



## Wednesday, 23 September

8am **Workshop**  
**Innovation Day**  
*Venue - Harbor E*

9am **Workshop**  
**Workshop -- AI-Powered Workflows for Understanding and Evaluating Instructional Discourse**  
*Venue - Laurel CD*  
Instructors:

Julian Bernado, SCALE Initiative, Stanford University, and Kirk Vanacore, National Tutoring Observatory, Cornell University

Workshop Registration Required.

### **AI-Powered Workflows for Understanding and Evaluating Instructional Discourse**

» [Julian Bernado](#) (Stanford SCALE Initiative), Kirk Vanacore (Cornell University), Ana Trindade Ribeiro (Stanford SCALE Initiative), René Kizilcec (Cornell University), Susanna Loeb (Stanford University)

9:30am **Workshop**  
**Workshop -- Matching Methods for Multilevel Data in Education Research: A Practical Guide and Illustration of Approaches in R**  
*Venue - Laurel AB*

Instructors: [Jordan Rickles](#), University of California - Los Angeles, and [Alberto Guzman-Alvarez](#), American Institutes for Research

Workshop Registration Required.

### **Matching Methods for Multilevel Data in Education Research: A Practical Guide and Illustration of Approaches in R**

» [Alberto Guzman-Alvarez](#) (American Institutes for Research), [Jordan Rickles](#) (University of California, Los Angeles), [Qi Zhang](#) (American Institutes for Research)

9:30am **Workshop**  
**Workshop -- Tools for Designing, Implementing, and Interpreting Randomized Controlled Trials in Postsecondary Education**  
*Venue - Kent AB*  
Instructor: [Michael J. Weiss](#) and [Sukanya Barman](#), MDRC

Workshop Registration Required.

### **Tools for Designing, Implementing, and Interpreting Randomized Controlled Trials in Postsecondary Education**

» [Michael Weiss](#) (MDRC), [Sukanya Barman](#) (MDRC)



Continued from **Wednesday, 23 September**

1pm

**Oral**

**EC Symposium -- Understanding the Persistence of Early Childhood Impacts: New Evidence on Sustaining Environments, Changing Populations, and Long-Term Educational Trajectories**

*Venue - Harbor A*

Organised by: Casey Moran (Convenor) and Vivian Wong (Discussant)

Organizer: Casey Moran, Teachers College, Columbia University

Discussant: Vivian Wong, University of Virginia, [vcw2n@virginia.edu](mailto:vcw2n@virginia.edu)

Paper 1: Historical Changes in Head Start: Classroom Quality and Children's Achievement

Presenting Author: Anamarie A. Whitaker, University of Delaware

Paper 2: Sustaining Preschool Gains? An Updated Meta-Analysis of How Elementary School Contexts Moderate Early Education Effects

Presenting Author: Mi Joung Yu, University of California- Irvine

Paper 3: Long-Term Effects of an Early Math Curriculum on Academic Achievement: Experimental Evidence from the Building Blocks Intervention

Presenting Author: Casey Moran, Teachers College, Columbia University

**Understanding the Persistence of Early Childhood Impacts: New Evidence on Sustaining Environments, Changing Populations, and Long-Term Educational Trajectories**

» [Casey Moran](#) (Teachers College, Columbia University), [Anamarie A. Whitaker](#) (University of Delaware), [Mi Joung Yu](#) (University of California, Irvine)

1pm

**Oral**

**AL and PS Paper -- Effects of Dual Enrollment and Advanced Placement Coursetaking**

*Venue - Harbor B*

**Connecting College and Career: The Effects of Dual Enrollment on Postsecondary Education and Labor Market Outcomes for CTE Students**

» Florence Xiaotao Ran (University of Delaware), [Senran \(Laurence\) Wang](#) (University of Delaware)

**What Happens When Students Fail a DE Course? Evidence from California**

» [Jenna Terrell](#) (WestEd), Joanna Mathias (WestEd), Diana Roldan-Rueda (WestEd), Alyssa Blanchard (WestEd)

**What Happens After Students Have an Unsuccessful Dual Enrollment Term?**

» [Marieke Visser](#) (Early College Research Center, University of North Carolina Greensboro), Julie Edmunds (Early College Research Center, University of North Carolina Greensboro)

**Effects of New Advanced Placement Courses on STEM Participation Pathways at Scale**

» [Daniela Ganelin](#) (Stanford University)

1pm

**Oral**

**RM and URE Paper -- AI Related Studies and Policy**

*Venue - Harbor D*

**The Effects of AI vs. Human Presenters on Learner Attention: Evidence from a Randomized Study of Emotional Mechanisms and Demographic Heterogeneity**

» [Sijie Mei](#) (University of Pennsylvania), Peihao Luo (University of Pennsylvania)

**Buying blind: Understanding the signals districts use to procure AI-enabled edtech and the gap between current practice and evidence of efficacy**

» [Zia Hassan](#) (Johns Hopkins University)

**Does AI pose a potential existential threat to colleges and universities?**

» [Ladan Shojaei](#) (Indiana University Bloomington)



Continued from **Wednesday, 23 September**

**Structural Branching in Degree-to-Occupation Linkages: System-Level Evidence Across Two Decades of AI-Era Transition**

» [Wenrui Huang](#) (Brown University), Lingxin Hao (Johns Hopkins University)

1pm

**Oral**

**RM Paper -- Validity and Use in Assessment**

*Venue - Harborside C Ballroom*

**A Comparison of Criterion-Related Validity Analyses for Behavioral Assessment Data: A Simulation Study**

» [Katie Pelton](#) (University of Connecticut), D. Betsy McCoach (Fordham University)

**Estimating Mode Effects from Randomized Trials with Noncompliance**

» [Daniel McCaffrey](#) (Educational Testing Service), Paul Jewsbury (Duolingo)

**Assessment, Accountability, and Methods Innovations Using Multi-Year Summative and Within-Year Assessments**

» [Robert Meyer](#) (NORC at the University of Chicago)

**Credible Score Interpretations in Writing Assessment: Cross-Classified Evidence of Prompt Comparability**

» [Sohyeon Lee](#) (University of Hawaii at Manoa)

1pm

**Oral**

**AL Integrated Symposium -- Learning Beyond the Bell: Building Evidence on Out-of-School STEM Experiences to Support Students' Academic Outcomes and Future-Ready Skills**

*Venue - Laurel AB*

Organised by: Meghan McCormick (Convenor) and Sarah Gerard (Discussant)

Organizer: Meghan McCormick, Overdeck Family Foundation

Discussant: Sarah Gerard, SRI Education

Paper 1: Effects of Using Artificial Intelligence to Support Children's STEM Learning From Educational Television Programs: Evidence From a Home-Based Intervention

Presenting Author: Ying Xu, Harvard University

Paper 2: Inspiring Student Interest in STEM in Out of School Time Settings Through Experiential Learning: The Case of Challenger Center

Presenting Author: Christopher Doss, RAND Corporation

Paper 3: Assessing the Effects of Camp Invention on Elementary Students' STEM and Invention Pathways

Presenting Author: Tara Hofkens, RAND Corporation

Paper 4: The Impact of NBA Math Hoops on Students' Math Achievement: A Randomized Controlled Trial

Presenting Author: Kirk Walters, WestEd

**Learning Beyond the Bell: Building Evidence on Out-of-School STEM Experiences to Support Students' Academic Outcomes and Future-Ready Skills**

» [Meghan McCormick](#) (Overdeck Family Foundation), [Kirk Walters](#) (WestEd), [Christopher Doss](#) (RAND), [Tara Hofkens](#) (RAND), [Ying Xu](#) (Harvard Graduate School of Education), [Sarah Gerard](#) (SRI Education)

1pm

**Oral**

**SED and GC Paper -- Effects of Socio-Emotional Interventions**

*Venue - Kent AB*

**How Generalizable are the Impacts of Early Childhood Interventions in Humanitarian Emergencies? Replication of a Preschool Impact Evaluation**

» [Nikhil D'Sa](#) (University of Notre Dame), Shwetha Parvathy (Independent Researcher), Tamara Doucet-Larozar (University of Notre Dame)

**The One-Year Impact of a School-Based Cognitive Behavioral Therapy Program on Student Mental Health and Academic Outcomes: Findings from a Randomized Controlled Trial**

» [Robin Jacob](#) (University of Michigan), Catherine Asher (University of Michigan), Chihiro Tanigawa (University of Michigan), Milagros Chocce (University of Michigan), Megan Jagolinzer (University of Michigan)



Continued from **Wednesday, 23 September**

**Modeling Implementation with Longitudinal Growth Curves: Unpacking Year 1 SEL Impacts across Nebraska's After-School Settings**

» [Sarah Hatch](#) (Harvard University), Stephanie Jones (Harvard Graduate School of Education), Lily Massaro (Harvard Graduate School of Education), Sophie Barnes (Yale Child Study Center), Rebecca Bailey (Harvard Graduate School of Education)

**Building Teacher Educator Capacity Through a Professional Learning Community: Developing a Social, Emotional, and Cultural Lens in a Novel Grow-Your-Own Program for Special Education Teachers**

» [Lindsay Romano](#) (University of Colorado Boulder), Halley Maza (Center for Reaching and Teaching the Whole Child), Rebecca Baelen (Center for Reaching and Teaching the Whole Child), Josh Lovett (University of Illinois Chicago), Dawn White (Minneapolis Public Schools)

1pm

**Oral**

**ALS Paper -- Writing, Feedback, and Language Organization**

*Venue - Galena*

**From Rigor to Relevance: Evaluating an Innovative Writing Program for Credible, Actionable Evidence**

» [Joy Zacharia](#) (NORC at the University of Chicago), Alexandria Chalonec (The Writing Revolution), Claudia Gentile (NORC at the University of Chicago)

**Lexical Organization Through Word Family Networks Supports Adolescent Writing Quality**

» Gal Kaldes (Georgia State University), [Elizabeth Tighe](#) (Georgia State University)

**Feedback and Writing: A Second-Order Meta-Analytical Review**

» [Albert W. Li](#) (University of California, Irvine), Steve Graham (Arizona State University)

2:45pm

**Panel**

**ALS and TLS Invited Moderated Discussion -- Why Teachers Stay: A Deep Dive into Rural Community and School Conditions that Enhance Science and Math Teacher Instruction**

*Venue - Harbor A*

Organised by: Jennifer Hamilton (Convenor), Laura Rogers (Convenor, Panel Chair), Shereen Beilstein, Molly Gordon, and Jenny Seelig  
Organized by Jennifer Hamilton and Laura Rogers

**Why Teachers Stay: A Deep Dive into Rural Community and School Conditions that Enhance Science and Math Teacher Instruction**

» Jennifer Hamilton (NORC at the University of Chicago), [Laura Rogers](#) (University of Virginia), Shereen Beilstein (Illinois Workforce and Education Research Collaborative), Molly Gordon (Learning Policy Institute), Jenny Seelig (NORC at the University of Chicago)

2:45pm

**Oral**

**RM Paper -- Methods of Addressing Multi-Level Data**

*Venue - Harbor B*

**AI-Based Monte Carlo Simulation for Method Evaluation Using Synthetic Multilevel Data**

» Youmi Suk (Teachers College, Columbia University), [Chenguang Pan](#) (Teachers College, Columbia University), Weixuan Xiao (Teachers College, Columbia University)

**Neighborhoods as a Level, Not Just a Covariate: A Framework for Urban School Research Using Philadelphia and New York City**

» [Katherine Strickland](#) (University of Florida), Michael Frisone (School District of Philadelphia), Roland Reyes (School District of Philadelphia), Ji Eun Park (School District of Philadelphia), Wei Li (University of Florida)

**Accounting for Classrooms in Online Experiments with Student-Level Randomization: The Ordered LOOP Estimator**

» [Yanping Pei](#) (Worcester Polytechnic Institute), Adam Sales (Worcester Polytechnic Institute), Johann Gagnon-Bartsch (University of Michigan)



Continued from **Wednesday, 23 September**

**Improved Power in a Reanalysis of an Educational Efficacy Trial by Leveraging Auxiliary Data**

» [Adam Sales](#) (Worcester Polytechnic Institute), Kevin Huang (WestEd), Mingyu Feng (WestEd), Johann Gagnon-Bartsch (University of Michigan)

2:45pm

**Oral**

**Invited Session -- K-12 to Postsecondary Transition (Gates)**

*Venue - Harbor D*

2:45pm

**Oral**

**PS Paper -- Issues for Postsecondary Curricula**

*Venue - Harbor E*

**Will I Ever Use This? Closing Equity Gaps in Math with Utility-Value Interventions**

» Michelle Francis (University of Virginia), [Chris Hulleman](#) (University of Virginia), William (Hank) Murrah (Auburn University), David Silverman (Yale University), Yoi Tibbetts (University of Virginia), Megan Moran (University of Michigan), Maryke Lee (Valencia College)

**Effective Strategies for Civic Engagement Active in Postsecondary Education Today**

» [Leanne Davis](#) (University of Washington)

**Does Requiring Ethnic Studies in College “Work”? A Three-Step Latent Class Analysis (LCA) Examining Critical Consciousness as a Distal Outcome**

» [Na Lor](#) (Teachers College, Columbia University), Shengying Li (Teachers College, Columbia University)

2:45pm

**Panel**

**OSS Moderated Discussion -- Building Trust in Using Research to Inform School Improvement: Integrating Impact Evaluation and Improvement Research**

*Venue - Laurel AB*

Organised by: Alex Resch (Panel Chair) and Don Peurach (Panel Chair)  
Organized by Alex Resch and Don Peurach

**Building Trust in Using Research to Inform School Improvement: Integrating Impact Evaluation and Improvement Research**

» [Alex Resch](#) (Align R&D), Don Peurach (University of Michigan), Robert Balfanz (Johns Hopkins University), Amiee Winchester (Baltimore City Public Schools), Suzanne Donovan (SERP Institute), Jennifer Russell (Vanderbilt University)

2:45pm

**Oral**

**PS and AL Paper -- College & Career Pathways: Work-Based Learning and STEM Preparation**

*Venue - Laurel CD*

**From Foundational Skills to Community College: A Quasi-Experimental Study of Illinois Bridge Programs for Adult Learners**

» [Neha Nanda](#) (American Institutes for Research), Amani Talwar (American Institutes for Research), Oshin Khachikian (American Institutes for Research), Roman Ruiz (American Institutes for Research), Jessica Stockham (American Institutes for Research)

**Evaluating Enhanced Success Coaching in a Community College Promise Program**

» [Rachel Worsham](#) (Harvard Graduate School of Education), Elise Swanson (Harvard Graduate School of Education)

**Impacts of Work-Based Learning Programs on Student Outcomes: A Systematic Review and Meta-Analysis**

» [Laura Michaelson](#) (American Institutes for Research), Kelly Reese (American Institutes for Research), Susan Therriault (American Institutes for Research), Shaun Dougherty (Boston College)



