

# SREE

Society for Research on Educational Effectiveness

## SPRING 2015 CONFERENCE

*Learning Curves: Creating and Sustaining Gains  
from Early Childhood through Adulthood*

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## PROGRAM



# SREE

Society for Research on Educational Effectiveness

## 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.

### Student Member - \$100 per calendar year

Student members must be enrolled in a degree-granting program at an accredited institution. The Graduate Student Organization exists to provide an organizational venue where students may begin the career-long process of establishing networks which foster their intellectual growth and maximize the utility of their research.

### Institutional Members - \$1500 per calendar year

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.

## How to Join SREE or Renew Membership

### *By credit card:*

All major credit cards are accepted at the conference registration desk  
or via SREE's secure site:  
[www.sree.org/members/payment/](http://www.sree.org/members/payment/)

### *By check:*

Checks made out to SREE are accepted at the conference registration desk  
or may be mailed to:  
Society for Research on Educational Effectiveness  
2040 Sheridan Rd.  
Evanston, IL 60208

WEDNESDAY MARCH 4, 2015

## 9:00 AM - 12:00 PM: Professional Development Workshops

*Workshops require an additional fee.*

### Workshop A

*Principal Stratification: A Tool for Understanding Causal Impacts on Latent Groups*  
Avi Feller & Luke Miratrix, Harvard University, and Lindsay Page, University of Pittsburgh  
Culpeper - Fairmont Hotel, Ballroom Level

### Workshop B

*A Practitioner's Guide to Growth Models*  
Andrew Ho, Harvard University  
Decatur - Fairmont Hotel, Ballroom Level

### Workshop C

*Unpacking the Black Box of Causality: The Latest Developments in Mediation Analysis*  
Kosuke Imai, Princeton University  
Sulgrave - Fairmont Hotel, Floor 3

### Workshop D

*An Overview of Solutions to the Covariate Measurement Error Problem in Applied Education Research*  
J.R. Lockwood, Educational Testing Service  
This workshop will run until 1:00 PM.  
Dumbarton - Fairmont Hotel, Floor 3

### Workshop E

*Analytic Methods for Understanding Why, How, and for Whom an Intervention Works*  
Laura Peck, Eleanor Harvill, & Shawn Moulton, Abt Associates  
Roosevelt - Fairmont Hotel, Ballroom Level

## 8:30 AM - 5:00 PM: Professional Development Short Course

*Using TWANG to Estimate Propensity Score Weights*  
Daniel McCaffrey, Educational Testing Service  
Latrobe - Fairmont Hotel, Ballroom Level

## 4:00 PM - 6:00 PM: Women in Quantitative Methodology

An informal gathering to discuss career support for women conducting research on quantitative methods in education, concluding with a reception.

Hosts: Terri Pigott, Loyola University Chicago,  
and Trisha Hinojosa, American Institutes for Research

Roosevelt - Fairmont Hotel, Ballroom Level  
Sponsor: American Institutes for Research

**THURSDAY MARCH 5, 2015****8:30 AM - 9:30 AM: Careers Outside Academe**

If you have recently completed a Ph.D. and are curious about potential career paths outside the academy, please join us for a discussion over breakfast.

Moderator: Lisa Ramirez, U.S. Department of Education  
Michael Hansen, CALDER  
Julia Lane, American Institutes for Research  
Daniel McCaffrey, Educational Testing Service

Roosevelt - Fairmont Hotel, Ballroom Level  
Sponsor: American Institutes for Research

**10:00 AM - 12:00 PM: Session 1**
**1A. Early Childhood Education**  
**Leveraging Treatment Variation Across Sites to Address Policy Goals**

Dumbarton - Fairmont Hotel, Floor 3

Chair: Fatih Unlu, Abt Associates

*Does Access to High Quality Early Education Vary by State Policy Context?*  
Maia C. Connors, Pamela A. Morris, & Allison H. Friedman-Krauss, New York University

*Methods for Modeling and Decomposing Treatment Effect Variation in Large-Scale Randomized Trials*  
Peng Ding, Avi Feller, & Luke Miratrix, Harvard University

*Does Class Size Reduction Close the Achievement Gap? Evidence from TIMSS 2011*  
Wei Li & Spyros Konstantopoulos, Michigan State University

**1B. Social and Emotional Interventions in Educational Settings Symposium**  
**Supporting the Instructional Context of Academic Achievement:**  
**Lessons from Intervention and Large-Scale Datasets**

Sulgrave - Fairmont Hotel, Floor 3

Organizer: Meghan McCormick, New York University

*How (and How Much) Do Schools Matter?*  
*Variation in K - 8th Grade Achievement Trajectories in a National Sample*  
Kathryn Schwartz, Elise Cappella, Marc Scott, & Edward Seidman, New York University,  
and Hayeon Kim, Harvard University

*Do Intervention Impacts on Academic Achievement Vary by School Climate?*  
*Evidence from a Randomized Trial in Urban Elementary Schools*  
Meghan McCormick, Elise Cappella, Erin O'Connor, &  
Sande G. McClowry, New York University

*The Direct and Moderating Role of School Interpersonal Climate on Children's Academic Outcomes in the Context of Whole-School, Social-Emotional Learning Programs*  
Juliette Berg, University of Virginia, and J. Lawrence Aber, New York University

Discussant: Catherine Bradshaw, University of Virginia

**1C. Instruction and Student Achievement Symposium**  
**Measuring Reading for Understanding with Attention to Developmental Theory and Individual Differences**  
 Drawing Room - Park Hyatt Hotel, Ballroom Level

Organizer: Barbara Foorman, Florida State University

*Building Theoretical and Developmentally Sensitive Reading Assessments for Students in 3rd Through 12th Grade: Implications for Intervention, and Potential Changes in Reading Proficiency*  
Tenaha O'Reilly, Jonathan Weeks, Jonathan Steinberg,  
Laura Halderman, Kelly Bruce, & John Sabatini, Educational Testing Service

*The Dimensionality of Oral Language and Reading in 4th-10th Grades: A Bi-Factor Approach*  
Barbara Foorman, Sharon Koon, & Yaacov Petscher, Florida State University

*Understanding the Importance of Foundational Reading Skills in Predicting Reading Comprehension: A New Solution to an Old Problem*  
Yaacov Petscher, Chengfu Zhou, & Barbara Foorman, Florida State University

Discussant: Beth Gamse, Abt Associates

**1D. Instruction and Student Achievement Symposium****Reading for Understanding:****New Findings from the Catalyzing Comprehension for Discussion and Debate Project**

Salon - Park Hyatt Hotel, Ballroom Level

Organizer: Stephanie Jones, Harvard University

*Experimental Effects of the Strategic Adolescent Reading Intervention on Reading Performance in High Poverty Middle Schools*

Lowry Hemphill, Wheelock College, James Kim, Monica Yudron, &amp; Maria LaRusso, Harvard University, Suzanne Donovan, SERP Institute, John Sabatini &amp; Tenaha O'Reilly, Educational Testing Service

*Experimental Effects of Word Generation on Reading Performance in High Poverty Middle Schools*

Stephanie Jones, James Kim, Maria LaRusso, Ha Yeon Kim, &amp; Catherine Snow, Harvard University

*Core Academic Language Skills:**Moving Beyond Vocabulary Knowledge to Predict Reading Comprehension*

Paola Uccelli, Emily Phillips Galloway, &amp; Ha Yeon Kim, Harvard University, and Christopher D. Barr, University of Houston

Discussant: Donald L. Compton, Vanderbilt University

**1E. Understanding the Effects of Education Policies****Teacher Performance and Teacher Recruitment Incentives:****Evidence from the United States and Canada**

Gallery 1 - Park Hyatt Hotel, Ballroom Level

Chair: Daniel McCaffrey, Educational Testing Service

*Evaluation of the Teacher Incentive Fund:**Implementation and Early Impacts of Pay-for-Performance After One Year*

Jeffrey Max, Jill Constantine, Alison Wellington, Kristin Hallgren, Steven Glazerman, Hanley Chiang, &amp; Cecilia Speroni, Mathematica Policy Research

*Financial Incentives to Promote Teacher Recruitment and Retention:**An Analysis of the Florida Critical Teacher Shortage Program*

Tim Sass, Georgia State University, and Li Feng, Texas State University - San Marcos

*Effects of Cumulative Exposure to Low and High Value-Added Teachers*

Paul Hanselman, University of California - Irvine

*Teaching to the Tails: Teacher Performance Pay and the Distribution of Student Achievement*

