

# Memorandum of Understanding for Study of Teacher Residency Programs and Their Graduates Mathematica Contract Number 50911X07704

## 1. Introduction/Background

- 1.1 This Memorandum of Understanding (“MOU”) is entered into by and between Mathematica Inc., a nonpartisan policy research firm (“Researcher” or “Partner”), and Newark Board of Education (“Education Authority” or “Board”) (each a “Party”, and collectively, “Parties”) on the date of execution by the last signing Party below (“Effective Date”), pursuant to 34 CFR § 99.31(a)(6)(i).
- 1.2 To help fill hard-to-staff positions and better prepare new teachers, many states and districts have invested in teacher residency programs. Modeled on medical residencies, teacher residency programs aim to better prepare new teachers by combining education coursework with extensive on-the-job training. Program participants complete a full-year apprenticeship, or “residency,” under the supervision of an experienced mentor before they become teachers of record. Teacher residency programs have grown considerably since the first programs began in the early 2000s. However, evidence on the effectiveness of this promising approach to teacher preparation is limited.
- 1.3 Under its Contract, No. 91990019C0066, effective September 24, 2019, with the National Center for Education Evaluation and Regional Assistance of the U.S. Department of Education’s Institute of Education Sciences (IES) (“IES Contract”), Mathematica is conducting a Study of Teacher Residency Programs and Their Graduates (the “Evaluation”).

## 2. Purpose/Evaluation Data

- 2.1 The purpose of this MOU is to document the terms under which Education Authority will provide access to information, which may include personally identifiable student and teacher information, for purposes of the Evaluation conducted by Researcher and its subcontractors, partners, and consultants who are part of the study team (collectively, the “Study Team”).
- 2.2 Annexed hereto as Attachment A and incorporated herein is a description of the Evaluation Project and the data to which the Study Team will have access as part of the Evaluation (“Evaluation Data”).

## 3. Institutional Review Board Approval

If Institutional Review Board approval is required, Researcher shall obtain approval and provide documentation of such approval to the Education Authority.

## 4. Data Privacy Terms and Conditions

To effect the transfer of the Evaluation Data and to ensure that the required confidentiality of personally identifiable information shall always be maintained, Researcher agrees with the following terms and conditions:

- 4.1 Researcher will comply with, and ensure the Study Team’s compliance with, the provisions of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) if applicable. Researcher will notify the Education Authority in the event of a breach of confidentiality of personally identifiable student and teacher information included in the Evaluation Data. Researcher also will

make all reasonable efforts to cure any such breach, prevent further breaches, and inform the Education Authority of such efforts. Partner and/or its agents agree to maintain all staff and student information confidentially in accordance with all New Jersey state and federal laws and regulations, including but not limited to, the Children’s Online Privacy and Protection Act (“COPPA”), the federal Health Insurance Portability and Accountability Act of 1996 (“HIPAA”), the Family Educational Rights and Privacy Act (“FERPA”), Federal Regulations (42 CFR-Part 2 and 42 CFR-Parts 160 & 164), and the N.J. Children of Substance Abusers Legislation of 1999 (N.J.S.A. 18A:40A-7.1). To the extent that any services are performed by Partner virtually using the internet or some other remote means of electronic transmission, Partner shall ensure that any online internet providers, platforms or other remote means of electronic transmission that it may use to deliver said services are sufficiently secure and adequately safeguard student information, is compliant with all relevant state and federal laws including COPPA, and must be compatible with and comply with the technical requirements of the Board’s computer network and/or must be on a Board pre-approved online platform.

- 4.2 Researcher and the Study Team will use data shared or collected under the MOU for no purpose other than the relevant Evaluation and publications related to the Evaluation. Nothing in the MOU shall be construed to authorize Researcher to have access to data beyond that included in the Evaluation Data or to permit access to such data by entities other than the Study Team without the prior written consent of Education Authority, apart from the creation of a Restricted Use dataset for the use of researchers to reconstruct findings and analyses, as described later in this document. Researcher agrees to immediately notify the Education Authority if it becomes aware that data shared under this MOU has been used for a purpose outside the scope of this MOU.
- 4.3 Data Ownership and Other Rights.
  - 4.3.1 Researcher acknowledges that Education Authority is the owner of and has direct control over all student and teacher data, that this MOU does not effect any transfer of title to or ownership of the student and teacher data, and that Education Authority is free to distribute the student and teacher data to other (third) parties for any purpose.
  - 4.3.2 Education Authority acknowledges that Researcher is the owner of all right, title and interest in and to Researcher’s methods and techniques used in performing the Evaluation including the collection of data and the Evaluation Data under this MOU, any deliverables, work product, and/or related intellectual property first created, reduced to practice, or produced in performance of the Evaluation, and shall be the sole author and owner of all exclusive rights of copyright in the work product.
- 4.4 Researcher will put procedures in place to safeguard the confidentiality and integrity of personally identifiable student and teacher data, to place limitations on its use, and to maintain compliance with applicable privacy laws. Researcher shall require all Study Team members to comply with the data privacy terms and conditions of this MOU and all applicable provisions of FERPA and other laws with respect to the data and information shared under the MOU.
- 4.5 Researcher agrees to maintain all Evaluation Data in a secure physical or digital environment and not copy, reproduce or transmit such data, except as necessary. All copies of data of any type, including any modifications or additions to data from any source that contains Evaluation Data, are subject to the provisions of this MOU in the same manner as the original information.
- 4.6 Researcher agrees to require and maintain an appropriate confidentiality agreement from each Study Team member with access to the Evaluation Data.

