Society for Research on Educational Effectiveness

SPRING 2017 CONFERENCE
Expanding the Toolkit: Maximizing Relevance, Effectiveness & Rigor in Education Research

PROGRAM
SREE Membership

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

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

Student Member - $100 per calendar year
Student members must be enrolled in a degree-granting program at an accredited institution. The Graduate Student Organization exists to provide an organizational venue where students may begin the career-long process of establishing networks which foster their intellectual growth and maximize the utility of their research.

Institutional Members - $2000 per calendar year
Educational institutions, government agencies, nonprofit organizations, and for-profit organizations are encouraged to join SREE and designate an individual to represent their interests in the Society. Institutional members are acknowledged on the SREE website and in conference programs. Institutional members also receive discounts on conference exhibit space.

How to Join SREE or Renew Membership

By credit card:
All major credit cards are accepted at the conference registration desk or via SREE’s secure site:
www.sree.org/members/payment/

By check:
Checks made out to SREE are accepted at the conference registration desk or may be mailed to:
Society for Research on Educational Effectiveness
2040 Sheridan Rd.
Evanston, IL 60208

WEDNESDAY MARCH 1, 2017

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

Thursday March 2, 2017
9:00 AM - 11:00 AM: Session 1

1A. Social and Emotional Learning in Educational Settings Symposium
Advances in School-Based Mentoring:
Overcoming Methodological and Practical Barriers Associated with One Widely Funded School-Based Prevention Intervention
Gallery 1 - Park Hyatt Hotel, Ballroom Level

Organizer: Michael Lyons, University of Virginia

Treatment Construct Validity in School-Based Mentoring
Samuel D. McQuillin*, University of South Carolina, Rebecca Johnson, University of Houston, and Michael D. Lyons, University of Virginia

A Reanalysis of the Student Mentoring Program:
Estimating Treatment Effects by the Quality of the Mentoring Relationship
Michael D. Lyons*, University of Virginia, Samuel D. McQuillin & Andrea Lamont, University of South Carolina

School-Based Group Mentoring as an Intervention for Middle School Girls:
Using Multiple Methods to Understand Processes and Outcomes
Nancy L. Deutsch*, Joanna L. Williams, Edith C. Lawrence, Lauren Molloy Elreda, & Michael D. Lyons, University of Virginia

Discussant: Robert Granger, SREE Vice President
**1B. Classroom Instruction Symposium**  
Focusing on Mathematical Knowledge: The Impact of Content-Intensive Teacher Professional Development  
Gallery 2 - Park Hyatt Hotel, Ballroom Level  
Organizer: Rachel Garrett, American Institutes for Research  

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

**Design and Implementation of the Professional Development Program**  
Michael S. Garet, Jessica Heppen, Kirk Walters, Julia Parkinson, Toni Smith*, Mengli Song, & Rui Yang, American Institutes for Research  

**Impact of the Professional Development Program**  
Michael S. Garet, Jessica Heppen*, Kirk Walters, Julia Parkinson, Mengli Song, Rachel Garrett, & Rui Yang, American Institutes for Research  

Discussant: Robin Jacob, University of Michigan

**1C. Effects of Educational Policies Panel**  
From Student School Assignment to After-School Programs and College Completion: How Three Research-Practice Partnerships Evaluate Local Conditions and Provide Support to Practitioners  
Drawing Room - Park Hyatt Hotel, Ballroom Level  
Moderator: Paula Arce-Trigatti, Rice University  
Sean Reardon, Stanford University  
Orla O’Keeffe, San Francisco Unified School District  
Cheri Fancsali, Research Alliance for New York City Schools  
Elaine Allensworth, Consortium on Chicago School Research

**1D. Effects of Educational Policies & Educational Effectiveness in Global and Immigration-Related Contexts**  
Teachers Matter: Improving Instructional Techniques in the U.S. and India  
Sulgrave - Fairmont Hotel, Floor 3  
Chair: María Marta Ferreyra, World Bank  

The Effect of Teacher Coaching on Instruction and Achievement:  
A Meta-Analysis of the Causal Evidence  
Matthew A. Kraft, Brown University, David Blazar*, Harvard University, and Dylan Hogan, Brown University  

The Effects of Increasing the Number of Observations Per Teacher on Teacher Performance Outcomes  
Seth Hunter, Vanderbilt University  

Testing the Theory of Action: Evidence on Seven Intended Mechanisms for the Success of Denver’s ProComp System  
Allison Atteberry*, Derek Briggs, & Sarah LaCour, University of Colorado - Boulder  

The Impact of Youth-Service Teaching on Participants’ Beliefs, Mindsets, and Career Pathways: Evidence from Teach for America and Teach for India  
Cecilia Mo, Vanderbilt University, and Katharine Conn*, Columbia University
1E. Research <-> Practice Symposium
Strengthening Practice and Policy through University-District Partnerships:
Embedding Evaluation in NYC’s Pre-K for All
Gallery 3 - Park Hyatt Hotel, Ballroom Level
Organizer: James Kemple, New York University

Dynamic Partnership, Promising Innovations:
New York University and NYC’s Department of Education Collaboration to Strengthen Curriculum and Family Engagement in Pre-K Programs through Ongoing and Non-Traditional Collaboration
Josh Wallack* & Sophia Pappas, New York City Department of Education

Embedding Research into a City-Wide Professional Development System for Universal Pre-K:
The Development of the “Explore” Evaluation
Pamela Morris*, Natalia Rojas, Rachel Abenavoli, & Elise Cappella, New York University

