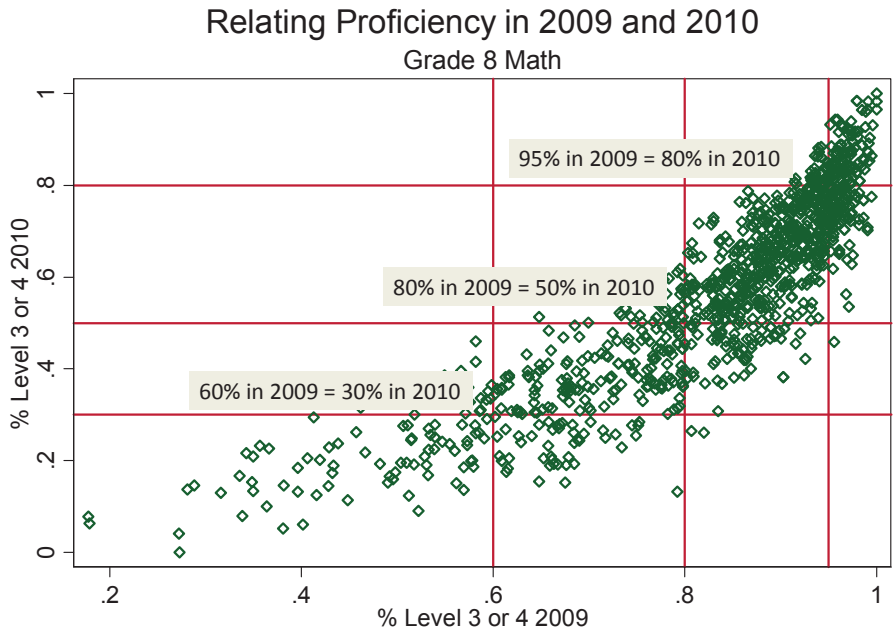
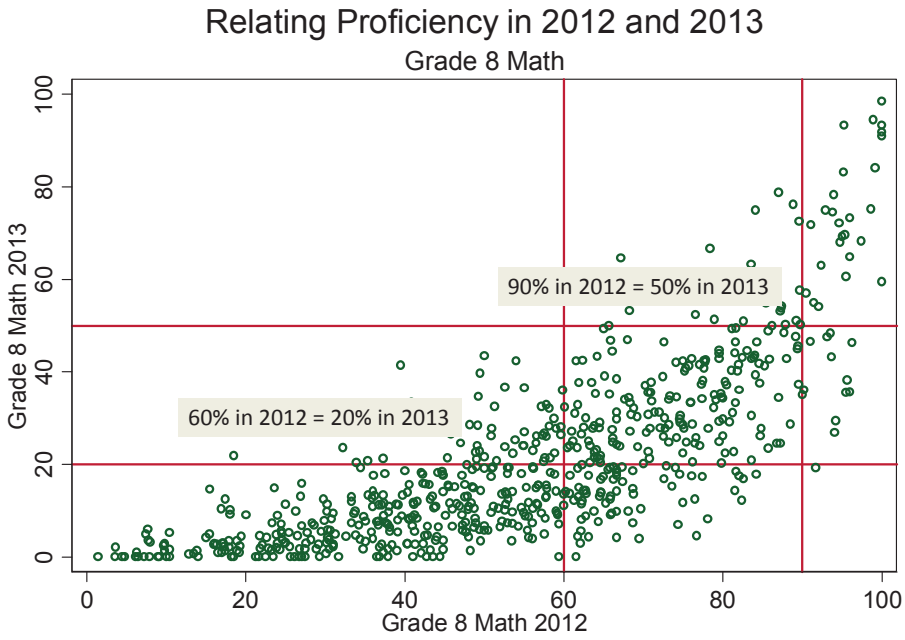


Figure 2 shows the resulting shift of the change in assessments from 2012 to 2013, also for 8th grade math. Again, I've applied ballpark cutpoint comparisons. Here, a school where 60% were proficient in 2012 was likely to have 20% proficient in 2013. A school where 90% were proficient in 2012 was likely to have 50% proficient in 2013. One might argue that the 2013 assessments while new and evolving are the product of more thoughtful consideration of what it takes for New York State children to be truly college ready, whereas previous assessments were less clearly linked. The procedure that led to assignment of cutpoints for proficiency for the updated assessment was similar to that employed by Koretz for the evaluation of prior assessments and the resulting 2010 adjustments shown above. If the 2013 assessments do more accurately represent the standard for college readiness, and thus the constitutional standard of meaningful high school education, it is quite likely that the cost of achieving that constitutional standard is much higher than previously estimated. Notably, only a handful of schools surpass the 80% threshold on math proficiency for the 2013 assessments.

Figure 2



The above are dramatic shifts in outcome demands being placed on local public school districts in New York State. Spending targets derived based on average spending of districts meeting pre-2010 outcomes are likely insufficient to meet post 2010 demands. Successful schools cost estimates from the 2009 update, use data from 2006-2008 to inform funding levels from 2010-11 through 2012-13. But schools with 80% proficient on those earlier standards had only, on average, about 50% proficient after raising outcome demands. By implication, the state from 2010-11 through 2012-13 was intending to finance schools only to a 50% proficiency rate. And the state still fell well short of even this funding target. The 2012 successful schools study relies on data from 2009 to 2011. That is, the 2012 study relies on the much lower 2009 outcome demands, averaged with the 2010 and 2011 outcome demands, to inform funding targets for the dramatically increased Common Core demands.

2.0 Lowering the Input Targets

Table 1 summarizes the lowering of the basic funding figure underlying the foundation aid formula from inception through 2014-15. The base figure is, at least theoretically, derived from the Successful Schools estimate of the RCI (Regional Cost Index) and PNI (Pupil Need Index) deflated instructional expense per pupil of the lower-half spending districts meeting the 80% proficient or higher outcome standard. That figure is then adjusted by two separate

factors to achieve the base cost figure used in each year's funding target calculations. First, the figure is adjusted by the Consumer Price Index, to bring up to date the basic cost calculation derived from successful schools analysis, and the phase in factor, which assumes a 2.5% inflation rate each year moving forward toward the target year for full funding. As such, when shooting for a target 3 years out, the phase in factor is 1.025 x 1.025 x 1.025 = 1.0768 and when shooting for a target 2 years out, the phase in factor is 1.025 x 1.025 = 1.506. Notably, however, adjustments appear to have been made to this factor in some years.

Table 1

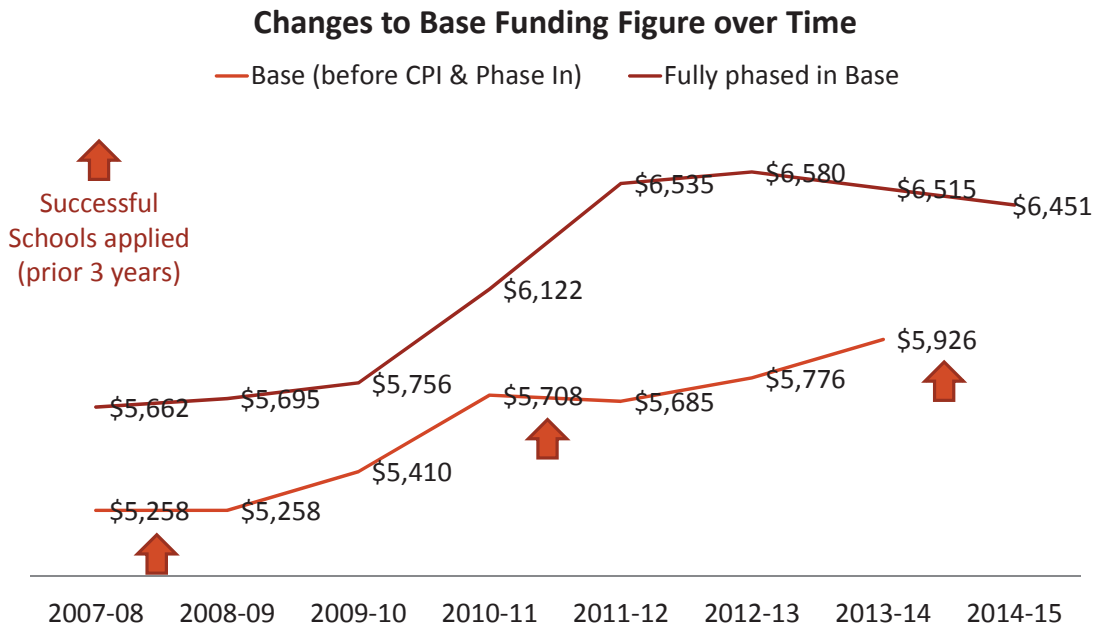
Year	Base	CPI	Phase In	CPI & Phase in Adj. Base	Target Year
2007-08	$5,258		1.0768	$5,662	2010-11
2008-09	$5,258	1.029	1.0526	$5,695	2010-11
2009-10	$5,410	1.038	1.025	$5,756	2010-11
2010-11	$5,708	0.996	1.078	$6,122	2013-14
2011-12	$5,685	1.016	1.1314	$6,535	2013-14
2012-13	$5,776	1.032	1.1038	$6,580	2013-14
2013-14	$5,926	1.021	1.0768	$6,515	2016-17
2014-15				$6,451	2016-17

Figure 3 plots the underlying base figure and the CPI and phase in adjusted based from inception to 2014-15. Figure 3 reveals that the underlying base, as one might expect, goes through cycles of flattening out and then increasing, as updated spending estimates are provided.

More peculiar is how the various moving pieces interact to result in a slow decline in the CPI and phase-in adjusted target from 2012-13 through 2014-15. This result of these calculations is conceptually incoherent (as applied to an adequacy standard) for at least two reasons. First, the underlying average spending levels derived from already dated outcome standards rise over time, yet the adjusted figures decline. Second, the consumer price index, which is not an appropriate inflator for these purposes to begin with, was in negative territory (<1.0) in one year, prior to these down turn.[1] That is, the decline happens in years where the CPI is positive.

[1]The consumer price index is relatively unhelpful for adjusting education spending targets over time if we intend those targets to represent the cost of achieving some defined and measured level of student outcomes. If we wanted to maintain constant quality education over time, the main thing we'd have to do is maintain a constant quality workforce in schools – mainly a teacher workforce, but also administrators, etc. At the very least, if quality lagged behind we'd have to be able to offset the quality losses with additional workers, but the

Figure 3



Data Sources:
"The Foundation Amount is the cost of providing general education services. It is measured by determining instructional costs of districts that are performing well. It is adjusted annually to reflect the percentage increase in the consumer price index. For 2007-08 aid, it is **$5,258.** It is further adjusted by the phase-in foundation percent. For 2009-10, the adjusted amount is: $5,410 x 1.038 (CPI) x 1.025 (phase-in), or **$5,756.** For 2010-11, the adjusted amount is: $5,708 x 0.996 x 1.078, or **$6,122.** For 2011-12, the adjusted amount is: $5,685 x 1.016 x 1.1314, or **$6,535.** For 2012-13, the adjusted amount is: $5,776 x 1.032 x 1.1038, or **$6,580."** http://www.oms.nysed.gov/faru/PDFDocuments/Primer12-13A.pdf. A matching 2012-13 figure is arrived at by taking P(OP0002) 02 ADJUSTED FOUNDATION AMT/PUPIL for each district and dividing by PNI [O(PC0409) 05 PNI = 1 + EN%, MIN 1; MAX 2] then RCI [N(MI0123) 03 REGIONAL COST INDEX (RCI)], from: File DBSAD1, 3-29-12. Using this approach, the 2013-14 final adopted aid worksheets yield a foundation level of only **$6,515**. The final adopted budget (4-1-14) for 2014-15 produce the $**6,451** figure.

At best, the logic behind the original parameters for updating the based funding levels was deeply flawed. At worst, actions take in recent years to lower this base figure have been manipulative and deceitful. Nonetheless, in either case, reductions to the base cost figure are entirely unjustifiable, and accompanied by no attempt whatsoever to concoct a justification.

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trade-offs are hard to estimate. The quality of the teacher workforce is influenced much more by the competitiveness of the wages for teachers, compared to other professions, than to changes in the price of a loaf of bread or gallon of gas (as measured by the CPI-U). If we want to get good teachers, teaching must be perceived as a desirable profession with a competitive wage. That is, to maintain teacher quality we must maintain the competitiveness of teacher wages (which we have not over time) and to improve teacher quality, we must make teacher wages (or working conditions) more competitive. The Education Comparable Wage Index, while flattening out over this same period, did not decline at any point. http://bush.tamu.edu/research/faculty/Taylor_CWI/files/state%20index.xls

3.0 Missing the Target by a Long Shot

Despite the fact that state officials have decreased the underlying foundation level of the formula for the past two budget cycles, the state continues to substantially underfund the foundation aid targets derived from these figures. As explained in my previous reports, each district's foundation state aid is determined in two major steps, with the above base calculation serving as a prerequisite step.

Step 1: Sound Basic Spending per TAFPU = (Base x PNI x RCI) / TAFPU

Step 2: State Aid per TAFPU = Sound Basic Spending per TAFPU – Local Contribution per TAFPU

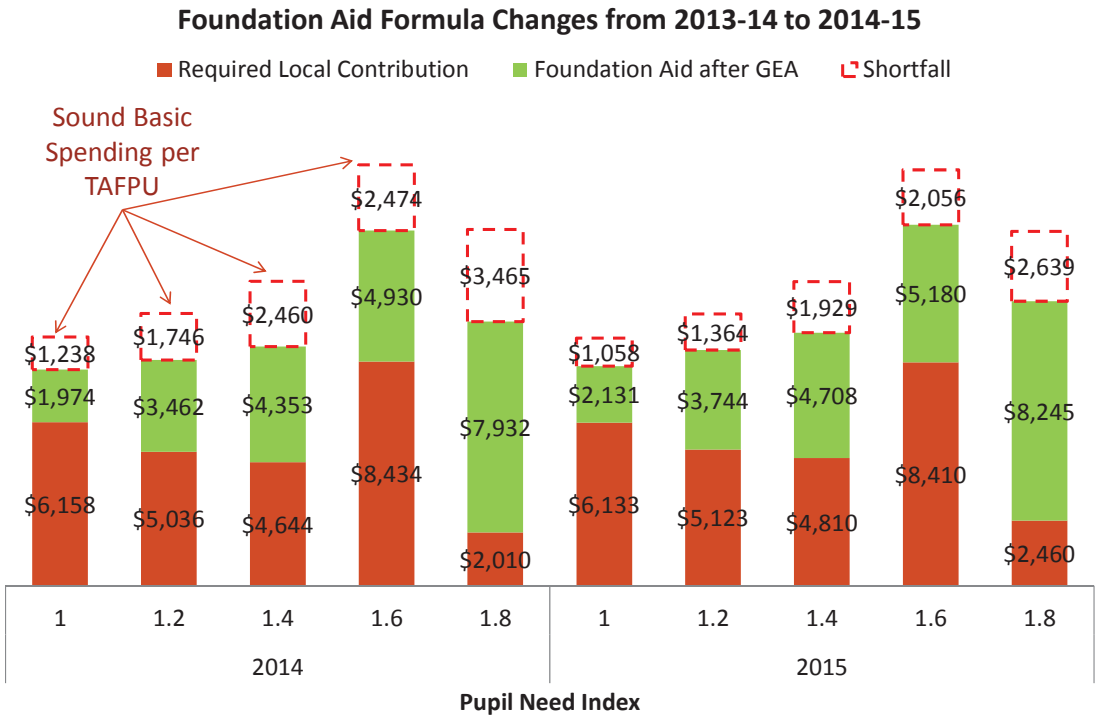
For example, Figure 4 shows that the sound basic spending target (per TAFPU) for districts with low pupil needs in 2013-14 is about $9,371 (sum of underlying parts) and the sound basic spending per TAFPU for high need districts is $13,407. Districts are expected to contribute local tax revenue toward those targets. In 2013-14, low pupil need districts were expected to contribute $6,158 per TAFPU and high need districts $2,010. In 2014-15, the local contribution rate for low need districts was reduced to $6,133 (-$25), but the local contribution requirement for high need districts was increased to $2,460 (+$450).

In 2013-14, low need districts would have required $3,212 per pupil in state aid to achieve their sound basic spending target, but instead received $1,974 per pupil, leaving them with a shortfall of $1,238. High need districts should have received $11,397 in state aid per TAFPU, but instead received only $7,932, leaving them with a shortfall of $3,465!

These shortfalls are reduced in 2014-15, but only partly due to state aid increases. For low need districts, state aid rises from $1,974 to $2,131 (+$157), and their gap is reduced to $1,058 ($180 smaller than the previous year). The gap is reduced beyond the $157 by reducing the target. Note that the reduction of local contribution increases the gap for these districts.

It would appear that the gap for the highest need districts has been substantially reduced, but this reduction is deceptive. First, the target has been reduced by $63 and the local contribution requirement increased by $450. That's over a $500 per pupil reduction in state aid gap by formula manipulation alone. State aid has indeed been increased, by $313 per TAFPU. The state aid gap appears to have been reduced by over $800 per TAFPU. Over $500 of that gap reduction is attributable to lowering the target and increasing local contribution requirements, and the lesser part, $300 per pupil to actual increases in state aid.

