SREE Membership

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

Member - $150 per calendar year
Individual members in SREE have backgrounds in a diverse range of areas, including, but not limited to, education, economics, medicine, psychology, public policy, sociology, and statistics. They include researchers investigating causal relations in education, professionals active in school settings, and public officials and others instrumental in translating research into practice.

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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.

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

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:
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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
Thursday September 4, 2014 9:00 AM - 10:30 AM: Session 1

1C. Improving Teacher Effectiveness Panel
Supporting the Exploratory Analysis of a New Teacher Evaluation Model through a State Research Partnership
Drawing Room - Park Hyatt Hotel, Ballroom Level
Moderator: Jason Snipes, WestEd
Carrie Giovannone, Arizona Department of Education
Reino Makkonen, WestEd
Denis Newman, Empirical Education

1D. Addressing Achievement Gaps & Persistently Low-Performing Schools
Interventions and Supports for At-Risk Students
Gallery 1 - Park Hyatt Hotel, Ballroom Level
Chair: W. David Stevens, Consortium on Chicago School Research
Assessing the Effect of Schema-Based Instruction on Proportional Problem-Solving Performance of Students with Mathematics Problem-Solving Difficulties
Asha K. Jitendra, Michael R. Harwell, Danielle N. Dupuis, Stacy R. Karl, Amy E. Lein, Gregory Simonson, & Susan C. Slater, University of Minnesota - Twin Cities
The Educational Benefits of Attending High-Performing High Schools
Marisa de la Torre, Elaine Allensworth, Paul Moore, & Lauren Sartain, Consortium on Chicago School Research
Assessing the Effectiveness of New Mexico’s K-3 Plus Summer Learning Initiative
Damon Cann, Mustafa Karakaplan, Margaret Lubke, & Cyndi Rowland, Utah State University

Thursday September 4, 2014 9:00 AM - 10:30 AM: Session 1

1E. Research Methods
Issues in Randomized Control Trials
Executive Forum - Fairmont Hotel, Ballroom Level
Chair: Terri Pigott, Loyola University Chicago
Reporting Randomized Controlled Trials in Education
Evan Mayo-Wilson, Johns Hopkins University, Sean Grant & Paul Montgomery, University of Oxford
Recruiting Participants for Randomized Controlled Trials
H. Alix Gallagher, Jeremy Roschelle, & Mingyu Feng, SRI International
Distortions in Distributions of Impact Estimates in Multi-Site Trials: The Central Limit Theorem Is Not Your Friend
Henry May, University of Delaware

1F. Invited Panel
Leading Complex District Transformation Efforts: Integrating Research, Performance Management and Evaluation to Ensure Quality
Salon - Park Hyatt Hotel, Ballroom Level
Moderator: Derek Mitchell, Partners in School Transformation
Mary Jo Kulhman, Grand Rapids Public Schools
Kimberly Parker De Vauld, Battle Creek Public Schools
Dana McCurdy, Partners in School Transformation
William Hill, Partners in School Transformation

Break
11:00 AM - 1:00 PM: Session 2

2A. Supporting the Social & Emotional Growth of Children Invited Symposium
Measuring Healthy Elementary Classroom Environments: Emotional, Behavioral and Relational Perspectives
Gallery 1 - Park Hyatt Hotel, Ballroom Level

Organizer: Clark McKown, Rush University Medical Center

The Role of Assessment in Promoting Children's Healthy Social-Emotional Development
Clark McKown, Rush University Medical Center

Child-Report of Teacher Support and Classroom Quality
Jason Downer, University of Virginia

Setting-Level Features of Classroom Peer Ecologies
Scott Gest, Pennsylvania State University

Classroom Observations of Teacher Behavioral Supports
Wendy Reinke, University of Missouri

Discussant: Catherine Bradshaw, University of Virginia

2B. Promoting Student Engagement & Persistence in College & Career Readiness Symposium
A Study of Deeper Learning in Practice: Methodological Challenges and Evidence of Opportunities and Outcomes
Executive Forum - Fairmont Hotel, Ballroom Level

Organizer: Jennifer O’Day, American Institutes for Research

Methodological Complications of Matching Designs Under Real World Constraints: Lessons from a Study of Deeper Learning
Kristina Zeiser, Jordan Rickles, & Michael Garet, American Institutes for Research

