

Data Sharing Agreement

Providing for the disclosure of personally identifiable information about students or family members

Project Name: English Learner Program Outcomes at Beaverton School District

Data Provider (Organization Name)

Name: Beaverton School District
Address: 16550 SW Merlo Road, Beaverton, OR 97003

Data Requester

Name: Education Northwest
Address: 101 SW Main St., Suite 500; Portland, OR 97204-3213

Primary Researcher or Evaluator

Name: Jason Greenberg Motamedi
Title: Practice Expert, Evaluation
Phone: 503.275.9493
Email: J.G.Motamedi@educationnorthwest.org

This data sharing agreement is entered into between our two organizations for the purpose of (check one):

- Research to improve instruction with Education Northwest conducting studies for, or on behalf of, educational agencies or institutions
- Evaluation of a federal- or state-supported education program with Education Northwest acting as an authorized representative of the agency providing the requested data
- Contractually fulfilling institutional services or functions outsourced by the school with Education Northwest serving as a school official

The provisions of the agreement are intended to ensure compliance with applicable federal and state laws and regulations protecting the privacy of citizens including the Family Educational Rights and Privacy Act (FERPA). Personally identifiable information obtained in any form will be maintained and transmitted in a secure manner, in compliance with Education Northwest's Procedures Manual, Section 303-4, *Maintaining Security of Personally Identifiable Student and Family Information*. Such data will be used only for the purposes of the project named above and only by representatives of Education Northwest who need access to fulfill the stated purposes. Access will be allowed according to their role in the project: initial review and partial de-identification, data cleaning and preparation or similar support, research analysis and reporting, non-disclosure review, and technical support. Education Northwest will not re-disclose any information in a personally identifiable way.

An attached statement by the Primary Project Lead describes the following elements of the data sharing agreement and is included in this agreement by reference:

- **Purpose of Agreement**, stating the project goals and expected benefits to students, educators, researchers, or other groups. Identify the funding organization and the name of the organization(s) for which Education Northwest is conducting the project for.
- **Proposed Research Study or Technical Assistance**, describing the scope of work and, where applicable, statistical methods for analysis, how results will be reported, as well as to whom. Also, the justification for requesting personally identifiable information (PII) is provided.
- **Description of Data** being requested by Education Northwest, defined by categories of data with examples of specific fields, as well as other parameters such as years of data being requested. Other data sources that will or may be combined with the requested data are indicated.
- **Period of Agreement**, stating start and end dates for the term that the data are needed for analysis, publication review, potential research audits, or other needs relevant to the named project and the means for disposition of the data at the end of the term.

All of the provisions stated above and in the Researcher's or Evaluator's Statement that has been incorporated by reference are in effect unless amended by written agreement.

Education Northwest Representative [authorized signer]

Name (printed): Patty Wood

Title: Interim Chief Executive Officer

Signature: _____

Date: _____

Representative of the Organization that Is Providing Data [authorized signer]

Name (printed): _____

Title: _____

Signature: _____

Date: _____

Education Northwest FERPA Compliance Review: _____

Education Northwest Finance Office Review: _____

English Learner Program Outcomes Evaluation Data Sharing Agreement Statement

Purpose of Agreement

Education Northwest is providing evaluation services to the Beaverton School District (BSD) to support their English learner (EL) program by exploring the relationships between English language development (ELD) program models and student level outcomes, such as English language acquisition. This work is funded by BSD.

This data sharing agreement covers two evaluation projects:

Project 1: Evaluation of Integrated ELD Pilot in Secondary Schools

Under this data sharing agreement, Education Northwest will conduct an evaluation of BSD's pilot integrated ELD model in grades 6–12 during the 2019/20 school year, examining the estimated impact of the pilot on English language acquisition and other academic outcomes for EL and non-EL students.

Project 2: Evaluation of ELD Program Models in Elementary Schools

Under this data sharing agreement, Education Northwest will continue to conduct its evaluation of ELD program models in grades K–5, examining the relationship of ELD program models and student educational outcomes from. Our previous evaluation examined these outcomes in the 2017/18 school year. This work will extend the analysis to include the 2018/19 and 2019/20 school years.

This work will support BSD to make evidence-based decisions to improve their EL services, and improved outcomes among EL students.

