THURSDAY MARCH 5, 2015

10:00 AM - 12:00 PM: Session 1

1B. Social and Emotional Interventions in Educational Settings Symposium
Supporting the Instructional Context of Academic Achievement: Lessons from Intervention and Large-Scale Datasets
Sulgrave - Fairmont Hotel, Floor 3

Organizer: Meghan McCormick, New York University

Abstract

Do Intervention Impacts on Academic Achievement Vary by School Climate? Evidence from a Randomized Trial in Urban Elementary Schools
Meghan McCormick, Elise Cappella, Erin O'Connor, & Sandee G. McClowry, New York University

Abstract
1C. Instruction and Student Achievement Symposium
Measuring Reading for Understanding with Attention to Developmental Theory and Individual Differences
Drawing Room - Park Hyatt Hotel, Ballroom Level

Organizer: Barbara Foorman, Florida State University

Building Theoretical and Developmentally Sensitive Reading Assessments for Students in 3rd Through 12th Grade: Implications for Intervention, and Potential Changes in Reading Proficiency
Tenaha O'Reilly, Jonathan Weeks, Jonathan Steinberg, Laura Halderman, Kelly Bruce, & John Sabatini, Educational Testing Service

The Dimensionality of Oral Language and Reading in 4th-10th Grades: A Bi-Factor Approach
Barbara Foorman, Sharon Koon, & Yaacov Petscher, Florida State University

Understanding the Importance of Foundational Reading Skills in Predicting Reading Comprehension: A New Solution to an Old Problem
Yaacov Petscher, Chengfu Zhou, & Barbara Foorman, Florida State University

Discussant: Beth Gamse, Abt Associates

1D. Instruction and Student Achievement Symposium
Reading for Understanding: New Findings from the Catalyzing Comprehension for Discussion and Debate Project
Salon - Park Hyatt Hotel, Ballroom Level

Organizer: Stephanie Jones, Harvard University

Abstract
Experimental Effects of the Strategic Adolescent Reading Intervention on Reading Performance in High Poverty Middle Schools
Lowry Hemphill, Wheelock College, James Kim, Monica Yudron, & Maria LaRusso, Harvard University, Suzanne Donovan, SERP Institute, John Sabatini & Tenaha O'Reilly, Educational Testing Service

ABSTRACT

Experimental Effects of Word Generation on Reading Performance in High Poverty Middle Schools
Stephanie Jones, James Kim, Maria LaRusso, Ha Yeon Kim, & Catherine Snow, Harvard University

ABSTRACT

Core Academic Language Skills: Moving Beyond Vocabulary Knowledge to Predict Reading Comprehension
Paola Uccelli, Emily Phillips Galloway, & Ha Yeon Kim, Harvard University, and Christopher D. Barr, University of Houston

ABSTRACT

Discussant: Donald L. Compton, Vanderbilt University

1E. Understanding the Effects of Education Policies
Teacher Performance and Teacher Recruitment Incentives: Evidence from the United States and Canada
Gallery 1 - Park Hyatt Hotel, Ballroom Level

Chair: Daniel McCaffrey, Educational Testing Service

Financial Incentives to Promote Teacher Recruitment and Retention: An Analysis of the Florida Critical Teacher Shortage Program
Tim Sass, Georgia State University, and Li Feng, Texas State University - San Marcos

ABSTRACT

Effects of Cumulative Exposure to Low and High Value-Added Teachers
Paul Hanselman, University of California - Irvine
Teaching to the Tails: Teacher Performance Pay and the Distribution of Student Achievement
Prashant Loyalka, Stanford University, Sean Sylvia, Renmin University, Chengfang Liu, Chinese Academy of Sciences, James Chu & Scott Rozelle, Stanford University

ABSTRACT

1G. Transitions for Youth
Life In Motion: Understanding School Transitions
Culpeper - Fairmont Hotel, Ballroom Level

