SPRING 2015 CONFERENCE
Learning Curves: Creating and Sustaining Gains from Early Childhood through Adulthood

PROGRAM


**SREE Membership**

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

**Member - $150 per calendar year**

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

**Student Member - $100 per calendar year**

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

**Institutional Members - $1500 per calendar year**

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

**How to Join SREE or Renew Membership**

*By credit card:*

All major credit cards are accepted at the conference registration desk or via SREE’s secure site:

www.sree.org/members/payment/

*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

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**WEDNESDAY MARCH 4, 2015**

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

*Workshop A*

*Principal Stratification: A Tool for Understanding Causal Impacts on Latent Groups*

Avi Feller & Luke Miratrix, Harvard University, and Lindsay Page, University of Pittsburgh

Culpeper - Fairmont Hotel, Ballroom Level

*Workshop B*

*A Practitioner’s Guide to Growth Models*

Andrew Ho, Harvard University

Decatur - Fairmont Hotel, Ballroom Level

*Workshop C*

*Unpacking the Black Box of Causality: The Latest Developments in Mediation Analysis*

Kosuke Imai, Princeton University

Sulgrave - Fairmont Hotel, Floor 3

*Workshop D*

*An Overview of Solutions to the Covariate Measurement Error Problem in Applied Education Research*

J.R. Lockwood, Educational Testing Service

This workshop will run until 1:00 PM.

Dumbarton - Fairmont Hotel, Floor 3

*Workshop E*

*Analytic Methods for Understanding Why, How, and for Whom an Intervention Works*

Laura Peck, Eleanor Harvill, & Shawn Moulton, Abt Associates

Roosevelt - Fairmont Hotel, Ballroom Level

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

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

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

*Roosevelt - Fairmont Hotel, Ballroom Level*

*Sponsor: American Institutes for Research*
THURSDAY MARCH 5, 2015

8:30 AM - 9:30 AM: Careers Outside Academe
If you have recently completed a Ph.D. and are curious about potential career paths outside the academy, please join us for a discussion over breakfast.

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

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

10:00 AM - 12:00 PM: Session 1

1A. Early Childhood Education
Leveraging Treatment Variation Across Sites to Address Policy Goals
Dumbarton - Fairmont Hotel, Floor 3

Chair: Fatih Unlu, Abt Associates

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

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

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

1B. Social and Emotional Interventions in Educational Settings Symposium
Supporting the Instructional Context of Academic Achievement:
Lessons from Intervention and Large-Scale Datasets
Sulgrave - Fairmont Hotel, Floor 3

Organizer: Meghan McCormick, New York University

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

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

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

Discussant: Catherine Bradshaw, University of Virginia

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

Organizer: Barbara Foorman, Florida State University

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

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

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

Discussant: Beth Gamse, Abt Associates
1D. Instruction and Student Achievement Symposium

Reading for Understanding:
New Findings from the Catalyzing Comprehension for Discussion and Debate Project
Salon - Park Hyatt Hotel, Ballroom Level

Organizer: Stephanie Jones, Harvard University

Experimental Effects of the Strategic Adolescent Reading Intervention on Reading Performance in High Poverty Middle Schools
Lowry Hemphill, Wheelock College, James Kim, Monica Yudron, & Maria LaRusso, Harvard University,
Suzanne Donovan, SERP Institute, John Sabatini & Tenaha O’Reilly, Educational Testing Service

Experimental Effects of Word Generation on Reading Performance in High Poverty Middle Schools
Stephanie Jones, James Kim, Maria LaRusso, Ha Yeon Kim, & Catherine Snow, Harvard University

Core Academic Language Skills:
Moving Beyond Vocabulary Knowledge to Predict Reading Comprehension
Paola Uccelli, Emily Phillips Galloway, & Ha Yeon Kim, Harvard University,
and Christopher D. Barr, University of Houston

Discussant: Donald L. Compton, Vanderbilt University

1E. Understanding the Effects of Education Policies

Teacher Performance and Teacher Recruitment Incentives:
Evidence from the United States and Canada
Gallery 1 - Park Hyatt Hotel, Ballroom Level

Chair: Daniel McCaffrey, Educational Testing Service

Evaluation of the Teacher Incentive Fund:
Implementation and Early Impacts of Pay-for-Performance After One Year
Jeffrey Max, Jill Constantine, Alison Wellington, Kristin Hallgren, Steven Glazerman,
Hanley Chiang, & Cecilia Speroni, Mathematica Policy Research

Financial Incentives to Promote Teacher Recruitment and Retention:
An Analysis of the Florida Critical Teacher Shortage Program
Tim Sass, Georgia State University, and Li Feng, Texas State University - San Marcos

Effects of Cumulative Exposure to Low and High Value-Added Teachers
Paul Hanselman, University of California - Irvine

Teaching to the Tails: Teacher Performance Pay and the Distribution of Student Achievement
Prashant Loyalka, Stanford University, Sean Sylvia, Renmin University,
Chengfang Liu, Chinese Academy of Sciences, James Chu & Scott Rozelle, Stanford University

1F. Education and Social Inequality Invited Symposium

“Non-Cognitive” Skills and Social Inequality
Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: David Deming, Harvard University

Non-Academic Interventions among Disadvantaged Adolescents:
Learning from a Series of Experiments in Chicago
Jens Ludwig & Roseanna Ander, University of Chicago,
and Sara Heller, University of Pennsylvania

The Medium-Term Impacts of High-Achieving Charter Schools on Non-Test Score Outcomes
Will Dobbie, Princeton University, and Roland Fryer, Harvard University

