SREE
Society for Research on Educational Effectiveness

SPRING 2019 CONFERENCE
Tensions and Tradeoffs:
Responding to Diverse Demands for Evidence

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 and are thanked and recognized in the year-ending SREE newsletter. Institutional members also receive discounts on conference exhibit space and a meeting discount of $60 for students (academic) or junior staff (firm, no more than 5 years post degree).

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
1000 Thomas Jefferson St. NW
Washington, DC 20007

WEDNESDAY MARCH 6, 2019

11:00 AM - 4:00 PM: Professional Development Workshops
Workshops require an additional fee.

Workshop A: 12:00 PM - 4:00 PM
A Survey of Methods for Assessing Treatment Effect Variation in Education Impact Evaluations
Luke Miratrix, Harvard Graduate School of Education
Avi Feller, Goldman School, UC Berkeley
Roosevelt - Ballroom Level

Workshop B: 11:00 AM - 12:30 PM, 1:30 PM - 3:30 PM
Integrating the Examination of Costs into Efficacy Proposals and Field Trials
A. Brooks Bowden, North Carolina State University
Viviana Rodriguez, Columbia University
Latrobe - Ballroom Level

Workshop C: 12:00 PM - 4:00 PM
Using School-Level Data from the Stanford Education Data Archive
Sean Reardon, Stanford University
Andrew D. Ho, Harvard University
Benjamin R. Shear, University of Colorado, Boulder
Erin M. Fahle, St. John’s University
Culpeper - Ballroom Level

Workshop D: 12:00 PM - 4:00 PM
Advanced Methods in Meta-Analysis
Terri Pigott, Loyola University Chicago
Josh Polanin, American Institutes for Research
Elizabeth Tipton, Northwestern
Ryan Williams, American Institutes for Research
Longworth - Ballroom Level
4:00 PM - 6:00 PM: Women in Quantitative Methodology
Please join us to discuss career strategies for women interested in quantitative methods in education, and to develop new collaborative research networks, with reception to follow.
Kennedy - Ballroom Level

Hosts:
Jill Bowdon, AIR
Trisha Borman, AIR
Terri Pigott, Loyola University Chicago
Beth Tipton, Northwestern University
Vivian Wong, University of Virginia

Sponsor:

AIR
Making Research Relevant

6:00 PM - 7:00 PM: Women in Quantitative Methodology Reception
Ballroom Foyer

Thursday March 7, 2019
7:30 AM - 8:15 AM: New Member/First Time Attendee Breakfast
8:30 AM - 10:00 AM: Session 1

THURSDAY MARCH 7, 2019

8:30 AM - 10:00 AM: Session 1

1A. Paper Session
Academic Learning in Education Settings
Elementary Reading and Math
Culpeper - Ballroom Level

Chair: Darryl Hill, Fulton County Schools

Adaptive Math and Student Achievement:
Evidence from a Randomized Controlled Trial of DreamBox Learning
Matthew Lenard*, Harvard University, and Anisa Rhea, Wake County Public Schools

Effective Tier 1 Reading Instruction for Elementary Schools: A Systematic Review
Amanda Inns*, Cynthia Lake, & Sooyeon Byun, Johns Hopkins University,
Chenchen Shi, Beijing Normal University, and Robert Slavin, Johns Hopkins University

Building Mathematical Identity After School: Results of a Cluster-Randomized Trial
Andrea Beesley*, SRI International,
Cheri Fancsali, Research Alliance for New York City Schools,
and Michaela Gulemetova, IMPAQ International

How Much Evidence Is "Enough"?: Tensions Between Teachers' Perceptions of Impact and Distal Measures of Vocabulary Learning
Kylie Flynn*, Linlin Li, Cathy Ringstaff, Larry Thomas, & Rachel Tripathy, WestEd
1B. Paper Session
Early Childhood Education
Exploring Conditions and Quality in Early Childhood Education
Ballroom 1

Chair: Kerry Hofer, Abt Associates

The Short-Term Effects of Instructional Coaching on Teacher Quality in Early Childhood Education
Emily Hanno, Harvard University

The Ups and Downs of Classroom Quality Over the Preschool Year and Relations to Children’s School Readiness
Kathryn E. Gonzalez*, Harvard University, Olivia Healy, Northwestern University, Luke Miratrix, Harvard University, and Terri J. Sabol, Northwestern University

Supporting Survey Data Use to Strengthen Organizational Conditions in Early Education
Debra Pacchiano* & Maureen Wagner, Ounce of Prevention Fund, Stacy Ehrlich, NORC, and Amanda Stein, Ounce of Prevention Fund

Exploring the Role of Quality in a Statewide Population Study of Children’s Early Learning and Care
Kathryn Gonzalez*, Emily C. Hanno, Rosa Guzman, Wendy Wei, Nonie K. Lesaux, & Stephanie M. Jones, Harvard University

1C. Panel
Education in Global Contexts & Education Policy
Results Vs Rigor: Balancing Tensions for Productive Evaluation Partnerships
Latrobe - Ballroom Level

Moderator: Marc Shotland, IDinsight

Lee Crawfurd, Tony Blair Institute for Global Change
Mauricio Romero, Autonomous Technological Institute of Mexico
Lisa Chen, Bridge International Academies
Meghan Mahoney, Edcuate!

1D. Symposium
Postsecondary Education
Developmental Education Reform to Improve Student Outcomes: Findings from Four Evaluations
Longworth - Ballroom Level

Organizer: James Benson, Institute of Education Sciences

Evaluation of a Multiple Measures Placement System Using Data Analytics: Early Impact Findings
Elisabeth Barnett*, Peter Bergman, Elizabeth Kopko, & Vikash Reddy, Community College Research Center, Clive Belfield, Queens College, CUNY, and Susha Roy, Community College Research Center

The Causal Impact of Corequisite Remediation on Student Outcomes
Trey Miller*, American Institutes for Research, Lindsay Daugherty, RAND, Paco Martorell, University of California - Davis, and Russell Gerber, Texas Higher Education Coordinating Board

Evaluation of the Dana Center Math Pathways
Elizabeth Zachry Rutschow* & Dominique Dukes, MDRC, Julia Raufman, Nicole Edgecombe, & Adnan Moussa, Community College Research Center, Dan Cullinan & Victoria Deitch, MDRC

Accelerating Success: The Impact of Florida’s Developmental Education Reform on First Year Credit Accumulation
Shouping Hu*, Difei Li, Toby Park, & Christine Mokher, Florida State University

Discussant: Christopher M. Mullin, Education Commission of the States
1E. Paper Session
Organization of Schools and Systems
Assessing Models of Coaching and Teacher Development
Decatur - Ballroom Level

Chair: Abigail Gray, University of Pennsylvania

Assessing Models of Coaching and Teacher Development: An Illustrative Case from a Teacher Coaching Program
David Blazar*, University of Maryland - College Park, and Matthew A. Kraft, Brown University

Preparing Teachers in Denver: Examining the Impact of Denver Teacher Residency on Teacher Retention, Teacher Effectiveness, and Student Achievement
Eleanor Fulbeck*, Ryan Eisner, Martyna Cikowicz, & Bo Zhu, American Institutes for Research

What Is the Effect of Teaching in Underserved Schools on Beliefs About Education Inequality and Reform? Evidence from Teach for America
Virginia Lovison*, Harvard University, Katharine Conn, Columbia University, and Cecilia Mo, University of California - Berkeley

1F. Symposium
Research Methods
New Directions for the What Works Clearinghouse (WWC):
Expanding the Accessibility and Reach of WWC Products
Ballroom 2

Organizer: Allan Porowski, Abt Associates

Prioritization of Topic Areas and Interventions in Early Childhood to Grade 12 for the What Works Clearinghouse
Elias Walsh* & Jill Constantine, Mathematica Policy Research

New Approaches for Characterizing Findings in What Works Clearinghouse Intervention Reports
Joshua Polanin*, American Institutes for Research, Jeff Valentine, University of Louisville, Ryan Williams, Joe Taylor, Sarah Caverly, Daniel Hubbard, & Elizabeth Nolan, American Institutes for Research

Combining Machine Learning and Qualitative Analysis to Study Public Discourse about Opting Out of Testing
Amy Burkhardt*, Terri S. Wilson, Wagma Mommandi, & Michele Moses, University of Colorado - Boulder

1G. Paper Session
Research Methods
Getting Fancy with Complex Data Contexts
Kennedy - Ballroom Level

Chair: Luke Miratrix, Harvard University

A Bias-Corrected Limited Information Estimator for Small to Moderate Scale Multilevel Structural Equation Models
Ben Kelcey* & Kyle Cox, University of Cincinnati, and Nianbo Dong, University of North Carolina - Chapel Hill

Conditional Randomization Tests for Peer-Effects in Exogenous Link Formation Experiments
Guillaume Basse*, Avi Feller, & Peng Ding, University of California - Berkeley, and Panos Toulis, University of Chicago

Using Machine Learning and Auxiliary Data for Precise, Unbiased, Causal Inference
Adam Sales*, University of Texas - Austin, Johann Gagnon-Bartsch & Edward Wu, University of Michigan, Neil Heffernan & Anthony Botelho, Worcester Polytechnic Institute, Luke Miratrix, Harvard University, and Thanaporn March Patikorn, Worcester Polytechnic Institute

Discussant: Christopher Weiss, U.S. Department of Education
1H. Paper Session
Social and Emotional Learning in Education Settings
Motivational Interventions Evaluated in Individual-Level Random-Assignment Designs: Replications, Scale-Ups, and New Approaches
Roosevelt - Ballroom Level

Chair: Matthew Linick, Cleveland Metropolitan School District

The Effects of a Purpose for Learning Mindset Intervention on Low-Income High School Students' Academic Success
Jill Gandhi*, Tyler W. Watts, & C. Cybele Raver, New York University

The Demotivating Effect (and Unintended Message) of Retrospective Awards
Carly D. Robinson*, Harvard University, Jana Gallus, University of California - Los Angeles, Monica G. Lee, Stanford University, and Todd Rogers, Harvard University