Scaling Family-Centered Pre-Kindergarten to Reduce Socioeconomic and Racial/Ethnic Disparities in Learning, Behavior and Health
Laurie Miller Brotman*, Spring Dawson-McClure, Demy Kamboukos, Dana Rhule, Katherine Rosenblatt, Yen Huang, & Gaby Barajas-Gonzalez, New York University, and Esther Calzada, University of Texas - Austin

Discussant: John Easton, Spencer Foundation

1F. Research <-> Practice Invited Panel
Learning in Partnership:
How Researchers and Practitioners Jointly Create and Apply Research Findings
Salon - Park Hyatt Hotel, Ballroom Level
Moderator: Rekha Balu, MDRC

Alana Callahan, Bridgeport Public Schools
Michael Strambler, Yale University
Victoria Flores, Sacramento City Unified School District
Nancy Erbstein, University of California - Davis
Arezo Rahmani, Baltimore City Public Schools
Faith Connolly, Baltimore Education Research Consortium

1G. Education and Life Cycle Transitions
Getting Students from K through 12: Challenges, Teachers, Policies and Interventions
Dumbarton - Fairmont Hotel, Floor 3
Chair: Shaun Dougherty, University of Connecticut

A Randomized Study of the Efficacy of a Two-Year Mathematics Intervention for At-Risk Pre-Kindergarten and Kindergarten Students
Prentice Starkey* & Alice Klein, WestEd, Ben Clarke & Jessica Turtura, University of Oregon, and Paul R. Swank, University of Texas Health Science Center - Houston

Long-Run Dynamics and Dosage Effects of Student-Teacher Demographic Mismatch
Seth Gershenson*, American University, Cassandra M.D. Hart, University of California - Davis, Constance A. Lindsay, American University, and Nicholas W. Papageorge, Johns Hopkins University

Considering Pre-Existing Conditions:
Assessing the Immediate Effects of Student Mobility on Academic Learning Growth
Marshall Jean, Northwestern University

The Effects of Grade Retention on High School Completion and Performance
Louis T. Mariano*, RAND, Paco Martorell, University of California - Davis, and Tiffany Tsai, RAND
1H. Educational Effectiveness in Global and Immigration-Related Contexts Symposium
Expanding the Literacy Learning Toolkit in Rwanda: Evidence from a Randomized Control Trial
Culpeper - Fairmont Hotel, Ballroom Level
Organizer: Elliott Friedlander, Stanford University
The Literacy Boost Program: An Approach to Maximize Relevance and Effectiveness in Supporting Children's Literacy
Amy Jo Dowd, Save the Children, and Elliott Friedlander*, Stanford University
Literacy Boost Impact on Children's Reading: Results from a Two Year Randomized Control Trial in Rwanda
Elliott Friedlander, Sen Zhou, & Claude Goldenberg*, Stanford University, and Nicole Arshan, SRI International
Literacy Boost’s Impact in Schools: Changes in Teaching and the Classroom Environment
Catherine Galloway*, Angela Sun, & Saima Malik, Stanford University
Literacy Boost Impact on Homes and Communities: A Path to Greater Equity in Learning Outcomes
Michael Tusiime*, University of Rwanda, Elliott Friedlander & Saima Malik, Stanford University
Discussant: Young-Suk Kim, University of California - Irvine

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 Flow
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

IJJ. Research Methods
Advances in Quasi-Experimental Designs
Roosevelt - Fairmont Hotel, Ballroom Level
Chair: Andrew Jaciw, Empirical Education
The Experimental - Quasi-Experimental Divide: Can Quasi-Experimental Design Methods Approximate Randomized Controlled Trial Impacts in a School Voucher Study?
Kaitlin Anderson* & Patrick Wolf, University of Arkansas
Examining the Internal Validity of School-Level Comparative Interrupted Time Series Designs Using Randomized Experiment Causal Benchmarks
Kelly Hallberg*, University of Chicago, Ryan Williams & Andrew Swanlund, American Institutes for Research
Assessing the Correspondence of Causal Conclusions in (Design)-Replication Studies
Peter M. Steiner*, University of Wisconsin - Madison, and Vivian C. Wong, University of Virginia
11:15 AM - 12:15 PM: Career Forum
The Career Forum provides an opportunity for individuals to meet with leading research firms. Each firm will host an informational session over lunch. Career Forum sponsors have exhibits on the Ballroom level of the Fairmont for the duration of the conference. The reception following the Poster Session on Friday afternoon provides another opportunity to interact with representatives of CF sponsors.

Career Forum Locations:
WestEd - Salon - Park Hyatt Hotel, Ballroom Level
SRI - Drawing Room - Park Hyatt Hotel, Ballroom Level
RTI - Gallery 3 - Park Hyatt Hotel, Ballroom Level
AIR - Gallery 1 - Park Hyatt Hotel, Ballroom Level

12:30 PM - 2:30 PM: Session 2
2A. Social and Emotional Learning in Educational Settings
Examining Teacher Effects on Students’ Academic and Non-Cognitive Outcomes from Multiple Angles
Roosevelt - Fairmont Hotel, Ballroom Level

Chair: Joshua Brown, Fordham University
Validating Teacher Effects on Students’ Attitudes and Behaviors: Evidence from Random Assignment of Teachers to Students
David Blazar, Harvard University
Engaging Teachers: Measuring the Impact of Teachers on Student Attendance in Secondary School
Jing Liu* & Susanna Loeb, Stanford University
Measuring Teacher Conscientiousness and Its Impact on Students: Insight from the Measures of Effective Teaching Longitudinal Database
Albert Cheng, Harvard University, and Gema Zamarro*, University of Arkansas
The Teacher Executive Functioning Modeling and Scaffolding (TEMS) Protocol: Implications for Understanding Academic Achievement
Sarah Bardack* & Jelena Obradović, Stanford University

