

Research Data Sharing Agreement:

**Between The Colorado Department of Education
And The University of Colorado Boulder**

This DATA ACCESS AND USE AGREEMENT (the "Agreement") by and between COLORADO DEPARTMENT OF EDUCATION (the "State"), and The University of Colorado Boulder (the "Requester" or "Organization"), is entered into effective as of January 1, 2015 (the "Effective Date") and ends as of January 1, 2017.

I. SUMMARY

1. The Colorado Department of Education is a State Education Agency responsible for the implementation of education laws adopted by the State of Colorado. In fulfillment of law found in the Colorado Revised Statutes, CDE is charged with collecting and securely maintaining unit record data on students enrolled in the state's local education agencies (LEAs). Data Protocol (C.R.S. 24-37.5-705) provides authorization for each state agency to share data with other state agencies, political subdivisions, and nongovernmental entities and individuals.

2. The University of Colorado Boulder is conducting research for and on behalf of the State to examine the current K-12 principal evaluation process. The Requester's research analysis will be provided to the State in order that the State may better understand how current methods of determining principal effectiveness might be refined and improved to help correct for additional school-level variables beyond the immediate control of the principal.

Table 1. Research questions, variables of interest, and analytic approach

In order to support the longitudinal nature of this study, the following data are being requested for the past ten years, from the 2004-2005 school year through the 2013-2014 school year.

Question	Variables	Analysis
Describe principals in Colorado over the past ten years.	<p>For each principal, I am requesting the following information for the years mentioned above:</p> <ul style="list-style-type: none"> • A unique identifier that is consistent for each principal across all data sets. • A unique identifier that is consistent for each school across all data sets. • A unique identifier that is consistent for each district across all data sets. • Administrative information for each principal, including years of experience as a principal in Colorado, total years experience as principal, education level, field of study identifier (if available), years teaching experience (if available), most recent subject taught while a teacher (if available), and professional certifications. • Demographic characteristics for each principal, including gender, age/date of birth, and race. 	<p>This analysis is descriptive in nature and is necessary to contextualize the study and provide an overview of the landscape of Colorado principals for the past ten years.</p> <p>These analyses will rely heavily on frequency counts. They must be conducted in order to ensure comparability between the sample of principals used in the study and the population of principals in Colorado.</p> <p>These data will also be used in subsequent analyses (see below).</p>

Question	Variables	Analysis
Describe schools in Colorado over the past ten years.	<p>For each school, I am requesting the following information for the years mentioned above:</p> <ul style="list-style-type: none"> • A unique identifier that is consistent for each principal across all data sets. • A unique identifier that is consistent for each school across all data sets. • A unique identifier that is consistent for each district across all data sets. • School classification (rural, suburban, urban, etc.), type (elementary, middle, high school, etc.), grades served (pre-kindergarten, kindergarten, first grade, etc.), zip code in which school is located, total number of teachers, Title I status, AYP designations, whether a head start program is offered, School Performance Framework (SPF) classifications, state assessment achievement overall (including mean, median, and standard deviation), state assessment achievement for each tested subject area (math, science, ELA, etc.; including mean, median, and standard deviation) • Aggregate student information by school, including total enrollment (“October count”), racial demographics, graduation rate (if applicable), student mobility rate, percent eligible for free/reduced-price lunch (FRL), percent of students who have Limited English Proficiency (ELL), percent of special education students (IEP or 504 plans), percent of students identified as gifted and talented. 	<p>Again, these data will be used to obtain descriptive statistics at this stage. They will also be used to characterize the schools in Colorado in order to determine the extent to which these analyses are generalizable to other states and populations.</p> <p>This analysis is descriptive in nature and is necessary to contextualize the study and provide an overview of the landscape of Colorado principals for the past ten years.</p> <p>These data will also be used in subsequent analyses (see below).</p>
How might we characterize school-level growth and achievement in Colorado schools?	<p>For each school, I am requesting the following information for the years mentioned above:</p> <ul style="list-style-type: none"> • A unique identifier that is consistent for each principal across all data sets. • A unique identifier that is consistent for each school across all data sets. • A unique identifier that is consistent for each district across all data sets. 	<p>Again, these data will be used to obtain descriptive statistics at this stage.</p> <p>These data will also be used in subsequent analyses (see below).</p>