Helping Students Reappraise Social and Academic Adversity During the Transition to Middle-School: A District-Wide Replication of a Mindset Intervention
Geoffrey Borman* & Jaymes Pyne, University of Wisconsin - Madison

Overcoming Motivational Challenges in Writing: A Randomized Control Trial
Fien De Smedt*, Ghent University, Steve Graham, Arizona State University, and Hilde Van Keer, Ghent University

Thursday March 7, 2019 10:15 AM - 11:45 AM: Session 2

10:15 AM - 11:45 AM: Session 2

2A. Panel
Academic Learning in Education Settings
Quantitative Research with Students from Low-Incidence Populations: Tensions and Tradeoffs between Rigor and Relevance
Decatur - Ballroom Level

Moderator: Karrie Shogren, University of Kansas
Becca Schillaci, Education Development Center
Caroline E. Parker, Education Development Center
James Mitchell, Wisconsin Center for Education Research

2B. Invited Symposium
Early Childhood Education
Understanding Effects of Early Childhood Education
Kennedy - Ballroom Level

Organizer: Erika Gaylor, SRI International

Natural Variation in Dosage and Intensity of a Public Preschool Program and Associations with School Readiness Skills
Erika Gaylor*, Xin Wei, Kate Ferguson, & Donna Spiker, SRI International

Effects of Full-Day Pre-Kindergarten
Allison Atteberry*, University of Colorado - Boulder, Daphna Bassok, University of Virginia, Hannah Denker, University of Colorado - Boulder, and Vivian Wong, University of Virginia

Sitting and Listening or Standing and Waiting: Kindergarten in a Large Urban District
Mimi Engel*, University of Colorado - Boulder, Robin Jacob, University of Michigan, and Amy Claessens, University of Wisconsin - Madison

Discussant: Tyler Watts, New York University
2C. Symposium
Education Policy & Education in Global Contexts
Designing Public Finance Systems for Non-State Schools in the Developing World: Evidence from Diverse Contexts
Longworth - Ballroom Level

Organizer: Justin Sandefur, Center for Global Development

Increasing Access by Waiving Tuition: Evidence from Haiti
Melissa Adelman*, Peter Holland, & Tillmann Heidelk, World Bank

Understanding School Competition Under Voucher Regimes
Cristian Sanchez, Autonomous Technological Institute of Mexico

Low Returns to Low-Cost Private Schools: Evidence from a Voucher Lottery in Delhi
Lee Crawfurd*, University of Sussex, Dev Patel, Harvard University, and Justin Sandefur, Center for Global Development

Outsourcing Service Delivery in a Fragile State: Experimental Evidence from Liberia
Mauricio Romero*, Autonomous Technological Institute of Mexico, Justin Sandefur, Center for Global Development, and Wayne Sandholtz, University of California - San Diego

Discussant: Clare Leaver, University of Oxford

2D. Symposium
Postsecondary Education
Nudging Students through the Postsecondary Pipeline: Information, Reminders, and Advice from Enrollment to Degree Completion
Ballroom 1

Organizer: James Benson, Institute of Education Sciences

Digital Messaging to Improve College Enrollment and Success
Christopher Avery, Harvard University, Benjamin L. Castleman, University of Virginia, Michael Hurwitz, College Board, Bridget Terry Long, Harvard University, and Lindsay C. Page*, University of Pittsburgh

Cash for College Apps: The Effects of Conditional Cash Transfers on Selective College Enrollment
Benjamin L. Castleman & Zachary Sullivan*, University of Virginia

Financial Aid Nudges: A National Experiment to Increase Retention of Financial Aid and College Persistence
Sara Goldrick-Rab, Temple University, Lindsay C. Page, University of Pittsburgh, Bruce Sacerdote, Dartmouth College, Benjamin L. Castleman, University of Virginia, and Neil Seftor*, Temple University

Nudges to the Finish Line: Experimental Evidence on Strategies to Increase College Completion for Students at Risk of Late Departure
Eric P. Bettinger, Stanford University, Benjamin L. Castleman, University of Virginia, and Zachary Mabel*, College Board

Discussant: Lashawn Richburg-Hayes, Insight Policy Research
2E. Panel
Organization of Schools and Systems
What Does the Research (and LEA Leadership) Say on Research Use?
Examining the Alignment between Research Design and District Leader Engagement
Ballroom 2

Moderator: Joy Lesnick, School District of Philadelphia
Kristen Davidson, University of Colorado - Boulder
Darryl Hill, Fulton County Schools
Matthew Linick, Cleveland Metropolitan School District

2F. Symposium
Research Methods
Towards an Improved Understanding of Multisite Trials with Treatment Effect Variation
Roosevelt - Ballroom Level

Organizer: Luke Miratrix, Harvard University
Which Program Characteristics Are Linked to Program Impacts?

A Practitioner’s Guide to Intent-to-Treat Effects from Multisite (blocked) Individually Randomized Trials: Estimands, Estimators, and Estimates
Luke Miratrix, Harvard University, and Michael J. Weiss*, MDRC

Think Globally, Balance Locally: Multi-Level Calibrated Propensity Score Estimation for Multi-Site Observational Studies
Eli Ben-Michael* & Avi Feller, University of California - Berkeley

Discussant: Rob Olsen, Westat

2G. Symposium
Research Methods
New Types of Data and Their Applications in Educational Research
Culpeper - Ballroom Level

Organizer: Min Sun, University of Washington - Seattle
Promises and Challenges of Using Text as Data in Educational Research:
Using the Study of School Improvement Strategies to Illustrate
Min Sun*, University of Washington - Seattle, Jing Liu, Brown University,
Junmeng Zhu & Zachary LeClair, University of Washington - Seattle

Helping Students FIG-Ure It Out:
A Large-Scale Study of Freshmen Interest Groups (FIGs) and Student Success
Lovenoor Aulck*, Joshua Malters, Casey Lee, Gianni Mancinelli, Min Sun, & Jevin West, University of Washington - Seattle

The Decline of Virtual Resource Seeking: The Impact of the Common Core State Standards
Kaitlin T. Torphy*, Yuqing Liu, Jiliang Tang, & Sihua Hu, Michigan State University

Metagenomic Effects in Human Behavior: The Case of Adolescent Smoking
Ramina Sotoudeh*, Princeton University, Kathleen Mullan Harris, University of North Carolina - Chapel Hill, and Dalton Conley, Princeton University

Discussant: Tracy M. Sweet, University of Maryland
2H. Paper Session
Social and Emotional Learning in Education Settings
Contexts That Support Social and Emotional Well-Being:
New Evidence from Randomized Trials
Latrobe - Ballroom Level

Chair: Elizabeth Merrill, Research Alliance for New York City Schools

Investigating the Benefits of Arts Education:
An Experimental Evaluation of Houston's Arts Access Initiative
Daniel Bowen*, Texas A&M University, and Brian Kisida, University of Missouri

A Randomized Trial Testing the GBG+MTP Program with Early Career Teachers: Effects on Students
Lauren Molloy Elreda*, Patrick Tolan, Catherine Bradshaw, & Jason Downer, University of Virginia, April Lawson & Nicholas Ialongo, Johns Hopkins University

The Evaluation of the WINGS After-School Socio-Emotional Program for At-Risk Urban Children
David Grissmer* & Chelsea Duran, University of Virginia, Laura Brock, College of Charleston, Andrew Mashburn, Portland State University, Elizabeth Cottone, University of Virginia, Helyn Kim, Brookings Institution, and William Murrah, Auburn University

Experimental Impacts of the 4Rs+MTP Program on Teachers’ Well-Being, Classroom Interactions, and Children’s Social-Emotional and Academic Development
Joshua L. Brown*, Amy E. Lowenstein, Esther Sutton, & Richmond Carlton, Fordham University, and Jason Downer, University of Virginia

12:00 PM - 1:00 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. Conference participants should upload their CV. Firms will review CVs and may elect to schedule initial screening interviews.

Career Forum Sponsors:

Career Forum Locations:
AIR - Roosevelt - Ballroom Level
IMPAQ - Culpeper - Ballroom Level
WestEd - Latrobe - Ballroom Level

12:15 PM - 1:00 PM: IES Session
The Institute of Education Sciences: Plans and Priorities
Kennedy - Ballroom Level

Speakers:
Mark Schneider, Institute of Education Sciences
Matthew Soldner, Institute of Education Sciences
Joan McLaughlin, Institute of Education Sciences
Elizabeth Albro, Institute of Education Sciences
Thursday March 7, 2019  1:15 PM - 2:45 PM: Session 3

3A. Paper Session
Academic Learning in Education Settings
Evaluations of Science Interventions
Latrobe - Ballroom Level

Chair: Christina Chhin, Institute of Education Sciences

Evaluation of the Thinking, Doing, Talking Science Programme

Using Design-Based Implementation Research and a Randomized Controlled Trial to Replicate, Refine, and Study the Effectiveness of a Model of Reading Engagement (MORE) on First-Graders' Science Domain Knowledge, Reading Motivation and Engagement, and Reading Comprehension
James Kim*, Mary Burkhauser, Laura Mesite, & Catherine Armstrong, Harvard University

Efficacy Study of the Science Notebook in a Universal Design for Learning Environment
Jennifer Yu*, Xin Wei, Kate Ferguson, & Anne Fikes, SRI International, Tracey Hall & Jose Blackorby, CAST

3B. Paper Session
Early Childhood Education & Education in Global Contexts
Evidence on Teaching and Learning in Early Childhood Education
Ballroom 2

Chair: Stacy Ehrlich, NORC

Preparing High-Need Children for Standards-Based Math Instruction in Elementary School Through a Two-Year Math Intervention: Evidence from a RCT at a State Level of Scale
Prentice Starkey, Alice Klein*, & Kylie Flynn, WestEd, Ben Clarke & Jessica Turtura, University of Oregon, Thomas Cook, George Washington University, and Jaime Thomas, Mathematica Policy Research

