



Society for Research on Educational Effectiveness

SPRING 2014 CONFERENCE

*Improving Education Science and Practice:
The Role of Replication*

PROGRAM



SREE Membership

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. SREE membership is for the calendar year.

Member - \$150 per calendar year

Individual members in SREE have backgrounds in a diverse range of areas, including, but not limited to, education, economics, medicine, psychology, public policy, sociology, and statistics. They include researchers investigating causal relations in education, professionals active in school settings, and public officials and others instrumental in translating research into practice.

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Educational institutions, government agencies, nonprofit organizations, and for-profit organizations are encouraged to join SREE and designate an individual to represent their interests in the Society. Institutional members are acknowledged on the SREE website and in conference programs. Institutional members also receive discounts on conference exhibit space.

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Society for Research on Educational Effectiveness
2040 Sheridan Rd.
Evanston, IL 60208

THURSDAY MARCH 6, 2014

9:00 AM - 12:00 PM: Workshops

Workshops require an additional fee.

Workshop A

Mix and Match: Benefits of Mixed Methods Approaches in Education Research

Nancy Deutsch, University of Virginia

Latrobe - Fairmont Hotel, Ballroom Level

Workshop B

Item Response Theory and the Fragility of Educational Test Score Scales

Andrew Ho, Harvard University

Roosevelt - Fairmont Hotel, Ballroom Level

Workshop C

Intervention Fidelity: Models, Methods, and Applications

Chris Hulleman, University of Virginia

Sulgrave - Fairmont Hotel, Floor 3

Workshop D

What's All the Buzz About Bayes?: An Overview of Bayesian Methods for Education Science

David Kaplan, University of Wisconsin - Madison

Dumbarton - Fairmont Hotel, Floor 3

Workshop E

Intervention Effects on Social Networks in Education Research

Tracy Sweet, University of Maryland

Andrew Thomas, Carnegie Mellon University

Brian Junker, Carnegie Mellon University

Note: An R bootcamp will run from 8:00 AM - 9:00 AM

Longworth - Fairmont Hotel, Ballroom Level

Workshop F

Causal Mediation Analysis

Tyler VanderWeele, Harvard University

Executive Forum - Fairmont Hotel, Ballroom Level

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

1A. Early Learning and Education Symposium

**Moderators, Mechanisms, and Methods in the Head Start Impact Study:
Findings from the Secondary Analysis of Variation in Impacts (SAVI) of
Head Start Center**

Gallery 1 - Park Hyatt Hotel, Ballroom Level

Organizer: Pamela Morris, New York University

*To What Extent Do Head Start's Effects on Children's Language, Literacy, Mathematics,
and Socio-Emotional Skills Vary Across Individuals, Subgroups, and Centers?*

Christina Weiland, University of Michigan, and Howard Bloom, MDRC

*Compared to What? Estimating Causal Effects for Latent Subgroups to Understand
Variation in the Impacts of Head Start by Alternate Child Care Setting*

Lindsay Page, University of Pittsburgh, Avi Feller, Harvard University,

Todd Grindal, Abt Associates, and Luke Miratrix, Harvard University

Do Head Start Impacts Vary by Neighborhood Context?

Maia C. Connors & Pamela A. Morris, New York University,

Dana Charles McCoy & Celia J. Gomez, Harvard University,

and Hiro Yoshikawa, New York University

The Role of Classroom Quality in Explaining Head Start Impacts

Allison H. Friedman-Krauss, Maia C. Connors, & Pamela A. Morris,

New York University, and Avi Feller, Harvard University

Discussant: Margaret R. Burchinal, University of North Carolina - Chapel Hill

1B. Social and Emotional Interventions in Educational Settings Symposium

**What Can We Learn through Replication? The Role of Individual-Level
Risk Factors and Implementation Supports in the Impact of Social-Emotional
Learning Programs on Student Outcomes**

Dumbarton - Fairmont Hotel, Floor 3

Organizer: Meghan McCormick, New York University

*Efficacy of the Social Skills Improvement System - Classwide Intervention Program
(SSIS - CIP) in the Primary Grades*

James DiPerna, Puiwa Lei, Jill Bellinger, & Weiyi Cheng, Pennsylvania State University

*Getting a Good Start in School: Differential Effects of INSIGHTS on the
Behaviors and Engagement of Children with Challenging Temperaments*

Meghan P. McCormick, Erin E. O'Connor, Elise Cappella, & t

Sandee G. McClowry, New York University

The Incredible Years Teacher Classroom Management Program:

Initial Findings from a Group Randomized Control Trial

Wendy M. Reinke & Keith C. Herman, University of Missouri

Grade Level Effects of the Incredible Years Teacher Training Program on

Emotion Regulation and Attention

Desiree W. Murray, David L. Rabiner, & Madeline Carrig, Duke University

Discussant: Emily Doolittle, Institute of Education Sciences

1C. Instruction and Student Achievement Invited Symposium

Replicating Studies: When Treatment Effects Replicate and When They Don't

Gallery 2 - Park Hyatt Hotel, Ballroom Level

Organizer: Carol Connor, Arizona State University

Learning from Failure - Replication of Individualized Student

Reading Instruction with Second Graders

Carol Connor, Arizona State University, Elizabeth C. Crowe &

Christopher Lonigan, Florida State University

Team-Based Learning in the Social Studies: Replication Across Grade Levels

Jeanne Wanzek & Shawn Kent, Florida State University, Sharon Vaughn, Elizabeth Swanson, &

Greg Roberts, University of Texas - Austin, and Martha Haynes, Florida State University

The Rise and Fall (and Rise Again) of a Small-Group Instructional Program to Teach

Students Text Structures to Promote Comprehension: Results from Two Randomized Studies

Elizabeth Crowe, Florida State University, Stephanie Al Otaiba, Southern Methodist University,

and Christopher Lonigan, Florida State University

Discussant: Karen Douglas, Institute of Education Sciences

1D. Instruction and Student Achievement

Instructional Approaches in Mathematics: Theory and Effects

Longworth - Fairmont Hotel, Ballroom Level

Chair: Christopher Lemons, Vanderbilt University

Is a Transition to a Special Education School an Effective Answer to Learning Difficulties?

Gudrun Vanlaar, Stanford University, Machteld Vandecandelaere & Bieke De Fraine,

Catholic University of Leuven, Kristof De Witte, Maastricht University,

and Jan Van Damme, Catholic University of Leuven

How Successful Are We at Unlocking the Mathematical Gate?:

Assessing the Year 1 Success of the Community College Pathways Program

Hiroyuki Yamada & Scott Strother,

Carnegie Foundation for the Advancement of Teaching

The Use of Program Theory in Mathematics Education Evaluation Research

Charles Munter, University of Pittsburgh, Paul Cobb, Vanderbilt University,

and Calli Shekell, University of Pittsburgh

1E. Understanding the Effects of Education Policies Symposium

Randomized Controlled Trials in Community Colleges:

Early Results and Replication Studies

Sulgrave - Fairmont Hotel, Floor 3

Organizer: Michael Weiss, MDRC

Performance-Based Scholarships: Replication at Six Sites Using Randomized Controlled Trials

Alexander Mayer, Reshma Patel, Lashawn Richburg-Hayes,

Elijah de la Campa, & Timothy Rudd, MDRC

A Random Assignment Evaluation of Learning Communities Seven Years Later:

Impacts on Education and Earnings Outcomes

Michael J. Weiss, Alexander Mayer, Dan Cullinan, Alyssa Ratledge,

Colleen Sommo, & John Diamond, MDRC

Boosting Community College Graduation Rates: Positive Findings from the

City University of New York's (CUNY) Accelerated Study in Associate Program (ASAP)

Michael J. Weiss & Sue Scrivener, MDRC

Discussant: Judith Scott-Clayton, Columbia University

**1F. Understanding the Effects of Education Policies
Specialized Programs to Improve Academic Outcomes for Disadvantaged Youth**

Roosevelt - Fairmont Hotel, Ballroom Level

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

*Replicating the Moderating Role of Income Status on Summer School Effects across Subject Areas:
A Meta-Analysis*

David Quinn, Kathleen Lynch, & James Kim, Harvard University

Learning to Work: The Effects of Summer Jobs on Disadvantaged Youth

Sara Heller, University of Pennsylvania

Way Station or Launching Pad? Unpacking the Returns to

Postsecondary Vocational Programs in Tennessee

Celeste Carruthers, University of Tennessee, and Thomas Sanford, St. Cloud State University

Efficacy of Online Algebra I for Credit Recovery for At-Risk Ninth Graders:

Consistency of Results from Two Cohorts

Jessica Heppen & Nicholas Sorensen, American Institutes for Research,

Elaine Allensworth, Consortium on Chicago School Research,

Kirk Walters & Suzanne Stachel, American Institutes for Research,

and Valerie Michelman, Consortium on Chicago School Research

1G. Education and Social Inequality Invited Symposium

New Investigations and Replications through the Education Life Course

Executive Forum - Fairmont Hotel, Ballroom Level

Organizer: Michal Kurlaender, University of California - Davis

Recent Trends in Socioeconomic and Racial Achievement Gaps at Kindergarten Entry

Sean Reardon & Ximena A. Portilla, Stanford University

Restoring Opportunity: The Crisis of Inequality and the Challenge for American Education

Greg Duncan, University of California - Irvine

Restoring Opportunity: The Crisis of Inequality and the Challenge for American Education

Richard Murnane, Harvard University

Expanding College Opportunities for High-Achieving, Low Income Students

Sarah Turner, University of Virginia, and Caroline Hoxby, Stanford University

**1H. Evaluating International Interventions Invited Symposium
The Reach of Relevance in RCTs: Balancing Context and Validity in
Education Experiments in Developing Countries**

Salon -Park Hyatt Hotel, Ballroom Level

Organizers: Amanda Beatty & Nancy Murray, Mathematica Policy Research

Using Meta Analysis of Learning Programs Around the World to Inform Education Policy

Patrick McEwan, Wellesley College

Evidence Across Countries, Regions, Interventions, Implementers and Methodologies:

What Is Transferable?

