

How Much Data Will Be 'Enough' Data?

The P20 Council

What happens when bureaucracies
exceed their scope

What is the P20 Council?

- Created by state law (SB222) in 2009
- Satisfied a component of the Race To The Top grant ‘competition’ (see Fig. 1 of paper/handout, “An Analysis of Recent Education Reforms and the Resulting Impact on Student Privacy”)
- According to SB222 Section 2E:
 - The Council shall advise the State Department of Education, the State Regents for Higher Education, the Department of Career and Technology Education, the Office of Accountability, the Oklahoma Employment Security Commission, the legislature, and the Governor on coordination of the creation of a unified longitudinal student data system (SLDS) to provide interoperability and efficient and effective storage, use and sharing of data among the State Department of Education, Oklahoma Department of Career and Technology Education, Oklahoma State Regents for Higher Education, legislature, other policy makers and executive agencies, and the general public.

What is the P20 Council?

- Section 2i states:
 - For the purposes of this act, a “unified data system” shall connect essential data elements relating to student level course work and course grades....The unified data system shall facilitate the addition of data elements relating to testing, instruction and other performance and demographic data.

Concerns About the P20 Council

- The SLDS uses the America Competes Act 12 Essential Data Elements each of which are very invasive to student privacy (see Appendix 1 of paper/handout)
- Title IX - General Provisions, Part E – Uniform Provisions – Subpart 2, Other Provisions, Section 9531 of federal school law prohibits a nationwide database (Department of Education), “*Nothing in this Act (other than section 1308(b)) (Department of Education) shall be construed to authorize the development of a nationwide database of personally identifiable information on individuals involved in studies or other collections of data under this Act.*”

Concerns About the P20 Council

- In January of 2012, the FERPA (Federal Education Rights and Privacy Act – governing what student records schools can share) laws were changed due to a request by Secretary of Education Arne Duncan.
- **Page 52 of the new FERPA document outlines 11 different ways Personally Identifiable Information (PII) can be shared by schools without parental or student consent.**

General FERPA Language Indicating Greater Access to Student Data

- The information below is copy and pasted from the new FERPA document found here <http://www.gpo.gov/fdsys/pkg/FR-2011-12-02/pdf/2011-30683.pdf>
- The amendments reflected in these final regulations establish the procedures that State and local educational authorities, and Federal agencies headed by officials listed in § 99.31(a)(3) (FERPA-permitted entities), their authorized representatives, and organizations conducting studies must follow to ensure compliance with FERPA. **The amendments also reduce barriers that have inhibited the effective use of SLDS as envisioned in the America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science Act (the America COMPETES Act) (Pub. L. 110–69) and the American Recovery and Reinvestment Act of 2009 (ARRA) (Pub. L. 111–5).** Finally, by expanding the requirements for written agreements and the Department’s enforcement mechanisms, the amendments help to ensure increased accountability on the part of those with access to PII from education records. **These amendments include definitions for two previously undefined terms, “authorized representative” and “education program,” to permit greater access by appropriate and authorized parties to information on students in order to evaluate the effectiveness of education programs.** Specifically, we have modified the definition of and requirements related to “directory information” to clarify (1) that the right to opt out of the disclosure of directory information under FERPA does not include the right to refuse to wear, or otherwise disclose, a student identification (ID) card or badge; (2) that schools may implement a limited directory information policy in which they specify the parties or purposes for which the information is disclosed; and (3) the Department’s authority to hold State educational authorities and other recipients of Department funds under a program administered by the secretary accountable for compliance with FERPA.

Concerns About the P20 Council

- Because ROPE is apprehensive about the collection of data from Oklahoma students by the P20 through federal initiatives described in Race to The Top
 - and because the State Department of Education has worked with the American Diploma Project and Achieve - ancillary organizations of the National Centers for Education and the Economy created/run by Marc Tucker (an architect of the Common Core State Standards and well-known proponent of Progressive Education) – on this project
- ROPE members have attended P20 Council meetings since July 2011, and recorded our observations (written transcripts are available with the handouts – mp3 audio can be provided upon request)

Not Following The Rules

- From the very first meeting we attended, July 21, 2011, where the Executive Director of Smart Start was introduced as “needing to have a seat at the table” though she was not listed as a Council participant in SB222, many issues, descriptions and deeds of this Council have fallen outside the script and spirit of the original law
- During that same meeting, council members were told that the P20 Council will be following the national P20 blueprint in order to design the system to fit the directives of national SLDS grants
- A decision was made to launch two other task forces out of the Council.
 - P20 Data Governance Committee and P20 Data Stewards Work Group.
- These task forces were not described in SB222
- No mention was made as to whether they are subject to Open Meeting laws
- How would taxpayers be educated about their activities?
 - The P20 Council doesn't post their meeting's minutes – we get them through private email correspondence.
 - The meeting minutes we have received have not corresponded well with our transcripts

Not Following The Rules

- During the P20 Council meeting from June 21, 2012
- The Executive Director of Student Information (EDSI) says,
“...we’re trying to figure out a way of partnering across states building that kind of repository, at least track down kids to follow them or find out where they went.”
- “trying to find a way to follow, to help data follow the kids across state lines and allow us to find data and bring to them...so that in a few years we might be...able to tell you where they went to college, but I can tell you where they went to high school, so where they grew up, where their parents are, when they left...the goal now you have the data follow the kids, the K-12 system where they were living in every state and once you know that, of course, you can go backward and ask questions.”
- Nowhere in the bill (SB222) is there ANY mention of following kids across state lines – throughout their entire lives

TOO MUCH DATA TOO LITTLE PRIVACY

- During the March 15, 2012 meeting
- The EDSI mentions that, “...it’s hard for a data system at the state level to tell them (teachers) at the local level, more about their kids than they already know...”
- Oklahoma Department of Career And Technology Education Director says, “To go one step further – a group of students from Francis Tuttle were participating in the Real World Challenge and they all have scholarships to go over to all these different universities and **half of the team is home schooled, but yet they are entered on Francis Tuttle’s records, so it gives them, it would help down the line or ah, a parochial school or private, charter, I think it gives us a better understanding where these kids are coming from and how do we work to move them forward at the same time.**”
- DHS representative states, “We are going to add free and reduced lunch to our data – we have to ask FERPA.”

TOO MUCH DATA TOO LITTLE PRIVACY

- The EDSI continues to say, "...can we actually look at specific programs...and figure out on the employment side whether we can actually link success of a specific occupational outcome with a credential, to the labor market that it is linked to...kids, schools, policy, politicians perspectives..."
- "There are 2 ways of looking at this from a state collection perspective. Then there are things you want to know that are more **subjective...we are talking about collecting extra curricular from districts through the data system...school climate...**"
- DHS representative talks about letting DHS see these data records for foster parents – a process "which should be up and running by mid-April".

