Oklahoma Rural Schools Research Alliance
Data Inventory Overview

October 2015
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Introduction and purpose

The Oklahoma Rural Schools Data Inventory, created by the Regional Educational Laboratory (REL) Southwest, identifies the data available at federal, state, and local levels to support research on professional development for educators in rural schools. Organizations at all levels collect and manage a wealth of data that can be used to conduct research and inform education policy and practice. Because so many organizations house data, however, it can be difficult to locate, evaluate, and obtain needed data. The Oklahoma Rural Schools Data Inventory addresses this issue, providing information on relevant data sources, the data elements they contain, and how those elements relate to the interests of the Oklahoma Rural Schools Research Alliance.¹ Using the inventory, alliance members and researchers can leverage the data available to inform and advance the alliance’s research agenda.

This document provides an overview of the Oklahoma Rural Schools Data Inventory, which is a separate Excel spreadsheet available upon request (see sidebar above). The inventory contains information about data collected and maintained by the Oklahoma State Department of Education (OSDE), the Oklahoma Commission for Teacher Preparation (OCTP), the U.S. Department of Education, and other organizations. Data elements included in the inventory focus on students, teachers, and administrators in Oklahoma, with a particular interest in rural school educators and student outcomes.

The data inventory is tailored to the needs of the Oklahoma Rural Schools Research Alliance. To create the inventory, a REL Southwest team, working in coordination with alliance members, identified potential data sources and key constructs that reflect the alliance’s research priorities and interests. For example, a key alliance interest is to examine the link between teacher professional development programs and student outcomes. This alliance interest and others shaped the data sources included in the inventory.

Because the research agenda for the Oklahoma Rural Schools alliance continues to evolve and the data inventory may be used to inform multiple studies, the REL Southwest team erred on the side of inclusion when deciding which data elements, or variables, to capture in the inventory. Thus, the team attempted to capture all variables related to Oklahoma elementary and high school education and teacher professional development programs, including variables related to teacher preparation and teacher effectiveness, as well as other covariates and outcomes. The team also determined the extent to which researchers may use unique identifiers to link school, student, and program data across multiple systems. At the same time, data elements deemed irrelevant to the alliance’s research agenda were not inventoried.

¹ See http://relsouthwest.sedl.org/research-alliances/oklahoma_rural_schools.html for more information on the Oklahoma Rural Schools Research Alliance, including its goals, research agenda, and core members.
Data inventory content

The data inventory Excel spreadsheet is formatted according to the Version 3 Data Model Guide, established by the Common Education Data Standards (CEDS, 2013). To create the spreadsheet, the REL Southwest team used a protocol to guide the inventory population process and the systematic search of data sources (see appendix A).

The data inventory contains information about the specific data sources and systems where relevant data are housed. For each source, the inventory provides detailed information about each data element, including its level (for example, school-, course-, or student-level data) and whether it is an identifier (a variable that enables data to be linked across units and over time). When possible, the inventory also indicates the time of year each data element is collected and for which years data are available. In addition, the inventory categorizes each variable in terms of how it may be used in a rigorous research study. For example, the spreadsheet indicates whether a variable represents a student outcome measure; provides information on location, region, or geography for a school or district; or could be used as a demographic variable or covariate (appendix B lists the fields in the inventory). Last, to meet the Oklahoma Rural Schools Research Alliance’s need to identify data on rural schools, the inventory contains a field that indicates whether each data element relates to that topic.

How to use the data inventory

The Oklahoma Rural Schools Data Inventory is intended to serve multiple purposes, including providing information on extant data that may be used to conduct rigorous research studies and to assist the alliance in developing and refining research questions. In addition, the inventory can be used to identify gaps in existing data systems, thereby suggesting potential areas for improvement in data collection and management to facilitate future research.

As mentioned, the data inventory is an Excel spreadsheet, or workbook, that consists of multiple worksheets. The first worksheet, “All Variables,” contains all inventoried variables across all data sources. This worksheet can be used to obtain a sense of all relevant variables. For example, a researcher may focus on the inventory field “Rural School?” to determine which data sources contain information on rural schools. The researcher could then filter or sort on the field to display only “Yes” entries.

The second worksheet, “Variable Linking Information,” contains information on variables that can be used to link inventoried data to other sources, including other data in the inventory. Starting with the third worksheet, the same information contained in the “All Variables” worksheet is provided separately for each data source. These individual data source worksheets can be used to focus on the relevant elements within a single data system.
Data sources included in the inventory

The following questions were used in determining which data sources to include in the data inventory:

- Are the data relevant to the education experiences and outcomes of elementary and high school students?
- Does the source provide information on teacher professional development programs?
- Can the data be disaggregated to the rural school level?
- Are the data available for the state of Oklahoma?