Lant Pritchett, Harvard University, and Justin Sandefur, Center for Global Development

Building the Evidence Base with Impact Evaluation:

How to Use Evidence to Support Funding Decisions

Barbara Bruns, World Bank

Discussant: Christine Beggs, U.S. Agency for International Development

1I. Research Methods

Methodological Solutions to Practical Problems

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Daniel McCaffrey, Educational Testing Service

On Internal Validity in Multiple Baseline Designs

James Pustejovsky, University of Texas - Austin

Synthesizing Results from Replication Studies Using Robust Variance Estimation:

Corrections When the Number of Studies Is Small

Elizabeth Tipton, Columbia University

Consequences of Outcome Reporting Bias in Education Research

Ryan Williams, University of Memphis, and Joshua Polanin, Vanderbilt University

What Is the Minimum Amount of Information Needed to Estimate

Average Treatment Effects in Education RCTs?

Peter Schochet, Mathematica Policy Research

1J. Research Methods

Modeling with Multivariate Structures

Latrobe - Fairmont Hotel, Ballroom Level

Chair: J.R. Lockwood, ETS

The Synthesis of Single-Subject Experimental Data: Extensions of the Basic Multilevel Model

Wim Van den Noortgate, Mariola Moeyaert, & Maaïke Ugille,

Catholic University of Leuven - Kulak, Susan N. Beretvas, University of Texas - Austin, and John Ferron, University of South Florida

Noninvariant Measurement in Rater-Mediated Assessments of Teaching Quality

Ben Kelcey, University of Cincinnati

Constructing Plausible Ranges of Values of Statistical Power in

Two- and Three-Level Cluster Randomized Designs

Spyros Konstantopoulos, Michigan State University

Bayesian Propensity Score Analysis in Multilevel Observational Studies

Jianshen Chen, University of Wisconsin - Madison

Break

3:30 PM - 5:00 PM: Session 2

2A. Early Learning and Education

Supporting Young Language Learners

Dumbarton - Fairmont Hotel, Floor 3

Chair: Claudia Galindo, University of Maryland - Baltimore County

Spanish-Speaking Dual Language Learners' (DLLs) Participation in Head Start

Elizabeth B. Miller & Christa M. Greenfader, University of California - Irvine

K-3 Impact Evaluation of the Minnesota Reading Corps: The Results of a Randomized Trial

Carrie Markovitz, Marc Hernandez, & Eric Hedberg, NORC

Change in Language and Literacy Knowledge for Spanish-English Dual Language

Learners at School-Entry: A Replication Study

Sandra Soliday Hong & Margaret R. Burchinal, University of North Carolina - Chapel Hill

2B. Social and Emotional Interventions in Educational Settings

Interventions Targeting Behavioral and Achievement Outcomes

in Middle and High Schools

Sulgrave - Fairmont Hotel, Floor 3

Chair: Chris Hulleman, University of Virginia

Randomized Clinical Trial of Second Step® Student Success Through Prevention Program

to Prevent Adolescent Aggression & Sexual Violence: Outcome and Implementation Analysis

Dorothy Espelage, University of Illinois - Urbana/Champaign,

Sabina Low, Arizona State University, Joshua Polanin, Vanderbilt University,

and Eric C. Brown, University of Washington

"Membership Has Its Privileges": Incentives, Stigma, and Stereotype Threat in High School

Andrew Penner, Thurston Domina, & Marianne Bitler, University of California - Irvine

Efficacy of the Check & Connect Dropout Prevention Program:

Interim Impacts and Implementation

Mindee O'Cummings, Laura Hawkinson, Jessica Heppen,

Lindsay Poland, & Nicholas Mills, American Institutes for Research

An Effort to Close Achievement Gaps at Scale through Self-Affirmation

Geoffrey Borman & Jeff Grigg, University of Wisconsin - Madison

2C. Instruction and Student Achievement

Experimental Evaluations of Early Math Interventions in Primary Grades

Gallery 1 - Park Hyatt Hotel, Ballroom Level

Chair: Kristen McMaster, University of Minnesota

Perceptual Learning in Early Mathematics: Interacting with Problem Structure Improves Solving, Mapping and Fluency

Khanh-Phuong Thai, University of California - Los Angeles,

Ji Y. Son, California State University - Los Angeles,

Jessica Hoffman, University of San Diego,

Christopher Devers, Indiana Wesleyan University,

and Philip J. Kellman, University of California - Los Angeles

Investigating the Effect of Professional Development on Teachers' Mathematical Knowledge for Teaching and Student Achievement

Robin Jacob, University of Michigan, Heather Hill, Harvard University,

and Doug Corey, Brigham Young University

Testing the Efficacy of a Tier 2 Kindergarten Mathematics Intervention: Findings of Year 1

Christian Doabler, Ben Clarke, & Hank Fien, University of Oregon,

Keith Smolkowski, Oregon Research Institute,

and Scott Baker, Southern Methodist University

2D. Instruction and Student Achievement

Looking Carefully into Fidelity of Implementation and Spill-Over Effects

Roosevelt - Fairmont Hotel, Ballroom Level

Chair: Doris Baker, Southern Methodist University

Teacher Spillover Effects Across Four Subjects in Middle Schools

Kun Yuan, RAND

The Relationship between Implementation of Collaborative Strategic Reading and Student Outcomes for Adolescents with Disabilities

Alison Boardman, Pamela Buckley, & Andrew Maul, University of Colorado - Boulder,

and Sharon Vaughn, University of Texas - Austin

Assessing Implementation Fidelity: Challenges as Seen Through the Lens of Two Experimental Studies

Rozy Vig, Harvard University, Megan W. Taylor, Sonoma State University,

Jon R. Star & Theodore Chao, Harvard University

Creating a Fidelity Index to Measure Program Implementation

Beth Gamse & Alyssa Rulf Fountain, Abt Associates

2E. Understanding the Effects of Education Policies

Teacher Practice and Student Achievement

Gallery 2 - Park Hyatt Hotel, Ballroom Level

Chair: Julie Cohen, Stanford University

Examining the Causal Link between Observed Instructional Practice and Student Achievement: Evidence from the Randomization of Teachers to Students

Rachel Garrett, American Institutes for Research,

and Matthew P. Steinberg, University of Pennsylvania

Observer Use of Standardized Observation Protocols in Consequential Observation Systems

Courtney Bell & Yi Qi, Educational Testing Service, Nathan Jones, Boston University,

Jennifer Lewis & Monica McLeod, Wayne State University,

and Shuangshuang Liu, Educational Testing Service

A Randomized Controlled Trial Validating the Impact of the LASER Model of Science Education on Student Achievement and Teacher Instruction

Carolyn R. Kaldon & Todd A. Zoblotsky, University of Memphis

2F. Education and Social Inequality

Reducing Inequality in College Access and Success

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Daniel Klasik, University of Maryland

Financial Barriers to STEM Study in College: Causal Effect Estimates of Need-Based Grants on the Pursuit and Completion of Courses and Degrees in STEM Fields

Benjamin L. Castleman, University of Virginia, Bridget Terry Long & Zachary Mabel, Harvard University

Closing the Performance Gap:

The Impact of the Early College High School Model on Underprepared Students

Larry Bernstein, Data Smarts, Julie Edmunds, University of North Carolina - Greensboro, and Lily Fesler, Abt Associates

Test Scores, College Enrollment and Degree Completion:

Identifying the Impact of Small Costs Using Admissions Thresholds

Jonathan Smith, College Board, Joshua Goodman, Harvard University, and Michael Hurwitz, College Board

The Impact of Tuition Increases on Undocumented College Students' Schooling Decisions

Dylan Conger, George Washington University

2G. Evaluating International Interventions

Teaching Quality and Attracting Quality Teachers in Latin America

Latrobe - Fairmont Hotel, Ballroom Level

Chair: Barbara Knox-Seith, U.S. Agency for International Development

Calling Their Bluff: Expressed and Revealed Preferences of Top College Graduates Entering Teaching in Argentina

Ana Santiago, Inter-American Development Bank, Alejandro Ganimian, Harvard University, and Mariana Alfonso, Inter-American Development Bank

Can We Improve Preschool Classroom Quality in Chile?

