

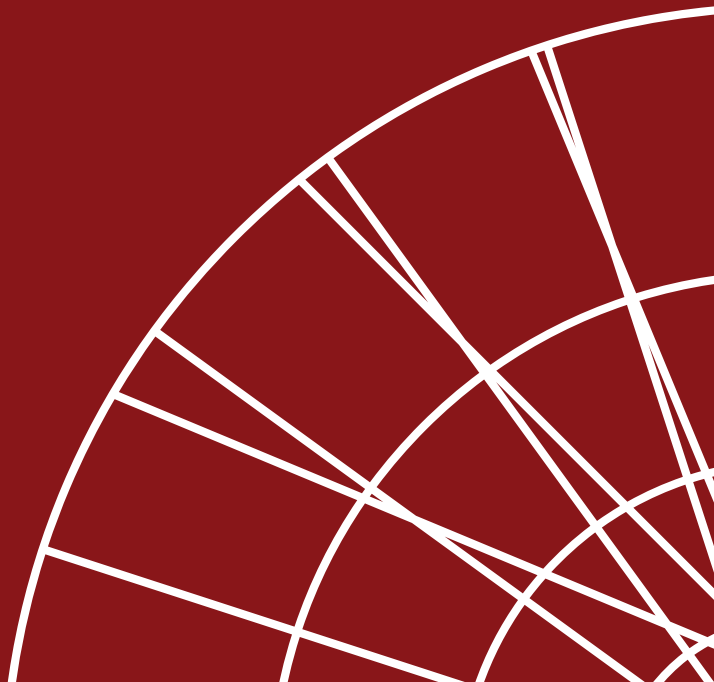
SREE

Society for Research on Educational Effectiveness

SPRING 2017 CONFERENCE

*Expanding the Toolkit: Maximizing Relevance,
Effectiveness & Rigor in Education Research*

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 - \$2000 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/

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

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

Workshops require an additional fee.

Workshop A: New Weighting Methods for Causal Mediation Analysis

Guanglei Hong, University of Chicago
Jonah Deutsch, Mathematica Policy Research
Xu Qin, University of Chicago
Dumbarton - Fairmont Hotel, Floor 3

Workshop B: Endogenous Subgroup Analysis Using ASPES

Laura Peck, Abt Associates
Eleanor Harvill, Abt Associates
Shawn Moulton, Abt Associates
Sulgrave - Fairmont Hotel, Floor 3

Workshop C: The Stanford Education Data Archive: Using Big Data to Study Academic Performance

Sean F. Reardon, Stanford University
Andrew D. Ho, Harvard University
Benjamin Shear, University of Colorado - Boulder
Erin Fahle, Stanford University
Roosevelt - Fairmont Hotel, Ballroom Level

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

Workshops require an additional fee.

Workshop D: Implementation Research in RCT Evaluations

Rekha Balu, MDRC
Carolyn Hill, MDRC
Roosevelt - Fairmont Hotel, Ballroom Level

Workshop E: Cost Analysis for Evaluation in Education

A. Brooks Bowden, North Carolina State University
Sulgrave - Fairmont Hotel, Floor 3

Workshop F: Principal Stratification: Introduction and Tools for Analysis

Lindsay Page, University of Pittsburgh
Avi Feller, University of California - Berkeley
Dumbarton - Fairmont Hotel, Floor 3

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

Acting with Agency: Career Strategies for Women in STEM Fields

Speaker: Aimee Terosky, Saint Joseph's University

Please join us for the program, an opportunity to develop new collaborative research networks, and a reception.

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

Salon - Park Hyatt Hotel, Ballroom Level

Sponsor:



THURSDAY MARCH 2, 2017

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

1A. Social and Emotional Learning in Educational Settings Symposium

Advances in School-Based Mentoring:

**Overcoming Methodological and Practical Barriers Associated with
One Widely Funded School-Based Prevention Intervention**

Gallery 1 - Park Hyatt Hotel, Ballroom Level

Organizer: Michael Lyons, University of Virginia

Treatment Construct Validity in School-Based Mentoring

Samuel D. McQuillin*, University of South Carolina, Rebecca Johnson, University of Houston,
and Michael D. Lyons, University of Virginia

A Reanalysis of the Student Mentoring Program:

Estimating Treatment Effects by the Quality of the Mentoring Relationship

Michael D. Lyons*, University of Virginia, Samuel D. McQuillin &
Andrea Lamont, University of South Carolina

School-Based Group Mentoring as an Intervention for Middle School Girls:

Using Multiple Methods to Understand Processes and Outcomes

Nancy L. Deutsch*, Joanna L. Williams, Edith C. Lawrence, Lauren Molloy Elreda, &
Michael D. Lyons, University of Virginia

Discussant: Robert Granger, SREE Vice President

1B. Classroom Instruction Symposium

Focusing on Mathematical Knowledge:

The Impact of Content-Intensive Teacher Professional Development

Gallery 2 - Park Hyatt Hotel, Ballroom Level

Organizer: Rachel Garrett, American Institutes for Research

Study Design

Michael S. Garet, Jessica Heppen, Kirk Walters*, Julia Parkinson, Toni Smith, Mengli Song, & Rachel Garrett, American Institutes for Research

Design and Implementation of the Professional Development Program

Michael S. Garet, Jessica Heppen, Kirk Walters, Julia Parkinson, Toni Smith*, Mengli Song, & Rui Yang, American Institutes for Research

Impact of the Professional Development Program

Michael S. Garet, Jessica Heppen*, Kirk Walters, Julia Parkinson, Mengli Song, Rachel Garrett, & Rui Yang, American Institutes for Research

Discussant: Robin Jacob, University of Michigan

1C. Effects of Educational Policies Panel

From Student School Assignment to After-School Programs and College Completion:

How Three Research-Practice Partnerships Evaluate Local Conditions

and Provide Support to Practitioners

Drawing Room - Park Hyatt Hotel, Ballroom Level

Moderator: Paula Arce-Trigatti, Rice University

Sean Reardon, Stanford University

Orla O’Keeffe, San Francisco Unified School District

Cheri Fancsali, Research Alliance for New York City Schools

Elaine Allensworth, Consortium on Chicago School Research

1D. Effects of Educational Policies & Educational Effectiveness

in Global and Immigration-Related Contexts

Teachers Matter: Improving Instructional Techniques in the U.S. and India

Sulgrave - Fairmont Hotel, Floor 3

Chair: María Marta Ferreyra, World Bank

The Effect of Teacher Coaching on Instruction and Achievement:

A Meta-Analysis of the Causal Evidence

Matthew A. Kraft, Brown University, David Blazar*, Harvard University, and Dylan Hogan, Brown University

The Effects of Increasing the Number of Observations Per Teacher on Teacher Performance Outcomes

Seth Hunter, Vanderbilt University

Testing the Theory of Action:

Evidence on Seven Intended Mechanisms for the Success of Denver’s ProComp System

Allison Atteberry*, Derek Briggs, & Sarah LaCour, University of Colorado - Boulder

The Impact of Youth-Service Teaching on Participants’ Beliefs, Mindsets, and Career Pathways:

Evidence from Teach for America and Teach for India

Cecilia Mo, Vanderbilt University, and Katharine Conn*, Columbia University

1E. Research <—> Practice Symposium

Strengthening Practice and Policy through University-District Partnerships:

Embedding Evaluation in NYC's Pre-K for All

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Organizer: James Kemple, New York University

Dynamic Partnership, Promising Innovations:

New York University and NYC's Department of Education Collaboration to Strengthen Curriculum and Family Engagement in Pre-K Programs through Ongoing and Non-Traditional Collaboration

Josh Wallack* & Sophia Pappas, New York City Department of Education

Embedding Research into a City-Wide Professional Development System for Universal Pre-K:

The Development of the "Explore" Evaluation

Pamela Morris*, Natalia Rojas, Rachel Abenavoli, & Elise Cappella, New York University

Scaling Family-Centered Pre-Kindergarten to Reduce

Socioeconomic and Racial/Ethnic Disparities in Learning, Behavior and Health

Laurie Miller Brotman*, Spring Dawson-McClure, Demy Kamboukos, Dana Rhule,

Katherine Rosenblatt, Yen Huang, & Gaby Barajas-Gonzalez, New York University,

and Esther Calzada, University of Texas - Austin

Discussant: John Easton, Spencer Foundation

1F. Research <—> Practice Invited Panel

Learning in Partnership:

How Researchers and Practitioners Jointly Create and Apply Research Findings

Salon - Park Hyatt Hotel, Ballroom Level

Moderator: Rekha Balu, MDRC

Alana Callahan, Bridgeport Public Schools

Michael Strambler, Yale University

Victoria Flores, Sacramento City Unified School District

Nancy Erbstein, University of California - Davis

Arezo Rahmani, Baltimore City Public Schools

Faith Connolly, Baltimore Education Research Consortium

1G. Education and Life Cycle Transitions

Getting Students from K through 12: Challenges, Teachers, Policies and Interventions

Dumbarton - Fairmont Hotel, Floor 3

Chair: Shaun Dougherty, University of Connecticut

A Randomized Study of the Efficacy of a Two-Year Mathematics Intervention

for At-Risk Pre-Kindergarten and Kindergarten Students

Prentice Starkey* & Alice Klein, WestEd, Ben Clarke & Jessica Turtura, University of Oregon,

and Paul R. Swank, University of Texas Health Science Center - Houston

Long-Run Dynamics and Dosage Effects of Student-Teacher Demographic Mismatch

Seth Gershenson*, American University, Cassandra M.D. Hart, University of California - Davis,

Constance A. Lindsay, American University,

and Nicholas W. Papageorge, Johns Hopkins University

Considering Pre-Existing Conditions:

Assessing the Immediate Effects of Student Mobility on Academic Learning Growth

Marshall Jean, Northwestern University

The Effects of Grade Retention on High School Completion and Performance

Louis T. Mariano*, RAND, Paco Martorell, University of California - Davis,

and Tiffany Tsai, RAND

1H. Educational Effectiveness in Global and Immigration-Related Contexts Symposium**Expanding the Literacy Learning Toolkit in Rwanda:****Evidence from a Randomized Control Trial**

Culpeper - Fairmont Hotel, Ballroom Level

Organizer: Elliott Friedlander, Stanford University

*The Literacy Boost Program:**An Approach to Maximize Relevance and Effectiveness in Supporting Children's Literacy*

Amy Jo Dowd, Save the Children, and Elliott Friedlander*, Stanford University

*Literacy Boost Impact on Children's Reading:**Results from a Two Year Randomized Control Trial in Rwanda*Elliott Friedlander, Sen Zhou, & Claude Goldenberg*, Stanford University,
and Nicole Arshan, SRI International*Literacy Boost's Impact in Schools: Changes in Teaching and the Classroom Environment*