Question	Variables	Analysis
	<ul style="list-style-type: none"> For each school, overall school-level Median Growth Percentile (MGP) estimates, subject-specific and grade-specific MGP estimates, overall school-level achievement data (CSAP/TCAP, overall, by grade, and by and by subject; for all students, by IEP/ELL/FRL status, and by minority/non-minority status: %/N-count unsatisfactory, partially proficient, proficient, advanced proficient, no score). 	
<p>[RQ1] In what ways can the effect of a principal on student growth be separated from school-level contextual effects? That is, how can school effects be disentangled from principal leadership effects?</p>	<p>[This analysis will also use school characteristics, student growth data, and principal data mentioned above as covariates]</p>	<p>This part of the study involves examining potential discontinuities in school-level growth estimates created by principal movement between schools:</p> <ol style="list-style-type: none"> 1. Discard principal/school combinations with too few years of available data. Principals who are observed in only a single school district across all available data will also be discarded after the initial descriptive analysis. 2. Calculate a composite school-level growth estimate spanning the time each principal is in a given school. 3. Classify schools into quintiles from highest estimated school-level MGPs to lowest over time. Only schools in the highest and lowest quintiles in a given year will be considered for this part of the analysis, as there will be greater differences between these groups than those closer to the mean/median of possible scores. 4. In places where principals move to another school, the estimated school effect for the school he/she moves to will be compared to estimates created for similar schools where there is no principal movement. 5. These analyses will be conducted separately for composite MGP scores and subject-specific scores (if available) to determine if a principal may have had a significant effect on student growth in a particular subject or with a particular population, perhaps as a result of placing it as an instructional priority. 6. This study will also conduct the same analyses listed above after adjusting MGPs based on school-level populations factors such as FRL, IEP, ELL, etc. to determine if the results are comparable to non-adjusted scores (below).

Question	Variables	Analysis
		<p>Confirmatory analyses will include:</p> <ul style="list-style-type: none"> • Sensitivity analyses to determine the ideal number of years needed to reliably place schools into quintiles using this method. • Statistical models estimating predicted MGP while controlling for school-level covariates (including FRL rates, ELL rates, achievement, etc.). Estimates yielded from these OLS regression models can be used to confirm findings from the previous analyses.
<p>[RQ2] In what ways are these principal and school effects associated with other measured school-level variables?</p>	<p>A unique identifier that is consistent for each district across all data sets.</p> <p>A unique identifier that is consistent for each teacher across all data sets.</p> <p>A unique identifier that is consistent for each principal across all data sets.</p> <p>A unique identifier that is consistent for each school across all data sets.</p> <p>Teacher-level MGPs (if available), teacher-level student achievement scores (by subject, including mean, median, and standard deviation), grade taught, subject taught, number of student scores used to calculate MGPs</p> <p>Any available observation data for principals, any school-level survey results, or other principal-specific evaluation metrics.</p>	<p>This analysis will examine the correlation between the estimates outlined in the previous research question and existing principal evaluation measures. The goal is to determine if the principal effect estimates from the previous research question are correlated to other measures of principal quality.</p> <p>A secondary analysis will investigate if teacher mobility is also associated with the findings from the previous research question. Since one mechanism by which principal can affect schools is through hiring decisions, a difference in teacher mobility rates during years immediately following a change in principal may provide supporting evidence.</p> <p>If teacher-level MGPs are available, even for only part of the time period requested, then a more robust analysis of teacher mobility will be conducted, including examining if principal changes produce differential mobility by grade, subject, or MGP. Number of student scores used to calculate the MGPs will be used to exclude teachers with a small number of students from which MGP data re drawn.</p> <p>If observational or survey data are available, then changes in these data will be analyzed to determine whether larger shifts in school-level results coincide with changes in school principals.</p> <p>Zip codes will also be used to conduct spatial analyses to determine If movement patterns are consistent across Colorado or if there is differential movement.</p>

As shown in the table, this project requires the use of school-level, principal-level, and some teacher-level data on student growth and achievement, student/teacher/principal characteristics, teacher mobility, principal mobility, and student mobility.

3. Both parties agree that this project will potentially lead to a greater understanding of the impact(s) of school effects on principal-level student growth estimates, as well as principal effectiveness measures on teacher mobility.