A Cluster-Randomized Trial Evaluation of a Professional Development Program

Diana Leyva, Davidson College, Hirokazu Yoshikawa, New York University, Catherine E. Snow, Harvard University, Ernesto Treviño, Diego Portales University, Andrea Rolla, Ministry of Education of Chile, M. Clara Barata, University Institute of Lisbon, and Christina Weiland, University of Michigan

Teacher-Led Math Inquiry in Belize: A Cluster Randomized Trial

Krystal M. Hinerman, Darrell M. Hull, Qi Chen, & Dana D. Booker, University of North Texas, and Emma I. Naslund-Hadley, Inter-American Development Bank

2H. Evaluating International Interventions

Keeping Children in School and Workforce Preparation in Developing Countries:

A Review of Dropout Prevention and Vocational Education Programs

Longworth - Fairmont Hotel, Ballroom Level

Chair: Jennifer Sturdy, Millennium Challenge Corporation

The Impact of Vocational Schooling on Human Capital Development in Developing Countries:

Evidence from China

Prashant Loyalka, Stanford University, Xiaoting Huang, Peking University,

Linxiu Zhang, Chinese Academy of Sciences, Jianguo Wei, Peking University,

Hongmei Yi, Chinese Academy of Sciences, James Chu & Scott Rozelle, Stanford University

School Dropout Prevention Pilot - First Follow-Up Impacts

Nancy Murray, Mathematica Policy Research,

and Karen Tietjen, Creative Associates International

Cash Transfers and Child Schooling:

Evidence from a Randomized Evaluation of the Role of Conditionality

Richard Akresh, University of Illinois - Urbana/Champaign,

Damien de Walque, World Bank, and Harounan Kazianga, Oklahoma State University

2I. Research Methods

Issues in Propensity Score Matching

Executive Forum - Fairmont Hotel, Ballroom Level

Chair: Elizabeth Stuart, Johns Hopkins University

Evaluating Phase II of a New York City-Wide STEM Initiative

Using Propensity Score Methods: A Replication Study

Ally S. Thomas, CUNY, Sarah M. Bonner, Hunter College, and Howard T. Everson, CUNY

Can You Correct a Propensity Score Analysis for Covariate Measurement Error?

J.R. Lockwood & Daniel F. McCaffrey, Educational Testing Service

The Futility of Propensity Score Methods in a Statewide Study of International Baccalaureate

Henry May, University of Delaware, Awilda Rodriguez, American Enterprise Institute,

Philip Sirinides, Laura Perna, April Yee, & Tafaya Ransom, University of Pennsylvania

Omitted Variable Sensitivity Analysis with the Annotated Love Plot

Ben Hansen, University of Michigan,

and Mark Fredrickson, University of Illinois - Urbana/Champaign

2J. Research Methods Panel

Synthesizing Evidence in Systematic Reviews

Salon - Park Hyatt Hotel, Ballroom Level

Organizer: Jill Constantine, Mathematica Policy Research

Moderator: Mark Lipsey, Vanderbilt University

Neil Seftor, Mathematica Policy Research

Joshua Furgeson, Mathematica Policy Research

Jeffrey Valentine, University of Louisville

Break

5:30 PM - 7:00 PM: Welcome & Opening Address

Ballroom - Fairmont Hotel

Welcome & Introduction

Larry Hedges, SREE President

Opening Address

Reproducible Research: Replication Practices and How to Improve Them

John Ioannidis, MD, DSc

Professor of Medicine, Health Research & Policy, and Statistics

Stanford University

7:00 PM - 8:00 PM: Reception

Gallery Ballroom - Park Hyatt Hotel

Sponsor: American Institutes for Research



FRIDAY MARCH 7, 2014

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

3A. Early Learning and Education Invited Symposium

Recent Meta-Analyses in Early Childhood Education:

Findings from Four Major Initiatives and Their Policy Implications

Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: Rachel Gordon, University of Illinois - Chicago

School Readiness and Later Achievement: Results from a Meta-Analysis of Longitudinal Research

Sandra Jo Wilson, Vanderbilt University

Does ECERS Preschool Quality Predict Children's Cognitive Growth:

Meta-Analysis of a Dozen Datasets

Kerry G. Hofer, Vanderbilt University, Rachel A. Gordon,

Danny Lambouths III, & Hillary L. Rowe, University of Illinois - Chicago

Effective Early Childhood Education Programs:

Meta-Analytic Lessons from High Quality Program Evaluations

Greg Duncan, University of California - Irvine,

Katherine Magnuson, University of Wisconsin - Madison,

Holly Schindler, University of Washington,

and Hiro Yoshikawa, New York University

Quality Thresholds, Features and Dosage in Early Care and Education:

Secondary Data Analyses of Child Outcomes

Margaret R. Burchinal, University of North Carolina - Chapel Hill,

Martha Zaslow, Child Trends, Louisa Tarullo & Yange Xue, Mathematica Policy Research,

and Anamarie Auger, University of California - Irvine

Discussant: Taryn Morrissey, U.S. Department of Health and Human Services

3B. Social and Emotional Interventions in Educational Settings Invited Symposium
Evaluation at the Intersection between Academic Content
and Social and Emotional Learning Interventions
 Gallery 1 - Park Hyatt Hotel, Ballroom Level

Organizer: Sara Rimm-Kaufman, University of Virginia

*Testing the Integration of an Empirically-Supported Teacher Consultation Model
 and a Social-Emotional Learning and Literacy Intervention in Urban Elementary Schools*
 Jason Downer, University of Virginia, Joshua Brown, Fordham University,
 Andres Molano & Stephanie Jones, Harvard University,
 Megan Stuhlman, University of Virginia, Hannah Wertz, Fordham University,
 and Bridget Hamre, University of Virginia

Social and Emotional Learning in the Era of the Common Core and Teacher Evaluation
 Susan E. Rivers, Lori Nathanson, & Marc A. Brackett, Yale University

*The Synergistic Contribution of Social and Emotional Learning and Standards-Based
 Math Instruction in Predicting Fourth Grade Math Achievement*
 Sara Rimm-Kaufman & Eileen G. Merritt, University of Virginia

*Academic Youth Development and Mathematics for Struggling Learners:
 An Evaluation of Intensified Algebra*
 Simon T. Tidd & Angela Bush-Richards, University of Texas - Austin

Discussant: Celene Domitrovich, CASEL

3C. Instruction and Student Achievement Invited Symposium
Replicating the Effects of Literacy Interventions:
Early Results from Investing in Innovation (i3) Scale-Up and Validation Studies
 Executive Forum - Fairmont Hotel, Ballroom Level

Organizer: Thomas White, University of Virginia

Reading Outcomes of Success for All:
Early Results from the MDRC Investing in Innovation Study
 Robert Slavin, Johns Hopkins University,
 Nancy Madden, Success for All Foundation, and Janet Quint, MDRC

Impact Studies of Reading Recovery Over Time
 Jerome D'Agostino, Ohio State University, and Henry May, University of Delaware

Replicating the Effects of a Scaled-Up, Teacher-Scaffolded Voluntary Summer Reading Program
 James Kim, Harvard University, and Thomas White, University of Virginia

*Impact of the Children's Literacy Initiative Professional Development, Coaching and
 Model Classroom Intervention on Early Literacy Achievement*
 Julia Parkinson, Terry Salinger, & James Taylor, American Institutes for Research

Discussant: Carol Connor, Arizona State University

3D. Instruction and Student Achievement Invited Symposium**Replication Research: Carefully Considering Participant Characteristics**

Culpeper - Fairmont Hotel, Ballroom Level

Organizer: Young-Suk Kim, Florida State University

The Changing Counterfactual and Its Impact on Replication

Christopher Lemons, Jennifer Gilbert, & Lynn Fuchs, Vanderbilt University

*Replicating the Impact of a Supplemental Beginning Reading Intervention:**The Role of Instructional Context*

Michael Coyne, University of Connecticut,

Mary E. Little & D'Ann M. Rawlinson, University of Central Florida,

Deborah C. Simmons, Oi-man Kwok, Leslie E. Simmons, &

Shanna Hagan-Burke, Texas A&M University,

Christina Civetelli, University of Connecticut,

and Minjun Kim, Texas A&M University

Making In-the-Text Connections to Support Struggling Readers' Comprehension

Kristin McMaster, University of Minnesota,

Paul van den Broek & Christin Espin, Leiden University

Discussant: Catherine Snow, Harvard University

3E. Understanding the Effects of Education Policies Symposium**Accelerating Access to Algebra:****What We Know and Don't Know from Current Research**

Salon - Park Hyatt Hotel, Ballroom Level

Organizer: Jordan Rickles, American Institutes for Research

The Aftermath of Accelerating Algebra: Evidence from District Policy Initiatives

Charles T. Clotfelter, Helen F. Ladd, & Jacob L. Vigdor, Duke University

*Effects of 8th Grade Algebra on High School Course-Taking and Math Achievement:**Evidence from Changing Practices in a Large Urban District*

Jordan Rickles, American Institutes for Research,

Meredith Phillips, University of California - Los Angeles,

and Kyo Yamashiro, Los Angeles Education Research Institute

*Algebra for All: The Effect of Algebra Coursework and Classroom Peer**Academic Composition on Low-Achieving Students*

Takako Nomi, Saint Louis University, and Stephen W. Raudenbush, University of Chicago

Updating Algebra for All?: Evidence of a Middle-Grades Math Acceleration Policy

Shaun M. Dougherty, University of Connecticut, Joshua Goodman, Harvard University,

