

SREE

Advancing Education Research

Spring 2011 Conference

*Building an Education Science:
Investigating Mechanisms*

PROGRAM



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The Society for Research on Educational Effectiveness brings together individuals interested in the use of causal inference to improve educational practice. SREE provides a forum to engage with a community of researchers, practitioners, policymakers, and students united in a desire to advance education research.

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SREE

THURSDAY MARCH 3, 2011

9:00 AM - 12:00 PM: Workshops

Workshops require an additional fee.

Using Modern Regression Discontinuity Analysis to Measure Effects of Educational Interventions

Howard S. Bloom, MDRC

Culpeper

Missing Data: It's Everyone's Problem

Jennifer Hill, New York University

Latrobe

Using Instrumental Variables in Education Research

Sean Reardon, Stanford University

Sulgrave - 3rd Floor

Meta-Analysis of Intervention Research in Education

Sandra Jo Wilson & Mark W. Lipsey, Vanderbilt University

*In association with the Campbell Collaboration

Dumbarton - 3rd Floor

12:00 PM - 1:00 PM: Program Committee Lunch

1:00 PM - 3:00 PM: Session 1

1A. Early Childhood Education

Which Mechanisms to Target? Efficacy Trials Targeting Different Domains of Development in Early Childhood

Latrobe

Chair: Kristen Bub, Auburn University

Teacher Training, Classroom Consultation, and Child Outcomes in the Foundations of Learning Project

Chrishana M. Lloyd & Megan Millenky, MDRC

Taxonomic Organization Scaffolds Young Children's Learning from Storybooks:

A Design Experiment

Tanya Kaefer, Ashley M. Pinkham, & Susan B. Neuman, University of Michigan

Examining the Efficacy of Foundations of Science Literacy: Exploring Contextual Factors

Jess Gropen & Nancy Clark-Chiarelli, Education Development Center, Stacy B. Ehrlich, Consortium on Chicago School Research, and Yen Thieu, Education Development Center

Scaling Up an Effective Pre-K Mathematics Intervention: Mediators and Child Outcomes

Alice Klein & Prentice Starkey, WestEd, Lydia Deflorio, University of California - Berkeley, and Elizabeth Todd Brown, University of Louisville

1B. School and Classroom-Based Educational Practices Symposium
Four Years of Striving Readers Targeted Interventions: Impact Analyses
and Secondary Explorations of Findings

Imperial II

Co-Organizers: Debra Coffey & Jill Feldman, Research for Better Schools

Springfield/Chicopee, MA, Striving Readers Targeted Intervention

Kimberley Sprague, Anita Kite, Karen Hussar, Chandra Haislet, Colleen Zaller,
& Joan Ford, Brown University

Newark, NJ, Striving Readers Targeted Intervention

Allison Meisch & Jennifer Hamilton, Westat

Mid-South Striving Readers Targeted Intervention

Jill Feldman & Ning Rui, Research for Better Schools

Ohio Striving Readers Targeted Intervention

William Loadman, Richard Lomax, & Raéal Moore, Ohio State University
and Jing Zhu, Metis Associates

Portland, OR, Striving Readers Targeted Intervention

Bonnie Faddis & Margaret Beam, RMC Research

Discussant: Cristofer Price, Abt Associates

1C. Social and Behavioral Processes and Mechanisms in Education Symposium
Impact and Mechanisms of Change of a Multi-Component Intervention Designed
to Promote Productive Classroom Contexts for Rural Early Adolescents

Decatur

Organizer: Thomas W. Farmer, Pennsylvania State University

Overview of Project REAL and the Conceptual Foundations of the SEALS Model

Thomas W. Farmer, Pennsylvania State University

Enhancing the Effects of Teacher Attunement to Student Peer Group Affiliations on
the School Social-Affective Context: Promotive Effects of the SEALS Intervention

Jill V. Hamm, University of North Carolina - Chapel Hill

The Impact of Project REAL on Students' Peer Context

Matthew J. Irvin, University of North Carolina - Chapel Hill

The School Adjustment of Students in Distinct Risk Configurations: Considerations
for the Development of Selected and Indicated Interventions

Robert A. Petrin, Pennsylvania State University

Discussant: Elise Cappella, New York University

1D. Post-Secondary Education - Invited Symposium
Does Guidance Lead to Better Postsecondary Results?
Results from Five Experimental Studies

Longworth

Organizer: Lashawn Richburg-Hayes, MDRC

The Effects of College Coaching: Evidence from a Randomized Experiment in Student Mentoring

Eric Bettinger & Rachel Baker, Stanford University

The Impact of Student Supports: Findings on Strategies to Increase Student Success

Susan Scrivener, Michael Weiss, Colleen Sommo, Herbert Collado, &
Thomas Brock, MDRC

Promoting College Application and Enrollment Among Urban Youth

Jacqueline Berman, Mathematica Policy Research, Lorena Ortiz, Berkeley Policy Associates,
and Johannes Bos, American Institutes for Research

Do Late Interventions Matter Too?: Increasing College Applications and Attendance
Among High School Seniors

Bruce Sacerdote, Dartmouth College and Scott Carrell, University of California - Davis

Discussant: Bruce Sacerdote, Dartmouth College

1E. Education and Social Inequality - Invited Symposium
Effects of School Quality on Academic Outcomes

Sulgrave - 3rd Floor

Organizer: Meredith Phillips, University of California - Los Angeles

Switching School Contexts: Evidence of Academic Effects from a

Random-Assignment Desegregation Plan

Kendra Bischoff, Stanford University

School Choice and College Attendance: Evidence from Randomized Lotteries

David Deming, Carnegie Mellon University

Peer Quality or Input Quality?: Evidence from Trinidad and Tobago

Kirabo Jackson, Northwestern University

Housing Policy Is School Policy

Heather Schwartz, RAND

Discussant: Stephanie Riegg Cellini, George Washington University

1F. Education Policy Symposium

The Impact of Conditional Cash Transfers on Children's Educational Processes and Outcomes

Dumbarton - 3rd Floor

Organizer: Pamela Morris, New York University

Toward Reducing Poverty Across Generations: Early Findings from New York City's Conditional Cash Transfer Program

Cynthia Miller & James Riccio, MDRC

Two-Year Impacts of Opportunity NYC by Families' Likelihood of Earning Rewards

Juliette Berg, Pamela Morris, & J. Lawrence Aber, New York University

Opportunity NYC-Family Rewards: Qualitative Study of Family Communication

Carolyn Fraker & David Greenberg, MDRC

Opportunity NYC-Family Rewards: An Embedded Child and Family Study of Conditional Cash Transfers

