Impact Evaluation of Training in
Multi-Tiered Systems of Support for
Reading in Early Elementary School Archival Data Request

2021–22, 2022–23, 2023–24, 2024–25, 2025–26 and 2026-27 School Years

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-NEW. The time required to complete this voluntary information collection is estimated to average 16 hours per request, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: US Department of Education, Institute for Education Sciences, 550 12th Street, SW, Office #4112 Washington, DC 20202.

***Overview***

The *Impact Evaluation of Training in Multi-Tiered Systems of Support for Reading in Early Elementary School Study* (MTSS-R Study) is a U.S. Department of Education–funded study being conducted by American Institutes for Research (AIR). We are investigating the impact of two MTSS-R strategies on teacher and interventionist instruction, and on student reading skills. Schools listed in Table 4 are those participating in your district. As outlined in the “Roles and Responsibilities” agreement with your district, we are collecting data on two cohorts of students for our analyses. This document describes the extant data that we will be requesting throughout the study.

The data fall within five categories, described below:

1. **Class roster and student demographic information—**These files consist of teacher–student linkage files (i.e., class rosters) at four time points for each of the two student cohorts. For each of the two cohorts, the initial summer teacher–student linkage file will be used to assist the study team in tracking parental consent, and in identifying the student sample for baseline and fall testing. The initial request will also be used to describe the sample and create covariates for impact analyses. The spring requests will be used to identify which students from the baseline sample will be tested in the spring. These data are only needed for the cohorts of students in the study schools.
2. **Staff position and demographic information**—These files consist of the district and school staff and their roles/positions in each participating school, and district staff that support implementation. These files will be used as the basis for identifying which teachers and supplemental reading interventionists will be surveyed, to describe the sample and to create covariates for impact analyses. These data are only needed for teachers and interventionists in the study schools, as well as central office staff members.
3. **Intervention, screening, and progress monitoring**—These files will be used to identify which students are enrolled in supplemental reading intervention in all participating schools during the 2021–22, 2022–23, and 2023–24 school years. These data are only needed for the cohorts of students in the study schools.
4. **Student achievement and special education data**—These files will provide third- and fourth-grade achievement for all Cohort 1 and 2 students. These data are needed for the two cohorts of students, regardless of which school they are attending in your district.

Table 1 describes the two cohorts of students. Table 2 provides an overview of the timeline of the data requests. Table 3 provides a list of the variables requested.

**Table 1. Student Cohorts Included in the MTSS-R Evaluation**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Cohort** | **SY2021–22** | **SY2022–23** | **SY2023–24** | **SY2024–25** | **SY2025–26** | **SY2026–27** |
| **Cohort 1** | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
| **Cohort 2** | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |

*Note:* Gray cells indicate years where cohorts are in grades with MTSS-R implementation.

Table 2 lists the data elements and the timing of each request. The AIR team will work with your district to ensure an efficient and secure transfer of data file(s). If you have any questions or concerns regarding this data request, please do not hesitate to contact Seth Brown, [sbrown@air.org](file:///C%3A/Freelance%202/sbrown%40air.org) or 781-373-7034.

**Table 2. Schedule for Data Requests**

|  |  |  |  |
| --- | --- | --- | --- |
| **Request category** | **Date of request** | **Timing of data** | **Sample** |
| **A. Class roster and student demographic information** |
|   | 7/6/2021 | 8/31/2021 | Cohort 1 (1st grade)  |
|   | 1/4/2022 | 3/1/2022 | Cohort 1 (1st grade)  |
|   | 7/8/2022 | 8/31/2022 | Cohort 1 (2nd grade) and Cohort 2 (1st Grade)  |
|   | 1/4/2023 | 3/1/2023 | Cohort 1 (2nd grade) and Cohort 2 (1st Grade)  |
|   | 7/6/2023 | 8/31/2023 | Cohort 2 (2nd grade)  |
|   | 1/4/2024 | 3/1/2024 | Cohort 2 (2nd grade)  |
| **B. Staff position and demographic information**  |
|  | 1/4/2022 | 3/1/2022 | School and district staff |
|  | 1/4/2023 | 3/1/2023 | School and district staff |
|  | 1/4/2024 | 3/1/2024 | School and district staff |
| **C. Intervention, screening, and progress monitoring** |
|   | 8/6/2021 | 10/1/2021 | Cohort 1 (1st grade)  |
|   | 11/6/2021 | 1/1/2022 | Cohort 1 (1st grade)  |
|   | 2/4/2022 | 4/1/2022 | Cohort 1 (1st grade)  |
|   | 8/6/2022 | 10/1/2022 | Cohort 1 (2nd grade) and Cohort 2 (1st Grade)  |
|   | 11/6/2022 | 1/1/2023 | Cohort 1 (2nd grade) and Cohort 2 (1st Grade)  |
|   | 2/4/2023 | 4/1/2023 | Cohort 1 (2nd grade) and Cohort 2 (1st Grade)  |
|   | 8/6/2023 | 10/1/2023 | Cohort 2 (2nd grade)  |
|   | 11/6/2023 | 1/1/2024 | Cohort 2 (2nd grade)  |
|   | 2/4/2024 | 4/1/2024 | Cohort 2 (2nd grade)  |
| **D. Student achievement and special education data** |
|   | 6/1/2024 | 7/1/2024 | Cohort 1 (3rd Grade)  |
|   | 6/1/2025 | 7/1/2025 | Cohort 1 (4th Grade) and Cohort 2 (3rd Grade)  |
|   | 6/1/2026 | 7/1/2026 | Cohort 1 (5th Grade) and Cohort 2 (4th Grade)  |
|  | 6/1/2027 | 7/1/2027 | Cohort 2 (5th Grade) |

