

Kim, Capotosto, Hartry & Fitzgerald (2011) Analysis and
Replication

Anwesha Guha, Merly Klaas, Thuy Nguyen

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A. Baseline randomization checks

A1. Create a table comparing the baseline characteristics (family income, gender, test score) for students assigned to the treatment and control conditions. Assess and describe whether the randomization process generated identical treatment and control conditions. Describe the results of your assessment in 1-2 sentences. If it did not (or if it had not), would this invalidate the causal claims of the study? Why or why not?

##					
##					
##		0 (N=157)	1 (N=155)	Total (N=312)	p value
##	:-----	:-----	:-----	:-----	:-----
##	***frpl**				0.493
##	Mean (SD)	0.707 (0.457)	0.671 (0.471)	0.689 (0.464)	
##	Range	0.000 - 1.000	0.000 - 1.000	0.000 - 1.000	
##	***female**				0.503
##	Mean (SD)	0.561 (0.498)	0.523 (0.501)	0.542 (0.499)	
##	Range	0.000 - 1.000	0.000 - 1.000	0.000 - 1.000	
##	***dorf**				0.783
##	Mean (SD)	86.245 (25.936)	87.121 (30.117)	86.680 (28.049)	
##	Range	18.791 - 153.762	15.315 - 165.104	15.315 - 165.104	

```
##
##
## Table: Descriptive statistics by assigned treatment
##
## |                | 0 (N=157) | 1 (N=155) | Total (N=312) | p value|
## |:-----: |:-----: |:-----: |:-----: |:-----:|
## |**Free/Reduced Price Lunch**|            |            |              |        |
## |&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&~>Mean (SD)| 0.71 (0.46) | 0.67 (0.47) | 0.69 (0.46) |         |
## |**Prop. Female**|            |            |              |        |
## |&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&~>Mean (SD)| 0.56 (0.50) | 0.52 (0.50) | 0.54 (0.50) |         |
## |**Baseline DIBELS**|            |            |              |        |
## |&nbsp;&nbsp;&~>Mean (SD)| 86.24 (25.94) | 87.12 (30.12) | 86.68 (28.05) |         |
```

While data is not large, can still use an omnibus F test for balance:

```
##  
## Call:  
## lm(formula = treat ~ frpl + female + dorf, data = dare3)
```

```
##
## Residuals:
##      Min       1Q   Median       3Q      Max
## -0.5511 -0.5025 -0.4587  0.4965  0.5422
##
## Coefficients:
##              Estimate Std. Error t value Pr(>|t|)
## (Intercept)  0.5338301  0.1143816   4.667 4.56e-06 ***
## frpl        -0.0407333  0.0619871  -0.657   0.512
## female      -0.0372214  0.0573499  -0.649   0.517
## dorf         0.0001292  0.0010291   0.126   0.900
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
##
## Residual standard error: 0.5025 on 308 degrees of freedom
## Multiple R-squared:  0.002993, Adjusted R-squared:  -0.006718
## F-statistic: 0.3082 on 3 and 308 DF, p-value: 0.8195
```

B. Replication and Extension

B1. Estimate the bivariate relationship between students' final reading comprehension outcomes and their attendance rate (proportion of days attended) in a seven-month READ180 program. Present these results in a table with an accompanying discussion of what these results show and whether they should be understood as the causal effect of READ180 on reading comprehension outcomes in 1 paragraph.

