



Ohio

Ohio-District Pilot Collaboration: Using Proving Ground to Impact Chronic Absenteeism

REQUEST FOR APPLICANTS

NOVEMBER 2018

Contents

Background.....	3
Proving Ground Collaboration	3
Applicant Eligibility.....	4
General Information.....	4
Requirements of Selected Pilot Sites.....	4
Cost to District and Services Provided.....	5
Ohio Department of Education Contact Information:	6
Application Process	7
Intent to Participate Timeline.....	7
Overall Participation Timeline	7
Implementation Timeline.....	7
Pilot Selection	8
Appendices.....	9
Appendix A. Intent to Participate/Readiness Assessment.....	9
Site Characteristics.....	9
Statement of Interest.....	9
Leadership Support	9
Data.....	10
Appendix B. Interview Protocol.....	13
Application Process:.....	13
Interview Process:.....	13
Appendix C. Data Specifications.....	16
Appendix D. Sample Data Use Agreement.....	19
This is a sample Collaboration Agreement provided by Proving Ground. Each pilot site should work with their legal counsel in reviewing and executing its Collaboration Agreement with Proving Ground.	19

Background

Increasingly, states and districts are realizing the value in having the knowledge and capacity to leverage a system of evidence-based practices to drive continuous improvement.

The Ohio Department of Education is collaborating with [Proving Ground](#), an initiative of the Center for Education Policy Research at Harvard University, to support school districts in building that capacity.

Ohio's collaboration with Proving Ground specifically focuses on increasing districts' capacity to carry out quick turnaround evaluations of strategies designed to address chronic absenteeism.

By collaborating with districts in this initiative, the state aims to:

- Engage in a state-district collaborative effort that can inspire a culture change, encouraging data use that goes beyond accountability and drives continuous improvement;
- Encourage opportunities that contribute to reduced chronic absenteeism rates at participating districts, while expanding Ohio's knowledge base and resources related to chronic absenteeism;
- Incorporate what we learn from Proving Ground into Ohio's evidenced-based resources, both in terms of specific evaluation outcomes and in terms of short-cycle evaluation best practices; and
- Participate in a national state-district learning community characterized by a common interest in expanded data use and a common research agenda.

Proving Ground Collaboration

Pilot sites selected for participation will be joining a national network and engaging in a 30-month pilot program with Proving Ground to evaluate interventions aimed at decreasing chronic absenteeism. During the pilot period, selected sites will engage in an improvement process with Proving Ground and address the following questions:

1. Is the selected strategy being implemented?
2. Who is participating/using the selected strategy?
3. Is the strategy working? Is it improving the outcome we care about?
4. For whom is the strategy working?
5. Based on this evidence what should we test? What action(s) can we take?

Proving Ground will provide participants with the following:

Data and Analytics

- Site-specific reports detailing the chronic absenteeism patterns across years, schools, and grade levels disaggregated by student demographic information;
- Site-specific reports on the **impact** of the strategy on chronic absenteeism;
- Cross-network benchmarking reports on both implementation and impact; and
- An online data dashboard where central office district administrators can view their data.

Peer Networking

- Opportunities to work with and collaborate with other education agencies within Ohio and across the country;
- Webinars to learn about most updated cross-network results and to learn about activities being undertaken by other education agencies within Ohio and across the country; and

- Online, password protected site to share resources with other districts in the larger Proving Ground network.

Strategic Advice and Hands-On Assistance

- Access for five members of each pilot site to an annual, in-person workshop that will bring together representatives from across the larger Proving Ground network;
- At least one site-specific presentation provided by Proving Ground staff summarizing key findings and a working session to strategize possible improvement strategies annually; and
- Two in-person meetings with Proving Ground staff per site, per year.

Applicant Eligibility

Districts identified as eligible for intensive levels of support in Ohio's Differentiated Accountability system or receiving support from an Academic Distress Commission are considered eligible to apply to participate in Proving Ground in collaboration with the state.

Applicants must demonstrate commitment from their district administrators and educators to plan in 2018-2019 and implement for two school years (in 2019-2020 and 2020-2021) and show the capacity to fulfill the requirements detailed in this application. Eligible districts wishing to apply must submit a completed Intent to Participate/Readiness Assessment (Appendix A) to the department by **Dec. 14, 2018**. Additionally, selected applicants must participate in a data team and a district leadership interview (Appendix B) with the Department, in consultation with Proving Ground staff.

General Information

Requirements of Selected Pilot Sites

The purpose of this initiative is to support efforts within Ohio to use data and evidence to improve student outcomes. Applicants will be working collaboratively with other sites in Ohio to assess existing programs and pilot new programs to decrease chronic absenteeism.

To participate in this pilot, applicants must commit to the following requirements:

1. **Address chronic absenteeism.** Each pilot site must identify chronic absenteeism as a critical need. Each applicant is expected to utilize the data from this pilot to either inform existing plans for interventions related to absenteeism or to develop a plan for decreasing chronic absenteeism. Proving Ground will provide data and analysis to help monitor implementation and evaluate the impact of the district's efforts to reduce absenteeism.
2. **Implement evidence-based strategies to decrease chronic absenteeism.** Each pilot site must commit resources to implementing and monitoring evidence-based strategies designed to decrease chronic absenteeism.
3. **Provide data on a frequent basis using consistent standards.** Each pilot site must have the capacity to provide Proving Ground with the necessary data to monitor the implementation and evaluate the impact of the selected intervention. It also must transfer, at minimum, data about student enrollment and daily attendance to Proving Ground on a bi-weekly basis. (See Appendix C for additional data specifications.)
4. **Actively participate in the Proving Ground community.** Sites must participate in the Proving Ground annual convening, have at least one representative on each webinar and engage in knowledge sharing with other pilot sites.

5. **Ensure commitment from district leadership.** The superintendent or at least one member of the district’s leadership team who is actively engaged in the project must attend the kick-off meeting and annual Proving Ground meeting.
6. **Ensure engagement by district educators.** The district must include at least one teacher on the Proving Ground team.
7. **Complete data use agreements.** To ensure effective data transfers, complete data use agreements with Harvard in a timely manner. (See sample Data Use Agreement included in Appendix D.)
8. **Serve as a model site.** Pilot sites must be willing to share what they learned through the continuous improvement process with other districts and schools in Ohio during and after the period of this pilot. District leadership and program staff members implementing the interventions are expected to share their experiences twice per year in webinars with other districts and states.
9. **Participate in a state collaborative workshop.** Pilot sites will convene together with Proving Ground to share what policy and resource choices they have made and how their implementations of evidence-based strategies have played out. During this time, Proving Ground will share its process and tools with all the participating sites. A select number of district leadership and program staff members are expected to participate in this annual meeting.

