

SREE

Advancing Education Research

Spring 2013 Conference

*Capitalizing on Contradiction:
Learning from Mixed Results*

PROGRAM



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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.

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

THURSDAY MARCH 7, 2013

9:00 AM - 12:00 PM: Workshops

Workshops require an additional fee.

Workshop A

Fidelity of Implementation: Developing Measures and Linking to Impacts
Barbara Goodson, Dillon-Goodson Research Associates
Catherine Darrow, Abt Associates
Roosevelt - Fairmont Hotel, Ballroom Level

Workshop B

Test Score Scales and Why They Matter:
Practical Methods for Assessing the Scale-Dependence of Analytic Results
Andrew Ho, Harvard University
Sulgrave - Fairmont Hotel, Floor 3

Workshop C

Improving the Empirical Performance of Propensity Score Methods:
Covariate Balancing Propensity Score
Kosuke Imai, Princeton University
Dumbarton - Fairmont Hotel, Floor 3

Workshop D

Planning for a Short Interrupted Time Series Design
Cristofer S. Price, Abt Associates
Culpeper - Fairmont Hotel, Ballroom Level

Workshop E

Optimal Design Plus Empirical Evidence
Jessaca Spybrook, Western Michigan University
Latrobe - Fairmont Hotel, Ballroom Level

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

SREE

1:00 PM - 3:00 PM: Session 1**1A. Early Childhood Education Invited Symposium****The Early Childhood Launching Pad to School Readiness and School Success**

Executive Forum - Fairmont Hotel, Ballroom Level

Organizer: Pamela Morris, New York University

*Addressing Disparities in School Readiness through Promotion of Parenting in Well-Child Care*Alan L. Mendelsohn, Carolyn B. Cates, & Benard Dreyer, New York University,
Samantha B. Berkule, Marymount Manhattan College,
and Adriana Weisleder, Stanford University*The Family Check-Up:**A Preventive Intervention for Engaging At-Risk Families in Early Childhood*Daniel S. Shaw & Thomas Dishion, University of Pittsburgh,
and Melvin N. Wilson, University of Virginia*Integrating Primary and Secondary/Tertiary Prevention**with Behavioral Economics Principles in Pediatric Primary Care*Pamela Morris, New York University, Lisa Gennetian, Brookings Institution,
Alan L. Mendelsohn, New York University, Daniel S. Shaw, University of Pittsburgh,
and J. Lawrence Aber, New York University*School Reform and Beyond:**Developmentally-Sequenced Interventions Across the Transition to Schooling*Stephanie Jones, Harvard University, Robin Jacob &
Fred Morrison, University of Michigan

Discussant: Jacqueline Jones, Education Researcher

1B. Instructional Improvement Symposium**Large Scale Replication Research: Three Examples and the Issues They Raise**

Sulgrave - Fairmont Hotel, Floor 3

Organizer: Russell Gersten, Instructional Research Group

*From Efficacy Trial to Large Scale Effectiveness Trial:**A Tier 2 Mathematics Intervention for First Graders with Difficulties in Mathematics*Eric Rolffhus & Russell Gersten, Instructional Research Group, Benjamin Clarke, University of Oregon,
Lauren E. Decker & Chuck Wilkins, Edvance Research, and Joseph Dimino, Instructional Research Group*Impact of the Teacher Study Group Professional Development Program on Student Vocabulary
and Observed Teaching Practice: A Replication in First Grade Classrooms*Russell Gersten, Joseph Dimino, Madhavi Jayanthi, Rebecca Newman-Gonchar, &
Mary Jo Taylor, Instructional Research Group*Collaborative Strategic Reading: Replications with Consideration of the Role of Fidelity*

Colleen Reutebuch & Gregory Roberts, University of Texas - Austin

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

1C. Instructional Improvement Symposium**Lessons Learned from Two Large Scale RCTs: Similarities and Differences**

Culpeper - Fairmont Hotel, Ballroom Level

Organizer: Shazia Miller, American Institutes for Research

*Differences in Intervention Effects between Two RCTs*Spyros Konstantopoulos, Wei Li, & Bing Tong, Michigan State University, Shazia R. Miller &
Arie van der Ploeg, American Institutes for Research*What Do We Know about the Control Condition?*Shazia R. Miller, Coby Meyers, & Arie van der Ploeg, American Institutes for Research,
and Spyros Konstantopoulos, Michigan State University*Making Sense of Unanticipated Results:**Instructional Differentiation and the Indiana Diagnostic Assessment Study*

Ryan Williams, University of Memphis, and Andrew Swanlund, American Institutes for Research

*Using Observed Characteristics to Resolve Differences in Impact Estimates in an RCT Replication Study*Jared Eno, American Institutes for Research, Ryan Williams, University of Memphis,
Kelly Hallberg & Andrew Swanlund, American Institutes for Research

Discussant: Wes Bruce, Indiana Department of Education

1D. School Climate and Culture**Teacher Training and School Environment**

Dumbarton - Fairmont Hotel, Floor 3

Chair: Beth Boulay, Abt Associates

Making Sense of the “Zero Effect” of Comprehensive Teacher Induction Programs: A Mediation Analysis
Yihua Hong & Guanglei Hong, University of Chicago

Coaching Quality and Teachers’ Implementation of the 4Rs Social-Emotional and Literacy Curriculum: Testing the Link between Two Levels of Intervention Fidelity
Jason Downer, University of Virginia, Josh Brown, Fordham University, Manuela Jimenez Herrera, Megan Stuhlman, & Kyle Bourassa, University of Virginia, Ben Gologor, Fordham University, and Pamela Wong, Harvard University

Working with Teachers to Adapt an Evidence-Based Intervention for Children with Autism
Aubyn Stahmer, Sarah Reed, & Jessica Suhrheinrich, Rady Children’s Hospital - San Diego, and Laura Schreiber, University of California - San Diego

Using Longitudinal and Momentary Analysis to Study Job Stress in Middle School Teachers
Teresa McIntyre, University of Houston, Scott McIntyre, University of Houston - Clear Lake, Chris Barr, David Francis, Paras Mehta, & Angelia Durand, University of Houston

1E. Transitions for Youth Symposium**Can At-Risk Students Get Back on Track?****Results from a Rigorous Study of Online and F2F Algebra for Credit Recovery**

Gallery 1 - Park Hyatt Hotel, Ballroom Level

Organizer: Kirk Walters, American Institutes for Research

Study Design and Results

Jessica Heppen & Nicholas Sorensen, American Institutes for Research

Implementation Challenges and Results

Kirk Walters & Nicholas Sorensen, American Institutes for Research

Who Attends Summer Credit Recovery Classes, and Who Benefits from Doing So?

Amber Stitzel Pareja, Consortium on Chicago School Research, and Suzanne Stachel, American Institutes for Research

Pay-Offs from Expanding Summer Credit Recovery in Algebra

Elaine Allensworth, Consortium on Chicago School Research, and Takako Nomi, St. Louis University

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

1F. Transitions for Youth Symposium**The Not-So Lazy Days of Summer:****Experimental Interventions to Increase College-Going Among Low-Income High School Graduates**

Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: Benjamin Castleman, Harvard University

Ten Texts to College:

Can Text Messages Mitigate Summer Attrition Among College-Intending Low-Income High School Graduates?
Benjamin Castleman & Lindsay Page, Harvard University

With A Little Help From My Friends:

Investigating The Impact Of Summer Peer Mentoring On Timely Postsecondary Attainment Among College-Intending High School Graduates
Benjamin Castleman & Lindsay Page, Harvard University

Summer Outreach with Near-Age Peer Mentors:

A Randomized Experiment to Improve the Transition to College
Barbara Schneider, Michael Broda, & Justina Judy, Michigan State University

How Late Is Too Late?