J. Lawrence Aber, Pamela Morris, Sharon Wolf, & Juliette Berg, New York University

Discussant: Martha Moorehouse, U.S. Department of Health and Human Services

1G. Education Policy

Curriculum & Instruction: Effects and Implementation Issues

Culpeper

Chair: Geoffrey Borman, University of Wisconsin - Madison

Outcomes of a Five-Year Randomized Evaluation of Transitional Bilingual Education

Robert Slavin, Nancy A. Madden, & Margarita Calderon, Johns Hopkins University and Anne Chamberlain, Success for All Foundation

"Double-Dose" Algebra as a Strategy for Remediation: Classroom Composition and Instruction as Mediators of Policy Effects on Student Achievement

Takako Nomi & Elaine Allensworth, Consortium on Chicago School Research

Findings from the Reading First Implementation Study 2008-09

Beth Boulay, Beth Gamse, Alyssa Rulf-Fountain, & Fatih Unlu, Abt Associates

Change in Peer Ability as a Mediator and Moderator of the Effect of the Algebra-For-All Policy on Ninth Graders' Math Outcomes

Guanglei Hong, University of Chicago

and Takako Nomi, Consortium on Chicago School Research

1H. Research Methods Symposium

The Age Cutoff Regression-Discontinuity Design for Preschool Effects: Methodological Quirks and Implications for Application

Roosevelt

Organizer: Mark W. Lipsey, Vanderbilt University

Methodological Issues, Implications, and Remedies for the Preschool Age

Cutoff Regression-Discontinuity Design

Christina Weiland, Harvard University, Mark W. Lipsey, Vanderbilt University, and Hiro Yoshikawa, Harvard University

Program Evaluation of an Early Reading First Project Using Regression Discontinuity

Sandra Jo Wilson, Vanderbilt University

Age Cutoff Regression-Discontinuity Evaluation of the Tennessee Voluntary

Pre-Kindergarten Program: Some Conclusions and Conundrums

Mark W. Lipsey & Dale C. Farran, Vanderbilt University

Discussant: Thomas Cook, Northwestern University

1I. Invited Symposium

Building Better Measures of Effective Teaching: Year One Results Forum

Organizer: Steve Cantrell, Bill & Melinda Gates Foundation

Video Scoring

Catherine McClellan, Educational Testing Service

District Perspective

Paulette Poncelet, Pittsburgh Public Schools

Student Perceptions Survey

Ronald Ferguson, Harvard University

Preliminary Results - Impact Estimates

Daniel McCaffrey, RAND and Douglas Staiger, Dartmouth College

Discussant: Robert Granger, William T. Grant Foundation

Break

2A. Early Childhood Education

Considering Timing, Duration and Specificity of the Impact of Early Intervention

Roosevelt

Chair: Christine Li-Grining, Loyola University

Identifying the Channels through which Head Start Affects Long-Term Outcomes

Joshua Hyman, University of Michigan

Do the Effects of Early Childhood Programs on Academic Outcomes Vary by Gender?

A Meta-Analysis

Robert Kelchen & Katherine Magnuson, University of Wisconsin - Madison,
Greg Duncan, University of California - Irvine, Holly Schindler, Harvard University,
Hilary Shager, University of Wisconsin - Madison, and Hiro Yoshikawa, Harvard University

Which Combination of High Quality Infant-Toddler and Preschool Care

Best Promotes School Readiness?

Weilin Li, George Farkas, Greg J. Duncan, Margaret R. Burchinal, Deborah L. Vandell,
Erik A. Ruzek, & Tran T. Dang, University of California - Irvine

2B. School and Classroom-Based Educational Practices

Multiple Strategies for Teaching Across Content Areas

Decatur

Chair: Steve Schneider, WestEd

Quizzing Promotes Deeper Acquisition in Middle School Science: Transfer of Quizzed

Content to Summative Exams

Pooja K. Agarwal, Mark A. McDaniel, Ruthann C. Thomas, Kathleen B. McDermott,
& Henry L. Roediger, Washington University in St. Louis

An Interdisciplinary Model for Accelerating Student Achievement in Science and Reading

Comprehension Across Grades 3-8: Implications for Research and Practice

Nancy R. Romance, Florida Atlantic University
and Michael R. Vitale, East Carolina University

Technology's Impact on Fraction Learning: An Experimental Comparison of Virtual

and Physical Manipulatives

Maria Mendiburo & Ted Hasselbring, Vanderbilt University

2C. School and Classroom-Based Educational Practices

Using Math Performance as an Outcome: Three Different Applications

Dumbarton - 3rd Floor

Chair: Michael Vaden-Kiernan, SEDL

Results from a Randomized Trial of Two Algebra Sequences for Underprepared Freshmen

Ruth Curran Neild & Vaughan Byrnes, Johns Hopkins University
and Tracy Sweet, Carnegie Mellon University

A Multilevel Analysis of a Guided Inquiry Curriculum Unit on Motion

and Force for a Diverse Student Population in "Ability-Grouped" Classrooms

Sharon J. Lynch, George Washington University
and Vasuki Rethinam, Montgomery County Public Schools

The Self-Explanation Effect When Learning Mathematics: A Meta-Analysis

Kelley Durkin, Vanderbilt University

2D. Social and Behavioral Processes and Mechanisms in Education

Effects of Interventions on Non-Achievement Student Outcomes

Sulgrave - 3rd Floor

Chair: David Deming, Carnegie Mellon University

The High-Stakes Effects of "Low-Stakes" Testing

John Papay, Richard J. Murnane, & John B. Willett, Harvard University

The Effectiveness of Mandatory-Random Student Drug Testing

Susanne James-Burdumy, Brian Goesling, & John Deke, Mathematica Policy Research
and Eric Einspruch, RMC Research

Effects of a Multifamily Intervention on Social Capital and Child Outcomes

Adam Gamoran, University of Wisconsin - Madison, Ruth N. Lopez Turley,
Rice University, Alyn Turner & Rachel Fish, University of Wisconsin - Madison

2E. Education Policy

School-Level Strategies for Improving and Measuring Student Achievement

Longworth

Chair: Elaine Allensworth, Consortium on Chicago School Research

The Impact of Different Approaches to School Self Evaluation upon Student Achievement: A Group Randomization Study

Leonidas Kyriakides, University of Cyprus, Bert Creemers, University of Groningen, and Demetris Demetriou, University of Cyprus

Methodological Differentiation in Assessing the Value-Added of Florida's Interim Reading Assessment System to Predicting FCAT's Mean Proficiency