- 4.7 Researcher shall ensure that Study Team members do not disclose or otherwise release data and reports relating to an individual, nor disclose information relating to a group, category of individuals, or school without ensuring the confidentiality of individuals in that group or school. Publications and reports of these data and information related to them must include only aggregate data and no personally identifiable information or other information that could lead to the identification of any individual.
- 4.8 Researcher will not provide any data obtained under this MOU to any entity or person except as permitted by this MOU and applicable law.
- 4.9 Except as otherwise provided herein, Researcher will destroy, and will cause members of the Study Team to destroy, all data in its original form obtained under the MOU when no longer needed for the relevant Evaluation and related research, inclusive of publication of reports related to the Evaluation, and/or completion of Researcher’s work under its IES Contract which Researcher anticipates will occur in or around July 2025, at which point, the internal study data in its original form will be destroyed. Researcher will destroy all data files and hard copy records created pursuant to the MOU and purge any copies of such data from all computer systems. Researcher agrees to require all Study Team members to comply with this provision. Nothing in this MOU authorizes Researcher or the Study Team to maintain student and teacher data beyond the time period, inclusive of publication of reports related to the Evaluation, needed to complete the Evaluation.

## 5. Publications and Reports

- 5.1 Researcher has the right consistent with scientific standards, to publish, present, or use the study results from the Evaluation but only if the publication, presentation, or use does not permit personal identification of Education Authority students, their parents, or Education Authority personnel by individuals other than authorized representatives of Researcher and the Study Team.

## 6. Restricted Use Files

- 6.1 To ensure that other researchers can access the Evaluation Data, IES requires that Researcher create a restricted-use file from the data used in their analyses. The data are completely stripped of any identifiers; no students, schools, teachers, or districts can be identified in the file. IES restricts access to researchers who apply to use the data for a specific purpose and agree to the Department of Education’s limitations on the data’s use.

## 7. Term and Termination

- 7.1 **Term.** This MOU shall be effective from and including the Effective Date and, unless otherwise terminated in accordance with this Section 7, will continue through the 2021-22 and 2023-2024 school years until completion of the Evaluation, including the completion of all analyses and Researcher’s obligations to IES under its IES Contract and the issuance of all reports. .

### 7.2 Termination.

#### 7.2.1 By Education Authority.

- (a) Education Authority may terminate this MOU at any time, for convenience, upon thirty (30) days written notice to Researcher.
- (i) Should Education Authority terminate this MOU for convenience under Section 7.2.1, Researcher shall not be obligated to pay to Education Authority any amounts

for tasks not completed under Section 3 of Appendix A, "Compensation" at the time of termination.

- (b) Education Authority may terminate this MOU upon confirmation of Researcher's noncompliance with any applicable federal or state laws, rules, or regulations, or upon confirmation that personally identifiable student and teacher information have been released in a manner inconsistent with this MOU.

**7.2.2 By Researcher.**

- (a) Researcher may terminate this MOU immediately if Researcher's IES Contract is terminated for any reason or funding has been reduced by IES, in which case, Education Authority will (i) be compensated for tasks completed in accordance with the Compensation schedule described at Section 3 of Appendix A hereto, before service of notice of termination under this Section 7.2.2(a), and (ii) be reimbursed the actual, necessary, and reasonable costs it incurred for any tasks not fully completed before service of notice of termination under this Section 7.2.2(a).

**7.2.3 By Either Party.** Either Party may terminate this MOU immediately if, after thirty (30) days from service of notice on the other Party of that other Party's alleged breach of its obligations under this Agreement, the breaching Party has failed to cure the alleged breach.