The Influence of Summer Outreach on FAFSA Completion and College Enrollment for the Uncommitted High School Graduate
Laura Owen, Johns Hopkins University, Eric Bettinger, Stanford University, Bridget Terry Long, Harvard University, and Phil Oreopoulos, University of Toronto

Discussant: Jessica Howell, College Board

1G. Education Policy Panel**The Relationship between Data Quality and Mixed Results:****Case Studies from the American-Affiliated Pacific Region**

Latrobe - Fairmont Hotel, Ballroom Level

Moderator: Andrea Beesley, McREL

Richard Seder, McREL

Wendy Kekahio, McREL

Sena Pierce, McREL

1H. Research Methods Symposium**Modeling and Psychometric Issues Related to Classroom Observation Scoring**

Gallery 2 - Park Hyatt Hotel, Ballroom Level

Organizer: Daniel McCaffrey, Educational Testing Service

Bayesian Hierarchical Multivariate Formulation with Factor Analysis for Nested Ordinal Data
Terrance Savitsky, RAND

Analyzing the Factorial Structure of the Classroom Assessment Scoring System-Secondary Using a Bayesian Hierarchical Multivariate Ordinal Model
Kun Yuan, RAND, Daniel McCaffrey, Educational Testing Service, and Terrance Savitsky, RAND

Effect of Observation Mode on Measures of Teaching
Daniel McCaffrey, Educational Testing Service, and Jodi Casabianca, Carnegie Mellon University

Rater Drift and Time Trends in Classroom Observations
Jodi Casabianca, Carnegie Mellon University, and J.R. Lockwood, Educational Testing Service

Discussant: Patrick Meyer, University of Virginia

1I. Research Methods Symposium**Advances and Challenges in Propensity Score Matching**

Gallery 3 - Park Hyatt Hotel, Ballroom Level

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

Propensity Score Estimation with Data Mining Techniques: Alternatives to Logistic Regression
Brian Keller, Jee-Seon Kim, & Peter M. Steiner, University of Wisconsin - Madison

Propensity Score Matching Within Prognostic Strata
Ben Kelcey, Wayne State University

Within-Cluster and Across-Cluster Matching with Observational Multilevel Data
Jee-Seon Kim, Peter M. Steiner, & Courtney Hall, University of Wisconsin - Madison, and Felix Thoemmes, Cornell University

Bayesian Model Averaging for Propensity Score Analysis
David Kaplan & Jianshen Chen, University of Wisconsin - Madison

Discussant: Elizabeth Stuart, Johns Hopkins University

Break**3:30 PM - 5:00 PM: Session 2****2A. Early Childhood Education****Approaches to Improving Implementation of Preschool Interventions**

Roosevelt - Fairmont Hotel, Ballroom Level

Chair: Erin O'Connor, New York University

Effects of Head Start Hours on Children's Cognitive, Pre-Academic, and Behavioral Outcomes: An Instrumental Variable Analysis

Weilin Li, George Farkas, Greg J. Duncan, & Deborah Lowe Vandell, University of California - Irvine, and Margaret Burchinal, University of North Carolina

Experimental Evidence on Distributional Effects of Head Start
Marianne Bitler & Thurston Domina, University of California - Irvine, and Hilary Hoynes, University of California - Davis

Reconciling Experimental and Quasi-Experimental Evidence on the Impact of Full-Day Kindergarten
Chloe Gibbs, University of Virginia

2B. Instructional Improvement**Reading Impacts: Differing Programs and Goals**

Gallery 1 - Park Hyatt Hotel, Ballroom Level

Chair: Gina Biancarosa, University of Oregon

Preventing School Dropout with Secondary Students: The Implementation of an Individualized Reading Intervention and Dropout Prevention Intervention

Gregory Roberts, Sharon Vaughn, & Anna-Mária Fall, University of Texas - Austin, and Michael Vaughn, St. Louis University

The Impact of the Measures of Academic Progress (MAP) Program on Student Reading Achievement
Chris Brandt & Ayrin Molefe, American Institutes for Research, David S. Cordray & Georgine M. Pion, Vanderbilt University

A Multisite Trial of a Supplemental Reading Program for Adolescents: The Louisiana Striving Readers Evaluation of Passport Reading Journeys
Michael Vaden-Kiernan, SEDL, Geoffrey Borman, University of Wisconsin - Madison, Sarah Caverly, Nance Bell, Kate Sullivan, & Erin Atwood, SEDL, and Carlton Fong, University of Texas - Austin

Word Generation Randomized Trial: Discussion Mediates the Impact of Treatment on Academic Word Learning
Joshua Lawrence, University of California - Irvine, E. Juliana Paré-Blagoev, SERP Institute, Amy Crosson, University of Pittsburgh, and Catherine Snow, Harvard University

2C. Instructional Improvement**Improving Math and Science: Different Paths and Methods**

Dumbarton - Fairmont Hotel, Floor 3

Chair: Stephanie Siler, Carnegie Mellon University

*Effectiveness of Schema-Based Instruction
for Improving Seventh-Grade Students' Proportional Reasoning:
A Randomized Experiment*

Asha Jitendra, University of Minnesota, Jon R. Star, Harvard University,
Danielle N. Dupuis & Michael C. Rodriguez, University of Minnesota

The Impact of a Comparison Curriculum in Algebra I: A Randomized Experiment
Jon R. Star, Harvard University, Bethany Rittle-Johnson, Vanderbilt University,
Kelley Durkin, Harvard University, Kristie Newton, Temple University,
Courtney Pollack, Kathleen Lynch, & Claire Gogolen, Harvard University

*The Mediating Effects of School Professional Community on Teaching Practices
in a Randomized Controlled Trial of Science Professional Development*
Sun Young Yoon, University of Wisconsin - Madison

2D. Instructional Improvement**Challenges in Developing Effective Measures for Teachers and Students**

Latrobe - Fairmont Hotel, Ballroom Level

Chair: Russell Gersten, Instructional Research Group

Predicting Observer Training Satisfaction and Certification
Courtney Bell, Educational Testing Service, Nathan Jones, Boston University,
Jennifer Lewis, Wayne State University, and Yi Qi, Educational Testing Service

*Tracking Growth: Studying First-Year Teacher Development
Under a High-Stakes Evaluation System*
Adam Maier & Erin Grogan, The New Teacher Project

*Designing and Redesigning a Framework for Assessing Students' Understanding
of Foundational Fractions Concepts*
Maria Mendiburo & Laura Williams, Vanderbilt University,
Robert Henson, University of North Carolina - Greensboro,
and Ted Hasselbring, Vanderbilt University

2E. Transitions for Youth**New Questions in Affirmative Action in Higher Education**

Sulgrave - Fairmont Hotel, Floor 3

Chair: Liliana M. Garces, George Washington University

*Do Public Universities Give Admissions Preferences to Males
When Faced with Large Increases in Their Female Enrollments?
Evidence from the Texas Top 10% Plan*
Dylan Conger, George Washington University,
and Lisa Dickson, University of Maryland

Color-Blind Affirmative Action and Student Quality
Ben Backes, American Institutes for Research,
and Kate Antonovics, University of California - San Diego

*Changes in Levels of Affirmative Action in College Admission
in Response to Statewide Bans and Judicial Rulings*
Mark C. Long & Grant H. Blume, University of Washington

2F. Education Policy**New Research on Higher Education Policy**

Culpeper - Fairmont Hotel, Ballroom Level

Chair: Jennifer Jennings, New York University

Ova and Out: Using Twins to Estimate the Educational Returns to Attending a Selective College
Jonathan Smith, College Board