2B. Classroom Instruction Invited Panel
The Growing Trend Toward Personalized Learning: Insights on What It Is, Its Implementation, and Early Effects
Salon - Park Hyatt Hotel, Ballroom Level
Moderator: Nonie Lesaux, Harvard University
John Pane, RAND
Betheny Gross, Center on Reinventing Public Education
Sue Fine, New Classrooms Innovation Partners
2C. Classroom Instruction Symposium
From Knowledge to Results: What Is Missing in Educator Professional Development Design?
Gallery 1 - Park Hyatt Hotel, Ballroom Level
Organizer: Roger Goddard, Ohio State University

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

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

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

Discussant: Eric Camburn, University of Wisconsin - Madison

2D. Effects of Educational Policies Symposium
The Impact of Performance-Based School Closures in Four Cities
Kennedy - Fairmont Hotel, Ballroom Level
Organizer: James Kemple, Research Alliance for New York City Schools

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

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

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

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

Discussant: Eric Camburn, University of Wisconsin - Madison

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 Untraman, 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 Untraman, 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 Untraman, 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 Untraman & 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.
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

Thursday March 2, 2017
3:00 PM - 5:00 PM: Session 3

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

3I. Research Methods Invited Panel
Preregistration of Social Science Research: Administrative Burden or Responsible Practice?
Drawing Room - Park Hyatt Hotel, Ballroom Level

Moderator: Stuart Buck, Laura and John Arnold Foundation
Deb Zarin, National Institutes of Health
Esther Duflo, MIT
David Mellor, Center for Open Science
Skip Lupia, University of Michigan
Jessaca Spybrook, Western Michigan University

3J. Research Methods
New Approaches to Assessing Common Educational Outcomes
Gallery 1 - Park Hyatt Hotel, Ballroom Level

Chair: Ben Kelcey, University of Cincinnati

Errors-in-Variables Regression: Why Stata's -Eivreg- Is Wrong and What To Do Instead
J.R. Lockwood*, Daniel F. McCaffrey, & Corey B. Savage, Educational Testing Service

An Ordinal Approach to Decomposing Test Score Gaps
David Quinn*, University of Southern California, and Andrew Ho, Harvard University

Cross-National Comparisons of Disparities in School Readiness:
What Can Estimates from National Cohort Studies Tell Us?
Elizabeth Washbrook*, University of Bristol, Jane Waldfogel, Columbia University, and Bruce Bradbury, University of New South Wales

Not All Zeros Are Created Equal: Zero-Inflated and Hurdle Models for Counts with Excess Zeros
Lauren Porter*, Gloria Yeomans-Maldonado, & Ann A. O’Connell, Ohio State University
Thursday March 2, 2017  
5:30 PM - 8:00 PM: Hedges Lecture & Reception

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

Friday March 3, 2017

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 Gardener, University of Oxford

7:00 PM - 8:00 PM: Reception
Colonnade - Fairmont Hotel, Lobby Level
Sponsor:

AIR
Making Research Relevant
4B. Classroom Instruction & Educational Effectiveness in Global and Immigration-Related Contexts
Promoting Academic Achievement among Diverse Vulnerable Populations
Sulgrave - Fairmont Hotel, Floor 3

Chair: Carol Connor, University of California - Irvine

Advancing Minority Gifted Identification:
Evidence from a Randomized Trial of Nurturing for a Bright Tomorrow
Angel L. Harris, Duke University, Darryl V. Hill* & Matthew A. Lenard, Wake County Public Schools

Kindergarten English Proficiency and Achievement Growth among Hispanics
Wei Wang, University of California - Irvine

Evaluating a Randomized Study of Instructional Conversations:
Improving Reading in Elementary School with English Language Learners
Pedro R. Portes*, Manuel González Canché, & Melissa Whatley, University of Georgia

Effects of an English Kindergarten Vocabulary Intervention on the Word Knowledge of Spanish-Speaking English Learners
Doris Baker*, Southern Methodist University, Betsy McCoach, University of Connecticut, Sharon Ware, University of Saint Joseph, and Michael Coyne, University of Connecticut

4C. Classroom Instruction Symposium
Important Findings from Rigorous Research about Elementary Grade Children's Reading Comprehension and Writing
Culpeper - Fairmont Hotel, Ballroom Level

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

Teacher-Led Web-Enhanced Self-Regulated Strategies Development Instruction to Improve Persuasive Writing Skills of 4th and 5th Graders
Karen R. Harris*, Arizona State University, Kausalai (Kay) Wijekumar, Texas A&M University, Steve Graham, Arizona State University, Puiwa Lei & Bonnie J.F. Meyer, Pennsylvania State University

Reading Comprehension Improves When Upper Elementary Grade Spanish Speaking English Learners Use Web-Based Text Structure Instruction with Linguistic Supports
Kausalai (Kay) Wijekumar*, Texas A&M University, Bonnie J.F. Meyer & Puiwa Lei, Pennsylvania State University, and Anita Hernandez, New Mexico State University

Fourth- and Fifth-Grade Struggling Readers Show Strong Improvements in Reading Comprehension When Taught the Structure Strategy Using a Web-Based Tutoring System
Andrea Beerwinkle* & Kausalai (Kay) Wijekumar, Texas A&M University, Bonnie J.F. Meyer & Puiwa Lei, Pennsylvania State University

