

Documenting Study Context in WWC Reviews of Group Design Studies

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Learning Goals for the Webinar

During this webinar, you will learn:

- ❖ What types of context information should be recorded in the What Works Clearinghouse (WWC) reviews
- ❖ Where and how to enter context information in the online study review guide
- ❖ Why documenting study context is important





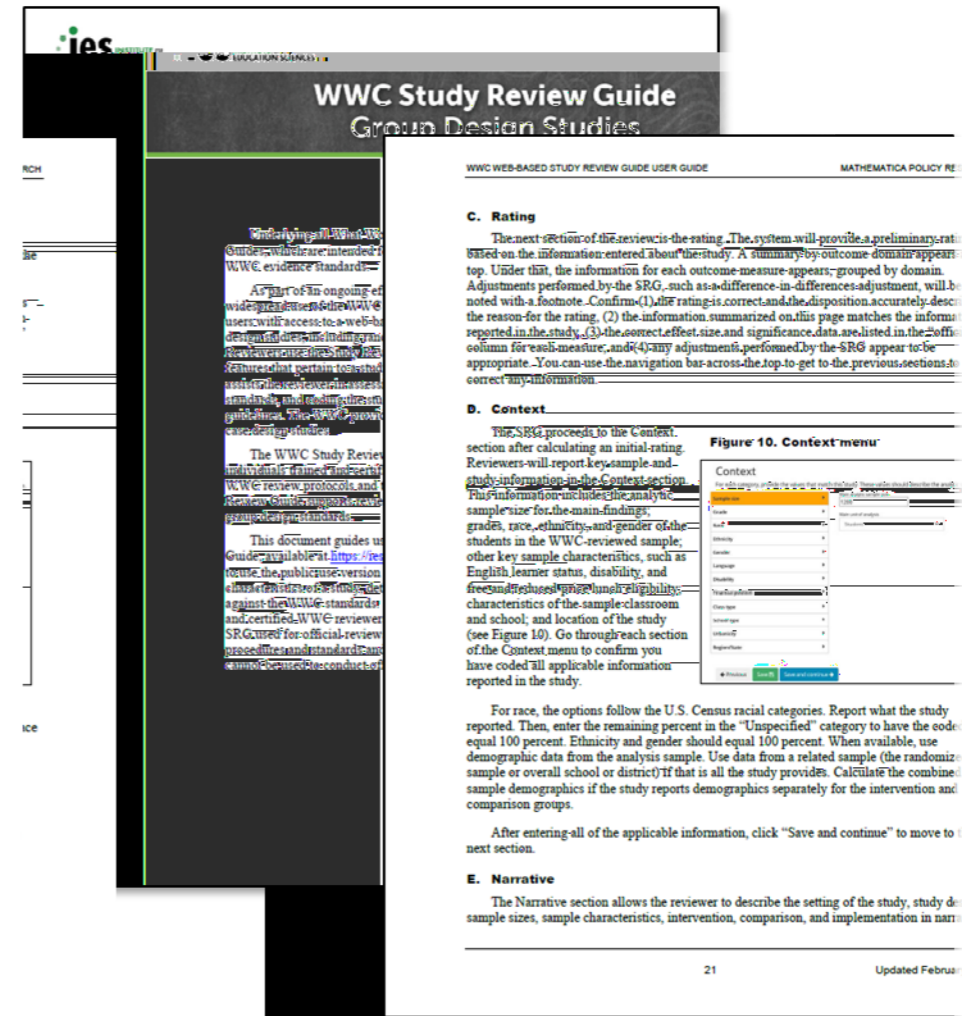
WHAT IS CONTEXT INFORMATION?

What Does the WWC Mean by Context Information?

❖ Context information:

- Characteristics of the **sample** (ANALYTIC SAMPLE preferred)
- Characteristics of the **setting**
- Characteristics of the **intervention**

❖ Context section of SRG only appears if the study **meets standards with or without reservations.**



What Is Context Information?

- ❖ Information about the sample, school setting, and intervention associated with the *main findings* in the study
 - **Sample** information includes:
 - Main analytic sample size and unit of analysis
 - Grade level
 - Racial, ethnic, and gender composition of sample
 - Percentage of students learning English
 - Percentage of students with a disability
 - Percentage of students who are economically disadvantaged

What Is Context Information?

- ❖ Information about the sample, school setting, and intervention associated with the *main findings* in the study
 - ❑ Sample information
 - ❑ **Setting** information includes:
 - Class type
 - School type
 - Urbanicity
 - Region and state

What Is Context Information?

- ❖ Information about the sample, school setting, and intervention associated with the *main findings* in the study
 - ❑ Sample information
 - ❑ Setting information
 - ❑ **Intervention** information includes:
 - Method of delivery
 - Program type

Why Is Context Information Important?

- ❖ Greater use among districts and states developing ESSA plans
- ❖ Individual studies on WWC website and WWC products now include context information
- ❖ More toward the end of the webinar



DOCUMENTING CONTEXT INFORMATION



Working Example: Kim (2006)

Summer reading between Grades 4 and 5

552 students in 10 schools and 34 classrooms randomized within classrooms to the summer reading intervention group OR comparison group

Educational Evaluation and Policy Analysis
Winter 2006, Vol. 28, No. 4, pp. 335-355

Effects of a Voluntary Summer Reading Intervention on Reading Achievement: Results From a Randomized Field Trial

James S. Kim
University of California, Irvine

The effects of a voluntary summer reading intervention were assessed in a randomized field trial involving 552 students in 10 schools. In this study, fourth-grade children received eight books to read during their summer vacation and were encouraged by their teachers to practice oral reading at home with a family member and to use comprehension strategies during independent, silent reading. Reading lessons occurred during the last month of school in June, and eight books were mailed to students biweekly during July and August. The estimated treatment effects on a standardized test of reading achievement (Iowa Test of Basic Skills) were largest for Black students (ES = .22), Latino students (ES = .14), less fluent readers (ES = .17), and students who reported owning fewer than 50 children's books (ES = .13). The main findings suggest that a voluntary summer reading intervention may represent a scalable policy for improving reading achievement among lower performing students.

