

**Your participation is essential to the success of the study!**

MGLS:2017 will be the first study of its kind to collect data that provide a picture of educational experiences during the middle grades throughout the United States. Your participation ensures that the study will be representative of the diverse and unique school settings and students around the country. By participating, you are providing much-needed information on the schooling experiences of students, teachers, and administrators nationwide, which can inform decisions about programs, policies, and practices.



**The study's success depends on you!**

**Where can I find more information about MGLS:2017?**

E-mail address: [MGLS@rti.org](mailto:MGLS@rti.org)

Website: <https://surveys.nces.ed.gov/mgls>

Phone number: 855-500-1432

**:ies** NATIONAL CENTER FOR  
EDUCATION STATISTICS  
Institute of Education Sciences



Student, parent, and staff answers may be used only for statistical purposes and may not be disclosed or used in identifiable form for any other purpose except as required by law (Public Law 107-279, Section 183).

# Middle Grades Longitudinal Study 2017–18



**“ Education is not preparation for life; education is life itself. ”**  
JOHN DEWEY

Sponsored by the U.S. Department of Education

## WHAT is MGLS:2017?

The Middle Grades Longitudinal Study of 2017–18 (MGLS:2017) is a new, unprecedented study that will follow a cohort of sixth-grade students through the middle grade years. **The goal of the study is to assess students' mathematics and reading skills, executive function, and socioemotional well-being.**

Additionally, information will be collected on family and school factors that encourage success during these important, yet generally understudied, years of education.

## WHY is MGLS:2017 important?

MGLS:2017 data, which will be available to the public, will allow researchers, educators, and policy makers, and members of the public to examine family and educational factors related to students' achievement. The study will capture changes in young people's lives and their connections with communities, schools, teachers, families, and peers. Information will be collected on topics, such as:

- ▶ Academic (especially in math and reading), social, and interpersonal growth;
- ▶ Transitions from elementary school and preparations for transitions into high school;
- ▶ School connectedness, belongingness, and engagement;
- ▶ Characteristics of schools serving students in the MGLS:2017 cohort; and
- ▶ Schooling experiences of students with disabilities.



## What is involved for STUDENTS?

Students will provide crucial information on their school experiences and activities, physical health, peers, academic engagement, and educational aspirations. MGLS:2017 will also measure students' gains in reading and math skills across the middle grade years, as well as collect information on executive function, which includes skills that help us organize and act on information. Students will be asked for approximately 90 minutes of their time. They will provide information on tablet computers brought to the school for the students to use.

## What is involved for PARENTS?

The family plays an integral part in students' development; therefore, one parent or guardian of each student in the study will be asked to complete a web-based survey or telephone interview. Parents will provide essential information on the home learning environment and the household. The survey will take about 35 minutes to complete.

## What is involved for SCHOOL STAFF?

Information provided by schools is crucial for understanding student's learning and development. A **school administrator** will be asked to complete a 40-minute web-based survey about the school and the school environment.

**Teachers** provide essential information about academic policies, programs, activities, and curriculum in the classroom as well as other school-related experiences that impact student learning.

- ▶ The **math teachers** of students in the study will be asked to complete web-based surveys about their background and the characteristics of their math classroom (about 20 minutes), as well as answer questions about the skills and abilities of specific students (about 7 minutes per student).
- ▶ The **special education teacher** for students with an Individualized Education Program (IEP) will be asked to complete web-based surveys about their background and the special education services they provide (about 10 minutes), as well as answer questions about the skills and abilities of specific students (about 20 minutes per student).