Promise and Paradox: Measuring Students’ Non-Cognitive Skills and the Impact of Schooling
Martin West, Harvard University, Matthew Kraft, Brown University, Amy Finn, MIT,
Rebecca Martin, Columbia University, Angela Duckworth, University of Pennsylvania,
Chris Gabrieli, Massachusetts 2020, and John Gabrieli, MIT

1G. Transitions for Youth

Life In Motion: Understanding School Transitions
Culpeper - Fairmont Hotel, Ballroom Level

Chair: Lindsay Page, University of Pittsburgh

Addressing Selection Bias Using Partial Longitudinal Data:
A Demonstration Using Recent and Past School Movers
Jeffrey Grigg, Johns Hopkins University

Successful Transition to High School:
A Randomized Controlled Trial of the BARR Model with 9th Grade Students
Maryann Corsello, University of New England, Anu Sharma, S & S Consulting,
and Angela Jerabek, St. Louis Park Public Schools

Lost in Transition: The Impact of Middle School Transitions on Student Learning Trajectories
Allison Arteberry, University of Colorado - Boulder,
and Andrew McEachin, North Carolina State University

Oh Brother, Where Start Thou?:
The Impact of Older Siblings’ College Choices on Younger Siblings’ College Choices
Jonathan Smith, College Board, Joshua Goodman, Harvard University,
and Michael Hurwitz, College Board
1H. Research Methods Symposium
Improving Student Survey Validity through a Unique Tool Development Process
Gallery 3 - Park Hyatt Hotel, Ballroom Level

Organizer: Beth Schueler, Harvard University

*Synthesizing Academic and Student Feedback: Illustrations From a New Approach to Measuring Mindsets*
Bryan Mascio, Aaron Orzech, Julianne Viola, & Hunter Gehlbach, Harvard University

*Avoiding Common Pitfalls of Survey Item Development: The Case of a Teacher Pedagogical Effectiveness Scale*
Beth Schueler, Joseph McIntyre, Julianne Viola, & Hunter Gehlbach, Harvard University

*Expert Reviews and Cognitive Interviews: Feedback for Survey Items*
Aaron Orzech, Bryan Mascio, & Molly Cahen, Harvard University

*Experimental Pilot Testing of Survey Items*
Joseph McIntyre, Beth Schueler, Julianne Viola, & Hunter Gehlbach, Harvard University

Discussant: Jessaca Spybrook, Western Michigan University

12:00 PM - 1:00 PM: Lunch
Recommendations for dining destinations in close proximity are available at the SREE registration desk.

Thursday March 5, 2015 10:00 AM - 12:00 PM: Session 1
Thursday March 5, 2015 1:00 PM - 2:30 PM: Session 2

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

2A. Early Childhood Education
Supporting the Pre-K to Elementary Transition: Parents, Programs and Classrooms
Roosevelt - Fairmont Hotel, Ballroom Level

Chair: Karen Bierman, Pennsylvania State University

*Targeting the Transition to Kindergarten: Academic and Social Outcomes for Children in the Gearing Up for Kindergarten Program*
Sean Brotherson, Joel Hektner, Brent Hill, & Divya Saxena, North Dakota State University

*Midwest Child-Parent Center (CPC) PreK-3rd Grade School Reform Model: Impacts on Child and Family Outcomes Over Time*
Erika Gaylor, Donna Spiker, & Xin Wei, SRI International, Erin Lease & Arthur Reynolds, University of Minnesota

*Pre-Kindergarten and Kindergarten Classroom Quality and Children’s Social and Academic Skills in Early Elementary Grades*
Irina Mokrova, University of North Carolina - Chapel Hill, Martine Brockhuizen, Utrecht University, and Margaret Burchinal, University of North Carolina - Chapel Hill

*Understanding How Participation in Education Changes Mothers’ Parenting Practices*
Jessica Harding & Pamela A. Morris, New York University

2B. Social and Emotional Interventions in Educational Settings
Contexts That May Enhance Child Development:
Teachers, Online Learning and Out of School Supports
Culpeper - Fairmont Hotel, Ballroom Level

Chair: Elise Cappella, New York University

*The Long-Term Impact of Systematic Student Support in Elementary School: Reducing High School Dropout*
Mary Walsh, Terrence J. Lee-St. John, Anastasia Raczek, & Claire Foley, Boston College

*Teaching Social Skills: An Effective Online Program*
Rebecca Sanchez, Emily Brown, & Melissa DeRosier, 3C Institute

*Do Teachers Affect Students’ Grit and Growth Mindsets?*
Matthew Kraft & Sarah Grace, Brown University
2C. Instruction and Student Achievement Panel
The Many Facets and Applications of Text Structure in Supporting Educational Trajectories of Elementary and Middle Grade Children in Content Area Reading Comprehension and Writing
Drawing Room - Park Hyatt Hotel, Ballroom Level
Moderator: Elizabeth Albro, Institute of Education Sciences
Kay Wijekumar, Texas A&M University
Bonnie J.F. Meyer, Pennsylvania State University
Joanna Williams, Columbia University
Karen R. Harris, Arizona State University

2D. Understanding the Effects of Education Policies
Improving Educational Outcomes Through Cash Transfer Strategies in International Contexts
Dumbarton - Fairmont Hotel, Floor 3
Chair: Juliette Berg, University of Virginia
The Impact of an Unconditional Cash Transfer on Early Child Development: The Zambia Child Grant Program
David Seidenfeld & Leah Prencipe, American Institutes for Research, Sudhanshu Handa, University of North Carolina - Chapel Hill, and Laura Hawkinson, American Institutes for Research
Early Childhood Benefits at Low Cost: Evidence from a Randomized Trial in Mexico
David Evans & Peter Holland, World Bank, and Sergio Cárdenas, Center for Research and Teaching in Economics
Addressing Inequality in Secondary School Access: Evidence from a Field Experiment of Scholarship Targeting Strategies in Kenya
Katharine Conn, Columbia University

