

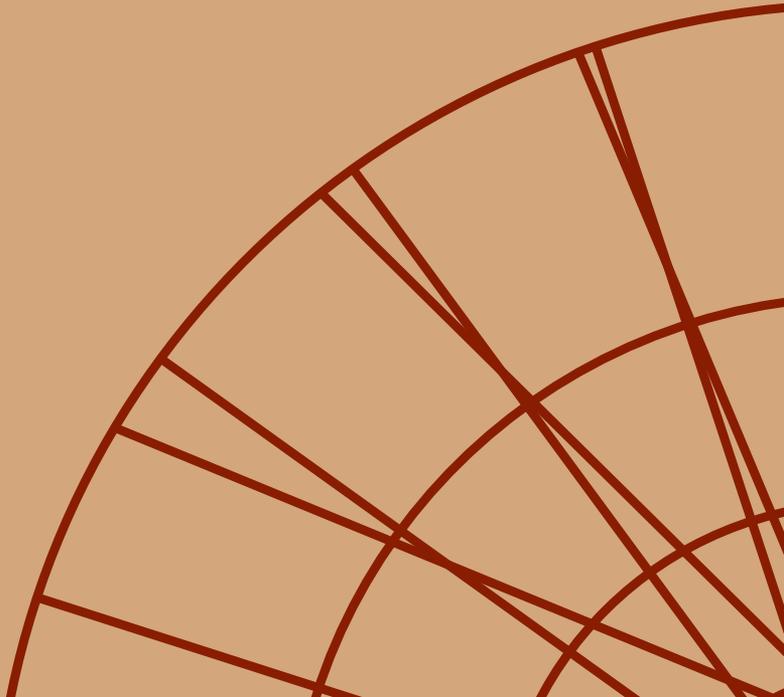
SREE

Advancing Education Research

Spring 2012 Conference

*Understanding Variation
in Treatment Effects*

PROGRAM



SREE Membership

THURSDAY MARCH 8, 2012

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

Member - \$150 per calendar year

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

Student Member - \$100 per calendar year

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

Institutional Members - \$1500 per calendar year

Educational institutions, government agencies, nonprofit organizations, and for-profit organizations are encouraged to join SREE and designate an individual to represent their interests in the Society. Institutional member logos are published in SREE conference programs. Institutional members are also entitled to discounts on conference display space.

How to Join SREE or Renew Membership

By credit card:

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

By check:

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

SREE

9:00 AM - 12:00 PM: Workshops

Workshops require an additional fee.

Workshop A

Quantile Regression: Moving Beyond Mean Impacts
Marianne Bitler, University of California - Irvine
Sulgrave - Fairmont 3rd Floor

Workshop B

Intervention Fidelity: Models, Methods, and Applications
Chris Hulleman, James Madison University
Roosevelt

Workshop C

Unpacking the Black Box of Causality: The Latest Developments in Mediation Analysis
Kosuke Imai, Princeton University
Executive Forum

Workshop D

Modeling the Variability and Inconsistency of Treatment Effects
Spyros Konstantopoulos, Michigan State University
Latrobe

Workshop E

Using Instrumental Variables in Education Research
Sean F. Reardon, Stanford University
Culpeper

Workshop F

Applying Regression Discontinuity Designs to Measure Treatment Effects
Petra Todd, University of Pennsylvania
Dumbarton - Fairmont 3rd Floor

12:00 PM - 1:00 PM: Program Committee Lunch

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

1A. Early Childhood Education Symposium

Enhancing Executive Function and Achievement in Prekindergarten Classrooms: The Effectiveness of Tools of the Mind

Gallery 1 - Park Hyatt Ballroom Level

Organizer: Dale Farran, Vanderbilt University

Experimental Evaluation of the Tools of the Mind Preschool Curriculum

Sandra Jo Wilson & Dale C. Farran, Vanderbilt University

Comparing Skills-Focused and Self-Regulation Focused Preschool Curricula: Impacts on Academic and Self-Regulatory Skills

Christopher J. Lonigan & Beth M. Phillips, Florida State University

The Efficacy of an Intervention Synthesizing Scaffolding Designed to Promote Self Regulation with an Early Mathematics Curriculum: Effects on Executive Function

Douglas H. Clements & Julie Sarama, University at Buffalo,
and Carolyn Layzer, Abt Associates

Tools of the Mind: Promoting the School Readiness of ELLs

Carol Scheffner Hammer, Temple University,
Clancy Blair, New York University, Lisa Lopez, University of South Florida,
Deborah Leong, Metropolitan State College of Denver, and Elena Bodrova, McREL

Discussant: Greg J. Duncan, University of California, Irvine

1B. Classroom Instruction and Context

Reading Intervention, Comprehension, and Argumentation

Gallery 2 - Park Hyatt Ballroom Level

Chair: Catherine Snow, Harvard University

Efficacy of an Individualized Reading Intervention with Secondary Students

Greg Roberts, University of Texas - Austin, Jade Wexler, University of Maryland - College Park,
Sharon Vaughn & Anna-Maria Fall, University of Texas - Austin,
Nicole Pyle, Utah State University, and Jacob Williams, University of Texas - Austin

Evaluation of the Content Literacy Continuum: Report on Program Impacts

William Corrin, MDRC, James L. Lindsay & Coby V. Meyers, American Institutes for Research,
Marie-Andree Somers & Nathan E. Myers, MDRC,
Chris A. Condon, American Institutes for Research, and Janell Smith, MDRC

Multilevel Models for Estimating the Effect of Implementing Argumentation-Based Elementary Science Instruction

Mack Shelley, Joan Baenziger, Christopher Gonwa-Reeves, &
Ashley Seefeld, Iowa State University, Brian Hand, William Therrien,
Mary Grace Villanueva, & Jonte Taylor, University of Iowa

Components of Reading Comprehension: What Dominates at What Grade?

Barbara R. Foorman, Yaacov Petscher, Chris Schatschneider, &
Richard K. Wagner, Florida State University

1C. Post-Secondary Education Invited Symposium

Complexity and Consequences of Using Economic Incentives to Increase College Student Performance

Dumbarton - Fairmont 3rd Floor

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

Where Are the Adolescent Econometricians? Lessons from Wisconsin Scholars Longitudinal Study

Sara Goldrick-Rab, University of Wisconsin - Madison

It's Hard to Give Money Away:

Incentivizing Community College Students to Increase Their Academic Momentum
Paul Attewell, CUNY

Can Merit Aid Programs Reduce Academic Effort?

David Mustard, University of Georgia

Reflections from the Field: Emerging Lessons from Implementing Financial Aid Interventions

Lashawn Richburg-Hayes, MDRC

Discussant: Michal Kurlaender, University of California - Davis

1D. Education Policy Symposium

Access to Algebra I:

The Effects of Online Mathematics for Grade 8 Students

Culpeper

Organizer: Jessica Heppen, American Institutes for Research

Virtual Algebra Study: Design and Measures

Jessica Heppen, American Institutes for Research

Virtual Algebra Study: Intervention Overview and Implementation Results

Peggy Clements, Education Development Center,
Kirk Walters, American Institutes for Research,
and Cheryl Tobey, Education Development Center

Virtual Algebra Study: Summary of Findings

Ann-Marie Faria & Nicholas Sorensen, American Institutes for Research

Discussant: Julie Edmunds, University of North Carolina - Greensboro

1E. Education Policy Symposium

Examining the “Black Box” of Charter School Impacts: What Works and for Whom?