Continued from **Wednesday, 23 September**

2:45pm

**Panel**

**URE Moderated Discussion -- Navigating Data Access in a Changing Landscape: The Power of Partnerships**

*Venue - Kent AB*

Organised by: Angela Henneberger (Convenor, Panel Chair), Rachel Anderson, Amir Francois, Chris Wohn, and Christy Wolfe

Organized by Angela Henneberger

**Navigating Data Access in a Changing Landscape: The Power of Partnerships**

» [Angela Henneberger](#) (University of Maryland Baltimore), Rachel Anderson (Data Quality Campaign), Amir Francois (Annie E. Casey Foundation), Chris Wohn (Baltimore City Public Schools), Christy Wolfe (Bipartisan Policy Center)

2:45pm

**Oral**

**SPE Symposium -- Project RESPECT: A Measurement Study to Reveal Special Educators' Conditions for Teaching**

*Venue - Galena*

Organizer: Elizabeth Bettini, Boston University

Discussant: Allison F. Gilmour, American Institutes for Research

Paper 1: Project RESPECT: A Measurement Study to Reveal Special Educators' Conditions for Teaching

Presenting Author: Corinne Huggins-Manley, University of Florida

Paper 2: Examining Special Educators' Working Conditions: Findings from a Nationally Representative Sample

Presenting Author: Elizabeth Bettini, Boston University

Paper 3: Special Education Teachers' Working Condition Profiles: Implications for Emotional Exhaustion and Intent to Stay

Presenting Author: Michelle M. Cumming, St Francis Xavier University

**Project RESPECT: A Measurement Study to Reveal Special Educators' Conditions for Teaching**

» [Elizabeth Bettini](#) (Boston University), [Michelle Cumming](#) (St Francis Xavier University), [Corinne Huggins-Manley](#) (University of Florida)

4:15pm

**Poster**

**Wednesday Poster Session**

*Venue - Harborside Foyer*

**Supporting Access to Grade-Level Texts: Effects of StepReads on Vocabulary and Comprehension for Struggling Readers**

» [Anh Hua](#) (ReadWorks), Susanne Nobles (ReadWorks), Liza Ware (ReadWorks)

**Motivation and Engagement Profiles in Middle School Social Studies and Their Instructional Implications**

» [Katie Drummond](#) (WestEd), Alida Hudson (American Institutes for Research), Lauren Artzi (American Institutes for Research), Matthew Burns (University of Florida), Patrick Steele (American Institutes for Research), Hannah Keepers (American Institutes for Research), Isabelle D'Souza (American Institutes for Research)

**Civic Identity in Action: A Randomized Control Trial of the Youth Stand Up Curriculum**

» [Brooke Rumper](#) (NORC at the University of Chicago), Roseline Telfort (NORC at the University of Chicago), Joshua Tobias-Littenberg (GBH), Sarah Brown (GBH)

**Digital Formative Assessment Amplifies the Impact of Personalized Learning: Evidence from the Florida Assessment of Student Thinking**

» [Weiling Li](#) (Edmentum, Inc), Korinn Ostrow (Edmentum, Inc), Amy Dray (Edmentum, Inc)



Continued from **Wednesday, 23 September**

**Evaluating Texas Education Agency's Additional Days School Year (ADSY) Initiative: Making Use of State Longitudinal Data**

» [Jason Schoeneberger](#) (RTI International), Katherine Brumberg (University of Michigan), Brian Doran (Texas Education Agency), Julian Bernado (Stanford University), Joshua Wasserman (University of Michigan), Junjie Zeng (University of Washington), Ben Hansen (University of Michigan)

**An Efficacy Study of the Bridges Third Edition Curriculum on Student Learning**

» [Michael Cook](#) (Johns Hopkins University), Jennifer Morrison (Johns Hopkins University)

**Assessing the Impact of Goblins AI Math Tutor**

» [Anika Alam](#) (University of Maryland, College Park), Jing Liu (University of Maryland, College Park)

**Linking Process and Structural Quality to Social Skills Development in Pre-Kindergarten**

» [Lindsay Gomes](#) (University of North Carolina at Chapel Hill), Sandra Soliday Hong (University of North Carolina at Chapel Hill), Kylie Garber (University of North Carolina at Chapel Hill), Heather Aiken (University of North Carolina at Chapel Hill), Aditi Nambiar (University of North Carolina at Chapel Hill)

**Professional Learning in a High-Stakes Accountability Context: VPK Teachers' Experiences and Reported Practice Changes Following an Online PL Course**

» [Danielle Pico](#) (University of Florida Lastinger Center), Julianna Banks (University of Florida Lastinger Center), Angela Hinojosa (University of Florida College of Education), Tiyana Morton (University of Florida College of Education)

**Evaluation of the Georgia's Rising Kindergarten Summer Transition Program: A Research-to-Policy Collaboration**

» [Kylie Garber](#) (University of North Carolina at Chapel Hill), Sandra Soliday Hong (University of North Carolina at Chapel Hill), Lindsay Gomes (University of North Carolina at Chapel Hill), Teresa Taylor (University of North Carolina Chapel Hill), Heather Aiken (University of North Carolina at Chapel Hill)

**Reconceptualizing the Role and Value of Early Childhood Education and Care for Policymakers: The Role of Research**

» [Caitlin Dermody](#) (Harvard Graduate School of Education), Stephanie Jones (Harvard Graduate School of Education), Nonie Lesaux (Harvard Graduate School of Education)

**Ready Set Succeed: Examining the Impacts and Costs of a Kindergarten Transition Program**

» [Leanne Elliott](#) (American Institutes for Research), Rachel Feldman (American Institutes for Research), Danielle Riser (American Institutes for Research), Lara Iqbal (American Institutes for Research), Eboni Howard (American Institutes for Research), Hans Bos (American Institutes for Research), Keiona Mosley (Flint Center for Educational Excellence)

**Sequential Causal Decomposition for Reducing Social Disparities: A Step-by-Step Tutorial Using R**

» [Su Yeon Kim](#) (University of California, Riverside), Soojin Park (University of California, Riverside), Chioun Lee (University of California, Riverside)

**Reliability Reporting in Early Mathematics Research: Evidence from a Systematic Review and Reliability Generalization Meta-Analysis**

» [Lexi Swanz](#) (Vanderbilt University), Jessica Logan (Vanderbilt University)

**Building Trust in Educational Evidence: A Study of Reporting Bias in Impact Evaluations**

» [Jessaca Spybrook](#) (University of South Carolina), Joe Taylor (University of Colorado Colorado Springs)



Continued from **Wednesday, 23 September**

**Impact of Stochastic and Systematic Eligibility Error on Average Treatment Effect Recovery**

» [Qian Zhang](#) (Florida State University)

**From RCT to QED: Selecting a Matching Strategy When Experimental Data Fall Short**

» [Raifu Durodoye](#) (WestEd), George Lolashvili (WestEd)

**Beyond Fidelity: Using Observation Data to Examine the Potential for Unintended Instructional Impacts in Treatment Classrooms**

» [Erin Janulis](#) (WestEd), Karen Melchior (WestEd), Raifu Durodoye (WestEd), Edrick Sabalbuero (WestEd)

**Understanding and Advancing Access to Mental Health Resources for LGBTQ+ College Students with Disabilities**

» Sehrish Shikarpurya (University of Maryland, College Park), Aprille Tejada (University of Maryland, College Park), [Avipsa Hamal](#) (University of Maryland, College Park)

**A Replication Study: Measurement Invariance and Predictive Validity the SRSS-IE – A Universal Behavior Screening**

» [Kathleen Lane](#) (University of Kansas), Katie Pelton (University of Connecticut)

**Using Discrete Trial Training and Reciprocal Imitation Training with Young Learners**

» [Lori Throne](#) (Vanderbilt University), Jennifer Ledford (Vanderbilt University)

**The Effects of Mathematical Language Interventions on the Mathematical Skills of Children with Mathematics Difficulty: A Systematic Review and Meta-Analysis**

» [Shuxin LIU](#) (The University of Texas at Austin)

**Mixed method teacher participatory action research with early intervention providers through long-term professional development on cultural and linguistic competency**

» Veronica Kang (University of Maryland, College Park), [Megan Fleury](#) (University of Maryland, College Park), Lindsay Miller (University of Maryland, College Park), Anne Karabell (University of Maryland, College Park), Ali Zelan (University of Connecticut), Jason Chow (Vanderbilt University)

**Effectiveness of a Transition-Focused Intervention for Immigrant Parents of Youth with Intellectual and Developmental Disabilities**

» Sehrish Shikarpurya (University of Maryland, College Park), Shruthika Nallamaddi (University of Maryland, College Park), [Aprille Tejada](#) (University of Maryland, College Park)

**Does Placement Matter?: A Mixed Methods Comparison of Special Educator Working Conditions**

» [Deborah Schussler](#) (University at Albany, SUNY), Xiaoxuan Li (Pennsylvania State University), Sebrina Doyle Fosco (Pennsylvania State University), Andy Roach (Georgia State University), Jennifer Frank (Pennsylvania State University)

**Teaching Tomorrow's Skills Today: Insights from the Teach Tech Kentucky Project**

» Rachel Garrett (American Institutes for Research), Eben Witherspoon (American Institutes for Research), [Laura Buckley](#) (American Institutes for Research)

**An Evaluation of North Carolina's Performance Bonus Program**

» Karin Gegenheimer (Basis Policy Research), Constance Lindsey (University of North Carolina Chapel Hill), Lam Pham (North Carolina State University), [Ella Springer](#) (University of North Carolina Chapel Hill), Matthew Springer (Basis Policy Research)

**Partnering with School Districts: Learning from Two Years of an NSF Noyce Track III Project**

» [Kevin Krahenbuhl](#) (Middle Tennessee State University), Sandy Powell (Bedford County Schools)



Continued from **Wednesday, 23 September**

**Open Development: Leveraging Neo-ecological Theory to Examine Open Educational Resource (OER) Production and Adoption**

» [Amber Raley](#) (Dallas College / University of Texas at Arlington)

**Who Leaves and Who Steps In? The Career Paths of School Leaders Who Enter and Exit Education**

» [Kathryn James McGraw](#) (Vanderbilt University)

**Media Literacy and Teacher Resources: A State-by-State Document Analysis**

» [Katy Mullins](#) (Johns Hopkins University), Isun Malekghassemi (Johns Hopkins University), Zia Hassan (Johns Hopkins University), Shinui Kim (Johns Hopkins University)

**Does Technology Use Relate to Teacher Well - Being, School Climate, and Teacher Perceptions of Student Engagement?**

» [Timothy Tasker](#) (Leading Educators), Rebecca Taylor-Perryman (Leading Educators)

**From Information to Impact: The Future Role of U.S. Federal Government in Sustaining the Evidence Ecosystem in Education**

» [Chenchen Shi](#) (The Central Academy of Drama)

**GraphRAG for Evidence-Based Practice: Aligning AI Retrieval with Practitioner Context and Research Rigor**

» [Sami Elahi](#) (University of Chicago), Connor Scully-Allison (University of Chicago), Kaitlyn Fitzgerald (Villanova University), Beth Tipton (Northwestern University), Alex Kale (University of Chicago)

**Contextualizing Research Use: Identifying Patterns of Evidence Engagement in Education Systems**

» [Joy Polk](#) (University of Delaware), Elizabeth Farley-Ripple (University of Delaware), Caitlin Farrell (University of Colorado Boulder), Jenna Neal (Michigan State University), Lok-Sze Wong (University of North Texas), Joel Malin (Miami University), Samantha Shewchuk (University of Delaware)

**Development and evaluation of a pedagogical tool to improve interpretation of effect sizes in education**

» [Elijah Perlman](#) (Villanova University), Kaitlyn Fitzgerald (Villanova University), Joey Coladipietro (Villanova University), Kevin Inahuazo (Villanova University)

**Toward Equitable Data Use: A Framework for Ethical and Collaborative Meaning-Making in Early Childhood RPPs**

» [Maia Elkana](#) (Washington University in S. Louis), Jennifer Burris (Washington University in S. Louis)

**Interrogating Quantitative Methodological Norms in Educational Research: Historical Roots, Policy Implications, and Equity Consequences**

» [Jillian Santos](#) (Frostburg State University), Seniz Celimli Aksoy (Frostburg State University)

**Expansion of public preschool and early educator earnings and credentials**

» [Rebecca Bier](#) (University of Wisconsin - Madison)

**Exploring the Effectiveness and Validity of a Culturally Responsive Parent Advocacy Program for South Asian American Parents of Children with Disabilities**

» [Bhabika Joshi](#) (Vanderbilt University)

5:30pm

**General**

**President's Welcome and Remarks**

*Venue - Harborside C Ballroom*

Organised by: Beth Boulay

5:45pm

**Keynote**

**Opening Plenary**

*Venue - Harborside C Ballroom*

Organised by: Terry Marzany

Speaker: Terry Marzany, The Chicago Community Trust



Continued from **Wednesday, 23 September**

8pm **General**  
**Open Science Affinity Group Meeting and Reception**  
*Venue - Harbor A*

## Thursday, 24 September

7:45am **General**  
**SREE-ROC Meeting and Breakfast**  
*Venue - Harbor A*  
 Sponsored by the Spencer Foundation

9am **Oral**  
**SPE Symposium -- Global Perspectives on Special Education: Advancing Implementation, Equity, and Scalable Partnerships**  
*Venue - Harbor A*  
 Organised by: Jason Chow (Convenor) and Yaoying Xu (Discussant)  
 Organizer: Jason Chow, Vanderbilt University  
 Discussant: Yaoying Xu, Virginia Commonwealth University  
 Paper 1: Waa Gwaan in Jamaica?: Applying the Three C's Framework to Support Family-Professional  
 Presenting Author: Jamie Pearson, North Carolina State University  
 Paper 2: Walking Far Together: A Global Partnership to Increase Access to Care for Children with Autism in Kenya  
 Presenting Author: Mandy Rispoli, University of Virginia  
 Paper 3: Cultivating Global Partnerships: Collaborative Preparation of Special Education Teachers in Brazil and the United States  
 Presenting Author: Maria Mello, St. Johns University  
 Paper 4: Co-Designing and Refining a Responsive Caregiving Intervention

for Migrant Domestic Workers in Singapore  
 Presenting Author: Jason Chow, Vanderbilt University

**Global Perspectives on Special Education: Advancing Implementation, Equity, and Scalable Partnerships**  
 » [Jason Chow](#) (Vanderbilt University), [Jamie Pearson](#) (North Carolina State University), [Mandy Rispoli](#) (University of Virginia), [Maria Mello](#) (St. Johns University), [Yaoying Xu](#) (Virginia Commonwealth University)

9am **Oral**  
**OSS Integrated Symposium -- Understanding and Navigating Power and Trust in Research-Practice Partnerships**  
*Venue - Harbor B*  
 Organised by: Natalie May (Convenor) and Laura Wentworth (Discussant)  
 Organizer: Natalie May, New York University

Discussant: Laura Wentworth, California Education Partners

Paper 1: Understanding and Navigating Power and Trust in Research-Practice Partnerships  
 Presenting Author: Natalie May, New York University