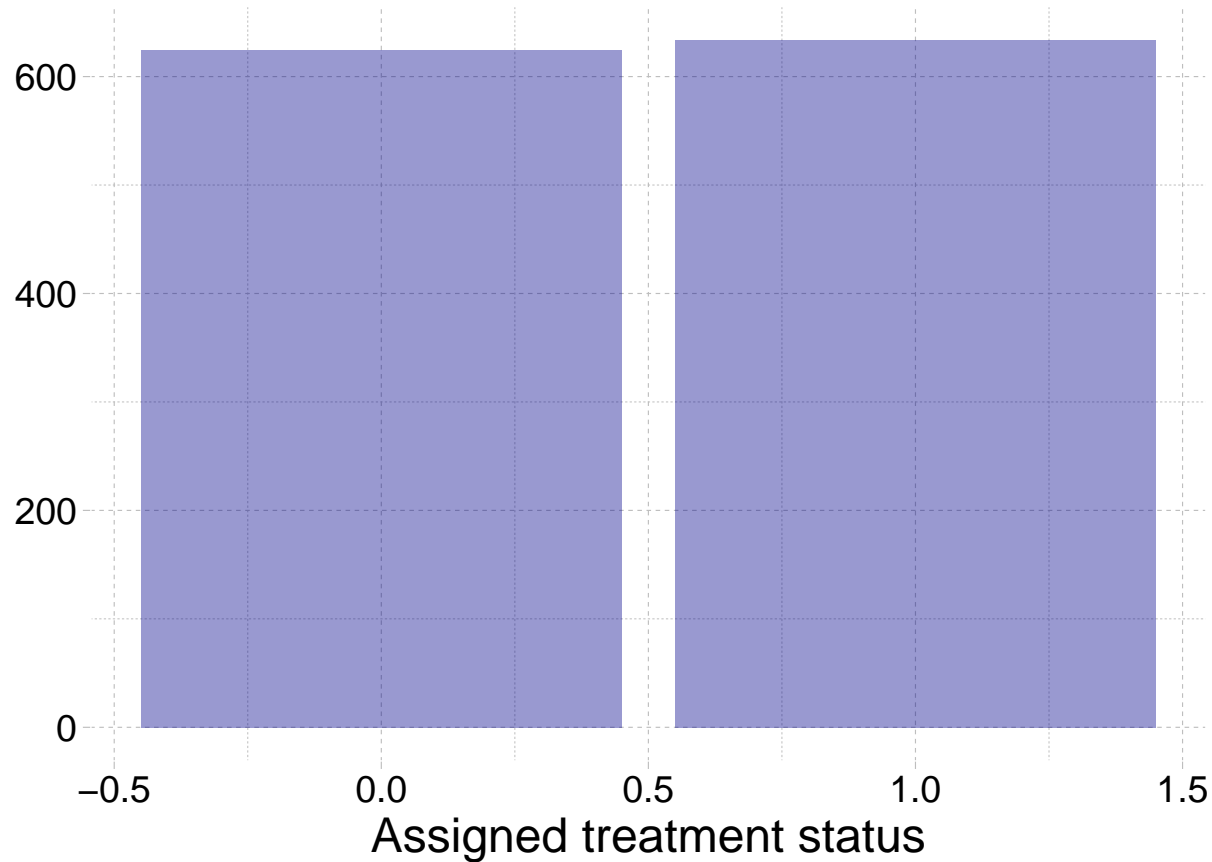
```
##
## Call:
## lm(formula = sat10_compreh ~ read180_attend + dorf + female +
##      frpl, data = dare3)
##
## Residuals:
##      Min       1Q   Median       3Q      Max
## -67.068  -8.951  -0.153   9.995  63.620
##
## Coefficients:
##              Estimate Std. Error t value Pr(>|t|)
## (Intercept)  542.25887    3.99719 135.660 < 2e-16 ***
## read180_attend  9.66249    2.26095   4.274 2.57e-05 ***
## dorf          0.98438    0.03489  28.215 < 2e-16 ***
## female        1.18273    1.94452   0.608  0.5435
## frpl         -4.30718    2.10567  -2.046  0.0417 *
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
##
## Residual standard error: 17.03 on 307 degrees of freedom
## Multiple R-squared:  0.7364, Adjusted R-squared:  0.733
## F-statistic: 214.4 on 4 and 307 DF, p-value: < 2.2e-16
```

```
##
## <table style="text-align:center"><tr><td colspan="2" style="border-bottom: 1px solid black"></td></tr>
## <tr><td style="text-align:left"></td><td>(4.326)</td></tr>
## <tr><td style="text-align:left"></td><td></td></tr>
## <tr><td colspan="2" style="border-bottom: 1px solid black"></td></tr><tr><td style="text-align:left">
## <tr><td style="text-align:left">R<sup>2</sup></td><td>0.021</td></tr>
```

```
## <tr><td colspan="2" style="border-bottom: 1px solid black"></td></tr><tr><td style="text-align:left">
## </table>
```

It is likely to have endogenous differences in the expected outcomes between children who attended after-school program at a high rate and those attended at a lower rate. The OLS estimate of the predictor `read180_attend` is likely to be correlated with the residuals in the outcome test score `sat10_compreh`.

