

DATA MANAGEMENT PLAN

Abstract: Over the past five years, Rhode Island has passed legislation and regulations that allow high school students to take college courses to earn both high school and college credit. Since 2015, the state has provided funding through the PrepareRI Dual Enrollment Fund to cover the costs for students of dual and concurrent enrollment coursework at the state’s three higher education institutions. Since 2015, there has been a 150 percent increase in college credits earned by high school students in Rhode Island (Prepare Rhode Island, 2018). Among students in the 2014 9th-grade cohort, 27 percent had earned college credit from one of Rhode Island’s public universities by their junior or senior year of high school (Prepare Rhode Island, 2018). Given this fast growth and high interest, policy leaders want to know whether earning college credit through these programs improves students’ academic outcomes, such as high school graduation rates and college enrollment. They intend to use the results to inform state guidance, funding, and legislation regarding dual and concurrent enrollment. Our partnership members plan to share the results with state legislatures so that the results can inform their policy on the PrepareRI Dual Enrollment Fund when they vote on it in 2021.

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Data Sources:

HOW REL-NEI WILL OBTAIN THE DATA

The Rhode Island Department of Education (RIDE) has approved a data sharing agreement with REL-NEI and DataSpark, which is the contractor managing the state’s longitudinal data system. DataSpark has access to K–12 student and school data from RIDE and student postsecondary data from the Rhode Island Office of the Postsecondary Commissioner (RIOPC). The state prefers that researchers coordinate with DataSpark for data requests because doing so avoids putting additional burden on state staff and because DataSpark can easily merge files from multiple agencies.

TYPES OF DATA THAT WILL BE INCLUDED IN THE DATA FILE

Rhode Island has a robust statewide longitudinal data system that links K–12 student data to postsecondary data at both public and private institutions in and out of state. The data system is managed by the state’s contractor DataSpark.

Name of Data Source	Owner/Publisher of the Data	Year(s)	Variable(s) <i>Please include the variable name and brief definition</i>
RIDE admin data	RIDE/DataHUB	2015/16–2018/19	Student identification: dummy student identifier for each student
K–12 Student – Advanced Coursework	RIDE/DataHUB	2015/16–2018/19	Dual enrollment: indicator for participation in a dual enrollment program
K–12 Student – Advanced Coursework	RIDE/DataHUB	2015/16–2018/19	Concurrent enrollment: indicator for participation in a concurrent enrollment program
K–12 Section – Course	RIDE/DataHUB	2015/16–2018/19	Advanced Placement (AP) courses: indicator for taking an AP test
K–12 Student – GPA	RIDE/DataHUB	2015/16–2018/19	GPA: annual grade point average
K–12 Student – Enrollment	RIDE/DataHUB	2015/16–2018/19	High school diploma: indicator of whether student earned a high school diploma
National Student Clearinghouse	RIDE/DataHUB	2015/16–2018/19	Postsecondary enrollment: indicator of whether the student enrolled in postsecondary school within the year following their high school graduation
OPC Term	OPC/DataHUB	2015/16–2018/19	Remedial courses in fall semester of first year of college: indicator of whether the student enrolled in remedial courses in their first year of college
K–12 Student – Enrollment	RIDE/DataHUB	2015/16–2018/19	Race/ethnicity: White, Black, Asian/Pacific Islander, Hispanic: any race, American Indian/Alaska Native
K–12 Student – Enrollment	RIDE/DataHUB	2015/16–2018/19	Gender: male/female
College Board	RIDE/DataHUB	2015/16–2018/19	Achievement: standardized achievement test scores, including grade 8 state assessment
K–12 Student – Enrollment	RIDE/DataHUB	2015/16–2018/19	Attendance rate: student attendance rate for each student, calculated as the number of days attended divided by the number of days enrolled
K–12 Student – Enrollment	RIDE/DataHUB	2015/16–2018/19	Chronic absence: annual indicator of whether the student was chronically absent, defined as missed 10% or more of the days enrolled
K–12 Student – Incident	RIDE/DataHUB	2015/16–2018/19	Suspensions: annual number of days suspended and number of suspensions, either in-school or out-of-school
K–12 Student – Enrollment	RIDE/DataHUB	2015/16–2018/19	English learner student status: annual indicator of a student’s status as an English learner
K–12 Student – Enrollment	RIDE/DataHUB	2015/16–2018/19	Individualized education program status: annual indicator of a student’s status in an individualized education program

