APPENDIX C

ADMINISTRATIVE RECORDS DATA REQUESTS

MEMORANDUM

TO:　　　　　[District Name]

FROM:　　　　[Data Collection Liaison]　　　　　　　　　　**DATE:** XX/XX/XXXX

SUBJECT:　　　Administrative Data Collection for the Evaluation of
　　　　　　　　Departmentalized Instruction in Elementary Schools, Round 1
　　　　　　　　(Districts with Existing Teacher Effectiveness Scores)

Thank you for participating in the **Evaluation of Departmentalized Instruction in Elementary Schools**, a study that Mathematica Policy Research and its partners are conducting for the U.S. Department of Education. The goal of this evaluation is to examine the impact of departmentalized instruction in elementary schools on student and teacher outcomes.

This memo outlines our request to [district name] for Round 1 of administrative data collection for teachers. The data requested in this round consist of the scores that teachers in your district earned on the [name of teacher effectiveness measure] in the 2016–2017 school year.

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.

A.　DATA REQUESTED

Sample of teachers for whom data are requested. We would like data on all teachers in your district who have scores on the [name of teacher effectiveness measure] from the 2016–2017 school year. Our understanding is that teachers with these effectiveness scores taught math or reading in grades 4 through 8 during the 2016–2017 school year.

Data elements requested. Table 1 lists the teacher effectiveness data we are requesting for teachers in the sample.

Table 1. Teacher Effectiveness Data

Data Element	Description	Notes[a]
School year	School year to which the record pertains (2016-2017)	
School ID	Number, such as NCES ID, that uniquely identifies the school where the educator was assigned as of the spring of the school year to which the record pertains	
School name	Name of school corresponding to School ID	
Employee ID	Number that uniquely identifies the teacher across multiple files, records, and years. We prefer that the ID number *not* be personally identifiable information such as a Social Security number.	
First and last name	First and last name of teacher	
Score(s) for teacher effectiveness in math and/or reading	Teacher's score on the [name of teacher effectiveness measure]. Please provide all available scores (numeric scores, performance categories, etc.). Please provide separate scores for math and reading.	
Subject	Subject (math or reading) on which the score is based	
Grade(s) taught	Grade(s) taught	
Years of service as teacher in the district	Number of years as a teacher in the school district, as of the spring of the school year requested (spring 2017). Please count only years the teacher led or co-led instruction; please do not count years spent as a teacher's assistant, aide, or in non-teaching post.	
Years of experience as teacher (ever)	Number of years as a teacher in any school or district, as of the spring of the school year requested (spring 2017). Please count only years the teacher led or co-led instruction; please do not count years spent as a teacher's assistant, aide, or in non-teaching post.	

[a]The notes column will be completed by study staff using information provided during calls to discuss the data request.

B.   JUSTIFICATION FOR REQUESTED DATA

We greatly appreciate your assistance with this data request. We want to assure you that the evaluation team and the U.S. Department of Education carefully considered this request to ensure it includes only the data necessary to conduct a high-quality evaluation.

We will use data on teachers' baseline effectiveness scores from the 2016–2017 school year for two key purposes. First, for teachers who taught 4th or 5th grade in the study schools right before the start of the study, we will examine whether their decisions to continue teaching in those schools during the study period are related to their baseline effectiveness. Second, for teachers who will teach 4th or 5th grade in the study schools in 2018–2019 (the first year of the study), we will examine whether the baseline effectiveness scores of teachers who get assigned to teach math or reading differ depending on whether their school has departmentalized instruction. Because schools have not yet finalized who those teachers will be—and may hire teachers who previously taught in other schools or grades in your district—we would like to have

data on all teachers in your district with effectiveness scores from 2016–2017. We will also use data on teachers' years of service and experience to examine how effectiveness differs according to these characteristics.

C. DATA CONFIDENTIALITY

Mathematica and its subcontractors 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.