**Variables**

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

**Table 3. Variables in Data Requests**

| **Variable #** | **Data element** | **Definition/example** |
| --- | --- | --- |
| **A. Class roster and demographic information** |
| A.1 | School name | Unique school name |
| A.2 | Local student ID | Unique student ID—local student ID |
| A.3 | Student Name | Student Name  |
| A.4 | ID of students’ classroom teacher | Unique staff ID—local staff ID |
| A.5 | Name of students’ classroom teacher | Staff name |
| A.6 | Student enrolled grade | Grade in which student is enrolled (01, 02) |
| A.7 | Gender | M, F |
| A.8 | Ethnic race reporting category | H = Hispanic, I = American Indian, A = Asian, B = Black or African American, P = Native Hawaiian or Other Pacific Islander, W = White, T = Two or More Races, N = No information provided; OR separate indicators |
| A.9 | Student economic status or free or reduced-price lunch status | Provide codes in data dictionary |
| A.10 | Students’ home language | Provide codes in data dictionary |
| A.11 | Students’ current ELL status | Provide codes in data dictionary |
| A.12 | ELL testing data | Provide table of HOSS/LOSS and out-of-range or invalid scores |
| A.13 | Students’ reclassification date (if reclassified as fluent English proficient) | Date (e.g., MMDDYYYY) |
| A.14 | Student special education status | Provide codes in data dictionary |
| A.15 | Date of special education designation | Date (e.g., MMDDYYYY) |
| A.16 | Date student was enrolled in school | Date (e.g., MMDDYYYY) |
| A.17 | Date student exited school | Date (e.g., MMDDYYYY) |
| **B. Staff position and demographic information** |
| B.1 | School name | Unique school Name |
| B.2 | Staff ID | Unique staff ID—local staff ID |
| B.3 | Staff name | Staff name |
| B.4 | Position name | Position of staff (e.g., teacher, paraprofessional, principal, director of curriculum) |
| B.5 | Staff E-mail | E-mail address |
| B.6 | Grade taught | Grade Taught, or N/A |
| B.7 | Years of experience | Numeric |
| B.8 | Education | e.g., BA, MA |
| B.9 | Certification | Certification type |
| B.10 | Salary | Numeric |
| B.11 | Contract type | e.g., 10 month, 12 month |
| **C. Intervention, screening, and progress monitoring**  |
| C.1 | School name | Unique school name |
| C.2 | Local student ID | Unique student ID—local student ID |
| C.3 | Student name | Student name  |
| C.4 | Supplemental reading intervention indicator | 1 = Yes; 0 = No |
| C.5 | Supplemental reading intervention start date | Date (e.g., MMDDYYYY) |
| C.6 | Supplemental reading intervention end date | Date (e.g., MMDDYYYY) |
| C.7 | Hours spent in intervention | Hours |
| C.8 | Number of intervention sessions, or frequency | Number of sessions, or frequency (e.g., daily, twice a week) |
| C.9 | Interventionist ID | Unique staff ID—local staff ID |
| C.10 | Interventionist name  | Staff name |
| C.11 | Screening data for year (spring request only) | Screening data (e.g., DIBELS) from fall, winter, and spring of the current year |
| C.12 | Progress monitoring data for year (spring request only) | Progress monitoring data (e.g., DIBELS) for students receiving intervention |
| **D. Student achievement and special education data** |
| D.1 | Year | Academic year test was taken (e.g., 2023–24) |
| D.2 | Test name | Specific assessment reported  |
| D.3 | School name | Unique school name |
| D.4 | Local student ID | Unique student ID—local student ID |
| D.5 | ID for teacher of record | Unique teacher ID—local teacher ID |
| D.6 | Students’ current ELL status | Provide codes in data dictionary |
| D.7 | ELL testing data | Provide table of HOSS/LOSS and out-of-range or invalid scores |
| D.8 | Students’ reclassification date (if reclassified as fluent English proficient) | Date (e.g., MMDDYYYY) |
| D.9 | Student special education status | Provide codes in data dictionary |
| D.10 | Date of special education designation | Date (e.g., MMDDYYYY) |
| D.11 | Date student was enrolled in school | Date (e.g., MMDDYYYY) |
| D.12 | Date student exited school | Date (e.g., MMDDYYYY) |
| D.13 | Reading score code | e.g., A = Absent, D = No info for subject, Alternate record, O = Other, \* = No info, S = Score |
| D.14 | Reading language version | E = English; S = Spanish |
| D.15 | Reading test version | e.g., S = Regular, M = Modified, T = Alternate |
| D.16 | Reading tested grade | e.g., 03, 04 |
| D.17 | Reading performance level | Provide description corresponding to values |
| D.18 | Reading scale score | Provide table of HOSS/LOSS and out-of-range or invalid scores |
| D.19 | Math score code | e.g., A = Absent, D = No info for subject, Alternate record, O = Other, \* = No info, S=Score |
| D.20 | Math language version | E = English, S = Spanish |
| D.21 | Math test version | e.g., S=Regular, M=Modified, T=Alternate |
| D.22 | Math tested grade | e.g., 03, 04 |
| D.23 | Math performance level | Provide description corresponding to values |
| D.24 | Math scale score | Provide table of HOSS/LOSS and out-of-range or invalid scores |

**Table 4. List of Participating Schools**

| **School name** |
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