

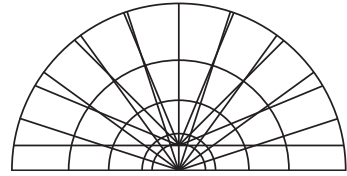
Society for Research on Educational Effectiveness

2009 Conference
Methods That Matter

PROGRAM

Advancing Education Research



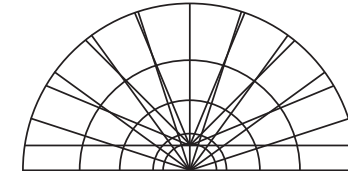


The Society for Research on Educational Effectiveness
would like to thank the following for their help in organizing this conference:

American Institutes for Research

Northwestern University

Hyatt Regency Crystal City



**Annual Research Conference
Methods that Matter
PROGRAM**

March 1-3, 2009

Hyatt Regency Hotel, Crystal City, Virginia

SUNDAY MARCH 1, 2009

1:00-5:00 Pre-Conference Workshops

Session A: Analysis of Randomized Field Trials in School Settings

Larry V. Hedges, Board of Trustees Professor of Statistics and Social Policy, Institute for Policy Research, Northwestern University
Spyros Konstantopoulos, Assistant Professor, Educational Research, Measurement & Evaluation, School of Education, Boston College

Session B: The Planning and Implementation of Randomized Field Trials in School Settings

Michael S. Garet, Chief Research Scientist, American Institutes for Research
Jeanne Poduska, Principal Research Scientist, American Institutes for Research
Teresa Duncan, Principal Research Scientist, American Institutes for Research

Session C: Planning the Statistical Power of Randomized Trials Using Optimal Design

Jessaca Spybrook, Assistant Professor, Western Michigan University
Andrés Martínez, Doctoral Candidate, School of Education, University of Michigan

6:00-7:00 Conference Opening and Plenary Session
Barbara Schneider, Michigan State University

Thoughts on Relevance
Robert Granger, President, W. T. Grant Foundation

7:00-8:00 Reception

8:00-9:00 Board Meeting

MONDAY MARCH 2, 2009

7:30-8:30 Continental Breakfast

7:30-8:30 Graduate Student Organization

8:30-9:00 Conference Welcome & Overview
Barbara Schneider, Michigan State University

9:00-11:00 Session 1

1A. Reading, Writing and Related Language Skills Symposium
Two Evaluations of Reading First: Assessing the Merits of External and Internal Validity
Chair: Beth C. Gamse, Abt Associates

Findings from the National Study of the Implementation of Reading First
Marc Moss, Alyssa Rulf Fountain, Beth Boulay, Megan Horst, Chris Rodger and Melanie Brown-Lyons, Abt Associates

Findings from the Reading First Impact Study
Beth C. Gamse, Megan Horst, Beth Boulay, and Fatih Unlu, Abt Associates

Exploring the Relationship between Classroom Reading Instruction and Student Achievement for the Reading First Impact Study
Beth Boulay and Fatih Unlu, Abt Associates

Discussant: Barbara Foorman, Florida State University

1B. Mathematics and Science Achievement Symposium
Before Clinical Trials: How Theory-Guided Research Can Inform Educational Science
Chair: David Klahr, Carnegie Mellon University

Advancing Classroom-Relevant Foundational Learning Principles through In Vivo Experimentation
Ken Koedinger, Carnegie Mellon University

Designing an Intelligent Tutor on the Basis of Extensive Experimental Studies: TED, an Adaptive Tutor for Teaching Experimental Design
David Klahr, Stephanie Siler, Mari Strand-Cary and Junlei Li, Carnegie Mellon University

Instructional Interventions Based on Theory-Targeted Learning: Examples from Second Language Learning
Charles Perfetti, University of Pittsburgh

Discussant: Elizabeth Albro, National Center for Education Research, Institute of Education Sciences

1C. Preschool Education

Chair: W. Steven Barnett, National Institute for Early Education Research, Rutgers University