Providing Opportunities for Deeper Learning: Findings from the Study of Deeper Learning
Catherine Bitter & Jennifer O’Day, American Institutes for Research

Evidence of Deeper Learning Outcomes: Findings from the Study of Deeper Learning
James Taylor, American Institutes for Research

Discussant: James Pellegrino, University of Illinois - Chicago

2C. Improving Teacher Effectiveness Invited Symposium
Practical Measurement in Action
Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: Paul LeMahieu, Carnegie Foundation for the Advancement of Teaching

Continuously Improving a Practical Measure of Community College Student Motivation and Engagement
Rachel Beattie, Carnegie Foundation for the Advancement of Teaching

A System of Measures to Guide Practice Improvement: The Building a Teaching Effectiveness Network Case
Sola Takahashi, Carnegie Foundation for the Advancement of Teaching

The Use of Practical Measures for Course Scheduling and Assignment
Mark Dunetz & Susan Fairchild, New Visions for Public Schools

2D. Addressing Achievement Gaps & Persistently Low-Performing Schools Symposium
Can At-Risk Students Get Back on Track?
Results from a Rigorous Study of Online and Face-to-Face Credit Recovery in Algebra I
Gallery 3 - Park Hyatt Hotel, Ballroom Level

Organizer: Jessica Heppen, American Institutes for Research

Efficacy of Online Vs. Face-to-Face Credit Recovery in Algebra I: Study Design and Impact Results
Jessica Heppen & Nicholas Sorensen, American Institutes for Research

Targeting Summer Credit Recovery: Heterogeneity of Treatment Effects and Gaps between Credit Recovery Students and “On Track” Students Over Time
Jared Eno & Jessica Heppen, American Institutes for Research

Content and Rigor of Algebra Credit Recovery Courses
Kirk Walters & Suzanne Stachel, American Institutes for Research

Effects of Expanding Summer Credit Recovery in Algebra
Elaine Allensworth & Valerie Michelman, Consortium on Chicago School Research, and Takako Nomi, St. Louis University

Discussant: Julie Edmunds, University of North Carolina - Greensboro
2E. Panel  
Collaborative Research Alliances:  
Defining and Tracking Outcomes for Researchers and Practitioners  
Drawing Room - Park Hyatt Hotel, Ballroom Level  

Moderator: Rebecca Carey, Education Development Center  
Andrew Seager, Education Development Center  
Angela Pazzaglia, Education Development Center  
Heather Lavigne, Education Development Center  
Julie Riordan, Education Development Center  

2F. Research Methods Invited Symposium  
Improving STEM Education & STEM Education Research:  
Methods, Data, & Designs  
Salon - Park Hyatt Hotel, Ballroom Level  

Organizer: Janice Earle, National Science Foundation  
Organizer: Sarah-Kathryn McDonald, National Science Foundation  
Using Social Network Analysis in Targeted Improvement Initiatives  
William Penuel, University of Colorado - Boulder  
Designing Impact Studies in Science Education  
Jessaca Spybrook, Western Michigan University  
Using Data from Digital Environments to Better Understand Learning  
Andrew E. Krumm, SRI International  

Discussant: Edith Gummer, National Science Foundation  

1:00 PM - 1:30 PM: Lunch  
Provided in Professional Development Rooms  

1:30 PM - 5:30 PM: Session 3 - Professional Development Workshop 1  

Workshop 3A  
Innovations in Prevention and Implementation Science:  
Implications for Improvement in Schools  
Executive Forum - Fairmont Hotel, Ballroom Level  
C. Hendricks Brown, Northwestern University  
Gracelyn Cruden, Northwestern University  
Juan Villamar, Northwestern University  
Sheppard Kellam, Johns Hopkins University  
Jeanne Poduska, American Institutes for Research  

Workshop 3B  
Introduction to Improvement Science  
Gallery 1 - Park Hyatt Hotel, Ballroom Level  
Alicia Grunow, Carnegie Foundation for the Advancement of Teaching  
Sandra Park, Carnegie Foundation for the Advancement of Teaching  

Workshop 3C  
Using Research and Local Expertise to Improve Teacher Evaluation Systems  
Gallery 3 - Park Hyatt Hotel, Ballroom Level  
Corinne Herlihy, Harvard University  