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

4D. Effects of Educational Policies Symposium
Social Effects of School Choice Programs
Dumbarton - Fairmont Hotel, Floor 3

Organizer: M. Danish Shakeel, University of Arkansas

Charter School Entry and School Choice: The Case of Washington, D.C.
Maria Marta Ferreyra*, World Bank, and Grigory Kosenok, New Economic School

Squeezing the Public School Districts: The Fiscal Effects of Eliminating the Louisiana Scholarship Program
Corey A. DeAngelis & Julie R. Trivitt*, University of Arkansas

The Juice Is Worth the Squeeze: A Benefit/Cost Analysis of the Experimental Evidence on Private School Vouchers across the Globe
M. Danish Shakeel*, Kaitlin P. Anderson, & Patrick J. Wolf, University of Arkansas

Discussant: Philip Gleason, Mathematica Policy Research
4E. Effects of Educational Policies Symposium
Insights Into How Two Effective Human Capital Interventions Produced Their Impacts:
New York City’s Small High Schools of Choice and the National Job Corps Program
Kennedy - Fairmont Hotel, Ballroom Level

Organizer: Howard Bloom, MDRC

Mediators of the Effects of New York City’s Small High Schools of Choice
on Ninth-Grade Progress toward Graduation
Howard Bloom*, Rebecca Unterman, & Pei Zhu, MDRC, Sean Reardon, Stanford University,
and Fatih Unlu, RAND

Ninth-Grade On-Track Status as a Precursor to High School Success in Small Schools of Choice
Lindsay Page*, University of Pittsburgh, Avi Feller, University of California - Berkeley,
Luke Miratrix, Harvard University, Marie-Andree Somers & Rebecca Unterman, MDRC

Unpacking Complex Mediation Mechanisms in the Multisite Job Corps Evaluation
Jonah Deutsch*, Mathematica Policy Research, Edward Bein, Abt Associates,
Guanglei Hong, University of Chicago, Kristin Porter, MDRC, Xu Qin, University of Chicago,
and Alma Vigil, Mathematica Policy Research

Discussant: Michael McPherson, Spencer Foundation

Friday March 3, 2017 8:00 AM - 10:00 AM: Session 4

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

Discussant: Jessica Howell, College Board

Friday March 3, 2017 8:00 AM - 10:00 AM: Session 4

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

Friday March 3, 2017 8:00 AM - 10:00 AM: Session 4
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:

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 Mediational Role of Self-Regulation in Early Childhood
Donna Berthelsen*, Nicole Hayes, Sonia L. J. Williams, &
Kate E. Williams, Queensland University of Technology

Executive Functioning Skills Mediate Associations between Classroom Quality
and Academic Achievement in Elementary School
Jenna Finch* & Jelena Obradović, Stanford University

Minds Under Siege: Measuring the Impact of Traumatic Stress
and a Psychosocial Intervention on the Executive Functioning of Syrian Refugee Children
Alexandra Chen*, Harvard University, Catherine Panter-Brick, Yale University,
and Margaret Sheridan, University of North Carolina - Chapel Hill

5B. Social and Emotional Learning in Educational Settings
Beyond the Classroom: Factors Influencing Students in Schools
Sulgrave - Fairmont Hotel, Floor 3

Chair: Meghan McCormick, MDRC

The Heterogeneous Effects of Summer Jobs:
Using Machine Learning to Analyze Two Field Experiments
Jonathan Davis, University of Chicago, and Sara Heller*, University of Pennsylvania

Immediate Impacts of Community Violence on Student Behavior in Schools
Rebecca Hinze-Pifer* & Lauren Sartain, University of Chicago

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

Friday March 3, 2017 10:30 AM - 1:00 PM: Keynote Address & Lunch

Friday March 3, 2017 1:00 PM - 2:30 PM: Session 5
5C. Classroom Instruction
Improving Practice in Mathematics and Science: Investigating The Roles of Cognition and Motivation
Gallery 1 - Park Hyatt Hotel, Ballroom Level

Chair: Heather Hill, Harvard University

The Effectiveness of Cognitive Principles in Authentic Education Settings: Research to Practice
Yvonne Kao, Jodi Davenport, Bryan Matlen*, Larry Thomas, & Steve Schneider, WestEd

Large Gains in Undergraduate Biology Student Achievement from a Combined Cogniitive-Motivational Intervention
Jennifer Cromley*, University of Illinois - Urbana/Champaign, Avi Kaplan, Temple University, Kyle Mara, University of Southern Indiana, Michael J. Balsai & Ting Dai, Temple University, and Tony Perez, Old Dominion University

Engaging Students in Science: Measurement Invariance of Science Practices across Middle School Grades and Socioeconomic Subgroups
Christine Bae* & Morgan DeBusk-Lane, Virginia Commonwealth University

5D. Effects of Educational Policies Panel
What Do We Really Know about Business as Usual? How Researchers and Practitioners Can Work Together to Improve the Evaluation of Program Effectiveness
Salon - Park Hyatt Hotel, Ballroom Level

Moderator: Kathleen Thomas, Mississippi State University
Kristin Klopfenstein, University of Northern Colorado
Adrienne Reitano, School District of Philadelphia
Matthew Lenard, Wake County Public Schools

5E. Effects of Educational Policies
Two Paths to Change: School Turnaround and Student Choice
Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Patrick J. Wolf, University of Arkansas

