

Presentations by IES-funded Researchers
at
SOCIETY FOR RESEARCH ON EDUCATIONAL EFFECTIVENESS (SREE)
SPRING 2014 CONFERENCE - MARCH 6-8 2014

Full Program Available Here:
<https://www.sree.org/conferences/2014s/program/>

THURSDAY MARCH 6, 2014

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

1B. Social and Emotional Interventions in Educational Settings Symposium

What Can We Learn through Replication? The Role of Individual-Level Risk Factors and Implementation Supports in the Impact of Social-Emotional Learning Programs on Student Outcomes

Organizer: Meghan McCormick, New York University

ABSTRACT

Efficacy of the Social Skills Improvement System - Classwide Intervention Program (SSIS - CIP) in the Primary Grades

James DiPerna, Puiwa Lei, Jill Bellinger, & Weiyi Cheng, Pennsylvania State University

ABSTRACT

Getting a Good Start in School: Differential Effects of INSIGHTS on the Behaviors and Engagement of Children with Challenging Temperaments

Erin E. O'Connor, Meghan P. McCormick, Elise Cappella, & Sandee G. McClowry, New York University

ABSTRACT

The Incredible Year Teacher Classroom Management Program: Initial Findings from a Group Randomized Control Trial

Wendy M. Reinke & Keith C. Herman, University of Missouri

ABSTRACT

Grade Level Effects of the Incredible Years Teacher Training Program on Emotion Regulation and Attention

Desiree W. Murray, David L. Rabiner, & Madeline Carrig, Duke University

ABSTRACT

Discussant: Emily Doolittle, Institute of Education Sciences

1C. Instruction and Student Achievement Invited Symposium
Replicating Studies: When Treatment Effects Replicate and When They Don't

Organizer: Carol Connor, Arizona State University

ABSTRACT

Learning from Failure - Replication of Individualized Student Reading Instruction with Second Graders

Carol Connor, Arizona State University, Elizabeth C. Crowe & Christopher Lonigan, Florida State University

ABSTRACT

Team-Based Learning in the Social Studies: Replication Across Grade Levels

Jeanne Wanzek & Shawn Kent, Florida State University, Sharon Vaughn, Elizabeth Swanson, & Greg Roberts, University of Texas - Austin, and Martha Haynes, Florida State University

ABSTRACT

The Rise and Fall (and Rise Again) of a Small-group Instructional Program to Teach Students Text Structures to Promote Comprehension: Results from Two Randomized Studies

Elizabeth Crowe, Florida State University, Stephanie Al Otaiba, Southern Methodist University, and Christopher Lonigan, Florida State University

ABSTRACT

Discussant: Karen Douglas, Institute of Education Sciences

1F. Understanding the Effects of Education Policies
Specialized Programs to Improve Academic Outcomes for Disadvantaged Youth

Chair: Doug Lauen, University of North Carolina - Chapel Hill

Efficacy of Online Algebra I for Credit Recovery for At-Risk Ninth Graders: Consistency of Results from Two Cohorts

Jessica Heppen & Nicholas Sorensen, American Institutes for Research, Elaine Allensworth, Consortium on Chicago School Research, Kirk Walters & Suzanne Stachel, American Institutes for Research, and Valerie Michelman, Consortium on Chicago School Research

ABSTRACT

1G. Education and Social Inequality Invited Symposium
New Investigations and Replications through the Education Life Course

Organizer: Michal Kurlaender, University of California - Davis

Recent Trends in Socioeconomic and Racial Achievement Gaps at Kindergarten Entry

Sean Reardon & Ximena A. Portilla, Stanford University

ABSTRACT

Restoring Opportunity: The Crisis of Inequality and the Challenge for American Education
Greg Duncan, University of California - Irvine

1J. Research Methods
Modeling with Multivariate Structures

Chair: J.R. Lockwood, ETS

The Synthesis of Single-Subject Experimental Data: Extensions of the Basic Multilevel Model
Wim Van den Noortgate, Mariola Moeyaert, & Maaïke Ugille, Catholic University of Leuven - Kulak,
Susan N. Beretvas, University of Texas - Austin, and John Ferron, University of South Florida

ABSTRACT

Constructing Plausible Ranges of Values of Statistical Power in Two- and Three-Level Cluster Randomized Designs
Spyros Konstantopoulos, Michigan State University