Workshop 3D  
Intervention Fidelity: Models, Methods, and Applications  
Roosevelt - Fairmont Hotel, Ballroom Level  
Chris Hulleman, University of Virginia  
Hank Murrah, University of Virginia  
Jeff Kosovich, University of Virginia
6:00 PM - 7:00 PM: Welcome & Opening Address
Ballroom - Fairmont Hotel

Welcome & Introduction
Larry Hedges
SREE President

Opening Address
Common Ground for Practice & Research:
Leadership and Decision-Making Challenges of Complexity and Scale
Andrés Alonso
Professor of Practice
Harvard Graduate School of Education

FRIDAY SEPTEMBER 5, 2014

8:30 AM - 10:30 AM: Session 4

4A. Supporting the Social & Emotional Growth of Children Invited Symposium
Creating a Monitoring System for School Districts to Promote Academic, Social, and Emotional Learning:
A Researcher-Practitioner Partnership
Drawing Room - Park Hyatt Hotel, Ballroom Level

Organizer: Celene Domitrovich, CASEL

The Collaborating Districts Initiative:
Demonstrating A District-Level Strategy to Promote Social and Emotional Learning for Students in Grades PreK-12
Celene Domitrovich & Roger Weissberg, CASEL

The Washoe Student Indicator System:
Promoting Achievement and Retention with a Balanced and Comprehensive Data System
Laura Davidson, Ben Hayes, & Paul LaMarca, Washoe County School District

Development and Validation of a Student Self Report Rating of Social and Emotional Learning
Rachel Gordon & Everett Smith, University of Illinois - Chicago,
Maria Crowder, Randall Brown, & Laura Davidson, Washoe County School District

Using Assessments of Social and Emotional Learning to Improve Practice
Trish Schaffer, Washoe County School District

Discussant: Clark McKown, Rush University Medical Center
4B. Promoting Student Engagement & Persistence in College & Career Readiness Symposium
Creating Means to Measure Improvement in K-12 STEM Education: A Multi-Stakeholder Collaborative Effort
Dumbarton - Fairmont Hotel, Floor 3
Organizer: Jessica Mislevy, SRI International
Supporting the Development of a K-12 STEM Education Indicator System
Barbara Means & Jessica Mislevy, SRI International, and Thomas Smith, Vanderbilt University
National Center for Education Statistics Data Collections Pertaining to the 14 Indicators Related to Quality Learning, Educators’ Capacity, and Policy and Funding Initiatives in STEM
Peggy Carr, National Center for Education Statistics
Supporting Teachers’ Implementation of the Common Core State Standards in Mathematics
William Schmidt & Leland S. Cogan, Michigan State University
Describing Curricular Resources and Measuring Students’ Opportunities To Learn STEM Content
John Smithson, University of Wisconsin - Madison
Discussant: Natalie Nielsen, National Research Council

4C. Improving Teacher Effectiveness Invited Panel
Design-Based Implementation Research
Executive Forum - Fairmont Hotel, Ballroom Level
Moderator: Paul LeMahieu, Carnegie Foundation for the Advancement of Teaching
Anthony Bryk, Carnegie Foundation for the Advancement of Teaching
Lora Cohen-Vogel, University of North Carolina - Chapel Hill
Suzanne Donovan, SERP Institute
William Penuel, University of Colorado - Boulder
Catherine Snow, Harvard University

4D. Addressing Achievement Gaps & Persistently Low-Performing Schools Invited Symposium
Preventing Failure in High School: Improvements in Long-Term Outcomes through a Focus on Ninth Grade Indicators
Salon - Park Hyatt Hotel, Ballroom Level
Organizer: Elaine Allensworth, Consortium on Chicago School Research
On-Track to Graduation: The Chicago Story
John Barker, Chicago Public Schools
Preventable Failure: Improvements in Long-Term Outcomes When High Schools Focused on the Ninth Grade Year
Melissa Roderick, University of Chicago
Supporting High Schools to Implement On-Track Strategies
Amy Torres, University of Chicago
Free to Fail or On-Track to College: How Adults Can Support Student Achievement in High School
David Stevens, Consortium on Chicago School Research
Discussant: James Kemple, Research Alliance for New York City Schools
4E. Addressing Achievement Gaps & Persistently Low-Performing Schools Symposium
Improving Early Math Outcomes for Students with Disabilities through Intensive Intervention
Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: Rob Ochsendorf, Institute of Education Sciences