Roosevelt

Organizer: Natalya Verbitsky-Savitz, Mathematica Policy Research

Factors Associated with Charter School Impacts on Student Achievement

Philip Gleason, Melissa Clark, & Christina Tuttle, Mathematica Policy Research

Student Achievement in Massachusetts Charter Schools

Joshua D. Angrist, MIT, Sarah Cohodes, Harvard University,
Susan M. Dynarski, University of Michigan, Jon B. Fullerton &
Thomas J. Kane, Harvard University, Parag A. Pathak & Christopher R. Walters, MIT

Achievement Effects of Charter-School Management Organizations

Natalya Verbitsky-Savitz, Joshua Furgeson, Joshua Haimson, Alexandra Killewald,
Moira McCullough, Ira Nichols-Barrer, & Bing-ru Teh, Mathematica Policy Research

Charter School Authorizers and Student Achievement

Ron Zimmer, Vanderbilt University, Brian Gill, Mathematica Policy Research,
Jonathon Attridge, Vanderbilt University, and Kaitlin Obenaus, Michigan State University

Discussant: Mark Berends, University of Notre Dame

1F. Evaluating Interventions in Developing Countries Symposium

Accountability Reforms in Developing Countries

Latrobe

Organizer: Harry Patrinos, World Bank

Parental Empowerment in Mexico: Randomized Experiment of the “Apoyos a La Gestion Escolar” Program in Rural Primary Schools in Mexico

Paul Gertler, University of California - Berkeley, Harry Anthony Patrinos, World Bank,
and Eduardo Rodríguez-Oreggia, Monterrey Institute of Technology and Higher Education

Paying Teachers to Perform: The Impact of Bonus Pay in Pernambuco, Brazil

Barbara Bruns, World Bank, and Claudio Ferraz, Catholic University of Rio de Janeiro

Long-Term Effects of Teacher Performance Pay: Experimental Evidence from India

Karthik Muralidharan, University of California - San Diego,
and Venkatesh Sundararaman, World Bank

Discussant: Halsey Rogers, World Bank

1G. Research Methods Invited Symposium

i3 Evaluation

Executive Forum

Organizer: Henry May, University of Pennsylvania

Examining Variation in Achievement Impacts Across the Kipp Network of Charter Schools

Philip Gleason, Christina Tuttle, & Josh Ferguson, Mathematica Policy Research

Design of Teach for America i3 Scale-Up Study

Melissa Clark, Eric Isenberg, & Marykate Zukiewicz, Mathematica Policy Research

Understanding Variation in Implementation of SFA in the i3 Scale-Up Project

Janet Quint, Pei Zhu, & Fred Doolittle, MDRC

Exploring Treatment Variation in the Scale-Up of Reading Recovery

Henry May, University of Pennsylvania, and Jerry D’Agostino, Ohio State University

Discussant: Stephen Raudenbush, University of Chicago

1H. Research Methods

Improving Methods for Measuring School and Teacher Effectiveness

Gallery 3 - Park Hyatt Ballroom Level

Chair: Sean Corcoran, New York University

*Reducing Bias in Teacher Value-Added Estimates
by Accounting for Test Measurement Error*
J.R. Lockwood & Daniel F. McCaffrey, RAND

*A Fay-Herriot Estimator to Improve the Mean Squared Error
of Teacher Value-Added Estimates*
Bing Han, RAND

*Test Score Measurement Error, Short-Term Knowledge,
and Lagged Dependent Variables in Models of the Education Production Function*
Brian Stacy, Michigan State University

II. Research Methods

New Research in the Development, Validation, and Prediction of Measures of Student Achievement and Educator Performance

Sulgrave - Fairmont 3rd Floor

Chair: Geoffrey Borman, University of Wisconsin - Madison

*Academically Relevant Measures of Executive Function:
Development and Validation of Assessments for Preschool Children*
Kimberly Turner, Mark W. Lipsey, Mary Wagner Fuhs,
Elizabeth Vorhaus, & Deanna Meador, Vanderbilt University

*Predicting Student Achievement with the Education Production-Function
and Per-Pupil Expenditure: Synthesizing Regression Models from 1968-1994*
Therese D. Pigott, Ryan T. Williams, Joshua R. Polanin, &
Meng-Jia Wu-Bohanon, Loyola University Chicago

*Comparability and Reliability Considerations
of Adequate Yearly Progress*
Kimberly Maier, Tapabrata Maiti, Sarat Dass, &
Chae Young Lim, Michigan State University

Break

3:30 PM - 5:30 PM: Session 2

2A. Early Childhood Education Invited Symposium

Understanding Short- and Long-Term Impacts of Interventions in Early Childhood: Compositional and Peer Effects

Executive Forum

Organizer: Stephanie Jones, Harvard University

The Role of Peer Composition in Short- and Long-Term Effects of the Chicago School Readiness Project
Monica Yudron & Stephanie Jones, Harvard University, and Cybele Raver, New York University

School and Classroom Compositional Effects on Child Outcomes: A Latent Class Analysis
Kristen Bub & Larissa K. Ferretti, Auburn University

*Enhancing Children's School Readiness: Effects of Preschool Intervention
and Kindergarten Context on Learning Engagement*
Karen Bierman, Tyler R. Sasser, Brenda Heinrichs, & Robert Nix, Pennsylvania State University

Does Head Start Do Any Lasting Good?
Chloe Gibbs & Jens Ludwig, University of Chicago,
and Douglas L. Miller, University of California - Davis

Discussant: Cybele Raver, New York University

2B. Classroom Instruction and Context Math Intervention and Algebra Learning

Sulgrave - Fairmont 3rd Floor

Chair: Brian Bryant, University of Texas - Austin

*Variation in Student Algebra Achievement Levels by Classroom Instruction and Teacher Backgrounds:
Results from a Randomized Trial of Two Algebra Sequences for Underprepared Freshmen*
Nettie Legters, Vaughan Byrnes, & Robert Balfanz, Johns Hopkins University

*How Curriculum and Students' Algebra Readiness Influence Time Teachers Spend
on Traditional and Reform-Oriented Mathematics Activities*
Julia Kaufman, Carnegie Mellon University, Rita Karam & John Pane, RAND,
and Brian Junker, Carnegie Mellon University

Impact and Implementation Analyses of the ELM Kindergarten Mathematics Intervention
Christian Doabler & Scott K. Baker, University of Oregon,
Keith Smolkowski, Oregon Research Institute, Hank Fien, Ben Clarke, &
Mari Strand Cary, University of Oregon, and David Chard, Southern Methodist University

Differences in Fidelity of Implementation Measures: What Videos and Surveys Reveal About Algebra Instruction
Kelley Durkin, Vanderbilt University, Courtney Pollack & Jon R. Star, Harvard University, and
Bethany Rittle-Johnson, Vanderbilt University

2C. Teacher Preparation and Effectiveness

Identifying and Developing Effective Teachers and Principals

Dumbarton - Fairmont 3rd Floor

Chair: James Kemple, Research Alliance for New York City Schools

What Promotes Teacher Development?