*Mixed Results from Six Large Randomized Controlled Trials
of Learning Communities in Community Colleges*
Alexander Mayer & Michael Weiss, MDRC

Impacts of a Secondary and Postsecondary Alignment Program on College Application
Jake Jackson, University of California - Davis

2G. Education Policy**Understanding Teacher Labor Markets and Evaluation**

Gallery 2 - Park Hyatt Hotel, Ballroom Level

Chair: Sabrina Laine, American Institutes for Research

*Teacher Layoffs, Teacher Quality and Student Achievement:**The Implementation and Consequences of a Discretionary Reduction-in-Force Policy*

Matthew Kraft, Harvard University

Using Subjective Teacher Evaluations to Examine Principals' Personnel Management Priorities

Benjamin Master, Stanford University

*Missed Opportunities in the Labor Market or Temporary Disruptions?**How Late Teacher Hiring Affects Student Achievement*

John P. Papay, Brown University, Matthew A. Kraft, Julia Bloom,

Kate Buckley, & David Liebowitz, Harvard University

2H. Research Methods**Contamination and Implementation Fidelity in RCTs**

Executive Forum - Fairmont Hotel, Ballroom Level

Chair: John Deke, Mathematica Policy Research

*Self-Reporting during a Reading Intervention for Gifted Students:**Can It Be the Sole Measure of Adherence?*

Lisa Foster & James Kim, Harvard University

Linking Implementation Fidelity to Impacts in an RCT

Fatih Unlu, Laurie Bozzi, Carolyn Layzer, Arthur Smith, &

Cristofer S. Price, Abt Associates, and Richard Hurtig, University of Iowa

The Implications of Contamination for Educational Experiments with Multiple Levels of Nesting

Christopher Rhoads, University of Connecticut

2I. Research Methods**Theoretical Results for Improving Study Design and Analysis**

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Henry May, University of Delaware

Sample Size Calculations for Interventions on Social Networks

Tracy M. Sweet & Brian W. Junker, Carnegie Mellon University

A Statistical Model for Misreported Binary Outcomes in Clustered RCTs of Education Interventions

Peter Schochet, Mathematica Policy Research

*Operationally Comparable Effect Sizes for Quantifying Changes in Behavior,**with Application to Meta-Analysis of Single-Case Studies*

James Pustejovsky, Northwestern University

**5:30 PM - 7:00 PM: Welcome & Opening Address
Ballroom - Fairmont Hotel****Welcome & Introduction**

Larry Hedges

SREE President

Opening Address**Learning from Puzzles: Test Scores, Habits, Behavior, and Schooling**

Christopher Jencks

Malcolm Wiener Professor of Social Policy

Kennedy School

Harvard University

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

Sponsor: American Institutes for Research

FRIDAY MARCH 8, 2013**8:30 AM - 10:30 AM: Session 3****3A. Early Childhood Education & Instructional Improvement Interventions to Improve Math and Science Learning from Early Childhood through High School**

Latrobe - Fairmont Hotel, Ballroom Level

Chair: Douglas Clements, University of Denver

*An Alternative Time for Telling:**When Conceptual Instruction Prior to Exploration Improves Mathematical Knowledge*

Emily R. Fyfe, Vanderbilt University, Marci S. DeCaro, University of Louisville, and Bethany Rittle-Johnson, Vanderbilt University

The Effects of Research-Based Curriculum Materials and Curriculum-Based Professional Development on High School Science Achievement: Results of a Cluster-Randomized Trial

Joseph Taylor, Susan Kowalski, Stephen Getty, Christopher Wilson, & Janet Carlson, BSCS

Evaluating the Promise of the FUSION Tier 2 Math Intervention

Mari Strand Cary, Christian Doabler, Benjamin Clarke, Hank Fien, Scott Baker, & Kathy Jungjohann, University of Oregon

3B. Instructional Improvement Symposium**Designs for Developing Interventions to Improve Reading for Understanding**

Gallery 1 - Park Hyatt Hotel, Ballroom Level

Organizer: Karen Douglas, Institute of Education Sciences

*Design Experiments: Developing and Testing an Intervention for Elementary School-Age Students**Who Use Non-Mainstream American English Dialects*

Shurita Thomas-Tate, Missouri State University, Carol Connor, Arizona State University, and Lakeisha Johnson, Florida State University

Using Design Experiments to Understand Secondary Classroom Comprehension Practices

Sharon Vaughn, University of Texas - Austin, Deborah Simmons, Texas A&M University, and Jeanne Wanzek, Florida State University

Project READI: Designing Instruction for Evidence-Based Argumentation in the Disciplines

Susan Goldman, University of Illinois - Chicago, Carol Lee, Northwestern University, Cynthia Greenleaf, WestEd, and Cynthia Shanahan, University of Illinois - Chicago

Discussant: Elizabeth Albrow, Institute of Education Sciences

3C. Instructional Improvement Symposium**Learning from Mixed Results in Technology-Based Algebra Courses**

Dumbarton - Fairmont Hotel, Floor 3

Organizer: John Pane, RAND

*Different Contexts, Purposes, and Providers:**Reflections on Two Randomized Studies of Online Algebra*

Jessica Heppen & Kirk Walters, American Institutes for Research

Effectiveness of Cognitive Tutor Algebra I at Scale

John F. Pane, Beth Ann Griffin, & Rita Karam, RAND

Evaluating Cognitive Tutor Algebra 1 Curricula At Scale: Focus on Implementation

Rita Karam, John F. Pane, Beth Ann Griffin, & Mary Ellen Slaughter, RAND

Discussant: Steve Schneider, WestEd

3D. School Climate and Culture Invited Symposium**Targeting Executive Function and Self-Regulation:****New Findings from Pre-K and Elementary School Interventions**

Executive Forum - Fairmont Hotel, Ballroom Level

Organizer: Robin Jacob, University of Michigan

Effects through Kindergarten of a Prekindergarten Curricular Attempt to Improve Self-Regulation and Achievement

Dale C. Farran, Sandra J. Wilson, & Mark W. Lipsey, Vanderbilt University

Evaluating SECURE: Results from a Small-Scale Pilot Study

Robin Jacob, University of Michigan, Stephanie Jones, Harvard University, and Fred Morrison, University of Michigan

Red Light, Purple Light: An Evaluation of a Self-Regulation Intervention in Preschool Children

Megan M. McClelland & Sara Schmitt, Oregon State University

Discussant: Timothy Curby, George Mason University

3E. Transitions for Youth Symposium**Pathways to Increasing Postsecondary Attainment**

Culpeper - Fairmont Hotel, Ballroom Level

Organizer: Jenny Nagaoka, Consortium on Chicago School Research

Creating College Readiness Indicators in Chicago

Thomas Kelley-Kemple, Matthew Holsapple, &

Melissa Roderick, Consortium on Chicago School Research

Mapping Pathways to College: An In-Depth Examination of College Readiness in New York City

Vanessa Coca, Michael Segeritz, & Dyuti Bhattacharya, New York University

Is Traditional College Aid Too Little, Too Late? Impacts on High School Outcomes from a Cluster Randomized Trial of an Early College Scholarship for Low-Income Students

Douglas N. Harris, Tulane University

*Does Upward Bound Have an Effect on Student Educational Outcomes?**A Re-Analysis of the Horizons Randomized Control Trial Study*

Alan B. Nathan, University of Wisconsin - Madison, and Douglas N. Harris, Tulane University