2E. Understanding the Effects of Education Policies
Does Dosage Matter? Extended Day, After-School, and Summer Programs to Support Student Outcomes
Sulgrave - Fairmont Hotel, Floor 3
Chair: Margaret Burchinal, University of North Carolina - Chapel Hill
The Causal Effect of the School Day Schedule on Adolescents’ Academic Achievement
Kevin M. Williams, University of California - Davis, and Teny M Shapiro, Santa Clara University
Effects of After-School Programs on Attendance and Externalizing Behaviors with Primary and Secondary School Students: A Systematic Review and Meta-Analysis
Brandy R. Maynard & Kristen P. Cremer, Saint Louis University, Joshua R. Polanin, Vanderbilt University, Michael G. Vaughn, Saint Louis University, and Christine M. Sarteschi, Chatham University
Effects of Scaffolded Summer Reading on Elementary School Children’s Reading Comprehension, Reading Engagement, and Peer Advice Networks: Results from a Statewide Randomized Experiment
James Kim, Harvard University
A New Approach to Estimating Summer Learning Rates
Seth Gershenson, American University, and Michael S. Hayes, Rutgers University

2F. Education and Social Inequality
The Cumulative Effects of Educational Context Over the Life Cycle
Gallery 3 - Park Hyatt Hotel, Ballroom Level
Chair: Meredith Phillips, University of California - Los Angeles
Immigrants in Public Schools: A Closer Look at Cross-Generational Differences in Student Outcomes
Umut Ozek, American Institutes for Research, and David N Figlio, Northwestern University
Socio-Economic Status and Trajectories of Achievement during Childhood
Elizabeth Washbrook, University of Bristol, RaeHyuck Lee & Jane Waldfogel, Columbia University
The Long-Term Effects of Tulsa Pre-K Program on Academic Outcomes
Deborah Phillips, William Gormley, & Sara Anderson, Georgetown University
2G. Transitions for Youth Invited Panel
Nudges Along the Path from High School to College:
Designing and Evaluating Informational Interventions
Salon - Park Hyatt Hotel, Ballroom Level

Moderator: Thurston Domina, University of California - Irvine
Benjamin Castleman, University of Virginia
Sean Corcoran, New York University
Michal Kurlaender, University of California - Davis
Lindsay Page, University of Pittsburgh

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

Chair: Christina Weiland, University of Michigan

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

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

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

Break

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

Organizer: Shira Mattera, MDRC
Moderator: Stephanie Jones, Pennsylvania State University
Karen Bierman, Pennsylvania State University
Pamela Morris, New York University
Cybele Raver, New York University

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

Organizer: Geoffrey Borman, University of Wisconsin - Madison

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

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

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

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

Discussant: Hunter Gehlbach, Harvard University
3C. Instruction and Student Achievement Symposium

Is Seeing Believing? Exploring the Empirical Evidence for the Validity of Teacher Observations
Sulgrave - Fairmont Hotel, Floor 3

Organizer: Mark Chin, Harvard University

Dimensionality of Upper Elementary Mathematics Instruction: Exploring Factors Across Two Observational Instruments
David Blazar & David Braslow, Harvard University, and Charalambous Y. Charalambous, University of Cyprus

Validating Components of Teacher Effectiveness: A Random Assignment Study of Value-Added, Observation, and Survey Scores
Andrew Bacher-Hicks, Mark Chin, & Thomas J. Kane, Harvard University, and Douglas O. Staiger, Dartmouth College

Impacts of Multidimensionality and Error: Simulating Explanations for Weak Correlations between Measures of Teacher Quality
Mark Chin, Harvard University, and Dan Goldhaber, American Institutes for Research

Discussant: Heather C. Hill, Harvard University

3D. Instruction and Student Achievement

Strategies to Assess and Improve Literacy and Reading Comprehension
Dumbarton - Fairmont Hotel, Floor 3

Chair: Barbara Foorman, Florida State University

Exploring the Value of Working Memory Training When Combined with Skills-Based Instruction in Reading Comprehension for Young At-Risk Students
Douglas Fuchs, Vanderbilt University, Peng Peng, George Washington University, Amy Elleman, Middle Tennessee State University, Devin Kearns, University of Connecticut, Lynn Fuchs, Donald Compton, & Sam Patton, Vanderbilt University

Longitudinal Impacts of the Children's Literacy Initiative Professional Development, Coaching, and Model Classroom Intervention on Early Literacy Achievement
Julia Parkinson, John Meakin, & Terry Salinger, American Institutes for Research

Effect of Quality of Instruction on Student Vocabulary and Comprehension During Read Alouds
Dotis Lui Baker, Southern Methodist University, Lana Santoro & Gina Biancarosa, University of Oregon, and Scott K. Baker, Southern Methodist University

Analysis of Textual Features of a New Reading Comprehension Assessment: MOCCA
Ben Seipel, California State University - Chico, Gina Biancarosa & Sarah E. Carlson, University of Oregon, and Mark Davison, University of Minnesota - Twin Cities

3E. Understanding the Effects of Education Policies Invited Symposium

Longitudinal Effects through the Youth Life Course: Exploring the Effects of Classroom and Neighborhood Poverty and Summer Learning Loss
Drawing Room - Park Hyatt Hotel, Ballroom Level

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

Neighborhood Effect Heterogeneity by Family Income and Developmental Period: Evidence from a Structural Nested Mean Model of High School Graduation
Geoffrey Wodtke, University of Toronto

Effects of Classroom Poverty on Student Achievement: Replications and Extensions
William Carbonaro, University of Notre Dame, and Douglas Lauen, University of North Carolina - Chapel Hill