Effects of a Literacy Focused Curriculum and a Developmental Curriculum on School Readiness and Subsequent State Achievement Test Outcomes in Rural Prekindergarten Classrooms
Mark W. Lipsey and Dale C. Farran, Vanderbilt University, Sean M. Hurley, University of Vermont, Kerry G. Hofer and Carol Bilbrey, Vanderbilt University

What is Gained from a Randomized Controlled Trial and What is Lost? Planning, Policy, and Fear: Effects and Lessons Learned from a Cluster-Randomized Trial Assessing a Community-Advocacy Program's Professional Development Initiative for Early Childhood Educators
Kim Sprague, Brown University, Fred Glantz, Kokopelli Associates LLC, Pamela Raya-Carlton, RMC Research Corporation and Diane Schilder, Evaluation-Analysis Solutions, Inc.

The Effects of Head Start on Children's Kindergarten Retention, Reading and Math Achievement in Fall Kindergarten – an Application of Propensity Score Method and Sensitivity Analysis
Nianbo Dong, University of Pennsylvania

Language and Literacy Effects of Curriculum Interventions for Preschools Serving Economically Disadvantaged Children: A Meta Analysis
Catherine L. Darrow, Vanderbilt University

1D. Strategies for Reform Symposium

Using Quasi-Experimental Methods to Examine Instructional Conditions, Organizational Practices and Student Achievement Across Charter, Magnet, Private, and Regular Public Schools

Chair: Mark Berends, University of Notre Dame

Instructional Innovation, School Choice, and Student Achievement

Mark Berends, University of Notre Dame, Roberto V. Peñaloza, Marisa Cannata, and Ellen Goldring, Vanderbilt University

An Analysis of Student Achievement Growth, Teacher Working Conditions and Qualifications, and School Choice

Marisa Cannata and Roberto V. Peñaloza, Vanderbilt University

Leadership Practices, School Choice, and Student Achievement Growth

Ellen Goldring, Xiu Cravens, Madeline Mavrogordato and Roberto V. Peñaloza, Vanderbilt University

Discussant: Laura Hamilton, RAND Corporation

1E. Research Methodology Symposium

Some Recent Advances in Quasi-Experimental Design and Analysis in Education: Regression Discontinuity, Interrupted Time Series and Propensity Score Methods

Chair: Thomas D. Cook, Northwestern University

The Generalized Regression Discontinuity Design: Using Multiple Assignment Variables and Cutoffs to Estimate Treatment Effects

Vivian C. Wong, Northwestern University, Peter M. Steiner, Northwestern University & Institute for Advanced Studies, Vienna, Austria and Thomas D. Cook, Northwestern University

On the Importance of Reliable Covariate Measurement in Selection Bias Adjustments Using Propensity Scores

Peter M. Steiner, Northwestern University & Institute for Advanced Studies, Vienna, Austria, Thomas D. Cook, Northwestern University and William R. Shadish, University of California, Merced

Comparison Groups in Short Interrupted Time-Series: An Illustration evaluating No Child Left Behind

Manye Wong and Thomas D. Cook, Northwestern University and Peter M. Steiner, Northwestern University & Institute for Advanced Studies, Vienna, Austria

Discussant: Sean Reardon, Stanford University

11:00-11:15 Break

11:15-12:45 Session 2

2A. Reading, Writing and Related Language Skills

Chair: Eric Camburn, University of Wisconsin-Madison

The Influence of Content-Focused Coaching® on Reading Comprehension Instruction and Student Achievement

Lindsay Clare Matsumura, University of Pittsburgh, Helen Garnier, UCLA/LessonLab Research Institute, Brian Junker, Carnegie Mellon University, Lauren Resnick and Donna DiPrima Bickel, LRDC/University of Pittsburgh

The Enhanced Reading Opportunities Study: Findings from the Second Year of Implementation

William Corrin, Marie-Andrée Somers, James Kemple, Elizabeth Nelson, and Susan Sepanik, MDRC

Examining CSR Program Effects on Student Achievement: Causal Explanation Through Examination of Implementation Rates and Student Mobility