Keywords: randomized experiments, summer learning, voluntary reading

NUMEROUS empirical studies indicate that the achievement gap in reading forms and widens during summer vacation rather than during the school year. In a study of summer learning in Atlanta, Heyns (1978) found that "the gap between black and white children, and between low- and high-income children widens disproportionately during the months when schools are not in session" (p. 187). A synthesis of studies on summer learning loss (Cooper, Nye, Charlton, Lindsay, & Greathouse, 1996) showed that middle-income students enjoyed reading gains during the summer, whereas low-income students lost ground. Longitudinal studies have continued to show that gaps in reading achievement based on children's socioeconomic status (SES) grow larger during summer vacation than during the school year (Alexander, Entwisle, & Olson, 2001; Downey, von Hippel, & Broh, 2004). In addition, there is some evidence that summer reading loss is greater for

minority students than for White students (Heyns, 1987; Kilbanoff & Haggart, 1981; Murnane, 1975; Phillips, Crouse, & Ralph, 1998).

Although there are many potential causes of summer reading loss, access to books and voluntary reading are likely to play a critical role in promoting reading achievement outside school (Cunningham & Stanovich, 1998; Entwisle, Alexander, & Olson, 2000; Heyns, 1978). Some scholars have suggested that policies designed to increase access to books may keep the learning faucet open when schools are closed during summer vacation (Entwisle et al., 2000). Voluntary reading interventions, in which children receive free books and are encouraged to read at home, may represent a scalable policy strategy for promoting reading achievement during summer vacation. However, there is little experimental evidence supporting the use of voluntary reading interventions as a large-scale instructional

The author thanks editors Ellen Goldring and Kenneth Wong and three anonymous reviewers for providing excellent feedback on earlier drafts of this article.

Working Example: Kim (2006)

Last month of Grade 4:

- ❖ Teachers model five comprehension strategies using “Myth of the Zephyr.”
- ❖ Teachers also model oral reading in pairs, then students practice.
- ❖ Students complete pretests:
 - ❑ ITBS Form A (reading comprehension)
 - ❑ DIBELS reading fluency (reading fluency)

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Working Example: Kim (2006)

Summer:

- ❖ Students in intervention group receive reminders about comprehension strategies and the need to read orally to a family member.
- ❖ Students in intervention group receive 8 books, which are chosen from 124 books using an algorithm, including reading level and interest.

September of Grade 5:

- ❖ Students complete posttests (ITBS Form B and DIBELS).

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Identifying the Main Analytic Sample

Context

For each category, provide the values that match this study. The

Sample size

Grade

Race

Ethnicity

Gender

Language

Disability

Financial position

Class type

School type

Urbanicity

Region/State

Multisite

Delivery Method

Program Type

Main analytic sample size
486

Main unit of analysis
Student

Enter context data at the **level of analysis**:

- ❖ **1 main** finding:
 - Enter the size of the **analytic sample** associated with that finding
- ❖ **2 or more** main findings for same sample:
 - Use the analytic sample with the **largest sample size** (if minor differences due to missing data)

Identifying the Main Analytic Sample

Context

For each category, provide the values that match this study. The

Sample size

Grade

Race

Ethnicity

Gender

Language

Disability

Financial position

Class type

School type

Urbanicity

Region/State

Multisite

Delivery Method

Program Type

Main analytic sample size
486

Main unit of analysis
Student

Enter context data at the **level of analysis**

- ❖ **2+ main** findings across different samples (e.g., 3 treatment arms):
 - Use **aggregate** across **all unique groups**.

Working Example: Kim (2006)

TABLE 1
Characteristics of Students at the Beginning of the Study (N = 552)

Variable	%	Min	Max	M	SD
Female	0.47				
White	0.33				
Black	0.19				
Latino	0.26				
Asian	0.17				
Other	0.05				
Free-reduced lunch	0.39				
Limited English proficiency	0.38				
Title I school	0.26				
Age (months)		108	140	123.45	4.74
Iowa Test of Basic Skills (DSS)		142	263	202.78	24.08
Iowa Test of Basic Skills (NPR)		1	99	51.97	28.08
Oral-reading fluency (WCPM)		6	242	120.27	37.83
Elementary Reading Attitude Survey (Total)		23	80	58.45	11.12

Note. DSS = Developmental Standard Score; NPR = National Percentile Rank; WCPM = words correctly read per minute.

Table 1: Sample characteristics at baseline

Tables 4 & 5: Analytic samples for ITBS and DIBELS

TABLE 4
Ordinary Least Squares Models Predicting Treatment Effect on ITBS (Total Reading Scores)

Variables	All B (SE)	White B (SE)	Black B (SE)	Latino B (SE)	Asian B (SE)
Treatment	0.08~ (0.04)	0.11 (0.09)	0.22* (0.09)	0.14~ (0.08)	-0.17 (0.11)
Spring ITBS	0.87** (0.02)	0.84** (0.04)	0.83** (0.05)	0.77** (0.05)	0.88** (0.07)
(Constant)	-0.07 (0.05)	-0.03 (0.10)	-0.17~ (0.09)	-0.12 (0.09)	0.07 (-0.13)
R ²	0.76	0.71	0.76	0.69	0.71
N	486	160	93	125	85

Note. All models include fixed effects for the randomization block. Standard errors in parentheses. The model for “other ethnic students” (21 multiethnic, 2 Native American) revealed nonsignificant treatment effects. ~p < .10, *p < .05, **p < .01.

TABLE 5
Ordinary Least Squares Models Predicting Treatment Effect on Oral Reading Fluency (WCPM)

Variables	All B (SE)	White B (SE)	Black B (SE)	Latino B (SE)	Asian B (SE)
Treatment	-2.09 (1.50)	-2.83 (2.73)	-1.79 (3.31)	-2.21 (2.81)	-0.41 (3.95)
Spring WCPM	0.83*** (0.02)	0.86*** (0.04)	0.83*** (0.05)	0.77*** (0.05)	0.77*** (0.05)
(Constant)	11.08*** (-3.07)	7.24 (-5.51)	12.21~ (-6.72)	17.00** (-6.37)	20.14* (8.54)
R ²	0.80	0.80	0.81	0.75	0.75
N	450	150	85	116	80

Note. All models include fixed effects for the randomization block. Standard errors in parentheses. Sample sizes for OLS models predicting fluency are not equal to the ITBS analysis because of missing data on the fall fluency assessment. ~p < .10, *p < .05, **p < .01.