TOO MUCH DATA TOO LITTLE PRIVACY

- During the meeting of September 20, 2012
- The EDSI states, “[data] standards, we need them, they are coming...the Feds have moved forward with Phase 3, 3.0 Common Education Data Standards (<https://ceds.ed.gov/connect.aspx>) [they] just released a new connect tool – to help you map out indicators, how other states are answering similar questions, to do multi-state assessments and so forth for analysis, linking data across agencies and to other states. The support is built around the sets as they expand.”

User Name

Password

Login

Create an Account

Forgot User Name or Password

Upcoming events, news, updates, and other articles and information about the CEDS Initiative.

CEDS Elements - Version 3 (Draft)

Filter by Domain <input type="radio"/> All	Filter by Change Status <input type="radio"/> All <input type="radio"/> New Elements <input type="radio"/> Updated Elements <input checked="" type="radio"/> All Changed Items	Filter by Key Words Search for Elements Advanced Search
Filter by First Letter All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	Collapse All	

522 records for "All Letters" > Changed

> Academic Honors Type UPDATED

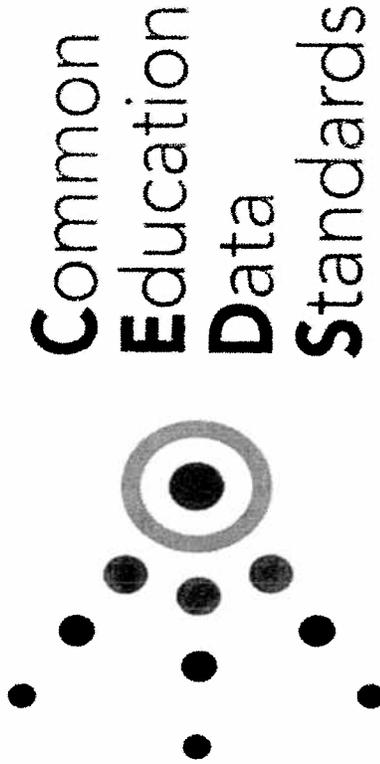
Definition

A designation of the type of academic distinctions earned by or awarded to the st

Option Set

Description

Description	Option
Honor roll	01985
Honor society	01986
Honorable mention	01987
Honors program	01988
National Technical Education Honor Society	73064
Prize awards	01989
Scholarships	01991



Common Education Data Standards Version 2 is live!

Dear Colleagues,

The Council of Chief State School Officers (CCSSO) and State Higher Education Executive Officers (SHEEO) in collaboration with the US Department of Education National Center for Education Statistics (NCES) and a group of education stakeholders announced the Version 2 release of the Common Education Data Standards (CEDS).

The CEDS project is a national collaborative effort to develop voluntary data standards for a key set of education data elements to streamline the exchange, comparison, and understanding of data within and across P-20 (early learning through post-secondary) institutions and sectors. CEDS Version 2 includes a broad scope of elements spanning much of the P-20 spectrum and provides greater context for understanding the standards' interrelationships and practical utility. Specifically, Version 2 of CEDS focuses on elements and modeling in the Early Learning, K12, and Post-secondary sectors and includes domains, entities, elements, options sets, and related use cases.

TOO MUCH DATA TOO LITTLE PRIVACY

- September 20 – cont.
- The Chief Information Officer, Office of State Finance Data Center indicates that resources for “data governance” (“the policies related to privacy, access, linking to other agencies...”) should be allocated collectively. Instead of each agency having their own independent policies, all agencies should work together...at the end of this process each of you have need to develop a similar data model...
- Does this mean the P20 Council will take over data governance from/for other agencies?

Conclusion

- The P20 Council has expanded beyond the bounds of its original founding through SB222
 - The amount of data the Council desires to collect is unprecedented and far-reaching
 - Within a short period of time, the P20 Council decided to break into two other groups which function wholly outside the organization described by SB222.
 - This creates greater bureaucracy – removing government further from the people.
 - The Council has also moved from governance of a state-wide database to a national – and even international – data collection/sharing system with the use of the CEDS “connection” tool
 - The Council has gone from collecting pure pre-K through 20 years-of-age educational data to capturing many types of subjective data (dental screening status?) for individual students into the workforce and beyond – again not described by SB222

Conclusion

- The P20 Council was to create a database to house data for public school students
 - Inside their 2010 annual report, the Council makes it clear that NO students are off limits for data collection, citing the desire to collect data on home schooled and privately schooled students – a desire which has also been recorded during regular meetings
- After sitting in P20 Council meetings for several months, it became apparent that the largest revelations regarding data collection and “governance” of data to be collected in the SLDS, were not recorded in the official meeting minutes, leaving anyone reading only the minutes of the meetings, quite in the dark about the scope of the overall project.

Conclusion

- ROPE believes data collection to be an excellent source of information regarding the educational health of classrooms and schools – as long as it is collected at the LOCAL level
- ROPE has not been in favor of creating an SLDS because of the scope creep documented here
- Student data collection should be confined to localities where the information may be put to best use for the parents using that specific system and the taxpayers that pay for that specific system
- Though much of the P20 Council's efforts are funded through federal grants, what will happen to this program when the 16 trillion dollar debt of our federal government comes due and the money runs out? Will P20 financing fall to taxpayers because we MUST track students to guarantee their success?
- Republican presidential nominee Mitt Romney has recently declared that he will not continue to fund further efforts to 'nationalize' education (such as RTT initiatives) at the federal level.
- Please review the scope of the P20 Council. We suggest this program be eliminated for the safety of students, their parents and taxpayers.

AN ANALYSIS OF RECENT EDUCATION REFORMS AND THE RESULTING IMPACT ON STUDENT PRIVACY

By Jenni White

With contributions from: Lynn Habluetzel, Danna Foreman, Julia Seay and Jo Joyce

INTRODUCTION

Since the first Elementary and Secondary Education Act (ESEA) was brought to bear on the American public by Lyndon B. Johnson in 1965, federal control of education has become more the rule than the exception. Throughout subsequent years, each President has taken the ESEA (White), molded it, renamed it and allowed an essentially unconstitutional federal agency (the Department of Education) to collect money from the states and return it through educational grants that further the education philosophy of that administration.

Bill Clinton's reauthorization of the ESEA, Goals 2000 (Schlafly), contained a concept called Adequate Yearly Progress (EdWeek) that created a report card for schools in order to make student progress accessible to the public at large. President Bush (using data from what was termed the "Texas Miracle" – later found to be unsound (Leung)) upped the ante on federal control of public education through his version of the ESEA - the No Child Left Behind Act (NCLB (Department of Education)). This legislation added a component to hold schools accountable to the federal government for making Adequate Yearly Progress (AYP) (Education Week) wherein states with schools not meeting AYP had Title 1 funding either withheld or diverted into funding programs to rehabilitate student progress until AYP was attained.