3:30 PM - 5:00 PM: Session 2

2B. Social and Emotional Interventions in Educational Settings
Interventions Targeting Behavioral and Achievement Outcomes in Middle and High Schools

Chair: Chris Hulleman, University of Virginia

Efficacy of the Check & Connect Dropout Prevention Program: Interim Impacts and Implementation
Mindee O'Cummings, Laura Hawkinson, Jessica Heppen, Lindsay Poland, & Nicholas Mills, American Institutes for Research

An Effort to Close Achievement Gaps at Scale through Self-Affirmation
Geoffrey Borman & Jeff Grigg, University of Wisconsin - Madison

2C. Instruction and Student Achievement
Experimental Evaluations of Early Math Interventions in Primary Grades

Chair: Kristen McMaster, University of Minnesota

Testing the Efficacy of a Tier 2 Kindergarten Mathematics Intervention: Findings of Year 1
Christian Doabler, Ben Clarke, & Hank Fien, University of Oregon, Keith Smolkowski, Oregon Research Institute, and Scott Baker, Southern Methodist University

ABSTRACT

FRIDAY MARCH 7, 2014

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

3A. Early Learning and Education Invited Symposium

Recent Meta-Analyses in Early Childhood Education: Findings from Four Major Initiatives and Their Policy Implications

Organizer: Rachel Gordon, University of Illinois - Chicago

School Readiness and Later Achievement: Results from a Meta-Analysis of Longitudinal Research

Sandra Jo Wilson, Vanderbilt University

Does ECERS Preschool Quality Predict Children's Cognitive Growth: Meta-Analysis of a Dozen Datasets

Kerry G. Hofer, Vanderbilt University, Rachel A. Gordon, Danny Lambouths III, & Hillary L. Rowe, University of Illinois - Chicago

Effective Early Childhood Education Programs: Meta-Analytic Lessons from High Quality Program Evaluations

Greg Duncan, University of California - Irvine, Katherine Magnuson, University of Wisconsin - Madison, Holly Schindler, University of Washington, and Hiro Yoshikawa, New York University

Quality Thresholds, Features and Dosage in Early Care and Education: Secondary Data Analyses of Child Outcomes

Margaret R. Burchinal, University of North Carolina - Chapel Hill, Martha Zaslow, Child Trends, Louisa Tarullo & Yange Xue, Mathematica Policy Research, and Anamarie Auger, University of California - Irvine

Discussant: Taryn Morrissey, U.S. Department of Health and Human Services

3B. Social and Emotional Interventions in Educational Settings Invited Symposium

Evaluation at the Intersection between Academic Content and Social and Emotional Learning Interventions

Organizer: Sara Rimm-Kaufman, University of Virginia

Testing the Integration of an Empirically-Supported Teacher Consultation Model and a Social-Emotional Learning and Literacy Intervention in Urban Elementary Schools

Jason Downer, University of Virginia, Joshua Brown, Fordham University, Andres Molano & Stephanie Jones, Harvard University, Megan Stuhlman, University of Virginia, Hannah Wertz, Fordham University, and Bridget Hamre, University of Virginia

Social and Emotional Learning in the Era of the Common Core and Teacher Evaluation

Susan E. Rivers, Lori Nathanson, & Marc A. Brackett, Yale University

The Synergistic Contribution of Social and Emotional Learning and Standards-Based Math Instruction in Predicting Fourth Grade Math Achievement

Sara Rimm-Kaufman & Eileen G. Merritt, University of Virginia

Discussant: Celene Domitrovich, CASEL

3D. Instruction and Student Achievement Invited Symposium
Replication Research: Carefully Considering Participant Characteristics
Culpeper - Fairmont Hotel, Ballroom Level

Organizer: Young-Suk Kim, Florida State University

[ABSTRACT](#)

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

Michael Coyne, University of Connecticut, Mary E. Little & D'Ann M. Rawlinson, University of Central Florida, Deborah C. Simmons, Oi-man Kwok, Leslie E. Simmons, & Shanna Hagan-Burke, Texas A&M University, Christina Civetelli, University of Connecticut, and Minjun Kim, Texas A&M University

[ABSTRACT](#)

Making In-the-Text Connections to Support Struggling Readers' Comprehension

Kristin McMaster, University of Minnesota, Paul van den Broek & Christin Espin, Leiden University

[ABSTRACT](#)

Discussant: Catherine Snow, Harvard University

3E. Understanding the Effects of Education Policies Symposium
Accelerating Access to Algebra: What We Know and Don't Know from Current Research

