

# SREE

Society for Research on Educational Effectiveness

## SPRING 2016 CONFERENCE

*Lost in Translation:  
Building Pathways from Knowledge to Action*

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## 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.

### 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

## 8:00 AM - 4:00 PM: Professional Development Short Course

*The short course requires an additional fee.*

### *Cost Analysis for Evaluation in Education*

A. Brooks Bowden, Columbia University  
Clive Belfield, City University of New York  
Roosevelt ("FDR") - Fairmont Hotel, Ballroom Level

## 1:00 PM - 4:00 PM: Professional Development Workshops

*Workshops require an additional fee.*

### *Workshop A: From Journal Author to Policy Influencer:*

*Strategies for Making Your Research Speak to Policymakers (and Those Who Influence Them)*  
Chelsea Farley, Research Alliance for New York City Schools  
John Hutchins, MDRC  
Sarah Sparks, *Education Week*  
Dumbarton - Fairmont Hotel, Floor 3

### *Workshop B: What Would It Take To Change Your Inference?*

*Quantifying the Discourse about Causal Inferences in the Social Sciences*  
Kenneth Frank, Michigan State University  
Decatur - Fairmont Hotel, Ballroom Level

### *Workshop C: Matching with Multilevel Data*

Sam Pimentel, University of Pennsylvania  
Lindsay Page, University of Pittsburgh  
Luke Keele, Pennsylvania State University  
Sulgrave - Fairmont Hotel, Floor 3

### *Workshop D: Obtaining and Using Data from Districts or States for Research Use*

Andrew Rice, Education Analytics  
Peter Witham, Education Analytics  
Sean McLaughlin, Education Analytics  
Ryan Reyna, Independent Consultant  
Matthew Lenard, Wake County, NC Public Schools  
Cristofer Price, Abt Associates  
Culpeper - Fairmont Hotel, Ballroom Level

### *Workshop E: Introduction to "The Generalizer":*

*A New Webtool for Improving Generalizations from Experiments*  
Elizabeth Tipton, Columbia University  
Latrobe - Fairmont Hotel, Ballroom Level

### 4:30 PM - 6:00 PM: Women in Quantitative Methodology

Please join us to discuss career strategies for women interested in quantitative methods in education, and to develop new collaborative research networks, with reception to follow.

Hosts: Terri Pigott, Loyola University Chicago  
and Trisha H. Borman, American Institutes for Research

Roosevelt ("FDR") - Fairmont Hotel, Ballroom Level  
Sponsor: American Institutes for Research



## THURSDAY MARCH 3, 2016

### 9:00 AM - 11:00 AM: Session 1

#### 1A. Early Childhood Education Symposium

#### The Realities and Promise of Data Use in Early Childhood Education

Salon IIIA - Ritz-Carlton Hotel, Ballroom Level

Organizer: Maia Connors, Ounce of Prevention Fund

*Preschool Attendance: How Researchers and Practitioners Are Working Together to Understand and Address Absenteeism among Our Youngest Students*

Stacy B. Ehrlich, Julia Gwynne, & Elaine M. Allensworth, Consortium on Chicago School Research, and Serah Fatani, Chicago Public Schools

*Strengthening the Research Architecture for High Quality Universal Pre-K: Development of a Quality Monitoring Tool*

Natalia Rojas, C. Cybele Raver, & Pamela A. Morris, New York University

*Measuring Data Use Beliefs and Practices in Early Education Settings*

Amanda Stein & Maia C. Connors, Ounce of Prevention Fund

Discussant: Teresa Derrick-Mills, Urban Institute

#### 1B. Social and Emotional Learning Interventions in Educational Settings Invited Panel

#### Designing Research-Practice Partnerships for Social and Emotional Learning:

#### Lessons, Questions, and Best Practices

Salon IIIB - Ritz-Carlton Hotel, Ballroom Level

Organizer: Susan Rivers, Yale University

Moderator: Vivian Tseng, William T. Grant Foundation

Shauna Tominey, Yale University

Michael Strambler, Yale University

Marc Jaffe, Childcare Learning Center

### 1C. Improving Classroom Practice Symposium

#### Pathways to Algebra Success

Dumbarton - Fairmont Hotel, Floor 3

Organizer: Jason Snipes, WestEd

*Who Repeats Algebra, and How Does Initial Performance Relate to Improvement When the Course Is Repeated?*

Anthony Fong, Karina Jaquet, & Neal Finkelstein, WestEd

*Using Assessment Data to Guide Math Course Placement of California Middle School Students*

Chun-Wei Huang, Jason Snipes, & Neal Finkelstein, WestEd

*The Effects of the Elevate Math Summer Program on Math Achievement and Algebra Readiness*

Jason Snipes, Chun-Wei Huang, Karina Jaquet, & Neal Finkelstein, WestEd

Discussant: Jessica Heppen, American Institutes for Research

### 1D. Improving Classroom Practice & International Perspectives

#### on Educational Effectiveness

#### Professional Development Effects on Improved Practice and Outcomes

Latrobe - Fairmont Hotel, Ballroom Level

Chair: Margaret Dubeck, RTI International

*Effects of an Intensive Data-Based Decision Making Intervention on Teacher Efficacy*

Emmelen van der Scheer & Adrie Visscher, University of Twente

*Developing Content-Area Academic Literacy: A Randomized Control Trial of the Reading Apprenticeship Improving Secondary Education (RAISE) Project*

Cheri Fancsali, Research Alliance for New York City Schools, Yasuyo Abe &

Mikhail Pyatigorsky, IMPAQ International

*The Effect of an Analysis-of-Practice, Videocase-Based, Teacher Professional Development Program on Teacher and Student Outcomes*

Joseph Taylor, Abt Associates, Kathleen Roth, California State Polytechnic University - Pomona,

Christopher Wilson & Molly Stuhlsatz, BSCS, and Elizabeth Tipton, Columbia University

*MOOCs Feasibility Study: Demand among Teachers in Rural Ghana*

Jamie Johnston, Stanford University

### 1E. Evaluating Educational Policies and Programs Symposium

#### Summaries of the Latest Research on Charter Schools, School Vouchers, and Magnet School Choice

Plaza I - Ritz-Carlton Hotel, Ballroom Level

Organizer: Patrick J. Wolf, University of Arkansas

*What Happens When Schools Become Magnet Schools?*

*A Longitudinal Study of Diversity and Achievement*

Sami Kitmitto & Jesse Levin, American Institutes for Research,

Julian Betts, University of California - San Diego, Johannes Bos &

Marian Eaton, American Institutes for Research

*A Meta-Analysis of the Literature on the Effect of Charter Schools on Student Achievement*

Julian R. Betts & Y. Emily Tang, University of California - San Diego

*Evaluating Voucher Programs: The Milwaukee Parental Choice Program*

John F. Witte, University of Wisconsin - Madison

*The Participant Effects of Private School Vouchers: A Meta-Analytic and Systematic Review*

M. Danish Shakeel, Kaitlin P. Anderson, & Patrick J. Wolf, University of Arkansas

Discussant: Mark W. Lipsey, Vanderbilt University

### 1F. Evaluating Educational Policies and Programs Symposium

#### Patterns and Correlates of Gender Achievement Gaps in the United States

Plaza II - Ritz-Carlton Hotel, Ballroom Level

Organizer: Erin Fahle, Stanford University

*Geographic Variation of District-Level Gender Achievement Gaps within the United States*

Sean Reardon, Demetra Kalogrides, & Erin Fahle, Stanford University,

Anne Podolsky, Learning Policy Institute, and Rosalia Zarate, Stanford University

*Test Format and the Variation of Gender Achievement Gaps within the United States*

Sean Reardon, Demetra Kalogrides, & Erin Fahle, Stanford University,

Anne Podolsky, Learning Policy Institute, and Rosalia Zarate, Stanford University

*Patterns of Change in U.S. Gender Achievement Gaps during Elementary and Middle School*

Erin Fahle, Stanford University

Discussant: Joseph Robinson-Cimpian, University of Illinois - Urbana/Champaign

## 1G. Education and Life Cycle Transitions Symposium

### Scaling Up Early Colleges: Implementation and Impacts across Settings

Roosevelt ("TR") - Ritz-Carlton Hotel, Ballroom Level

Organizer: Julie Edmunds, University of North Carolina - Greensboro

*The Small, Stand-Alone Early College: Impact on High School Outcomes*

Elizabeth Glennie, RTI International, Fatih Unlu & Jane Furey, Abt Associates

*The Small, Stand-Alone Early College: Impact on Postsecondary Outcomes*

Fatih Unlu & Jane Furey, Abt Associates

*Early College for All: Efforts to Scale Up Early Colleges in Multiple Settings*

Julie Edmunds, University of North Carolina - Greensboro

*Preliminary Impacts of North Carolina's Rural Innovative Schools Project*

Oksana Naumenko, Robert Henson, & Bryan Hutchins, University of North Carolina - Greensboro

Discussants: David Silver, RTI International, and Lindsay Page, University of Pittsburgh

## 1H. International Perspectives on Educational Effectiveness Symposium

### Supporting Teachers' Well-Being and Professional Development

### in Resource Deprived Settings: Pathways to High Quality Teaching

Sulgrave - Fairmont Hotel, Floor 3

Organizer: Kate Schwartz, New York University

*Teachers' Lives in Context: A Framework for Understanding Barriers*

*to High Quality Teaching within Resource Deprived Settings*

Kate Schwartz, Elise Cappella, & J. Lawrence Aber, New York University

*Cumulative Risk, Teacher Well-Being and Instructional Quality: Evidence from the DRC and Ghana*