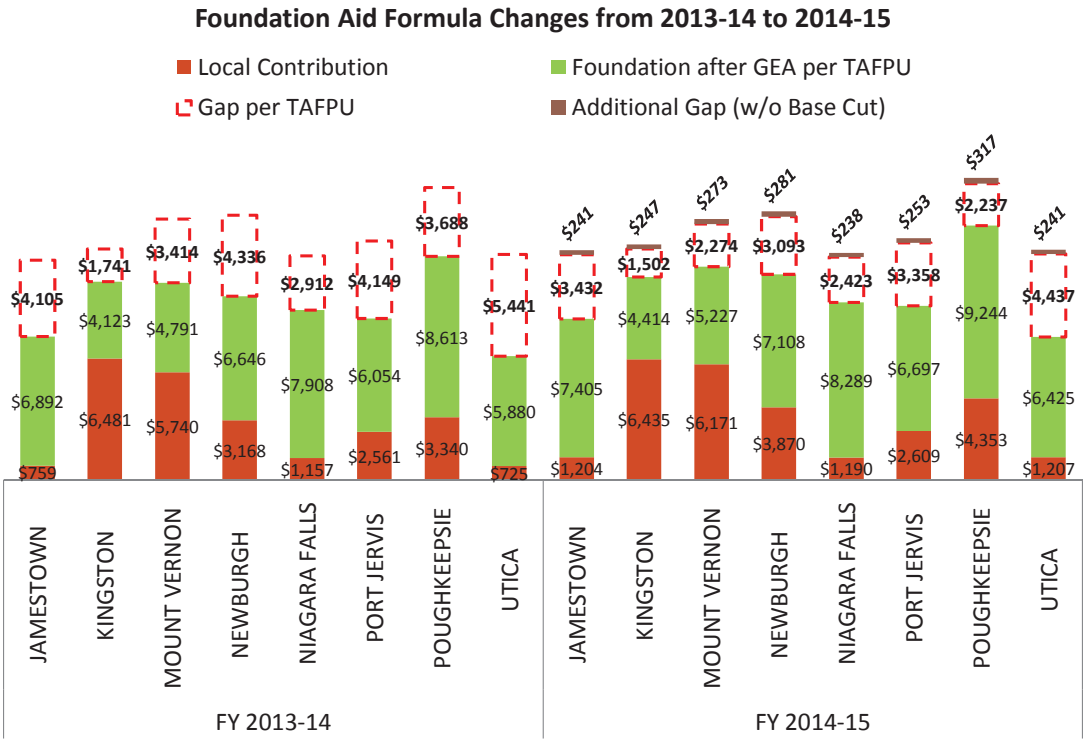
Figure 4



Note: Shortfall is difference between a) actual foundation aid after applying Gap Elimination Adjustment and Partial Restoration, and b) fully phased in foundation aid. Figures reported per Total Aidable Foundation Pupil Unit (TAFPU). Averages for groups weighted by 2011-12 DCAADM (duplicated combined adjusted average daily membership), from Fiscal Profiles file.

Figure 5 provides a similar analysis for Small City districts. Poughkeepsie and Utica provide particularly interesting examples. Both do have increases in their sound basic spending targets, because their pupil needs continue to increase and increased enough to more than offset the reduction in the base figure. However, had the base figure not been reduced, Poughkeepsie's sound basic spending target would have been $317 per pupil higher and Utica's $241 per pupil higher. It appears that Poughkeepsie's state aid gap has been reduced by nearly $1,500 per pupil. Albeit significant, Poughkeepsie's increase in state aid is only $631. Their increase in local contribution requirement is over $1,000 per pupil. Utica's state aid gap also appears to be reduced by over $1,000. Utica's state aid increase is $546 per pupil, also significant, but far from sufficient. Utica faces nearly a $500 per pupil increase in local contribution requirement.

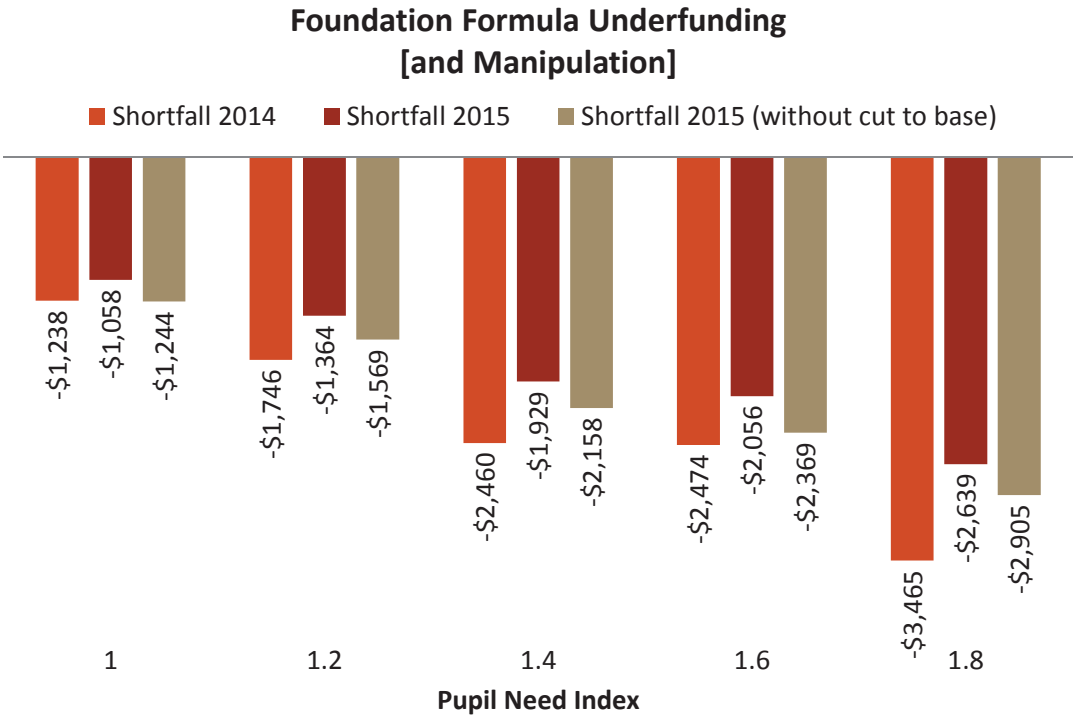
Figure 5



Note: Shortfall is difference between a) actual foundation aid after applying Gap Elimination Adjustment and Partial Restoration, and b) fully phased in foundation aid. Figures reported per Total Aidable Foundation Pupil Unit (TAFPU). Shortfall "without cut to base" is shortfall calculation if base had been held at $6,580 (2012-13). Averages for groups weighted by 2011-12 DCAADM (duplicated combined adjusted average daily membership), from Fiscal Profiles file.

Figure 6 shows the average state aid shortfalls for 2013-14 and 2014-15 by pupil need index, and includes the average shortfalls *if the base cost figure had not been reduced from 2012-13 levels.* For the highest need districts, the average gap in 2013-14 was $3,465 and appeared to be reduced to $2,639, but if the base figure had been held at previous levels, the gap would still be $2,905.

Figure 6



Note: Shortfall is difference between a) actual foundation aid after applying Gap Elimination Adjustment and Partial Restoration, and b) fully phased in foundation aid. Figures reported per Total Aidable Foundation Pupil Unit (TAFPU). Shortfall "without cut to base" is shortfall calculation if base had been held at $6,580 (2012-13). Averages for groups weighted by 2011-12 DCAADM (duplicated combined adjusted average daily membership), from Fiscal Profiles file.

4.0 Manipulation of Local Contribution

A striking finding above, in Figure 4 is that the local contribution requirement for low need districts was actually marginally reduced, on average, while the local contribution requirement for high need districts was increased substantially.

Figure 7

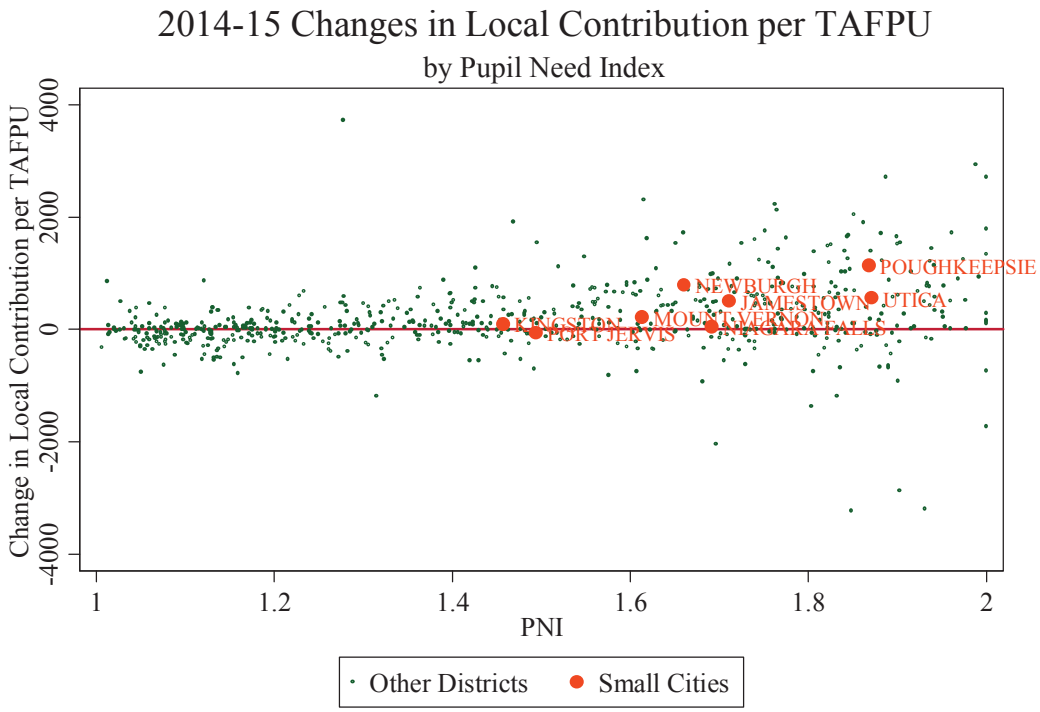
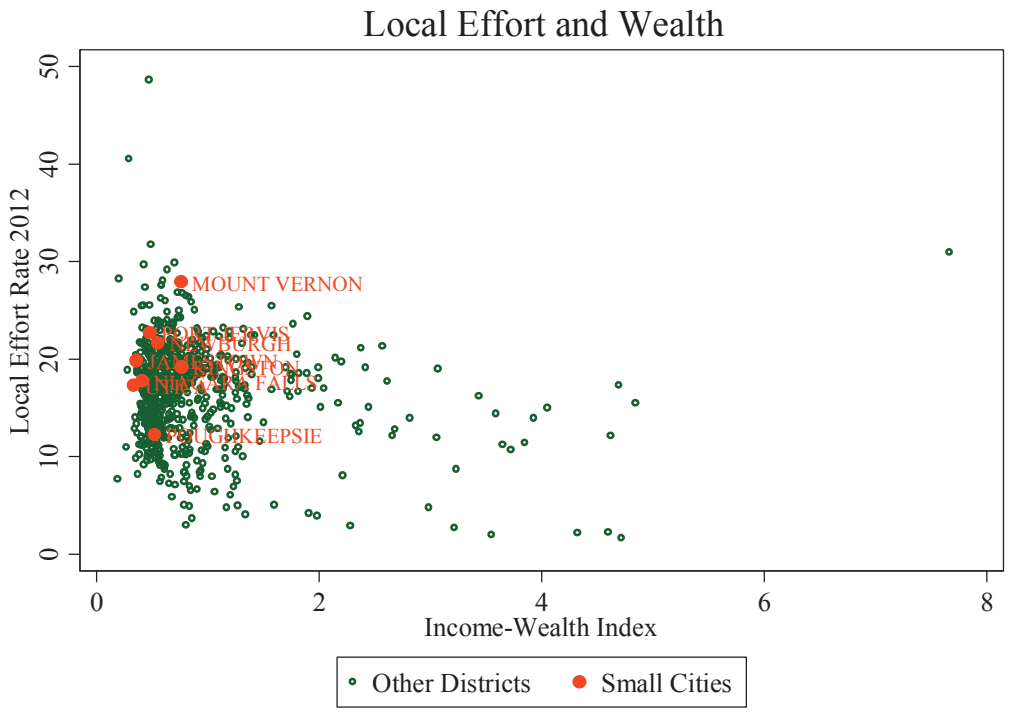


Figure 7 presents the changes in local contribution expected for 2014-15 by district pupil need index. Most small city districts addressed herein experience increases in local contribution requirements and those increases tend to be larger for higher need districts. Most of the largest increases in required local contribution occur among higher need districts, though some higher need districts do experience decreases in local contribution requirements.

Figure 8



It is conceivable that these patterns could make sense if it was found that on average, those higher need districts a) were currently putting up much lower effort than others and b) had sufficiently high local income and property wealth to support the required increases. The next several figures cast doubt on both of these assumptions. First, Figure 8 shows that on average, lower wealth districts, tend to have, albeit scattered, higher average local effort than their higher wealth peers. This occurs in part because the state has historically disproportionately targeted tax relief aid to wealthier communities through the STAR program.

Figure 9

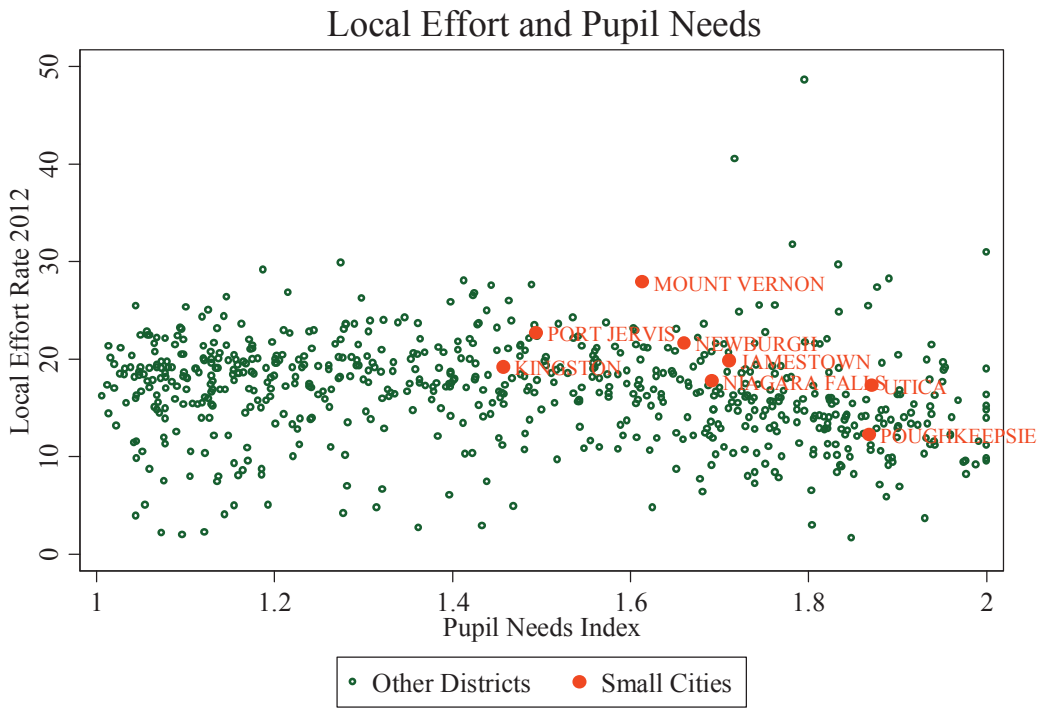
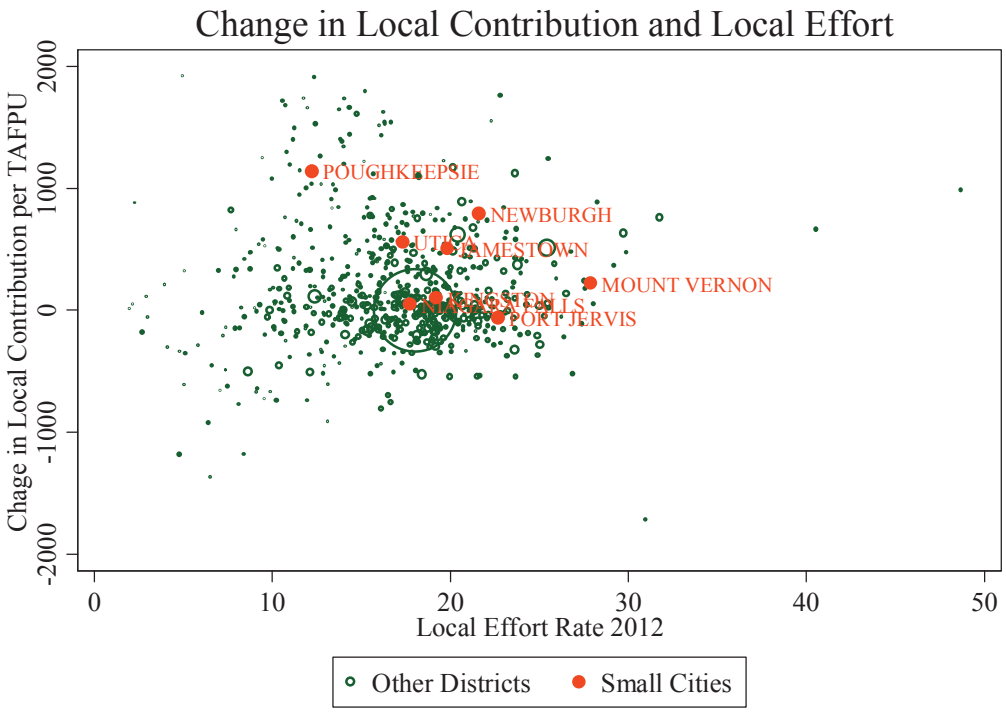


Figure 9 shows that on average, prior local effort does not vary systematically with pupil needs. Poughkeepsie does have lower than average local effort, thus partly justifying a greater increase in required local contribution for Poughkeepsie than for Utica. But Poughkeepsie's local taxable property wealth (and income) is so low that raising an additional $1,000 per pupil is likely unreasonable. Despite having relatively average local effort, Utica is also expected to produce a substantial increase merely to meet sound basic spending targets, if full state funding was provided.

Figure 10



Finally, Figure 10 shows that there exists little rational relationship between required local contribution increases and prior local effort rate. Indeed, the small city with lowest prior effort does experience the greatest increase in local contribution. But there is little pattern a) among the other small city districts identified and b) across all districts more generally.

5.0 Money, School Finance Reforms and Student Outcomes

In a comprehensive review of literature addressing the question "Does Money Matter in Education?"[2] in 2012, I concluded:

> To be blunt, money does matter. Schools and districts with more money clearly have greater ability to provide higher-quality, broader, and deeper educational opportunities to the children they serve. Furthermore, in the absence of money, or in the aftermath of deep cuts to existing funding, schools are unable to do many of the things they need to do in order to maintain quality educational opportunities. Without funding, efficiency tradeoffs and innovations being broadly endorsed are suspect. One cannot tradeoff spending money on class size reductions against increasing teacher

[2] http://www.shankerinstitute.org/images/doesmoneymatter_final.pdf

salaries to improve teacher quality if funding is not there for either – if class sizes are already large and teacher salaries non-competitive. While these are not the conditions faced by all districts, they are faced by many.