Comparing a Learning Trajectory Approach to a Teach-to-the-Target Approach in Early Arithmetic
Douglas H. Clements* & Julie Sarama, University of Denver, Arthur J. Baroody, University of Illinois - Urbana/Champaign, and Candace Joswick, University of Denver

Measuring Repeating Patterning Skill in Kindergarten
Erica Zippert*, Ashli-Ann Douglas, & Bethany Rittle-Johnson, Vanderbilt University

Absenteeism among Chilean Preschool Children
Atsuko Muroga*, Columbia University, and Martha Klutig, Pontifical Catholic University of Chile

Thursday March 7, 2019  1:15 PM - 2:45 PM: Session 3

3C. Symposium
Postsecondary Education
Conducting Impact Studies in Community College Settings
Kennedy - Ballroom Level

Organizer: Julie Edmunds, University of North Carolina - Greensboro

Making Summer Pay Off: Using Behavioral Science to Encourage Postsecondary Enrollment
Michael J. Weiss*, Camielle Headlam, & Caitlin Anzelone, MDRC

Improving Performance in Online Courses: The Impact of Project COMPASS
Dora Gicheva*, Julie Edmunds, Beth Thrift, Jeremy Bray, & Marie Hull, University of North Carolina - Greensboro

Identifying Factors Influencing Impact Estimates in Project COMPASS
Julie Edmunds*, Dora Gicheva, & Beth Thrift, University of North Carolina - Greensboro, Bryan Ryan, Kai Wang, & Christopher Roddenberry, Wake Technical Community College

Becoming College-Ready: Early Findings from a CUNY Start Evaluation
Althea Webber*, CUNY, Sue Scrivener, Himani Gupta, Michael J. Weiss, & Ben Cohen, MDRC, Maria Cormier & Jessica Brathwaite, Columbia University

Discussant: Lashawn Richburg-Hayes, Insight Policy Research
3D. Paper Session
Organization of Schools and Systems & Education in Global Contexts
Exploring Understudied Sources of Bias in Teacher Observations
Decatur - Ballroom Level

Chair: Daniel McCaffrey, Educational Testing Service

Unintended Bias in Teacher Observation Scores: The Assignment, Not Receipt, of Classroom Observations
Seth Hunter, George Mason University

Evaluating Teacher Evaluation: Evidence from Chile
Andreas de Barros, Harvard University

Improving Teacher Evaluation: Using Evidence from an RCT to Compare Ratings Used for Feedback to Ratings Used for Research
Andrew Wayne*, Jordan Ricketts, Mike Garet, Seth Brown, & Mengli Song, American Institutes for Research

What Goes In, Must Come Out?
Initial Academic Achievement, College Value Added and Teacher Quality
Sebastian Gallegos, Inter-American Development Bank, and Christopher Neilson*, Princeton University

3E. Symposium
Research Methods
The Past, Present, and Future of Recruitment and Generalization in Education
Ballroom 1

Organizer: Elizabeth Tipton, Northwestern University

Assessing the Relevance of IES Funded Goal 3 and 4 Studies to Important Policy Populations
Elizabeth Tipton*, Northwestern University, Qian Wang & Jessaca Spybrook, Western Michigan University, and Katie Fitzgerald, Northwestern University

Assessing Sampling Methods for Generalization from RCTs: Modeling Recruitment and Participation
Gleb Furman* & James Pustejovsky, University of Texas - Austin

Incorporating External Validity into the What Works Clearinghouse
Robert Olsen*, Westat, Elizabeth Stuart, Johns Hopkins University, and Elizabeth Tipton, Northwestern University

Discussant: Vivian Wong, University of Virginia

3F. Paper Session
Research Methods
Violations of Modeling (or Data) and What to Do about It
Roosevelt - Ballroom Level

Chair: Tracy M. Sweet, University of Maryland

Weighting-Based Sensitivity Analysis for Evaluating the Average Treatment Effect: A Re-Analysis of the Project STAR Data
Guanglei Hong*, University of Chicago, Fan Yang, University of Colorado - Denver, and Xu Qin, University of Pittsburgh

New Research Directions with the NAEP: Utilizing the NAEP Microdata for Education Policy Research
Joshua Bleiberg, Vanderbilt University

Substantive Interpretation of Moderation Effects in Multilevel Logistic Regression Models
Julie Lorah, Indiana University - Bloomington

Design and Analytic Implications in Modeling Student Mobility Across Correlated Schools
Tessa Johnson*, Yi Feng, & Laura Stapleton, University of Maryland - College Park

3G. Symposium
Social and Emotional Learning in Education Settings
Advancing Social and Emotional Learning in Educational Settings with Research-Practice Partnerships
Culpeper - Ballroom Level

Organizer: Paula Arce-Trigatti, Rice University

Learning about Sense of Belonging in a Research Practice Partnership
Lisa Merrill, Research Alliance for New York City Schools

A Researcher-Practitioner Partnership in Illinois
Jill Bowdon, American Institutes for Research

School Climate and Social Emotional Learning: Two Sides of the Same Coin?
Sarah Bruch, University of Iowa

Discussant: Laura Wentworth, California Education Partners
3H. Paper Session
Social and Emotional Learning in Education Settings & Education in Global Contexts & Organization of Schools and Systems
Teacher-Student Expectations and Practices
Longworth - Ballroom Level

Chair: Emily Doolittle, U.S. Department of Education

Re-Opening Pandora’s Box: The Association between Teachers’ Expectations and Students’ Educational Expectations, Aspirations, and Self-Efficacy
Jorge Cuartas, Harvard University, Sandra Garcia* & Dario Maldonado, University of the Andes, and Andres Molano, New York University

A Teacher Like Me Revisited: Effects of Student-Teacher Race/Ethnicity Matching on Students’ Educational and Behavioral Outcomes
NaYoung Hwang*, Patrick Graff, & Mark Berends, University of Notre Dame

Combining Restorative Practices with Diplomas Now:
Initial Results from a Randomized Control Trial Evaluating Impacts on Teacher’s Practices, Students’ Disciplinary Problems, Suspensions/Expulsions and Conflict in Big City Schools
Ashley Grant*, Doug Maclver, Robert Balfanz, Vaughan Byrnes, Emily Clark, & Richard Lofton, Johns Hopkins University

A Randomized Control Trial Evaluation of the Impact of Restorative Practices on Discipline, Attendance, Achievement and Climate
Catherine Augustine, John Engberg*, & Geoff Grimm, RAND

Thursday March 7, 2019
1:15 PM - 2:45 PM: Session 3

3:00 PM - 4:30 PM: Session 4

4A. Symposium
Academic Learning in Education Settings
Content and Language, Rigor and Accommodation:
Tensions and Trade-Offs of STEM Access for English Learners
Decatur - Ballroom Level

Organizer: Molly Faulkner-Bond, WestEd

Evidence of Promise for a Scaffolded Math Curriculum for Middle School English Learners
Diane August*, American Institutes for Research, and Chris Barr, University of Houston

Assessing English Learners’ Mathematical Understandings with Challenging Multisemiotic Classroom Assessment Tasks
Laura Wright* & Rebecca Kopriva, University of Wisconsin - Madison

A Comprehensive Research-Based Computer Assessment and Accommodation System for English Language Learner Students
Jamal Abedi*, University of California - Davis, Mikyung Kim Wolf, Educational Testing Service, and Fereshteh Hejri, Advance Research & Data Analyses Center

Patterns of EL Math and Science Coursetaking in Grades 6-9:
First Year Findings from a Researcher-Practitioner Partnership Project
Elizabeth A. Sanders*, Anna W. Van Windekens, & Manka M. Varghese, University of Washington

Discussant: Matthew Linick, American Institutes for Research
4B. Symposium
Early Childhood Education
Aligning Measures of Teacher Practice to Program Models and Theories of Change: Evidence from Pre-K and Kindergarten Classrooms
Ballroom 1

Organizer: Rachel Abenavoli, New York University

Adapting and Embedding a Measure of Teacher Practice: Observations of Pre-K Classrooms in a Large Urban District
Rachel Abenavoli*, New York University; Vanessa Rodriguez, NYU School of Medicine; Travis Cramer, Natalia Rojas, & Pamela Morris, New York University; Spring Dawson-McClure, Andrea Troxel, & Laurie Brotman, NYU School of Medicine

A Tale of Two Preschool Observational Measures: Effects of an Intervention on a Well-Aligned Versus General Classroom Quality Measure
Natalia Rojas* & Pamela Morris, New York University

Effects of Instructional Alignment across PreK and Kindergarten: Evidence from the Boston Public Schools
Meghan McCormick*, Samantha Xia, & Mirjana Pralica, MDRC; Christina Weiland, University of Michigan; JoAnn Hsueh & Michelle Maier, MDRC; Catherine Snow, Harvard University; and Jason Sachs, Boston Public Schools

Discussant: Bridget Hamre, University of Virginia

4C. Invited Panel
Education Policy
Evaluating Strategies to Support Student Success
Ballroom 2

Moderator: A. Brooks Bowden, North Carolina State University

Kevin Gee, University of California - Davis

Dennis Kramer, University of Florida

Rekha Balu, MDRC

Kelley Hallberg, UChicago Urban Labs

4D. Paper Session
Postsecondary Education
First Year College Experience
Latrobe - Ballroom Level

Chair: Rita Karam, RAND

Self-Regulated Strategy Instruction For Basic College Writers: Results from a Randomized Experiment
Charles MacArthur, University of Delaware; Zoi A. Traga-Philippakos, University of Tennessee; Henry May* & Jill Compello*, University of Delaware

Experimental Evidence on First-Year Experience, Mentoring, and Divergent Levels of Need Among Pell-Eligible Students
Dan Fitzpatrick*, Yu Du, Daniel Collier, Angela Wilson, Jaclyn Rivard, Ran Shi, & Cecelia Parnther, Western Michigan University