Prashant Loyalka, Stanford University, Sean Sylvia, Renmin University, Chengfang Liu, Chinese Academy of Sciences, James Chu &amp; Scott Rozelle, Stanford University

**1F. Education and Social Inequality Invited Symposium****“Non-Cognitive” Skills and Social Inequality**

Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: David Deming, Harvard University

*Non-Academic Interventions among Disadvantaged Adolescents:**Learning from a Series of Experiments in Chicago*

Jens Ludwig &amp; Roseanna Ander, University of Chicago, and Sara Heller, University of Pennsylvania

*The Medium-Term Impacts of High-Achieving Charter Schools on Non-Test Score Outcomes*

Will Dobbie, Princeton University, and Roland Fryer, Harvard University

*Promise and Paradox: Measuring Students' Non-Cognitive Skills and the Impact of Schooling*

Martin West, Harvard University, Matthew Kraft, Brown University, Amy Finn, MIT, Rebecca Martin, Columbia University, Angela Duckworth, University of Pennsylvania, Chris Gabrieli, Massachusetts 2020, and John Gabrieli, MIT

**1G. Transitions for Youth****Life In Motion: Understanding School Transitions**

Culpeper - Fairmont Hotel, Ballroom Level

Chair: Lindsay Page, University of Pittsburgh

*Addressing Selection Bias Using Partial Longitudinal Data:**A Demonstration Using Recent and Past School Movers*

Jeffrey Grigg, Johns Hopkins University

*Successful Transition to High School:**A Randomized Controlled Trial of the BARR Model with 9th Grade Students*

Maryann Corsello, University of New England, Anu Sharma, S &amp; S Consulting, and Angela Jerabek, St. Louis Park Public Schools

*Lost in Transition: The Impact of Middle School Transitions on Student Learning Trajectories*

Allison Atteberry, University of Colorado - Boulder,

and Andrew McEachin, North Carolina State University

*Oh Brother, Where Start Thou?:**The Impact of Older Siblings' College Choices on Younger Siblings' College Choices*

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

## 1H. Research Methods Symposium

### Improving Student Survey Validity through a Unique Tool Development Process

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Organizer: Beth Schueler, Harvard University

*Synthesizing Academic and Student Feedback:*

*Illustrations From a New Approach to Measuring Mindsets*

Bryan Mascio, Aaron Orzech, Julianne Viola, & Hunter Gehlbach, Harvard University

*Avoiding Common Pitfalls of Survey Item Development:*

*The Case of a Teacher Pedagogical Effectiveness Scale*

Beth Schueler, Joseph McIntyre, Julianne Viola, & Hunter Gehlbach, Harvard University

*Expert Reviews and Cognitive Interviews: Feedback for Survey Items*

Aaron Orzech, Bryan Mascio, & Molly Cahen, Harvard University

*Experimental Pilot Testing of Survey Items*

Joseph McIntyre, Beth Schueler, Julianne Viola, & Hunter Gehlbach, Harvard University

Discussant: Jessaca Spybrook, Western Michigan University

## 12:00 PM - 1:00 PM: Lunch

Recommendations for dining destinations in close proximity are available at the SREE registration desk.

## 1:00 PM - 2:30 PM: Session 2

### 2A. Early Childhood Education

#### Supporting the Pre-K to Elementary Transition: Parents, Programs and Classrooms

Roosevelt - Fairmont Hotel, Ballroom Level

Chair: Karen Bierman, Pennsylvania State University

*Targeting the Transition to Kindergarten:*

*Academic and Social Outcomes for Children in the Gearing Up for Kindergarten Program*

Sean Brotherson, Joel Hektner, Brent Hill, & Divya Saxena, North Dakota State University

*Midwest Child-Parent Center (CPC) PreK-3rd Grade School Reform Model:*

*Impacts on Child and Family Outcomes Over Time*

Erika Gaylor, Donna Spiker, & Xin Wei, SRI International,

Erin Lease & Arthur Reynolds, University of Minnesota

*Pre-Kindergarten and Kindergarten Classroom Quality*

*and Children's Social and Academic Skills in Early Elementary Grades*

Irina Mokrova, University of North Carolina - Chapel Hill,

Martine Broekhuizen, Utrecht University,

and Margaret Burchinal, University of North Carolina - Chapel Hill

*Understanding How Participation in Education Changes Mothers' Parenting Practices*

Jessica Harding & Pamela A. Morris, New York University

### 2B. Social and Emotional Interventions in Educational Settings

#### Contexts That May Enhance Child Development:

#### Teachers, Online Learning and Out of School Supports

Culpeper - Fairmont Hotel, Ballroom Level

Chair: Elise Cappella, New York University

*The Long-Term Impact of Systematic Student Support in Elementary School:*

*Reducing High School Dropout*

Mary Walsh, Terrence J. Lee-St. John, Anastasia Raczek, & Claire Foley, Boston College

*Teaching Social Skills: An Effective Online Program*

Rebecca Sanchez, Emily Brown, & Melissa DeRosier, 3C Institute

*Do Teachers Affect Students' Grit and Growth Mindsets?*

Matthew Kraft & Sarah Grace, Brown University

**2C. Instruction and Student Achievement Panel**  
**The Many Facets and Applications of Text Structure in Supporting**  
**Educational Trajectories of Elementary and Middle Grade Children**  
**in Content Area Reading Comprehension and Writing**

Drawing Room - Park Hyatt Hotel, Ballroom Level

Moderator: Elizabeth Albro, Institute of Education Sciences

Kay Wijekumar, Texas A&M University

Bonnie J.F. Meyer, Pennsylvania State University

Joanna Williams, Columbia University

Karen R. Harris, Arizona State University

**2D. Understanding the Effects of Education Policies**  
**Improving Educational Outcomes Through Cash Transfer Strategies**  
**in International Contexts**

Dumbarton - Fairmont Hotel, Floor 3

Chair: Juliette Berg, University of Virginia

*The Impact of an Unconditional Cash Transfer on Early Child Development:*  
*The Zambia Child Grant Program*

David Seidenfeld & Leah Prencipe, American Institutes for Research,  
 Sudhanshu Handa, University of North Carolina - Chapel Hill,  
 and Laura Hawkinson, American Institutes for Research

*Early Childhood Benefits at Low Cost: Evidence from a Randomized Trial in Mexico*

David Evans & Peter Holland, World Bank,  
 and Sergio Cárdenas, Center for Research and Teaching in Economics

*Addressing Inequality in Secondary School Access:*

*Evidence from a Field Experiment of Scholarship Targeting Strategies in Kenya*  
 Katharine Conn, Columbia University

**2E. Understanding the Effects of Education Policies**  
**Does Dosage Matter? Extended Day, After-School,**  
**and Summer Programs to Support Student Outcomes**

Sulgrave - Fairmont Hotel, Floor 3

Chair: Margaret Burchinal, University of North Carolina - Chapel Hill

*The Causal Effect of the School Day Schedule on Adolescents' Academic Achievement*

Kevin M. Williams, University of California - Davis,  
 and Teny M Shapiro, Santa Clara University

*Effects of After-School Programs on Attendance and Externalizing Behaviors*  
*with Primary and Secondary School Students: A Systematic Review and Meta-Analysis*

Brandy R. Maynard & Kristen P. Kremer, Saint Louis University,  
 Joshua R. Polanin, Vanderbilt University, Michael G. Vaughn, Saint Louis University,  
 and Christine M. Sarteschi, Chatham University

*Effects of Scaffolded Summer Reading on Elementary School Children's Reading Comprehension,*  
*Reading Engagement, and Peer Advice Networks: Results from a Statewide Randomized Experiment*

James Kim, Harvard University

*A New Approach to Estimating Summer Learning Rates*

Seth Gershenson, American University, and Michael S. Hayes, Rutgers University

**2F. Education and Social Inequality**  
**The Cumulative Effects of Educational Context Over the Life Cycle**

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Meredith Phillips, University of California - Los Angeles

*Immigrants in Public Schools: A Closer Look at Cross-Generational Differences in Student Outcomes*

Umut Ozek, American Institutes for Research, and David N Figlio, Northwestern University

*Socio-Economic Status and Trajectories of Achievement during Childhood*

Elizabeth Washbrook, University of Bristol, RaeHyuck Lee &  
 Jane Waldfogel, Columbia University

*The Long-Term Effects of Tulsa Pre-K Program on Academic Outcomes*

Deborah Phillips, William Gormley, & Sara Anderson, Georgetown University

**2G. Transitions for Youth Invited Panel**  
**Nudges Along the Path from High School to College:**  
**Designing and Evaluating Informational Interventions**  
 Salon - Park Hyatt Hotel, Ballroom Level