Effects of Intensive Early Interventions in Mathematics and Attention for Low-Performing Preschool Children
Marcia A. Barnes, University of Texas - Austin, Alice Klein, Prentice Starkey, & Kylie Flynn, WestEd, Paul Swank & Tricia Zucker, University of Texas Health Science Center - Houston, and Bruce McCandliss, Vanderbilt University

Testing the Immediate and Long-Term Efficacy of a Tier 2 Kindergarten Mathematics Intervention
Ben Clarke & Christian Doabler, University of Oregon, Keith Smolkowski, Oregon Research Institute, Hank Fien, University of Oregon, and Scott Baker, Southern Methodist University

Assessing the Feasibility and Promise of an Individualized Mathematics Gaming Intervention for First Grade Students in a Randomized-Controlled Trial

Inclusive Fraction Instruction versus Specialized Fraction Intervention for Very Low-Performing Students
Robin Schumacher, Lynn S. Fuchs, Douglas Fuchs, Donald L. Compton, & Joseph Wichby, Vanderbilt University, Russell Gersten, Instructional Research Group, and Nancy C. Jordan, University of Delaware

Discussant: Russell Gersten, Instructional Research Group

Friday September 5, 2014 8:30 AM - 10:30 AM: Session 4

4F. Research Methods
Methods and Practices for Addressing Complexity and Variability in Measurement
Sulgrave - Fairmont Hotel, Floor 3

Chair: Jeffrey Valentine, University of Louisville

Meta-Analyzing a Complex Correlational Dataset: A Case Study Using Correlations That Measure the Relationship between Parental Involvement and Academic Achievement
Joshua Polanin & Sandra Jo Wilson, Vanderbilt University

Consequences of Not Accounting for One-Group Clustering in Meta-Analysis
Martyna Cikowicz, American Institutes for Research, and Joshua R. Polanin, Vanderbilt University

A Framework for Improving Student Growth Percentiles by Accounting for Test Score Measurement Error
J.R. Lockwood, Daniel F. McCaffrey, & Katherine E. Castellano, Educational Testing Service
11:00 AM - 12:00 PM: Keynote Address
Gallery Ballroom - Park Hyatt Hotel

**Measuring Teaching Quality:**
The Promises and Challenges of Value-Added Metrics
Raj Chetty
William Henry Bloomberg Professor of Economics
Department of Economics
Harvard University

**Introduction:** Steve Cantrell, Chief Research Officer, Bill & Melinda Gates Foundation

12:00 PM - 1:00 PM: Lunch
Gallery Ballroom - Park Hyatt Hotel

**Women in Quantitative Methodology:**
An informal gathering to discuss career support for women conducting research on quantitative methods in education.
Hosts: Terri Pigott, Loyola University Chicago
and Sabrina Laine, American Institutes for Research

**Sponsor:** American Institutes for Research

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1:30 PM - 5:30 PM: Session 5 - Professional Development Workshop 2

**Workshop 5A**
Innovations in Prevention and Implementation Science:
Implications for Improvement in Schools
Sulgrave - Fairmont Hotel, Floor 3
C. Hendricks Brown, Northwestern University
Gracelyn Cruden, Northwestern University
Juan Villamar, Northwestern University
Sheppard Kellam, Johns Hopkins University
Jeanne Poduska, American Institutes for Research

**Workshop 5B**
Introduction to Improvement Science
Roosevelt - Fairmont Hotel, Ballroom Level
Alicia Grunow, Carnegie Foundation for the Advancement of Teaching
Sandra Park, Carnegie Foundation for the Advancement of Teaching

**Workshop 5C**
Using Research and Local Expertise to Improve Teacher Evaluation Systems
Dumbarton - Fairmont Hotel, Floor 3
Corinne Herlihy, Harvard University

**Workshop 5D**
Intervention Fidelity: Models, Methods, and Applications
Executive Forum - Fairmont Hotel, Ballroom Level
Chris Hulleman, University of Virginia
Hank Murrah, University of Virginia
Jeff Kosovich, University of Virginia

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Note: This lunch follows the Keynote Address in the Park Hyatt Ballroom.
Please plan to attend the Keynote, then proceed across the hall for this program.
SATURDAY SEPTEMBER 6, 2014

