SUNDAY MARCH 1, 2009

1:00-5:00 Pre-Conference Workshops

Session A: Analysis of Randomized Field Trials in School Settings
Larry V. Hedges, Board of Trustees Professor of Statistics and Social Policy, Institute for Policy Research, Northwestern University
Spyros Konstantopoulos, Assistant Professor, Educational Research, Measurement & Evaluation, School of Education, Boston College

Session B: The Planning and Implementation of Randomized Field Trials in School Settings
Michael S. Garet, Chief Research Scientist, American Institutes for Research
Jeanne Poduska, Principal Research Scientist, American Institutes for Research
Teresa Duncan, Principal Research Scientist, American Institutes for Research

Session C: Planning the Statistical Power of Randomized Trials Using Optimal Design
Jessaca Spybrook, Assistant Professor, Western Michigan University
Andrés Martínez, Doctoral Candidate, School of Education, University of Michigan

The Society for Research on Educational Effectiveness would like to thank the following for their help in organizing this conference:
American Institutes for Research
Northwestern University
Hyatt Regency Crystal City

www.educationaleffectiveness.org
6:00-7:00 Conference Opening and Plenary Session
Barbara Schneider, Michigan State University
Thoughts on Relevance
Robert Granger, President, W. T. Grant Foundation

7:00-8:00 Reception
8:00-9:00 Board Meeting

MONDAY MARCH 2, 2009

7:30-8:30 Continental Breakfast
7:30-8:30 Graduate Student Organization
8:30-9:00 Conference Welcome & Overview
Barbara Schneider, Michigan State University

9:00-11:00 Session 1
1A. Reading, Writing and Related Language Skills Symposium
Two Evaluations of Reading First: Assessing the Merits of External and Internal Validity
Chair: Beth C. Gamse, Abt Associates

Findings from the National Study of the Implementation of Reading First
Marc Moss, Alyssa Ruff Fountain, Beth Boulay, Megan Horst, Chris Rodger and Melanie Brown-Lyons, Abt Associates

Findings from the Reading First Impact Study
Beth C. Gamse, Megan Horst, Beth Boulay, and Fatih Unlu, Abt Associates

Exploring the Relationship between Classroom Reading Instruction and Student Achievement for the Reading First Impact Study
Beth Boulay and Fatih Unlu, Abt Associates

Discussant: Barbara Foorman, Florida State University

1B. Mathematics and Science Achievement Symposium
Before Clinical Trials: How Theory-Guided Research Can Inform Educational Science
Chair: David Klahr, Carnegie Mellon University

Advancing Classroom- Relevant Foundational Learning Principles through In Vivo Experimentation
Ken Koedinger, Carnegie Mellon University

Designing an Intelligent Tutor on the Basis of Extensive Experimental Studies: TED, an Adaptive Tutor for Teaching Experimental Design
David Klahr, Stephanie Siler, Mari Strand-Cary and Junlei Li, Carnegie Mellon University

Instructional Interventions Based on Theory- Targeted Learning: Examples from Second Language Learning
Charles Perfetti, University of Pittsburgh

Discussant: Elizabeth Albro, National Center for Education Research, Institute of Education Sciences

1C. Preschool Education
Chair: W. Steven Barnett, National Institute for Early Education Research, Rutgers University

Effects of a Literacy Focused Curriculum and a Developmental Curriculum on School Readiness and Subsequent State Achievement Test Outcomes in Rural Prekindergarten Classrooms
Mark W. Lipsey and Dale C. Farran, Vanderbilt University, Sean M. Hurley, University of Vermont, Kerry G. Hofer and Carol Bilbrey, Vanderbilt University

What is Gained from a Randomized Controlled Trial and What is Lost? Planning, Policy, and Fear: Effects and Lessons Learned from a Cluster-Randomized Trial Assessing a Community-Advocacy Program’s Professional Development Initiative for Early Childhood Educators

The Effects of Head Start on Children’s Kindergarten Retention, Reading and Math Achievement in Fall Kindergarten – an Application of Propensity Score Method and Sensitivity Analysis
Nianbo Dong, University of Pennsylvania