Moderator: Thurston Domina, University of California - Irvine

Benjamin Castleman, University of Virginia

Sean Corcoran, New York University

Michal Kurlaender, University of California - Davis

Lindsay Page, University of Pittsburgh

**2H. Research Methods**  
**Research Designs for Large Field Evaluations**  
 Gallery 1 - Park Hyatt Hotel, Ballroom Level

Chair: Christina Weiland, University of Michigan

*The Impact of School Improvement Grants on Achievement:  
 Plans for a National Evaluation Using a Regression Discontinuity Design*  
 John Deke & Lisa Dragoset, Mathematica Policy Research

*Estimating Impacts on Students, Teachers, and Schools of Programs Targeted  
 for Pre-School through Transition to College:  
 Lessons for Methodologists from the Designs of 117 Evaluations Being Conducted  
 in the Investing in Innovation Fund (i3) Grant Program*  
 Cristofer Price & Anne Wolf, Abt Associates,  
 Barbara Goodson, Dillon-Goodson Research Associates, and Beth Boulay, Abt Associates

*Reducing Bias and Increasing Precision by Adding Either a Pretest Measure of the Study Outcome  
 or a Nonequivalent Comparison Group to the Basic Regression Discontinuity Design:  
 An Example from Education*  
 Yang Tang & Thomas D. Cook, Northwestern University,  
 and Yasemin Kisbu-Sakarya, Koc University

**Break**

**3:00 PM - 5:00 PM: Session 3**

**3A. Early Childhood Education Invited Panel**  
**Future Directions in Research on Social-Emotional Preschool Interventions**  
 Salon - Park Hyatt Hotel, Ballroom Level

Organizer: Shira Mattera, MDRC

Moderator: Stephanie Jones, Pennsylvania State University

Karen Bierman, Pennsylvania State University

Pamela Morris, New York University

Cybele Raver, New York University

**3B. Social and Emotional Interventions in Educational Settings Symposium**  
**Scaling Up a Social-Psychological Intervention to Combat Stereotype Threat  
 and Narrow Achievement Gaps: Enduring Impacts**  
 Gallery 1 - Park Hyatt Hotel, Ballroom Level

Organizer: Geoffrey Borman, University of Wisconsin - Madison

*The Sustained Effects of a Brief Self-Affirmation Intervention  
 on Students' Academic Outcomes Across Middle and High School*  
 Geoffrey Borman, University of Wisconsin - Madison, Jeffrey Grigg, Johns Hopkins University,  
 Chris Rozek, University of Wisconsin - Madison,  
 and Paul Hanselman, University of California - Irvine

*The Behavioral Outcomes of a Self-Affirmation Intervention for Middle School Students*  
 Alex Schmidt & Carlos Canela, University of Wisconsin - Madison

*Fidelity of Implementation in a Large Scale, Randomized Field Trial:  
 Identifying the Critical Components of Values Affirmation*  
 Dominique Bradley & Evan Crawford, University of Wisconsin - Madison,  
 and Sara Dahill-Brown, Wake Forest University

*Inside the Black Box of Self-Affirmation:  
 Which Parts of Affirmation Exercises Are Critical for Treatment Efficacy?*  
 Christopher Rozek, University of Wisconsin - Madison,  
 Paul Hanselman, University of California - Irvine, Rachel C. Feldman,  
 Erin A. Quast, & Evan P. Crawford, University of Wisconsin - Madison

Discussant: Hunter Gehlbach, Harvard University

**3C. Instruction and Student Achievement Symposium****Is Seeing Believing? Exploring the Empirical Evidence for the Validity of Teacher Observations**

Sulgrave - Fairmont Hotel, Floor 3

Organizer: Mark Chin, Harvard University

*Dimensionality of Upper Elementary Mathematics Instruction:**Exploring Factors Across Two Observational Instruments*David Blazar & David Braslow, Harvard University,  
and Charalambos Y. Charalambous, University of Cyprus*Validating Components of Teacher Effectiveness:**A Random Assignment Study of Value-Added, Observation, and Survey Scores*Andrew Bacher-Hicks, Mark Chin, & Thomas J. Kane, Harvard University,  
and Douglas O. Staiger, Dartmouth College*Impacts of Multidimensionality and Error:**Simulating Explanations for Weak Correlations between Measures of Teacher Quality*

Mark Chin, Harvard University, and Dan Goldhaber, American Institutes for Research

Discussant: Heather C. Hill, Harvard University

**3D. Instruction and Student Achievement****Strategies to Assess and Improve Literacy and Reading Comprehension**

Dumbarton - Fairmont Hotel, Floor 3

Chair: Barbara Foorman, Florida State University

*Exploring the Value of Working Memory Training When Combined with Skills-Based Instruction  
in Reading Comprehension for Young At-Risk Students*Douglas Fuchs, Vanderbilt University, Peng Peng, George Washington University,  
Amy Elleman, Middle Tennessee State University, Devin Kearns, University of Connecticut,  
Lynn Fuchs, Donald Compton, & Sam Patton, Vanderbilt University*Longitudinal Impacts of the Children's Literacy Initiative Professional Development,  
Coaching, and Model Classroom Intervention on Early Literacy Achievement*

Julia Parkinson, John Meakin, &amp; Terry Salinger, American Institutes for Research

*Effect of Quality of Instruction on Student Vocabulary and Comprehension During Read Alouds*Doris Luft Baker, Southern Methodist University, Lana Santoro &  
Gina Biancarosa, University of Oregon, and Scott K. Baker, Southern Methodist University*Analysis of Textual Features of a New Reading Comprehension Assessment: MOCCA*Ben Seipel, California State University - Chico, Gina Biancarosa &  
Sarah E. Carlson, University of Oregon, and Mark Davison, University of Minnesota - Twin Cities**3E. Understanding the Effects of Education Policies Invited Symposium****Longitudinal Effects through the Youth Life Course: Exploring the Effects  
of Classroom and Neighborhood Poverty and Summer Learning Loss**

Drawing Room - Park Hyatt Hotel, Ballroom Level

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

*Neighborhood Effect Heterogeneity by Family Income and Developmental Period:  
Evidence from a Structural Nested Mean Model of High School Graduation*

Geoffrey Wodtke, University of Toronto

*Effects of Classroom Poverty on Student Achievement: Replications and Extensions*William Carbonaro, University of Notre Dame,  
and Douglas Lauen, University of North Carolina - Chapel Hill*School's Out: The Role of Summers in Understanding Achievement Disparities*Allison Atteberry, University of Colorado - Boulder,  
and Andrew McEachin, North Carolina State University**3F. Transitions for Youth****Interventions and Influences on the Pathway to Higher Education**

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Dylan Conger, George Washington University

*Effects of V-SOURCE on Disadvantaged Students' Self-Reported  
College Application and Enrollment Outcomes*

Meredith Phillips &amp; Sarah Reber, University of California - Los Angeles

*Every Little Bit Counts: The Impact of High Speed Internet on the Transition to College*

Lisa Dettling &amp; Sarena Goodman, Federal Reserve Board, and Jonathan Smith, College Board

*The Effect of Career and Technical Education on Human Capital Accumulation:  
Causal Evidence from Massachusetts*

Shaun Dougherty, University of Connecticut

*A Preliminary Assessment of the Cost and Benefit  
of North Carolina's Early College High School Model*and Its Impact on Postsecondary Enrollment and Earned College Credit  
Fatih Unlu, Abt Associates, Julie Edmunds, University of North Carolina - Greensboro,  
Lily Fesler, Abt Associates, and Beth Glennie, RTI International

### 3G. Research Methods

#### Methodological Challenges: Causal Inference, Mediation, Moderation and Measurement

Culpeper - Fairmont Hotel, Ballroom Level

Chair: Peter Schochet, Mathematica Policy Research

*Identifying the Average Causal Mediation Effects with Multiple Mediators  
in the Presence of Treatment Non-Compliance*

Soojin Park, University of Wisconsin - Madison

*Evaluating the Performance of Repeated Measures Approaches  
in Replicating Experimental Benchmark Results*

Vivian C. Wong, University of Virginia, Coady Wing, Indiana University,  
and Kevin McConeghy, University of Illinois - Chicago

*Methodological Foundations for the Empirical Evaluation  
of Non-Experimental Methods in Field Settings*

Vivian C Wong, University of Virginia, and Peter M Steiner, University of Wisconsin - Madison

*Examining the Foundations of Methods That Assess Treatment Effect Heterogeneity  
across Intermediate Outcomes*

