OMB Control No.: 1850-0950

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Appendix D

U.S. DEPARTMENT OF EDUCATION

Impact Evaluation to Inform the Teacher and School Leader (TSL) Incentive Program

Administrative Data Request Memo



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| **MEMORANDUM** | 1100 1st Street, NE, 12th FloorWashington, DC 20002-4221Telephone (202) 484-9220Fax (202) 863-1763www.mathematica-mpr.com |

**TO:** [District Name]

**FROM:** [Data Collection Liaison] **DATE:** xx/xx/20xx

**SUBJECT**: An Impact Evaluation to Inform the Teacher and School Leader Incentive Program, Administrative Data Request

Thank you for participating in the **Impact Evaluation to Inform the Teacher and School Leader Incentive Program**,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 coaching by teacher leaders on student and teacher outcomes.

This memo outlines our request for administrative data on teachers and their students. The types of data requested include (1) teachers’ class rosters (lists of students taught by teachers); (2) teachers’ performance scores on their district’s evaluation system and teacher background data; (3) teachers’ school, grade, and subject assignments; (4) students’ demographic, attendance, and math and English Language Arts (ELA) state assessment data; and (5) school-level student math and ELA assessment data. The following sections of the memo define the individual data elements, years of data, and teacher and student samples for whom the data are requested. At the end of the memo, we provide instructions for uploading the data to the study’s secure file transfer site.

We look forward to coordinating with your district to determine the appropriate timing of data delivery during the fall of each round of data collection. 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 submitted instead.

Table 1 provides an overview of the data type, teacher and student samples for whom data are requested, and years of data requested during each round of data collection. Please note that while the teacher and student samples are defined as individuals who were at a treatment or control school during the 2020–2021 and/or 2021–2022 school year(s), we need *all years of data* requested on the teacher and student samples, *regardless of whether teachers and students were in a treatment or control school during one or more of the requested years of data*. For example, we need to collect a student’s data for the 2019–2020 school year, even if they were not at a treatment or control school during the 2019–2020 school year, but were at a treatment or control school in fall 2020. Similarly, we need to collect a student’s data for the 2021–2022 school year, even if they were not at a treatment or control school during the 2021–2022 school year, but were at a treatment or control school in fall 2020.

Table 1. Administrative data requested during each round

| Data Type Requested | Sample for Whom Data are Requested | School Year(s) of Data Requested by Round |
| --- | --- | --- |
| Round 1, Fall 2020 | Round 2, Fall 2021 | Round 3, Fall 2022 |
| Class rosters (students taught by teachers)  | Third through sixth grade teachers of record *in math and/or English language arts* in treatment and control schools as of fall 2020 and fall 2021 | Rosters as of the beginning of the 2020–2021 school year | Rosters as of the beginning of the 2021–2022 school year | n.a. |
| Teachers' scores on their district’s evaluation system and teacher background data | Third through sixth grade teachers of record *of any subject* in treatment and control schools as of spring 2020, fall 2020, fall 2021, and fall 2022 | n.a. | n.a.  | 2019–20202020–20212021–2022 |
| Teacher assignment data | Third through sixth grade teachers of record *of any subject* in treatment and control schools as of spring 2020, fall 2020, fall 2021, and fall 2022 | n.a.  | n.a.  | 2019–20202020–20212021–2022 2022–2023 |
| Student demographic, attendance, and assessment data  | Third through sixth grade students enrolled in treatment and control schools as of fall 2020 and fall 2021  | n.a. | n.a. | 2019–20202020–20212021–2022 |
| School-level student assessment data | Third through sixth grade math and English language arts scores by grade for each treatment and control school | n.a. | n.a. | 2019–20202020–20212021–2022 |

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

## A. Class roster data for teachers

**Sample of teachers for whom data are requested.** We are requesting class rosters (lists of students taught by teachers) for third through sixth grade teachers of record in math and/or ELA in treatment and control schools *as of the beginning of the 2020–2021 and 2021–2022 school years.*

**Data elements requested.** Table 2 lists the data elements requested in the class roster files. Rosters are requested as of the beginning of the 2020–2021 and 2021–2022 school years (for example, October 2020 and October 2021).