On the Effects of School Finance Reforms

There exists an increasing body of evidence that substantive and sustained state school finance reforms matter for improving both the level and distribution of short-term and long-run student outcomes. A few studies have attempted to tackle school finance reforms broadly applying multi-state analyses over time. Card and Payne (2002) found "evidence that equalization of spending levels leads to a narrowing of test score outcomes across family background groups."[3] (p. 49) Most recently, Jackson, Johnson & Persico (2014) evaluated long-term outcomes of children exposed to court-ordered school finance reforms, finding that "a 20 percent increase in per-pupil spending each year for all 12 years of public school for children from poor families leads to about 0.9 more completed years of education, 25 percent higher earnings, and a 20 percentage-point reduction in the annual incidence of adult poverty; we find no effects for children from non-poor families."(p. 1)[4]

Numerous other researchers have explored the effects of specific state school finance reforms over time. [5] Several such studies provide compelling evidence of the positive effects of school finance reforms. Studies of Michigan school finance reforms in the 1990s have shown positive effects on student performance in both the previously lowest spending districts, [6] and previously lower performing districts. [7] Similarly, a study of Kansas school finance reforms in

[3] Card, D., and Payne, A. A. (2002). School Finance Reform, the Distribution of School Spending, and the Distribution of Student Test Scores. Journal of Public Economics, 83(1), 49-82.

[4] Jackson, C. K., Johnson, R., & Persico, C. (2014). The Effect of School Finance Reforms on the Distribution of Spending, Academic Achievement, and Adult Outcomes (No. w20118). National Bureau of Economic Research.

[5] Figlio (2004) explains that the influence of state school finance reforms on student outcomes is perhaps better measured within states over time, explaining that national studies of the type attempted by Card and Payne confront problems of a) the enormous diversity in the nature of state aid reform plans, and b) the paucity of national level student performance data.

Figlio, D. N. (2004) Funding and Accountability: Some Conceptual and Technical Issues in State Aid Reform. In Yinger, J. (Ed.) p. 87-111 Helping Children Left Behind: State Aid and the Pursuit of Educational Equity. MIT Press.

[6] Roy, J. (2011). Impact of school finance reform on resource equalization and academic performance: Evidence from Michigan. Education Finance and Policy, 6(2), 137-167.

Roy (2011) published an analysis of the effects of Michigan's 1990s school finance reforms which led to a significant leveling up for previously low-spending districts. Roy, whose analyses measure both whether the policy resulted in changes in funding and who was affected, found that "Proposal A was quite successful in reducing interdistrict spending disparities. There was also a significant positive effect on student performance in the lowest-spending districts as measured in state tests." (p. 137)

[7] Papke, L. (2005). The effects of spending on test pass rates: evidence from Michigan. Journal of Public Economics, 89(5-6). 821-839.

Hyman, J. (2013). Does Money Matter in the Long Run? Effects of School Spending on Educational Attainment. http://www-personal.umich.edu/~jmhyman/Hyman_JMP.pdf.

the 1990s, which also involved primarily a leveling up of low-spending districts, found that a 20 percent increase in spending was associated with a 5 percent increase in the likelihood of students going on to postsecondary education.[8]

Three studies of Massachusetts school finance reforms from the 1990s find similar results. The first, by Thomas Downes and colleagues found that the combination of funding and accountability reforms "has been successful in raising the achievement of students in the previously low-spending districts." (p. 5)[9] The second found that "increases in per-pupil spending led to significant increases in math, reading, science, and social studies test scores for 4th- and 8th-grade students."[10] The most recent of the three, published in 2014 in the *Journal of Education Finance,* found that "changes in the state education aid following the education reform resulted in significantly higher student performance."(p. 297)[11] Such findings have been replicated in other states, including Vermont. [12]

On balance, it is safe to say that a sizeable and growing body of rigorous empirical literature validates that state school finance reforms can have substantive, positive effects on student outcomes, including reductions in outcome disparities or increases in overall outcome levels.

Papke (2001), also evaluating Michigan school finance reforms from the 1990s, found that "increases in spending have nontrivial, statistically significant effects on math test pass rates, and the effects are largest for schools with initially poor performance." (p. 821) Most recently, Hyman (2013) also found positive effects of Michigan school finance reforms in the 1990s, but raised some concerns regarding the distribution of those effects. Hyman found that much of the increase was targeted to schools serving fewer low income children. But, the study did find that students exposed to an additional "12%, more spending per year during grades four through seven experienced a 3.9 percentage point increase in the probability of enrolling in college, and a 2.5 percentage point increase in the probability of earning a degree." (p. 1)

[8] Deke, J. (2003). A study of the impact of public school spending on postsecondary educational attainment using statewide school district refinancing in Kansas, Economics of Education Review, 22(3), 275-284. (p. 275)

[9] Downes, T. A., Zabel, J., and Ansel, D. (2009). Incomplete Grade: Massachusetts Education Reform at 15. Boston, MA. MassINC.

[10] Guryan, J. (2001). Does Money Matter? Estimates from Education Finance Reform in Massachusetts. Working Paper No. 8269. Cambridge, MA: National Bureau of Economic Research.

"The magnitudes imply a $1,000 increase in per-pupil spending leads to about a third to a half of a standard-deviation increase in average test scores. It is noted that the state aid driving the estimates is targeted to under-funded school districts, which may have atypical returns to additional expenditures." (p. 1)

[11] Nguyen-Hoang, P., & Yinger, J. (2014). Education Finance Reform, Local Behavior, and Student Performance in Massachusetts. Journal of Education Finance, 39(4), 297-322.

[12] Downes had conducted earlier studies of Vermont school finance reforms in the late 1990s (Act 60). In a 2004 book chapter, Downes noted "All of the evidence cited in this paper supports the conclusion that Act 60 has dramatically reduced dispersion in education spending and has done this by weakening the link between spending and property wealth. Further, the regressions presented in this paper offer some evidence that student performance has become more equal in the post-Act 60 period. And no results support the conclusion that Act 60 has contributed to increased dispersion in performance." (p. 312)

Downes, T. A. (2004). School Finance Reform and School Quality: Lessons from Vermont. In Yinger, J. (Ed.), Helping Children Left Behind: State Aid and the Pursuit of Educational Equity. Cambridge, MA: MIT Press.

Indeed, this point is not without some controversy, much of which is readily discarded. Second-hand references to dreadful failures following massive infusions of new funding can often be traced to methodologically inept, anecdotal tales of desegregation litigation in Kansas City, Missouri, or court-ordered financing of urban districts in New Jersey. [13]

Hanushek and Lindseth (2009[14]) provide an anecdote-driven approach in which they dedicate a chapter of a book to proving that court-ordered school funding reforms in New Jersey, Wyoming, Kentucky, and Massachusetts resulted in few or no measurable improvements. However, these conclusions are based on little more than a series of graphs of student achievement on the National Assessment of Educational Progress in 1992 and 2007 and an untested assertion that, during that period, each of the four states infused substantial additional funds into public education in response to judicial orders. That is, the authors merely assert that these states experienced large infusions of funding, focused on low income and minority students, within the time period identified. They necessarily assume that, in all other states which serve as a comparison basis, similar changes did not occur. Yet they validate neither assertion.

Baker and Welner (2011)[15] explain that Hanushek and Lindseth failed to even measure whether substantive changes had occurred to the level or distribution of school funding as well as when and for how long. In New Jersey, for example, infusion of funding occurred from 1998 to 2003 (or 2005), thus Hanushek and Lindseth's window includes 6 years on the front end where little change occurred. Kentucky reforms had largely faded by the mid to late 1990s, yet Hanushek and Lindseth measure post reform effects in 2007. Further, in New Jersey, funding was infused into approximately 30 specific districts, but Hanushek and Lindseth explore overall changes to outcomes among low-income children and minorities using NAEP data, where some of these children attend the districts receiving additional support but many did not. In short the slipshod comparisons made by Hanushek and Lindseth provide no reasonable basis for asserting either the success or failures of state school finance reforms.

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[13] Baker, B. D., & Welner, K. G. (2011). School finance and courts: Does reform matter, and how can we tell. Teachers College Record, 113(11), 2374-2414.

Two reports from Cato Institute are illustrative (Ciotti, 1998, Coate & VanDerHoff, 1999).

Ciotti, P. (1998). Money and School Performance: Lessons from the Kansas City Desegregations Experience. Cato Policy Analysis #298.

Coate, D. & VanDerHoff, J. (1999). Public School Spending and Student Achievement: The Case of New Jersey. Cato Journal, 19(1), 85-99.

[14] Hanushek, E. A., and Lindseth, A. (2009). Schoolhouses, Courthouses and Statehouses. Princeton, N.J.: Princeton University Press., See also: http://edpro.stanford.edu/Hanushek/admin/pages/files/uploads/06_EduO_Hanushek_g.pdf

[15] Baker, B. D., & Welner, K. G. (2011). School finance and courts: Does reform matter, and how can we tell. *Teachers College Record*, *113*(11), 2374-2414.

http://www.tcrecord.org/content.asp?contentid=16106

Hanushek (2006) goes so far as to title his book "How School Finance Lawsuits Exploit Judges' Good Intentions and Harm Our Children."[16] The premise that additional funding for schools often leveraged toward class size reduction, additional course offerings or increased teacher salaries, causes harm to children is, on its face, absurd. And the book which implies as much in its title never once validates that such reforms ever do cause harm. Rather, the title is little more than a manipulative attempt to convince the non-critical spectator who never gets past the book's cover to fear that school finance reforms might somehow harm children.

The book also includes two examples of a type of analysis that occurred with some frequency in the mid-2000s which also had the intent of showing that school funding doesn't matter. These studies would cherry pick anecdotal information on either or both a) poorly funded schools that have high outcomes or b) well-funded schools that have low outcomes (see Evers & Clopton, 2006, Walberg, 2006).[17]

In equally problematic analysis, Neymotin (2010) set out to show that massive court ordered infusions of funding in Kansas following *Montoy v. Kansas* led to no substantive improvements in student outcomes. However, Neymotin evaluated changes in school funding from 1997 to 2006, but the first additional funding infused following the January 2005 Supreme Court decision occurred in the 2005-06 school year, the end point of Neymotin's outcome data.[18]

Finally, Greene and Trivitt (2008) present a study in which they claim to show that court ordered school finance reforms let to no substantive improvements in student outcomes. However, the authors test only whether the presence of a court order is associated with changes in outcomes, and never once measure whether substantive school finance reforms followed the court order, but still express the conclusion that court order funding increases had no effect. [19]

How and why money matters

The premise that money matters for improving school quality is grounded in the assumption that having more money provides schools and districts the opportunity to improve

[16] Hanushek, E. A. (ed.). (2006). Courting failure: How school finance lawsuits exploit judges' good intentions and harm our children (No. 551). Hoover Press.

[17] Evers, W. M., and Clopton, P. (2006). "High-Spending, Low-Performing School Districts," in Courting Failure: How School Finance Lawsuits Exploit Judges' Good Intentions and Harm our Children (Eric A. Hanushek, ed.) (pp. 103-194). Palo Alto, CA: Hoover Press.

Walberg, H. (2006) High Poverty, High Performance Schools, Districts and States. in Courting Failure: How School Finance Lawsuits Exploit Judges' Good Intentions and Harm our Children (Eric A. Hanushek, ed.) (pp. 79-102). Palo Alto, CA: Hoover Press.

[18] Neymotin, F. (2010) The Relationship between School Funding and Student Achievement in Kansas Public Schools. Journal of Education Finance 36 (1) 88-108.

[19] Greene, J. P. & Trivitt, (2008). Can Judges Improve Academic Achievement? Peabody Journal of Education, 83(2), 224-237.

the qualities and quantities of real resources. The primary resources involved in the production of schooling outcomes are human resources – or quantities and qualities of teachers, administrators, support and other staff in schools. Quantities of school staff are reflected in pupil to teacher ratios and average class sizes. Reduction of class sizes or reductions of overall pupil to staff ratios require additional staff, thus additional money, assuming the wages and benefits for additional staff remain constant. Qualities of school staff depend in part on the compensation available to recruit and retain them – specifically salaries and benefits, in addition to working conditions. Notably, working conditions may be reflected in part through measures of workload, like average class sizes, as well as the composition of the student population.

A substantial body of literature has accumulated to validate the conclusion that both teachers' overall wages and relative wages affect the quality of those who choose to enter the teaching profession, and whether they stay once they get in. For example, Murnane and Olson (1989) found that salaries affect the decision to enter teaching and the duration of the teaching career,[20] while Figlio (1997, 2002) and Ferguson (1991) concluded that higher salaries are associated with more qualified teachers.[21] In addition, more recent studies have tackled the specific issues of relative pay noted above. Loeb and Page showed that:

> "Once we adjust for labor market factors, we estimate that raising teacher wages by 10 percent reduces high school dropout rates by 3 percent to 4 percent. Our findings suggest that previous studies have failed to produce robust estimates because they lack adequate controls for non-wage aspects of teaching and market differences in alternative occupational opportunities."[22]

In short, while salaries are not the only factor involved, they do affect the quality of the teaching workforce, which in turn affects student outcomes.

Research on the flip side of this issue – evaluating spending constraints or reductions – reveals the potential harm to teaching quality that flows from leveling down or reducing spending. For example, David Figlio and Kim Rueben (2001) note that, "Using data from the National Center for Education Statistics we find that tax limits systematically reduce the

[20] Richard J. Murnane and Randall Olsen (1989) The effects of salaries and opportunity costs on length of state in teaching. Evidence from Michigan. *Review of Economics and Statistics* 71 (2) 347-352

[21] David N. Figlio (2002) Can Public Schools Buy Better-Qualified Teachers?" *Industrial and Labor Relations Review* 55, 686-699. David N. Figlio (1997) Teacher Salaries and Teacher Quality. Economics Letters 55 267-271. Ronald Ferguson (1991) Paying for Public Education: New Evidence on How and Why Money Matters. Harvard Journal on Legislation. 28 (2) 465-498.

[22] Loeb, S., Page, M. (2000) Examining the Link Between Teacher Wages and Student Outcomes: The Importance of Alternative Labor Market Opportunities and Non-Pecuniary Variation. Review of Economics and Statistics 82 (3) 393-408

average quality of education majors, as well as new public school teachers in states that have passed these limits."[23]

Salaries also play a potentially important role in improving the *equity* of student outcomes. While several studies show that higher salaries relative to labor market norms can draw higher quality candidates into teaching, the evidence also indicates that relative teacher salaries across schools and districts may influence the distribution of teaching quality. For example, Ondrich, Pas and Yinger (2008) "find that teachers in districts with higher salaries relative to non-teaching salaries in the same county are less likely to leave teaching and that a teacher is less likely to change districts when he or she teaches in a district near the top of the teacher salary distribution in that county."[24]

In addition, ample research indicates that children in smaller classes achieve better outcomes, both academic and otherwise, and that class size reduction can be an effective strategy for closing racial or socio-economic achievement gaps. [25] While it's certainly plausible that other uses of the same money might be equally or even more effective, there is little evidence to support this. For example, while we are quite confident that higher teacher salaries may lead to increases in the quality of applicants to the teaching profession and increases in student outcomes, we do not know whether the same money spent toward salary increases would achieve better or worse outcomes if it were spent toward class size reduction. Indeed, some have raised concerns that large scale-class size reductions can lead to unintended labor market consequences that offset some of the gains attributable to class size reduction (such as

[23] Figlio, D.N., Rueben, K. (2001) Tax Limits and the Qualifications of New Teachers. Journal of Public Economics. April, 49-71

See also: Downes, T. A. Figlio, D. N. (1999) Do Tax and Expenditure Limits Provide a Free Lunch? Evidence on the Link Between Limits and Public Sector Service Quality52 (1) 113-128

[24] Ondrich, J., Pas, E., Yinger, J. (2008) The Determinants of Teacher Attrition in Upstate New York. Public Finance Review 36 (1) 112-144

[25] See http://www2.ed.gov/rschstat/research/pubs/rigorousevid/rigorousevid.pdf;

Jeremy D. Finn and Charles M. Achilles, "Tennessee's Class Size Study: Findings, Implications, Misconceptions," *Educational Evaluation and Policy Analysis*, 21, no. 2 (Summer 2009): 97-109;

Jeremy Finn et. al, "The Enduring Effects of Small Classes," *Teachers College Record,* 103, no. 2, (April 2001): 145–183; http://www.tcrecord.org/pdf/10725.pdf;

Alan Krueger, "Would Smaller Class Sizes Help Close the Black-White Achievement Gap." Working Paper #451 (Princeton, NJ: Industrial Relations Section, Department of Economics, Princeton University, 2001) http://www.irs.princeton.edu/pubs/working_papers.html;

Henry M. Levin, "The Public Returns to Public Educational Investments in African American Males," Dijon Conference, University of Bourgogne, France. May 2006. http://www.u-bourgogne.fr/colloque-iredu/posterscom/communications/LEVIN.pdf;

Spyros Konstantopoulos Spyros and Vicki Chun, "What Are the Long-Term Effects of Small Classes on the Achievement Gap? Evidence from the Lasting Benefits Study," *American Journal of Education* 116, no. 1 (November 2009): 125-154.

the inability to recruit enough fully qualified teachers).[26] And many, over time, have argued the need for more precise cost/benefit analysis. [27] Still, the preponderance of existing evidence suggests that the additional resources expended on class size reductions do result in positive effects.[28]

Both reductions to class sizes and improvements to competitive wages can yield improved outcomes, but the efficiency gains of choosing one strategy over the other are unclear, and local public school districts rarely have complete flexibility to make tradeoffs.[29] Class size reduction may be constrained by available classrooms. Smaller class sizes and reduced total student loads are a relevant working condition simultaneously influencing teacher recruitment and retention.[30] That is, providing smaller classes may partly offset the need for higher wages for recruiting or retaining teachers. High poverty schools require a both/and rather than either/or strategy when it comes to smaller classes and competitive wages.

Eric Hanushek's argument laid out in numerous sources is that additional dollars infused into a system that doesn't link teacher compensation to teacher effectiveness[31] and doesn't systematically deselect "ineffective" teachers, will necessarily be wasted (cannot possibly lead

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[26] Jepsen, C., Rivkin, S. (2002) What is the Tradeoff Between Smaller Classes and Teacher Quality? NBER Working Paper # 9205, Cambridge, MA. http://www.nber.org/papers/w9205

"The results show that, all else equal, smaller classes raise third-grade mathematics and reading achievement, particularly for lower-income students. However, the expansion of the teaching force required to staff the additional classrooms appears to have led to a deterioration in average teacher quality in schools serving a predominantly black student body. This deterioration partially or, in some cases, fully offset the benefits of smaller classes, demonstrating the importance of considering all implications of any policy change." p. 1

For further discussion of the complexities of evaluating class size reduction in a dynamic policy context, see:

David Sims, "A Strategic Response to Class Size Reduction: Combination Classes and Student Achievement in California," *Journal of Policy Analysis and Management*, 27(3) (2008): 457–478

David Sims, "Crowding Peter to Educate Paul: Lessons from a Class Size Reduction Externality," *Economics of Education Review*, 28 (2009): 465–473.

Matthew M. Chingos, "The Impact of a Universal Class-Size Reduction Policy: Evidence from Florida's Statewide Mandate," Program on Education Policy and Governance Working Paper 10-03 (2010).