D. 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].

MEMORANDUM

TO: [District Name]

FROM: [Data Collection Liaison]   **DATE:** XX/XX/XXXX

SUBJECT: Administrative Data Collection for the Evaluation of
Departmentalized Instruction in Elementary Schools, Round 1
(Districts Without Existing Teacher Effectiveness Scores)

Thank you for participating in the **Evaluation of Departmentalized Instruction in Elementary Schools**, a study that Mathematica Policy Research and its partners are conducting for the U.S. Department of Education. The goal of this evaluation is to examine the impact of departmentalized instruction in elementary schools on student and teacher outcomes.

This memo outlines our request to [district name] for Round 1 of administrative data collection for teachers and students. We will be collecting data to measure teachers' effectiveness at contributing to student achievement growth in the 2016–2017 school year. We will request three types of data: (1) teachers' experience, (2) students' background and assignments to teachers, and (3) students' test scores.

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.

A.   TEACHER EXPERIENCE DATA REQUESTED

Sample of teachers for whom data are requested. We would like data on all teachers who taught either math or reading in grades 4 through 8 during the 2016–2017 school year. To save you the trouble of extracting this sample of teachers, we would welcome receiving data on all teachers in your district during the 2016–2017 school year, from which we could extract the sample ourselves.

Data elements requested. Table 1 lists the experience data we are requesting for teachers in the sample.

Table 1. Teacher Experience Data

Data Element	Description	Notes[a]
School year	School year to which the record pertains (2016–2017)	
Employee ID	Number that uniquely identifies each teacher. We prefer that the ID number *not* be personally identifiable information such as a Social Security number.	
First and last name	First and last name of teacher	
Years of service as teacher in the district	Number of years as a teacher in the school district, as of the spring of the school year requested (spring 2017). Please count only years the teacher led or co-led instruction; please do not count years spent as a teacher's assistant, aide, or in non-teaching post.	
Years of experience as teacher (ever)	Number of years as a teacher in any school or district, as of the spring of the school year requested (spring 2017). Please count only years the teacher led or co-led instruction; please do not count years spent as a teacher's assistant, aide, or in non-teaching post.	

[a]The notes column will be completed by study staff using information provided during calls to discuss the data request.

B.   STUDENT ASSIGNMENT AND BACKGROUND DATA REQUESTED

Sample of students for whom data are requested. We would like data on all students in your district enrolled in grades 4 through 8 during the 2016–2017 school year. To save you the trouble of extracting this sample of students, we would welcome receiving data on all students in your district during the 2016–2017 school year, from which we could extract the sample ourselves.

Data elements requested. Table 2 lists the data on students' assignments to teachers that we are requesting for students in the sample.

Table 2. Student Assignment Data

Data Element	Description	Notes[a]
School year	School year to which the record pertains (2016–2017)	
Student ID	Number that uniquely identifies each student across multiple files, records, and years. We prefer that the ID number *not* be personally identifiable information such as a Social Security number.	
Subject	Math or Reading	
Employee ID	Number that uniquely identifies the teacher to whom the student was assigned for the specified subject. We prefer that the ID number *not* be personally identifiable information such as a Social Security number.	
Teacher Name	First and last name of teacher	
Classroom ID	Classroom or section identifier	

Data Element	Description	Notes[a]
School ID	Number, such as NCES ID, that uniquely identifies the school in which the student's assignment occurred	
School name	Name of school corresponding to School ID	

[a]The notes column will be completed by study staff using information provided during calls to discuss the data request.

Table 3 lists the background data we are requesting for students in the sample.

Table 3. Student Background Data

Data Element	Description	Notes[a]
School year	School year to which the record pertains (2016–2017)	
Student ID	Number that uniquely identifies each student across multiple files, records, and years. We prefer that the ID number *not* 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 and reduced-price lunch (FRPL) status	Student's eligibility for free or reduced-price lunch as of the beginning of the school year	
English learner status	English learner status of student, with English language proficiency level if available, as of the beginning of the school year	
Special education status	Special education status of student, such as having an Individualized Education Program, as of the beginning of the school year	

[a]The notes column will be completed by study staff using information provided during the initial call to discuss the data request.