## 8. Notices

8.1 All notices required in relation to the contractual terms or compliance with the data privacy terms and conditions of this MOU will be in writing and will be deemed given when delivered by hand; sent by courier or other express mail service, postage prepaid; or transmitted by email with proof of receipt or facsimile addressed to individuals identified below. The designation of individuals for receipt of notices may be changed by written notice of a party.

Researcher	Education Authority
Pamela L. Tapscott Vice President, Director Contracts Operations Mathematica Inc. 1100 First Street, NE, 12th Floor Washington, D.C. 20002-4221 Phone: 202-484-3294 E-Mail: <a href="mailto:ptapscott@mathematica-mpr.com">ptapscott@mathematica-mpr.com</a>	Jessica Zulawski Research Scientist 973-733-3796 <a href="mailto:Jzulawski@nps.k12.nj.us">Jzulawski@nps.k12.nj.us</a> Newark Board of Education

8.2 The technical contact for each Party is designated in Appendix A.

## 9. Miscellaneous

9.1 The law of the state in which the Education Authority is located will govern the interpretation of this agreement without reference to rules regarding conflicts of law.

- 9.2 This MOU constitutes and contains the entire agreement between the Parties with respect to the subject matter hereof and supersedes any prior and contemporaneous oral or written agreements between the parties.
- 9.3 This agreement may be executed in two or more counterparts.
- 9.4 The terms of this MOU may be modified only by way of written agreement executed by all Parties to this MOU, except that minor revisions to programmatic issues (e.g., changes to schedules or data elements) may be accomplished by email notification under section 8.1 unless a Party requests a formal written amendment to this MOU signed by both Parties. This MOU may not be altered, modified, rescinded or extended orally.
- 9.5 Partner shall ensure that if any worker(s), subcontractors(s), agent(s) and representative(s) (collectively “Workers”) is/are assigned to a school location or to a project involving contact with children, those Workers have had criminal history background checks which indicate that no criminal history record information exists on file in either the Identification Division of the Federal Bureau of Investigation or the State Bureau of Identification which would disqualify said employees from employment pursuant to N.J.S.A. 18A:6-7.1 et seq. Partner must ensure that if background checks must be performed, they will be performed no later than thirty (30) days after execution of this MOU. The services under this MOU shall not begin or proceed until Partner complies with the requirements of this section. Failure to ensure that required criminal history background check(s) are performed within said the thirty-day time limitation shall be deemed a material breach of this agreement by Partner, and as such, serves as a basis for the Newark Board of Education to immediately terminate this MOU.
- 9.6 This MOU is not a commitment of funds by the Education Authority. Education Authority’s participation in the Evaluation under this MOU does not require any monetary payment of any kind from the Education Authority to Partner or any of its subcontractors, agents or representatives under this MOU.
- 9.7 In addition to any liability or obligation to the Board that may exist under any other provision of this MOU or by statute or otherwise, Partner shall be liable to and hereby agrees to indemnify, save and hold harmless the Education Authority, the Newark Board of Education, the Superintendent, its Board and any of its employees, agents and representatives from and against any and all third-party damages, lawsuits, claims, liabilities and expenses, including reasonable attorney’s fees and court costs, which the school district or the Board actually incurs as a result of any adverse determination or settlement of any third party claim, demand, suit, proceeding, action or cause of action or settlement that arises as a direct result of Researcher’s violations of Section 4 of this MOU. .
- 9.8 Partner shall procure and maintain for the duration of the MOU commercial insurance against claims for injuries to persons and/or damages to property which may arise from or in connection with the performance of work hereunder by Partner, or its agents, representatives, employees or subcontractors. Partner represents and warrants that all work provided hereunder will be performed by persons who are licensed, certified and experienced to furnish the Board with these services. This MOU shall be contingent upon proof of insurance coverage for the entire term, notwithstanding that the Newark Board of Education may accept any in place of coverage at the time of the execution of this agreement which may be due to expire prior to the completion date of this MOU.

The Newark Board of Education is to be added as an **additional insured** but only as our interests may appear on all Certificates of Insurance as indicated below.

**MINIMUM SCOPE AND LIMITS OF INSURANCE**

- A. Comprehensive General Liability Insurance including Completed Operations Coverage, covering bodily injury, personal injury and property damage. Limits of Liability shall be not less than \$1,000,000 Combined Single Limit.
  
- B. Workers’ Compensation and Employers Liability Insurance as required by the State Law of New Jersey, and
  
- C. Commercial Automobile Liability Insurance, with limits of liability not less than \$1,000,000 Combined Single Limit.