Immediately upon assuming the Presidency, Barack Obama, through Secretary of Education, Arne Duncan, began affording states a large number of opportunities through which to obtain public education grants (funded by the American Recovery and Reinvestment Act – ARRA – or stimulus funds) (Department of Education), including a vehicle called Race To The Top (RTT) (Department of Education) upon which the administration has spent \$7.45 billion since 2009 (Education and the Workforce Committee). Ostensibly because Congress has stalled (Resmovits) in reauthorizing NCLB, President Barack Obama and Secretary Duncan have recently begun to offer states an NCLB waiver (Department of Education) – a mechanism by which schools can shirk the yoke of many NCLB mandates and maintain Title 1 funds – which current analysis has shown (Eitel) to cement in place the nationalization of curriculum, standards and testing begun through RTT grant obligations.

COLLECTION OF EDUCATIONAL DATA

Knitted into the fabric of the first ESEA, was a section that allowed federal funds to be granted to states in 10 specific categories. Number 2 on this list included, "(2) *providing support or services for the comprehensive and compatible recording, collecting, processing, analyzing, interpreting, storing, retrieving, and reporting of State and local educational data, including the use of automated data systems*" (page 49, SEC. 503. (a)(2)) (Federal Education Policy History).

This inclusion (in 1965) is interesting considering that the personal computer existed only as a gleam in the eye of a very young Steve Jobs and one present day computer could take up rooms of square footage, yet every ESEA since has included a component to collect electronic data from public schools.

While much attention has been given to the Common Core State Standards (Hillyer) portion of the Obama Administration's RTT incentives (FIGURE 1), number 2 (again) on the list of reforms required for grant consideration addresses data collection: "*Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction*" (program description) (Department of Education).

Though this component is not an area of focus in the new NCLB waiver, data collection again rears its head as part of the first principle necessary for a waiver – College and Career Ready Expectations for all Students (ESEA Flexibility Word Document) (Department of Education). This principle requires states to adopt "*College and Career Ready Standards*" (Common Core State Standards) and either of the assessment packages that support them (PARRCC or SMARTER). Within Oklahoma's Final Waiver Request document, many pages are devoted to explaining how, "*As part of the state agency partnerships that will assist in implementation of CCSS and PARCC assessments, the SEA is working with other education agencies as part of the P20 Data Coordinating Council*" (page 22, Final ESEA Flexibility Request) (Oklahoma State Department of Education).

P20 is another way of describing a Statewide Longitudinal Data System (SLDS) (Department of Education) – a framework into which descriptors describing American students from P (PreK) to 20 years of age can be loaded ("*The Recovery Act competition requires that the data systems have the capacity to link preschool, K-12, and postsecondary education as well as workforce data.*" (Program Requirements)). It is apparent (using Oklahoma's definition) (Oklahoma P20 Council) that the governing body of the P20 database (to be codified in state law) (page 91 (F)(3), Phase 2 RTT Application) (Department of Education) is designed to be the P20 Council (aka; P20 Coordinating Council, P12) whose function it is to coordinate and align the state SLDS to the federal requirements of RTT (page 52, Phase 2 RTT Application) (Department of Education).

WHY IS A P20 (SLDS) NECESSARY FOR EDUCATION REFORM EFFORTS?

According to Secretary Arne Duncan in a speech to the Institute of Education Sciences, "*...most important reforms in Chicago were a direct result of work and data produced by the Consortium (Chicago Consortium on School Research)—the idea of ending social promotions, keeping our freshmen on track and trying to dramatically raise graduation rates, tracking college enrollment, developing growth models and thinking very differently about how we turn around underperforming schools. The common denominator for all of these policy decisions was that they were informed by data. I am a deep believer in the power of data to drive our decisions. Data gives us the roadmap to reform. It tells us where we are, where we need to go, and who is most at risk.*" (Department of Education).

WHAT KIND OF DATA WILL BE COLLECTED FROM STUDENTS?

The National Centers for Educational Statistics (NCES) (National Center for Education Statistics) is an agency under the auspices of the federal Institute of Education Sciences (IES) (Institute of Education Sciences) described as, "*the primary federal entity for collecting and analyzing data related to education*". It has its own budget and provides grant money to states, including those for SLDS. NCES contains a very large number of data collection programs including the oft-heralded NAEP (National Assessment of Educational Progress) (National Center for Education Statistics). US CODE Title 20, Chapter 76, Subchapter I, Part C, § 9543, actually lists their duties – which are numerous and include,

*“(5) determining voluntary standards and guidelines to assist State educational agencies in developing statewide longitudinal data systems that link individual student data consistent with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), **promote linkages across States**, and protect student privacy consistent with section 9573 of this title, to improve student academic achievement and close achievement gaps;”* (Legal Information Institute).

Under the IES/NCES umbrella is housed the National Education Data Model (NEDM) (Institute of Education Sciences) *which assists states in defining the types of data with which states may populate their P20 databases. It is described as, “...a comprehensive, non-proprietary inventory and a map of education information that can be used by schools, LEAs, states, vendors, and researchers to identify the information required for teaching, learning, administrative systems, and evaluation of education programs and approaches.”* This model has developed hundreds of ‘attributes’ which characterize Elementary and Secondary education students including, ‘health care plan’, ‘insurance coverage’, ‘family income range’, ‘religious affiliation’ and ‘voting status’ (National Education Data Model).¹ In fact, several of these ‘attributes’ are actually prohibited from collection by the Protection of Pupil Rights Amendment (PPRA) without express permission of a parent or guardian (Department of Education).

An organization called the Data Quality Campaign (“...a national, collaborative effort to encourage and support state policymakers to improve the availability and use of high-quality education data to improve student achievement” (About DQC)) (Data Quality Campaign) tracks the establishment of databases in each of the 50 states (all of whom have committed to implementing the 12 data elements of the America Competes Act (DQC State Analysis, About Data for Action 2011)) (Data Quality Campaign) (APPENDIX 1) and provides assistance to each state in the execution of 10 of 12 essential elements necessary to establish “*robust student-level longitudinal data systems*” codified through (Data Quality Campaign) the America Competes Act in 2007 and required by states applying for ARRA (RTT) or State Fiscal Stabilization Funds (SFSF) (Department of Education).²

HOW WILL STUDENTS BE IDENTIFIED FOR PURPOSES OF DATA COLLECTION?