NOW, THEREFORE, in consideration of the mutual promises contained herein, the parties hereby agree as follows:

II. AGREEMENT

1. **Objective; Intent of the Parties.** To conduct analysis through the use of student information, educational records, and data (hereinafter "student records") in order to assess the impacts (if any) of principals on school growth estimates.
2. To effectively address the research questions outlined above including potential impacts. The specific minimum data points to be provided are outlined in Appendix A.
3. **Period of Performance.** Subject to its other provisions, the period of performance of this Agreement shall commence on January 1, 2015 regardless of the date of execution, and be completed on January 1, 2017, unless terminated sooner as provided herein.
4. **Responsibilities of the State.** During the term of this Agreement, the State shall:
 - a. Prepare data files as defined in *Appendix A - Data File Description*.
5. **Responsibilities of the Requestor.** The Requester, representing all members of the research team supporting the aforementioned research study, shall:
 - a. Provide the State with a list of researchers participating in the project to be responsible for the student records obtained;
 - b. Use student records appropriately and only for authorized purposes, in accordance with federal and state law and as specified in this Agreement, including the Confidentiality provisions contained herein;
 - c. Shall implement appropriate electronic safeguards to prevent use or disclosure of data not authorized by this agreement.
 - d. Shall ensure that the data are kept in a secured environment at all times and that only authorized users have access. Any breach in security is to be immediately reported to the Colorado Department of Education.
 - e. Destroy student records that have been provided from the State pursuant to time limitations defined in the Agreement and, if requested, provide certification that such records have been destroyed;
 - f. Prior to public dissemination/release, if requested in writing by the State at least thirty (30) days before scheduled release, and subject to the following, provide reports generated as a result of using student records received from State to permit the State to verify that the intended purpose has been adhered to and that the publication contains no confidential student information;
 - The State will ensure that access to the report is permitted on a need-to-know basis only for this verification purpose and will protect the report from public dissemination or release.
 - Understand that deliberate or accidental misuse of student records may result in one or more of the following: loss of access, dismissal from work, legal action including prosecution under the scope of any applicable federal and state laws.

The Requester shall not:

- a. Share student records with any individuals or third parties not included in the Agreement;
 - b. Make or allow any unauthorized use of information provided/generated;
 - c. Publish reports with a cell size of less than 16. (Reports must mask these cells so that results are not revealed.)
6. **Review by the State.** The State reserves the right to review at least fifteen (15) days before release any report using this student data if the report is to be released publicly; the State's review will be limited to ensuring that the publication contains no confidential student information and that the intended purpose has been adhered to.

7. Legal Obligations

Both parties acknowledge separate obligations in accordance with the requirements of Public Law 93-380--Privacy Rights of Parents and Students, commonly known as the "Buckley Amendment", the Federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g and 34 CFR Part 99.

III. AGREEMENT TERMINATION

The State may terminate this Agreement at any time, for its own convenience, for any reason, with written notice to the Requester. The Requester may terminate this Agreement for any reason, with 30 days written notice to the State. Otherwise, the Agreement will end January 1, 2017.

IV. CONFIDENTIALITY

1. The term "confidential information" as used in this Agreement means any and all student information provided by the State to REQUESTER which is protected by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 1232g and all other similar federal and state laws. Such personal information is also exempt from mandatory disclosure by the State under the terms of the state public disclosure laws codified as Title 24, Article 72, regarding Colorado Laws Concerning Public (Open) Records. For the purposes of this agreement, confidential information also means personally identifiable information (PII). PII includes, but is not limited to the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates. PII also means a dataset that is linked to a specific individual and that would allow a reasonable person in a school community, who does not have knowledge of the relevant circumstances, to identify the individual with reasonable certainty.
2. To effect the transfer of data and information that is subject to federal and state confidentiality laws and to ensure that the required confidentiality of personally identifiable information shall always be maintained, Requestor agrees to the following in compliance with 34 C.F.R. Sec. 99.31 (a) (6):
 - a. In all respects, Requestor will comply with the provisions of FERPA. Nothing in this Agreement may be construed to allow either party to maintain, use, disclose, or share student record information in a manner not allowed under Federal or state law or regulation;
 - b. For purposes of this Agreement and ensuring Requestor's compliance with the terms of this Agreement and all applicable state and Federal laws, Requestor designates **Katherine E. Allison** the temporary custodians of the data that the State shares with Requestor. The State will release all data and information under this Agreement to a named temporary custodian. **Katherine E. Allison** shall be responsible for transmitting all data requests and maintaining a log or other record of all data requested and received pursuant to the Agreement, including confirmation of the return or destruction of data as described below. The State or its agents may, upon requests, review the records Requestor is required to keep under this Agreement. The State designates **Dan Jorgensen, Ph.D.** as its liaison for all communications with **Katherine E. Allison** regarding this Agreement;
 - c. Requestor will use data shared under this Agreement for no purpose other than the goals outlined in this Agreement. Nothing in the Agreement shall be construed to authorize Requestor to have access to additional data from the State that is not included in the scope of the Agreement (or addenda). Requestor understands that the Agreement does not convey ownership of data to Requestor;
 - d. Requestor will require all employees, contractors, and agents of any kind to comply with the Agreement and all applicable provisions of FERPA and other laws and regulations with respect to the data and information shared under this Agreement. Requestor agrees to require and maintain an appropriate confidentiality agreement from each employee, contractor, or agency with access to data pursuant to the Agreement. Nothing in this section authorizes Requestor to share data and information provided under this Agreement with any other individual, agency, or entity for