Paper 2: Bridging the Divide: Cultivating a Long-Term Educational Research Alliance for Evidence-Based Policy in a Large Northeastern City  
 Presenting Authors: Cheri Fancsali, Research Alliance for New York City Schools

Paper 3: Equity-Centered Research Approaches for Research-Practice Partnerships Pursuing Equity and Justice  
 Presenting Author: Adriana Villavicencio, New York University

Paper 4: Embedding Equity in Research Practice: A Framework for Operationalizing Ethical Research  
 Presenting Author: Olga Pagán, Brown University

**Understanding and Navigating Power and Trust in Research-Practice Partnerships**  
 » [Natalie May](#) (New York University), [Cheri Fancsali](#) (Research Alliance at New York University), [Kathy Hill](#) (Research Alliance at New York University), [Adriana Villavicencio](#) (New York University), [Olga Pagán](#) (Annenberg Institute at Brown University), [Laura Wentworth](#) (California Education Partners)



Continued from **Thursday, 24 September**

9am **Oral**  
**AL Paper -- Policy Reform, Whole-School Change, and Student Trajectories**  
*Venue - Harbor D*

**Causal Evidence from Alaska's Individualized Reading Improvement Plan Policy**

» [Noman Khanani](#) (WestEd), Rachel Tripathy (WestEd)

**Disrupted Learning: The Effects of School Transfers on Academic Outcomes**

» [Wei Gao](#) (Boston College), Shaun Dougherty (Boston College)

**Four-Year Impacts of Diplomas Now on High School Student Attendance, Behavior, Course Performance, and Graduation**

» [Daniel Princiotta](#) (Johns Hopkins University), Lili Li (Johns Hopkins University), Zilu Jiang (Johns Hopkins University), An Nguyen (Johns Hopkins University), Irene Ramirez (Johns Hopkins University)

**The impact of teacher professional learning designed to support effective use of high-quality instructional materials**

» [Andrew Wayne](#) (American Institutes for Research), Sami Kitmitto (American Institutes for Research), Catherine Jacques (American Institutes for Research), Cheryl Graczewski (American Institutes for Research), Alice Hung (American Institutes for Research)

9am **Panel**  
**URE Invited Moderated Discussion -- Reimagining the Evidence Pipeline for Ed Tech**

*Venue - Harbor E*

Organised by: Betsy Wolf (Convenor, Panel Chair), Michelle Barrett, Lucas Torre, Matt Barnum, Stefani Pautz Stephenson, and Jennifer Morrison

Organized by Betsy Wolf

**Reimagining the Evidence Pipeline for Ed Tech**

» [Betsy Wolf](#) (Johns Hopkins University)

9am **Oral**  
**RM Paper -- AI & Measurement and Research**  
*Venue - Laurel AB*

**Domain-Specific Multi-Agent Systems for Automated Educational Data Mining Research and Review**

» [Chenguang Pan](#) (Teachers College, Columbia University), Zhou Zhang (Teachers College, Columbia University), Weixuan Xiao (Teachers College, Columbia University), Chengyuan Yao (Teachers College, Columbia University), Youmi Suk (Teachers College, Columbia University)

**Coupled Likelihood Estimation: A Likelihood-Based Alternative to Prediction-Powered Inference for Efficient Estimation**

» [Luke Miratrix](#) (Harvard Graduate School of Education), Zachary Himmelsbach (Harvard University)

**Engineered for Insight: Data Lakehouse Architecture, AI-Assisted Measurement, and Teacher Workforce Evidence at Scale**

» Katherine Masyn (University of South Carolina), [Angela Starrett](#) (University of South Carolina), Svetlana Dmitrieva (University of South Carolina), Brian Cartiff (University of South Carolina), Donna Coffman (University of South Carolina)

**From Interviews to Evidence: Using Large Language Models Responsibly in Program Evaluation**

» [Ruhan Circi](#) (American Institutes for Research), Burhan Ogut (American Institutes for Research), Tabitha Tezil (American Institutes for Research), Eben Witherspoon (American Institutes for Research), Amelia Vasquez (American Institutes for Research), Michelle Yin (Northwestern University)

9am **Oral**  
**SED Paper -- Social and Emotional Challenges in School Contexts**  
*Venue - Laurel CD*



Continued from **Thursday, 24 September**

**Breaking point: Identifying the factors that predict out-of-school suspension**

» [Neil Humphrey](#) (University of Manchester), Stephanie Cahill (University of Manchester), Roberto Vagnetti (University of Manchester), Qiqi Cheng (University of Manchester), Chris Knowles (University of Manchester), Emma Thornton (University of Manchester)

**The Role of Compassion in Self-Regulation: A Meta-Analysis of Attention, Cognitive, and Emotional Processes**

» [Lin Guo](#) (Syracuse University), YU WU (University of Memphis)

**Contextual Factors Associated with Gender, Racial, and Socioeconomic Disparities and Heterogeneity Across Schools**

» [Nianbo Dong](#) (University of North Carolina at Chapel Hill), Keith Herman (University of Missouri Columbia), Wendy Herman (University of Missouri Columbia)

**Engaged or Excluded: Transgender Students' Athletic Participation and Physical Activity in Wisconsin**

» [Benjamin Lebovitz](#) (University of Wisconsin - Madison), Mollie McQuillan (University of Wisconsin - Madison), Erin Gill (University of Pennsylvania)

9am

**Oral**

**EC Integrated Symposium -- Supporting Young Spanish-Speaking Dual Language Learners Across Contexts: Evidence From Home, Classroom, and Technology-Supported Interventions**

*Venue - Kent AB*

Organised by: Maria S. Carlo (Convenor) and - - (Discussant)

Organizer: María S. Carlo, University of South Florida, mariacarlo@usf.edu

Discussant: Beth M. Phillips, Florida State University

Paper 1: Effects of a Structured Shared Book Reading Intervention for Early Dual Language Learners  
Presenting Author: Jill Pentimonti, University of Notre Dame

Paper 2: Community-Guided Adaptations: An Effort Toward Achieving Effectiveness of an Early Language Intervention for Spanish-speaking Families

Presenting Author: Karen Zyskind, University of Oregon

Paper 3: Effects of Home and Classroom Interventions on Language, & Cognitive Development of Young Spanish-Speaking English Learners

Presenting Author: Maria S. Carlo, University of South Florida

**Supporting Young Spanish-Speaking Dual Language Learners Across Contexts: Evidence From Home, Classroom, and Technology-Supported Interventions**

» [Maria S. Carlo](#) (University of South Florida), [Jill Pentimonti](#) (University of Notre Dame), [Karen Zyskind](#) (University of Oregon)

9am

**Oral**

**AL Symposium -- Identifying Active Ingredients in Academic Interventions**

*Venue - Galena*

Organised by: Daniel Espinas (Convenor), Douglas Fuchs (Convenor), and - - (Discussant)

Organizers: Daniel R. Espinas, George Mason University, and Doug Fuchs, Vanderbilt University

Discussant: Phil Capin, Harvard University

Paper 1: A Series of Experiments to Develop an Effective and Efficient Kindergarten Reading Program: Looking for Active Ingredients  
Presenting Author: Doug Fuchs, Vanderbilt University

Paper 2: The Efficacy and Efficiency of Interventions for Children with Co-Occurring Math and Reading Learning Difficulties  
Presenting Author: Daniel R. Espinas, George Mason University

Paper 3: The Active Ingredient of Comprehension Instruction for Reading and Mathematics: Two Network Meta-Analyses  
Presenting Author: Peng Peng, The University of Texas - Austin

**Identifying Active Ingredients in Academic Interventions**

» [Daniel Espinas](#) (George Mason University), [Douglas Fuchs](#) (Vanderbilt University), [Peng Peng](#) (University of Texas -- Austin)



Continued from **Thursday, 24 September**

10:30am

**Poster**

**Thursday Poster Session**

*Venue - Harborside Foyer*

**Which K-3 Reading Screener Works Best? A Network Meta-analysis of Classification Accuracy**

» [Linling Shen](#) (The University of Texas in Austin), Jingru Zhang (University of Wisconsin - Madison), Yifan Fu (The University of Texas in Austin), Nayoung Yoon (The University of Texas in Austin)

**Building Trust in AI-Enhanced Education Tools: A Feasibility Study of an AI-Powered Science Modeling Platform in Diverse Elementary Classrooms**

» [Mingyu Feng](#) (WestEd), Nicole Wong (WestEd), Wynnie Chan (WestEd), Andy Smith (North Carolina State University), James Lester (North Carolina State University), Bradford Mott (North Carolina State University), Cathy Ringstaff (WestEd)

**Integrating AI Literacy into Math Education: An Efficacy Study**

» [Linlin Li](#) (WestEd), Jie Chao (The Concord Consortium), I. Yelee Jo (WestEd), Kevin Huang (WestEd), Kelly Collins (WestEd)

**Identifying Effective Tutoring Strategies Through NLP Analysis of High and Low Value-Added Tutors**

» Ana Trindade Ribeiro (Stanford University), [Xander Beberman](#) (Stanford University), Carly Robinson (Stanford University), Susanna Loeb (Stanford University)

**Effectiveness of Enhanced Core Reading Instruction (ECRI) for Students with or At Risk of Reading Disabilities: Full Replication Study Findings**

» [Elaine Wang](#) (RAND), Nancy Nelson (Boston University), Marissa Pilger Suhr (University of Washington), John F. Pane (RAND), Cadence Doyle (RAND)

**Uneven Pathways Through High School: A Statewide Analysis of School- and Student-Level Differences in Math and ELA Course Trajectories**

» [Henry May](#) (University of Delaware), Ivan Gradjansky (University of Delaware), Gail Headley (University of Delaware), Sam Van Horne (University of Delaware)

**Building Validity for AI-Supported Formative Assessment: Evidence From Phase 1 of the ADAPT-AI Project**

» [Bo Zhu](#) (American Institutes for Research), Margarita Olivera-Aguilar (American Institutes for Research)

**Validation and Use of the Implementation Team Survey (ITS)**

» [Jake Leonard](#) (UNC Chapel Hill), Alexis Georgeson (University of Notre Dame), Ximena Franco-Jenkins (UNC Chapel Hill)

**Evidence-Based Authorization: Validating and Strengthening a State Charter School Evaluation Instrument for Policy and Practice**

» [Olivia Szendey](#) (WestEd)

**Research on the Impact Mechanism of School Informatization Environment on Students' Digital Literacy — A Comparative Analysis Based on Finland and Chinese Taipei**

» [苺蓉 闫](#) (Hunan University)

**Examining Strategic Plans in Southern School Systems**

» Kathryn James McGraw (Vanderbilt University), [Angela Cox](#) (Vanderbilt University)

**Do Early Gains Persist? A Meta-analysis of Long-Term Effects of a Rational Number Intervention Program**

» [Lourdes Farag](#) (University of California, Irvine), Siling Guo (University of California, Irvine), Kreshnik Begolli (University of California, Irvine), Katherine Rhodes (University of California, Irvine), Lindsey Richland (University of California, Irvine), Andres Bustamante (University of California, Irvine), Drew Bailey (University of California, Irvine)



Continued from Thursday, 24 September

**Peer-Assisted Learning Intervention in Online Higher Education: A Meta-Analysis**

» [Yumeng Zhang](#) (University of California, Irvine), Albert W. Li (University of California, Irvine), Qiuji Li (Nanyang Technological University), Di Xu (University of California, Irvine)

**Faculty Application of Universal Design for Learning: Outcomes from a Pilot Study**

» [Danielle Feeney](#) (Ohio University)

**The Transfer of College Credits Earned in High School**

» [Julie Edmunds](#) (University of North Carolina at Greensboro), Brian Phillips (RAND), Christine Mulhern (RAND)

**Gentrification and Access to Advanced Mathematics: Evidence on Latinx Students and Institutional Stratification in Urban School Contexts**

» [Elizabeth Rivera](#) (Montclair State University)

**A Machine Learning Framework to Predict Early College Persistence Using High School Administrative Data**

» [Yiwang Li](#) (University of California, Davis)

**Validation of an OMR-Compatible Reformatted Version of the TOSREC for Automated Data Entry and Scoring**

» [Sydney Peters](#) (University of Maryland, College Park), Laura Stapleton (University of Maryland, College Park)

**Design Features and Nonexperimental Bias: An Updated Meta-Analysis of Within-Study Comparisons**

» Kylie Anglin (University of Connecticut), [Quinn Arnold](#) (University of Virginia), Kate Miller-Bains (University of Virginia), Muwon Kwon (University of Maryland), Qing Liu (University of Virginia), Peter Steiner (University of Maryland, College Park), Vivian Wong (University of Virginia)

**To Remove or Not to Remove? The Consequences of Careless Responding in Psychological Data**

» [Jiwoo Kim](#) (Cornell University), Felix Thoemmes (Cornell University)

**A Counterfactual Evaluation of Nonoverlap Indices in AB Single-Case Designs**

» [Rongjian Sun](#) (Texas A&M University), Lu Chen (Texas A&M University), Wen Luo (Texas A&M University)

**Identifying Implementation Pathways: A Sequence Analysis Study on Teachers' Use of a Universal Social-Emotional Learning Program**

» [Tianying Sun](#) (Pennsylvania State University), Pui-Wa Lei (Pennsylvania State University), James DiPerna (Pennsylvania State University), Susan Hart (Pennsylvania State University), Kyle Husmann (Pennsylvania State University)

**When Configural Invariance Fails: Understanding Student Self-Reports During a Social-Emotional Learning Intervention**

» [Emily Weiss](#) (Rutgers University), Clara-Christina Gerstner (The University of Alabama)

**Discretion in Implementation: A Street-Level Analysis of Restorative Practices in Philadelphia Schools**

» Taylor Stenley (Research for Action), [Alexis O'Herrick](#) (Research for Action)

**Comparing Career Confidence: Leveraging RPPs to Build Quasi-Experimental Matching Analyses within a Smaller School District**

» [Asha Muralidharan](#) (University of Virginia), Russell Carlock (Albemarle County Public Schools), Nina Schoonover (University of Virginia)

**Friendship Reciprocity, Stability, and Quality of Students With or at Risk for Emotional and Behavioral Disorders**

» [Kristen Granger](#) (Vanderbilt University), Jason Chow (Vanderbilt University), Michael Broda (Virginia Commonwealth University)



Continued from **Thursday, 24 September**

**Adverse Mental Health Effects of School-Based Social and Emotional Learning Programs**

» [Michael Strambler](#) (Yale School of Medicine), Sophie Barnes (Yale Child Study Center), Christina Cipriano (University of Massachusetts Amherst)

**Executive Functioning Plays a Role in Development of Reading Comprehension Skills Over Time**

» [Kenny Tang](#) (Vanderbilt University), Laurie Cutting (Vanderbilt University)

**Recognize. Relax. Record.: Preliminary results of a randomized control trial to support elementary-age students manage anxious feelings**

» [Kathleen Lane](#) (University of Kansas)

**The Evolution of IDEA Student Representation in Gifted and Talented Programs: Evidence from CRDC Data (2015–2022)**

» [Xinyu Li](#) (University at Albany, SUNY), Lindsay Griendling (University at Albany, SUNY)