Table 2. Class roster data for teachers

| Data element | Description | Notesa |
| --- | --- | --- |
| School year | School year to which the record pertains (2020–2021 or 2021–2022) |  |
| Month of school year | Month of school year to which the record pertains (for example, October of 2020 or October of 2021)  |  |
| Employee ID | Number that uniquely identifies the teacher across multiple files and years. Please do not provide personally identifiable information such as a Social Security number. This ID must be the same ID used in other data provided on teachers, so that we can link data across files and years. |  |
| Teacher first and last name | First and last name of each teacher. *In addition to Employee ID, teacher name is critical for linking administrative data on teachers across files and years*, as well as linking the administrative data to other teacher data collected by the study (such as surveys). Teacher employee ID and name will never be disclosed in any reports, maintaining teacher privacy and confidentiality.  |  |
| Teacher employment category or job type | Text or code indicating the teacher’s employment category or job type, such as lead classroom teacher. Please indicate if the teacher taught only special education students or only in a language other than English. Please provide all employment categories or types, if more than one.  |  |
| School ID | Number that uniquely identifies the school in which the teacher taught the student, such as a state or district ID. This ID should be the same ID used in other data provided on schools.  |  |
| School name | Name of school corresponding to School ID  |  |
| Name of course(s) taught to student  | Name of each math and/or ELA course taught by the teacher in which the student was enrolled. Please note if any course was taught to only special education students or only in a language other than English. |  |
| Class or Section ID of course taught to student | Number(s) or code(s) that uniquely identifies each class or section of a course taught by the teacher in which the student was enrolled |  |
| Grade level(s) of course taught to student | Grade level(s) of course taught by the teacher in which the student was enrolled |  |
| Student ID | Number that uniquely identifies the student across multiple files and years. Please do not provide personally identifiable information such as a Social Security number. This ID must be the same ID used in other data provided on students, so that we can link data across files and years. |  |

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

## B. Teacher Evaluation and background Data

**i. Teacher evaluation data**

**Sample of teachers for whom data are requested.** We are requesting evaluation data for third through sixth grade teachers of record *of any subject* in treatment and control schools as of spring 2020, fall 2020, fall 2021, and fall 2022.

**Data elements requested.** Table 3 lists the evaluation data we are requesting for teachers in the sample described above. These data are requested for the 2019–2020, 2020–2021, and 2021–2022 school years.

Table 3. Teacher Evaluation Data

| **Data element** | **Description** | **Notesa** |
| --- | --- | --- |
| School year | School year to which the record pertains (2019–2020, 2020–2021, and 2021–2022) |  |
| Employee ID | Number that uniquely identifies the teacher across multiple files and years. Please do not provide personally identifiable information such as a Social Security number. This ID must be the same ID used in other data provided on teachers, so that we can link data across files and years. |  |
| Teacher first and last name | First and last name of each teacher. *In addition to Employee ID, teacher name is critical for linking administrative data on teachers across files and years*, as well as linking the administrative data to other teacher data collected by the study (such as surveys). Teacher employee ID and name will be never be disclosed in any reports, maintaining teacher privacy and confidentiality.  |  |
| School ID (performance) | Number that uniquely identifies the school of record for the evaluation’s performance measures, such as a state or district ID. This ID should be the same ID used in other data provided on schools. This may include a school other than a treatment or control school.  |  |
| School name (performance) | Name of school corresponding to School ID and is the school of record for performance measures.  |  |
| Teacher employment category or job type (performance) | Text or code indicating the teacher’s employment category or job type, such as lead classroom teacher, for which the teacher was evaluated. Please indicate if the teacher taught only special education students or only in a language other than English.  |  |
| Grade(s) taught (performance) | Grade(s) taught (if teacher) on record for performance |  |
| Subject(s) taught (performance) | Subject(s) taught (if applicable) on record for performance |  |
| Educator practice score(s)b | Each practice score for teachers, such as an observation score |  |
| Measure(s) of student achievement growthb  | Each measure of student achievement growth, such as teacher and school value-added measures (VAMs), student growth percentile (SGP), and scores on student learning objectives (SLOs) |  |
| Other measure(s)b | Other performance scores or measures, if applicable, aside from educator practice scores and student achievement growth  |  |
| Composite evaluation scoreb | Composite evaluation score, if applicable (often created by combining observation scores, measures of student achievement growth, and other scores or measures) |  |

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

b Please provide underlying score and associated categorization or rating (such as highly effective, effective, developing, or ineffective), if applicable.

**ii. Teacher background data**

**Sample of teachers for whom data are requested.** We are requesting background data for third through sixth grade teachers of record *of any subject* in treatment and control schools as of spring 2020, fall 2020, fall 2021, and fall 2022.

**Data elements requested**. Table 4 lists the background data we are requesting for teachers in the sample described above. These data are requested for the 2019–2020, 2020–2021, and 2021–2022 school years.

