THURSDAY SEPTEMBER 4, 2014

9:00 AM - 10:30 AM: Session 1

1B. Promoting Student Engagement & Persistence in College & Career Readiness

Interventions and Supports to Improve College Readiness

Gallery 3 - Park Hyatt Hotel, Ballroom Level

Chair: Dylan Conger, George Washington University

*Increasing High School Students' Engagement: The Impact of a High School Reform Model Focused on College Readiness*


[ABSTRACT]

1D. Addressing Achievement Gaps & Persistently Low-Performing Schools

Interventions and Supports for At-Risk Students

Gallery 1 - Park Hyatt Hotel, Ballroom Level

Chair: W. David Stevens, Consortium on Chicago School Research

*Assessing the Effect of Schema-Based Instruction on Proportional Problem-Solving Performance of Students with Mathematics Problem-Solving Difficulties*

Asha K. Jitendra, Michael R. Harwell, Danielle N. Dupuis, Stacy R. Karl, Amy E. Lein, Gregory Simonson, & Susan C. Slater, University of Minnesota - Twin Cities
The Educational Benefits of Attending High-Performing High Schools
Marisa de la Torre, Elaine Allensworth, Paul Moore, & Lauren Sartain, Consortium on Chicago School Research

1E. Research Methods
Issues in Randomized Control Trials
Executive Forum - Fairmont Hotel, Ballroom Level
Chair: Terri Pigott, Loyola University Chicago

Recruiting Participants for Randomized Controlled Trials
H. Alix Gallagher, Jeremy Roschelle, & Mingyu Feng, SRI International

ABSTRACT

11:00 AM - 1:00 PM: Session 2

2A. Supporting the Social & Emotional Growth of Children Invited Symposium
Measuring Healthy Elementary Classroom Environments: Emotional, Behavioral and Relational Perspectives
Gallery 1 - Park Hyatt Hotel, Ballroom Level
Organizer: Clark McKown, Rush University Medical Center

ABSTRACT

The Role of Assessment in Promoting Children’s Healthy Social-Emotional Development
Clark McKown, Rush University Medical Center

Child-Report of Teacher Support and Classroom Quality
Jason Downer, University of Virginia

Setting-Level Features of Classroom Peer Ecologies
Scott Gest, Pennsylvania State University
Classroom Observations of Teacher Behavioral Supports
Wendy Reinke, University of Missouri

Discussant: Catherine Bradshaw, University of Virginia

2D. Addressing Achievement Gaps & Persistently Low-Performing Schools Symposium
Can At-Risk Students Get Back on Track? Results from a Rigorous Study of Online and Face-to-Face Credit Recovery in Algebra I
Gallery 3 - Park Hyatt Hotel, Ballroom Level
Organizer: Jessica Heppen, American Institutes for Research

ABSTRACT

Efficacy of Online Vs. Face-to-Face Credit Recovery in Algebra I: Study Design and Impact Results
Jessica Heppen & Nicholas Sorensen, American Institutes for Research

ABSTRACT

Targeting Summer Credit Recovery: Heterogeneity of Treatment Effects and Gaps between Credit Recovery Students and "On Track" Students Over Time
Jared Eno & Jessica Heppen, American Institutes for Research

ABSTRACT

Content and Rigor of Algebra Credit Recovery Courses
Kirk Walters & Suzanne Stachel, American Institutes for Research

ABSTRACT

Effects of Expanding Summer Credit Recovery in Algebra
Elaine Allensworth & Valerie Michelman, Consortium on Chicago School Research, and Takako Nomi, St. Louis University

ABSTRACT

Discussant: Julie Edmunds, University of North Carolina - Greensboro
FRIDAY SEPTEMBER 5, 2014

8:30 AM - 10:30 AM: Session 4

4A. Supporting the Social & Emotional Growth of Children Invited Symposium
Creating a Monitoring System for School Districts to Promote Academic, Social, and Emotional Learning: A Researcher-Practitioner Partnership
Drawing Room - Park Hyatt Hotel, Ballroom Level
Organizer: Celene Domitrovich, CASEL

ABSTRACT

The Collaborating Districts Initiative: Demonstrating A District-Level Strategy to Promote Social and Emotional Learning for Students in Grades PreK-12
Celene Domitrovich & Roger Weissberg, CASEL

The Washoe Student Indicator System: Promoting Achievement and Retention with a Balanced and Comprehensive Data System
Laura Davidson, Ben Hayes, & Paul LaMarca, Washoe County School District

Development and Validation of a Student Self Report Rating of Social and Emotional Learning
Rachel Gordon & Everett Smith, University of Illinois - Chicago, Maria Crowder, Randall Brown, & Laura Davidson, Washoe County School District

Using Assessments of Social and Emotional Learning to Improve Practice
Trish Shaffer, Washoe County School District