The first element on the list of Essential Data Elements calls for states to provide each student with a *unique personal identifier*, also termed PII (Personally Identifiable Information). PII is defined differently by different organizations but page 2 of the SLDS Technical Brief (Brief 2) written by the National Center for Education Statistics (National Center for Education Statistics) includes:

1. Students name
2. Name of the student’s parent or other family members
3. The address of the student or student’s family
4. A personal identifier such as the **student’s social security number**, student number **or biometric record**
5. Other indirect identifiers such as the student’s date of birth, place of birth and mother’s maiden name

¹ Many other attributes including eye color and blood type once available for inclusion have been removed from the page (APPENDIX 2) (Richardson)

² Many contributors/supporters (partners) to the Data Quality Campaign are those contributing to and supporting all other RTT initiatives (Data Quality Campaign) (FIG. 1)

6. Other information that, alone or in combination is linked or linkeable 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 and/or
7. 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

WHAT ABOUT STUDENT PRIVACY?

Student privacy while at school is addressed by the Federal Educational Rights and Privacy Act (FERPA) (Department of Education). It protects the rights of students not to have their personal educational records shared without their express consent. Last year, however, Secretary of Education Arne Duncan began asking the Department of Education to change the FERPA laws governing sharing of educational records (Department of Education). According to Secretary Duncan, *“Usually, firewalls are set up for our protection. They prevent hackers from getting into our computers and they block our children from visiting inappropriate Web sites. But these state firewalls don't help us. They hurt all of us. They impede our ability to serve students and better understand how we can improve American education...Hopefully, someday we can track children from preschool to high school and from high school to college and college to career.”* (Department of Education).

As explained by the Data Quality Campaign, FERPA had a *“...significant chilling effect on the willingness of states to develop robust state longitudinal data systems...”* (Data Quality Campaign). Consequently, as of January 2012, FERPA regulations were changed. Now, public education institutions do not have to ask parents or students for permission to share personal educational information with a large number of different groups and subgroups, to include the broad category of ‘educational researcher’ (Department of Education). In fact, Page 52 of the new FERPA document outlines 11 different ways PII can be shared without consent (Department of Education).

Regrettably, a study on “Children’s Educational Records and Privacy” found *“that state educational databases across the country ignore key privacy protections for the nation's K-12 children”* (Fordham University) indicating the fragility of student records even before FERPA regulations were changed.

Granted, few people would gasp in horror when reviewing the list of items to be used as personal identifiers, yet even some of the most seemingly innocuous data can pose surprisingly grave security risks (Schoen). In fact, one of the most oft-used forms of identification – the Social Security Number (SSN) – shouldn’t be reported to schools at all according to the Social Security Administration which stated, *“...there are many risks associated with schools using SSNs as primary identifiers and we actively discourage use of SSNs”* (Office of the Inspector General, Social Security Administration). Currently, there is no law that can force parents, guardians or students to provide a SS number to a K-12 public school with the exception of very specific instances. Unfortunately, many parents are oblivious to this fact and continue to provide educational authorities student SS numbers (number 8) (Privacy Rights Clearinghouse) while states like Oklahoma are intent upon finding ways to collect and utilize them within the framework of their SLDS (number 2) (P20 Council).

With the advent of biometric data collection in schools such as lunch service fingerprinting, true questions surrounding student civil liberties and privacy have been raised. While schools assure parents and students that biometric data cannot be reconstituted and shared, on one hand, parents are also told on the other, they *“can look online to see what their children are eating...and...schools can track student allergies”* (Vu). Even intuitively this situation seems incongruous.

In a similar vein, students in a number of schools (Byrd) across the country are voluntarily wearing a monitor (Polar) on their wrist that captures data from daily activities 24 hours a day, seven days a week under the guise of PE and/nutrition. This bracelet collects and stores data about activity levels and sleep patterns by tracking the movement of the person wearing them (Shapiro). The school can then develop a personal profile for each student to include risk assessment for obesity, cancer, depression, suicide, drug use and sexual activity.

Fingerprinting and fitness monitors notwithstanding, privacy experts assert that schools are collecting much more information than parents imagine. Not only can parents NOT ask to see records of which they are unaware, but records kept out from under the watchful eye of a parent can collect and store damaging information and “When you put something into digital form, you can’t control where that’ll end up.” (Koebler)

HOW COULD HIPPA AFFECT PUBLIC SCHOOL PRIVACY?

HIPPA stands for the Health Insurance Portability and Accountability Act (U.S. Department of Health and Human Services). While FERPA deals with educational records, HIPPA protects the privacy of health records. Today, school-based health centers (U.S. Department of Health and Human Services) are being established through federal grants (U.S. Department of Health and Human Services). These provide such services as; “*primary medical care, mental/behavioral health care, dental/oral health care, health education and promotion, substance abuse counseling, case management, and nutrition education*”.

It is reasonable to believe that, though a health clinic may reside inside a school, student privacy would be covered under HIPPA guidelines. This is not the case. Because the entity is a school and not a health care provider, HIPPA laws are superseded by FERPA laws. This is particularly troubling due to the changes in FERPA laws. As stated in this document which discusses FERPA and HIPPA: “*For instance, one of these exceptions allows schools to disclose a student’s health and medical information and other “education records” to teachers and other school officials, without written consent, if these school officials have “legitimate educational interests” in accordance with school policy.*” (See 34 CFR §99.31(a)(1)) (U.S. Department of Health and Human Services, U.S. Department of Education).

Oklahoma will build their P20 database around a single centralized data hub into which individual databases feed, like spokes on a wheel (pg 17, 2010 Annual Report) (P20 Council). This concept is called a “Data Mart” (Inmon). Many health care systems (MB Foster) being built in the era of Health Care Reform are also data marts. An organization called OK-SAFE has followed the Patient Protection and Affordable Health Care Act (PPAHCA) and has recently been involved in averting the establishment of PPAHCA health care exchanges in Oklahoma. A recent publication, Health Care Reform Defined (OK-SAFE, Inc), explains, “*The health care reinvention is really technological reform that enables the interfacing of your medical and health data with your educational records, your banking and employment records and your insurance provider.*”

In a real world example, Alabama’s State Department of Education has adopted a health management system that will be implemented through all districts so education officials can, “maintain a comprehensive health record system that would manage every aspect of student-related health data and information” (EdNET Insight).

WHAT ABOUT HOME AND PRIVATELY SCHOOLED STUDENTS?

Number 5 of the 12 Essential Elements (APPENDIX 1) pronounces that states will attempt to collect, **“Information on students who are not tested, by grade and subject.”** Today, most students from disaggregated populations such as ESL (English as a Second Language) students and those with disabilities, are required to take some form of state test. Relatively few students per district reside in the English Language Learning (ELL) exemption category (Department of Education). Other than ELL students, who could be considered non-tested? Home schooled students? Privately schooled students?

In fact, Oklahoma’s P20 Council states as a ‘necessary action’ in their 2009 Recommendations Letter, to “Include student groups not now included (e.g., home-schooled) in the data system” (number 4) (Paul G. Risser).