Using these guiding questions, the team chose to include the data sources described below. However, the data inventory is intended to be a living document, and additional data sources may be added as they are identified and deemed relevant to the alliance’s needs.

**OSDE Wave System**

The Wave System is the student information system for the Oklahoma State Department of Education (OSDE). This system enables OSDE to collect data from local school districts across the state, and the data are then available for analysis. School districts submit 22 types of data to the Wave. REL Southwest inventoried data elements on attendance, student demographics, school and local education agency information, courses, staff personnel records and assignments, and student academic records. Data elements on discipline incidents, school calendar and schedule, and student and staff contact information were not included. To populate the inventory, the team used the April 2014 version of the Wave manual (an updated version was released in April 2015). Student data are available in Wave through the 2014/15 school year, with data being entered on an ongoing basis during the 2015/16 school year. Wave data are not available to the public, but researchers may request access to the data by entering into a data sharing agreement with the OSDE Legal Department, which can be reached at 405-521-4889. For more information on the Wave System, see [http://ok.gov/sde/wave-system](http://ok.gov/sde/wave-system).

» In the Excel workbook, this data source is inventoried in the “Wave” worksheet.

**OSDE A–F Report Card Grading System**

The OSDE A–F Report Card was adopted in 2011 by the Oklahoma Legislature to provide incentives to schools to challenge all students to reach high levels of college and career readiness. The 2013/14 grading scale² comprises the following components: student performance (50 percent) based on the Oklahoma School Testing Program assessments in grades 3–12; overall student growth (25 percent) based on annual student learning gains as measured by state assessments in reading and math for grades 3–8 and end-of-instruction tests for algebra I and English II; and bottom quartile student growth (25 percent) based on the growth of the bottom 25 percent of incoming students. Up to 10 bonus points can be added to the final grade. These bonus points can be earned by achieving established criteria in attendance, advanced coursework, dropouts,

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² The computation of the scores has changed since 2012. Detailed information on the grading system can be found at [http://ok.gov/sde/af-grades](http://ok.gov/sde/af-grades).
graduation, college entrance exams, or overall end-of-instruction performance (bonus point categories are determined by the grades served at the site). Report cards for 2011/12, 2012/13, and 2013/14 are available to the public. The A to F Report Card 2014 Technical Guide and the 2012/13 report card (see an example for Covington-Douglas Elementary School) were used to populate the data inventory. For more information about the OSDE A–F Report Card and to view report cards, see [http://ok.gov/sde/af-grades](http://ok.gov/sde/af-grades).

» In the Excel workbook, this data source is inventoried in the “A to F Report Card” worksheet.

**OCTP First Year Teacher Survey**

The Oklahoma Commission for Teacher Preparation (OCTP) First Year Teacher Survey, an annual survey that began in 2010, is designed to assist educator preparation programs in their development. First year teachers in Oklahoma have been invited to participate in this voluntary survey since 2010; and administrators, since 2011. The survey is sent to all first year teachers in the state and their administrators/mentors. Survey documentation notes that OCTP administers the survey to approximately 7,900 first year teachers and 1,054 administrators annually. However, the 2013 survey had just a 19 percent response rate for first year teachers and a 33 percent response rate for administrators. Therefore, the results of this survey may not be generalizable to all first year teachers and administrators in Oklahoma.

The survey for first year teachers asks respondents to rate their preparedness to teach on the basis of the “Oklahoma 15 General Competencies for Teacher Licensure and Certification” (see the first year teachers survey and results for 2013 and 2014). The survey for administrators asks respondents to rate first year teachers on their preparedness for the classroom (see the administrator survey and results for 2013 and 2014). Both the teacher and administrator survey results are presented overall as well as disaggregated by type of teacher certification (traditional, alternative, paraprofessional, Teach for America, and American Board for Certification of Teacher Excellence). While the reports are publicly available, the data are not available to researchers, and there is no additional documentation for the surveys.

The 2013 teacher and administrator surveys and results were used to populate the data inventory. For more information on the OCTP First Year Teacher Survey, see [http://www.ok.gov/octp/Educator_Preparation/Accreditation_Accountability/index.html](http://www.ok.gov/octp/Educator_Preparation/Accreditation_Accountability/index.html).

