

*Presentations by IES-funded Researchers*  
*at*  
**THE SOCIETY FOR RESEARCH ON EDUCATIONAL EFFECTIVENESS (SREE)**  
**SPRING 2015 CONFERENCE - MARCH 5-7 2015**

**Full Program Available Here:**  
<https://www.sree.org/conferences/2015s/program/>

**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

ABSTRACT

## **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

ABSTRACT

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

ABSTRACT

## **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

ABSTRACT

*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

ABSTRACT

*The Behavioral Outcomes of a Self-Affirmation Intervention for Middle School Students*

Alex Schmidt & Carlos Canela, University of Wisconsin - Madison

ABSTRACT

*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

ABSTRACT

*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

ABSTRACT

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

ABSTRACT

### **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

ABSTRACT

#### **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

ABSTRACT

*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

ABSTRACT

## **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

ABSTRACT

*Implementation and Impact of the Check & Connect Mentoring Program*

Jessica Heppen, Mindee O'Cummings, Lindsay Poland, Krissy Zeiser, & Nicholas Mills, American Institutes for Research

ABSTRACT

## **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](#) [POSTER](#)

*Testing Causal Impacts of a School-Based SEL Intervention Using Instrumental Variable Techniques*

Catalina Torrente, Lori Nathanson, Susan Rivers, & Marc Brackett, Yale University

[ABSTRACT](#) [POSTER](#)

## **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

[POSTER](#)

## **6D. Understanding the Effects of Education Policies**

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

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

[POSTER](#)

## **6G. Research Methods**

*Efficiently Exploring Multilevel Data with Recursive Partitioning*

Daniel Martin, Timo von Oertzen, & Sara Rimm-Kaufman, University of Virginia

[ABSTRACT](#) [POSTER](#)

**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

ABSTRACT

**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

ABSTRACT

*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

ABSTRACT

## **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

ABSTRACT

*Getting to the Finish Line: Supporting Ninth Graders in Alabama High Schools*

Robert Balfanz, Johns Hopkins University

ABSTRACT

## **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

ABSTRACT

*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

ABSTRACT