[27] Ehrenberg, R.G., Brewer, D., Gamoran, A., Willms, J.D. (2001) Class Size and Student Achievement. Psychological Science in the Public Interest 2 (1) 1-30

[28] See also: Schanzenbach, D. W. (2014). Does class size matter?. *Policy Briefs, National Education Policy Center, School of Education, University of Colorado, Boulder*.

[29] Baker, B., & Welner, K. G. (2012). Evidence and rigor scrutinizing the rhetorical embrace of evidence-based decision making. Educational Researcher, 41(3), 98-101.

[30] Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. Peabody Journal of Education, 80(3), 44-70.

Isenberg, E. P. (2010). The Effect of Class Size on Teacher Attrition: Evidence from Class Size Reduction Policies in New York State. US Census Bureau Center for Economic Studies Paper No. CES-WP-10-05.

[31] Hanushek, E. A. (2011). The economic value of higher teacher quality. *Economics of Education Review*, *30*(3), 466-479.

to improved outcomes). Thus, no additional money should (ever) be put into such a system, and courts would be acting in the disinterest of both children and the taxpaying public to order the infusion of necessarily inefficient additional funding.

Hanushek's argument assumes that existing funds could instead be used to compensate teachers according to their effectiveness and to accurately dismiss "ineffective" teachers and replace them with better ones, regardless of context, with existing resources (regardless of the level of resource available or inequities in resource across settings). This assertion depends entirely on three key assumptions. First, that adopting a pay-for-performance, rather than step-and-lane salary model would dramatically improve performance at the same or less expense. Studies of attempts to leverage alternative incentive based compensation models to achieve such gains fail to provide empirical support for this argument.[32]

Second, that shedding the "bottom 5% of teachers" according to measures of their effectiveness can lead to dramatic improvements at equal or lower expense. Speculation (and simulations) supporting this argument depend on the average pool of replacements lining up to take those jobs being substantively better than those who were let go. Simulations promoting the benefits of "bad teacher" deselection assume this to be true, without any empirical basis. Third and finally, both the incentive pay argument and deselecting the bottom 5% argument depend on sufficiently accurate measures of teaching effectiveness, across settings and children and existing measures fall well short of these demands.[33]

[32] Springer, M. G., Ballou, D., Hamilton, L., Le, V. N., Lockwood, J. R., McCaffrey, D. F., ... & Stecher, B. M. (2011). Teacher Pay for Performance: Experimental Evidence from the Project on Incentives in Teaching (POINT). *Society for Research on Educational Effectiveness*.

Yuan, K., Le, V. N., McCaffrey, D. F., Marsh, J. A., Hamilton, L. S., Stecher, B. M., & Springer, M. G. (2012). Incentive Pay Programs Do Not Affect Teacher Motivation or Reported Practices Results From Three Randomized Studies. *Educational Evaluation and Policy Analysis*, 0162373712462625.

Goodman, S. F., & Turner, L. J. (2013). The design of teacher incentive pay and educational outcomes: Evidence from the New York City bonus program. *Journal of Labor Economics*, *31*(2), 409-420.

Goodman, S., & Turner, L. (2011). Does Whole-School Performance Pay Improve Student Learning? Evidence from the New York City Schools. *Education Next*, *11*(2), 67-71.

[33] Baker, B. D., Oluwole, J. O., & Green III, P. C. (2013). The Legal Consequences of Mandating High Stakes Decisions Based on Low Quality Information: Teacher Evaluation in the Race-to-the-Top Era. education policy analysis archives, 21(5), n5.

Table 2

Year over Year Changes	JAMESTOWN	POUGHKEEPSIE	UTICA	NEWBURGH	KINGSTON	MOUNT VERNON	NIAGARA FALLS	PORT JERVIS
Change in Formula Underfunding per TAFPU	**-$673**	**-$1,450**	**-$1,004**	**-$1,243**	**-$239**	**-$1,140**	**-$489**	**-$791**
Change in Sound Basic Spending Target per TAFPU	**$286**	**$194**	**$24**	**-$80**	**$6**	**-$273**	**-$75**	**-$100**
Change in Full Phase In (selected) Foundation Aid/Pupil (TAFPU)	**-$160**	**-$819**	**-$458**	**-$781**	**$52**	**-$703**	**-$109**	**-$148**
Change in Local Contribution per TAFPU	**$445**	**$1,013**	**$482**	**$701**	**-$46**	**$431**	**$33**	**$48**
Change in Actual Foundation after GEA (& Partial Restoration) per TAFPU	**$513**	**$631**	**$546**	**$462**	**$291**	**$436**	**$381**	**$644**
Target if Not Cut	**$12,283**	**$16,151**	**$12,311**	**$14,353**	**$12,597**	**$13,946**	**$12,139**	**$12,917**
2014-15								
Gap per TAFPU '15	**$3,432**	**$2,237**	**$4,437**	**$3,093**	**$1,502**	**$2,274**	**$2,423**	**$3,358**
Full Phase in per TAFPU '15 (Sel. Aid)	**$10,838**	**$11,481**	**$10,863**	**$10,201**	**$5,916**	**$7,502**	**$10,711**	**$10,055**
Foundation after GEA per TAFPU '15	**$7,405**	**$9,244**	**$6,425**	**$7,108**	**$4,414**	**$5,227**	**$8,289**	**$6,697**
E(FA0197) 00 2014-15 FOUNDATION AID	$42,531,180	$48,407,116	$76,268,887	$96,490,549	$39,853,783	$63,925,733	$71,333,594	$25,332,561
AA(FA0186) 00 2013-14 GAP ELIMINATION ADJUSTMENT (SA1314)	-$1,907,675	-$2,754,851	-$2,843,829	-$8,920,768	-$5,951,222	-$10,243,952	-$3,478,824	-$2,175,209
AB(FA0187) 00 2014-15 GEA RESTORATION	$1,335,372	$1,409,893	$1,990,680	$4,583,320	$1,373,866	$3,048,487	$2,100,736	$1,522,646
M(OP0088) 00 SELECTED TAFPU	5,666	5,091	11,737	12,964	7,992	10,853	8,440	3,685
Implied Base '15	**$6,451**	**$6,451**	**$6,451**	**$6,451**	**$6,451**	**$6,451**	**$6,451**	**$6,451**
N(MI0123) 03 REGIONAL COST INDEX (RCI)	1.091	1.314	1	1.314	1.314	1.314	1.091	1.314
O(PC0409) 05 PNI = 1 + EN%, MIN 1; MAX 2	1.711	1.868	1.871	1.66	1.457	1.613	1.691	1.494
P(OP0002) 02 ADJUSTED FOUNDATION AMT/PUPIL	$12,042	$15,834	$12,070	$14,071	$12,350	$13,673	$11,901	$12,664
V(OP0069) 02 SELECTED FOUNDATION AID/PUPIL	$10,838	$11,481	$10,863	$10,201	$5,916	$7,502	$10,711	$10,055
Local Contribution 15	**$1,204**	**$4,353**	**$1,207**	**$3,870**	**$6,435**	**$6,171**	**$1,190**	**$2,609**
DCAADM12	5,052	4,478	9,855	11,640	6,890	9,128	7,527	3,112
2013-14								
Gap per TAFPU '14	**$4,105**	**$3,688**	**$5,441**	**$4,336**	**$1,741**	**$3,414**	**$2,912**	**$4,149**
Full Phase in per TAFPU '14 (Sel.Aid)	**$10,997**	**$12,300**	**$11,321**	**$10,982**	**$5,864**	**$8,205**	**$10,820**	**$10,203**
Foundation after GEA per TAFPU '14	**$6,892**	**$8,613**	**$5,880**	**$6,646**	**$4,123**	**$4,791**	**$7,908**	**$6,054**
E(FA0197) 00 2013-14 FOUNDATION AID	$41,110,392	$47,954,679	$72,413,005	$94,879,937	$39,517,882	$63,137,981	$70,474,713	$24,804,631
AA(FA0186) 00 2012-13 GAP ELIMINATION ADJUSTMENT (SA1213)	-$3,346,797	-$4,167,123	-$4,989,172	-$11,789,185	-$7,863,455	-$11,956,764	-$6,103,200	-$2,869,207
AB(FA0187) 00 2013-14 GEA RESTORATION	$1,439,122	$1,412,272	$2,145,343	$2,868,417	$1,912,233	$1,712,812	$2,624,376	$693,998
M(OP0088) 00 SELECTED TAFPU	5,688	5,248	11,832	12,933	8,142	11,041	8,472	3,738
Implied Base '14	**$6,515**	**$6,515**	**$6,515**	**$6,515**	**$6,515**	**$6,515**	**$6,515**	**$6,515**
N(MI0123) 03 REGIONAL COST INDEX (RCI)	1.091	1.314	1	1.314	1.314	1.314	1.091	1.314
O(PC0409) 05 PNI = 1 + EN%, MIN 1; MAX 2	1.654	1.827	1.849	1.653	1.442	1.629	1.685	1.491
P(OP0002) 02 ADJUSTED FOUNDATION AMT/PUPIL	$11,756	$15,640	$12,046	$14,151	$12,345	$13,945	$11,977	$12,764
V(OP0069) 02 SELECTED FOUNDATION AID/PUPIL	$10,997	$12,300	$11,321	$10,982	$5,864	$8,205	$10,820	$10,203
Local Contribution 14	**$759**	**$3,340**	**$725**	**$3,168**	**$6,481**	**$5,740**	**$1,157**	**$2,561**
DCAADM11	5,100	4,603	9,773	11,659	7,166	8,904	7,620	3,037

Table 3. Updated Estimates of General Education Instructional Expenditure and Sound Basic Spending Targets

	Mt Vernon	Jamestown	Kingston	Newburgh	Niagara Falls	Port Jervis	Poughkeepsie	Utica
General Education Instructional Expense								
GEIE 2010-11 [1]	$99,586,646	$42,023,068	$75,022,350	$146,605,737	$72,055,901	$29,725,266	$51,742,546	$85,643,602
Estimated GEIE 2011-12 [3]	$104,210,467	$43,151,874	$81,417,374	$144,431,834	$67,606,034	$30,392,605		$88,783,606
Estimated GEIE 2012-13 [3]	$106,843,243	$43,152,261	$82,378,942	$144,524,639	$70,073,629	$30,910,455		$81,337,424
Estimated GEIE 2013-14 [3]	$111,044,489	$44,098,764	$79,919,335	$146,490,060	$65,755,713	$29,864,944		$88,508,990
Sound Basic GE Funding Target [2]								
Target 2009-10	$129,153,016	$60,147,208	$93,811,095	$171,292,327	$91,628,071	$40,328,634	$79,130,325	$114,804,787
Target 2010-11	$137,365,472	$63,971,838	$99,776,287	$182,184,270	$97,454,443	$42,893,023	$84,161,956	$122,104,790
Target 2011-12	$147,982,225	$67,639,825	$105,001,390	$188,631,343	$105,824,918	$46,989,853	$85,579,750	$137,260,094
Target 2012-13	$151,238,735	$66,779,947	$103,690,906	$186,004,839	$102,932,036	$47,461,277	$83,190,533	$143,850,907
Target 2013-14	$153,971,124	$66,870,453	$100,509,276	$183,012,990	$101,467,047	$47,711,902	$82,080,909	$142,531,053
Spending Gap								
Gap 2009-2010	$29,566,370	$18,124,140	$18,788,745	$24,686,590	$19,572,170	$10,603,368	$27,387,779	$29,161,185
Gap 2010-2011	$37,778,826	$21,948,770	$24,753,937	$35,578,533	$25,398,542	$13,167,757	$32,419,410	$36,461,188
Gap 2011-2012	$43,771,758	$24,487,951	$23,584,016	$44,199,509	$38,218,884	$16,597,248		$48,476,488
Gap 2012-2013	$44,395,492	$23,627,686	$21,311,964	$41,480,200	$32,858,407	$16,550,822		$62,513,483
Gap 2013-2014	$42,926,635	$22,771,689	$20,589,941	$36,522,930	$35,711,334	$17,846,958		$54,022,063
Gap Percent								
Gap 2009-2010	23%	30%	20%	14%	21%	26%	35%	25%
Gap 2010-2011	28%	34%	25%	20%	26%	31%	39%	30%
Gap 2011-2012	30%	36%	22%	23%	36%	35%		35%
Gap 2012-2013	29%	35%	21%	22%	32%	35%		43%
Gap 2013-2014	28%	34%	20%	20%	35%	37%		38%

I hereby affirm that the foregoing report is true and accurate to the best of my knowledge.

Digitally signed by Bruce Baker
DN: cn=Bruce Baker, o, ou, email=educpolicy@gmail.com, c=US
Date: 2014.11.18 09:49:05 -05'00'

Bruce D. Baker

Date: November 19, 2014

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A. EDUCATION

1997, Doctor of Education
Teachers College, Columbia University
Department of Organization and Leadership
Dissertation: *A Comparison of Statistical and Neural Network Models for Forecasting Educational Spending*
Advisor: Craig E. Richards

1989, Master of Arts
University of Connecticut
Department of Educational Psychology
Program in Teaching the Talented
Advisor: Joseph S. Renzulli

1987, Bachelor of Arts
Lafayette College
Biology

B. ACADEMIC APPOINTMENTS

2011 – Present: Rutgers, The State University of New Jersey
Professor I
Educational Theory, Policy and Administration

2008 – Present: Rutgers, The State University of New Jersey
Associate Professor
Educational Theory, Policy and Administration

2002 – 2008: University of Kansas, Lawrence
Associate Professor, Teaching and Leadership
Program in Educational Administration

1997 – 2002: University of Kansas, Lawrence
Assistant Professor, Teaching and Leadership
Program in Educational Administration
Research Associate: Policy Research Institute

1996 - 1997: Teachers College, Columbia University
Instructor, Organization and Leadership

Program in Educational Administration

C. RELATED TEACHING & ADMINISTRATIVE EXPERIENCE

1993 – 1997, The Ethical Culture Fieldston Schools, NY
Instructor of Science

1992 – 1993, Pocantico Hills Central School, NY
Coordinator of Gifted and Talented Programs

1989 – 1992, Mastricola Middle School, NH
Coordinator of Gifted and Talented Programs

1987 – 1988, Randolph-Macon Academy, VA
Instructor of Biology

1994 – 1997, College Gifted Programs, Summer Institute for the Gifted, NJ/PA/NY
Site Director

D. HONORS

2014 Askwith Forum Presenter, *Is School Funding Fair?* Harvard Graduate School of Education

2014 Ranked 64th in RHSU Education Week Edu-Scholar Public Influence.
http://blogs.edweek.org/edweek/rick_hess_straight_up/2014/01/the_2014_rhsu_edu-scholar_public_influence_rankings.html?cmp=SOC-SHR-TW

2013 – AERA Division L Policy Report Award for Baker, B. D., Sciarra, D. G., & Farrie, D. (2010). Is School Funding Fair?: A National Report Card. Education Law Center.

2013 – Ranked 40th in RHSU Education Week Edu-Scholar Public Presence.
http://blogs.edweek.org/edweek/rick_hess_straight_up/2013/01/

2012 – School Finance 101 Blog nominated for Bammy Award, Education Commentators Category, Academy of Education Arts & Sciences, http://www.bammyawards.com/

2011 – Outstanding Faculty Research Award, Rutgers Graduate School of Education Alumni Association

2011 – Journal of Education Finance Scholarly Paper Award, National Education Finance Conference (Co-author, Matthew J. Ramsey)

2010 – Invited Lecturer: Jerry Miner Lecture Series. Maxwell School, Syracuse University. Center for Policy Research. http://www-cpr.maxwell.syr.edu/efap/Jerry_Miner/Lecture_Series.htm

2007 – Present: Appointed Research Fellow, Education Policy Research Unit/Education and the Public Interest Center (EPRU/EPIC)

2001, National Center for Education Statistics/American Education Finance Association
New Scholars Program

1998, National Center for Education Statistics/American Educational Research Association
Institute on Statistics for Policy Analysis

1996, University Council on Educational Administration
Graduate Student Research Seminar

E. SELECTED EXTERNALLY FUNDED RESEARCH (RECENT GRANTS & CONTRACTS)*

2014

1. Baker, B.D., Levin, J. Research to Inform the Development of a Pennsylvania Basic Education Funding Formula. William Penn Foundation ($60k)
2. Levin, J., Chambers, J., Manship, K., Baker, B.D., Goertz, M. Feasibility Study on Improving the Quality of School Level

* Does not include reports written as expert testimony for litigation or other support (testimony, etc.) for state constitutional or federal litigation.

Expenditure Data. Institute for Education Sciences, U.S. Dept. of Education [RFTO No. PEPP130018]

2013

3. Baker, B.D. Poverty, Children's Health and Public School Funding. With *ChangeLab Solutions* (Oakland, CA) Funded by Robert Wood Johnson Foundation [Grant I.D. 70352] ($20,000)
4. Baker, B.D., Miron, G. Organization for Economic Cooperation and Development. Education Indicators at a Glance. (€5,000)
5. Baker, B.D., Coley, R. Understanding Child Poverty: Implications for Education Policy. Educational Testing Service ($20,000)

2011

6. Baker, B.D., DiCarlo, M. Revisiting the Age Old Question: Does Money Matter in Education? (Shanker Institute, $6000)
7. Baker, B.D., Libby, K., Wiley, K. Evaluating Financial Resources and Equity Implications of *High Flying Charter School Networks.* (National Education Policy Center & Shanker Institute, $6000)
8. Stealth Inequities: Hidden Disparities in State School Finance Systems. Center for American Progress ($17,500). With Sean Corcoran of NYU.
9. Alternative Measures of Poverty. With Jay Chambers & Jesse Levin (American Institutes for Research) and Lori Taylor (Texas A&M University). West & Midwest Regional Labs. (approx. $200k total)

2009

10. Evaluation of Undergraduate Student Degree Completion Pathways and "Cost of Attainment". University of Texas at Austin. Co-Pi with Christopher Morphew, University of Iowa, Scott L. Thomas, Claremont Graduate School & Harrison Keller, University of Texas at Austin.
11. Evaluation of Spending Patterns and Philanthropic Contributions to New York City Charter Schools. Education and the Public Interest Center. $6,000
12. Evaluation of teacher workforce and labor markets in Newark New Jersey. Funded by the Ford Foundation in collaboration with Rutgers University at Newark. Alan Sadovnik, Project Director. ($18k subcontract on $125k grant)
13. Development of an alternative indicator system for evaluating state school funding systems. *Education Law Center of New Jersey & Educational Testing Service.* Funded by the Ford Foundation. ($25k subcontract)
14. Evaluating the principal preparation pipeline for Wisconsin public schools. With Matthew Clifford (Learning Point Associates) and Carolyn Brown (Fordham University). Midwest Regional Education Lab

2008

15. Evaluating the *Costs of Private Schooling in America.* Education and the Public Interest Center. University of Colorado/Arizona State University. $4,000.