Catherine Galloway*, Angela Sun, & Saima Malik, Stanford University

Literacy Boost Impact on Homes and Communities: A Path to Greater Equity in Learning Outcomes

Michael Tusiime*, University of Rwanda, Elliott Friedlander &

Saima Malik, Stanford University

Discussant: Young-Suk Kim, University of California - Irvine

1I. Research Methods Symposium**Challenges in Estimating Causal Effects in Multilevel Settings**

Kennedy - Fairmont Hotel, Ballroom Level

Organizer: Avi Feller, University of California - Berkeley

Optimal Multilevel Matching Using Network Flows

Samuel D. Pimental, University of Pennsylvania, Lindsay C. Page*, University of Pittsburgh,

Matthew Lenard, Wake County Public Schools, and Luke Keele, Georgetown University

Analyzing Multilevel Experiments in the Presence of Peer Effects

Guillaume Basse, Harvard University, and Avi Feller*, University of California - Berkeley

Methods for Generalizing Treatment Effects from Cluster Randomized Trials to Target Populations

Elizabeth A. Stuart*, Johns Hopkins University, Robert Olsen, Rob Olsen LLC,

Cyrus Ebnesajjad, Fred Hutchinson Cancer Research Center, Stephen H. Bell, Abt Associates,
and Larry L. Orr, Johns Hopkins University*Covariate Restrictions for Estimating Principal Causal Effects in Single- and Multi-Site Trials*

Avi Feller, University of California - Berkeley,

Luke Miratrix* & Lo-Hua Yuan, Harvard University

Discussant: Stephen Raudenbush, University of Chicago

1J. Research Methods**Advances in Quasi-Experimental Designs**

Roosevelt - Fairmont Hotel, Ballroom Level

Chair: Andrew Jaciw, Empirical Education

*The Experimental - Quasi-Experimental Divide:**Can Quasi-Experimental Design Methods Approximate**Randomized Controlled Trial Impacts in a School Voucher Study?*

Kaitlin Anderson* & Patrick Wolf, University of Arkansas

*Examining the Internal Validity of School-Level Comparative Interrupted Time Series Designs**Using Randomized Experiment Causal Benchmarks*

Kelly Hallberg*, University of Chicago, Ryan Williams &

Andrew Swanlund, American Institutes for Research

Assessing the Correspondence of Causal Conclusions in (Design)-Replication Studies

Peter M. Steiner*, University of Wisconsin - Madison,

and Vivian C. Wong, University of Virginia

11:15 AM - 12:15 PM: Career Forum

The Career Forum provides an opportunity for individuals to meet with leading research firms. Each firm will host an informational session over lunch.

Career Forum sponsors have exhibits on the Ballroom level of the Fairmont for the duration of the conference. The reception following the Poster Session on Friday afternoon provides another opportunity to interact with representatives of CF sponsors.

Career Forum Locations:

WestEd - Salon - Park Hyatt Hotel, Ballroom Level

SRI - Drawing Room - Park Hyatt Hotel, Ballroom Level

RTI - Gallery 3 - Park Hyatt Hotel, Ballroom Level

AIR - Gallery 1 - Park Hyatt Hotel, Ballroom Level

**12:30 PM - 2:30 PM: Session 2**

**2A. Social and Emotional Learning in Educational Settings
Examining Teacher Effects on Students' Academic
and Non-Cognitive Outcomes from Multiple Angles**

Roosevelt - Fairmont Hotel, Ballroom Level

Chair: Joshua Brown, Fordham University

*Validating Teacher Effects on Students' Attitudes and Behaviors:
Evidence from Random Assignment of Teachers to Students*
David Blazar, Harvard University

Engaging Teachers: Measuring the Impact of Teachers on Student Attendance in Secondary School
Jing Liu* & Susanna Loeb, Stanford University

*Measuring Teacher Conscientiousness and Its Impact on Students:
Insight from the Measures of Effective Teaching Longitudinal Database*
Albert Cheng, Harvard University, and Gema Zamarro*, University of Arkansas

*The Teacher Executive Functioning Modeling and Scaffolding (TEMS) Protocol:
Implications for Understanding Academic Achievement*
Sarah Bardack* & Jelena Obradović, Stanford University

**2B. Classroom Instruction Invited Panel
The Growing Trend Toward Personalized Learning:
Insights on What It Is, Its Implementation, and Early Effects**

Salon - Park Hyatt Hotel, Ballroom Level

Moderator: Nonie Lesaux, Harvard University

John Pane, RAND

Betheny Gross, Center on Reinventing Public Education

Sue Fine, New Classrooms Innovation Partners

2C. Classroom Instruction Symposium**From Knowledge to Results:****What Is Missing in Educator Professional Development Design?**

Gallery 1 - Park Hyatt Hotel, Ballroom Level

Organizer: Roger Goddard, Ohio State University

Knowledge Is Not Enough: An Inductive Analysis of Experimental Evidence Examining the Relation between Educator Professional Development and Impacts on Participant Behavior
Roger D. Goddard* & Yvonne L. Goddard, Ohio State University

Impacts of Professional Development (PD) in Classroom Assessment on Teacher and Student Outcomes: Implications for PD Design
Tedra Clark*, McREL, and Bruce Randel, Century Analytics

Dividing by Zero: Exploring Null Results in a Mathematics Professional Development Program
Heather Hill, Harvard University, Robin Jacob*, University of Michigan, and Douglas Corey, Brigham Young University

Discussant: Eric Camburn, University of Wisconsin - Madison

2D. Effects of Educational Policies Symposium**The Impact of Performance-Based School Closures in Four Cities**

Kennedy - Fairmont Hotel, Ballroom Level

Organizer: James Kemple, Research Alliance for New York City Schools

High School Closures in New York City: Impacts on Students' Academic Outcomes, Attendance, and Mobility
James J. Kemple, Research Alliance for New York City Schools

Extreme Measures: When and How School Closure and Charter Takeovers Benefit Students
Douglas N. Harris*, Whitney Bross, & Lihan Liu, Education Research Alliance for New Orleans

School Closures in Chicago: Understanding the Impact on Students
Marisa de la Torre* & Paul Moore, Consortium on Chicago School Research

The Direct and Indirect Effects of Closing Schools on Students' Educational Opportunities: Evidence from Philadelphia
Matthew P. Steinberg, University of Pennsylvania

Discussant: Martin West, Harvard University

2E. Effects of Educational Policies**Multiple Facets of Literacy: Impacts Over Time**

Dumbarton - Fairmont Hotel, Floor 3

Chair: Nora Gordon, Georgetown University

Middle School Language Classification Effects on High School Achievement and Behavioral Outcomes
Marcela Reyes & NaYoung Hwang*, University of California - Irvine

The Impact of Achieve3000 on Elementary Literacy Outcomes: Final Results from a Three-Year Randomized Trial
Darryl V. Hill & Matthew A. Lenard*, Wake County Public Schools, and Lindsay C. Page, University of Pittsburgh

Impact of Differential Treatment Trajectories on Reading Growth
James Kim* & Catherine Armstrong, Harvard University, and David M. Quinn, University of Southern California

2F. Research <—> Practice Symposium**Research-to-Practice Partnerships to Strengthen****Research-Based Principal Evaluation Systems**

Sulgrave - Fairmont Hotel, Floor 3

Organizer: Christine Ross, Mathematica Policy Research

Pilot Study of Pennsylvania's Framework for Leadership
Moir McCullough, Stephen Lipscomb*, Hanley Chiang, & Brian Gill, Mathematica Policy Research

Measures of Principals' Effectiveness: Findings from New Jersey's Principal Evaluation Study
Mariesa Herrmann & Christine Ross*, Mathematica Policy Research

New Jersey DOE - REL Research Partnership on Principal Evaluation
James Riddlesperger, New Jersey Department of Education

Discussant: Elaine Allensworth, Consortium on Chicago School Research

2G. Education and Life Cycle Transitions Symposium
The Boston Public Schools Pre-kindergarten Program:
Impacts, Persistence, Costs, and Context
 Gallery 2 - Park Hyatt Hotel, Ballroom Level

Organizer: Rebecca Unterman, MDRC

Impacts of Boston PreK on Children's Academic Outcomes, Special Education Placement, and Grade Retention through Third Grade

Christina Weiland*, University of Michigan, Rebecca Unterman, MDRC, Eleanor Martin, Shana Rochester, & Anna Shapiro, University of Michigan, Sara Staszak, MDRC, and Sania Zaidi, University of Michigan

A Cost Study of Boston Public School's Prekindergarten Program

Sarah Kabay* & Hirokazu Yoshikawa, New York University, Christina Weiland, University of Michigan, and Rebecca Unterman, MDRC

The Little Kids Down the Hall:

Associations between Broader School Climate, Pre-K Classroom Quality, and Pre-K Children's Gains
 Shana Rochester* & Christina Weiland, University of Michigan, Rebecca Unterman & Meghan McCormick, MDRC

Discussant: Pamela Morris, New York University

2H. Educational Effectiveness in Global and Immigration-Related Contexts Invited Panel
The Role of Research (and Researchers) in Advancing Sustainable Development Goal 4: Education
 Drawing Room - Park Hyatt Hotel, Ballroom Level

J. Lawrence Aber, New York University,
 In Conversation with
 Deon P. Filmer, World Bank

A discussion with audience participation.

2I. Research Methods Symposium
Expanding the Toolkit: The Potential for Bayesian Methods in Education Research
 Culpeper - Fairmont Hotel, Ballroom Level

Organizer: Alexandra Resch, Mathematica Policy Research

Why Bother With Bayes?