Working Example: Kim (2006)

Public SRG

INTERVENTION: Summer Reading Books | PROTOCOL: Adolescent Literacy 3.0 | STANDARDS VERSION: 4.0

SCREEN | MEASURES | RATING | CONTEXT | NARRATIVE

Context

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size ▶ Main analytic sample size: 486

Grade ▶

Race ▶

Ethnicity ▶

Gender ▶

Language ▶

Disability ▶

Financial position ▶

Class type ▶

School type ▶

Urbanicity ▶

Region/State ▶

Main unit of analysis: Student

Number of cases in analysis = 486
(main finding with largest sample)

TABLE 4
Ordinary Least Squares Models Predicting Treatment Effect on **ITBS (Total Reading Scores)**

Variables	All <i>B (SE)</i>	White <i>B (SE)</i>	Black <i>B (SE)</i>	Latino <i>B (SE)</i>	Asian <i>B (SE)</i>
Treatment	0.08~ (0.04)	0.11 (0.09)	0.22* (0.09)	0.14~ (0.08)	-0.17 (0.11)
Spring ITBS	0.87** (0.02)	0.84** (0.04)	0.83** (0.05)	0.77** (0.05)	0.88** (0.07)
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<i>N</i>	486	160	93	125	85

Note. All models include fixed effects for the randomization block. Standard errors in parentheses. The model for "other ethnic students" (21 multiethnic, 2 Native American) revealed nonsignificant treatment effects. ~*p* < .10, **p* < .05, ***p* < .01.

N (ITBS) = 486 **N (DIBELS) = 450**

TABLE 5
Ordinary Least Squares Models Predicting Treatment Effect on **Oral Reading Fluency (WCPM)**

Variables	All <i>B (SE)</i>	White <i>B (SE)</i>	Black <i>B (SE)</i>	Latino <i>B (SE)</i>	Asian <i>B (SE)</i>
Treatment	-2.09 (1.50)	-2.83 (2.73)	-1.79 (3.31)	-2.21 (2.81)	-0.41 (3.95)
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<i>R</i> ²	0.80	0.80	0.81	0.73	0.75
<i>N</i>	450	150	85	116	80

Note. All models include fixed effects for the randomization block. Standard errors in parentheses. Sample sizes for OLS models predicting fluency are not equal to the ITBS analysis because of missing data on the fall fluency assessment. ~*p* < .10, **p* < .05, ***p* < .01.

Knowledge Check 1

Langberg et. al (2017) evaluated the effectiveness of two brief school-based interventions targeting the homework problems of adolescents with attention-deficit/hyperactivity disorder (ADHD)—the Homework, Organization, and Planning Skills (HOPS) intervention and the Completing Homework by Improving Efficiency and Focus (CHIEF) intervention.

Before the beginning of the school year, 280 middle school students with ADHD were randomized to study groups: the HOPS intervention (113 students), the CHIEF intervention (115 students), and a wait-listed control group (52 students). At the end of the school year, posttest data were available for 108 HOPS students, 106 CHIEF students, and 49 wait-listed control students. Analyses compared each of the results from the two treatment groups to each other as well as to the control group.

What is the main analytic sample size for this study?

- a. 280
- b. 263
- c. 157
- d. 312

Knowledge Check 1

A is not a correct answer. While 280 students were randomly assigned to treatment and control conditions, posttest data were not available for all students.

B is the correct answer. Posttest data were included in the main analyses for 49 wait-listed control group students, 108 students who participated in the HOPS intervention, and 106 students who participated in the CHIEF intervention.

C is not a correct answer. Although analyses comparing the results from students in the HOPS group and the wait-listed control group are main findings, analyses comparing results from students in the CHIEF group and the wait-listed control group were also main findings. All unique members included in main findings should be counted in the main analytic sample.

D is not a correct answer. Although comparisons were made between both interventions and the control group, the control group students should not be counted twice.

Grade Level

Context

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PS
Grade															
Race															
Ethnicity															
Gender															
Language															
Disability															
Financial position															
Class type															
School type															
Urbanicity															
Region/State															
Multisite															
Delivery Method															
Program Type															

Enter **ALL** grade levels for students in the main analytic sample.

- ❖ PK → Prekindergarten
- ❖ K → Kindergarten
- ❖ Individual Grades 1–12
- ❖ PS → Postsecondary

Working Example: Kim (2006)

Context

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PS
Grade															
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Program Type															

Recall study

- ❖ Baseline:
 - Grade 4 in Spring
- ❖ Intervention
 - Over the summer
- ❖ Posttest:
 - September Grade 5

Race

Context

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	▶	Asian	<input type="text" value="17.00"/> %
Grade	▶	Black	<input type="text" value="19.00"/> %
Race	▶	Native American	<input type="text" value="0.40"/> %
Ethnicity	▶	Pacific Islander	<input type="text" value="0.00"/> %
Gender	▶	White	<input type="text" value="33.00"/> %
Language	▶	Not specified	<input type="text" value="34.00"/> %
Disability	▶		
Financial position	▶		
Class type	▶		
School type	▶		
Urbanicity	▶		
Region/State	▶		
Multisite	▶		
Delivery Method	▶		
Program Type	▶		

Enter **percentages** of analytic sample who are the following:

- ❖ Asian
- ❖ Black
- ❖ Native American
- ❖ Pacific Islander
- ❖ White
- ❖ Not Specified

Race only provided for baseline sample?

- ❖ Use **baseline sample** if necessary.

Race

Context

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	▶	Asian	17.00 %
Grade	▶	Black	19.00 %
Race	▶	Native American	0.40 %
Ethnicity	▶	Pacific Islander	0.00 %
Gender	▶	White	33.00 %
Language	▶	Not specified	34.00 %
Disability	▶		
Financial position	▶		
Class type	▶		
School type	▶		
Urbanicity	▶		
Region/State	▶		
Multisite	▶		
Delivery Method	▶		
Program Type	▶		

Percentages for only some racial groups?

❖ Use **Not Specified**.

Where is Hispanic/Latino?

❖ Documented in **Ethnicity field** (next).

❖ Include number as **Race Not Specified**.

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Tables 4 & 5: Analytic samples

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Working Example: Kim (2006)

Public SRG

SCREEN
MEASURES
RATING
CONTEXT

Context

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Sample size ▶

Grade ▶

Race ▶

Ethnicity ▶

Gender ▶

Language ▶

Disability ▶

Financial position ▶

Class type ▶

School type ▶

Urbanicity ▶

Region/State ▶

Asian %

Black %

Native American %

Pacific Islander %

White %

Not specified %

← Previous
Save
Save and continue →

TABLE 4
Ordinary Least Squares Models Predicting Treatment Effect on **ITBS (Total Reading Scores)**

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Asian = 85/486 = 17%

Black = 93/486 = 19%

Native American = 2/486 = 0.4%

Pacific Islander = 0

White = 160/486 = 33%

Not Specified =

multiethnic + “Latino” = (21+125)/486 = 30%

Ethnicity

Context	
For each category, provide the values that match this study. These values should describe the analytic sample.	
Sample size ▶	Hispanic or Latino <input type="text" value="26.00"/> %
Grade ▶	Not Hispanic or Latino <input type="text" value="74.00"/> %
Race ▶	
Ethnicity ▶	
Gender ▶	
Language ▶	
Disability ▶	
Financial position ▶	
Class type ▶	
School type ▶	
Urbanicity ▶	
Region/State ▶	
Multisite ▶	
Delivery Method ▶	

- ❖ Ethnicity → independent of race
- ❖ Fill in percentage of analytic sample that is **Hispanic or Latino**.
- ❖ Remainder of sample is **Not Hispanic or Latino**.
- ❖ Only leave blank if ethnicity information is **not provided**.