Cost to District and Services Provided

Proving Ground is committed to making this type of evidence and consultative support affordable for those school districts or consortia of districts selected by the Department for participation and has agreed to charge a reduced rate to each selected pilot site. The cost quoted below reflects the reduced rate. Additionally, note that Proving Ground participation is considered an eligible use of [School Quality Improvement Grant](#) funds. Districts that apply for and are accepted into the Proving Ground program may be eligible for additional School Quality Improvement Grant funds if they identify a Research-Based Collaboration with Proving Ground within their School Improvement Grant application.

	District Size (# of Students)	SY 2018-19 (Winter 2019)	SY 2019-20	SY 2020-21	Total
District Cost	Up to 10,000	\$75,000	\$85,000	\$95,000	\$255,000
	10,001-20,000	\$90,000	\$100,000	\$110,000	\$300,000
	20,001-30,000	\$105,000	\$115,000	\$125,000	\$345,000
	30,001- 40,000	\$120,000	\$130,000	\$140,000	\$390,000
	>40K	\$135,000	\$145,000	\$155,000	\$435,000

During the 30-month engagement with Proving Ground, pilot sites will receive the following services:

- **Analysis and Data Visualizations:** Proving Ground will conduct the necessary analysis to provide actionable and timely information to participating districts. To ensure that the information is readily accessible to participating districts, central office administrators will be able to view the following:
 - **Cross-network analysis of program impact:** Users will see how their agencies compare to other agencies in the national network. Users will not know the names of the other agencies.
 - **District-specific analysis of program impact:** Users will see the impact of the program in their schools. As appropriate, data will be disaggregated by demographic subgroups, grades, school, classroom and prior performance.

- **Cross-network analysis of program implementation:** Depending on the intervention, this could be a reflection of dosage or program usage. At minimum, in the case of chronic absenteeism, users will be able to see chronic absenteeism trends on a weekly basis.
 - **District-specific analysis of program implementation:** Similar to the cross-network analysis, this information will reflect trends in chronic absenteeism and information about implementation of a particular intervention. As appropriate, data will be disaggregated by demographic subgroups, grades, school, classroom and prior performance.
 - **Micro-strategies/pilot program implementation:** For any cross-network micro-strategies/pilot programs being conducted with Proving Ground, districts participating in the strategies will be able to track the differences between the treatment and control groups.
- **Qualitative Review/Survey:** To understand implementation and collect additional data to generate the appropriate controls, Proving Ground may conduct focus groups and/or design and administer an annual teacher survey.
 - **Coordination of Micro-strategies:** The Proving Ground analytic and program teams will support the development and coordination of cross-network micro-strategies to decrease chronic absenteeism. This includes identifying the appropriate treatment and control classrooms and working with districts to set up the strategies.
 - **Proving Ground Annual Conference:** Proving Ground costs include the cost of agency travel, accommodation, meals and incidentals for the annual conference for up to five members of the team. Additional team members may attend the conference at the discretion of the pilot sites; pilot sites must cover the additional travel costs.
 - **Webinars:** Pilot districts will participate in webinars to view updated results, share learnings and network with other Proving Ground partners.
 - **Secure Content Management System:** Pilot districts will have access to a content management system where they will be able to access the most up-to-date presentations and resources and engage in discussions with other partners.
 - **Site Visit:** Members of the Proving Ground team will visit each pilot site at least two times a year to (a) learn more about program implementation; and (b) lead a workshop for each pilot site, using the pilot site's own data. Goals of the site visits will include sharing pilot site-specific findings, training district leadership team on how to interpret the analyses, conduct root cause analyses, prioritize their strategies and action planning.
 - **State Collaborative Workshop:** Participating districts will share their experiences and learnings with other Ohio districts. This workshop also will include dedicated time for Proving Ground sites to deepen their collaboration and work together to improve/modify their micro-strategies.

Ohio Department of Education Contact Information:

Heather Boughton, Ph.D.

Director, Office of Research, Evaluation and Advanced Data Analytics

Email: heather.boughton@education.ohio.gov

Phone: (614)752-1402 or (877) 644-6338

Application Process

Intent to Participate Timeline

Interested districts must submit a completed Intent to Participate/Readiness Assessment survey by email to heather.boughton@education.ohio.gov no later than **Friday, Dec. 14th, 2018**. Prior to the submission deadline, Proving Ground and the Department will provide the following opportunities for interested districts to learn more about the program and ask any questions about participation:

- Informational Webinars:
- **Dec. 6th, 9am**
 - **Registration link:** <https://bit.ly/2FH0b1f>
 - **Meeting Link:**
<https://hgse.webex.com/hgse/j.php?MTID=m729d9fbbf9b609d5a60fc3f947e35f81>, **Password:**
Ohio
- **Dec. 6th, 3pm**
 - **Registration link:** <https://bit.ly/2P3prhv>
 - **Meeting Link:**
<https://hgse.webex.com/hgse/j.php?MTID=mc190b1c95be799a4fa0f2e8f57751b92>, **Password:**
Ohio

Intent to Participate/Readiness Assessment surveys will be reviewed by Department staff in consultation with Proving Ground from Dec. 17th – Dec. 19th, 2018. Districts selected for interviews will be contacted by Dec. 20th, and interviews will take place from Jan 2nd – Jan. 4th, 2019. Pilot sites will be notified of their selection by **Jan. 9th, 2019**.

Overall Participation Timeline

Ohio’s Proving Ground pilot program will be carried out over a three-year period (Feb. 2019 through June 30, 2021). Year 1 will serve as a planning period and years 2 and 3 will serve as implementation years.