WHAT ABOUT FEDERAL LAW?

Title IX - General Provisions, Part E – Uniform Provisions – Subpart 2, Other Provisions, Section 9531 of federal school law prohibits a nationwide database (Department of Education), *“Nothing in this Act (other than section 1308(b)) (Department of Education) shall be construed to authorize the development of a nationwide database of personally identifiable information on individuals involved in studies or other collections of data under this Act.”* Yet, the NCES task associated with assisting states in development of their SLDS is to, **“promote linkages** (of databases) **across States”**. This type of language can only be construed as enabling development of the framework necessary for a nationwide database.

This fact has not gone unnoticed by the Electronic Privacy Information Center (EPIC) who *“has filed a lawsuit under the Administrative Procedure Act against the Department of Education...arguing that the agency's December 2011 regulations amending the Family Educational Rights and Privacy Act exceed the agency's statutory authority, and are contrary to law.”* (Electronic Privacy Information Center)

CONCLUSION AND RECOMMENDATIONS

The nature and quantity of data collected on students in public school today can only be considered troubling. In fact, with the current deluge of digital learning opportunities and methods (Slavin) available to public school students, national privacy concerns are quickly becoming global in nature (Quillen). As Robert Pondiscio of the Core Knowledge Foundation says, *“I wish there was even 10% as much thought as to what is going to come through these devices as in getting them into kids' hands. It's not a magic bullet. We need to worry about what is on these tablets while they're sitting in kids' laps.”* (Toppo).

Though integrated into federal education initiatives since the inception of the first ESEA, state longitudinal databases have now been foisted into the forefront of education reform through RTT initiatives. Today, student data is at greater risk (Epic.org) than could ever have been dreamed in 1965, as opportunities for technology in education expand and multiply rapidly (Rock).

The federal government may believe data collection to be an essential part of education reform, but not even the most affective regression analysis can justify the destruction of student civil liberties. Additionally - as educational standards and curriculum (Eitel) - the establishment of a nationwide educational database is prohibited, putting state governments who share electronic access of a wide range of student records (other than educational transcripts) at odds with federal law. It is for these

reasons we recommend states cease and desist continued efforts to create Statewide Longitudinal Databases and return control of student data collection to local district educational authorities who, in turn, should deeply scrutinize collection of student data, reducing data gathering to its most basic form.

We recommend that individual states:

- Return accepted SLDS or P20 grants to federal authorities.
- Rescind state authority for P20 or SLDS councils and dissolve these organizations.
- Return autonomy of reporting K-12 student data to local districts.
- Individual district schools should collect no personally identifiable information from students beyond that considered to be basic contact data (name, address, age, telephone number, parental/guardian contact information).
- In order to provide accountability for school performance to taxpayers, individual schools should report disaggregated test score data to the district without associated personal identifiers of any kind.
- Each district may analyze disaggregated data as desired (and as necessary to comply with state law) and return only analyses to the state department of education for statewide examination and dissemination.

APPENDIX 1: The 12 data elements described in the America Competes Act.

1. An unique identifier (PII – Personally Identifiable Information) for every student that does not permit a student to be individually identified (except as permitted by federal and state law);
2. The school enrollment history, demographic characteristics, and program participation record of every student;
3. Information on when a student enrolls, transfers, drops out, or graduates from a school;
4. Students scores on tests required by the Elementary and Secondary Education Act;
5. Information on students who are not tested, by grade and subject;
6. Students scores on tests measuring whether they're ready for college;
7. A way to identify teachers and to match teachers to their students;
8. Information from students' transcripts, specifically courses taken and grades earned;
9. Data on students' success in college, including whether they enrolled in remedial courses;
10. Data on whether K-12 students are prepared to succeed in college;
11. A system of auditing data for quality, validity, and reliability; and
12. The ability to share data from preschool through postsecondary education data systems.

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P-20 Council Meeting March 15, 2012- partial transcript

John Kraman: JK Katherine Henson: KH

15:05 JK: ...when kids move that data follows them so that whoever is teaching them knows what information is available on that kid...

16:00 Dept of Labor has a \$1 mill grant (later said thru the Dept of Commerce)

30:10 JK: SDLS committee is under the REACH network, w/ 16 superintendents, and COSSA rep, ... this is the first (SDLS) presentation from the SDE. This is a landmark.

32:30 KH: (power point) to provide interventions earlier rather than later.....

34:15 KH: pre-K thru 12 – starting this year career tech will be able to log into the system for those students they are providing instruction to – to see the holistic view. The goal is to make our children successful in life and give them that pre-intervention , not post intervention. So that teacher should have the same access to that student's information to provide- what did that education plan look like.

36:10 JK: it's hard for a data system at the state level to tell them , at the local level, more about there kids than they already know – they are with them all day long, the difficulty is when kids, and the kids who need the most help are the ones arriving in the middle of the school year, the ones that being shoved around among different schools, hardest time making that progress through their engagement, what you have is teachers blind to what has come before.

37:20 Phil Berkenbile (career tech): and to go one step further- a group of students from Francis Tuttle were participating in the Real World Challenge and they all have scholarships to go over to all these different universities and half of the team is home schooled, but yet they are entered on Francis Tuttle's records so it gives them, it would help down the line or ah, a parochial school or private , charter, I think it gives us a better understanding where these kids are coming from and how do we work to move them all forward at the same time.

38:00 JK from private to public school, career tech and into college and across state lines, these kids that we don't know what challenges are ahead of us and the time that is lost trying to figure this stuff out we want to eliminate as best we can and one of the ways is – here is what we know about this child that is now in your school, here are the warning signs that we are seeing in the system and here is ... or see what has been tried and to what effect...

43:00 JK: ...overtime ...we are going to modify adding new approaches, new investments or approaches to, switching to PAARC... whatever it's going to be we are going to have to adjust and look at data.... (right before this KH is going over the data we are currently collecting on her PowerPoint)

45:30 KH we will have crosswalk this data- we have to start somewhere(referring to a question about standards based grading vs letter grades and how to show that on this data chart) We are going to add free and reduced lunch to our data, we have to ask FERPA

49-50 KH (describes “ intervention plan” prescriptions and a dropdown list on a chart)

50:10 JK: we heard at the last SDLS committee meeting , San Diego, we heard advanced research based, ... they had developed a research base that ... could, could plug into... so if you say I have got this issue with this child and I test that child against their research base and say these are the interventions that have the strongest evidence base and efficacy rate by teachers and tell them what to offer strategies.- as well as a tool for tracking the implementation of that intervention then the next phase of that would be to link that into a PB (?) model that would then allow them to find the best professional development model to help them support their intervention and to help the kid that is struggling- so those pieces are kind of out there 0 at different places and we need to think about whether as a state we want to go down the road of bolting on this tool on top of this early warning system so they can choose to get the best support to teachers so that: X problem , these are the best intervention options available to me , how can I track how well the intervention... these are the kinds of tools we want to talk about... SDLS committee will recommend to our staffing board and then that will lead to additional focus groups like we have had in the past with teachers, and parents to say this our data, we are going to keep rolling out new versions for schools to see what we have, how can we then facilitate that useful data to bring in new ideas and tools, different strategies for data use, professional development, teachers can use the data and of course we are also talking (51:10) with Cal Smith (?) how can we best think about how data can form and track the success of their teachers at the end of the classroom and the instructors and the students and how do we get that churning going with the shared information so that they know how they need to improve performance or appropriation of their teachers for the success of the classroom- this is kin of where we are going and how we are pursuing this. It's moving along pretty quickly so I just need to hear from you guys where else you want to plug into this, what else do you want to hear from us, what do you want to see, who you would like to talk to, who else do you want included, it would be helpful to know that...