any purpose other than completing Requestor's work as authorized by the State for and on behalf of the State, consistent with this Agreement;

- e. Requestor will not disclose data produced to it under this Agreement in any manner that could identify any individual student or teacher, except as authorized by FERPA, to any entity other than the State or authorized employees, contractors, or agents of Requestor also working for and on behalf of the State pursuant to the terms of this Agreement. Publications and reports of data and information shared, including preliminary descriptions and draft reports, shall involve only aggregate data and no personally identifiable information or other information that could lead to the identification of any student or teacher;
- f. Requestor will not provide any data obtained under this Agreement to any individual, agency, or entity without the prior written consent of the State, unless required to make such disclosure under an applicable law or court order;
- g. Upon termination of the Agreement, Requestor will return all data files and hard copy records to the State and purge any copies of data from its computer systems. Requestor agrees to require all employees, contractors, or agents of any kind using the State data to comply with this provision. No other entity is authorized to continue research using the data obtained under this Agreement upon termination of the Agreement. Requestor will destroy all data obtained under the Agreement and addenda when no longer needed for the purpose for which it was released by the State. Upon request, Requestor agrees to provide certification to the State that such records have been destroyed;
- h. Requestor agrees that disclosure of confidential student information, without permission of the State, is just cause for the State to immediately terminate the Agreement.
- i. Requestor shall notify the State immediately of any breach or suspected breach, but in no event no later than twenty-four (24) hours after Requestor learns of suspected breach.
- j. If Requestor becomes aware of a data security breach, it shall cooperate with the State regarding recovery, remediation, and the necessity to involve law enforcement, if any. Requestor shall be responsible for performing an analysis to determine the cause of the breach, and for producing a remediation plan to reduce the risk of incurring a similar type of breach in the future. The State reserves the right to adjust this plan, in its sole discretion. A breach of PII shall have occurred when there has been unauthorized acquisition of unencrypted PII data (electronic or otherwise) used in performance of the Agreement, or any subcontract from the Requestor's or any agent's possession which compromises security, confidentiality, or integrity of such PII.
- k. If Requestor provides physical or logical storage, processing or transmission of confidential or sensitive State data, Requestor shall provide, and shall cause its agents to provide, physical and logical protection for State hardware, software, applications and data that meet or exceed industry standards and requirements as set forth in the Agreement. Requestor, if it retains, stores, or is given protected or confidential information, at all times shall maintain, and shall cause its agents to maintain, network, system, '3rd' application security, which includes network firewalls, intrusion detection, and annual security testing. Requestor, if it retains, stores, or is given protected or confidential information, shall comply and shall cause its agents to comply, with State and federal regulations and guidelines related to security, confidentiality and auditing, including but not limited to regulations and guidelines issued by the Federal Bureau of Investigation (FEB), the U.S. Department of Homeland Security (DHS), the Governor's Office of Homeland Security (DHS), the Colorado Bureau of Investigation (CBI), the Governor's Office of Information Security (OIS), or related to the Health Insurance Portability and Accountability Act (HIPAA) Guidelines, 45 C.F.R. Parts 160, 162, and 164, the Health Information Technology for Economic and Clinical Health Act (HITECH), Title XIII of Division A and Title IV of Division B of the American Recovery and Reinvestment Act of 2009 (ARRA), Pub. L No. 111-S (Feb. 17, 2009), codified at 42 USC Sections 300jj et seq.; Sections 17901et seq., the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g and 34 C.F.R. Part 99. Requestor, if it retains, stores, or is given protected or confidential information shall ensure, and shall cause its agents to ensure that security is not compromised by unauthorized access to computers, program, software, databases, or other electronic environments and shall promptly report all breaches or attempted breaches to a representative of the OIS. Neither requestor nor its agents shall have any rights to use or access any OIT or other State agency data or information, except with the prior approval of the State. Requestor shall review, on a semi-annual basis, the Colorado Cyber Security Program (CCSP), posted at: <http://www.colorado.gov/cs/Satellite/Cyber/CISO/1207820732279>, and its related documents, including its policies and procedures to ensure compliance with the standards and guidelines published therein. Requestor shall cooperate,