9.9 Partner shall ensure that each worker(s), subcontractors(s), agent(s) and representative(s) assigned to a school location or to a project involving contact with children will comply with the Board’s Conduct policy as well as all local, state and federal laws and regulations, including those related to public health. Partner also agrees to abide by any safety regulations, executive orders and/or state mandates that may be issued by any state or federal agency governing and/or relating to maintaining the public health and safety including, but not limited to, the use of temperature checks, masks, gloves, vaccinations, weekly testing and social distancing. Should any of Partner’s worker(s), subcontractors(s), agent(s) and/or representative(s) violate any Board policy or public health and safety policy, the Board retains the right to request and have Partner remove said worker(s), subcontractors(s), agent(s) and representative(s) from the school location and/or the program altogether.

9.10 **COMPENSATION.** See Appendix A, attached hereto at Section 3, incorporated herein by this reference.

The Parties have caused this MOU to be executed by their duly authorized representatives. By signing this agreement, Education Authority and Researcher signify that they will comply with the conditions of this MOU and its attachments.

For Newark Board of Education	Mathematica Inc.
By: _____ Print Name: Dawn Haynes _____ Title: Board President _____ Date: _____	By: _____ Print Name: Toyin Tomori _____ Title: Sr. Associate Director of Contracts II _____ Date: _____

**APPENDIX A**  
**TO MOU BETWEEN**  
**MATHEMATICA INC. AND [EDUCATION AUTHORITY]**

**STUDY DESIGN AND DATA COLLECTION ACTIVITIES**

This Appendix A, which includes Attachments A-1 and A-2, is incorporated into the MOU to which it is attached and describes the study design and data to be collected by Researcher and its Study Team or otherwise provided by Newark Public Schools, to be used in connection with the Evaluation led by Researcher for IES under the IES Contract.

**1. STUDY DESIGN AND IDENTIFICATION OF STUDY SCHOOLS**

1.1 This study will provide evidence on the effectiveness and retention of teachers who graduated from residency programs and on promising strategies used by these programs to prepare new teachers. It will address the following key research questions:

- 1.1.1 Are residency graduates more effective than other teachers, and how does this change as teachers progress in their careers?
- 1.1.2 Do residency graduates remain in teaching longer than other teachers?
- 1.1.3 How do particular features of residency programs relate to teachers' effectiveness and retention?
- 1.1.4 Are residency programs a cost-effective strategy for improving student achievement?
- 1.1.5 What are the characteristics of residency programs nationally, and what strategies do they use to better prepare new teachers?

1.2 To answer these research questions, the Study Team will implement an experimental research design in approximately 15 districts across the 2021–2022 and 2022–2023 school years. In participating schools in each district in each year, the Study Team will randomly assign all students in a grade and subject to a class taught by a teacher who graduated from a residency program or to a class taught by a teacher from some other type of preparation program (or “comparison teacher”), with the group of classes forming a “classroom match.” Randomly assigning students to either a class taught by a residency graduate or to a class taught by a comparison teacher ensures that residency graduates and comparison teachers have a similar mix of students, thereby providing the most credible research findings.

1.3 Across the participating districts, the Study Team aims to include 100 residency graduates and 250 comparison teachers across the two school years, from approximately 100 classroom matches. The study will only include English language arts and math teachers in grades 3 through 8 for whom state assessment data will be universally available to measure student achievement.

1.4 The Study Team will work with the Education Authority to identify schools that have eligible classroom matches and are willing to participate in the study in one or both school years. This may include working with the Education Authority to arrange a meeting in which potentially eligible school principals can hear about the study directly from the Study Team.

1.5 The Study Team will ask principals of eligible schools to document their willingness to participate in the study by completing and signing a short **School Study Participation Agreement** in a form

substantially identical to **Attachment A-1 to this Appendix A**, incorporated herein by this reference. The Study Team will not necessarily select all eligible and interested schools into the study, but may select a subset.