Examining the Effect of the Professional Environment on the Productivity Growth of Teachers

Matthew Kraft, Harvard University, and John Papay, Brown University

Different Skills: Identifying Differentially Effective Teachers of English Language Learners

Ben Master, Susanna Loeb, & Camille Whitney, Stanford University,
and James Wyckoff, University of Virginia

The Misattribution of Summers in Teacher Value-Added

Allison Atteberry, University of Virginia

Improving Principal Leadership Through Feedback and Coaching

Leonard Bickman, Ellen Goldring, Ana Regina De Andrade,
Carolyn Breda, & Peter Goff, Vanderbilt University

2D. Education Policy

Academic Achievement Gaps: Policy Responses

Gallery 3 - Park Hyatt Ballroom Level

Chair: Neil Finkelstein, WestEd

Accountability Pressure, Academic Standards, and Educational Triage

Douglas Lauen & S. Michael Gaddis, University of North Carolina - Chapel Hill

Trends in Academic Achievement Gaps in the Era of No Child Left Behind

Sean F. Reardon, Erica Greenberg, Demetra Kalogrides,
Kenneth A. Shores, & Rachel A. Valentino, Stanford University

The Impact of the Threat of School Sanctions:

A Regression Discontinuity Study of Being on a Probationary List

Guan K. Saw, I-Chien Chen, Barbara L. Schneider, &
Kenneth A. Frank, Michigan State University

Differential Impacts of Intensive District-Level Technical Assistance on Student Achievement:

A Study of California's District Assistance and Intervention Teams

Andrew McEachin & Katharine O. Strunk, University of Southern California

2E. Education Policy

Examining the Heterogeneity of Effects of School Choice

Gallery 2 - Park Hyatt Ballroom Level

Chair: Rob Olsen, Abt Associates

Explaining Charter School Effectiveness

Joshua Angrist, Parag Pathak, & Christopher Walters, MIT

Heterogeneity in the Effectiveness of Charter Schools: A Case Study of the Milwaukee Public School System

Hiren Nisar, Abt Associates, Curtis Jones & Robert Meyer, University of Wisconsin - Madison

The Impact of High School Choice on Mediators of Student Success

Sean Corcoran, Lori Nathanson, & James Kemple, New York University

Using Simulation to Understand Consistency in Treatment Effects: An Application to School Choice

Spiro Maroulis, Arizona State University, Eytan Bakshy, Facebook,

Louis Gomez, University of California - Los Angeles, and Uri Wilensky, Northwestern University

2F. Post-Secondary Education Panel

Hitting the Ground Running? Strengthening the Initial Experiences of Community College Students

Latrobe

Moderator: Thomas Bailey, Columbia University

Clive Belfield, Queens College, CUNY

Thomas Brock, MDRC

Heather Wathington, University of Virginia

2G. Evaluating Interventions in Developing Countries

The Effects of Credit Constraints, Single-Sex Schools, and Vouchers on Educational Outcomes in Developing Countries

Culpeper

Chair: Tahir Andrabi, Pomona College

Credit Constraints for Higher Education

Alex Solis, University of California - Berkeley

Single-Sex Schools, Student Achievement, and Course Selection:

Evidence from Rule-Based Student Assignments in Trinidad and Tobago

C. Kirabo Jackson, Northwestern University

Long, Long Term Effects of Vouchers for Private Schooling in Colombia

Juan Esteban Saavedra, RAND, Eric Bettinger, Stanford University,
Michael Kremer, Harvard University, and Maurice Kugler, World Bank

2H. Research Methods Symposium
**Statistical Approaches to Studying Mediator Effects in Education Research:
Bayesian Estimation Vs. Weighted Analysis Under Principal Stratification**
Roosevelt

Organizer: Guanglei Hong, University of Chicago

Principal Stratification as a Framework for Investigating Mediation Processes in Experimental Settings
Lindsay Page, Harvard University

Weighting Methods for Assessing Policy Effects Mediated by Peer Change
Guanglei Hong & Takako Nomi, University of Chicago

Discussant: Elizabeth Stuart, Johns Hopkins University

Discussant: Michael Sobel, Columbia University

2I. Research Methods Symposium
Analysis and Meta-Analysis of Single-Case Designs
Gallery 1 - Park Hyatt Ballroom Level

Organizer: William Shadish, University of California - Merced

A D-Estimator for Single-Case Designs
William Shadish, University of California - Merced, Larry Hedges &
James Pustejovsky, Northwestern University, and David Rindskopf, CUNY

A Simple Effect Size Estimator for Single Case Designs Using WinBUGS
David Rindskopf, CUNY, and William Shadish, University of California - Merced

Multilevel Synthesis of Single-Case Experimental Data: An Empirical Validation
Wim Van den Noortgate, Mariola Moeyaert, & Maaike Ugille, Catholic University of Leuven,
Tasha Beretvas, University of Texas - Austin, and John Ferron, University of South Florida

Effect Size Measure and Analysis of Single Subject Designs
Hariharan Swaminathan, University of Connecticut, Robert H. Horner, University of Oregon,
H. Jane Rogers & George Sugai, University of Connecticut

Discussant: Sam Odom, University of North Carolina

Break

6:00 PM - 7:00 PM: Welcome & Opening Address - Fairmont Ballroom

Welcome & Introduction

Larry Hedges
SREE President

Opening Address

Impact Variation:

How Do You Know It When You See It?

Howard Bloom
Chief Social Scientist
MDRC

7:00 PM - 8:00 PM: Reception - Fairmont Colonnade

Sponsor: American Institutes for Research

8:00 PM - 9:00 PM: Graduate Student Reception - Roosevelt

FRIDAY MARCH 9, 2012

8:30 AM - 10:30 AM: Session 3

3A. Classroom Instruction and Context Invited Symposium
Reading for Understanding: Developing Interventions
from Pre-K to Secondary Grades

Gallery 1 - Park Hyatt Ballroom Level

Organizer: Sharon Vaughn, University of Texas - Austin

Key Components of Comprehension: Developing Targeted Interventions
Carol Connor & Christopher Lonigan, Florida State University

Improving Listening Comprehension in PreK through Grade 3 Settings:
Conceptual Bases of Language-Based Interventions
Laura Justice, Ohio State University

Supporting Middle Grade Students' Comprehension and Academic Language Skills with Discussion
Catherine Snow & Paola Uccelli, Harvard University

Promoting Text Reading and Learning through Team Based Learning
Sharon Vaughn, University of Texas - Austin

Discussant: Susan Goldman, University of Illinois - Chicago

3B. Teacher Preparation and Effectiveness Invited Symposium
Multiple Measures of Effective Teaching

Gallery 2 - Park Hyatt Ballroom Level

Organizer: Steven Cantrell, Bill & Melinda Gates Foundation

Using Long-Term Vs. Short-Term Value-Added to Assess Teacher Effectiveness
Thomas Kane, Harvard University, and Douglas Staiger, Dartmouth College

Teacher Knowledge and Teacher Effectiveness
Drew Gitomer, Rutgers University, and Geoffrey Phelps, University of Michigan

Observational Measures and Teacher Effectiveness
Robert Pianta & Bridget Hamre, University of Virginia

Constructing Composite Measures of Teacher Effectiveness
Kata Mihaly & Daniel McCaffrey, RAND

Discussant: John Tyler, Brown University

3C. Post-Secondary Education
Improving College Access and Transition
Sulgrave - Fairmont 3rd Floor

Chair: David Mustard, University of Georgia

Effects of College Access Programs on College Readiness and Enrollment: A Meta-Analysis
Eleanor Harvill, Abt Associates, Rebecca A. Maynard, Institute of Education Sciences,
Hoa T. H. Nguyen, Claire Robertson-Kraft, & Namrata Tognatta, University of Pennsylvania

Experimental Evidence on the Effect of Childhood Investments
on Postsecondary Attainment and Degree Completion
Susan Dynarski & Joshua Hyman, University of Michigan,
and Diane Whitmore Schanzenbach, Northwestern University