Language and Literacy Effects of Curriculum Interventions for Preschools Serving Economically Disadvantaged Children: A Meta Analysis
Catherine L. Darrow, Vanderbilt University
1D. Strategies for Reform Symposium
Using Quasi-Experimental Methods to Examine Instructional Conditions, Organizational Practices and Student Achievement Across Charter, Magnet, Private, and Regular Public Schools
Chair: Mark Berends, University of Notre Dame

Instructional Innovation, School Choice, and Student Achievement
Mark Berends, University of Notre Dame, Roberto V. Peñaloza, Marisa Cannata, and Ellen Goldring, Vanderbilt University

An Analysis of Student Achievement Growth, Teacher Working Conditions and Qualifications, and School Choice
Marisa Cannata and Roberto V. Peñaloza, Vanderbilt University

Leadership Practices, School Choice, and Student Achievement Growth
Ellen Goldring, Xi Cravens, Madeline Mavrogordato and Roberto V. Peñaloza, Vanderbilt University

Discussant: Laura Hamilton, RAND Corporation

1E. Research Methodology Symposium
Some Recent Advances in Quasi-Experimental Design and Analysis in Education: Regression Discontinuity, Interrupted Time Series and Propensity Score Methods
Chair: Thomas D. Cook, Northwestern University

The Generalized Regression Discontinuity Design: Using Multiple Assignment Variables and Cutoffs to Estimate Treatment Effects
Vivian C. Wong, Northwestern University, Peter M. Steiner, Northwestern University & Institute for Advanced Studies, Vienna, Austria and Thomas D. Cook, Northwestern University

On the Importance of Reliable Covariate Measurement in Selection Bias Adjustments Using Propensity Scores
Peter M. Steiner, Northwestern University & Institute for Advanced Studies, Vienna, Austria, Thomas D. Cook, Northwestern University and William R. Shadish, University of California, Merced

Computation Groups in Short Interrupted Time-Series: An Illustration evaluating No Child Left Behind
Manjyoo Wong and Thomas D. Cook, Northwestern University and Peter M. Steiner, Northwestern University & Institute for Advanced Studies, Vienna, Austria

Discussant: Sean Reardon, Stanford University

11:00-11:15 Break
11:15-12:45 Session 2

2A. Reading, Writing and Related Language Skills
Chair: Eric Camburn, University of Wisconsin-Madison

The Influence of Content-Focused Coaching* on Reading Comprehension Instruction and Student Achievement
Lindsay Clare Matsumura, University of Pittsburgh, Helen Garnier, UCLA/LessonLab Research Institute, Brian Junker, Carnegie Mellon University, Lauren Resnick and Donna DiPrimia Bickel, LRDC/University of Pittsburgh

An Enhanced Reading Opportunities Study: Findings from the Second Year of Implementation
William Corrin, Marie-Andrée Somers, James Kemple, Elizabeth Nelson, and Susan Sepanik, MDRC

Exercising CSR Program Effects on Student Achievement: Causal Explanation Through Examination of Implementation Rates and Student Mobility
Richard Correnti, University of Pittsburgh

2B. Mathematics and Science Achievement
Chair: Kirk Walters, American Institutes for Research

Designing professional development around key principles and formative assessments to improve teachers’ knowledge to teach mathematics
Terry P. Venditti, Bryan Hemberg, Chris Mundy and Julia Phelan, University of California-Los Angeles/CRESST

Results from a Randomized Efficacy Trial of Cognitive Tutor Geometry
John F. Pane, Daniel F. McCaffrey, Gina S. Ikemoto, Jennifer L. Steele, and Mary Ellen Slaughter, RAND Corporation

Relationship of Tracking to Content Coverage and Achievement: A Study of Eighth Grade Mathematics
William H. Schmidt, Leland S. Cogan and Richard T. Houang, Michigan State University

Achievement Effects of Four Early Elementary School Math Curricula: Findings from First Graders in 39 Schools
Roberto Agodini and Barbara Harris, Mathematica Policy Research, Inc.
2C. Preschool Education
Chair: Sheppard Kellam, AIR Center for Integrating Education and Prevention Research in Schools & Johns Hopkins Bloomberg School of Public Health

Professional Development in Early Childhood Education: Lessons Gleaned from Foundations of Learning Project
Christiana M. Lloyd, MDRC