8:00 AM - 8:30 AM: Breakfast
Gallery Ballroom - Park Hyatt Hotel

8:30 AM - 9:30 AM: Plenary Panel
Gallery Ballroom - Park Hyatt Hotel

Mapping the Paths for Collaboration in Practice & Research

Introduction: Dean Gerdeman, SREE Fall 2014 Program Co-Chair

Moderator
Jennifer O’Day
SREE Fall 2014 Program Co-Chair

James Kemple
Executive Director
Research Alliance for New York City Schools

Ruth Neild
Commissioner
National Center for Education Evaluation and Regional Assistance
Institute of Education Sciences

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

6A. Supporting the Social & Emotional Growth of Children
Efficacy of Social & Emotional Learning Interventions
Dumbarton - Fairmont Hotel, Floor 3

Chair: Joshua Brown, Fordham University

Results of a Randomized Controlled Trial of Student Success Skills
Linda Webb, Florida State University, John Carey, University of Massachusetts - Amherst, Elizabeth Villares, Florida Atlantic University, Craig Wells & Aline Sayer, University of Massachusetts - Amherst

Childhood Resiliency Effects from Schoolwide Treatment: A Cluster Randomized Trial
Krystal Hinerman & Darrell Hull, University of North Texas, DeMarquis Haynes, Texas A&M University - Commerce, Marvin G. Powell & Sarah Ferguson, University of North Texas, and Emma I. Naslund-Hadley, Inter-American Development Bank

The Impacts of the Chicago Welcoming Schools’ Safe Passage Program on Student Safety and Crime
F. Chris Curran, Vanderbilt University

6B. Promoting Student Engagement & Persistence in College & Career Readiness Invited Panel
Collaborating with K-12 School Districts to Develop and Investigate a Research-Based Tri-Level College Readiness Indicator System
Salon - Park Hyatt Hotel, Ballroom Level

Moderator: Milbrey McLaughlin, Stanford University

Jason Willis, San Jose Unified School District
Susan Fairchild, New Visions for Public Schools
Graciela Borsato, Stanford University
6C. Promoting Student Engagement & Persistence in College & Career Readiness Symposium
Enhancing Credit Accumulation and Graduation at the City University of New York: Results of Recent Rigorous Research
Sulgrave - Fairmont Hotel, Floor 3
Organizer: Alexandra Logue, CUNY

Mainstreaming Remedial Mathematics Students in Introductory Statistics: Results Using a Randomized Controlled Trial
Alexandra W. Logue & Mari Watanabe-Rose, CUNY

Increasing the Academic Momentum of Community College Students
Paul Attewell & Daniel Douglas, CUNY

The Platinum Bullet: An Experimental Evaluation of CUNY’s Accelerated Study in Associate Program (ASAP) - New Three-Year Impacts, Cost Analyses, and Implementation Findings
Michael Weiss, Susan Scrivener, Hannah Fresques, Alyssa Ratledge, Tim Rudd, & Colleen Sommo, MDRC

Discusant: Angela Boatman, Vanderbilt University

6D. Improving Teacher Effectiveness
Classroom Observation as a Tool in Teacher Evaluation and Research
Drawing Room - Park Hyatt Hotel, Ballroom Level

Chair: Jason Downer, University of Virginia

Teacher Evaluation in Practice: Understanding Evaluator Reliability and Teacher Engagement in Chicago Public Schools
Susan E. Sporte, Jennie Jiang, & Stuart Luppescu, Consortium on Chicago School Research

Assessing Teacher Effectiveness through Dual-Rater Classroom Observations: Researchers and District Staff Partnering to Create Calibrated Performance Evaluations
David P. Manzeske, Jared P. Eno, & Robert M. Stonehill, American Institutes for Research, John M. Cumming & Heather L. MacGillivary, Jefferson County Public Schools

Linking Teacher Quality, Student Attendance, and Student Achievement
Seth Gershenson, American University

6E. Addressing Achievement Gaps & Persistently Low-Performing Schools Invited Panel
Restoring Opportunity: A System-Leader Perspective on the Role of Research in Supporting Schools to Overcome Achievement Gaps
Executive Forum - Fairmont Hotel, Ballroom Level
Moderator: Elaine Allensworth, Consortium on Chicago School Research
Greg Duncan, University of California - Irvine
Timothy Knowles, University of Chicago
Jason Sachs, Boston Public Schools