Discussant: Barbara Schneider, Michigan State University

3F. Education Policy Invited Symposium**Accountability and Achievement Gaps**

Gallery 2 - Park Hyatt Hotel, Ballroom Level

Organizer: Jennifer Jennings, New York University

Estimating Achievement Gaps From NCLB-Type Data

Sean Reardon, Stanford University, and Andrew Ho, Harvard University

Between-State Variation in Achievement Gap Patterns and Trends, 1990-2011

Kenneth Shores & Rachel Valentino, Stanford University

Left Behind? The Effect of the No Child Left Behind Legislation on Academic Achievement Gaps

Sean Reardon, Erica Greenberg, Demetra Kalogrides, Kenneth Shores, &

Rachel Valentino, Stanford University

Equality of Educational Opportunity in the 21st Century: Revisiting the Conclusions of the Coleman Report

Jennifer Jennings, New York University, David Deming, Christopher Jencks, &

Maya Lopuch, Harvard University

Discussant: Christopher Jencks, Harvard University

3G. Education Policy Symposium**Telling Time: What to Make of Inconclusive Research Findings about Increased Instructional Time**

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Organizer: Amy Checkoway, Abt Associates

Doubling Up: Intensive Math Instruction and Educational Attainment

Joshua Goodman, Harvard University, and Kalena Cortes, Texas A&M University

Adolescent Literacy on the Margin: Regression-Discontinuity Evidence from a "Double Dose" Middle Grades Literacy Intervention

Shaun Dougherty, Harvard University

Evaluation of the Massachusetts Expanded Learning Time Initiative: Final Study Findings

Amy Checkoway, Beth Gamse, Melissa Velez, Meghan Caven,

Tamara Linkow, & Michelle Woodford, Abt Associates

Impacts of KIPP Schools on Student Outcomes

Phil Gleason, Christina Tuttle, Brian Gill, Ira Nichols-Barrer, &

Alex Resch, Mathematica Policy Research

Discussant: Hilary Rhodes, Wallace Foundation

3H. Research Methods Invited Symposium**Measurement Error in Individual and Contextual Covariates:****Problems and Solutions for Observational Studies**

Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: J.R. Lockwood, Educational Testing Service

*Estimating a Contextual Effects Model Given Error-Prone Measures
of Contextual Variables and Missing Data*

Yongyun Shin, Virginia Commonwealth University

Implications of Covariate Measurement Error for Propensity Scores

Peter M. Steiner, University of Wisconsin - Madison

Strategies for Dealing with Covariate Measurement Error in Propensity Scores

Elizabeth Stuart, Johns Hopkins University

Putting Test Scores on the Right-Hand Side of Your Regression Model: What Works and What Doesn't

J.R. Lockwood, Educational Testing Service

Discussant: Stephen Raudenbush, University of Chicago

3I. Research Methods**Using Effect Sizes from Past Data to Inform Design of Future Studies**

Sulgrave - Fairmont Hotel, Floor 3

Chair: Peter Schochet, Mathematica Policy Research

Parameters for the Design of Group Randomized Studies for Teacher Professional Development

Ben Kelcey, Wayne State University, and Geoffrey Phelps, Educational Testing Service

*Improving the Design of Science Intervention Studies:**An Empirical Investigation of Design Parameters for Planning Group Randomized Trials*

Carl Westine & Jessaca Spybrook, Western Michigan University

*Developing Empirical Benchmarks of Teacher Knowledge Effect Sizes**in Studies of Professional Development Effectiveness*

Geoffrey Phelps, Educational Testing Service, Nathan Jones, Boston University,

Shuangshuang Liu, Educational Testing Service, and Zahid Kisa, University of Pittsburgh

An Empirical Study of Differential Effect Sizes for Planning Group Randomized Trials

Andrew Jaciw, Li Lin, & Boya Ma, Empirical Education

Break**11:00 AM - 12:00 PM: Keynote Address - Ballroom - Fairmont Hotel**
Start with Questions, End with Student Achievement:
The Role of Data and Research

Aimee Rogstad Guidera

Executive Director

Data Quality Campaign

Introduction: Beth Gamse, SREE Spring 2013 Program Chair

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

1:00 PM - 2:30 PM: Session 4**4A. Instructional Improvement****Teaching, Coaching, and Instruction: Measurement and Efficacy Issues**

Culpeper - Fairmont Hotel, Ballroom Level

Chair: Geoffrey Phelps, Educational Testing Service

Improving Teacher Practice: Experimental Evidence on Individualized Teacher Coaching

Matthew Kraft & David Blazar, Harvard University

The Urban Data Study: Linking Teacher and School Data Use to Improved Student Achievement

Ann-Marie Faria & Jessica Heppen, American Institutes for Research

Measurement of Classroom Teaching Quality with Item Response Theory

Ben Kelcey, Wayne State University, Daniel McGinn & Heather Hill, Harvard University

4B. Instructional Improvement**Improving Mathematics Curricula and Assessment**

Longworth - Fairmont Hotel, Ballroom Level

Chair: Kelley Durkin, Harvard University

*Evaluating the Efficacy of Using Pre-Differentiated
and Enriched Mathematics Curricula for Grade 3 Students*D. Betsy McCoach, E. Jean Gubbins, & Jennifer Foreman, University of Connecticut,
Karen Rambo, Colorado State University, and Lisa Rubenstein, Ball State University*The Effects of Figure Abstraction and Feature Relevance
on Sixth-Grade Students' Learning and Transfer to a Math Domain*

Stephanie Siler, David Klahr, Kevin Willows, & Cressida Magaro, Carnegie Mellon University

*Half of One, 6/12 of Another:**Understanding Relative Item Difficulties in a Fractions Assessment Under Development*

Laura K. Williams, Maria Mendiburo, & Ted Hasselbring, Vanderbilt University

4C. Instructional Improvement Invited Symposium**Educational Applications of Multilevel Structural Equations Modeling Using xxM**

Latrobe - Fairmont Hotel, Ballroom Level

Organizer: Lee Branum-Martin, Georgia State University

Paras Mehta, University of Houston

4D. School Climate and Culture**The Influence of School Policies and Programs on Children's Emotional Well-Being**

Gallery 1 - Park Hyatt Hotel, Ballroom Level

Chair: Julia Parkinson, American Institutes for Research

*Does Playworks Work? Findings from a Randomized Controlled Trial*Susanne James-Burdumy, Martha Bleeker, & Nicholas Beyler, Mathematica Policy Research,
Rebecca A. London, Lisa Westrich, Katie Stokes-Guinan,
& Sebastian Castrechini, Stanford University*An Effort to Close Achievement Gaps at Scale through Self-Affirmation*

Geoffrey Borman & Jeffrey Grigg, University of Wisconsin - Madison

The Effect of High-Stakes Accountability Tests on Children's Socio-Emotional Outcomes

Camille Whitney, Stanford University

*Randomized Clinical Trial of Second Step© Student Success Through Prevention Program:
Preventing Adolescent Aggression & Sexual Violence*Dorothy Espelage, University of Illinois - Urbana/Champaign,
Sabina Low, Arizona State University, Josh R Polanin, Lehigh University,
and Eric C Brown, University of Washington**4E. Transitions for Youth****Paths Forward: The Impact of Information, Timing, and Language on Advancement**

Dumbarton - Fairmont Hotel, Floor 3

Chair: Mark C. Long, University of Washington

*Can Information and Counseling Help Students From Poor Rural Areas go to High School?
Evidence from China*Prashant Loyalka, Stanford University, Chengfang Liu, Chinese Academy of Sciences,
Yingquan Song, Peking University, Hongmei Yi, Chinese Academy of Sciences,
Xiaoting Huang, Peking University, Jianguo Wei & Linxiu Zhang, Chinese Academy of Sciences,
Yaojiang Shi, Xibei University, James Chu & Scott Rozelle, Stanford University*The Age Old Question: The Relationship Between a Student's Age at High School Graduation
and College Choices and Completion*