Name of Data Source	Owner/Publisher of the Data	Year(s)	Variable(s) <i>Please include the variable name and brief definition</i>
K-12 Student – Enrollment	RIDE/DataHUB	2015/16–2018/19	Socioeconomic status: indicator of eligibility to receive subsidized meals
K-12 CTE – Programs	RIDE/DataHUB	2015/16–2018/19	Career and technical education concentrator status: indicator of whether a student is a career and technical education concentrator
K-12 Student – Enrollment	RIDE/DataHUB	2015/16–2018/19	School type: elementary, middle, high
	Can be generated using publicly available RIDE data	2015/16–2018/19	School enrollment: small, medium, large
	Can be generated using publicly available RIDE data	2015/16–2018/19	School urbanicity: urban, urban ring, suburban
K-12 Student – Advanced Coursework	RIDE/DataHUB	2015/16–2018/19	School dual enrollment rate: percentage of eligible students enrolled
K-12 Student – Advanced Coursework	RIDE/DataHUB	2015/16–2018/19	School concurrent enrollment rate: percentage of eligible students enrolled
	Can be generated using publicly available RIDE data	2015/16–2018/19	School distance to RI public postsecondary institution: distance in miles from a student’s high school to the closest RI postsecondary institution accepting dual enrollment students
	Publicly available RIDE data	2015/16–2018/19	School graduation rate: 4-year graduation rate
	Publicly available RIDE data	2015/16–2018/19	School poverty level: percentage of students qualifying for free or reduced-price lunch
	Publicly available RIDE data	2015/16–2018/19	School minority level: percentage of minority students
	Publicly available RIDE data	2015/16–2018/19	High-needs district: district poverty level > 75 percent; and district minority level > 75 percent
	Publicly available RIDE data	2015/16–2018/19	English learner level: percentage of students receiving English as a second language or bilingual education services
	Publicly available RIDE data	2015/16–2018/19	Special education services level: percentage of students receiving special education services
	Publicly available RIDE data	2015/16–2018/19	School ID: unique school identifier
	Publicly available RIDE data	2015/16–2018/19	District ID: unique district identifier

FINAL SAMPLE WHOSE DATA WILL BE INCLUDED

Rhode Island currently has detailed data on high school students enrolled in accelerated college credit programs, beginning with academic year 2015/16. Although students may earn college credit at private postsecondary institutions, currently the state’s longitudinal data system includes

college credit information only for high school students who earn credits through dual enrollment at one of the three state postsecondary institutions, which are Rhode Island College, the University of Rhode Island, and the Community College of Rhode Island. Therefore the study will be limited to students who earned college credits at one of these institutions.

In each year there are approximately 2,500 students in 12th grade who earned college credits at any point during their high school enrollment and 8,000 students who did not. The sample for this study will comprise students who were in Rhode Island public schools in grade 9 in 2013/14.

There are three academic outcomes of interest in this study:

- high school completion
- postsecondary enrollment within one year of graduating high school
- enrollment in only nonremedial courses in first year of college (college readiness)

High school completion: This outcome refers to whether a student earned a high school diploma from a public high school in Rhode Island.

Postsecondary enrollment: This outcome refers to whether a student was enrolled in any postsecondary school, not just those in Rhode Island, within the year following their high school graduation. This includes two- and four-year schools. The data are provided via the National Student Clearinghouse, which is a national postsecondary database.

College readiness: This outcome refers to whether a student enrolled in only nonremedial courses during their first year of college. These data are available only for students who attended the public postsecondary schools in Rhode Island.

MANAGING AND MAINTAINING CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION (PII)

REL-NEI will obtain Institutional Review Board approval for this study. Data will be stored on IronKey flash drives and will be accessed only by researchers on this project, all of whom completed Human Subjects training.

FINAL DATA FILES

An Alternate file will be produced at the conclusion of this study. REL-NEI will create a PDF that includes the information in the Alternate Data File Template provided in the *Guidance on Data Management Plans and Data Files*. For example, for each data source it will include each variable name, its definition, and associated school years. This document will be accompanied by a comprehensive document that discusses the steps REL-NEI took to merge and clean the data, and to create any new variables in order to create the final analytic file. This information will be provided in a .do file as a .txt document. The document will also include contact information for the offices maintaining the data and the specific databases and fields to request.

If a Public Use File is not available, why?

A Public Use File is not available because the study will use administrative data containing student-level data. Although the data will be de-identified, the data will include records for students that include their demographic characteristics, grade level, school, and district

information. Therefore it would be possible to identify students in instances with small cell sizes, which would be in violation of the Family Educational Rights and Privacy Act (FERPA).