**The Associations Between Preparation and Pathways and the Composition, Distribution, and Stability of Special Educators**

» Li Feng (Texas State University), Monica Arboleta Martinez, (Texas State University), [Allison Gilmour](#) (American Institutes for Research), Elizabeth Bettini (Boston University), Loretta Mason-Williams (Binghamton University), Za Eng Mawi (Texas State University), Roddy Theobald (American Institutes for Research)

**Scaffolding Mathematics for English Learners with Mathematics Difficulties**

» [Qingli Lei](#) (University of Illinois Chicago), Yan Ping Xin (Purdue University)

**Peer-relative reading achievement and longitudinal risk for learning disabilities**

» [Daniel Osgood](#) (University of Delaware)

**Scholarship Programs and the Teacher Workforce in Maryland**

» [David Blazar](#) (University of Maryland), Yu Hung Yaow (University of Maryland)

**Research on Using Simulation to Practice Evidence-Based Math Instruction**

» Rachel Garrett (American Institutes for Research), Toni Smith (American Institutes for Research), [Melissa Yisak](#) (American Institutes for Research), Jasmine James (American Institutes for Research)

**National Math Partnership: AI Tools for Curriculum-Based Professional Learning**

» [Rebecca Taylor-Perryman](#) (Leading Educators), Ariana Audisio (Leading Educators), Timothy Tasker (Leading Educators)

**Of 'Dear Colleague' Letters and Federal Injunctions: How Federal DEI Actions Influence Teachers' Use of Culturally Responsive Practices**

» [Kate Morman](#) (Northwestern University), Laura Brady (American Institutes of Research), Cong Wang (Northwestern University), Stephanie Fryberg (Northwestern University)

**Under the Surface of Teacher Evaluation Systems: The Critical Role of Evaluator Feedback Authenticity in Shaping Teacher Efficacy Beliefs**

» Jara Packer (The Ohio State University), [Roger Goddard](#) (The Ohio State University), Wonjoon Cha (The Ohio State University)

**Principal Development and Student Academic Growth: Evidence from a Multi-Phase Event Study of an Urban Leadership Fellowship**

» [Anahita Kumar](#) (University of Pennsylvania), Jonathan Supovitz (University of Pennsylvania), Ryan Fink (University of Pennsylvania)



Continued from **Thursday, 24 September**

**Teaching with AI: Building Evidence for Professional Learning That Supports Responsible Classroom Integration**

» [Rebecca Bergey](#) (American Institutes for Research), Ryan Eisner (American Institutes for Research), Tiffini Pruitt-Britton (American Institutes for Research), Dena Slanda (American Institutes for Research), Fei Tan (American Institutes for Research), Kelsey Woodrick (American Institutes for Research), Isaac Kaplan (American Institutes for Research)

**Identifying Candidate Determinants of STEM Pathway Decisions Using Causal Discovery: Evidence from HSLS:09**

» [Yuxuan Li](#) (Teachers College, Columbia University), Weixuan Xiao (Teachers College, Columbia University)

**Synthesizing Evidence on Standalone Digital Learning Programs in Math and Science to Inform K-12 Instructional Strategies**

» [Laura Michaelson](#) (American Institutes for Research), Qi Zhang (American Institutes for Research), Kamal Middlebrook (American Institutes for Research)

11:30am

**General**

**Graduate Student Lunch**

Venue - Essex A-C

12:30pm

**Panel**

**OSS Invited Discussion -- School Accountability and Turnaround in a Time of Federal Limbo**

Venue - Harbor A

Organised by: Erica Harbatkin (Convenor, Panel Chair)

Organizer by Erica Harbatkin

12:30pm

**Panel**

**URE Moderated Discussion -- What Does It Take to Scale High-Quality CTE? Navigating Trade-Offs in Research, Policy, and Practice**

Venue - Harbor B

Organised by: Christina Claiborne (Convenor, Panel Chair)

Organized by Christina Claiborne

**What Does It Take to Scale High-Quality CTE? Navigating Trade-Offs in Research, Policy, and Practice**

» [Christina Claiborne](#) (Annenberg Institute at Brown University), Shaun Dougherty (Boston College), Hannah Kistler (University at Albany, SUNY), Emily Rusca (Education Systems Center at Northern Illinois University), Marshall Ogier (Seeding Success)

12:30pm

**Oral**

**AL Integrated Symposium -- Is High-Dosage Tutoring Effective in Raising Math Achievement?: Evidence from three RCTs**

Venue - Harbor D

Organised by: Beth Boulay (Convenor) and - - (Discussant)

Organizer: Beth Boulay, Brown University

Discussant: Heather Hill, Harvard University

Paper 1: Evaluating the effectiveness of PeerTeach Tutoring on middle school students' math achievement

Presenting Author: Beth Boulay, Brown University

Paper 2: The effects of Carnegie Learning small-group virtual math tutoring for Algebra I students in middle and high school

Presenting Author: Catherine Asher, University of Michigan

Paper 3: The Impact of Math-a-Matics Tutoring on grade 6 - 9 students' math outcomes

Presenting Author: Amanda Neitzel, Johns Hopkins University

Paper 4: The Impact of Tutored by Teachers on Middle School Students' Math Achievement

Presenting Author: Raifu Durodoye, WestEd



Continued from **Thursday, 24 September**

**Is High-Dosage Tutoring Effective in Raising Math Achievement?: Evidence from three RCTs**

» [Beth Boulay](#) (Brown University), [Catherine Asher](#) (University of Michigan), [Amanda Neitzel](#) (Johns Hopkins University), [Raifu Durodoye](#) (WestEd)

12:30pm

**Oral**

**RM Paper -- Measuring Latent Variables**

*Venue - Harbor E*

**Targeted After Generative (TAG) Learning for Causal Inference with Latent Variables**

» [Benjamin Kelcey](#) (University of Cincinnati), [Amota Ataneka](#) (University of Cincinnati), [Jean Baptiste Habarurema](#) (Univeristy of Cincinnati)

**Measurement Invariance in Cross-classified Structural Equation Modeling**

» [Jean Baptiste Habarurema](#) (Univeristy of Cincinnati), [Benjamin Kelcey](#) (University of Cincinnati), [Amota Ataneka](#) (University of Cincinnati), [Fangxing Bai](#) (Montana State University Bozeman)

**Structural After Measurement Estimation for Structural Equation Models with Complex Sampling**

» [Kyle Cox](#) (University of North Carolina at Charlotte), [Richard Lambert](#) (University of North Carolina at Charlotte)

12:30pm

**Oral**

**TSL Paper -- Interventions for Educator Improvement**

*Venue - Laurel AB*

**Designing for Teacher Learning: Evidence from Scripted and Adaptive Literacy Curricula**

» [Tricia Zucker](#) (Children's Learning Institute at University of Texas Health Science Center at Houston), [Jessica Logan](#) (Vanderbilt University), [Michael Mesa](#) (Children's Learning Institute at University of Texas Health Science Center at Houston), [Allyson Hayward](#) (Vanderbilt University), [Yoonkyung Oh](#) (Children's Learning Institute at University of Texas Health Science Center at Houston), [Qinggong Yu](#) (Vanderbilt University), [Michael Assel](#) (Children's Learning Institute at University of Texas Health Science Center at Houston)

**Does Feedback Format Matter? A Randomized Trial of Numeric vs. Qualitative CLASS Observation Feedback for Early Career Teachers**

» [Julie Cohen](#) (University of Virginia), [John Papay](#) (Annenberg Institute at Brown University), [Hallie Parten](#) (University of Virginia), [Brendon Krall](#) (Annenberg Institute at Brown University), [Grant Van Eaton](#) (Teach For America), [Claire Allen-Platt](#) (Annenberg Institute at Brown University)

**Increasing the Capacity of Middle-Grades Mathematics Teachers to Teach Data Analysis and Probability**

» [Robert Schoen](#) (Florida State University), [Chris Rhoads](#) (University of Connecticut)

**The Impact of a Reading Intervention in North Carolina on Student Outcomes**

» [Rebecca Schmidt](#) (SRI Education), [Sara Rutherford-Quach](#) (SRI Education)

12:30pm

**Panel**

**RM Moderated Discussion -- The Future of Evidence in Education: What Should Researchers Do Now?**

*Venue - Laurel CD*

Organised by: [Vivian Wong](#) (Convenor, Panel Chair)

Organized by [Vivian Wong](#)



Continued from **Thursday, 24 September**

**The Future of Evidence in Education: What Should Researchers Do Now?**

» Vivian Wong (University of Virginia), [Rekha Balu](#) (Urban Institute), Kelly Hallberg (University of Chicago), Erin Higgins (Align R&D), Cara Jackson (The Center for Outcomes Based Contracting), Luke Miratrix (Harvard Graduate School of Education)

12:30pm

**Oral**

**SED Integrated Symposium -- Examining the Adequacy of FBA-BIPs Across Four Recent Studies: Commonality and Variation**

*Venue - Kent AB*

Organised by: Shanna Hirsch (Convenor) and Catherine Bradshaw (Discussant)

Organizer: Shanna Hirsch, University of Maryland

Discussant: Catherine Bradshaw, University of Virginia

Paper 1: An Analysis of Selected Aspects of Functional Behavioral Assessments and Behavior Intervention Plans

Presenting Author: Shanna Hirsch, University of Maryland

Paper 2: An Analysis of Selected Aspects of Functional Behavioral Assessments and Behavior Intervention Plans: A Conceptual Replication

Presenting Author: Cristy Brown, Clemson University

Paper 3: Are we on course yet? Functional behavior assessment and behavior intervention plan technical adequacy in schools

Presenting Author: Rose Iovannone, University of South Florida

Paper 4: The Impact of Implementing Tier 3 School-wide PBIS on the Technical Adequacy of Functional Behavior Assessments

Presenting Author: Tobey Duble Moore, University of Connecticut

**Examining the Adequacy of FBA-BIPs Across Four Recent Studies: Commonality and Variation**

» [Shanna Hirsch](#) (University of Maryland), [Rose Iovannone](#) (University of South Florida), [Tobey Duble Moore](#) (University of Connecticut), [Christy Brown](#) (Clemson University), [Catherine Bradshaw](#) (University of Virginia)

12:30pm

**Oral**

**PS Invited Paper Session -- New Evidence on Shortened Academic Terms Across Select States**

*Venue - Galena*

Organised by: Jessa Valentine (Convenor, Panel Chair)

Organizer by Jessa Valentine

**The Pioneers of 8-Week Courses in Texas**

» [Daniel Vargas](#) (University of Texas at Dallas), Trey Miller (University of Texas at Dallas)

2:15pm

**General**

**Open Science PD Session - Publishing in the Open Science Era: Preparing for Data Sharing and Analytic Transparency**

*Venue - Kent AB*

Organised by: Kylie Anglin (Convenor, Panel Chair), Sean Grant, Jessica Logan, Rob Olsen, and Terri Piggott

Organized by the Open Science Affinity Group

To increase the transparency, openness, and reproducibility of education research, many journals have signed on to the Transparency and Openness Promotion (TOP) guidelines (Nosek et al., 2016). For example, the Journal for Research on Educational Effectiveness (JREE) is a Level 1 implementer, requiring that authors disclose whether the study was registered, as well as whether data, code, and other materials are available to the public, while encouraging greater transparency and sharing where possible. Open data, code, and materials increase trust in the research process (Cook et al., 2018) and make later direct replications and meta-analyses stronger and more feasible (Van Dijk et al., 2021). However, sharing these resources in ways that are useful to later researchers (while protecting participant privacy) can require organization, planning, and decision-making. This panel is designed to help audience members think through relevant decision points and develop a greater understanding of what to expect from journals and the Open Science movement moving forward. To speak to the practice of data sharing and the use of data downstream, the panel includes experts in data management and meta-analysis. To speak to the evolving expectations of journals, the panel includes both the Editor-in-Chief and the Transparency Editor of JREE. The moderator will ask prepared questions for approximately one hour and will save the last 30 minutes for questions from the audience.



Continued from **Thursday, 24 September**

2:15pm **General**  
**PD Session -- From Research to Policy: Engaging Federal Decision-Makers and Communicating the Value of Education R&D**

Venue - Galena

Organised by: Rachel Dinkes

Organized by Rachel Dinkes, Knowledge Alliance

3:30pm **Oral**  
**TSL Integrated Symposium -- Reciprocal Knowledge Production: Informing Science Through Partnership**

Venue - Harbor A

Organised by: Jade Wexler (Convenor) and - - (Discussant)

Organizer: Jade Wexler, University of Maryland

Discussant: Nathan Jones, Commissioner for the National Center on Special Education Research, US Dept of Education

Paper 1: When Reading Meets Social Studies: What a Series of Randomized Trials Reveals About Content-Integrated Instruction  
 Presenting Author: Elizabeth Swanson, The University of Texas - Austin

Paper 2: The Efficacy of Adaptive Coaching: Supporting Schoolwide Literacy Models in Middle School  
 Presenting Author: Alexandra Shelton, Johns Hopkins University

Paper 3: Improving Middle School Outcomes Through an Adaptive Coaching and Schoolwide Literacy Package  
 Presenting Author: Jade Wexler, University of Maryland

**Reciprocal Knowledge Production: Informing Science Through Partnership**

» [Jade Wexler](#) (University of Maryland), [Elizabeth Swanson](#) (The University of Texas at Austin Meadows Center for Preventing Educational Risk), [Alexandra Shelton](#) (Johns Hopkins University), [Jackie Lightsey](#) (Montgomery County Public Schools, MD)

3:30pm **Oral**  
**AL and OSS Paper -- Attendance After COVID: Measurement and School Strategies**

Venue - Harbor B

**School Impacts on Absenteeism in the Middle and High School Grades following the COVID-19 Pandemic: Identifying school factors and strategies for improvement**

» [Meril Antony](#) (University of Chicago Consortium on School Research), [William Delgado](#) (University of Chicago Consortium on School Research), [Francisca Giuliani](#) (University of Chicago Consortium on School Research), [Elaine Allensworth](#) (University of Chicago Consortium on School Research), [Marisa de la Torre](#) (University of Chicago Consortium on School Research)

**Measuring Beyond "Total Days Absent": A Descriptive Understanding of the Why and the Where**

» [Michael Gottfried](#) (University of Pennsylvania), [Erin Gill](#) (University of Pennsylvania), [Colby Woods](#) (University of Pennsylvania), [Ethan Hutt](#) (University of North Carolina Chapel Hill)

**The Erosion of Time in School**

» [Matthew Kraft](#) (Brown University), [Samantha Kane](#) (Annenberg Institute at Brown University), [Jessica Cobian](#) (Stand for Children)

**Impact of Attendance Case Management on Chronic Absenteeism in Charter Schools**

» [Catherine Asher](#) (University of Michigan), [Brian Jacob](#) (University of Michigan), [Milagros Chocce](#) (University of Michigan), [Megan Jagolinzer](#) (University of Michigan), [Chihiro Tanigawa](#) (University of Michigan)

