



Study of Teacher Preparation Experiences and Early Teacher Effectiveness

District Administrative Records Collection Protocol

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0891. The time required to complete this information collection is estimated to average 10 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, 555 New Jersey Avenue, NW, Washington, DC 20208.

OMB NO.: xxx-xxx
EXPIRATION DATE: xx/xx/xxx

The following administrative records will be obtained from districts: (1) teacher contact information and (2) student achievement and demographic records.

The study team will submit data requests at least eight weeks in advance of when the data are needed to give districts ample time to prepare the data. Each administrative records collection form will consist of a written request to the district for an electronic file containing the requested data. The data elements that will be requested are listed in Exhibits 1 and 2 below. Please note that this is the full range of possible variables that the study team would like to obtain. It is expected that not all districts will have all variables available.

If the particular data elements listed below are not available for a particular district, the study team will work with the districts to identify proxy variables that may provide similar information.

Teacher Contact Information for Survey Administration

In fall 2014, the study team will request teacher email addresses and phone numbers for all teachers employed full-time in each district in fall 2014 who have been in the district for one, two or three years. The purpose of requesting the teacher records is to obtain:

- Teacher email addresses to administer the online survey and phone numbers for conducting non-response follow-up.
- Teachers’ unique identifiers that can be used to link teachers to their students’ state assessment data; and

The data elements that will be requested are listed in Exhibit 1.

Exhibit 1. Requested Data Elements in Teacher Administrative Records (Fall 2014)

A. Identifiers
Identifiers will be needed to uniquely identify teachers and to link their data to their students’ assessment data. To minimize access to personally identifiable information, districts will be asked to send separate “crosswalk” files that link teacher names to teacher IDs. To summarize, the following data elements will be requested: <ul style="list-style-type: none"> • Year • School • Teacher name • Teacher ID
B. Contact Information
<ul style="list-style-type: none"> • Email address • Phone number
C. Tenure
<ul style="list-style-type: none"> • Entry date • Years of experience in the district

Student Records for Value-Added Modeling and Impact Analyses

Student assessment and demographic records will be collected from districts. These data will be used to conduct value-added modeling and will be requested for all third- through sixth-grade students in the district from the 2011–12 through the 2014–15 school years.¹

The purpose of the archival student achievement and demographic records is to provide:

¹ For states in which testing is done in the fall of each year, data for fourth- through seventh-grade students for 2012-13 through 2015-16 would be requested instead.

- The outcome variables (i.e., students’ mathematics and reading/ELA achievement on state assessments) to conduct value-added modeling and final analyses;
- Student-teacher-course linkages for the value-added modeling and final analyses; and
- Covariates (i.e., control variables) to be included in value-added modeling and final analyses.

The data elements that will be requested are listed in Exhibit 2.

Exhibit 2. Requested Data Elements in Student Achievement and Demographic Records

A. Identifiers
<p>Identifiers will be needed to note the year to which the data elements correspond, as well as to uniquely identify schools, teachers, and students. It is possible that some students will be taught by more than one teacher over the course of the year. The study team will work with districts or schools to determine the appropriate teacher ID to list on the data file, and to document such moves if possible so that they can be taken into account in the student outcome analyses.</p> <p>A student identifier is needed to link data across files if achievement, demographic, and other data are provided in separate files. But the file that contains the study ID linked to local IDs would remain within the district. This file would permit the necessary links while at the same time ensuring that the student names identifier need not be the actual ID number used by the district. The study team anticipates creating a “crosswalk” and local IDs do not leave the district office. In addition, by making it possible for the project team to carry out the linking of files, an identifier would reduce the burden on the district. The study team plans to work with the districts involved in the study to develop a strategy for collecting the required achievement data that meets the needs of the study and is feasible for the districts, while meeting confidentiality requirements.</p> <p>To summarize, the following data elements will be requested:</p> <ul style="list-style-type: none"> • Year • School • School type (e.g., elementary school) • Teacher ID • Teacher job code (if available) • Student ID
B. Student-Teacher-Course Linkage
<ul style="list-style-type: none"> • Course number • Course name • Subject to which course applies • Course type <ul style="list-style-type: none"> o Main course o Additional support course o Pull-out course • Section code • Period • Term code/semester • Course start date • Course end date • Course duration • Student-teacher relationship start date² • Student-teacher relationship end date • Instructional role <ul style="list-style-type: none"> o Primary teacher o Support teacher o Team teacher • Instructional responsibility weight

² This element is intended to capture the calendar date when a student and teacher were both linked to a given course. This could be different than the “Course start date” because of teacher mobility or student mobility. This concept is modeled after the Student Information Repository System in use in New York State. (See entries for “Relationship Start Date” and “Relationship End Date”) http://www.p12.nysed.gov/irs/sirs/2013-14/2013-14SIRSMannual9-5_20140114.pdf

- Minutes of instruction
 - Potential instruction time between student-teacher relationship start date and end date
 - Instructional time per class period
- Continuous enrollment start date

C. Student Background Variables

- Date of birth (MM/DD/YYYY)
- Enrolled grade
- Gender
- Ethnicity (current U.S. census categories)
- Race
- National School Lunch Program status
 - Free
 - Reduced
 - Neither
- English language learner status
 - Proficiency level
- Individualized Education Plan status
 - Primary disability code

D. Student Achievement Variables

- Test name
- Test date
- Reading/ELA score code (e.g., A=absent, D=no info for student)
- Reading/ELA language version (e.g., E=English, S=Spanish)
- Reading/ELA test version (e.g., S=regular, M=modified, T=alternate)
- Reading/ELA performance level (provide corresponding level description)
- Reading/ELA scale score
- Reading/ELA scale score standard error of measurement
- Mathematics score code (e.g., A=absent, D=no info for student)
- Mathematics language version (e.g., E=English, S=Spanish)
- Mathematics test version (e.g., S=regular, M=modified, T=alternate)
- Mathematics performance level (provide corresponding level description)
- Mathematics scale score
- Mathematics scale score standard error of measurement