What Is the Impact of a First-Year Experience Course and Mentoring Program on Early Postsecondary Outcomes? Experimental Evidence from the Broncos FIRST Program
Jennifer Ash*, Austin Nichols, & Micah Villarreal, Abt Associates; Andrea Beach & Daniel Collier, Western Michigan University

4E. Panel
Academic Learning in Education Settings
Practitioner versus Researcher in Four Rounds: Evaluation Tensions and Tradeoffs in Rural Communities
Longworth - Ballroom Level

Moderator: Jennifer Hamilton, NORC

Victoria Schaefer, SRI International

Kai Lonnie Dunsmore, NORC

Maryann Corsello, BARR Center

Linda Friedrich, National Writing Project
Thursday March 7, 2019

4F. Symposium
Research Methods
Why Generalizing a Multisite Trial Is Hard and What We Might Do about It
Kennedy - Ballroom Level

Organizer: Luke Miratrix, Harvard University

Study Design Elements That Enhance the Ability to Predict Site-Specific Impacts
Elizabeth Stuart*, Ian Schmid, & Larry Orr, Johns Hopkins University,
Stephen Bell & Robert Olsen, Westat

The Effect of Distributional Overlap on the Precision of Bounds for Generalization
Wendy Chan* & Japbir Gill, University of Pennsylvania

Estimating Population Wide Impact Estimates of School Type by
Leveraging Student School Choice Data and School Lotteries
Luke Miratrix*, Harvard University, Rebecca Untermann, MDRC,
and Kelly Quinn, University of California - Berkeley

Discussant: Elizabeth Tipton, Northwestern University

4G. Symposium
Research Methods
Design Considerations and Challenges in Planning Complicated Multilevel Experiments
Roosevelt - Ballroom Level

Organizer: Nianbo Dong, University of North Carolina - Chapel Hill

Power Analysis of Two- and Three-Level Multisite Moderation Studies
Nianbo Dong*, University of North Carolina - Chapel Hill,
Ben Kelcey, University of Cincinnati, and Jessaca Spybrook, Western Michigan University

The Influence of Imbalanced Subgroup Units in Statistical Power for Moderator Effects in
Cluster Randomized Trials: Empirical Evidence from IES-Funded Studies
Qi Zhang* & Jessaca Spybrook, Western Michigan University

Statistical Power for Mediation Effects in Three-Level Group Randomized Trials
Ben Kelcey* & Kyle Cox, University of Cincinnati

Statistical Power and Optimal Design for Multisite and Cluster-Randomized Studies
When the Outcome Is Not Fully Reliable
Kyle Cox* & Ben Kelcey, University of Cincinnati

Discussant: Christopher Rhoads, University of Connecticut

Thursday March 7, 2019

4H. Symposium
Social and Emotional Learning in Education Settings & Education in Global Contexts
Social-Emotional Intervention Programs for Refugee and Crisis-Affected Children in
Low-, Middle-, and High-Income Countries
Culpeper - Ballroom Level

Organizer: Ha Yeon Kim, New York University

Promoting Children’s Social Emotional Learning in Conflict-Affected Settings:
Differential Impacts by Gender and Refugee Status in Niger
Ha Yeon Kim*, Lindsay Brown, & Mayari Montes De Oca, New York University,
Jeannie Annan, International Rescue Committee,
and John Lawrence Aber, New York University

SEL Functioning in Crisis-Contexts:
Role of Gender, Grade Level, and School Attendance in Sierra Leone
Lindsay Brown* & Ha Yeon Kim, New York University,
Jeannie Annan, International Rescue Committee,
and John Lawrence Aber, New York University

Dosage Variability in School-Based Programs: The Roles of Individual- and Classroom-Level
Attendance in Refugee Student Intervention Outcomes
Abigail C. Keim*, Pennsylvania State University, and Ha Yeon Kim, New York University

Discussant: Sharon Wolf, University of Pennsylvania
5:00 PM - 6:30 PM: Welcome & Hedges Lecture
Ballroom - Fairmont Hotel

Welcome
Ruth Neild, SREE President

Hedges Lecture
Shaping the Arc of Educational Research
Judith Singer
Harvard University

Sponsors:

William T. Grant Foundation

Making Research Relevant

Thursday March 7, 2019
5:00 PM - 6:30 PM: Welcome & Hedges Lecture

Thursday March 7, 2019
6:30 PM - 7:30 PM: Reception & Session 5 Posters

6:30 PM - 7:30 PM: Reception & Session 5 (First Poster Session)

5A. Poster Session
Academic Learning in Education Settings
Ballroom Foyer

Impact Study of a Personalized Learning Model
Elizabeth McCarthy*, WestEd, and Ying Liu, University of Southern California

The Implementation of a Two-Year Reading and Dropout Prevention Intervention with High School English Learners
Leticia Martinez*, Anna-Mári Fall, Sharon Vaughn, & Greg Roberts, University of Texas - Austin, and Jeremy Miciak, University of Houston

Propensity Score Methods for the Evaluation of Multilevel Usage Patterns of Virtual Learning Environments
Walter Leite, Zeyuang Jing, & Anne C. Huggins-Manley, University of Florida, Dee D. Cetin-Berber, Fresno Unified School District, Zachary K. Collier*, University of Delaware, and Carole R. Beal, University of Florida

Improving Mathematics Achievement for Diverse Learners: The Efficacy of a Professional Development Program for Teachers in Grades K-5

Reading Comprehension Improves When Fourth- and Fifth-Grade Economically Disadvantaged Learners Use Web-Based Text Structure Instruction with Trained Teacher Support
Kay Wijekumar*, Texas A&M University, Puiwa Lei & Bonnie J.F. Meyer, Pennsylvania State University, and Andrea Beerwinkle, Texas A&M University
5B. Poster Session
Organization of Schools and Systems
Ballroom Foyer

**Modeling the Diffusion of Prevention in School Contexts:**
*Methods for Strengthening Causal Inference*
Lawrie Green*, Max Crowley, & Gregory Fosco, Pennsylvania State University

**Exploring the Concept of Professional Capital:**
*Insights from the 2015-16 National Teacher and Principal Survey (NTPS)*
Sakiko Ikoma* & Yuan Zhang, American Institutes for Research

"You Can Go Your Own Way": Longitudinal Analysis of School-Level Growth Trajectories in the Context of Curricular Choice
Brooks Rosenquist* & Stephanie Hamilton, Denver Public Schools

Does Increased Policing Reduce Violent Crimes in the Middle Grades?
Kenneth Anderson, Howard University

5C. Poster Session
Education in Global Contexts
Ballroom Foyer

**Effect of Parental Preference for Child Sex on Child Outcomes: Evidence from Korea**
Won Fy Lee, University of Minnesota

**Long Run Effects of Teachers in Vietnam**
Lee Crawfurd*, University of Sussex, and Caine Rolleston, University College London

5D. Poster Session
Research Methods
Ballroom Foyer

**Controlling for Latent Confounding by Confirmatory Factor Analysis (CFA)**
Rui Lu* & Bryan Keller, Columbia University

**The Effect of Differential Measurement Error on Numeric Covariate Balance**
Heather Harris*, Inteleos, and S. Jeanne Horst, James Madison University

**Heterogeneous Subgroup Identification in Observational Studies**
Jianshen Chen*, College Board, and Bryan Keller, Columbia University

**Estimating Attrition in School-Based Evaluation Studies:**
*Guidance from State Longitudinal Data in Maryland*
Angela Henneberger*, University of Maryland - Baltimore, Yi Feng, Tessa Johnson, & Yating Zheng, University of Maryland - College Park, Bess Rose, University of Maryland - Baltimore, Laura Stapleton & Tracy Sweet, University of Maryland - College Park, and Michael Woolley, University of Maryland - Baltimore

**A Proposal for Causal Analysis of School-Level Resources:**
*The Effect of Counselor Caseload Size on College Enrollment*
Dhathri Chunduru, Johns Hopkins University

'generalize': Statistical Software for Implementing Methods to Generalize Randomized Trial Findings to a Well-Defined Target Population
Benjamin Ackerman*, Ian Schmid, Trang Quynh Nguyen, Marissa Seamans, & Elizabeth Stuart, Johns Hopkins University

Evaluating Implementation Fidelity's Role in the Kidsteps II Intervention Study Via Multilevel Mixture Mediation Modeling
Anthony J. Gambino* & Christopher Rhoads, University of Connecticut, Carole Upshur & Melodie Wenz-Gross, University of Massachusetts Medical School
FRIDAY MARCH 8, 2019

8:30 AM - 10:00 AM: Session 6

6A. Symposium
Academic Learning in Education Settings
Accelerating the Academic Achievement of Students with Learning Disabilities Research Initiative: On the Importance of Moderator Analysis in Intervention Research
Latrobe - Ballroom Level

Organizer: Michael Coyne, University of Connecticut

Using Moderator Analysis to Identify the First-Grade Children Who Benefit More and Less from a Reading Comprehension Program: A Step Towards Aptitude-by-Treatment Interaction
Doug Fuchs, Vanderbilt University

Racing Against the Vocabulary Gap: Matthew Effects in Early Vocabulary Instruction and Intervention
Michael Coyne, University of Connecticut

Exploring the Relationship between Initial Math Skill and the Impact of a Kindergarten Math Intervention on Student Math Outcomes
Christian Doabler, University of Texas - Austin

Does the Severity of Students’ Pre-Intervention Math Deficits Affect Responsiveness to Generally Effective First-Grade Intervention?
Lynn Fuchs, Vanderbilt University

Discussant: Gregory Roberts, University of Texas - Austin

FRIDAY MARCH 8, 2019

8:30 AM - 10:00 AM: Session 6

6B. Paper Session
Early Childhood Education
Experimental Evidence in Early Childhood Education
Kennedy - Ballroom Level

Chair: Melinda Mollette, Gwinnett County Public Schools

A Multisite Randomized Controlled Trial of Descubriendo La Lectura (DLL): A Within-Study Replication
Trisha Borman*, American Institutes for Research, Geoffrey Borman, University of Wisconsin - Madison, Bo Zhu, So Jung Park, Alejandra Martin, Scott Houghton, & Sidney Wilkinson-Flicker, American Institutes for Research