2007

16. Barnett, W.S., Baker, B.D., Bausmith, J., Burzichelli, C., J., Firestone, W., Goertz, P., Mackey, P. Evaluating the Productivity and Efficiency of New Jersey's Public Schools.
17. Changing demography of rural communities: Implications for state education policy. Funding Source: U.S. Department of Agriculture. Subcontract with Tennessee State University (Gary Peevely, PI). $54,000 subcontract (through 2009)

2006

18. Evaluating wage variation and marginal costs associated with student needs and school and district characteristics in Washington. Funding Source: Washington Education Association. Subcontract with Education Policy Improvement Center (U. of Oregon, David Conley, PI). $50,000 subcontract (included course buy-out for Spring 2006)
19. Evaluation of Hawaii's Weighted Student Funding Program. Funding Source: Hawaii Board of Education. Co-PI with Scott Thomas, U. of Georgia. $24,440 total.

2005

20. Evaluating wage variation and marginal costs associated with student needs and school and district characteristics in Wyoming. Funding Source: Wyoming Legislature. Subcontract to Lawrence O. Picus and Associates. $40,000 subcontract ($1 million + total).

2004

21. Texas School Finance Project. Funding Source: Joint Select Committee on School Finance of the Texas Legislature. Co-PI with Lori Taylor, Tim Gronberg & Dennis Jansen of Texas A&M. $30,000+ subcontract.

2002-2003

22. Design and simulation of state school finance policy options for the State of Texas. Funding Source: Texas Governor's Office. (included 50% buyout of full-year salary + 45% KU indirect)

23. Estimating Instructional Costs for Academic Programs: A resource cost model approach. Funding Source: Association for Institutional Research. Co-PI with Christopher Morphew. $28,108 total.

F. BOOKS

2008 1. Baker, B.D., Green, P.C., Richards, C.E. (2008) *Financing Education Systems*. Upper Saddle River, NJ: Merrill/Prentice-Hall, 448 pages

2004 2. Baker, B.D., Richards, C.E. (2004) *The Ecology of Educational Systems: Data and Models for Improvisational Leading and Learning*. Upper Saddle River, NJ: Merrill/Prentice-Hall. 280 pages.

G. JOURNAL[†] & LAW REVIEW[‡] ARTICLES

[i] invited, [lr] law review

In Press 1. Baker, B.D. (2014) America's Most Financially Disadvantaged Local Public School Districts. *Journal of School Business Management. [i]*

2. Baker, B.D., Libby, K., Wiley, K. Charter School Expansion & Within District Equity: Confluence or Conflict? *Education Finance and Policy*

2014 3. Baker, B. D. (2014). Evaluating the recession's impact on equity & adequacy of state school finance systems. Education Policy Analysis Archives, 22 (91) Retrieved [date], from http://epaa.asu.edu/ojs/article/view/1590

4. Green, P.C., Baker, B.D., Oluwole, J. (2014) How the Kansas Courts Have Permitted and May Remedy Racial Funding Disparities in the Aftermath of Brown. *Washburn Law Journal*

5. Green, P.C., Baker, B.C., Oluwole, J. (2014) Having it Both Ways: How Charter Schools try to Obtain Funding of Public Schools and the Autonomy of Private Schools. *Emory Law Journal 63 (2) 303-338*

2013 6. Baker, B.D., Taylor, L., Chambers, J., Levin, J., Blankenship, C. (2013) Adjusted Poverty Measures and the Distribution of Title I Aid: Does Title I Really Make the Rich States Richer? *Education Finance and Policy 8(3) 394-417*

7. Baker, B.D., Green, P.C., Oluwole, J. (2013) The legal consequences of mandating high stakes decisions based on low quality information: Teacher Evaluation in the Race-to-the-Top Era. *Education Policy Analysis Archives*

2012 8. Baker, B.D., Welner, K.G. (2012) Evidence and Rigor: Scrutinizing the Rhetorical Embrace of Evidence-based Decision-making. *Educational Researcher* 41 (3) 98-101

9. Green, P.C., Baker, B.D., Oluwole, J. (2012) Legal implications of dismissing teachers on the basis of value-added measures based on student test scores. *BYU Education and Law Journal* 2012 (1)

10. Baker, B.D. (2012) Re-arranging deck chairs in Dallas: Contextual constraints on within district resource allocation in large urban Texas school districts. *Journal of Education Finance* 37 (3) 287-315

2011 11. Baker, B.D. (2011) Exploring the Sensitivity of Education Costs to Racial Composition of Missouri School Districts. *Peabody Journal of Education (special issue)*

12. Baker, B.D., Welner, K. (2011) School Finance and Courts: Does Reform Matter, and How Can We Tell? *Teachers College Record* 113 (11) p. –

13. Fuller, E., Young, M.D., Baker, B.D. (2011) Do Principal Preparation Programs Influence Student Achievement through the

[†] Peer reviewed

[‡] Editorial board reviewed, competitively accepted

Building of Teacher Team Qualifications by the Principal? An Exploratory Analysis. *Educational Administration Quarterly* 46 (5)

2010 14. Baker, B.D., Punswick, E., Belt, C. (2010) School Leadership Stability, Principal Moves, and Departures: Evidence From Missouri *Educational Administration Quarterly* 46 (4) 523-55

15. Baker, B.D., Welner, K.G. (2010) Premature celebrations: The persistence of inter-district funding disparities. *Education Policy Analysis Archives.* http://epaa.asu.edu/ojs/article/viewFile/718/831

16. Baker, B.D., Ramsey, M.J. (2010) What we don't know can't hurt us? Evaluating the equity consequences of the assumption of uniform distribution of needs in Census Based special education funding. *Journal of Education Finance* 35 (3) 245-275

17. Green, P.C., Oluwole, J., Baker, B.D. (2010) Getting their hands dirty: How Alabama's public officials may have maintained separate and unequal education. *West's Education Law Reporter* 253 (2) 503-520

2009 18. Green, P.C. Oluwole, J., Baker, B.D. (2009) No Child Left Behind: Racial Equal Educational Opportunity through School Finance Litigation. *Journal of Gender, Race and Justice* 12 (2) 285-310

19. Baker, B.D. (2009) Evaluating Marginal Costs with School Level Data: Implications for the Design of Weighted Student Allocation Formulas. *Education Policy Analysis Archives* 17 (3)

20. Baker, B.D., Green, P.C. (2009) Equal Educational Opportunity and the Distribution to State Aid to Schools: Can or should racial composition be a factor? *Journal of Education Finance* 34 (3) 289-323

21. Baker, B.D., Elmer, D.R. (2009) The Politics of Off-the-Shelf School Finance Reform. *Educational Policy* 23 (1) 66-105[i]

2008 22. Green, P.C., Baker, B.D., Oluwole, J. (2008) Obtaining racial equal educational opportunity through school finance litigation. *Stanford Journal of Civil Rights and Civil Liberties* IV (2) 283-338

23. Baker, B.D. (2008) Doing more harm than good? A commentary on the politics of cost adjustments for wage variation in state school finance formulas. *Journal of Education Finance* 33 (4) 406-440

2007 24. Morphew, C., Baker, B.D. (2007) On the Utility of National Data for Estimating Generalizable Price and Cost Indices in Higher Education. *Journal of Education Finance* 33 (1) 20-49

25. Baker, B.D, Orr, M.T., Young, M.D. (2007) Academic Drift, Institutional Production and Professional Distribution of Graduate Degrees in Educational Administration. *Educational Administration Quarterly* 43 (3) 279-318

26. Baker, B.D., Wolf-Wendel, L.E., Twombly, S.B. (2007) Exploring the Faculty Pipeline in Educational Administration: Evidence from the Survey of Earned Doctorates 1990 to 2000. *Educational Administration Quarterly* 43 (2) 189-220

2006 27. Green, P.C., Baker, B.D., Oluwole, J. (2006) Race Conscious Funding Strategies in School Finance. *Boston University Public Interest Law Journal 16* (1) 39-72[LR]

28. Baker, B.D. (2006) Evaluating the Reliability, Validity and Usefulness of Education Cost Studies. *Journal of Education Finance* 32 (2) 170-201 [i]

29. Green, P.C., Baker, B.D. (2006) Urban Legends, Desegregation and School Finance: Did Kansas City really prove that money doesn't matter? *Michigan Journal of Race and Law* 12 (1) 57-105 [LR]§

30. Baker, B.D., Dickerson, J. (2006) Charter Schools, Teacher Labor Market Regulation and Teacher Quality: Evidence from the Schools and Staffing Survey. *Educational Policy* 20 (5) 752-779

31. Wolf-Wendel, L, Baker, B.D., Twombly, S., Tollefson, N., & Mahlios, M. (2006) Who's Teaching the Teachers? Evidence from the National Survey of Postsecondary Faculty and Survey of Earned Doctorates. *American Journal of Education* 112 (2) 273-300 (GS 7)

2005 32. Baker, B.D., Cooper, B.S. (2005) Do Principals with Stronger Academic Backgrounds Hire Better Teachers? Policy

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§ Ranked #1 Law Review on *impact factor* for minority, race & ethnic issues. Ranked #78 overall.

Implications for High Poverty Schools. *Educational Administration Quarterly* 41 (3) 449-479

33. Baker, B.D., Green, P.C. (2005) Tricks of the Trade: Legislative Actions in School Finance that Disadvantage Minorities in the Post-Brown Era *American Journal of Education* 111 (May) 372-413

34. Baker, B.D. (2005) The Emerging Shape of Educational Adequacy: From Theoretical Assumptions to Empirical Evidence. *Journal of Education Finance* 30 (3) 277-305

35. Green, P.C., Baker, B.D. (2005) Montoy v. Kansas and Racial Disparities in School Funding: Will the Kansas Courts Get it Right this Time? *West's Education Law Reporter* April, 21 681-696

36. Baker, B.D. (2005) What will it take to make Kansas School Funding "Cost-Based?" *Kansas Policy Review* 27 (2) 21-30 [i]

37. Green, P.C., Baker, B.D. (2005) History of School Finance Reform and Litigation in Kansas. *Kansas Policy Review* 27 (2) 2-6[i]

2004

38. Baker, B.D., Friedman-Nimz, R.C. (2004) State Policy Influences Governing Equal Opportunity: The Example of Gifted Education. *Educational Evaluation and Policy Analysis* 26 (1) 39-64

39. Morphew, C.C., Baker, B.D. (2004) The Cost of Prestige: Do New Research I Universities Incur Higher Administrative Costs? *Review of Higher Education* 27 (3) 365-384

40. Wood, R.C., Baker, B.D. (2004) An examination and analysis of the equity and adequacy concepts of constitutional challenges to state education finance distribution formulas. *University of Arkansas at Little Rock Law Review* 27 125 [lr]

41. Baker, B.D., Duncombe, W.D. (2004) Balancing District Needs and Student Needs: The Role of Economies of Scale Adjustments and Pupil Need Weights in School Finance Formulas. *Journal of Education Finance* 29 (2) 97-124 [i]

42. Baker, B.D. (2004) A Closer Look at the Costs of Serving Children Living on the Edges: At Risk, Limited English Proficient & Gifted Children. *Educational Considerations* 32 (1) 42-54 [i]

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43. Baker, B.D. (2003) State policy influences on the internal allocation of school district resources: Evidence from the Common Core of Data. *Journal of Education Finance* 29 (1) 1-24

44. Baker, B.D. McIntire, J. (2003) Evaluating State School Funding for Gifted Education Programs. *Roeper Review* 26 (3) 173-179

45. Baker, B.D., Friedman-Nimz, R.C. (2003) Gifted Children, Vertical Equity and State School Finance Policies and Practices. *Journal of Education Finance* 28 (4) 523-556

46. Baker, B.D., Green, P.C. (2003) Commentary: The Application of Section 1983 to School Finance Litigation. *West's Education Law Reporter*. 173 (3) 679-696

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47. Baker, B.D., Richards, C.E. (2002) Exploratory Application of Systems Dynamics Modeling to School Finance Policy. *Journal of Education Finance* 27 (3) 857-884

48. Baker, B.D., Friedman-Nimz, R.C. (2002) Determinants of the Availability of Opportunities for Gifted Children: Evidence from NELS '88. *Leadership and Policy in Schools* 1 (1) 52-71

49. Baker, B.D., Markham, P. (2002) State School Funding Policies and Limited English Proficient Children. *Bilingual Research Journal* 26 (3) 659-680

50. Baker, B.D., Friedman-Nimz, R.C. (2002) Is a Federal Mandate the Answer? If so, what was the question? *Roeper Review* 25 (1) 5-10

51. Green, P.C., Baker, B.D. (2002) Circumventing Rodriguez: Can plaintiffs use the Equal Protection Clause to challenge school finance disparities caused by inequitable state distribution policies? *Texas Forum on Civil Liberties and Civil Rights* 7 (2) 141 – 165 [lr]

2001

52. Baker, B.D. (2001) Gifted Children in the Current Policy and Fiscal Context of Public Education: A National Snapshot & Case Analysis of the State of Texas. *Educational Evaluation and Policy Analysis* 23 (3) 229-250

53. Baker, B.D. (2001) Can Flexible Non-linear Modeling Tell Us Anything New About Educational Productivity? *Economics of Education Review* 20 (1) 81-92

54. Baker, B.D. (2001) Living on the Edges of School Funding Policy: The Plight of At-Risk, Limited English Proficient and Gifted Children. *Educational Policy* 15 (5) 699-723

55. Baker, B.D. (2001) Balancing Equity for Students and Taxpayers: Evaluating School Finance Reform in Vermont. *Journal of Education Finance* 26 (4) 437-462

56. Baker, B.D. (2001) Measuring the Outcomes of State Policies for Gifted Education: An Equity Analysis of Texas School Districts. *Gifted Child Quarterly* 45 (1) 4-15

2000

57. Baker, B.D., Keller-Wolf, C., Wolf-Wendel, L. (2000) Two Steps Forward, One Step Back: Race, Ethnicity and Academic Achievement in Education Policy Research. *Educational Policy* 14 (4) 511-529 **(GS 15)**

58. Wolf-Wendel, L., Baker, B.D., Morphew, C. (2000) Dollars & $ense: Resources and the Baccalaureate Origins of Women Doctorates. *Journal of Higher Education* 71 (2) 165-186

1999

59. Baker, B.D., Richards, C.E. (1999) A Comparison of Conventional Linear Regression Methods and Neural Networks for Forecasting Educational Spending. *Economics of Education Review* 18 (4) 405 – 416

60. Baker, B.D., Imber, M. (1999) "Rational Educational Explanation" or Politics as Usual? Evaluating the Outcome of Educational Finance Litigation in Kansas. *Journal of Education Finance* 25 (1) 121-139

61. Baker, B.D. (1999) Politics of the Production Function: The Influence of Political Bias on the Deductive Process. *Educational Policy* 13 (1&2) 123-135 **[i]**

1998

62. Baker, B.D., Richards, C.E. (1998) Equity through Vouchers: The Special Case of Gifted Children. *Educational Policy* 12 (4) 363-379

H. BOOK CHAPTERS

Research Compilations **

In Press

1. Baker, B.D., Green, P.C. (in press) Conceptions of Equity and Adequacy in School Finance. *Handbook of Research in Education Finance & Policy*

2. Baker, B.D., Green, P.C. (in press) The Politics of School Finance in the New Normal Era. *Handbook of the Politics of Education Association*

2012

3. Baker, B.D., Ramsey, M.J, Green, P.C. (2012) Financing equal educational opportunity for children with disabilities. In M.L. Boscardin (ed) *Handbook of Research on Special Education Leadership*

2010

4. Baker, B.D. (2010) Review of Susan Aud's "School Choice by the Numbers: The Fiscal Effect of School Choice Programs 1990 – 2006," published by the Friedman Foundation for Educational Choice. In K.G Welner, P.H Hinchey, A. Molnar & D. Weitzman *Think Tank Research Quality* Information Age Publishing pp.97-108

5. Baker, B.D. (2010) Review of Lisa Snell's "Weighted Student Formula Yearbook 2009," published by the Reason Foundation. In K.G Welner, P.H Hinchey, A. Molnar & D. Weitzman *Think Tank Research Quality* Information Age Publishing pp.183-200

2009

6. Baker, B.D., Green, P.C. (2009) Conceptions, Measurement and Application of Educational Adequacy Standards. In D.N. Plank (ed) *AERA Handbook on Education Policy.* New York: Routledge

7. Baker, B.D., Green, P.C., (2009) Separate and Unequal by Design: What's the Matter with the Rising State Role in Kansas? *The Rising State in Education.* Bruce S. Cooper, Lance Fusarelli, Bonnie Fusarelli, Editors. State University of New York Press.

2008

8. Baker, B.D., Green, P.C. (2008) Politics, Empirical Evidence and Policy Design: The Case of School Finance and the Costs of

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** Chapters that are essentially research articles, invited for inclusion in a compilation/research annual. Not refereed. Peer evaluated/edited.

Educational Adequacy. In B.S. Cooper, L. Fusarelli, J. Cibulka (eds) pp. 311 – 337. *Handbook of Education Politics and Policy.* New York: Routledge

9. Green, P.C., Baker, B.D. (2008) The No Child Left Behind Act and the Re-Emergence of Equal Educational Opportunity Litigation, in *Our Promise: Achieving Educational Equity for Americas Children* (M. Dyson & D. Weddle, eds., Carolina Academic Press).

10. Baker, B.D., Green, P.C. (2008) Conceptions of Equity and Adequacy in School Finance. In H.F. Ladd and E.B. Fiske (eds) *Handbook of Research in Education Finance and Policy* New York: Routledge. pp. 203-221

1999

11. Cooper, B.S., Cilo, M.R. & Baker, B.D. (1999) Making the transition from school to college: The case of New York City Public Education. In *American Education Annual: Trends and Issues in the Educational Community (1998-1999)*. New York, NY: Gale Research.

12. Baker, B.D. (1999) Politics of the Production Function: The Influence of Political Bias on the Deductive Process. In Vance Randall and Bruce Cooper (Eds.), pp. 123-135, *Accuracy or Advocacy: The Politics of Research in Education.* Yearbook of The Politics in Education Association. Thousand Oaks: Corwin Press, Sage Publications.

