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

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:

A. **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.

B. **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.

C. **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.

D. **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 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

Variable #	Data element	Definition/example
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

Variable #	Data element	Definition/example
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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