Barbara Foorman & Yaacov Petscher, Florida State University

Proximal Effects of Robust Vocabulary in Primary and Intermediate Grades

Helen Aphthorp, McREL, Margaret McKeown, University of Pittsburgh, Charles Igel, Trudy Clemons, Bruce Randel, & Tedra Clark, McREL

2F. Post-Secondary Education

Pulling through the Developmental Math Abyss

Imperial II

Chair: Michal Kurlaender, University of California - Davis

Guiding Math Students to Campus Services:

An Impact Evaluation of the Beacon Program at South Texas College

Kristin F. Butcher, Wellesley College, Mary Visser, & Oscar S. Cerna, MDRC

A Multi-Site Study of the Relationship Between High School Mathematics Curricula and Developmental Mathematics Course-Taking and Achievement in College

Michael Harwell, Thomas R. Post, Amanuel Medhanie, Danielle Dupuis, Brandon LeBeau, & Debra Monson, University of Minnesota

The Impact of Developmental Summer Bridge Programs on Students' Success

Josh Pretlow, Heather D. Wathington, & Claire Mitchell, University of Virginia

2G. Research Methods

Sampling Considerations for Sound Inferences

Forum

Chair: Peter Schochet, Mathematica Policy Research

The Implications of Teacher Selection and Teacher Effects in Individually Randomized Group Treatment Trials

Michael J. Weiss, MDRC

Biases in Estimating Treatment Effects Due to Attrition in Randomized Controlled Trials and Cluster Randomized Controlled Trials: A Simulation Study

Nianbo Dong & Mark W. Lipsey, Vanderbilt University

An Investigation of the Within- and Between- District Variance Structure of Academic Achievement in Massachusetts

Eric C. Hedberg, University of Chicago and Larry V. Hedges, Northwestern University

2H. Research Methods

Answers to Challenges in Education

Latrobe

Chair: Rebecca Maynard, Institute of Education Sciences

The Development and Application of Fidelity Measures in a Preschool Curriculum Intervention

Catherine Darrow, University of North Carolina - Chapel Hill and David K. Dickinson, Vanderbilt University

Extensions of Existing Methods for Use with a New Class of Experimental Designs Useful When There Is Treatment Effect Contamination

Christopher Rhoads, Northwestern University

Propensity Score Matching and Measurement Error: A Monte Carlo Study

Qiu Wang, Purdue University, Kimberly S. Maier & Richard Houang, Michigan State University

2I. Career Paths: Quo Vadis?

Culpeper

Jill Constantine, Mathematica Policy Research

James Kemple, Research Alliance for New York City Schools

Ricky Takai, Abt Associates

Moderator: Elizabeth Tipton, Northwestern University

5:30 PM - 6:00 PM: Welcome - Ballroom

Larry Hedges, SREE President

6:00 PM - 7:00 PM: Opening Address - Ballroom
Modeling Mediation: Causes, Markers, and Mechanisms

Stephen Raudenbush, Lewis-Sebring Distinguished Service Professor,
Department of Sociology, University of Chicago

7:00 PM - 8:00 PM: Reception - Colonnade - Lobby Level

7:30 AM - 8:30 AM: Breakfast - Ballroom

8:30 AM - 10:30 AM: Session 3

3A. Early Childhood Education Symposium
The Effects of Pre-Kindergarten and Pre-Kindergarten Curricula
on Emergent Math and Literacy Skills
Culpeper

Organizer: Kerry G. Hofer, Vanderbilt University

An Examination of the Building Blocks Math Curriculum:
Results of a Longitudinal Scale-Up Study
Douglas H. Clements & Julie Sarama, University at Buffalo - SUNY,
Dale Farran, Mark Lipsey, Kerry G. Hofer, & Carol Bilbrey, Vanderbilt University

The Mechanisms behind the Results: Moderators of Building Blocks Curricular Effects
Dale Farran & Mark Lipsey, Vanderbilt University, Douglas H. Clements &
Julie Sarama, University at Buffalo - SUNY, Kerry G. Hofer, Carol Bilbrey, &
Elizabeth Vorhaus, Vanderbilt University

The Effects of Two Language-Focused Preschool Curricula on Children's
Achievement through First Grade
Ann Kaiser, David Dickinson, & Megan Roberts, Vanderbilt University,
Catherine Darrow, University of North Carolina - Chapel Hill, Jill Freiberg &
Kerry G. Hofer, Vanderbilt University

The Effects of the Tennessee Voluntary Pre-Kindergarten Program:
A Randomized Field Experiment
Kerry G. Hofer, Mark Lipsey, Dale Farran, & Carol Bilbrey, Vanderbilt University

Discussant: Laura Justice, Ohio State University

3B. School and Classroom-Based Educational Practices Identifying Instructional Strategies for Heterogeneous Learners

Latrobe

Chair: James Kim, Harvard University

The Influence of Testing Prompt and Condition on Middle School Students' Retell Performance

Deborah K. Reed, University of Texas - El Paso

and Yaacov Petscher, Florida Center for Reading Research

The Effects of Cognitive Strategy Instruction on Math Problem Solving of Seventh-Grade Students of Varying Ability

Marjorie Montague, University of Miami, Craig Enders, Arizona State University, and Samantha Dietz, University of Miami

Immersion Versus Maintenance Effects for Growth in Spanish and English

Letter-Word Identification Among Children, Teachers, and Schools

Lee Branum-Martin, Paras D. Mehta, & David J. Francis, University of Houston

A Randomized Controlled Trial of a Response-to-Intervention (RTI) Tier 2 Literacy Program: Leveled Literacy Intervention (LLI)

Carolyn Ransford-Kaldon, E. Sutton Flynt, & Cristin Ross, University of Memphis

3C. Social and Behavioral Processes and Mechanisms in Education Symposium Early Preventive Intervention to Address Problem Behaviors in the Classroom: Improving the Classroom Atmosphere and Engaging Parents in Supporting Teachers' Classroom Practices

Longworth

Organizer: Emily Doolittle, Institute of Education Sciences

BEST in CLASS: Development of a Classroom-Based Intervention Aimed at Reducing Problem Behavior of Young, High-Risk Children

Maureen Conroy, University of Florida

and Kevin Sutherland, Virginia Commonwealth University

A Preliminary Examination of the Efficacy of INSIGHTS in Enhancing the Academic Learning Context

Sandra McClowry, Erin O'Connor, Elise Cappella, & Meghan McCormick, New York University

A Randomized Controlled Trial of ParentCorps/TeacherCorps in Urban Elementary Schools: Achievement, Classroom Behavior, and Parent Involvement from Pre-K through First Grade

Laurie Miller Brotman, Spring Dawson-McClure, Dimitra Kamboukos, Keng-Yen Huang, Esther Calzada, Joseph Palamar, & Jing Wang, New York University