Working Example: Kim (2006)

Context

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	
Grade	
Race	
Ethnicity	Hispanic or Latino <input type="text" value="26.00"/> % Not Hispanic or Latino <input type="text" value="74.00"/> %
Gender	
Language	
Disability	
Financial position	
Class type	
School type	
	Urbanicity
	Region/State
	Multisite
	Delivery Method

TABLE 4
Ordinary Least Squares Models Predicting Treatment Effect on **ITBS (Total Reading Scores)**

Variables	All <i>B (SE)</i>	White <i>B (SE)</i>	Black <i>B (SE)</i>	Latino <i>B (SE)</i>	Asian <i>B (SE)</i>
Treatment	0.08~ (0.04)	0.11 (0.09)	0.22* (0.09)	0.14~ (0.08)	-0.17 (0.11)
Spring ITBS	0.87** (0.02)	0.84** (0.04)	0.83** (0.05)	0.77** (0.05)	0.88** (0.07)
(Constant)	-0.07 (0.05)	-0.03 (0.10)	-0.17~ (0.09)	-0.12 (0.09)	0.07 (-0.13)
<i>R</i> ²	0.76	0.71	0.76	0.69	0.71
<i>N</i>	486	160	93	125	85

Note. All models include fixed effects for the randomization block. Standard errors in parentheses. The model for “other ethnic students” (21 multiethnic, 2 Native American) revealed nonsignificant treatment effects. ~*p* < .10, **p* < .05, ***p* < .01.

Ethnicity: Hispanic/Latino = 125/486
 = 26%
 Not Hispanic/Latino = 74%

Other Demographic Data

Context

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	▶	Male	<input type="text" value="53.00"/> %
Grade	▶	Female	<input type="text" value="47.00"/> %
Race	▶		
Ethnicity	▶		
Gender	▶		
Language	▶		
Disability	▶		
Financial position	▶		
Class type	▶		
School type	▶		
Urbanicity	▶		
Region/State	▶		
Multisite	▶		
Delivery Method	▶		

Same process for following fields:

- ❖ Gender
- ❖ Language (% English learners)
- ❖ Disability
- ❖ Financial position

Other Demographic Data

Context

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	▶	Male	<input type="text" value="53.00"/> %
Grade	▶	Female	<input type="text" value="47.00"/> %
Race	▶		
Ethnicity	▶		
Gender	▶		
Language	▶		
Disability	▶		
Financial position	▶		
Class type	▶		
School type	▶		
Urbanicity	▶		
Region/State	▶		
Multisite	▶		
Delivery Method	▶		

No demographics for analytic sample?

- ❖ Use percentages from **baseline sample**.

No information at all?

- ❖ Author query (AQ).

No response to AQ?

- ❖ Leave blank.

Other Demographic Data

Context

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	▶	Male	<input type="text" value="53.00"/> %
Grade	▶	Female	<input type="text" value="47.00"/> %
Race	▶		
Ethnicity	▶		
Gender	▶		
Language	▶		
Disability	▶		
Financial position	▶		
Class type	▶		
School type	▶		
Urbanicity	▶		
Region/State	▶		
Multisite	▶		
Delivery Method	▶		

No demographics for analytic sample?

- ❖ Use percentages from **baseline sample**.

No information available?

- ❖ Aut **INFERENCES**

No response to AQ?

- ❖ Leave blank



Working Example: Kim (2006)

Context

For each category, provide the values that match this study. These values should be entered in the boxes provided.

Sample size	▶	Male	<input type="text" value="53.00"/> %
Grade	▶	Female	<input type="text" value="47.00"/> %
Race	▶		
Ethnicity	▶		
Gender	▶		
Language	▶		
Disability	▶		
Financial position	▶		
Class type	▶		
School type	▶		
Urbanicity	▶		
Region/State	▶		
Multisite	▶		
Delivery Method	▶		

TABLE 1
Characteristics of Students at the Beginning of the Study (N = 552)

Variable	%	Min	Max	M	SD
Female	0.47				
White	0.33				
Black	0.19				
Latino	0.26				
Asian	0.17				
Other	0.05				
Free-reduced lunch	0.39				
Limited English proficiency	0.38				
Title I school	0.26				
Age (months)		108	140	123.45	4.74
Iowa Test of Basic Skills (DSS)		142	263	202.78	24.08
Iowa Test of Basic Skills (NPR)		1	99	51.97	28.08
Oral-reading fluency (WCPM)		6	242	120.27	37.83
Elementary Reading Attitude Survey (Total)		23	80	58.45	11.12

Note. DSS = Developmental Standard Score; NPR = National Percentile Rank; WCPM = words correctly read per minute.

Demographic data are missing from analytic sample. Use characteristics for **baseline sample**:

- Gender = 47% female, 53% male
- Language = 38% English learner students
- Disability = ? (AQ, leave blank – not stated)
- Financial position = 39% eligible for free or reduced-price lunch

Class Type

Context

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	▶	<input type="radio"/>	Inclusion	<input type="radio"/>	General Education
Grade	▶				
Race	▶				
Ethnicity	▶				
Gender	▶				
Language	▶				
Disability	▶				
Financial position	▶				
Class type	▶				
School type	▶				
Urbanicity	▶				
Region/State	▶				
Multisite	▶				
Delivery Method	▶				
Program Type	▶				

Choices for **Class type**:

- ❖ **Inclusion** – Defined as classrooms where students with disabilities are present alongside students without disabilities
- ❖ **General Education** – Defined as classrooms that do not include students with disabilities

Note: You can choose **both types**.

Class Type

Context

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	▶	Inclusion	General Education
Grade	▶		
Race	▶		
Ethnicity	▶		
Gender	▶		
Language	▶		
Disability	▶		
Financial position	▶		
Class type	▶		
School type	▶		
Urbanicity	▶		
Region/State	▶		
Multisite	▶		
Delivery Method	▶		
Program Type	▶		

Information for analytic sample not given?