3:30pm **Oral**  
**Invited Session: Postsecondary Learners (Gates)**

Venue - Harbor D



Continued from **Thursday, 24 September**

3:30pm

**Panel**

**URE Moderated Discussion -- Trusted by whom? Rethinking public trust in education research**

*Venue - Harbor E*

Organised by: Joseph Taylor (Convenor) and Rachel Garrett (Panel Chair)  
Organized by Rachel Garrett

**Trusted by whom? Rethinking public trust in education research**

» Rachel Garrett (American Institutes for Research), [Joseph Taylor](#) (American Institutes for Research), Adam Gamoran (WT Grant Foundation), Carmel Martin (Maryland Governor's Office for Children)

3:30pm

**Oral**

**RM Paper -- Measurement and Considerations with Large Language Models**

*Venue - Laurel AB*

**The Dependability of Large Language Model (LLM) Classroom Observation Systems for Making Inferences About Teachers' Instructional Practices**

» [Steffen Erickson](#) (University of Virginia), Vivian Wong (University of Virginia)

**More Than Words: A Multimodal AI Analysis of Teacher Praise in Online Tutoring**

» [Jiseung Yoo](#) (University of Maryland, College Park), Jing Liu (University of Maryland, College Park)

**Stratified Sampling for Model-Assisted Estimation with Surrogate Outcomes**

» [Reagan Mozer](#) (Bentley University), Nicole Pashley (Rutgers University), Luke Miratrix (Harvard Graduate School of Education)

**A Justice-Oriented Rubric for Evaluating Structural Bias in Large Language Model Output**

» [Sarah Quesen](#) (WestEd), Lauren White (Consultant)

3:30pm

**Oral**

**SPE and SED Paper -- Mental Health, Behavior, and Discipline in Schools**

*Venue - Laurel CD*

**The Effect of School-Based Health Centers on Adolescent Mental Health and Behavior**

» [Anjali Pai](#) (Annenberg Institute, Brown University)

**Behavioral and Mental Health Diagnoses and School Discipline: Evidence From Linked Administrative and Claims Data**

» [Harneet Kaur](#) (University of Arkansas for Medical Sciences), Joe Sundell (University of Arkansas for Medical Sciences), Gwendolyn Lawson (Children's Hospital of Philadelphia), Bradley Martin (University of Arkansas for Medical Sciences), John Mick Tilford (University of Arkansas for Medical Sciences), Joseph Thompson (University of Arkansas for Medical Sciences), Michael Thomsen (University of Arkansas for Medical Sciences)

**Suspension Overrepresentation Among Students with Disabilities: A Descriptive Longitudinal Analysis**

» [Lindsay Griending](#) (University at Albany, SUNY), Xinyu Li (University at Albany, SUNY)

**Does Getting an IEP Change Why Students Miss School?**

» Michael Gottfried (University of Pennsylvania), Ericka Weathers (University of Pennsylvania), [Samantha Peters](#) (University of Pennsylvania)

3:30pm

**Panel**

**PS Moderated Discussion -- What Does It Take to Evaluate Faculty Professional Development? Lessons from a Randomized Controlled Trial at Community Colleges**

*Venue - Kent AB*

Organised by: Jodi Davenport (Convenor) and Thomas Brock (Panel Chair)  
Organized by Jodi Davenport



Continued from **Thursday, 24 September**

**What Does It Take to Evaluate Faculty Professional Development? Lessons from a Randomized Controlled Trial at Community Colleges**

» [Jodi Davenport](#) (WestEd), Thomas Brock (Community College Research Center), Susan Bickerstaff (Community College Research Center), Patrick Moyle (WestEd)

3:30pm

**Oral**

**SREE-ROC Research in Progress**

Venue - Galena

Organized by Keisha Lanier Brown and Janelle Clay

5:15pm

**Keynote**

**Hedges Lecture: Educational Testing in the Age of AI**

Venue - Harborside C Ballroom

Organised by: Alina von Davier

Lecturer: Alina von Davier

Artificial intelligence (AI) is rapidly transforming both scientific inquiry and its societal applications, reshaping how knowledge is generated, evaluated, and used. This presentation examines the role of AI in assessment as a case study of the broader opportunities and challenges AI presents for education and society. Focusing on language proficiency assessment, it illustrates how advances in machine learning, natural language processing, and generative AI enable more adaptive, scalable, and accessible measurement of complex human skills. AI-driven systems support personalized testing pathways, innovative task designs that better reflect real-world language use, and continuous quality monitoring at a scale previously unattainable.

At the same time, the presentation emphasizes that scientific rigor and societal trust depend on maintaining strong theoretical foundations, transparent methodology, and robust validation practices. Human expertise and governance remain essential in defining constructs, interpreting evidence, and ensuring fairness, accountability, and ethical use. Situating AI-powered assessment within the wider landscape of AI

in education, the presentation highlights the need for interdisciplinary collaboration among domain scientists, psychometricians, and AI researchers. More broadly, it argues that AI should be understood not as a replacement for human judgment, but as a new type of co-worker, a collaborative technology that, when responsibly designed and governed, can advance scientific progress while promoting equity, access, and social benefit.

**References:**

von Davier, A. A. & Yan, D. (Eds.). (2026). *Artificial intelligence in educational learning and assessment* [Manuscript submitted]. Springer.

Burstein, J., LaFlair, G. T., Yancey, K., von Davier, A. A., & Dotan, R. (2024). Responsible AI for test equity and quality: The Duolingo English Test as a case study. *arXiv Preprint Educational Testing in the Age of AI*

6:30pm

**General**

**Hedges Lecture Reception**

Venue - Harborside Foyer

7:30pm

**General**

**SREE-ROC Affinity Group Offsite Dinner**

Venue - Offsite



## Friday, 25 September

8am **General**  
**Business Meeting**  
*Venue - Harbor A*

9am **Oral**  
**Invited Session -- K-12 Evaluation and Measurement (Gates)**  
*Venue - Harbor A*

9am **Panel**  
**RM Moderated Discussion -- Supporting Early-Career Education Researchers**  
*Venue - Harbor B*  
Organised by: Catherine Darrow (Convenor, Panel Chair)  
Organized by Cat Darrow

**Supporting Early-Career Education Researchers**  
» Sarah Sahni (J-PAL North America), [Catherine Darrow](#) (J-PAL North America), Danielle Ferguson (American Institutes of Research), Christina Weiland (University of Michigan)

9am **Oral**  
**TSL Paper -- Teacher Wellbeing and Working Conditions**  
*Venue - Harbor D*

**Effects of digital wellbeing training on educator wellbeing and student achievement: A preregistered randomized controlled trial**  
» [Matthew Hirshberg](#) (University of Wisconsin - Madison), Polina Beloborodova (University of Wisconsin - Madison), Richard Davidson (University of Wisconsin - Madison)

### **Principal Mobility and Teacher Wellbeing: Evidence from Arkansas Public Schools**

» [Arslan Khalid](#) (University of Arkansas), Josh Mcgee (University of Arkansas), Gema Zamarro (University of Arkansas)

### **Teacher Absenteeism and Student Outcomes: Evidence from Arkansas**

» [Kim Shaw](#) (University of Arkansas), Gema Zamarro (University of Arkansas), Sarah McKenzie (University of Arkansas), Hannah Denker (University of Arkansas), Taylor Wilson (University of Arkansas)

### **Professional Learning Culture and Teachers' AI Adoption: A Cross-National Random Forest Study Using TALIS 2024**

» [Damilare Ajayi](#) (Florida State University), Hailey Kuang (Florida State University)

9am **Panel**  
**URE Moderated Discussion -- Designing for Trust: Translating Culturally Responsive Research into EdTech Design Decisions**

*Venue - Harbor E*  
Organised by: Saroja Warner (Convenor, Panel Chair) and Ebony Terrell Shockley  
Organized by Saroja Warner

### **Designing for Trust: Translating Culturally Responsive Research into EdTech Design Decisions**

» [Saroja Warner](#) (WestEd)

9am **Oral**  
**RM Paper -- Causal Inference in Practice**  
*Venue - Laurel AB*

### **The Transportability of Impacts in New York City's Gifted and Talented Program**

» [Wendy Chan](#) (University of Pennsylvania), Nowreen Yasmin (University of Pennsylvania), Michelle Zhou (University of Pennsylvania), Katherine Strickland (University of Florida)



Continued from Friday, 25 September

**Causal effects through the front door: An application to career and technical education**

» [Patrick Lavallee Delgado](#) (University of Pennsylvania)

**Propensity Score Matching in Multilevel Educational Settings: A Review and Guide for Applied Researchers**

» [Jordan Rickles](#) (University of California, Los Angeles), [Alberto Guzman-Alvarez](#) (American Institutes for Research), [Qi Zhang](#) (American Institutes for Research)

**Too good to be true? How big are true effect sizes in education?**

» [Betsy Wolf](#) (Johns Hopkins University), [Paul von Hippel](#) (The University of Texas in Austin)

9am

**Oral**

**AL Paper -- Advanced Learning Access, Equity, and Scaled Instructional Models**

*Venue - Laurel CD*

**When Advanced Learning Programs Expand: Evidence on Access and Achievement**

» [Seth Walker](#) (Michigan State University), [Tara Kilbride](#) (Education Policy Innovation Collaborative)

**Equalizing Probability of Taking Higher Math Would Reduce Racial Inequality in Academic Performance**

» [Jierui Li](#) (The Ohio State University), [Stephen Raudenbush](#) (University of Chicago)

**The Promise and Limitations of Scaling Personalized Learning: Experimental Evidence from a Whole-School Reform in Chicago**

» [Salman Khan](#) (University of Chicago), [Monica Bhatt](#) (University of Chicago), [Fatemeh Momeni](#) (University of Chicago), [Jonathan Guryan](#) (Northwestern University)

**The Geography of Gifted Education: School and Neighborhood Predictors of Access to Gifted and Talented Programs in New York City**

» [Katherine Strickland](#) (University of Florida), [Wendy Chan](#) (University of Pennsylvania), [Michael Gottfried](#) (University of Pennsylvania), [Sam K. Peters](#) (University of Pennsylvania)

9am

**Oral**

**AL Integrated Symposium -- The Architecture of Trust: Community Schools and the Redesign of American High Schools**

*Venue - Kent AB*

Organised by: [Charlotte Thompson](#) (Convenor) and [Tiffany Miller](#) (Discussant)

Organizer: [Charlie Thompson](#), Learning Policy Institute

Discussant: [Tiffany Miller](#), Learning Policy Institute

Paper 1: Community Schools Impact on Student Outcomes: Evidence from California

Presenting Author: [Cassandra Rubinstein](#), North Carolina State University and Learning Policy Institute

Paper 2: Community Schools in Los Angeles Unified: Transforming Teaching and Learning

Presenting Author: [Sarah Klevan](#), Learning Policy Institute

Paper 3: From Consolidation to Redesign: Centering Relationships and Rebuilding Trust with Students and Families

Presenting Author: [Charlie Thompson](#), Learning Policy Institute

Paper 4: Community Schools in Albuquerque: Collaborative Leadership, Shared Power and Voice

Presenting Author: [Emily Germain](#), Learning Policy Institute

**The Architecture of Trust: Community Schools and the Redesign of American High Schools**

» [Tiffany Miller](#) (Learning Policy Institute), [Charlotte Thompson](#) (Learning Policy Institute), [Cassandra Rubinstein](#) (Learning Policy Institute), [Emily Germain](#) (Learning Policy Institute), [Sarah Klevan](#) (Learning Policy Institute)



Continued from Friday, 25 September

9am

**Oral**

**SPE Paper -- State and Local Policy Considerations**

*Venue - Galena*

**State Special Education Finance Systems, Identification, and Public Trust in Education Policy**

» [Sana Fatima](#) (New York University)

**Evaluating State-Level Special Education Accountability: A Mixed Methods Study of California's Compliance and Improvement Monitoring Framework**

» [Sarah Caroleo](#) (Annenberg Institute, Brown University), Christopher Cleveland (Department of Education, Brown University)

**The Benefits and Costs of Educational Inclusion: Evidence from an Evaluation of the Special Olympics Unified Champion Schools Program**

» [Jesse Levin](#) (American Institutes for Research), Rachel Feldman (American Institutes for Research), Clive Belfield (Queens College, CUNY), Katie Laird (American Institutes for Research), Brad Salvato (American Institutes for Research)

**Title: Unveiling Valence on Students' Present Levels: The Validation of Tone in IEP Documents**

» [Joshua Almes](#) (Annenberg Institute, Brown University), Sarah Caroleo (Annenberg Institute, Brown University), Christopher Cleveland (Annenberg Institute, Brown University)

10:45am

**Keynote**

**Keynote Panel**

*Venue - Harborside C Ballroom*

Organised by: Dan Goldhaber (Convenor, Panel Chair)

Organized by Dan Goldhaber and Peggy Carr

1pm

**Poster**

**Friday Poster Session**

*Venue - Harborside Foyer*

**In-the-Pipeline: Individualized Math Instruction with The Modern Classrooms Project - Preliminary Analyses**

» [Robert Nathenson](#) (American Institutes for Research), Xiaying Zheng (American Institutes for Research), Erin McCopp (American Institutes for Research), Toni Smith (American Institutes for Research)

**Strengthening Tier 1 Mathematics Instruction in Kindergarten: An In-the-Pipeline Randomized Pilot Study of an Integrated Academic-Behavior Model**

» [Jessica Turtura](#) (University of Oregon), Benjamin Clarke (University of Oregon), Christian Doabler (The University of Texas at Austin)

**Causal Effect of Computer Science Class on Students' Self-efficacy in Information and Communication Technology: A Propensity Score Analysis**

» [Tzu-Wei Wang](#) (Virginia Commonwealth University), Michael Broda (Virginia Commonwealth University)

**Early Literacy at Scale: A Multi-District Quasi-Experimental Evaluation of Tier 1 Foundational Skills Instruction in Grades K-2**

» [Nicholas Gage](#) (University of South Carolina), Angela Penfold (Wilson Language Training)

**Within-Student Associations Between Classroom Disruptiveness and Math and Science Achievement in Elementary School**

» [Eric Hengyu Hu](#) (University at Albany, SUNY), Qingqing Yang (University at Albany, SUNY), Xueying (Sherry) Gao (University at Albany, SUNY), Paul Morgan (University at Albany, SUNY)

**Practicing How to Teach With AI: Do simulated tutoring sessions improve tutor instructional skills?**

» [Ana Trindade Ribeiro](#) (Stanford University), Paul Yoo (Stanford University), Carly Robinson (Stanford University), Susanna Loeb (Stanford University)



Continued from Friday, 25 September

### **An Evaluation of Organization A's Literacy Strategy with District B**

» [Nathan Storey](#) (Johns Hopkins University), Xue Wang (Johns Hopkins University), Amanda Neitzel (Johns Hopkins University)

### **Community Cultural Wealth and Early Learning in Ghana: Moderating the Effects of Multidimensional Poverty on Children's Outcomes**