Darryl Hill, Wake County Public Schools, and Erica Litke, Harvard University

Discussant: Michal Kurlaender, University of California - Davis

3F. Understanding the Effects of Education Policies Symposium**Replicating Impacts for Early College High Schools:****Comparing the Designs and Results for Three Studies**

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Organizer: Julie Edmunds, University of North Carolina - Greensboro

Impact of Early College High Schools: Results from a Longitudinal Experimental Study

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

Impact of Early College High Schools: Results from a Retrospective Experimental Study

Andrea Berger & Joel Knudson, American Institutes for Research

The Impact of Early Colleges: Results from a Quasi-Experimental Analysis

Douglas Lee Lauen, Nathaniel Barrett, Sarah Crittenden Fuller, & Ludmila Janda, University of North Carolina - Chapel Hill

Discussant: Elaine Allensworth, University of Chicago

3G. Education and Social Inequality**Inequality and the Achievement Gap: New Evidence on District Differences,****Classroom Composition and Teacher Effectiveness**

Dumbarton - Fairmont Hotel, Floor 3

Chair: Andrew Penner, University of California - Irvine

*Kindergarten Black-White Test Score Gaps:**Replicating and Updating Previous Findings with New National Data*

David Quinn, Harvard University

*How Do Changes in the Language of Instruction and Classroom Composition**Affect English Learners?*

Maria Perez & Alec Kennedy, University of Washington - Seattle

Access to Effective Teaching for Disadvantaged Students in 29 School Districts

Eric Isenberg, Jeffrey Max, Philip Gleason, Liz Potamites, Robert Santillano, & Heinrich Hock, Mathematica Policy Research, and Michael Hansen, American Institutes for Research

Patterns of Achievement Gaps among School Districts: New Data, New Measures, New Insights

Kenneth A Shores, Sean F Reardon, Demetra Kalogrides, & Ericka S Weathers, Stanford University

3H. Evaluating International Interventions Symposium**Evaluating the Impact of an Educational Intervention in the****Democratic Republic of Congo:****Early Results from a Large School-Randomized Trial**

Sulgrave - Fairmont Hotel, Floor 3

Organizer: J. Lawrence Aber, New York University

*Measuring Critical Education Processes and Outcomes:**Illustration from a Cluster Randomized Trial in the Democratic Republic of the Congo*

Peter F. Halpin, New York University, and Catalina Torrente, Yale University

*Improving Congolese Children's Early Math and Reading Ability:**Preliminary Results from a Cluster Randomized Trial in the Democratic Republic of the Congo*

Leighann Starkey, CUNY, J. Lawrence Aber, New York University, and Brian M. Johnston, CUNY

*Improving Learning Environments and Children's Socio-Emotional Wellbeing in the**Democratic Republic of the Congo: Preliminary Results from a Cluster Randomized Trial*

Catalina Torrente, Yale University, Brian M. Johnston, CUNY,

Edward Seidman & Alana Gross, New York University

*Cluster Randomized Trial of a Large-Scale Education Initiative in the**Democratic Republic of Congo: Pilot Year Impacts on Teacher Development*

Sharon Wolf & J. Lawrence Aber, New York University,

Damira Rasheed, Fordham University, and Marissa McCoy, Yale University

Discussant: Johannes M. Bos, American Institutes for Research

3I. Research Methods Symposium**Power Analysis for Moderator and Mediator Effects in Clustered Designs**

Drawing Room - Park Hyatt Hotel, Ballroom Level

Organizer: Jessaca Spybrook, Western Michigan University

Power Calculations for Binary Moderators in Cluster Randomized Trials

Jessaca Spybrook, Western Michigan University, and Ben Kelcey, University of Cincinnati

*Power Analysis to Detect the Effects of a Continuous Moderator in**2-Level Simple Cluster Randomized Experiments*

Nianbo Dong, University of Missouri

Power Analysis for Cross Level Mediation in Cluster Randomized Trials

Ben Kelcey, University of Cincinnati

*Examining Teacher, School, and Program Moderators in the Context of**Teacher Professional Development Programs*Geoff Phelps, ETS, Nathan Jones, Boston University, Shuangshuang Liu, ETS,
and Zahid Kisa, University of Pittsburgh

Discussant: Mark Lipsey, Vanderbilt University

3J. Research Methods**Regression Discontinuity Designs**

Gallery 2 - Park Hyatt Hotel, Ballroom Level

Chair: Peter Schochet, Mathematica Policy Research

*LATE Vs. ATE: Evaluating the Robustness of Regression Discontinuity**Treatment Effects with Artificial Cutpoints*

Andrew Griffen, University of Tokyo, and Rebecca Maynard, University of Pennsylvania

A Bayesian Nonparametric Causal Model for Regression Discontinuity Designs

George Karabatsos, University of Illinois - Chicago,

and Stephen G. Walker, University of Texas - Austin

An Empirical Comparison of Randomized Control Trials and Regression Discontinuity Estimations

Felipe Barrera-Orsorio, Harvard University, and Deon Filmer, World Bank

Optimal Design for Regression Discontinuity Studies with Clustering

Christopher Rhoads & Charles Dye, University of Connecticut

11:00 AM - 12:00 PM: Keynote Address

Ballroom - Fairmont Hotel

Lessons and Challenges for Education from 45 Years of Welfare Experiments

Judith Gueron

Scholar in Residence, President Emerita

MDRC

Introduction

James Kim, SREE Spring 2014 Program Chair

12:00 PM - 1:00 PM: Lunch

Ballroom - Fairmont Hotel

1:00 PM - 2:30 PM: Session 4**4A. Early Learning and Education****Innovative Evaluations of Policy Initiatives:****Common Core Standards, Universal Preschool, and Teach for America**

Salon - Park Hyatt Hotel, Ballroom Level

Chair: Laura Sosinsky, Fordham University

*Mathematics Formative Assessment System - Common Core State Standards:**A Randomized Field Trial in Kindergarten and First Grade*

Laura B. Lang, Robert R. Schoen, Mark LaVenita, &

Maureen Oberlin, Florida State University

Does Teach For America Have Long-Term Impacts?

Emily Penner, University of California - Irvine

*Comparing the Effectiveness of Head Start and State Pre-K**Using a Propensity-Score Matching Regression Discontinuity Design*

Jade Jenkins, George Farkas, & Deborah Lowe Vandell, University of California - Irvine

4B. Social and Emotional Interventions in Educational Settings**Elementary School-Based Interventions to Improve Behavior and Academic Learning**

Sulgrave - Fairmont Hotel, Floor 3

Chair: Erin O'Connor, New York University

*The Impact of the Good Behavior Game on Teacher Reported Student Behavior**in the Good Behavioral Game Professional Development Models Trial*

Anja Kurki & Jeanne Poduska, American Institutes for Research, Wei Wang,

University of South Florida, and Yibing Li, American Institutes for Research

*Replication of Effects of the Positive Action Program in**Randomized Trials in Hawai'i and Chicago Schools*

Brian Flay, Oregon State University

*Young Children's Socioemotional Competence:**Longitudinal Evaluation of The Tools of the Mind Curriculum**and Teacher Behaviors in Prekindergarten Classrooms*

Asha Spivak & Dale C. Farran, Vanderbilt University

Preliminary Impacts of SECURE PreK on Child- and Classroom-Level Outcomes

Stephanie Jones & Rebecca Bailey, Harvard University

4C. Instruction and Student Achievement**Approaches to Improve Mathematics Achievement for Middle School Students**

Dumbarton - Fairmont Hotel, Floor 3

Chair: Michael Coyne, University of Connecticut

Motivational Predictors of Math Course Persistence

Marcela Martinez, University of California - Irvine

*A Randomized Experiment of a Schema-Based Instructional Approach to**Proportional Problem Solving for Seventh-Grade Students*

Asha K. Jitendra, Michael R. Harwell, Danielle N. Dupuis, Stacy R. Karl, Amy E. Lein,

Susan C. Slater, & Greg Simonson, University of Minnesota - Twin Cities

*How Useful Are Fraction Bars for Understanding Fraction Equivalence and Addition?**A Difficulty Factors Assessment with 5th, 6th, and 7th Graders*

Eliane Stampfer Wiese & Kenneth R. Koedinger, Carnegie Mellon University

4D. Instruction and Student Achievement**Experimental Evaluations of Improving Academic Achievement for****English Language Learners**

Gallery 2 - Park Hyatt Hotel, Ballroom Level

Chair: Young-Suk Kim, Florida State University

*Effects of Tier 1 Instruction in Spanish on the Reading Performance of**First Grade Spanish-Speaking English Learners*

Doris Baker & Scott K. Baker, Southern Methodist University, Keith Smolkowski,

Oregon Research Institute, and Sylvia Linan-Thompson, University of Texas - Austin

*The Impact of Project GLAD on Students' Literacy and Science Learning:**Year 1 Results from a Cluster-Randomized Trial of Sheltered Instruction*

Theresa Deussen, Elizabeth Autio, Angela Roccograndi,

& Makoto Hanita, Education Northwest

*Effectiveness of a School-Level Intervention for Academic Language in**Ameliorating the Consequences of Low Initial Achievement*

Joshua Lawrence, University of California - Irvine, Catherine Snow, Harvard University,