Thomas A. Louis, Johns Hopkins University

Comparing Bayesian and Frequentist Inference for Decision-Making

Ignacio Martinez, Alexandra Resch*, & Mariel Finucane, Mathematica Policy Research

Simple Application of Bayesian Methods for School-Level Decisions

Alexandra Resch* & Ignacio Martinez, Mathematica Policy Research

What Works for Whom? A Bayesian Approach to Channeling Big Data Streams for Policy Analysis

Mariel Finucane, Ignacio Martinez, Scott Cody, & Jonathan Gellar*, Mathematica Policy Research

Discussant: Elizabeth Stuart, Johns Hopkins University

2J. Research Methods Symposium
Technical Issues in Analysis of Experimental Evaluations
 Gallery 3 - Park Hyatt Hotel, Ballroom Level

Organizer: Daniel Litwok, Abt Associates

Standard Error Estimation in Evaluations with No-Shows: A Comparison of Methods

Daniel Litwok* & Laura Peck, Abt Associates

Treatment Assignment at Both School and Student Levels: Analysis Approaches

Cristofer Price, Abt Associates

Small Sample Corrections for Use of Cluster-Robust Standard Errors in the Analysis of School-Based Experiments

Elizabeth Tipton, Columbia University, and James Pustejovsky*, University of Texas - Austin

Discussant: Robert Olsen, Rob Olsen LLC

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

3A. Social and Emotional Learning in Educational Settings Invited Symposium

Role of Teacher Well-Being & Stress in the Classroom

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Organizer: Jason Downer, University of Virginia

Professional Development to Support New Teachers' Use of

Effective Classroom Management Techniques and Improve Student Engagement: Role of Work Stress

Jason Downer*, Patrick Tolan, & Catherine Bradshaw, University of Virginia,

Nicholas Ialongo & April Lawson, Johns Hopkins University

Teachers' Dispositional Mindfulness and the Quality of Their Relationships

with Children in Head Start Classrooms

Robert Whitaker, Temple University

CARE for Teachers: Direct and Mediated Effects

of a Mindfulness-Based Professional Development Program for Teachers

on Teachers' and Students' Social and Emotional Competencies

Joshua L. Brown*, Fordham University, Patricia A. Jennings*, University of Virginia,

Heining Cham & Damira Rasheed, Fordham University, Jennifer L. Frank, Sebrina Doyle, &

Yoonkyung Oh, Pennsylvania State University, Anna DeWeese, Fordham University,

and Mark T. Greenberg, Pennsylvania State University

Discussant: David Blazar, Harvard University

3B. Classroom Instruction Symposium

Conditions for Success: Variation in Treatment Effects

for a School-Based Randomized Controlled Trial of Word Generation

Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: Catherine Snow, Harvard University

Engaging Early Adolescents in Urban Schools:

Variation in Implementation and Outcomes in an Experimental Trial of Word Generation

Maria LaRusso*, University of Connecticut, Ha Yeon Kim, New York University,

Stephanie Jones & James Kim, Harvard University, Suzanne Donovan, SERP Institute,

and Catherine Snow, Harvard University

Reducing the Academic Inequalities for English Language Learners:

Variation in Experimental Effects of Word Generation in High Poverty Middle Schools

Ha Yeon Kim*, New York University, Maria LaRusso, University of Connecticut,

Stephanie Jones, Harvard University, Suzanne Donovan, SERP Institute,

and Catherine Snow, Harvard University

Varying Indices of Argumentative Writing Quality and Vocabulary Learning in Word Generation

Lisa Hsin*, University of Alabama, Robert Selman & Paola Uccelli, Harvard University,

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

Discussant: Luke Miratrix, Harvard University

3C. Classroom Instruction**Diverse Approaches to Mathematics Instruction, Homework, and Professional Learning**

Culpeper - Fairmont Hotel, Ballroom Level

Chair: Katrina Woodworth, SRI International

*Improving Student Learning of Ratio, Proportion, and Percent Problem Solving:
A Replication Study of Schema-Based Instruction*

Asha K. Jitendra*, Michael R. Harwell, Stacy R. Karl, Soo-hyun Im,
Susan C. Slater, & Gregory R. Simonson, University of Minnesota - Twin Cities

Rigor and Relevance in an Efficacy Study of an Online Mathematics Homework Intervention
Jeremy Roschelle*, Robert Murphy, & Mingyu Feng, SRI International,
Craig Mason & Janet Fairman, University of Maine

*Effects of a Two-Year Cognitively Guided Instruction Professional Development Program
on First- and Second-Grade Student Achievement in Mathematics*
Robert C. Schoen*, Mark LaVenita, & Amanda Tazaz, Florida State University

3D. Effects of Educational Policies Symposium**New Insights from the Tennessee Voluntary Pre-K Program:****Full Sample Results, School and Neighborhood Effects**

Kennedy - Fairmont Hotel, Ballroom Level

Organizer: Dale Farran, Vanderbilt University

State Test Scores and Retention Data for the TNVPK Full Randomized Sample in 3rd Grade
Mark Lipsey*, Dale Farran, & Kelley Durkin, Vanderbilt University

Teachers and Schools: Understanding the Pre-K Effect Persistence
Mark Lachowicz*, Alvin Pearman, & Matthew Springer, Vanderbilt University

*The Moderating Effect of Neighborhood Disadvantage on Preschool Effectiveness:
Evidence from Tennessee*
Alvin Pearman, Vanderbilt University

Discussant: Ron Haskins, Brookings Institution

3E. Research <—> Practice Panel**Bringing Title I and Effectiveness Research Together**

Salon - Park Hyatt Hotel, Ballroom Level

Moderator: Mark Dynarski, Pemberton Research

Marguerite Roza, Georgetown University

Nora Gordon, Georgetown University

Kirsten Kainz, University of North Carolina - Chapel Hill

3F. Research <—> Practice Symposium**Designing Research Studies to Support the Next Step in Developing Feasible and Efficacious Interventions**

Gallery 2 - Park Hyatt Hotel, Ballroom Level

Organizer: Karen Douglas, Institute of Education Sciences

*When Data and Theory Collide: Designing and Evaluating Successful Interventions
for Young Children's Comprehension-Related Processes*
Christopher J. Lonigan*, Florida State University,
Carol M. Connor, University of California - Irvine, Beth M. Phillips, Florida State University,
and Young-Suk Kim, University of California - Irvine

*Use of the Curriculum Research Framework (CRF) for Developing
a Reading-Comprehension Curricular Supplement for the Primary Grades*
Laura Justice* & LARRC Consortium, Ohio State University

*Inferential Comprehension in Adolescent Readers:
Bridging the Gap from Exploratory Research to Intervention Design*
Marcia A. Barnes*, University of Texas - Austin, Yusra Ahmed &
David Francis, University of Houston, Amy Barth, Buena Vista University,
and Sharon Vaughn, University of Texas - Austin

Discussant: Elizabeth Albro, Institute of Education Sciences

3G. Education and Life Cycle Transitions**High School Policies and Interventions to Promote Completion and College Attendance**

Sulgrave - Fairmont Hotel, Floor 3

Chair: Catherine Shaw, Education Advisory Board

Year 2 Impacts of North Carolina's Rural Innovative Schools Project

Julie Edmunds*, Oksana Naumenko, Robert Henson, &

Bryan Hutchins, University of North Carolina - Greensboro

The Impact of a Schoolwide College Readiness Program After One Year of Implementation

Elisabeth Davis*, Jim Lindsay, & Amy Proger, American Institutes for Research,

Katie Pekel & Julie Sweitzer, University of Minnesota

*The Impact of High School Mathematics and Science Course Graduation Requirements:**School Structural, Academic, and Social Organizational Factors*

Guan Saw, University of Texas - San Antonio

3H. Educational Effectiveness in Global and Immigration-Related Contexts & Classroom Instruction**Designing Policies and Instructional Approaches for Enduring Effects**

Dumbarton - Fairmont Hotel, Floor 3

Chair: Pamela Morris, New York University

*Compensatory Effects of a Preschool Intervention for At-Risk Chilean Children:**Moderation by Pre-Academic Stimulation*

Jenna Finch*, Stanford University, and Hiro Yoshikawa, New York University

Universal Primary Education, Twenty Years Later: Evidence from Ethiopia, Malawi, and Uganda

Wael Moussa, FHI 360

*Heterogeneity in the Influence of Classroom Age Composition on Children's School Readiness:**A Quantile Regression Approach*

Kelly M. Purtell*, Ohio State University, and Arya Ansari, University of Virginia

*Active Learning and Time on Task: The Effect of the ICAN Intervention**on Student Engagement during Spelling and Math Instruction*

John Bartholomew*, Esbelle Jowers, Vanessa Errisuriz, Natalie Golaszewski,

Anna Maria Fall, & Greg Roberts, University of Texas - Austin

3I. Research Methods Invited Panel**Preregistration of Social Science Research:****Administrative Burden or Responsible Practice?**

Drawing Room - Park Hyatt Hotel, Ballroom Level

Moderator: Stuart Buck, Laura and John Arnold Foundation

Deb Zarin, National Institutes of Health

Esther Duflo, MIT

David Mellor, Center for Open Science

Skip Lupia, University of Michigan

Jessaca Spybrook, Western Michigan University

3J. Research Methods**New Approaches to Assessing Common Educational Outcomes**

Gallery 1 - Park Hyatt Hotel, Ballroom Level

Chair: Ben Kelcey, University of Cincinnati

Errors-in-Variables Regression: Why Stata's -Eivreg- Is Wrong and What To Do Instead

J.R. Lockwood*, Daniel F. McCaffrey, & Corey B. Savage, Educational Testing Service

An Ordinal Approach to Decomposing Test Score Gaps

David Quinn*, University of Southern California, and Andrew Ho, Harvard University

*Cross-National Comparisons of Disparities in School Readiness:**What Can Estimates from National Cohort Studies Tell Us?*

Elizabeth Washbrook*, University of Bristol, Jane Waldfogel, Columbia University,

and Bruce Bradbury, University of New South Wales

Not All Zeros Are Created Equal: Zero-Inflated and Hurdle Models for Counts with Excess Zeros

Lauren Porter*, Gloria Yeomans-Maldonado, & Ann A. O'Connell, Ohio State University

5:30 PM - 7:00 PM: Welcome & Hedges Lecture

Ballroom - Fairmont Hotel

Introduction

Rebecca Maynard, SREE President

Hedges Lecture

From Research to Policy: The Tortuous Process of Mainstreaming an Effective Education Intervention

Esther Duflo

Abdul Latif Jameel Professor of Poverty Alleviation and Development
Massachusetts Institute of Technology

Inaugural Hedges Lecture Sponsors: American Institutes for Research
William T. Grant Foundation
Spencer Foundation

7:00 PM - 8:00 PM: Reception

Colonnade - Fairmont Hotel, Lobby Level

Sponsor:



FRIDAY MARCH 3, 2017

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

4A. Social and Emotional Learning in Educational Settings

School-Based Social-Emotional Interventions from Kindergarten to Grade 9

Gallery 2 - Park Hyatt Hotel, Ballroom Level

Chair: Michael Lyons, University of Virginia

Final Results of a Five-Year Study of an Expanded Learning Time Model's Implementation and Student Outcomes

Alyssa Rulf Fountain*, Beth Gamse, & Melissa Velez*, Abt Associates

Can You "Work Your Way Up?" - Ability Grouping and the Development of Academic Engagement
Marshall Jean, Northwestern University

The BARR Program: Impacting Social Emotional Skills and Academic Achievement of 9th Grade Students in 6 High Schools - Results from a Randomized Controlled Trial

Trisha 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

Mixed Methods Systematic Review and Multilevel Meta-Analysis of a Teacher Classroom Management Programme: Effectiveness and Stakeholders' Experiences
Elizabeth Nye*, University of Oxford, G. J. Melendez-Torres, University of Warwick,
and Frances Gardner, University of Oxford