Ready or Not? California's Early Assessment Program and the Transition to College
Michal Kurlaender & Jacob Jackson, University of California - Davis,
Jessica Howell, College Board, and Eric Grodsky, University of Minnesota

The College Ambition Program:
Improving Opportunities for High School Students Transitioning to College
Barbara Schneider, Christopher Khawand, & Justina Judy, Michigan State University

3D. Education Policy Symposium
A Unified Conceptual and Empirical Approach
to Understanding Treatment Heterogeneity
Executive Forum

Organizer: Greg Duncan, University of California - Irvine

A Conceptual Approach to Understanding Treatment Heterogeneity in Human Capital Interventions
Greg J. Duncan & Deborah L. Vandell, University of California - Irvine

Preschool Center Quality and Socioemotional Readiness for School:
Variation by Demographic and Child Characteristics
Tran Dang Keys, George Farkas, Margaret R. Burchinal, Weilin Li, &
Erik A. Ruzek, University of California - Irvine

Distributional Effects of a School Voucher Program: Evidence from New York City
Marianne Bitler, Thurston Domina, & Emily K. Penner, University of California - Irvine

Does Detracking Work? Evidence from a Mathematics Curricular Reform
Thurston Domina, Andrew M. Penner, Emily K. Penner, &
AnneMarie Conley, University of California - Irvine

Discussant: Pamela Morris, New York University

3E. Evaluating Interventions in Developing Countries Invited Symposium
Assessing External Validity of Education Interventions in Developing Countries
Dumbarton - Fairmont 3rd Floor

Organizer: Dan Levy, Harvard University

Scaling-Up Proven Education Interventions in Kenya
Justin Sandefur, Center for Global Development

Going Too Fast Is Going Too Slow: Curricular Speed and Learning
Lant Pritchett, Harvard University

Designing Experiments for Better External Validity
Karthik Muralidharan, University of California - San Diego

3F. Research Methods
Power, Sample Size, and Effect Variation Considerations
in Designing Multilevel Experiments
Culpeper

Chair: Michael Weiss, MDRC

Detecting Intervention Effects Across Context:
An Examination of the Power of Cluster Randomized Trials
Jessaca Spybrook, Western Michigan University

The Effects of Covariates at Different Levels of the Hierarchy
on Power Estimates in Two- and Three-Level Experimental Designs
Spyros Konstantopoulos, Michigan State University

A Method for Improving Power in Cluster Randomized Experiments
by Using Prior Information about the Covariance Structure
Chris Rhoads, University of Connecticut

3G. Research Methods
Theories of Causal Inference in Research Design
Gallery 3 - Park Hyatt Ballroom Level

Chair: David Kaplan, University of Wisconsin - Madison

Causal Moderation Analysis Using Propensity Score Methods
Nianbo Dong, Vanderbilt University

Analyzing Regression-Discontinuity Designs with Multiple Assignment Variables:
A Comparative Study of Four Estimation Methods
Vivian Wong, Northwestern University,
Peter M. Steiner, University of Wisconsin - Madison,
and Thomas D. Cook, Northwestern University

Estimators for Clustered Education RCTs Using the Neyman Model for Causal Inference
Peter Schochet, Mathematica Policy Research

3H. Research Methods Symposium
Statistical Approaches to Studying Mediator Effects in Education Research:
Instrumental Variables Methods for Multi-Site Trials
Roosevelt

Organizer: Sean F. Reardon, Stanford University

Statistical Analysis for Multi-Site Trials Using Instrumental Variables
Stephen W. Raudenbush, University of Chicago, Sean F. Reardon, Stanford University,
and Takako Nomi, University of Chicago

Bias and Bias Correction in Multi-Site Instrumental Variables Analysis
Sean F. Reardon, Stanford University, Fatih Unlu, Abt Associates,
Pei Zhu & Howard Bloom, MDRC

Discussant: Michael Seltzer, University of California - Los Angeles

Break

11:00 AM - 12:00 PM: Plenary - Fairmont Ballroom
The Future of Research: The View from NICHD

Alan Guttmacher
Director

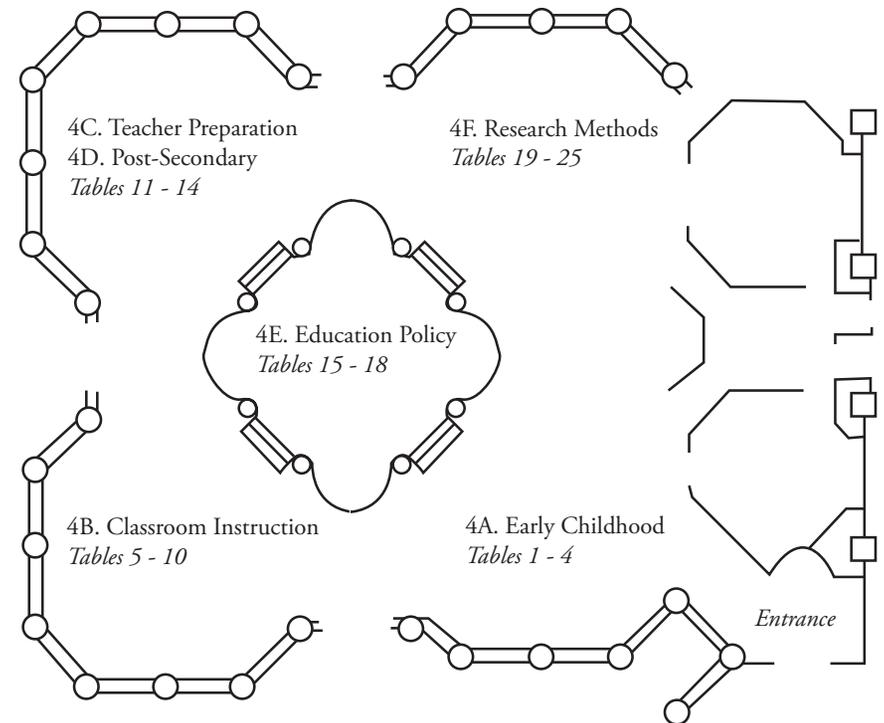
National Institute of Child Health & Human Development

Introduction: Peter Schochet, SREE Spring 2012 Program Chair

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

Dessert will be served in the Fairmont Colonnade.

1:00 PM - 2:30 PM: Session 4 - Virtual Poster: Direct Exchange - Fairmont Colonnade



To Elevators
(via marble hallway past courtyard)

Colonnade (Lobby Level)
The Fairmont Washington, D.C.