» In the Excel workbook, this data source is inventoried in the “First Year Teacher Survey” worksheet.

**Certification Examinations for Oklahoma Educators**

The Certification Examinations for Oklahoma Educators (CEOE) system was developed in 1995 after the Oklahoma Legislature directed OCTP to develop and implement a competency-based assessment system for educator licensure and certification. The CEOE consists of three main examinations: the Oklahoma General Education Test (OGET), which focuses on critical thinking and general education knowledge; the Oklahoma Subject Area Test (OSAT), which focuses on subject matter knowledge and includes 60 subject matter tests; and the Oklahoma Professional

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3 [http://www.ok.gov/octp/documents/OCTP_Annual%20Report%202013_FINAL.pdf](http://www.ok.gov/octp/documents/OCTP_Annual%20Report%202013_FINAL.pdf)
Teaching Examination (OPTE), which focuses on professional knowledge and skills. The tests are required for individuals seeking teacher certification in Oklahoma. In addition to the CEOE, all elementary, early childhood, and special education teacher candidates must pass the Oklahoma Reading Test, a comprehensive assessment that measures teaching skills in the area of reading instruction. OCTP publishes a public annual report (available for 2006 to 2013) that contains state-level data on educator preparation institutions’ accreditation status, programs offered, and CEOE and Oklahoma Reading Test pass rates. CEOE data are restricted but may be made available for approved research. Data requests may be submitted to Renee Launey-Rodolf, director of educator preparation at OCTP, at rirodolf@octp.org or (405) 525-2612. For more information on the CEOE, see http://www.ceoe.nesinc.com/.

In the Excel workbook, this data source is inventoried in the “CEOE” worksheet.

**Why Rural Matters 2011–12: Statistical indicators of the condition of rural education in the 50 states**

Why Rural Matters is a series of biennial reports published by the Rural School and Community Trust, which analyzes the condition of rural education in each of the 50 states and the nation. The Why Rural Matters 2011–12 report is the sixth in the series. The report provides data on five topical gauges and ranks them nationally; however, each report differs in the statistical indicators and “gauges” used to call attention to the complexity of rural education. The five gauges for 2011/12 are importance (for example, percentage of rural schools and students), student and family diversity, educational policy context, educational outcomes, and longitudinal gauge. The report, which draws from the American Community Survey (ACS), the Common Core of Data (CCD), and the National Assessment of Educational Progress (NAEP), includes data on rural school districts, schools, and students; rural education spending; rural high school graduation rates; and NAEP scores. For more information about Why Rural Matters and the Rural School and Community Trust, see http://www.ruraledu.org/.

In the Excel workbook, this data source is inventoried in the “Rural Matters 2012” worksheet.

**Why Rural Matters 2013–14: Statistical indicators of the condition of rural education in the 50 states**

The Why Rural Matters 2013–14 report is the seventh in the series and differs from the preceding report in that it uses a new topical gauge and indicators. The 2013–14 report incorporates five indicators focused on socioeconomic challenges faced by rural students and adults, and no longer includes longitudinal indicators of trends over time. Thus, the decision was made to incorporate the 2013–14 report into the data inventory separately from the previous report. The five gauges for the 2013–14 report are importance (for example, percentage of rural schools and students), student and family diversity, socioeconomic challenges, educational policy context, and educational outcomes. For more information about Why Rural Matters and the Rural School and Community Trust, see http://www.ruraledu.org/.

In the Excel workbook, this data source is inventoried in the “Rural Matters 2014” worksheet.

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4 As of July 1, 2014, OCTP has consolidated with the Office of Educational Quality and Accountability.
Common Core of Data
The Common Core of Data (CCD), an annual data collection sponsored by the National Center for Education Statistics (NCES), provides state-, district-, and school-level data, including information on education agencies and the students enrolled in them. CCD files are publicly available, and the CCD website provides an analytic “build-a-table” tool to create tabulations from the CCD. For more information on the CCD, see http://nces.ed.gov/ccd/ccddata.asp.

The CCD contains fiscal and nonfiscal data. The majority of the nonfiscal variables were inventoried, with the exception of information on library and administrative support staff, district and school addresses, and imputation flags. Inventoried variables include student enrollment counts by race, gender, and grade level as well as school-level staffing. REL Southwest used the 2010/11 school year documentation to populate the inventory; the most recent documentation is for 2013/14. Data from the CCD, which are available for download online, may be useful for creating baseline reference information about student enrollment in rural schools in Oklahoma.