The Impact of School Improvement Grants on Practices and Student Outcomes: Findings from a National Evaluation Using a Regression Discontinuity Design
Lisa Dragoset*, Jaime Thomas, Mariesa Herrmann, John Deke, & Susanne James-Burdumy, Mathematica Policy Research, Cheryl Graczewski & Courtney Tanenbaum, American Institutes for Research

Early Impacts of the Indiana Choice Scholarship Program: Achievement Effects for Students in Upper Elementary and Middle School
R. Joseph Waddington*, University of Kentucky, and Mark Berends, University of Notre Dame

School Turnaround in Massachusetts: The Impact of SIG Funded School Redesign Grants
Christina LiCalsi* & Dionisio Garcia Piriz, American Institutes for Research

5F. Education and Life Cycle Transitions
The Impact of College Course Work in High School
Gallery 2 - Park Hyatt Hotel, Ballroom Level

Chair: Michael Hurwitz, College Board

Effects of Advanced Placement Science Courses on Students' Science Interest and Ability; Evaluation from a Randomized Control Trial
Mark C. Long*, University of Washington, Dylan Conger, George Washington University, Raymond McGhee Jr., Equal Measure, and Alec Kennedy, University of Washington

The Impact of Early Colleges on Postsecondary Performance
Julie Edmunds*, University of North Carolina - Greensboro, Fatih Unlu, RAND, Jane Furey, Abt Associates, and Elizabeth Glennie, RTI International

More College Prep, Less College Success? The Effects of an AP Expansion Program
John Hansen, Harvard University
5G. Educational Effectiveness in Global and Immigration-Related Contexts & Research <-> Practice Symposium
Toward Contextually-Based Evidence in International Education: Moving Beyond What Works to Questions of for Whom and under What Conditions
Drawing Room - Park Hyatt Hotel, Ballroom Level

Organizer: Kate Schwartz, New York University

Taking Stock: Frequency Of, Barriers To, and Potential Ways to Foster More Policy-Relevant Education Research in Low- and Middle-Income Countries
Kate Schwartz*, Yeshim Iqbal, & J. Lawrence Aber, New York University

An Examination of the Design and Statistical Power of Impact Evaluations in Low- and Middle-Income Countries
Jessaca Spybrook*, Qi Zhang, & Dustin Anderson, Western Michigan University

Establishing Measurement Invariance of the International Development and Early Learning Assessment (IDELA) across Five Countries
Sharon Wolf, University of Pennsylvania, Peter Halpin*, Hiro Yoshikawa, Natalia Rojas, & Sarah Kabay, New York University, Amy Jo Dowd & Lauren Pisani, Save the Children

Discussant: Michael Weiss, MDRC

5H. Research Methods
The Group Matters: Challenges in Research Design
Culpeper - Fairmont Hotel, Ballroom Level

Chair: Nianbo Dong, University of Missouri

Prospective Matching Methods in Education Research: Recruiting an Active Comparison Sample for Causal Inference
Richard Correnti, Ally Thomas*, Baeksan Yu, & Jennifer Russell, University of Pittsburgh, Laura Booker & Nate Schwartz, Tennessee Department of Education, and Mary Kay Stein, University of Pittsburgh

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

Analysis of Propensity Score Approaches in Difference-in-Differences Designs
Diego Luna Bazaldua, Boston College

Friday March 3, 2017 1:00 PM - 2:30 PM: Session 5

5I. Research Methods
Estimating Causal Effects: A New Day
Roosevelt - Fairmont Hotel, Ballroom Level

Chair: Elizabeth Tipton, Columbia University

Applications of Small Area Estimation to the Generalizability of Experiments with Small Sample Sizes
Wendy Chan, University of Pennsylvania

On the Standard Errors of Causal Effect Estimators After Variable Selection
Bryan Keller* & Zhipeng Hou, Columbia University

Identification of Causal Effects Using Gain Scores
Yongnam Kim* & Peter M. Steiner, University of Wisconsin - Madison

5J. Research Methods
Value-Added Models: Evolution of Analysis
Dumbarton - Fairmont Hotel, Floor 3

Chair: Cristofer Price, Abt Associates

Leveraging Lotteries for School Value-Added: Testing and Estimation
Joshua Angrist, Peter Hull*, & Parag Pathak, MIT, and Christopher Walters, University of California - Berkeley

Are Value-Added Estimates Unbiased? An Assessment Using Multiple Districts
Elias Walsh, Philip Gleason*, Eric Isenberg, & Jeffrey Max, Mathematica Policy Research

Teaching Students More or Teaching More Students: A Method-of-Moments Analysis of VAM Improvement
J. Edward Guthrie, Vanderbilt University
3:00 PM - 5:00 PM: Session 6

6A. Social and Emotional Learning in Educational Settings Invited Symposium
Supporting Students’ College Success:
The Role of Intrapersonal and Interpersonal Competencies
Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: Margaret Hilton, National Research Council

*Competencies That Research Suggests Are Related to College Success*
Greg Duncan, University of California - Irvine

*Meta-Analysis of Random Assignment Studies of Interventions Targeting the Identified Competencies*
Sabrina Solanki, University of California - Irvine

*The Importance of College Contexts in the Development of the Identified Competencies among First Generation and Under-Represented Minority College Students*
K. Ann Renninger, Swarthmore College

*The Nature and Quality of Assessments of the Identified Competencies*
Joan Herman, University of California - Los Angeles

Discussant: Nicholas Bowman, University of Iowa

6B. Classroom Instruction & Educational Effectiveness in Global and Immigration-Related Contexts
Learning from Differences: How Assessing Starting Points May Influence Practice
Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Jill Pentimonti, American Institutes for Research