- ❖ Use information from **baseline sample**.

Information not provided for baseline sample?

- ❖ Query the **author**.

No response to author query?

- ❖ Leave **blank**.

Class Type

Context

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	▶	Inclusion	General Education
Grade	▶		
Race	▶		
Ethnicity	▶		
Gender	▶		
Language	▶		
Disability	▶		
Financial position	▶		
Class type	▶		
School type	▶		
Urbanicity	▶		
Region/State	▶		
Multisite	▶		
Delivery Method	▶		
Program Type	▶		

Information for analytic sample not given?

- Use information from **baseline sample**.

Information not provided for baseline sample?



- Query **author**.

No response to query?

- Leave **blank**.

School Type

Context
For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	
Grade	Pre-K
Race	Center School
Ethnicity	
Gender	
Language	
Disability	
Financial position	
Class type	K - 12
School type	Public Private Parochial Charter Magnet Title I
Urbanicity	
Region/State	
Multisite	
Delivery Method	
Program Type	

If sample is in **pre-K**:

- ❖ **Center** is a learning environment or building that is exclusively pre-K. Administration and specialists focus on pre-K.
- ❖ **School** in which the pre-K environment is embedded in a building that also serves other grade levels. Administration and specialists do not exclusively focus on pre-K.

School Type

Context
For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	
Grade	Pre-K
Race	Center School
Ethnicity	
Gender	
Language	
Disability	
Financial position	
Class type	K - 12
School type	Public Private Parochial Charter Magnet Title I
Urbanicity	
Region/State	
Multisite	
Delivery Method	
Program Type	

If sample is in K–12:

- ❖ **Public:** Funded primarily through public money
- ❖ **Private:** Funded by students’ families (usually); minimal state oversight
- ❖ **Parochial:** Private and affiliated with a religious institution
- ❖ **Charter:** Public but independent of districts; school of choice
- ❖ **Magnet:** Public school offering special instruction not available elsewhere (e.g., specific career focus)
- ❖ **Title I:** Schools that receive federal funding because they serve larger concentrations of low-income students

School Type

Context
For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	
Grade	Pre-K
Race	Center School
Ethnicity	
Gender	
Language	
Disability	
Financial position	
Class type	K - 12
School type	Public Private Parochial Charter Magnet Title I
Urbanicity	
Region/State	
Multisite	
Delivery Method	
Program Type	

If sample is in **postsecondary**:

- ❖ **2-year colleges**: Offer professional certifications and associates degrees; also called community colleges or junior colleges
- ❖ **4-year colleges or universities**: Offer bachelor's degrees, and some offer graduate degrees
- ❖ **Public college**: Publicly owned or receives significant funding from a state

School Type

Context
For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	
Grade	Pre-K
Race	Center School
Ethnicity	
Gender	
Language	
Disability	
Financial position	
Class type	K - 12
School type	Public Private Parochial Charter Magnet Title I
Urbanicity	
Region/State	
Multisite	
Delivery Method	
Program Type	

If sample is in postsecondary:

- ❖ **Private college:** Not operated by a state or local government, although may receive tax breaks, student loans, and grants
- ❖ **For-profit college:** Higher education institutions operated by profit-seeking businesses
- ❖ **Not-for profit college:** Funds/tuition focused on students and not diverted to investors or those seeking profits

School Type

Context

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	
Grade	Pre-K
Race	Center School
Ethnicity	
Gender	
Language	
Disability	
Financial position	
Class type	K - 12
School type	Public Private Parochial Charter Magnet Title I
Urbanicity	
Region/State	
Multisite	
Delivery Method	
Program Type	

Information on school type missing?

❖ Query the **author**

No response to author query?

❖ Leave **blank**

School Type

Context

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	
Grade	Pre-K
Race	Center School
Ethnicity	
Gender	
Language	
Disability	
Financial position	
Class type	K - 12
School type	Public Private Parochial Charter Magnet Title I
Urbanicity	
Region/State	
Multisite	
Delivery Method	
Program Type	

Information on school type missing?

❖ Question author

INFERENCES

No response to author question?

❖ Leave blank

Urbanicity

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	▶	<input type="checkbox"/> Rural	<input type="checkbox"/> Suburban	<input type="checkbox"/> Urban
Grade	▶			
Race	▶			
Ethnicity	▶			
Gender	▶			
Language	▶			
Disability	▶			
Financial position	▶			
Class type	▶			
School type	▶			
Urbanicity	▶			
Region/State	▶			
Multisite	▶			
Delivery Method	▶			
Program Type	▶			

Choices for **Urbanicity**:

- ❖ Rural
- ❖ Suburban
- ❖ Urban

Studies do not need to adhere to any formal definition. Choose a setting based on the **author's description**.

Note: You can choose **multiple types** of locales if the study was conducted in **multiple settings**.

Working Example: Kim (2006)

Context
For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	▶	<input type="checkbox"/> Inclusion	<input type="checkbox"/> General Education
Grade	▶		
Race	▶		
Ethnicity	▶		
Gender	▶		
Language	▶		
Disability	▶		
Financial position	▶		
Class type	▶		
School type	▶		
Urbanicity	▶		
Region/State	▶		
Multisite	▶		
Delivery Method	▶		
Program Type	▶		

Class type (inclusion, general education):

❖ Leave **blank** and query **author**

School type: K–12, Public, Title 1

Urbanicity: No information given

❖ Leave **blank** and query **author**

Region/state: Mid-Atlantic??

❖ Query **author**

Multisite

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	▶
Grade	▶
Race	▶
Ethnicity	▶
Gender	▶
Language	▶
Disability	▶
Financial position	▶
Class type	▶
School type	▶
Urbanicity	▶
Region/State	▶
Multisite	▶
Delivery Method	▶
Program Type	▶

Multisite ?

- Select Multisite -
- No
- Yes

Multisite: Was the study conducted in multiple settings?

❖ Sites interpreted as **schools**.

Reviewers must choose **NO** or **YES**.

Delivery Method

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	▶	Individual	Small group	Whole class	School
Grade	▶				
Race	▶				
Ethnicity	▶				
Gender	▶				
Language	▶				
Disability	▶				
Financial position	▶				
Class type	▶				
School type	▶				
Urbanicity	▶				
Region/State	▶				
Multisite	▶				
Delivery Method	▶				
Program Type	▶				

How was the intervention **delivered** to students?