Discussant: David Olds, University of Colorado

3D. Social and Behavioral Processes and Mechanisms in Education Teacher Retention, Curricula, and Student Outcomes

Imperial II

Chair: Doug Lauen, University of North Carolina - Chapel Hill

Argumentation as a Path to the Thinking Development of Young Adolescents

Deanna Kuhn & Amanda Crowell, Columbia University

The Extent of Late-Hiring and Its Relationship with Teacher Turnover: Evidence from Michigan

Nathan Jones, Northwestern University, Adam Maier

& Erin Grogan, Michigan State University

Development of the Teachers Supporting Teachers in Urban Schools Program: What Iterative Research Designs Can Teach Us

Elisa S. Shernoff, Stacy L. Frazier, Ane Martinez-Lora, Marc S. Atkins, & Joanna Keel, University of Illinois - Chicago

Effects of Problem Based Economics on High School Economics Instruction

Neal Finkelstein & Thomas Hanson, WestEd

3E. Education and Social Inequality - Invited Symposium Interventions Designed to Improve ELL Students' Literacy Skills

Sulgrave - 3rd Floor

Organizer: Meredith Phillips, University of California - Los Angeles

Designing Literacy Instruction Across Languages: Results from a Quasi-Experimental Study

Patrick Proctor, Boston College, Gina Biancarosa, University of Oregon, Bridget Dalton, Vanderbilt University, and Paola Uccelli, Harvard University

Effects of Academic Vocabulary Instruction for Linguistically Diverse Adolescents

Nonie Lesaux, Harvard University, Michael J. Kieffer, Columbia University, and Joan G. Kelley, Harvard University

Enhancing Comprehension and Vocabulary Outcomes in Social Studies for Middle School English Language Learners: Findings from 3 Experimental Studies

David Francis, University of Houston and Sharon Vaughn, University of Texas - Austin

Discussant: Elizabeth Albrow, Institute of Education Sciences

3F. Education Policy

Understanding Value-Added Measures

Roosevelt

Chair: Douglas Harris, University of Wisconsin - Madison

Defining School Value-Added: Do Schools That Appear Strong on One Measure Appear Strong on Another?

Allison Atteberry, Stanford University

Evaluating Value-Added Methods for Estimating Teacher Performance

Cassandra Guarino, Mark Reckase, & Jeffrey Wooldridge, Michigan State University

Teacher Effectiveness on High- and Low-Stakes Tests

Sean Corcoran, New York University, Jennifer Jennings, Harvard University, and Andrew Beveridge, Queens College, CUNY

3G. Education Policy

Effects of Accountability on Practice and Student Outcomes

Dumbarton - 3rd Floor

Chair: Adam Gamoran, University of Wisconsin - Madison

Under Pressure: Job Security, Resource Allocation, and Productivity in Schools Under NCLB

Randall Reback & Jonah Rockoff, Columbia University and Heather L. Schwartz, RAND

Accountability and Teacher Practice: Investigating the Impact of a New State Test and the Timing of State Test Adoption on Teacher Time Use

Erin F. Cocker, Jack Buckley, & Marc A. Scott, New York University

First-Grade Retention: Effects on Children's Actual and Perceived Performance throughout Elementary Education

Mieke Goos, Jan Van Damme, Patrick Onghena, & Katja Petry, Catholic University of Leuven

Games Schools Play: How Schools Near the Proficiency Threshold Respond to Accountability Pressures Under No Child Left Behind

Vivian Wong, Northwestern University

3H. Research Methods Symposium

Statistical Approaches to Studying Mediator Effects In Education Research

Forum

Organizer: Howard Bloom, MDRC

Under What Assumptions Do Site-by-Treatment Instruments Identify Average Causal Effects?

Sean Reardon, Stanford University and Stephen W. Raudenbush, University of Chicago

Assessing Compliance-Effect Bias in the Two Stage Least Squares Estimator

Sean Reardon, Stanford University, Fatih Unlu, Abt Associates, Pei Zhu & Howard Bloom, MDRC

Mediation and Spillover Effects in Group-Randomized Trials with Application to the 4Rs Evaluation

Tyler J. VanderWeele, Harvard University, Guanglei Hong, University of Chicago, Stephanie M. Jones, Harvard University, and Joshua L. Brown, Fordham University

Discussant: Peter Schochet, Mathematica Policy Research

11:00 AM - 12:00 PM: Plenary - Ballroom
Infusing Evidence into Federal Policy and Practice

Kathy Stack
Deputy Associate Director of Education, Income Maintenance, and Labor
Office of Management and Budget

Introduction: Jon Baron, Chairman, National Board for Education Sciences

12:00 PM - 1:00 PM: Lunch - Ballroom

1:00 PM - 3:00 PM: Session 4

4A. Early Childhood Education
Multiple Perspectives on Instructional Practice in Early Educational Settings
Decatur

Chair: Jason Downer, University of Virginia

*How Do Vocabulary Interventions Affect Young At-Risk Children's Word Learning:
A Meta-Analytic Review*

Loren M. Marulis & Susan B. Neuman, University of Michigan

*Implementation Fidelity and Teachers' Engagement in a Course on Effective
Teacher-Child Interactions: Effects on Teacher Beliefs, Knowledge and Practice*
Bridget K. Hamre, University of Virginia, Anne Henry, Johns Hopkins University,
Jennifer Locasale-Crouch, Jason Downer, & Robert Pianta, University of Virginia,
Margaret Burchinal, University of North Carolina - Chapel Hill,
and Carollee Howes, University of California - Los Angeles

*The Impact of Instructional Practices on Early Elementary Mathematics Achievement:
An Empirical Guide to Analyzing Program Effects in Non-Experimental Longitudinal Data*
Cassandra M. Guarino, Michigan State University, Anna E. Bargagliotti,
University of Memphis, William M. Mason, University of California - Los Angeles,
and Steven Dieterle, Michigan State University

4B. School and Classroom-Based Educational Practices
High School (and Later) Success: Which Approaches are Effective?
Longworth

Chair: Dylan Conger, George Washington University

*The Impact of the Early College High School Model on Core 9th and 10th Grade
Student Outcomes*

Julie Edmunds, University of North Carolina - Greensboro, Lawrence Bernstein,
RTI International, Fatih Unlu, Abt Associates, Elizabeth Glennie, RTI International,
and Nina Arshavsky, University of North Carolina - Greensboro

*Evidence-Based Evaluation of the Effectiveness of Problem-Based Learning in a
Pre-College Population*

