

Codebook for analysis of:

Powell, S. R., Berry, K. A., Fall, A.-M., Roberts, G., Fuchs, L. S., & Barnes, M. A. (2021). Alternative paths to improved word-problem performance: An advantage for embedding pre-algebraic reasoning instruction within word-problem intervention. *Journal of Educational Psychology, 113*(5), 898–910. <https://doi.org/10.1037/edu0000513>

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| STID | Student identification number |
| SCHID | School identification number |
| TCHID | Teacher identification number |
| COHORT | Cohort number 2 = participation in 2016-2017 3 = participation in 2017-2018 |
| COND | Condition of participating student 1 = Pirate Math alone 2 = Pirate Math Equation Quest 0 = business-as-usual control |
| SEX | Sex of student 1 = female 2 = male |
| RACE | Race/ethnicity of student 1 = Black 2 = Hispanic/Latinx 3 = White 4 = Asian 5 = Multi-racial 6 = Other |
| SPED | Does the student receive special education services? 0 = no 1 = yes |
| ELL | Is the student identified as an English learner by the school? 0 = no 1 = yes |
| WPTOT1 | Word-problem outcome at time 1 (pretest) |
| WPTOT2 | Word-problem outcome at time 2 (posttest) |
| OETOT1 | Open equations outcome at time 1 (pretest) |
| OETOT2 | Open equations outcome at time 2 (posttest) |
| EQTOT1 | Equal sign knowledge outcome at time 1 (pretest) |
| EQTOT2 | Equal sign knowledge outcome at time 2 (posttest) |