Implementation Timeline

Activity	Completion Date
Pilot sites notified of selection	Jan. 9 th , 2019
Sign Data Use Agreement with the Center for Education Policy Research at Harvard	Feb. 2019
Begin data transfer	Jan. 2019
Annual Convening	Mar. 2019
Strategize on potential improvement strategies and plan for implementation with Proving Ground and other pilot sites	Mar. – June 2019
Site Visit: Review Analyses and Implementation planning with Proving Ground	June – July 2019
Implement improvement strategies	Summer – Fall 2019
Review evidence, adjust and/or test new improvement strategies (via webinars and site visits by Proving Ground)	Fall 2019 – June 2021

Pilot Selection

Before finalizing the agreement to participate as a pilot site in the Proving Ground pilot program, each pilot site must complete a Readiness Assessment (Appendix A) and participate in an interview with staff from the Ohio Department of Education and Proving Ground. A sample interview protocol is included in Appendix B.

Appendices

Appendix A. Intent to Participate/Readiness Assessment

The purpose of the Readiness Assessment is to help staff at the Ohio Department of Education and Proving Ground ensure that participants have the necessary data and are committed to using evidence in their continuous improvement processes.

Intent to Participate/Readiness Assessments must be completed and sent via email to Heather.Boughton@education.ohio.gov no **later than Friday, Dec. 14th, 2018**.

Site Characteristics

Please provide the following information about your district:

- A. District name
- B. IRN
- C. Applicant name and contact information
- D. K-12 enrollment for SY16-17 (by grade level)
- E. Number of schools by grade span

Statement of Interest

(Maximum 1,000 words; feel free to use bulleted lists where appropriate.)

In your statement of interest, please address the following questions:

1. How does decreasing chronic absenteeism fit into your district's continuous improvement or academic recovery plan?
2. What interventions and strategies are your district currently using to address chronic absenteeism?
3. How might these strategies change if your district participates in this pilot?
4. How will district and building leadership engage in the pilot's process?
5. How does the district plan to integrate the pilot's data collection into its decision-making process?
6. What evidence-based questions regarding chronic absenteeism are most important to your district?

Leadership Support

7. Please list the members of the team that will be engaged in Proving Ground (could be more than three) to help decrease the rate of chronic absenteeism for your site? For each member, provide a brief explanation of the team member's current role at the district, as well as his or her anticipated role within the Proving Ground program.
8. Briefly describe your superintendent/agency leadership's awareness of, interest in and support for engaging in this pilot. Note that one of the next steps in this process is a discussion with the superintendent or cabinet member to solidify his/her commitment to this pilot. (Yes/No)
9. Has your district identified funding sources to support this program? Do you anticipate that these sources will provide sustainable funding over the course of the 38-month pilot program?

Data

In your Readiness Assessment, please provide information on the following data collections. More detailed data specifications are included in Appendix C. Note that the interview process will include a more detailed discussion with your data and/or information systems team to ensure that the necessary data are available and can be transferred to ensure collaboration success.

Data Category	Does your district collect this information and is it available to share?	What is the frequency of the data collection?	Can your district provide historical records for this data collection? If so, how many years?
Student Demographics	<input type="checkbox"/> Not Collected. <input type="checkbox"/> Collected, Not Available <input type="checkbox"/> Collected and Available	<input type="checkbox"/> N/A <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Annually	<input type="checkbox"/> No. <input type="checkbox"/> Yes (1-3 Years) <input type="checkbox"/> Yes (4+ Years)
Program Participation (e.g., FRPL, SPED, ELL)	<input type="checkbox"/> Not Collected. <input type="checkbox"/> Collected, Not Available <input type="checkbox"/> Collected and Available	<input type="checkbox"/> N/A <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Annually	<input type="checkbox"/> No. <input type="checkbox"/> Yes (1-3 Years) <input type="checkbox"/> Yes (4+ Years)
Student Level-School Enrollment	<input type="checkbox"/> Not Collected. <input type="checkbox"/> Collected, Not Available <input type="checkbox"/> Collected and Available	<input type="checkbox"/> N/A <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Annually	<input type="checkbox"/> No. <input type="checkbox"/> Yes (1-3 Years) <input type="checkbox"/> Yes (4+ Years)
Course Data	<input type="checkbox"/> Not Collected. <input type="checkbox"/> Collected, Not Available <input type="checkbox"/> Collected and Available	<input type="checkbox"/> N/A <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Annually	<input type="checkbox"/> No. <input type="checkbox"/> Yes (1-3 Years) <input type="checkbox"/> Yes (4+ Years)
Student Course Enrollment	<input type="checkbox"/> Not Collected. <input type="checkbox"/> Collected, Not Available <input type="checkbox"/> Collected and Available	<input type="checkbox"/> N/A <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Annually	<input type="checkbox"/> No. <input type="checkbox"/> Yes (1-3 Years) <input type="checkbox"/> Yes (4+ Years)
Interim Assessments	<input type="checkbox"/> Not Collected. <input type="checkbox"/> Collected, Not Available <input type="checkbox"/> Collected and Available	<input type="checkbox"/> N/A <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Annually	<input type="checkbox"/> No. <input type="checkbox"/> Yes (1-3 Years) <input type="checkbox"/> Yes (4+ Years)
End-of-Year Assessments	<input type="checkbox"/> Not Collected. <input type="checkbox"/> Collected, Not Available <input type="checkbox"/> Collected and Available	<input type="checkbox"/> N/A <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Annually	<input type="checkbox"/> No. <input type="checkbox"/> Yes (1-3 Years) <input type="checkbox"/> Yes (4+ Years)
Advanced Placement Data	<input type="checkbox"/> Not Collected. <input type="checkbox"/> Collected, Not Available <input type="checkbox"/> Collected and Available	<input type="checkbox"/> N/A <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Annually	<input type="checkbox"/> No. <input type="checkbox"/> Yes (1-3 Years) <input type="checkbox"/> Yes (4+ Years)
Other Assessments (PSAT, ACT, SAT)	<input type="checkbox"/> Not Collected. <input type="checkbox"/> Collected, Not Available <input type="checkbox"/> Collected and Available	<input type="checkbox"/> N/A <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Annually	<input type="checkbox"/> No. <input type="checkbox"/> Yes (1-3 Years) <input type="checkbox"/> Yes (4+ Years)
Postsecondary Enrollment Data	<input type="checkbox"/> Not Collected. <input type="checkbox"/> Collected, Not Available <input type="checkbox"/> Collected and Available	<input type="checkbox"/> N/A <input type="checkbox"/> Daily <input type="checkbox"/> Weekly	<input type="checkbox"/> No. <input type="checkbox"/> Yes (1-3 Years) <input type="checkbox"/> Yes (4+ Years)