- 1.6 The Study Team will work closely with school staff to identify eligible classroom matches for the study in grades 3 through 8 and, within those matches, randomly assign students to teachers. Random assignment will accommodate schools' usual process for assigning students to teachers, taking place after school officials use their usual process to assign students to classes but before students receive their class assignments. After school officials use their usual process to assign students to classes, schools will send the Study Team rosters of students in each classroom in the study. The Study Team will re-assign students among the matched classrooms, and the school will adopt the Study Team's revised class rosters for the school year. Students will have an equal chance of being assigned to each class. The Study Team will be able to accommodate a small number of exemptions from random assignment, such as students who must be paired with a particular teacher or separated from certain other students. The Study Team can also accommodate schools' requests to balance classrooms on a particular feature, for instance, prior student achievement.
- 1.7 The Study Team will also accommodate schools' needs concerning the timing of random assignment. It will provide class assignments as early as June before the start of each study school year, up through the first day of school. The Study Team will also work closely with school staff just prior to the start of the school year and through the first two full weeks of classes to randomly assign students who are newly enrolling in the study classes. The Study Team will provide a toll-free hotline the schools can call for immediate feedback regarding the appropriate classroom assignment for newly enrolling students.
- 1.8 To maintain the integrity of random assignment, schools should notify the Study Team of any teacher or student changes in the study classes throughout the 2022–2023 school year.

## 2. DESCRIPTION OF DATA AND DATA COLLECTION ACTIVITIES

As part of the Evaluation, the Study Team will collect, or Education Authority will provide Researcher the following Evaluation Data necessary to complete the Approved Research Project:

- 2.1 Administrative data on students. The Study Team will measure residency graduates' effectiveness in improving student achievement with administrative data on students' math and English language arts test scores from the 2021–2022 and 2022–2023 school years. Education Authority will be asked to upload student administrative records to a secure website controlled by Researcher in fall 2023 (for students assigned to participating teachers during the 2022–2023 school year). Education Authority will be provided with a detailed list of data needed for the study. This will include standardized test scores and students' background characteristics (e.g., age, gender, English language learner status). The Study Team will send Education Authority instructions on how to upload the data. See also Section 8 below, "Administrative Data."
- 2.2 Administrative data on teachers. The Study Team will collect administrative data in fall 2023 to measure differences in retention between residency graduates and comparison teachers. To measure teacher retention, the Study Team will ask Education Authority to upload data showing which 3rd through 8th grade teachers in study schools are still employed in the district, as teachers or in another capacity, in the 2023–2024 school years. This data collection can be



coordinated with the collection of student administrative records mentioned above. See also Section 8 below, “Administrative Data.”

- 2.3 Teacher survey. The Study Team will ask teachers in the study (both residency graduates and comparison teachers) to complete a 30-minute online survey in spring 2023 to learn whether residency graduates had more intensive clinical experiences, better mentors, greater integration of coursework with their clinical experience, and better follow up support after becoming teachers of record than comparison teachers, which could improve their effectiveness. Teachers will be paid \$30 to complete the survey.
- 2.4 District cost reporting. The Study Team will request information from coordinators of districts’ residency programs during summer 2023 on the costs to districts of hiring residency graduates. The Study Team will ask about the district’s costs for partnering with the program and about differences in costs related to hiring, salary, induction, support, and turnover for residency graduates and comparison teachers.
- 2.5 Current class rosters. At four points during each study school year—right after random assignment occurs, about a month into the fall semester, at the beginning of the spring semester, and a month before the end of the school year—each participating school will send the Study Team the current roster for each class in the study and provide transfer information on students who have left the study classes. The roster will be used to verify the enrollment of students assigned to study classrooms.

### 3. COMPENSATION

3.1 If permitted by Education Authority:

3.1.1 Researcher will compensate each participating school between \$5,000 and \$10,000 for participating in the study. The exact amount paid to schools will depend on the number of classroom matches that participate in the study. The payments will be made in three installments. The first payment will occur after the schools submit rosters for each study class right after random assignment. The second payment will occur after the schools submit rosters for each study class at the start of the spring semester. The third payment will occur after the schools submit rosters for each study class at the end of the spring semester.

Number of Classroom Matches	First Payment	Second Payment	Third Payment	Total School Payment Per Year
1	\$2,000	\$1,000	\$2,000	\$5,000
2	\$2,400	\$1,200	\$2,400	\$6,000
3	\$2,800	\$1,400	\$2,800	\$7,000
4	\$3,200	\$1,600	\$3,200	\$8,000
5	\$3,600	\$1,800	\$3,600	\$9,000
6+	\$4,000	\$2,000	\$4,000	\$10,000

3.1.2 Researcher will compensate teachers with a \$30 gift card for completing surveys.

3.1.4 Researcher will compensate Education Authority a total of \$1,000 for providing the required administrative data.

#### 4. INTERNAL REVIEW BOARD (IRB)

4.1 The Study Team will comply with all applicable federal and state regulations and requirements for participation in research. The Study Team’s data collection instruments will undergo review by the U.S. Office of Management and Budget and the HML IRB.