A Reanalysis of Impacts of the Tennessee Voluntary Prekindergarten Program
Tyler Watts*, New York University, Greg Duncan &Mariela Rivas, University of California - Irvine

The Effect of Early Skills on Schooling Attainment, Employment and Starting Wages
Sebastian Gallegos*, Inter-American Development Bank, and Pablo Celhay, Pontificia Catholic University of Chile

The Effect of Personalized Text-Message Support on Completed Applications for and Enrollment in Early Childhood Education
Lindsay Weixler*, Tulane University, Daphna Bassok, University of Virginia, Jon Valant, Brookings Institution, Justin Doromal, University of Virginia, and Alica Gerry, Tulane University
6C. Paper Session
Education Policy & Education in Global Contexts
School Finance, Management, and Reforms
Longworth - Ballroom Level

Chair: Krystafer Redden, Rhode Island Department of Education

Money and Freedom: The Impact of California's School Finance Reform on Academic Achievement and the Composition of District Spending
Sean Tanner*, WestEd, and Rucker Johnson, University of California - Berkeley

Spending More on the Poor? A Comprehensive Summary of State-Specific Responses to School Finance Reforms from 1990-2014
Christopher Candelaria*, Vanderbilt University, Kenneth Shores, Pennsylvania State University, and Sarah Kabourek, Vanderbilt University

Improving Public Sector Management at Scale? Experimental Evidence on School Governance in India
Karthik Muralidharan, University of California - San Diego, and Abhijeet Singh*, Stockholm School of Economics

Strengthening Local Governance of Schools - Evidence from Pakistan
Minahil Asim, University of California - Davis

6D. Panel
Postsecondary Education
When Rigor and Relevance go Hand-in-Hand: An Exploration of Mutuality in Three Studies Examining College Readiness Policies through Research-Practice Partnerships
Culpeper - Ballroom Level

Moderator: Paula Arce-Trigatti, Rice University

Carrie Miller, Los Angeles Education Research Institute

Michelle Hodara, Education Northwest

Diana Mercado-Garcia, Stanford University

6E. Invited Panel
Organization of Schools and Systems & Education in Global Contexts
Gender, Gender Bias, and Education in Global Contexts
Decatur - Ballroom Level

Moderator: Alex Eble, Columbia University

Girija Borker, World Bank

Nuria Rodriguez Planas, Queens College, CUNY

Pamela Jakiela, Center for Global Development

6F. Paper Session
Research Methods
Problems with Power in Planning RCTs
Ballroom 2

Chair: Jessica Spybrook, Western Michigan University

Statistical Power in Studies That Use the Synthetic Control Method
Duncan Chaplin*, Dallas Dotter, Nick Ingwersen, & Arif Mamun, Mathematica Policy Research

Bound Constrained Optimization of Sample Sizes with Monetary Restrictions in Planning Multilevel Randomized Experiments and Regression Discontinuity Studies
Metin Bulus*, Adiyaman University, and Nianbo Dong, University of North Carolina - Chapel Hill

Statistical Power Calculations for Evaluations That Will Interpret Impact Estimates Using the BASIE (BAyeSian Interpretation of Estimates) Framework
John Deke* & Mariel Finucane, Mathematica Policy Research

Tensions and Tradeoffs: Responding to Diverse Demands for Evidence - Case Study of an Underpowered, Randomized Control Trial
Daniel McCaffrey*, John Sabatini, Jill Burstein, Kelsey Dreier, & Kiertha Biggers, Educational Testing Service
6G. Invited Panel  
Research Methods & Education Policy  
Building Bridges: Adapting Rigorous Research Designs for Relevance and Impact across Diverse Contexts  
Ballroom 1  

Moderator: Ruth Neild, Research for Action  
Beth Boulay, Project Evident  
Anthony Bryk, Carnegie Foundation for the Advancement of Teaching  
Scott Cody, Insight Policy Research  
Rebecca Maynard, University of Pennsylvania

6H. Invited Symposium  
Social and Emotional Learning in Education Settings  
Roosevelt - Ballroom Level  

Organizer: David S. Yeager, University of Texas - Austin  

Causal Mechanisms and Effect Modification  
Teppei Yamamoto, MIT  

A Growth Mindset Intervention Designed to Improve High School GPA Is Most Effective for Under-Performing Students Attending Schools with Supportive Peer Norms  
Maithreyi Gopalan*, Pennsylvania State University, and David S. Yeager, University of Texas - Austin  

How Do the Effects of a Brief Social Belonging Intervention on College Achievement Vary Across Students and Schools?  
Gregory Walton, Stanford University  

A Brief "Values Alignment" Intervention Improves Dietary Preferences More Strongly Among Adolescents Higher in Testosterone  
Christopher Bryan*, University of Chicago, Fortunato (Nick) Medrano & Robert Josephs, University of Texas - Austin  

Using Bayesian Causal Forest Models to Examine Treatment Effect Heterogeneity  
Jared Murray*, University of Texas, Carlos Carvalho, University of Texas - Austin, and Richard Hahn, Arizona State University

10:30 AM - 12:00 PM: Keynote Address  
Ballroom - Fairmont Hotel  

Communication and Miscommunication Between Researchers and Practitioners/Policymakers  
Timothy Shanahan  
Distinguished Professor Emeritus, University of Illinois at Chicago  

Introduction: Spring 2019 Program Co-Chair
1:00 PM - 2:15 PM: Session 7 (Second Poster Session) & Dessert Reception

7A. Poster Session
Early Childhood Education
Ballroom Foyer

When Should Low-Income Mothers with Young Children Return to School?
Associations Between Mothers' Educational Attainment and
Children's Early Academic, Socio-Emotional, and Health Outcomes
Owen Schochet* & Anna Johnson, Georgetown University

Investigating the Effects of an Early Childhood Intervention on Adolescent Substance Use
Joshua E. Ruf*, Tyler W. Watts, Chen Li, & C. Cybele Raver, New York University

Multiple Perspectives on Partnership Success:
A Research-Practice Partnership in Early Childhood Education
Julia Honoroff*, Elise Cappella, Rachel Abenavoli,
Travis Cramer, & Natalia Rojas, New York University,
Amudha Balaraman, New York City Department of Education,
and Pamela Morris, New York University

Validation of the Systematic Assessment of Book 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

Synthesizing and Presenting the (Very Limited) Evidence Base for
Early Childhood Curricula to Practitioners
Jennifer Crandell*, Osnat Zur, & Jennifer Marcella-Burdett, WestEd

7B. Poster Session
Social and Emotional Learning in Education Settings
Ballroom Foyer

Do High School Climate Measures Predict Adolescent Socioemotional Outcomes?
Chen Li*, Alaa Khader, Tyler Watts, & Cybele C. Raver, New York University

Efficacy of a K-1 Social-Emotional Learning Intervention for
Students At-Risk for EBD: Initial Findings
Ann Daunic*, Nancy Corbett, Stephen W. Smith, Dan Poling,
Megan Worth, & Emily Crews, University of Florida

The Early Teacher-Child Relationship and Middle School Functioning:
A Longitudinal Study of Urban, Low-Income Youth
E. Parham Horn* & Erin E. O'Connor, New York University, Meghan P. McCormick, MDRC,
and Sandee McClowry, New York University

Social-Emotional Learning and Academic Achievement in Middle School:
Implications for Early Programming
Robin Neuhaus* & E. Parham Horn, New York University, Meghan P. McCormick, MDRC,
Erin E. O’Connor, Elise Cappella, & Sandee McClowry, New York University

Social Emotional Development: Teacher Perceptions of Assessment and Instruction
Sara Thayer, SRI International

Identifying Between and Within Classroom Differences in Science Engagement:
The Role of Supportive Learning Environments for English Learners
Ashley Hunt* & Sara Rimm-Kaufman, University of Virginia,
and Jose Olais, Northern Arizona University
7C. Poster Session
Education Policy
Ballroom Foyer

Do Developer-Commissioned Evaluations Inflaffect Effect Sizes?
Rebecca Wolf*, Jennifer Morrison, Robert Slavin, & Kelsey Risman, Johns Hopkins University

Does the Response to Intervention Approach Improve Academic and Disability Outcomes?
Zhiling Shea* & Jade Jenkins, University of California - Irvine

7D. Poster Session
Postsecondary Education
Ballroom Foyer

An Evaluation of the Educational Impact of College Campus Visits: A Randomized Experiment
Gema Zamarro, Elise Swanson, Katherine M. Kopotic*, Jonathan N. Mills, & Jay P. Greene, University of Arkansas, and Gary Ritter, Saint Louis University

Income-Based Gaps in Parental Investments in Adolescence
Preeya Mbekeani, Harvard University

2:30 PM - 4:00 PM: Session 8

8A. Paper Session
Academic Learning in Education Settings
Technology in the Classroom
Culpeper - Ballroom Level

Latent Profile and Transition Analysis of Reading Proficiency among Grade 4 Students: The Intervention Effect of Intelligent Tutoring System
Shuai Zhang*, Texas A&M University, Pui-Wa Lei, Pennsylvania State University, Kay Wijekumar & Manjari Banerjee, Texas A&M University

Integrating Writing and Technology in the Classroom: Lessons from New York City
Emma Alterman*, Rekha Balu, & Zeest Haider, MDRC

When Students Fail Ninth Grade English: Implementation and Initial Outcomes for a Blended Learning Approach to Credit Recovery
Jordan Rickles*, Rui Yang, Peggy Clements, Jessica Heppen, Iliana Brodziak de los Reyes, & Sonia Dhillon, American Institutes for Research

Developing and Testing the Effects of an App-Supported Personalized Literacy Intervention to Improve Reading Engagement and Comprehension
Catherine Armstrong*, James Kim, Mary Burkhauser, & Laura Mesite, Harvard University
8B. Symposium
Education Policy
Zoology One in the School District of Philadelphia:
Tradeoffs and Tensions in Comprehensive Program Evaluation
Ballroom 2