Sharon Wolf, New York University

*Improving Quality and Child Outcomes in Early Childhood Education by Redefining the Role Afforded to Teachers in Professional Development:*

*A Continuous Quality Improvement Learning Collaborative among Public Preschools in Chile*

MaryCatherine Arbour, Brigham and Women's Hospital,

Hirokazu Yoshikawa, New York University, Sid Atwood, Brigham and Women's Hospital,

Francis Romina Duran Mellado, Educational Opportunity Foundation, Felipe Godoy Ossa &

Ernesto Trevino Villareal, Diego Portales University, and Catherine E. Snow, Harvard University

Discussant: Joshua Brown, Fordham University

## 1I. Research Methods Symposium

### Advances in Power Analysis to Detect

### the Moderator, Mediator, and Polynomial Effects in Multilevel Experiments

Roosevelt ("FDR") - Fairmont Hotel, Ballroom Level

Organizer: Nianbo Dong, University of Missouri

*A General Framework for Power Analysis to Detect the Moderator Effects*

*in Two- and Three-Level Cluster Randomized Trials*

Nianbo Dong, University of Missouri, Jessaca Spybrook, Western Michigan University,

and Ben Kelcey, University of Cincinnati

*Power Calculations for Moderators in Multi-Site Cluster Randomized Trials*

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

and Nianbo Dong, University of Missouri

*Power Analyses for Causally-Defined Conditional Indirect Effects in Multilevel Designs*

Ben Kelcey, University of Cincinnati, Nianbo Dong, University of Missouri,

Jessaca Spybrook, Western Michigan University, and Zuchao Shen, University of Cincinnati

*Power Consideration for Three-Level Growth Models*

Wei Li, University of Missouri, and Spyros Konstantopoulos, Michigan State University

Discussant: Yaacov Petscher, Florida State University

# **1J. Research Methods Symposium**

## **Social Network Methods for Education Research**

Culpeper - Fairmont Hotel, Ballroom Level

Organizer: Tracy Sweet, University of Maryland - College Park

*Measuring Teachers' Attunement to Children's Friendships, Victimization, and Popularity Dynamics*

Rebecca Madill, Child Trends, Kathleen Zadzora &

Scott D. Gest, Pennsylvania State University

*Learning in Linguistically Diverse Middle School Classrooms:*

*The Role of the Classroom Peer Network*

Lauren Molloy Elreda, Amanda Kibler, Valerie A. Futch Ehrlich, &

Haley Johnson, University of Virginia

*A Hierarchical Latent Space Model for Influence*

Tracy Sweet, University of Maryland - College Park

*A Statistical Method to Analyze Evolution of Longitudinal Networks in Education*

Samrachana Adhikari, Carnegie Mellon University

# **11:30 AM - 12:30 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 - Plaza I - Ritz-Carlton Hotel, Ballroom Level

American Institutes for Research - Salon IIIA - Ritz-Carlton Hotel, Ballroom Level

RTI International - Plaza II - Ritz-Carlton Hotel, Ballroom Level

WestEd - Salon IIIB - Ritz-Carlton Hotel, Ballroom Level



**11:30 AM - 12:30 PM**

***JREE*: Meet the Editorial Team**

Roosevelt (“TR”) - Ritz-Carlton Hotel, Ballroom Level

Sean Reardon

Beth Gamse

Pamela Morris

Elizabeth Stuart

**11:30 AM - 12:30 PM**

**Finding Federal Funding: Updates from IES, NICHD and NSF**

Roosevelt (“FDR”) - Fairmont Hotel, Ballroom Level

Elizabeth Albro, Institute of Education Sciences

James A. Griffin, National Institute of Child Health and Human Development

Margret Hjalmarson, National Science Foundation

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

**2A. Early Childhood Education Panel**

**Addressing Quandaries in Early Education through Research-Practice Partnerships**

Salon IIIB - Ritz-Carlton Hotel, Ballroom Level

Moderator: Laura Wentworth, California Education Partners

Carla Bryant, San Francisco Unified School District

Faith Connolly, Johns Hopkins University

Chris Doss, Stanford University

Perry Gorgen, Baltimore City Public Schools

Jeffrey Grigg, Johns Hopkins University

**2B. Early Childhood Education & International Perspectives on Educational Effectiveness**

**Educational Interventions to Support Dual Language Learners**

Roosevelt (“TR”) - Ritz-Carlton Hotel, Ballroom Level

Chair: Pooja Nakamura, American Institutes for Research

*Spanish Instruction in Head Start and Dual Language Learners' Achievement*

Elizabeth Miller, University of California - Irvine

*Early RCT Findings for ELL Elementary Student Learning Outcomes after a*

*Two-Year Pedagogical Intervention*

Pedro Portes, Manuel S Gonzalez Canche, & Rob Stollberg, University of Georgia

*Multilingual Literacy Skill Development in Kenya:*

*Results from Medium Scale Randomized Controlled Trials*

Benjamin Piper, RTI International

**2C. Improving Classroom Practice**  
**Improving Mathematics Instructional Practice**

Sulgrave - Fairmont Hotel, Floor 3

Chair: Asha Jitendra, University of Minnesota

*Formalizing Mathematics Knowledge: How Are Early Number Skills Related to Mathematics Achievement and Gains for Students At-Risk for Mathematics Difficulties?*

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

*The Development and Impacts of Learning Trajectory-Oriented Thinking and Formative Assessment Practice in Elementary Math Teachers*

Jonathan Supovitz, Abigail Gray, Caroline Ebby, & Janine Remillard, University of Pennsylvania

*A Randomized Control Trial Evaluating the Effectiveness of Computer Assisted Instruction in Numeracy on Math Outcomes for Monolingual English Speaking Kindergartners from Title 1 Schools*

Matthew E. Foster & Jason L. Anthony, University of Texas Health Science Center - Houston,  
 Douglas H. Clements & Julie Sarama, University of Denver,  
 and Jeffrey M. Williams, University of Texas Health Science Center - Houston

**2D. Evaluating Educational Policies and Programs Panel**  
**Teacher Performance Pay Signals and Student Achievement: Are Signals Accurate, and How Well Do They Work?**

Plaza I - Ritz-Carlton Hotel, Ballroom Level

Moderator: David Manzeske, American Institutes for Research

Marshall Garland, Gibson Consulting

Ryan Williams, American Institutes for Research

**2E. Evaluating Educational Policies and Programs**  
**Accountability for Schools and Students: Does the Evidence Support the Policy?**

Plaza II - Ritz-Carlton Hotel, Ballroom Level

Chair: Kara Finnigan, University of Rochester

*State Policies for Intervening in Chronically Low-Performing Schools: A 50-State Policy Scan*

Mary Klute, Marzano Research

*The Uneven Implementation of Universal School Policies:*

*Maternal Education and Florida's Mandatory Grade Retention Policy*

Christina LiCalsi & Umut Ozek, American Institutes for Research,  
 and David Figlio, Northwestern University

*Do Schools Respond To Pressure? Evidence from NCLB Implementation Details*

Vivian C Wong, University of Virginia, Coady Wing, Indiana University,  
 and David Martin, University of Virginia

**2F. Evaluating Educational Policies and Programs**  
**What Works in Science Education**

Latrobe - Fairmont Hotel, Ballroom Level

Chair: Jordan Rickles, American Institutes for Research

*The Impact of a NGSS-Aligned Curriculum on Student Content Knowledge*

Morgan Polikoff, Q. Tien Le, Robert Danielson, Gale Sinatra, &  
 Julie Marsh, University of Southern California

*Effective Secondary Science Programs: A Best-Evidence Synthesis*

Alan Cheung, Chinese University of Hong Kong, Robert Slavin, Cynthia Lake, &  
 Elizabeth Kim, Johns Hopkins University

*Regular Biology Students Learn Like AP Students with SUN*

Ann Batiza, Milwaukee School of Engineering, Wen Luo, Texas A&M University,  
 Bo Zhang, University of Wisconsin - Milwaukee, Mary Gruhl, Gruhl Education Consultants,  
 David Nelson, University of Wisconsin - Madison,  
 Mark Hoelzer, Milwaukee School of Engineering, Ling Ning, Texas A&M University,  
 Marisa Roberts, Concordia University, Jonathan Knopp, International Baccalaureate,  
 Tom Harrington, Bacon Academy, Donna LaFlamme, St. Dominic School,  
 Mary Anne Haasch, Wauwatosa School District, Gina Vogt, Milwaukee School of Engineering,  
 David Goodsell, Scripps Research Institute, and David Marcey, California Lutheran University

**2G. Education and Life Cycle Transitions**  
**Interventions That Promote Secondary School Success**

Culpeper - Fairmont Hotel, Ballroom Level

Chair: Rebecca Herman, RAND

*Starting Strong: A Randomized Controlled Trial*

*of the Building Assets Reducing Risks (BARR) Model in 9th Grade*

Trisha H. Borman, Johannes Bos, Brenna O'Brien, So Jung Park, &

Feng Liu, American Institutes for Research, Maryann Corsello, University of New England,

and Angela Jerabek, St. Louis Park School District

*Rapid and Iterative Estimation of Predictions of High School Graduation and Other Milestones*

Kristin E. Porter & Rekha Balu, MDRC, Brad Gunton, Jefferson Pestronk, &

Allison Cohen, New Visions for Public Schools

*The Benefits of Being a Big Fish: The Relationship between Incoming Rank and Student Outcomes*