C. STUDENT ASSESSMENT DATA REQUESTED

Sample of students for whom data are requested. We would like data on the following students and years:

- Spring 2017 assessment data on all students in your district who were enrolled in grades 4 through 8 during the 2016–2017 school year

- Spring 2016 assessment data for the same students identified in the previous bullet (when those students were mostly expected to be enrolled in grades 3 through 7)

To save you the trouble of extracting this sample of students, we would welcome receiving assessment data on <u>all students in your district</u> during the 2015–2016 and 2016–2017 school years, from which we could extract the sample ourselves.

Data elements requested. Table 4 lists the specific state assessment data requested.

Table 4. Student Assessment Data

Data Element	Description	Notes[a]
School year	School year to which the record pertains (2015–2016 or 2016–2017)	
Student ID	Number that uniquely identifies each student across multiple files, records, and years. We prefer that the ID number *not* be personally identifiable information such as a Social Security number.	
Math score on the state assessment for the school years requested, as available	Student's score on the math section of the state assessment. Please provide all available scores (for example, scale score, normal curve equivalents, and number correct). If a student retook a test, please provide the first score in that year, not the highest score.	
Math test grade level	Grade level of math test taken	
Math test description	Name of math test. Please indicate if a modified or alternate form of a state test was taken.	
Math test language indicator (if other than English)	Indicator for whether the math test was taken in a language other than English, such as Spanish	
Math test date	Date of math test taken by student. If no date is available, then "spring," "fall," or similar qualifier can be provided.	
Math test exemption or invalidation code, as applicable	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	
Reading score on the state assessment for the school years requested, as available	Student's score on the reading section of the state assessment. Please provide all available scores (for example, scale score, normal curve equivalents, and number correct). If a student retook a test, please provide the first score in that year, not the highest score.	
Reading test grade level	Grade level of reading test	
Reading test description	Name of reading test. Please indicate if a modified or alternate form of a state test was taken.	
Reading test language indicator (if other than English)	Indicator for whether the reading test was taken in a language other than English, such as Spanish	
Reading test date	Date of 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	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	

[a]The notes column will be completed by study staff using information provided during the initial call to discuss the data request.

D. JUSTIFICATION FOR REQUESTED DATA

We greatly appreciate your assistance with this data request. We want to assure you that the evaluation team and the U.S. Department of Education carefully considered this request to ensure it includes only the data necessary to conduct a high-quality evaluation.

We will use the requested data to estimate teachers' effectiveness at contributing to student achievement growth in math and reading in the 2016–2017 school year. We will then use these estimates of teachers' effectiveness for two key purposes. First, for teachers who taught 4th or 5th grade in the study schools right before the start of the study, we will examine whether their decisions to continue teaching in those schools during the study period are related to their baseline effectiveness. Second, for teachers who will teach 4th or 5th grade in the study schools in 2018–2019 (the first year of the study), we will examine whether the baseline effectiveness of teachers who get assigned to teach math or reading differs depending on whether their school has departmentalized instruction. Because schools have not yet finalized who those teachers will be—and may hire teachers who previously taught in other schools or grades in your district—we would like to estimate the effectiveness of all 4th through 8th grade teachers in your district who taught math or reading in 2016–2017.

When estimating teachers' effectiveness, the student assignment data will enable us to link students' test scores from 2016–2017 to their teachers in that year. The student background data from 2016–2017 and test scores from 2015–2016 will enable us to account for differences in student characteristics and prior achievement when comparing student outcomes across teachers. We will also use data on teachers' years of service and experience to examine how effectiveness differs according to these teacher characteristics.

E. DATA CONFIDENTIALITY

Mathematica and its subcontractors 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.

F. 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.

MEMO TO: [District Name]
FROM: [Data Collection Liaison]
DATE: XX/XX/XXXX
PAGE: 6

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].