Organizer: Abigail Gray, University of Pennsylvania

Measuring Academic Outcomes in a Hard-to-Assess Student Population
Tesla Dubois, Abigail Gray, Katarina Suwak*, & Philip Sirinides, University of Pennsylvania

Assessing Non-Traditional Outcomes in Young Children
Ryan Fink*, Abigail Gray, & Tesla DuBois, University of Pennsylvania

Inclusion of Costs and the Tradeoff between Rigor and Purchase Price
A. Brooks Bowden* & Viviana Rodriguez, North Carolina State University

Kindergarten in SDP: A Special Case of Joiners
Philip Sirinides* & Abigail Gray, University of Pennsylvania

Discussant: Rebecca Maynard, University of Pennsylvania

8C. Paper Session
Postsecondary Education & Education in Global Contexts
Postsecondary Curricular Choices and Outcomes
Longworth - Ballroom Level

Chair: Neil Seftor, Temple University

The Impact of Choice Architecture on Postsecondary STEM Enrollment:
Evidence from a Randomized Controlled Trial
NaLette Brodnax, Georgetown University

Accelerated Study in Associate Programs (ASAP) Ohio Demonstration
Colleen Sommo, Daniel Cullinan*, & Michelle Manno, MDRC

Economic Returns to Graduate Studies Abroad
Sebastian Gallegos, Princeton University

Studying Abroad during High School: Determinants and Effects
Nicolas Hübner*, Ulrich Trautwein, & Benjamin Nangengast, University of Tuebingen

Discussant: David Evans, Center for Global Development

8D. Symposium
Organization of Schools and Systems & Education in Global Contexts
Creating Incentives for Effective Teaching:
Insights from Four Experimental Studies in Developing Countries
Decatur - Ballroom Level

Organizer: Andrew Zeitlin, Georgetown University

Effects, Timing and Heterogeneity of the Provision of Information in Education:
An Experimental Evaluation in Colombia
Felipe Barrera-Osorio*, Kathryn Gonzalez, Francisco Lagos, & David Deming, Harvard University

Educator Incentives and Educational Triage in Rural Primary Schools
Daniel Gilligan & Naureen Karachiwalla*, International Food Policy Research Institute, Ibrahim Kasirye, Economic Policy Research Centre, Adrienne Lucas, University of Delaware, and Derek Neal, University of Chicago

The Challenge of Designing Effective Teacher Performance Pay Programmes:
Experimental Evidence from Tanzania
Isaac Mbiti*, University of Virginia, Mauricio Romero, Autonomous Technological Institute of Mexico, and Yoidi Schipper, Amsterdam Institute for International Development

Do Performance Contracts Attract Better Teachers?
Experimental Evidence from Rwandan Primary Schools
Clare Leaver*, University of Oxford, Owen Ozier, World Bank, Pieter Serneels, University of East Anglia, and Andrew Zeitlin, Georgetown University

Discussant: David Evans, Center for Global Development

8E. Panel
Research Methods
Will It Work Here? A Framework to Ease the Tension between
Generalizing Results from Elsewhere and Locally-Based Studies
Roosevelt - Ballroom Level

Moderator: Kim Dadisman, Abdul Latif Jameel Poverty Action Lab

Mary Ann Bates, Abdul Latif Jameel Poverty Action Lab

Cathryn Cook, SAGA Innovations

Sophie Shank, Abdul Latif Jameel Poverty Action Lab
8F. Paper Session
Research Methods
Synthetic Control Methods and Friends
Kennedy - Ballroom Level

Chair: Magdalena Bennett, Columbia University

Reciprocal Effects of Reading and Mathematics? Beyond the Cross-Lagged Panel Model
Drew Bailey*, University of California - Irvine,
Yoonkyung Oh, University of Texas Health Science Center - Houston,
George Farkas, University of California - Irvine, Paul Morgan &
Marianne Hillemeier, Pennsylvania State University

New Perspectives on the Synthetic Control Method
Eli Ben-Michael, Avi Feller*, & Jesse Rothstein, University of California - Berkeley

Which Quasi-Experimental Estimator to Use Under What Conditions:
Bias and Precision of ANCOVA, Difference-in-Difference,
and Comparative Short Interrupted Time Series Estimators
Fatih Unlu*, RAND, and Cristofer Price, Abt Associates

Friday March 8, 2019 2:30 PM - 4:00 PM: Session 8

8G. Paper Session
Social and Emotional Learning in Education Settings
New Frontiers in Models for Improving the Social and Emotional Climate in Schools
Ballroom 1

Chair: Shanette Porter, Mindset Scholars Network

A Study of the Impact of the Collaboration and Reflection to Enhance Atlanta Teacher Effectiveness (CREATE) Residency Program on Teacher Socio-Emotional and Self-Regulatory Outcomes
Andrew Jaciw*, Li Lin, Jenna Zacamy, Denis Newman, Audra Wingard, Megan Toby, &
Jacquelyn Tran, Empirical Education

A Multifaceted Examination of Deeper Learning in PBL Elementary Schools:
School Culture, Critical Thinking, and Access to Opportunity
Liz Bergeron*, Beth Boesche-Taylor, & Amil Gehrke, New Tech Network, Max Dugan-Knight,
Sohail Kamdar, & Jen Vorse Wilka, YouthTruth, and Carol Gittens, Santa Clara University

The Impact of GSA Membership on Academic Outcomes
Sarah B. Rosenbach* & Hirokazu Yoshikawa, New York University,
V. Paul Poteat, Boston College, Jerel P. Calzo, San Diego State University,
Robert Marx, Vanderbilt University, and Taylor Rathus, University of Connecticut

Multiple Partners, Multiple Goals: Researchers, School Staff and a
Not-for-Profit Partnering to Examine the Effects of a Teacher Home Visiting Program
Lauren Scher*, Concentric Research & Evaluation, and Sherri Lauver, Synergy Enterprises
**8H. Paper Session**

Postsecondary Education

Accessing College and Placement

Latrobe - Ballroom Level

Chair: Allison M. Bock, Virginia Beach City Public Schools

*Understanding How Virtual College Counselors Can Nudge Students Through the College Application Process*

Lily Fesler, Stanford University

*Who Benefits from the GED? New Regression Discontinuity Evidence from Massachusetts*

Blake Heller & Kirsten Slungaard Mumma*, Harvard University

*Causal Evidence for Efficacy of ACT Online Prep*

Edgar Sanchez, ACT

*The Cost Implications of Developmental Education Reform: Evidence from Students and Institutions in Florida*

Christine Mokher*, Toby Park, Difei Li, & Shouping Hu, Florida State University

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**9A. Symposium**

Academic Learning in Education Settings & Education in Global Contexts

Large-Scale Randomized Evaluations of Technology Applications in Latin America

Latrobe - Ballroom Level

Organizer: Robert Slavin, Johns Hopkins University

*Technology and Child Development: Experimental Evidence from the One Laptop Per Child Program*

Santiago Cueto*, Group for the Analysis of Development, Julián Cristia, Pablo Ibarrarán, & Ana Santiago, Inter-American Development Bank, and Eugenio Severín, Independent Consultant

*Do Children Benefit from Internet Access? Experimental Evidence from a Developing Country*

Julián Cristia*, Inter-American Development Bank, Ofer Malamud, Northwestern University, Santiago Cueto, Group for the Analysis of Development, and Diether Beuermann, Inter-American Development Bank

*Challenges in Educational Reform: An Experiment on Active Learning in Mathematics*

Samuel Berlinski* & Matias Busso, Inter-American Development Bank

*Improving Math Learning Using Technology: Experimental Evidence from Chile*

Roberto Araya*, University of Chile, Elena Arias-Ortiz, Inter-American Development Bank, Nicolas Bottan, Cornell University, and Julián Cristia, Inter-American Development Bank
9B. Symposium  
Early Childhood Education  
Learning How Things Work in Complex Early Childhood Interventions:  
Research Frameworks and Methods to Support Causal Reasoning  
Roosevelt - Ballroom Level

Organizer: Kirsten Kainz, University of North Carolina - Chapel Hill  

A Framework for Thinking about Cause and Effect in Complex Interventions  
Kirsten Kainz, University of North Carolina - Chapel Hill  

Practice Profiles: A Method for Operationalizing the Core Components of Complex Initiatives,  
So That These Components Can Be Evaluated and Improved through Agile Research Methods  
Allison Metz, University of North Carolina - Chapel Hill  

Data Collection Strategies to Facilitate Learning about Cause and Effect in Complex Interventions  
Noreen Yazejian, University of North Carolina - Chapel Hill  

Discussant: Meka Sales, Duke Endowment

9C. Symposium  
Education Policy  
The Economic Advantage: Social Context, State Policy, and the  
Test Scores of Poor and Non-Poor Students  
Longworth - Ballroom Level

Organizer: Erin Fahle, St. John’s University  

State Contexts and SES Achievement Gradients  
Heewon Jang, Stanford University  

Achievement Gaps Between Poor and Non-Poor Students in U.S. School Districts  
Sean Reardon, Stanford University, Erin Fahle*, St. John’s University,  
Heewon Jang & Elise Dizon-Ross, Stanford University  

A Decade of Growth in Academic Achievement Gaps: Common Core, Segregation, or Other Factors?  
Rebecca Hinze-Pifer, University of Illinois - Urbana/Champaign  

PTOs, Supplemental Resources, and Achievement Gaps in U.S. Public School Districts  
Brittany Murray* & James Carter III, University of North Carolina - Chapel Hill  

Discussant: Kenneth Shores, Pennsylvania State University

9D. Paper Session  
Postsecondary Education & Education in Global Contexts  
Issues Around Financing Postsecondary Education: Causal Evidence from Four Studies  
Ballroom 2

