

**APPENDIX D**

**DATA COLLECTION FORM FOR STATE-LEVEL DATA REQUEST**



# MEMORANDUM

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TO: [Name]

FROM: [Name]

DATE: XX/XX/XX

SUBJECT: State Data Request for the Impact Evaluation of Race to the Top and School Improvement Grants

Thank you for participating in the Impact Evaluation of Race to the Top (RTT) and School Improvement Grants (SIG), a study that Mathematica Policy Research and its subcontractors American Institutes for Research (AIR) and Social Policy Research Associates (SPR) are conducting for the U.S. Department of Education. The goal of the evaluation is to examine how RTT and SIG programs are implemented and whether they are associated with improved student outcomes. The study will provide valuable information on whether these unprecedented investments through the American Recovery and Reinvestment Act achieve their intended goals. This memo outlines our request to [State] for the first round of data collection for this important evaluation. We will make additional requests for the same information after the 2012-2013 and 2013-2014 school years.

We are requesting student-level data that include (1) background and demographic information, (2) year-specific background information, (3) test scores, and (4) other information. As shown in Table 1, we are requesting student background and demographic information, year-specific information, test score, and other information for all school years from 2002-2012. Table 2 lists standardized tests needed, and Table 3 lists the specific demographic, background, test score, and other data elements we are requesting. We will work with the state to determine which data elements are available. Attachment A describes in detail the data we are requesting and the year for which each item is requested.

**Table 1. Type of Data Requested**

School Year	Student Background and Demographic Information (for all students in tested grades and subjects)	Year-Specific Student Background Information	Student Test Scores	Other Student Data
2011-2012	X	X	X	X
2010-2011	X	X	X	X
2009-2010	X	X	X	X
2008-2009	X	X	X	X
2007-2008	X	X	X	X
2006-2007	X	X	X	X

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2005-2006	X	X	X	X
2004-2005	X	X	X	X
2003-2004	X	X	X	X
2002-2003	X	X	X	X

**Table 2. Tests Requested**

Test	Grade Levels
[insert relevant state accountability test for math and reading, (including alternative or modified assessments)]	[all available grades]

**Table 3. Student Record Data Items**

**Student Background and Demographic Information (for all students in tested grades and subjects)**

- Student ID
- District NCES ID
- State NCES ID
- Gender
- Year of birth, or suitably rounded age variable
- Race
- Ethnicity

**Year-Specific Student Background Information**

- Student ID (needed for merging purposes)
- School NCES ID (or similar school code) of each school student attended in each year
- District NCES ID of district student attended in each year
- School name of each school student attended in each year
- Grade level
- Free/reduced-price lunch program eligibility status
- English language status, such as English language learner, limited-English proficient, or bilingual, with level if available
- Special needs status, such as having an Individual Education Plan
- Disability type and/or severity codes, if applicable
- 504 plan status
- School year

**Student Test Score Variables**

- Student ID (needed for merging purposes)
- Math scale score
- Math test grade level
- Math test name
- Math test date
- Math alternate assessment
- Code identifying math test retakes, if applicable
- Math test retake date, if applicable
- Math test form information, such as “Stanford 9 Form S” or an off-grade test indicator, if available
- Description of alternative math tests, if applicable
- Exemption codes, if applicable
- Reading scale score
- Reading test grade level
- Reading test name
- Reading test date
- Reading alternate assessment
- Code identifying reading test retakes, if applicable

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Reading test retake date, if applicable  
Reading test form information, such as "Stanford 9 Form S" or an off-grade test indicator, if available  
Description of alternative reading tests, if applicable  
Exemption codes, if applicable  
School year

**Other Student Data**

Student ID (needed for merging purposes)  
Average daily attendance rate  
Days absent or days present during the school year  
Days enrolled (or dates of entry and withdrawal from each school attended)  
Graduated from high school  
School graduated from, if applicable  
Year graduated, if applicable  
Enrolled in college  
Completed one year of college

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## Data Confidentiality

Mathematica Policy Research and its subcontractors AIR and SPR, follow the confidentiality and data protection requirements of IES (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). **Responses to this data collection will be used only for research purposes.** The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific district, school, or individual. We will not provide information that identifies respondents to anyone outside the study team, except as required by law.

## File Format

Data can be provided in a single file or multiple files, whichever the state prefers. We can work with almost any file format, including Excel, plain text, SAS, Access, and SQ: server databases. Please also provide documentation of data, including definitions of variables/fields, any codes used, and contact information for someone who can answer questions about the data. See Attachment B for instructions on transferring the data securely to Mathematica.