56:00 JK: Having spent the last decade trying to figure out what college and a career ready means from a policy level, my opinion is and what we are pursuing at the SDE is the notion of how we define not how we get the kid college and career ready but rather how prepared is a particular kid for goals they set for themselves and Paul mentioned... sort of the top tiered , the kind or required/key performance indicators, gpa, test scores, class rank, career tech credentials.... How do we think about the things that we would think about as the key thing that would drive a determination about a child to college ready but what we want to think about, going beyond not only those indicators- how they are nested in the wider perspective on the child- everything from their engagement, which includes mobility, behavior, extra-curriculars, right, there's things we want to do, but also about how the school is reforming – what kind of- what kind of course access is available , are there qualified teachers to teach those courses . Then other types of information including critical/technical skills. That are being accumulated and then some things that

are maybe strongly connected with success, and we can predict because we can understand how these feed into an overall understanding

57:35 JK: It was a happy coincidence that I found out that higher ed was trying to think about the holistic model for admissions (predictors for success) because I have been trying to think about a holistic model to produce the outcome for kids and so this is the question- who is ready and what are the outcomes? So the model basically is (PowerPoint) think about indicators for a range of programs and majors -to what kinds of success are we talking about. And I have been long familiar in my previous job with college enrollment (America Diploma Project) and 2nd year retention... what is the path for success in higher education...

58:35 JK: I want to think about how we talk with kids about what they are doing to increase(?-inaudible) Why do you need Algebra II? – are our kids ready or are schools preparing for an individual child- what is the likelihood of success one will have in college and then there is ... can we actually look at specific programs... if we look at a CT certificate and whether it specifically links to a\o correlate training program and we can talk narrow or broad...

59:35 JK: and figure out on the employment side whether we can actually link success of a specific occupational outcome with a credential, to the labor market that it is linked to... kids, schools, policy, politicians perspectives...

1:00 JK how to package and build- trying to find some money...

1:02:30 JK: there are 2 ways of looking at this from a state collection perspective. Then there are things you want to know that are more subjective ...

1:02:48 we are talking about collecting extra curricular from districts thru the data system, (replicatements?), school climate, that from my perspective are... if there's a puzzle in a school, a kid, how do we intervene, how do we use these subjective tools to find out about community involvement

There is 5 categories of community engagement, only one is school... there are lots of things going on ... in the house that would be useful to know if a kid is struggling, that the school may want to dig in and find out if its the early warning system, we want to think objectively what we can find out.... There is an intervention strategy where you can take those objective tools and survey the kinds of engagements you want to find out from the adults in the school system and neighbors & parents and get them out of that nonsense (inaudible)

1:05:45 KH – talks about letting DHS see these data records, and foster parents- “up and running mid April” -

**P-20 Data Coordinating Council
March 15, 2012
2:00 - 4:00 PM
State Capitol
Senate Room 511A**

Draft Minutes

I. Welcome – Paul Risser

Chairman Risser welcomed those in attendance.

II. Call to Order / Compliance with Oklahoma Open Meetings Act and Oklahoma Open Records Act

This meeting was posted with the Oklahoma Secretary of State in accordance with the Oklahoma Open Meetings Act and Open Records Act. The meeting was called to order at 2:00 PM.

Council members in attendance: Phil Berkenbile, Stanley Bryant, Robert Buswell, Jill Geiger, John Kraman (Janet Barresi designee), Tony Hutchinson (Glen Johnson designee), Richard McPherson, Paul Risser, Matt Singleton (Alex Pettit designee)

III. Approval of minutes, December 15, 2011

The Council unanimously approved the minutes of the December 15th P-20 Council meeting.

IV. Review and approval of agenda, March 15, 2012

Chairman Risser reviewed the agenda for the meeting. The agenda was approved.

V. Disclosure of Conflicts of Interest

The council was asked to disclose any conflicts of interest; none were disclosed.

VI. P-20 Council Governance

Chairman Risser noted the approved framework for the P-20 Governance Council was included in the Agenda. This framework will form the basis of a fully descriptive governance document that will guide the operations of the P-20 Data Coordinating Council. Although the Council had intended to complete the Governance document soon, several recent actions indicate that a slower pace is appropriate. First, the four agencies are moving ahead on several fronts and have not encountered any governance issues. Second, the State Department of Education (SDE) is establishing a Governance

Committee and there will be a need for alignment among the various agency governance documents. And, finally, the SLDS Grant award, which includes money for assistance in creating the P-20 governance, will be announced at the end of May.

VII. Workforce Data Quality Initiative – Paul Risser

Members of the P-20 Council are collaborating with the Oklahoma Department of Commerce on a Department of Labor grant application for a longitudinal workforce data system that will connect with educational longitudinal data.

VIII. OSF Progress on Education IT Support – Matt Singleton

Matt Singleton, Director of IT/CIO for Education, provided an update on Education IT Support. He is working immediately on meeting the HB1304 Legislative requirements. The office has established teams with similar missions to look across the entire business segment to find best practices and seek shared services. The office is working to reinforce its ONE Initiative: ONE Architect, ONE Team, ONE Helpdesk, and ONE View.

IX. Updates from agencies

a. State Department of Education

The REACH Network (Regional Educators Advancing College Career and Citizen Readiness Higher) met recently to discuss the new Early Warning Indicator System being developed to alert teachers to students who are at risk and may need extra intervention. The Department now has data from the 70 test districts, currently covering Pre-K – 12, and it is being made available to teachers and administrators through a secure system that releases information only to the proper authorities.

b. CareerTech

CareerTech noted that it would be helpful if the data system included identification of students enrolled in online courses. Instituting the unique student identifier will help in solving this information gap.

c. State Regents for Higher Education

OSRHE collaborated in a grant application with the K-20 Center at OU to create a longitudinal predictive education profile for selected students.

d. Oklahoma Employment Security Commission

OESC noted that such a predictive model could be eventually expanded to provide preparation for those individuals entering the workforce.

e. Office of Accountability

The Office is approaching the next release date of the Educational Indicators

Program.