6F. Research Methods
Challenges in Accounting for Expectations, Observed Behaviors, and Changes Over Time
Roosevelt - Fairmont Hotel, Ballroom Level

Chair: Nathan VanHoudnos, Northwestern University

Causal Inference and the Comparative Interrupted Time Series Design: Findings from Within-Study Comparisons
Travis St. Clair, University of Maryland, Kelly Hallberg, American Institutes for Research, and Thomas D. Cook, Northwestern University

Cristofer Price & Fatih Unlu, Abt Associates

Using Generalizability Theory to Examine Sources of Variance in Observed Behaviors Within High School Classrooms
Tashia Abry, Arizona State University, Anne Cash, University of North Carolina - Charlotte, and Catherine Bradshaw, University of Virginia

A Practical Measure of Student Motivation: Validity Evidence for the Expectancy-Value-Cost Scale in Middle School
Jeff Kosovich & Chris S. Hulleman, University of Virginia, Kenn E. Barron, James Madison University, Steve Getty & Joe Taylor, BSCS

Break
12:30 PM - 2:00 PM: Session 7

7A. Promoting Student Engagement & Persistence in College & Career Readiness Panel
Designing a Collaborative Research Agenda with Researchers, Practitioners, and the RELs: The Case of Competency Education
Salon - Park Hyatt Hotel, Ballroom Level
Moderator: Julie Riordan, Education Development Center
Aubrey Scheopner Torres, Education Development Center
Erika Stump, University of Southern Maine
Rebecca Carey, Education Development Center

7B. Improving Teacher Effectiveness
Using Professional Development and Data to Improve Classroom Instruction
Dumbarton - Fairmont Hotel, Floor 3
Chair: Julia Parkinson, American Institutes for Research
Impact Evaluation of National Writing Project Professional Development Program
H. Alix Gallagher, Katrin Woodworth, Teresa McCaffrey, Christina J. Park, & Haiwen Wang, SRI International
Achieving High Standards for Pre-K-Grade 3 Mathematics: A Whole Teacher Approach to Professional Development
Erin Reid, Jie-Qi Chen, & Jennifer McCray, Erikson Institute
Designing Technology to Impact Classroom Practice: How Technology Design for Learning Can Support Both Students and Teachers
Maria Mendiburo, Carnegie Foundation for the Advancement of Teaching, Laura K. Williams, Brian Sulcer, & Ted Hasselbring, Vanderbilt University

7C. Invited Panel
From Conception to Scale: Challenges in Federal Policymaking
Sulgrave - Fairmont Hotel, Floor 3
Moderator: Michelle McLaughlin, Knowledge Alliance
Robert Gordon, Brookings Institution
Sarah McGee, Nurse-Family Partnership
Demetra Smith Nightingale, U.S. Department of Labor

7D. Addressing Achievement Gaps & Persistently Low-Performing Schools
Minding the Gap: Family, Race, and Social Class Effects
Roosevelt - Fairmont Hotel, Ballroom Level
Chair: Sue Sporte, Consortium on Chicago School Research
Measuring Family-School Relations for School Reform and Improvement
Beth Schueler, Harvard University
Mindset Gap among SES Groups: The Case of Chile with Census Data
Susana Claro & David Paunesku, Stanford University
How Does Transition from Elementary to Middle School Affect the Racial Achievement Gap?
Gudrun Vanlaar, Sean Reardon, & Demetra Kologrides, Stanford University
7E. Panel
The Power of Partnerships: Lessons Learned from Research Alliances in the Northwest
Drawing Room - Park Hyatt Hotel, Ballroom Level

Moderator: Nikola Filby, WestEd

Terri Akey, Education Northwest
Michelle Hodara, Education Northwest
Les Morse, Alaska Department of Education & Early Development
Hilda Roselli, Oregon Education Investment Board

7F. Research Methods
Advancing the Utility of Regression Discontinuity Designs
Executive Forum - Fairmont Hotel, Ballroom Level

Chair: Matthew Steinberg, University of Pennsylvania

Challenges When Using the Regression Discontinuity Design in Educational Evaluations: Lessons from the Transition to Algebra Study
Josephine Louie, Education Development Center, Christopher Rhoads, University of Connecticut, and June Mark, Education Development Center