Richard Correnti, University of Pittsburgh

2B. Mathematics and Science Achievement

Chair: Kirk Walters, American Institutes for Research

Designing professional development around key principles and formative assessments to improve teachers' knowledge to teach mathematics

Terry P. Vendlinski, Bryan Hemberg, Chris Mundy and Julia Phelan, University of California-Los Angeles/CRESST

Results from a Randomized Efficacy Trial of Cognitive Tutor Geometry

John F. Pane, Daniel F. McCaffrey, Gina S. Ikemoto, Jennifer L. Steele, and Mary Ellen Slaughter, RAND Corporation

Relationship of Tracking to Content Coverage and Achievement: A Study of Eighth Grade Mathematics

William H. Schmidt, Leland S. Cogan and Richard T. Houang, Michigan State University

Achievement Effects of Four Early Elementary School Math Curricula: Findings from First Graders in 39 Schools

Roberto Agodini and Barbara Harris, Mathematica Policy Research, Inc.

2C. Preschool Education

Chair: Sheppard Kellam, AIR Center for Integrating Education and Prevention Research in Schools & Johns Hopkins Bloomberg School of Public Health

Professional Development in Early Childhood Education: Lessons Gleaned from Foundations of Learning Project

Chrishana M. Lloyd, MDRC

From Head to Toes: Preliminary Findings from a Pilot Self-Regulation Intervention Over the Pre-Kindergarten Year

Shauna L.M. Tominey, Oregon State University, Shannon B. Wanless, University of Virginia and Megan M. McClelland, Oregon State University

Conjoint Behavioral Consultation: Preliminary Findings of Child Outcomes and the Mediating Effect of Parent-Teacher Relationships

Susan M. Sheridan, Todd Glover, Kyongboon Kwon and S. Andrew Garbacz, University of Nebraska-Lincoln

2D. Research Methodology

Chair: Kim Maier, Michigan State University

Inference on Peer Effects with Missing Peer Data: Evidence from Project STAR

Aaron Sojourner, Northwestern University

Multiple Regression Discontinuity Design: Implementation Issues and Empirical Examples from Education

Joseph P. Robinson, University of Illinois at Urbana-Champaign and Sean F. Reardon, Stanford University

The Robustness of Inferences from Randomized and Quasi-Experiments

Kenneth A. Frank, Minh Q. Duong and Spiro Maroulis, Michigan State University, Ben Kelcey, University of Michigan

2E. Strategies for Reform

Chair: Sara Goldrick-Rab, University of Wisconsin-Madison

The SOURCE Demonstration Project: Helping Disadvantaged High School Students Enroll in College
Johannes Bos and Jacqueline Berman, Berkeley Policy Associates

Do Enhanced Student Services Lead to Improved Student Success at Community College? A Randomized Field Trial

Michael J. Weiss and Sue Scrivener, MDRC

Getting Back on Track: An Evaluation of a Program for Students on Probation at Chaffey College

Susan Scrivener, Colleen Sommo and Herbert Collado, MDRC

1:00-2:00 Lunch

2:00-4:00 Session 3

3A. Reading, Writing and Related Language Skills Symposium

Evaluating the Impact of Reading First: Perspectives on Dealing with Complex Policy in Complex School Systems

Chair: Lee Branum-Martin, TIMES, University of Houston

Comparison of Reading Comprehension Trends between Florida's Reading First and Non-Reading First Schools for First through Third Grade Students

Yaacov Petscher and Barbara Foorman, Florida Center for Reading Research & Florida State University

Comparison of the Reading Proficiency of Third Graders in Michigan's RF and Other Elementary Schools from 2005 to 2006

Joanne F. Carlisle and Kai Schnabel Cortina, University of Michigan

Evaluating Reading First in Texas: Stemming the Tide in Different Communities

Lee Branum-Martin, Coleen D. Carlson, Angelia Durand and Christopher Barr, TIMES, University of Houston

Discussant: David Francis, TIMES, University of Houston

3B. Mathematics and Science Achievement Symposium

Rigorous Research on Classroom Instruction

Chair: Robert Granger, W.T. Grant Foundation

Individualizing Student Literacy Instruction: Implications of Child Characteristics by Instruction