Data Requested

Data for both projects will come from three sources:

- (1) Administrative data from BSD including student-level data from all current and former students attending BSD schools in 2014/15 through 2019/20
- (2) EL program data compiled by the BSD office of Multilingual Programs.
- (3) List of all students participating in the secondary ELD pilot compiled by the BSD office of Multilingual Programs.

Specific data elements for each data source are summarized in Table 1.

Table 1. Data sources, data elements and years requested

Data	Description
Administrative data from BSD	
Compiled by the BSD office of Accountability	
Sample: All Students 2014/15 - 2019/20	
Student identification	BSD and ODE student ID number, Student name
Enrollment data	Grade, year, school name, and school code
Attendance data	Number of days absent and total enrollment days
Program enrollment status and dates	EL status, special education eligibility, and free and reduced-priced lunch eligibility, talented and gifted enrollment
EL program data and assessments	Classification and reclassification dates and initial (screener) assessment scores
Demographic data	Race/ethnicity, home language, gender
Assessment scores and participation data	Smarter Balanced English Language Arts and English proficiency scores and levels from the state English proficiency assessments (ELPA or ELPA21), as well as the ODE on-track to proficiency indicator
Discipline data collection	Suspensions and expulsions
Grades	Course failures, point average and credit accrual (for high school students)
Course data	Course information and teacher identification number attached to course. We are requesting a teacher identification number to be able to include a measure of instructional quality in the analysis. This will allow us to isolate the effect of teachers from the effect of the integrated ELD model on student outcomes.
EL program data	
Compiled by the BSD office of Multilingual Programs	
Sample: All Current and Former EL Students 2014/15 - 2019/20	
Student identification	BSD and ODE student ID number and student name
English learner status	Current, monitored, former, waived ELs
Program model	Dual language, pull-out, collaborative co-teaching, ELD class period, or waived.
Students participating in the secondary ELD pilot	
Compiled by the BSD office of Multilingual Programs	
Sample: All students Grades 6-12 2019/20	
Student identification	BSD and ODE student ID number and student name
Pilot staffing model	description (single teacher, co-teaching, coaching). For EL students not participating in the pilot in 2019/20, we also need program model (dual language, pull-out, collaborative co-teaching, ELD class period, or waived.)

Details about the research questions for each project, as well as the specific data needed, and methods used are described below.

Project 1: Evaluation of Integrated ELD Pilot in Secondary Schools Description

Education Northwest will conduct an evaluation of BSD's pilot integrated ELD model in grades 6–12 during the 2019/20 school year, examining the estimated impact of the pilot on English language acquisition and other academic outcomes for EL and non-EL students.

Research Questions

1. How do students in grades 6–12 who participate in integrated ELD pilot classrooms perform on selected academic outcomes (including ELPA21 and Smarter Balanced assessment scores, grades, credit accrual, and attendance) in comparison to peers who do not participate in the pilot?
 - a. How do differences in academic outcomes vary by student characteristics and program participation, such as
 - Student demographic characteristics (race/ethnicity, gender, home language)
 - EL status (never-EL, long-term EL, newcomer, long-term proficient, recently reclassified) and English proficiency level
 - Program participation (special education, federal lunch, talented and gifted)
2. How do differences in academic outcomes among students participating in the pilot vary by staffing models, including
 - Single teacher staffing, with endorsements in both ESOL and the content area
 - Co-teaching, with one ESOL-endorsed teacher and one content-endorsed teacher
 - Consulting, with an ELD teacher consulting with content teachers

Data Collection

We will address the research questions by merging and analyzing two different datasets: student-level administrative data and descriptions of the program models.

The first dataset is administrative data from BSD. This dataset will include student-level data from the 2017/18 through the 2019/20 school years for all BSD students (including both EL and non-EL students) in grades 6–12. The dataset will include the following student-level data and variables for each year:

- **Student identification**, including BSD and ODE student ID number and student name
- **Enrollment data**, including grade, year, school name, and school code
- **Attendance data**, including the number of days absent and total enrollment days
- **Program enrollment status and dates**, including EL status, special education eligibility, and free and reduced-priced lunch eligibility
- **EL program data and assessments**, including classification and reclassification dates and initial (screener) assessment scores
- **Demographic data**, including race/ethnicity, home language, gender

- **Assessment scores and participation data**, including Smarter Balanced English Language Arts and English proficiency scores and levels from the state English proficiency assessments (ELPA or ELPA21), as well as the ODE on-track to proficiency indicator
- **Discipline collection data**, including suspensions and expulsions
- **Grade data**, including course failures, point average and credit accrual (for high school students)
- **Course data** and teacher identifier for ELA, social studies, and ELD courses

We are requesting a teacher identification number to be able to include a measure of instructional quality in the analysis. This will allow us to isolate the effect of teachers from the effect of the integrated ELD model on student outcomes. To do this, we need to be able to identify which teachers teach which students.