and shall cause its agents to cooperate, with the performance of security audit and penetration tests by OIS. Requestor shall follow, and shall cause its agents to follow, the State's Data Handling and Disposal policy, which can be found at www.colorado.gov/oit/security_policies. Requestor shall perform, and shall cause its agents to perform, in a form reasonably acceptable to the State, background checks on all of its respective employees and agents performing services or having access to State confidential information provided under the agreement.

3. The Requestor has the right consistent with scientific standards, to present, publish, or use student results it has gained in the course of the research for and on behalf of the State under this Agreement, but only if the publication, presentation, or use does not permit personal identification of parents, students, or teachers by individuals other than representatives of the Requestor. Any violation of this Agreement and/or the provisions of FERPA or accompanying regulations related to the nondisclosure of protected student information may result in a determination by the Department of Education that the violating party is prohibited from accessing student education records for up to five (5) years, pursuant to 34 CFR Sec. 99.31 (a) (6) (iv).
4. Katherine E. Allison will be reporting findings to the Colorado Department of Education, provided that the presentations, publications, and/or reporting of such findings do not contain personal identification of parents, students, or teachers by individuals. The reporting will be intended to:
 - a. Increase State understanding of the impact of the Colorado principal evaluation system and measures of principal effects on school growth.

V. NONDISCRIMINATION

Both the State and the Requestor agree that no individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with any aspect of this Agreement because of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of trained dog guide or service animal by a person with a disability. The parties agree to abide by the standards of responsibility toward the disabled as specified by the Americans with Disabilities Act and Colorado Law against Discrimination. In the event that one of the parties hereto refuses to comply with the above provision, this Agreement may be canceled, terminated, or suspended in whole or in part by the other party.

VI. ASSIGNMENT

Neither party shall assign its rights or responsibilities under this Agreement without the written authorization of all the other parties.

VII. SEVERABILITY

If any term of this Agreement is held invalid or unenforceable, the remainder of the Agreement will not be affected, but continue in full force.

VIII. INDEMNITY

The State will be held harmless from all claims, liabilities, damages, or judgments involving a third party, including the State's costs and attorney's fees, resulting from Katherine E. Allison's breach of its obligations under this Agreement.

IX. INTEGRATION

This writing contains all terms and conditions of the Agreement. Modifications to the Agreement must be in writing and be signed by each party.

X. NOTICE

Any notice required or permitted by the terms of the Agreement shall be sent to:

If to the State: Colorado Department of Education
Dan D. Jorgensen, Ph.D., Accountability & Research Manager
Accountability & Data Analysis Unit
201 East Colfax, Denver, Colorado 80203

Phone: 303-866-6763
Email: Jorgensen_d@cde.state.co.us

If to the Requestor: University of Colorado Boulder
Katherine E. Allison, Graduate Research Assistant
249 UCB, Boulder, CO 80309
Phone: 303-261-2984
Email: katherine.allison@colorado.edu

XI. Stewards

The Stewards shall ensure that access to the original data covered by this data sharing agreement shall be limited to eligible personnel between the agencies and the minimum number of individuals necessary to achieve the purposes stated in the IDSA.

XII. Signatures

To further the collection and analysis of Colorado educational data, the Colorado Department of Education, represented by the Commissioner of Education Robert Hammond and the University of Colorado Boulder represented by Katherine E. Allison, agree to the cooperative sharing of data between the two agencies pursuant to the conditions set forth herein.