Avi Feller & Luke Miratrix, Harvard University

### 3H. Research Methods Symposium

#### Synthesizing Evidence in Public Policy Contexts:

#### The Challenge of Synthesis When There Are Only a Few Studies

Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: Sandra Jo Wilson, Vanderbilt University

*Evidence Clearinghouses and Registries:*

*Methods for Locating and Including Studies in Evidence Syntheses*

Lisa Foster, Robin LaSota, & Martha Yeide, Development Services Group

*Methods of Quality Appraisal for Studies Reviewed by Evidence Clearinghouses*

Sandra Jo Wilson & Emily Tanner-Smith, Vanderbilt University

*Synthesizing Evidence: Synthesis Methods for Evidence Clearinghouses*

Jeff Valentine & Timothy Lau, University of Louisville

Discussant: Will Doyle, Vanderbilt University

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

Ballroom - Fairmont Hotel

#### Welcome & Introduction

Rebecca Maynard, SREE President

#### Opening Address

#### Fade-Out in Human Capital Intervention: Death, Miracles and Resurrection

Greg Duncan

Distinguished Professor

School of Education

University of California - Irvine

### 7:00 PM - 8:00 PM: Reception

Gallery Ballroom - Park Hyatt Hotel

Sponsor: American Institutes for Research



**FRIDAY MARCH 6, 2015****9:00 AM - 10:30 AM: Session 4****4A. Early Childhood Education Panel****Reading Skill Transfer Across Languages:****Outcomes from Longitudinal Bilingual Randomized Control Trials in Kenya and Haiti**

Drawing Room - Park Hyatt Hotel, Ballroom Level

Benjamin Piper, RTI International

Jenna Bulat, RTI International

**4B. Social and Emotional Interventions in Educational Settings****Exploring the Intended and Unintended Effects****of Educational Policies on Student Behavior**

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Guanglei Hong, University of Chicago

*Hold Back to Move Forward? Early Grade Retention and Student Misbehavior*

Umut Ozek, American Institutes for Research

*The Causal Effects of Grade Retention on Behavioral Outcomes*

Paco Martorell, University of California - Davis, and Lou Mariano, RAND

*Schools or Students? Identifying High School Effects on Student Suspensions*

Christine Baker-Smith, New York University

**4C. Instruction and Student Achievement****Hiring and Retaining Good Teachers:****Selection Tools And Organizational Contexts That Affect Teacher Turnover**

Roosevelt - Fairmont Hotel, Ballroom Level

Chair: Jane Hannaway, Georgetown University

*Screen Twice, Cut Once: Assessing the Predictive Validity of Teacher Selection Tools*

Dan Goldhaber, Cyrus Grout, &amp; Nick Huntington-Klein, University of Washington

*School Organizational Contexts, Teacher Turnover, and Student Achievement:**Evidence from Panel Data*

Matthew Kraft, Brown University, William Marinell &amp; Darrick Yee, Harvard University

*Can We Identify Effective Teachers at the Time of Hire?**Evidence on a Selection Process with Widespread International Use*

Alejandro Ganimian &amp; Andrew Ho, Harvard University,

and Mariana Alfonso, Inter-American Development Bank

**4D. Instruction and Student Achievement****Experimental Evidence on Strategies to Improve Instruction and Achievement**

Culpeper - Fairmont Hotel, Ballroom Level

Chair: Henry May, University of Delaware

*The Impact of the Enhancing Missouri's Instructional Networked Teaching Strategies (eMINTS)**Program on Student Achievement, 21st-Century Skills, and Academic Engagement:**Second-Year Results*

Coby Meyers &amp; Ayrin Molefe, American Institutes for Research,

and Chris Brandt, St. Charles Community Unit School District 303

*Results from a Randomized Evaluation of a Data-Based Instructional Program:**The Roles of Teacher and School Capacity*

Martin R. West, Corinne Herlihy, &amp; Beth Morton, Harvard University

*Effects of Interim Assessments on the Achievement Gap:**Evidence from an Experiment*

Spyros Konstantopoulos &amp; Wei Li, Michigan State University,

Shazia Miller &amp; Arie van der Ploeg, American Institutes for Research

**4E. Understanding the Effects of Education Policies****Literacy Interventions: Methodology, Evidence and Implementation**

Sulgrave - Fairmont Hotel, Floor 3

Chair: Chloe Gibbs, University of Virginia

*The Results of a Randomized Control Trial of the Milwaukee Community Literacy Project*

Curtis Jones, University of Wisconsin - Milwaukee

*Evaluating the Efficacy of a Supplemental Kindergarten Vocabulary Intervention**Implemented Within a Tiered Instructional Framework*

Michael Coyne, D. Betsy McCoach, &amp; Sharon Ware, University of Connecticut,

Doris Baker, Southern Methodist University, and Susan Loftus, University of Rhode Island

*The Relation Between Fidelity of Implementation**and Collaborative Strategic Reading and Student Achievement*

Pamela Buckley &amp; Brooke Moore, University of Colorado - Boulder

*Incomplete Reporting: Addressing the Prevalence of Outcome-Reporting Bias in Educational Research*

Brian Trainor, Loyola University Chicago, Josh Polanin, Vanderbilt University,

Ryan Williams, American Institutes for Research, and Terri Pigott, Loyola University Chicago

**4F. Education and Social Inequality****Interventions to Improve Math Skills**

Dumbarton - Fairmont Hotel, Floor 3

Chair: Douglas Clements, University of Denver

*1 + 1 Is Not Always 2: Variation in the Relations Between Mathematics Self-Efficacy Development**and Longitudinal Mathematics Achievement Growth*

Lina Shanley, University of Oregon

*Efficacy Study of a Pre-Algebra Supplemental Program in Rural Mississippi: Preliminary Findings*

Tedra F. Clark, Sheila A. Arens, &amp; Joshua Stewart, McREL

*Middle School Math Acceleration, College Readiness and Gender:**Regression Discontinuity Evidence from Wake County, North Carolina*

Shaun Dougherty, University of Connecticut, Joshua Goodman &amp;

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

and Lindsay Page, University of Pittsburgh

**4G. Research Methods****Learning from the Masses: Lessons About Generalization**

Gallery 1 - Park Hyatt Hotel, Ballroom Level

Chair: Mark Lipsey, Vanderbilt University

*Small-Sample Adjustments for Tests of Moderators and Model Fit**in Robust Variance Estimation in Meta-Regression*

Elizabeth Tipton, Columbia University,

and James E. Pustejovsky, University of Texas - Austin

*Implications of Small Samples for Generalization: Adjustments and Rules of Thumb*

Elizabeth Tipton, Columbia University, Kelly Hallberg, American Institutes for Research,

Larry V. Hedges &amp; Wendy Chan, Northwestern University

*Site Selection in Experiments:**A Follow-Up Evaluation of Site Recruitment in Two Scale-Up Studies*

Elizabeth Tipton &amp; Lauren Fellers, Columbia University,

Sarah Caverly, Michael Vaden-Kiernan, Kate Sullivan, &amp; Veronica Ruiz de Castilla, SEDL

**4H. Research Methods Invited Panel****New Directions for the What Works Clearinghouse**

Salon - Park Hyatt Hotel, Ballroom Level

Moderator: Jill Constantine, Mathematica Policy Research

Ruth Curran Neild, Institute of Education Sciences

Neil Seftor, Mathematica Policy Research

Jeffrey Valentine, University of Louisville

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

Ballroom - Fairmont Hotel

**Deepening Our Understanding of Educational Interventions Over Time:  
Development, Continuity and Change**

Mark Greenberg

Edna Peterson Bennett Chair in Prevention Research

College of Health & Human Development

Pennsylvania State University

**Introduction:** Pamela Morris, SREE Spring 2015 Conference Program Chair

**12:00 PM - 1:00 PM: Lunch**

Ballroom - Fairmont Hotel

**1:00 PM - 3:00 PM: Session 5**

**5A. Early Childhood Education Symposium**

**Preschool Program Fadeout:**

**Examining Three Common Hypotheses and Providing New Directions for Policy**

Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: Greg Duncan, University of California - Irvine

*Preventing Preschool Fadeout through Instructional Intervention  
in Kindergarten and First Grade*

Greg J. Duncan, Jade Marcus Jenkins, & Tyler W. Watts, University of California - Irvine,

Katherine Magnuson, University of Wisconsin - Madison,

Douglas Clements & Julie Sarama, University of Denver,

Christopher B. Wolfe, Indiana University - Kokomo,

and Mary Elaine Spitler, University at Buffalo

*The Persistence of Pre-K Effects and Early Grade Teacher Quality:*

*Evidence from the Tennessee-Voluntary Pre-K Experiment*

Matthew Springer, Walker A. Swain, & Kerri G. Hofer, Vanderbilt University

*Fadeout in an Early Mathematics Intervention: Same Old Schools or Underlying Skills?*

