

APPENDIX C

ADMINISTRATIVE RECORDS DATA REQUEST

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OMB Number: [XXXXXX]
Expiration Date: [XXXXXX]

MATHEMATICA Policy Research

MEMORANDUM

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TO: [District Name]

FROM: [Mathematica Data Collection Liaison]

DATE: XX/XX/XXXX

SUBJECT: Administrative Data Collection for the **Impact Study of Feedback for Teachers Based on Classroom Videos**

Thank you for participating in the **Impact Study of Feedback for Teachers Based on Classroom Videos** that Mathematica Policy Research and its partners are conducting for the U.S. Department of Education. The goal of this study is to examine the effects of individualized feedback and coaching on the classroom practices of novice and early career teachers and their students' achievement.

This memo outlines our request for data on teachers participating in the study (referred to as study teachers) and fourth and fifth grade students in these teachers' schools (referred to as study schools). We will estimate impacts on the achievement of the students taught by study teachers at the end of each intervention year (2017-2018 and 2018-2019), as well as one year after the intervention is complete for the teachers participating in the 2017-2018 school year. We will request class rosters (lists of students taught by study teachers) at the start of each study school year. In fall 2017, we will request class lists for teachers participating during the 2017-2018 school year. In fall 2018, we will request class lists for teachers participating during the 2018-2019 school year, as well as the current class lists of teachers who participated the prior year. We will collect Teacher Performance Assessment (edTPA) scores, where available, for study teachers in fall 2017 and fall 2018. We will request student demographic, attendance, and assessment data from the two prior school years in fall 2018 and fall 2019 for all fourth and fifth grade students in the study schools in the prior year. Based on experience with other districts, we estimate it will take the district about 8 hours to provide requested information for each round of data collection. Table 1 provides a description of the types and years of administrative data requested during each round of data collection.

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. The valid OMB control number for this information collection is [xxxx-xxxx]. The time required to complete this information collection is estimated to average 8 hours for teachers' student rosters and teacher assessment information and 8 hours for student achievement and demographic data for each round of data collection and includes the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate 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 content or the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute of Education Sciences, 550 12th Street, SW, Washington, DC 20202.

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Table 1. Administrative data collection timeline

Data Requested	School Year of Data Requested		
	Fall 2017	Fall 2018	Fall 2019
Class rosters (students taught by study teachers)	Data for 2017–2018	Data for 2018–2019	n.a.
Teacher edTPA scores	Data for 2017–2018	Data for 2018–2019	n.a.
Student demographic and attendance data (all fourth and fifth grade students in study schools)	n.a.	Data for 2016–2017 and 2017–2018	Data for 2017–2018 and 2018–2019
Student assessment data (all fourth and fifth grade students in study schools)	n.a.	Data for 2016–2017 and 2017–2018	Data for 2017–2018 and 2018–2019

n.a. = not applicable. We are not requesting this type of data during this round of data collection.

We will work with your district to determine the appropriate timing of data delivery. In addition, we realize that some data elements listed in this memo might not be collected by your district. If a data element is not available in your district’s data systems, please let us know, and we will work with you to determine if another, similar data element may be used instead. When you provide data, please include a data dictionary or codebook that explains what the variables and values mean.

We expect the study to include approximately 20 teachers from your district during the 2017–2018 school year and 50 teachers during the 2018–2019 school year. Prior to collecting rosters, we will provide a list of teachers for whom we need a list of the students taught (the list will include teachers’ full names and employee identifiers). To help ensure study participants’ confidentiality, we will provide this list via the National Center for Education Statistics (NCES) secure file transfer site.

A. Class roster data for study teachers

Table 2 lists the class roster data we are requesting for study teachers. These data will be used to identify the students taught by study teachers so we can examine if the coaching program affected students’ achievement. Please include the students taught by the study teachers at the start of the requested school year (2017–2018 or 2018–2019).