**4B. Classroom Instruction & Educational Effectiveness
in Global and Immigration-Related Contexts
Promoting Academic Achievement among Diverse Vulnerable Populations**

Sulgrave - Fairmont Hotel, Floor 3

Chair: Carol Connor, University of California - Irvine

Advancing Minority Gifted Identification:

Evidence from a Randomized Trial of Nurturing for a Bright Tomorrow

Angel L. Harris, Duke University, Darryl V. Hill* &

Matthew A. Lenard, Wake County Public Schools

Kindergarten English Proficiency and Achievement Growth among Hispanics

Wei Wang, University of California - Irvine

Evaluating a Randomized Study of Instructional Conversations:

Improving Reading in Elementary School with English Language Learners

Pedro R. Portes*, Manuel González Canché, & Melissa Whatley, University of Georgia

Effects of an English Kindergarten Vocabulary Intervention

on the Word Knowledge of Spanish-Speaking English Learners

Doris Baker*, Southern Methodist University, Betsy McCoach, University of Connecticut,

Sharon Ware, University of Saint Joseph, and Michael Coyne, University of Connecticut

**4C. Classroom Instruction Symposium
Important Findings from Rigorous Research about
Elementary Grade Children's Reading Comprehension and Writing**

Culpeper - Fairmont Hotel, Ballroom Level

Organizer: Kausalai (Kay) Wijekumar, Texas A&M University

Teacher-Led Web-Enhanced Self-Regulated Strategies Development Instruction

to Improve Persuasive Writing Skills of 4th and 5th Graders

Karen R. Harris*, Arizona State University, Kausalai (Kay) Wijekumar, Texas A&M University,

Steve Graham, Arizona State University, Puiwa Lei &

Bonnie J.F. Meyer, Pennsylvania State University

Reading Comprehension Improves When

Upper Elementary Grade Spanish Speaking English Learners

Use Web-Based Text Structure Instruction with Linguistic Supports

Kausalai (Kay) Wijekumar*, Texas A&M University, Bonnie J.F. Meyer &

Puiwa Lei, Pennsylvania State University, and Anita Hernandez, New Mexico State University

Fourth- and Fifth-Grade Struggling Readers Show Strong Improvements in Reading Comprehension

When Taught the Structure Strategy Using a Web-Based Tutoring System

Andrea Beerwinkle* & Kausalai (Kay) Wijekumar, Texas A&M University,

Bonnie J.F. Meyer & Puiwa Lei, Pennsylvania State University

Discussant: Rebecca McGill-Wilkinson, U.S. Department of Education

**4D. Effects of Educational Policies Symposium
Social Effects of School Choice Programs**

Dumbarton - Fairmont Hotel, Floor 3

Organizer: M. Danish Shakeel, University of Arkansas

Charter School Entry and School Choice: The Case of Washington, D.C.

Maria Marta Ferreyra*, World Bank, and Grigory Kosenok, New Economic School

Squeezing the Public School Districts:

The Fiscal Effects of Eliminating the Louisiana Scholarship Program

Corey A. DeAngelis & Julie R. Trivitt*, University of Arkansas

The Juice Is Worth the Squeeze:

A Benefit/Cost Analysis of the Experimental Evidence on Private School Vouchers across the Globe

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

Discussant: Philip Gleason, Mathematica Policy Research

4E. Effects of Educational Policies Symposium**Insights Into How Two Effective Human Capital Interventions Produced Their Impacts:****New York City's Small High Schools of Choice and the National Job Corps Program**

Kennedy - Fairmont Hotel, Ballroom Level

Organizer: Howard Bloom, MDRC

*Mediators of the Effects of New York City's Small High Schools of Choice**on Ninth-Grade Progress toward Graduation*

Howard Bloom*, Rebecca Unterman, & Pei Zhu, MDRC, Sean Reardon, Stanford University, and Fatih Unlu, RAND

Ninth-Grade On-Track Status as a Precursor to High School Success in Small Schools of Choice

Lindsay Page*, University of Pittsburgh, Avi Feller, University of California - Berkeley,

Luke Miratrix, Harvard University, Marie-Andree Somers & Rebecca Unterman, MDRC

Unpacking Complex Mediation Mechanisms in the Multisite Job Corps Evaluation

Jonah Deutsch*, Mathematica Policy Research, Edward Bein, Abt Associates,

Guanglei Hong, University of Chicago, Kristin Porter, MDRC, Xu Qin, University of Chicago,

and Alma Vigil, Mathematica Policy Research

Discussant: Michael McPherson, Spencer Foundation

4F. Research <—> Practice Symposium**Research to Practice and Back Again:****Examples of University, Community, and Policy Partnerships in Urban Communities**

Gallery 1 - Park Hyatt Hotel, Ballroom Level

Organizer: Sophia Hwang, New York University

*University-Community Partnership and Embedded Efficacy Trials:**Putting "Science to Work" for Urban Afterschool Programs*

Sophia H.J. Hwang* & Elise Cappella, New York University,

Miranda Yates, Good Shepherd Services, and Michael J. Kieffer, New York University

*Partnering to Build Capacity for Educational Technology and Measurement**within a Community-Based Organization*

Natalia Rojas*, Rachel Abenavoli, Pamela Morris, Cybele Raver, &

Elise Cappella, New York University, and Moria Cappio, Children's Aid Society

*Evaluation in Action:**Forging Partnerships to Improve and Scale Early Childhood Instructional Leadership Development*

Maia C. Connors*, Ann Hanson, Debra Pacchiano, &

Norma-Jean Simon, Ounce of Prevention Fund

*Building Community Organizations' Capacity to Conduct Rigorous Program Assessment:**Development of a School Climate Observational Tool to Measure Program Impact*

Stacey Alicea*, Molly Cahen, & Rachel Lissy, Ramapo for Children,

and Rachel Flynn, New York University

Discussant: Elise Cappella, New York University

4G. Research <—> Practice**Constructive Collaborations: Evidence Driven Approaches**

Roosevelt - Fairmont Hotel, Ballroom Level

Chair: David Silver, RTI International

How School and District Leaders Access, Perceive, and Use Research

William R. Penuel*, Derek C. Briggs, & Kristen Davidson, University of Colorado - Boulder,
 Corinne Herlihy, David Sherer, & Heather C. Hill, Harvard University,
 and Caitlin Farrell, University of Colorado - Boulder

The Validity of Classroom Observation Systems in Research and Applied Contexts

Shuangshuang Liu & Courtney Bell, Educational Testing Service,
 and Nathan Jones*, Boston University

*REL Research Alliances: Convening Diverse Stakeholders**to Improve Education through Collective Inquiry and Collective Action*

Julie Petrokubi*, David Stevens, & Christopher Mazzeo, Education Northwest

A Descriptive Study of the IES Research-Practitioner Partnership Program

Caitlin Farrell*, Kristen Davidson, Melia Repko-Erwin, &
 William R. Penuel, University of Colorado - Boulder,
 Corinne Herlihy & Heather Hill, Harvard University

4H. Education and Life Cycle Transitions Invited Symposium**Non-Traditional Pathways to a College Degree**

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Organizer: Jonathan Smith, Georgia State University

The Effect of Program Capacity and Accessibility on Community College Degree Success

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

CLEP and College Completion: Estimating the Causal Impacts of Prior Learning Assessments

Jonathan Smith*, Georgia State University, Angela Boatman, Vanderbilt University,
 Michael Hurwitz, College Board, and Jason Lee, University of Georgia

*Instruction in Virtual Classrooms:**How Faculty Affect Student Performance in Online College Classes*

Eric Bettinger & Lily Fesler*, Stanford University, Lindsay Fox, Mathematica Policy Research,
 Susanna Loeb & Eric Taylor, Stanford University

Discussant: Jessica Howell, College Board

4I. Research Methods Symposium**New Evidence on the Generalizability of Evidence from Impact Evaluations**

Drawing Room - Park Hyatt Hotel, Ballroom Level

Organizer: Robert Olsen, Rob Olsen LLC

Does IES Funded Research Represent U.S. Schools Well?

An Evaluation of Issues of Generalizability in Grant Funded Research between 2005-2014
 Lauren Fellers* & Elizabeth Tipton, Columbia University

Using Rigorous Evaluation Results to Improve Local Education Policy Decisions

Larry Orr*, Johns Hopkins University, Stephen Bell, Abt Associates,
 Robert Olsen, Rob Olsen LLC, and Elizabeth Stuart, Johns Hopkins University

The Sequential Scale-Up of an Evidence-Based Intervention: A Case Study

Jaime L. Thomas*, Mathematica Policy Research, Thomas D. Cook, Northwestern University,
 Alice Klein & Prentice Starkey, WestEd, and Lydia DeFlorio, University of Nevada - Reno

Discussant: Duncan Chaplin, Mathematica Policy Research

10:30 AM - 12:00 PM: Keynote Address

Ballroom - Fairmont Hotel

Studying Educational Opportunity and Inequality with Big Data

Sean Reardon

Professor of Poverty and Inequality in Education
Stanford University**Introduction:** Cybele Raver, SREE Spring 2017 Program Chair**12:00 PM - 1:00 PM: Lunch**

Ballroom - Fairmont Hotel

Sponsor:

**1:00 PM - 2:30 PM: Session 5****5A. Social and Emotional Learning in Educational Settings & Educational Effectiveness in Global and Immigration-Related Contexts
The Role of Executive Functioning from Preschool through Adolescence**

Kennedy - Fairmont Hotel, Ballroom Level

Chair: Clark McKown, Rush University

*Executive Function in Adolescence:**Family Risk Factors and the Medial Role of Self-Regulation in Early Childhood*Donna Berthelsen*, Nicole Hayes, Sonia L. J. Williams, &
Kate E. Williams, Queensland University of Technology*Executive Functioning Skills Mediate Associations between Classroom Quality and Academic Achievement in Elementary School*

Jenna Finch* & Jelena Obradović, Stanford University

*Minds Under Siege: Measuring the Impact of Traumatic Stress**and a Psychosocial Intervention on the Executive Functioning of Syrian Refugee Children*Alexandra Chen*, Harvard University, Catherine Panter-Brick, Yale University,
and Margaret Sheridan, University of North Carolina - Chapel Hill**5B. Social and Emotional Learning in Educational Settings
Beyond the Classroom: Factors Influencing Students in Schools**

Sulgrave - Fairmont Hotel, Floor 3

Chair: Meghan McCormick, MDRC

*The Heterogeneous Effects of Summer Jobs:**Using Machine Learning to Analyze Two Field Experiments*

Jonathan Davis, University of Chicago, and Sara Heller*, University of Pennsylvania