Drew H. Bailey, Tutrang Nguyen, Jade Marcus Jenkins, &

Thurston Domina, University of California - Irvine,

Douglas Clements & Julie Sarama, University of Denver,

Christopher B. Wolfe, Indiana University - Kokomo,

and Mary Elaine Spitler, University at Buffalo

Discussant: Pamela Morris, New York University

**5B. Social and Emotional Interventions in Educational Settings Invited Symposium**  
**Using Developmentally-Informed Measures of Classroom Settings,**  
**Student Behavior, and Teacher Networks to Enhance Educational Practice**  
**from Preschool to Middle School**

Drawing Room - Park Hyatt Hotel, Ballroom Level

Organizer: Bridget Hamre, University of Virginia

*Using Data-Driven, Video-Based Consultation with Teachers to Address*  
*Children's Challenging Behaviors in Early Childhood Education Classrooms*

Jason Downer & Amanda Williford, University of Virginia,  
 Rebecca Shearer, University of Miami, and Ann Lhospital, University of Virginia

*Using Measures to Individualize Classroom-Focused Interventions*  
*for Students with Behavioral Difficulties:*

*Links to Learning and BRIDGE in Urban Schools*

Elise Cappella, New York University, Marc Atkins, University of Chicago,  
 Erum Nadeem, New York University, and Jennifer Neal, Michigan State University

*Measures to Guide Professional Development to Promote Supportive Middle School Contexts:*  
*Directed Consultation, Scouting Reports, and Teachers' Professional Networks*

Jill Hamm, University of North Carolina,  
 Thomas Farmer, Virginia Commonwealth University,  
 and David Lee, Pennsylvania State University

Discussant: Stephanie Jones, Harvard University

**5C. Instruction and Student Achievement Symposium**  
**Data Driven Decision Making: An In-Depth Look at Response to Intervention (RTI) Practices**  
 Gallery 1 - Park Hyatt Hotel, Ballroom Level

Organizer: Rekha Balu, MDRC

*To Wait in Tier 1 or Intervene Immediately:*

*A Randomized Experiment Examining First Grade Response to Intervention (RTI) in Reading*

Stephanie Al Otaiba, Southern Methodist University,  
 Carol M. Connor, Arizona State University, Jessica S. Folsom &  
 Jeanne Wanzek, Florida State University, Luana L. Greulich, Andrews University,  
 Chris Schatschneider & Richard K. Wagner, Florida State University

*Access to a Responsiveness to Intervention Model: Does Beginning Intervention in Kindergarten Matter?*

Rollanda E. O'Connor, Kathleen M. Bocian, Victoria Sanchez, &  
 Kristen D. Beach, University of California - Riverside

*Understanding Unresponsiveness to Tier 2 Reading Intervention:*

*Exploring the Classification and Profiles of Adequate and Inadequate Responders in First Grade*

Donald Compton, Vanderbilt University, Jessica R. Toste, University of Texas - Austin,  
 Douglas Fuchs, Lynn S. Fuchs, Jennifer K. Gilbert, & Eunsoo Cho, Vanderbilt University

Discussant: Fred Doolittle, MDRC

**5D. Instruction and Student Achievement**  
**Instructional Strategies and Programs to Improve Mathematics**  
 Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Kirk Walters, American Institutes for Research

*Findings from a Multi-Year Scale-Up Effectiveness Trial of Everyday Mathematics*

Michael Vaden-Kiernan, SEDL, Geoffrey Borman, University of Wisconsin - Madison,  
 Sarah Caverly, Nance Bell, Veronica Ruiz de la Castilla, & Kate Sullivan, SEDL

*Assessing Impacts of Math in Focus, a 'Singapore Math' Program for American Schools*

Andrew P. Jaciw, Empirical Education, Whitney Hegseth, University of Michigan,  
 and Megan Toby, Empirical Education

*The Timing of Feedback on Mathematics Problem Solving in a Classroom Setting*

Emily Fyfe & Bethany Rittle-Johnson, Vanderbilt University

*Improving Procedural Knowledge and Transfer by Teaching a Shortcut Strategy First*

Marci DeCaro, University of Louisville

**5E. Understanding the Effects of Education Policies****New Evidence on the Effects of Educational Accountability Practices**

Culpeper - Fairmont Hotel, Ballroom Level

Chair: Elaine Allensworth, University of Chicago

*Can States Take Over and Improve School Districts? Results from Lawrence, Massachusetts*  
Beth Schueler, Joshua Goodman, & David Deming, Harvard University

*Do You See What I See? The Impact of School Accountability on Parent, Teacher, and Student Perceptions of the School Environment*  
Emilyn Whitesell, New York University

*Islands of Improvement?: The Impact of Being Just Labeled as Low-Performing Under NCLB Waivers*  
Shaun Dougherty & Jennie Weiner, University of Connecticut

*Performance-Based High School Closures: Impacts on Student Mobility, Attendance and Performance*  
James Kemple, Research Alliance for New York City Schools

**5F. Education and Social Inequality****Innovative Programs to Promote Student Post-Secondary Success**

Sulgrave - Fairmont Hotel, Floor 3

Chair: Michal Kurlaender, University of California - Davis

*Does Discrimination Exist in Online Education? Experimental Evidence from Massive Open Online Courses (MOOCs)*  
Rachel Baker & Thomas Dee, Stanford University, Brent Evans, Vanderbilt University, and June John, Stanford University

*Are Two-Year Colleges the Key to Expanding the Scientific Labor Force? Unpacking Gender and Racial-Ethnic Gaps in Undergraduate STEM Degrees*  
Lara Perez-Felkner, Kirby Thomas, Jordan Hopkins, & Samantha Nix, Florida State University

*How Can Digital Online Educational Resources Be Used to Bridge Experimental Research and Practical Applications? Embedding In Vivo Experiments in "MOOClets"*  
Joseph Jay Williams, Harvard University, Sam Maldonado, San Jose State University, Betsy Williams & Sara Rutherford-Quach, Stanford University, and Neil Heffernan, Worcester Polytechnic Institute

**5G. Transitions for Youth Symposium****Effects of Mentoring on At-Risk High School Students:****A Cross-Study Analysis of the Implementation and Impacts of Three Prominent Mentoring Models**

Dumbarton - Fairmont Hotel, Floor 3

Organizer: Lisa Merrill, Research Alliance for New York City Schools

*The Effect of iMentor's College Ready Program on High School Students' College Aspirations and Non-Cognitive Skills*  
Lisa Merrill, Nina Siman, David Kang, Jasmine Soltani, & Suzanne Wulach, Research Alliance for New York City Schools

*Implementation and Impact of the Check & Connect Mentoring Program*  
Jessica Heppen, Mindee O'Cummings, Lindsay Poland, Krissy Zeiser, & Nicholas Mills, American Institutes for Research

*School-Based Mentoring Programs: Using Volunteers to Improve the Academic Outcomes of Underserved Students*  
Jean Grossman, Princeton University, Amanda Bayer, Swarthmore College, and David DuBois, University of Illinois - Chicago

Discussant: David DuBois, University of Illinois - Chicago

**5H. Research Methods****Extending Multi-Level Models to Non-Experimental Studies**

Salon - Park Hyatt Hotel, Ballroom Level

Chair: Jessaca Spybrook, Western Michigan University

*Optimal Multilevel Matching in Clustered Observational Studies: A Case Study of the School Voucher System in Chile*  
Luke Keele, Pennsylvania State University, and Jose R. Zubizarreta, Columbia University

*How Do We Match Instructional Effectiveness with Learning Curves?*  
Lee Branum-Martin, Georgia State University, Paras D. Mehta, W. Patrick Taylor, & Coleen D. Carlson, University of Houston, Xiaoxuan Lei & C. Vincent Hunter, Georgia State University, and David J. Francis, University of Houston

*A Hierarchical Mixed Membership Stochastic Blockmodel with Network Level Covariates*  
Tracy Sweet & Qiwen Zheng, University of Maryland - College Park

*Estimating Treatment Effects Via Multilevel Matching Within Homogenous Groups of Clusters*  
Peter M. Steiner & Jee-Seon Kim, University of Wisconsin - Madison

