Sample Annotated Bibliogaphy (abstract included for reference)

Explaining Student Performance

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Abstract:

During the last 40 years spending on education has increased dramatically. In this study of 60 elementary schools, I seek to identify the most significant determinants of student achievement, focusing on the importance of enrollment. The smaller a schools enrollment, the more individualized education could enhance testing outcomes - API scores. In central California's 4th largest school district, what are the most significant factors that help determine a schools API score? Factors in education can either be controlled by individual schools (enrollment, student-to-teacher ratios, expenditures) or uncontrolled (students demographic characteristics). Spending more per pupil confirms the theory of diminishing marginal returns to education. In conclusion, my analysis finds that we are limited to finding the balance of spending on educational inputs that yield the highest possible outcomes.
JEL codes: I20, I21

Annotated Bibliography

Chambers, J, (1981). An Analysis of School Size Under a Voucher System. *Educational Evaluation and Policy Analysis, 3(2), 29-40.* Retrieved Friday October 6, 2006 from JSTOR database.

Smaller schools will increase competition and create more efficiency in education. School size appears after some point to have a negative relationship or no relationship on student achievement. Communication and coordination within the school can loose their luster the bigger schools are.

Deller, S & Rudnicki, E, (1993). Production Efficiency in Elementary Education: The Case of Maine Public Schools. *Economics of Education Review, 12(1),45-57.*

The authors show school size is negatively related to student achievement and that Maine's public schools are relatively efficient compared to other school throughout the state through production and efficiency functions.

Eberts, R, Schwartz, E. & Stone, J, (1990). School Reform, School Size, and Student Achievement, *Economic Review, Federal Reserve Bank of Cleveland, 26, 2-15.*

The paper measures student achievement across different levels of schools size by investigating the change in effects of school inputs using regression analysis.

Fowler, J. & Walberg, H, (1991). School Size, Characteristics, and Outcomes. *Educational Evaluation and Policy Analysis, 13(2),189-202.* Retrieved Friday October 6, 2006 from JSTOR database.

A couple of the most consistent variables were school size and number. Six of the 18 outcomes were negatively associated with school size and retentions and several other achievement tests were higher in smaller schools.

Hanushek, E, (1996). Measuring Investment in Education. *Journal of Economic Perspectives,* 10*(4), 9-30.*

The author suggests the greater the number of schools we have, the more efficiently then may run. How money is spent appears to be more important than how much is spent. This author has also laid out the basics for production functions.

Kuziemko, I., (2006). Using Shocks to School Enrollment to Estimate the Effect of School-Size on Student Achievement. *Economics of Education Review, 25*, 63-75.

The author uses first differences and 2SLS regression analysis to estimate how enrollment shocks change student achievement.

Lamdin, D., (1995, April). Testing for the Effect of School Size on Student Achievement Within a School District. *Education Economics, 3*(1), 33-42. Retrieved September 30, 2006 form EBSCO Host Academic Search Elite database.

The author uses specialized data in one school district to erase homogeneity bias measures. Study finds no effect of school size on student achievement.

Sander, W. (1993) Expenditures and Student Achievement in Illinois, *Journal of Public Economics*, 52, 403-416.

The article finds new evidence of teacher quality and quantity having a positive effect on student achievement. School size is a significantly positive determinant ACT scores.