*Using Longitudinal Data to Understand L1-L2 Bidirectional Relations in Literacy Acquisition*
Young-Suk Kim*, University of California - Irvine, and Benjamin Piper, RTI International

*The Impact of Two Approaches to Early Literacy Intervention in Grades K-2*
Barbara Foorman*, Sarah Herrera*, & Jennifer Dombek, Florida State University

*MOCCA’s Instructional Effects: More Than Just A Correct Answer*
Mark L. Davison*, University of Minnesota, Ben Seipel, University of Wisconsin - River Falls, Sarah E. Carlson & Gina Biancarosa, University of Oregon, and Bowen Liu, University of Minnesota

6C. Effects of Educational Policies Invited Panel
Increasing the Demand for Rigorous Education Policy Research
Salon - Park Hyatt Hotel, Ballroom Level

Moderator: Diane Schanzenbach, Northwestern University

Gordon Berlin, MDRC

Ruth Neild, Philadelphia Education Research Consortium

Grover J. Whitehurst, Brookings Institution
6D. Effects of Educational Policies
Understanding the Impact of Peers and Behavior
Culpeper - Fairmont Hotel, Ballroom Level
Chair: Seth Gershenson, American University

Unintended Consequences: Does the Effort to Reduce Suspensions Harm Learning Environments?
NaYoung Hwang, University of California - Irvine

Relative Age and the Achievement of Elementary School English Language Learners:
Evidence from a Policy Intervention
Christopher Doss, Stanford University

Peer Influence on Academic Achievement: Mean, Variance, and Network Effects under School Choice
Megan Andrew* & Cheng Wang, University of Notre Dame

The Role of Teacher and Student Race in Predicting At-Risk Behavior Ratings on a Behavior Screener
Ericka Weathers, Stanford University

6E. Research ➔ Practice Symposium
Analyzing Fidelity of Implementation Data in Educational Interventions
Gallery 2 - Park Hyatt Hotel, Ballroom Level
Organizer: Tyler Watts, University of California - Irvine

Long-Term Impacts of the TRIAD Scale-Up Model on Teachers’ Fidelity of Implementation
Douglas Clements* & Julie Sarama, University of Denver, and Mary Elaine Spitler, University at Buffalo - SUNY

Using Fidelity Data to Elucidate the Results of a Quasi-Experiment on Assessment-2-Instruction Technology
Carol Connor* & Karen Taylor, University of California - Irvine

Assessing the Correspondence between Student-Level Fidelity Data and Observational Measures of Classroom Instructional Content
Joshua Lawrence*, University of California - Irvine, Alex Lin, Vanguard University, and Catherine Snow, Harvard University

Partial Fidelity of Implementation as a Predictor of Student Achievement
Among Teachers Using a Pre-Algebra Supplemental Program in Rural Mississippi
Tedra Clark* & Joshua Stewart, McREL

Discussant: Pamela Morris, New York University

6F. Education and Life Cycle Transitions Symposium
Evidence from Career Pathway and Acceleration Strategies in Public Two-Year Colleges
Sulgrave - Fairmont Hotel, Floor 3
Organizer: Theresa Anderson, Urban Institute

Accelerating Connections to Employment:
A Collaborative Approach to Career Pathways Training and Workforce Development
Yvette Lamb & Christina McHugh*, ICF International

Final Impact Findings from Accelerating Opportunity
Theresa Anderson*, Lauren Eyster, & Daniel Kuehn, Urban Institute, Burt Barnow, George Washington University, and Robert I. Lerman, Urban Institute

College Count$: Evidence of Impact
Michael Scuello* & Robert Harrington, Metis Associates

A Summative Outcomes Evaluation of TAACCCT-Funded Competency-Based Education Programs at Three Community Colleges
Ann Person* & Jaime Thomas, Mathematica Policy Research

Discussant: Jessica Howell, College Board
6G. Educational Effectiveness in Global and Immigration-Related Contexts
Invited Symposium
Policy Contexts of Immigrant-Origin Youth and Youth Adult Employment and Educational Outcomes
Gallery 1 - Park Hyatt Hotel, Ballroom Level
Organizer: Dylan Conger, George Washington University

The Effect of College Networks on Immigrant and Minority Employment Outcomes
Colin Chellman*, CUNY, Dylan Conger, George Washington University, and Lesley Turner, University of Maryland

State K-20 Policy Opportunity and Barriers for Immigrant and English Learner Students
Stella Flores, New York University

Matthew Shaw, American Bar Foundation

Discussant: Eric Dearing, Boston College

6H. Research Methods
Power Analysis for Multilevel CRTs, RDDs and CITS
Dumbarton - Fairmont Hotel, Floor 3
Chair: Christopher Rhoads, University of Connecticut

Constrained Optimal Sample Allocation in Multilevel Randomized Experiments Using PowerUpR
Metin Bulus* & Nianbo Dong, University of Missouri

Statistical Power for Indirect Effects in Clustered Regression Discontinuity Designs
Ben Kelcey*, University of Cincinnati, and Kyle Cox, University of California - Berkeley

Statistical Power and Autocorrelation for Short, Comparative Interrupted Time Series Designs with Aggregate Data
Andrew Swanlund*, American Institutes for Research, Kelly Hallberg, University of Chicago, and Ryan Williams, American Institutes for Research

Power Analysis for Multilevel Randomized Cost Effectiveness Trials
Wei Li* & Nianbo Dong, University of Missouri, and Rebecca Maynard, University of Pennsylvania