School’s Out: The Role of Summers in Understanding Achievement Disparities
Allison Atteberry, University of Colorado - Boulder, and Andrew McEachin, North Carolina State University

3F. Transitions for Youth

Interventions and Influences on the Pathway to Higher Education
Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Dylan Conger, George Washington University

Effects of V-SOURCE on Disadvantaged Students' Self-Reported College Application and Enrollment Outcomes
Meredith Phillips & Sarah Reber, University of California - Los Angeles

Every Little Bit Counts: The Impact of High Speed Internet on the Transition to College
Lisa Dettling & Sarena Goodman, Federal Reserve Board, and Jonathan Smith, College Board

The Effect of Career and Technical Education on Human Capital Accumulation: Causal Evidence from Massachusetts
Shaun Dougherty, University of Connecticut

A Preliminary Assessment of the Cost and Benefit of North Carolina’s Early College High School Model and Its Impact on Postsecondary Enrollment and Earned College Credit
Fatih Ulu, Abt Associates, Julie Edmunds, University of North Carolina - Greensboro, Lily Fesler, Abt Associates, and Beth Glennie, RTI International
3G. Research Methods
Methodological Challenges: Causal Inference, Mediation, Moderation and Measurement
Culpeper - Fairmont Hotel, Ballroom Level

Chair: Peter Schochet, Mathematica Policy Research

Identifying the Average Causal Mediation Effects with Multiple Mediators in the Presence of Treatment Non-Compliance
Soojin Park, University of Wisconsin - Madison

Evaluating the Performance of Repeated Measures Approaches in Replicating Experimental Benchmark Results
Vivian C Wong, University of Virginia, Coady Wing, Indiana University, and Kevin McConeghy, University of Illinois - Chicago

Methodological Foundations for the Empirical Evaluation of Non-Experimental Methods in Field Settings
Vivian C Wong, University of Virginia, and Peter M Steiner, University of Wisconsin - Madison

Examining the Foundations of Methods That Assess Treatment Effect Heterogeneity across Intermediate Outcomes
Avi Feller & Luke Miratrix, Harvard University

3H. Research Methods Symposium
Synthesizing Evidence in Public Policy Contexts: The Challenge of Synthesis When There Are Only a Few Studies
Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: Sandra Jo Wilson, Vanderbilt University

Evidence Clearinghouses and Registries: Methods for Locating and Including Studies in Evidence Syntheses
Lisa Foster, Robin LaSota, & Martha Yeide, Development Services Group

Methods of Quality Appraisal for Studies Reviewed by Evidence Clearinghouses
Sandra Jo Wilson & Emily Tanner-Smith, Vanderbilt University

Synthesizing Evidence: Synthesis Methods for Evidence Clearinghouses
Jeff Valentine & Timothy Lau, University of Louisville

Discussant: Will Doyle, Vanderbilt University
FRIDAY MARCH 6, 2015

9:00 AM - 10:30 AM: Session 4

4A. Early Childhood Education Panel
Reading Skill Transfer Across Languages:
Outcomes from Longitudinal Bilingual Randomized Control Trials in Kenya and Haiti
Drawing Room - Park Hyatt Hotel, Ballroom Level

Benjamin Piper, RTI International
Jennae Bulat, RTI International

4B. Social and Emotional Interventions in Educational Settings
Exploring the Intended and Unintended Effects
of Educational Policies on Student Behavior
Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Guanglei Hong, University of Chicago

Hold Back to Move Forward? Early Grade Retention and Student Misbehavior
Umut Ozek, American Institutes for Research

The Causal Effects of Grade Retention on Behavioral Outcomes
Paco Martorell, University of California - Davis, and Lou Mariano, RAND

Schools or Students? Identifying High School Effects on Student Suspensions
Christine Baker-Smith, New York University

4C. Instruction and Student Achievement
Hiring and Retaining Good Teachers:
Selection Tools And Organizational Contexts That Affect Teacher Turnover
Roosevelt - Fairmont Hotel, Ballroom Level

Chair: Jane Hannaway, Georgetown University

Screen Twice, Cut Once: Assessing the Predictive Validity of Teacher Selection Tools
Dan Goldhaber, Cyrus Grout, & Nick Huntington-Klein, University of Washington

School Organizational Contexts, Teacher Turnover, and Student Achievement:
Evidence from Panel Data
Matthew Kraft, Brown University, William Marinell & Darrick Yee, Harvard University

Can We Identify Effective Teachers at the Time of Hire?
Evidence on a Selection Process with Widespread International Use
Alejandro Ganimian & Andrew Ho, Harvard University, and Mariana Alfonso, Inter-American Development Bank

4D. Instruction and Student Achievement
Experimental Evidence on Strategies to Improve Instruction and Achievement
Culpeper - Fairmont Hotel, Ballroom Level

Chair: Henry May, University of Delaware

The Impact of the Enhancing Missouri’s Instructional Networked Teaching Strategies (eMINTS) Program on Student Achievement, 21st-Century Skills, and Academic Engagement:
Second-Year Results
Coby Meyers & Ayrin Molefe, American Institutes for Research, and Chris Brandt, St. Charles Community Unit School District 303

Results from a Randomized Evaluation of a Data-Based Instructional Program:
The Roles of Teacher and School Capacity
Martin R. West, Corinne Herlihy, & Beth Morton, Harvard University

Effects of Interim Assessments on the Achievement Gap:
Evidence from an Experiment
Spyros Konstantopoulos & Wei Li, Michigan State University, Shazia Miller & Arie van der Ploeg, American Institutes for Research
4E. Understanding the Effects of Education Policies