» [Chibuikwe Kalu](#) (The University of Texas in Austin), Precious Ngwayarudza (North Dakota State University), Nneka Ibekwe-Okafor (The University of Texas in Austin)

### **Developing the Caregiver Report of Early Language Interactions (CRELI) in English & Spanish**

» [Nicolette Grasley-Boy](#) (WestEd), Brenda Salley (University of Kansas Medical Center), Lauren Cycyk (University of Oregon), Jocelyn Morales-Martinez (University of Oregon), Maddie Arnautov (University of Kansas Medical Center), Andrea Rolla (Abigail Adams Institute), Judith Carta (University of Kansas)

### **From Concept to Classroom: Assessing Trauma-Informed Teaching**

» [Zachary Haggerty](#) (University of Utah), Camille Buttin (University of Utah), Alysse Loomis (University of Utah), Iheoma Iruka (UNC Chapel Hill), Kate Zinsser (University of Illinois - Chicago), Timothy Curby (George Mason University)

### **Game-Based Professional Learning for Trauma-Informed Practice: Evidence from a Pilot Study**

» [Alysse Loomis](#) (University of Utah), Arjun Shivakumar (University of Utah), Max Olivier (University of Utah), Melissa Aguilar-Padilla (University of Utah), Grace Cottage (University of Utah)

### **An Additional Year of Schooling in Taiwan: Effects on Math Achievement and Distributional Heterogeneity**

» [Yue Di](#) (Michigan State University), Spyros Konstantopoulos (Michigan State University)

### **Identifying Indicators of Young Children's Early Learning Environment for Household Monitoring**

» [Stone Dawson](#) (Vanderbilt University), Jonathan Seiden (Vanderbilt University), Sally Brinkman (University of Adelaide), Frances Aboud (McGill University), Maureen Black (University of Maryland School of Medicine), Carolin Ekman (World Health Organization), Kathleen Louise Strong (World Health Organization)

### **Core Competencies for Planetary Health Education: An AI-Assisted Systematic Review and Synthesis of Health Professions Literature**

» Zia Hassan (Johns Hopkins University), [Molly Robey](#) (Johns Hopkins University), Hunter Gehlbach (Johns Hopkins University)

### **Migrant Teaching, Culturally Responsive Pedagogy, and Gender Interactions: What "Matching" Really Does (and Does Not Do) for Student Outcomes**

» [Angela Crevar](#) (Mercer University), Praveen Dubey (Montana State University Northern), Mattius Rischard (Montana State University Northern)

### **Methodological Challenges in Summer Bridge Programs That Hinder Establishing Causal Effects**

» [Keisha Lanier Brown](#) (Georgia State University)

### **Modeling the latent structure and heterogeneous effects of racial trauma on student success using machine learning-augmented causal inference methods.**

» [Obad Boateng](#) (Virginia Commonwealth University)

### **Experiment Testing Calculus Course Restructuring: Growth Mindset Practices Improve Motivation and Math Proficiency**

» [Delaram Totonchi](#) (University of Virginia), Michelle Francis (University of Virginia), Jim Rolf (University of Virginia), Daniel James (University of Virginia), Josh Davis (Motivate Lab), Yoi Tibbetts (University of Virginia), Chris Hulleman (University of Virginia)

### **Understanding How Incarcerated Learners Experience Developmental Education Reforms**

» [Kri Burkander](#) (Research for Action), Justis Freeman (Research for Action), Taylor Stenley (Research for Action)



Continued from Friday, 25 September

**On the move: student mobility and the path to postsecondary enrollment**

» C. Kevin Fortner (Georgia State University), Bogyung Kim (Georgia State University), [Natalie Pruitt](#) (Georgia State University)

**Using Retrospective Pretest Items in Educational Program Evaluation**

» [Dajung Diana Oh](#) (American Institutes for Research), Margarita Olivera-Aguilar (American Institutes for Research)

**Measuring Teaching Self-Efficacy in Graduate Teaching Assistants in the Age of AI and Changing Trust in Higher Education**

» [Jennifer Boyd](#) (University of Tennessee)

**Designing and Evaluating AI-Assisted Qualitative Analysis Workflows for Education Impact Studies**

» [Graham Chickering](#) (American Institutes for Research), Billie Day (American Institutes for Research), Garry Davis (American Institutes for Research)

**Efficient Multilevel Matching for Large Datasets**

» [Julian Bernado](#) (Stanford University), Katherine Brumberg (University of Michigan), Junjie Zeng (University of Washington), Ben Hansen (University of Michigan)

**A Pilot Randomized Controlled Trial of an Integrated Cognitive-Emotional-Social Intervention to Improve Executive Function and Self-Regulation in Iranian Children with Externalizing Behavior Problems**

» [Nasrin Zamani Foroushani](#) (Oregon State University), Megan M. McClelland (Oregon State University), John Geldhof (Oregon State University)

**Embracing Experience: Examining Young Children's Self-regulation and Executive Function in Context**

» [Caitlin Dermody](#) (Harvard Graduate School of Education), Stephanie Jones (Harvard Graduate School of Education), Nonie Lesaux (Harvard Graduate School of Education)

**Building Community and Belonging Through Literacy and Social Skill Development**

» [Clara-Christina Gerstner](#) (The University of Alabama), Shena Crystal (The University of Alabama)

**Voices as Infrastructure: Community-Centered Research Translation and the Guidebook for the People**

» [Nicodemus Ford](#) (Nicodemus Ford LLC / Design with Joy LLC)

**Youth Perspectives on the Value and Relevance of Social and Emotional Learning Competencies**

» [Jonathan Schweig](#) (RAND), Elizabeth Steiner (RAND), Tara Hofkens (RAND)

**Survey of Statistics Teaching**

» Rob Schoen (Florida State University), Joselyn Perez (Florida State University), Shelby McCrackin (Florida State University), Bright Bakiweyem (Florida State University), [Cynthia Norris](#) (Florida State University), Jonas Geeyam (Florida State University)

**Registered Teacher Apprenticeship Program Study**

» [Audrey Altieri](#) (Educational Service Center of Central Ohio)

**Click to Connect: How and Where Can Education Researchers Effectively Disseminate Findings Online to K-5 Teachers?**

» [Chris Prindle](#) (The University of Texas at Austin), Elizabeth Swanson (The University of Texas at Austin Meadows Center for Preventing Educational Risk), Huilin LUO (The University of Texas at Austin), Yifan Fu (The University of Texas in Austin), Audrey Merat (The University of Texas at Austin), Linling Shen (The University of Texas in Austin)

**Revisiting the "Hometown Disadvantage": A Decade of Change in Teacher Geographic Mobility**

» [Travis Miller](#) (University of Kansas)

**Conceptual Understanding in Mathematics RtI: Insights from Multiple Educational Roles**

» [Qingli Lei](#) (University of Illinois Chicago), Yan Ping Xin (Purdue University)



Continued from Friday, 25 September

**Evaluating the Effectiveness of Program Alignment on Teacher Emotional Exhaustion: A Methodological Comparison of Machine Learning and Conventional Path Analysis**

» [Jean Baptiste Habarurema](#) (University of Cincinnati), Benjamin Kelcey (University of Cin), Amota Ataneka (University of Cincinnati)

**And/Or? Scale Versus Impact of Online Literacy Teacher Professional Learning**

» [Mary Bratsch-Hines](#) (University of Florida Lastinger Center), Soomin Lee (University of Florida College of Education, School of Teaching and Learning, and Lastinger Center), Danielle Pico (University of Florida Lastinger Center), Kelley Taksier (University of Florida Lastinger Center), Rui Xu (University of Florida College of Education and Lastinger Center)

**Shared Responsibility, Stronger Evidence: A Co-Designed Partnership Framework for Trust and Accountability in Education**

» [Joshua Stewart](#) (Rocky Mountain Research & Strategy), Yi Chieh Newton (Wilson Language Training)

**Opportunities Within One State's Approach to Collecting and Using Youth Mental Health Data**

» [Allison Ward-Seidel](#) (University of Virginia), Michael Lyons (University of Virginia), Coby Meyers (University of Virginia), Faith Zabek (University of Virginia), Shereen El Mallah (University of Virginia)

**A Research-Practice Partnership Evaluation of a Novel Non-Instructional Support Model in an Urban District**

» Autumn Horne (Rice University), Annie Pham (Rice University), [Gabriela Sanchez Soto](#) (Rice University)

**Whose Job Is Dissemination? Development and Rationale for a Systematic AI-Supported Framework for Translating Under-Disseminated Education Research**

» [Stephanie Brown](#) (Florida State University), Erik Rawls (Florida State University)

**Rethinking Validation: An Iterative, Evidence-Informed Approach to Early Childhood Assessment**

» Marta Benito-Gomez (MDRC), [Amy Taub](#) (MDRC), Ximena Portilla (MDRC), Michelle Maier (MDRC), Hannah Dalporto (MDRC)

**Who Benefits from Extended Time? A Causal Forest Analysis of Heterogeneous Treatment Effects Across Student Subgroups**

» [Xin Wei](#) (Digital Promise)

2:15pm

**Oral**

**TSL Integrated Symposium -- Reimagining the Teacher Role: Emerging Evidence on Strategic Staffing Models and Their Effects on Teaching and Learning**

*Venue - Harbor A*

Organised by: Meghan McCormick (Convenor) and Matthew Kraft (Discussant)

Organizer: Meghan McCormick, Overdeck Family Foundation

Discussant: Matthew Kraft, Brown University

Paper 1: Evidence on team-based teaching models in Arizona  
Presenting Author: Mary Laski, Arizona State University

Paper 2: Evaluating Opportunity Culture: Improvement Student Achievement through Strategic Staffing in West Texas  
Presenting Author: Jacob Kirksey, Texas Tech University

Paper 3: Evaluation of the Inspired Teaching, Exceptional Learning Initiative: Findings from Year 1  
Presenting Author: Steven Malick, Mathematica

**Reimagining the Teacher Role: Emerging Evidence on Strategic Staffing Models and Their Effects on Teaching and Learning**

» [Meghan McCormick](#) (Overdeck Family Foundation), [Mary Laski](#) (Center for Reinventing Public Education), [Jacob Kirksey](#) (Texas Tech University), [Steven Malick](#) (Mathematica), [Matthew Kraft](#) (Brown University)



Continued from **Friday, 25 September**

2:15pm

**Oral**

**SPE Symposium -- Leveraging Tutoring and Peer Interaction to Deliver Effective Reading and Writing Interventions**

*Venue - Harbor B*

Organised by: - - (Convenor) and Russel Gersten (Discussant)

Organizer: Elizabeth Swanson, The University of Texas at Austin and The Meadows Center for Preventing Educational Risk

Discussant: Russel Gersten, Instructional Research Group and University of Oregon

Paper 1: Effects of cross age tutoring implementation and moderator analyses of dosage, initial reading level, and school environment on reading outcomes for tutor and tutees  
Presenting Author: Elizabeth Swanson, The University of Texas at Austin

Paper 2: Investigating the additive effects of opportunities to spell words on word reading for students with significant reading difficulties  
Presenting Author: Nathan Clemens, The University of Texas at Austin

Paper 3: Writing Together: Integrating Structured Collaborations with SRSD for Text-Based Writing in Inclusive Elementary Classrooms  
Presenting Author: Alyson Collins, Texas State University

**Leveraging Tutoring and Peer Interaction to Deliver Effective Reading and Writing Interventions**

» [Elizabeth Swanson](#) (The University of Texas at Austin), [Emily Mauer](#) (The University of Texas at Austin), [Nathan Clemens](#) (The University of Texas at Austin), [Alyson Collins](#) (Texas State University), [Steve Ciullo](#) (Texas State University), [Russel Gersten](#) (Instructional Research Group and University of Oregon)

2:15pm

**Oral**

**PS Paper -- Higher Education Policy**

*Venue - Harbor D*

**The Influence of Flagship Sticker Prices on College Affordability Beliefs**

» [Nicole Guarino](#) (None)

**The Effect of State Student Loan Forgiveness Policies on Labor Markets**

» [Andrew Johnson](#) (Boston University), Jerry Whitmore (Boston University), Nina Cesare (Boston University)

**University Direct Admissions Programs' Impact on Student Diversity**

» [Adalberto Castrejón](#) (University of Wisconsin - Madison), Taylor Odle (University of Wisconsin - Madison)

**Diversifying the STEM Workforce through Community Colleges: Evidence from Massachusetts' STEM Starter Academy**

» [Hanyun Cui](#) (Boston University)

2:15pm

**Oral**

**AL Symposium -- When and Under What Conditions Mathematics Curricula Work: Evidence Across States, Grades, and Contexts**

*Venue - Harbor E*

Organised by: Janelle Montroy (Convenor) and Ashley Grant (Discussant)  
Organizer: Janelle J. Montroy, Accelerate Learning Inc.

Discussant: Ashley Grant, Johns Hopkins University

Paper 1: The Impact of Teacher Mathematics Coaching on Student Achievement with a 5E model Framework of Math Learning  
Presenting Author: Janelle J. Montroy, Accelerate Learning Inc.

Paper 2: Effects of a Hands-On, Technology-Enhanced Mathematics Curriculum on Elementary Student Achievement  
Presenting Author: Rachel Schechter, LXD Research

Paper 3: Trusting Evidence When Average Effects Obscure Actionable Insights in Elementary Mathematics  
Presenting Author: Matthew E. Foster, University of South Florida

Paper 4: Beyond Access: Examining Blinded Curriculum Implementation Intensity and Mathematics Achievement in Kentucky  
Presenting Author: Ryan Miskell, Accelerate Learning Inc.



Continued from Friday, 25 September

**When and Under What Conditions Mathematics Curricula Work: Evidence Across States, Grades, and Contexts**

» [Janelle Montroy](#) (Accelerate Learning Inc.), [Ashley Grant](#) (Johns Hopkins University), [Rachel Schechter](#) (LXD Research), [Matthew Foster](#) (University of South Florida), [Ryan Miskell](#) (Accelerate Learning Inc.)

