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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

**MEMORANDUM****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

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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 <i>in math and/or English language arts</i> 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 <i>of any subject</i> in treatment and control schools as of spring 2020, fall 2020, fall 2021, and fall 2022	n.a.	n.a.	2019–2020 2020–2021 2021–2022
Teacher assignment data	Third through sixth grade teachers of record <i>of any subject</i> in treatment and control schools as of spring 2020, fall 2020, fall 2021, and fall 2022	n.a.	n.a.	2019–2020 2020–2021 2021–2022 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.	2019–2020 2020–2021 2021–2022
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.	2019–2020 2020–2021 2021–2022

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	Notes <sup>a</sup>
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)	

Data element	Description	Notes <sup>a</sup>
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. <i>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).</i> 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.	

<sup>a</sup>The 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	Notes <sup>a</sup>
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. <i>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).</i> 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) <sup>b</sup>	Each practice score for teachers, such as an observation score	
Measure(s) of student achievement growth <sup>b</sup>	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) <sup>b</sup>	Other performance scores or measures, if applicable, aside from educator practice scores and student achievement growth	
Composite evaluation score <sup>b</sup>	Composite evaluation score, if applicable (often created by combining observation scores, measures of student achievement growth, and other scores or measures)	

<sup>a</sup>The notes column will be completed by study staff using information provided during calls to discuss the data request.

<sup>b</sup>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.

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**Table 4. Teacher Background Data**

Data element	Description	Notes <sup>a</sup>
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. <i>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).</i> 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	

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<sup>a</sup>The 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	Notes <sup>a</sup>
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. <i>In addition to Employee ID, teacher name is critical for linking administrative data on teachers across files and years</i> , 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 <i>as of the beginning of the requested school year</i> . This ID should be the same ID used in other data provided on schools.	



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Data element	Description	Notes <sup>a</sup>
School name	Name of school corresponding to School ID	
Grade(s) taught	Grade(s) taught (if in teaching role) <i>as of the beginning of the requested school year</i>	
Subject(s) taught	Subject(s) taught (if in teaching role) <i>as of the beginning of the requested school year</i>	

<sup>a</sup>The 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	Notes <sup>a</sup>
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	

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Data element	Description	Notes <sup>a</sup>
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 <i>as of the beginning of the school year</i>	
Free or reduced-price lunch (FRPL) status	Student's eligibility for free or reduced-price lunch <i>as of the beginning of the school year</i> .	
English learner status	English learner (EL) status of student <i>as of the beginning of the school year</i> . Please do <u>not</u> 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), <i>as of the beginning of the school year</i>	
Gifted status	Gifted status of student, such as participation in gifted classes or programs, <i>as of the beginning of the school year</i>	
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.	

<sup>a</sup>The 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	Notes <sup>a</sup>
School year	School year to which the record pertains (for example, 2019–2020, 2020–2021 or 2021-2022)	

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Data element	Description	Notes <sup>a</sup>
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.	
<b>A. Math assessment</b>		
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>B. English language arts (ELA) assessment</b>		
ELA test name	Name of ELA test. Please indicate if a modified or alternate form of a state test was taken.	

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Data element	Description	Notes <sup>a</sup>
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	

<sup>a</sup>The 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	Notes <sup>a</sup>
School year	School year to which the record pertains (for example, 2019–2020, 2020–2021 or 2021–2022)	
Grade level	Third through sixth grade	
<b>A. Math assessment</b>		

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Data element	Description	Notes <sup>a</sup>
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>B. English language arts (ELA) assessment</b>		
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	

<sup>a</sup>The 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.

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**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

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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”)

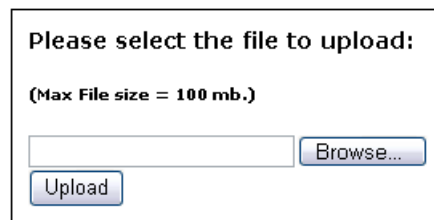
Username: XXXXX

- 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.



A dialog box titled "Please select the file to upload:" with a subtext "(Max File size = 100 mb.)". It contains a text input field, a "Browse..." button, and an "Upload" button.

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.



A file selection dialog box showing "File name:" with the text "Student Data.xlsx" and a dropdown arrow. Below it, "Files of type:" with "All Files (\*.\*)" and a dropdown arrow. On the right side, there are "Open" and "Cancel" buttons.

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).

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**Please select the file to upload:**

(Max File size = 100 mb.)

Documents\Student Data.xlsx

### 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].**