Clarice Wirkala & Deanna Kuhn, Columbia University

*Supports for High School Success: An Evaluation of the Texas Ninth Grade Transition
and Intervention Grant Program*

Kelly Hallberg, Andrew Swanlund, & Lisa Hoogstra, American Institutes for Research

4C. Education Policy

Effects of Teacher and School Performance Incentives

Forum

Chair: Eric Bettinger, Stanford University

The Effects of School Wide Bonuses on Student Achievement:

Regression Discontinuity Evidence from North Carolina

Douglas Lee Lauen, University of North Carolina - Chapel Hill

Teacher Pay for Performance: Experimental Evidence from the

Project on Incentives in Teaching (POINT)

Matthew Springer & Dale Ballou, Vanderbilt University, Laura Hamilton, Vi-Nhuan Le,

J.R. Lockwood, Dan McCaffrey, & Brian Stecher, RAND

Team Pay for Performance: Experimental Evidence from Round Rock's

Project on Incentives in Teaching

Dan McCaffrey & John Pane, RAND, Matthew Springer & Susan Burns,

Vanderbilt University, and Ann Haas, RAND

4D. Education Policy

Effects of Systemic Reform

Culpeper

Chair: Randall Reback, Columbia University

Effects of a Data-Driven District Reform Model

Robert E. Slavin & Alan Cheung, Johns Hopkins University, GwenCarol Holmes,

Nancy A. Madden, & Anne Chamberlain, Success for All Foundation

Closing Schools in a Shrinking District: Does Student Performance Depend on

Which Schools Are Closed?

John Engberg, RAND, Dennis Epple, Carnegie Mellon University, Brian Gill,

Mathematica Policy Research, Holger Sieg, University of Pennsylvania, Gema Zamarro,

RAND, and Ron Zimmer, Vanderbilt University

Transforming the High School Experience: How New York City's New Small Schools

Are Boosting Student Achievement and Graduation Rates

Howard Bloom, MDRC, Saskia Levy Thompson, NYC Department of Education,

and Rebecca Unterman, MDRC

4E. Post-Secondary Education

Increasing Persistence through Available Levers

Latrobe

Chair: Thomas Brock, MDRC

How Need-Based Financial Aid Reduces College Attrition Among Low-Income

Public University Students: The Role of Time Use

Sara Goldrick-Rab, Douglas Harris, & James Benson, University of Wisconsin - Madison

What's Luck Got to Do with It? College Course Registration and Time to Degree

Michal Kurlaender & Jacob Jackson, University of California - Davis, Jessica Howell,

California State University - Sacramento, and Eric Grodsky, University of Minnesota

Learning Communities for Developmental Education Students: Early Results from

Randomized Experiments at Three Community Colleges

Michael J. Weiss, Mary G. Visher, & Evan Weissman, MDRC

4F. Research Methods

Drawing Inferences with Observational Data

Sulgrave - 3rd Floor

Chair: Jennifer Hill, New York University

Bayesian Propensity Score Analysis: Simulation and Case Study

David Kaplan & Cassie J. S. Chen, University of Wisconsin - Madison

Using Propensity Score Matching Methods to Improve Generalization from

Randomized Experiments

Elizabeth Tipton, Northwestern University

Structural Equation Modeling Based Quasi-Experimental Synthetic Cohort Design

Qiu Wang, Purdue University, Kimberly Maier &

Richard Houang, Michigan State University

4G. Research Methods Symposium
Understanding What Works Clearinghouse Evidence Standards
Dumbarton - 3rd Floor

Organizer: Jill Constantine, Mathematica Policy Research

Understanding the What Works Clearinghouse Standards for Regression Discontinuity Designs
John Deke & Jill Constantine, Mathematica Policy Research

What Works Clearinghouse (WWC) Standards for Evaluating Single Case Designs (SCDs)
Shannon Monahan, Mathematica Policy Research, Thomas Kratochwill,
University of Wisconsin, and Stephen Lipscomb, Mathematica Policy Research

4H. The Inside Track: Finding Funding from Federal Agencies
Roosevelt

Elizabeth Albro, Institute of Education Sciences
Sue Allen, National Science Foundation
Brett Miller, *Eunice Kennedy Shriver* National Institute of Child Health
and Human Development

3:30 PM - 5:00 PM: Keynote Address - Ballroom
Improving the Life Chances of Disadvantaged Children and Families with
Home Visiting by Nurses

David Olds
Director, Prevention Research Center for Family and Child Health,
Department of Pediatrics, University of Colorado

Introduction: Laurie Miller Brotman, SREE Spring 2011 Program Committee

5:00 PM - 7:00 PM: Reception - Ballroom Level
Sponsor: American Institutes for Research

Early Childhood Education

Roosevelt

Variability in Preschool Teachers' Interactions with Children as a Predictor of Children's Development

Timothy W. Curby, George Mason University, Laura L. Brock, College of Charleston, and Bridget K. Hamre, University of Virginia

Child Care Subsidies and Child Development: Potential Causal Mechanisms

Laura Hawkinson, University of Pennsylvania

Using Early Literacy Profiles of Hispanic English Language Learners to Predict Later Reading Achievement

Francis Huang, Karen Ford, & Marcia Invernizzi, University of Virginia

Long-Term Follow Up of CSRP: Understanding Students' Academic Achievement Post-Treatment

Jaclyn M. Lennon & Christine Li-Grining, Loyola University Chicago, C. Cybele Raver & Rachel A. Pess, New York University

Inattention and Impulsivity: Differential Impact on School Readiness Capacities

Tyler Sasser & Karen L. Bierman, Pennsylvania State University

Preschool Center Quality and School Readiness: Quality Main Effects and Variation by Demographic and Child Characteristics

Tran Dang, George Farkas, Margaret R. Burchinal, Greg J. Duncan, Deborah L. Vandell, Weilin Li, & Erik A. Ruzek, University of California - Irvine and Carollee Howes, University of California - Los Angeles

School and Classroom-Based Educational Practices

Roosevelt

Longitudinal Evaluation of a Scale-Up Model for Teaching Mathematics with Trajectories and Technologies: Mechanisms of Persistence of Effects

Douglas H. Clements, Julie Sarama, Mary Elaine Spitler, & Christopher B. Wolfe, University at Buffalo - SUNY

Preventing School Dropout with Secondary Students: The Implementation of an Individualized Reading Intervention and Dropout Prevention Intervention

Jade Wexler, Sharon Vaughn, Greg Roberts, Nicole Pyle, Jacob Williams, & Anna Maria Fall, University of Texas - Austin

The Differential Effectiveness of the M@t.abel Teacher Professional Development Program in Mathematics in Italy: Evidence from a Random Assignment Evaluation