MEMORANDUM

TO: [District Name]

FROM: [Data Collection Liaison]   **DATE:** XX/XX/XXXX

SUBJECT: Administrative Data Collection for the Evaluation of
                 Departmentalized Instruction in Elementary Schools, Round 2

Thank you for participating in the **Evaluation of Departmentalized Instruction in Elementary Schools**, a study that Mathematica Policy Research and its partners are conducting for the U.S. Department of Education. The goal of this evaluation is to examine the impact of departmentalized instruction in elementary schools on student and teacher outcomes.

This memo outlines our request to [district name] for Round 2 of administrative data collection for teachers and students. We will request two types of data from the 2017–2018 and 2018–2019 school years: (1) teachers' background and teaching assignments and (2) students' background and outcomes.

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.

A.   LIST OF STUDY SCHOOLS IN YOUR DISTRICT

The following schools are participating in our study:

[Bulleted list of schools]

B.   TEACHER BACKGROUND AND ASSIGNMENT DATA REQUESTED

Sample of teachers for whom data are requested. We would like data on all teachers who ever taught 4th or 5th grade in a study school during the 2017–2018 or 2018–2019 school year. For each of those teachers, we would like data from both years (2017–2018 and 2018–2019), even if the teacher spent a portion of this period teaching a different grade or outside the study schools. For example, if a teacher taught 4th grade in a study school in the 2017–2018 school year but taught 2nd grade at a different school in the 2018–2019 school year, we would still like data on that teacher from both years. If your data are structured as "snapshots" at specific points in the school year, we prefer receiving a snapshot in the spring—close to the end of each school year. To save you the trouble of extracting this sample of teachers and years, we would welcome

receiving data on <u>all teachers in your district</u> during the 2017–2018 and 2018–2019 school years, from which we could extract the sample ourselves.

For our purposes, "teachers" consist of all teachers, co-teachers, and special education teachers who led instruction of academic subjects. We do not need data on front office staff or support staff such as school psychologists, coaches, and teaching assistants/aides who provide classroom support but do not lead instruction.

Data elements requested. Table 1 lists the background data we are requesting for teachers in the sample.

Table 1. Teacher Background Data

Data Element	Description	Notes[a]
School year	School year to which the record pertains (2017–2018 or 2018–2019)	
Employee ID	Number that uniquely identifies each teacher across multiple files, records, and years. We prefer that the ID number *not* be personally identifiable information such as a Social Security number.	
First and last name	First and last name of teacher	
Staff category or job type	A brief description or code that indicates the staff member leads classroom instruction and is not an administrator, support staff, or other staff who does not lead instruction	
Highest degree held	Highest degree held by teacher	
Certification and licensure held	Name or type of each certification and licensure held by teacher	
Score for each certification and licensure test	Score for each certification and licensure test taken by teacher, if available	
Years of service as teacher in the district	Number of years as a teacher in the school district, as of the spring of each school year requested (for example, years of service as of the end of the 2017–2018 school year). Please count only years the teacher led or co-led instruction; please do not count years spent as a teacher's assistant, aide, or in non-teaching post.	
Years of experience as teacher (ever)	Number of years as a teacher in any school or district, as of the spring of each school year requested (for example, years of experience as of the end of the 2017–2018 school year). Please count only years the teacher led or co-led instruction; please do not count years spent as a teacher's assistant, aide, or in non-teaching post.	
Year of birth	Year of birth of teacher	
Gender	Gender of teacher	
Race	Race of teacher	

Data Element	Description	Notes[a]
Ethnicity	Hispanic or Latino indicator for teacher	

[a] The notes column will be completed by study staff using information provided during calls to discuss the data request.

Table 2 lists the school, grade, and subject assignment data we are requesting for teachers in the sample.

Table 2. Teacher Assigned School, Grade, and Subject Data

Data Element	Description	Notes[a]
School year	School year to which the record pertains (2017–2018 or 2018–2019)	
Employee ID	Number that uniquely identifies the teacher across multiple files, records, and years. We prefer that the ID number *not* be personally identifiable information such as a Social Security number.	
First and last name	First and last name of teacher	
School ID	Number, such as NCES ID, that uniquely identifies the school where the teacher was assigned as of the spring of the school year to which the record pertains	
School name	Name of school corresponding to School ID	
Grade(s) taught	Grade(s) taught	
Subject(s) taught	Subject(s) taught (if applicable)	

[a]The notes column will be completed by study staff using information provided during calls to discuss the data request.