#### 5. EDUCATION AUTHORITY AND STUDY LIAISONS AND TECHNICAL CONTACTS FOR THE EVALUATION DATA

5.1 Education authority study liaison and administrative data contact. As soon as possible, Education Authority will assign a liaison to coordinate the Education Authority’s responsibilities in the study and provide any assistance necessary for the Study Team to complete its responsibilities. The Education Authority Liaison will maintain regular contact with the researcher study liaison and serve as the main point of contact on behalf of Education Authority. Education Authority will also name an administrative data contact if that person is different than the study liaison.

5.2 Researcher study liaison and administrative data contact. The Study Team will name a liaison to coordinate its responsibilities in the district. The Study Liaison will be the main point of contact on behalf of the Study Team. The Study Team will also name an administrative data contact if that person is different than the study liaison.

Researcher	Education Authority
Researcher study liaison: Ryan Callahan 312-994-1015 RCallahan@mathematica-mpr.com  Researcher administrative data contact: Megan Davis 609-275-2361 MDavis@mathematica-mpr.com	Education authority study liaison: Jessica Zulawski 765 Broad Street, Newark, NJ 07102 201-733-3796 jzulawski@nps.k12.nj.us

#### 6. SCHEDULE OF MAJOR STUDY ACTIVITIES

Time Period	Study Activity
<b>Participants in 2022–2023 school year</b>	
<b>Fall 2021 – Summer 2022</b>	Study Team identifies schools and teachers to participate in the study in the 2022–2023 school year.  Study Team and school representatives sign workplans outlining their respective roles and responsibilities
<b>Summer 2022</b>	Study Team works with schools on assignment of students to study classes for the 2022–2023 school year and collects student rosters of study classes to confirm student assignments were correctly implemented  Study Team distributes first payment to schools after they confirm implementation of random assignment
<b>Fall 2022</b>	Study Team works with school officials to accommodate necessary changes to class rosters (disenrollments and late additions) – through end of second week of classes

Time Period	Study Activity
	Study Team collects student rosters of study classes one month into fall semester
<b>Spring 2023</b>	<p>Participating teachers asked to complete 30-minute web-based survey; receive \$30 as compensation for their time</p> <p>Study Team collects student rosters of study classes once at the start of the spring semester and distributes second payment to schools after rosters are received</p> <p>Study Team collects student rosters about a month before the end of the school year</p> <p>Study Team sends final compensation payment to school after receipt of rosters a month before school ends</p>
<b>Summer 2023</b>	Study Team will request information from Education Authority’s coordinator of residency programs on the costs of hiring residency graduates
<b>Fall 2023</b>	Education Authority shares administrative data on students assigned to participating teachers (student achievement data from 2021–2022 and 2022–2023 and background characteristics) and teacher retention data for fall 2023; Education Authority receives \$1,000 after providing requested data

**7. PARTICIPATING SCHOOLS AND PRINCIPALS**

7.1 Prior to or at the start of the 2022–2023 school year, Researcher shall provide Education Authority with a list of the District schools that have been selected to participate in the upcoming data collection.

**8. ADMINISTRATIVE DATA REQUESTS**

8.1 Mathematica will request one (1) round of administrative records. A draft version of the **Administrative Data Request Memo** is attached to this Appendix A as **Attachment A-2** and is incorporated herein by this reference. A study team member will share final versions with Education Authority staff before each round of data collection. Before Education Authority submits the administrative data to Mathematica, a member of the Study Team will review the data requested in detail with a representative from the district who is most familiar with these data. If a data element is not available in the district’s data systems, the Study Team will work with the district to determine if another, similar data element can be used instead. To securely transmit the data to the Study Team, Mathematica will establish a password-protected, secure file transfer site for use by Education Authority.

## ATTACHMENT A-1 to Appendix A to MOU

### Study of Teacher Residency Programs and Their Graduates School Study Participation Agreement Newark Public Schools [NAME OF SCHOOL], Mathematica Contract No. 50911X\*\*\*\*

The U.S. Department of Education is sponsoring an evaluation to examine the effectiveness of teachers who graduated from teacher residency programs. This document summarizes the roles and responsibilities of schools that are participating in this study and Mathematica, which is conducting this evaluation for the U.S. Department of Education under Contract 91990019C0066.

#### Roles and Responsibilities of Participating Schools

We have identified at least one eligible classroom “match” at your school. A “match” is a set of two or more classes (at least one taught by a teacher residency program graduate) of the same grade level and subject(s) being taught to similar students under similar circumstances.