Interactions on Students' Reading Skill Growth

Carol McDonald Connor, Florida Center for Reading Research & Florida State University, Frederick

J. Morrison and Barry Fishman, University of Michigan, Christopher Schatschneider, Phyllis

Underwood and Elizabeth Crowe, Florida Center for Reading Research & Florida State University

Experimental Evaluation of a Scale-up Model for Teaching Mathematics with Trajectories and

Technologies

Julie Sarama, Douglas H. Clements, Mary Elaine Spitler and Alissa Lange, State University of New

York-Buffalo

Growing Capacity or Dissipation? Second-Year Effects of a School-Randomized Trial of the Effects of

Professional Development on Student Achievement in Elementary Science

Geoffrey Borman, Adam Gamoran and Jill Bowdon, University of Wisconsin-Madison

3C. Preschool Education Symposium

Children's Understanding of Mathematics and Science Concepts in the Preschool Years

Chair: Caroline Ebanks, National Center for Education Research, Institute of Education Sciences

Implementation Fidelity: Implications for the Numbers Plus Curriculum

Lena Malofeeva, Marijata C. Daniel-Echols, Zongping Xiang and Ann S. Epstein, High/Scope

Educational Research Foundation

Development of Curricula, Teacher Supports, and Assessments for Pre-Kindergarten Mathematics and

Science

Mable B. Kinzie, Robert C. Pianta, Carolyn R. Kilday, Patrick R. McGuire and Ashley M. Pinkham,

University of Virginia

Preparing Prekindergartners with Math Readiness Skills: The Effect of Children's Talk, Focus, and

Engagement on Math Achievement

Tracy Cummings, Kerry G. Hofer, Dale C. Farran, Mark W. Lipsey, Carol Billbrey and Elizabeth

Vorhaus, Vanderbilt University

Stages in the Development of a Mathematics Intervention for Public Preschool Programs

Alice Klein, and Prentice Starkey, University of California-Berkeley, Victoria Molfese, Elizabeth Todd

Brown and Dennis Molfese, University of Louisville

Discussant: Russell Gersten, Instructional Research Group & University of Oregon

3D. Strategies for Reform

Chair: Stephen Plank, Johns Hopkins University & Baltimore Education Research Consortium

Evaluating the Relationship between Student Attendance and Achievement in Urban Elementary and

Middle Schools: An Instrumental Variables Approach

Michael A. Gottfried, University of Pennsylvania

The Relative Effects of Inquiry-Based and Commonplace Science Teaching on Students' Knowledge,

Reasoning and Argumentation about Sleep Concepts: A Randomized Control Trial

Christopher D. Wilson, Joseph A. Taylor, Susan M. Kowalski, and Janet Carlson, BSCS Center for

Research and Evaluation

Effective Educational Programs: Meta-Findings from the Best Evidence Encyclopedia

Robert E. Slavin, Johns Hopkins University & University of York and Cynthia Lake, Johns Hopkins

University

3E. Research Methodology Symposium

Real Gold or Fool's Gold? 3 Challenges to the SREE Paradigm

Chair: Francis Schrag, University of Wisconsin-Madison

Overcoming the research/practice divide through engineering and the design sciences

David Berliner, Arizona State University

Shades of Gold

Robert Calfee, Stanford University

Enhancing clinical trials by incorporating side effects

Francis Schrag, University of Wisconsin-Madison

Discussant: Thomas D. Cook, Northwestern University

4:00-4:30 Break

4:30-6:00 Plenary Session
Larry Hedges, Northwestern University

Policy Choice with Partial Knowledge of Policy Effectiveness

Charles Manski
Board of Trustees Professor in Economics
Northwestern University

6:00-7:00 Reception

Poster Session

TUESDAY MARCH 3, 2009

7:30-8:30 Continental Breakfast

8:30-10:30 Session 4

4A. Reading, Writing and Related Language Skills Symposium
Recent Advances in Measurement in the Field of Educational Research and Evaluation: Using Current Research to Validate and Improve Measures of Teacher Practice, Teacher Knowledge, and Student Proficiency

Chair: Russell Gersten, Instructional Research Group & University of Oregon

Relating Knowledge About Reading to Teaching Practice: An Exploratory Validity Study of a Teacher Knowledge Assessment

Geoffrey Phelps, David Johnson and Joanne Carlisle, University of Michigan.

