

# Center for Research in Educational Policy



As national education policy shifts, the **Center for Research in Educational Policy** (CREP) at The University of Memphis strives to provide up-to-date, relevant data useful to schools and policy makers through high-quality research, rigorous program evaluation, and policy briefs. Since 1989, CREP has been committed to improving education by serving as a valuable resource in educational research, evaluation, and consultation.

## -Research Expertise-

CREP's faculty and staff consist of researchers, practitioners, and statisticians who all have prior experience teaching working with schools. CREP supports a variety of projects ranging in scale from short-term, community-level consultation to multi-state, multi-year program validation studies. Our tools and approaches can be customized to address specific needs and settings. While our work is wide-ranging, CREP has earned national recognition for our work in:

- Literacy
- Science, Technology, Engineering, and Mathematics (STEM)
- School Climate, Culture, and Leadership
- Professional Development Assessment
- Educational Technology
- School Climate

## -Key Contributions-

CREP faculty and staff have made key contributions to the field of education with rigorous, high-profile randomized controlled trial (RCT) and quasi-experimental (QED) studies.

For example:

Over the past several years, a series of efficacy studies focused on the Leveled Literacy Intervention System were conducted in partnership with **Heinemann Publishing and Drs. Irene Fountas & Gay Su Pinnell**.

Also, a series of STEM education studies in partnership with **the Smithsonian Science Education Center** (SSEC) have been conducted to evaluate the SSEC's LASER program, an inquiry-based science instruction model.

Four of these literacy and STEM studies have received the What Works Clearinghouse's highest rating ("Meets WWC Standards without Reservations"), which requires stringent data collection, analysis, and reporting. Only about 6% of the thousands of studies reviewed by WWC have received this rating.

## -Select Publications-

Bertz, C. A., Zoblotsky, T. A., McSparrin Gallagher, B., Muzzi, C., & Tang, Y. (2018). The LASER Model: A Systemic and Sustainable Approach for Achieving High Standards in Science Education Investing in Innovation (i3) Extension Summative Report: Part I Overview. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Ransford-Kaldon, C., Ross, C., Lee, C., Sutton Flynt, E., Franceschini, L., & Zoblotsky, T. (2013). Efficacy of the Leveled Literacy Intervention System for K-2 urban students: An empirical evaluation of LLI in Denver Public Schools. Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from <https://ies.ed.gov/ncee/wwc/Study/85470>

Zoblotsky, T., Bertz, C., Gallagher, B., & Alberg, M. (2016a). The LASER model: A systematic and sustainable approach for achieving high standards in science education: SSEC i3 validation final report of confirmatory and exploratory analyses [elementary schools]. Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from <https://ies.ed.gov/ncee/wwc/Study/163>

Zoblotsky, T. A., & Ransford-Kaldon, C. (2018). Roadblocks to implementing randomized controlled trials in educational research. SAGE Research Methods Cases. doi: <http://dx.doi.org/10.4135/9781526442246>

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