- ❖ **Individual:** One-on-one, to include computer programs and print materials; Tier 3
- ❖ **Small groups:** Fewer than whole class; Tier 2
- ❖ **Whole class:** Whole class at once; Tier 1
- ❖ **Entire school:** All teachers and administrators in school or all students at once

Delivery Method

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size ▶	<input checked="" type="checkbox"/> Individual	<input type="checkbox"/> Small group	<input type="checkbox"/> Whole class	<input type="checkbox"/> School
Grade ▶				
Race ▶				
Ethnicity ▶				
Gender ▶				
Language ▶				
Disability ▶				
Financial position ▶				
Class type ▶				
School type ▶				
Urbanicity ▶				
Region/State ▶				
Multisite ▶				
Delivery Method ▶				
Program Type ▶				

Select **all** that apply.

Interventions can have **multiple** components with some **schoolwide** activities and some **small-group** activities.

Program Type

Context
For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	▶	Curriculum	Practice	Teacher-level	School-level	Policy	Supplement
Grade	▶						
Race	▶						
Ethnicity	▶						
Gender	▶						
Language	▶						
Disability	▶						
Financial position	▶						
Class type	▶						
School type	▶						
Urbanicity	▶						
Region/State	▶						
Multisite	▶						
Delivery Method	▶						
Program Type	▶						

Program types may be defined in protocol. In general:

- ❖ **Curriculum:** What is being taught
- ❖ **Practice:** How it is being taught
- ❖ **Teacher-level:** Teacher implements
- ❖ **School-level:** Teachers may implement, but most teachers in school are involved, and administrators may be involved

Program Type

Context
For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	▶	Curriculum	Practice	Teacher-level	School-level	Policy	Supplement
Grade	▶						
Race	▶						
Ethnicity	▶						
Gender	▶						
Language	▶						
Disability	▶						
Financial position	▶						
Class type	▶						
School type	▶						
Urbanicity	▶						
Region/State	▶						
Multisite	▶						
Delivery Method	▶						
Program Type	▶						

In general:

- ❖ **Policy:** Laws or rules that govern the education system (broader than school; might be district or state rules)
- ❖ **Supplement:** An intervention that engages students outside of their normal education activities

Note: Multiple categories may apply

Working Example: Kim (2006)

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	▶
Grade	▶
Race	▶
Ethnicity	▶
Gender	▶
Language	▶
Disability	▶
Financial position	▶
Class type	▶
School type	▶
Urbanicity	▶
Region/State	▶
Multisite	▶
Delivery Method	▶
Program Type	▶

Multisite ⓘ

- Select Multisite -
- No
- Yes

Multisite:

- ❖ **Yes:** Study conducted in multiple schools

Delivery method:

- ❖ **Individual:** Books that students receive are tailored to their interests and reading levels

Program type:

- ❖ **Supplemental:** Intervention supplements instruction and other school activities

Working Example: Kim (2006)

For each category, provide the values that match this study. These values should describe the analytic sample.

Sample size	▶	MultiSite ⓘ - Select Multisite - No Yes
Grade	▶	
Race	▶	
Ethnicity	▶	
Gender	▶	
Language	▶	
Disability	▶	
Financial position	▶	
Class type	▶	
School type	▶	
Urbanicity	▶	
Region/State	▶	
Multisite	▶	
Delivery Method	▶	
Program Type	▶	

Unable to determine delivery method or program type?

❖ Query the **author**.

No response to author query?

❖ Leave **blank**.

Knowledge Check 2

Fuchs et. al (2017) examined the effects of a reading comprehension intervention (COMP) alone and in combination with a working memory training component (WCOMP). The intervention was administered to students from 50 classrooms. Eligible students with reading difficulties were randomly assigned in pairs to one of three conditions: COMP, WCOMP, or control group.

For each of 14 weeks, students in both treatment conditions received tutoring three times per week. The first two tutoring sessions of each week lasted 45 minutes and were delivered to pairs of students. The third session of each week lasted 20 minutes and was delivered to students individually.

Which delivery method(s) best describe the intervention?

- a. Individual
- b. Small group
- c. Whole class
- d. Whole school

Knowledge Check 2

A and B are correct answers. The interventions were administered to pairs of students during the first two sessions each week and individually during the third session each week.

C is not a correct answer. The interventions were only administered to eligible students. Not all students in participating classrooms were included in the study.

D is not a correct answer. The interventions were not implemented at the school level.

Knowledge Check 3

Somer et. al (2016) examined the impact of Ninth Grade Academies on student outcomes. These academies for grade 9 students are self-contained learning communities that operate as schools within schools.

Components of the intervention include a designated separate space within the high school, a grade 9 administrator who oversees the academy, a faculty member assigned to teach only grade 9 students, and teachers organized into interdisciplinary teams that have both students and a planning period in common.

What is the program type(s) for this intervention?

- a. Practice
- b. Curriculum
- c. Policy
- d. School level

Knowledge Check 3

A, B, and C are not correct answers. The intervention is comprised of school-level components.

D is the correct answer. The intervention is implemented as a school-level reform model.

USE OF CONTEXT INFORMATION AND ITS INCREASED IMPORTANCE



Previous Use of Context Information in WWC Reviews

Topic area review teams use context information to determine extent of evidence for an intervention.

Whether extent of evidence was characterized as **Medium to Large** or **Small** was based on the following:

- ❖ Number of **studies** that met WWC standards
- ❖ Number of **settings** in those studies
- ❖ Number of **students** in those studies

This extent of evidence classification is changing.

Stay tuned....

The image shows a screenshot of a WWC Intervention Report for 'Teach For America' dated August 2016. A magnifying glass is positioned over a table titled 'Table 1. Summary of findings*'. The table lists three categories of student achievement: Mathematics achievement, Science achievement, and Social studies achievement. For each category, it provides the number of students and the extent of evidence. The extent of evidence is 'Medium to large' for Mathematics and Science, and 'Small' for Social studies.