The second dataset is a comprehensive list of all students participating in the secondary ELD pilot compiled by the BSD office of Multilingual Programs in 2019/20. The dataset should include the following variables for all EL and non-EL students participating in the pilot:

- **Student identification**, including BSD student ID number, and name
- **Pilot staffing model** description (single teacher, co-teaching, coaching)

For EL students not participating in the pilot in 2019/20, we also need

- **Program model** enrolled in, including dual language, pull-out, collaborative co-teaching, ELD class period, or waived.

To create the analytic dataset used in the analysis we will merge the two datasets using student ID numbers. This will link student's pilot participation to their assessment scores, demographics, and other characteristics.

Research Methods

To answer our research questions, we will use **descriptive statistics**, such as frequency, mean, range and standard deviation, to describe quantitative data from the BSD longitudinal datasets. Matching strategies and regression analysis will be used to estimate the impact of the integrated ELD pilot on student outcomes and to estimate the differences in student outcomes by staffing model. Data and important findings will be highlighted using figures to display these data.

To determine the estimated impact of the integrated ELD pilot on secondary student outcomes (research question 1), we will use **coarsened and exact matching**. This matching method allows us to create a comparison group of students who are similar in many observable ways, except that they do not participate in the pilot. The comparison group will be identified on the following characteristics:

- Special program participation or eligibility, such as special education, talented and gifted, migrant education, and the federal lunch program

- EL status, including never-EL, long-term EL, newcomer, long-term proficient, recently reclassified as well as English proficiency level for current ELs
- Student demographic characteristics, such as race/ethnicity, gender, and home language
- Previous academic performance, such as grades from 2018/19 and/or the most recent assessment scores
- Attendance and behavior referrals.

Once the comparison group is identified, we will compare the academic growth and other changes among students who participate in the integrated ELD pilot and those in the comparison group. Specifically, the study will look for differences between pilot participants and the comparison group during the 2019/20 school year for the following outcome measures:

- ELPA21 scores for current EL students
- Smarter Balanced ELA and Math test scores for students in grades 6–8, and 11
- Grade point average and credit accrual in grades 9–12, and course failures in grades 6-8
- Attendance and behavior referrals

The analysis will control for student differences and school differences in multiple ways. We hope also to be able to account for teacher-level differences, using, for example, a value-added measure for teachers to be able to separate the impact of instructional quality from integrated ELD.

To understand how student outcomes vary by the staffing model (research question 2), we will use **regression analysis** to estimate the added value of each staffing model. In our regression model, we will control for special program participation or eligibility, EL status, student demographic characteristics, previous academic performance, attendance, and behavior referrals. We also hope to be able to account for teacher and school-level differences. The research questions and corresponding data sources and analytic methods are summarized in Table 2.

Table 2. Research Question and Analytic Methods Crosswalk for the evaluation of Integrated ELD Pilot in Secondary Schools

Research Question	Data Sources	Analytic Methods
Research Question 1	<p>How do students who participate in integrated ELD pilot classrooms perform on selected academic outcomes in comparison to peers who do not participate in the pilot?</p>	<p>Descriptive statistics and figures</p> <p>Coarsened and exact matching comparing pilot to comparison group students on:</p> <ul style="list-style-type: none"> • ELPA21 scores for current EL students • Smarter Balanced ELA and Math test scores for students in grades 6–8, 11 • Grades, course failures, and credit accrual • Attendance and behavior referrals
	<p>How do differences in academic outcomes vary by student characteristics and program participation, such as:</p> <ul style="list-style-type: none"> • Student demographic characteristics • EL status and English proficiency level • Program participation 	<p>Descriptive statistics and figures disaggregated by student subgroups</p> <p>Regression analysis examining the significance of student demographic characteristics, EL status and English proficiency level, and program participation on student outcomes</p>
Research Question 2	<p>How do differences in academic outcomes among students participating in the pilot vary by staffing models, including single teacher, co-teaching, and consulting?</p>	<p>Descriptive statistics and figures disaggregated by staffing model</p> <p>Regression analysis examining the significance of staffing models on student outcomes</p>

Project 2: Evaluation of ELD Program Models in Elementary Schools Description

Education Northwest will examine the relationship between the ELD program models used by BSD (dual language, pull-out, collaborative co-teaching, ELD class period, as well as waiving services) and student performance on standardized assessments, and how student outcomes change year to year.