B2. Compare the average post-test reading comprehension scores of students who were assigned to participate in the READ180 intervention with those who were not. Present a figure comparing these mean differences. Is the difference in these scores meaningful and does the difference reflect anything other than sampling



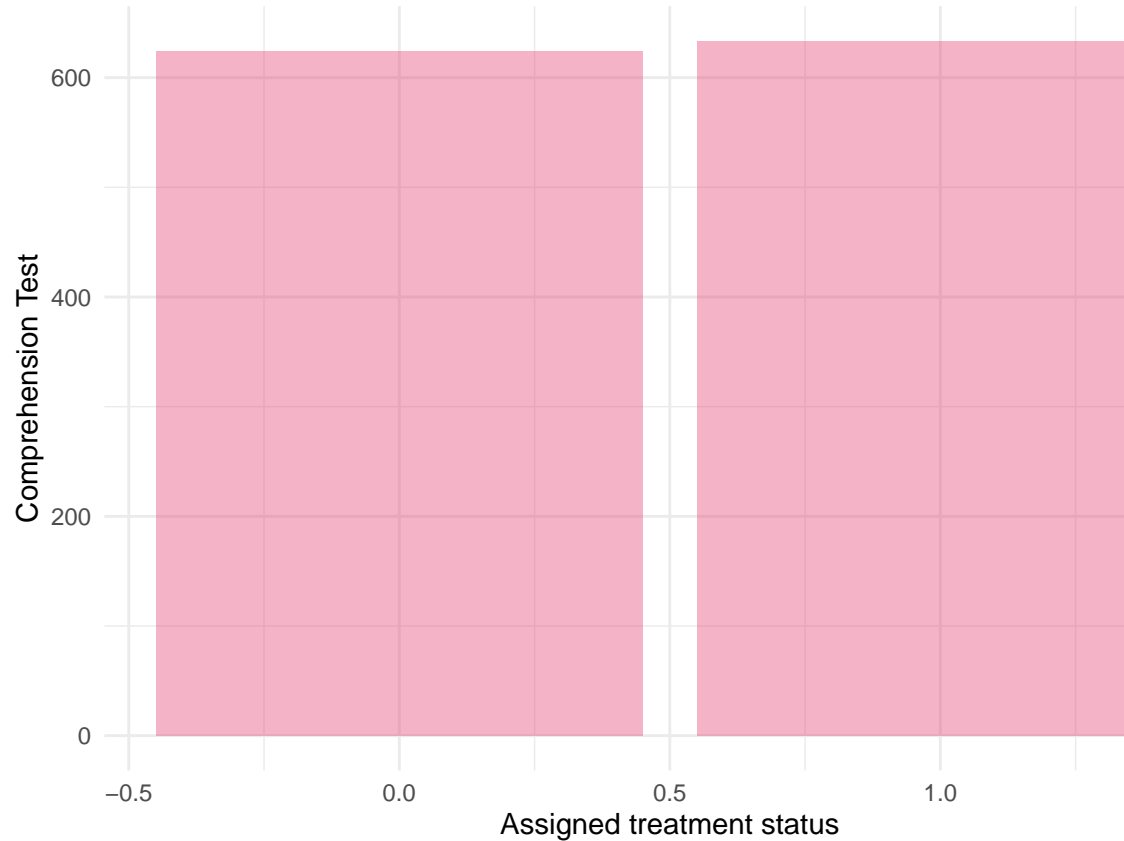
idiosyncrasy?

There is no meaningful differences in the average post-test reading comprehension scores of students who were assigned to participate in the READE180 intervention with those who were not. The height of the treated group column is slightly higher than the control group column, but the difference is minor and can be due to sampling idiosyncrasy.

B3. Estimate Intent-to-Treat estimates of being assigned to participate in an after-school READ180 intervention. Present these results in a table and an accompanying write-up as you would report these in an academic paper in 1 paragraph. What differences are there in the results you estimated in response to this question and those for question B2?

Table 1: Table 1. Intent-to-Treat Estimates of READ180 on Test of Comprehension

	Model 1	Model 2	Model 3
treat	9.014* (3.703)	8.037*** (1.935)	8.003*** (1.935)
frpl		-4.553* (2.106)	-4.243* (2.122)
female		1.328 (1.949)	1.232 (1.953)
School Fixed Effects	No	No	Yes
dorf		0.985*** (0.035)	0.985*** (0.035)
Num.Obs.	312	312	312



First, visualize ITT effects.

Then, estimate the models.