Elaine Allensworth, Paul Moore, Lauren Sartain, &

Marisa de la Torre, Consortium on Chicago School Research

**2H. Research Methods Panel**

**The What Works Clearinghouse:**

**New Resources and Strategies to Support Decision Makers and Educators**

Salon IIIA - Ritz-Carlton Hotel, Ballroom Level

Moderator: Neil Seftor, Mathematica Policy Research

Shannon Monahan, Mathematica Policy Research

AnnaMaria McCutcheon, Mathematica Policy Research

**2I. Research Methods Panel**

**Design-Based Causal Inference for RCTs: Theory and Software**  
**for Promoting Opportunistic Experiments**

Roosevelt ("FDR") - Fairmont Hotel, Ballroom Level

Moderator: Peter Schochet, Mathematica Policy Research

Carlo Caci, Mathematica Policy Research

Alex Resch, Mathematica Policy Research

**2J. Research Methods**

**From Sample to Population: Strategies for Improving Generalizability**

Dumbarton - Fairmont Hotel, Floor 3

Chair: Elizabeth Tipton, Columbia University

*Partial Identification of Treatment Effects: Applications to Generalizability*

Wendy Chan, Northwestern University

*Bayesian Decision Theory Guiding Educational Decision-Making: Theories, Models and Application*

Yilin Pan, Columbia University

*Combining Propensity Score Methods and Complex Survey Data*

*to Estimate Population Treatment Effects*

Elizabeth Stuart, Johns Hopkins University, Nianbo Dong, University of Missouri,

and David Lenis, Johns Hopkins University

**Break**

### 3:00 PM - 5:00 PM: Session 3

#### 3A. Invited Panel

##### **Designing Accountability to Support School Improvement & Student Achievement**

Salon IIIA/IIIB - Ritz-Carlton Hotel, Ballroom Level

Organizer: John Easton, Spencer Foundation

Moderator: Michael Feuer, George Washington University

Courtney Bell, Educational Testing Service

Carl Cohn, Claremont Graduate University

Richard Laine, National Governors Association

Martin West, Harvard University

#### 3B. Evaluating Educational Policies and Programs Symposium

##### **(No Longer) Lost in Translation: A New Paradigm in Research to Practice**

Plaza I - Ritz-Carlton Hotel, Ballroom Level

Organizer: Tonya Wolford, School District of Philadelphia

*Overview of the OGAP Formative Assessment Project*

*and CPRE's Large-Scale Experimental Study of Implementation and Impacts*

Jonathan Supovitz, University of Pennsylvania

*Successful Researcher-Practitioner RCT Partnership: Increasing Attendance by 15,000 Days*

Todd Rogers, Harvard University, Tonya Wolford, School District of Philadelphia,

Avi Feller, University of California - Berkeley, Adrienne Reitano, School District of Philadelphia,

Shruthi Subramanyam, University of Chicago, and John Ternovski, Harvard University

*The Launch of the Philadelphia Education Research Consortium:*

*Lessons Learned from the First Year of Implementation*

Kate Shaw, Research for Action

*Shared Solutions: A Model for Researcher-Practitioner Partnerships*

Laura Desimone, University of Pennsylvania, Tonya Wolford, School District of Philadelphia,

Kirsten Hill, University of Pennsylvania, Adrienne Reitano &

David Kowalski, School District of Philadelphia

Discussant: William R. Hite, Jr., School District of Philadelphia

### 3C. Evaluating Educational Policies and Programs Symposium

#### **Reading for Understanding:**

##### **New Findings from the Catalyzing Comprehension for Discussion and Debate Project**

Plaza II - Ritz-Carlton Hotel, Ballroom Level

Organizer: Catherine Snow, Harvard University

*The Experimental Effects of the Strategic Adolescent Reading Intervention (STARI)*

*on a Scenarios-Based Reading Comprehension Assessment*

James Kim, Harvard University, Lowry Hemphill, Wheelock College, Margaret Troyer,

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

*Experimental Effects of Word Generation on Vocabulary, Academic Language,*

*and Perspective Taking in High Poverty Middle Schools*

Stephanie Jones, James Kim, Maria LaRusso, Ha Yeon Kim, & Sophie Barnes, Harvard University,

Suzanne Donovan, SERP Institute, and Catherine Snow, Harvard University

*Impacts of a Discussion-Based Academic Language Program*

*on Classroom Interactions in 4th through 7th Grades*

Maria LaRusso, Stephanie Jones, Ha Yeon Kim, & James Kim, Harvard University,

Suzanne Donovan, SERP Institute, and Catherine Snow, Harvard University

Discussants: William Corrin, MDRC, and Jenna Shumsky, New York City Public Schools

#### 3D. Education and Life Cycle Transitions

##### **Approaches to Address College Access and Success**

Roosevelt ("TR") - Ritz-Carlton Hotel, Ballroom Level

Chair: Christopher Mazzeo, Education Northwest

*Measuring Student Success from a Developmental Mathematics Course at an Elite Public Institution*

Julian Hsu & William J. Gehring, University of Michigan

*Aiding or Dissuading? The Effect of Maintaining Eligibility*

*for Need-Based Financial Aid on Late Stage Persistence and Completion*

Zachary Mabel, Harvard University

*Trajectories of Exposure to Racial School Segregation and the Transition to College*

Siri Warkentien, RTI International

*Aid Like A Paycheck: Engaging with Policymakers and Practitioners*

*to Evaluate and Improve Financial Aid*

Evan Weissman, MDRC, Jesse O'Connell & David Croom, Lumina Foundation

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

Ballroom - Fairmont Hotel

**Welcome & Introduction**

Rebecca Maynard, SREE President

**Opening Address**

**Challenges in Building Usable Knowledge in Education**

Larry V. Hedges  
Board of Trustees Professor  
of Statistics, Education & Social Policy, and Psychology  
Northwestern University

**7:00 PM - 8:00 PM: Reception**

Colonnade - Fairmont Hotel, Lobby Level

Sponsor: American Institutes for Research



**FRIDAY MARCH 4, 2016**

**8:00 AM - 10:00 AM: Session 4**

**4A. Early Childhood Education Invited Symposium**

**Early Childhood Parenting Interventions and School Readiness:  
Approaches, Efficacy, Associated Costs, and Potential Long-Term Benefits**  
Roosevelt ("FDR") - Fairmont Hotel, Ballroom Level

Organizer: Karen L. Bierman, Pennsylvania State University

*Varied Approaches to Early Childhood Parenting Intervention:  
Evidence for Impact on Different Domains of Parent and Child Outcomes*  
Pamela A. Morris & Jessica Harding, New York University

*Elements of Intervention Approaches That Affect Costs and Cost-to-Benefit Ratios  
of Early Childhood Parenting Interventions*  
Lisa A. Gennetian & Jessica Harding, New York University

*Valuing Health Development: An Integrative Analysis of the Potential Long-Term Benefits  
of Early Parenting Interventions That Target School Readiness*  
Daniel Max Crowley, Pennsylvania State University

**4B. Early Childhood Education**

**Promoting the Early Academic Success of At-Risk Students**  
Latrobe - Fairmont Hotel, Ballroom Level

Chair: George Farkas, University of California - Irvine

*The Impact of California's Transitional Kindergarten Program on Student Outcomes*  
Aleksandra Holod, Burhan Ogut, Nicholas Mills, Karen Manship, &  
Heather Quick, American Institutes for Research

*Effects of TRIAD on Mathematics Achievement: Long-Term Impacts*  
Douglas H. Clements & Julie Sarama, University of Denver, Carolyn Layzer &  
Fatih Unlu, Abt Associates, Christopher B. Wolfe, Saint Leo University,  
Mary Elaine Spittler, University at Buffalo - SUNY, and Daniel Weiss, Abt Associates

*Executive Function and Mathematics Achievement: Are Effects Construct- and Time-General or Specific?*  
Robert Duncan & Tutrang Nguyen, University of California - Irvine, Alicia Miao &  
Megan McClelland, Oregon State University, and Drew Bailey, University of California - Irvine

*Childhood Disabilities as an Alternative Measure of Human Capital: An Evaluation of Universal Preschool*  
Jessica Monnet, University of California - Irvine

**4C. Social and Emotional Learning Interventions in Educational Settings & International Perspectives on Educational Effectiveness  
Measuring Social & Emotional Skills and Development**  
Culpeper - Fairmont Hotel, Ballroom Level

Chair: Celene Domitrovich, CASEL

*Measuring Social-Emotional Skills to Advance Science and Practice*

Clark McKown, Nicole Russo-Ponsaran, & Jason Johnson, Rush University Medical Center

*Contributions of Social-Emotional Readiness and Classroom Quality  
to Social-Emotional Trajectories across Elementary School*

Rachel M. Abenavoli & Mark T. Greenberg, Pennsylvania State University,  
and the Family Life Project Key Investigators

*New Evidence on Self-Affirmation Effects and Theorized Sources of Heterogeneity  
from Two Cohorts in a Large-Scale Replication*

Paul Hanselman, University of California - Irvine, Christopher S. Rozek, University of Chicago,  
Jeffrey Grigg, Johns Hopkins University, Jaymes Pyne &  
Geoffrey Borman, University of Wisconsin - Madison

*Evaluation of the Transformative Potential of Positive Gender Socialization in Education for Peace Building*  
Marjorie Chinen & Mohammed Elmeski, American Institutes for Research

**4D. Improving Classroom Practice Symposium  
Making Meaning of Research Study Findings:  
Working Collaboratively with Practitioners to Translate Knowledge to Action**  
Plaza I - Ritz-Carlton Hotel, Ballroom Level