From Head to Toes: Preliminary Findings from a Pilot Self-Regulation Intervention Over the Pre-Kindergarten Year
Shauna L. M. Tominey, Oregon State University, Shannon B. Wanless, University of Virginia and Megan M. McClelland, Oregon State University

Susan M. Sheridan, Todd Glover, Kyongboon Kwon and S. Andrew Garbacz, University of Nebraska-Lincoln

2D. Research Methodology
Chair: Kim Maier, Michigan State University

Inference on Peer Effects with Missing Peer Data: Evidence from Project STAR
Aaron Sojourner, Northwestern University

Multiple Regression Discontinuity Design: Implementation Issues and Empirical Examples from Education
Joseph F. Robinson, University of Illinois at Urbana-Champaign and Sean F. Reardon, Stanford University

The Robustness of Inferences from Randomized and Quasi-Experiments
Kenneth A. Frank, Minh Q. Duong and Spiro Maroulis, Michigan State University, Ben Kelcey, University of Michigan

2E. Strategies for Reform
Chair: Sara Goldrick-Rab, University of Wisconsin-Madison

The SOURCE Demonstration Project: Helping Disadvantaged High School Students Enroll in College
Johannes Bos and Jacqueline Berman, Berkeley Policy Associates

Do Enhanced Student Services Lead to Improved Student Success at Community College? A Randomized Field Trial
Michael J. Weiss and Sue Scrivener, MDRC

Getting Back on Track: An Evaluation of a Program for Students on Probation at Chaffey College
Susan Scrivener, Colleen Sommo and Herbert Collado, MDRC

1:00-2:00 Lunch

2:00-4:00 Session 3

3A. Reading, Writing and Related Language Skills Symposium
Evaluating the Impact of Reading First: Perspectives on Dealing with Complex Policy in Complex School Systems
Chair: Lee Branum-Martin, TIMES, University of Houston

Comparison of Reading Comprehension Trends between Florida’s Reading First and Non-Reading First Schools for First through Third Grade Students
Yaacov Petscher and Barbara Foorman, Florida Center for Reading Research & Florida State University

Comparison of the Reading Proficiency of Third Graders in Michigan’s RF and Other Elementary Schools from 2005 to 2006
Joanne F. Carlisle and Kai Schnabel Cortina, University of Michigan

Evaluating Reading First in Texas: Stemming the Tide in Different Communities
Lee Branum-Martin, Coleen D. Carlson, Angela Durand and Christopher Barr, TIMES, University of Houston

Discussant: David Francis, TIMES, University of Houston
3B. Mathematics and Science Achievement Symposium

Rigorous Research on Classroom Instruction
Chair: Robert Granger, W.T. Grant Foundation

Individualizing Student Literacy Instruction: Implications of Child Characteristics by Instruction
Interactions on Students' Reading Skill Growth
Carol McDonald Connor, Florida Center for Reading Research & Florida State University, Frederick
J. Morrison and Barry Fishman, University of Michigan, Christopher Schatschneider, Phyllis
Underwood and Elizabeth Crowe, Florida Center for Reading Research & Florida State University

Experimental Evaluation of a Scale-up Model for Teaching Mathematics with Trajectories and
Technologies
Julie Sarama, Douglas H. Clements, Mary Elaine Spitler and Alissa Lange, State University of New
York-Buffalo

Growing Capacity or Dissipation? Second-Year Effects of a School-Randomized Trial of the Effects of
Professional Development on Student Achievement in Elementary Science
Geoffrey Borman, Adam Gamoran and Jill Bowdon, University of Wisconsin-Madison

3C. Preschool Education Symposium

Children's Understanding of Mathematics and Science Concepts in the Preschool Years
Chair: Caroline Elbanks, National Center for Education Research, Institute of Education Sciences

Implementation Fidelity: Implications for the Numbers Plus Curriculum
Lena Malofeeva, Marijata C. Daniel-Echols, Zongping Xiang and Ann S. Epstein, High/Scope
Educational Research Foundation

Development of Curricula, Teacher Supports, and Assessments for Pre-Kindergarten Mathematics and
Science
Mable B. Kinzie, Robert C. Pianta, Carolyn R. Kilday, Patrick R. McGuire and Ashley M. Pinkham,
University of Virginia