Gianluca Argentin, University of Milano - Bicocca, Piero Cipollone, World Bank, Alberto Martini, University of Piemonte Orientale, Aline Pennisi, MEF - Ministry of Economy and Finance, and Daniele Vidoni, INVALSI

Evaluation of Massachusetts Expanded Learning Time (ELT) Initiative: Implementation and Outcomes after Four Years

Beth Boulay, Beth Gamse, Amy Checkoway, Kenyon Maree, & Lindsay Fox, Abt Associates

The Effects of Collaborative Strategic Reading Instruction on the Reading Comprehension of Middle School Students: Year 2 Replication

Elizabeth Swanson & Sarojani S. Mohammed, University of Texas - Austin, Alison Gould Bourdman, University of Colorado - Boulder, Sharon Vaughn, University of Texas - Austin, Janette Klingner, University of Colorado - Boulder, Greg Roberts & Audrey Leroux, University of Texas - Austin

Rimac: A Natural-Language Dialogue System That Engages Students in Deep Reasoning Dialogues About Physics

Sandra Katz, Pamela Jordan, & Diane Litman, University of Pittsburgh

Integrated Literacy for Students with Moderate Intellectual Disabilities

Paul Alberto & Laura Fredrick, Georgia State University

Student and Teacher Impacts of Professional Development in Classroom Assessment for Student Learning

Bruce Randel, Andrea D. Beesley, Tedra F. Clark, & Xin Wang, McREL

Beyond Treatment and Control: The Contribution of Fidelity of Implementation of the Responsive Classroom Approach on Teacher-Student Interaction Quality in the First Year of an Experimental Field Trial

Tashia Abry, Sara Rimm-Kaufman, Claire Cameron Ponitz, & James Peugh, University of Virginia

Findings from a Three Year Treatment within a Response to Intervention Framework for Students in Grade 6 with Reading Difficulties

Audrey Leroux, Sharon Vaughn, Greg Roberts, & Jack Fletcher, Texas Center for Learning Disabilities

Social and Behavioral Processes and Mechanisms in Education

Roosevelt

Preliminary Analysis of a Randomized Trial of Computer Attention Training in Children with Attention-Deficit/Hyperactivity Disorder

Naomi Steiner, Tahnee K. Sidhu, Elizabeth Frenette, Kathryn Mitchell, & Ellen Perrin, Tufts Medical Center

Online Universal Screening and Behavioral Progress Monitoring: Assessing Social Validity, Usability and Intent to Use by K-3 Teachers

Jeffrey Sprague, University of Oregon, Jordan Pennefather, Jessie Marquez, Pamela Yeaton, & Brion Marquez, Iris Educational Media

Executive Function as a Mediator of Effects on Kindergarten Learning Behaviors One Year after the Pre-K Head Start REDI Intervention

Alexandra Ursache & Clancy Blair, New York University, Karen Bierman & Robert Nix, Pennsylvania State University

Students' Perceptions of Social Relatedness in the Classroom: The Roles of Student-Teacher Interaction Quality, Children's Aggressive Behaviors, and Peer Rejection

Rebecca A. Madill & Scott D. Gest, Pennsylvania State University and Philip C. Rodkin, University of Illinois - Urbana/Champaign

Between-Classroom Differences in Peer Network Features and Students' Perceptions of the Classroom Environment

Kathleen Zadzora & Scott D. Gest, Pennsylvania State University and Philip C. Rodkin, University of Illinois - Urbana/Champaign

Teaching Practices and Features of Classroom Peer Networks

Scott Gest, Pennsylvania State University and Philip Rodkin, University of Illinois - Urbana/Champaign

Education and Social Inequality

Culpeper

Does High Quality Childcare Narrow the Achievement Gap at Two Years of Age?

Erik Ruzek, Margaret Burchinal, George Farkas, Greg Duncan, Tran Dang, & Weilin Lee, University of California - Irvine

Did School Finance Equalization Increase Revenue Instability for School Districts?

Rekha Balu, Stanford University

Education Policy

Culpeper

Measuring the Impact of the Michigan Merit Curriculum and Promise Scholarship: MCER a Collaboration in Progress

Kaitlin Obenauf & Quentin Brummet, Michigan State University

Effects of Teacher Credentials, Coursework, and Certification on Student Achievement in Math and Reading in Kindergarten: An ECLS-K Study

James Leak & George Farkas, University of California - Irvine

The College Ambition Program: Indicators of College Plans- Ambitions and Test Scores

Justina Judy, Michigan State University

Examining the Effectiveness of a Train-the-Trainer Model:

Training Teachers to Use Pivotal Response Training

Jessica Suhrheinrich, University of California - San Diego

Post-Secondary Education

Roosevelt

Evaluating the Effects of Basic Skills Mathematics Placement on

Academic Outcomes of Community College Students

Tatiana Melguizo, University of Southern California, Hans Bos, American Institutes for Research, George Prather, Los Angeles Community College District, and Bo Kim, University of Southern California

A Framework for Designing Cluster Randomized Trials with Binary Outcomes

Jessaca Spybrook, Western Michigan University and

Andres Martinez, University of Michigan

Power Analysis for Anticipated Non-Response in Randomized Block Designs

James E. Pustejovsky, Northwestern University

Constructing Counterfactuals in a Multisite Observational Study Using Propensity Score

Matching and Multilevel Modeling: An Empirical Example Looking at the Effect of 8th Grade

Algebra Across Students and Schools

Jordan H. Rickles, University of California - Los Angeles

Multilevel Propensity Score Matching Within and Across Schools

Benjamin Kelcey, Wayne State University

Beyond Binary: Using Propensity Scores to Account for Varying Levels of

Program Participation in Randomized Controlled Trials

Elizabeth A. Stuart & Siri Warkentien, Johns Hopkins University and

Booil Jo, Stanford University

External Validity in the Context of RCTs: Lessons from the Causal Explanatory Tradition

Andrew Jaciw & Denis Newman, Empirical Education

The Use of Moderator Effects for Drawing Generalized Causal Inferences

Andrew Jaciw, Empirical Education

7:00 PM - 9:00 PM: Graduate Student Organization: Reception - Roosevelt

7:00 PM - 10:00 PM: Board Dinner

7:30 AM - 8:30 AM: Breakfast - Ballroom

8:30 AM - 9:30 AM: Panel - Ballroom

Beyond Impact Estimates:

What Do We Need to Build an Explanatory Science of Education?