David Francis, University of Houston, E. Juliana Paré-Blagojev, SERP Institute,

and Jin Kyoung Hwang, University of California - Irvine

4E. Understanding the Effects of Education Policies Symposium
Nudges, Norms, and No Excuses: Applying Behavioral Insights to
Improve Educational Outcomes for Disadvantaged Students
 Gallery 3 - Park Hyatt Hotel, Ballroom Level

Organizer: Benjamin Castleman, University of Virginia

Freshman Year Financial Aid Nudges: An Experiment to Increase
Financial Aid Renewal and Sophomore Year Persistence
 Benjamin Castleman, University of Virginia, and Lindsay Page, University of Pittsburgh

Teacher-to-Parent Communication:
Experimental Evidence from a Low-Cost Communication Policy
 Matthew Kraft, Brown University, and Todd Rogers, Harvard University

Stand and Deliver:
Effects of Boston's Charter High Schools on College Preparation, Entry, and Choice
 Joshua Angrist, MIT, Sarah Cohodes, Harvard University,
 Susan Dynarski, University of Michigan, Parag Pathak, MIT,
 and Christopher Walters, University of California - Berkeley

Discussant: William Congdon, ideas42

4F. Evaluating International Interventions
The Role of Technology in Improving Teaching and Learning in Developing Countries
 Culpeper - Fairmont Hotel, Ballroom Level

Chair: Prashant Loyalka, Stanford University

Improving Reading Outcomes in Kenya: First-Year Effects of the PRIMR Initiative
 Stephanie Simmons Zuilkowski, Florida State University,
 and Benjamin Piper, RTI International

ICT, Literacy and Teacher Change: The Effectiveness of ICT Options in Kenya
 Benjamin Piper, RTI International

Teachers' Helpers:
Experimental Evidence from Costa Rica on Computers for English Language Learning
 Sarah Humpage, Mathematica Policy Research,
 and Horacio Alvarez Marinelli, Inter-American Development Bank

4G. Evaluating International Interventions
What Works in Promoting Learning Across Sub-Saharan Africa?
 Roosevelt - Fairmont Hotel, Ballroom Level

Chair: Amanda Beatty, Mathematica Policy Research

Every Child Counts:
Adapting and Evaluating Research Results on Remedial Education across Contexts
 Annie Duflo & Jessica Kiessel, Innovations for Poverty Action

Which Interventions Have the Greatest Effect on Student Learning in Sub-Saharan Africa?
A Meta-Analysis of Rigorous Impact Evaluations
 Katharine Conn, Columbia University

Impacts of a Program to Improve Girls' Enrollment and Persistence in Liberia Elementary Schools:
The Challenge of Using Gender Differences in Aggregate Outcome Trends to Identify Program Effects
 Johannes M. Bos, Dan Sherman, & Burhan Orgut, American Institutes for Research

4H. Research Methods
Strategies for the Design and Analysis of Self-Reported Survey Items
 Gallery 1 - Park Hyatt Hotel, Ballroom Level

Chair: Derek Briggs, University of Colorado - Boulder

The Cost of Agree-Disagree: Satisficing and Sacrificing Reliability
 Joe McIntyre & Hunter Gehlbach, Harvard University

Detecting Anchoring-and-Adjusting in Survey Scales
 Joe McIntyre, Harvard University

Using Anchoring Vignettes to Calibrate Teachers' Self-Assessment of Teaching
 Kun Yuan, John Engberg, Julia Kaufman, & Laura Hamilton, RAND,
 Heather Hill, Harvard University, Kristin Umland, University of New Mexico,
 and Daniel McCaffrey, Educational Testing Service

Challenges in Examining the Dimensionality of Teacher Preparation Program Surveys
 Ruhan Circi Kizil & Derek Briggs, University of Colorado - Boulder,
 Kent Seidel & Kathy Green, University of Denver

4I. Research Methods**Adjusting Bias in Quasi-Experimental Research**

Drawing Room - Park Hyatt Hotel, Ballroom Level

Chair: Jessaca Spybrook, Western Michigan University

*Theoretical and Empirical Underpinnings of the What Works Clearinghouse**Attrition Standard for Randomized Controlled Trials*

John Deke & Hanley Chiang, Mathematica Policy Research

Simultaneous Estimation of Multiple Achievement Gaps from Ordinal Proficiency Data

Benjamin R. Shear, Stanford University,

Katherine E. Castellano, University of California - Berkeley,

and Andrew D. Ho, Harvard University

Adjusting for Many Covariates in a Matching-Based Educational Program Evaluation

Adam Sales, Carnegie Mellon University, and Ben Hansen, University of Michigan

*Empirical Benchmarks of Hidden Bias in Educational Research:**Implication for Assessing How Well Propensity Score Methods**Approximate Experiments and Conducting Sensitivity Analysis*

Nianbo Dong, University of Missouri, and Mark Lipsey, Vanderbilt University

Break**3:00 PM - 4:00 PM: Career Forum**

The Career Forum provides an opportunity for individuals to meet with leading research firms. Each firm will host an informational session and identify career forum participants for initial screening interviews.

Career Forum sponsors have designated rooms in the Fairmont Hotel:

WestEd - Culpeper - Fairmont Hotel, Ballroom Level

RAND - Sulgrave - Fairmont Hotel, Floor 3

MDRC - Latrobe - Fairmont Hotel, Ballroom Level

AIR - Roosevelt - Fairmont Hotel, Ballroom Level

Abt Associates - Dumbarton - Fairmont Hotel, Floor 3



4:00 PM - 5:00 PM: Session 5 - Virtual Poster: Direct Exchange Colonnade - Fairmont Hotel, Lobby Level

5A. Early Learning and Education

1. *Patterns of School Readiness among Low-Income Kindergarteners*
Rachel M. Abenavoli, Pennsylvania State University
2. *The Transactional Influence of Parents and Children in a Parent-Administered School Readiness Program*
Erin T. Mathis & Karen L. Bierman, Pennsylvania State University
3. *Longitudinal Pathways Linking Inattention, Emotion Dysregulation, and Peer Exclusion*
Tyler Sasser, Erin T. Mathis, & Karen L. Bierman, Pennsylvania State University
4. *The Groove of Growth: How Early Gains in Math Ability Influence Adolescent Achievement*
Tyler Watts, University of California - Irvine, Robert Siegler, Carnegie Mellon University, and Pamela Davis-Kean, University of Michigan
5. *Is More Time in Head Start Always Better for Children? The Moderating Role of Classroom Quality*
Allison H. Friedman-Krauss, Maia C. Connors, & Pamela A. Morris, New York University

5B. Social and Emotional Interventions in Educational Settings

6. *Effects of Check & Connect on Attendance, Behavior, and Academics: A Randomized Effectiveness Trial*
Brandy R. Maynard, Saint Louis University, Elizabeth K. Kjellstrand, Texas State University - San Marcos, and Aaron M. Thompson, University of Missouri
7. *Fidelity in After-School Program Intervention Research: A Systematic Review*
Brandy R. Maynard, Kristen E. Peters, & Michael G. Vaughn, Saint Louis University, and Christine M. Sarteschi, Chatham University
8. *Middle School Students Discussing Controversial Issues to Learn About Civic Engagement: A Randomized Evaluation of the Word Generation Program*
Alex Lin & Joshua Lawrence, University of California - Irvine, and Catherine Snow, Harvard University
9. *Prospective and Ecological Momentary Testing of the Job-Demand-Control-Support Model in the Prediction of Teacher Stress*
Teresa McIntyre, University of Houston, Scott McIntyre, University of Houston - Clear Lake, Chris Barr, David Francis, Angelia Durand, & Paras Mehta, University of Houston

5C. Instruction and Student Achievement

10. *U-Pace Instruction: Replication of Greater Academic Success and Greater Learning across Disciplines and at Adopting Universities*
Diane M. Reddy, Raymond Fleming, & Leah C. Stoiber, University of Wisconsin - Milwaukee, and Ryan R. Fleming, University of Wisconsin - Madison

5D. Understanding the Effects of Education Policies

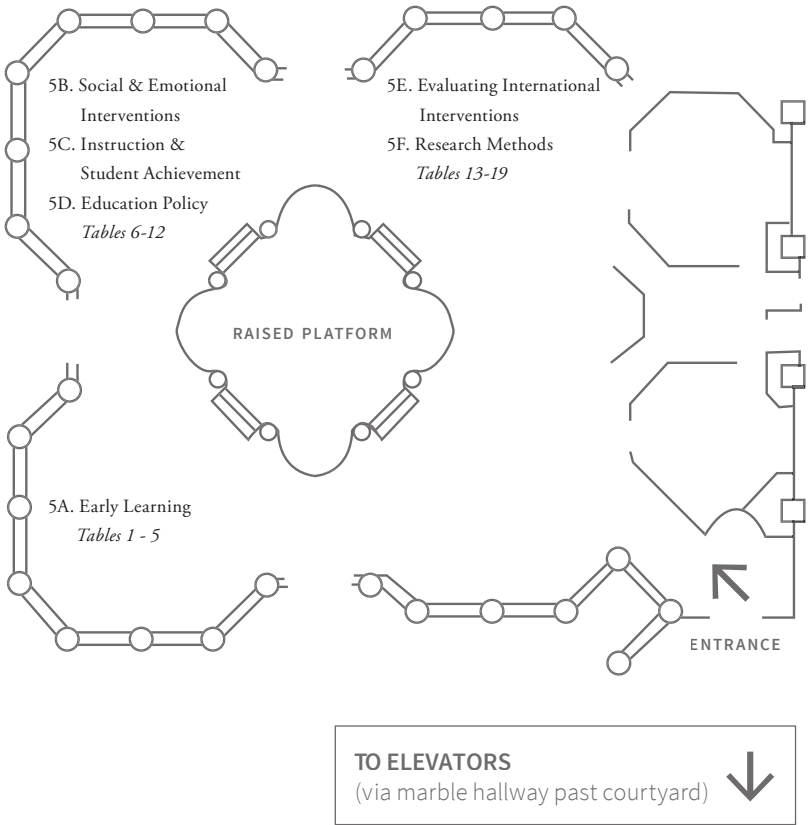
11. *Simulation Models of the Effects of Race- and Socioeconomic-Based Affirmative Action Policies on Elite College Enrollment Patterns*
Rachel Baker & Matt Kasman, Stanford University, Daniel Klasik, University of Maryland - College Park, Joe Townsend & Sean Reardon, Stanford University
12. *What Is the Optimal Length of an ELL Program?*
Guanglei Hong, Joshua Gagne, & Andrew West, University of Chicago

