

Attendance Messaging Study Archival Data Request

Fall 2017/Spring 2018

Paperwork Burden Statement

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 voluntary information collection is estimated to average 16 hours per request, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. 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 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: 550 12th street, SW, Washington, DC 20202.

Overview

The Attendance Messaging Project is a U.S. Department of Education-funded study being conducted by American Institutes for Research (AIR). We are investigating the impact of a text messaging intervention on student attendance, currently being implemented in XX schools in your district (see school list below). As outlined in the Roles and Responsibilities agreement with your district, we are collecting data on students for our analyses. This document describes the extant data that we will be requesting throughout the study.

The data fall within three categories, described below.

1. **Roster and background characteristics** – These data will be used to describe the student sample, and to examine student mobility over the 2017-18 school year. The data include students' school, teacher, grade, race/ethnicity, individualized education program status, free or reduced-price lunch status (if available), and English language learner status.
2. **Attendance data** – The attendance data will be used to identify which students are at risk for being chronically absent during the 2017-18 school year, carry out random assignment of students to the first-stage and second-stage text messaging interventions, and create the study's main attendance outcome measures.
3. **Achievement data** – In addition to attendance, student achievement is a primary outcome in the study. For this, we are requesting the 2016-17 and 2017-18 standardized mathematics and reading test scores for students enrolled in the study schools for the 2017-18 school year.

Table 1 provides an overview of the timeline of the data requests. Table 2 provides a list of the variables requested.

Timeline

AIR will be requesting data regarding students at three different time points between the fall of 2017 and the summer of 2018. We have outlined the data requests below, explaining what data will be requested, for what year(s), and when the data will be requested.

Table 1. Schedule for Data Requests

| Request Number | When We Will Need the Data | Type of Teacher and School Administrator Data | Data Duration | Schools |
|----------------|----------------------------|---|--|--|
| #1 | 9/15/2017 | Roster and background characteristics | 2016-17 school year, and first day of school through 9/15/2017 | All elementary schools in the district for the 2016-17 school year data; Only elementary schools in the study for the fall 2017 data |
| | | Attendance data | | |
| | | Achievement data | | |
| #2 | 12/15/2017 | Attendance data | First day of school – 12/15/2017 | Participating elementary schools |
| #3 | 6/15/2018 | Roster and background characteristics | 2017-18 school year | Participating elementary schools |
| | | Attendance data | | |
| | | Achievement data | | |

Variables

The list below provides an overview of the variables that will be requested. We understand that this information may be kept in different ways, and the intention is to discuss the availability and type of variables the district has before finalizing the data request.

Table 2. Variables in Data Requests

| Variable # | Data Element | Definition/Example |
|---|---|---|
| A. Roster and Background Characteristics | | |
| A.1 | District ID | Unique School District ID |
| A.2 | School ID | Unique School ID |
| A.3 | School Name | Unique School Name |
| A.4 | Local Student ID | Unique Student ID - Local Student ID |
| A.5 | Teacher ID | Unique Teacher ID - Local Teacher ID |
| A.6 | Birthdate | Student Date of Birth (MMDDYYYY), e.g., 05042000 |
| A.7 | Student Enrolled Grade | Grade in which student is enrolled (K, 01, 02, 03, 04, 05, 06) |
| A.8 | Gender | M, F, <blank> or (1,2) |
| A.9 | Ethnicity | 1=Yes, 0=No |
| A.10 | American Indian or Alaska Native Code | 1=Yes, 2=No |
| A.11 | Asian Code | 1=Yes, 2=No |
| A.12 | Black African American Code | 1=Yes, 2=No |
| A.13 | Native Hawaiian or Pacific Islander | 1=Yes, 2=No |
| A.14 | White Code | 1=Yes, 2=No |
| A.15 | Ethnic Race Reporting Category | H=Hispanic, I=American Indian, A=Asian, B=Black or African American, P=Native Hawaiian or Other Pacific Islander, W=White, T=Two or More Races, N=No information provided |
| A.16 | Student Economic Status or Free or Reduced-Price Lunch Status | Provide codes in data dictionary |
| A.17 | Student ELL Status | Provide codes in data dictionary |
| A.18 | Student Special Education Status | Provide codes in data dictionary |

| Variable # | Data Element | Definition/Example |
|----------------------------|---------------------------------|---|
| B. Attendance Data | | |
| B.1 | District ID | Unique School District ID |
| B.2 | School ID | Unique School ID |
| B.3 | School Name | Unique School Name |
| B.4 | Local Student ID | Unique Student ID - Local Student ID |
| B.5 | Teacher ID | Unique Teacher ID - Local Teacher ID |
| B.6 | School Days In Attendance | Number of days student attended this school |
| B.7 | School Days Absent: Excused | Number of excused absences from school |
| B.8 | School Days Absent: Unexcused | Number of unexcused absences from school |
| B.9 | School Days Absent: Suspensions | Number of suspensions received by student during school year |
| B.10 | School Withdrawal Code | School withdrawal code |
| B.11 | School Withdrawal Date | MMDDYYYY |
| C. Achievement Data | | |
| C.1 | Year | Academic year for which scores are reported (e.g., 1617) |
| C.2 | Test Name | Specific Assessment Reported |
| C.3 | District ID | Unique School District ID |
| C.4 | School ID | Unique School ID |
| C.5 | School Name | Unique School Name |
| C.6 | Local Student ID | Unique Student ID - Local Student ID |
| C.7 | Teacher ID | Unique Teacher ID - Local Teacher ID |
| C.8 | Reading Score Code | e.g., A=Absent, D=No info for subject, Alternate record, O=Other,*=No info, S=Score |
| C.9 | Reading Language Version | E=English; S=Spanish |
| C.10 | Reading Test Version | e.g., S=Regular, M=Modified, T=Alternate |
| C.11 | ELA (Reading) Tested Grade | 03, 04, 05, 06 |
| C.12 | ELA (Reading) Performance Level | Provide description corresponding to values |
| C.13 | ELA (Reading) Scale Score | Provide table of HOSS/LOSS and out of range or invalid scores |
| C.14 | Math Score Code | e.g., A=Absent, D=No info for subject, Alternate record, O=Other,*=No info, S=Score |
| C.15 | Math Language Version | E=English; S=Spanish |
| C.16 | Math Test Version | e.g., S=Regular, M=Modified, T=Alternate |
| C.17 | Math Tested Grade | 03, 04, 05, 06 |
| C.18 | Math Performance Level | Provide description corresponding to values |
| C.19 | Math Scale Score | Provide table of HOSS/LOSS and out of range or invalid scores |