The Effects of a Parsimonious Comprehension and Vocabulary Intervention on Student Learning

Angela Hairrell, Sharon Vaughn, Meaghan Edmonds, and Elizabeth Swanson, The University of Texas at Austin, Deb Simmons, Ross Larsen, William Rupley and Victor Willson, Texas A&M University

The Development of a Classroom Observational System for Studying the Quality of Reading Comprehension and Vocabulary Instruction in First Grade Classrooms

Russell Gersten, Joe Dimino, Madhavi Jayanthi and Rebecca Newman-Gonchar, Instructional Research Group

Discussant: Barbara Foorman, Florida State University

4B. Mathematics and Science Achievement Symposium

IES-funded Studies that Produce Trustworthy Evidence of the Effects of Curriculum and Curriculum Policy Interventions on Mathematics Achievement in PreK-16 Settings

Chair: Carol L. O'Donnell, National Center for Education Research, Institute of Education Sciences

Playing Linear Number Board Games Improves Children's Mathematical Knowledge

Robert S. Siegler, Carnegie Mellon University and Geetha Ramani, University of Maryland

Help or Hindrance? The Effects of College Remediation on Academic and Labor Market Outcomes

Paco Martorell, RAND and Isaac McFarlin, University of Michigan

College-Preparatory Curriculum for All: The Consequences of Raising Mathematics Graduation Requirements on Students' Course Taking and Outcomes in Chicago

Elaine M. Allensworth and Takako Nomi, Consortium on Chicago School Research, University of Chicago

Mapping Children's Understanding of Mathematical Equivalence

Roger S. Taylor, Bethany Rittle-Johnson, Percival G. Matthews, and Katherine L. McEldoon, Vanderbilt University

Discussant: Thomas D. Cook, Northwestern University

4C. Preschool Education Symposium

Use of an Empirical Approach for the Development of a State School Readiness Program

Chair: Susan Landry, University of Texas Health Science Center at Houston

Effectiveness of Comprehensive Professional Development for Teachers of At-Risk Preschoolers

Susan Landry, Jason Anthony, Paul Swank, and Pauline Monseque-Bailey, University of Texas Health Science Center at Houston

An Experimental Study Evaluating a State Funded Pre-Kindergarten Program: Bringing Together Subsidized Childcare, Public School, and Head Start

Susan H. Landry, Mike A. Assel, Paul R. Swank and Jason L. Anthony, University of Texas Health Science Center at Houston

Evaluation of the Raising a Reader and Family Nights Programs with At-Risk Preschool Children

Jason L. Anthony, University of Texas Health Science Center at Houston

An Empirically Based Statewide System for Identifying Quality Pre-Kindergarten Programs

Jeffrey M. Williams, Susan H. Landry, Jason L. Anthony and Paul R. Swank, University of Texas Health Science Center at Houston

Discussant: Chris Lonigan, Florida State University

4D. Strategies for Reform Symposium

Five Randomized Trials to Assess the Effectiveness of Adolescent Literacy Interventions: Realities of Design and Implementation and Influences on Impact

Chair: Kim Sprague, Brown University

Springfield/Chicopee, MA

Kim Sprague, Anita Kite and Ivana Zuliani, The Education Alliance, Brown University

Newark, NJ

Jennifer Hamilton, Allison Meisch, Karen Gray-Adams, Ian Petta and Matthew Carr, Westat, Inc.