Mathematica will randomly assign students to these “matched” classrooms. Students will have an equal chance of being assigned to any of the teachers in the match. Random assignment will take place once the school has determined which students are to be assigned in the study classrooms. To accommodate the study, the school will provide the list of students to be assigned as soon as it is clear which students are eligible for assignment to participating classrooms. The study team will accommodate a small number of exceptions to random assignment. **To ensure the scientific validity of the study, it is essential that Mathematica (not the school) assigns students to classes.**

The school will adopt the class assignments from Mathematica for the 2022–2023 school year and send its updated class rosters back to Mathematica so study staff can verify that student assignments were correctly implemented. Following the initial assignment of students and through the 2nd week of school, school staff will notify Mathematica of any additional students they would like to enroll in a study class, and Mathematica will inform the school of these students’ class assignments. At three additional points during the school year – about a month into the fall semester, at the beginning of the spring semester, and a month before the end of the school year – school staff will provide updated class rosters for the study classrooms and information on students who have left these classrooms.

Principals of participating schools also agree to cooperate with and support the study data collection activities including encouraging teachers to fill out a 30-minute survey.

All information collected for the study will be confidential and used for research purposes only. No information identifying any district, school, classroom, teacher, or student will be released.

#### Compensation for Study Activities

Mathematica will compensate each participating school between \$5,000 and \$10,000 for participating in the study. The exact amount paid to schools will depend on the number of classroom matches that participate in the study (see table). The payments will be made in three installments. Each payment will be contingent

on the number of matches still in place at that time and the school fulfilling the study activities. The first payment will occur after the schools submit rosters for each study class immediately after random assignment. The second payment will occur after the schools submit rosters for each study class at the start of the spring semester. The third payment will occur after the schools submit rosters for each study class at the end of the spring semester.

Number of Classroom Matches	First Payment	Second Payment	Third Payment	Total School Payment Per Year
1	\$2,000	\$1,000	\$2,000	\$5,000
2	\$2,400	\$1,200	\$2,400	\$6,000
3	\$2,800	\$1,400	\$2,800	\$7,000
4	\$3,200	\$1,600	\$3,200	\$8,000
5	\$3,600	\$1,800	\$3,600	\$9,000
6+	\$4,000	\$2,000	\$4,000	\$10,000

Mathematica will provide \$30 to each teacher who completes the survey.

### Principal Agreement to Participate in Study

I understand the scope of this evaluation and my school’s participation in it. I agree to allow Mathematica to assign students to classes (taking into account a limited number of special requests from my school).

<p><b>For School:</b></p> <p>_____</p> <p>Principal signature</p> <p>_____</p> <p>Print Principal name</p> <p>_____</p> <p>Print School name</p> <p>_____</p> <p>Print District name</p> <p>Phone: _____</p> <p>Email: _____</p> <p>Date: _____</p>
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**ATTACHMENT A-2  
To Appendix A  
ADMIN DATA REQUEST MEMO [TEMPLATE]**



**Memo**

**To:** [DISTRICT]  
**From:** [DATA LIAISON; Study Team]  
**Date:** [DATE]  
**Subject:** Administrative Data Request for the Study of Teacher Residency Programs and Their Graduates

Thank you for participating in the **Study of Teacher Residency Programs and Their Graduates**, a study that Mathematica Inc. and its partners, the National Center for Teacher Residencies and Decision Information Resources, are conducting for the U.S. Department of Education (the “Study Team”). The goal of the Evaluation is to examine whether graduates from teacher residency programs remain in teaching longer than other teachers and are more effective at improving students’ achievement. This memo outlines our request for administrative data on teachers and students.

Table 1 provides an overall description of the administrative data requested and the timing of the request. During the fall of 2023, we are requesting school and grade assignment for teachers in the evaluation sample during the 2022–2023 school year, as well as demographic and state assessment data for students assigned to study teachers as of the beginning of the 2022–2023 school year.

**Table 1. Administrative Data Collection Timeline**

Data requested	Sample for data requested in Fall 2023
Teacher school and grade assignment data	Data as of fall 2023 for teachers in the evaluation sample during the 2022–2023 school year
Student demographic and assessment data	Data for school years 2021–2022 and 2022–2023 for students assigned to cohort 2 teachers in fall 2022

We will work with your district to determine the appropriate timing of data delivery. In addition, we realize that your district might not collect some of the data elements listed in this memo. 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. When you provide data, please include a data dictionary or codebook that explains what the variables and values mean.

**A. Educator School and Grade Assignment Data**

Table 2 lists the educator school and grade assignment data we are requesting for teachers as of fall of the school year requested. If easier, you may provide these data for all teachers in your district and we will extract the data needed for the evaluation.