Statistical Power for Comparative Regression Discontinuity Design in Education Research
Yang Tang & Tom Cook, Northwestern University

Estimating the Impact of the PROMISE Scholarship Using Propensity Score Weighted Frontier Fuzzy Regression Discontinuity Design
Yetty Shobo, West Virginia Higher Education Policy Commission, Jen D Wong, Ohio State University, and Angela Bell, West Virginia Higher Education Policy Commission

Program Notes

Symposia
Symposia in the conference program were either:
(a) accepted through the peer review process, or
(b) invited by the conference program committee.
All symposia sessions, including those designated Invited Symposium, are open to all conference participants. Each symposium includes a session organizer and an independent discussant.

Panels
Panels are discussions, led by a moderator, which include audience participation. Panels in the conference program were either:
(a) accepted through the peer review process, or
(b) invited by the conference program committee.
All panel sessions, including those designated Invited Panel, are open to all conference participants. Each panel includes a moderator and panelists.

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

Floor 3 Meeting Rooms
Fairmont Hotel
The theme of the SREE Spring 2015 Conference, Learning Curves: Creating and Sustaining Gains from Early Childhood through Adulthood, explores the role of research in understanding and supporting learning and growth from preschool through college and beyond. Education scientists focused on one developmental period may have limited expertise beyond the trajectory and contextual influences primarily associated with one stage of a child’s development. One consequence may be precision in scholarship and practice at the expense of breadth of knowledge and experience across a range of educational phases and pathways. The result may be fragmented, and ultimately less effective, science, policy, and practice.

A focus on educational trajectories and transitions, from: (a) preschool to kindergarten, (b) elementary to middle school, (c) middle to high school, (d) high school to college, and (e) into adulthood, in combination with understanding the contributions of learning across time, may be critical in determining the means to best support enduring outcomes. The frequently observed "fade-out" of gains associated with a specific intervention, particularly, though not exclusively, in early childhood, reinforces the value of a longitudinal perspective. Studies that address mechanisms for potential maintenance, or extension, of impacts over time, and models of interventions that may support sustained effects by bridging across transitions, are well-suited for this meeting. Though not all conference presentations will explicitly examine educational pathways or trajectories, symposia, panels, papers and posters should contribute to understanding the manner in which a specific period of development or intervention may have long-term implications for learning over the continuum of the life course. These may include classroom, school, neighborhood or peer influences on growth. Research on international studies, across all conference sections, and potentially including international and domestic comparison and contrast within a conference session, is encouraged.

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Bridget Hamre, University of Virginia
Douglas Lauen, University of North Carolina - Chapel Hill
Katherine Magnuson, University of Wisconsin - Madison
Shira Mattera, MDRC
Takako Nomi, Saint Louis University

Abstract Submission Deadline: October 1, 2014
https://www.sree.org/conferences/2015s/pages/call.php
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The Society for Research on Educational Effectiveness
would like to thank the following organizations for their support:
Special Issue on Learning Disabilities Research Studies: Findings from NICHD-Funded Projects
Brett Miller, Sharon Vaughn, and Lisa S. Freund, Guest Editors

INTERVENTION, EVALUATION, AND POLICY STUDIES

Behavioral Attention: A Longitudinal Study of Whether and How It Influences the Development of Word Reading and Reading Comprehension Among At-Risk Readers
Amanda C. Miller, Douglas Fuchs, Lynn S. Fuchs, Donald Compton, Devin Kearns, Wenjuan Zhang, Loulee Yen, Samuel Patton, and Danielle Peterson Kirchner

Long-Term Effects of First-Grade Multitier Intervention
Stephanie Al Otaiba, Young-Suk Kim, Jeanne Wanzek, Yaacov Petscher, and Richard K. Wagner

An Experimental Evaluation of Guided Reading and Explicit Interventions for Primary-Grade Students At-Risk for Reading Difficulties
Carolyn A. Denton, Jack M. Fletcher, W. Pat Taylor, Amy E. Barth, and Sharon Vaughn

COMMENTARIES

Accumulating Knowledge: When Are Reading Intervention Results Meaningful?
Jack M. Fletcher and Richard K. Wagner

Closing a Virtuous Circle: Reciprocal Influences between Theory and Practice in Studies of Reading Intervention
Margaret J. Snowling and Charles Hulme

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