4A. Early Childhood Education

1: *Recognition & Response: Developing and Evaluating a Model of RTI for Pre-K*
Virginia Buysse, Ellen Peisner-Feinberg, &
Margaret Burchinal, University of North Carolina - Chapel Hill

2: *Child Emotion Regulation and Attentional Control in Pre-Kindergarten:
Associations with Parental Stress, Parenting Practices, and Parent-Child Interaction Quality*
Erin Mathis & Karen Bierman, Pennsylvania State University

3: *The Role of Executive Function Skills and Self-Regulation Behaviors
in School Readiness and Adjustment*
Tyler R. Sasser, Pennsylvania State University

4: *Measuring Quality in Family Child Care Settings with the Child Care Ecology Inventory*
Julie C. Rusby, Laura Backen Jones, & Ryann Crowley, Oregon Research Institute

4B. Classroom Instruction and Context

5: *Is Patterning Helpful in Children's Education?*
Julie K. Kidd, K. Marinka Gadzichowski, Deborah A. Gallington, Caroline E. Boyer, &
Robert Pasnak, George Mason University

6: *Development and Evaluation of a Curriculum to Improve Educational
and Career Outcomes for High School Girls with Disabilities*
Bonnie Doren, Allison Lombardi, & Lauren Lindstrom, University of Oregon,
and Jeff Gau, Oregon Research Institute

7: *An Examination of Treatment Effects of a First Grade Literacy Intervention
Using a Regression Discontinuity Design*
Erin A. Chaparro, University of Oregon, Keith Smolkowski, Oregon Research Institute,
Scott K. Baker, Hank Fien, & Jean Louise Mercier Smith, University of Oregon

8: *Measuring Teacher Knowledge of Classroom Social Networks:
Convergent and Predictive Validity in Elementary School Classrooms*
Rebecca Madill & Scott D. Gest, Pennsylvania State University,
and Philip C. Rodkin, University of Illinois - Urbana/Champaign

9: *Using Single-Case Design to Explore the Potential Promise of a Tier 2 Math Intervention
on Student Mathematics Achievement*
Christian Doabler, Mari Strand Cary, Benjamin Clarke, & Kathy Jungjohann, University of Oregon

10: *Moderating Effects of School Climate on Outcomes
for the Multi-Site Violence Prevention Project Universal Program*
Allison Dymnicki, American Institutes of Research,
and David Henry, University of Illinois - Chicago

4C. Teacher Preparation and Effectiveness

11: *The Development and Evaluation of a Professional Development Model
to Build Meaningful and Effective IEPs for Transition-Aged Students*
Bonnie Doren, K. Brigid Flannery, & Allison Lombardi, University of Oregon

12: *Preliminary Effects of the Incredible Years Teacher Training Program
on Classroom Management Skills*
Desiree W. Murray, Duke University, Natalie Murr, North Carolina State University,
and David L. Rabiner, Duke University

13: *MyTeachingPartner: A Professional Development Intervention for Teacher Self-Efficacy*
Faiza M. Jamil, University of Virginia

4D. Post-Secondary Education

14: *SMART Money: Do Financial Incentives Encourage College Students to Study Science?*
Brent Evans, Stanford University

4E. Education Policy

15: *High School Disciplinary Responses to Student Truancy:
Findings from a National Sample*
Jennifer L. Frank, Pennsylvania State University, K. Brigid Flannery &
Mary McGrath Kato, University of Oregon

16: *With a Little Help from My Friends' Parents:
Exploring Socioeconomic Characteristics of Friends and Educational Attainment*
Elena Grewal, Cecilia Mo, & Betsy Williams, Stanford University,
and Norman Nie, Revolution Analytics

17: *Poor Scores, Higher Chances:
Magnet School Effects on Four-Year College Enrollment of Students Across the ACT Spectrum*
Claudia Zapata & James Rosenbaum, Northwestern University

18: *The Validation of a Student Survey on Teacher Practice*
Ryan Balch, Vanderbilt University

4F. Research Methods

19: Time-Indexed Effect Size for P-12 Reading and Math Program Evaluation

Jackyung Lee & Jeremy Finn, University at Buffalo, and Xiaoyan Liu, George Mason University

20: Learning (Not) to Talk About Race:

Investigating What Doctoral Students Learn About Race Variables and Statistical Modeling

Michael Armijo, University of Pennsylvania, Valerie Lundy-Wagner, New York University, and Elizabeth Merrill, University of Pennsylvania

21: Power Analysis for Two-Level Hierarchical Models

with Propensity Score Applied to Different Levels

Chi Chang & Kimberly S. Maier, Michigan State University

22: Covariate Balance in a Two-Step Bayesian Propensity Score Approach for Observational Studies

Jianshen Chen & David Kaplan, University of Wisconsin - Madison

23: Building Measures of Instructional Differentiation from Teacher Checklists

Ryan Williams, Andrew Swanlund, & Shazia Miller, American Institutes for Research, Spyros Konstantopoulos, Michigan State University, and Arie van der Ploeg, American Institutes for Research

24: A Multilevel Bi-Factor Framework for the Measurement of Instruction

Benjamin Kelcey, Wayne State University, and Joanne Carlisle, University of Michigan

25: Using a Two-Stage Propensity Score Matching Strategy and Multilevel Modeling to Estimate Treatment Effects in a Multisite Observational Study

Jordan Rickles, University of California - Los Angeles

3:00 PM - 4:30 PM: Session 5

5A. Early Childhood Education

Teacher and Classroom-Level Moderators

of the Impact of Teacher-Directed Instructional Interventions

Sulgrave - Fairmont 3rd Floor

Chair: Stephanie Jones, Harvard University

Immigrant Status and Acculturation as Moderators of Achievement Outcomes in a Randomized Controlled Trial of ParentCorps/TeacherCorps in Urban Elementary Schools

Esther Calzada, Spring Dawson-McClure, Keng-Yen Huang, Dimitra Kamboukos, Joseph Palamar, & Laurie Miller Brotman, New York University

Variation in Teachers' Instructional Interactions Within Two Interventions:

Associations with Intervention Responsiveness and Teacher/Classroom Characteristics

Jennifer LoCasale-Crouch, Jamie DeCoster, Sonia Cabell, Jason Downer, & Robert Pianta, University of Virginia

Teacher Characteristics Influence Responsiveness to a Course

and a Consultancy Focused on Effective Teacher-Child Interactions

Bridget Hatfield, Bridget Hamre, & Jason Downer, University of Virginia, and Carolee Howes, University of California - Los Angeles

5B. Classroom Instruction and Context

Differential Effects from Studies of Science, Technology, and Engineering Programs

Dumbarton - Fairmont 3rd Floor

Chair: Martin Orland, WestEd

Effective Programs for Elementary Science: A Best-Evidence Synthesis

Robert Slavin & Cynthia Lake, Johns Hopkins University,

Pam Hanley, University of York, and Allen Thurston, Durham University

The Role of Applied Engineering and Computer Science Courses

in the Production of Math Achievement in High School

Michael Gottfried, Loyola Marymount University, and Robert Bozick, RAND

Locating Differential Effectiveness of a STEM Initiative Through Exploration of Moderators

Denis Newman, Boya Ma, & Andrew Jaciw, Empirical Education

5C. Teacher Preparation and Effectiveness Panel
Building Evidence for Effective Teacher Preparation
Culpeper

Moderator: Thomas Toch, Carnegie Foundation for the Advancement of Teaching

Jill Constantine, Mathematica Policy Research

Michael Feuer, George Washington University

Billie Gastic, Relay Graduate School of Education

5D. Post-Secondary Education
Strategies to Improve Student Retention: High School and College
Gallery 1 - Park Hyatt Ballroom Level

Chair: Heather Wathington, University of Virginia

What Can a Comprehensive Program Do for Community College Students?
Early Results from an Evaluation of CUNY's ASAP Program
Michael Weiss & Susan Scrivener, MDRC

Evaluating the Effects of Basic Skills Mathematics
on Academic Outcomes of Community College Students
Tatiana Melguizo, University of Southern California,
Johannes Bos, American Institutes for Research,
Bo Kim, University of Southern California, and George Prather

Filling the Financial Aid Gap: The Performance-Based Scholarship Demonstration
Lashawn Richburg-Hayes & Reshma Patel, MDRC