Immediate Impacts of Community Violence on Student Behavior in Schools

Rebecca Hinze-Pifer* & Lauren Sartain, University of Chicago

*Determining Costs of Comprehensive School Services*A. Brooks Bowden*, North Carolina State University,
and Henry M. Levin, Columbia University

5C. Classroom Instruction**Improving Practice in Mathematics and Science:****Investigating The Roles of Cognition and Motivation**

Gallery 1 - Park Hyatt Hotel, Ballroom Level

Chair: Heather Hill, Harvard University

The Effectiveness of Cognitive Principles in Authentic Education Settings: Research to Practice

Yvonne Kao, Jodi Davenport, Bryan Matlen*, Larry Thomas, & Steve Schneider, WestEd

*Large Gains in Undergraduate Biology Student Achievement**from a Combined Cognitive-Motivational Intervention*

Jennifer Cromley*, University of Illinois - Urbana/Champaign, Avi Kaplan, Temple University,

Kyle Mara, University of Southern Indiana, Michael J. Balsai & Ting Dai, Temple University,

and Tony Perez, Old Dominion University

*Engaging Students in Science: Measurement Invariance of Science Practices**across Middle School Grades and Socioeconomic Subgroups*

Christine Bae* & Morgan DeBusk-Lane, Virginia Commonwealth University

5D. Effects of Educational Policies Panel**What Do We Really Know about Business as Usual? How Researchers and Practitioners****Can Work Together to Improve the Evaluation of Program Effectiveness**

Salon - Park Hyatt Hotel, Ballroom Level

Moderator: Kathleen Thomas, Mississippi State University

Kristin Klopfenstein, University of Northern Colorado

Adrienne Reitano, School District of Philadelphia

Matthew Lenard, Wake County Public Schools

5E. Effects of Educational Policies**Two Paths to Change: School Turnaround and Student Choice**

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Patrick J. Wolf, University of Arkansas

*The Impact of School Improvement Grants on Practices and Student Outcomes:**Findings from a National Evaluation Using a Regression Discontinuity Design*

Lisa Dragoset*, Jaime Thomas, Mariesa Herrmann, John Deke, &

Susanne James-Burdumy, Mathematica Policy Research, Cheryl Graczewski &

Courtney Tanenbaum, American Institutes for Research

*Early Impacts of the Indiana Choice Scholarship Program:**Achievement Effects for Students in Upper Elementary and Middle School*

R. Joseph Waddington*, University of Kentucky, and Mark Berends, University of Notre Dame

School Turnaround in Massachusetts: The Impact of SIG Funded School Redesign Grants

Christina LiCalsi* & Dionisio Garcia Piriz, American Institutes for Research

5F. Education and Life Cycle Transitions**The Impact of College Course Work in High School**

Gallery 2 - Park Hyatt Hotel, Ballroom Level

Chair: Michael Hurwitz, College Board

*Effects of Advanced Placement Science Courses on Students' Science Interest and Ability:**Evaluation from a Randomized Control Trial*

Mark C. Long*, University of Washington, Dylan Conger, George Washington University,

Raymond McGhee Jr., Equal Measure, and Alec Kennedy, University of Washington

The Impact of Early Colleges on Postsecondary Performance

Julie Edmunds*, University of North Carolina - Greensboro, Fatih Unlu, RAND,

Jane Furey, Abt Associates, and Elizabeth Glennie, RTI International

More College Prep, Less College Success? The Effects of an AP Expansion Program

John Hansen, Harvard University

5G. Educational Effectiveness in Global and Immigration-Related Contexts & Research <—> Practice Symposium

Toward Contextually-Based Evidence in International Education:

Moving Beyond What Works to Questions of for Whom and under What Conditions

Drawing Room - Park Hyatt Hotel, Ballroom Level

Organizer: Kate Schwartz, New York University

Taking Stock: Frequency Of, Barriers To, and Potential Ways to Foster More Policy-Relevant Education Research in Low- and Middle-Income Countries

Kate Schwartz*, Yeshim Iqbal, & J. Lawrence Aber, New York University

An Examination of the Design and Statistical Power of Impact Evaluations in Low- and Middle-Income Countries

Jessaca Spybrook*, Qi Zhang, & Dustin Anderson, Western Michigan University

Establishing Measurement Invariance of the International Development and Early Learning Assessment (IDELA) across Five Countries

Sharon Wolf, University of Pennsylvania, Peter Halpin*, Hiro Yoshikawa, Natalia Rojas, & Sarah Kabay, New York University, Amy Jo Dowd & Lauren Pisani, Save the Children

Discussant: Michael Weiss, MDRC

5H. Research Methods

The Group Matters: Challenges in Research Design

Culpeper - Fairmont Hotel, Ballroom Level

Chair: Nianbo Dong, University of Missouri

Prospective Matching Methods in Education Research: Recruiting an Active Comparison Sample for Causal Inference

Richard Correnti, Ally Thomas*, Baeksan Yu, & Jennifer Russell, University of Pittsburgh, Laura Booker & Nate Schwartz, Tennessee Department of Education, and Mary Kay Stein, University of Pittsburgh

Limitless Regression Discontinuity

Adam C. Sales, University of Texas - Austin, and Ben Hansen*, University of Michigan

Analysis of Propensity Score Approaches in Difference-in-Differences Designs

Diego Luna Bazaldua, Boston College

5I. Research Methods

Estimating Causal Effects: A New Day

Roosevelt - Fairmont Hotel, Ballroom Level

Chair: Elizabeth Tipton, Columbia University

Applications of Small Area Estimation to the Generalizability of Experiments with Small Sample Sizes

Wendy Chan, University of Pennsylvania

On the Standard Errors of Causal Effect Estimators After Variable Selection

Bryan Keller* & Zhipeng Hou, Columbia University

Identification of Causal Effects Using Gain Scores

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

5J. Research Methods

Value-Added Models: Evolution of Analysis

Dumbarton - Fairmont Hotel, Floor 3

Chair: Cristofer Price, Abt Associates

Leveraging Lotteries for School Value-Added: Testing and Estimation

Joshua Angrist, Peter Hull*, & Parag Pathak, MIT, and Christopher Walters, University of California - Berkeley

Are Value-Added Estimates Unbiased? An Assessment Using Multiple Districts

Elias Walsh, Philip Gleason*, Eric Isenberg, & Jeffrey Max, Mathematica Policy Research

Teaching Students More or Teaching More Students:

A Method-of-Moments Analysis of VAM Improvement

J. Edward Guthrie, Vanderbilt University

3:00 PM - 5:00 PM: Session 6

6A. Social and Emotional Learning in Educational Settings Invited Symposium

Supporting Students' College Success:

The Role of Intrapersonal and Interpersonal Competencies

Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: Margaret Hilton, National Research Council

Competencies That Research Suggests Are Related to College Success

Greg Duncan, University of California - Irvine

Meta-Analysis of Random Assignment Studies of Interventions Targeting the Identified Competencies

Sabrina Solanki, University of California - Irvine

The Importance of College Contexts in the Development of the Identified Competencies

among First Generation and Under-Represented Minority College Students

K. Ann Renninger, Swarthmore College

The Nature and Quality of Assessments of the Identified Competencies

Joan Herman, University of California - Los Angeles

Discussant: Nicholas Bowman, University of Iowa

6B. Classroom Instruction & Educational Effectiveness

in Global and Immigration-Related Contexts

Learning from Differences: How Assessing Starting Points May Influence Practice

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Jill Pentimonti, American Institutes for Research

Using Longitudinal Data to Understand L1-L2 Bidirectional Relations in Literacy Acquisition

Young-Suk Kim*, University of California - Irvine, and Benjamin Piper, RTI International

The Impact of Two Approaches to Early Literacy Intervention in Grades K-2

Barbara Foorman*, Sarah Herrera*, & Jennifer Dombek, Florida State University

MOCCA's Instructional Effects: More Than Just A Correct Answer

Mark L. Davison*, University of Minnesota, Ben Seipel, University of Wisconsin - River Falls,

Sarah E. Carlson & Gina Biancarosa, University of Oregon,

and Bowen Liu, University of Minnesota

6C. Effects of Educational Policies Invited Panel

Increasing the Demand for Rigorous Education Policy Research

Salon - Park Hyatt Hotel, Ballroom Level

Moderator: Diane Schanzenbach, Northwestern University

Gordon Berlin, MDRC

Ruth Neild, Philadelphia Education Research Consortium

Grover J. Whitehurst, Brookings Institution

6D. Effects of Educational Policies**Understanding the Impact of Peers and Behavior**

Culpeper - Fairmont Hotel, Ballroom Level

Chair: Seth Gershenson, American University

Unintended Consequences: Does the Effort to Reduce Suspensions Harm Learning Environments?

NaYoung Hwang, University of California - Irvine

*Relative Age and the Achievement of Elementary School English Language Learners:**Evidence from a Policy Intervention*

Christopher Doss, Stanford University

Peer Influence on Academic Achievement: Mean, Variance, and Network Effects under School Choice

Megan Andrew* & Cheng Wang, University of Notre Dame

The Role of Teacher and Student Race in Predicting At-Risk Behavior Ratings on a Behavior Screener

Ericka Weathers, Stanford University

6E. Research <—> Practice Symposium**Analyzing Fidelity of Implementation Data in Educational Interventions**

Gallery 2 - Park Hyatt Hotel, Ballroom Level

Organizer: Tyler Watts, University of California - Irvine

Long-Term Impacts of the TRIAD Scale-Up Model on Teachers' Fidelity of Implementation

Douglas Clements* & Julie Sarama, University of Denver,

and Mary Elaine Spitler, University at Buffalo - SUNY

*Using Fidelity Data to Elucidate the Results of a Quasi-Experiment**on Assessment-2-Instruction Technology*

Carol Connor* & Karen Taylor, University of California - Irvine

*Assessing the Correspondence between Student-Level Fidelity Data**and Observational Measures of Classroom Instructional Content*

Joshua Lawrence*, University of California - Irvine, Alex Lin, Vanguard University,

and Catherine Snow, Harvard University

*Partial Fidelity of Implementation as a Predictor of Student Achievement**Among Teachers Using a Pre-Algebra Supplemental Program in Rural Mississippi*

Tetra Clark* & Joshua Stewart, McREL

Discussant: Pamela Morris, New York University

6F. Education and Life Cycle Transitions Symposium**Evidence from Career Pathway and Acceleration Strategies in Public Two-Year Colleges**

Sulgrave - Fairmont Hotel, Floor 3

Organizer: Theresa Anderson, Urban Institute

*Accelerating Connections to Employment:**A Collaborative Approach to Career Pathways Training and Workforce Development*