Chair: Lindsay Page, University of Pittsburgh

Lost in Transition: The Impact of Middle School Transitions on Student Learning Trajectories
Allison Atteberry, University of Colorado - Boulder, and Andrew McEachin, North Carolina State University

ABSTRACT

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

2A. Early Childhood Education
Supporting the Pre-K to Elementary Transition: Parents, Programs and Classrooms
Roosevelt - Fairmont Hotel, Ballroom Level

Chair: Karen Bierman, Pennsylvania State University

Pre-Kindergarten and Kindergarten Classroom Quality and Children's Social and Academic Skills in Early Elementary Grades
Irina Mokrova, University of North Carolina - Chapel Hill, Martine Broekhuizen, Utrecht University, and Margaret Burchinal, University of North Carolina - Chapel Hill

ABSTRACT
2B. Social and Emotional Interventions in Educational Settings

**Contexts That May Enhance Child Development: Teachers, Online Learning and Out of School Supports**

Culpeper - Fairmont Hotel, Ballroom Level

Chair: Elise Cappella, New York University

*Teaching Social Skills: An Effective Online Program*

Rebecca Sanchez, Emily Brown, & Melissa DeRosier, 3C Institute

2C. Instruction and Student Achievement Panel

**The Many Facets and Applications of Text Structure in Supporting Educational Trajectories of Elementary and Middle Grade Children in Content Area Reading Comprehension and Writing**

Drawing Room - Park Hyatt Hotel, Ballroom Level

Moderator: Elizabeth Albro, Institute of Education Sciences

Kay Wijekumar, Texas A&M University
Bonnie J.F. Meyer, Pennsylvania State University
Joanna Williams, Columbia University
Karen R. Harris, Arizona State University
2E. Understanding the Effects of Education Policies
Does Dosage Matter? Extended Day, After-School, and Summer Programs to Support Student Outcomes
Sulgrave - Fairmont Hotel, Floor 3

Chair: Margaret Burchinal, University of North Carolina - Chapel Hill

Effects of After-School Programs on Attendance and Externalizing Behaviors with Primary and Secondary School Students: A Systematic Review and Meta-Analysis
Brandy R. Maynard & Kristen P. Kremer, Saint Louis University, Joshua R. Polanin, Vanderbilt University, Michael G. Vaughn, Saint Louis University, and Christine M. Sarteschi, Chatham University

3:00 PM - 5:00 PM: Session 3

3B. Social and Emotional Interventions in Educational Settings Symposium
Scaling Up a Social-Psychological Intervention to Combat Stereotype Threat and Narrow Achievement Gaps: Enduring Impacts
Gallery 1 - Park Hyatt Hotel, Ballroom Level

Organizer: Geoffrey Borman, University of Wisconsin - Madison

The Sustained Effects of a Brief Self-Affirmation Intervention on Students' Academic Outcomes Across Middle and High School
Geoffrey Borman, University of Wisconsin - Madison, Jeffrey Grigg, Johns Hopkins University, Chris Rozek, University of Wisconsin - Madison, and Paul Hanselman, University of California - Irvine
The Behavioral Outcomes of a Self-Affirmation Intervention for Middle School Students
Alex Schmidt & Carlos Canela, University of Wisconsin - Madison

Fidelity of Implementation in a Large Scale, Randomized Field Trial: Identifying the Critical Components of Values Affirmation
Dominique Bradley & Evan Crawford, University of Wisconsin - Madison, and Sara Dahill-Brown, Wake Forest University

Inside the Black Box of Self-Affirmation: Which Parts of Affirmation Exercises Are Critical for Treatment Efficacy?
Christopher Rozek, University of Wisconsin - Madison, Paul Hanselman, University of California - Irvine, Rachel C. Feldman, Erin A. Quast, & Evan P. Crawford, University of Wisconsin - Madison

Discussant: Hunter Gehlbach, Harvard University

3D. Instruction and Student Achievement
Strategies to Assess and Improve Literacy and Reading Comprehension
Dumbarton - Fairmont Hotel, Floor 3