Moderator: John Easton, Director, Institute of Education Sciences

Rebecca Maynard, Commissioner, National Center for Education Evaluation
and Regional Assistance, Institute of Education Sciences

Michael McPherson, President, Spencer Foundation

Judith D. Singer, Senior Vice Provost and
James Bryant Conant Professor of Education, Harvard University

5A. Early Childhood Education - Invited Symposium

Testing Questions of Mechanism within Early Educational Interventions That Used Experimental or Quasiexperimental Design: Four Alternative Approaches

Roosevelt

Organizer: C. Cybele Raver, New York University

The Impact of an Urban Universal Public Prekindergarten Program on Children's Early Numeracy, Language, Literacy, and Executive Function Outcomes

Christina Weiland & Hirokazu Yoshikawa, Harvard University

Timing Issues with Early Childhood Education Programs: How Effect Sizes Vary by Starting Age, Program Duration and Persistence of Effects

Greg J. Duncan, James A. Leak, & Weilin Li, University of California - Irvine, Katherine Magnuson, University of Wisconsin - Madison, Holly Schindler & Hiro Yoshikawa, Harvard University

School Climate in Urban Elementary Schools: Its Role in Predicting Low-Income Children's Transition from Early Educational RCT to Kindergarten

Amy E. Lowenstein & C. Cybele Raver, New York University, Stephanie M. Jones, Harvard University, Fuhua Zhai & Rachel A. Pess, New York University

Complex Setting-Level Interventions in Social-Emotional Learning:

Testing Multi-Level Causal Processes in the School-Randomized Evaluation of the 4Rs Program

Stephanie M. Jones, Harvard University, Joshua L. Brown, Fordham University, and J. Lawrence Aber, New York University

Discussant: Scott Gest, Pennsylvania State University

**5B. School and Classroom-Based Educational Practices
Multi-Modal Approaches to Improving Reading Performance**

Culpeper

Chair: David Francis, University of Houston

Effects of Cooperative Writing with Embedded Multimedia: A Randomized Experiment

Nancy Madden & Robert Slavin, Johns Hopkins University and Michele Logan, Success for All Foundation

A Follow Up Randomized Controlled Trial of 'Time to Read': a Volunteer Mentoring Program

Sarah Miller & Paul Connolly, Queen's University Belfast

The Impact of Thinking Reader Software Program on Grade 6 Reading Vocabulary, Comprehension, Strategies, and Motivation

Marjorie Chinen & Lindsay Fryer, American Institutes for Research, Kathryn Drummond, Education Policy Improvement Center, Teresa Garcia Duncan, ICF International, and H. Ray Miller, University of Pittsburgh

Addressing Socio-Economic Disparities in Non-Cognitive and Cognitive Skills through Summer Book Reading: Results from a Longitudinal Randomized Experiment

James Kim, Harvard University and Jonathan Guryan, Northwestern University

**5C. Social and Behavioral Processes and Mechanisms in Education Symposium
Recent Systematic Reviews in Education from the Campbell Collaboration**

Decatur

Organizer: Sandra Jo Wilson, Vanderbilt University

Dropout Prevention and Intervention Programs: Effects on School Completion and Dropout Among School-Aged Children and Youth

Sandra Jo Wilson, Vanderbilt University

A Systematic Review and Meta-Analysis of Indicated Interventions to Increase School Attendance

Brandy R. Maynard, Loyola University Chicago

The Effect of Cooperative Learning on Inter-Ethnic Relations in Schools

Philip Curry, Trinity College, Dublin

Teacher Classroom Management Practices: Effects on Disruptive or Aggressive Student Behavior

Regina M. Oliver, Vanderbilt University

Discussant: Mark Dynarski, Pemberton Research

5D. Education and Social Inequality Symposium
Intervention Research and Issues for Adult Struggling Readers
Longworth

Organizer: Daphne Greenberg, Georgia State University

A Randomized Control Study of Instructional Approaches for Struggling Adult Readers
Daphne Greenberg, Georgia State University, Justin C. Wise, Oglethorpe University,
and Robin Morris, Georgia State University

Efficacy of Learning Strategies Instruction in Adult Reading Instruction
Michael F. Hock & Daryl F. Mellard, University of Kansas

Effects of a Structured Decoding Curriculum on Adult Literacy Learners' Reading Development
Judith A. Alamprese, Abt Associates, Charles A. MacArthur, University of Delaware,
Cristofer Price, Abt Associates, and Deborah Knight, Atlanta Speech School

Discussant: Brett Miller, *Eunice Kennedy Shriver* National Institute of Child Health and
Human Development

5E. Education Policy Symposium
School Choice and Innovation: Investigating Mechanisms in Charter Schools
Sulgrave - 3rd Floor

Organizer: Mark Berends, University of Notre Dame

*Does Charter Status Determine Preferences? Comparing the Hiring Preferences of
Charter and Traditional Public School Principals*
Marisa Cannata & Mimi Engel, Vanderbilt University

*Choosing More School: Extended Time Policies and Student Achievement Across Seasons
in Charter and Traditional Public Schools*
Marc L. Stein & Bess A. Rose, Johns Hopkins University

*Ability Grouping, Classroom Instruction, and Students' Mathematics Gains in
Charter and Traditional Public Schools*
Mark Berends & Kristi Donaldson, University of Notre Dame

Much Ado About Nothing? Innovation in Charter Schools
Ellen Goldring & Courtney Preston, Vanderbilt University,
Mark Berends, University of Notre Dame, and Marisa Cannata, Vanderbilt University

Discussants: Douglas Harris, University of Wisconsin - Madison
and Julian Betts, University of California - San Diego

5F. Research Methods Symposium
Matching Strategies for Causal Inference
Forum

Organizer: Thomas D. Cook, Northwestern University

Matching Strategies for Observational Data with Multilevel Structure
Peter M. Steiner, University of Wisconsin - Madison

*The Role of Pretest and Proxy-Pretest Measures of the Outcome for Removing
Selection Bias in Observational Studies*
Kelly Hallberg, Northwestern University, Peter M. Steiner, University of Wisconsin -
Madison, and Thomas D. Cook, Northwestern University

Using Local Matching to Improve Estimates of Program Impact: Evidence from Project STAR
Nathan Jones, Northwestern University, Peter M. Steiner, University of Wisconsin -
Madison, and Thomas D. Cook, Northwestern University

How Can Comparison Groups Strengthen Regression Discontinuity Designs?
Coady Wing & Thomas D. Cook, Northwestern University

Discussant: Mark Lipsey, Vanderbilt University

5G. Research Methods

Design Issues in Educational Research

Dumbarton - 3rd Floor

Chair: Robert Boruch, University of Pennsylvania

Statistical Power for Binary Outcomes for Clustered RCTs of Education Interventions

Peter Z. Schochet, Mathematica Policy Research

Changes in the Precision of a Study from Planning Phase to Implementation Phase:

Evidence from the First Wave of Group Randomized Trials Launched by the

Institute of Education Sciences

Jessaca Spybrook, Monica Lininger, & Anne Cullen, Western Michigan University

A Re-Examination of the Education Production Function Using Individual Participant Data

Therese D. Pigott, Ryan T. Williams, & Joshua R. Polanin, Loyola University Chicago

The Threshold of Embedded M Collider Bias and Confounding Bias

Benjamin Kelcey, Wayne State University and Joanne Carlisle, University of Michigan

5H. Career Paths

Perspectives from Regional Education Laboratories

Imperial II

Lou Cicchinelli, McREL

Matt Dawson, American Institutes for Research

Julie Kochanek, Education Development Center

Moderator: Michael Weiss, MDRC

2:00 PM - 5:00 PM: Short Course Part I - Roosevelt

The short course requires an additional fee.