Chair: Thomas Brock, Columbia University  

Increasing the Take-Up of Cal Grants  
Elizabeth Linos, Vikash Reddy, & Jesse Rothstein*, University of California - Berkeley  

Testing a Social Innovation in Financial Aid for Low-Income Students:  
Experimental Evidence from Italy  
Barbara Romano*, Agnelli Foundation.  
Alberto Martini, Association for the Development of Evaluation and Analysis of Public Policies,  
Enrico Rettore, Davide Azzolini, & Loris Vergolini, Research Institute for the Evaluation of Public Policies  

Early Evidence on the Impact of the Achieve Atlanta Scholarship Program on  
College Enrollment and Persistence  
Jonathan Smith* & Carycruz Bueno, Georgia State University,  
and Lindsay Page, University of Pittsburgh  

Experimental Impacts of Customized Economic Information on  
Adults’ Postsecondary Aspirations for Their Children  
Albert Cheng*, University of Arkansas, Michael B. Henderson, Louisiana State University,  
Paul E. Peterson & Martin R. West, Harvard University
**9E. Symposium**
**Organization of Schools and Systems**
Emerging Causal Evidence on Career and Technical Education Program Impacts and Measuring the Factors That Support Their Effectiveness
Kennedy - Ballroom Level

Organizer: Rebecca Unterman, MDRC

*An Early Look at the Effects of Career and Technical Education Programs in New York City*
Rebecca Unterman*, MDRC, James J. Kemple, Research Alliance for New York City Schools, and Shaun M. Dougherty, Vanderbilt University

*Measuring Program Characteristics, Experiences, and Quality in New York City’s Career and Technical Education System*
Shaun M. Dougherty, Vanderbilt University, James J. Kemple* & John Sludden, Research Alliance for New York City Schools, and Samuel Kamin, University of Connecticut

*The Causal Impact of Attending a Career Technical High School on Student Achievement, High-School Graduation, and College Enrollment*
Shaun M. Dougherty*, Vanderbilt University, Eric J. Brunner & Stephen L. Ross, University of Connecticut

*Building a Framework For and Measuring Participation in Connecticut’s CTE Programs*
Shaun M. Dougherty, Vanderbilt University, and Samuel Kamin*, University of Connecticut

Discussant: Michael J. Weiss, MDRC

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**9F. Paper Session**
**Research Methods**
Novel Analysis Approaches for RCTs and RDDs
Culpeper - Ballroom Level

Chair: Jacob Schauer, Northwestern University

*Small-Sample Cluster-Robust Variance Estimators for Two-Stage Least Squares Models*
James Pustejovsky, University of Texas - Austin

*An Evaluation of Parametric And Nonparametric Variance Estimators in Completely Randomized Experiments*
Stanley A. Lubanski* & Peter M. Steiner, University of Wisconsin - Madison

*Analyzing Grouped Administrative Data for RCTs Using Design-Based Methods*
Peter Schochet, Mathematica Policy Research

*How Far Is Too Far? Generalization of Regression Discontinuity Design Away from the Cutoff*
Magdalena Bennett, Columbia University

**9G. Invited Panel**
**Research Methods & Education Policy**
How Bridges Can Be Built: Bringing Together Outcomes Research and Continuous Improvement Methodologies
Ballroom 1

Moderator: Neal Finkelstein, WestEd

Mary Catherine Arbour, Harvard University
Garrett Warfield, Year Up
Jon Norman, Carnegie Foundation for the Advancement of Teaching
9H. Symposium
Social and Emotional Learning in Education Settings
Measuring Social-Emotional Learning Over Time: Implications for Education and Evaluation
Decatur - Ballroom Level

Organizer: James Soland, NWEA

Persistence of Teacher Effects on Students' Academic and Non-Academic Skill Formation
David Blazar, University of Maryland

Measuring Teachers' Impacts on Students' Social Emotional Development
Libby Pier, Robert Meyer*, & Andrew Rice, Education Analytics

Is Social-Emotional Learning (SEL) a State or a Trait?
Examining the Stability of SEL across Three Years
Megan Kuhfeld* & James Soland, NWEA

Do Math Self-Efficacy and Achievement Develop in Tandem? Evidence and Implications
James Soland, NWEA

Discussant: Sara Rimm-Kaufman, University of Virginia

6:00 PM - 7:00 PM: Reception
Ballroom Foyer

7:00 PM - 8:00 PM: Graduate Student Organization Reception
Roosevelt - Ballroom Level

SATURDAY MARCH 9, 2019
8:30 AM - 10:00 AM: Session 10

10A. Panel
Academic Learning in Education Settings
Balancing Competing Priorities in Designing and Conducting School-Based Research
Ballroom 1

Moderator: Beth Gamse, Independent Consultant
Barbara Foorman, Florida State University
Kelly Ann Hallberg, UChicago Urban Labs
Jim Kemple, Research Alliance for New York City Schools
Barbara Means, Digital Promise

10B. Symposium
Early Childhood Education
Service-Oriented Interventions’ Evaluations as a Case Study in Replication
Kennedy - Ballroom Level

Organizer: Eric Hedberg, NORC

Service-Oriented Educational Interventions: Conceptual, Theoretical, and Empirical Foundations
Peter Nelson, ServeMinnesota

Service-Oriented Interventions in Math: An Extension and Replication
David Parker, ServeMinnesota

A Case Study in Geographic Replication: Impact Evaluation of the Minnesota and Wisconsin Reading Corps Programs
Carrie E. Markovitz*, Marc W. Hernandez, & Eric C. Hedberg, NORC

Replication across Time: A Quasi-Experimental Comparison of Two Minnesota Reading Corps Evaluations
Eric C. Hedberg*, Carrie E. Markovitz, & Kelly Tockey, NORC

Discussant: A. Brooks Bowden, North Carolina State University
10C. Symposium
Postsecondary Education
Evidence on the Effectiveness of Using Technology-Based Interventions and Practices to Support Postsecondary Success
Longworth - Ballroom Level

Organizer: Michael Frye, Abt Associates

Using Technology to Support Postsecondary Learning:
New Recommendations from a What Works Clearinghouse Practice Guide
Michael Frye* & Sarah Costelloe, Abt Associates

Study of Enhanced College Advising in Upward Bound: Impacts on Steps Toward College
Alina Martinez, Mathematica Policy Research, Tamara Linkow, Hannah Miller*, & Amanda Parsad, Abt Associates

Studying the Integrated Planning and Advising for Student Success (iPASS) at Three Institutions
Alexander Mayer*, Melissa Boynton, Edith Yang, & Benjamin Cohen, MDRC, Hoori Santikian Kalamkarian & Lauren Pellegrino, Community College Research Center

Discussant: Julie Edmunds, University of North Carolina - Greensboro

10D. Paper Session
Organization of Schools and Systems & Education in Global Contexts
New Developments in the Study of School Characteristics and Practices
Latrobe - Ballroom Level

Chair: Joy Lesnick, School District of Philadelphia

Stumbling at the Starting Block:
How Baseline School Characteristics Hinder School Turnaround Efforts
Erica Harbatkin* & Gary T. Henry, Vanderbilt University

Tradeoff for Policymakers and Parents:
How the Design of a School Shopping Website Can Affect School Choices

10E. Panel
Research Methods
Supporting the Use of Evidence-Based Screening and Progress Monitoring Tools:
Reflections from over a Decade of Building and Maintaining the National Center on Intensive Intervention (NCII) Assessment Tools Charts
Culpeper - Ballroom Level

Moderator: Allison Gandhi, American Institutes for Research

Jill Pentimonti, American Institutes for Research

Lynn Fuchs, Vanderbilt University

Chris Riley-Tillman, University of Missouri

10F. Paper Session
Research Methods
Concerns with Construct and External Validities in RCTs
Roosevelt - Ballroom Level

Chair: Vivian Wong, University of Virginia

Understanding the Within School Selection Process for the Purpose of Generalizing from RCTs - A Case Study
Yujia Li* & Christopher Rhoads, University of Connecticut, and Robert Schoen, Florida State University

Exploring the Merits of Adjusting Education Effect Sizes for Program-Outcome Overalignment
Joseph Taylor*, University of Colorado - Colorado Springs, Joshua Polanin, American Institutes for Research, and Susan Kowalski, BSCS

Effects of Researcher-Made Vs. Independent Measures on Outcomes of Experiments in Education
Marta Pellegrini*, University of Florence, Amanda Inns, Cynthia Lake, & Robert E. Slavin, Johns Hopkins University

Comparison of Internal and External Validity Bias in Experimental and Quasi-Experimental Approaches
Mark White*, Ben Hansen, Tim Lycurgus, & Brian Rowan, University of Michigan
10G. Symposium
Social and Emotional Learning in Education Settings
Empirical and Theoretical Perspectives to Enhance Social-Emotional Learning: Evidence from Three Randomized Control Trials
Decatur - Ballroom Level

Organizer: Sophia Hwang, New York University

Results from an Early Efficacy Study of Connect Science, a Project-Based Learning Program Designed to Integrate Social and Academic Learning
Sara Rimm-Kaufman*, University of Virginia, Eileen Merritt, Arizona State University, Candace Lapan, Wingate University, Jamie DeCostner & Ashley Hunt, University of Virginia, and Nicole Bowers, Arizona State University

The Long-Term Impacts of the CARE Program on Teachers' Well-Being
Patricia A. Jennings*, University of Virginia, Joshua L. Brown, Fordham University, Jennifer L. Frank, Sebrina Doyle, & Yoonkyung Oh, Pennsylvania State University, and Damira Rasheed, CUNY Graduate Center

Development and Preliminary Evaluation of Project RESPECT on Student and Teacher Outcomes Using a Multiphase Optimization Strategy (MOST) Development Framework
Jennifer L. Frank*, Deborah Schussler, Kimberly Kohler, Gwendolyn Deger, Lamiya Khan, Jared Morris, & Emily Sturtz, Pennsylvania State University

Classroom Emotional Ecology: A Networked, Social Emotional Learning Perspective
Sophia H.J. Hwang*, Elise Cappella, & Edward Seidman, New York University