Remaining in School:
The Impact of the Early College High School Model on Students' Enrollment in School
Julie Edmunds, University of North Carolina - Greensboro,
Lawrence Bernstein, RTI International, Fatih Unlu, Abt Associates,
Elizabeth Glennie, RTI International, Arthur Smith, Abt Associates,
and Nina Arshavsky, University of North Carolina - Greensboro

5E. Education Policy
Special Programs for At-Risk Learners: Variation in Treatment Effects
Roosevelt

Chair: Linda Cavalluzzo, CNA

Efficacy of Online Algebra I for Credit Recovery
for At-Risk Ninth Grade Students: Evidence from Year 1
Jessica Heppen, American Institutes for Research,
Elaine Allensworth, Consortium on Chicago School Research,
Kirk Walters, American Institutes for Research,
Amber Stitzel Pareja, Consortium on Chicago School Research,
Anja Kurki & Nicholas Sorensen, American Institutes for Research

Understanding Treatment Effects Heterogeneities Using Multi-Site Regression Discontinuity Designs:
Example from a "Double-Dose" Algebra Study in Chicago
Takako Nomi, Consortium on Chicago School Research,
and Steve Raudenbush, University of Chicago

A Meta-Analysis of K-8 Summer Reading Interventions:
The Role of Socioeconomic Status in Explaining Variation in Treatment Effects
James S. Kim & Dave M. Quinn, Harvard University

5F. Evaluating Interventions in Developing Countries Symposium
Opportunities and Challenges for Education Sciences in Developing Countries:
The Unique Role of Randomized Trials
Latrobe

Organizer: Sharon Wolf, New York University

Cluster Randomized Trial of a Large-Scale Education Initiative
in the Democratic Republic of Congo: Baseline Findings and Lessons
J. Lawrence Aber & Catalina Torrente, New York University, Jeannie Annan,
Tom Bundervoet, & Anjali Shivshanker, International Rescue Committee

Experimental Evaluations of Two Strategies to Improve Reading Achievement in Kenya:
Enhanced Literacy Instruction and Treatment of Malaria
Matthew Jukes, Harvard University, Margaret Dubeck, College of Charleston,
Simon Brooker, Kenyan Medical Research Institute, and Sharon Wolf, New York University

Contract Teachers: Experimental Evidence from India
Karthik Muralidharan, University of California - San Diego

Discussant: Dan Levy, Harvard University

5G. Research Methods

External Validity in Multilevel Experiments

Gallery 3 - Park Hyatt Ballroom Level

Chair: Rebecca Maynard, Institute of Education Sciences

Selecting a Sample for Your Experiment: A Non-Random Stratified Sampling Approach

Elizabeth Tipton, Columbia University

Estimates of External Validity Bias When Impact Evaluations Select Sites Purposively

Elizabeth A. Stuart, Johns Hopkins University, Robert B. Olsen &

Stephen H. Bell, Abt Associates, and Larry L. Orr, Johns Hopkins University

Assessing the Generalizability of Estimates of Causal Effects From Regression Discontinuity Designs

Howard S. Bloom & Kristin E. Porter, MDRC

Avoiding Boundary Estimates in Hierarchical Linear Models Through Weakly Informative Priors

Yejin Chung & Sophia Rabe-Hesketh, University of California - Berkeley,

Andrew Gelman, Vincent Dorie, & Jingchen Liu, Columbia University

5H. Research Methods

Ensuring Internal Validity in Complex and Potential Compromised Designs

Executive Forum

Chair: Robert Boruch, University of Pennsylvania

Student Mobility, Dosage, and Principal Stratification in Clustered RCTs of Education Interventions

Peter Schochet, Mathematica Policy Research

Correcting for Broken Randomization

Using Error-Prone Achievement Test Scores in Propensity Score Weighting

Daniel McCaffrey, J.R. Lockwood, Beth Ann Griffin, Claude Setodji, & John Pane, RAND

Evaluation of Model Specification, Variable Selection, and Adjustment Methods in Relation to

Propensity Scores and Prognostic Scores in Multilevel Data

Bing Yu, University of Toronto, and Guanglei Hong, University of Chicago

5I. Preparing and Planning for Transitions: Funders' Perspectives on Career Development

Gallery 2 - Park Hyatt Ballroom Level

Joan McLaughlin, Institute of Education Sciences

Brett Miller, National Institutes of Health

5:00 PM - 6:00 PM: Keynote Address - Fairmont Ballroom Why We Care About STEM Education

Rebecca Blank

Acting Deputy Secretary and Under Secretary for Economic Affairs
U.S. Department of Commerce

Introduction: John Q. Easton, Director, Institute of Education Sciences

6:00 PM - 7:00 PM: Reception - Park Hyatt, Ballroom Level

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

8:30 AM - 9:30 AM: Plenary Panel - Fairmont Ballroom
From Practice to Research: Practitioners Discuss Why Effects Vary

Moderator

Robert Granger

President

William T. Grant Foundation

Heather Harding

Vice President, Research and Public Affairs

Teach for America

Tom Roderick

Executive Director

Morningside Center for Teaching Social Responsibility

Hillary Salmons

Executive Director

Providence After School Alliance

10:00 AM - 12:00 PM: Session 6

6A. Early Childhood Education

**A New Look at Child Care and Preschool Contexts, Practices, and Policies:
Mediators and Moderators of Developmental Outcomes**

Gallery 2 - Park Hyatt Ballroom Level

Chair: Rachel Gordon, University of Illinois - Chicago

*Evaluating the Effects of Alternative Child Care Policies on the Cognitive Achievement of Children:
Investigations Using a Dynamic Behavioral Model*

Andrew Griffen, University of Pennsylvania

*Process Dimensions of Child Care Quality and Academic Achievement:
An Instrumental Variables Analysis*

Anamarie Auger, Weilin Li, George Farkas, Greg J. Duncan, &
Deborah Vandell, University of California - Irvine

*Variation in the Quality of Teacher-Child Instructional Interactions
across Preschool Classroom Contexts*

Sonia Cabell, Jamie DeCoster, Jennifer LoCasale-Crouch,
Bridget Hamre, & Robert Pianta, University of Virginia

Effects of the Tennessee Voluntary Pre-Kindergarten Program on School Readiness

Mark W. Lipsey, Kerry G. Hofer, Carol Bilbrey, & Dale C. Farran, Vanderbilt University

6B. Classroom Instruction and Context

Learning Challenges in Multilingual Environments

Gallery 3 - Park Hyatt Ballroom Level

Chair: David Francis, University of Houston

*The Role of Relational and Instructional Classroom Supports
in the Language Development of At-Risk Preschoolers*

Carolyn S. Gosse & Anita McGinty, University of Virginia,
Andrew J. Mashburn, Portland State University, and Marcia A. Invernizzi, University of Virginia

Instructional Variability in Bilingual Education Programs:

Time of Year, Raters, and Content

Lee Branum-Martin, Paras D. Mehta, Coleen D. Carlson, &
David J. Francis, University of Houston, and Barbara R. Foorman, Florida State University

Impacts of Kindergarten Classroom Organization on Mathematics Learning of English Learners

Rachel Garrett & Guanglei Hong, University of Chicago

6C. Education Policy Invited Symposium

When School Choice Works: Explaining Heterogeneity in Choice Outcomes

Executive Forum

Organizer: Patrick Wolf, University of Arkansas

Relationships Between Strategies and Achievement Impacts Among Charter-School Management Organizations
Brian Gill, Joshua Haimson, Moira McCullough, & Alexandra Killewald, Mathematica Policy Research