Preparing Prekindergarteners with Math Readiness Skills: The Effect of Children's Talk, Focus, and
Engagement on Math Achievement
Tracy Cummings, Kerry G. Hofer, Dale C. Farran, Mark W. Lipsey, Carol Bilbrey and Elizabeth
Vorhaus, Vanderbilt University

Stages in the Development of a Mathematics Intervention for Public Preschool Programs
Alice Klein, and Prentice Starkey, University of California-Berkeley, Victoria Molfese, Elizabeth Todd
Brown and Dennis Molfese, University of Louisville

Discussant: Russell Gersten, Instructional Research Group & University of Oregon

3D. Strategies for Reform

Chair: Stephen Plank, Johns Hopkins University & Baltimore Education Research Consortium

Evaluating the Relationship between Student Attendance and Achievement in Urban Elementary and
Middle Schools: An Instrumental Variables Approach
Michael A. Gottfried, University of Pennsylvania

The Relative Effects of Inquiry-Based and Commonplace Science Teaching on Students' Knowledge,
Reasoning and Argumentation about Sleep Concepts: A Randomized Control Trial
Christopher D. Wilson, Joseph A. Taylor, Susan M. Kowalski, and Janet Carlson, BSCS Center for
Research and Evaluation

Effective Educational Programs: Meta-Findings from the Best Evidence Encyclopedia
Robert E. Slavin, Johns Hopkins University & University of York and Cynthia Lake, Johns Hopkins
University

3E. Research Methodology Symposium

Real Gold or Fool's Gold? 3 Challenges to the SREE Paradigm
Chair: Francis Schrag, University of Wisconsin-Madison

Overcoming the research/practice divide through engineering and the design sciences
David Berliner, Arizona State University

Shades of Gold
Robert Calfee, Stanford University

Enhancing clinical trials by incorporating side effects
Francis Schrag, University of Wisconsin-Madison

Discussant: Thomas D. Cook, Northwestern University

4:00-4:30 Break
4:30-6:00   Plenary Session  
Larry Hedges, Northwestern University  

*Policy Choice with Partial Knowledge of Policy Effectiveness*  
Charles Manski  
Board of Trustees Professor in Economics  
Northwestern University

6:00-7:00 Reception  

Poster Session

---

**TUESDAY MARCH 3, 2009**

7:30-8:30 Continental Breakfast

8:30-10:30 Session 4

4A. Reading, Writing and Related Language Skills Symposium  
Recent Advances in Measurement in the Field of Educational Research and Evaluation: Using Current Research to Validate and Improve Measures of Teacher Practice, Teacher Knowledge, and Student Proficiency  
Chair: Russell Gersten, Instructional Research Group & University of Oregon

- Relating Knowledge About Reading to Teaching Practice: An Exploratory Validity Study of a Teacher Knowledge Assessment  
  Geoffrey Phelps, David Johnson and Joanne Carlisle, University of Michigan.

- *The Effects of a Parsimonious Comprehension and Vocabulary Intervention on Student Learning*  
  Angela Hairrell, Sharon Vaughn, Meaghan Edmonds, and Elizabeth Swanson, The University of Texas at Austin, Deb Simmons, Ross Larsen, William Rupley and Victor Willson, Texas A&M University

- *The Development of a Classroom Observational System for Studying the Quality of Reading Comprehension and Vocabulary Instruction in First Grade Classrooms*  
  Russell Gersten, Joe Dimino, Madhavi Jayanthi and Rebecca Newman-Gonchar, Instructional Research Group

Discussant: Barbara Foorman, Florida State University
4B. Mathematics and Science Achievement Symposium
IES-funded Studies that Produce Trustworthy Evidence of the Effects of Curriculum and Curriculum Policy Interventions on Mathematics Achievement in PreK-16 Settings
Chair: Carol L. O’Donnell, National Center for Education Research, Institute of Education Sciences

- Playing Linear Number Board Games Improves Children’s Mathematical Knowledge
  Robert S. Siegler, Carnegie Mellon University and Geetha Ramani, University of Maryland

- Help or Hindrance? The Effects of College Remediation on Academic and Labor Market Outcomes
  Paco Martorell, RAND and Isaac McFarlin, University of Michigan