Organizer: Julie Riordan, Education Development Center

*The Correlates of Academic Performance for English Learner Students in a New England District*  
Caroline Parker, Education Development Center

*College Enrollment Patterns for Rural Indiana High School Graduates*  
Elisabeth Davis, American Institutes for Research

*Redesigning Teacher Evaluation: Lessons Learned from a Pilot Implementation in New Hampshire*  
Karen Shakman, Education Development Center

*Time to Reclassification: How Long Does It Take English Language Learners  
in Seven Washington State Districts to Develop English Proficiency?*  
Jason Greenberg Motamedi, Education Northwest

Discussant: Liz Farley-Ripple, University of Delaware

**4E. Evaluating Educational Policies and Programs Symposium  
Expanding the Reach of a Tool of Organizational Conditions**  
Sulgrave - Fairmont Hotel, Floor 3

Organizer: Stacy Ehrlich, Consortium on Chicago School Research

*Expanding the 5Es From Chicago to Illinois:*

*How the 5E's Relationship to Student Outcomes Varies By Content*  
Molly Gordon, Joshua Klugman, Penny Bender Sebring, &  
Susan Sporte, Consortium on Chicago School Research

*On the Appropriateness of Surveying Students in 4th and 5th Grades*  
Stuart Luppescu, Consortium on Chicago School Research

*The Development and Testing of a New Measure  
of Early Childhood Education Organizational Conditions*  
Stacy B. Ehrlich, Consortium on Chicago School Research,  
Debra M. Pacchiano, Ounce of Prevention Fund,  
Stuart Luppescu, Consortium on Chicago School Research,  
and Amanda Stein, Ounce of Prevention Fund

*Efficacy Study of a Professional Development Intervention  
to Strengthen Organizational Conditions and Effective Teaching in Early Education Settings*  
Debra M. Pacchiano, Ounce of Prevention Fund, Samuel P. Whalen, Heather L. Horsley, &  
Kathleen Parkinson, University of Illinois - Chicago

Discussant: Jennifer L. Brooks, Bill & Melinda Gates Foundation

**4F. Evaluating Educational Policies and Programs & International Perspectives on Educational Effectiveness  
Evaluating Teacher Learning**

Dumbarton - Fairmont Hotel, Floor 3

Chair: Yihua Hong, RTI International

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

Coby Meyers, University of Virginia, Ayin Molefe, American Institutes for Research, W. Christopher Brandt, IMPAQ International, and Bo Zhu, American Institutes for Research

*Predictors and Moderators of Teacher Learning and Changes in Practice: Evidence from a Randomized Trial of a Teacher-Adapted Literacy Program*  
David Quinn & James Kim, Harvard University

*Repetita Iuvant? Lessons from Repeated RCTs on the Effectiveness of a Teacher Professional Development Program*

Aline Pennisi, Italian Ministry of Economy and Finance, Gianluca Argentin, Catholic University of the Sacred Heart, Giovanni Abbiati, Research Institute for the Evaluation of Public Policies, and Andrea Caputo, Sapienza University of Rome

*Implementation Work at Scale: An Examination of the Implementation Study of the Scale-Up Effectiveness Trial of Open Court Reading*

Kate Sullivan & Nance Bell, American Institutes for Research, Debra Hughes Jones, Consultant, Sarah Caverly & Michael Vaden-Kiernan, American Institutes for Research

**4G. Education and Life Cycle Transitions Invited Panel  
The Talent Imperative:  
Human Capital Issues in the Scale-Up of Research-Practice Partnerships**  
Salon IIIA - Ritz-Carlton Hotel, Ballroom Level

Moderator: Steve Fleischman, Education Northwest

Ruth Curran Neild, Institute of Education Sciences

Vivian Tseng, William T. Grant Foundation

Ruth Lopez Turley, Rice University

Laura Wentworth, California Education Partners

**4H. International Perspectives on Educational Effectiveness Panel  
Learning about Learning in Africa**

Roosevelt ("TR") - Ritz-Carlton Hotel, Ballroom Level

Moderator: Sophia van der Bijl, U.S. Agency for International Development

Emilie Bagby, Mathematica Policy Research

Ali Protik, Mathematica Policy Research

Amanda Beatty, Mathematica Policy Research

**4I. Research Methods Invited Panel**  
**A Registry of Effectiveness Studies in Education**  
Salon IIIB - Ritz-Carlton Hotel, Ballroom Level

Moderator: Rebecca Maynard, University of Pennsylvania

Beth Boulay, Abt Associates

Thomas Brock, Institute of Education Sciences

Jessaca Spybrook, Western Michigan University

Jeffrey Valentine, University of Louisville

**4J. Research Methods**  
**Assessing and Learning from Cross-Site Variation: Issues in Measurement and Analysis**  
Plaza II - Ritz-Carlton Hotel, Ballroom Level

Chair: Michael Weiss, MDRC

*Developing a Theory of Treatment Effect Heterogeneity through Better Design:  
Where Do Behavioral Science Interventions Work Best?*  
Elizabeth Tipton, Columbia University, David Yeager, University of Texas - Austin,  
and Ronaldo Iachan, ICF International

*Using Dirichlet Processes for Modeling Heterogeneous Treatment Effects across Sites*  
Luke Miratrix, Harvard University, Avi Feller, University of California - Berkeley,  
Natesh Pillai, Harvard University, and Debdeep Pati, Florida State University

*Between-District Test Score Variation, 2009-2012*  
Erin Fahle & Sean Reardon, Stanford University

*Mapping U.S. School District Test Score Distributions onto a Common Scale, 2008-2013*  
Sean Reardon & Demetra Kalogrides, Stanford University, and Andrew Ho, Harvard University

**10:30 AM - 12:00 PM: Keynote Address**  
Ballroom - Fairmont Hotel

**Translating Policy Analysis into Action**  
Jane Waldfogel  
Compton Foundation Centennial Professor  
Columbia University School of Social Work

**Introduction:** James Kemple, SREE Spring 2016 Program Chair

**12:00 PM - 1:00 PM: Lunch**  
Ballroom - Fairmont Hotel

**1:00 PM - 3:00 PM: Session 5****5A. Invited Panel****Improving the Effectiveness of Collaboration between Practitioners and Researchers**

Salon IIIA/IIIB - Ritz-Carlton Hotel, Ballroom Level

Moderator: Robert Granger, SREE

David Berman, New York City Center for Economic Opportunity

Pamela Morris, New York University

Sophia Pappas, New York City Department of Education

Cybele Raver, New York University

Discussant: Jacqueline Jones, Foundation for Child Development

**5B. Evaluating Educational Policies and Programs Symposium****Rigorous Research Designs in Researcher-Practitioner Partnerships:****Maximizing Policy Impact**

Plaza I - Ritz-Carlton Hotel, Ballroom Level

Organizer: Sara Heller, University of Pennsylvania

*The Effects of Summer Jobs: Evidence from Three Field Experiments*

Jonathan M. V. Davis, University of Chicago, and Sara Heller, University of Pennsylvania

*Does Unraveling Cause Inefficient Matching?**Quasi-Experimental Evidence from a Teach for America Pilot*

Jonathan Davis, University of Chicago

*Not Too Late: Improving Academic Outcomes for Disadvantaged Youth*

Philip J. Cook &amp; Kenneth A. Dodge, Duke University,

George Farkas, University of California - Irvine, Roland G. Fryer, Harvard University,

Jonathan Guryan, Northwestern University, Jens Ludwig, Susan Mayer, &amp;

Harold Pollack, University of Chicago, and Laurence Steinberg, Temple University

Discussant: Vivian C. Wong, University of Virginia

**5C. Education and Life Cycle Transitions Symposium****Small Differences That Matter: Behavioral Insights to Improve Educational Outcomes**

Plaza II - Ritz-Carlton Hotel, Ballroom Level

Organizer: Lindsay Page, University of Pittsburgh

*Engaging Parents in Parent Engagement Programs*

Sally Sadoff, University of California - San Diego, Steven Levitt, John List, &amp;

Robert Metcalfe, University of Chicago

*Parent Beliefs and Student Absences: Large Absence-Reduction Field Experiment*

Avi Feller, University of California - Berkeley, and Todd Rogers, Harvard University

*Parent Adoption of School Communications Technology:**A 12-School Experiment of Default Enrollment Policies*

Todd Rogers, Harvard University, and Peter Bergman, Columbia University

*Customized Nudging to Improve FAFSA Completion and Income Verification*

Lindsay C. Page, University of Pittsburgh, and Benjamin L. Castleman, University of Virginia

Discussant: Matthew A. Kraft, Brown University

**5D. Research Methods****Latent Dimensions of Student and Teacher Outcomes**

Roosevelt ("TR") - Ritz-Carlton Hotel, Ballroom Level

Chair: Henry May, University of Delaware

*Latent Class Models for Teacher Observation Data*

Peter Halpin, New York University

*Using Hidden Information in Item Response Data to Test Assumptions**about Student-Teacher Selection Mechanisms*

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

*High-Dimensional Explanatory Random Item Effects Models for Rater-Mediated Assessments*

Benjamin Kelcey, Shanshan Wang, &amp; Kyle Cox, University of Cincinnati

*Welfare Adjusted Scale Score: Method toward the Development of an Equal-Interval Welfare Scale*

Kenneth Shores, Stanford University

**Break**

**3:30 PM - 5:00 PM: Session 6****6A. Early Childhood Education****Demographic Contexts of Educational Risk: Tracking and Assessing Peer Effects**