Michael Hurwitz, Jonathan Smith, & Jessica Howell, College Board

*Are Two Subjects Better Than One? The Causal Effects of Developmental English Courses on
Native and Non-Native English Speakers in College*

Michelle Hodara, Community College Research Center

4F. Education Policy Panel**Leveraging Local Evaluations to Understand Contradictions**

Roosevelt - Fairmont Hotel, Ballroom Level

Moderator: Robert Granger, William T. Grant Foundation

Beth Boulay, Abt Associates

Carlos Martin, Abt Associates

Susan Zief, Mathematica Policy Research

4G. Education Policy**Learning from Instructional, Behavioral, and System-Level Interventions**

Sulgrave - Fairmont Hotel, Floor 3

Chair: Shaun Dougherty, Harvard University

*Improving Youth Outcomes By Building Social-Cognitive Skills:**Experimental Evidence from Juvenile Detention*Sara Heller, University of Chicago, Jonathan Guryan, Northwestern University,
and Jens Ludwig, University of Chicago*How Teacher-Scaffolded Summer Reading Improves Different Components of Reading Comprehension:**Lessons Learned from Two Experimental Studies*

James Kim, North Cooc, & David M. Quinn, Harvard University

*The Development of an Early Identification and Intervention System
in the Milwaukee Public Schools*Sun Young Yoon & Curtis Jones, University of Wisconsin - Madison,
and Marc Sanders, Milwaukee Public Schools**4H. Education Policy Invited Panel****A Team of Rivals: Helping Federal Policymakers Utilize Mixed Results**

Gallery 2 - Park Hyatt Hotel, Ballroom Level

Moderator: Michele McLaughlin, Knowledge Alliance

Mary Cassell, U.S. Office of Management and Budget

Michael Gamel-McCormick, U.S. Senate Committee on Health, Education, Labor & Pensions

Lindsay Hunsicker, Bill & Melinda Gates Foundation

4I. Research Methods**Advanced Methods for Non-Experimental Studies**

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Daniel McCaffrey, Educational Testing Service

*Incorporating Sampling Weights into Propensity Score Analysis of Survey Data:**Making Causal Inference to the Sampled Population*

Nianbo Dong, Vanderbilt University

*Use of a C-SITS Approach to Estimating the Impact of the Receipt of a Teacher Recruitment**Incentive Grant on an IHE's Production of Certified STEM Teachers - Problems and Solutions*

Ellen Bobronnikov & Cristofer S. Price, Abt Associates

*Intact School Matching in Education:**Exploring the Relative Importance of Focal and Local Matching*

Vivian C Wong, University of Virginia, Kelly Hallberg &

Thomas D. Cook, Northwestern University

4J. Research Methods**Technical Methods for Meta-Analysis and Multi-Site Studies**

Executive Forum - Fairmont Hotel, Ballroom Level

Chair: Mark Lipsey, Vanderbilt University

Using Robust Variance Estimation to Combine Multiple Regression Estimates with Meta-Analysis

Ryan Williams, University of Memphis

Estimating Cross-Site Impact Variation in the Presence of Heteroscedasticity

Howard S. Bloom, Kristin E. Porter, & Michael J. Weiss, MDRC

*A Novel Approach to Policy and Implementation Analysis:**Using Experimental Data and Multilevel Modeling to Evaluate Education Interventions*

Tyler Scott & Grant Blume, University of Washington, and Maureen Pirog, Indiana University

4K. Education Policy Invited Symposium**Education in Italy: Results, Current Challenges, and Possibilities Ahead**

Latrobe - Fairmont Hotel, Ballroom Level

Organizer: Daniele Vidoni, INVALSI

Teacher Mobility and Student Learning

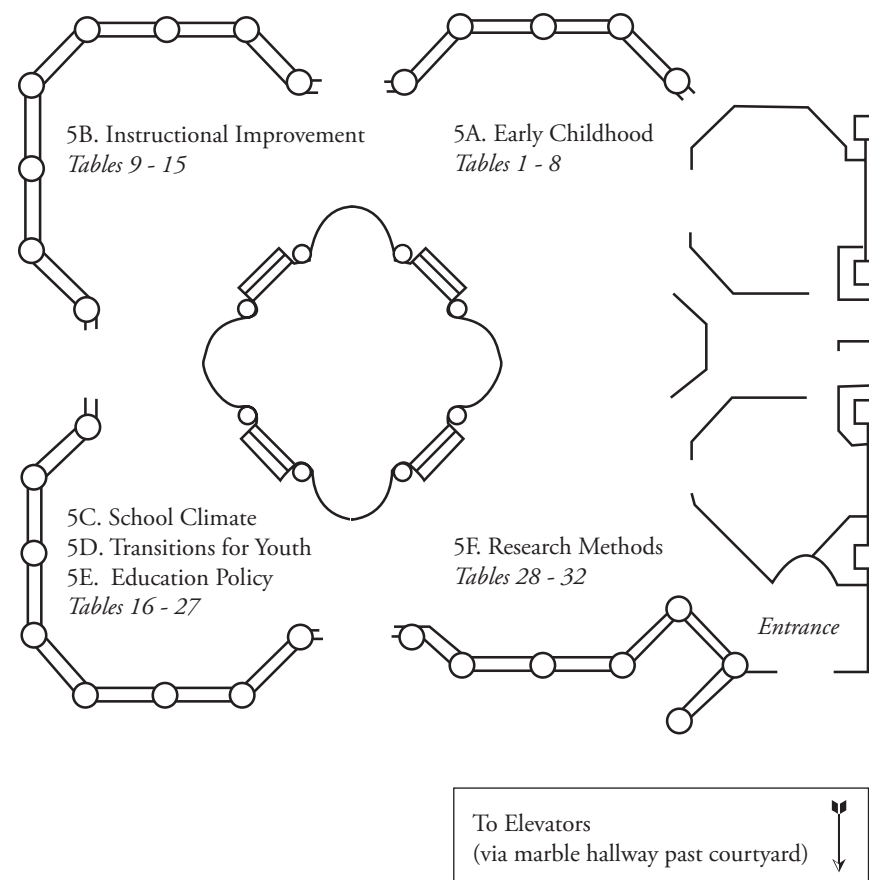
Gianna Barbieri, MIUR, Claudio Rossetti, LUISS, and Paolo Sestito, Bank of Italy

*School Effectiveness and Multiple Outcomes of Schooling:**Some Findings Regarding School Consistency across Subjects in Italy*

Daniele Vidoni, INVALSI, Maria Magdalena Isac, European Commission, and Valentina Rastelli, INVALSI

*Assessing the Effectiveness of Education Programs in Italy:**the Cases of ICT Additional Availability and of Teacher Training in Mathematics and Italian*

Daniele Checchi, University of Milan, and Daniele Vidoni, INVALSI

Note: Session 4K will run from 3:00 PM - 4:30 PM.**3:00 PM - 4:30 PM: Session 5 - Virtual Poster: Direct Exchange****Colonnade - Fairmont Hotel, Lobby Level**

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

5A. Early Childhood Education

1: Do Emotional Support and Classroom Organization Earlier in the Year Set the Stage for Higher Quality Instruction?