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Table 2. Class roster data for study teachers

Data element	Description	Notes ^a
School year	School year to which the record pertains (2017–2018 or 2018–2019)	
Teacher employee ID	Number that uniquely identifies each teacher across multiple files, records, and years. This number should match the employee ID included in the list provided through the file transfer site, unless a correction or update is needed for a teacher.	
Teacher first and last name	First and last name of each teacher. This name should match the name included in the list provided through the file transfer site, unless a correction or update is needed for a teacher.	
Student ID	Number that uniquely identifies each student taught by the teacher at the start of the school year. This student ID should be the same across multiple files, records, and years. We prefer that the ID number <i>not</i> be personally identifiable information such as a Social Security number.	
School ID	Number, such as NCES ID, that uniquely identifies the school in which the teacher taught the student.	
School name	Name of school corresponding to School ID	
Class or Section ID of course taught to student	Number(s), if available, that uniquely identifies the class taught by the study teacher in which the student was enrolled	
Grade level(s) of course taught to student	Grade level(s) of course taught by the study teacher in which the student was enrolled.	
Name of subject(s) or course(s) taught to student	Name of the subject(s) or course taught by the study teacher in which the student was enrolled	

^aThe notes column will be completed by study staff using information provided during the initial call to discuss the data request.

B. Teacher performance assessment data (edTPA scores)

Table 3 lists the teacher performance assessment data we are requesting for study teachers from the edTPA assessment (where available). The teacher performance assessment data will be used to measure teachers' baseline teaching performance prior to starting their first teaching job. We will request these data only for teachers in the study in the 2017–2018 and 2018–2019 school years.

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Table 3. Teacher performance assessment data

Data element	Description	Notes ^a
School year	School year to which the record pertains (2017–2018 or 2018–2019)	
Teacher employee ID	Number that uniquely identifies each teacher across multiple files, records, and years. This number should match the employee ID included in the list provided through the file transfer site, unless a correction or update is needed for a teacher.	
Teacher first and last name	First and last name of each teacher. This name should match the name included in the list provided through the file transfer site, unless a correction or update is needed for a teacher.	
Teacher edTPA score	Score from the Teacher Performance Assessment (edTPA), if available.	

C. Student data

We will use the student demographic data (described in Table 4) to describe the characteristics of students in the study sample and compare them with other students in the same grades and schools. We will use attendance data (Table 4) and assessment data (Table 5) to examine how the intervention affects students’ attendance and achievement in reading and math.

Table 4. Student demographic and attendance data

Data element	Description	Notes ^a
School year	School year to which the record pertains (2016–2017, 2017–2018, or 2018–2019)	
Student ID	Number that uniquely identifies each student across multiple files, records, and years. These students should be included in the class roster data described in Table 2. We prefer that the ID number <i>not</i> be personally identifiable information such as a Social Security number.	
Gender	Gender of student	
Year of birth	Year of birth of student	
Race	Race of student	
Ethnicity	Hispanic or Latino indicator for student	
Grade level	Grade level of student at the beginning of the school year	
Free or reduced-price lunch (FRPL) status	Student’s eligibility for free or reduced-price lunch as of the beginning of the school year.	
English language learner status	English language learner status or limited-English-proficient status of student, with level if available, as of the beginning of the school year	

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Data element	Description	Notes ^a
Special education status	Special education status of student, such as having an Individual Education Plan, as of the beginning of the school year	
Days present	Total number of days the student attended school in the district during the school year requested. This should be a total for all schools attended in the district during the year.	
Days enrolled	Total number of school days the student was enrolled in the district during the school year requested. This should be a total for all schools attended in the district during the year.	
Days in school year	Total number of school days for the schools in the district attended by the student during the school year requested.	

^aThe notes column will be completed by study staff using information provided during the initial call to discuss the data request.