**Literacy Interventions: Methodology, Evidence and Implementation**
Sulgrave - Fairmont Hotel, Floor 3

Chair: Chloe Gibbs, University of Virginia

*The Results of a Randomized Control Trial of the Milwaukee Community Literacy Project*
Curtis Jones, University of Wisconsin - Milwaukee

*Evaluating the Efficacy of a Supplemental Kindergarten Vocabulary Intervention Implemented Within a Tiered Instructional Framework*
Michael Coyne, D. Betsy McCoach, & Sharon Ware, University of Connecticut, Doris Baker, Southern Methodist University, and Susan Loftus, University of Rhode Island

*The Relation Between Fidelity of Implementation and Collaborative Strategic Reading and Student Achievement*
Pamela Buckley & Brooke Moore, University of Colorado - Boulder

*Incomplete Reporting: Addressing the Prevalence of Outcome-Reporting Bias in Educational Research*
Brian Trainor, Loyola University Chicago, Josh Polanin, Vanderbilt University, Ryan Williams, American Institutes for Research, and Terri Pigott, Loyola University Chicago

4F. Education and Social Inequality

**Interventions to Improve Math Skills**
Dumbarton - Fairmont Hotel, Floor 3

Chair: Douglas Clements, University of Denver

*1 + 1 Is Not Always 2: Variation in the Relations Between Mathematics Self-Efficacy Development and Longitudinal Mathematics Achievement Growth*
Lina Shanley, University of Oregon

*Efficacy Study of a Pre-Algebra Supplemental Program in Rural Mississippi: Preliminary Findings*
Tedra F. Clark, Sheila A. Arens, & Joshua Stewart, McREL

*Middle School Math Acceleration, College Readiness and Gender: Regression Discontinuity Evidence from Wake County, North Carolina*
Shaun Dougherty, University of Connecticut, Joshua Goodman & Erica Litke, Harvard University, Darryl Hill, Wake County Public Schools, and Lindsay Page, University of Pittsburgh

4G. Research Methods

**Learning from the Masses: Lessons About Generalization**
Gallery 1 - Park Hyatt Hotel, Ballroom Level

Chair: Mark Lipsey, Vanderbilt University

*Small-Sample Adjustments for Tests of Moderators and Model Fit in Robust Variance Estimation in Meta-Regression*
Elizabeth Tipton, Columbia University, and James E. Pustejovsky, University of Texas - Austin

*Implications of Small Samples for Generalization: Adjustments and Rules of Thumb*
Elizabeth Tipton, Columbia University, Kelly Hallberg, American Institutes for Research, Larry V. Hedges & Wendy Chan, Northwestern University

*Site Selection in Experiments: A Follow-Up Evaluation of Site Recruitment in Two Scale-Up Studies*
Elizabeth Tipton & Lauren Fellers, Columbia University, Sarah Caverly, Michael Vaden-Kiernan, Kate Sullivan, & Veronica Ruiz de Castilla, SEDL

4H. Research Methods Invited Panel

**New Directions for the What Works Clearinghouse**
Salon - Park Hyatt Hotel, Ballroom Level

Moderator: Jill Constantine, Mathematica Policy Research

Ruth Curran Neild, Institute of Education Sciences

Neil Seftor, Mathematica Policy Research

Jeffrey Valentine, University of Louisville
11:00 AM - 12:00 PM: Keynote Address
Ballroom - Fairmont Hotel

Deepening Our Understanding of Educational Interventions Over Time:
Development, Continuity and Change
Mark Greenberg
Edna Peterson Bennett Chair in Prevention Research
College of Health & Human Development
Pennsylvania State University

Introduction: Pamela Morris, SREE Spring 2015 Conference Program Chair

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

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

5A. Early Childhood Education Symposium
Preschool Program Fadeout:
Examining Three Common Hypotheses and Providing New Directions for Policy
Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: Greg Duncan, University of California - Irvine

Preventing Preschool Fadeout through Instructional Intervention in Kindergarten and First Grade
Greg J. Duncan, Jade Marcus Jenkins, & Tyler W. Watts, University of California - Irvine,
Katherine Magnuson, University of Wisconsin - Madison,
Douglas Clements & Julie Sarama, University of Denver,
Christopher B. Wolfe, Indiana University - Kokomo,
and Mary Elaine Spitler, University at Buffalo

The Persistence of Pre-K Effects and Early Grade Teacher Quality:
Evidence from the Tennessee-Voluntary Pre-K Experiment
Matthew Springer, Walker A. Swain, & Kerri G. Hofer, Vanderbilt University

Fadeout in an Early Mathematics Intervention: Same Old Schools or Underlying Skills?
Drew H. Bailey, Tutrang Nguyen, Jade Marcus Jenkins, & Thurston Domina, University of California - Irvine,
Douglas Clements & Julie Sarama, University of Denver,
Christopher B. Wolfe, Indiana University - Kokomo,
and Mary Elaine Spitler, University at Buffalo

Discussant: Pamela Morris, New York University
5B. Social and Emotional Interventions in Educational Settings Invited Symposium
Using Developmentally-Informed Measures of Classroom Settings, Student Behavior, and Teacher Networks to Enhance Educational Practice from Preschool to Middle School
Drawing Room - Park Hyatt Hotel, Ballroom Level

Organizer: Bridget Hamre, University of Virginia

Using Data-Driven, Video-Based Consultation with Teachers to Address Children’s Challenging Behaviors in Early Childhood Education Classrooms
Jason Downer & Amanda Williford, University of Virginia, Rebecca Shearer, University of Miami, and Ann Lhospital, University of Virginia

Using Measures to Individualize Classroom-Focused Interventions for Students with Behavioral Difficulties: Links to Learning and BRIDGE in Urban Schools
Elise Cappella, New York University, Marc Atkins, University of Chicago, Erum Nadeem, New York University, and Jennifer Neal, Michigan State University