Timothy Curby, George Mason University, Sara E. Rimm-Kaufman, University of Virginia, and Tashia Abry, Arizona State University

2: Estimating Impacts of Treatment Random Assignment on Classroom Quality in the Head Start Impact Study: The Problem of Missing Data

Allison H. Friedman-Krauss, Maia C. Connors, & Pamela A. Morris, New York University

3: ECHOS: Early Childhood Hands-On Science Efficacy Study

Judy A. Brown, Miami Science Museum, Daryl B. Greenfield & Elizabeth Bell, University of Miami, Cheryl Lani Juarez & Ted Myers, Miami Science Museum, and Irena Nayfeld, University of Miami

4: The Development of Self-Regulation Skills in Early Care and Education Contexts Over Time

Sandra Soliday Hong, University of North Carolina - Chapel Hill

5: Do Highly Qualified Teachers Use More Effective Instructional Practices Than Other Teachers: The Mediating Effect of Instructional Practices

So Jung Park, University of Wisconsin - Madison

6: Fidelity and Scaling-Up in the Context of a Social-Emotional Intervention for Early Childhood Education

Natalia Rojas, Chrishana M. Lloyd, & Shira Mattera, MDRC

7: Estimating Causal Effects of Teacher-Child Relationships on Reading and Math Achievement in a High-Risk Sample: A Multi-Level Propensity Score Matching Approach

Meghan McCormick, Erin O'Connor, Elise Cappella, & Sandee McClowry, New York University

8: A Teacher-Friendly Method of Improving Reading and Mathematics

J. K. Kidd, K. Marinka Gadzichowski, Deb A. Gallington, Claudia Lopez, & Robert Pasnak, George Mason University

5B. Instructional Improvement

9: Does Cognitive Strategy Training on Word Problems Compensate for Working Memory Capacity in Children with Math Difficulties?

H. Lee Swanson, Michael J. Orosco, & Cathy Lussier, University of California - Riverside

10: Communicating to Policymakers:

What to Do with Ambiguous Results from Three Impact Studies of the Same Education Program
Ardice Hartry, University of California - Berkeley

11: Effects of Manipulative Use on PK-12 Mathematics Achievement: A Meta-Analysis

Amy Holmes, Vanderbilt University

12: Measuring the Quantity and Quality of Instructional Interactions for Middle School Literacy Improvement

Sarah Carlson, Nancy J. Nelson-Walker, Patrick C. Kennedy, Gina Biancarosa, Jessica Turtura, Deanne A. Crone, & Scott K. Baker, University of Oregon

13: What Can Be Done during School Year to Reduce Summer Learning Loss?:

The Effect of Classroom Practices on Summer Learning
So Jung Park, University of Wisconsin - Madison

14: Course Placement Influences on Student Motivation

Rahila Simzar, Thurston Domina, AnneMarie Conley, & Cathy Tran, University of California - Irvine

15: Examining Positive but Nondifferential Gains in Secondary Students' Reading Comprehension: A Focus on Instructional Practices and Differential Benefit

Deborah Simmons & Melissa Fogarty, Texas A&M University, Eric Oslund, University of Texas, Leslie Simmons, John Davis, & Leah Anderson, Texas A&M University

5C. School Climate and Culture

16: Context, Perspective, and Fidelity of Implementation: What Does Coaching Support Look Like for Teachers Implementing the Responsive Classroom Approach?

Carol L. C. Paxton, University of Virginia, Shannon B. Wanless, University of Pittsburgh, and Sara E. Rimm-Kaufman, University of Virginia

17: Building on Mixed Results from an Experimental Study to Inform New Development: The AWSM Project
Andrea Beesley, Tedra Clark, N. Kathleen Dempsey, & Anne Tweed, McREL

18: Academic Achievement and School-Wide Positive Behavior Interventions and Supports

Nicholas Gage & George Sugai, University of Connecticut, and Timothy J. Lewis, University of Missouri

5D. Transitions for Youth

*19: Minimum Wage and Community College Attendance:
How Economic Circumstances Affect Educational Choices*
Betsy Williams, Stanford University

*20: Impacts of Study Abroad on American Students' Intercultural Competence -
A Propensity Score Analysis*
Ning Rui, Westat

5E. Education Policy

*21: The Impacts of an Integrated Community Development Program
in Southern Ethiopia - A Propensity Score Analysis*
Ning Rui, Westat

*22: Preliminary Findings from an Efficacy Study of a
Distributed Leadership Model of School Organization*
Kathryn Borman, Scott Patrick Murphy, Joseph LoSasso, &
Lea Schlanger, University of South Florida

*23: How Professional Development Can Do Better for Teachers, and Who Needs It?
The Implications from Hierarchical Logistic Regression Analysis and Latent Class Analysis*
Chi Chang, Michigan State University, and Bing Tong, Mindset Works

*24: Understanding Impact Variation in Family Rewards:
The Role of Schools and Neighborhoods on a Conditional Cash Transfer Program*
Sharon Wolf & J. Lawrence Aber, New York University

25: Tracking and Student Achievement: The Role of Instruction as a Mediator
Rebecca Schmidt, Vanderbilt University

*26: Structural Equation Modeling of Knowledge Content Improvement
Using Inquiry Based Instruction*
Christopher Gonwa-Reeves, Luke Fostvedt, Marcia Laugerman, Joan Baenziger, &
Mack Shelley, Iowa State University, Brian Hand & Bill Therrien, University of Iowa

*27: Missing Data and Mixed Results:
The Effects of Teach For America on Student Achievement Revisited*
Emily Penner, University of California - Irvine

5F. Research Methods

28: Using School Lotteries to Evaluate the Value-Added Model
Jonah Deutsch, University of Chicago

*29: Modeling Longitudinal Data with Generalized Additive Models:
Applications to Single-Case Designs*
Kristynn J. Sullivan & William R. Shadish, University of California - Merced

30: A Powerful, Potential Outcomes Method for Estimating Any Estimand across Multiple Groups
Cassandra W. Pattanayak & Donald B. Rubin, Harvard University, and Elizabeth R. Zell,
Centers for Disease Control and Prevention

31: Developing an Aggregate Metric of Teaching Practice for Use in Mediator Analysis
Valeriy Lazarev & Denis Newman, Empirical Education,
and Pam Grossman, Stanford University

*32: How Generalizable Is Your Experiment?
Developing an Index for Comparing Samples and Populations*
Elizabeth Tipton, Columbia University

4:30 PM - 6:00 PM: Career Forum
Fairmont Hotel, Ballroom Level & Floor 3

The Career Forum provides an opportunity for individuals to meet with leading research firms. Each firm will host an informational session and identify career forum participants for initial screening interviews. The sponsors of the Career Forum will host a reception at the Park Hyatt on Friday evening.