Instructional

2001

1. Baker, B.D. (2001) New Tools for Strategic Decision-Making: Systems Thinking Applied with ITHINK. In G. Ivory, *What Works in Computing for School Administrators?* Scarecrow Press

2. Baker, B.D. (2001) Back to School: Systems Modeling and the Educational Setting. In G. Ivory, *What Works in Computing for School Administrators*? Scarecrow Press

Monograph Annuals[††]

2001

3. Baker, B.D. (2001) Evolving Again: Environmental Pressures and Increasing Disequilibrium in Kansas School Finance. In Christopher F. Roellke (Ed.) *In Search of a More Equitable and Efficient Education System.* Proceedings of the 2001 Annual Meeting of the American Educational Research Association, Fiscal Issues, Policy, and Educational Finance – Special Interest Group. Seattle, WA.

2000

4. Baker, B.D. (2000) Full State Control Out of Control: School Finance in Kansas in the 1990s. in Brian O. Brent (Ed.) *The Political Economy of Education: the State of the States and Provinces.* Proceedings of the 1999 Annual Meeting of the American Educational Research Association, Fiscal Issues, Policy, and Educational Finance – Special Interest Group. Montreal, QE.

I. POLICY BRIEFS/REPORTS

2014

1. Baker, B.D., Levin, J. (2014) Educational Equity, Adequacy, and Equal Opportunity in the Commonwealth: An Evaluation of Pennsylvania's School Finance System. American Institutes for Research/William Penn Foundation. http://www.air.org/sites/default/files/downloads/report/AIR-EEAEO%20in%20the%20Commonwealth%20-%20Full%20Report%2010-09-14.pdf
2. Baker, B.D. (2014) America's Most Financially Disadvantaged School Districts and How They Got That Way. Washington, DC: Center for American Progress. http://cdn.americanprogress.org/wp-content/uploads/2014/07/BakerSchoolDistricts.pdf
3. Baker, B.D., Farrie, D., Sciarra, D. (2014) Is School Funding Fair? 2013 Edition. *Education Law Center of New Jersey, Rutgers Graduate School of Education & Educational Testing Service*
4. Baker, B.D. (2013) Evaluating New York State's School Finance System. New York State Association of Small City School

[††] Brief chapters that are included in professional organization annual compilations. Not refereed

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5. Baker, B.D. (2013) Poverty, Children's Health & Public School Funding: Consequences of conditioning state aid for schools on attendance. ChangeLab Solutions
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7. Coley, R., Baker, B.D. (2013) Poverty and Education: Finding the Way Forward. ETS Center for Research on Human Capital and Education. Princeton, NJ: Educational Testing Service http://www.ets.org/s/research/pdf/poverty_and_education_report.pdf
8. Baker, B.D., Bathon, J. (2013) School Finance 2.0: Crafting Responsible State Policies for the Financing of Online and Virtual Schooling. Boulder, CO: National Education Policy Center http://nepc.colorado.edu/publication/financing-online-education

2012

9. Baker, B.D., Corcoran, S.P.(2012) The Stealth Inequalities of School Funding: How Local Tax Systems and State Aid Formulas Undermine Equality. Washington, DC. Center for American Progress. http://www.americanprogress.org/wp-content/uploads/2012/09/StealthInequities.pdf
10. Baker, B.D., Sciarra, D., Farrie, D. (2012) Is School Funding Fair? Second Edition, June 2012. http://schoolfundingfairness.org/National_Report_Card_2012.pdf
11. Baker, B.D., Libby, K., & Wiley, K. (2012). Spending by the Major Charter Management Organizations: Comparing charter school and local public district financial resources in New York, Ohio, and Texas. Boulder, CO: National Education Policy Center. Retrieved [date] from http://nepc.colorado.edu/publication/spending-major-charter.
12. Clifford, M., Condon, C., Greenberg, A., Williams, R., Gerdeman, R.D., Fetters, J., and Baker, B. (2012). A descriptive analysis of the principal workforce in Wisconsin (Issues & Answers Report, REL 2012–No. 135). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved from http://ies.ed.gov/ncee/edlabs.
13. Baker, B.D. (2012) Revisiting the Age Old Question: Does Money Matter in Education. Shanker Institute. http://www.shankerinstitute.org/images/doesmoneymatter_final.pdf

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14. Baker, B.D., Welner, K.G. (2011) *Productivity Research, the U.S. Department of Education, and High-Quality Evidence*. Boulder, CO: National Education Policy Center. Retrieved [date] from http://nepc.colorado.edu/publication/productivity-research.
15. Baker, B.D. & Ferris, R. (2011). Adding Up the Spending: Fiscal Disparities and Philanthropy among New York City Charter Schools. Boulder, CO: National Education Policy Center. Retrieved [date] from http://nepc.colorado.edu/publication/NYC-charter-disparities.

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4. Baker, B.D. (2009) Private Schooling in the U.S.: Expenditures, Supply and Policy Implications. National Education Policy Center. University of Colorado at Boulder. http://nepc.colorado.edu/files/PB-Baker-PvtFinance.pdf

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5. Baker, B.D., Taylor, L.L., Vedlitz, A. (2008) Adequacy Estimates and the Implications of Common Standards for the Cost of Instruction. *National Research Council*.

J. COMMENTARY/EDITORIALS/REVIEWS

2014

1. Baker, B.D. (2014). Review of "Charter Funding: Inequity Expands." Boulder, CO: National Education Policy Center. Retrieved [date] from http://nepc.colorado.edu/thinktank/review-charter-funding-inequity
2. Baker, B.D. (2014) Review of "Should Charter Schools Pay Rent?" Boulder, CO: National Education Policy Center. Retrieved [date] from http://nepc.colorado.edu/files/ttr-charter-rent.pdf

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3. Baker, B.D. (2013) Review of "Weighted Student Funding for California." Boulder, CO: National Education Policy Center. Retrieved [date] from http://nepc.colorado.edu/thinktank/review-weighted-student-funding-calif/.

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4. Baker, B.D. (2012). *Review of "New York State Special Education Enrollment Analysis."* Boulder, CO: National Education

Policy Center. Retrieved [date] from http://nepc.colorado.edu/thinktank/review-ny-special-ed.

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5. Baker, B.D. (2011). Review of "Incomplete: How Middle Class Schools Aren't Making the Grade." Boulder, CO: National Education Policy Center. Retrieved [date] fromhttp://nepc.colorado.edu/thinktank/review-middle-class
6. Baker, B.D. (2011) Gifts, Talents and Equal Educational Opportunity. North Carolina Association for Gifted Education.
7. Baker, B.D. (2011) Review of "Spend Smart: Fix Connecticut's Broken School Finance System." Boulder & Tempe. National Education Policy Center.

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8. Baker, B.D. (2009) All Private Schools are Not Created Equal. *Education Week*
9. Rebell, M.R., Baker, B.D. (2009) Assessing Success in School Finance Litigations. *Education Week*
10. Baker, B. (2009). *Review of "Weighted Student Formula Yearbook 2009."* Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. http://epicpolicy.org/thinktank/review-Weighted-Student-Formula-Yearbook

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11. Baker, B.D. (2008) Assessing and Using Educational Data Sources for School and Leadership Research. UCEA Implications Series. www.ucea.org
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13. Baker, B.D. (2007) Review of the Buckeye Institute Report *Shortchanging Disadvantaged Students: An analysis of intra-district spending patterns in Ohio.* Education Policy Research Unit. Think Tank Review Project.
14. Baker, B.D. (2007) Review of The Friedman Foundation Report *School Choice by the Numbers.* Education Policy Research Unit. Think Tank Review Project. http://epsl.asu.edu/epru/ttreviews/EPSL-0705-235-EPRU.pdf

2006[‡‡]

15. Baker, B.D., Rebell, M. (2006) Robbing Peter to Pay Paul: Weighted Student Funding is not the 100% Solution. *Education Week* 11/29/06

K. MANUSCRIPTS UNDER REVIEW

Journal Articles: Under Review (Revise & Resubmit)

1. Killeen, K., Baker, B.D. Addressing the Moving Target: Should measures of student mobility be included in education cost studies? *Education Finance and Policy*

Journal Articles: Under Review (1st round)

1. Baker, B.D. Unpacking the Consequences of Disparities in School District Financial Inputs: Evidence from Staffing Data in New York and Illinois

L. MANUSCRIPTS IN PREPARATION

Journal Articles

Book Chapters

M. MONOGRAPHS & OTHER MANUSCRIPTS

Edited Compilations[§§]

Baker, B.D. (ed.) State of the States and Provinces. Annual publication of the American Educational Research Association, Special Interest Group on Fiscal Issues

[‡‡] Not including local/regional news outlets

[§§] Served as editor for professional organization collection of policy briefs

Commissioned Reports & Papers

Baker, B.D. (2012) The Texas School Finance System Fails to Provide Equal Educational Opportunity to Texas Schoolchildren

Baker, B.D. (2011) Still Wide of any Reasonable Mark: An evaluation of the Kansas School District Finance act 2011-12. *Schools for Fair Funding*

Baker, B.D. (2011) Basically Unsound: An Evaluation of New York State's Public School Finance Formula. *New York State Coalition of Small City School Districts.*

Baker, B.D., Bifulco, R. (2011) Evaluating Connecticut's Education Cost Sharing Program. *Connecticut Coalition for Justice in Education Funding*

Baker, B.D. (2011) Evaluation of Colorado State School Finance System. Lobato v. State of Colorado

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Baker, B.D. (2009) Evaluation of New Jersey's School Finance Reform Act. Education Law Center.

Burzichelli, C., Barnett, W.S. et al. (2008) NJDOE Resource Allocation Study.

Baker, B.D. (2007) Arizona's State School Finance Formula Fails to Guarantee Equal Educational Opportunity. *Arizona Center for Law in the Public Interest*

Baker, B.D. (2006) Estimating the Costs of Meeting Educational Outcome Standards in Illinois: A Cost Function Approach. *The Chicago Reporter: Chicago Matters*

Baker, B.D. (2006) Missouri's State School Finance Formula Fails to Guarantee Equal or Minimally Adequate Educational Opportunity to Missouri Schoolchildren. Prepared for plaintiff districts in *Committee for Educational Equality v. State*

Baker, B.D., Thomas, S.L. (2006) Review of Hawaii's Weighted Student Formula. Hawaii State Board of Education.

Baker, B.D. (2005 - Fall) Nebraska's State School Finance Policy Fails to Provide Equal Opportunity for Nebraska School Children.

Baker, B.D. (2005 – Fall) Using Econometric Methods to Reconcile School-Level Economies of Scale Adjustments in the Wyoming School Funding Model. Lawrence O. Picus & Associates, North Hollywood, CA.

Baker, B.D. (2005 – Fall) Development of an Hedonic Wage Index for the Wyoming School Funding Model. Lawrence O. Picus & Associates, North Hollywood, CA.

Baker, B.D. (2005 – Fall) Commentary on the Kansas "Cost of Living Adjustment." Prepared on behalf of plaintiff districts in the case of *Montoy v. Kansas.*

Wood, C.R., Baker, B.D. (2004) Evaluation of Texas School Finance Policy. Prepared for the Attorney General of the State of Texas in the Case of *West Orange Cove v. State*

Wood, C.R, Baker, B.D. (2004) Evaluation of Missouri School Finance Policy. Report to the Missouri State Legislature.

Baker, B.D., Taylor, L., Vedlitz, A. (2003) *Measuring Educational Adequacy in Public Schools.* Report to the Texas Select Joint Committee on Education Finance.

Baker, B.D. (2003) *Evaluation of the Suitability of the Kansas School District Finance Act. Expert Testimony in the Case of Montoy v. Kansas.* Report commissioned by Husch and Eppenberger (Wichita), Somers, Robb and Robb (Newton) and Schools for Fair Funding, Inc.

Baker, B.D. (2003) *Favoring District Needs over Student Needs: The Adverse Effects of the Kansas School District Finance Act on Minority Children and Children with Disabilities.* Expert Witness Testimony in the Case of Robinson v. Kansas. Report commissioned by Husch and Eppenberger (Wichita), Somers, Robb and Robb (Newton) and Schools for Fair Funding, Inc.

Baker, B.D. (2002) *Evaluating the Performance of Private Schools Receiving Scholarship Students from the Educational Choice Charitable Trust.* Indianapolis, IN.

Baker, B.D. (2002) *The Allocation of Fiscal and Human Resources in Kansas School Districts.* Prepared under contract for United School Administrators of Kansas. Topeka, KS.

Baker, B.D. (2001) *Living on the Edges of School Funding Policy: The Plight of At-Risk, Limited English Proficient and Gifted Children.* National Center for Education Statistics, U.S. Department of Education, Washington, DC.

Baker, B.D. (2001) Expert Witness Report. Analysis and Opinions on the Suitability of the School District Finance Act. *Montoy v. State of*

Kansas, No. 99-C-1788 (Shawnee County Dist. Ct.)

Invited Reports

Brant, D. (Chair), Baker, B., Ballard, B., Ferguson, L., Jones, D., Vratil, J. (Drafting Team) (2000) Final Report of the Governor's 21st Century Vision Task Force. K-12 Education: Financing for Results. Presented to Governor Bill Graves, December 1, 2000.

Other Reports/Monographs

Baker, B.D. (1997) *A Comparison of Statistical and Neural Network Models for Forecasting Educational Spending.* Doctoral Dissertation. Teachers College, Columbia University. Sponsor: Craig E. Richards.

Baker, B.D. (1995) *The Economic Health of Gifted Education in Three Northeastern States: an analysis of public school opportunities and private programs in New York, Connecticut and New Jersey.* Unpublished Manuscript. Teachers College, Columbia University (Department of Organization and Leadership). ERIC Clearinghouse on Disabilities and Gifted Education. ED 419 321.

Baker, B.D. (1995) *The Economics of Privatized Management of Public Schools: The Case of Education Alternatives and the Baltimore City Public Schools.* Unpublished Manuscript. Teachers College, Columbia University (Department of Organization and Leadership). Data analyses eventually published in "Risky Business: The Private Management of Public Schools." Economic Policy Institute. 1996.

Policy Briefs

Baker, B.D. (2002) Financing "Adequate" Educational Services in Kansas. Prepared for the Kansas Economic Policy Conference. Policy Research Institute. University of Kansas. www.pri.ku.edu

Baker, B.D. (2002) Policy Brief on State Funding for Programs for the Gifted and Talented. Prepared for the State Legislative Policy Task Force of the National Association for Gifted Children. James Gallagher, Chair.

Baker, B.D. (2000) Policy Brief to the Governor's Task Force on Education Finance: School Performance-Based Incentive Funding. Presented to the 21st Century Vision Task Force on Public Education: Financing for Results. State of Kansas. David Brant, Chair.

Baker, B.D. (2000) Policy Brief to the Governor's Task Force on Education Finance: Estimating and Funding an "Adequate" Education in Kansas. Presented to the 21st Century Vision Task Force on Public Education: Financing for Results. State of Kansas. David Brant, Chair.

Baker, B.D. (2000) Policy Brief to the Governor's Task Force on Education Finance: At Risk Funding. Presented to the 21st Century Vision Task Force on Public Education: Financing for Results. State of Kansas. David Brant, Chair.

Baker, B.D. (2000) Policy Brief to the Governor's Task Force on Education Finance: Policy Options for Special Education Funding. Presented to the 21st Century Vision Task Force on Public Education: Financing for Results. State of Kansas. David Brant, Chair.

Baker, B.D. (1999) Policy proposals for the future of gifted education. *Brief solicited by Council for Exceptional Children (CEC).* Prepared for Jay McIntire, Policy Specialist for Governmental Relations.

Baker, B.D. & Richards, C.E. (1998) Equal Opportunity for Gifted Urban Kids: How Vouchers Can Help.

Baker, B.D. (1997) *Chain Reaction: Bad Research, Bad Policy, Implications for the Gifted.* New York State Association for Gifted and Talented Education (AGATE). ERIC Clearinghouse on Disabilities and Gifted Education.

N. NATIONAL & INTERNATIONAL CONFERENCE PRESENTATIONS

Master Classes

Baker, B.D., Friedman-Nimz, R.C. (2002 – Spring) *Designing and Evaluating State Policies for Meeting the Needs of Gifted Children.* Annual Meeting of The Council for Exceptional Children. New York, NY.

Baker, B.D., Friedman-Nimz, R.C. (2001 – Fall) *Designing and Evaluating State Policies for Meeting the Needs of Gifted Children.* Annual Meeting of The National Association for Gifted Children. Cincinnati, OH.

Symposia[***]

(2009-Spring) Symposium on Litigation. With Kevin Welner (U. Colo.), Michael Rebell (Teachers College), Bill Koski (Stanford U.), Anne Newman (Wash. U.). American Education Research Association. San Diego, CA.

(2009-Spring) Symposium on the Distribution of Title I Funding. With Kevin Welner, Kevin Carey, Marguerite Roza and Goodwin Liu. American Education Research Association. San Diego, CA.

(2009-Spring) Symposium on Within District Resource Allocation. With Ross Rubenstein and Larry Miller (Syracuse U.), Jesse Levin (AIR)

(2008-Spring) Presidential Session: Think Tanks and Educational Research. With David Berliner, W. Steven Barnett, Walter Farrell, Alex Molar and Kevin Welner.

Baker, B.D., Fuller, E., Young, M.D., Punswick, E., Belt, C., Liu, E. (2007-Fall) Understanding Principal Labor Markets. University Council on Educational Administration. Alexandria, VA.

Baker, B.D., Elmer, D., Slagle, M., Arbuckle, L. (2007-Fall) Racial Isolation and the Costs of Providing Equal Educational Opportunity. University Council on Educational Administration. Alexandria, VA.

Baker, B.D., Oluwole, J., Ramsey, M. (2007-Fall) Legal, Conceptual and Empirical Foundations of Vertical Equity. University Council on Educational Administration. Alexandria, VA.

Ed Fuller (U.T. Austin), Bruce Baker (U. of Kansas), Michelle Young (U.T. Austin), Margaret Terry Orr (Bank Street College) (2006-Fall) Examining the Impact of Principals and Principal Preparation Programs. University Council on Educational Administration. San Antonio, TX.

Margaret Terry Orr (Bank Street College), Bruce D. Baker (U. of Kansas) and others (2006 – Spring). *Leadership Preparation and Development.* Annual Meeting of the American Educational Research Association. San Francisco, CA.

Margaret Terry Orr (Bank Street College), Bruce D. Baker (U. of Kansas) and others (2005 – Fall). *Researching the Big Picture of Leadership Preparation Programs.* Annual Meeting of the University Council on Educational Administration. Nashville, TN.

Verstegen, D.A., Jordan, T., Jordan, K.F., Cooper, B.S., Addonizio, M. (2005 – Spring) *Adequacy: It's Measurement and Conceptualization.* Annual Meeting of The American Education Finance Association. Louisville, KY.