- College-Preparatory Curriculum for All: The Consequences of Raising Mathematics Graduation Requirements on Students’ Course Taking and Outcomes in Chicago
  Elaine M. Allensworth and Takako Nomi, Consortium on Chicago School Research, University of Chicago

- Mapping Children’s Understanding of Mathematical Equivalence
  Roger S. Taylor, Bethany Rittle-Johnson, Percival G. Matthews, and Katherine L. McEldoon, Vanderbilt University

Discussant: Thomas D. Cook, Northwestern University

4C. Preschool Education Symposium
Use of an Empirical Approach for the Development of a State School Readiness Program
Chair: Susan Landry. University of Texas Health Science Center at Houston

- Effectiveness of Comprehensive Professional Development for Teachers of At-Risk Preschoolers
  Susan Landry, Jason Anthony, Paul Swank, and Pauline Moneque-Bailey, University of Texas Health Science Center at Houston

- An Experimental Study Evaluating a State Funded Pre-Kindergarten Program: Bringing Together Subsidized Childcare, Public School, and Head Start
  Susan H. Landry, Mike A. Assel, Paul R. Swank and Jason L. Anthony, University of Texas Health Science Center at Houston

- Evaluation of the Raising a Reader and Family Nights Programs with At-Risk Preschool Children
  Jason L. Anthony, University of Texas Health Science Center at Houston

Discussant: Chris Lonigan, Florida State University

4D. Strategies for Reform Symposium
Five Randomized Trials to Assess the Effectiveness of Adolescent Literacy Interventions: Realities of Design and Implementation and Influences on Impact
Chair: Kim Sprague, Brown University

- Springfield/Chicopee, MA
  Kim Sprague, Anita Kite and Ivana Zuliani, The Education Alliance, Brown University

- Newark, NJ

- Memphis, TN
  Deb Coffey and Jill Feldman, Research for Better Schools

- Ohio
  William Loadman, Rael Moore, Richard Lomax and Jing Zhu, Ohio State University

- Portland, OR
  Bonnie Faddis and Margaret Beam, RMC Research Corporation

Discussant: Stefanie Schmidt, National Center for Education Evaluation, Institute of Education Sciences

4E. Research Methodology
Chair: Matthew Dawson, Learning Point Associates

- Understanding Finite Sample Bias from Instrumental Variables Analysis in Randomized Trials

- Incorporating Cost in Power Analysis for Three-Level Cluster Randomized Designs
  Spyros Konstantopoulos, Boston College

- The Implications of “Contamination” for Experimental Design in Education
  Chris Rhoads, Northwestern University

- Making Causal Inferences from a Longitudinal Cluster Randomized Experiment with Crossers: an Evaluation of a Distributed Leadership Program in Urban Schools
  Rebecca Maynard and Nianbo Dong, University of Pennsylvania

10:30-11:00 Break
11:00-1:00 Session 5

5A. Reading, Writing and Related Language Skills Symposium
Evidence for Interventions for Struggling Readers
Chair: Robert Slavin, Johns Hopkins University & University of York

Effective Programs for Struggling Readers: A Best-Evidence Synthesis
Robert E. Slavin, Johns Hopkins University & University of York, Cynthia Lake, Johns Hopkins University, Nancy A. Madden, Johns Hopkins University & University of York and Susan Davis, Success for All Foundation

The Targeted Reading Intervention (TRI): A Classroom Teacher Tier 2 Intervention to Help Struggling Readers in Early Elementary School
Lynne Vernon-Feagans, University of North Carolina, Steve Amendum, North Carolina State University, Kirsten Kainz and Marnie Ginsburg, University of North Carolina

The Effects of a Small-Group Computer-assisted Tutoring Program on Reading Outcomes for First Graders
Bette Chambers, Robert E. Slavin and Nancy A. Madden, Johns Hopkins University & University of York, Philip C. Abrami, Concordia University, Montreal

Discussant: Catherine Snow, Harvard University

5B. Mathematics and Science Achievement Symposium
Teacher Professional Development in Science Education: Results from 3 IES funded studies
Chair: Harold Himmelfarb, National Center for Education Research, Institute of Education Sciences