2:15pm

**Oral**

**URE and RM Paper -- Is Educational Research Useful and Used?**

*Venue - Laurel AB*

**From Research to Policy: A Study of IES-Funded RCTs in Education Policy Documents**

» [Alonzo Lepper](#) (Northwestern University), Lydia Bradford (Northwestern University), Larry Hedges (Northwestern University), Elizabeth Tipton (Northwestern University)

**Investigating how well recent economic evaluations of educational programs meet standards**

» Fiona Hollands (EdResearcher), [Jaunelle Pratt-Williams](#) (NORC at the University of Chicago), Robert Shand (American University)

**Reporting Research for Practice: A Forward Search of Meta-Analytic Evidence**

» [Hannah Scarbrough](#) (Georgia State University)

**Realities of researching together: Lessons from the fields on conducting randomized controlled trials using community-based participatory research**

» [Wendy Castillo](#) (Montclair State University), Lindsay Dusard (University of Pennsylvania), Carycruz Bueno (Wesleyan University), Anoushka Shrestha (Montclair State University), Adriana Lopez (Montclair State University)

2:15pm

**Oral**

**RM Paper -- Quasi-Experimental and Non-Experimental Designs**

*Venue - Laurel CD*

**Difference-in-Differences Under Conditional Parallel Trends With Time-Invariant Covariates: Methods, Implementation, and Power Analysis**

» [Wei Li](#) (University of Florida), Katherine Strickland (University of Florida)

**Trade-offs between generalizable validity and practical performance: Comparing methods for MDRDD**

» [Lily An](#) (Georgia State University), Edward Kim (Bentley University)

**Drawing and Using DAGs for Causal Inference in Practice: An Empirical Illustration with a Within-Study Comparison**

» [Soo Jung La](#) (Seoul National University), Nathan Quimpo (University of Maryland, College Park), Peter Steiner (University of Maryland, College Park)

**What If Everyone Fully Complies Throughout? Multisite IV for Identifying the Cumulative ATE of Multi-Phase Treatment with Noncompliance**

» Fan Yang (Tsinghua University), [Zhengyan Xu](#) (University of Pennsylvania), Xu Qin (University of Pittsburgh), Guanglei Hong (University of Chicago)

2:15pm

**Oral**

**RM and URE Paper -- Advancements and Applications in Meta-Analysis**

*Venue - Kent AB*

**Why Fadeout is (Probably) Worse Than We Think: Adjusting for Correlated Sampling Error in Meta-Analyses of Behavioral Interventions**

» [Josh Gilbert](#) (Harvard University), Zachary Himmelsbach (Harvard University)

**A Shrinkage Estimator for  $\tau^2$  in the Context of Updating Meta-Analyses**

» [Matthew Forte](#) (Northwestern University), Elizabeth Tipton (Northwestern University)



Continued from Friday, 25 September

**Bridging SCED and Group Designs: Demonstrating the Ratio-Metric BC-IRR Effect Size in a Meta-Analysis**

» [Wen Luo](#) (Texas A&M University), Chendong Li (Texas A&M University), Eunkyeng Baek (Texas A&M University)

**How do people reason about meta-analytic evidence? Evidence from a randomized survey experiment**

» [Kaitlyn Fitzgerald](#) (Villanova University), David Khella (Azusa Pacific University), Avery Charles (Azusa Pacific University), Joey Coladipietro (Villanova University), Kevin Inahuazo (Villanova University), Elijah Perlman (Villanova University)

4pm

**General**

**SREE-ROC Networking Roundtables**

Venue - Harbor A

4pm

**General**

**Open Science PD Session - Rethinking Research Credibility: Open Access, Open Data, and the Future of Scientific Publishing**

Venue - Kent AB

Organised by: William Therrein and Brian Cook

Organized by Open Science Affinity Group

Recent findings from the DARPA-funded SCORE program show clear problems with research credibility across the social and behavioral sciences, with education performing the worst among these fields, particularly in data sharing and transparency. This session focuses on the practical decisions that shape credibility, particularly where we publish and whether we share data. Using examples from open access publishing models and large-scale data-sharing efforts, we will show how transparent and accessible approaches can support cumulative, replicable, and rigorous science.

5:15pm

**Panel**

**URE Moderated Discussion -- How do we build an R&D ecosystem that honors the reality of education decision-making?**

Venue - Harbor A

Organised by: Erin Higgins (Convenor, Panel Chair)

Organized by Erin Higgins

**How do we build an R&D ecosystem that honors the reality of education decision-making?**

» [Erin Higgins](#) (Align R&D), Natasha Mir (EdSolutions), Elise Lenthe (The Center for Outcomes Based Contracting), Antonia Watts (Howard County Maryland Board of Education), Douglas Elmendorf (Baltimore County Public Schools)

5:15pm

**Oral**

**EC Symposium -- Building Longitudinal Developmental Evidence for Policy Action: Evidence from Covid-19**

Venue - Harbor B

Organised by: Lily Fritz (Convenor) and Christina Weiland (Discussant)

Organizer: Lily Fritz, Harvard Graduate School of Education

Discussant: Christina Weiland, University of Michigan

Paper 1: The Impact of the COVID-19 Pandemic on Young Children's Executive Function: Implications from A Longitudinal, Population-Based Study

Presenting Author: Stephanie Jones, Harvard University

Paper 2: Changes in Trajectories of Behavioral Health through the COVID-19 Pandemic: A Latent Class Growth Analysis

Presenting Author: Lily Fritz, Harvard University

Paper 3: COVID-19-Induced School Closures and Disadvantaged Children's Post-COVID Academic Growth: A Longitudinal Cohort Study

Presenting Author: Anna Johnson, Georgetown University

Paper 4: Early Reading Achievement Recovery Among Under-Resourced K through 2 Students in the United States following COVID-19 School Closures

Presenting Author: Alyssa Palmer, University of Utah



Continued from Friday, 25 September

**Building Longitudinal Developmental Evidence for Policy Action: Evidence from Covid-19**

» [Lily Fritz](#) (Harvard Graduate School of Education), [Stephanie Jones](#) (Harvard Graduate School of Education), [Anna Johnson](#) (Georgetown University), [Alyssa Palmer](#) (University of Utah), [Christina Weiland](#) (University of Michigan)

5:15pm

**Oral**

**RM Paper -- Robust Estimation in Causal Inference**

*Venue - Harbor D*

**Integrating Double Selection into Doubly Robust Estimators for Causal Inference**

» [Muwon Kwon](#) (University of Maryland), Peter Steiner (University of Maryland, College Park)

**Time-Varying Treatment Effects of Special Education: A Doubly Robust Approach**

» [Bryan Keller](#) (Teachers College, Columbia University), Lindsey Liu (Teachers College, Columbia University), Yingqi Huan (Teachers College, Columbia University)

**A Nonparametric, Scale-Free Approach to Evaluating Causal Effects on Validated Latent Constructs**

» [Beom Kwon](#) (University of Wisconsin - Madison), Hyunseung Kang (University of Wisconsin - Madison)

**Robust Causal Effect Estimation in Multilevel Studies with Unmeasured Covariates via Variational Autoencoders**

» Youmi Suk (Teachers College, Columbia University), [Yuxuan Li](#) (Teachers College, Columbia University)

5:15pm

**Panel**

**SEL Moderated Discussion -- From Scientific Evidence to Capacity-Building: Exploring Pathways for Real-World Implementation of Data-Based Individualization**

*Venue - Harbor E*

Organised by: Douglas Fuchs (Panel Chair)

Organized by Douglas Fuchs

**From Scientific Evidence to Capacity-Building: Exploring Pathways for Real-World Implementation of Data-Based Individualization**

» [Kristen McMaster](#) (University of Minnesota), Douglas Fuchs (Vanderbilt University), Jessica Toste (The University of Texas at Austin), Johanna Staubitz (Vanderbilt University)

5:15pm

**Panel**

**RM Moderated Discussion -- Improving the Improvement Index: Catalyzing How Education Research Translates Meta-Analytic Evidence for Decision-Making**

*Venue - Laurel AB*

Organised by: Christina Cipriano (Convenor), Cory Turner, Luke Miratrix, Jason Chow, Michael Strambler, and Laura Hamilton

Organized by Christina Cipriano

**Improving the Improvement Index: Catalyzing How Education Research Translates Meta-Analytic Evidence for Decision-Making**

» [Christina Cipriano](#) (University of Massachusetts Amherst)

5:15pm

**Oral**

**PS Paper -- Student Supports**

*Venue - Laurel CD*

**Proactive communication and support for STEM success: Implementation and impact of a course-specific chatbot in introductory undergraduate chemistry**

» [Lindsay Page](#) (Brown University), Katharine Meyer (Brookings Institution), Catherin Mata (Brown University), Ellen Bryer (Brown University), Chiara Affatigato (Brown University), Dabney Dixon (Georgia State University)



Continued from Friday, 25 September

**Nudged, But at What Cost? Assessing the State of Economic Evaluation in a Systematic Review of Postsecondary Nudge Interventions**

» [Chris Brooks](#) (American Institutes for Research), Melissa Rodgers (American Institutes for Research), Charleen Gust (American Institutes for Research), Amanda Danks (American Institutes for Research), Megan Austin (American Institutes for Research)

**What is the Cost of Free? Effects and Costs of Open Educational Resources**

» [Stacey Brockman](#) (Wayne State University), Molly Ledermann (Washtenaw Community College), Huong Nguyen (Wayne State University)

**Testing a Lower Cost Model of Student Supports: Two-Year Evidence from a Randomized Controlled Trial [working title]**

» Cynthia Miller (MDRC), Austin Slaughter (MDRC), [Sukanya Barman](#) (MDRC), Colleen Sommo (MDRC), Susan Scrivener (MDRC)

5:15pm

**Oral**

**AL, GC, and SED Paper -- Environmental Effects on Behaviors and Schooling Outcomes**

*Venue - Galena*

**Tech Boom or Bust: The Impact of Data Center Expansion on Air Quality and Student Outcomes**

» [Samantha Kane](#) (Annenberg Institute, Brown University), Matthew Kraft (Brown University), Christopher Cleveland (Brown University)

**Air Pollution and School Attendance: Evidence from Government Schools in Delhi**

» [Nina Brooks](#) (University of Michigan), Emmerich Davies (University of Michigan)

**When Weather Keeps Children Inside: Outdoor Recess Disruptions and School Discipline**

» [Harneet Kaur](#) (University of Arkansas for Medical Sciences), Michael Thomsen (University of Arkansas for Medical Sciences)

**Accumulation and Sensitive Periods of Childhood Adversity on Adolescent Development in Ghana**

» [Hang \(Heather\) Do](#) (University of Pennsylvania), Noelle Suntheimer (University of Minnesota), Erin Dunn (Purdue University), Andrew Smith (University of the West of England), Elisabetta Aurino (University of Barcelona), Sharon Wolf (University of Pennsylvania)

7pm

**General**

**Women in Quantitative Methods Meeting & Reception**

*Venue - Harbor A*

Saturday, 26 September

8:30am

**Oral**

**PS Paper -- Economic Shocks and College Attendance**

*Venue - Harbor A*

**When Wages Rise, Who Goes to College? Impact of Labor Market Shocks on College Attendance**

» [Steven Lee](#) (Williams College)

**Working and Learning in Hard Times: A Causal Analysis of How Employment Downturns Shape Community College Students' School and Job Trajectories**

» [Chenjun Yu](#) (University of Michigan)

**Do Neighbors Shape the Sticker Price? Spatial Spillovers in Institutional Cost of Attendance Reporting and Student Financial Burden**

» [Guan-Fu Chou](#) (University of Michigan)



Continued from **Saturday, 26 September**

8:30am **Panel**  
**RM Moderated Discussion -- Building Analytic Capacity to Advance Educational Research and Practice: Perspectives from Three Cohorts of the IES-Funded ISEA Fellowship**  
*Venue - Harbor B*  
 Organised by: Min Sun (Convenor, Panel Chair)  
 Organized by Min Sun

**Building Analytic Capacity to Advance Educational Research and Practice: Perspectives from Three Cohorts of the IES-Funded ISEA Fellowship**  
 » [Min Sun](#) (University of Washington), Julio Caesar (Bloomington Public Schools), Tori Jesse (Microsoft), Arthur Cunningham (Metro Nashville Public Schools)

8:30am **Panel**  
**AL Moderated Discussion -- From Decoding to Meaning: Using Evidence to Improve Reading Comprehension**  
*Venue - Harbor D*  
 Organised by: Jose Blackorby (Panel Chair)  
 Organized by Jose Blackorby

**From Decoding to Meaning: Using Evidence to Improve Reading Comprehension**  
 » [Jose Blackorby](#) (WestEd), Rekha Balu (Urban Institute), Katie Grogan (WestEd), Russel Gersten (Instructional Research Group and University of Oregon), Kay Wijikumar (Texas A&M University), Samantha Giammarco (The Ohio State University)

8:30am **Oral**  
**SPE and EC Paper -- Assessment Issues and Differences in Early Childhood and Elementary Settings**  
*Venue - Harbor E*

**Decomposing Constructed-Response Disparities: A Stage-Based Framework for Response Production, Evidence Alignment, and Scoring**

» [Xin Wei](#) (Digital Promise)

**Is the preLAS a Valid Routing Tool for Mathematics Assessment? Evidence from a Within-Person Bilingual Design**

» [Jimena Cosso](#) (University of Maryland, College Park), Paola Guerrero Rosada (University of California, Irvine)

**Gender Differences in Kindergarten Entry Skills**

» [Sadie Richardson](#) (Stanford University), Sofia Wilson (Stanford University), sean reardon (Stanford University)

8:30am **Panel**  
**URE Moderated Discussion -- Using Mutual Accountability and Evidence to Build Trust: Lessons from Research on Outcomes Based Contracting**  
*Venue - Laurel AB*  
 Organised by: Cara Jackson (Convenor, Panel Chair)  
 Organized by Cara Jackson

**Using Mutual Accountability and Evidence to Build Trust: Lessons from Research on Outcomes Based Contracting**

» [Cara Jackson](#) (The Center for Outcomes Based Contracting), Lorna Porter (Annenberg Institute at Brown University), Kelsey Krausen (WestEd), Brittany Johnson (The Center for Outcomes Based Contracting), Ji Soo Song (State Educational Technology Directors Association)

8:30am **Oral**  
**AL Paper -- Motivation, Engagement, and Affective Pathways in Math**  
*Venue - Laurel CD*

**Student Engagement as a Pathway Linking Teacher Support to Mathematics Achievement: A Meta-Analytic Structural Equation Modeling Review**

» [Qi Zhang](#) (American Institutes for Research), Ming-Te Wang (University of Chicago), Yibing Li (American Institutes of Research)



Continued from **Saturday, 26 September**

**Student Perceptions of and Performance in Math: Effects of Middle School Access to Real-World Math Lessons**

» [Jordan Rickles](#) (University of California, Los Angeles), Fei Tan (American Institutes for Research), Santiago Nicotera (American Institutes for Research), Amelia Auchstetter (American Institutes for Research), Kirk Walters (WestEd), Jill DePiper (WestEd)

**Affective Pathways Linking Home Learning Environment and ELL Status to Grade 4 Mathematics Achievement: Evidence from TIMSS 2023 Across At-Risk Groups**

» [Qingli Lei](#) (University of Illinois Chicago), Megan Hirni (University of Missouri, Columbia)

**A Large Scale Randomized Control Trial Showing LLM Generated Feedback Helps Low-Knowledge Middle School Math Students with Short-Term Learning**

» Eamon Worden (Worcester Polytechnic Institute), [Cristina Heffernan](#) (ASSISTments), Neil Heffernan (Worcester Polytechnic Institute)

8:30am

**Oral**

**RM Paper -- Bayesian Inference**

*Venue - Kent AB*

**Flexible Estimation of Heterogeneous Causal Mediation Effects via Bayesian Additive Regression Trees**

» [Xu Qin](#) (University of Pittsburgh), Chen Liu (University of Pittsburgh), Jiebiao Wang (University of Pittsburgh), Tetsuya Yamada (University of Tübingen)