Research Questions

1. What is the relationship between the EL program model and outcomes on standardized English proficiency and ELA assessments?
 - Does this vary by grade level, English proficiency level, and student demographic characteristics?

2. How do student level outcomes differ between school years, and what is the relationship between the implementation of ELD program models and student level outcomes?
 - Does this differ by program model?
 - Does this vary grade level, English proficiency level, and student demographic characteristics?

Research Methods

Education Northwest will employ three research methods to address the research questions (Table 1). **Descriptive statistics**, such as frequency, mean, range and standard deviation will describe quantitative data from the BSD longitudinal datasets. **Significance testing**, such as Chi-Square, Student's T-test and ANOVA, with quantitative data will be used to determine if differences represent something other than chance variation.

Hierarchical linear modeling (HLM) will be used to investigate the association of ELD program type with student outcomes. HLM will allow us to simultaneously model the effect of both student- and school-level differences on student outcomes. Specifically, it will allow us to examine differences between each program model and student-level outcomes.

We will include student demographic characteristics and school-level characteristics, such as percentage of students who are ELs, within the analytic framework. Statistically controlling for these factors will allow us to estimate the unique effect of the program type and the amount of instructional time on students' academic achievement.

Growth modeling will be used to examine changes in student outcomes over time. Each student's English proficiency and ELA assessment scores will be collected from 2014/15 to 2019/20 for all current, former and waived EL students in BSD. The analysis will control for student differences, school differences, and program differences, as well as differences between cohorts. This analysis will determine the relationship of the implementation of the different program models to student-level changes in outcomes. Table 3 summarizes the research questions, data, and methods for this project.

Table 3. Research Question and Analytic Methods Crosswalk for the evaluation of ELD Program Models in Elementary Schools

Research Question		Analytic Methods
RQ1	<p>What is the relationship between ELD program model and outcomes on standardized English proficiency and ELA assessments?</p> <ul style="list-style-type: none"> Does this vary by grade level, English proficiency level, and student demographic characteristics? 	<ul style="list-style-type: none"> BSD student-level administrative data with student characteristics, enrollment, EL status, and assessment outcomes List of the students participating in the pilot Description of the pilot staffing model <p>Descriptive statistics and figures of ELD program model, disaggregated by student subgroups.</p> <p>HLM analysis determining if there are differences in academic outcomes between students, using ELD program model as a predictor, controlling for time in ELD, student and school characteristics.</p>
RQ2	<p>How do student level outcomes differ between school years, and what is the relationship between the implementation of program models and student level outcomes?</p> <ul style="list-style-type: none"> Does this differ by program model? Does this vary grade level, English proficiency level, and student demographic characteristics? 	<ul style="list-style-type: none"> BSD student-level administrative data with student characteristics, enrollment, EL status, and assessment outcomes List of students ELD program model <p>Descriptive statistics and figures of ELD program model, disaggregated by student subgroups.</p> <p>Growth modeling to determine how the implementation of ELD program models have affected differences in academic outcomes for students, controlling for student-, school-, and program-characteristics.</p>

Description of Data

Data for this project will come from two sources; student-level administrative data from BSD and program data compiled by the BSD office of Multilingual Programs.

Student-level administrative data will include student-level data from 2014/15 to 2019/20 from all current and former ELs, including students who have waived EL services, attending BSD schools. The following categories of student-level data are included in the request:

- **Student identification**, including student or research ID number
- **Enrollment data**, including grade, year, school name, and school code
- **Attendance data**, including the number of days absent and total enrollment days
- **Program enrollment status and dates**, including EL status, special education eligibility, and free and reduced-priced lunch eligibility
- **EL program data and assessments**, including classification and reclassification dates and initial (screener) assessment scores
- **Demographic data**, including race/ethnicity, home language, gender
- **Assessment scores and participation data**, including Smarter Balanced English Language Arts and English proficiency scores and levels from the state English proficiency assessments (ELPA or ELPA21)
- **Discipline collection data**, including suspensions and expulsions

This student-level administrative data will be combined with program data compiled by the BSD office of Multilingual Programs. For each current, former, and waived EL in 2014/15 to 2019/20 this data will include:

- **Student identification**, including student or research ID number
- **English learner status**, whether they are current, monitored, former, waived ELs
- **Program model** enrolled in, including dual language, pull-out, collaborative co-teaching, ELD class period, or waived.