Table 5. Student assessment data

Data element	Description	Notes ^a
School year	School year to which the record pertains (2016–2017, 2017–2018, or 2018–2019)	
Student ID	Number that uniquely identifies each student across multiple files, records, and years. These students should be listed in the class roster data described in Table 2. We prefer that the ID number <i>not</i> be personally identifiable information such as a Social Security number.	
A. Math assessments		
Math score on the state assessment for the school years requested, as available	Student’s score on the math section of the state assessment. The scale score is preferred, but normal curve equivalents, percentile ranks, and number correct are acceptable (in descending order of preference). If a student retook the test, please provide the test score from the first time the student took the test in that year; not the highest score.	
Math test grade level for each state test	Grade level of math test taken by the student for each state test	
Math test description for each state test	Name of math test and test form information (such as “Stanford 9 Form S”) for each state test. Please indicate if a modified or alternate form of a state test was taken.	
Math test language indicator (if other than English) for each state test	For each state test, an indicator of whether the test was taken in a language other than English, such as Spanish	
Math test date for each state test	Date of each math test taken by student. If no date is available, then “spring,” “fall,” or similar qualifier can be provided.	

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Data element	Description	Notes ^a
Math test exemption or invalidation code, as applicable, for each state test	Code or indicator if a student received an exemption from taking a math test (such as a medical exemption) or the test was found to be invalid	
School identifier as of time of testing (math)	Number, such as NCES ID, that uniquely identifies the school in which the student was enrolled at the time of testing in math	
School name as of time of testing (math)	Name of the school in which the student was enrolled at the time of testing in math	
Employee ID of math teacher at time of testing	Number that uniquely identifies the student's math teacher at time of testing across multiple files, records, and years.	
First and last name of math teacher at time of testing	First and last name of student's math teacher at time of testing.	
B. Reading assessments		
Reading score on the state assessment for the school years requested, as available	Student's score on the reading section of the state assessment. The scale score is preferred, but normal curve equivalents, percentile ranks, and number correct are acceptable (in descending order of preference). If a student retook the test, please provide the test score from the first time the student took the test in that year; not the highest score.	
Reading test grade level for each state test	Grade level of reading test taken by the student for each state test	
Reading test description for each state test	Name of reading test and test form information (such as "Stanford 9 Form S") for each state test. Please indicate if a modified or alternate form of a state test was taken.	
Reading test language indicator (if other than English) for each state test	For each state test, an indicator of whether the test was taken in a language other than English, such as Spanish	
Reading test date for each state test	Date of each reading test taken by student. If no date is available, then "spring," "fall," or similar qualifier can be provided.	
Reading test exemption or invalidation code, as applicable, for each state test	Code or indicator if a student received an exemption from taking a reading test (such as a medical exemption) or the test was found to be invalid	
School identifier as of time of testing (reading)	Number, such as NCES ID, that uniquely identifies the school in which the student was enrolled at the time of testing in reading	
School name as of time of testing (reading)	Name of the school in which the student was enrolled at the time of testing in reading	

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Data element	Description	Notes ^a
Employee ID of reading teacher at time of testing	Number that uniquely identifies the student's reading teacher at time of testing across multiple files, records, and years.	
First and last name of reading teacher at time of testing	First and last name of student's reading teacher at time of testing.	

^aThe notes column will be completed by Mathematica staff using information provided during the initial call to discuss the data request.

D. Data confidentiality

Mathematica and its study partners follow the confidentiality and data protection requirements of The Education Sciences Reform Act of 2002, Title I, Part E, Section 183. We will use the data provided in response to this request for research purposes only. 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.

E. File format

You may provide the data in a single file or multiple files, whichever the district prefers. We can work with almost any file format, including Excel, comma delimited or fixed-width text files, SAS, SPSS, Stata, and Access. Please also provide documentation of the data, including definitions of variables/fields, any codes used, and contact information for someone who can answer questions about the data.

Thank you very much for your assistance with this data request! We greatly appreciate your assistance. Please do not hesitate to contact me with any questions or concerns at [liaison phone number and email].