3:30 PM - 4:30 PM: Career Forum

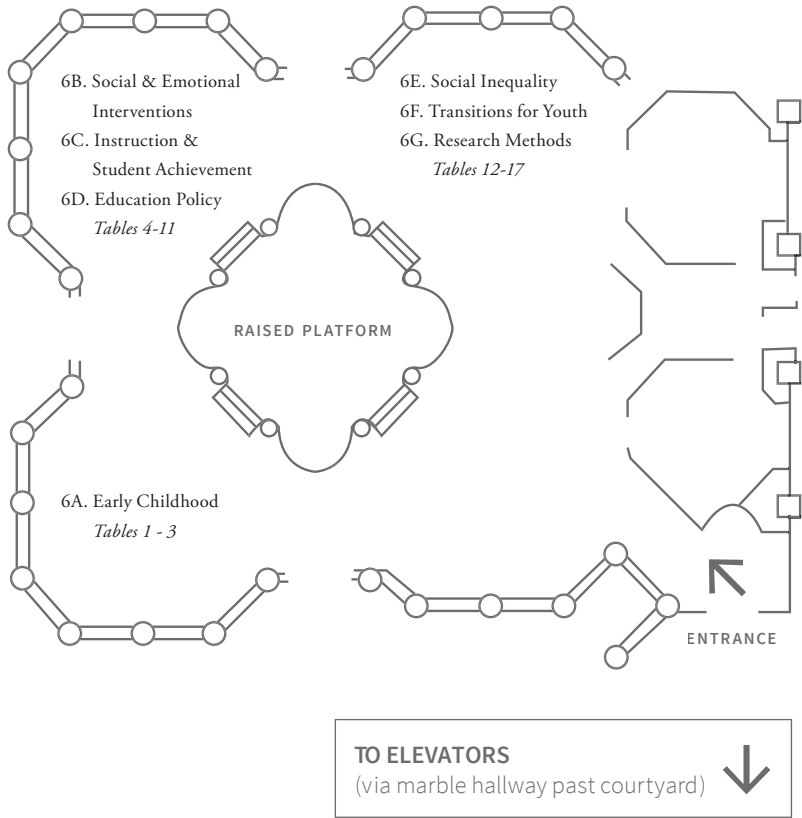
The Career Forum provides an opportunity for individuals to meet with leading research firms. Each firm will host an informational session and identify career forum participants for initial screening interviews.

Career Forum Locations:

- Abt Associates - Culpeper - Fairmont Hotel, Ballroom Level
- American Institutes for Research - Roosevelt - Fairmont Hotel, Ballroom Level
- MDRC - Dumbarton - Fairmont Hotel, Floor 3
- RTI International - Drawing Room - Park Hyatt Hotel, Ballroom Level
- SRI International - Salon - Park Hyatt Hotel, Ballroom Level
- WestEd - Sulgrave - Fairmont Hotel, Floor 3



4:30 PM - 6:00 PM: Session 6 - Virtual Poster Session  
Colonnade - Fairmont Hotel, Lobby Level



Colonnade (Lobby Level)  
**Fairmont Hotel**

**6A. Early Childhood Education**

1. *What Specific Preschool Math Skills Predict Later Math Achievement?*  
Tutrang Nguyen, Tyler W. Watts, &  
Greg J. Duncan, University of California - Irvine
2. *Comparing the Effectiveness of Targeted Curricula in Head Start and Public Pre-K Classrooms*  
Tutrang Nguyen, Jade Marcus Jenkins, Anamarie Auger, &  
Thurston Domina, University of California - Irvine
3. *An Examination of the Effectiveness of Emergent Literacy Intervention for Pre-Kindergarteners at Risk for Reading Delays*  
Teri DeLucca, Laura Bilet, Cynthia Zettler-Greeley, &  
Suzanne Murphy, Nemours BrightStart

**6B. Social and Emotional Interventions in Educational Settings**

4. *Associations between School Connection and Depressive Symptoms from Adolescence through Adulthood: The Moderating Influence of Early Adversity*  
Anna Markowitz, Georgetown University
5. *An Increase in Positive Climate, A Reduction in Negative Social Emotional Skills, Or Both?: Examining How Universal Social Emotional Programs Achieve Reductions in Aggression*  
Sam Portnow & Jason Downer, University of Virginia,  
and Joshua Brown, Fordham University
6. *Psychosocial Interventions for School Refusal Behavior with Primary and Secondary School Students: A Campbell Systematic Review and Meta-Analysis*  
Brandy R. Maynard, Saint Louis University, Kristen E. Brendel &  
Jeffery J. Bulanda, Aurora University, Aaron M. Thompson, University of Missouri,  
and Terri D. Pigott, Loyola University Chicago
7. *Teacher Support for Mathematics Formative Assessment Using Student Work Samples: Effects on Teacher Practice and Student Learning*  
Andrea D. Beesley, IMPAQ International, Tedra F. Clark,  
Kathleen Dempsey, & Anne Tweed, McREL
8. *Testing Causal Impacts of a School-Based SEL Intervention Using Instrumental Variable Techniques*  
Catalina Torrente, Lori Nathanson, Susan Rivers, & Marc Brackett, Yale University

**6C. Instruction and Student Achievement**

9. *Needle in a Haystack?*  
*Seeking Causal Evidence about Using STEM Experts to Improve Student Outcomes*  
Beth Gamse, Alina Martinez, & Laurie Bozzi, Abt Associates
10. *The Effects of Teachers' Experience with SBI on Students' Proportional and Mathematical Problem Solving Performance*  
Asha K. Jitendra, Michael R. Harwell, Danielle N. Dupuis, Stacy R. Karl,  
Amy E. Lein, Gregory Simonson, & Susan C. Slater, University of Minnesota

**6D. Understanding the Effects of Education Policies**

11. *Longitudinal Patterns of Impacts in High School Reform: Exploring Changes Over Time*  
Julie Edmunds, University of North Carolina - Greensboro, Fatih Unlu, Abt Associates,  
Elizabeth Glennie, RTI International, and Lily Fesler, Abt Associates

**6E. Education and Social Inequality**

12. *City Connects: Building an Argument for Effects on Student Achievement with a Quasi-Experimental Design*  
Mary Walsh, Anastasia Raczek, Erin Sibley, Terrence Lee-St. John,  
Chen An, Bercem Akbayin, Eric Dearing, & Claire Foley, Boston College

**6F. Transitions for Youth**

13. *Mentor Age and Youth Developmental Outcomes in School-Based Mentoring Programs*  
NaYoung Hwang, University of California - Irvine

**6G. Research Methods**

14. *Efficiently Exploring Multilevel Data with Recursive Partitioning*  
Daniel Martin, Timo von Oertzen, & Sara Rimm-Kaufman, University of Virginia
15. *A Case Study with nn4pse:  
An R Package for Propensity Score Estimation with Neural Networks*  
Bryan Keller & Zhuangzhuang Han, Columbia University
16. *Sensitivity Analysis for Multivalued Treatment Effect:  
An Example of a Cross-Country Study of Teacher Participation and Job Satisfaction*  
Chi Chang, Michigan State University
17. *Degenerate Power in Multilevel Mediation:  
The Non-Monotonic Relationship Between Power & Effect Size*  
Ben Kelcey, University of Cincinnati

**6:00 PM - 7:00 PM: Reception**

Colonnade - Fairmont Hotel, Lobby Level

**7:00 PM - 8:00 PM: Graduate Student Organization Reception**

Colonnade - Fairmont Hotel, Lobby Level

**SATURDAY MARCH 7, 2015****8:00 AM - 8:30 AM: Breakfast**

Ballroom - Fairmont Hotel

**8:30 AM - 9:30 AM: Plenary Panel**  
**Ballroom - Fairmont Hotel**

**Hitting the Learning Curve Ball:  
 Methodological Challenges and Opportunities**

*Moderator*

J. Lawrence Aber

Willner Family Professor in Psychology & Public Policy  
 and University Professor,

Steinhardt School of Culture, Education and Human Development,  
 New York University

Margaret Burchinal

Senior Scientist,

Frank Porter Graham Child Development Institute  
 University of North Carolina - Chapel Hill

Stephanie Jones

Marie &amp; Max Kargman Associate Professor

in Human Development and Urban Education Advancement  
 Graduate School of Education,  
 Harvard University

**10:00 AM - 12:00 PM: Session 7****7A. Early Childhood Education Symposium****Strategic Impact Evaluation Fund:****Early Childhood Nutrition Health and Development Impact Evaluations**

Gallery 1 - Park Hyatt Hotel, Ballroom Level

Organizer: Joost de Laat, World Bank

*Building Parental Capacity to Improve Child Development:**Impact Evaluation of an Early Childhood Stimulation Program in Bangladesh*