Data Category	Does your district collect this information and is it available to share?	What is the frequency of the data collection?	Can your district provide historical records for this data collection? If so, how many years?
		<input type="checkbox"/> Annually	
Staff Data	<input type="checkbox"/> Not Collected. <input type="checkbox"/> Collected, Not Available <input type="checkbox"/> Collected and Available	<input type="checkbox"/> N/A <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Annually	<input type="checkbox"/> No. <input type="checkbox"/> Yes (1-3 Years) <input type="checkbox"/> Yes (4+ Years)
Staff Assignment	<input type="checkbox"/> Not Collected. <input type="checkbox"/> Collected, Not Available <input type="checkbox"/> Collected and Available	<input type="checkbox"/> N/A <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Annually	<input type="checkbox"/> No. <input type="checkbox"/> Yes (1-3 Years) <input type="checkbox"/> Yes (4+ Years)
Schools Data	<input type="checkbox"/> Not Collected. <input type="checkbox"/> Collected, Not Available <input type="checkbox"/> Collected and Available	<input type="checkbox"/> N/A <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Annually	<input type="checkbox"/> No. <input type="checkbox"/> Yes (1-3 Years) <input type="checkbox"/> Yes (4+ Years)
School Calendar Data	<input type="checkbox"/> Not Collected. <input type="checkbox"/> Collected, Not Available <input type="checkbox"/> Collected and Available	<input type="checkbox"/> N/A <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Annually	<input type="checkbox"/> No. <input type="checkbox"/> Yes (1-3 Years) <input type="checkbox"/> Yes (4+ Years)
Daily Attendance	<input type="checkbox"/> Not Collected. <input type="checkbox"/> Collected, Not Available <input type="checkbox"/> Collected and Available	<input type="checkbox"/> N/A <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Annually	<input type="checkbox"/> No. <input type="checkbox"/> Yes (1-3 Years) <input type="checkbox"/> Yes (4+ Years)

10. Can your district provide a student enrollment file, including course enrollment data and attendance data, on a bi-weekly basis? (Y/N)
11. Participation in the Proving Ground program requires the engagement of someone who understands your agency's data. Can you commit to ensuring that a member of the pilot site is available to answer and address data quality issues? (Y/N)
12. Have you reviewed the Proving Ground program and this Request for Applicants with your district's legal team and discussed the feasibility of sharing data with the Proving Ground team?

Intent to Participate/Readiness Assessment Rubric			
Criteria	Score	Sample Questions	Scale
Statement of Interest	/5	Does the statement of interest demonstrate alignment between district goals for continuous improvement and strategies to reduce chronic absenteeism?	1: No alignment. 5: Very aligned.
	/5	Does the statement of interest include clear questions/issues to address associated with chronic absenteeism?	1: No specific reference to chronic absenteeism. 5: Includes specific questions/issues tied to chronic absenteeism.
Leadership Support	/5	Has the district put together a team and delineated responsibilities to address the issue of chronic absenteeism?	1: District has not assembled a team for this pilot. 5: District has assembled a team; team members have clearly

Intent to Participate/Readiness Assessment Rubric			
Criteria	Score	Sample Questions	Scale
			defined responsibilities within this pilot.
	/5	Has leadership been engaged in planning for participation in pilot?	1: No engagement. 5: Very engaged.
Data	/5	Does the district collect and store necessary data elements? Can the district transfer necessary data?	1: District cannot provide necessary elements. 5: District collects necessary elements and can transfer data on a weekly basis.
Total	/25		

Appendix B. Interview Protocol

Application Process:

1. Eligible districts interested in participating with Ohio in Proving Ground must complete the Intent to Participate/Readiness Assessments by email to Heather.Boughton@education.ohio.gov no later than **Friday, Dec. 14th, 2018**.
2. Districts that submit completed Intent to Participate/Readiness Assessments will be offered interviews conducted by the Department and Proving Ground staff.
3. Interviews will be evaluated using a rubric co-developed by the Department and Proving Ground staff (included below).

Interview Process:

The purpose of the interview round is to further assess: (1) data availability and a district's capacity to transfer necessary data; and (2) the commitment of a district's leadership to engage in a continuous improvement process.

Each interview can be conducted in-person or by phone and is expected to last one hour. During the interview, the district team, Department staff and Proving Ground staff will discuss the criteria from the application and discuss more details about the state of the district's data and interest in the project.

Data Team Interview: Interviews will be focused on (a) a district's data availability, including which data elements are collected systematically; (b) the capacity of the district to transfer data on a frequent basis; and (c) the quality of data linkages. Where possible, districts should include in the interview representatives from their research and evaluation, information technology, information security and program teams.

District Leadership Team Interview: Interviews will be focused on assessing the (a) interest and alignment between the work and district strategy; (b) leadership support for participation; and (c) commitment to continuous improvement.

Data Interview Rubric			
Criteria	Score	Sample Questions	Scale
1. Data availability	/5	What variables from the data specification will be available to transfer to Proving Ground?	1: Has gaps in data specifications that make evaluation untenable; 5: Collects all the required data.
2. Data sharing	/5	Has the district reviewed the Proving Ground program and the Request for Applicants, including the data specification and sample data use agreement, with its legal team? Has the legal team indicated that data sharing may be possible?	1: Has not discussed with legal team; 5: Has discussed and legal team has indicated data sharing may be possible.
3. Data history	/5	What is the ability to connect data across years in order to track the effectiveness of the intervention over time?	1: Does not track same students year over year and no historical data; 5: Can track the same students year over year going forward and historically.
4. Data storage	/5	How is the data collected and stored? Is it in one standard format for different data tables across time?	1: Data are stored in numerous places and have different values depending on which office/department you get the data from; 5: Student data are stored in one place/discrete set of places, using a set of standard values. Certain programmatic data are stored separately and may have different values depending on the year.
5. Capacity to transfer data	/5	How would data be transferred to Proving Ground? How frequently can the data be transferred? What department would be responsible for this work?	1: Low capacity to transfer data; 5: High capacity to transfer data and data can be transferred at the right cadence, e.g., weekly.
6. Teacher-student links	/5	What is the quality of the teacher-student links in the data?	1: Low availability of links; 5: High availability of links, available for multiple years (at least three).
Total	/30		