Dumbarton - Fairmont Hotel, Floor 3

Chair: Stephanie Jones, Harvard University

*Actionable Intelligence about Early Childhood Risks in Philadelphia*Whitney LeBoeuf, Katherine Barghaus, John Fantuzzo, Kristen Coe, &  
Benjamin Brumley, University of Pennsylvania*The Association of Peer Behavioral Regulation with School Readiness Skills in Preschool*

Natalia Rojas, New York University

*Is There a Link between Classmates with Emotional and Behavioral Disorders  
and Other Students' Absences*Michael Gottfried, University of California - Santa Barbara, Anna Egalite, Harvard University,  
and Jacob Kirksey, University of California - Santa Barbara**6B. Social and Emotional Learning Interventions in Educational Settings &****International Perspectives on Educational Effectiveness****Implementation and Impacts of SEL Programs & Practices**

Sulgrave - Fairmont Hotel, Floor 3

Chair: Lia E. Sandilos, University of Virginia

*Do Effects of Social-Emotional Learning Programs Vary by Level of Parent Participation?  
Evidence from a Randomized Trial*Meghan McCormick, MDRC, Elise Cappella, Erin O'Connor, Jennifer Hill, &  
Sande McCowry, New York University*Focusing on the Whole Student: An Evaluation of Massachusetts' Wraparound Zones Initiative*

Allison Gandhi, Rachel Slama, &amp; So Jung Park, American Institutes for Research

*Home Environment Quality Mediates the Effects of an Early Intervention  
on Children's Social-Emotional Development in Rural Pakistan*Jenna Finch & Jelena Obradović, Stanford University,  
and Aisha Yousafzai, Aga Khan University**6C. Improving Classroom Practice****Making Assessments More Informative**

Plaza I - Ritz-Carlton Hotel, Ballroom Level

Chair: David Francis, University of Houston

*Latent Profiles of Reading and Language and Their Association  
with Standardized Reading Outcomes in Grades K-10*

Barbara Foorman, Yaacov Petscher, &amp; Christopher Stanley, Florida State University

*The Role of Academic Language Skills in the Reading Comprehension of Middle Grade Students:  
Evidence from Mediation Models*Emily Phillips Galloway, Harvard University,  
and Paola Uccelli, 21st Century Partnership for STEM Education*The Results of a Randomized Control Trial Evaluation of the SPARK Literacy Program*Curtis Jones, University of Wisconsin - Milwaukee, Michael Christian &  
Andrew Rice, Education Analytics**6D. Evaluating Educational Policies and Programs Invited Panel****Approaching an Inflection Point for Performance Assessment:****Political, Logistical, and Psychometric Challenges and Opportunities**

Roosevelt ("FDR") - Fairmont Hotel, Ballroom Level

Moderator: David Silver, RTI International

Joan Herman, University of California - Los Angeles

Charmaine Mercer, Learning Policy Institute

Kimberly O'Malley, Pearson Education

**6E. Evaluating Educational Policies and Programs  
Evidence-Based Decision-Making and Continuous Improvement**

Roosevelt ("TR") - Ritz-Carlton Hotel, Ballroom Level

Chair: Robin Wisniewski, RTI International

*Does "What Works", Work for Me?:*

*Translating Causal Impact Findings from Multiple RCTs of a Program to Support Decision-Making*

Andrew P. Jaciw, Denis Newman, Val Lazarev, & Boya Ma, Empirical Education

*Continuous Improvement in Action: Educators' Evidence Use for School Improvement*

Marisa Cannata, Christopher Redding, & Mollie Rubin, Vanderbilt University

*The Effects of a Schoolwide Data-Based Decision Making Intervention*

*on Elementary Schools' Student Achievement Growth for Mathematics and Spelling*

Trynke Keuning, Marieke van Geel, Adrie Visscher, & Jean-Paul Fox, University of Twente

**6F. Evaluating Educational Policies and Programs &  
International Perspectives on Educational Effectiveness  
Partnerships and Policies for Bolstering Career and Technical Education**

Culpeper - Fairmont Hotel, Ballroom Level

Chair: Lisa Soricone, Jobs for the Future

*Researcher-Practitioner Collaboration Supporting the Florida College and Career Readiness Initiative*

Christine Mokher, CNA, and Lou Jacobson, New Horizons Economic Research

*Toward the Development of a Program Quality Framework*

*for Career and Technical Education Programs: A Researcher-Practitioner Collaborative Project*

R. Marc Brodersen & David Yanoski, Marzano Research, Alisha Hyslop &

Catherine Imperatore, Association for Career and Technical Education

*The Impacts of Introducing Accountability:*

*Evidence from a Randomized Field Trial in Vocational Schools in China*

Prashant Loyalka, Stanford University, Guirong Li, Henan University,

Hongmei Yi, Chinese Academy of Sciences, Natalie Johnson & Henry Shi, Stanford University

**6G. Education and Life Cycle Transitions  
Guidance and Counseling Approaches to Support Secondary School Success**

Latrobe - Fairmont Hotel, Ballroom Level

Chair: Beth Gamse, Abt Associates

*College Enrollment and Completion among Nationally Recognized*

*High-Achieving Hispanic Students*

Oded Gurantz, Stanford University, Mike Hurwitz & Jonathan Smith, College Board

*Evaluating the Implementation of Ramp-Up to Readiness*

Jim Lindsay & Elisabeth Davis, American Institutes for Research, Katie Pekel &

Julie Sweitzer, University of Minnesota

*Linking Counselor Activities and Students' College Readiness: How They Matter for Disadvantaged Students*

Daniel Fitzpatrick & Barbara Schneider, Michigan State University

**6H. International Perspectives on Educational Effectiveness &  
Evaluating Educational Policies and Programs  
Reading across the Border: Improving Literacy in Diverse Environments**

Plaza II - Ritz-Carlton Hotel, Ballroom Level

Chair: Hans Bos, American Institutes for Research

*Life-Wide Learning and Early Reading Development in Twelve African and Asian Sites*

Amy Jo Dowd, Elliott Friedlander, Christine Jonason, & Jane Leer, Save the Children,

Lisa Zook Sorensen, World Vision International, Nikhit D'Sa, Jarret Guajardo, Clara Pava, &

Lauren Pisani, Save the Children

*What Works to Improve Reading Outcomes in Latin-America? A Systematic Review of the Evidence*

Thomas de Hoop, Evgeny Klochikin, & Rebecca Stone, American Institutes for Research

*The Impact of Achieve3000 on Elementary Literacy Outcomes:*

*Evidence from a Two-Year Randomized Control Trial*

Darryl Hill & Matthew Lenard, Wake County Public Schools,

and Lindsay C. Page, University of Pittsburgh

6I. Research Methods

Learning More from RCTs

Salon IIIB - Ritz-Carlton Hotel, Ballroom Level

Chair: Laura Peck, Abt Associates

*A General Framework for Effect Sizes in Cluster Randomized Experiments*  
Nathan VanHoudnos, Northwestern University

*Comparing Performance of Methods to Deal with Differential Attrition in Lottery Based Evaluations*  
Gema Zamarro & Kaitlin Anderson, University of Arkansas,  
Jennifer Steele, American University, and Trey Miller, RAND

*Principal Stratification in the Twilight Zone: Weak Separation in Finite Mixture Models*  
Avi Feller, University of California - Berkeley, Evan Greif, Luke Miratrix, &  
Natesh Pillai, Harvard University

6J. Research Methods

Power Rangers to the Rescue!

Assessing Power in the Context of Complex Research Design and Analysis

Salon IIIA - Ritz-Carlton Hotel, Ballroom Level

Chair: Jessaca Spybrook, Western Michigan University

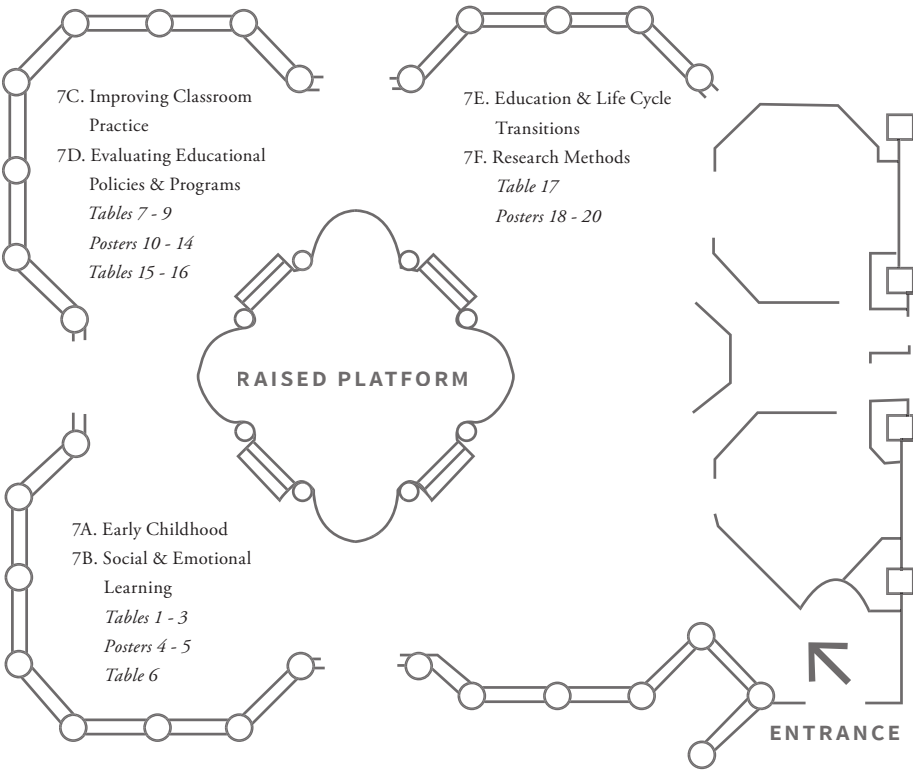
*How Methodological Features Affect Effect Sizes in Education*  
Alan Cheung, Chinese University of Hong Kong, and Robert Slavin, Johns Hopkins University

*Estimating Statistical Power When Making Adjustments for Multiple Tests*  
Kristin Porter, MDRC

*Coherent Power Analysis in Multi-Level Studies Using Design Parameters from Surveys*  
Chris Rhoads, University of Connecticut

5:30 PM - 6:30 PM: Session 7 - Poster Session

Colonnade - Fairmont Hotel, Lobby Level



Tables support laptop poster presentations.  
Posters refer to display board presentations.