Marjorie Chinen, Johannes Bos, & Matthew Murray, American Institutes for Research,  
Jena Hamadani, International Centre for Diarrhoeal Disease Research, Bangladesh,  
Najmul Hossain, Data International, and Minhaj Mahmud, BRAC University

*Interlinking Nutrition and Workfare during the First 1000 Days: A New Social Safety Net in Djibouti*

Stefanie Brodmann, World Bank, Florencia Devoto, Abdul Latif Jameel Poverty Action Lab,  
and Emanuela Galasso, World Bank

*Experimental Evidence from an Early Childhood Parenting Intervention in Nicaragua*

Patrick Premand, World Bank, Karen Macours, Paris School of Economics,  
Norbert Schady, Inter-American Development Bank, and Renos Vakis, World Bank

**7B. Early Childhood Education****Altering the Curve: Improving Math Outcomes through Curriculum and Teacher Expectations**

Culpeper - Fairmont Hotel, Ballroom Level

Chair: Jason Downer, University of Virginia

*Improving Mathematics Learning by Integrating Curricular Activities with Innovative and**Developmentally Appropriate Digital Apps: Findings from the Next Generation Preschool Math Evaluation*

Ashley Lewis Presser, Education Development Center,  
Philip Vahey & Ximena Dominguez, SRI International

*Great Expectations: The Effect of High Teacher Expectations on the Mathematics Achievement of African American Students in a Preschool Math Intervention*

Tyler Watts & Greg J. Duncan, University of California - Irvine,  
Douglas H. Clements & Julie Sarama, University of Denver,  
Christopher B. Wolfe, Indiana University - Kokomo, and Mary Elaine Spitler, ABET

*Preschool Teachers Can Use a Transmedia Curriculum Supplement to Support**Young Children's Mathematics Learning: Results of a Randomized Controlled Trial*

Carlin Llorente, SRI International, Shelley Pasnik, Education Development Center,  
Savitha Moorthy, SRI International, Naomi Hupert &  
Deborah Rosenfeld, Education Development Center, and Sarah Gerard, SRI International

**7C. Instruction and Student Achievement****Evaluation of Literacy Interventions: Costs and Effectiveness**

Dumbarton - Fairmont Hotel, Floor 3

Chair: Doris Luft Baker, Southern Methodist University

*Preliminary Findings from a Multi-Year Scale-Up Effectiveness Trial of Open-Court Reading (Imagine It!)*

Geoffrey Borman, University of Wisconsin - Madison, Michael Vaden-Kiernan,  
Sarah Caverly, Nance Bell, Veronica Ruiz de la Castilla, & Kate Sullivan, SEDL

*Final-Year Results from the i3 Scale-Up of Reading Recovery*

Henry May, University of Delaware, Philip Sirinides, Abby Gray,  
Heather Goldsworthy Davila, Cecile Sam, & Toscha Blalock, University of Pennsylvania

*Exploring the Implementation, Effectiveness and Costs of the Reading Partners Program*

Robin Jacob, University of Michigan, Dean Elson, Reading Partners,  
Brooks Bowden, Columbia University, and Catherine Armstrong, MDRC

*Costs and Effects of Dual-Language Immersion in the Portland Public Schools*

Jennifer Steele, American University,  
Robert Slater, American Councils for International Education,  
Jennifer Li, RAND, Gema Zamarro, University of Arkansas, and Trey Miller, RAND

**7D. Instruction and Student Achievement Invited Symposium****Using the Early Warning Indicators Systems as a Strategy to Support College Readiness and Narrow Achievement Gaps**

Sulgrave - Fairmont Hotel, Floor 3

Organizer: Takako Nomi, St. Louis University

*Activating an Early Warning Indicator System in San Jose Unified School District*

Jason Willis &amp; Emalie McGinnis, San Jose Unified School District

*Using On-Track Trajectories to Narrow Achievement Gaps*

Julian Betts, University of California - San Diego,  
and Ronald Rode, San Diego Unified School District

*Getting to the Finish Line: Supporting Ninth Graders in Alabama High Schools*

Robert Balfanz, Johns Hopkins University

Discussant: Elaine Allensworth, University of Chicago

## 7E. Understanding the Effects of Education Policies

### Getting Out the Gate: Initiatives to Improve College Starts

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Alexander Mayer, MDRC

*Self-Paced Remediation and Math Placement:*

*A Randomized Field Experiment in a Community College*

Brent Evans & Gary Henry, Vanderbilt University

*Intensive College Counseling and the College Enrollment Choices of Low Income Students*

Benjamin Castleman, University of Virginia, and Joshua Goodman, Harvard University

*Do College-Ready Students Benefit When High Schools and Colleges Collaborate?*

*Experimental Evidence from Albuquerque, New Mexico*

Benjamin Castleman, University of Virginia,

Laura Owen, San Diego State University, and Lindsay C. Page, University of Pittsburgh

## 7F. Research Methods Symposium

### Improving the Design of Cluster Randomized Trials in Education and Prevention Research

Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: Jessaca Spybrook, Western Michigan University

*Strategies for Improving Power in Cluster Randomized Studies of Professional Development*

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

Jiaqi Zhang, University of Cincinnati, Geoffrey Phelps, Educational Testing Service,

and Nathan Jones, Boston University

*Intraclass Correlations for Three-Level Multi-Site Cluster-Randomized Trials of Science Achievement*

Carl Westine, University of West Georgia

*Meaningful Effect Sizes, Intra-Class Correlations, and Proportions of Variance Explained by Covariates for Planning 3-Level Cluster Randomized Experiments in Prevention Science*

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

Catherine P. Bradshaw, University of Virginia, and Desiree W. Murray, Duke University

*Estimating the Variance of Design Parameters*

Eric Hedberg, Arizona State University,

Larry Hedges & A.M. Kuyper, Northwestern University

# 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.

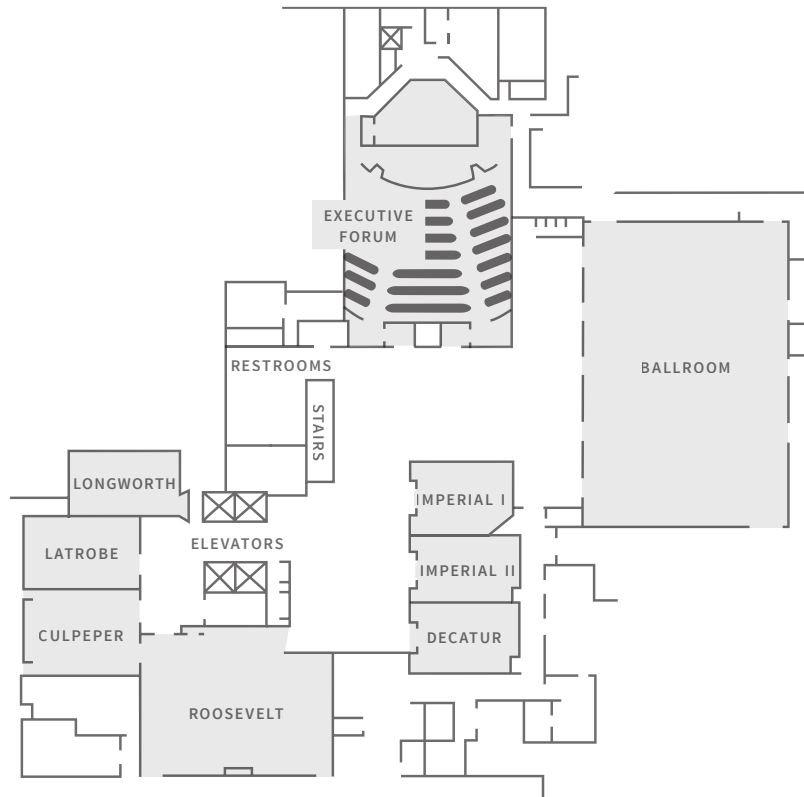
Each panel includes a moderator and panelists.