X. Discussion and Possible Action for June 21, 2012 Meeting

In addition to other items on the next agenda:

- **Employment Outcomes Report**
- **Result of the SLDS award**
- **Governance steps**
- **Progress on several grant applications**

XI. New Business

None

XII. Adjournment

Meeting adjourned at 3:34 PM.

P-20 data Council Meeting- June 21, 2012

Phyllis Hudecki made an appearance, said a few words about how excited she was SB1797 was passed and they were "putting together a new organization".

Paul Risser expressed how happy they were to be granted the almost \$5 million SLDS grant.

John Kraman(SDE) "just a quick update on data governance..... we want all of you at the table to be comfortable with....."

JK: we won the SLDS grant – this is the first time OK has won this type of grant.... This helps more than just SDE" we have other needs, shared services , - need additional funding ... \$5-7 mil over next 3-4 years...

22:19 JK: take a field trip to some other states and going through and seeing what tools they have, any federally funded, is free to all of us, we can pull any tool from any state that's already covered and paid for by Federal money, is ours to adapt...."

23:45 JK: " the Gates Foundation is sniffing around, the Chiefs for Change is putting in a couple of million dollars in some cool projects...."

JK: "it begins, opens a lot of doors to other states that also are grantees. I wonder if other WQDI recipients or whether there are other grant programs, as a grantee state now (OK) , we might be able to look at other states that got a grant and say hey, we want to build into the system our ability to search and find our graduates."

JK: "K-12 (inaudible) has conversations at the National level of states looking across ,at how to break through a lot of the ah, ah ,ah – I think those services we're trying to figure out a way of partnering across states building that kind of repository, at least track down kids to follow them or find out where they went."

JK: "... trying to find a way to follow, to help data follow the kids across state lines and allow us to find data and bring to them. If they are so we are moving in the direction, so that in a few years we might be, or in a couple of years, able to tell you where they went to college, but I can tell you where they went to high school, so where they grew up, where their parents are , when they left ... the goal now you have the data follow the kids, the K-12 system where they were living in every state and once you know that, of course, you can go backward and ask questions. "

JK: "there's a lot of reluctance when you start talking about a **Federal (solution)** and a lot of the conversation among the state date leads from the K-12 side is that the last place , then right before the last place is vendors hosting stuff so...."

Rep from OK Stat Regents, Tony Hutchinson: "... if all through all the grants we can get all the states- if we could just get a coalition to be on the education side..."

Crosstalk

1:02 JK: " we are doing it locally but we are not pooling it... nationally"

TH: " if all the records were in the same format everyone,,,"

JK: " ...if we just do surrounding states, and CA... we would probably be ID ing somewhere in the 90%"

Th- in the banter was advocating a Federal data base, but JK backed up the dialog

JK: "... well the Gates project I mentioned before and(inaudible) we are trying to look at creating stateable projects that would be in reach across especially where us a kid likely to go if they're going across state lines, KS, TX, NM, AK, LA, we are going to capture a lot of those kids... if we can get a project going to explore that. I just think **the minute you say the Feds , I think you lose a lot of people...**"

P-20 Data Coordinating Council
June 21, 2012
2:00 - 4:00 PM
State Capitol
Senate Room 511A

Draft Minutes

I. Welcome

Chairman Risser welcomed the group and asked the attendees to introduce themselves.

II. Call to Order / Compliance with Oklahoma Open Meetings Act and Oklahoma Open Records Act

Chairman Risser called the meeting to order at 2:08 pm.

III. Approval of minutes, March 15, 2012

Phil Berkenbile moved to accept the March 15, 2012 minutes, John Kraman seconded. The minutes were unanimously approved.

IV. Review and approval of agenda, June 21, 2012

Chairman Risser reviewed the agenda, and the council approved.

V. Disclosure of Conflicts of Interest

No conflicts of interest were disclosed.

VI. P-20 Data Governance (John Kraman, Matt Singleton, All)

Governance involves the people, processes, and structure related to operating the P-20 Student Data System (SLDS) including security, confidentiality, defining data elements, transmission standards, design, etc. The P-20 Council has already approved the governance framework for the SLDS. SDE has been working with OSF on the details of governance and management for the SDE system. As SDE works on their own governance, they would like to involve the P-20 data system. SDE has the resources to issue an RFP for additional supplemental services, and would like to involve the P-20 Council as much as possible so these resources can be shared.

PTAC – Federal government official privacy unit that can help to think through the SLDS privacy issues.

The council needs to be mindful to what the Secretary of Education's needs are for data and information.

VII. SLDS Grant (John Kraman)

\$5 million SLDS grant was awarded to the Oklahoma Department of Education. The project period is 7/1/12-6/30/15. This will be a great way for us to move the P-20 work forward. We have 90 days to get the work plan together. The first meeting of the work group is this Monday from 9:00-12:00 at SDE 217. All members of the council are invited to attend.

Now that this grant has been awarded, we should take field trips to other states to learn about other student data systems, e.g., Austin, Little Rock, Atlanta.

VIII. P-20 Fundraising and administration of funds (John Kraman)

John will be meeting with some private foundations to find additional funding for the SLDS.

SDE and OSF will find or hire the personnel to work on the SLDS grant.

IX. SDE Vision 20/20 (John Kraman)

John gave seven sessions on the SLDS at the Vision 20/20 teacher and administrator conference last week; the pilot systems were demonstrated.

X. WDQI Grant (Paul Risser, others)

A grant proposal was submitted to the US Department of Labor by the Oklahoma Department of Commerce in partnership with Career Tech, OSRHE, OESC, and SDE. The grant was awarded, and has two purposes: to implement a longitudinal database for workforce, and to connect it to the student longitudinal database.

XI. Employment Outcomes Report (Tony Hutchison)

Tony gave an overview of the employment outcomes report. OESC and OSRHE use the anonymous data to see if graduates remain in the state, if they are employed, and their earnings. He described some of the limitations related to data matching and student tracking. The report is on the OSRHE website. Oklahoma is currently retaining 89% of bachelor's degree graduates.

XII. Updates from agencies

a. State Department of Education

- Would like to get input from the P-20 council on how to structure the SDE data system.

b. CareerTech

- 100% of secondary students are now reporting the student testing number. This will be very beneficial once we begin sharing data with SDE.