Thank you very much for your assistance with this data request. Please don't hesitate to contact me with any questions or concerns at (xxx) xxx-xxxx or name@mathematica-mpr.com.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 8 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit for states receiving ARRA funds under the Education Department General

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Administrative Regulations (34 C.F.R. § 76.591). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Washington, DC 20202-4651 and reference the OMB Control Number 1850-0884. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Institute of Education Sciences, U.S. Department of Education, 555 New Jersey Ave. NW, Washington, DC 20208.

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## ATTACHMENT A

### Detailed Description of Data Elements Requested by Mathematica Policy Research<sup>a</sup>

		School Years									
		2011- 2012	2010- 2011	2009- 2010	2008- 2009	2007- 2008	2006- 2007	2005- 2006	2004- 2005	2003- 2004	2002 - 2003
<b>Student Background and Demographic Information</b>											
Student ID	ID numbers should be consistent across school years, including both past and future years	X	X	X	X	X	X	X	X	X	X
District NCES ID	ID numbers should be consistent across school years, including both past and future years	X	X	X	X	X	X	X	X	X	X
State NCES ID	ID numbers should be consistent across school years, including both past and future years	X	X	X	X	X	X	X	X	X	X
Gender	Student's gender	X	X	X	X	X	X	X	X	X	X
Year of birth, or suitably rounded age variable	Student's year of birth	X	X	X	X	X	X	X	X	X	X
Race	Race of student	X	X	X	X	X	X	X	X	X	X
Ethnicity	Hispanic or Latino	X	X	X	X	X	X	X	X	X	X
<b>Year-Specific Student Background Information</b>											
Student ID	ID numbers should be consistent across school years, including both past and future years	X	X	X	X	X	X	X	X	X	X
School NCES ID or school code	Number that uniquely identifies school in which student was enrolled in each year	X	X	X	X	X	X	X	X	X	X
District NCES ID	ID numbers should be consistent across school years, including both past and future years	X	X	X	X	X	X	X	X	X	X
School name	Name of school in which student was enrolled in each year	X	X	X	X	X	X	X	X	X	X
Grade level	Grade level of the student	X	X	X	X	X	X	X	X	X	X



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		School Years									
		2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Free and reduced-price lunch status	Eligible for free- or reduced-price lunch	X	X	X	X	X	X	X	X	X	X
English language learner status	English language learner, limited-English-proficient, or bilingual, with level if available	X	X	X	X	X	X	X	X	X	X
Special education status	Special education status, such as having an Individual Education Plan	X	X	X	X	X	X	X	X	X	X
Disability type	Disability type and/or severity code, if applicable	X	X	X	X	X	X	X	X	X	X
504 plan	Whether student had a 504 plan	X	X	X	X	X	X	X	X	X	X
Student Test Scores											
Student ID	ID numbers should be consistent across school years, including both past and future years	X	X	X	X	X	X	X	X	X	X
Math scale score	Scale score from math section of state or district test. Scale score is preferred, but normal curve equivalents, percentile ranks, and number correct are acceptable (in descending order of preference)	X	X	X	X	X	X	X	X	X	X
Math test grade level	Grade level of state or district math test taken by student	X	X	X	X	X	X	X	X	X	X
Math test name	Name of math test as shown in state database	X	X	X	X	X	X	X	X	X	X
Math test date	Date student took math test	X	X	X	X	X	X	X	X	X	X
Math alternate	Whether math test score is from an alternate assessment	X	X	X	X	X	X	X	X	X	X

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		School Years									
		2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
assessment											
Math test retake code	Code identifying math test retakes, if applicable	X	X	X	X	X	X	X	X	X	X
Math test retake date	Math test retake date, if applicable	X	X	X	X	X	X	X	X	X	X
Math test form type	Math test form information, such as "Stanford 9 Form S" or an off-grade test indicator, if available	X	X	X	X	X	X	X	X	X	X
Alternative test code	Description of alternative math tests, if applicable	X	X	X	X	X	X	X	X	X	X
Exemption code	Exemption codes for students receiving exemption for math test, if applicable	X	X	X	X	X	X	X	X	X	X
Reading scale score	Scale score from reading section of state or district test. Scale score is preferred, but normal curve equivalents, percentile ranks, and number correct are acceptable (in descending order of preference)	X	X	X	X	X	X	X	X	X	X
Reading test grade level	Grade level of state or district reading test taken by student	X	X	X	X	X	X	X	X	X	X
Reading test name	Name of reading test as shown in state database	X	X	X	X	X	X	X	X	X	X
Reading test date	Date student took reading test	X	X	X	X	X	X	X	X	X	X
Reading alternate assessment	Whether reading test is from alternate assessment	X	X	X	X	X	X	X	X	X	X
Reading test retake code	Code identifying reading test retakes, if applicable	X	X	X	X	X	X	X	X	X	X
Reading	Reading test retake date, if applicable	X	X	X	X	X	X	X	X	X	X