Choices for Studying Choice: Assessing Charter School Effectiveness Using Two Quasi-Experimental Methods
Devona Heinert Davis & Margaret Raymond, Stanford University

Who Is Likely to Benefit from School Vouchers? An Exploration of Theory and Evidence
Patrick Wolf, University of Arkansas

Discussant: Mark Schneider, American Institutes for Research

6D. Education Policy

Improving Social and Character Development: New Experimental Evidence

Dumbarton - Fairmont 3rd Floor

Chair: J. Lawrence Aber, New York University

Improving Social-Cognitive Skills Among Disadvantaged Youth: A Randomized Field Experiment
Sara Heller, Harold Pollack, Roseanna Ander, & Jens Ludwig, University of Chicago

Conducting Rigorous Research in Multilingual Context: A Randomized Trial of the Good Behavior Game
Anja Kurki, American Institutes for Research, Wei Wang, University of South Florida,
Jeanne Poduska, American Institutes for Research, Mary Jane Gomez, Houston Independent School District,
Yibing Li, American Institutes for Research, and C. Hendricks Brown, University of Miami

Social Identity and Achievement Gaps: Evidence from an Affirmation Intervention
Thomas Dee, University of Virginia

6E. Evaluating Interventions in Developing Countries Symposium

The Impact of Schools on Education Outcomes in Developing Countries

Culpeper

Organizer: Dan Levy, Harvard University

The Effect of Village-Based Schools: Evidence from a Randomized Controlled Trial in Afghanistan
Dana Burde, New York University, and Leigh Linden, University of Texas - Austin

Impact Evaluation of Niger's IMAGINE Program
Dan Levy, Harvard University, Matt Sloan, Anca Dumitrescu, &
Cara Orfield, Mathematica Policy Research

Impact Evaluation of Burkina Faso's BRIGHT Program
Harounan Kazianga, Oklahoma State University, Dan Levy, Harvard University,
Leigh Linden, University of Texas - Austin, and Matt Sloan, Mathematica Policy Research

Discussant: Nancy Murray, Mathematica Policy Research

6F. Research Methods Symposium

Power Analysis for Clustered Designs: A Demonstration of Three Programs

Roosevelt

Organizer: Jessaca Spybrook, Western Michigan University

*Optimal Design Plus:
With an Empirical Basis for Estimating Statistical Power and Minimum Detectable Effect Sizes*
Stephen Raudenbush, University of Chicago, Howard Bloom, MDRC,
Jessaca Spybrook, Western Michigan University, and Carolyn Hill, Georgetown University

CRT-Power
Michael Borenstein, BioStat, and Larry Hedges, Northwestern University

*PowerUp!: A Tool for Calculating Minimum Detectable Effect Sizes
and Sample Size Requirements for Experimental and Quasi-Experimental Designs*
Nianbo Dong, Vanderbilt University, and Rebecca Maynard, Institute of Education Sciences

Discussant: Stephanie Jones, Harvard University

6G. Research Methods

Implementation Fidelity and Variation in Treatment Effects

Gallery 1 - Park Hyatt Ballroom Level

Chair: Daryl Mellard, University of Kansas

*Applying the Five-Step Model of Fidelity Assessment to a Randomized Experiment
of a High School STEM Intervention*
Jason Kopp & Chris S. Hulleman, James Madison University,
Judith M. Harackiewicz & Chris Rozek, University of Wisconsin - Madison

*The How and For Whom of Program Effectiveness:
Dissecting the Responsive Classroom® Approach in Relation to Academic Achievement*
Tashia Abry & Sara E. Rimm-Kaufman, University of Virginia,
Chris S. Hulleman, James Madison University, Julie B. Thomas & Michelle Ko, University of Virginia

*Adherence: A More Nuanced Usage of Fidelity
of Implementation's Core Component to Capture Variation in Treatment Effects*
Lisa Foster, Harvard University, Sarah Oh, Amy Azano, & Carolyn Callahan, University of Virginia

6H. Panel

Education Policy Research: Partnerships to Increase Rigor and Relevance

Sulgrave - Fairmont 3rd Floor

Moderator: Sabrina Laine, American Institutes for Research

Susan M. Dynarski, University of Michigan

Elizabeth A. Holtzapple, Cincinnati Public Schools

Vanessa Keesler, Michigan Department of Education

1:00 PM - 5:00 PM: Short Courses, Session 1

Short courses require an additional fee.

Short Course 1

Value-Added Models for Analyzing Teacher Effectiveness:

A Short Course on Value-Added Modeling

Daniel F. McCaffrey, RAND

Roosevelt

Short Course 2

Analysis of Incomplete Multilevel Data

Stephen W. Raudenbush, University of Chicago

Yongyun Shin, Virginia Commonwealth University

Executive Forum

SUNDAY MARCH 11, 2012

9:00 AM - 12:00 PM: Short Courses, Session 2

1: Sulgrave - Fairmont 3rd Floor, 2: Dumbarton - Fairmont 3rd Floor

The short courses which began on Saturday afternoon continue through Sunday afternoon.

12:00 PM - 1:00 PM: Short Course Lunch

1: Lindens, 2: Potomac

1:00 PM - 5:00 PM: Short Courses, Session 2 Continued

1: Sulgrave - Fairmont 3rd Floor, 2: Dumbarton - Fairmont 3rd Floor

SREE

Society for Research on Educational Effectiveness

Advancing Education Research

Program Notes

Symposia

Symposia in the conference program were either:

(a) organized by the conference program committee, or

(b) accepted through the peer review process.

All symposia sessions, including those designated *Invited Symposium*, are open to all conference participants. Each symposium includes a session organizer and an independent discussant.

Individual Papers

Individual papers with a similar focus that were accepted through the peer review process were assembled into a session by the program committee. A session chair was invited by the program committee to manage the session.

Posters

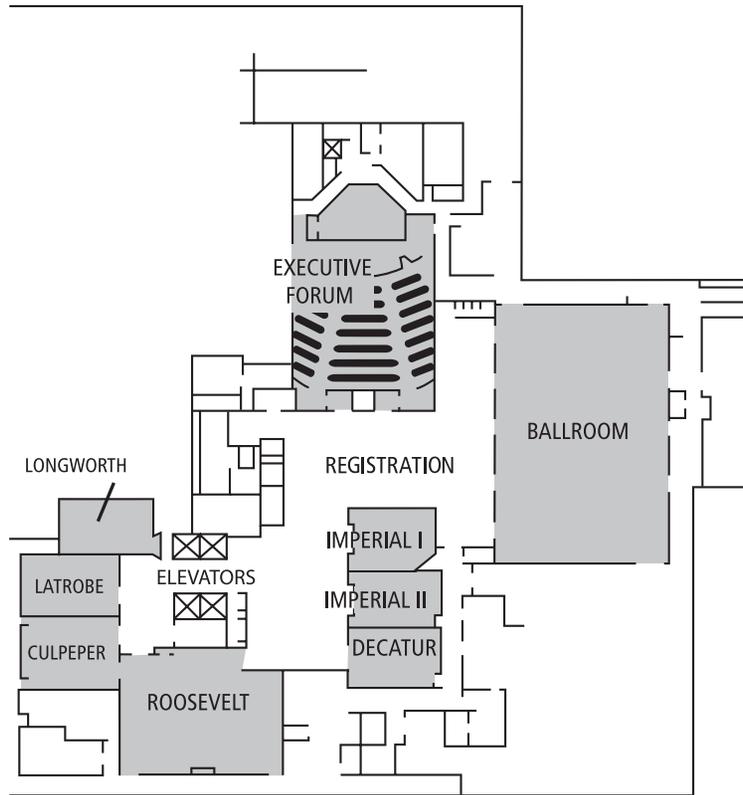
SREE utilizes a virtual poster format. The three week period before the conference includes a virtual poster session, for online review and two-way commentary between presenters and readers. During the conference, the poster session is utilized for on-site in-person interaction between presenters and conference participants. No physical posters are present, but presenters may utilize laptops and handouts to convey information.