Discussant: Elise Cappella, New York University

10H. Symposium
Organization of Schools and Systems
New Evidence on the Effects of Heat, Crime, Segregation and Socioeconomic Status on Racial Test Score Inequalities
Ballroom 2

Organizer: Erin Fahle, St. John's University

Heat and Learning
Josh Goodman, Harvard University, Michael Hurwitz, College Board, R. Jisung Park*, University of California - Los Angeles, and Jonathan Smith, Georgia State University

Crime and Inequality in Academic Achievement across School Districts in the United States
Gerard Torrats-Espinosa, New York University

The Relationship between Racial Achievement Gaps and Affluence in U.S. School Districts
Kenneth Shores*, Pennsylvania State University, and Demetra Kalogrides, Stanford University

Segregation and Educational Inequality
Sean Reardon, Stanford University, Ericka Weathers*, Pennsylvania State University, Demetra Kalogrides & Heewon Jang, Stanford University, Erin Fahle, St. John's University, and Jenny Buontempo, Stanford University

Discussant: Greg Duncan, University of California - Irvine
10:15 AM - 11:45 AM: Session 11

11A. Paper Session
Academic Learning in Education Settings
Professional Development and Teacher Practice
Roosevelt - Ballroom Level

Chair: Michael Garet, American Institutes for Research

Improving Literacy Skills through Teacher Professional Development: Report on Reading Apprenticeship Strategies
Mikhail Pyatigorsky*, IMPAQ International, and Cheri Fancsali, Research Alliance for New York City Schools

How Malleable Is a Teacher's Classroom Practice?: A Meta-Analysis of Randomized Field Studies with Classroom Observations
Rachel Garrett*, Martyna Citkowicz, & Ryan Williams, American Institutes for Research

Developing Ambitious Mathematics Instruction through Web-Based Coaching: A Randomized Field Trial
Matthew Kraft*, Brown University, and Heather Hill, Harvard University

Beyond the Horizon: Examining the Associations Among Professional Development, Teachers' Subject-Matter Knowledge, and Student Achievement
Robert Schoen*, Zahid Kisa, & Amanda Tazaz, Florida State University

11B. Symposium
Early Childhood Education
Where Do PreK Programs Operate Best?
Exploring Variation in PreK Access and Quality in Mixed-Delivery Systems
Ballroom 2

Organizer: Meghan McCormick, MDRC

Choice in a Mixed-Delivery System: The Role of Program Setting in Families' Decisions about PreK
Rachel Abenavoli*, Elizabeth Miller, Pamela Morris, & Christopher Rodrigues, New York University

Classroom and Instructional Quality in Community-Based and Public School PreK Programs: Evidence from New York City
Meghan McCormick*, Shira Mattera, & Michelle Maier, MDRC, Anne Kou & Pamela Morris, New York University

Does Auspice Matter? Impacts of New Mexico PreK in Public and Nonpublic Settings
Allison Friedman-Krauss*, National Institute for Early Education Research, Jason Hustedt, University of Delaware, Kwanghee Jung & W. Steven Barnett, National Institute for Early Education Research, and Gerilyn Slicker, University of Delaware

Discussant: Maia Connors, Ounce of Prevention Fund
11C. Paper Session
Academic Learning in Education Settings &
Social and Emotional Learning in Education Settings
Middle Grades Math
Latrobe - Ballroom Level

Chair: Nathan Jones, Boston University

Does Readiness for Eighth-Grade Algebra Matter?
Replicating Analyses at a Third Site in Southeast Michigan
David Miller*, Whitney Cade, Ryan Eisner, Jordan Rickles, Kirk Walters, & Nicholas Sorensen, American Institutes for Research

The Influence of Teacher Beliefs on Fidelity and Efficacy of a Technology-Based Curricular System
Philip Sirinides, University of Pennsylvania

Long-Lasting Effects of Ninth-Grade Algebra Reform on College Persistence and Degree Attainment
Takako Nomi*, Saint Louis University, and Stephen W. Raudenbush, University of Chicago

The Role of Identity-Based Motivation in Teachers' Advanced Math Course Placement Decisions
Nicholas Sorensen & Ryan Eisner*, American Institutes for Research, Daphna Oyserman, University of Southern California, and Kirk Walters, American Institutes for Research

11D. Paper Session
Postsecondary Education & Education in Global Contexts
Counseling, Coaching, and Support
Culpeper - Ballroom Level

Chair: Julie Edmunds, University of North Carolina - Greensboro

Evidence from a Longitudinal Evaluation of a City-Wide College Transition Coaching Intervention
Tamara Linkow*, Erin Bumgarner, Hayley Didriksen, & Kelly Lack, Abt Associates

Experimental Estimates of the Returns to Education Attributable to Enhanced Career Education and Early-Promise Grants
Reuben Ford* & Taylor Hui, Social Research and Demonstration Corporation

Early Warning Systems for More Effective Student Counseling in Higher Education - Evidence from a Dutch Field Experiment
Simone Plak*, Ilja Cornelisz, Martijn Meeter, & Chris van Klaveren, Free University of Amsterdam

11E. Paper Session
Education in Global Contexts & Organization of Schools and Systems
Interplay of Teachers and Students on One Another
Decatur - Ballroom Level

Chair: Thomas Wei, Institute of Education Sciences

Impacts of Within-Classroom Academic Heterogeneity and Ability-Grouping on Teacher Practice
Ha Yeon Kim*, New York University, and Stephanie Jones, Harvard University

A Better School but a Worse Position? The Effects of Marginal School Admissions in Mexico City
Raissa Fabregas, University of Texas - Austin

Sources of Variation in the Connection between Student Grades and Test Scores
Adam Maier, TNTP

Using School Admissions Lotteries to Measure Effects of an Integrated Student Support Model on Students' Academic Achievement
Jordan Lawson*, Laura O'Dwyer, Anastasia E. Raczek, Mary Walsh, Eric Dearing, Claire Foley, & Caroline E. Vuilleumier, Boston College

11F. Symposium
Research Methods
The Methodological Foundations of Replication Sciences
Ballroom 1

Organizer: Peter M. Steiner, University of Wisconsin - Madison

A Causal Replication Framework for Designing and Assessing Replication Efforts
Vivian C. Wong*, University of Virginia, and Peter M. Steiner, University of Wisconsin - Madison

Assessing Replication: Lessons for Education Science
Jacob M. Schauer, Northwestern University

A Six-Arm Design Replication Study: Design, Results, and Implications
Bryan Keller, Columbia University

Discussant: Larry Hedges, Northwestern University

Discussant: Elizabeth Stuart, Johns Hopkins University
Saturday March 9, 2019 10:15 AM - 11:45 AM: Session 11

11G. Symposium
Research Methods
Trade-Offs and Tensions in Mediational Analyses of Experimental Data
Kennedy - Ballroom Level

Organizer: Eleanor Harvill, Abt Associates

Comparing Experimental and Quasi-Experimental Methods in Evaluations with Multiple Treatment Arms: Insights from the Health Profession Opportunity Grants
Daniel Litwok, Abt Associates

The Role of Novice Teacher Mentorship in Improving Student Achievement
Eleanor Harvill*, Shawn Moulton, & Brian Freeman, Abt Associates

Causal Mediation Analysis under One-Sided Partial Compliance
Fan Yang*, University of Denver, and Guanglei Hong, University of Chicago

An Empirical Examination of the Relationship Between Random Assignment Compliance and Impacts in the Evaluation of A Three-Year School Leadership Intervention
Fatih Unlu*, Benjamin Master, Louis T. Mariano, & Jonathan Schweig, RAND

Discussant: Trang Nguyen, Johns Hopkins University

Saturday March 9, 2019 10:15 AM - 11:45 AM: Session 11

11H. Paper Session
Education Policy & Education in Global Contexts
Incentivizing Improved Outcomes
Longworth - Ballroom Level

Chair: Andrew Zeitlin, Georgetown University

Long Run Effects of Short-Term Early Childhood Education Subsidies
Nozomi Nakajima, Harvard University

Incentivizing Equity? The Effects of Performance-Based Funding Equity Provisions on Reducing Disparities in College Persistence and Completion
Monnica Chan, Harvard University, Zachary Mabel, College Board, and Precya Pandya Mbekani*, Harvard University

Long-Term Impacts of Alternative Approaches to Increase Schooling: Evidence from a Scholarship Program in Cambodia
Felipe Barrera-Osorio* & Andreas de Barros, Harvard University, and Deon Filmer, World Bank

Impact Evaluation of Public Schools’ Monitoring Program in Khyber Pakhtunkhwa Province, Pakistan
Booyuel Kim, Hee-Seung Yang, & Inayat Ullah*, KDI School of Public Policy and Management
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.
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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.

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Educational Effectiveness in Global Contexts
Presentations with an international perspective are distributed across the program:
1C. Results Vs. Rigor: Balancing Tensions for Productive Evaluation Partnerships
2C. Designing Public Finance Systems for Non-State Schools in the Developing World
3B. Evidence on Teaching and Learning in Early Childhood Education
3D. Exploring Understudied Sources of Bias in Teacher Observations
3H. Teacher-Student Expectations and Practices
4H. Social-Emotional Intervention Programs for Refugee and Crisis-Affected Children
5C. Effect of Parental Preference for Child Sex on Child Outcomes: Evidence from Korea
5C. Long Run Effects of Teachers in Vietnam
6C. School Finance, Management, and Reforms
6E. Gender, Gender Bias, and Education in Global Contexts
8C. Postsecondary Curricular Choices and Outcomes
8D. Creating Incentives for Effective Teaching: Insights from Studies in Developing Countries
9A. Large-Scale Randomized Evaluations of Technology Applications in Latin America
9D. Issues Around Financing Postsecondary Education: Causal Evidence from Four Studies
10D. New Developments in the Study of School Characteristics and Practices
11D. Counseling, Coaching, and Support
11E. Interplay of Teachers and Students on One Another
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