Leadership Interview Rubric			
Criteria	Score	Sample Questions	Scale
1. Strategic alignment	/5	How will Proving Ground fit within the district's overall strategy? Do the stated objectives align with Department goals?	1: Not aligned; 5: Very aligned
2. Leadership support	/5	Does the collaboration have support of district leadership? How does leadership intend to be engaged in the process? What resources have already been committed to aforementioned issue?	1: No support; 5: High level of support

Leadership Interview Rubric			
Criteria	Score	Sample Questions	Scale
3. Commitment to continuous improvement	/5	How does the district plan to integrate the evidence into its decision-making process?	1: Not at all, just interested results; 5: Clear plan for using evidence from Proving Ground collaboration in decision making.
4. Teacher's union involvement	/5	Does the collaboration have support from the teacher's union? Does the team have a representative from the teacher's union? How will the teacher's union be involved?	1: No support, not engaged; 5: Will be central part of the team and the improvement process.
5. Payment plan	/5	How does the district intend to fund its participation in the Proving Ground collaboration?	1: Unstable funding (across multiple departments, funding streams, and/or one-time funding for one-year); 5: Stable funding.
	/25		

Appendix C. Data Specifications

Note that, where possible, the Ohio Department of Education will provide historical records reported by districts via the Education Management Information System (EMIS).

Harvard is requesting the following data from 2013-2014 through the current year.

Data Element	Description
Student demographics and program participation data	Data including (if available), but not limited to, individual student records, including: <ul style="list-style-type: none"> • Student and school year identifiers; • Student demographics (e.g., gender, race, ethnicity); • Student program participation (e.g., IDEA, ELL, free and reduced price lunch); • Student English fluency and primary language; and • Student disability and IEP status, code, and dates.
School enrollment and graduation data	Data including (if available), but not limited to, student school enrollment and graduation records, including: <ul style="list-style-type: none"> • Student, school and school year identifiers; • Entry and withdrawal dates, codes and descriptions; • Detailed student attendance records, including one attendance record per student, per enrollment day; • Detailed student discipline records; • Student grade levels; • Student graduation and diploma information; and • Student graduation cohorts and/or ninth grade cohort.
Courses data	Data including (if available), but not limited to, course and section records, including: <ul style="list-style-type: none"> • Identifiers for school, year, semester or reporting period, course and section; • Identifiers for primary and secondary teachers, assistants, co-teachers, etc.; • Course title, subject, course code and subject code; and • Credits available, course grade level and high school graduation requirement flags.
Student course enrollment data	Data including (if available), but not limited to, student course records, including: <ul style="list-style-type: none"> • Student, school and school year identifiers, semester or reporting period identifiers;

Data Element	Description
	<ul style="list-style-type: none"> • Course and section identifiers, enrollment and withdrawal dates and codes; and • Final course grade and credits earned.
Assessment data	<p>Data including (if available), but not limited to, information about interim and state standardized assessments, including:</p> <ul style="list-style-type: none"> • Test name, test code, date administered, subject, test grade level and possible score range; • Individual student assessment scores, including student, school and test identifiers; date administered; raw and scaled scores and proficiency levels; and • Test language.
Staff data	<p>Data including (if available), but not limited to, individual staff records, including:</p> <ul style="list-style-type: none"> • Staff and school year identifiers; • Demographics (e.g., gender, race, ethnicity); • Educational attainment, certification and licensure, including codes and dates; and • Employment status (e.g., active, retired) and full- or part-time status; and total and within-agency teaching experience.
Staff assignments data	<p>Data including (if available), but not limited to, staff school assignments, including:</p> <ul style="list-style-type: none"> • Staff, school and school year identifiers; and • Job assignments, job titles.
Schools data	<p>Data including, but not limited to, information about schools, including:</p> <ul style="list-style-type: none"> • School and school year identifiers; • School short and long names; • Grade levels served; • Address, latitude, longitude and county; • School type (e.g., charter or district, regular, alternative, special education, adult education, early childhood, magnet, bilingual, extended school day or school year, limited or open enrollment); • School operating status (e.g., approved, open, closed); and • Accountability status (e.g., turnaround school).
School calendar data	<p>Data including (if available), but not limited to, school calendar information, including:</p> <ul style="list-style-type: none"> • School and school year identifiers; and

Data Element	Description
	<ul style="list-style-type: none"> • Dates for beginning and end of school year, marking periods and/or course sessions.
Other initiatives or interventions data	<p>Data for interventions or initiatives being evaluated, if not provided by the vendor, including (if available), but not limited to:</p> <ul style="list-style-type: none"> • Student, teacher, school, school year, time period and program/activity identifiers; • Course and section identifiers or other activity location data; • Activity subject and grade level; • Login or intervention start/end dates and times; • Pre- and post-test scores; and • Activity and sub-activity usage, achievement and completion information.

Appendix D. Sample Data Use Agreement

This is a sample Collaboration Agreement provided by Proving Ground. Each pilot site should work with their legal counsel in reviewing and executing its Collaboration Agreement with Proving Ground.

PROVING GROUND COLLABORATION AGREEMENT

between

[CLIENT NAME]

and

THE PRESIDENT AND FELLOWS OF HARVARD COLLEGE

This Agreement (“Agreement”) is entered into by and between [XXXX] with offices located at [XXXX] (“Client”) and the President and Fellows of Harvard College, acting through The Harvard Graduate School of Education and The Center for Education Policy Research (“Harvard”), with offices at 50 Church Street, 4th Floor, Cambridge, MA 02138.

RECITALS

In 2015, the Center for Education Policy Research at Harvard University launched a project funded through a grant to Harvard from the Bill & Melinda Gates Foundation (“BMGF”) (Faster, Cheaper Evidence-Gathering for U.S. Education OPP1109466) entitled “The Proving Ground.” Proving Ground is collaborative research network of state, district and charter management organization leaders learning together about what’s working and what’s not in U.S. education. Collectively, the network is employing an approach to achieving better student outcomes through the use of collectively generated evidence. Our goal is to make analytical results more readily available and widespread in order to improve implementation, assess impact and inform decision making.