Table 4. Teacher Background Data

| **Data element** | **Description** | **Notesa** |
| --- | --- | --- |
| School year | School year to which the record pertains (2019–2020, 2020–2021, or 2021–2022) |  |
| Employee ID | Number that uniquely identifies the teacher across multiple files and years. Please do not provide personally identifiable information such as a Social Security number. This ID must be the same ID used in other data provided on teachers, so that we can link data across files and years. |  |
| Teacher first and last name | First and last name of each teacher. *In addition to Employee ID, teacher name is critical for linking administrative data on teachers across files and years*, as well as linking the administrative data to other teacher data collected by the study (such as surveys). Teacher employee ID and name will be never be disclosed in any reports, maintaining teacher privacy and confidentiality.  |  |
| Years of service as teacher in the district | Number of years (including the current year) as a teacher in the school district, as of spring of the year of data requested. Please count only years the teacher led or co-led instruction of any subject. 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 spring of the year of data requested. Please count only years the teacher led or co-led instruction of any subject. Please do not count years spent as a teacher’s assistant, aide, or in non-teaching post. |  |
| Highest degree held | Highest degree held by teacher, as of the spring of the year of the data requested. |  |
| Certification and licensure held | Name or type of each certification and licensure held by teacher, as of the spring of the year of the data requested.  |  |
| Score for each certification and licensure test  | Score for each certification and licensure test taken by teacher, if available  |  |
| Year of birth | Year of birth of teacher |  |
| Gender | Gender of teacher |  |
| Race | Race of teacher |  |
| Ethnicity | Hispanic or Latino indicator for teacher |  |

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

## C. Teacher assignment Data

**Sample of teachers for whom data are requested.** We are requesting school, grade, and subject assignment data for third through sixth grade teachers of record *of any subject* in treatment and control schools as of spring 2020, fall 2020, fall 2021, and fall 2022.

**Data elements requested**. Table 5 lists the assignment data we are requesting for teachers in the sample described above. These data are requested for the 2019–2020, 2020–2021, 2021–2022, and 2022–2023 school years.

Table 5. Teacher Assignment Data

| **Data element** | **Description** | **Notesa** |
| --- | --- | --- |
| School year | School year to which the record pertains (2019–2020, 2020–2021, 2021–2022, or 2022–2023) |  |
| Employee ID | Number that uniquely identifies the teacher across multiple files and years. Please do not provide personally identifiable information such as a Social Security number. This ID must be the same ID used in other data provided on teachers, so that we can link data across files and years. |  |
| Teacher first and last name | First and last name of each teacher. *In addition to Employee ID, teacher name is critical for linking administrative data on teachers across files and years*, as well as linking the administrative data to other teacher data collected by the study (such as surveys). Teacher employee ID and name will be never be disclosed in any reports, maintaining teacher privacy and confidentiality.  |  |
| Teacher employment category or job type | Text or code indicating the teacher’s employment category or job type, such as lead classroom teacher. Please indicate if the teacher taught only special education students or only in a language other than English. Please provide all employment categories or types, if more than one.  |  |
| School ID | Number, such as a state or district ID, which uniquely identifies the school at which the teacher taught *as of the beginning of the requested school year*. This ID should be the same ID used in other data provided on schools.  |  |
| School name | Name of school corresponding to School ID  |  |
| Grade(s) taught | Grade(s) taught (if in teaching role) *as of the beginning of the requested school year* |  |
| Subject(s) taught | Subject(s) taught (if in teaching role) *as of the beginning of the requested school year* |  |

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

## D. Student data

**Sample of students for whom data are requested**. We are requesting demographic, school enrollment, attendance, and state assessment data on third through sixth grade students enrolled in treatment and control schools as of fall 2020 and fall 2021; that is, the students on the teacher rosters described in Section A of this memo. To save you the trouble of compiling data on the specific students in the teacher rosters, you may submit data on *all third through sixth grade students in your district*, from which we would extract the student sample ourselves.

**Data elements requested.** Table 6 lists the demographic, school enrollment, and attendance data we are requesting for the sample of students described above. Table 7 lists the math and English language arts (ELA) assessment data we are requesting for students when they were in tested grades. We are requesting three years of the data described in Tables 6 and 7 (2019–2020, 2020–2021, and 2021–2022), even if a student was at a school other than a treatment or control school for one or two of these years.