5E. Evaluating International Interventions

13. *A Case Study of Assessing an International Initiative on Curriculum Reform*
Roxana G. Reichman, Gordon College of Education

5F. Research Methods

- 14. *Improving Balance in Regression Discontinuity Design by Matching: Estimating the Effect of Academic Probation After the First Year of College*
Olivia L. Chi & Aaron W. Dow, Harvard University
- 15. *Instrumental Iteration Toward FOI Evaluation of Pedagogical Methods*
Manuel Gonzalez Canche, Pedro Portes, Paula Mellon, Robert Stollberg, & Jonathan Turk, University of Georgia
- 16. *Systematizing the Measurement and Reporting of Intervention Delivery in Education Research*
Catherine Darrow, Barbara Goodson, & Beth Boulay, Abt Associates
- 17. *The Proper (and Improper) Use of Pilot Studies in Education Research*
Elizabeth Stuart & Erik Westlund, Johns Hopkins University
- 18. *Toward a Codification of Best Practices to Address Problems of Reliability in Qualitative Education Research: Lessons from a Multiple-Methods Study of "Systems Leadership" in Middle Schools*
Scott Patrick Murphy, Lauren C. Johnson, & Jasmon Bailey, University of South Florida
- 19. *Comparison of Student-Level and School-Level Data in a National Impact Evaluation*
Melissa Velez, Sarah Sahni, Alyssa Rulf-Fountain & Beth Gamse, Abt Associates



Colonnade (Lobby Level)
Fairmont Hotel

5:00 PM - 6:00 PM: Reception

Colonnade - Fairmont Hotel, Lobby Level

Sponsor: William T. Grant Foundation

Welcome: Adam Gamoran, President



WILLIAM T. GRANT FOUNDATION

Supporting research to improve the lives of young people

6:00 PM - 7:00 PM: GSO Reception

Roosevelt - Fairmont Hotel, Ballroom Level

SATURDAY MARCH 8, 2014

8:00 AM - 8:30 AM: Breakfast

Ballroom - Fairmont Hotel

8:30 AM - 9:30 AM: Plenary Panel

Ballroom - Fairmont Hotel

**The Value of Replication for Journals and Foundations:
An Interdisciplinary Discussion**

Moderator

Greg Duncan

Distinguished Professor

University of California - Irvine

Adam Gamoran

President

William T. Grant Foundation

Cynthia Garcia Coll

Professor and Director of the Institutional Research Center

Carlos Albizu University

Justin Wolfers

Senior Fellow

Brookings Institution

10:00 AM - 12:00 PM: Session 6

**6A. Early Learning and Education Symposium
Replication of the Effects of Prekindergarten Education
When Taken to Scale at a State Level**

Executive Forum - Fairmont Hotel, Ballroom Level

Organizer: Mark Lipsey, Vanderbilt University

Immediate and Longitudinal Effects of the Tennessee Voluntary Pre-Kindergarten Program on Student Cognitive and Non-Cognitive Outcomes
Mark W. Lipsey, Vanderbilt University

Variation in Mean Academic Gains across Classrooms in the Tennessee Voluntary Pre-Kindergarten Program
Kerry G. Hofer, Vanderbilt University

Variation in Observed Program Characteristics across Classrooms in the Tennessee Voluntary Pre-Kindergarten Program
Dale C. Farran & Carol Bilbrey, Vanderbilt University

**6B. Social and Emotional Interventions in Educational Settings Symposium
Cultivating Mindfulness among Educators to Support
Their Health, Wellbeing, and Efficacy**

Longworth - Fairmont Hotel, Ballroom Level

Organizer: Rachel Abenavoli, Pennsylvania State University

Mindfulness Promotes Educators' Efficacy in the Classroom
Rachel M. Abenavoli, Alexis R. Harris, Deirdre A. Katz, &
Mark T. Greenberg, Pennsylvania State University

*Promoting Teachers' Social and Emotional Competence:
A Replication Study of the Cultivating Awareness and Resilience in Education (CARE) Program*
Patricia A. Jennings, Pennsylvania State University, Joshua L. Brown, Fordham University,
Jennifer Frank, Pennsylvania State University, Regin Tanler, Fordham University,
Sebrina Doyle, Pennsylvania State University, Damira Rasheed, Fordham University,
Anna DeWeese, Garrison Institute, and Mark T. Greenberg, Pennsylvania State University

A Daily Dose of CALM: Supporting Middle School Educators' Wellbeing and Classroom Functioning through a Brief Stress Reduction Intervention
Alexis R. Harris, Patricia A. Jennings, Deirdre A. Katz, &
Deborah Schussler, Pennsylvania State University

Discussant: Stephanie Jones, Harvard University

6C. Instruction and Student Achievement Symposium
Efficacy of Every Classroom, Every Day: Results from a Two Year
Randomized Trial of a High-School Instructional Improvement Program

Drawing Room - Park Hyatt Hotel, Ballroom Level

Organizer: J. Lawrence Aber, New York University

Every Classroom, Every Day Intervention and Implementation Background

James Connell, Institute for Research and Reform in Education,
 Diane Early & Edward L. Deci, University of Rochester

Two-Year Impacts of the Every Classroom, Every Day Instructional Improvement Intervention on
High-School Students' Academic Outcomes and Attitudes Toward School

Juliette Berg, University of Virginia, and Diane Early, University of Rochester

Two-Year Impacts of the Every Classroom, Every Day Instructional Improvement Intervention on
Teachers' Attitudes and Practices and Classroom Engagement, Alignment, and Rigor

Stacey Alicea, New York University, Edward L. Deci, University of Rochester,
 and Juliette Berg, University of Virginia

Discussant: James Kemple, New York University

6D. Instruction and Student Achievement
Assessment and Data Use to Enhance Student Achievement

Latrobe - Fairmont Hotel, Ballroom Level

Chair: Jeanne Wanzek, Florida State University

Combining Evidence from Two RCTs about Diagnostic Assessments

Spyros Konstantopoulos, Michigan State University, Shazia Miller & Arie van der Ploeg,
 American Institutes for Research, and Wei Li, Michigan State University

Replicating the Relationship Between Teachers' Data Use and Student Achievement:
The Urban Data Study and the Data Dashboard Usage Study

Ann-Marie Faria, Ariela Greenberg, John Meakin, & Krystal Bichay,
 American Institutes for Research

Interim Results from a Randomized Evaluation of an Interim Assessment Program:

Explaining Variation in Student Impacts Across Sites

Martin West, Corinne Herlihy, & Beth Morton, Harvard University

6E. Understanding the Effects of Education Policies Symposium
Stumbling Blocks on the Road to College and the Promise of
Low-Touch Interventions to Pave the Way

Sulgrave - Fairmont Hotel, Floor 3

Organizer: Lindsay Page, University of Pittsburgh

Screening Mechanisms and Student Responses in the College Market

Jonathan Smith, Michael Hurwitz, & Jessica Howell, College Board

Improving Postsecondary Outcomes for Low-Income and Minority Students:
The Challenges of Taking an Intervention to Scale

Barbara Schneider, Michael Broda, & Justina Judy, Michigan State University

Personal or Personalized? Investigating the Impact of Counselor Outreach Vs. Automated
and Personalized Messaging on Mitigating Summer Melt among College-Intending,
Low-Income High School Graduates

Benjamin L. Castleman, University of Virginia, Laura Owen, Johns Hopkins University,
 and Lindsay C. Page, University of Pittsburgh

Discussant: Connie Betterton, College Board

6F. Understanding the Effects of Education Policies
Teacher Evaluation and Professional Development:
Effects on Student Achievement and Teacher Turnover

Dumbarton - Fairmont Hotel, Floor 3

Chair: Peter Youngs, University of Virginia

The Impact of Teacher Evaluation Reform on Student Learning: Successes and
Challenges in Replicating Experimental Findings With Non-Experimental Data

Lauren Sartain, Jennie Y. Jiang, & Susan E. Sporte,
 Consortium on Chicago School Research,
 and Matthew P. Steinberg, University of Pennsylvania

The Impact of the Balanced Leadership Professional Development Program (BLPD) for
School Leaders on Principal and Teacher Turnover