Measures to Guide Professional Development to Promote Supportive Middle School Contexts: Directed Consultation, Scouting Reports, and Teachers' Professional Networks
Jill Hamm, University of North Carolina, Thomas Farmer, Virginia Commonwealth University, and David Lee, Pennsylvania State University

Discussant: Stephanie Jones, Harvard University

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

Organizer: Rekha Balu, MDRC

To Wait in Tier 1 or Intervene Immediately: A Randomized Experiment Examining First Grade Response to Intervention (RTI) in Reading
Stephanie Al Otaiba, Southern Methodist University, Carol M. Connor, Arizona State University, Jessica S. Folsom & Jeanne Wanzek, Florida State University, Luana L. Greulich, Andrews University, Chris Schatschneider & Richard K. Wagner, Florida State University

Access to a Responsiveness to Intervention Model: Does Beginning Intervention in Kindergarten Matter?
Rollanda E. O'Connor, Kathleen M. Bocian, Victoria Sanchez, & Kristen D. Beach, University of California - Riverside

Understanding Unresponsiveness to Tier 2 Reading Intervention: Exploring the Classification and Profiles of Adequate and Inadequate Responders in First Grade
Donald Compton, Vanderbilt University, Jessica R. Toste, University of Texas - Austin, Douglas Fuchs, Lynn S. Fuchs, Jennifer K. Gilbert, & Eunsoo Cho, Vanderbilt University

Discussant: Fred Doolittle, MDRC

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

Chair: Kirk Walters, American Institutes for Research

Findings from a Multi-Year Scale-Up Effectiveness Trial of Everyday Mathematics
Michael Vaden-Kiernan, SEDL, Geoffrey Borman, University of Wisconsin - Madison, Sarah Caverly, Nance Bell, Veronica Ruiz de la Castilla, & Kate Sullivan, SEDL

Assessing Impacts of Math in Focus, a ‘Singapore Math’ Program for American Schools
Andrew P. Jaciw, Empirical Education, Whitney Hegseth, University of Michigan, and Megan Toby, Empirical Education

The Timing of Feedback on Mathematics Problem Solving in a Classroom Setting
Emily Fyfe & Bethany Rittle-Johnson, Vanderbilt University

Improving Procedural Knowledge and Transfer by Teaching a Shortcut Strategy First
Marci DeCaro, University of Louisville
5E. Understanding the Effects of Education Policies
New Evidence on the Effects of Educational Accountability Practices
Culpeper - Fairmont Hotel, Ballroom Level
Chair: Elaine Allensworth, University of Chicago

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

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

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

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

5F. Education and Social Inequality
Innovative Programs to Promote Student Post-Secondary Success
Sulgrave - Fairmont Hotel, Floor 3
Chair: Michal Kurlaender, University of California - Davis

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

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

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

5G. Transitions for Youth Symposium
Effects of Mentoring on At-Risk High School Students:
A Cross-Study Analysis of the Implementation and Impacts
of Three Prominent Mentoring Models
Dumbarton - Fairmont Hotel, Floor 3
Organizer: Lisa Merrill, Research Alliance for New York City Schools

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

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

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

Discussant: David DuBois, University of Illinois - Chicago

5H. Research Methods
Extending Multi-Level Models to Non-Experimental Studies
Salon - Park Hyatt Hotel, Ballroom Level
Chair: Jessaca Spybrook, Western Michigan University

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

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

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

Estimating Treatment Effects Via Multilevel Matching Within Homogenous Groups of Clusters
Peter M. Steiner & Jee-Soon Kim, University of Wisconsin - Madison
3:30 PM - 4:30 PM: Career Forum
The Career Forum provides an opportunity for individuals to meet with leading research firms. Each firm will host an informational session and identify career forum participants for initial screening interviews.

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

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

6A. Early Childhood
Tables 1 - 3

6B. Social & Emotional Interventions

6C. Instruction & Student Achievement

6D. Education Policy
Tables 4-11

6E. Social Inequality
6F. Transitions for Youth
6G. Research Methods
Tables 12-17
6A. Early Childhood Education

1. What Specific Preschool Math Skills Predict Later Math Achievement?
   Tutrang Nguyen, Tyler W. Watts, & Greg J. Duncan, University of California - Irvine

2. Comparing the Effectiveness of Targeted Curricula in Head Start and Public Pre-K Classrooms
   Tutrang Nguyen, Jade Marcus Jenkins, Anamarie Auger, & Thurston Domina, University of California - Irvine

3. An Examination of the Effectiveness of Emergent Literacy Intervention for Pre-Kindergarteners at Risk for Reading Delays
   Teri DeLucca, Laura Bailey, Cynthia Zettler-Greeley, & Suzanne Murphy, Nemours BrightStart

6B. Social and Emotional Interventions in Educational Settings

4. Associations between School Connection and Depressive Symptoms from Adolescence through Adulthood: The Moderating Influence of Early Adversity
   Anna Markowitz, Georgetown University

5. An Increase in Positive Climate, A Reduction in Negative Social Emotional Skills, Or Both?: Examining How Universal Social Emotional Programs Achieve Reductions in Aggression
   Sam Portnow & Jason Downer, University of Virginia, and Joshua Brown, Fordham University

   Brandy R. Maynard, Saint Louis University, Kristen E. Brendel & Jeffery J. Bulanda, Aurora University, Aaron M. Thompson, University of Missouri, and Terri D. Pigott, Loyola University Chicago

7. Teacher Support for Mathematics Formative Assessment Using Student Work Samples: Effects on Teacher Practice and Student Learning
   Andrea D. Beesley, IMPAQ International, Tedra F. Clark, Kathleen Dempsey, & Anne Tweed, McREL

