**Student Attributes:** one value per student (time-invariant)

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|  |  |  |  |
| --- | --- | --- | --- |
|  | **Examples of Raw Values** | **Clean Values** | **Rules for Resolving Duplicates** |
| Gender | F, M, Female, Male | 0 - Female  1 - Male | Use mode, otherwise most recent. |
| Race | African American, Chinese, Vietnamese, Latino, Non-Hispanic | 1 - Black  2 - Asian  3 - Hispanic  4 - American Indian  5 - White  6 - Hawaiian/Pacific Islander  7 - Other/Multiple | If multiple values in one record, use Other/Multiple, unless the student is Hispanic (then use Hispanic). If multiple values across years, use mode, otherwise Other/Multiple. |

**Student Program Status:** one value per student per school year (time-variant)

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|  |  |  |  |
| --- | --- | --- | --- |
|  | **Examples of Raw Values** | **Clean Values** | **Rules for Resolving Duplicates** |
| Limited English Proficiency (LEP)  *or*  English Language Learner (ELL) | ELL, ESL, LEP, EO, English Learner, English Only, Redesignated, Initially Fluent | 0 - Not ELL  1 - ELL | Use max within year. If missing in a particular year, impute using prior or subsequent years. |
| Special Education (SPED)  *or*  Individualized Education Program (IEP) | Autism, Deafness, SLI, ID, No Disability, Not SPED | 0 - No Disability  1 - Has Disability | Use max within year. If missing in a particular year, impute using prior or subsequent years. |
| Free and Reduced Price Lunch (FRPL) | F, R, P, Free, Reduced, Paid | 0 - FRPL Ineligible  1 - FRPL Eligible | Use max within year. If missing in a particular year, impute using prior or subsequent years. |

**Building a Student-Level Analysis File from Student-Year-Level Data**

* One approach is to create indicators of whether a student *ever* appeared as ELL, SPED, or FRPL.
* You might also consider using current/most recent status, or number of years of eligibility rather than a binary indicator.

**More Information on Program Status**

*Limited English Proficiency*

* Students can exit from EL status. School districts must administer annual assessments to monitor whether ELs are achieving English Language Proficiency (ELP).
* “Redesignated Fluent English Proficiency” and “Initially Fluent English Proficiency” are categories used by some states, including CA.

*Special Education*

* The Individuals with Disabilities Education Improvement Act (IDEA) requires public schools to develop IEPs for all students with disabilities.
* Includes learning disabilities (e.g., dyslexia), developmental disabilities (e.g., autism), emotional/behavioral disorders (e.g., ADHD, PTSD), physical disabilities (e.g., blindness, cerebral palsy), and communication disorders (e.g., stuttering).
* We typically do not distinguish between different categories of disability.

*Free and Reduced Price Lunch*

* The National School Lunch Program, under the U.S. Department of Agriculture, provides free and reduced price meals to students whose families meet particular income eligibility requirements (<1.3x the federal poverty level for free meals; 1.3 to 1.85x for reduced meals).
* Beginning in SY 2014-15, schools and districts with >40% of students receiving SNAP (food stamps) and TANF (welfare) are eligible for Community Eligibility Provision (CEP) status and can provide free meals to all students regardless of income level.
* We use FRPL eligibility as an indicator of low-income status, but there are other metrics of economic disadvantage (ED) that could be useful.