Memphis, TN

Deb Coffey and Jill Feldman, Research for Better Schools

Ohio

William Loadman, Rael Moore, Richard Lomax and Jing Zhu, Ohio State University

Portland, OR

Bonnie Faddis and Margaret Beam, RMC Research Corporation

Discussant: Stefanie Schmidt, National Center for Education Evaluation, Institute of Education Sciences

4E. Research Methodology

Chair: Matthew Dawson, Learning Point Associates

Understanding Finite Sample Bias from Instrumental Variables Analysis in Randomized Trials

Howard S. Bloom and Pei Zhu, MDRC, Fatih Unlu, Abt Associates, Inc.

Incorporating Cost in Power Analysis for Three-Level Cluster Randomized Designs

Spyros Konstantopoulos, Boston College

The Implications of "Contamination" for Experimental Design in Education

Chris Rhoads, Northwestern University

Making Causal Inferences from a Longitudinal Cluster Randomized Experiment with Crossovers: an

Evaluation of a Distributed Leadership Program in Urban Schools

Rebecca Maynard and Nianbo Dong, University of Pennsylvania

10:30-11:00 Break

11:00-1:00 Session 5

5A. Reading, Writing and Related Language Skills Symposium Evidence for Interventions for Struggling Readers

Chair: Robert Slavin, Johns Hopkins University & University of York

Effective Programs for Struggling Readers: A Best-Evidence Synthesis

Robert E. Slavin, Johns Hopkins University & University of York, Cynthia Lake, Johns Hopkins University, Nancy A. Madden, Johns Hopkins University & University of York and Susan Davis, Success for All Foundation

The Targeted Reading Intervention (TRI): A Classroom Teacher Tier 2 Intervention to Help Struggling Readers in Early Elementary School

Lynne Vernon-Feagans, University of North Carolina, Steve Amendum, North Carolina State University, Kirsten Kainz and Marnie Ginsburg, University of North Carolina

The Effects of a Small-Group Computer-assisted Tutoring Program on Reading Outcomes for First Graders

Bette Chambers, Robert E. Slavin and Nancy A. Madden, Johns Hopkins University & University of York, Philip C. Abrami, Concordia University, Montreal

Discussant: Catherine Snow, Harvard University

5B. Mathematics and Science Achievement Symposium

Teacher Professional Development in Science Education: Results from 3 IES funded studies

Chair: Harold Himmelfarb, National Center for Education Research, Institute of Education Sciences

Creating a Successful Professional Development Program in Science for Head Start Teachers and Children: Understanding the Relationship between Development, Intervention, and Evaluation

Jess Gropen, Nancy Clark-Chiarelli, Ingrid Chalufour, Cindy Hoisington, and Costanza Eggers-Piérola, Education Development Center

Improving Elementary Science Instruction and Student Achievement: The Impact of a Professional Development Program

Kathryn M. Borman, Bridget A. Cotner, Reginald S. Lee, Theodore L. Boydston and Rheta Lanehart, University of South Florida

Preparing Teachers to Design Instruction in Middle School Earth Science: Comparing the Impacts of Three Professional Development Programs on Teaching and Learning

William R. Penuel and Lawrence P. Gallagher, SRI International Center for Technology in Learning

Discussant: Andrew Wayne, American Institutes for Research

5C. Preschool Education Symposium

Evaluating Education Policies: CALDER Findings using Longitudinal Data

Chair: Jane Hannaway, Urban Institute and National Center for Analysis of Longitudinal Data in Education Research

Status Versus Growth: The Distributional Effects of School Accountability Policies

Helen Ladd, Duke University and Douglas L. Lauen, University of North Carolina-Chapel Hill

Measuring Effect Sizes: The Effect of Measurement Error

Don Boyd, State University of New York-Albany, Pam Grossman, Stanford University, Hamilton Lankford, State University of New York-Albany, Susanna Loeb, Stanford University, and Jim Wyckoff, University of Virginia

School Accountability and Teacher Job Changes

Li Feng, Texas State University-San Marcos, David Figlio, Northwestern University and Tim Sass, Florida State University

Discussant: Mark Schneider, American Institutes of Research

5D. Strategies for Reform Symposium

The Effects of High School Exit Exams on Student Outcomes

Chair: Sean Reardon, Stanford University

The Effects of High School Exit Exam Performance: New Evidence from Florida

Damon Clark, University of Florida, Paco Martorell, RAND and Muzhe Yang, Lehigh University