**7A. Early Childhood Education**

1. *Using Digital Media at Home to Promote Young Children's Mathematics Learning: Results of a Randomized Controlled Trial*  
Megan Silander, Education Development Center, Savitha Moorthy & Ximena Dominguez, SRI International, Naomi Hupert & Shelley Pasnik, Education Development Center, and Carlin Llorente, SRI International
2. *Guided versus Independent Play: Which Better Sustains Attention among Infants and Toddlers?*  
Nicole Gardner-Neblett, Steven Holochwost, Kathleen Cranley Gallagher, Iheoma U. Iruka, Samuel L. Odom, & Elizabeth P. Pungello, University of North Carolina - Chapel Hill
3. *A Collaborative Inquiry into Museum and Library Early Learning Services*  
Philip Sirinides, Ryan Fink, & Tesla DuBois, University of Pennsylvania
4. *Development of the Preschool Reading Screener: A New Tool for Parents*  
Cynthia Zettler-Greeley, Laura L. Baillet, & Kandia Lewis, Nemours BrightStart!

**7B. Social and Emotional Learning Interventions in Educational Settings**

5. *Racial/Ethnic Diversity in Elementary Classrooms: Associations with Peer Relations and Teacher Seating-Chart Practices*  
Summer Braun, Abigail Keim, & Scott Gest, Pennsylvania State University
6. *Examining the Role of Early Academic and Non-Cognitive Skills as Mediators of the Effects of City Connects on Middle School Academic Outcomes*  
Laura M. O'Dwyer, Terrence Lee -St. John, Anastasia E. Raczek, & Mary Walsh, Boston College

**7C. Improving Classroom Practice**

7. *A Replication Study to Evaluate the Effects of Schema-Based Instruction on Middle School Students' Proportional Problem-Solving Performance*  
Asha K. Jitendra, University of Minnesota, Michael R. Harwell, Stacy R. Karl, Susan C. Slater, Gregory R. Simonson, & Gena Nelson, University of Minnesota - Twin Cities
8. *Predicting Classroom Social Management Practices with Teacher Beliefs and Characteristics*  
Aaron M. Miller, Kathleen Zadzora, & Scott D. Gest, Pennsylvania State University
9. *Does Principal Leadership Moderate the Effects of New Teacher Mentoring?: A Study of Chicago Teacher Induction Programs*  
Yihua Hong, RTI International, and Kavita Kapadia Matsko, University of Chicago
10. *Valuing a More Rigorous Review of Formative Assessment's Effectiveness*  
Mary Klute, Tony Petrites, Marianne Reale, Jason Harlacher, & Helen Apthorp, Marzano Research
11. *A Systematic Review of the Qualities of Classroom Observation Systems*  
Marjolaine Dobbelaer, Adrie Visscher, & Frans Janssens, University of Twente

**7D. Evaluating Educational Policies and Programs**

12. *Examining Multidimensional Middle Grade Outcomes after Early Elementary School Grade Retention*  
Sophia Hwang, Elise Cappella, & Kate Schwartz, New York University
13. *Increasing Parental Involvement to Promote Dropout Prevention: Lessons from an RCT in Italian Lower Secondary Schools*  
Gianluca Argentin, Gianpaolo Barbetta, & Francesca Maci, Catholic University of the Sacred Heart
14. *What Research District Leaders Find Useful*  
William Penuel, Caitlin Farrell, & Anna-Ruth Allen, University of Colorado - Boulder, Yukie Toyama, Catholic University of Leuven, and Cynthia Coburn, Northwestern University
15. *Mixed Methods Evaluation of Statewide Implementation of Mathematics Education Technology for K-12 Students*  
Sarah Brasel, Utah State University, Helen Taylor Martin, National Science Foundation, Soojeong Jeong & Min Yuan, Utah State University
16. *A School Staff Opinion Survey Predicts Student Achievement in Victoria, Australia: Evidence from a Structural Equation Modeling Analysis*  
Tedra Clark, McREL, and Roger Goddard, Ohio State University

7E. Education and Life Cycle Transitions

17. *High School Career and Technical Education Participation and Initial College Enrollment: Evidence from Arkansas*  
Shaun Dougherty, University of Connecticut

7F. Research Methods

18. *Mediation Effects of Latent Numerical Abilities on the Associations between Domain General Competencies and Fraction Knowledge*  
Ai Ye, University of Delaware, Nicole Hansen, Fairleigh Dickinson University, Ilyse Resnick, Jessica Carrique, & Nancy Jordan, University of Delaware
19. *Understanding the Uncertainty of an Effectiveness-Cost Ratio in Educational Resource Allocation: A Bayesian Approach*  
Yilin Pan, Columbia University
20. *Empirically Driven Variable Selection for the Estimation of Causal Effects with Observational Data*  
Bryan Keller, Columbia University, and Jianshen Chen, Educational Testing Service

6:30 PM - 7:30 PM: Reception  
Colonnade - Fairmont Hotel, Lobby Level

7:30 PM - 8:30 PM: Graduate Student Organization Reception  
Colonnade - Fairmont Hotel, Lobby Level

SATURDAY MARCH 5, 2016

8:00 AM - 8:30 AM: Breakfast  
Ballroom - Fairmont Hotel

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

In Conversation: Mitchell Chester with David Steiner

Lost in Transition?

Prospects for the Role of Evidence to Inform State Implementation of ESSA

Mitchell D. Chester  
Commissioner  
Massachusetts Department of Elementary and Secondary Education

David Steiner  
Executive Director  
Johns Hopkins Institute for Education Policy

**10:00 AM - 12:00 PM: Session 8****8A. Early Childhood Education Symposium****Do Pre-K Program Effects Persist over Time or Fade Away?**

Sulgrave - Fairmont Hotel, Floor 3

Organizer: William Gormley, Georgetown University

*New Jersey Abbott Preschool Program Longitudinal Effects through Eighth Grade*

Steve Barnett, Allison H. Friedman-Krauss, &amp;

Kwanghee Jung, National Institute for Early Education Research,

and Ellen C. Frede, Bill &amp; Melinda Gates Foundation

*Effects of Pre-K Participation on Children's Third-Grade Assessments:**Results from the NC Pre-Kindergarten Program*

Ellen Peisner-Feinberg &amp; Margaret Burchinal, University of North Carolina - Chapel Hill

*The Effects of Tulsa's Pre-K Program on Middle School Outcomes*

William T. Gormley, Deborah Phillips, &amp; Sara Anderson, Georgetown University

*Effects of the Tennessee Voluntary Pre-Kindergarten Program on Student Outcomes through Third Grade*

Mark Lipsey &amp; Dale C. Farran, Vanderbilt University, and Kerry G. Hofer, Abt Associates

Discussant: Adam Winsler, George Mason University

**8B. Early Childhood Education Symposium****Trends in Early Childhood Inequality**

Plaza II - Ritz-Carlton Hotel, Ballroom Level

Organizer: Daphna Bassok, University of Virginia

*Are Early Childhood Disparities Narrowing?**The Changing Nature of Early Childhood and Its Link to Narrowing School-Entry Achievement Gaps*

Daphna Bassok, University of Virginia, Jenna Finch, Stanford University,

RaeHyuck Lee, Columbia University, Sean F. Reardon, Stanford University,

and Jane Waldfogel, Columbia University

*Inequalities in Parental Spending on Young Children: 1980-2010*

Sabino Kornrich, Emory University

*Trends in Income-Related Gaps in Enrollment in Early Childhood Education: 1968 to 2013*

Katherine Magnuson, University of Wisconsin - Madison, and Jane Waldfogel, Columbia University

*Socioeconomic Gaps in Parents' Discipline Strategies from 1988-2011*

Rebecca M. Ryan, Georgetown University, Kathleen M. Ziol-Guest, New York University,

Ariel Kalil, University of Chicago, and Christina Padilla, Georgetown University

Discussant: Greg Duncan, University of California - Irvine

**8C. Improving Classroom Practice****Flowing across the Screen: Improving Student Writing**

Dumbarton - Fairmont Hotel, Floor 3

Chair: Tanya Santangelo, Arcadia University

*Reducing Achievement Gaps in Academic Writing for Latinos and English Learners in Grades 7-12*

Carol Booth Olson, Tina Matuchniak, Huy Q. Chung, Rachel Stumpf, &amp;

George Farkas, University of California - Irvine

*Spontaneous Perspective-Taking in Written Argumentation: A Focus on Language-Minority Students*

Lisa Hsin, Harvard University

*In the Pen of the Author or Eye of the Beholder?**A Measurement Framework for Understanding Peer Evaluation in Writing Assignments*