Yvette Lamb & Christina McHugh*, ICF International

Final Impact Findings from Accelerating Opportunity

Theresa Anderson*, Lauren Eyster, & Daniel Kuehn, Urban Institute,

Burt Barnow, George Washington University, and Robert I. Lerman, Urban Institute

College Count\$: Evidence of Impact

Michael Scuello* & Robert Harrington, Metis Associates

*A Summative Outcomes Evaluation of TAACCCT-Funded Competency-Based Education Programs**at Three Community Colleges*

Ann Person* & Jaime Thomas, Mathematica Policy Research

Discussant: Jessica Howell, College Board

6G. Educational Effectiveness in Global and Immigration-Related Contexts**Invited Symposium****Policy Contexts of Immigrant-Origin Youth****and Youth Adult Employment and Educational Outcomes**

Gallery 1 - Park Hyatt Hotel, Ballroom Level

Organizer: Dylan Conger, George Washington University

*The Effect of College Networks on Immigrant and Minority Employment Outcomes*Colin Chellman*, CUNY, Dylan Conger, George Washington University,
and Lesley Turner, University of Maryland*State K-20 Policy Opportunity and Barriers for Immigrant and English Learner Students*

Stella Flores, New York University

*A DREAM Deferred:**The Effects of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996
on Secondary and Post-Secondary Educational Attainment among Undocumented Youth*

Matthew Shaw, American Bar Foundation

Discussant: Eric Dearing, Boston College

6H. Research Methods**Power Analysis for Multilevel CRTs, RDDs and CITS**

Dumbarton - Fairmont Hotel, Floor 3

Chair: Christopher Rhoads, University of Connecticut

Constrained Optimal Sample Allocation in Multilevel Randomized Experiments Using PowerUpR

Metin Bulus* & Nianbo Dong, University of Missouri

Statistical Power for Indirect Effects in Clustered Regression Discontinuity Designs

Ben Kelcey*, University of Cincinnati, and Kyle Cox, University of California - Berkeley

*Statistical Power and Autocorrelation for Short, Comparative**Interrupted Time Series Designs with Aggregate Data*Andrew Swanlund*, American Institutes for Research, Kelly Hallberg, University of Chicago,
and Ryan Williams, American Institutes for Research*Power Analysis for Multilevel Randomized Cost Effectiveness Trials*Wei Li* & Nianbo Dong, University of Missouri,
and Rebecca Maynard, University of Pennsylvania**6I. Research Methods Symposium****Addressing Practical and Technical Challenges When Measuring Achievement Gaps:****Implications for Practice and Policy**

Drawing Room - Park Hyatt Hotel, Ballroom Level

Organizer: James Soland, Northwest Evaluation Association

Understanding Changes in Racial Achievement Gaps during Elementary and Middle School

Josh Gagne* & Erin Fahle, Stanford University

*Sensitivity of Achievement Gap Trend Estimates to Alternative Treatments of Nested Data*Benjamin Shear*, University of Colorado - Boulder,
and Yeow Meng Thum, Northwest Evaluation Association*School Norms for Mathematics Achievement Status, Term-to-Term Growth, and Gender Gap*

Yeow Meng Thum* & James Soland, Northwest Evaluation Association

*Estimating Conditional Nonparametric Gaps:**An Example Involving Student Test-Taking Engagement*

James Soland* & Yeow Meng Thum, Northwest Evaluation Association

Discussant: Eric Hedberg, NORC

6J. Invited Panel**Making Evidence Matter in Decisions about Education Policy and Practice**

Kennedy - Fairmont Hotel, Ballroom Level

Moderator: Robert Granger, SREE Vice President

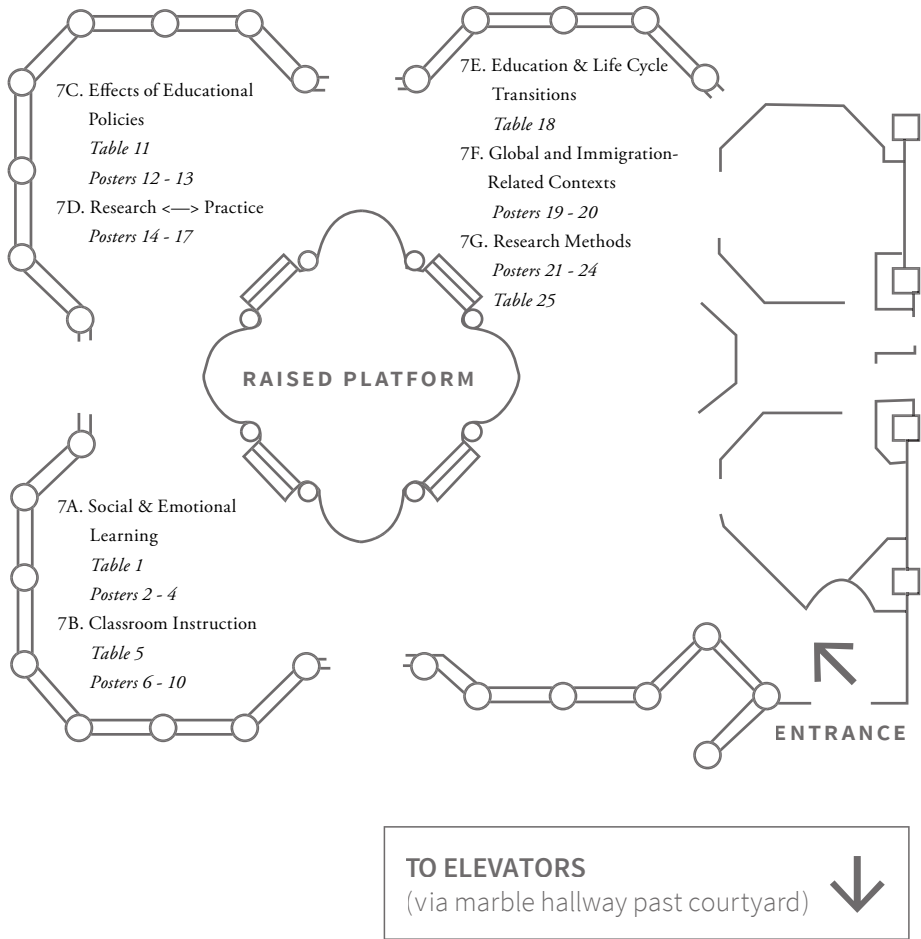
Christopher Mazzeo, Education Northwest

Lashawn Richburg-Hayes, MDRC

Ruth López Turley, Rice University

David Yokum, Government of the District of Columbia

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. Social and Emotional Learning in Educational Settings

1. *The "College Knowledge" Task as a Behavioral Measure of Academic Diligence in the Context of a Growth Mindset RCT*
Michael Masucci* & Cybele Raver, New York University
2. *Analyzing the Mediating Role of Academic and Thriving-Related Skills in the Effect of City Connects on Middle School Academic Achievement Outcomes*
Laura O'Dwyer*, Boston College, Diego Luna Bazaldua & Mary Walsh, City Connects, Eric Dearing, Boston College, Claire Foley & Anastasia Raczek, City Connects
3. *Teacher Rankings of Executive Function: A High-Quality, Low-Cost Alternative to Rating Scales?*
Michael Sulik, Jenna Finch, & Jelena Obradović*, Stanford University
4. *Roles, Goals, Stressors, and Supports for the Urban Afterschool Education Workforce: Qualitative Findings from an Experimental Trial*
Jon Watford*, Elise Cappella, Sophia Hwang, & Kristine Mijatovich, New York University

7B. Classroom Instruction

5. *Teachers' Use of Elicitation Techniques During Shared Reading*
Jill Pentimonti*, American Institutes for Research,
Tricia Zucker, University of Texas Health Science Center - Houston,
Ryan Bowles, Michigan State University, Sherine Tambyraja &
Laura Justice, Ohio State University
6. *Formative Assessment Intervention Effects
on Student Academic Achievement in the Elementary Grades*
Mary Klute* & Helen Apthorp, Marzano Research
7. *Impact of a Web-Based Activity and Testing System for Supporting
Students' Algebra Learning in Community Colleges*
Bryan Matlen*, Shandy Hauk, & Larry Thomas, WestEd
8. *A Meta-Analysis of the Relation Between Reading and Working Memory*
Peng Peng*, University of Nebraska - Lincoln, Cuicui Wang, Beijing Normal University,
Marcia Barnes, University of Texas - Austin, Wei Wang, University of Central Florida,
Lee Swanson, University of California - Riverside,
William Dardick, George Washington University, and Sha Tao, Beijing Normal University
9. *Minding the Gap:
Discrepancies in Perception of School Climate as a Predictor of Practice and Achievement*
Robert Shand*, Roger D. Goddard, & Yvonne L. Goddard, Ohio State University
10. *Pilot Study of the Effects of Developing Talkers in Pre-Kindergarten and Kindergarten
Classrooms in a District Serving Predominantly Low Income Dual Language Learners*
Tricia A. Zucker, Maria S. Carlo*, Jeffrey Williams, Susan H. Landry, Saba Masood, &
Vibhuti Bhavsar, University of Texas Health Science Center - Houston

7C. Effects of Educational Policies

11. *Suspension and Achievement: Do the Effects Vary by Type and Frequency?*
NaYoung Hwang, University of California - Irvine
12. *How Do Teacher Hiring, Transfer, and Attrition Relate to Access to Effective Teachers?*
Eric Isenberg, Jeffrey Max, Philip Gleason, Matthew Johnson*, &
Jonah Deutsch, Mathematica Policy Research, and Michael Hansen, Brookings Institution
13. *How Long Is Long Enough? Exposure and the Impacts of the Early College*
Fatih Unlu*, RAND, Julie Edmunds, University of North Carolina - Greensboro,
Jane Furey, Abt Associates, and Beth Glennie, RTI International

7D. Research <—> Practice

14. *Examining the Sustainability of an Evidence-Based Summer Literacy Program:
Effects of Structured Teacher Adaptations on Sustainability
and Factors Predicting Teachers' Sustained Use*
Mary A. Burkhauser & Margaret E. Troyer, Harvard University,
David M. Quinn, University of Southern California,
and James S. Kim*, Harvard University
15. *Teacher Response to Feedback from Evaluators: What Feedback Characteristics Matter?*
Trudy Cherasaro*, R. Marc Brodersen, & David Yanoski, Marzano Research
16. *Past Its Expiration Date:
Maximizing Relevance, Effectiveness and Rigor in a Longitudinal Design*
Jennifer Hamilton, Westat
17. *Kindergarten Kickstart: Developing a Promising Short-Term,
High-Impact, and Research-Based Summer Pre-Kindergarten Program*
Samantha Melvin*, Columbia University, Stephanie Blumenstock &
Anna Shusterman, Wesleyan University

7E. Education and Life Cycle Transitions

18. *Combining College and Career Readiness and Reading
in a Blended Learning Context for Adolescents with and without Disabilities*
Allison R. Lombardi* & Graham G. Rifenbark, University of Connecticut