Career Forum Sponsors:

Abt Associates - Sulgrave - Fairmont Hotel, Floor 3
 American Institutes for Research - Roosevelt - Fairmont Hotel, Ballroom Level
 MDRC - Culpeper - Fairmont Hotel, Ballroom Level
 RAND - Interviews by Prior Arrangement
 WestEd - Dumbarton - Fairmont Hotel, Floor 3

6:00 PM - 7:00 PM: Reception
Gallery Ballroom - Park Hyatt Hotel



7:00 PM - 8:00 PM: Graduate Student Organization Reception
Drawing Room - Park Hyatt Hotel, Ballroom Level

SATURDAY MARCH 9, 2013

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

8:30 AM - 9:30 AM: Plenary - Ballroom - Fairmont Hotel
In Conversation: Marshall Smith with Catherine Snow
From Camelot to Obama Mia!
Recurrent Challenges to Improving Education Practice with Education Policy

Marshall Smith
 Senior Fellow
 Carnegie Foundation for the Advancement of Teaching

Catherine Snow
 Patricia Albjerg Graham Professor of Education
 Harvard Graduate School of Education
 Harvard University

10:00 AM - 12:00 PM: Session 6**6A. Early Childhood Education****How and for Whom Do Early Childhood Contexts Matter?**

Latrobe - Fairmont Hotel, Ballroom Level

Chair: Shira Mattera, MDRC

*Foundations of Science Literacy:**Using Instruction-Embedded Formative Assessment to Strengthen the Relation between Gains in Teacher Pedagogical Content Knowledge and Children's Scientific Thinking*

Nancy Clark-Chiarelli, Jess Gropen, Janna Fuccillo, &

Cindy Hoisington, Education Development Center

Sustainability of Fidelity of Implementation Over Time, in the Context of a Prekindergarten Mathematics Curriculum and Professional Development Scale-Up Intervention

Christopher Wolfe, Indiana University - Kokomo, Douglas Clements & Julie Sarama, University of Denver, and Mary Elaine Spitler, University at Buffalo

The Relation between Intervention Dose and Preschool Teacher-Child Interactions in the Context of a Web-Mediated Coaching Model

Sonia Q. Cabell, Robert C. Pianta, & Jamie DeCoster, University of Virginia

6B. Instructional Improvement Panel**Harmonizing Methodological and Practical Fidelity of Implementation Considerations: Addressing the Paradox of Too Much and Too Little Data**

Salon 4 - Park Hyatt Hotel, Ballroom Level

Moderator: David Houchins, Georgia State University

Rich Lambert, University of North Carolina

Joe Gagnon, University of Florida

6C. Instructional Improvement Symposium**The Impact of Two Intelligent Tutoring Systems on Student Performance in Middle School Mathematics and High School Chemistry**

Sulgrave - Fairmont Hotel, Floor 3

Organizer: Steve Schneider, WestEd

The Theory and Development of the Quantum High School Chemistry Tutor Intervention

Benny Johnson, Quantum Simulations

Results of the Efficacy Study on the Impact of Quantum Chemistry Tutors on High School Chemistry Students

Ted Britton, Weiling Li, & Steve Schneider, WestEd

The Theory and Development of the AnimalWatch Middle School Mathematics Intervention

Carole Beal, University of Arizona

Results of the Efficacy Study on the Impact of the AnimalWatch System on Middle School Students' Math Performance

Shandy Hauk, Bob Allen, Katie D'Silva, Weiling Li, & Cathy Ringstaff, WestEd

Discussant: Christina Chhin, Institute of Education Sciences

6D. School Climate and Culture Symposium**Parts of the Whole: Using Parent, Student, and Teacher Voices to Understand School Climate**

Culpeper - Fairmont Hotel, Ballroom Level

Organizer: Lori Nathanson, Research Alliance for New York City Schools

*School Climate and Obesity:**Examining the Link between Students' Perception of School Environment and Predict BMI*

Christopher C. Weiss, New York University, and Rhiannon N. Miller, MDRC

Perceptions of Safety: Parent, Teacher & Student Responses to Questions about School Safety in the New York City School Survey

Christine Baker-Smith, New York University

Assessing Teacher Survey Validity across Elementary, Middle, and High Schools: Evidence from New York City

Meghan McCormick, New York University,

and Lori Nathanson, Research Alliance for New York City Schools

Discussant: John Lawrence Aber, New York University

6E. Transitions for Youth**Linking Secondary Curriculum and Post-Secondary Enrollment and Achievement**

Executive Forum - Fairmont Hotel, Ballroom Level

Chair: Dylan Conger, George Washington University

*The Impact of the Early College High School Model on Students' Post-Secondary Enrollment*Julie Edmunds, University of North Carolina - Greensboro, Fatih Unlu, Abt Associates,
Elizabeth Glennie & Lawrence Bernstein, RTI International, and Arthur Smith, Abt Associates*Impact Evaluation of the Early College High School Initiative*Andrea Berger, Lori Turk-Bicakci, Mengli Song, Krissy Zeiser, Clarisse Haxton,
Joel Knudson, & Gur Hoshen, American Institutes for Research*The Challenge of Senior Year in Chicago Public Schools:**A Mixed-Methods Study of Coursetaking and Its Effects on College Outcomes*
Thomas Kelley-Kemple, Eliza Moeller, &
Melissa Roderick, Consortium on Chicago School Research*Inequality and Educational Attainment: Evidence from Massachusetts*

John P. Papay, Brown University, Richard J. Murnane & John B. Willett, Harvard University

6F. Education Policy Symposium**Prognostic Score-Based Difference-in-Differences Strategy
for Education Policy Evaluation**

Salon 1 - Park Hyatt Hotel, Ballroom Level

Organizer: Guanglei Hong, University of Chicago

Prognostic Score-Based Difference-in-Differences Strategy for Multilevel Multi-Cohort Data

Guanglei Hong, University of Chicago

Evaluation of Alternative Difference-in-Differences Methods

Bing Yu, University of Chicago

*Prognostic Score-Based Difference-in-Differences Strategy Applied to Multi-Level Time Series Data:**Evaluation of an Algebra-for-All Policy in Chicago*
Takako Nomi, St. Louis University

Discussant: Howard S. Bloom, MDRC

6G. Research Methods Symposium**Analysis and Meta-Analysis of Single-Case Designs**

Dumbarton - Fairmont Hotel, Floor 3

Organizer: William Shadish, University of California - Merced

Using Generalized Additive Models to Analyze Single-Case Designs

William Shadish & Kristynn Sullivan, University of California - Merced

Fully Bayesian Estimation of Data from Single Case Designs

David Rindskopf, CUNY

Synthesis of Single-Case Experimental Data: A Comparison of Alternative Multilevel Approaches

John Ferron, University of South Florida,

Wim Van den Noortgate, Catholic University of Leuven,

Tasha Beretvas, University of Texas - Austin,

Mariola Moeyaert & Maaike Ugille, Catholic University of Leuven,

Merlande Petit-Bois & Eun Kyeng Baek, University of South Florida

Effect Size Measure and Analysis of Single Subject Designs

Hariharan Swaminathan & H. Jane Rogers, University of Connecticut

Discussant: Daniel Maggin, University of Illinois - Chicago

6H. Research Methods Symposium**Analyzing the Head Start Impact Study Data: Analysis Issues and Implementation**

Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: Camilla Heid, Westat

Methods for Analyzing Data from a Randomized Control Trial with a Nationally Representative Sample

Stephen H. Bell, Abt Associates, Michael J. Puma, Chesapeake Research Associates,

Ronna J. Cook, Ronna Cook Associates, and Camilla A. Heid, Westat

*Methods for Investigating the Role of Program Quality**in Determining Head Start's Impact on Child Development*

Laura R. Peck & Stephen H. Bell, Abt Associates

*Methods That Examine the Extent to Which the Quality of Children's Experiences**in Elementary School Moderate the Long-Term Impacts of Head Start*

Andrew J. Mashburn, Portland State University, and Jason T. Downer, University of Virginia

Discussant: Winston Lin, University of California - Berkeley

1:00 PM - 6:00 PM: Short Courses, Part 1

Short courses require an additional fee.

Introduction to Social Networks

Kenneth Frank, Michigan State University
Sulgrave - Fairmont Hotel, Floor 3

Statistical Analysis with Missing Data: A Guide to Theory and Practice

Joe Schafer, United States Census Bureau
Dumbarton - Fairmont Hotel, Floor 3

SUNDAY MARCH 10, 2013

9:00 AM - 3:00 PM: Short Courses, Part 2

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

SREE

Society for Research on Educational Effectiveness
Advancing Education Research

Program Notes

Symposia

Symposia in the conference program were either:

- (a) accepted through the peer review process, or
- (b) organized by the conference program committee.