Lee Branum-Martin &amp; Melissa M. Patchan, Georgia State University

*Impact Evaluation of the National Writing Project's**College-Ready Writing Project in High Poverty Rural Districts*

H. Alix Gallagher, Nicole Arshan, &amp; Katrina Woodworth, SRI International

**8D. Improving Classroom Practice  
Enhancing Teacher Efficacy from Multiple Perspectives**

Roosevelt (“TR”) - Ritz-Carlton Hotel, Ballroom Level

Chair: Joseph Taylor, Abt Associates

*Teacher Evaluation in Practice: Exploring Relationships between School Characteristics & Evaluation Scores*  
Jennie Jiang, Susan Sporte, & Stuart Luppescu, University of Chicago

*Can Principals Promote Teacher Development as Evaluators?*  
Matthew Kraft, Brown University, and Allison Gilmour, Vanderbilt University

*Getting Teachers Excited about Student Feedback: It's All in the Ask*  
Carly Robinson & Ilana Finefter-Rosenbluh, Harvard University,  
Christopher Benshoof, National Network of State Teachers of the Year,  
and Hunter Gehlbach, University of California - Santa Barbara

**8E. Evaluating Educational Policies and Programs Symposium  
Studying Educator Effectiveness through Researcher Practitioner Partnerships**

Roosevelt (“FDR”) - Fairmont Hotel, Ballroom Level

Organizer: Trudy Cherasaro, Marzano Research

*Gathering Teacher's Perceptions of Evaluator Feedback*  
Trudy L Cherasaro & R. Marc Brodersen, Marzano Research

*Understanding How Districts Mentor New Teachers*  
Dale DeCesare, Augenblick, Palaich, & Associates

*Assessing the Pre-Service Clinical Practice Experiences of Practicing Teachers*  
Steve Meyer, RMC Research

Discussant: David Yanoski, Marzano Research

**8F. Evaluating Educational Policies and Programs &  
International Perspectives on Educational Effectiveness**

**The Challenge of Scale: Evidence from Charters, Vouchers, and i3**

Culpeper - Fairmont Hotel, Ballroom Level

Chair: Ash Vasudeva, Stanford University

*Do Charter School Networks Deflate as They Expand?*  
*Trends in the Impacts of KIPP Schools during a Period of Rapid Growth in the KIPP Network*  
Ira Nichols-Barrer, Phil Gleason, Christina Tuttle, Thomas Coen, &  
Virginia Knechtel, Mathematica Policy Research

*Can Successful Schools Replicate? Evidence from Boston Charter Schools*  
Sarah Cohodes, Columbia University, Elizabeth Setren, MIT,  
and Christopher Walters, University of California - Berkeley

*Heterogeneity in Student and School Achievement Trends  
after the Implementation of the School Voucher Reform Policy in Chile*  
Marcus Waldman, Richard Murnane, & John Willett, Harvard University,  
Maria Soledad Bos & Emiliana Vegas, Inter-American Development Bank

*Comparing a Program Implemented under the Constraints of an RCT and in the Wild*  
Denis Newman, Valeriy Lazarev, & Jenna Zacamy, Empirical Education

## 8G. Evaluating Educational Policies and Programs

### Evaluating the Scaling of Curriculum and Policy

Latrobe - Fairmont Hotel, Ballroom Level

Chair: Bethany Gleason, Vanderbilt University

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

Michael Vaden-Kiernan, American Institutes for Research,  
Geoffrey Borman, University of Wisconsin - Madison, Sarah Caverly, Nance Bell,  
Veronica Ruiz de Castilla, Kate Sullivan, & Grace Fleming, American Institutes for Research

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

Michael Vaden-Kiernan, American Institutes for Research, Geoffrey Borman, University of Wisconsin - Madison, Sarah Caverly, Nance Bell, Veronica Ruiz de Castilla, Kate Sullivan, & Debra Rodriguez, American Institutes for Research

#### *Evaluation of the Teacher Incentive Fund: Implementation and Impacts of Pay-for-Performance after Two Years*

Hanley Chiang, Alison Wellington, Kristin Hallgren, Cecilia Speroni, Mariesa Herrmann,  
Steven Glazerman, & Jill Constantine, Mathematica Policy Research

#### *Scaling an Evidence-Based Summer Literacy Program: A Randomized Controlled Trial Examining Precursors to Scale in a Fidelity Versus an Adaptive Implementation Approach*

James Kim, Mary A. Burkhauser, David M. Quinn, &  
Helen Chen Kingston, Harvard University, and Jonathan Guryan, Northwestern University

## 8H. Research Methods Invited Symposium

### Learning about and from Variation in Program Impacts Using Multisite Trials

Salon IIIA - Ritz-Carlton Hotel, Ballroom Level

Organizers: Howard Bloom, MDRC, and Lindsay Page, University of Pittsburgh

#### *Cross-Site Impact Variation: How Much Is There?*

Michael Weiss & Howard Bloom, MDRC,  
Natalya Verbitsky-Savitz, Mathematica Policy Research, Dan Cullinan, Himani Gupta, &  
Alma Vigil, MDRC

#### *Using the MSMM-IV Model to Estimate Mediator Effects When the Exclusion Restriction Is Invalid*

Sean F. Reardon, Stanford University, Fatih Unlu, Abt Associates, Pei Zhu, MDRC,  
and Jane Furey, Abt Associates

#### *Weighting Methods for Unpacking Between-Site Heterogeneity in Causal Mechanisms*

Edward Bein, Abt Associates, Jonah Deutsch, Mathematica Policy Research,  
Guanglei Hong, University of Chicago, Kristin Porter, MDRC, and Xu Qin, University of Chicago

#### *Assessing Dosage-Related Variation in Treatment Effects with Principal Stratification*

Avi Feller, University of California - Berkeley, Todd Grindal, Abt Associates,  
Luke Miratrix, Harvard University, Lindsay C. Page, University of Pittsburgh,  
Marie-Andree Somers & Rebecca Unterman, MDRC

Discussant: Stephen Raudenbush, University of Chicago

## 8I. Research Methods Panel

### Updated Design Standards and Guidance from the What Works Clearinghouse: Regression Discontinuity Designs and Cluster Designs

Salon IIIB - Ritz-Carlton Hotel, Ballroom Level

Moderator: Neil Seftor, Mathematica Policy Research

Russell Cole, Mathematica Policy Research

John Deke, Mathematica Policy Research

## **8J. Research Methods**

### **Innovations in Quasi-Experimental Design**

Plaza I - Ritz-Carlton Hotel, Ballroom Level

Chair: Elizabeth Stuart, Johns Hopkins University

#### *Graphical Models for Quasi-Experimental Designs*

Yongnam Kim & Peter M. Steiner, University of Wisconsin - Madison,  
Courtney E. Hall, New Mexico Public Education Department,  
and Dan Su, University of Wisconsin - Madison

#### *Analyzing Empirical Evaluations of Non-Experimental Methods in Field Settings*

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

#### *Estimating A Population Mean from a Non-Random Sample*

##### *When Covariates Are Measured with Error*

Daniel McCaffrey, J.R. Lockwood, Shelby Haberman, & Lili Yao, Educational Testing Service

#### *Alternative Methods for Estimating Achievement Trends and School Effects:*

##### *When Is Simple Good Enough?*

Siri Warkentien & David Silver, RTI International

# SREE

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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) organized 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.

## Software for Design and Analysis of Causal Inference Studies

- The Generalizer (Tipton, Miller, & Hedges)  
*Web-tool for planning for and assessing generalizability in RCTs.*
- PowerUp! (Dong, Kelcey, Maynard, & Spybrook)  
*Excel-based tool for conducting power-analysis.*
- Optimal Design (Raudenbush, Spybrook, Bloom, et al.)  
*Software for conducting power-analysis in RCTs, with built in ICC estimates.*
- Variance Almanac (Hedberg & Hedges)  
*ICC estimates for reading and math achievement.*
- RCT-YES (Schochet)  
*Tool for design-based analysis of RCTs and QEDs.*
- CostOut Toolkit (Hollands, Hanisch-Cerda, et al.)  
*Web-tool for estimating costs and cost-effectiveness of educational interventions.*

**[sree.org/software](http://sree.org/software)**

## SREE Summer Short Course

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

Stephen Raudenbush & Anthony Bryk

July 14-16, 2016

Carnegie Foundation for the Advancement of Teaching, Stanford, CA

Many studies in education, human development, public health, and allied fields are longitudinal, 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.

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.

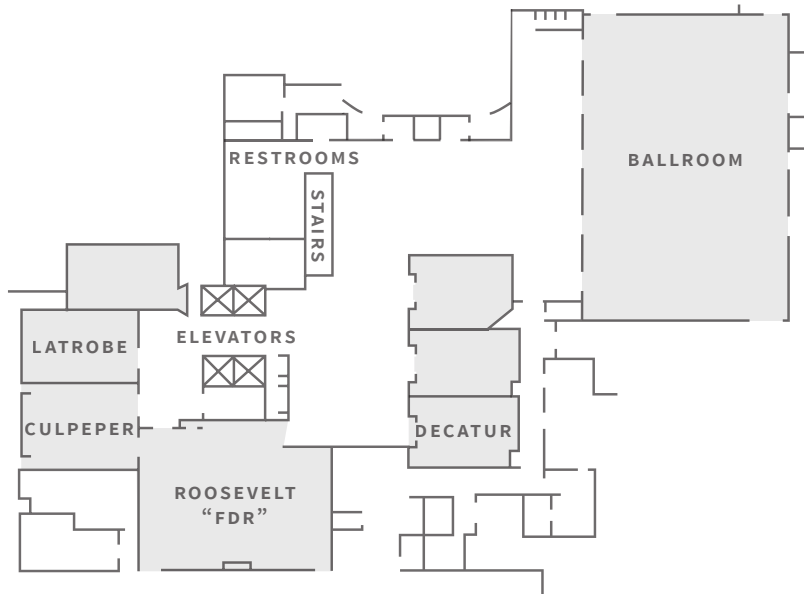
Understanding how to analyze data from randomized experiments provides the foundation for comprehending causal inference more generally. We will explore experimental design and analysis in group-randomized trials and multi-site randomized trials. Multi-site trials are now prevalent in education, and 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.