- c. Higher Education
 - Currently focused on Complete College America initiative; working with Career Tech to get their certificates counted in the initiative. Attainment will be significantly higher by including those certificates.
- d. Oklahoma Employment Security Commission
 - OKjobmatch.com includes some new products that are very exciting. Will be good for job seekers in OK, and will be good for data collection.
- e. Office of Accountability
 - In May the Office of Accountability rolled out school report cards. The report cards went to schools and parents, and schoolreportcard.org. Reported three levels: school, district, and state report. District and state reports are going out now. If you would like a copy, let Robert know.
- f. Office of State Finance
 - Statewide IT consolidations have so far saved the state \$180 million. Working on other consolidations and increasing connectivity between agencies. Also working on OneNet with OSRHE.

XIII. Discussion and Possible Action for September 20, 2012 Meeting

None.

XIV. Comments and Questions from Council Members

None.

XV. New Business

None.

XVI. Adjournment

Meeting adjourned at 3:27 PM.

P-20 data council-September 20, 2012

The K20 Center from OU gave a presentation on their model dashboard they are producing. OKCPS and TPS(these school districts already have longitudinal data on their students) have agreed to give OU their data on their students to help them build this model and generate data that could be useful.

30:20 Several smaller grants were discussed, some not received yet. John Kraman talked about how all these pieces can be converging to the same goal.

John Kraman: "...intention is to get the data set we have capable to support a number of dashboards..."

Tony Hutchison- **Do you see this as part of the long term budget request?**

(No response.)

46:00 JK: We (SDE) will bring in a data architect for the SLDS grant.

Then the WQDI grant was brought up and the Dept of Labor rep, Richard, was asked if they were hiring a data architect too . Richard was not sure. Someone else, the K20 presented said we should use the same one, to maximize dollars. Oh yes everyone quickly agreed.

48:55 JK: standards, we need them, they are coming... the Feds have moved forward with Phase 3, 3.0 Common Education Data Standards (there's even a website for it that came out one day before this meeting: <https://ceds.ed.gov/connect.aspx>) just released new connect tool- to help you map put indicators, how other states are answering similar questions, to do multi state assessments and so forth for analysis, linking data across agencies and to other states. The support is built around the sets as they expand.

49:00 JK : we can get together with someone, the executive committee, from the state support team in Wash DC... do some kind of briefing, to do a walk through... what type of strategy we might deploy to get or pursue standards (here he is talking about data policy standards) stood up in Oklahoma, plus get Pre-K involved, get Debra involved...

PR asks for comments- everyone agrees they need to listen to the Feds

JK : ..." OK, I'll get that scheduled."

54:00 JK:" ... we are ready to pursue a consultant to come in and start documenting the SDE Data Governance.

PR: "define data governance"

JK: " the policies related to privacy, access, linking to other agencies..."

58:30 PR: summarizes the discussion

JK: asks – should we have separate governance policies per agency or..."

Lots of back and forth, inaudible, different suggestions...

JK: suggests a layer above all the agencies of data governance

1:02 JK: "...it comes down to how do we allocate resources collectively for P-20? If there's something at SDE that we need to do for the K20 dashboard that will ultimately help everybody, then what happens if you there are resources that you have that we don't have that you have available? We need collaboration on a higher level."

PR: summarizes again and everyone agrees.

Alex Pettit (chief Information officer): summarizes and suggests all agencies familiarize themselves with SDE's data governance and adopt something similar... at the end of this process each of you have need to develop a similar data model.

**P-20 Data Coordinating Council
September 20, 2012
2:00 - 4:00 PM
State Capitol
Senate Room 511A**

Draft Minutes

Attendees: Stanley Bryant, Donald Parker, Tony Hutchinson, Jill Geiger, Richard McPherson, Alex Pettit, Phil Berkenbile, Paul Risser, Robert Buswell, Steven Crawford, John Kraman

- I. **Welcome**
Chairman Risser called the meeting to order at 2:03 PM and welcomed the attendees who introduced themselves.
- II. **Call to order / Compliance with Oklahoma Open Meetings Act and Oklahoma Open Records Act**
The meeting agenda was posted with a 48-hour notice and met the requirements of the Open Meetings and Open Records Acts.
- III. **Approval of minutes, June 21, 2012**
The Minutes of the June 21, 2012 meeting were approved unanimously, with motion offered by Phil Berkenbile and seconded by Richard McPherson
- IV. **Review and approval of agenda, September 20, 2012**
The Council reviewed the meeting agenda with no changes.
- V. **Disclosure of conflicts of interest**
There were no reported conflicts of interest on the agenda items.
- VI. **Vendor presentations - Paul Risser**
Vendors will not make presentations except upon invitation from the Council.
- VII. **SLDS promotion/branding – Paul Risser**
Several states have produced various media and promotional materials for their Student Longitudinal Data Systems (SLDS). The Council recognized the responsibility to communicate the value of Oklahoma’s SLDS, but decided to wait until more products were completed before making investments in communication materials.
- VIII. **K20 dashboard – Scott Wilson and Leslie Williams**
The K-20 Center will combine data from the Oklahoma City and Tulsa school districts and the State Regents for Higher Education to produce a predictive model that will assist families and students as they make preparations to attend college.

- IX. **WDQI next steps and new NSF opportunity for STEM – Paul Risser and Scott Wilson**
The WDQI project was funded by the U.S. Department of Labor to the Oklahoma Department of Commerce to create a workforce longitudinal data system that will include the education pipeline. Richard McPherson will lead a group composed of Richard, John Kraman, Matt Singleton and Scott Wilson to ensure a strong connection between the P-20 Council and the WDQI project.
- X. **Common Education Standards briefing – John Kraman**
The State Department of Education is providing several routes to assist districts in the implementation of the Common Core Standards.
- XI. **Governance issues – John Kraman**
The State Department of Education is using a consultant to assist in completing its longitudinal data system governance structure and process, and the P-20 Council will participate in this process as the governance issues can be linked most effectively.
- XII. **Updates from agencies**
- a. State Department of Education – John Kraman
Discussion of the K-12 Data Pipeline project and an update on the SLDS grant
 - b. CareerTech – Phil Berkenbile
Discussion of the continuing improvement in the data exchanges among agencies.
 - c. Higher Education – Tony Hutchinson
Discussion of the Complete College America project and its connection to the work of the P-20 Council
 - d. Oklahoma Employment Security Commission – Richard McPherson
Discussion of the new workforce data systems
 - e. Office of Accountability – Robert Buswell
Discussion of the willingness of the Office of Accountability to test dashboard products
 - f. CIO – Matt Singleton
Discussion of the IT education agency-OSF consolidations, partnerships for statewide networks and shared IT service among education entities.
- XIII. **2013 P-20 Council meetings – March 21st, June 20th, September 19th, December 12th**
- XIV. **The next meeting of the P-20 Data Coordinating Council is December 13, 2012 at the State Capitol.**
- XV. **Adjournment at 3:41 PM**