### Individual Papers

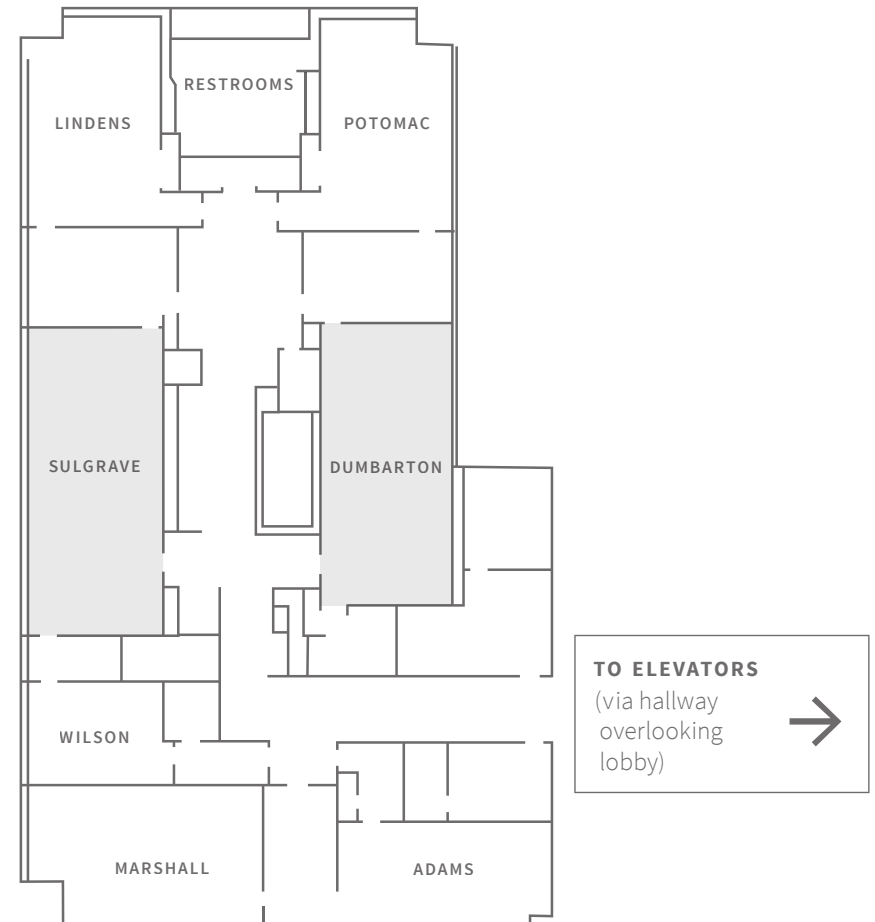
Individual papers with a similar focus that were accepted through the peer review process were assembled into a session by the program committee. A session chair was invited by the program committee to manage the session.

### Posters

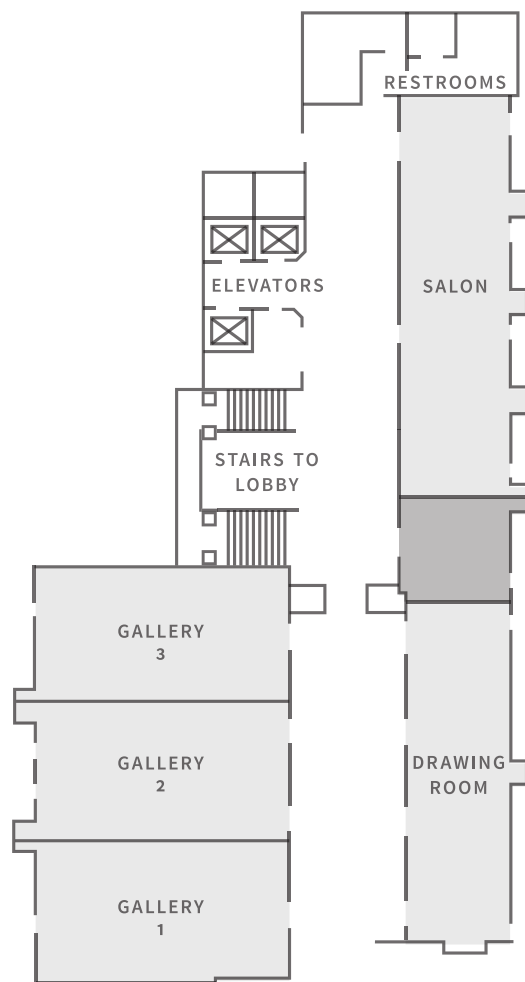
SREE utilizes a virtual poster format. The three-week period before the conference includes a virtual poster session for online review. During the conference, the poster session is utilized for on-site in-person interaction between presenters and conference participants. No physical posters are present, 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 Summer Short Course

### An Introduction to Hierarchical Linear Models & Causal Inference in Multilevel Settings

Stephen Raudenbush & Anthony Bryk

July 8-10, 2015

Carnegie Foundation for the Advancement of Teaching, Stanford, CA

Many studies in education, human development, public health, and allied fields are longitudinal or multilevel, or both. In longitudinal studies, it is often possible to repeatedly observe participants. This allows the assessment of growth in academic achievement or change in health status.

Multilevel data arise when participants are clustered within social settings such as classrooms, schools, and neighborhoods. Hierarchical linear models (HLM) provide a flexible framework to analyze longitudinal and multilevel data.

The short course will begin with an introduction to the hierarchical linear model, and its application in longitudinal and multilevel research. We will then consider problems of causal inference that arise in longitudinal and multilevel settings. Over the course of the three days, our focus will be on the formulation and application of models to real data. Participants will run analyses, discuss their findings, and consider the implications for the design and analysis of their own research.

Understanding how to analyze data from randomized experiments provides the foundation for comprehending causal inference more generally. We will explore experimental design and analysis in group-randomized trials and multi-site randomized trials. Multi-site trials are now prevalent in education, and offer rich opportunities to estimate both the average impact of an intervention and the distribution of impacts across social settings. We will discuss the suitability of certain widely-employed methods of analysis for these circumstances, and specify the conditions required for the appropriate use of HLM.

We will then turn to causal inference in non-randomized studies. Methods to address the problem of non-compliance in randomized experiments, and the utility of instrumental variables to study the impact of participation in a new program, will be examined. These approaches are now standard in single-level settings, but novel in multilevel settings. We will apply propensity-score matching to approximate group-randomized and multi-site trials.

In longitudinal settings, a key, though often overlooked, challenge is time-varying confounding. Past instructional experience may influence the likelihood of receiving future instruction. Understanding this dynamic process is critical in education research, and important in assessing human development and long-term health outcomes. We will demonstrate how weighting methods may remove observed time-varying confounding. Finally, we will consider value-added models and the problems they may encounter when striving to provide valid inference about teacher and school effects.

#### Registration is open at:

<https://www.sree.org/courses/2015/hlm/>

# SREE

Society for Research on Educational Effectiveness

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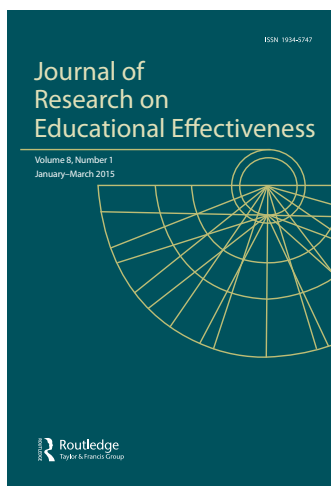
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**JOURNAL OF RESEARCH ON EDUCATIONAL EFFECTIVENESS**  
**Volume 8, Number 1, 2015**



**Special Issue: Policy and Research Challenges of Moving Toward Best Practices  
in Using Student Test Scores to Evaluate Teacher Performance**

*Policy and Research Challenges of Moving Toward Best Practices  
in Using Student Test Scores to Evaluate Teacher Performance*

Cassandra M. Guarino, Mark D. Reckase & Jeffrey M. Wooldridge

*Assessing the "Rothstein Falsification Test":  
Does It Really Show Teacher Value-Added Models Are Biased?*

Dan Goldhaber & Duncan Dunbar Chaplin

*Evaluating Specification Tests in the Context of Value-Added Estimation*

Cassandra M. Guarino, Mark D. Reckase, Brian W. Stacy & Jeffrey M. Wooldridge

*Sensitivity of Teacher Value-Added Estimates to Student and Peer Control Variables*

Matthew T. Johnson, Stephen Lipscomb & Brian Gill

*Disentangling Disadvantage: Can We Distinguish Good Teaching From Classroom Composition?*

Gema Zamarro, John Engberg, Juan Esteban Saavedra & Jennifer Steele

*Accounting for Co-Teaching: A Guide for Policymakers and Developers of Value-Added Models*

Eric Isenberg & Elias Walsh

*Elementary School Data Issues for Value-Added Models: Implications for Research*

Eric Isenberg, Bing-ru Teh & Elias Walsh

*Incorporating End-of-Course Exam Timing Into Educational Performance Evaluations*

Eric Parsons, Cory Koedel, Michael Podgursky, Mark Ehlert & P. Brett Xiang

*A subscription to JREE is a benefit of SREE membership.*