In addition to the terms and conditions contained herein, the following document is attached hereto and made a part of this Agreement:

Attachment 1 – Proving Ground Collaboration

Attachment 2 – Data Parameters

1. PROVING GROUND COLLABORATION

Harvard and Client agree to collaborate on a project with the characteristics described in Attachment 1 (“Proving Ground Collaboration”). Harvard and Client each agree to undertake its respective responsibilities as described in Attachment 1.

2. PERIOD OF PERFORMANCE

The overall Period of Performance of this Agreement will fall between [XXXX] (“Agreement Start Date”) and June 30, 2021 (“Agreement End Date”).

3. TOTAL COST

The total cost to the Client for Harvard’s performance of its responsibilities under Attachment 1 is \$[XXXX] (“Total Cost”), to be invoiced by Harvard according to the following schedule:

[To be determined.]

Client shall render payment to Harvard within forty-five (45) days of invoice receipt.

4. TERMINATION

Either party may elect to terminate this Agreement, provided that it gives advance notice to the other party, in writing, a minimum of thirty (30) days prior to date of termination. In the event of early termination of the Proving Ground Collaboration, Harvard shall be entitled to reimbursement in full for the costs incurred up to the date of such termination and for costs incidental to the orderly liquidation of its services, including those non-cancelable obligations properly incurred prior to the effective date of termination. Client shall be reimbursed for any payment made in advance to Harvard that has yet to be expended.

5. PROJECT DIRECTORS

Harvard Project Director:

Bi Vuong
Director, Proving Ground
Center for Education Policy Research
50 Church Street, 4th Floor
Cambridge, MA 02138
Telephone: 617-496-1033
Email: bi_vuong@gse.harvard.edu

Client Project Director:

Name:
Title:
Organization:
Address:
City State, Zip
Telephone:
Email:

6. ADMINISTRATIVE CONTACTS

Harvard Administrative Contact

Kate Rosenberg
Director, Finance and Administration
Center for Education Policy Research
Telephone: 617-496-8247
Email: kate_rosenberg@gse.harvard.edu

Client Administrative Contact:

Name:
Title:
Organizations Name:
Telephone:
Email:

7. PUBLICATIONS; COPYRIGHT

Harvard has the right to publish and otherwise publicly disclose non-confidential information derived from work conducted under this Agreement. Harvard shall own the copyright in any works it originally authors under this Agreement.

8. DATA DISCLOSURE

In fulfillment of the collaboration outlined in Attachment 1, Client agrees to provide Harvard with the data listed in Attachment 2 (collectively, "Data") when available and to the specifications requested by Harvard. When any Data are transported outside Client's systems, all such Data will be encrypted and moved via physical media or secure FTP or other secure transmission medium such as Accellion file transfer service. No Data will be transferred outside Client's or Harvard's systems via email. Client acknowledges that Harvard's performance of its responsibilities under Article II of Attachment I is contingent upon timely receipt of Data from Client.

Accordingly, Harvard shall not be considered to be in breach of its obligations under this Agreement where a delay in or failure to perform the scope of analysis set forth in Attachment I is due to a failure on the part of Client to provide the requested Data to Harvard.

9. CONFIDENTIALITY TERMS AND CONDITIONS

To effect the transfer of Data that is subject to Federal and applicable state confidentiality laws, and to ensure that the required confidentiality of personally identifiable information (PII) shall always be maintained, Harvard agrees to:

1. In all respects comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) and other applicable law. 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.
2. Harvard acknowledges that (i) it has been outsourced and is required to provide an institutional service or function of Client under this Agreement; (ii) it is considered a "school official" for purposes of providing such institutional service or function under this Agreement; (iii) it is under the direct control of Client with respect to the use and maintenance of all PII it will have access to under this Agreement; and (iv) it is subject to the requirements of 34 CFR §§ 99.33(a)(1)(B) with respect to use and disclosure of all PII under this Agreement. According to 34 CFR § 99.33, Harvard must (1) not disclose any PII it may have access to under this Agreement without first obtaining prior written consent from the affected parent (or student if the student has reached the age of 18); and (2) ensure that its officers, employees and agents receiving PII under this Agreement only use such information for purpose of providing an institutional service or function on behalf of Client. Notwithstanding the previous sentence, Client acknowledges that Harvard has the right to provide de-identified Data to Proving Ground Collaboration contractors for the sole purpose of assisting Harvard with providing services under this Agreement.
3. For purposes of the Proving Ground Collaboration and for ensuring Harvard's compliance with the terms of this Agreement and all applicable state and federal laws, Harvard designates Tom Kane as the temporary custodian of Data that Client shares with Harvard. All Data released by Client to Harvard for the Proving Ground Collaboration shall be released in accordance with the terms herein to the named temporary custodian. The temporary custodian shall be responsible for transmitting all requests for Data and maintaining a log or other record of all Data requested and received pursuant to the Agreement, including confirmation of the completion of the Project and the return or destruction of Data as described below. Client or its agents may upon request review the records required to be kept by Harvard under this Agreement.
4. Use Data shared under the Agreement for no purpose other than the Proving Ground Collaboration, and as authorized under 34 CFR §§ 99.31(a)(1)(B). Nothing in the Agreement shall be construed to authorize Harvard to have access to additional data from Client that is not included in Article 8 of the

Agreement, or to govern access to Data by entities other than the parties. Except as expressly permitted herein, Harvard further agrees not to share Data received from Client under the Agreement with any other entity without prior written approval from Client. Harvard understands that the Agreement does not convey ownership of Data or the transference of any rights in Data, including intellectual property rights, to Harvard.

5. Require all employees, contractors and agents of any kind to comply with the Agreement and all applicable provisions of FERPA and other laws with respect to Data shared under the Agreement. Harvard agrees to require and maintain an appropriate confidentiality agreement from each employee, contractor or agency with access to Data pursuant to the Agreement no less stringent than the terms, limitations and obligations contained herein. Nothing in this section authorizes Harvard to share Data provided under the Agreement with any other individual or entity for any purpose other than completing Harvard's work as authorized by Client consistent with this Agreement.

6. Not disclose Data produced to it under the Agreement in any manner that could identify any individual student, except as authorized by FERPA, to any entity other than Client or authorized employees, contractors, and agents of Harvard working on the Proving Ground Collaboration. For purposes of clarification, Harvard will generate masked research identifiers before Data is transported to any contractor providing services under this Agreement. Persons participating in the Proving Ground Collaboration on behalf of Harvard shall neither disclose nor otherwise release any Data relating to an individual student, nor disclose information relating to a group or category of students without ensuring the confidentiality of individual students in that group. Publications and reports of these Data and information related to them, including preliminary project 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.

