

Available online at www.sciencedirect.com

ScienceDirect

Economics of Education Review 66 (2018)

Economics of Education Review

www.elsevier.com/locate/econedurev

Contents

developmental Engli	sh courses on language minority peaking students' community	1	evidence from home visits and text messages in middle and high schools Peter Bergman, Chana Edmond-Verley and Nicole Notario-Risk	92
The effects of incentive performance in colle Hans Fricke, Mich Andreas Steinmay	ge ael Lechner and	14	The effects of making performance information public: Regression discontinuity evidence from Los Angeles teachers Peter Bergman and Matthew J. Hill	104
When does it count? The and educational perfections	he timing of food stamp receipt ormance		Private schools and student learning achievements in Kenya Fredrick M. Wamalwa and Justine Burns	114
Chad Cotti, John (Orgul Ozturk		40	Do financial incentives crowd out intrinsic motivation to perform on standardized tests?	
Improving educational labor regulation	and labor outcomes through child		John A. List, Jeffrey A. Livingston and Susanne Neckermann	125
Elena Del Rey, Ser Judit Vall Castello	gi Jimenez-Martin and	51	Why are professors "Poorly paid"? Daniel S. Hamermesh	137
1 2	ains from using optimal teacher active calibration of a hidden action		High times: The effect of medical marijuana laws on student time use Yu-Wei Luke Chu and Seth Gershenson	142
Nirav Mehta		67	Achievement effects from new peers: Who matters to whom?	
estimates from a quas Felipe Barrera-Oso	n low-performing schools: Impact si-experimental design orio, Sandra García, nez, Fabio Sánchez and	73	Duncan McVicar, Julie Moschion and Chris Ryan Educational resources and student achievement: Evidence from the Save Harmless provision in New York State Philip Gigliotti and Lucy C. Sorensen	
			-	

(Contents continued from OBC)

The effects of relative and absolute age in the measurement of grit from 9th to 12th grade Pablo A. Peña and Angela L. Duckworth	183	Do children benefit from universal early childhood education and care? A meta-analysis of evidence from natural experiments	
Understanding and evaluating the SAS® EVAAS® Univariate Response Model (URM) for measuring teacher effectiveness		Thomas van Huizen and Janneke Plantenga Enrollment and degree completion in higher education without admission standards	206
Kelly N. Vosters, Cassandra M. Guarino and Jeffrey M. Wooldridge	191	Koen Declercq and Frank Verboven	223