

# SREE

Society for Research on Educational Effectiveness

## SPRING 2017 CONFERENCE

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

---

## PROGRAM



Society for Research on Educational Effectiveness

## SREE Membership

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

### Member - \$150 per calendar year

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

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

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

### Institutional Members - \$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/](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

## 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, &amp; 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, &amp; 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, &amp; 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, &amp; 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\* &amp; 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, &amp; 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, &amp; 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\* &amp; Alice Klein, WestEd, Ben Clarke &amp; 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

**IH. 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, &amp; 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

**II. 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

**IJ. 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\* &amp; 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*  
Tetra 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*  
Moira 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, &amp; 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, &amp; 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 Deusch\*, 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:

**JACK KENT COOKE**  
  
 FOUNDATION

**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 Mediation 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\* &amp; 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\* &amp; 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, &amp; 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 &amp; 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\* &amp; 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, &amp;

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

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\* &amp; 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\* &amp; 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\* &amp; 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\* &amp; 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*

Tedra Clark\* &amp; 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 &amp; Christina McHugh\*, ICF International

*Final Impact Findings from Accelerating Opportunity*

Theresa Anderson\*, Lauren Eyster, &amp; Daniel Kuehn, Urban Institute,

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

*College Count\$: Evidence of Impact*

Michael Scuello\* &amp; Robert Harrington, Metis Associates

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

Ann Person\* &amp; 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\* &amp; 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\* &amp; 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\* &amp; 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\* &amp; James Soland, Northwest Evaluation Association

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

James Soland\* &amp; 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

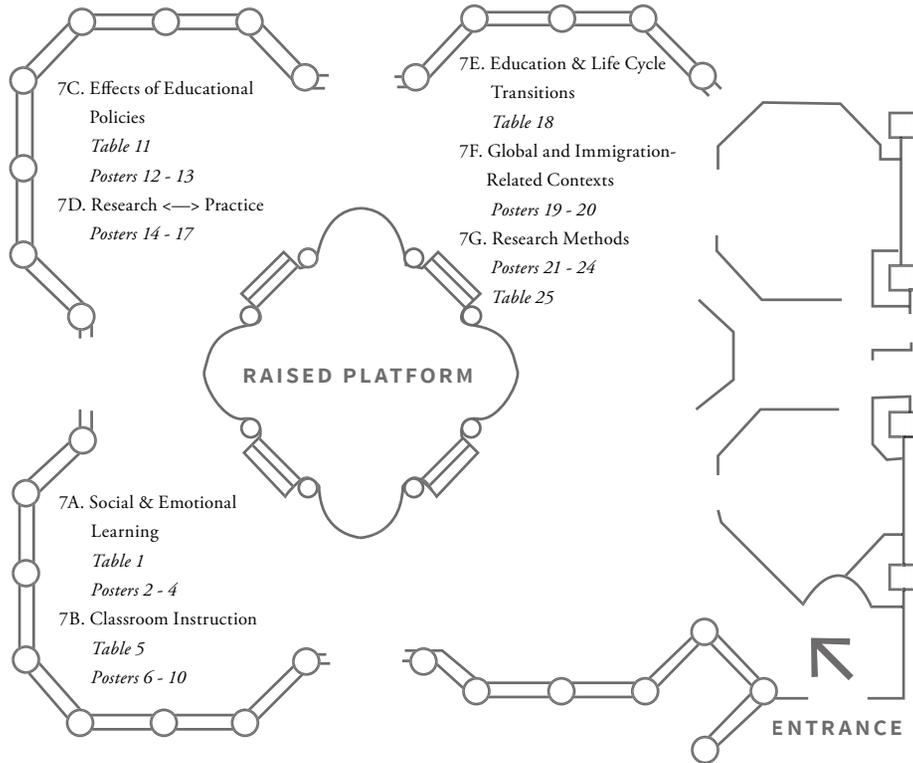
Lashawn Richburg-Hayes, MDRC

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. Rifkenbark, 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, &amp; 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\* &amp; 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, &amp; 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\* &amp; 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\*, &amp; 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 &amp; Colleen Paepflow, Wake County Public Schools