Table 6. Student demographic, school enrollment, and attendance data

| Data element | Description | Notesa |
| --- | --- | --- |
| School year | School year to which the record pertains (for example, 2019–2020, 2020–2021, or 2021–2022) |  |
| Student ID | Number that uniquely identifies the student across multiple files and years. Please do not provide personally identifiable information such as a Social Security number. This ID must be the same ID used in other data provided on students, so that we can link data across files and years. |  |
| School ID: beginning of the school year | Number that uniquely identifies the school in which the student was enrolled at the beginning of the school year. This ID should be the same ID used in other data provided on schools. |  |
| 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 that uniquely identifies the school in which the student was enrolled at the end of the school year. This ID should be the same ID used in other data provided on schools. |  |
| 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 *as of 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 learner status | English learner (EL) status of student *as of the beginning of the school year.* Please do not indicate a student as EL if they have exited the EL program and are in follow-up monitoring.  |  |
| Special education status | Special education status of student, such as having an Individualized Education Program (IEP), *as of the beginning of the school year*  |  |
| Gifted status  | Gifted status of student, such as participation in gifted classes or programs, *as of the beginning of the school year*  |  |
| Days present (district-wide) | Total number of days the student attended any and all schools in the district during the school year requested. If days present is not available, days absent (excused and unexcused) may be provided instead.  |  |
| Days enrolled (district-wide) | Total number of days the student was enrolled in any and all schools in the district during the school year requested (sometimes referred to as “membership days”).  |  |
| Days in school year | Total number of school days for each school year requested. This information may be provided separately from the student-level data files.  |  |

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

Table 7. Student assessment data

| Data element | Description | Notesa |
| --- | --- | --- |
| School year | School year to which the record pertains (for example, 2019–2020, 2020–2021 or 2021-2022) |  |
| Student ID | Number that uniquely identifies the student across multiple files and years. Please do not provide personally identifiable information such as a Social Security number. This ID must be the same ID used in other data provided on students, so that we can link data across files and years. |  |
| **A. Math assessment** |
| Math test name | Name of math test. Please indicate if a modified or alternate form of a state test was taken.  |  |
| Math score on the state assessment for the school years requested, as available | Student’s score on the math section of the state assessment for each year requested. The scale score is preferred, but other scores, such as a proficiency level, may be provided if a scale score is not available. 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 date for each state test  | Date of each math test taken by student. If no date is available, then first date of the administration window, “spring,” or similar qualifier can be provided. |  |
| Math test grade level for each state test  | Grade level of math test taken by the student for year requested  |  |
| School ID as of time of testing (math) | Number that uniquely identifies the school in which the student was enrolled at the time of testing in math. This ID should be the same ID used in other data provided on schools. |  |
| 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  |  |
| 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 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  |  |
| **B. English language arts (ELA) assessment** |
| ELA test name | Name of ELA test. Please indicate if a modified or alternate form of a state test was taken.  |  |
| ELA score on the state assessment for the school years requested, as available | Student’s score on the ELA section of the state assessment for each year requested. The scale score is preferred, but other scores, such as a proficiency level, may be provided if a scale score is not available. 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. |  |
| ELA test date for each state test  | Date of each ELA test taken by student. If no date is available, then first date of the administration window, “spring,” or similar qualifier can be provided. |  |
| ELA test grade level for each state test  | Grade level of ELA test taken by the student for each state test |  |
| School ID as of time of testing (ELA) | Number that uniquely identifies the school in which the student was enrolled at the time of testing in ELA. This ID should be the same ID used in other data provided on schools. |  |
| School name as of time of testing (ELA) | Name of the school in which the student was enrolled at the time of testing in ELA  |  |
| ELA 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  |  |
| ELA test exemption or invalidation code, as applicable, for each state test  | Code or indicator if a student received an exemption from taking a ELA test (such as a medical exemption) or the test was found to be invalid |  |

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

## E. School-level Assessment Data

Table 8 lists the school-level math and ELA state assessment data we are requesting for all treatment and control schools in the study. We are requesting these data for the 2019–2020, 2020–2021, and 2021–2022 school years and by grade for third through sixth grades.