Picus, L.O., Conley, D., Baker, B., Mathis, W. (2005 – Spring) *Conceptions of Educational Adequacy.* Annual Meeting of the American Educational Research Association. Montreal, QE.

Baker, B.D., Duncombe, W.D., Reschovsky, A., Imazeki, J., Chambers, J.G. (2004 – Spring) *Striking the Right Balance between District and Student Needs in Cost Adjustments to State Aid: Findings from Research and Implications for Policy.* Annual Meeting of The American Education Finance Association. Salt Lake City, UT.

Baker, B.D.[(c)], Driscoll, L., Salman, R., Huff, B., Picus, L.O. (2001 – Spring) *Unlocking the Potential of Dynamic Systems Modeling*. Annual Meeting of The American Education Finance Association. Cincinnati, OH.

Baker, B.D. (2000 – Fall) *Exploring the Equitable Distribution of Resources for Gifted Children.* In Jenkins, R.C., McIntire, J. "Exploring Directions for G/T Policies: Twenty-first Century Implications." Symposium with Mary Ruth Coleman (UNC Chapel Hill), Davis Hendricks (Pulaski County Special School District, AR), Joseph S. Renzulli (University of Connecticut, National Research Center on the Gifted and Talented). Annual Meeting of the National Association for Gifted Children. Atlanta, GA.

Baker, B.D., Richards, C.E. (2000 – Spring) *Designed to Fail: Static School Funding Formulas in Dynamic Systems.* Interactive Symposium with Allan R. Odden (University of Wisconsin), Lawrence O. Picus (University of Southern California), Scott R. Sweetland (Ohio State University), "Data, Models and Simulations for Research, Practice and Teaching in School Finance." Annual Meeting of the American Education Finance Association. Austin, TX.

Cooper, B.S., Cilo, M.R., Baker, B.D. (2000-Spring) *Applying the Concept of K-16 Education in NYC: Bridging the Methodological Gaps between Schools and Colleges.* Symposium with Michael Kirst (Stanford University), Margaret Terry Orr (Teachers College), Sheri Ranis (Social Science Research Council), Deborah Sullivan (American Institutes for Research), Debra Bragg (University of Illinois), Donna Dare (University of Illinois), David Brennaman (University of Virginia), Richard Hasselbach (CUNY), "Beyond High School: Negotiating the School-to-College Transition into the 21st Century."Annual Meeting of the American Educational Research

[***] Entire session proposed by group of authors. Competitive acceptance, but often not blind review.

Association, Division J. New Orleans, LA.

Paper Sessions

Baker, B.D. (2012 – Spring) Exploring the depth, breadth and drift of curricular offerings across school districts facing varied resource constraints. Association for Education Finance and Policy. Boston, MA. http://aefpweb.org/sites/default/files/webform/Baker.AEFP_.NY_IL.Unpacking.Jan_2012.pdf

Levin, J., Chambers, J., Blankenship, C., Taylor, L., Baker, B. (2012 – Spring) Towards a More Accurate Measure of Student Poverty: An Alternative Method for Calculating Cost-Adjusted Poverty. Association for Education Finance and Policy. Boston, MA.

Baker, B.D. (2011-Spring) Cheerleading, Ceramics and Inefficiency in High Poverty Schools: Are low performing school districts simply squandering resources on "non-essential" services? American Education Research Association. New Orleans

Baker, B.D., Peevely, G., Harrison, R. (2010-Spring) Competitive Wages and the Distribution of Teachers Across Demographically Diverse Micropolitan Schools. American Education Research Association.

Fuller, E., Young, M., Baker, B. (2009 - Spring) School Leadership, Entrance, Attrition and Migration. American Education Research Association. San Diego, CA.

Clifford, M., Brown, C., Baker, B. (2009 - Spring) The Relationship between Principals Attributes, School Level Teacher Quality and Turnover. American Education Research Association. San Diego, CA.

Peevely, G., Baker, B., Smith. S. (2009- Spring) Education and the Black Belt: The Need for Additional Capacity. American Education Research Association. San Diego, CA.

Baker, B.D., Ramsey, M. (2009-Spring) Census based funding in special education: Can it really provide equity for children with disabilities? American Education Research Association. San Diego, CA.

Baker, B. (2008-Spring) Wage Adjustments in State School Finance Policy: Doing more harm or good? American Educational Research Association. NY, NY.

Killeen, K, Baker, B. (2008-Spring) Addressing the moving target: Should measures of student mobility be included in education cost studies. American Educational Research Association. NY, NY.

Slagle, M., Yan, B., Baker, B.D. (2008-Spring) A Geographically Weighted Regression Approach for Explaining Spatial Variation Among School Districts in Education Demand. American Educational Research Association. NY, NY.

Fuller, E., Baker, B.D., Young, M.D. (2008-Spring) Examining the effect of school leaders and their preparation on teacher quality and student achievement. American Educational Research Association. NY, NY.

Baker, B. (2008-Spring) Within district budgeting policy and the allocation of resources across schools: What do we really know? American Education Finance Association, Denver, CO.

Slagle, M., Yan, B., Baker, B.D. (2008-Spring) A Geographically Weighted Regression Approach for Explaining Spatial Variation Among School Districts in Education Demand. American Education Finance Association, Denver, CO.

Punswick, E., Baker, B. (2008-Spring) Principal Backgrounds and School Leadership Stability: Evidence from Flyover Country. American Education Finance Association, Denver, CO.

Baker, B. (2007-Spring) The Politics of Teacher Wage Adjustments in State School Finance Policies. American Education Finance Association. Baltimore, MD.

Killeen, K, Baker, B. (2007-Spring) On the move: Evaluating the impact of measures of student population transiency on district level costs of improving educational outcomes. American Education Finance Association. Baltimore, MD.

Fuller, E., Young, M.D., Baker, B.D. (2007-Spring) Career Paths and the Influence of School Principals on Teachers. American Educational Research Association Chicago, IL

Baker, B.D. (2007-Spring) Black-White Funding Disparities in America's Major Metropolitan Areas: Implications for Teacher Labor Markets. American Educational Research Association Chicago, IL

Baker, B.D., Green, P.C. (2007-Spring) Evaluating the Effect of Racial Isolation on the Cost of Educational Outcomes in Two Midwestern States. American Educational Research Association Chicago, IL

Baker, B.D., Thomas, S.L. (2007-Spring) Toward what end? Comparing the costs of producing adequate test scores with the costs of improving college matriculation. American Educational Research Association Chicago, IL

Baker, B.D., Green, P.C. (2006-Fall) Black-White Funding Disparities in America's Major Metropolitan Areas. University Council on

Educational Administration. San Antonio, TX.

Ng, J.C., Baker, B.D. (2006-Spring) Big Changes in Small Town America: A macro level analysis of micropolitan schooling. Annual Meeting of the American Educational Research Association. San Francisco, CA.

Slagle, M., Baker, B.D. (2006 – Spring) Application of Local Indicators of Spatial Association Modeling to Missouri Teacher Wages. Annual Meeting of the American Education Finance Association.

Baker, B.D., Green, P.C. Goin' to Kansas City: A critical empirical analysis of the *Urban Legends* of the aftermath of *Missouri v. Jenkins.* (2005 – Fall) Annual Meeting of the University Council on Educational Administration. Nashville, TN.

Morphew, C.C., Baker, B.D. (2005 – Spring) Sibling Rivals: Conceptualizing the Relationship between K-12 and Postsecondary Finance at the State Level. Annual Meeting of the American Educational Research Association. Montreal, QE.

Baker, B.D., Green, P.C. (2005 – Spring) The Re-Measurement of Equity (and Adequacy) in School Finance. Annual Meeting of the American Educational Research Association. Montreal, QE.

Morphew, C.C., Baker, B.D. (2005 – Spring) Sibling Rivals: Conceptualizing the Relationship between K-12 and Postsecondary Finance at the State Level. Annual Meeting of the American Education Finance Association. Louisville, KY.

Baker, B.D., Green, P.C. (2005 – Spring) The Re-Measurement of Equity (and Adequacy) in School Finance. Annual Meeting of the American Education Finance Association. Louisville, KY.Baker,

B.D., Green, P.C. (2004 – Fall) Race as a "Plus Factor" in School Finance Policy. Annual Meeting of the American Education Finance Association. Louisville, KY.

Baker, B.D., Green, P.C. (2004 – Fall) Race as a "Plus Factor" in School Finance Policy. Annual Meeting of the University Council on Educational Administration. Kansas City, MO.

Baker, B.D., Wolf-Wendel, Lisa E. (2004 – Fall) Exploring the Faculty Pipeline in Educational Administration: Evidence from the Survey of Earned Doctorates 1990 to 2000. Annual Meeting of the University Council on Educational Administration. Kansas City, MO.

Baker, B.D., Keller, H. (2004 – Spring) A Systematic Approach to Computer Simulation Development in School Finance: Application to the State of Texas. Annual Meeting of The American Education Finance Association. Salt Lake City, UT.

Wolf-Wendel, L.E., Baker, B.D., Twombly, S., Mahlios, M. (2004 – Spring) Who's Teaching the Teachers? An empirical analysis of predictors of doctoral degree attainment and faculty placement in teacher education. Annual Meeting of the American Educational Research Association. San Diego, CA.

Baker, B.D., Markham, P. (2004 – Winter) A Comprehensive Legal and Empirical Framework for Evaluating State Financial Aid for the Provision of Services to English Language Learners. Annual Meeting of the National Association for Bilingual Education (NABE). Albuquerque, NM.

Baker, B.D., Green, P.C., Fusarelli, L. (2003 – Fall) Tricks of the Trade: Legislative Actions in School Finance that Disadvantage Minorities in the Post-Brown Era. Annual Meeting of the University Council on Educational Administration. Portland, OR.

Baker, B.D. (2003 – Fall) Principals' Academic Preparation and Experience and the Distribution of Quality Teachers? Evidence from the Schools and Staffing. Annual Meeting of the University Council on Educational Administration. Portland, OR.

Baker, B.D. (2003 – Spring) *The Collapse of the Kansas School District Finance Act.* Symposium on the Sate of the States and Provinces. Annual Meeting of The American Educational Research Association. Chicago, ILL.

Morphew, C & Baker, B.D. (2003 – Spring) *Measuring the Costs to Baccalaureate Degree Attainment: A Resource Cost Model Approach.* Annual Meeting of The Association for Institutional Research. Tampa, FL.

Baker, B.D. & Morphew, C (2003 – Spring) *Measuring the Costs to Baccalaureate Degree Attainment: A Resource Cost Model Approach.* Annual Meeting of The American Education Finance Association. Orlando, FL.

Green, P.C. & Baker, B.D. (2002 – Spring) *Circumventing Rodriguez: Alternatives for Seeking Federal Solutions to State School Finance Inequities.* Annual Meeting of The American Educational Research Association. New Orleans, LA.

Baker, B.D. (2002 - Spring) *Living on the Edges of School Funding Policy: The Plight of At-Risk, Limited English Proficient and Gifted Children.* Annual Meeting of The American Educational Research Association. New Orleans, LA.

Baker, B.D. (2002 – Spring) *Estimating the Adequacy and Effects of State Aid Allocations for Gifted, Limited English Proficient and At Risk Students.* Annual Meeting of The American Education Finance Association. Albuquerque, NM.

Baker, B.D. (2002 – Spring) *Determinants of Within and Between State Differences in the Internal Allocation of District Resources:*

Evidence from the Common Core of Data. Annual Meeting of The American Education Finance Association. Albuquerque, NM.

Baker, B.D., Richards, C.E. (2001 - Spring) *Unlocking the Potential of Dynamic Systems Modeling in School Finance*. Proposal for a Demonstration/Consultation Session. SIG - Fiscal Issues. Annual Meeting of The American Educational Research Association. Seattle, WA.

Morphew, C.C., Baker, B.D. (2001 - Spring) *The Administrative Lattice and the New Research I Universities.* Division J – Higher Education. Division J. Annual Meeting of The American Educational Research Association. Seattle, WA.

Baker, B.D., Friedman-Nimz (2001 - Spring) *State Policy Influences Governing Equal Opportunity: The Example of Gifted Education.* American Education Finance Association Annual Meeting. Cincinnati, OH.

Baker, B.D., Green, P.C. (2001 - Spring) *Challenging School Finance Policy as Civil Rights Violation: The Application of Title VI to School Finance in Kansas.* American Education Finance Association Annual Meeting. Cincinnati, OH.

Baker, B.D. (2000-Spring) *Challenging Opportunities in Fiscally Challenged Schools?* Annual Meeting of the American Education Finance Association. Austin, TX.

Baker, B.D. (1999-Spring) *Searching for a "Rational Educational Explanation" for Spending Differences in Kansas Schools.* Annual Meeting of the American Education Finance Association. Seattle, WA.

Baker, B.D. (1999-Spring) *A Comparison of Linear and Non-linear Models for Testing the Sensitivity of Cost to Different Performance Expectations.* Annual Meeting of the American Education Finance Association. Seattle, WA.

Baker, B.D. (1999-Spring) *Effort, Burden, What do They Really Mean? Testing the Fairness of Formula Alternatives for Vermont.* Annual Meeting of the American Education Finance Association. Seattle, WA.

Baker, B.D. (1999-Spring) *Predicting the Cost of High Performance: A Sensitivity Simulation Using GMDH Neural Networks.* Annual Meeting of the American Educational Research Association. Division L. Montreal, Quebec.

Baker, B. D., Keller-Wolf, C., Wolf-Wendel, L. (1999-Spring) *Dispelling Myths through Disaggregation: The relationship between race/ethnicity and student achievement.* Annual Meeting of the American Educational Research Association. Montreal, Quebec.

Baker, B.D. (1998-Fall) *Systems Thinking Applied: Moving Beyond Conversation with ITHINK.* Annual Meeting of the University Council on Educational Administration. St. Louis, MO.

Baker, B.D. (1998-Fall) *Enhancing our Understanding of the Complexities of Education: "Knowledge Extraction from Data" Using Neural Networks.* Annual Meeting of the University Council on Educational Administration. St. Louis, MO.

Wolf-Wendel, L., Baker, B.D., Morphew, C. (1998-Fall) *Dollars & $ense: Resources and the Baccalaureate Origins of Women Doctorates.* Annual Meeting of the Association for the Study of Higher Education. Miami, Florida.

Baker, B.D. (1998-Spring) *A Comparison of Linear and Flexible Non-Linear Regression Methods for Forecasting Educational Spending.* Annual Meeting of the American Education Finance Association. Mobile, Al.

Baker, B.D. (1998-Spring) *An Inductive Approach to Production-Function Modeling: A Comparison of Group Method of Data Handling (*GMDH*) and Other Neural Network Methods.* Annual Meeting of the American Education Finance Association. Mobile, Al.

Baker, B.D., Richards, C.E. (1997-Spring) *Equity Through Vouchers: The Special Case of Gifted Education.* Annual Meeting of the American Education Finance Association. Jacksonville, FL.

Richards, C.E., Baker, B.D., Cilo, M. (1996-Spring) *Is Privatization More Efficient? The Case of Education Alternatives inc. in Baltimore.* Annual Meeting of the American Educational Research Association. New York, NY.

Roundtables

Wolf-Wendel, L.E., Twombly, S., Baker, B.D. (2006 – Spring) Pathways to the Professoriate in Educational Administration: Are they different for men and women? Annual Meeting of the American Educational Research Association. San Francisco, CA.

Baker, B.D., Lacireno-Paquet, N. (2005 – Fall) Do the Smarter Kids get the Smarter Teachers? Evidence from the Schools and Staffing Survey on Teacher Sorting and Selective Magnet and Charter Schools. Annual Meeting of the University Council on Educational Administration. Nashville, TN.

Baker, B.D., Cooper, B.S. (2004 – Spring) Do Principals with Stronger Academic Backgrounds Hire Better Teachers? Policy Implications for High Poverty Schools. Annual Meeting of the American Educational Research Association. San Diego, CA.

Baker, B.D., Dickerson, J. (2004 – Spring) Charter Schools and State Policies Regarding Teacher Certification: Using flexibility for "good" or "evil?" Annual Meeting of the American Educational Research Association. San Diego, CA.

Baker, B.D. (2001 – Spring) *The State of School Finance in Kansas: State of the States Roundtable Series.* Annual Meeting of The American Educational Research Association. SIG - Fiscal Issues. Seattle, WA.

Reis, S.B., Baker, B.D., Pewewardy, C., Tippeconnic, J. (1999-Spring) *The Federal Government's Responsibility for Indian Education in an Era of Self-Determination.* Annual Meeting of the American Educational Research Association. SIG - Indian Education. Montreal, Quebec.

Baker, B.D. (1998-Spring) *Production-Function What's Your Function? A closer look at how the complexities of educational productivity evade traditional analytical techniques, and some new solutions.* Annual Meeting of the American Educational Research Association. San Diego, CA.

Baker, B.D., Richards, C.E. (1998-Spring) *Exploratory Application of Neural Networks to School Finance: Forecasting Educational Spending.* Annual Meeting of the American Educational Research Association. San Diego, CA.

O. OTHER PROFESSIONAL PRESENTATIONS

Guest Lectures

2002 (Fall) 2002 Kansas Economic Policy Conference: At the Crossroads: Can Kansas Afford its Future? Policy Research Institute of the University of Kansas, Lawrence.

2002 (Fall) State Policies, Educational Efficiency and the Internal Allocation of School District Resources. Southwest Educational Development Laboratory (SEDL) Annual Policy Conference. Little Rock, AR.

2002 (Summer) Simulation Modeling in School Finance. Fordham University Summer Institute on School Finance. Coordinator, Bruce S. Cooper.

2002 (Spring) Alternatives for Funding Special Education in Kansas. Kansas Special Education Advisory Committee. Topeka, KS.

2001 (Fall): School Finance in Kansas. School of Education Research Roundtable. University of Kansas.

2000 (Summer) Evaluation & Critique of Kansas School Finance Policy. To the Governor's Task Force on "K – 12 Education: Financing for Results."

1998 (Fall): School Finance Equity in Kansas. School of Education Symposium. University of Kansas.

1998 (Spring): State of the States Roundtable. Annual Meeting of the American Education Finance Association. Mobile, Al. *Invited*

1998 (Spring): Equity and Adequacy in Education. Invited presentation to graduate seminar on Economics and Education. University of Kansas (Coordinator: Barbara Phipps) *Invited*

1997 (Summer): *A Comparison of Statistical and Neural Network Models for Forecasting Educational Spending.* Research Seminar: The RAND Corporation.