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

Panels

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

Panels in the conference program were either:

- (a) accepted through the peer review process, or
- (b) invited by the conference program committee.

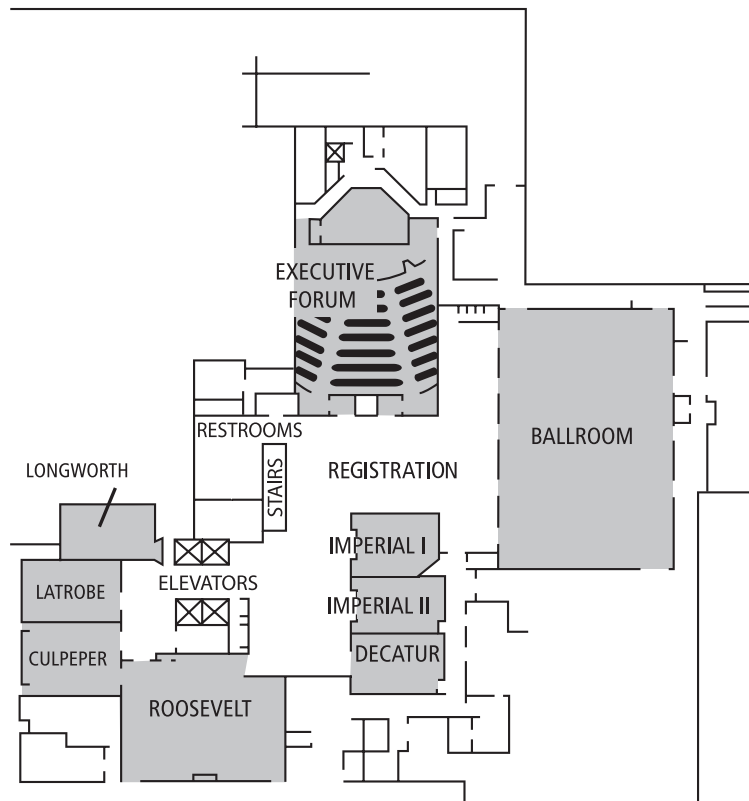
All panel sessions, including those designated *Invited Panel*, are open to all conference participants. Each panel includes a moderator and panelists.

Individual Papers

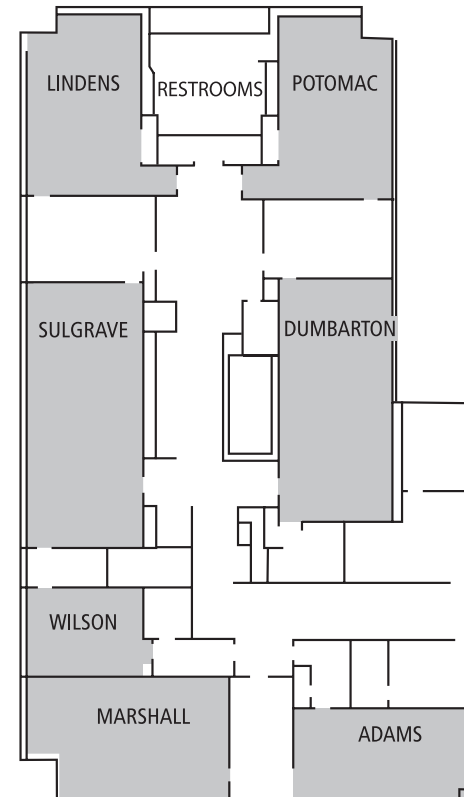
Individual papers with a similar focus that were accepted through the peer review process were assembled into a session by the program committee. A session chair was invited by the program committee to manage the session.

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.

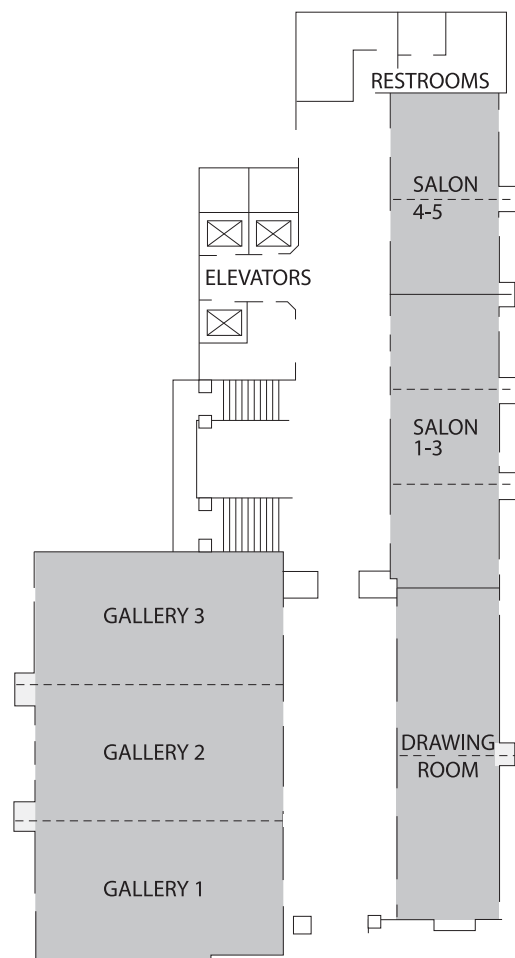


Ballroom Level
The Fairmont Hotel Washington, D.C.



To Elevators
(via hallway overlooking lobby) →

Floor 3 Meeting Rooms
The Fairmont Hotel Washington, D.C.



Ballroom Level
Park Hyatt Hotel Washington, D.C.

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SREE Summer 2013 Hierarchical Linear Modeling Short Course July 11-13, 2013 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. 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/2013/hlm/

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Spring 2013 Conference Program Committee

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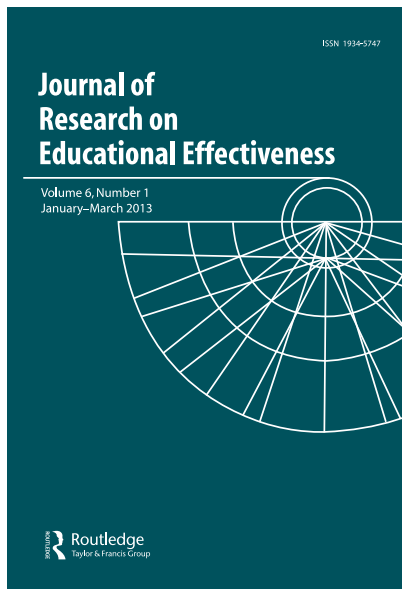
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TYGOSTUDIOS

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PARK HYATT



INTERVENTION, EVALUATION, AND POLICY STUDIES

Replicating the Impact of a Supplemental Beginning Reading Intervention: The Role of Instructional Context

*Michael D. Coyne, Mary Little, D'Ann Rawlinson, Deborah Simmons, Oi-man Kwok,
Minjun Kim, Leslie Simmons, Shanna Hagan-Burke, and Christina Civetelli*

METHODOLOGICAL STUDIES

***PowerUp!*: A Tool for Calculating Minimum Detectable Effect Sizes and Minimum Required Sample Sizes for Experimental and Quasi-Experimental Design Studies**

Nianbo Dong and Rebecca Maynard

Longitudinal Pathways From Math Intrinsic Motivation and Achievement to Math Course Accomplishments and Educational Attainment

*Adele Eskeles Gottfried, George A. Marcoulides, Allen W. Gottfried,
and Pamella H. Oliver*