Robin Jacob, University of Michigan, and Roger Goddard, McREL

Teacher Effects on Student Achievement and Height: A Cautionary Tale

Marianne P. Bitler, University of California - Irvine, Sean Corcoran, New York University,
 Thurston Domina & Emily Penner, University of California - Irvine

6G. Education and Social Inequality Invited Symposium
Post-Secondary Schooling and the Labor Market

Culpeper - Fairmont Hotel, Ballroom Level

Organizer: Michal Kurlaender, University of California - Davis

Career Technical Education and Labor Market Outcomes:

Evidence from California Community Colleges

Ann Stevens, Michal Kurlaender, & Michel Grosz, University of California - Davis

The Returns to Course Credits, Certificates, and Degrees:

Evidence from Michigan's Community Colleges

Peter Bahr, Susan Dynarski, Brian Jacob, & David Kreisman, University of Michigan

Work-Study Employment and Student Outcomes:

A Propensity Score Analysis of Heterogeneous Effects

Judith Scott-Clayton & Veronica Minaya, Columbia University

Discussant: Thomas Bailey, Columbia University

6H. Evaluating International Interventions Invited Symposium
Cost-Effectiveness in Education in Developing Countries:

Experience, Pitfalls, Promises, and Innovations

Salon - Park Hyatt Hotel, Ballroom Level

Organizers: Amanda Beatty & Nancy Murray, Mathematica Policy Research

J-PAL's Journey in Developing a Cost-Effectiveness Methodology for

Development Research: Innovations and Lessons

Rachel Glennerster, Abdul Latif Jameel Poverty Action Lab

Cost-Effectiveness Findings: Promise or Pitfall?

David Evans, World Bank

Using Cost-Effectiveness Results in Practice:

What About the U.S. Policymaking Experience Is Relevant to Developing Countries?

Steve Glazerman, Mathematica Policy Research

Discussant: Felipe Barrera-Osorio, Harvard University

6I. Research Methods
Advancing the Conceptualization and Estimation of
Causal Effects in Complex Study Designs

Roosevelt - Fairmont Hotel, Ballroom Level

Chair: Christopher Rhoads, University of Connecticut

Causal Mediation Analysis in Multi-Site Trials:

An Application of Ratio-of-Mediator-Probability Weighting to the Head Start Impacts Study

Xu Qin & Guanglei Hong, University of Chicago

Evaluating Non-Randomized Educational Interventions: A Graphical Discussion

Roddy Theobald & Thomas Richardson, University of Washington

Bayesian Causal Mediation Analysis for Group Randomized Designs: Case Study

Soojin Park & David Kaplan, University of Wisconsin - Madison

On the Bias-Amplifying Effect of Near Instruments in Observational Studies

Peter M. Steiner & Yongnam Kim, University of Wisconsin - Madison

SATURDAY MARCH 8, 2014

1:00 PM - 5:00 PM: Short Course 1*

Getting SMART about the Development of Effective Adaptive Interventions

Daniel Almirall, University of Michigan

Sulgrave - Fairmont Hotel, Floor 3

1:00 PM - 6:00 PM: Short Course 2*

Using Cross-Site Variation in Program Effects to Study

What Works for Whom, Under What Conditions, and Why

Stephen Raudenbush, University of Chicago

Howard Bloom, MDRC

Sean Reardon, Stanford University

Executive Forum - Fairmont Hotel, Ballroom Level

**Short courses require an additional fee.*

SUNDAY MARCH 9, 2014

8:00 AM - 4:00 PM: Short Course 1

Short course 1, which began on Saturday afternoon, continues through Sunday afternoon.

9:00 AM - 12:00 PM: Short Course 2

Short course 2, which began on Saturday afternoon, concludes at noon on Sunday.

SREE

Society for Research on Educational Effectiveness

Program Notes

Symposia

Symposia in the conference program were either:

(a) accepted through the peer review process, or

(b) invited by the conference program committee.

All symposia sessions, including those designated *Invited Symposium*, are open to all conference participants. Each symposium includes a session organizer and an independent discussant.

Panels

Panels are discussions, led by a moderator, which include audience participation.

Panels in the conference program were either:

(a) accepted through the peer review process, or

(b) invited by the conference program committee.

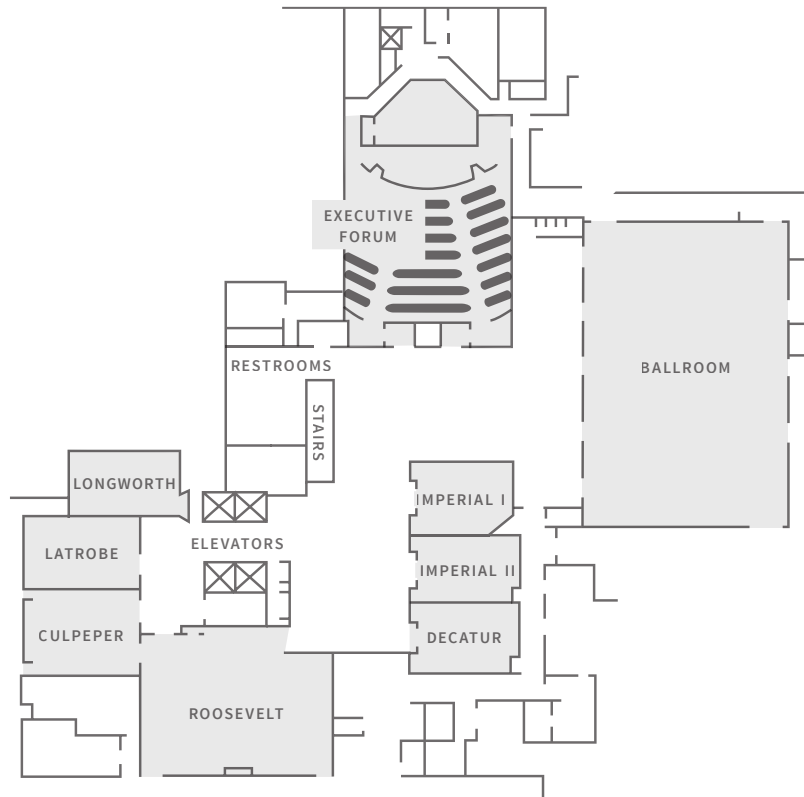
All panel sessions, including those designated *Invited Panel*, are open to all conference participants. Each panel includes a moderator and panelists.

Individual Papers

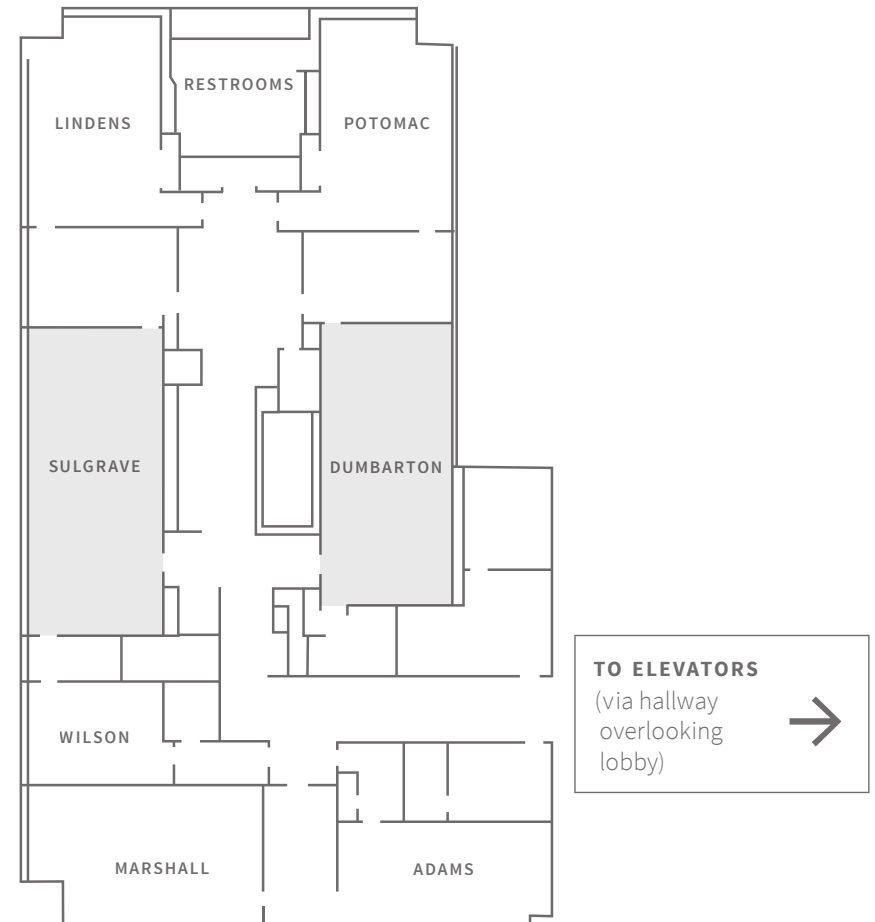
Individual papers with a similar focus that were accepted through the peer review process were assembled into a session by the program committee. A session chair was invited by the program committee to manage the session.