C. STUDENT BACKGROUND AND OUTCOMES DATA REQUESTED

Sample of students for whom data are requested. We would like data on all students enrolled in grades 2 through 4 in a study school in spring 2018. For each of those students, we would like data from both the 2017–2018 and 2018–2019 school years, even if a portion of this period was spent outside the study schools. For example, if a student was enrolled as a 4th grader at a study school in spring 2018, we would like data on that student's 4th grade year in 2017–2018 and 5th grade year in 2018–2019, even if the student moved to a different school in your district for 5th grade. To save you the trouble of extracting this sample of students and years, we would welcome receiving data on all students in your district during the 2017–2018 and 2018–2019 school years, from which we could extract the sample ourselves.

Data elements requested. Table 3 lists the background, behavioral, and attendance data we are requesting for students in the sample.

Table 3. Student Background, Behavioral, and Attendance Data

Data Element	Description	Notes[a]
School year	School year to which the record pertains (2017–2018 or 2018–2019)	
Student ID	Number that uniquely identifies each student across multiple files, records, and years. We prefer that the ID number *not* be personally identifiable information such as a Social Security number.	
School ID: beginning of the school year	Number, such as NCES ID, that uniquely identifies the school in which the student was enrolled at the beginning of the school year	
School name: beginning of the school year	Name of school corresponding to School ID for beginning of school year	
School ID: end of the school year	Number, such as NCES ID, that uniquely identifies the school in which the student was enrolled at the end of the school year	
School name: end of the school year	Name of school corresponding to School ID for end of school year	
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- and reduced-price lunch (FRPL) status	Student's eligibility for free- or reduced-price lunch as of the beginning of the school year	
English learner status	English learner status of student, with English language proficiency level if available, as of the beginning of the school year	
Special education status	Special education status of student, such as having an Individualized Education Program, as of the beginning of the school year	
In-school suspensions (days)	Total number of *days* during the school year that the student was suspended (in-school)	
In-school suspensions (times)	Total number of *times* during the school year that the student was suspended (in-school)	
Out-of-school suspensions (days)	Total number of *days* during the school year that the student was suspended (out-of-school)	
Out-of-school suspensions (times)	Total number of *times* during the school year that the student was suspended (out-of-school)	
Expulsions	Indicator if the student was expelled at any point during the school year from any school in the district	
Attendance	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	

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

Table 4 provides the specific state assessment data requested for students in the sample.

Table 4. Student Assessment Data

Data Element	Description	Notes^a
School year	School year to which the record pertains (2017–2018 or 2018–2019)	
Student ID	Number that uniquely identifies each student across multiple files, records, and years. We prefer that the ID number *not* 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. Please provide all available scores (for example, scale score, normal curve equivalents, and number correct). If a student retook a test, please provide the first score in that year, not the highest score.	
Math test grade level	Grade level of math test	
Math test description	Name of math test. Please indicate if a modified or alternate form of a math test was taken.	
Math test language indicator (if other than English)	Indicator for whether the math test was taken in a language other than English, such as Spanish	
Math test date	Date of math test taken by student. If no date is available, then "spring," "fall," or similar qualifier can be provided.	
Math test exemption or invalidation code, as applicable	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	
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. Please provide all available scores (for example, scale score, normal curve equivalents, and number correct). If a student retook a test, please provide the first score in that year, not the highest score.	
Reading test grade level	Grade level of reading test	
Reading test description	Name of reading test. Please indicate if a modified or alternate form of a reading test was taken.	
Reading test language indicator (if other than English)	Indicator for whether the reading test was taken in a language other than English, such as Spanish	

Data Element	Description	Notes[a]
Reading test date	Date of 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	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	

[a]The notes column will be completed by Mathematica staff using information provided during the initial call to discuss the data request.