6I. Research Methods Symposium
Addressing Practical and Technical Challenges When Measuring Achievement Gaps: Implications for Practice and Policy
Drawing Room - Park Hyatt Hotel, Ballroom Level
Organizer: James Soland, Northwest Evaluation Association

Understanding Changes in Racial Achievement Gaps during Elementary and Middle School
Josh Gagne* & Erin Fahle, Stanford University

Sensitivity of Achievement Gap Trend Estimates to Alternative Treatments of Nested Data
Benjamin Shear*, University of Colorado - Boulder, and Yeow Meng Thum, Northwest Evaluation Association

School Norms for Mathematics Achievement Status, Term-to-Term Growth, and Gender Gap
Yeow Meng Thum* & James Soland, Northwest Evaluation Association

Estimating Conditional Nonparametric Gaps: An Example Involving Student Test-Taking Engagement
James Soland* & Yeow Meng Thum, Northwest Evaluation Association

Discussant: Eric Hedberg, NORC

6J. Invited Panel
Making Evidence Matter in Decisions about Education Policy and Practice
Kennedy - Fairmont Hotel, Ballroom Level
Moderator: Robert Granger, SREE Vice President

Christopher Mazzeo, Education Northwest
Lashawn Richburg-Hayes, MDRC
Ruth López Turley, Rice University
David Yokum, Government of the District of Columbia
5:30 PM - 6:30 PM: Session 7 Poster Session
Colonnade - Fairmont Hotel, Lobby Level

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 Raczel, City Connects

   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

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

    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

    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 A. Rifenbark, University of Connecticut

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

19. Analyzing the Effect of City Connects on Student Achievement
    Using a Regression Discontinuity Design
    Diego Luna Bazaldua*, Mary E. Walsh, & Erin Sibley, Boston College,
    Terrence J. Lee-St. John, SRI International, Eric Deering, Laura O’Dwyer,
    Anastasia E. Raczek, & Claire Foley, Boston College

20. The Heart of Great Teaching: A Global Survey of Educator Effectiveness
    Jessica Yarbro*, 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

   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

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

8:30 AM - 9:30 AM: Plenary
Psychological and Economic Perspectives on Educational Inequality

Moderator: Nikole Hannah-Jones
New York Times

Sian Beilock
Stella Rowley Professor of Psychology
University of Chicago

Rucker Johnson
Goldman School of Public Policy
University of California-Berkeley

Sponsor:
10:00 AM - 12:00 PM: Session 8

8A. Social and Emotional Learning in Educational Settings
Next Generation Measurement of Social-Emotional Learning
Gallery 1 - Park Hyatt Hotel, Ballroom Level

Chair: Dale Farran, Vanderbilt University

A Web-Based System for Measuring Social Emotional Skills in Kindergarten to Third Grade
Clark McKown* & Nicole Russo-Ponsaran, Rush University Medical Center

Advancing the Conceptualization and Measurement of Social-Emotional Competence and School Readiness
Travis Cramer*, Pamela Morris, & Clancy Blair, New York University, and Family Life Project Key Investigators, University of North Carolina - Chapel Hill

Group Assessment of Executive Functions in the Classroom Context: Implications for Academic Achievement
Jelena Obradović*, Michael J. Sulik, Jenna Finch, & Nicole Strayer, Stanford University

8B. Effects of Educational Policies & Educational Effectiveness in Global and Immigration-Related Contexts
Improving Opportunities to Learn for Academically Vulnerable Adolescents and Young Adults
Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Julie Edmunds, University of North Carolina - Greensboro

The Importance of Educational Credentials: Schooling Decisions and Returns in Modern China
Alexander Eble*, Columbia University, and Feng Hu, University of Science and Technology Beijing

A Meta-Analysis of Regression Discontinuity Studies Examining the Effects of Placement into Postsecondary Developmental Education
Jeffrey Valentine, University of Louisville, Spyros Konstantopoulos*, Michigan State University, and Sara Goldrick-Rab, Temple University

Bringing CUNY ASAP to Ohio: A Randomized Controlled Trial (RCT) in Three Community Colleges
Michael Weiss*, Colleen Sommo, & Alyssa Ratledge, MDRC

Effective Programs for Struggling Secondary Readers
Ariane Baye*, University of Liege, Cynthia Lake, Amanda Inns, & Robert Slavin, Johns Hopkins University

8C. Effects of Educational Policies
School Discipline & Attendance
Sulgrave - Fairmont Hotel, Floor 3

Chair: Sara Heller, University of Pennsylvania

Understanding a Vicious Cycle: Assessing the Effect of Discipline on Student Outcomes in a World of Potential Reverse Causality
Kaitlin Anderson, Gary Ritter*, & Gema Zamarro, University of Arkansas

Exclusionary Discipline in Schools: Does Reducing Suspensions Help?
Rebecca Hinze-Pifer* & Lauren Sartain, University of Chicago
8D. Research <-> Practice Symposium
Examining the Replication of an Evidence-Based Intervention:
Taking the Pathway Project to Scale in High-Need Districts
Drawing Room - Park Hyatt Hotel, Ballroom Level

Organizer: Katrina Woodworth, SRI International

Evolution of the Pathway Project Intervention and Defining Key Components for Replication
Carol Booth Olsen, University of California - Irvine

Effects of the Pathway Project on Teacher Practice and Student Achievement (a Multi-Site RCT)
Katrina Woodworth*, Nicole Arshan, & H. Alix Gallagher, SRI International