Discussant: Clark McKown, Rush University Medical Center
**4E. Addressing Achievement Gaps &Persistently Low-Performing Schools Symposium**

**Improving Early Math Outcomes for Students with Disabilities through Intensive Intervention**

Roosevelt - Fairmont Hotel, Ballroom Level

Organizer: Rob Ochsendorf, Institute of Education Sciences

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**ABSTRACT**

*Effects of Intensive Early Interventions in Mathematics and Attention for Low-Performing Preschool Children*

Marcia A. Barnes, University of Texas - Austin, Alice Klein, Prentice Starkey, & Kylie Flynn, WestEd, Paul Swank & Tricia Zucker, University of Texas Health Science Center - Houston, and Bruce McCandliss, Vanderbilt University

**ABSTRACT**

*Testing the Immediate and Long-Term Efficacy of a Tier 2 Kindergarten Mathematics Intervention*

Ben Clarke & Christian Doabler, University of Oregon, Keith Smolkowski, Oregon Research Institute, Hank Fien, University of Oregon, and Scott Baker, Southern Methodist University

**ABSTRACT**

*Assessing the Feasibility and Promise of an Individualized Mathematics Gaming Intervention for First Grade Students in a Randomized-Controlled Trial*


**ABSTRACT**

*Inclusive Fraction Instruction versus Specialized Fraction Intervention for Very Low-Performing Students*

Robin Schumacher, Lynn S. Fuchs, Douglas Fuchs, Donald L. Compton, & Joseph Wehby, Vanderbilt University, Russell Gersten, Instructional Research Group, and Nancy C. Jordan, University of Delaware

**ABSTRACT**

Discussant: Russell Gersten, Instructional Research Group
4F. Research Methods
Methods and Practices for Addressing Complexity and Variability in Measurement
Sulgrave - Fairmont Hotel, Floor 3
Chair: Jeffrey Valentine, University of Louisville

*Meta-Analyzing a Complex Correlational Dataset: A Case Study Using Correlations That Measure the Relationship between Parental Involvement and Academic Achievement*
Joshua Polanin & Sandra Jo Wilson, Vanderbilt University

1:30 PM - 5:30 PM: Session 5 - Professional Development Workshop 2

*Workshop 5C: Using Research and Local Expertise to Improve Teacher Evaluation Systems*
Corinne Herlihy, Harvard University
Dumbarton - Fairmont Hotel, Floor 3

SATURDAY SEPTEMBER 6, 2014

8:00 AM - 8:30 AM: Breakfast
Gallery Ballroom - Park Hyatt Hotel

8:30 AM - 9:30 AM: Plenary Panel - Gallery Ballroom - Park Hyatt Hotel
*Mapping the Paths for Collaboration in Practice & Research*
**Introduction:** Dean Gerdeman, SREE Fall 2014 Program Co-Chair
**Moderator:** Jennifer O'Day, SREE Fall 2014 Program Co-Chair
James Kemple, Executive Director, Research Alliance for New York City Schools
Ruth Neild, Commissioner, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences
10:00 AM - 12:00 PM: Session 6

6A. Supporting the Social & Emotional Growth of Children
Efficacy of Social & Emotional Learning Interventions
Dumbarton - Fairmont Hotel, Floor 3
Chair: Joshua Brown, Fordham University

Results of a Randomized Controlled Trial of Student Success Skills
Linda Webb, Florida State University, John Carey, University of Massachusetts - Amherst, Elizabeth Villares, Florida Atlantic University, Craig Wells & Aline Sayer, University of Massachusetts - Amherst

12:30 PM - 2:00 PM: Session 7

7B. Improving Teacher Effectiveness
Using Professional Development and Data to Improve Classroom Instruction
Dumbarton - Fairmont Hotel, Floor 3

Designing Technology to Impact Classroom Practice: How Technology Design for Learning Can Support Both Students and Teachers
Maria Mendiburo, Carnegie Foundation for the Advancement of Teaching, Laura K. Williams, Brian Sulcer, & Ted Hasselbring, Vanderbilt University

7D. Addressing Achievement Gaps & Persistently Low-Performing Schools
Minding the Gap: Family, Race, and Social Class Effects
Roosevelt - Fairmont Hotel, Ballroom Level
Chair: Sue Sporte, Consortium on Chicago School Research

How Does Transition from Elementary to Middle School Affect the Racial Achievement Gap?
Gudrun Vanlaar, Sean Reardon, & Demetra Kologrides, Stanford University
7F. Research Methods

Advancing the Utility of Regression Discontinuity Designs

Executive Forum - Fairmont Hotel, Ballroom Level
Chair: Matthew Steinberg, University of Pennsylvania

Statistical Power for Comparative Regression Discontinuity Design in Education Research
Yang Tang & Tom Cook, Northwestern University