Outcome domain	Rating of effectiveness	Number of students ^a	Extent of evidence
Mathematics achievement	Positive	65,324	Medium to large
Science achievement	Potentially positive	36,104	Small
Social studies achievement	No discernible effect	6,051	Small

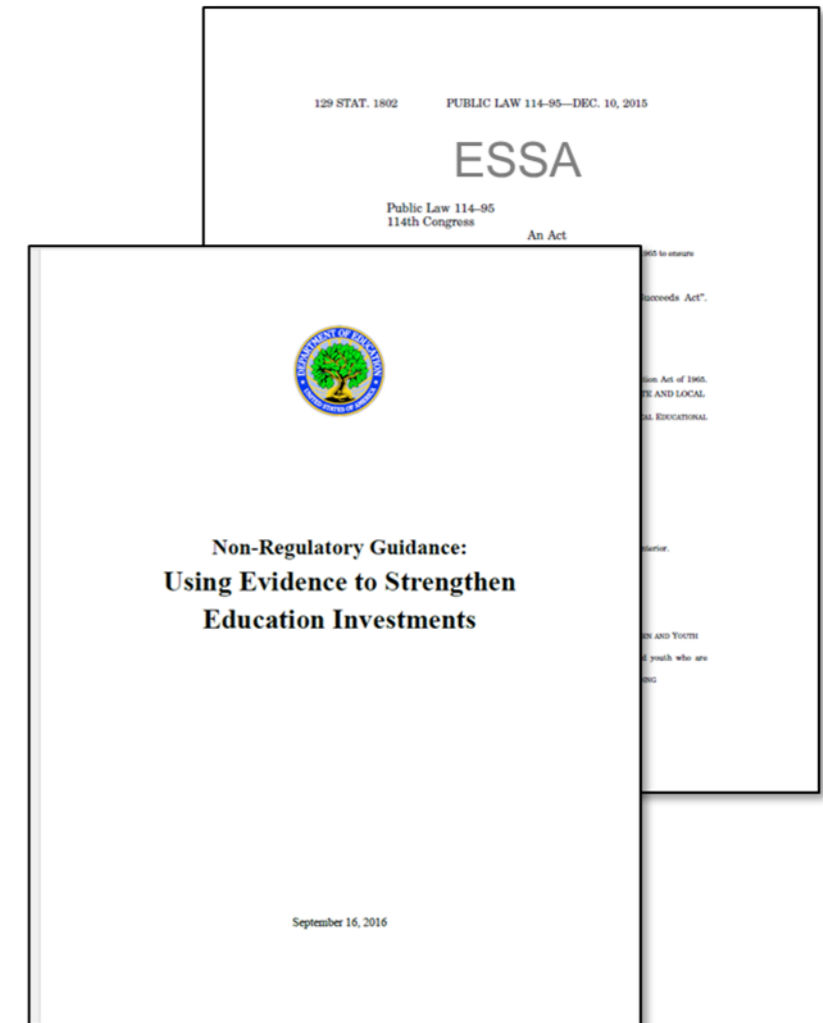
^a - Not applicable
* The reported sample sizes may count some students more than once.

Increasing Importance of Context Information

With the U.S. Department of Education's nonregulatory guidance on interpreting tiers of evidence in the Every Student Succeeds Act, stakeholders attend more to study contexts.

❖ **Strong** evidence:

- ❑ Have a sample that overlaps with the populations **AND** settings proposed to receive the intervention

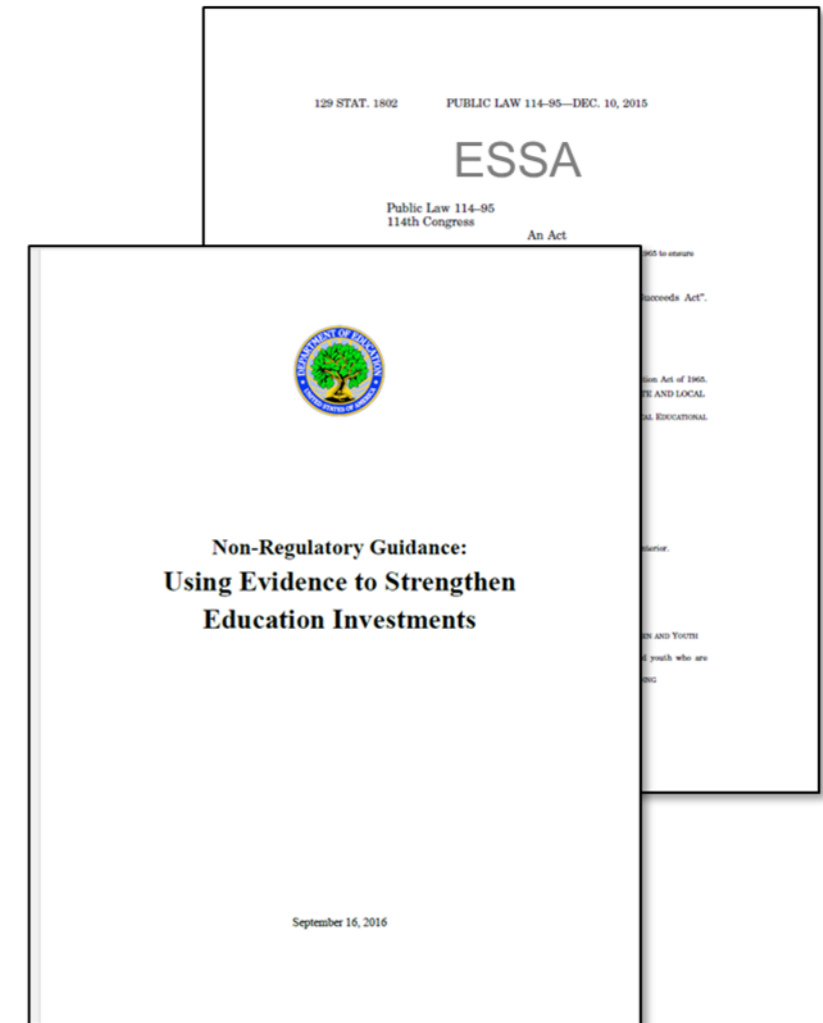


Increasing Importance of Context Information

With the U.S. Department of Education's nonregulatory guidance on interpreting tiers of evidence in the Every Student Succeeds Act, stakeholders attend more to study contexts.

❖ **Moderate** evidence:

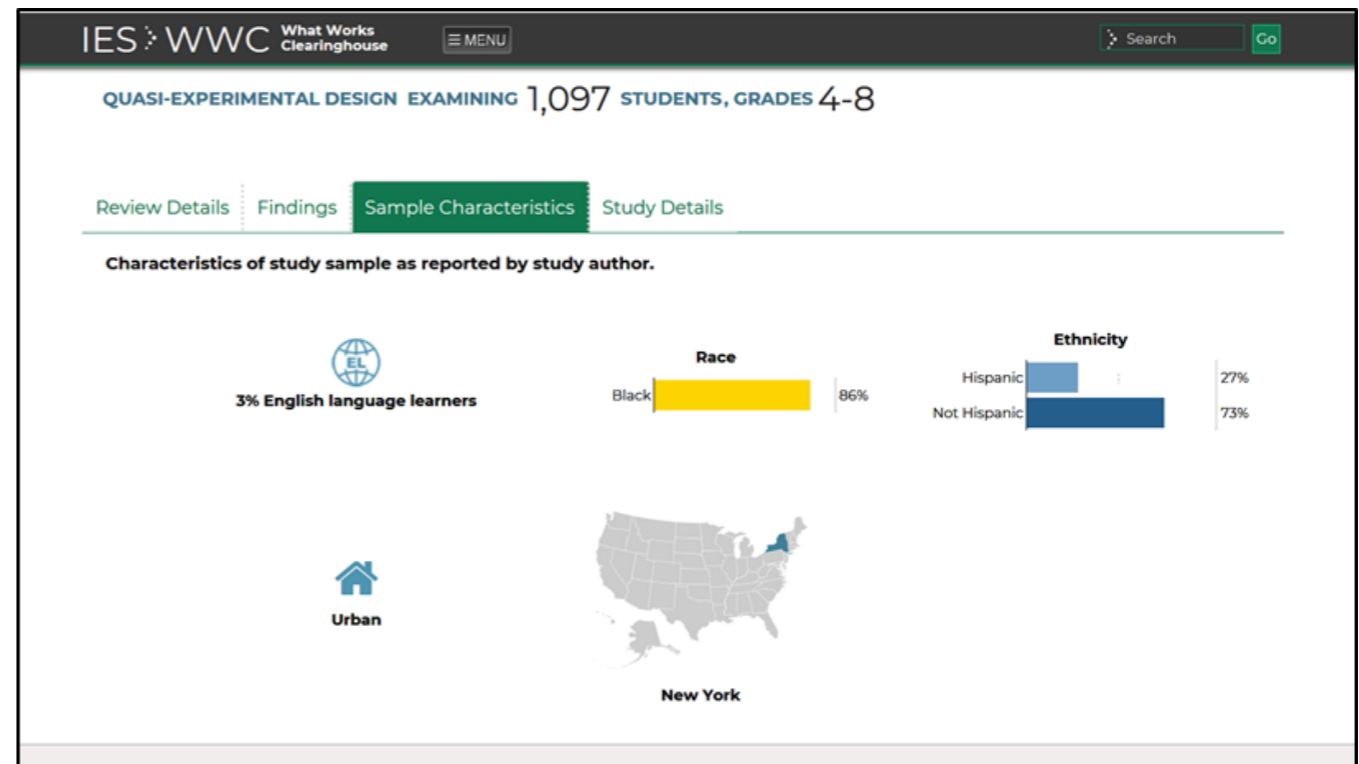
- ❑ Have a sample that overlaps with the populations **OR** settings proposed to receive the intervention



Increasing Importance of Context Information

WWC is making study sample information more prominent in reports.

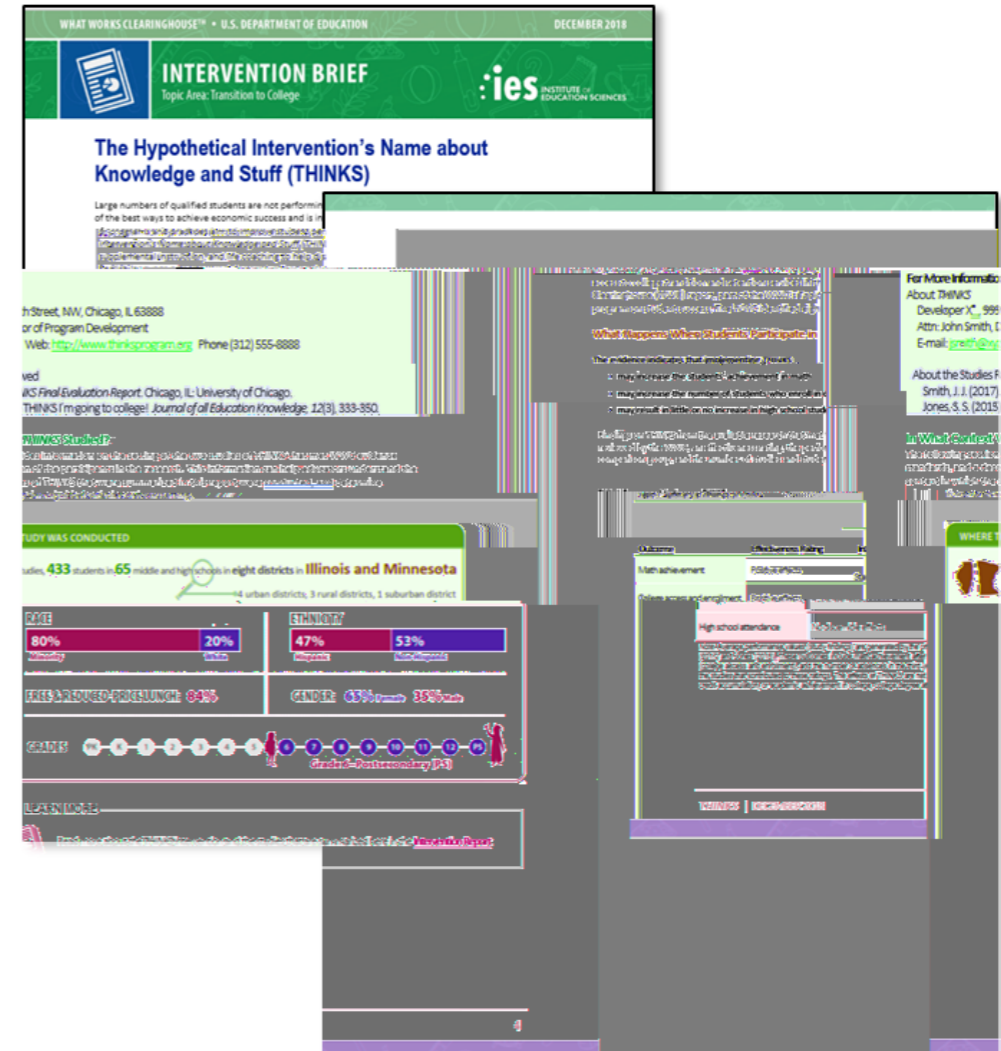
- ❖ Sample characteristics tab in *Reviews of Individual Studies* on the **Find What Works** website:
<https://ies.ed.gov/ncee/wwc/>



Increasing Importance of Context Information

WWC is making study sample information more prominent in reports.

- ❖ Sample characteristics tab in *Reviews of Individual Studies* on the **Find What Works** website <https://ies.ed.gov/ncee/wwc/>.
- ❖ Sample characteristics will also appear in the new **Intervention Report** products (4-page brief and Snapshot).



Questions?



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<https://ies.ed.gov/ncee/wwc/help>



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