8. Testing Causal Impacts of a School-Based SEL Intervention Using Instrumental Variable Techniques
   Catalina Torrente, Lori Nathanson, Susan Rivers, & Marc Brackett, Yale University

6C. Instruction and Student Achievement

   Beth Gamse, Alina Martinez, & Laurie Bozzi, Abt Associates

10. The Effects of Teachers' Experience with SBI on Students' Proportional and Mathematical Problem Solving Performance
    Asha K. Jitendra, Michael R. Harwell, Danielle N. Dupuis, Stacy R. Karl, Amy E. Lein, Gregory Simonson, & Susan C. Slater, University of Minnesota

6D. Understanding the Effects of Education Policies

11. Longitudinal Patterns of Impacts in High School Reform: Exploring Changes Over Time

6E. Education and Social Inequality

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

6F. Transitions for Youth

13. Mentor Age and Youth Developmental Outcomes in School-Based Mentoring Programs
    NaYoung Hwang, University of California - Irvine
6G. Research Methods

14. Efficiently Exploring Multilevel Data with Recursive Partitioning
   Daniel Martin, Timo von Oertzen, & Sara Rimm-Kaufman, University of Virginia

15. A Case Study with nn4pse:
    An R Package for Propensity Score Estimation with Neural Networks
   Bryan Keller & Zhuangzhuang Han, Columbia University

16. Sensitivity Analysis for Multivalued Treatment Effect:
    An Example of a Cross-Country Study of Teacher Participation and Job Satisfaction
   Chi Chang, Michigan State University

17. Degenerate Power in Multilevel Mediation:
    The Non-Monotonic Relationship Between Power & Effect Size
   Ben Kelcey, University of Cincinnati

6:00 PM - 7:00 PM: Reception
Colonnade - Fairmont Hotel, Lobby Level

7:00 PM - 8:00 PM: Graduate Student Organization Reception
Colonnade - Fairmont Hotel, Lobby Level

Saturday March 7, 2015
8:00 AM - 9:30 AM: Plenary Panel
Ballroom - Fairmont Hotel

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

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

Hitting the Learning Curve Ball:
Methodological Challenges and Opportunities

Moderator
J. Lawrence Aber
Willner Family Professor in Psychology & Public Policy
and University Professor,
Steinhardt School of Culture, Education and Human Development,
New York University

Margaret Burchinal
Senior Scientist,
Frank Porter Graham Child Development Institute
University of North Carolina - Chapel Hill

Stephanie Jones
Marie & Max Kargman Associate Professor
in Human Development and Urban Education Advancement
Graduate School of Education,
Harvard University
Saturday March 7, 2015
10:00 AM - 12:00 PM: Session 7

10:00 AM - 12:00 PM: Session 7

7A. Early Childhood Education Symposium
Strategic Impact Evaluation Fund:
Early Childhood Nutrition Health and Development Impact Evaluations
Gallery 1 - Park Hyatt Hotel, Ballroom Level

Organizer: Joost de Laat, World Bank

Building Parental Capacity to Improve Child Development:
Impact Evaluation of an Early Childhood Stimulation Program in Bangladesh
Marjorie Chinen, Johannes Bos, & Matthew Murray, American Institutes for Research,
Jena Hamadani, International Centre for Diarrhoeal Disease Research, Bangladesh,
Najmul Hossain, Data International, and Minhaj Mahmud, BRAC University

Interlinking Nutrition and Workfare during the First 1000 Days: A New Social Safety Net in Djibouti
Stefanie Brodmann, World Bank, Florencia Devoto, Abdul Latif Jameel Poverty Action Lab,
and Emanuela Galasso, World Bank

Experimental Evidence from an Early Childhood Parenting Intervention in Nicaragua
Patrick Premand, World Bank, Karen Macours, Paris School of Economics,
Norbert Schady, Inter-American Development Bank, and Renos Vakis, World Bank

7B. Early Childhood Education
Altering the Curve: Improving Math Outcomes through Curriculum and Teacher Expectations
Culpeper - Fairmont Hotel, Ballroom Level

Chair: Jason Downer, University of Virginia

Improving Mathematics Learning by Integrating Curricular Activities with Innovative and
Developmentally Appropriate Digital Apps: Findings from the Next Generation Preschool Math Evaluation
Ashley Lewis Presser, Education Development Center,
Philip Vahey & Ximena Dominguez, SRI International

Great Expectations: The Effect of High Teacher Expectations on the Mathematics Achievement
of African American Students in a Preschool Math Intervention
Tyler Watts & Greg J. Duncan, University of California - Irvine,
Douglas H. Clements & Julie Sarama, University of Denver,
Christopher B. Wolfe, Indiana University - Kokomo, and Mary Elaine Spitler, ABET

Preschool Teachers Can Use a Transmedia Curriculum Supplement to Support
Young Children’s Mathematics Learning: Results of a Randomized Controlled Trial
Carlin Llorente, SRI International, Shelley Pasnik, Education Development Center,
Savitha Moorthy, SRI International, Naomi Hupert &
Deborah Rosenfeld, Education Development Center, and Sarah Gerard, SRI International

7C. Instruction and Student Achievement
Evaluation of Literacy Interventions: Costs and Effectiveness
Dumbarton - Fairmont Hotel, Floor 3

Chair: Doris Luft Baker, Southern Methodist University

Preliminary Findings from a Multi-Year Scale-Up Effectiveness Trial of Open-Court Reading (Imagine It!)
Geoffrey Borman, University of Wisconsin - Madison, Michael Vaden-Kiernan,
Sarah Caverly, Nance Bell, Veronica Ruiz de la Castilla, & Kate Sullivan, SEDL