D.   JUSTIFICATION FOR REQUESTED DATA

We greatly appreciate your assistance with this data request. We want to assure you that the evaluation team and the U.S. Department of Education carefully considered this request to ensure it includes only the data necessary to conduct a high-quality evaluation.

We will use the requested data for several purposes. First, we will use data on students' background characteristics to describe the students in the study and compare the characteristics of students in schools that implement departmentalized instruction in 4th and 5th grades (treatment schools) and those that do not (control schools). Second, we will use data on students' test scores, attendance, and disciplinary incidents to measure the effects of departmentalized instruction on these student outcomes. Third, we will use data on teachers' school, grade, and subject assignments to measure the impact of departmentalized instruction on teacher retention. Fourth, we will use data on teachers' background characteristics to examine whether departmentalized instruction led to changes in the types of teachers who chose to work in schools and grades with this staffing structure.

The student and teacher samples described in this memo are needed to allow us to carry out the analyses described above. The student sample is based on students enrolled in grades 2 through 4 in a study school in spring 2018—the semester right before the beginning of the study—because within this sample, students in treatment and control schools are expected to have similar characteristics. Students enrolled in grades 3 and 4 in spring 2018 are expected to be in the study grades (grades 4 and 5) in the first study year (2018–2019). Students enrolled in grade 2 in spring 2018 will reach a study grade (grade 4) by the second study year (2019–2020). Even if some of these students move out of the study schools, we would still need data on these students from both of the years covered by this request (2017–2018 and 2018–2019) to examine how students' outcomes depend on their level of exposure to departmentalized instruction. Likewise, for teachers, the requested data will enable the study to follow teachers even if they

leave the study schools and assess whether departmentalization has led to more or fewer transfers to other schools in the district.

E.   DATA CONFIDENTIALITY

Mathematica and its subcontractors 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.

F.   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].

MEMORANDUM

TO: [District Name]

FROM: [Data Collection Liaison]   **DATE:** XX/XX/XXXX

SUBJECT: Administrative Data Collection for the Evaluation of
              Departmentalized Instruction in Elementary Schools, Round 3

Thank you for participating in the **Evaluation of Departmentalized Instruction in Elementary Schools**, a study that Mathematica Policy Research and its partners are conducting for the U.S. Department of Education. The goal of this evaluation is to examine the impact of departmentalized instruction in elementary schools on student and teacher outcomes.

This memo outlines our request to [district name] for Round 3 of administrative data collection for teachers and students. We will request two types of data from the 2019–2020 school year: (1) teachers' background and teaching assignments and (2) students' background and outcomes.

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.

A.   LIST OF STUDY SCHOOLS IN YOUR DISTRICT

The following schools are participating in our study:

[Bulleted list of schools]

B.   TEACHER BACKGROUND AND ASSIGNMENT DATA REQUESTED

Sample of teachers for whom data are requested. We would like data on all teachers who ever taught 4th or 5th grade in a study school during the 2017–2018, 2018–2019, or 2019–2020 school years. For each of those teachers, we would like data from the 2019–2020 school year, even if the teacher was teaching a different grade or teaching outside the study schools in that year. For example, if a teacher taught 4th grade in a study school in the 2018–2019 school year but taught 2nd grade at a different school in the 2019–2020 school year, we would still like data on that teacher from the 2019–2020 school year. If your data are structured as "snapshots" at specific points in the school year, we prefer receiving a snapshot in the spring—close to the end of each school year. To save you the trouble of extracting this sample of teachers and years, we

would welcome receiving data on <u>all teachers in your district</u> during the 2019–2020 school year, from which we could extract the sample ourselves.

For our purposes, "teachers" consist of all teachers, co-teachers, and special education teachers who led instruction of academic subjects. We do not need data on front office staff or support staff such as school psychologists, coaches, and teaching assistants/aides who provide classroom support but do not lead instruction.

Data elements requested. Table 1 lists the background data we are requesting for teachers in the sample.