» In the Excel workbook, this data source is inventoried in the “CCD” worksheet.

American Community Survey
The American Community Survey (ACS), an ongoing survey conducted by the U.S. Census Bureau, collects information on individuals and households, including demographic information such as age, sex, race/ethnicity, disability, educational attainment, poverty status and income, and school enrollment. The ACS can be analyzed at the national, state, and regional levels. Its potential use for the Oklahoma Rural Schools Research Alliance includes the ability to examine national, state, and regional trends in school enrollment and education attainment using the five-year Public Use Microdata Samples (PUMS). ACS data are not linkable to other sources but are available for research. PUMS data can be requested or analyzed using web tools maintained by the U.S. Census Bureau. For more information on the ACS, see http://www.census.gov/acs/www/.

» In the Excel workbook, this data source is inventoried in the “ACS” worksheet.

NCES Rural Education in America
The NCES Rural Education in America website provides data on the status and trends of education in rural areas of the United States. The site presents data collected by federal agencies (for example, the Department of Education Budget Service Office, NCES, and the U.S. Census Bureau) and does not present data from any unique data collections. However, the site serves as a centralized resource for information on rural education.\(^5\) Data are disaggregated by locale (city, suburban, town, and rural), highlighting rural education and allowing for comparisons to suburban and urban students, schools, and districts. Data are most frequently provided on a national level (such as student demographics, high school graduation rates, postsecondary enrollment, student-teacher ratios, disciplinary issues, and access to computer technology), but some data are provided at the state level.

\(^5\) Some of the data sources presented on this site, such as ACS and CCD, are separately inventoried; data from NAEP and the U.S. Department of Education Budget Office are not and, therefore, are included in the inventory of this data source.
ACS data on student characteristics are available for 2013. Data from NAEP student assessments are available for the 2012/13 school year, and CCD data on student enrollment and number of schools and districts are available for 2013/14. Fiscal data on rural school program spending are available on the website for fiscal years 2004–13 and come from the U.S. Department of Education Budget Service Office. REL Southwest inventoried all state-level data (such as school enrollment data, NAEP data, school counts, and school funding data) by using the tables and definitions provided on the website. For more information on the NCES Rural Education in America website and to access the data tables, see http://nces.ed.gov/surveys/ruraled/.

In the Excel workbook, this data source is inventoried in the “NCES Rural Education” worksheet.

Data sources examined but not inventoried

REL Southwest also examined the following data sources, but chose not to include them in the inventory because they were either redundant, did not directly relate to the alliance’s current research agenda, or did not provide the documentation needed to populate the inventory.

Oklahoma Teacher and Leader Effectiveness

The Oklahoma Teacher and Leader Effectiveness (TLE) initiative oversees the state’s new teacher and leader evaluation system, which is used to inform instruction and create professional development opportunities for educators. The 2013/14 school year was the first official year for the implementation of the qualitative component (classroom observation) of the system. Full implementation of TLE began in the 2015/16 school year. Because TLE is still in the initial stages of implementation, REL Southwest decided not to include it in the data inventory at this time. For more information on TLE, see http://ok.gov/sde/tle.

OSDE assessment reports

OSDE’s Office of Accountability and Assessment produces reports on state assessment testing results. These reports are usually available to the public at http://ok.gov/sde/accountability-state-testing-results. However, the reports are currently unavailable while OSDE reviews all historical assessment and accountability reports to ensure compliance with the state’s new “Student Data Accessibility, Transparency and Accountability Act of 2013.” Because the reports are not currently available, they were not included in the data inventory. REL Southwest will inventory the assessment reports when they again become available to the public.

Oklahoma Rural Elementary Schools: A Descriptive Study

The report Oklahoma Rural Elementary Schools: A Descriptive Study (2003) describes the education experiences of students attending schools in Oklahoma’s rural elementary districts and explores how graduates of these districts perform at the next level of instruction and beyond. Through surveys and case studies, the report authors evaluated students’ and parents’ satisfaction with the elementary school experience as well as students’ preparation for attending high school.
Survey packets containing a cover letter and four questionnaires (for students, parents, teachers, and superintendents) were mailed to the superintendent of each school in the state’s 115 rural elementary school districts. The superintendents were asked to distribute the questionnaires to three randomly selected grade 9 students, the students’ parents/guardians, and three teachers. The superintendents collected the completed questionnaires from all participants and returned them by mail. Approximately 48 schools (41.7 percent) responded to the survey.