Chair: Barbara Foorman, Florida State University

Analysis of Textual Features of a New Reading Comprehension Assessment: MOCCA
Ben Seipel, California State University - Chico, Gina Biancarosa & Sarah E. Carlson, University of Oregon, and Mark Davison, University of Minnesota - Twin Cities
3F. Transitions for Youth

Interventions and Influences on the Pathway to Higher Education

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Dylan Conger, George Washington University

A Preliminary Assessment of the Cost and Benefit of North Carolina’s Early College High School Model and Its Impact on Postsecondary Enrollment and Earned College Credit

Fatih Unlu, Abt Associates, Julie Edmunds, University of North Carolina - Greensboro, Lily Fesler, Abt Associates, and Beth Glennie, RTI International

ABSTRACT

FRIDAY MARCH 6, 2015

9:00 AM - 10:30 AM: Session 4

4B. Social and Emotional Interventions in Educational Settings

Exploring the Intended and Unintended Effects of Educational Policies on Student Behavior

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Guanglei Hong, University of Chicago

Hold Back to Move Forward? Early Grade Retention and Student Misbehavior

Umut Ozek, American Institutes for Research

The Causal Effects of Grade Retention on Behavioral Outcomes

Paco Martorell, University of California - Davis, and Lou Mariano, RAND

ABSTRACT
4D. Instruction and Student Achievement

Experimental Evidence on Strategies to Improve Instruction and Achievement
Culpeper - Fairmont Hotel, Ballroom Level

Chair: Henry May, University of Delaware

Effects of Interim Assessments on the Achievement Gap: Evidence from an Experiment
Spyros Konstantopoulos & Wei Li, Michigan State University, Shazia Miller & Arie van der Ploeg, American Institutes for Research

ABSTRACT

4E. Understanding the Effects of Education Policies

Literacy Interventions: Methodology, Evidence and Implementation
Sulgrave - Fairmont Hotel, Floor 3

Chair: Chloe Gibbs, University of Virginia

Evaluating the Efficacy of a Supplemental Kindergarten Vocabulary Intervention Implemented Within a Tiered Instructional Framework
Michael Coyne, D. Betsy McCoach, & Sharon Ware, University of Connecticut, Doris Baker, Southern Methodist University, and Susan Loftus, University of Rhode Island

ABSTRACT

Incomplete Reporting: Addressing the Prevalence of Outcome-Reporting Bias in Educational Research
Brian Trainor, Loyola University Chicago, Josh Polanin, Vanderbilt University, Ryan Williams, American Institutes for Research, and Terri Pigott, Loyola University Chicago

ABSTRACT
4G. Research Methods

**Learning from the Masses: Lessons About Generalization**

Gallery 1 - Park Hyatt Hotel, Ballroom Level

Chair: Mark Lipsey, Vanderbilt University

*Site Selection in Experiments: A Follow-Up Evaluation of Site Recruitment in Two Scale-Up Studies*

Elizabeth Tipton & Lauren Fellers, Columbia University, Sarah Caverly, Michael Vaden-Kiernan, Kate Sullivan, & Veronica Ruiz de Castilla, SEDL

**1:00 PM - 3:00 PM: Session 5**

5A. Early Childhood Education Symposium

**Preschool Program Fadeout: Examining Three Common Hypotheses and Providing New Directions for Policy**

Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: Greg Duncan, University of California - Irvine

*Preventing Preschool Fadeout through Instructional Intervention in Kindergarten and First Grade*

Greg J. Duncan, Jade Marcus Jenkins, & Tyler W. Watts, University of California - Irvine, Katherine Magnuson, University of Wisconsin - Madison, Douglas Clements & Julie Sarama, University of Denver, Christopher B. Wolfe, Indiana University - Kokomo, and Mary Elaine Spitler, University at Buffalo
5B. Social and Emotional Interventions in Educational Settings Invited Symposium
Using Developmentally-Informed Measures of Classroom Settings, Student Behavior, and Teacher Networks to Enhance Educational Practice from Preschool to Middle School
Drawing Room - Park Hyatt Hotel, Ballroom Level

