

## UMUT ÖZEK

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### ACADEMIC POSITIONS AND AFFILIATIONS

2014- Principal Researcher, American Institutes for Research.  
2012- Senior Researcher, Center for Analysis of Longitudinal Data in Education Research (CALDER).  
2012-2014 Senior Researcher, American Institutes for Research.  
2011- 2012 Researcher, American Institutes for Research.  
2009- 2012 Research Affiliate, Center for Analysis of Longitudinal Data in Education Research (CALDER).  
2009- 2011 Research Associate, Education Policy Center, the Urban Institute.

### EDUCATION

Ph.D. in Economics, University of Florida, 2009.  
M.A. in Economics, University of Colorado at Denver, 2005.  
B.S. in Electrical and Electronics Engineering (with Honors), Middle East Technical University, Ankara, Turkey, 2003.

### EXTERNAL GRANTS

“Does More Instructional Time Buy Higher Educational Achievement? Lessons from Florida’s Additional Instructional Time Program” (Ozek: Co-PI) Smith Richardson Foundation, \$199,423, 2016-2018.

“Charter School Teachers: Effectiveness, Entry and Exit,” (Ozek: PI) Walton Family Foundation, \$238,000, 2014-2016.

“Misattribution of Teacher Value-Added,” (Ozek: PI) Institute for Education Sciences, \$420,000, 2012-2014.

“Strategic Responses to School Accountability,” (Ozek: PI) Institute for Education Sciences, \$350,097, 2011-2013.

### PUBLICATIONS

Özek, U., & Figlio D. (forthcoming). Cross-Generational Differences in Educational Outcomes in the Second Great Wave of Immigration. Education Finance and Policy.

Özek, U., Figlio D., Giuliano P., & Sapienza P. (forthcoming). Long Term Orientation and Educational Performance. American Economic Journal: Economic Policy.

Özek, U. & Figlio D. (forthcoming). Unwelcome Guests? The Effects of Refugees on the Educational Outcomes of Incumbent Students. Journal of Labor Economics.

Özek, U., David Figlio, and Kristian Holden (forthcoming). “Do Students Benefit from Longer School Days? Regression Discontinuity Evidence from Florida’s Additional Hour of Literacy Instruction”, Economics of Education Review.

Özek, U., David Figlio, and Christina Licalsi LaBelle (forthcoming). “The Uneven Implementation of Universal School Policies: Maternal Education and Florida’s Mandatory Grade Retention Policy”. Education Finance and Policy.

Özek, U. and Zeyu Xu (forthcoming). “Misattribution of Teacher Value-Added”. Education Finance and Policy.

Özek, U. (2017). Fairness versus Efficiency in Public School Assignments. Journal of Public Economic Theory, 19(1), 234-43.

Özek, U. and Celeste K. Carruthers (2016). “Losing HOPE: Financial Aid and the Line between College and Work”, Economics of Education Review, 53, 1-15.

Özek, U. (2015). “Hold Back to Move Forward? Early Grade Retention and Student Misbehavior”. Education Finance and Policy, 10 (3), 350 – 77.

Özek, U. with Zeyu Xu and Michael Hansen (2015). Teacher Performance Trajectories in High and Lower-Poverty Schools. Education Evaluation and Policy Analysis, 37 (4), 458 – 77.

### WORKING PAPERS

Özek, U. (2018), with Celeste Carruthers and Kristian Holden. Teacher Value-Added in Charter Schools and Traditional Public Schools. CALDER Working Paper No: 183.

Özek, U. (2014). A Closer Look at the Student Achievement Trends in the District of Columbia between 2006-07 and 2012-13. CALDER Working Paper No. 119.

Özek, U. (2012). One Day Too Late? Mobile Students in an Era of Accountability. CALDER Working Paper No: 82.

Özek, U. (2012), with Zeyu Xu and Matthew Corritore. Portability of Teacher Effectiveness Across School Settings. CALDER Working Paper No: 78.

Özek, U. (2012), with Michael Hansen and Thomas Gonzalez. “A Leg Up or a Boot Out? Student Achievement and Mobility under School Restructuring”. CALDER Working Paper No: 77.

Özek, U. and Nichols, A (2011). Public School Choice and Student Achievement in the District of Columbia. CALDER Working Paper No: 53.

Özek, U. (2009). The Effects of Open Enrollment on Student Achievement. CALDER Working Paper No: 26.

### WORK IN PROGRESS

Özek, U. and Krzysiek Karbownik (2018). Setting a Good Example? Examining Sibling Spillovers in Educational Achievement using Regression Discontinuity Design.

Özek, U. and David Figlio (2018). An Extra Year to Learn English? Early Grade Retention and the Human Capital Development of English Learners.

Özek, U. (2018). Beyond the Cone of Uncertainty: Examining the Human Capital Spillover Effects of Hurricane Maria.

### OTHER PUBLICATIONS

Özek, U. and Dan Goldhaber (2018). How Much Should We Rely On Student Test Achievement as a Measure of Success? CALDER Research Brief 12-1118-1.

Özek, U. (2018). A Closer Look at the Trends in White-Hispanic Gaps in Education and Beyond: 1994-2016. CALDER Research Brief.

Özek, U. and Michael Hansen (2012). Do school closings knock students off course?. *Washington Post*, available [here](#).

Özek, U. (2011). Public School Choice in the District of Columbia. CALDER Policy Brief No: 13.

### CONFERENCE PRESENTATIONS

Association for Education Finance and Policy (2011, 2012, 2013; 2014; 2015; 2016; 2017; 2018); Association for Public Policy Analysis and Management (2010, 2013; 2014; 2015; 2017; 2018); American Education Finance Association (2008, 2009, 2010); American Educational Research Association (2012); National Center for Analysis of Longitudinal Data in Education Research (2011, 2015); Southern Economic Association (2008, 2009); Society for Research on Educational Effectiveness (2015).

### REFEREE WORK

*Journal of Human Resources, Journal of Policy Analysis and Management, Review of Economic Studies, Journal of Public Economics, Economics of Education Review, Economic Inquiry, Education Finance and Policy, Smith Richardson Foundation, Educational Evaluation and Policy Analysis, RAND Corporation.*

## TEACHING EXPERIENCE

Undergraduate Public Economics, University of Florida, Fall 2008 and Spring 2009  
Public Managerial Economics, American University, Spring 2017