Value-Added Models for Analyzing Teacher Effectiveness

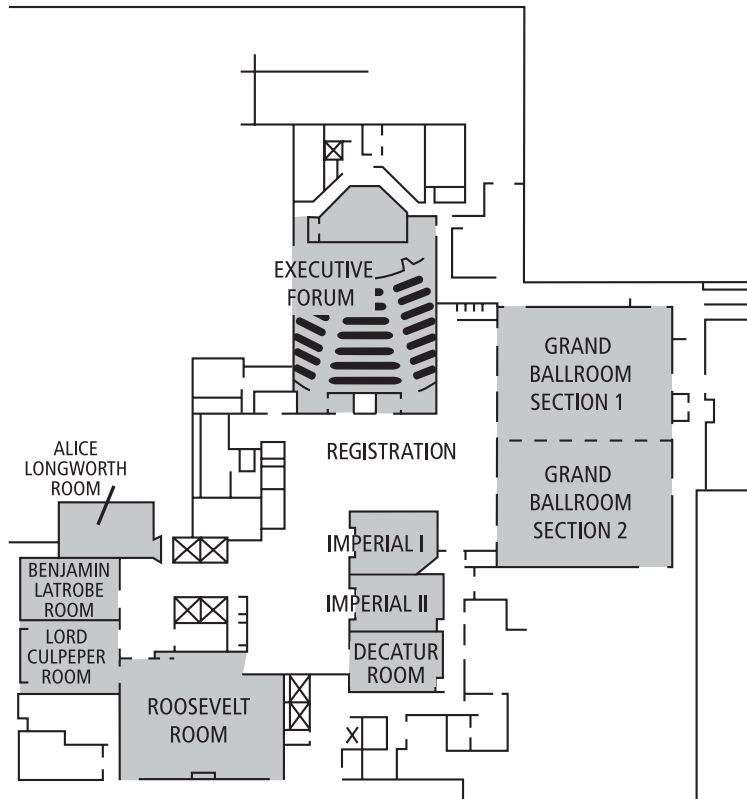
Daniel F. McCaffrey, RAND

6:00 PM - 8:00 PM: Short Course Dinner - Culpeper

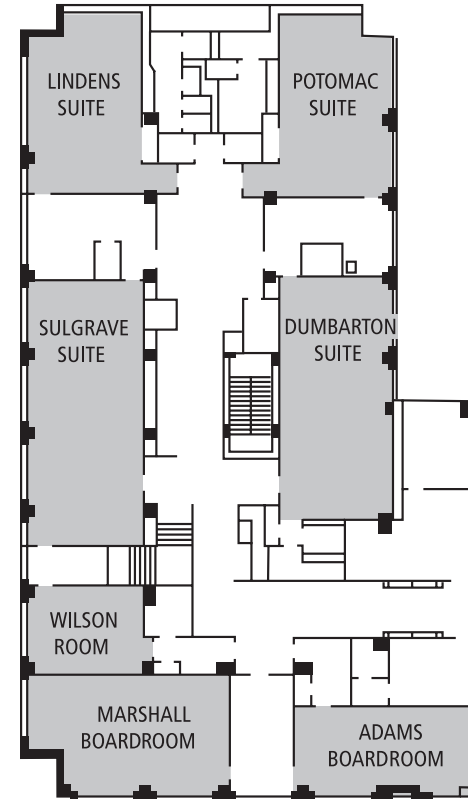
SUNDAY MARCH 6, 2011

8:00 AM - 9:00 AM: Short Course Breakfast - Longworth

9:00 AM - 12:00 PM: Short Course Part II - Culpeper



Ballroom / Meeting Rooms (Ballroom Level)
The Fairmont Washington D.C.



To Elevators
(via hallway overlooking lobby) →

Meeting Rooms / Executive Rooms (Third Floor)
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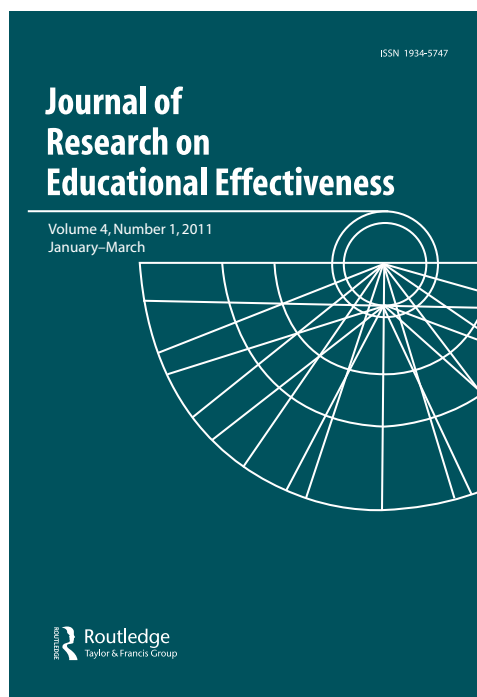


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INTERVENTION, EVALUATION, AND POLICY STUDIES

- Problem Implementation as a Lever for Change:
An Experimental Study of the Effects of a Professional
Development Program on Students' Mathematics Learning 1**
*Rossella Santagata, Nicole Kersting, Karen B. Givvin, and
James W. Stigler*
- Developing Low-Income Preschoolers' Social Studies
and Science Vocabulary Knowledge Through
Content-Focused Shared Book Reading 25**
*Jorge E. Gonzalez, Sharolyn Pollard-Durodola,
Deborah C. Simmons, Aaron B. Taylor, Matthew J. Davis,
Minjun Kim, and Leslie Simmons*
- Evaluating the Effectiveness of Read Well Kindergarten 53**
Barbara Gunn, Keith Smolkowski, and Patricia Vadasy

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