**Posterior Predictive Checks for Selecting Effect Size Metrics**

» [Jingru Zhang](#) (University of Wisconsin - Madison), James Pustejovsky (University of Wisconsin - Madison)

**Evaluating Organizational Effectiveness in Multisite Randomized Trials via Bayesian Inference**

» [Mingya Huang](#) (University of Chicago), Xinran Li (University of Chicago), Zhengyan Xu (University of Pennsylvania), Jonah Deutsch (Mathematica), Peter Kress (Mathematica), Guanglei Hong (University of Chicago)

**Design-Conditional Prior Elicitation for Dirichlet Process Mixtures: Protecting Subgroup and Heterogeneity Conclusions in Education Studies**

» [JoanHo Lee](#) (The University of Alabama)

10:15am

**Oral**

**RM Paper -- Effective Matching and Controls**

*Venue - Harbor A*

**Design-Based Weighting for Multilevel Full Matching**

» [Katherine Brumberg](#) (University of Michigan), Joshua Wasserman (University of Michigan), Ben Hansen (University of Michigan)

**Evaluating the Importance of Covariates in Mitigating Selection Bias Using Data from a Four-Arm Within-Study Comparison**

» [Lindsey Liu](#) (Teachers College, Columbia University), Bryan Keller (Teachers College, Columbia University)

**Preventing Chronic Absenteeism Among At-Risk Students: A Risk-Set Prevention Analysis of a County-Level Attendance Intervention Network**

» [Shannon Coulter](#) (San Diego County Office of Education)

**Using Multi-task Neural Networks for Treatment Effect Estimation and Covariate Balance Measure in a Quasi-Experimental Study**

» [Funke Dada](#) (University of Central Florida)



Continued from **Saturday, 26 September**

10:15am

**Oral**

**PS Symposium -- ASAP in Context: Long Run Effects on Degrees, Earnings, and Returns to Completion**

*Venue - Harbor B*

Organised by: Diana Strumbos (Convenor) and Thomas Brock (Discussant)

Organizer: Diana Strumbos, City University of New York

Discussant: Thomas Brock, Community College Research Center

Paper 1: The Returns to Degree Completion at CUNY's Community Colleges

Presenting Author: Veronica Minaya, Community College Research Center

Paper 2: The 14-Year Effects of CUNY ASAP on Educational and Labor Market Outcomes

Presenting Author: Michael J. Weiss, MDRC

Paper 3: The 8-Year Effects of ASAP Ohio on Educational and Labor Market Outcomes

Presenting Author: Kayla Warner, MDRC

**ASAP in Context: Long Run Effects on Degrees, Earnings, and Returns to Completion**

» [Diana Strumbos](#) (City University of New York), [Veronica Minaya](#) (Community College Research Center), [Michael Weiss](#) (MDRC), [Kayla Warner](#) (MDRC), [Thomas Brock](#) (Community College Research Center)

10:15am

**Oral**

**AL Paper -- Tutoring at Scale: Effectiveness, Variation, and Family**

*Venue - Harbor D*

**Do tutors differ in their effectiveness? Evidence from the random assignment of tutors to students**

» [Jilli Jung](#) (Stanford University), Carly Robinson (Stanford University), Susanna Loeb (Stanford University)

**What Happens When Tutoring Scales? Evidence from a Statewide High-Dosage Tutoring Initiative**

» [Kyle Ashley](#) (Maryland State Department of Education), Matthew Duque (Maryland State Department of Education)

**Springboard Evaluation: A Randomized Controlled Trial of an Early-literacy Tutoring and Family Engagement Program**

» [Sarah Asson](#) (Education Northwest), Michelle Hodara (Education Northwest), Manuel Vazquez Cano (Education Northwest), Mary Padden (Education Northwest)

**Estimating Heterogeneous Effects of On-Demand Tutoring**

» [Kirk Vanacore](#) (Cornell University), Danielle Thomas (Carnegie Mellon University), Justin Reich (Massachusetts Institute of Technology), René Kizilcec (Cornell University)

10:15am

**Oral**

**OSS Paper -- The Fiscal Riff: Implications and Impacts of School Funding Policies**

*Venue - Harbor E*

**The Impact of Large Infusions of Unrestricted Revenue for High-Need Schools: Evidence From California's Equity Multiplier**

» [Patrick McClellan](#) (University of California, Davis)

**When Small Districts Disappear the Fiscal Consequences of Consolidation in Arkansas**

» [Md Juwel Ahmed Sarker](#) (University of Arkansas), Josh Mcgee (University of Arkansas)

**Did rural school aid work? Evidence from Massachusetts**

» [Wei Gao](#) (Boston College), Olivia Chi (Boston University), Shaun Dougherty (Boston College)

**Formula Funding, Local Discretion, and Implementation Gaps: A Mixed-Methods Study of Title II, Part A Across Diverse LEA Types**

» [Yubin Jang](#) (University of Delaware), Lauren Bailes (University of Delaware)



Continued from **Saturday, 26 September**

10:15am **Oral**  
**TSL Paper -- Developing Effective Leaders and Teachers**  
*Venue - Laurel AB*

**Promoting Equity-Centered Teaching via Professional Development: Providing All Learners with Meaningfully Inclusive Learning Experiences**

» [Alexandra Shelton](#) (Johns Hopkins University), Rebecca Cruz (Johns Hopkins University), Rachel McClam (Johns Hopkins University), Irene Ramirez (Johns Hopkins University), Katy Mullins (Johns Hopkins University), Lindi Shepard (Johns Hopkins University), Isun Malekghassemi (Johns Hopkins University)

**Evaluation Findings of the Equity Leader Accelerator Program**

» [Martyna Citkowicz](#) (American Institutes for Research), Sarah Mae Olivar (American Institutes for Research), Sarah Peko-Spicer (American Institutes for Research), Jasmine James (American Institutes for Research), Sonia Dhillon (American Institutes for Research), Jill Bowdon (American Institutes for Research)

**From Student Teaching to the Teacher Workforce: Placement Contexts, Mentoring, and Early Pipeline Outcomes**

» [Jiwon Baek](#) (Florida State University)

**Assistant Principal Expansion, Central Office Structure, and Equitable Access to the Principalship**

» Angela Cox (Vanderbilt University), [Ellen Goldring](#) (Vanderbilt University), Mollie Rubin (Policy Studies Associates), George Smith (Mathematica), Mariesa Herrmann (Mathematica)

10:15am **Oral**  
**URE Symposium -- Leveraging Interventions to Uncover Learning and Developmental Processes**

*Venue - Laurel CD*

Organised by: Tetsuya Yamada (Convenor), Kenji Kitamura (Convenor), and Cameron Hecht (Discussant)

Organizers: Tetsuya Yamada, University of Tübingen, and Kenji Kitamura, Harvard University

Discussant: Cameron Hecht, University of Rochester

Paper 1: From curiosity to learning: Effects of information-seeking behaviors on science knowledge acquisitions in classrooms in Nepal  
 Presenting Author: Kenji Kitamura, Harvard University

Paper 2: Skill Transfer in an Intensive Math Tutoring Randomized Controlled Trial  
 Presenting Author: Siling Guo, University of California - Irvine

Paper 3: The Long-Term Impacts of Teacher Quality on Student Outcomes  
 Presenting Author: Mindy L. Rosengarten, Columbia University

Paper 4: Exploring the Heterogeneity of the Impact of a Relevance Intervention in German High Schools  
 Presenting Author: Tetsuya Yamada, University of Tübingen

**Leveraging Interventions to Uncover Learning and Developmental Processes**

» [Tetsuya Yamada](#) (University of Tübingen), [Kenji Kitamura](#) (Harvard Graduate School of Education), [Cameron Hecht](#) (University of Rochester), [Siling Guo](#) (University of California, Irvine), [Mindy Rosengarten](#) (Teachers College, Columbia University), [Tetsuya Yamada](#) (University of Tübingen)

10:15am **Oral**  
**SPE and GC Paper -- Effects of Literacy Interventions**  
*Venue - Kent AB*

**The Effect of Project READ-ASD for Grade 4-8 students with Autism**

» [Linling Shen](#) (The University of Texas in Austin), Colleen Reutebuch (The University of Texas in Austin)



Continued from **Saturday, 26 September**

**Impacts of a Rural, Community-Based Summer Literacy Program on Early Elementary Struggling Readers' Outcomes: Evidence from a Quasi-Experimental Study**

» [Patrick Rich](#) (American Institutes for Research), Karen Manship (American Institutes for Research), Aleksandra Holod (American Institutes for Research), Alberto Guzman-Alvarez (American Institutes for Research)

**Quasi-Experimental Evaluation of a Foundational Literacy and Numeracy Digital Learning Programme in Conflict-Affected Ukraine**

» [Jamal Anan](#) (War Child Alliance)

12pm

**Oral**

**AL Symposium -- Scaling Effective Educational Interventions**

*Venue - Harbor A*

Organised by: Alice Klein (Convenor) and Beth Boulay (Discussant)

Organizer: Alice Klein, WestEd

Discussant: Beth Boulay, Brown University

Paper 1: Scaling an Effective Early Childhood Math Intervention: Pre-K Mathematics

Presenting Author: Prentice Starkey, WestEd

Paper 2: Building a Body of Evidence to Support Scalability: A Series of Replication Studies of a Mathematics Intervention

Presenting Author: Leanne Ketterlin-Geller, Southern Methodist University

Paper 3: Impact and Implementation of SRSD at Scale

Presenting Author: Yinmei Wan, American Institutes for Research

**Scaling Effective Educational Interventions**

» [Prentice Starkey](#) (WestEd), [Alice Klein](#) (WestEd), [Leanne Ketterlin-Geller](#) (Southern Methodist University), [Yinmei Wan](#) (American Institutes of Research), [Laura Hauerewas](#) (Providence College)

12pm

**Oral**

**RM Paper -- Beyond the Average Treatment Effect**

*Venue - Harbor B*

**SEM-informed Machine Learning for Causal Mediation with Reflective Latent Variables**

» [Amota Ataneka](#) (University of Cincinnati), Benjamin Kelcey (University of Cincinnati), Jean Baptiste Habarurema (University of Cincinnati)

**Optimal Design and Analysis for Testing Equivalent Effects in Randomized Controlled Trials**

» [Zuchao Shen](#) (University of Georgia), Kyle Cox (University of North Carolina at Charlotte), Rui Guo (University of Miami), Nianbo Dong (University of North Carolina at Chapel Hill), Benjamin Kelcey (University of Cin)

**The (A)IPW Estimators of Immediate and Lagged Treatment Effect for Alternating Treatment Designs with Three Conditions**

» [Lu Chen](#) (Texas A&M University), Wen Luo (Texas A&M University)

**Separable Effects in Four-Arm and Two-Arm Designs**

» Chan Park (University of Illinois Urbana-Champaign), [Youmi Suk](#) (Teachers College, Columbia University)

12pm

**Oral**

**SPE Paper -- Issues in Identification and Service Provision**

*Venue - Harbor D*

**A Comprehensive Review of Statewide Policies for Dyslexia Screening, Identification, and Services**

» [Jessica Kane-Cabello](#) (The University of Texas at Austin)

**School-Based Disability Identification Varies by Student Family Income**

» [Nicholas Ainsworth](#) (University of California, Irvine), Christopher Cleveland (Annenberg Institute, Brown University), Leah Clark (U.S. Census Bureau), Jacob Hibel (University of California, Davis), Quentin Brummet (NORC at the University of Chicago), Andrew Saultz (Lewis & Clark College), Andrew Penner (University of California, Irvine)



Continued from **Saturday, 26 September**

**Teacher-Student Race Matching in Special Education Referral and Placement for Kindergarten Students**

» [Vi-Nhuan Le](#) (NORC at the University of Chicago), Brooke Rumper (NORC at the University of Chicago), Tina Fletcher (Walton Family Foundation), Philip Kim (University of Pennsylvania), Michael Gottfried (University of Pennsylvania)

12pm

**Oral**  
**PS and OSS Paper -- Career Development from Secondary to Postsecondary**

*Venue - Harbor E*

**Middle School Predictors of College and Career Success**

» [Shuhan "Alice" Ai](#) (University of California - Los Angeles)

**Long-Term Effects of a Workforce Development Program during High School: Experimental Evidence from Genesys Works**

» [Salman Khan](#) (University of Chicago), Monica Bhatt (University of Chicago), Kelly Hallberg (University of Chicago), Cristobal Pinto (University of Chicago)

**THE EQUITABILITY OF CAREER AND TECHNICAL EDUCATION AND COLLEGE-LEVEL STEM COURSE ENROLLMENT IN MISSOURI HIGH SCHOOLS**

» [Ashley Lehmann](#) (University of Chicago), Himyar Kamaka (University of Chicago)

12pm

**Oral**  
**EC Symposium -- Implementing Evidence-Based Early Learning Curricula at Scale: Lessons from District and State Reform Efforts**

*Venue - Laurel AB*

Organised by: Melanie Muskin (Convenor) and - - (Discussant)

Organizer: Melanie Muskin, Northwestern University

Discussant: Jason Sachs, Bill and Melinda Gates Foundation

Paper 1: Implementing and Scaling New Pre-K Curriculum and Professional Development: Insights from DC Public Schools

Presenting Author: Marissa Strassberger, MDRC

Paper 2: Scaling an Evidence-Based Pre-K Curriculum Statewide: Implementation Lessons from Mississippi  
Presenting Author: Christina Weiland, University of Michigan

Paper 3: Piloting and Expanding Voluntary Adoption of a P-2 Curriculum: Implementation Lessons from Maine  
Presenting Author: Melanie Muskin, Northwestern University

**Implementing Evidence-Based Early Learning Curricula at Scale: Lessons from District and State Reform Efforts**

» [Melanie Muskin](#) (Northwestern University), [Marissa Strassberger](#) (MDRC), [Christina Weiland](#) (University of Michigan)

12pm

**Oral**  
**AL Paper -- AI, Digital Tools, and Instructional Technology: Evidence & Measurement**

*Venue - Laurel CD*

**A Parent-Child Math Engagement Program to Enhance Learning and Decrease Math Anxiety: Results from a Randomized Controlled Trial**

» [Elizabeth Huffaker](#) (University of Florida), Kalena Cortes (Texas A&M University)

**Evaluating Teacher-Facing LLM Summaries at Scale in a Digital Learning Platform**

» Wen-Chiang Lim (Worcester Polytechnic Institute), Eamon Worden (Worcester Polytechnic Institute), Adam Sales (Worcester Polytechnic Institute), [Neil Heffernan](#) (Worcester Polytechnic Institute)

**A Randomized Controlled Trial of a Technology- and Game-Based Program for Early Math Learning**

» Linlin Li (WestEd), [Mingyu Feng](#) (WestEd), Kevin Huang (WestEd), Melissa Lee (WestEd), Hee Jin Bang (Age of Learning)

**Measures Still Matter: Replicating and Extending a Meta-Analysis of Educational Apps with Five Years of New Data**

» [Josh Gilbert](#) (Harvard University), James Kim (Harvard University)