Organizer: Bridget Hamre, University of Virginia

ABSTRACT

Using Data-Driven, Video-Based Consultation with Teachers to Address Children's Challenging Behaviors in Early Childhood Education Classrooms
Jason Downer & Amanda Williford, University of Virginia, Rebecca Shearer, University of Miami, and Ann Lhospital, University of Virginia

ABSTRACT

Measures to Guide Professional Development to Promote Supportive Middle School Contexts: Directed Consultation, Scouting Reports, and Teachers' Professional Networks
Jill Hamm, University of North Carolina, Thomas Farmer, Virginia Commonwealth University, and David Lee, Pennsylvania State University

ABSTRACT

5C. Instruction and Student Achievement Symposium
Data Driven Decision Making: An In-Depth Look at Response to Intervention (RTI) Practices
Gallery 1 - Park Hyatt Hotel, Ballroom Level

Organizer: Rekha Balu, MDRC

ABSTRACT

Access to a Responsiveness to Intervention Model: Does Beginning Intervention in Kindergarten Matter?
Rollanda E. O'Connor, Kathleen M. Bocian, Victoria Sanchez, & Kristen D. Beach, University of California - Riverside

ABSTRACT

Understanding Unresponsiveness to Tier 2 Reading Intervention: Exploring the Classification and
Profiles of Adequate and Inadequate Responders in First Grade
Donald Compton, Vanderbilt University, Jessica R. Toste, University of Texas - Austin, Douglas Fuchs, Lynn S. Fuchs, Jennifer K. Gilbert, & Eunsoo Cho, Vanderbilt University

ABSTRACT

5D. Instruction and Student Achievement
Instructional Strategies and Programs to Improve Mathematics
Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Kirk Walters, American Institutes for Research

Findings from a Multi-Year Scale-Up Effectiveness Trial of Everyday Mathematics
Michael Vaden-Kiernan, SEDL, Geoffrey Borman, University of Wisconsin - Madison, Sarah Caverly, Nance Bell, Veronica Ruiz de la Castilla, & Kate Sullivan, SEDL

ABSTRACT

5G. Transitions for Youth Symposium
Effects of Mentoring on At-Risk High School Students: A Cross-Study Analysis of the Implementation and Impacts of Three Prominent Mentoring Models
Dumbarton - Fairmont Hotel, Floor 3

Organizer: Lisa Merrill, Research Alliance for New York City Schools

Implementation and Impact of the Check & Connect Mentoring Program
Jessica Heppen, Mindee O'Cummings, Lindsay Poland, Krissy Zeiser, & Nicholas Mills, American Institutes for Research
5H. Research Methods
Extending Multi-Level Models to Non-Experimental Studies
Salon - Park Hyatt Hotel, Ballroom Level

Chair: Jessaca Spybrook, Western Michigan University

*How Do We Match Instructional Effectiveness with Learning Curves?*
Lee Branum-Martin, Georgia State University, Paras D. Mehta, W. Patrick Taylor, & Coleen D. Carlson, University of Houston, Xiaoxuan Lei & C. Vincent Hunter, Georgia State University, and David J. Francis, University of Houston

**ABSTRACT**

*Estimating Treatment Effects Via Multilevel Matching Within Homogenous Groups of Clusters*
Peter M. Steiner & Jee-Seon Kim, University of Wisconsin - Madison

**ABSTRACT**

4:30 PM - 6:00 PM: Session 6 - Virtual Poster Session
Colonnade - Fairmont Hotel, Lobby Level

6A. Early Childhood Education

*Comparing the Effectiveness of Targeted Curricula in Head Start and Public Pre-K Classrooms*
Tutrang Nguyen, Jade Marcus Jenkins, Anamarie Auger, & Thurston Domina, University of California - Irvine

