

August xx, 2014

Dear [SCHOOL/DISTRICT STAFF MEMBER]:

Regional Educational Laboratory (REL) Midwest at American Institutes for Research (AIR) is the evaluator of the Ramp-Up to Readiness program at [SCHOOL]. REL Midwest is one of 10 regional educational laboratories funded by the Institute of Education Sciences at the U.S. Department of Education and tasked with providing technical assistance and research support to topic-focused groups of education-related stakeholders with the ultimate aim of learning what works for improving student academic outcomes

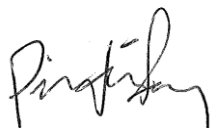
In [MONTH/YEAR], our research team received approval from [SCHOOL/DISTRICT] to conduct this study. REL Midwest is beginning the data collection process. As a first step, we are sharing with you a list of student- and school-level data that we will need to collect for the study. The data that you share with our project team, in combination with data from the Minnesota Department of Education, will allow us to understand schools' experience with implementing Ramp-Up.

A data request for this project is on the second page of this letter. It provides a general description of the data elements needed for this part of the project. You will see that the data request is organized according to these levels of data (i.e., student data and school data). We are requesting student-level data only for students enrolled in 10th, 11th, or 12th grade in fall 2014.

We have found that an initial phone discussion about the data elements being requested can help prevent misunderstandings about data availability and quality. That said, we would like to find a 30-minute window of time next week, [DATES], when we can discuss the data request. Please let me know of your availability (or the availability of someone else who is familiar with the data), and we will arrange a phone conference.

We appreciate your support for this study. Please let me know when you are available next week. In the meantime, if there are other questions you have, feel free to contact me at the phone number below my name.

Best regards,



Jim Lindsay, Ph.D.
Principal Investigator, REL Midwest
630-649-6591

REL Midwest Study of Ramp-Up to Readiness: Request for Student-Level Data

| Student-Level Variables | Students Grade Level Fall 2014–15 | | |
|---|-----------------------------------|------|------|
| | 10th | 11th | 12th |
| Student MARSS ID in fall 2014–15 | ✓ | ✓ | ✓ |
| Grade level in fall 2014–15 | ✓ | ✓ | ✓ |
| Student leave code (e.g., to indicate transfer, dropout) | ✓ | ✓ | ✓ |
| Cumulative unweighted and weighted GPA in spring 2014 | ✓ | ✓ | ✓ |
| EXPLORE score and date of administration | ✓ | ✓ | ✓ |
| PLAN score and date of administration | | ✓ | ✓ |
| Indicator of whether student took the ACT or SAT in 2013–14 | | ✓ | ✓ |
| ACT composite scores with dates of administration | | ✓ | ✓ |
| SAT reading and mathematics scores with dates of administration | | ✓ | ✓ |
| Number of E-level courses enrolled in 2013–14 and fall 2014–15 | ✓ | ✓ | ✓ |
| Number of D-level courses enrolled in 2013–14 and fall 2014–15 | ✓ | ✓ | ✓ |
| Number of A-level courses enrolled in 2013–14 and fall 2014–15 | ✓ | ✓ | ✓ |
| Number of C-level courses enrolled in 2013–14 and fall 2014–15 | ✓ | ✓ | ✓ |
| Number of transcripts requested in fall 2014–15 | | | ✓ |

| School-Level Variables |
|--|
| School ID |
| Number of 10th, 11th, and 12th graders (separately) in 2013–14 |
| Percentages of 10th, 11th, and 12th graders (separately) who took an E-level course in 2013–14 |
| Percentages of 10th, 11th, and 12th graders (separately) who took a D-level course in 2013–14 |
| Percentages of 10th, 11th, and 12th graders (separately) who took an A-level course in 2013–14 |
| Percentages of 10th, 11th, and 12th graders (separately) who took a C-level course in 2013–14 |
| School average PLAN composite score in 2013–14 |
| Percentages of 11th and 12th graders (separately) who took the ACT during 2013–14 |
| Percentages of 11th and 12th graders (separately) who took the SAT during 2013–14 |
| School average ACT composite score in 2013–14 |
| School average SAT critical reading and mathematics scores in 2013–14 |
| Percentage of 12th graders who submitted a college application in 2013–14 |

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-XXXX, OMB expiration date is XXXX, XX, 2017. The time required to complete this information collection is estimated to average 90 minutes per respondent, including the time to review instructions, 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, 555 New Jersey Avenue, NW, Washington, DC 20208.