The Price of Just Failing: Consequences of High School Exit Examinations for Urban Students in Massachusetts

John P. Papay, Richard J. Murnane and John B. Willett, Harvard Graduate School of Education

The Effects of the California High School Exit Exam Requirement on Student Achievement, Persistence, and Graduation

Sean F. Reardon, Allison Atteberry, and Nicole Arshan, Stanford University, Michal Kurlaender, University of California, Davis

Standards and Excellence: Evidence from Advanced Placement (AP) Exams

Thomas S. Dee, Swarthmore College and Brian A. Jacob, University of Michigan

Discussant: James Kemple, New York University

5E. Research Methodology Symposium

Issues in the Design, Implementation, and Analysis of Blocked Group-Randomized Trials

Chair: Beth Ann Griffin, RAND Corporation

Intraclass Correlation Values for Student Achievement Tests in Oregon

Michael T. Coe and Makoto Hanita, Northwest Regional Educational Laboratory

Evaluating the Impact of Blocking on Power in Group-Randomized Trials

Beth Ann Griffin, Daniel F. McCaffrey and John F. Pane, Rand Corporation

Examples of Blocking in Group-Randomized Trials

Daniel F. McCaffrey, John F. Pane, Mary Ellen Slaughter, and J. R. Lockwood, RAND Corporation,
Matthew G. Springer, Vanderbilt University

The Analysis of Matched-Pairs Group-Randomized Trials

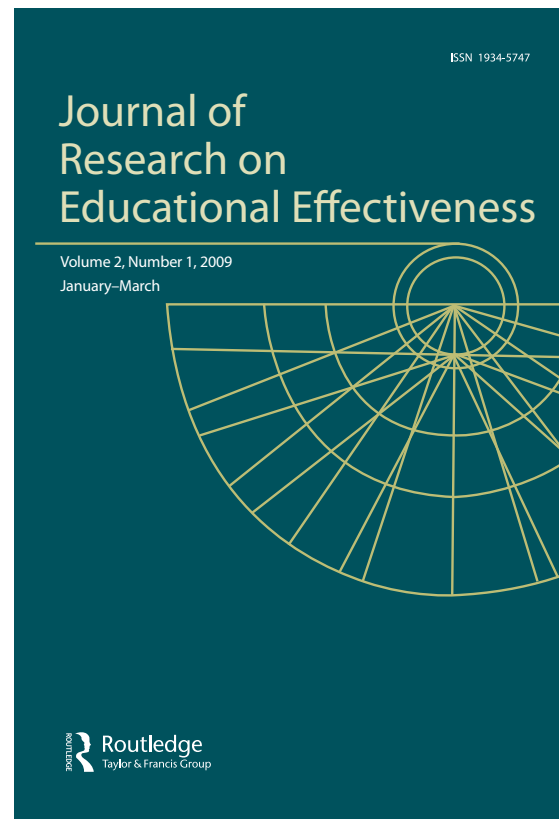
Andres Martínez, University of Michigan and Jessaca Spybrook, Western Michigan University

Discussant: Spyros Konstantopoulos, Boston College

1:00-3:00 Plenary Session and Conference Conclusion

Lunch

JOURNAL OF RESEARCH ON EDUCATIONAL EFFECTIVENESS
Volume 2, Number 1, 2009



CONTENTS

INTERVENTION, EVALUATION, AND POLICY STUDIES

- The Impact of Vocabulary Instruction on Passage-Level
Comprehension of School-Age Children: A Meta-Analysis 1**
Amy M. Elleman, Endia J. Lindo, Paul Morphy, and Donald L. Compton

- The Effect of Catholic Schooling on Math and Reading
Development in Kindergarten Through Fifth Grade 45**
Sean F. Reardon, Jacob E. Cheadle, and Joseph P. Robinson

METHODOLOGICAL STUDIES

- Moving From the Lab to the Field: The Role of Fidelity
and Achieved Relative Intervention Strength 88**
Chris S. Hulleman and David Cordray