B4. Identify the effects of full participation in a seven month after-school READ180 reading intervention. In other words: what are the effects of 100 percent attendance in a seven-month reading program, compared to not attending at all? Describe the model you estimate, its accompanying assumptions and defend the extent to which these assumptions are met in your analysis. Present these results in a table and an accompanying write-up as you would report these in an academic paper in 2-3 paragraphs.

```
## TSLS estimation, Dep. Var.: sat10_compreh, Endo.: read180_attend, Instr.: treat
## Second stage: Dep. Var.: sat10_compreh
```

Table 2: Table 2. Instrumental variable estimates of attending READ 180 Intervention on Test Scores due to random assignment to after-school READ180 intervention

	(1)	(2)	(3)	(4)
READ180 attendace	11.472* (4.708)	10.236*** (2.460)	10.208*** (2.464)	10.208*** (0.788)
Prestest Score		0.984*** (0.035)	0.985*** (0.035)	0.985*** (0.049)
Eligible for free lunch		-4.273* (2.107)	-3.992 (2.121)	-3.992 (4.061)
School FE	No	No	Yes	Yes
Female		1.192 (1.945)	1.114 (1.949)	1.114 (1.480)
Num.Obs.	312	312	312	312

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$ The table displays coefficients from Equation X and standard errors in parentheses. Model 4 uses cluster-robust standard errors at school level.

```
## Observations: 312
## Standard-errors: IID
##           Estimate Std. Error   t value   Pr(>|t|)
## (Intercept)    542.012827    4.019219  134.855273 < 2.2e-16 ***
## fit_read180_attend  10.235682    2.460318   4.160309 4.1302e-05 ***
## dorf            0.984310    0.034892   28.209946 < 2.2e-16 ***
## frpl           -4.273159    2.106678  -2.028388 4.3384e-02 *
## female          1.191871    1.944788   0.612854 5.4043e-01
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
## RMSE: 16.9   Adj. R2: 0.732925
## F-test (1st stage), read180_attend: stat = 1,669.6      , p < 2.2e-16 , on 1 and 307 DoF.
##                               Wu-Hausman: stat =      0.348785, p = 0.555238, on 1 and 306 DoF.
```

Table 2 presents treatment-on-the treated (OTT) estimate of attending READ 180 enterprise on students reading achievement. We used the two stage least-square (2SLS) approach to obtain an Instrumental Variable estimate using the exogenous assignment of offer to participate (*intent to treat*) in READ 180 intervention program as our instrument. In the first-stage we estimate the predicted values of potentially endogenous predictor. After comparing our F statistics of 1,654 and the cutoff of 10, we confident that this instrument is strong. Then, on the second stage, we used the newly predicted values to estimate the effect of attending READ 180 on reading achivement.

In model 1, when we did not control for any covariate, we found a gain of 11 points for students who participated in READ 180 program, while after including students background characteristics such as eligibility for free lunch status, sex, and pre-test scores, we found 1.2 point less increase on reading score. The similiar estimation of 10.2 points increase was also found in model 3 and 4 when we accounted for school fixed effects and clustering standard errors at the level of randomization (within school).

B5. Write a discussion paragraph in which you present the substantive conclusions (and limitations) of your results about the effects of the after-school READ180 intervention you have documented.

The estimates of the endogenous relationship between attending READ 180 Enterprise Intervention program to improve the reading achievement of Low-Performing Elementary School Students (Model 1) imply that students reading achievement who attended Read 180 program are 9 points higher than those who are not. In Model 2, we present results of being randomly assigned to attend READ 180 instead of the traditional

Table 3: Table 3. Comparison of OLS, ITT and IV estimates of Full Attendance of READ180 intervention on Post-test scores due to random offer to participate in READ180

	(1)	(2)	(3)	(4)	(5)
	OLS	ITT	TOT	TOT	TOT
READ180 attendance	9.662*** (2.261)		11.472* (4.708)	10.236*** (2.460)	10.208*** (0.788)
Random Offer to READ180		8.037*** (1.935)			
School FE	No	No	No	No	Yes
Student Chars.	Yes	Yes	No	Yes	Yes
Clust. SEs	No	No	No	No	Yes
Num.Obs.	312	312	312	312	312

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$ The table displays coefficients from Equation X and standard errors in parentheses.

after-school program. We found that the offer of attending READ 180 program increased reading test scores about 8 points. Finally, Models 3-5 present a taxonomy of Treatment-on-the-Treated estimates in which we use the randomized assignment to READ 180 program as an instrument to estimate impact on attending READ 180 on students reading achievement. We found consistent effects of attending READ 180 Intervention on the increased reading achievement score for about 10 scaled score points. These models are robust to the inclusion of baseline student characteristics, school fixed effects, and the clustering of standard errors at the level of randomization (within school).