Robert Hammond
Commissioner of Education
Colorado Department of Education



Graduate Research Assistant
University of Colorado Boulder

Appendix A. Data File Description

File 1: Principal Demographic Data

- A unique principal identifier
- A year identifier
- A unique school identifier by year (for the purpose of tying principal to school each year)
- Years of experience as a principal in Colorado
- Total years of experience as a principal
- Education level (e.g., B.A., M.A., PhD, EdD, etc.)
- Degree subject identifier (e.g., Mathematics, Science, etc.)
- Professional certifications
- Years of teaching experience (if applicable)
- Most recent subject taught (if formerly a teacher)
- Gender
- Age/Date of Birth
- Race

File 2: School Demographic Data

- A unique school identifier
- A unique district identifier
- School classification (e.g., rural, suburban, urban, etc.)
- School type (e.g., elementary, middle, high school, etc.)
- School grades served (e.g., pre-kindergarten, first grade, etc.)
- Zip code in which the school is located
- A year identifier
- Total number of teachers by year
- Title I status by year
- AYP designation by year
- School performance framework (SPF) classifications by year
- Indicator of whether a Head Start program is offered at this site
- Number of students in each school (“October count”) by year
- Racial demographics by year
 - Percent/count White
 - Percent/count African-American
 - Percent/count Hispanic
 - Percent/count Asian
 - Percent/count (any other racial groups that are tracked)
- Graduation rate by year (when applicable)
- Student mobility rate by year
- Percent/Count of students who are Limited English Proficiency/ELL
- Percent/Count of special education students (IEP, etc.)
- Percent/Count of students eligible for FRL
- Percent/Count of students identified as gifted and talented

File 3: School-Level Growth and Achievement Data

- Unique school identifier
- Year identifier
- School-level state assessment (CSAP, TCAP, etc.) *achievement* (i.e., average test score) overall by year
 - Mean score
 - Median score
 - Standard deviation
- School-level state assessment (CSAP, TCAP, etc.) *growth* (MGP) by year.
- School-level state assessment (CSAP, TCAP, etc.) *achievement* (i.e., average test score) for each tested subject area by year

- Math
 - Mean score
 - Median score
 - Standard deviation
- Science
 - Mean score
 - Median score
 - Standard deviation
- ELA
 - Mean score
 - Median score
 - Standard deviation
- Social Studies
 - Mean score
 - Median score
 - Standard deviation
- School-level assessment (CSAP, TCAP, etc.) *growth* (MGP) for each tested subject area by year
 - Math
 - Science
 - ELA
 - Social Studies
- Grade-level state assessments average test score overall by year
 - Grade 3 average test score (CSAP, TCAP, etc.)
 - Mean score
 - Median score
 - Standard deviation
 - Grade 4 average test score
 - Mean score
 - Median score
 - Standard deviation
 - Etc.
- Grade-level state assessments growth (MGP) overall by year
 - Grade 3 growth (CSAP, TCAP, etc.)
 - Grade 4 growth
 - Etc.
- School-level state assessment *achievement* by student sub-groups by year: white, African American, Asian, Hispanic, etc., eligible for FRL, IEP (special education), English language learner.
- School-level state assessment *growth* (MGP) by student sub-groups by year: white, African American, Asian, Hispanic, etc., eligible for FRL, IEP (special education), English language learner.
- School-level state assessment proficiency information by year: percent/count of students at each proficiency level (e.g., advanced proficient, proficient, partially proficient, no score, etc.)

File 4: Principal Evaluation Data

- Unique principal identifier
- Year identifier
- Observation scores for principals
- School-level survey results (individual survey dimensions preferred, overall scores/results are also acceptable)
- Any other principal evaluation scores or metrics available

File 5: Teacher-Level Information for Mobility and Attrition Analysis (for available years)

- Unique school identifier for each teacher by year
- Year identifier
- Unique teacher identifier
- Grade taught by teacher by year
- Subject taught by teacher by year
- Number of student scores used for each teacher to calculate MGPs each year

- Teacher level CSAP/TCAP (achievement) score each year
 - Mean score
 - Median score
 - Standard deviation
- Teacher level overall growth (MGP) score each year
- Teacher level CSAP/TCAP subject-specific achievement scores (i.e., mean test score)
 - Mean score
 - Median score
 - Standard deviation
- Teacher level CSAP/TCAP subject-specific growth (MGPs)

File 6: Overall Crosswalk file for mapping analysis (teacher/principal mobility visualization)

- Unique school identifier
- Unique district identifier
- School name
- District name