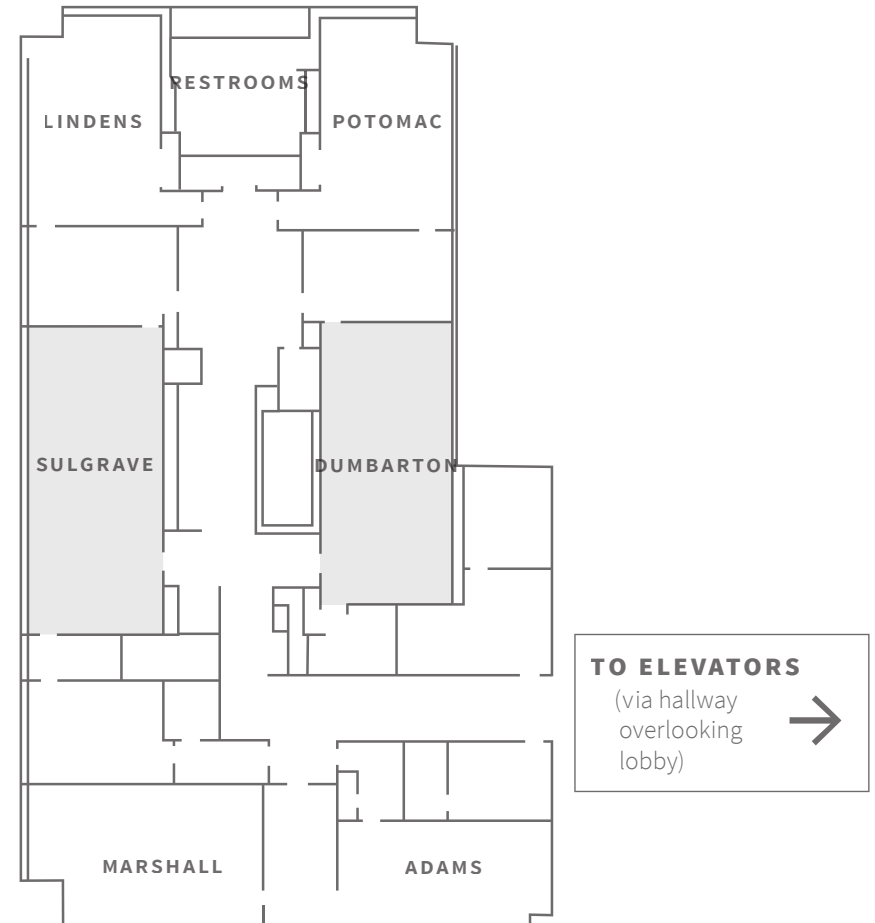
In longitudinal settings, a key challenge, though often overlooked, is time-varying confounding. As an example, past instructional experience may influence the likelihood of receiving future instruction. Understanding this dynamic process is critical in education research, and important in assessing 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:

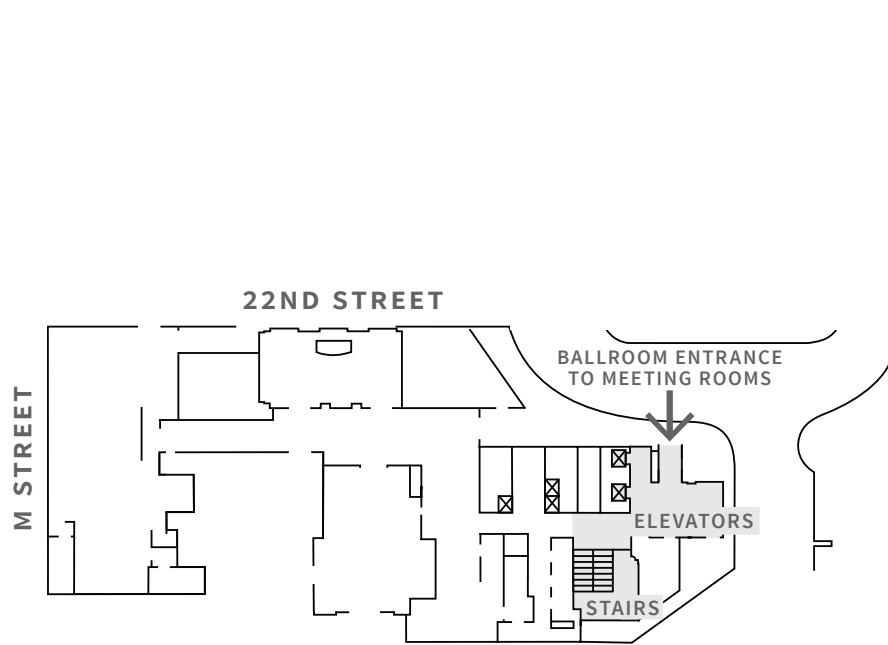
<https://www.sree.org/courses/2016/hlm/>



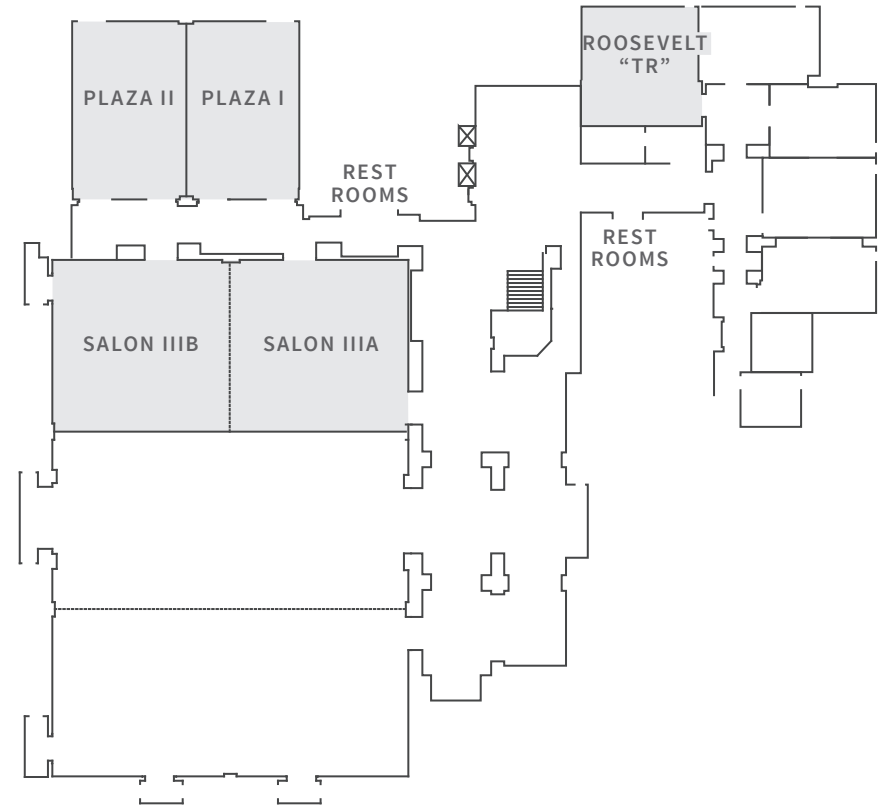
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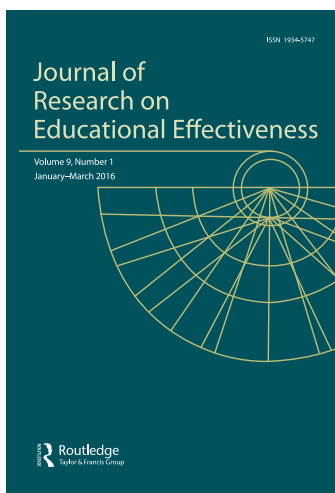


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### **Intervention, Evaluation, and Policy Studies**

*The Impact of Every Classroom, Every Day on High School Student Achievement: Results From a School-Randomized Trial*

Diane M. Early, Juliette K. Berg, Stacey Alicea, Yajuan Si,  
J. Lawrence Aber, Richard M. Ryan, and Edward L. Deci

*Cost-Effectiveness Analysis of Early Reading Programs: A Demonstration With Recommendations for Future Research*

Fiona M. Hollands, Michael J. Kieffer, Robert Shand, Yilin Pan, Henan Cheng,  
and Henry M. Levin

*For Which Children of Economic Disadvantage and in Which Instructional Contexts Does Earobics Step 1 Improve Kindergarteners' Literacy?*

Jason L. Anthony

*Long-Term Effects of Strategic Reading Instruction in the Intermediate Elementary Grades*

Mienke Droop, Willy van Elsäcker, Marinus J. M. Voeten, and Ludo Verhoeven

### **Methodological Studies**

*Assessing Methods for Generalizing Experimental Impact Estimates to Target Populations*

Holger L. Kern, Elizabeth A. Stuart, Jennifer Hill, and Donald P. Green

*Generating Hypotheses and Upper-Bound Effect Sizes Using a Large Number of School Characteristics and Student Outcomes*

Mark C. Long