7. Not provide any of Data obtained under this Agreement to any entity or person ineligible to receive data protected by FERPA, or prohibited from receiving data from any entity by virtue of a finding under 34 CFR § 99.67 (c)-(e).

8. Upon termination of this Agreement or two years after the publication of reports generated from the Proving Ground Collaboration, whichever occurs later, Harvard will purge any copies of Data from its computer systems in compliance with 34 CFR §§ 99.31(a)(6)(ii)(b). Harvard agrees to require all employees, contractors or agents of any kind working on the project to comply with this provision. No other Harvard entity or contractor is authorized to continue research using Data obtained under the Agreement upon the termination of the Agreement and the Proving Ground Collaboration as described herein. Harvard will destroy all Data obtained under the Agreement when no longer needed for the purpose for which it was released by Client. Nothing in this Agreement authorizes Harvard to maintain Data beyond the time period needed to complete the Project.

9. Notwithstanding the above paragraph, upon conclusion of this Agreement, Client agrees that Harvard may retain a de-identified copy of Data solely for research and academic purposes in support of the Proving Ground Collaboration, provided Harvard complies with the following:

a. Harvard shall strip all Data so retained of the following information: local student ID, local student name (first, last and middle) and any other personal identifiers.

b. Harvard shall provide Client a crosswalk of the local student ID, local student name and CEPR's research ID, allowing Client the opportunity to examine any de-identified data retained following conclusion of the Project. Should Client determine, following review of such data, that such data retained permits the personal identification of any current or former Client student, Harvard shall immediately take measures to remove the identifying information.

For the avoidance of doubt, in no event shall CEPR be permitted to retain PII, or other Data subject to FERPA, obtained under this Agreement once such Data is no longer needed for the purpose for which it was released to CEPR.

10. Provide Client and Provider with one electronic and at least one paper copy of the final versions of all reports and other documents associated with the Proving Ground Collaboration work performed under this Agreement.

10. USE OF NAME

Neither party shall use the logos, seals, insignia or other words, names, symbols or devices (collectively, "Names") that identify the other, or the Names of BMGF, in any form of advertising or promotion of the Proving Ground Collaboration without the prior written approval of the entity whose name is requested to be used. Further, Client may not make any statement or otherwise imply to donors, investors, media or the general public that Client is a grantee of BMGF.

Without limiting the foregoing, the parties agree that each party may make factual statements regarding the existence and purpose of the relationship that is the subject of this Agreement without first accounting to the other party. In any such statement, the relationship shall be accurately and appropriately described. Each party shall cease all use of Names of the other party authorized under this Agreement on the termination or expiration of this Agreement, except as otherwise expressly provided herein. These restrictions shall not apply to information required to be disclosed to a government entity.

11. REPRESENTATIONS AND WARRANTIES

HARVARD AND THE HARVARD RESEARCHERS MAKE NO REPRESENTATIONS OR WARRANTIES OF ANY KIND CONCERNING THE PROJECT AND PROJECT RESULTS AND DISCLAIM ALL REPRESENTATIONS AND WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, WITHOUT LIMITATION, WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NONINFRINGEMENT OF INTELLECTUAL PROPERTY RIGHTS.

12. LIMITATION OF LIABILITY

IN NO EVENT SHALL EITHER PARTY, MEMBERS OF ITS GOVERNING BOARDS, OR ITS OFFICERS, EMPLOYEES, FACULTY, FELLOWS, STUDENTS AND AFFILIATES, BE LIABLE FOR INCIDENTAL OR CONSEQUENTIAL DAMAGES OF ANY KIND, INCLUDING ECONOMIC DAMAGES OR LOST PROFITS, REGARDLESS OF WHETHER THE PARTY WAS ADVISED, HAD OTHER REASON TO KNOW OR IN FACT KNEW OF THE POSSIBILITY OF THE FOREGOING.

13. INDEPENDENT CONTRACTORS

For the purposes of this Agreement and all services to be provided hereunder, each party shall be, and shall be deemed to be, an independent contractor and not an agent or employee of the other party. Neither party shall have authority to make any statements, representations or commitments of any kind, or to take any action which shall be binding on the other party, except as may be explicitly provided for herein or authorized by the other party in writing.

14. ASSIGNMENT

This Agreement may not be assigned by either party without the prior written consent of the other party. Any and all assignments made without such consent shall be void.

15. GOVERNING LAW

This Agreement shall be governed by the laws of the Commonwealth of Massachusetts.

16. MODIFICATIONS

This Agreement shall be modified only in writing signed by duly authorized representatives of both Client and Harvard.

17. ENTIRE AGREEMENT

This Agreement constitutes the entire understanding between Client and Harvard concerning Proving Ground and supersedes all other understandings between the parties concerning that Program.

[SIGNATURES ON THE FOLLOWING PAGE]

This Agreement shall be effective when signed by duly authorized representatives of both parties.

THE PRESIDENT AND FELLOWS OF HARVARD COLLEGE, acting through the Center for Education Policy Research and the Harvard Graduate School of Education

By: _____

Title: _____

Date: _____

CLIENT'S LEGAL NAME

By: _____

Title: _____

Date: _____

Attachment 1

Proving Ground Collaboration

I. A DESCRIPTION OF THE COLLABORATION

Proving Ground is an initiative, housed at the Center for Education Policy Research at Harvard University, committed to helping education agencies meet their practical needs, by making evidence cheaper, faster and easier to use. Our goal is to make evidence gathering and evidence use an intuitive part of how education agencies conduct their daily work.

The Proving Ground approach offers an analytic cycle that empowers partners to:

- Quickly and reliably assess the impact of investments;
- Continuously improve implementation by testing new strategies; and
- Incorporate new and better evidence into decision making.

Through this collaboration, Proving Ground will work with partners to assess impact, improve implementation and inform decision making.