**ABSTRACT** **POSTER**

6B. Social and Emotional Interventions in Educational Settings

*An Increase in Positive Climate, A Reduction in Negative Social Emotional Skills, Or Both?: Examining How Universal Social Emotional Programs Achieve Reductions in Aggression*
Sam Portnow & Jason Downer, University of Virginia, and Joshua Brown, Fordham University

**ABSTRACT** **POSTER**
Teacher Support for Mathematics Formative Assessment Using Student Work Samples: Effects on Teacher Practice and Student Learning
Andrea D. Beesley, IMPAQ International, Tedra F. Clark, Kathleen Dempsey, & Anne Tweed, McREL

ABSTRACT

Testing Causal Impacts of a School-Based SEL Intervention Using Instrumental Variable Techniques
Catalina Torrente, Lori Nathanson, Susan Rivers, & Marc Brackett, Yale University

ABSTRACT

6C. Instruction and Student Achievement

The Effects of Teachers' Experience with SBI on Students' Proportional and Mathematical Problem Solving Performance
Asha K. Jitendra, Michael R. Harwell, Danielle N. Dupuis, Stacy R. Karl, Amy E. Lein, Gregory Simonson, & Susan C. Slater, University of Minnesota

ABSTRACT

6D. Understanding the Effects of Education Policies

Longitudinal Patterns of Impacts in High School Reform: Exploring Changes Over Time

ABSTRACT

6G. Research Methods

Efficiently Exploring Multilevel Data with Recursive Partitioning
Daniel Martin, Timo von Oertzen, & Sara Rimm-Kaufman, University of Virginia

ABSTRACT
SATURDAY MARCH 7, 2015

10:00 AM - 12:00 PM: Session 7

7B. Early Childhood Education

Altering the Curve: Improving Math Outcomes through Curriculum and Teacher Expectations
Culpeper - Fairmont Hotel, Ballroom Level

Chair: Jason Downer, University of Virginia

Great Expectations: The Effect of High Teacher Expectations on the Mathematics Achievement of African American Students in a Preschool Math Intervention
Tyler Watts & Greg J. Duncan, University of California - Irvine, Douglas H. Clements & Julie Sarama, University of Denver, Christopher B. Wolfe, Indiana University - Kokomo, and Mary Elaine Spitler, ABET

7C. Instruction and Student Achievement

Evaluation of Literacy Interventions: Costs and Effectiveness
Dumbarton - Fairmont Hotel, Floor 3

Chair: Doris Baker, University of Oregon

Preliminary Findings from a Multi-Year Scale-Up Effectiveness Trial of Open-Court Reading (Imagine It!)
Geoffrey Borman, University of Wisconsin - Madison, Michael Vaden-Kiernan, Sarah Caverly, Nance Bell, Veronica Ruiz de la Castilla, & Kate Sullivan, SEDL

Costs and Effects of Dual-Language Immersion in the Portland Public Schools
Jennifer Steele, American University, Robert Slater, American Councils for International Education, Jennifer Li, RAND, Gema Zamarro, University of Arkansas, and Trey Miller, RAND
7D. Instruction and Student Achievement Invited Symposium
Using the Early Warning Indicators Systems as a Strategy to Support College Readiness and Narrow Achievement Gaps
Sulgrave - Fairmont Hotel, Floor 3

Organizer: Takako Nomi, St. Louis University

Using On-Track Trajectories to Narrow Achievement Gaps
Julian Betts, University of California - San Diego, and Ronald Rode, San Diego Unified School District

Getting to the Finish Line: Supporting Ninth Graders in Alabama High Schools
Robert Balfanz, Johns Hopkins University

7F. Research Methods Symposium
Improving the Design of Cluster Randomized Trials in Education and Prevention Research
Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: Jessaca Spybrook, Western Michigan University

Meaningful Effect Sizes, Intra-Class Correlations, and Proportions of Variance Explained by Covariates for Planning 3-Level Cluster Randomized Experiments in Prevention Science
Nianbo Dong, Wendy M. Reinke, & Keith C. Herman, University of Missouri, Catherine P. Bradshaw, University of Virginia, and Desiree W. Murray, Duke University