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		School Years									
		2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
test retake date											
Reading test form type	Reading test form information, such as "Stanford 9 Form S" or an off-grade test indicator, if available	X	X	X	X	X	X	X	X	X	X
Alternative test code	Description of alternative reading tests, if applicable	X	X	X	X	X	X	X	X	X	X
Exemption code	Exemption codes for students receiving exemption for reading test, if applicable	X	X	X	X	X	X	X	X	X	X
Other Student Data											
Student ID	ID numbers should be consistent across school years, including both past and future years	X	X	X	X	X	X	X	X	X	X
Average daily attendance rate	Days in attendance during the school year	X	X	X	X	X	X	X	X	X	X
Days absent or days present	Number of days absent (or days present) during the school year	X	X	X	X	X	X	X	X	X	X
Days enrolled, or dates of entry and withdrawal	Number of days enrolled, or dates of entry and withdrawal from each school attended	X	X	X	X	X	X	X	X	X	X
Graduated from high school	Whether the student graduated from high school as of MM/DD/YYYY (or ever, whatever is appropriate)	X	X	X	X	X	X	X	X	X	X
School graduated from	School name or code that the student graduated from, if applicable	X	X	X	X	X	X	X	X	X	X

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		School Years									
		2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Year graduated	School year that the student graduated from, if applicable	X	X	X	X	X	X	X	X	X	X
Enrolled in college	Whether the student enrolled in postsecondary college or institution, if available	X	X	X	X	X	X	X	X	X	X
Completed one year of college credit	Whether the student completed at least one year of college credit that is applicable to a degree within two years of enrollment in an institution of higher education, if available	X	X	X	X	X	X	X	X	X	X

<sup>a</sup>Data are requested for all students in all grades for which test scores are available.

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## ATTACHMENT B

### Secure Data Transfer Guide

This attachment describes procedures for securely transferring administrative data between Mathematica Policy Research and STATE for the Impact Evaluation of Race to the Top (RTT) and School Improvement Grants (SIG). Step 1 describes the process for obtaining your username and password for our secure website. Step 2 describes procedures for delivering student data to Mathematica. **If you have any questions, please contact XXXX at xxx-xxx-xxxx or xxxx@mathematica-mpr.com.**

#### Step 1. Obtaining Your Username and Password

So that your state remains anonymous, you have been assigned a random number in place of your state's name. Your state number is NUMBER. We have created a unique username and password to protect the security of your data.

Username: XXX

Password: Call XXXX at xxx-xxx-xxxx or XXX at XXX-XXX-XXXX to obtain password. (Telephone is more secure than email for providing your password.)

#### Step 2. Sending Data to Mathematica

When you are ready to transmit the student records file(s), you may choose one of two delivery options listed below. The options are listed in order of preference based on security, with Option 1 being the most secure and Option 2 the least secure. **To best ensure the security of your data, please choose Option 1 if possible.** Detailed instructions for each option are included below.

#### Option 1: Upload Your Data File(s) to Our Secure Website

To upload your file(s) to our secure website, go to: URL

You will be prompted to enter your username and password. When prompted, please enter the following (case-sensitive) login information:

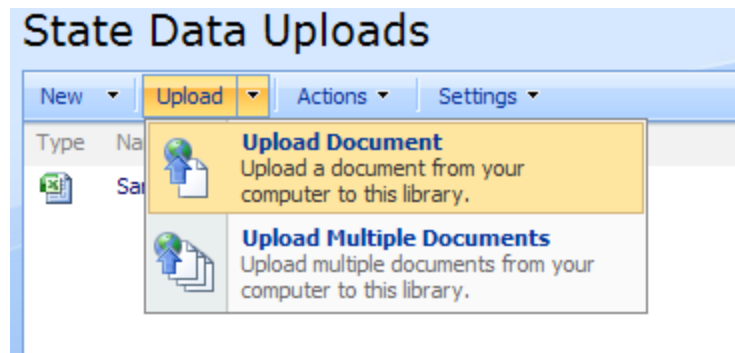
- Username: XXX
- Password: (provided by telephone, see Step 1)