The study was conducted by a now-defunct academic center within the University of Oklahoma. REL Southwest contacted the researchers, who indicate that the data are unavailable. For this reason, the report was not included in the inventory. The report can be found at http://cssrs.ou.edu/files/descriptiveStudy.pdf.

References


Request the Oklahoma Rural Schools Data Inventory

This document describes the purpose, contents, and use of the Oklahoma Rural Schools Data Inventory. The actual data inventory is available as a separate Excel spreadsheet. To request a copy of this spreadsheet, please contact:

Sarah Caverly, Ph.D.
Analytic Technical Support Lead
REL Southwest
800-476-6861, ext. 6509
scaverly@air.org
Appendix A: Data inventory population protocol
guidance on searching documentation manuals

This document provides guidance to REL Southwest team members on methods for extracting information relevant to the Oklahoma Rural Schools Data Inventory. The goal of this process is to populate the inventory spreadsheet with information about the datasets—and the variables in those datasets—of potential interest to the Oklahoma Rural Schools Research Alliance.

Team members: When the task leader provides a documentation manual or codebook for a data source relevant to the Oklahoma Rural Schools Research Alliance, please follow this protocol to ensure maximum information is extracted. These guidelines are to assist with keyword searches in locating helpful information in documentation manuals and are not comprehensive. Please contact the task leader as questions arise that are not covered below.

Step 1: Perform a surface, or light read, of the entire documentation manual or codebook.
Upon receiving the manual/codebook, review it in its entirety to obtain a sense of the information provided.

Step 2: Determine whether the documentation manual/codebook provides a listing of the variables contained in the data source.
⇒ If yes, continue to Step 3.
⇒ If no, contact the task leader to determine a plan for obtaining this information.

Step 3: Extract the list of variables and determine to the extent possible whether each variable is of use to the data inventory.
- If possible, export the variable list into an Excel spreadsheet and create a column that indicates whether each variable is relevant to the data inventory.
- Send this information to the task leader, who will determine the next steps in variable identification.

Step 4: Extract information from each relevant variable.
Upon approval of the list of relevant variables, populate this template:
- There should be one row for each relevant variable.
- You may find it helpful to start by entering the variable name and description (columns G and H) and then completing the remaining columns.
- Highlight cells where information is either not available or additional materials would be required to obtain information. Add explanatory information in the Comments cell.
Step 5: Conduct a search for additional information to ensure that the extracted information is comprehensive.

In addition to the basic variable information that has been extracted, information on such topics as data quality, methods required to produce estimates, ability to link within and among data sources, and definitions of subgroup variables may be of particular use to the Oklahoma Rural Schools Research Alliance. Please perform searches on each of the topics listed below and add any relevant information to the data inventory template. This list will be updated and expanded as necessary once work is underway.

a. **Complex sample design**
   Often, and particularly for federal data sources, samples are drawn to be representative of a population of interest. Samples that are not Simple Random Samples (for example, that incorporate sample stratification or clustering) are called complex samples. To produce representative estimates from the sample, the survey design must be taken into account (often using replicate weights or PSU and STRATA). The documentation will provide information on what is needed to incorporate the complex sample design, and that basic information should be noted in the data inventory. It may be especially important for this alliance to capture survey design information that allows for longitudinal analysis. To locate this information in documentation manuals or codebooks, search for the following terms:
   - Complex sample
   - Complex survey
   - Strata
   - Stratum
   - Cluster
   - Weight
   - Adjustment
   - Jackknife
   - BRR
   - Taylor series
   - Replicate weight
   - PSU
   - Longitudinal

b. **Data quality issues**
   Sometimes documentation manuals will provide information on known data quality issues, including excess “missingness.” This type of data quality information will be useful for alliance members and should be captured, as possible, in the data inventory tool. To ensure that relevant information is extracted from data documentation manuals and codebooks, search for the following terms:
   - Error
   - Errata
   - Data anomaly
   - Data anomalies
   - Accuracy
   - Missing
   - Unknown
   - Not ascertained
   - Implausible
c. **Linking information**  
To enable the Oklahoma Rural Schools Research Alliance to obtain maximum utility from the data inventory, it is important to provide information regarding the possibilities of linking data between sources. This information is relevant for linking students across data sources (for example, by student ID) as well as linking students, teachers, schools, districts, courses, and programs to one another, when applicable. To ensure that relevant information is extracted from data documentation manuals and codebooks, search for the following terms:

- ID  
- Code  
- Identification  
- Link  
- Associated  
- Program  
- Student  
- Longitudinal  
- Association

**d. Urbanicity information**  
Because the Oklahoma Rural Schools Research Alliance is particularly interested in understanding the nature of education in rural settings, it is important to pay particular attention to any information regarding urbanicity available in the data sources (on state-level files as well as school-level files) to obtain maximum use from the variables inventoried. To ensure that relevant information is extracted from data documentation manuals and codebooks, search for the following terms:

- Urbanicity  
- Geography  
- Location  
- Address  
- Rural  
- Urban  
- Suburban  
- Region

d. **School and district identifiers**  
This inventory will be used to assist in the mapping of census tract data to schools and districts, and therefore it is important that the inventory contain the data elements necessary to conduct this mapping process. To ensure that relevant information is extracted, search for the following terms:

- District Name  
- District address  
- School name  
- School address

e. **Information on staff professional development**  
Because the alliance is interested in understanding the role of professional development, particularly regarding participation and associated outcomes, pay particular attention to any information regarding professional development or training of school teachers, staff, and administrators. To ensure that relevant information is extracted from data documentation manuals and codebooks, search for the following terms:

- Professional development  
- Training  
- Certification  
- Certificate  
- Accreditation  
- License
## Appendix B: Inventory fields

### Table B.1. Fields included in the Oklahoma Rural Schools Data Inventory

<table>
<thead>
<tr>
<th>Field name</th>
<th>Field description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID</td>
<td>Randomly assigned ID number that can be used for reference.</td>
</tr>
<tr>
<td>Domain</td>
<td>Unit of variable (for example, student, school).</td>
</tr>
<tr>
<td>System</td>
<td>Data source from which the variable was extracted.</td>
</tr>
<tr>
<td>Entity</td>
<td>The entity to which the variable is relevant. For example, most variables in a student-level file will be relevant to the student, but the ID code for the district the student attends would be a “district” entity and the school code would be a “school” entity.</td>
</tr>
<tr>
<td>Category</td>
<td>Is the variable an identifier, analysis variable, outcome variable, and so on?</td>
</tr>
<tr>
<td>Restricted or Public?</td>
<td>Is the variable publically available, or is it access restricted?</td>
</tr>
<tr>
<td>Variable</td>
<td>Short description of variable.</td>
</tr>
<tr>
<td>Variable Formal Name</td>
<td>Variable name as defined in dataset.</td>
</tr>
<tr>
<td>Definition</td>
<td>Definition of variable.</td>
</tr>
<tr>
<td>Option Set</td>
<td>Response options (valid for categorical data only).</td>
</tr>
<tr>
<td>Format</td>
<td>Format of variable (for example, 1–20 alpha numeric characters, 4 numeric characters, whole number).</td>
</tr>
<tr>
<td>Source</td>
<td>What entity provided the data, if known (for example, district, state)?</td>
</tr>
<tr>
<td>Variable ID</td>
<td>Variable ID from the data source, if applicable.</td>
</tr>
<tr>
<td>Reference</td>
<td>Reference source from which the information was extracted (for example, name of documentation; website).</td>
</tr>
<tr>
<td>Periodicity</td>
<td>Time(s) of the year that data are collected.</td>
</tr>
<tr>
<td>Reference Point</td>
<td>Are the data tied to a specific reference point, such as “in the last year”?</td>
</tr>
<tr>
<td>Year(s) Available</td>
<td>Data years available.</td>
</tr>
<tr>
<td>Rural School?</td>
<td>Yes, No, or Unknown field indicating whether the variable is relevant to a rural school (for example, information on location, region, or geography for a school or district).</td>
</tr>
<tr>
<td>Notable Definitions</td>
<td>Definitions that are likely to be of key interest when determining suitability for future research. For example, if the variable contains a record identifier, note in this column whether the identifier can be used for linking records across data sources and at what levels (for example, student or teacher).</td>
</tr>
<tr>
<td>Known Issues?</td>
<td>Yes, No, or Unknown field indicating whether the variable contains any known data quality issues or excess “missingness.”</td>
</tr>
<tr>
<td>Complex Sample Design</td>
<td>If complex sample design must be accounted for in order to produce representative estimates, note the type of incorporation needed (for example, BRR, Jackknife) in this column.</td>
</tr>
<tr>
<td>Comments</td>
<td>Notes about any relevant information that is not captured in the previous columns.</td>
</tr>
</tbody>
</table>