Organizer: Jordan Rickles, American Institutes for Research

[ABSTRACT](#)

Algebra for All: The Effect of Algebra Coursework and Classroom Peer Academic Composition on Low-Achieving Students

Takako Nomi, Saint Louis University, and Stephen W. Raudenbush, University of Chicago

[ABSTRACT](#)

Discussant: Michal Kurlaender, University of California - Davis

3F. Understanding the Effects of Education Policies Symposium
Replicating Impacts for Early College High Schools: Comparing the Designs and Results for Three Studies

Organizer: Julie Edmunds, University of North Carolina - Greensboro

Impact of Early College High Schools: Results from a Longitudinal Experimental Study

Julie Edmunds, University of North Carolina - Greensboro, Fatih Unlu, Abt Associates, Elizabeth Glennie, RTI International, and Lawrence Bernstein, Data Smarts

Discussant: Elaine Allensworth, University of Chicago

3G. Education and Social Inequality

Inequality and the Achievement Gap: New Evidence on District Differences, Classroom Composition and Teacher Effectiveness

Chair: Andrew Penner, University of California – Irvine

Patterns of Achievement Gaps among School Districts: New Data, New Measures, New Insights
Kenneth A Shores, Sean F Reardon, Demetra Kalogrides, & Ericka S Weathers, Stanford University

[ABSTRACT](#)

1:00 PM - 2:30 PM: Session 4

Comparing the Effectiveness of Head Start and State Pre-K Using a Propensity-Score Matching Regression Discontinuity Design

Jade Jenkins, George Farkas, & Deborah Lowe Vandell, University of California - Irvine

[ABSTRACT](#)

4B. Social and Emotional Interventions in Educational Settings

Elementary School-Based Interventions to Improve Behavior and Academic Learning

Chair: Erin O'Connor, New York University

The Impact of the Good Behavior Game on Teacher Reported Student Behavior in the Good Behavioral Game Professional Development Models Trial

Anja Kurki & Jeanne Poduska, American Institutes for Research, Wei Wang, University of South Florida, and Yibing Li, American Institutes for Research

Replication of Effects of the Positive Action Program in Randomized Trials in Hawai'i and Chicago Schools
Brian Flay, Oregon State University

[ABSTRACT](#)

Young Children's Socioemotional Competence: Longitudinal Evaluation of The Tools of the Mind Curriculum and Teacher Behaviors in Prekindergarten Classrooms

Asha Spivak & Dale C. Farran, Vanderbilt University

Preliminary Impacts of SECURE PreK on Child- and Classroom-Level Outcomes

Stephanie Jones & Rebecca Bailey, Harvard University

[ABSTRACT](#)

4C. Instruction and Student Achievement

Approaches to Improve Mathematics Achievement for Middle School Students

Chair: Michael Coyne, University of Connecticut

A Randomized Experiment of a Schema-Based Instructional Approach to Proportional Problem Solving for Seventh-Grade Students

Asha K. Jitendra, Michael R. Harwell, Danielle N. Dupuis, Stacy R. Karl, Amy E. Lein, Susan C. Slater, & Greg Simonson, University of Minnesota - Twin Cities

4D. Instruction and Student Achievement

Experimental Evaluations of Improving Academic Achievement for English Language Learners

Chair: Young-Suk Kim, Florida State University

Effects of Tier 1 Instruction in Spanish on the Reading Performance of First Grade Spanish-Speaking English Learners

Doris Baker & Scott K. Baker, Southern Methodist University, Keith Smolkowski, Oregon Research Institute, and Sylvia Linan-Thompson, University of Texas - Austin

The Impact of Project GLAD on Students' Literacy and Science Learning: Year 1 Results from a Cluster-Randomized Trial of Sheltered Instruction

Theresa Deussen, Elizabeth Autio, Angela Roccograndi, & Makoto Hanita, Education Northwest

[ABSTRACT](#)

4E. Understanding the Effects of Education Policies Symposium

Nudges, Norms, and No Excuses: Applying Behavioral Insights to Improve Educational Outcomes for Disadvantaged Students

Organizer: Benjamin Castleman, University of Virginia

[ABSTRACT](#)

Stand and Deliver: Effects of Boston's Charter High Schools on College Preparation, Entry, and Choice