Education Northwest will merge these data sets using student identification numbers.

Statements of data security and confidentiality

All parties are authorized to share identifiable student information to conduct research studies to improve instruction as permitted under the Family Educational Rights Privacy Act, or FERPA (20 U.S.C. § 1232g; 34 CFR Part 99). The parties understand and agree to be in compliance with the applicable provisions of 34 CFR Part 99 and 5 U.S.C. 552a (Privacy Act of 1974) regarding the misuse of confidential information.

All parties agree that all PII exchanged will be protected, stored, disposed of, and otherwise kept confidential, as required by applicable state and federal law, including FERPA.

Individual student data shall be stored in accordance with each party's established privacy protection procedures. At Education Northwest, the data will be placed on a secure terminal server. Any security breach, loss, or misuse of PII requires notification of the affected parties. Such notifications will be undertaken jointly among the parties to this Data Sharing Agreement, after consultation with the impacted agencies. The study shall be conducted in a manner that does not permit personal identification of students by anyone other than representatives of a party with legitimate interests. The offices, employees, and agents of each party may use PII from the other signatory's education records only for the purposes of the study as stated in this data-sharing agreement. PII received from another party will be retained only as long as required for the study and will be destroyed on termination of this agreement. Each party acknowledges that if it violates these conditions, it will not be allowed access to PII from education records for at least five years.

Data transfer and storage

Student-level data from BSD will be stored on Education Northwest's secure data servers. Education Northwest researchers reach the terminal server from their regular office workstations by Remote Desktop Services (RDS) with all applications, data processing, and data storage kept on the terminal server which is in a locked area limited to IT staff. Offsite Education Northwest employees have access to terminal server using remote desktop protocol (RDP) over virtual private network (VPN) connections with the data, applications, and processing software housed on Education Northwest's secure server. PII data is strictly prohibited from being stored on the individual computers of employees.

Data are used only for the purposes of the project, described in the data-sharing agreement, and only by representatives of Education Northwest who need access to fulfill the stated purposes. Data are stored in project folders on the terminal server, and only accessible by project staff members approved to work on the specific project. Data cannot be extracted from a computer file or database by unauthorized individuals.

Researchers can request the transfer of files from the terminal server only if they contain summary data derived from individual-level records. Disclosure avoidance techniques (such as suppression of small values or blurring by collapsing variables or rounding) must be used to remove confidential information and prevent re-identification of individuals. Education Northwest complies with rules for minimum group size established by the relevant data providers and by the Institute for Education Science (IES).

Education Northwest complies with applicable federal and state laws and regulations protecting the privacy of study participants, including the requirements of the Family Educational Rights and Privacy Act (FERPA). All personally identifiable information (PII) exchanged will be protected, stored, disposed of, and otherwise kept confidential, as required by applicable state and federal law.

Period of Agreement

The period for this data sharing agreement is from September 1, 2019 to December 31, 2020. Education Northwest will destroy and/or return to BSD all data covered under this data sharing agreement by or before December 31, 2020.

Termination

- This Agreement may be terminated at any time by mutual written agreement of the Parties.
- Any Party may terminate this Agreement upon 30 days written notice to the other Party.
- Any Party may terminate this Agreement immediately if Education Northwest, or any of its officers, employees, or agents, discloses or uses the information provided pursuant to this Agreement in any way other than as provided in this Agreement or if any such use or disclosure violates any applicable state or federal laws.
- Any Party may terminate this Agreement immediately if Education Northwest, or any of its officers, employees, or agents, discloses or uses the information provided pursuant to this Agreement in any way other than as provided in this Agreement or if any such use or disclosure violates any applicable state or federal laws.
- This agreement may be renegotiated to incorporate change upon notification in writing to all signatory organizations and approval by all signatories.