Panels

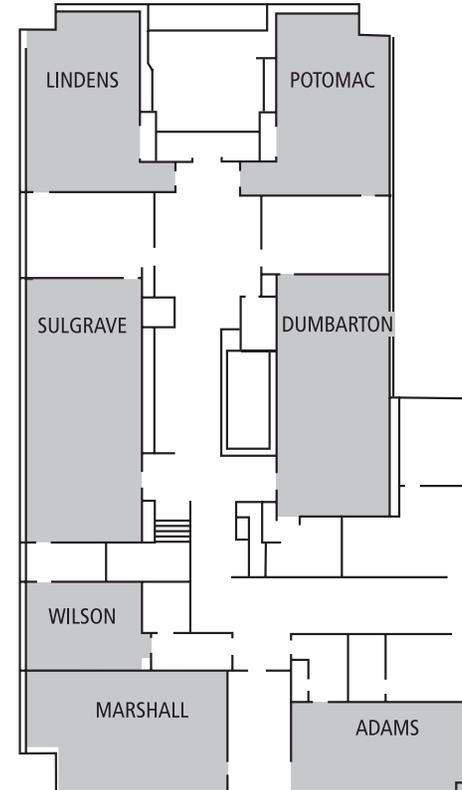
Panels are discussions led by a moderator, which will include audience participation.

Career & Funding Paths

Sessions which present the expertise of individuals in federal agencies, universities, and firms are frequently a component of SREE programs.

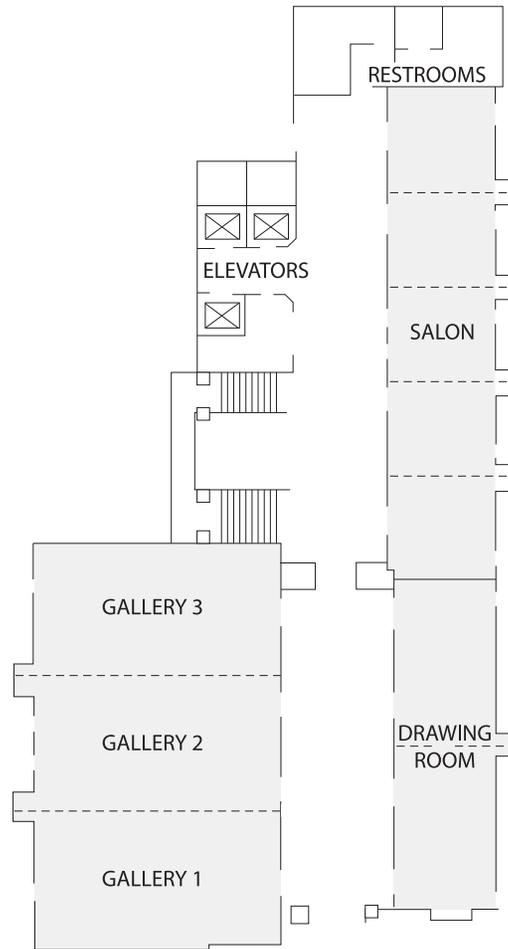


Ballroom Level
The Fairmont Washington, D.C.



To Elevators
(via hallway overlooking lobby) →

Third Floor Meeting Rooms
The Fairmont Washington, D.C.



Ballroom Level
The Park Hyatt Washington, D.C.

SREE

Society for Research on Educational Effectiveness
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SREE Summer 2012 Hierarchical Linear Modeling Short Course
July 11-13, 2012 in Stanford, CA

Instructors:

Stephen Raudenbush, University of Chicago

Anthony Bryk, Carnegie Foundation for the Advancement of Teaching

This short course will consider the issues of analysis and, to a limited extent, design, that arise in longitudinal and multilevel research settings. In longitudinal studies, it is often possible to repeatedly observe participants. This allows the assessment of growth in academic achievement. Multilevel data arise because participants are clustered within social settings such as classrooms, schools, and neighborhoods. These settings often form a strict hierarchy, as when classrooms are nested within schools, which are in turn nested within districts. This environment may form a cross-classified structure, when schools draw students from multiple neighborhoods and neighborhoods send students to multiple schools. The nested versus cross-classified organization of these settings create the need for different analytic approaches.

The course will begin by considering two-level studies in which persons (level-1 units) are nested within organizations (level-2 units) such as schools. Two-level studies of individual change will then be examined. Time-series data (level-1) will be viewed as nested within persons (level-2). The level-1 model specifies how an individual is changing over time as a function of person-specific “micro-parameters.” The level-2 model describes the population distribution of the micro-parameters of individual change as a function of macro-parameters. The next phase will examine three-level models. The initial focus will be the case in which repeated measures (level-1) are nested within individuals (level-2), who are themselves nested in organizations (level-3). In studies with continuous outcomes, the normal distribution is at least plausible. The next step will be to generalize two- and three-level models to other types of outcomes: binary outcomes, counts, ordered outcomes, and multinomial data. All of these cases fall into the framework of the hierarchical generalized linear model.

A number of statistical issues that cut across applications will be analyzed in the short course. These include: (1) efficiency and robustness of inferences, (2) Bayes and empirical Bayes shrinkage estimation of random effects, (3) exploratory analyses and model checking, (4) univariate and multivariate hypothesis tests & confidence sets, and (5) optimal research design. The course will conclude by addressing methods to estimate hierarchical linear models from incomplete data. New software for the efficient analysis of two-level models in the presence of missing data will be demonstrated.

Registration is now open at:

www.sree.org/courses/2012/hlm/

SREE

Society for Research on Educational Effectiveness
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Spring 2012 Conference Program Committee

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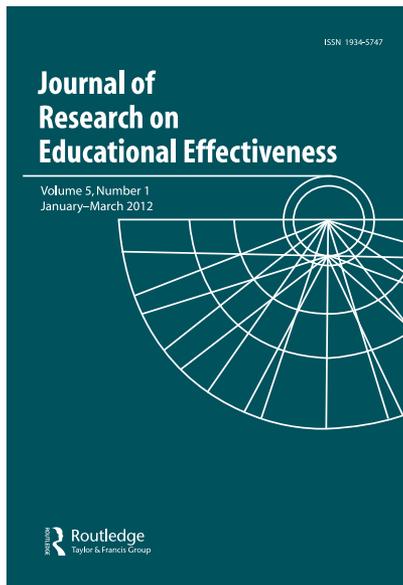
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TYGOSTUDIOS



INTERVENTION, EVALUATION, AND POLICY STUDIES

Stemming the Tide of Summer Melt: An Experimental Study of the Effects of Post-High School Summer Intervention on Low-Income Students' College Enrollment

Benjamin L. Castleman, Karen Arnold, and Katherine Lynk Wartman

Does NCLB Improve the Achievement of Students With Disabilities? A Regression Discontinuity Design

Xin Wei

METHODOLOGICAL STUDIES

Modern Regression Discontinuity Analysis

Howard S. Bloom

Regression Discontinuity Designs With Multiple Rating-Score Variables

Sean F. Reardon and Joseph P. Robinson