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

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

Erin Bumgarner, Hayley Didriksen, &amp; 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 &amp; 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, &amp; 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

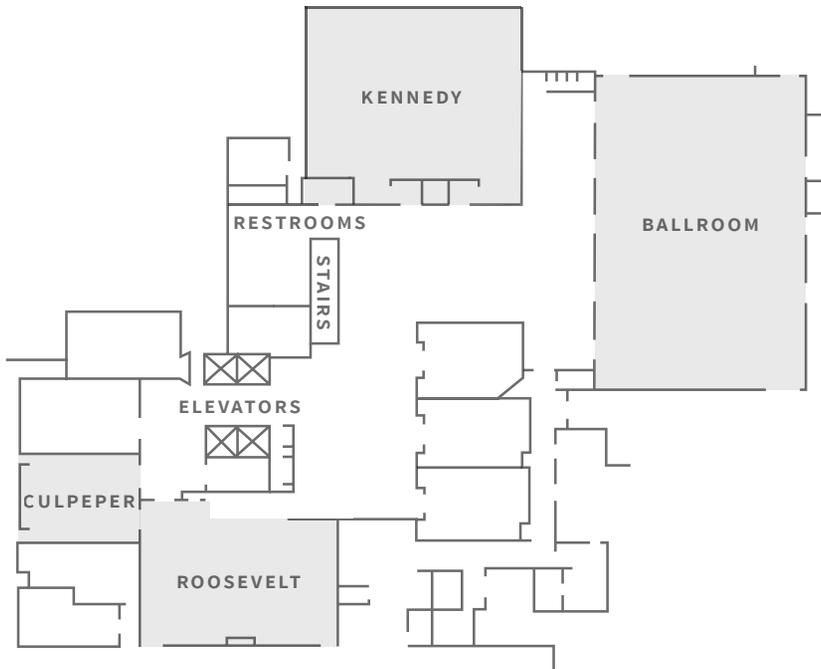
Individual papers with a similar focus that were accepted through the peer review process were assembled into a session by the program committee. A session chair was invited by the program committee to manage the session.



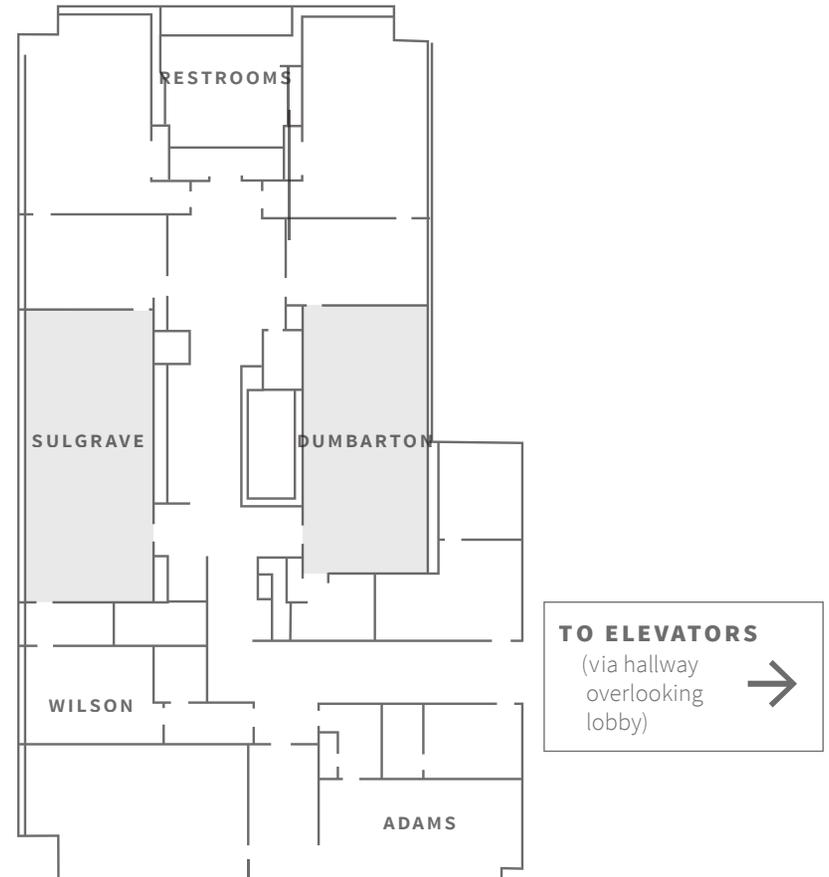
### Educational Effectiveness in Global and Immigration-Related Contexts