Final-Year Results from the i3 Scale-Up of Reading Recovery
Henry May, University of Delaware, Philip Sirinides, Abby Gray,
Heather Goldsworthy Davila, Cecile Sam, & Toscha Blalock, University of Pennsylvania

Exploring the Implementation, Effectiveness, and Costs of the Reading Partners Program
Robin Jacob, University of Michigan, Dean Elson, Reading Partners,
Brooks Bowden, Columbia University, and Catherine Armstrong, MDRC

Costs and Effects of Dual-Language Immersion in the Portland Public Schools
Jennifer Steele, American University,
Robert Slater, American Councils for International Education,
Jennifer Li, RAND, Gema Zamarro, University of Arkansas, and Trey Miller, RAND

7D. Instruction and Student Achievement Invited Symposium
Using the Early Warning Indicators Systems as a Strategy
to Support College Readiness and Narrow Achievement Gaps
Sulgrave - Fairmont Hotel, Floor 3

Organizer: Takako Nomi, St. Louis University

Activating an Early Warning Indicator System in San Jose Unified School District
Jason Willis & Emalie McGinnis, San Jose Unified School District

Using On-Track Trajectories to Narrow Achievement Gaps
Julian Betts, University of California - San Diego,
and Ronald Rode, San Diego Unified School District

Getting to the Finish Line: Supporting Ninth Graders in Alabama High Schools
Robert Balfanz, Johns Hopkins University

Discussant: Elaine Allensworth, University of Chicago

SREE Spring 2015 Conference Program  Page 32
7E. Understanding the Effects of Education Policies
Getting Out the Gate: Initiatives to Improve College Starts
Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Alexander Mayer, MDRC

Self-Paced Remediation and Math Placement:
A Randomized Field Experiment in a Community College
Brent Evans & Gary Henry, Vanderbilt University

Intensive College Counseling and the College Enrollment Choices of Low Income Students
Benjamin Castleman, University of Virginia, and Joshua Goodman, Harvard University

Do College-Ready Students Benefit When High Schools and Colleges Collaborate?
Experimental Evidence from Albuquerque, New Mexico
Benjamin Castleman, University of Virginia,
Laura Owen, San Diego State University, and Lindsay C. Page, University of Pittsburgh

7F. Research Methods Symposium
Improving the Design of Cluster Randomized Trials in Education and Prevention Research
Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: Jessaca Spybrook, Western Michigan University

Strategies for Improving Power in Cluster Randomized Studies of Professional Development
Ben Kelcey, University of Cincinnati, Jessaca Spybrook, Western Michigan University,
Jiaqi Zhang, University of Cincinnati, Geoffrey Phelps, Educational Testing Service,
and Nathan Jones, Boston University

Intraclass Correlations for Three-Level Multi-Site Cluster-Randomized Trials of Science Achievement
Carl Westine, University of West Georgia

Meaningful Effect Sizes, Intraclass Correlations, and Proportions of Variance Explained by Covariates for Planning 3-Level Cluster Randomized Experiments in Prevention Science
Nianbo Dong, Wendy M. Reinke, & Keith C. Herman, University of Missouri,
Catherine P. Bradshaw, University of Virginia, and Desiree W. Murray, Duke University

Estimating the Variance of Design Parameters
Eric Hedberg, Arizona State University,
Larry Hedges & A.M. Kuyper, Northwestern University
SREE Summer Short Course

An Introduction to Hierarchical Linear Models & Causal Inference in Multilevel Settings
Stephen Raudenbush & Anthony Bryk

July 8-10, 2015
Carnegie Foundation for the Advancement of Teaching, Stanford, CA

Many studies in education, human development, public health, and allied fields are longitudinal or multilevel, or both. In longitudinal studies, it is often possible to repeatedly observe participants. This allows the assessment of growth in academic achievement or change in health status. Multilevel data arise when participants are clustered within social settings such as classrooms, schools, and neighborhoods. Hierarchical linear models (HLM) provide a flexible framework to analyze longitudinal and multilevel data.

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

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

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

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

Registration is open at:
https://www.sree.org/courses/2015/hlm/
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The Society for Research on Educational Effectiveness would like to thank the following organizations for their support:
Special Issue: Policy and Research Challenges of Moving Toward Best Practices in Using Student Test Scores to Evaluate Teacher Performance

Policy and Research Challenges of Moving Toward Best Practices in Using Student Test Scores to Evaluate Teacher Performance
Cassandra M. Guarino, Mark D. Reckase & Jeffrey M. Wooldridge

Assessing the “Rothstein Falsification Test”: Does It Really Show Teacher Value-Added Models Are Biased?
Dan Goldhaber & Duncan Dunbar Chaplin

Evaluating Specification Tests in the Context of Value-Added Estimation
Cassandra M. Guarino, Mark D. Reckase, Brian W. Stacy & Jeffrey M. Wooldridge

Sensitivity of Teacher Value-Added Estimates to Student and Peer Control Variables
Matthew T. Johnson, Stephen Lipscomb & Brian Gill

Disentangling Disadvantage: Can We Distinguish Good Teaching From Classroom Composition?
Gema Zamarro, John Engberg, Juan Esteban Saavedra & Jennifer Steele

Accounting for Co-Teaching: A Guide for Policymakers and Developers of Value-Added Models
Eric Isenberg & Elias Walsh

 Elementary School Data Issues for Value-Added Models: Implications for Research
Eric Isenberg, Bing-ru Teh & Elias Walsh

Incorporating End-of-Course Exam Timing Into Educational Performance Evaluations
Eric Parsons, Cory Koedel, Michael Podgursky, Mark Ehlert & P. Brett Xiang

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