II. HARVARD'S RESPONSIBILITIES

To fulfill the goals of the Proving Ground Collaboration and deliver on the outcomes outlined above, Harvard will be responsible for the following activities up to one year before the final year of the agreement. For example, during year one and two of a three-year agreement, Proving Ground will:

Data and Analytics

- Acquire, clean and store current and historical client data for analytical purposes;
- Generate site-specific reports detailing data patterns across schools and classrooms disaggregated by student demographic information;
- Generate site-specific reports on the impact of selected, and jointly-determined, intervention(s) (disaggregated by student demographic information);
- Generate cross-network benchmarking reports on both program implementation and impact;
- Develop a survey to understand Client's treatment and control baselines;
- Work with Client to design and execute cross-agency trials.

Peer Networking

- Provide Client with opportunities to collaborate with other education agencies;
- Host webinars for Client to learn about the most up-to-date cross-network results and about activities being undertaken by other education agencies;
- Host an online, password protected site to share resources with education agencies in the Proving Ground network seeking to address the same issue.

Education and Training

- Host an annual in-person workshop (workshop cost, including travel and lodging, for five members from the Client's agency are included in the "Total Cost");
- Train clients on how to access and interpret implementation and impact reports;
- Provide at least one site-specific presentation summarizing key findings and a working session to strategize possible improvement strategies annually;
- Plan and participate in two in-person meetings at the Client site per year.

During the final year of the agreement, Proving Ground will provide a final, standardized set of cross-network and client-specific analyses.

In some instances, Client may need additional data collection support to ensure that Proving Ground can complete the appropriate analysis; Client may also need additional support in the creation and execution of agency-specific trials. Proving Ground can provide these services at additional costs. The services listed below are not included in the “Total Cost.”

These services include:

- Working with Client to design and execute agency specific trials;
- Administering a survey to determine Client’s treatment and control baselines;
- Qualitative interviews to provide contextual information on implementation;
- Additional survey development to better understand implementation.

III. CLIENT’S RESPONSIBILITIES

To fulfill the goals of the Proving Ground collaboration and deliver on the outcomes outlined above, the Client will be responsible for:

- Providing Harvard with access to Data outlined in this Agreement;
- Providing Harvard with the Data outlined in this agreement in a timely manner;
- Actively engaging with Harvard, particularly during the data exchange period of the engagement;
- Working with Harvard to design and execute trials to improve program implementation and impact;
- Administering survey(s) developed by Harvard, if needed;
- Participating in network-wide events;
- If relevant, participating in statewide events as model sites;
- Engaging additional colleagues in Proving Ground-related work when needed.

During the final year of the agreement, the Client will provide assessment data from the previous school year to support the final analysis conducted by Proving Ground.

Attachment 2: Data Parameters

Harvard is requesting the following data from 2013-2014 through the current year.

Data Element	Description
Student demographics and program participation data	Data including (if available), but not limited to, individual student records, including: <ul style="list-style-type: none"> • Student and school year identifiers; • Student demographics (e.g., gender, race, ethnicity); • Student program participation (e.g., IDEA, ELL, free and reduced-price lunch); • Student English fluency and primary language; and • Student disability and IEP status, codes and dates.
School enrollment and graduation data	Data including (if available), but not limited to, student school enrollment and graduation records, including: <ul style="list-style-type: none"> • Student, school and school year identifiers; • Entry and withdrawal dates, codes and descriptions; • Detailed student attendance records, including one attendance record per student, per enrollment day; • Detailed student discipline records; • Student grade levels; • Student graduation and diploma information; and • Student graduation cohorts and/or ninth grade cohort.
Courses data	Data including (if available), but not limited to, course and section records, including: <ul style="list-style-type: none"> • Identifiers for school, year, semester or reporting period, course and section; • Identifiers for primary and secondary teachers, assistants, co-teachers, etc.; • Course title, subject, course code and subject code; and • Credits available, course grade level and high school graduation requirement flags.
Student course enrollment data	Data including (if available), but not limited to, student course records, including: <ul style="list-style-type: none"> • Student, school and school year identifiers, semester or reporting period identifiers; • Course and section identifiers, enrollment and withdrawal dates and codes; and • Final course grade and credits earned.
Assessment data	Data including (if available), but not limited to, information about interim and state standardized assessments, including: <ul style="list-style-type: none"> • Test name, test code, date administered, subject, test grade level and possible score range; • Individual student assessment scores, including student, school and test identifiers; date administered; raw and scaled scores and proficiency levels; and • Test language.

Postsecondary enrollment data	<p>Data including (if available), but not limited to, National Student Clearinghouse postsecondary enrollment and degree records, including:</p> <ul style="list-style-type: none"> • Student identifiers, student ninth and 12th grade cohorts and student National Student Clearinghouse data; or • Information to link student records to National Student Clearinghouse records (e.g., student name, date of birth, graduation or ninth grade cohort, graduation date).
Staff data	<p>Data including (if available), but not limited to, individual staff records, including:</p> <ul style="list-style-type: none"> • Staff and school year identifiers; • Demographics (e.g., gender, race, ethnicity); • Educational attainment, certification and licensure, including codes and dates; and • Employment status (e.g., active, retired) and full- or part-time status; and total and within-agency teaching experience.
Staff assignments data	<p>Data including (if available), but not limited to, staff school assignments, including:</p> <ul style="list-style-type: none"> • Staff, school and school year identifiers; and • Job assignments, job titles.
Schools data	<p>Data including, but not limited to, information about schools, including:</p> <ul style="list-style-type: none"> • School and school year identifiers; • School short and long names; • Grade levels served; • Address, latitude, longitude and county; • School type (e.g., charter or district, regular, alternative, special education, adult education, early childhood, magnet, bilingual, extended school day or school year, limited or open enrollment); • School operating status (e.g., approved, open, closed); and • Accountability status (e.g., turnaround school).
School calendar data	<p>Data including (if available), but not limited to, school calendar information, including:</p> <ul style="list-style-type: none"> • School and school year identifiers; and • Dates for beginning and end of school year, marking periods and/or course sessions.
Other initiatives or interventions data	<p>Data for interventions or initiatives being evaluated, if not provided by the vendor, including (if available), but not limited to:</p> <ul style="list-style-type: none"> • Student, teacher, school, school year, time period and program/activity identifiers; • Course and section identifiers or other activity location data; • Activity subject and grade level; • Login or intervention start/end dates and times; • Pre- and post-test scores; and • Activity and sub-activity usage, achievement and completion information.