Development of an Outcome Measure to Meet Evaluation Needs:
The Case of the Analytic Writing Continuum for Literary Analysis
Nicole Arshan*, SRI International, and Linda Friedrich, National Writing Project

Scaling the Pathway Project: Lessons for the Field
H. Alix Gallagher* & Katrina Woodworth, SRI International

Discussant: James Kim, Harvard University

8E. Research <-> Practice Panel
Effectively Engaging Practitioners:
Strategies to Expand the Toolkit from Three Research-Practice Partnerships
Salon - Park Hyatt Hotel, Ballroom Level

Moderator: Paula Arce-Trigatti, Rice University

Lisa Shimmel, REL Midwest
Lindsay Weixler, Education Research Alliance for New Orleans
Ruth Curran Neild, Philadelphia Education Research Consortium
Adrienne Reitano, School District of Philadelphia
Joshua Lin, Philadelphia Education Research Consortium

8F. Education and Life Cycle Transitions
College and Career Readiness Programs and the Transition To and Through College
Roosevelt - Fairmont Hotel, Ballroom Level

Chair: Michal Kurlaender, University of California - Davis

The Impact of the Florida College and Career Readiness Initiative on Postsecondary Outcomes
Christine Mokher, Daniel Leeds*, & Julie Harris, CNA

Building Better Bridges to Life after High School:
Experimental Evidence on Contemporary Career Academies
Steven Hemelt*, University of North Carolina - Chapel Hill,
Matthew Lenard & Colleen Paeplow, Wake County Public Schools

Easing the Transition to College:
An Investigation into When and How Transition Coaching Is Effective
Tamara Linkow & Beth Gamse*, Abt Associates, Fatih Unlu, RAND,
Erin Bumgarner, Hayley Didriksen, & Jane Furey, Abt Associates

The Effect of Incentivizing Career and Technical Education Course Taking
on Educational & Employment Outcomes
Shaun M. Dougherty*, University of Connecticut,
Michael A. Gottfried & Cameron Sublett, University of California - Santa Barbara

8G. Educational Effectiveness in Global and Immigration-Related Contexts
Improving Educational Outcomes in Africa
Culpeper - Fairmont Hotel, Ballroom Level

Chair: Sarah Kabay, New York University

Large Scale Impact of Embedded Early Childhood Programs: The Tayari Intervention
Benjamin Piper, RTI International

Impact Evaluation of Niger’s NECS and IMAGINE Education Projects
Emilie Bagby*, Kristine Bos, Anca Dumitrescu,
Nick Ingwersen, & Matt Sloan, Mathematica Policy Research

Effectiveness of Interactive Distance Instruction:
Experimental Evidence from Ghanaian Primary Schools
Jamie Johnston*, Stanford University, and Christopher Ksoll, Mathematica Policy Research
8H. Educational Effectiveness in Global and Immigration-Related Contexts & Classroom Instruction Symposium
Experimental and Quasi-Experimental Approaches to Evaluating Early Childhood Educational Programming in Low- and Middle-Income Countries
Dumbarton - Fairmont Hotel, Floor 3

Organizer: Dana Charles McCoy, Harvard University

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

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

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

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

Discussant: Abbie Raikes, University of Nebraska

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

Organizer: Jordan Rickles, American Institutes for Research

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

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

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

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

Discussant: Peter Schochet, Mathematica Policy Research
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

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.
Ballroom Level
Fairmont Hotel

Floor 3 Meeting Rooms
Fairmont Hotel

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

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

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

INTEGRATION OF DATA FROM THE WHAT WORKS CLEARINGHOUSE

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

Development of the Registry was supported by the Institute of Education Sciences.
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The Society for Research on Educational Effectiveness would like to thank the following organizations for their support:
Improving Long-Term Educational Trajectories
Moving Education Science Forward by Leaps and Bounds: The Need for Interdisciplinary Approaches to Improving Children’s Educational Trajectories
Pamela A. Morris and Sean F. Reardon

Persistence and Fadeout in the Impacts of Child and Adolescent Interventions
Drew Bailey, Greg J. Duncan, Candice L. Odgers, and Winnie Yu

Universal Interventions: Fully Exploring Their Impacts and Potential to Produce Population-Level Impacts
Mark T. Greenberg and Rachel Abenavoli

Intervention, Evaluation, and Policy Studies
Unpacking the Treatment Contrast in the Head Start Impact Study: To What Extent Does Assignment to Treatment Affect Quality of Care?
Allison H. Friedman-Krauss, Maia C. Connors, and Pamela A. Morris

Does Early Mathematics Intervention Change the Processes Underlying Children’s Learning?
Tyler W. Watts, Douglas H. Clements, Julie Sarama, Christopher B. Wolfe, Mary Elaine Spitler, and Drew H. Bailey

Causal Connections Between Mathematical Language and Mathematical Knowledge: A Dialogic Reading Intervention
David J. Purpura, Amy R. Napoli, Elizabeth A. Wehrspann, and Zachary S. Gold

Methodological Studies
Estimating Causal Effects of Education Interventions Using a Two-Rating Regression Discontinuity Design: Lessons From a Simulation Study and an Application
Kristin E. Porter, Sean F. Reardon, Fatih Unlu, Howard S. Bloom, and Joseph R. Cimpian

Characteristics of School Districts That Participate in Rigorous National Educational Evaluations
Elizabeth A. Stuart, Stephen H. Bell, Cyrus Ebnesajjad, Robert B. Olsen, and Larry L. Orr

Empirical Performance of Covariates in Education Observational Studies
Vivian C. Wong, Jeffrey C. Valentine, and Kate Miller-Bains

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