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**Table 2. Educator School and Grade Assignment Data**

Data Element	Description	Notes
School year	School year to which the record pertains (for example, 2023–2024)	
Employee ID	Number that uniquely identifies the teacher across multiple files, records, and years. <b>Please do not include a Social Security number.</b>	
First and last name	First and last name of each teacher	
School ID	Number, such as state or district ID, that uniquely identifies the school where the teacher was assigned as of fall of the year requested.	
School name	Name of school corresponding to School ID	
Staff category or job type	Employment category, such as classroom teacher	
Grade(s) taught	Grade(s) taught (if teacher)	
Subject(s) taught	Subject(s) taught (if applicable)	

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

## B. Student Demographic and Assessment Data

Table 3 lists the demographic data we are requesting for students.

**Table 3. Student Demographic Data**

Data Element	Description	Notes <sup>a</sup>
School year	School year to which the record pertains (for example, 2022–2023)	
Student ID	Number that uniquely identifies each student across multiple files, records, and years. Please do not provide Social Security numbers.	
School ID: beginning of the school year	Number, such as a state or district 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 a state or district 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	Student’s gender	
Year of birth	Student’s year of birth	
Race	Student’s race	
Ethnicity	Whether student is Hispanic or Latinx	
Grade level	Student’s grade level 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	Student’s English learner status as of the beginning of the school year	
Special education status	Student’s special education status, such as having an Individual Education Plan, as of the beginning of the school year	

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Data Element	Description	Notes <sup>a</sup>
Gifted education status	Student’s gifted education status, such as being in gifted and talented classes for English language arts or math, as of the beginning of the year.	

<sup>a</sup> 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.

**Table 4. Student Assessment Data**

Data Element	Description	Notes <sup>a</sup>
<b>A. Math assessments</b>		
School year	School year to which the record pertains (for example, 2022–2023)	
Student ID	Number that uniquely identifies each student across multiple files, records, and years. Please do not provide a Social Security number.	
Math score on the state assessment for the school years requested, as available	Student’s scale score on the math section of the state assessment. If a student retook the test, please provide the most recent score in that year; not the highest score.	
Math test grade level for each state test	Grade level of math test taken by the student for each state test	
Math test description for each state test	Name of math test. Please indicate if the student took a modified or alternate form of the state test.	
Math test language indicator (if other than English) for each state test	For each state test, an indicator for whether the test was taken in a language other than English, such as Spanish	
Math test date for each state test	Date of each 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, for each state test	Code or indicator for whether the 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 a state or district identifier, 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>English language arts (ELA) assessments</b>		
ELA score on the state assessment for the school years requested, as available	Student’s scale score on the ELA section of the state assessment. If a student retook the test, please provide the most recent score in that year; not the highest score.	
ELA test grade level for each state test	Grade level of ELA test taken by the student for each state test	
ELA test description for each state test	Name of ELA test. Please indicate if the student took a modified or alternate form of the state test.	
ELA test language indicator (if other than English) for each state test	For each state test, an indicator for whether the test was taken in a language other than English, such as Spanish	



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Data Element	Description	Notes <sup>a</sup>
ELA test date for each state test	Date of each ELA test taken by student. If no date is available, then “spring,” “fall,” or similar qualifier can be provided.	
ELA test exemption or invalidation code, as applicable, for each state test	Code or indicator for whether the student received an exemption from taking the ELA test (such as a medical exemption) or the test was found to be invalid	
School identifier as of time of testing (ELA)	Number, such as a state or district 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 (ELA)	Name of the school in which the student was enrolled at the time of testing in ELA	

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

### C. 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 briefly describe why the requested data elements are required to conduct the study.

- 1. Teacher school and grade assignment data:** We will use the teacher school and grade assignment data to examine whether graduates from teacher residency programs have higher retention in their schools and districts than other teachers.
- 2. Student demographic and assessment data:** We will use the student demographic data to describe the characteristics of students in the study sample. We will use the student state assessment data to examine whether graduates from teacher residency programs are more effective at improving students’ achievement in math and English language arts than other teachers.

### D. Data Confidentiality

Mathematica follows 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.

### E. 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. See Attachment A for instructions on transferring the data securely to Mathematica.

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**Thank you very much for your assistance with this data request! We greatly appreciate your assistance. Please do not hesitate to contact Megan Davis with any questions or concerns at (609) 275-2361 or [MDavis@mathematica-mpr.com](mailto:MDavis@mathematica-mpr.com).**

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. The time required to complete this voluntary information collection is estimated to average XX 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, 555 New Jersey Avenue, NW, Washington, DC 20208.