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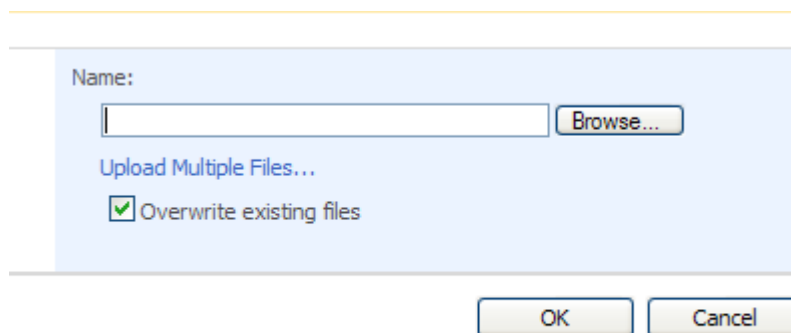
Once you have logged in, you will see the secure folder for your state. Click the name of your state to open your folder, as seen in the picture below.

Type	Name	Modified
Folder	State 00	7/22/2011 4:20 PM

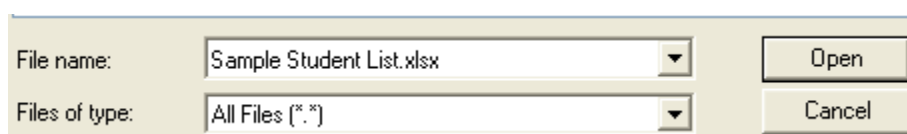
Once you are logged in to our secure website, you are ready to upload your data file(s). To upload, chose the “Upload” option from the toolbar, and click the “Upload Document” option as seen in the picture below.



You will be prompted to browse to the document you wish to upload by using the field pictured below.

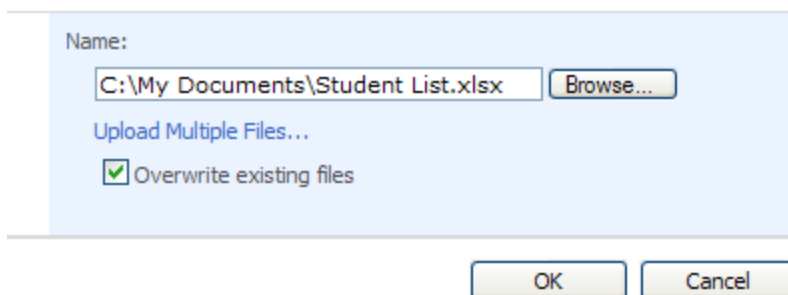
The image shows a dialog box for uploading a file. It has a "Name:" label followed by a text input field and a "Browse..." button. Below the input field is a link "Upload Multiple Files...". There is a checked checkbox labeled "Overwrite existing files". At the bottom of the dialog are "OK" and "Cancel" buttons.

Select the “Browse” option, and locate your file where it is saved on your computer (for example, “My Documents” or “Desktop”) in the familiar Windows dialog box. Click the “Open” button in the dialog box to complete this action, as pictured below.

The image shows a standard Windows file dialog box. The "File name:" field contains "Sample Student List.xlsx". The "Files of type:" dropdown menu is set to "All Files (\*.\*)". There are "Open" and "Cancel" buttons at the bottom right.

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When the dialog box closes, click the “OK” button to upload your file, as pictured below. When this step is complete, you have successfully uploaded your file. Repeat this step if you have multiple files to upload, or choose the option to Upload Multiple Files.



### **Option 2: Federal Express**

If you are unable to use either of the options above, you may ship your data to us via Federal Express. Please contact XXXX at xxx-xxx-xxxx or [xxxx@mathematica-mpr.com](mailto:xxxx@mathematica-mpr.com) for a prepaid Federal Express label.

***Note: To protect the security of your data, Mathematica recommends the use of encryption software for all disks, CDs, and DVD-ROMs shipped via Federal Express. Shipping unencrypted materials places your data at risk. Please do not include the encryption password in your shipment; encryption passwords should be communicated by telephone to the contact listed above.***