Joshua Angrist, MIT, Sarah Cohodes, Harvard University, Susan Dynarski, University of Michigan, Parag Pathak, MIT, and Christopher Walters, University of California - Berkeley

[ABSTRACT](#)

Discussant: William Congdon, ideas42

4I. Research Methods

Adjusting Bias in Quasi-Experimental Research

Chair: Jessaca Spybrook, Western Michigan University

Empirical Benchmarks of Hidden Bias in Educational Research: Implication for Assessing How Well Propensity Score Methods Approximate Experiments and Conducting Sensitivity Analysis

Nianbo Dong, University of Missouri, and Mark Lipsey, Vanderbilt University

[ABSTRACT](#)

4:00 PM - 5:00 PM: Session 5 - Virtual Poster: Direct Exchange

5B. Social and Emotional Interventions in Educational Settings

Prospective and Ecological Momentary Testing of the Job-Demand-Control-Support Model in the Prediction of Teacher Stress

Teresa McIntyre, University of Houston, Scott McIntyre, University of Houston - Clear Lake, Chris Barr, David Francis, Angelia Durand, & Paras Mehta, University of Houston

5D. Understanding the Effects of Education Policies

Simulation Models of the Effects of Race- and Socioeconomic-Based Affirmative Action Policies on Elite College Enrollment Patterns

Rachel Baker & Matt Kasman, Stanford University, Daniel Klasik, University of Maryland - College Park, Joe Townsend & Sean Reardon, Stanford University

[ABSTRACT](#)

SATURDAY MARCH 8, 2014

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

6A. Early Learning and Education Symposium

Replication of the Effects of Prekindergarten Education When Taken to Scale at a State Level

Organizer: Mark Lipsey, Vanderbilt University

[ABSTRACT](#)

Immediate and Longitudinal Effects of the Tennessee Voluntary Pre-Kindergarten Program on Student Cognitive and Non-Cognitive Outcomes

Mark W. Lipsey, Vanderbilt University

[ABSTRACT](#)

Variation in Observed Program Characteristics across Classrooms in the Tennessee Voluntary Pre-Kindergarten Program

Dale C. Farran & Carol Bilbrey, Vanderbilt University

[ABSTRACT](#)

6B. Social and Emotional Interventions in Educational Settings Symposium

Cultivating Mindfulness among Educators to Support Their Health, Wellbeing, and Efficacy

Organizer: Rachel Abenavoli, Pennsylvania State University

[ABSTRACT](#)

Promoting Teachers' Social and Emotional Competence: a Replication Study of the Cultivating Awareness and Resilience in Education (CARE) Program

Patricia A. Jennings, Pennsylvania State University, Joshua L. Brown, Fordham University, Jennifer Frank, Pennsylvania State University, Regin Tanler, Fordham University, Sebrina Doyle, Pennsylvania State University, Damira Rasheed, Fordham University, Anna DeWeese, Garrison Institute, and Mark T. Greenberg, Pennsylvania State University

[ABSTRACT](#)

Discussant: Bridget Hamre, University of Virginia

6D. Instruction and Student Achievement Assessment and Data Use to Enhance Student Achievement

Chair: Jeanne Wanzek, Florida State University

Combining Evidence from Two RCTs about Diagnostic Assessments

Spyros Konstantopoulos, Michigan State University, Shazia Miller & Arie van der Ploeg, American Institutes for Research, and Wei Li, Michigan State University

6G. Education and Social Inequality Invited Symposium Post-Secondary Schooling and the Labor Market

The Returns to Course Credits, Certificates, and Degrees: Evidence from Michigan's Community Colleges

Peter Bahr, Susan Dynarski, Brian Jacob, & David Kreisman, University of Michigan

[ABSTRACT](#)

6I. Research Methods Advancing the Conceptualization and Estimation of Causal Effects in Complex Study Designs

Chair: Christopher Rhoads, University of Connecticut

Causal Mediation Analysis in Multi-Site Trials: An Application of Ratio-of-Mediator-Probability Weighting to the Head Start Impacts Study

Xu Qin & Guanglei Hong, University of Chicago

[ABSTRACT](#)

Bayesian Causal Mediation Analysis for Group Randomized Designs: Case Study

Soojin Park & David Kaplan, University of Wisconsin - Madison

On the Bias-Amplifying Effect of Near Instruments in Observational Studies

Peter M. Steiner & Yongnam Kim, University of Wisconsin - Madison

[ABSTRACT](#)