1996 (Spring): Technology in the Science Classroom: Using Computers to Develop Analytical Reasoning Skills. NJ Association for Gifted Children Annual Conference (Princeton, NJ)

1995 (Summer): Report on the Economic Health of Gifted Education in the Northeast. An invited roundtable presentation to the elected chairs of the state associations of New Jersey, Connecticut, New York and Massachusetts.

1995 (Spring): Integrating technology into science through projects involving data collection and analysis. College Gifted Day (Montclair State University, NJ)

1994 (Spring) Overview of School Finance Policy in the United States. Korean Ministry of Education. An invited presentation at Teachers College, Columbia University.

1989 (Spring) Developing Scientific Research Projects with Gifted High School Students. Connecticut State Update Conference on Gifted Education. Southern Connecticut State University (New Haven, CT)

P. SERVICE PRESENTATIONS

Special Education Finance Policy. Invited Lecture, University of Kansas. Coordinator - Jeannie Trammel. Spring, 2003.

Financing an Adequate Education in Kansas. Lawrence Business Education Partnership. January, 2003.

Financing an Adequate Education in Kansas. Lawrence – Douglas County League of Women Voters. November, 2002.

Evaluation of Augenblick & Myers Study on "The Cost of a Suitable Education in Kansas." Presented to the Governors Task Force. August 23, 2002.

Education Finance in Kansas. Invited presentation, University of Kansas Media Tour. Lawrence, KS. Fall, 2001.

Understanding Gifted Education Policy. Invited presentation, Gifted Education Advocacy Conference. Overland Park, KS. Summer, 2001.

Special Education Finance Policy. Invited Lecture, University of Kansas. Coordinator - Jeannie Trammel. Spring, 2000.

Special Education Finance Policy. Invited Lecture, University of Kansas. Coordinator - Jeannie Trammel. Spring, 1999.

Overview of Education Finance Policy. Invited Lecture, University of Kansas. Coordinator - Barbara Phipps. Spring, 1998.

Q. OTHER GRANTS

External: Not Awarded

Baker, B.D., (PI) The Influence of Resource Progressiveness on Achievement Gaps within Major Metropolitan Areas and Large Urban School Districts. Funding Source – Institute for Education Sciences, U.S. Dept. of Education ($89,907 for one year, commencing Summer 2007)

Baker, B.D., (PI) The Influence of Resource Progressiveness on Teacher Labor Markets within Major Metropolitan Areas and Large Urban School Districts. Funding Source – Institute for Education Sciences, U.S. Dept. of Education ($143,303 for two years, commencing Summer 2007)

Baker, B.D. (Subcontractor) Career Paths and Influence of School Administrators. PI – Michelle D. Young, University of Texas at Austin. Funding Source – Institute for Education Sciences, U.S. Dept. of Education (Subcontract = $40,045 for two years, commencing Summer 2007)

External: Awarded Small Grants

Baker, Bruce D. (PI) *Exploring the Rationality of State Aid for Fringe Populations: Evidence from the Common Core of Data.* 2001 NCES/AEFA New Scholars Program. ($5,000)

Baker, Bruce D.; Hatley, Richard.; Arney, Lynn. (Spring - 1998) *Technology for Effective Educational Leadership.* Regional Consortia Grants. University Council on Educational Administration. ($1,000)

Internal: Awarded

Baker, B.D. (2003 – Summer) Understanding the Nexus Between State Policies, Education Governance and Teacher Labor Markets. University of Kansas Policy Research Institute (Research Fellow).

Friedman-Nimz, R.C., Baker, B.D. (2001 - Summer) Estimating the Resource Costs of Opportunities for Gifted Children. Graduate Research Fund. ($10,000)

Baker, B.D., Friedman, R.C. (2000 - Summer) Assessing Resource Equity: Social Status and the Availability of Opportunities for Gifted Children. Graduate Research Fund (Award: $11,979)

Baker, Bruce D., Pewewardy, Cornel. (Spring - 1998) *Financing Indian Education in an Era of Self Determination.* New Faculty General Research Fund Grants, University of Kansas Center for Research. ($5,000)

R. OTHER CONSULTANCIES & CONTRACTED RESEARCH

2012: NEPC – Evaluating expenditures of charter schools in New York City, Texas and Ohio

2010: NEPC – Evaluating expenditures of New York City charter schools

2008: EPIC/Great Lakes Center - Evaluating expenditures of private schools

2008: National Research Council. National Academy of Sciences. Evaluation of methods for costing out common education standards. With Lori L. Taylor and Arnold Vedlitz.

2006 – Present: CG & SB v. Commonwealth of Pennsylvania

2007: Arizona Center for Law in the Public Interest

2006: NY State Office of the Attorney General

2004: Education Week – Quality Counts 2005. Consultant on feature article on *Educational Adequacy* ($2.5k)

2004: Expert witness for the State of Texas, Attorney General. *West Orange Cove Consolidated Independent School District et al. v. Nelson, et al.* ($12k subcontract)

2004 – Present: Expert witness for plaintiff districts in *Committee for Educational Equality, et al. v. State*. Husch & Eppenberger, Jefferson City.

2004 – Present: Expert witness for plaintiff districts in *Douglas County School District v. Heineman.* Baird, Holm, McEachen, Pedersen, Hamann & Strasheim, LLP, Omaha.

2002 (Spring - Summer) Project consultant to Southwest Educational Development Laboratory (SEDL). Zena Rudo, Project Coordinator. ($1.5k)

2002 (Spring – Summer) Evaluation of Student Gains in CHOICE Schools in Indianapolis. Educational Choice Charitable Trust. Tim Ehrgott, Project Coordinator. ($9k)

2001 - 2002 (Winter) Analysis of the Allocation of Fiscal and Human Resources in Kansas School Districts. United School Administrators of Kansas. Brilla Highfill-Scott, Project Coordinator. ($2k)

2001 (Summer). Analysis of State Funding Programs for Limited English Proficient Students. Project Director: Paul Markham, University of Kansas.

2001 (Winter - Present). Expert Witness for plaintiffs in case of *Robinson v. State of Kansas* (U.S. Dist. Ct. Case No. 99-1193-MLB). The federal case charges that the current Kansas school funding formula (a) violates the enactment provisions of Title VI of the Civil Rights Act of 1964 by creating disparate impact by race, ethnicity or national origin (b) violates the Americans with Disabilities Act by creating disparate impact on students with disabilities and (c) violates equal protection. Attorneys for the plaintiffs: John Robb of Somers, Robb & Robb, Newton, KS and Alan Rupe of Husch & Eppenberger, LLC, Wichita, KS.

2001 (Winter – Present). Expert Witness for plaintiffs in case of *Montoy v. State of Kansas* (No. 99-C-1788 (Shawnee County Dist.Ct.). The state case charges that the current Kansas school funding formula does not meet the state's constitutional requirement of providing for a "suitable" system of public education. Attorneys for the plaintiffs: John Robb of Somers, Robb & Robb, Newton, KS and Alan Rupe of Husch & Eppenberger, LLC, Wichita, KS.

1999 (Winter). Statistical Consultant, Mayor's Advisory Task Force on the City University of New York. Provided support on statistical analysis of predictors of remedial needs for students moving from NYC k-12 public schools to the City University system for *Bridging the Gap Between School and College: A Report on Remediation in New York City Education.* Commission Chair: Benno Schmidt. Research Project Coordinator: Miriam Cilo. Collaborating Researcher: Bruce S. Cooper, Fordham University.

1999 (Winter). Policy Consultant, Council for Exceptional Children. Prepared policy briefs for Council for Exceptional Children in support of federal legislation for gifted education. Briefs requested by Jay McIntire, Policy Specialist for Governmental Relations, Department of Public Policy, CEC.

1996 – 1997. Research Assistant, Department of Organization and Leadership. Teachers College of Columbia University. NY, NY. Assistant to Dr. Craig E. Richards on *Developing Multidimensional Computer Simulations for Strategic Planning in Education* supported by an internal grant from Teachers College for curriculum development.

1994 – 1995. Research Assistant, Department of Educational Administration (Teachers College) & Economic Policy Institute. Assistant to Dr. Craig E. Richards on a grant from the Economic Policy Institute. Analyzed contractual issues and finances of Education Alternatives Inc. in Baltimore for a book titled Risky Business: Private Management of Public Schools.

S. EXPERT WITNESS TESTIMONY BY CASE

2012- Present: *Texas Taxpayer & Student Fairness Coalition v. Scott*

Position: The Texas school finance system fails to provide equal educational opportunity to Texas schoolchildren

Report Submitted – August, 2012

Deposition Taken – October, 2012

Trial Testimony – November, 2012

2012 – 2012: *Chester Upland School District v. Commonwealth of Pennsylvania*

Position: The Pennsylvania special education finance formula and charter school funding formula arbitrarily and capriciously disadvantage CUSD

Report Submitted – May 2012

Trial Testimony – May 2012

Eastern District Court of Pennsylvania (Federal)

2011 – Present: *Gannon v. Kansas*

Position: Plaintiffs against state on question of whether finance formula complies with judicial order in Montoy v. Kansas

Report Submitted – November, 2011

Deposition Taken – December, 2011

Trial Testimony – June, 2012

Shawnee County District Court (Kansas)

2010 – Present: *CCJEF v. State of Connecticut*

2010 – 2011: *Lobato v. State of Colorado*

Position: Plaintiffs against state on question of whether Colorado school finance formula complies with equity and adequacy provisions of state constitution.

Report Submitted – March 17, 2011

Deposition Taken – June 22, 2011

Trial Testimony – August 5, 2011

Contact, Kathleen Gebhardt, kgebhardt@childrens-voices.org

2009 – Present: *Hussein v. New York*

2009 – Present: *Chicago Urban League v. Illinois State Board of Education*

2009: *Abbott v. Burke*

Position: Plaintiffs against state on question of whether process used to derive School Finance Reform Act establishes sufficient link between mandated outcomes and resources needed for children attending high poverty urban districts.

Report Submitted - Jan 21, 2009

Deposition Taken - Jan 30, 2009

Trial Testimony - Feb 20, 2009

Contact: David Sciarra, Education Law Center, Newark, NJ.

2008 – Present: *C.G. vs. Commonwealth of Pennsylvania*

Position: Plaintiffs against state on question of inequities arising from census based financing of special education

Report Submitted - Dec 1, 2008

Contact: Evalynn Welling, Community Justice Project. Pittsburgh, PA.

Middle District Court of Pennsylvania (Federal)

2007 – 2008: *Espinoza v. State of Arizona*

Position: Plaintiffs against state on question of whether Arizona school funding formula provides equal educational opportunity for poor and non-English speaking children

Report Submitted - Fall 2007

Deposition Taken - Fall 2007

Trial Testimony - Summer 2008

Contact: Tim Hogan, Arizona Center for Law in the Public Interest. Phoenix, AZ.

2004 – 2007: *Committee for Educational Equality, et al. v. State of Missouri* [04CV 323022]

Position: Plaintiffs against state on question of whether Missouri school funding formula provides equal educational opportunity for poor and minority children

Report Submitted - Fall 2006

Deposition Taken - Fall 2006

Trial Testimony - Winter 2007

Contact: Alex Bartlett, Husch-Blackwell-Sanders. Jefferson City, MO.

2004 – Present: *Douglas County School District v. Heineman (Nebraska)*

Position: Plaintiffs against state on question of whether Nebraska school funding formula provides equal educational opportunity for poor and minority children

First Report Submitted - Fall 2005

Supplemental Report Submitted - Fall 2007

Deposition Taken - Winter 2008

Contact: Jill Robb Ackerman, Baird Holm Law Firm. Omaha, NE.

2003 – 2006: *Montoy v. Kansas.* No. 92,032

Position: Plaintiffs against state on question of whether Kansas school funding formula provides equal educational opportunity or educational adequacy for poor and minority children

First Report Submitted - Spring 2003

Additional Reports Submitted - Through 2006

Deposition Taken - Spring/Summer 2003

Trial Testimony - Fall 2003

Contact: Alan Rupe, Kutak Rock. Wichita, KS.

2003 – 2005: *Robinson v. Kansas.* 295 F.3d 1183

First Report Submitted - Winter 2003

Deposition Taken - Spring/Summer 2003

Contact: Alan Rupe, Kutak Rock. Wichita, KS.

T. PROFESSIONAL ORGANIZATIONS & SERVICE

National

2009 – Present: NEA Task Force on Indicators

2007 – Present: UCEA Task Force on Leadership Preparation.

2005 – Fall: Nominating Committee for candidates for the Executive Committee of University Council on Educational Administration.

2005 – Spring: AERA Division A Dissertation Award Committee

2003 – 2004: Program Chair - AERA Special Interest Group: Fiscal Issues and Policy

2002 – 2003: Member – State Policy Task Force, National Association for Gifted Children

2002 – 2003: Chair - AERA Special Interest Group: Charter Schools Research and Evaluation

2000 – 2002: Secretary/Treasurer - AERA Special Interest Group: Charter Schools Research and Evaluation.

2000 - Present: Webmaster - AERA Special Interest Group: Charter Schools Research and Evaluation. www.csre.org

1997 - Present: Plenum Representative, University Council on Educational Administration

1996 - Present: Member, American Educational Research Association (Divisions A & L)

1996 - Present: Member, American Educational Finance Association

Regional

1998: Coordinator: Technology for Effective Educational Leadership. Regional UCEA Seminar on the uses of Computer Technology for 1)

Information Management 2) Content Delivery and 3) Decision Making Analysis. (Postponed)

State

2002: Governor's (Bill Graves) Vision 21st Century Task Force. Member of the subcommittee on *K-12 Education: Financing for Results.* Task Force Chair: Lieutenant Governor Gary Sherrer.

2000: Governor's (Bill Graves) Vision 21st Century Task Force. Member of the subcommittee on *K-12 Education: Financing for Results.* Task Force Chair: Lieutenant Governor Gary Sherrer.

University

2003 – 2008: Executive Committee, Graduate Council

2000 – 2008: Graduate Council

2001 (Spring) - Reviewer for Graduate Teaching Assistant awards

School

2004 – Present: Personnel Committee

Department

1998 – 2000: Personnel Committee

1998 – Present: Faculty Representative to KAW Valley Purchasing Coop.

1997 – 1999: Member, T&L Operations Committee

1997 – 1998: Ad-Hoc Planning Team, Instructional Leadership Program

U. EDITORIAL RESPONSIBILITIES

Editorial Boards

Journal of Education Finance. Editor: James Gordon Ward. Association of School Business Officials International

Journal of Education Finance and Policy. Editors: David Monk & David Figlio. MIT Press.

2001 – 2003 Leadership and Policy in Schools

Journal Reviewer

Teachers College Record

Leadership and Policy in Schools

Journal of Education Finance

Education Finance & Policy

Education Policy Analysis Archives

Educational Evaluation and Policy Analysis

Economics of Education Review

Educational Administration Quarterly

Journal of Statistics Education (2003)

Grant Reviewer

William T. Grant Foundation (2009)

Policy Review Panels[†††]

National External Policy Review Panel (Kevin Welner, Coordinator)

Texas School Finance Project 2005

School Finance Redesign Project (http://www.schoolfinanceredesign.org/)

V. TEACHING AND ADVISING

[†††] Involve academic review of policy proposals and related policy research

Doctoral Dissertations as Chair

University of Kansas

Brian Huff (2002) Systems modeling for integrated fiscal planning in education
Michael Sullivan (2004) The allocation of resources in Catholic schools
Pamela Best (2005) Benefit-cost analysis of the Kansas Computerized Assessment (KCA): Implications for equity and cost-effectiveness in the allocation and use of educational resources
Paul Wooten (2006) The impact of business and industry tax appeals on education funding in Missouri
Michele Norman (2006) How much leave do school employees utilize? An analysis of sick leave policies and their relationship to the amount of leave used by school employees in Missouri public schools
Carolyn Carlson (2007) An examination of secondary reading specialists: Demographic, training, and employment characteristics
Mike Slagle (2007) A geographically weighted regression approach for explaining spatial variation among school districts in a median voter model of education demand
Eric Punswick (2008) Elementary principals' backgrounds, stability, moves, and departures: Evidence from Iowa, Minnesota, Missouri, and Wisconsin

University of Kansas (while at Rutgers)

Charles Belt (2010) Factors affecting principal turnover: A study of three Midwestern cities (co-chaired with Mickey Imber)
Craig Correll (2010) Principal participation in induction programs: Evidence from the Schools and Staffing Survey
Gretchen Anderson (2010) The effect of participation in teacher induction and mentor programs and the assignment of mentor teacher on the satisfaction and retention of new teachers (co-chaired with Marc Mahlios)

Rutgers University

Palmieri, J. R. (2014). 21st century girls' schools: for what reasons are new independent girls' schools opening in the United States? (Doctoral dissertation, Rutgers University-Graduate School of Education).

Gristina, M. (2014). A descriptive analysis of the principalship in New Jersey, 1996-2011 (Doctoral dissertation, Rutgers University-Graduate School of Education).

Kolu, M. K. (2014). A longitudinal analysis of New Jersey school superintendents, their professional profiles and career paths (Doctoral dissertation, Rutgers University-Graduate School of Education).

Kirk, K. L. (2013). Personnel allocation in middle schools in the state of New Jersey: an examination of school context, accountability pressure, and teacher assignments (Doctoral dissertation, Rutgers University-Graduate School of Education).

Casarico, P. (2013). Factors affecting the distribution and access to athletic opportunities for New Jersey high school students (Doctoral dissertation, Rutgers University-Graduate School of Education).

Zengel, S. (2010). An analysis of athletic expenditures in New Jersey schools (Doctoral dissertation, Rutgers, The State University of New Jersey).

Doctoral Dissertations as Committee Member

Yuan Hong (2010) A comparison among major value-added models: A general model approach
Brian Smith (2005) An investigation of the use of canine searches in Kansas high schools
Darrell Stufflebeam (2005) Suspicionless drug testing of students in Kansas public schools
Jean McCally (2004) Educational administration doctoral recipients in the state of Kansas and their pursuit of the superintendency: A study of gender differences
Helen Jenkins (2003) A study of risk management practices in K--12 Kansas school districts
Frank Jones (2003) Endowed teaching chairs at independent schools: Two case studies
Scott Strawn (2003) Herding cats with carrots and sticks: Performance funding, governance structures and faculty productivity

Christine Keller-Wolf (2003) Moving forward or standing still? Progress in achieving wage equity for women faculty in the 1990s
Jill Smith (2003) Reference checking and reference giving practices of Kansas school districts: A legal analysis
Todd Covault (2001) Early retirement incentive programs in Kansas school districts: Issues of compliance with state and federal law
Glenn Walker (2000) The effect of block scheduling on mathematics achievement in high and low SES secondary schools