Posters

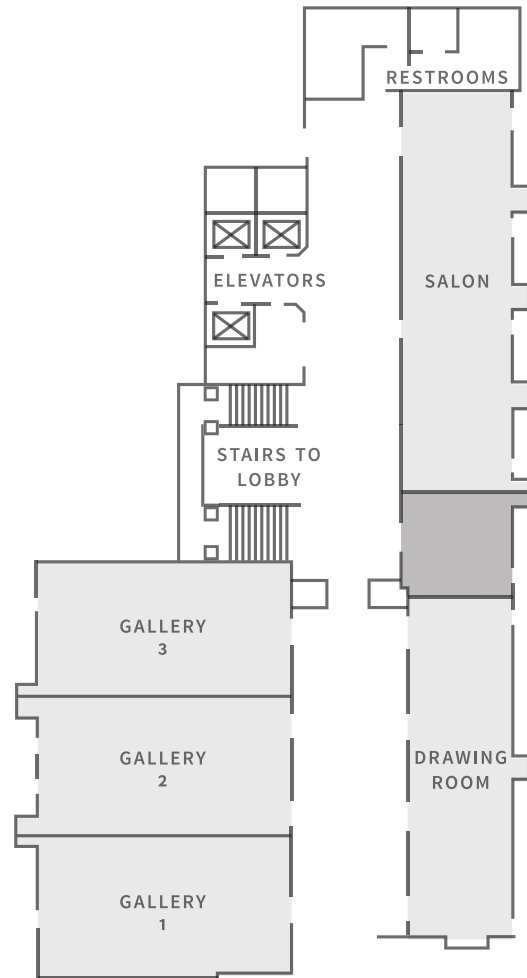
SREE utilizes a virtual poster format. The three-week period before the conference includes a virtual poster session, for online review and two-way commentary between presenters and readers. During the conference, the poster session is utilized for on-site in-person interaction between presenters and conference participants. No physical posters are present, but presenters may utilize laptops and handouts to convey information.



Ballroom Level
Fairmont Hotel



Floor 3 Meeting Rooms
Fairmont Hotel



Ballroom Level
Park Hyatt Hotel

SREE Fall 2014 Conference

Common Ground for Research & Practice: Targeted Improvement Initiatives

September 4-6, 2014

Washington, D.C.

The Fall 2014 conference focuses on the design, conduct, and use of research to improve practice in the complex settings in which it occurs, including schools, school systems, higher education institutions, and communities. One goal of the meeting is to expand our understanding of how practitioners and researchers may work in partnership to address the concrete problems practitioners confront as they endeavor to improve student outcomes.

The conference is organized around four challenging arenas of current education policy and practice:

- Supporting the social and emotional growth of children
- Promoting student engagement and persistence for college and career readiness
- Improving teacher effectiveness
- Addressing achievement gaps and persistently low-performing schools

The fifth conference section will focus on research and evaluation methods related to improvement efforts.

Questions that motivate the conference theme:

- How are practitioners and researchers collaborating to define problems in the context of practice?
- How may research and evaluation effectively inform practitioners in their efforts to address these problems of practice? What are useful methods toward this end?
- What evidence exists that adoption and employment of continuous improvement strategies effect positive changes in organizational behavior and student outcomes?
- How do improvement strategies within the complexities of school systems inform conceptions about research validity, standards of evidence, and causal inferences?

Program Committee

Jennifer O'Day, American Institutes for Research
 Dean Gerdeman, American Institutes for Research
 Elaine Allensworth, UCCCSR
 Celene Domitrovich, CASEL
 Janice Earle, National Science Foundation
 Jorge Ruiz de Velasco, Stanford University

Abstract Submission Deadline: April 1, 2014

<https://www.sree.org/conferences/2014f/submissions/>

SREE Summer 2014 Short Course

Hierarchical Linear Modeling

Stephen Raudenbush & Anthony Bryk

July 7-9, 2014

Carnegie Foundation for the Advancement of Teaching, Stanford, CA

This short course will consider the issues of analysis and, to a limited extent, design, that arise in longitudinal and multilevel research settings. In longitudinal studies, it is often possible to repeatedly observe participants. This allows the assessment of growth in academic achievement. Multilevel data arise because participants are clustered within social settings such as classrooms, schools, and neighborhoods. These settings often form a strict hierarchy, as when classrooms are nested within schools, which are in turn nested within districts. This environment may form a cross-classified structure, when schools draw students from multiple neighborhoods and neighborhoods send students to multiple schools. The nested versus cross-classified organization of these settings create the need for different analytic approaches.

The course will begin by considering two-level studies in which persons (level-1 units) are nested within organizations (level-2 units) such as schools. Two-level studies of individual change will then be examined. Time-series data (level-1) will be viewed as nested within persons (level-2). The level-1 model specifies how an individual is changing over time as a function of person-specific “micro-parameters.” The level-2 model describes the population distribution of the micro-parameters of individual change as a function of macro-parameters. The next phase will examine three-level models. The initial focus will be the case in which repeated measures (level-1) are nested within individuals (level-2), who are themselves nested in organizations (level-3). In studies with continuous outcomes, the normal distribution is at least plausible. The next step will be to generalize two- and three-level models to other types of outcomes: binary outcomes, counts, ordered outcomes, and multinomial data. All of these cases fall into the framework of the hierarchical generalized linear model.

A number of statistical issues that cut across applications will be analyzed in the short course. These include: (1) efficiency and robustness of inferences, (2) Bayes and empirical Bayes shrinkage estimation of random effects, (3) exploratory analyses and model checking, (4) univariate and multivariate hypothesis tests & confidence sets, and (5) optimal research design. The course will conclude by addressing methods to estimate hierarchical linear models from incomplete data. Software for the efficient analysis of two-level models in the presence of missing data will be demonstrated.

Registration is now open at:

<https://www.sree.org/courses/2014/HlmVA/>

SREE Summer 2014 Short Course

Value Added Models for Educational Application

Daniel McCaffrey & J.R. Lockwood

July 10-12, 2014

Carnegie Foundation for the Advancement of Teaching, Stanford, CA

Value-added models of student achievement data are now key components of educational research and policy. These methods provide the student outcomes-based performance measures of schools and teachers that are increasingly the basis for consequential decisions about educators. Value-added (VA) models have also been utilized to study teachers and the policies and programs that influence their practice.

This short course will cover:

- The basic data requirements for value-added modeling
- Issues of causal effects and structural models in the context of making inferences about individual teachers or programs and policies
- VA models from the statistical tradition of mixed effects or hierarchical linear models
- VA models from the econometric perspective, and
- *Ad hoc* approaches to value-added modeling including student growth percentiles.

We will review findings from the empirical research on value-added modeling on the stability, reliability, persistence, and confounding of VA estimates. Challenges in implementing the models will be explored, as well as the potential for using value-added for teacher accountability and improving educational outcomes.

A key goal of the course is to expose participants to the computational methods used to fit value-added models from the statistical tradition of mixed-effects models. Participants will gain hands-on experience fitting models using maximum likelihood methods available in R, SAS, and Stata, and implementing Bayesian versions of the models using the BUGS language. We will also explore utilizing fixed-effects linear regression models in order to make inferences about individual teachers.

When we conclude our 3-day intensive short course, participants will be:

- Familiar with the commonly used methods for value-added modeling
- Aware of potential pitfalls in those methods
- Informed about the policy debates on using value-added models for teacher evaluations
- Exposed to software for fitting cross-classified mixed-effects models and fixed-effects linear models with error-prone covariates such as prior achievement scores.

Registration is now open at:

<https://www.sree.org/courses/2014/HlmVA/>

SREE

Society for Research on Educational Effectiveness

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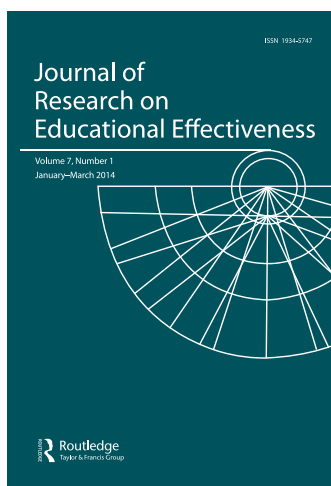


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SRI Education





INTERVENTION, EVALUATION, AND POLICY STUDIES

High-School Exit Examinations and the Schooling Decisions of Teenagers: Evidence From Regression-Discontinuity Approaches

John P. Papay, Richard J. Murnane, and John B. Willett

Immediate and Long-Term Effects of Tier 2 Reading Instruction for First-Grade Students With a High Probability of Reading Failure

*Lisa Case, Deborah Speece, Rebecca Silverman, Christopher Schatschneider,
Elizabeth Montanaro, and Kristen Ritchey*

Helping ELLs Meet the Common Core State Standards for Literacy in Science: The Impact of an Instructional Intervention Focused on Academic Language

*Diane August, Lee Brantum-Martin, Elsa Cardenas-Hagan, David J. Francis,
Jennifer Powell, Sarah Moore, and Erin F. Haynes*

METHODOLOGICAL STUDIES

Assessing Fidelity of Implementation of an Unprescribed, Diagnostic Mathematics Intervention

Charles Munter, Anne Garrison Wilhelm, Paul Cobb, and David S. Cordray

Sample Selection in Randomized Experiments: A New Method Using Propensity Score Stratified Sampling

*Elizabeth Tipton, Larry Hedges, Michael Vaden-Kiernan, Geoffrey Borman,
Kate Sullivan, and Sarah Caverly*