Table 1. Teacher Background Data

Data Element	Description	Notes[a]
School year	School year to which the record pertains (2019–2020)	
Employee ID	Number that uniquely identifies each teacher across multiple files, records, and years. We prefer that the ID number *not* be personally identifiable information such as a Social Security number.	
First and last name	First and last name of teacher	
Staff category or job type	A brief description or code that indicates the staff member leads classroom instruction and is not an administrator, support staff, or other staff who does not lead instruction	
Highest degree held	Highest degree held by teacher	
Certification and licensure held	Name or type of each certification and licensure held by teacher	
Score for each certification and licensure test	Score for each certification and licensure test taken by teacher, if available	
Years of service as teacher in the district	Number of years as a teacher in the school district, as of the spring of each school year requested (spring 2020). Please count only years the teacher led or co-led instruction; please do not count years spent as a teacher's assistant, aide, or in non-teaching post.	
Years of experience as teacher (ever)	Number of years as a teacher in any school or district, as of the spring of each school year requested (spring 2020). Please count only years the teacher led or co-led instruction; please do not count years spent as a teacher's assistant, aide, or in non-teaching post.	
Year of birth[b]	Year of birth of teacher	
Gender	Gender of teacher	
Race[b]	Race of teacher	
Ethnicity[b]	Hispanic or Latino indicator for teacher	

[a] The notes column will be completed by study staff using information provided during calls to discuss the data request.
[b] You do not need to provide these data elements on teachers who were also included in the previous data request, since these characteristics do not change over time. However, we recognize that it may be

easiest for you to provide the same data elements on all teachers, so it is fine for us to receive data that duplicates data from the previous request.

Table 2 lists the school, grade, and subject assignment data we are requesting for teachers in the sample.

Table 2. Teacher Assigned School, Grade, and Subject Data

Data Element	Description	Notes[a]
School year	School year to which the record pertains (2019–2020)	
Employee ID	Number that uniquely identifies the teacher across multiple files, records, and years. We prefer that the ID number *not* be personally identifiable information such as a Social Security number.	
First and last name	First and last name of teacher	
School ID	Number, such as NCES ID, that uniquely identifies the school where the teacher was assigned as of the spring of the school year to which the record pertains	
School name	Name of school corresponding to School ID	
Grade(s) taught	Grade(s) taught	
Subject(s) taught	Subject(s) taught (if applicable)	

[a]The notes column will be completed by study staff using information provided during calls to discuss the data request.

C. STUDENT BACKGROUND AND OUTCOMES DATA REQUESTED

Sample of students for whom data are requested. We would like data on all students enrolled in grades 2 through 4 in a study school in spring 2018. For each of those students, we would like data from the 2019–2020 school year, even if the student spent that year outside the study schools. For example, if a student was enrolled as a 4th grader at a study school in spring 2018, we would like data on that student in 2019–2020 (when he or she is expected to be in 6th grade), even if the student attended 6th grade in a school outside the study. To save you the trouble of extracting this sample of students and years, we would welcome receiving data on all students in your district during the 2019–2020 school year, from which we could extract the sample ourselves.

Data elements requested. Table 3 lists the background, behavioral, and attendance data we are requesting for students in the sample.

Table 3. Student Background, Behavioral, and Attendance Data

Data Element	Description	Notes[a]
School year	School year to which the record pertains (2019–2020)	
Student ID	Number that uniquely identifies each student across multiple files, records, and years. We prefer that the ID number *not* be personally identifiable information such as a Social Security number.	

Data Element	Description	Notes[a]
School ID: beginning of the school year	Number, such as NCES ID, that uniquely identifies the school in which the student was enrolled at the beginning of the school year	
School name: beginning of the school year	Name of school corresponding to School ID for beginning of school year	
School ID: end of the school year	Number, such as NCES ID, that uniquely identifies the school in which the student was enrolled at the end of the school year	
School name: end of the school year	Name of school corresponding to School ID for end of school year	
Gender	Gender of student	
Grade level	Grade level of student at the beginning of the school year	
Free and reduced-price lunch (FRPL) status	Student's eligibility for free or reduced-price lunch as of the beginning of the school year	
English learner status	English learner status of student, with English language proficiency level if available, as of the beginning of the school year	
Special education status	Special education status of student, such as having an Individualized Education Program, as of the beginning of the school year	
In-school suspensions (days)	Total number of *days* during the school year that the student was suspended (in-school)	
In-school suspensions (times)	Total number of *times* during the school year that the student was suspended (in-school)	
Out-of-school suspensions (days)	Total number of *days* during the school year that the student was suspended (out-of-school)	
Out-of-school suspensions (times)	Total number of *times* during the school year that the student was suspended (out-of-school)	
Expulsions	Indicator if the student was expelled at any point during the school year from any school in the district	
Attendance	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	