7F. Educational Effectiveness in Global and Immigration-Related Contexts

19. *Analyzing the Effect of City Connects on Student Achievement
Using a Regression Discontinuity Design*
Diego Luna Bazaldua*, Mary E. Walsh, & Erin Sibley, Boston College,
Terrence J. Lee-St. John, SRI International, Eric Dearing, Laura O'Dwyer,
Anastasia E. Raczek, & Claire Foley, Boston College
20. *The Heart of Great Teaching: A Global Survey of Educator Effectiveness*
Jessica Yarbrow*, George Mason University, Katherine McKnight, RTI International,
John Graybeal & Lacey Graybeal, George Mason University

7G. Research Methods

21. *Prognostic Propensity Scores: A Method Accounting for the Correlations of the Covariates with Both the Treatment and the Outcome Variables in Matching and Diagnostics*
Nianbo Dong* & Metin Bulus, University of Missouri
22. *Multiple Imputation for Large-Scale Educational Assessments: A Fully Bayesian Approach Using Stan*
Ben Goodrich & Yilin Pan*, Columbia University
23. *Methodological Considerations of Longitudinal Modeling in Applied Educational Research: Implications for Improving Practice*
Krystal Hinerman*, Lamar University, Trent Lalonde, Niloofar Ramezani, Kerry Duck, Michael Floren, & Austin Brown, University of Northern Colorado
24. *Practical Measurement: An Argument-Based Approach to Exploring Alternative Psychometric Validity Evidence*
Jeff J. Kosovich* & Chris S. Hulleman, University of Virginia, and Jessica K. Flake, York University
25. *A Five-Point "Systems Check" for Efficacy Studies of Programs under Development (Especially in the Case of No Impact Findings)*
Andrew P. Jaciw*, Jenna Zacamy, Adam Schellinger, & Li Lin, Empirical Education

6:00 PM - 7:00 PM: Reception

Colonnade - Fairmont Hotel, Lobby Level

SATURDAY MARCH 4, 2017**8:00 AM - 8:30 AM: Breakfast**

Ballroom - Fairmont Hotel

8:30 AM - 9:30 AM: Plenary

Ballroom - Fairmont Hotel

In Conversation*Psychological and Economic Perspectives on Educational Inequality*Moderator: Nikole Hannah-Jones
*New York Times*Sian Beilock
Stella Rowley Professor of Psychology
University of ChicagoRucker Johnson
Goldman School of Public Policy
University of California-Berkeley

Sponsor:



10:00 AM - 12:00 PM: Session 8**8A. Social and Emotional Learning in Educational Settings
Next Generation Measurement of Social-Emotional Learning**

Gallery 1 - Park Hyatt Hotel, Ballroom Level

Chair: Dale Farran, Vanderbilt University

A Web-Based System for Measuring Social Emotional Skills in Kindergarten to Third Grade
Clark McKown* & Nicole Russo-Ponsaran, Rush University Medical Center*Advancing the Conceptualization and Measurement of
Social-Emotional Competence and School Readiness*Travis Cramer*, Pamela Morris, & Clancy Blair, New York University,
and Family Life Project Key Investigators, University of North Carolina - Chapel Hill*Group Assessment of Executive Functions in the Classroom Context:
Implications for Academic Achievement*

Jelena Obradović*, Michael J. Sulik, Jenna Finch, & Nicole Strayer, Stanford University

**8B. Effects of Educational Policies & Educational Effectiveness
in Global and Immigration-Related Contexts****Improving Opportunities to Learn
for Academically Vulnerable Adolescents and Young Adults**

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Julie Edmunds, University of North Carolina - Greensboro

The Importance of Educational Credentials: Schooling Decisions and Returns in Modern China
Alexander Eble*, Columbia University,
and Feng Hu, University of Science and Technology Beijing*A Meta-Analysis of Regression Discontinuity Studies Examining
the Effects of Placement into Postsecondary Developmental Education*
Jeffrey Valentine, University of Louisville, Spyros Konstantopoulos*, Michigan State University,
and Sara Goldrick-Rab, Temple University*Bringing CUNY ASAP to Ohio:
A Randomized Controlled Trial (RCT) in Three Community Colleges*
Michael Weiss*, Colleen Sommo, & Alyssa Ratledge, MDRC*Effective Programs for Struggling Secondary Readers*
Ariane Baye*, University of Liege, Cynthia Lake, Amanda Inns, &
Robert Slavin, Johns Hopkins University**8C. Effects of Educational Policies
School Discipline & Attendance**

Sulgrave - Fairmont Hotel, Floor 3

Chair: Sara Heller, University of Pennsylvania

*Understanding a Vicious Cycle:
Assessing the Effect of Discipline on Student Outcomes in a World of Potential Reverse Causality*
Kaitlin Anderson, Gary Ritter*, & Gema Zamarro, University of Arkansas*Exclusionary Discipline in Schools: Does Reducing Suspensions Help?*
Rebecca Hinze-Pifer* & Lauren Sartain, University of Chicago

8D. Research <—> Practice Symposium**Examining the Replication of an Evidence-Based Intervention:****Taking the Pathway Project to Scale in High-Need Districts**

Drawing Room - Park Hyatt Hotel, Ballroom Level

Organizer: Katrina Woodworth, SRI International

Evolution of the Pathway Project Intervention and Defining Key Components for Replication

Carol Booth Olsen, University of California - Irvine

Effects of the Pathway Project on Teacher Practice and Student Achievement (a Multi-Site RCT)

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

*Development of an Outcome Measure to Meet Evaluation Needs:**The Case of the Analytic Writing Continuum for Literary Analysis*

Nicole Arshan*, SRI International, and Linda Friedrich, National Writing Project

Scaling the Pathway Project: Lessons for the Field

H. Alix Gallagher* & Katrina Woodworth, SRI International

Discussant: James Kim, Harvard University

8E. Research <—> Practice Panel**Effectively Engaging Practitioners:****Strategies to Expand the Toolkit from Three Research-Practice Partnerships**

Salon - Park Hyatt Hotel, Ballroom Level

Moderator: Paula Arce-Trigatti, Rice University

Lisa Shimmel, REL Midwest

Lindsay Weixler, Education Research Alliance for New Orleans

Ruth Curran Neild, Philadelphia Education Research Consortium

Adrienne Reitano, School District of Philadelphia

Joshua Lin, Philadelphia Education Research Consortium

8F. Education and Life Cycle Transitions**College and Career Readiness Programs and the Transition To and Through College**

Roosevelt - Fairmont Hotel, Ballroom Level

Chair: Michal Kurlaender, University of California - Davis

The Impact of the Florida College and Career Readiness Initiative on Postsecondary Outcomes

Christine Mokher, Daniel Leeds*, & Julie Harris, CNA

*Building Better Bridges to Life after High School:**Experimental Evidence on Contemporary Career Academies*

Steven Hemelt*, University of North Carolina - Chapel Hill,

Matthew Lenard & Colleen Paepflow, Wake County Public Schools

*Easing the Transition to College:**An Investigation into When and How Transition Coaching Is Effective*

Tamara Linkow & Beth Gamse*, Abt Associates, Fatih Unlu, RAND,

Erin Bumgarner, Hayley Didriksen, & Jane Furey, Abt Associates

*The Effect of Incentivizing Career and Technical Education Course Taking
on Educational & Employment Outcomes*

Shaun M. Dougherty*, University of Connecticut,

Michael A. Gottfried & Cameron Sublett, University of California - Santa Barbara

8G. Educational Effectiveness in Global and Immigration-Related Contexts**Improving Educational Outcomes in Africa**

Culpeper - Fairmont Hotel, Ballroom Level

Chair: Sarah Kabay, New York University

Large Scale Impact of Embedded Early Childhood Programs: The Tayari Intervention

Benjamin Piper, RTI International

Impact Evaluation of Niger's NECS and IMAGINE Education Projects

Emilie Bagby*, Kristine Bos, Anca Dumitrescu,

Nick Ingwersen, & Matt Sloan, Mathematica Policy Research

*Effectiveness of Interactive Distance Instruction:**Experimental Evidence from Ghanaian Primary Schools*

Jamie Johnston*, Stanford University, and Christopher Ksoll, Mathematica Policy Research

8H. Educational Effectiveness in Global and Immigration-Related Contexts & Classroom Instruction Symposium
Experimental and Quasi-Experimental Approaches to Evaluating Early Childhood Educational Programming in Low- and Middle-Income Countries
 Dumbarton - Fairmont Hotel, Floor 3

Organizer: Dana Charles McCoy, Harvard University

Impacts of Teacher and Parent Trainings on Classroom Quality, Teacher Professional Well-Being, and Children's School Readiness in Ghanaian Preschools
 Sharon Wolf*, University of Pennsylvania, J. Lawrence Aber, New York University, and Jere Behrman, University of Pennsylvania

Designing a Rigorous School Readiness Program Evaluation for the Lao Educational Access and Research Network (LEARN)
 Elizabeth Spier*, Amy Todd, Pooja Reddy Nakamura, & Johannes Bos, American Institutes for Research

Crossing the Pass: National Scale Up of the Emergent Literacy and Math (ELM) Program in Bhutan
 Lauren Pisani*, Nar Chhetri, Karma Dyenka, Parvati Sharma, Kinley Wangmo, & Sara Dang, Save the Children

Early Childhood Care and Education and School Readiness in Zambia
 Dana Charles McCoy*, Harvard University, Stephanie Simmons Zuilkowski, Florida State University, Günther Fink, Harvard University, and Hirokazu Yoshikawa, New York University

Discussant: Abbie Raikes, University of Nebraska

8I. Research Methods Symposium
Expanding the Power Analysis Toolkit:
A Description and Demonstration of New Resources
 Kennedy - Fairmont Hotel, Ballroom Level

Organizer: Jordan Rickles, American Institutes for Research

Adding Parameter Guidance of Heterogeneity of Treatment Effects to an Online Design Parameter Database
 Eric Hedberg*, NORC, and Larry Hedges, Northwestern University

Using the Student Attrition Lookup Tool (SALT) to Plan for Attrition in School-Based Evaluations
 Jordan Rickles* & Kristina Zeiser, American Institutes for Research

PowerUp!-Moderator:
A Software Assisting the Design of Cluster Randomized Trials to Detect the Moderator Effects
 Nianbo Dong*, University of Missouri, Jessaca Spybrook, Western Michigan University, and Ben Kelcey, University of Cincinnati

PowerUp!-Mediator: Software for Designing Group-Randomized Studies of Mediation
 Ben Kelcey*, University of Cincinnati, Nianbo Dong, University of Missouri, and Jessaca Spybrook, Western Michigan University

Discussant: Peter Schochet, Mathematica Policy Research

SREE

Society for Research on Educational Effectiveness

Program Notes

Presenting Author

An asterisk* designates the individual presenting a paper or poster.