Creating a Successful Professional Development Program in Science for Head Start Teachers and Children: Understanding the Relationship between Development, Intervention, and Evaluation
Jess Gropen, Nancy Clark-Chiarelli, Ingrid Chalufour, Cindy Hoisington, and Costanza Eggers-Piérola, Education Development Center

Improving Elementary Science Instruction and Student Achievement: The Impact of a Professional Development Program
Kathryn M. Borman, Bridget A. Cotner, Reginald S. Lee, Theodore L. Boydstun and Rheta Lanham, University of South Florida

Preparing Teachers to Design Instruction in Middle School Earth Science: Comparing the Impacts of Three Professional Development Programs on Teaching and Learning
William R. Peniel and Lawrence P. Gallagher, SRI International Center for Technology in Learning

Discussant: Andrew Wayne, American Institutes for Research

5C. Preschool Education Symposium
Evaluating Education Policies: CALDER Findings using Longitudinal Data
Chair: Jane Hannaway, Urban Institute and National Center for Analysis of Longitudinal Data in Education Research

Status Versus Growth: The Distributional Effects of School Accountability Policies
Helen Ladd, Duke University and Douglas L. Lauen, University of North Carolina-Chapel Hill

Measuring Effect Sizes: The Effect of Measurement Error
Don Boyd, State University of New York-Albany, Pam Grossman, Stanford University, Hamilton Lankford, State University of New York-Albany, Susanna Loeb, Stanford University, and Jim Wyckoff, University of Virginia

School Accountability and Teacher Job Changes
Li Feng, Texas State University-San Marcos, David Figlio, Northwestern University and Tim Sass, Florida State University

Discussant: Mark Schneider, American Institutes of Research

5D. Strategies for Reform Symposium
The Effects of High School Exit Exams on Student Outcomes
Chair: Sean Reardon, Stanford University

The Effects of High School Exit Exam Performance: New Evidence from Florida
Damon Clark, University of Florida, Paco Martorell, RAND and Muzhe Yang, Lehigh University

The Price of Just Failing: Consequences of High School Exit Examinations for Urban Students in Massachusetts
John P. Papay, Richard J. Murnane and John B. Willett, Harvard Graduate School of Education

The Effects of the California High School Exit Exam Requirement on Student Achievement, Persistence, and Graduation
Sean F. Reardon, Allison Atteberry, and Nicole Arshan, Stanford University, Michal Kurlaender, University of California, Davis

Standards and Excellence: Evidence from Advanced Placement (AP) Exams
Thomas S. Dee, Swarthmore College and Brian A. Jacob, University of Michigan

Discussant: James Kemple, New York University
5E. Research Methodology Symposium
Issues in the Design, Implementation, and Analysis of Blocked Group-Randomized Trials
Chair: Beth Ann Griffin, RAND Corporation

Intraclass Correlation Values for Student Achievement Tests in Oregon
Michael T. Coe and Makoto Hanita, Northwest Regional Educational Laboratory

Evaluating the Impact of Blocking on Power in Group-Randomized Trials
Beth Ann Griffin, Daniel F. McCaffrey and John F. Pane, Rand Corporation

Examples of Blocking in Group-Randomized Trials
Daniel F. McCaffrey, John F. Pane, Mary Ellen Slaughter, and J. R. Lockwood, RAND Corporation,
Matthew G. Springer, Vanderbilt University

The Analysis of Matched-Pairs Group-Randomized Trials
Andres Martinez, University of Michigan and Jessaca Spybrook, Western Michigan University

Discussant: Spyros Konstantopoulos, Boston College

1:00-3:00 Plenary Session and Conference Conclusion
Lunch
CONTENTS

INTERVENTION, EVALUATION, AND POLICY STUDIES
The Impact of Vocabulary Instruction on Passage-Level Comprehension of School-Age Children: A Meta-Analysis . . . . . . 1
Amy M. Elleman, Endia J. Lindo, Paul Morphy, and Donald L. Compton

The Effect of Catholic Schooling on Math and Reading Development in Kindergarten Through Fifth Grade . . . . . . 45
Sean F. Reardon, Jacob E. Cheadle, and Joseph P. Robinson

METHODOLOGICAL STUDIES
Moving From the Lab to the Field: The Role of Fidelity and Achieved Relative Intervention Strength . . . . . . 88
Chris S. Hulleman and David Cordray