**Table 8. School-level student assessment data**

| **Data element** | **Description** | **Notesa** |
| --- | --- | --- |
| School year | School year to which the record pertains (for example, 2019–2020, 2020–2021 or 2021–2022) |  |
| Grade level | Third through sixth grade |  |
| **A. Math assessment** |
| Math test name | Please provide the name of the regular math state assessment.  |  |
| Grade-level math z-score on the state assessment for the school years requested  | Grade-level z-score on the math section of the state assessment for each year requested. If the z-score is not available, the mean scale score may be provided instead.  |  |
| School ID  | Number that uniquely identifies the school. This ID should be the same ID used in other data provided on schools. |  |
| School name  | Name of the school  |  |
| **B. English language arts (ELA) assessment** |
| ELA test name | Please provide the name of the regular ELA state assessment.  |  |
| Grade-level ELA z-score on the state assessment for the school years requested | Grade-level z-score on the ELA section of the state assessment for each year requested. If the z-score is not available, the mean scale score may be provided instead.  |  |
| School ID  | Number that uniquely identifies the school. This ID should be the same ID used in other data provided on schools. |  |
| School name  | Name of the school  |  |

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

## F. 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. Below we describe how the data requested will be used in the evaluation.

* **Teachers’ class rosters.** To estimate the impact of teacher leader roles for specific teachers’ students (such as the teacher leaders or novice teachers), we need to collect teachers’ class rosters.
* **Teachers’ evaluation data and background characteristics.**We need teachers’ performance scores on evaluations to examine whether the teacher leader roles might have helped schools attract or retain more effective teachers. To describe the study sample, we need to collect information on teachers’ demographic characteristics (such as age, gender, and race), educational background (such as certifications, degrees, and scores on licensure or certification exams), and years of teaching experience.
* **Teachers’ school, grade, and subject assignments**. In order to examine the impact on the retention and mobility of effective teachers, teacher leaders, and the teachers on the teacher leader teams, we need to collect information on teachers’ school, grade, and subject assignments.
* **Students’ demographic, school enrollment, attendance, and assessment data.** To estimate the impact of teacher leaders on student achievement, the ultimate outcome of interest, we need to collect administrative data on students. In order to assess the impact of teacher leaders on the achievement of specific teachers’ students (such as teachers selected to receive more coaching), we will obtain student achievement data linked to their teachers. We will use the demographic, socioeconomic, and baseline test score data to describe the students in the study and compare the characteristics of students in treatment and control schools. In addition, we will control for students’ baseline characteristics and test scores in our impact estimation models to increase the precision of the estimates.
* **School-level student assessment data.** We need school-level student assessment data to include all students in our analyses, even those who are missing student-level baseline test score data.

## G. 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.

## H. 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.

## I. Data submission

Mathematica has established and manages a secure file transfer site used only for this evaluation. Each district has a unique username and password and can view only its own data through the site. Step 1 below provides the site address, your district’s username, and the process for obtaining your district’s password. Step 2 describes how to upload data files to the site, and Step 3 describes how to download data files from the site.

**Step 1. Obtaining Your Username and Password**

We have created a unique username and password to protect the security of your data. No other districts will have access to the data you upload or download.

* Site address: https://FX.XXX.org (note: there must be an “s” after “http”)
* Username: XXXXX
* Password: Please call XXXX at XXX or Megan Davis at (609) 275-2361 to obtain your password. For security reasons, passwords may not be emailed or left on voicemail. **Passwords are case sensitive.**

**Step 2. Uploading Data Files using the Secure File Transfer Site**

To upload files to the file transfer site, copy or type the file transfer site address into your Internet browser (see Step 1). Next, enter your username and password and click on the “Log in” button. You will then be taken to the file upload and download screen.

To upload files, click on the “Browse” button as seen in the picture below.



Locate the file you wish to upload on your computer or network. A dialog box, pictured below, will appear. Click on “Open” and the dialog box will close.



Next, click the Upload button, as pictured below, to upload your file. Repeat this step if you have multiple files to upload. Please note that the maximum file size limit is 100 megabytes. If a file is larger than this limit, you must split the file into two or more files. Please contact Mathematica for assistance with this process, if needed, or if you prefer to ship files greater than 100 megabytes on a USB device via FedEx (we will provide you with a shipping label).



**Step 3. Downloading Data Files using the Secure File Transfer Site**

To download files from the file transfer site, copy or type the file transfer site address into your Internet browser (see Step 1). Next, enter your username and password and click on the “Log in” button. You will then be taken to the file upload and download screen.

Please see “Files for Download” at the left of the screen. Click on the file you wish to download and choose to “Open” or “Save.” Please note that files for download likely contain identifiable data such as names of teachers and should be saved to a secure location on your computer or network.

|  |
| --- |
| 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 1850-0950. The time required to complete this voluntary information collection is estimated to average 16 hours to obtain class roster data and 24 hours for data collected in fall 2022 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 20202. |

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