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

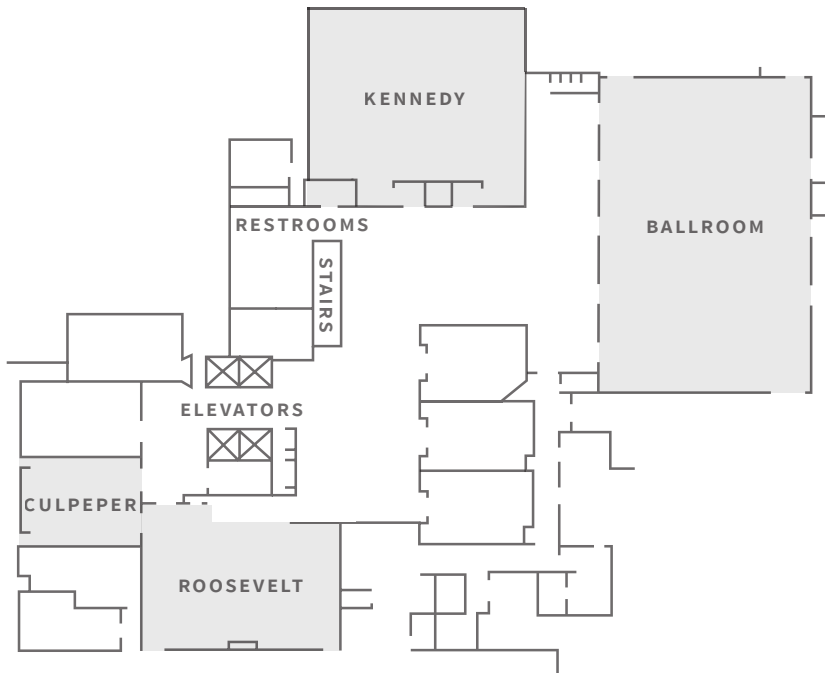
Individual papers with a similar focus that were accepted through the peer review process were assembled into a session by the program committee. A session chair was invited by the program committee to manage the session.



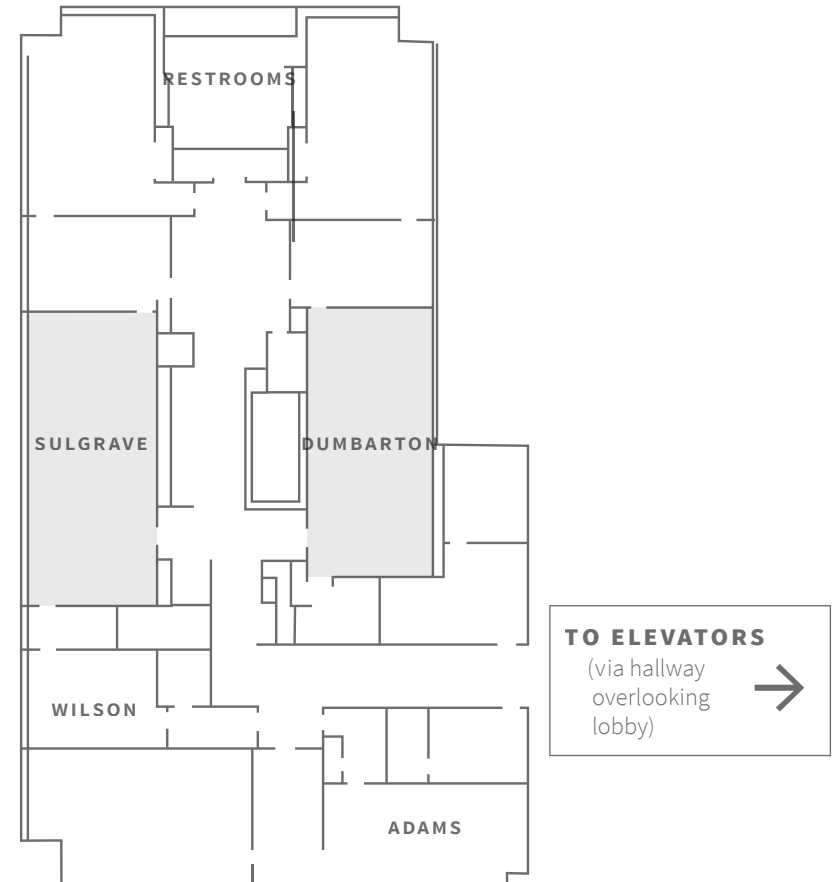
Educational Effectiveness in Global and Immigration-Related Contexts

Presentations with an international perspective are infused across the program, including sessions:

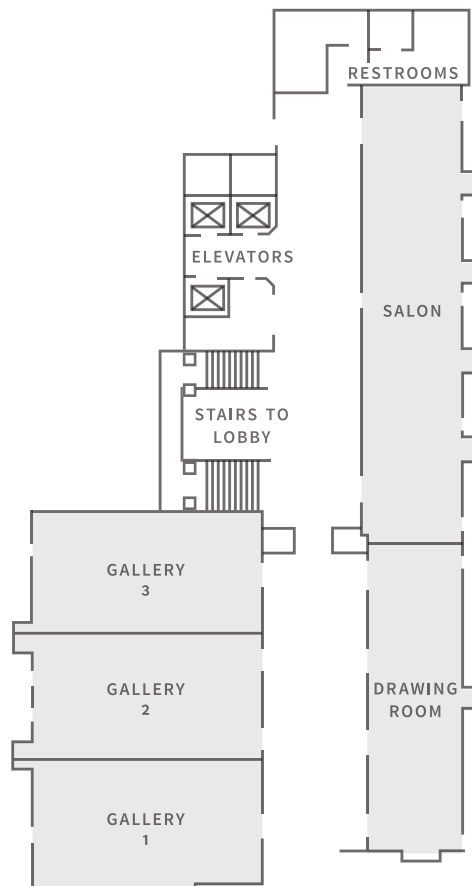
- 1D:** Teachers Matter: Improving Instructional Techniques in the U.S. and India
- 1H:** Expanding the Literacy Learning Toolkit in Rwanda: Evidence from an RCT
- 2H:** The Role of Research in Advancing Sustainable Development
- 3H:** Designing Policies and Instructional Approaches for Enduring Effects
- 4B:** Promoting Academic Achievement among Diverse Vulnerable Populations
- 5A:** The Role of Executive Functioning from Preschool through Adolescence
- 5G:** Toward Contextually-Based Evidence in International Education
- 6B:** Learning from Differences: How Assessing Starting Points May Influence Practice
- 6G:** Policy Contexts of Immigrant-Origin Youth, Employment and Educational Outcomes
- 7F:** Poster Session
- 8G:** Improving Educational Outcomes in Africa
- 8H:** Evaluating Early Childhood Programs in Low- and Middle-Income Countries



Ballroom Level
Fairmont Hotel



Floor 3 Meeting Rooms
Fairmont Hotel



Ballroom Level
Park Hyatt Hotel

REGISTRY OF EFFICACY AND EFFECTIVENESS STUDIES

The Registry, which will open later in 2017, seeks to provide timely information on causal inference studies in education and related areas of social science in an effort to increase transparency and easy access to information about ongoing and completed studies. The Registry is intended to include all studies aimed at assessing the effectiveness of practices, programs, or policies under a range of conditions: (a) modifications to existing strategies that aim to improve outcomes; (b) new or different practices, programs, or policies implemented under ideal conditions; or (c) new or different practices, programs, or policies implemented under routine conditions. The Registry will accommodate a range of study designs.

The Registry includes basic study information and pre-analysis plans. There are eight domains: (1) General Study Information, (2) Description of Study, (3) Research Questions, (4) Study Design, (5) Sample Characteristics, (6) Outcomes, (7) Analysis Plans, and (8) Additional Materials.

Ideally the registration of a study will be completed during the design phase and subsequently be updated by an authorized member of the research team as changes in the design occur and/or findings become available. While we strongly encourage registration of studies in the design phase, in order to maximize the utility of the Registry, the Registry will accept registration of in process and completed studies. Two notable features of the Registry design include: (a) a system to track the date and explanation for all updates, and (b) a searchable and exportable database.

INTEGRATION OF DATA FROM THE WHAT WORKS CLEARINGHOUSE

Until its most recent web update, the What Works Clearinghouse maintained a Registry of Randomized Controlled Trials in Education. The registry information from that database will be integrated into the Registry for Efficacy and Effectiveness Studies. Because the new registry contains additional data fields, study directors will be encouraged to edit the imported entries to reflect changes in study design and complete data fields that are unique to this registry.

Development of the Registry was supported by the Institute of Education Sciences.

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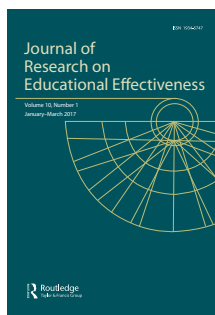
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Improving Long-Term Educational Trajectories

Moving Education Science Forward by Leaps and Bounds:

The Need for Interdisciplinary Approaches to Improving Children's Educational Trajectories

Pamela A. Morris and Sean F. Reardon

Persistence and Fadeout in the Impacts of Child and Adolescent Interventions

Drew Bailey, Greg J. Duncan, Candice L. Odgers, and Winnie Yu

Universal Interventions: Fully Exploring Their Impacts and Potential to Produce Population-Level Impacts

Mark T. Greenberg and Rachel Abenavoli

Intervention, Evaluation, and Policy Studies

Unpacking the Treatment Contrast in the Head Start Impact Study:

To What Extent Does Assignment to Treatment Affect Quality of Care?

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

Does Early Mathematics Intervention Change the Processes Underlying Children's Learning?

Tyler W. Watts, Douglas H. Clements, Julie Sarama, Christopher B. Wolfe,

Mary Elaine Spitler, and Drew H. Bailey

Causal Connections Between Mathematical Language and Mathematical Knowledge:

A Dialogic Reading Intervention

David J. Purpura, Amy R. Napoli, Elizabeth A. Wehrspann, and Zachary S. Gold

Methodological Studies

Estimating Causal Effects of Education Interventions Using a Two-Rating

Regression Discontinuity Design: Lessons From a Simulation Study and an Application

Kristin E. Porter, Sean F. Reardon, Fatih Unlu, Howard S. Bloom, and Joseph R. Cimpian

Characteristics of School Districts That Participate in Rigorous National Educational Evaluations

Elizabeth A. Stuart, Stephen H. Bell, Cyrus Ebnesajjad, Robert B. Olsen, and Larry L. Orr

Empirical Performance of Covariates in Education Observational Studies

Vivian C. Wong, Jeffrey C. Valentine, and Kate Miller-Bains

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