[a]The notes column will be completed by study staff using information provided during the initial call to discuss the data request.

Table 4 provides the specific state assessment data requested for students in the sample.

Table 4. Student Assessment Data

Data Element	Description	Notes[a]
School year	School year to which the record pertains (2019–2020)	
Student ID	Number that uniquely identifies each student across multiple files, records, and years. We prefer that the ID number *not* 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. Please provide all available scores (for example, scale score, normal curve equivalents, and number correct). If a student retook a test, please provide the first score in that year, not the highest score.	
Math test grade level	Grade level of math test	
Math test description	Name of math test. Please indicate if a modified or alternate form of a math test was taken.	
Math test language indicator (if other than English)	Indicator for whether the math test was taken in a language other than English, such as Spanish	
Math test date	Date of math test taken by student. If no date is available, then "spring," "fall," or similar qualifier can be provided.	
Math test exemption or invalidation code, as applicable	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	
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. Please provide all available scores (for example, scale score, normal curve equivalents, and number correct). If a student retook a test, please provide the first score in that year, not the highest score.	
Reading test grade level	Grade level of reading test	
Reading test description	Name of reading test. Please indicate if a modified or alternate form of a reading test was taken.	
Reading test language indicator (if other than English)	Indicator for whether the reading test was taken in a language other than English, such as Spanish	
Reading test date	Date of 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	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	

Data Element	Description	Notes[a]
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	

[a]The notes column will be completed by Mathematica staff using information provided during the initial call to discuss the data request.

D. JUSTIFICATION FOR REQUESTED DATA

We greatly appreciate your assistance with this data request. We want to assure you that the evaluation team and the U.S. Department of Education carefully considered this request to ensure it includes only the data necessary to conduct a high-quality evaluation.

We will use the requested data for several purposes. First, we will use data on students' test scores, attendance, and disciplinary incidents to measure the effects of departmentalized instruction on these student outcomes after two years of implementation. Second, we will use data on teachers' school, grade, and subject assignments to measure the impact of departmentalized instruction on teacher retention across two years. Third, we will use data on teachers' background characteristics to examine whether departmentalized instruction led to changes in the types of teachers who chose to work in schools and grades with this staffing structure after two years of implementation.

The student and teacher samples described in this memo are needed to allow us to carry out the analyses described above. The student sample is based on students enrolled in grades 2 through 4 in a study school in spring 2018—the semester right before the beginning of the study—because within this sample, students in treatment and control schools are expected to have similar characteristics. Students enrolled in grade 4 in spring 2018 were expected to be in a study grade (grade 5) in the first study year (2018–2019); students enrolled in grade 3 in spring 2018 were expected to be in study grades (grades 4 and 5) in both study years (2018–2019 and 2019–2020); and students enrolled in grade 2 in spring 2018 were expected to be in a study grade (grade 4) in the second study year (2019–2020). Even if some of these students move out of the study schools, we would still need data on these students from 2019–2020 to examine how students' outcomes depend on their level of exposure to departmentalized instruction. Likewise, for teachers, the requested data will enable the study to follow teachers even if they leave the study schools and assess whether departmentalization has led to more or fewer transfers to other schools in the district.

E. DATA CONFIDENTIALITY

Mathematica and its subcontractors 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.

F.   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].

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 xxxx-xxxx. The time required to complete this voluntary information collection is estimated to average 16 hours per district, 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 550 12th Street, SW, Washington, DC 20024.