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

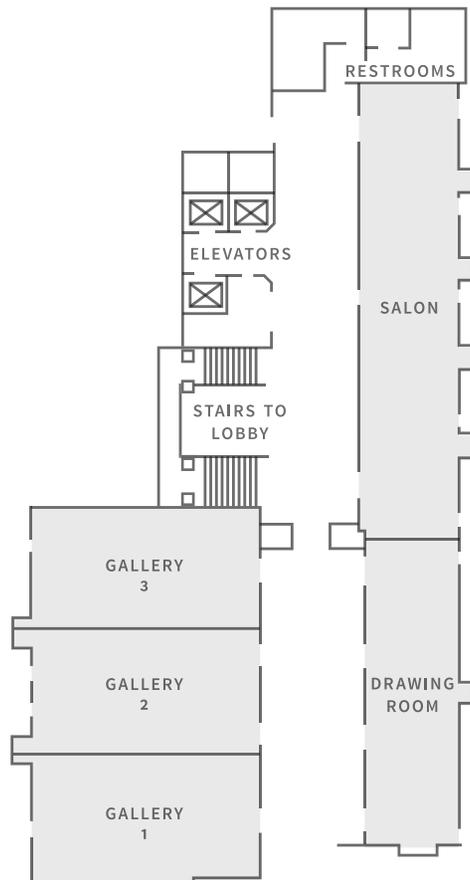
- 1D:** Teachers Matter: Improving Instructional Techniques in the U.S. and India
- 1H:** Expanding the Literacy Learning Toolkit in Rwanda: Evidence from an RCT
- 2H:** The Role of Research in Advancing Sustainable Development
- 3H:** Designing Policies and Instructional Approaches for Enduring Effects
- 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.

# SREE

Society for Research on Educational Effectiveness

The Society for Research on Educational Effectiveness  
would like to thank the following organizations for their support:

## Spring 2017 Conference Program Committee

Cybele Raver (Chair), New York University

Rekha Balu, MDRC

Jason Downer, University of Virginia

Nonie Lesaux, Harvard University

Diane Schanzenbach, Northwestern University

Jonathan Smith, Georgia State University

Jessaca Spybrook, Western Michigan University

Hiro Yoshikawa, New York University

## SREE Board of Directors

J. Lawrence Aber, New York University

Greg Duncan, University of California - Irvine

Robert Granger, Independent Consultant (Vice President)

Judith M. Gueron, MDRC

Larry V. Hedges, Northwestern University

Bridget Terry Long, Harvard University

Rebecca Maynard, University of Pennsylvania (President)

David Myers, American Institutes for Research

Lindsay Page, University of Pittsburgh

Sean F. Reardon, Stanford University

Lashawn Richburg-Hayes, MDRC

Barbara Schneider, Michigan State University

Peter Schochet, Mathematica Policy Research

Judith D. Singer, Harvard University

Elizabeth Stuart, Johns Hopkins University





**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 Ebnesaajad, 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