April 22, 2010

Honorable John Kline
U.S. House of Representatives
Washington, DC 20515

Dear Congressman Kline:

Thank you for your letter of February 23 regarding your interest in State education data systems and your concern for the privacy rights of students. I appreciate the opportunity to respond to your questions.

I wish to alleviate any concerns you may have regarding the creation of a national student database. The Department of Education takes very seriously its duty to abide by the legislation passed by Congress. As provided by Congress in both the Elementary and Secondary Education Act, as amended (ESEA) (20 U.S.C. §7911), and the Higher Education Act of 1965, as amended (20 U.S.C. §1015c), the Department has no intention of developing a Federal student unit record system. I can also assure you that the Department fully appreciates its responsibility in protecting the privacy rights of students and that we are committed to the principle that privacy protection is an integral part of any data system. Both this Administration and Congress have recognized the pivotal role data can play in education improvement, while at the same time recognizing the importance of protecting individual privacy.

Below are descriptions of some of the Department's key programs and initiatives related to the issues raised in your letter and our responses to your specific questions. We hope you find this information helpful, and we will continue to keep you apprised of our progress on these efforts and look forward to collaborating with you on this and other topics.

As you know, the Education Sciences Reform Act of 2002 (ESRA), which authorized the Institute of Education Sciences, authorizes the National Center for Education Statistics (NCES) to assist States with the development of State education data systems. The legislation charges NCES with, among other activities, determining voluntary standards and guidelines to assist States in developing State education data systems that link individual student data consistent with the requirements of the ESEA. Additionally, the Educational Technical Assistance Act of 2002, enacted along with ESRA, authorized competitive grants to State educational agencies for creating statewide longitudinal data systems (SLDSs) and emphasized using data to improve student outcomes and close achievement gaps.

The America COMPETES Act of 2007 provided for an expanded focus for State education data systems, calling for them to look at outcomes, including the impact from teachers and transitions

from high school through college, and provision of a list of twelve essential elements for State data systems. These COMPETES Act elements require, among other things, linkage of students to their teachers; provision of outcome information on students who transition from secondary school to postsecondary education; and a State data audit system assessing data quality, validity, and reliability.

The American Recovery and Reinvestment Act of 2009 (ARRA) further reinforced the P-16 scope of statewide data systems by requiring that recipients of State Fiscal Stabilization Funds assure that they would establish longitudinal data systems that are consistent with the twelve essential elements described in the COMPETES Act. Read together, these statutes make it clear that Congress intended NCES to develop voluntary standards and guidelines that will help States create systems that are able to protect student privacy, manage individual student data, promote linkages between P-16 data systems, and facilitate the use of data for improvement.

Finally, as you know, in multiple legislative programs, including but not limited to ESEA and ARRA, Congress has asked States to collect and report multiple data elements – ranging from student achievement, to participation in specific Federal programs, to subgroup status. Most recently, in carrying out Congress's commitment to assisting States' development and effective use of their own longitudinal data systems, the requirements implementing ARRA ask States to provide a plan for collecting and reporting key data elements related to the four reform priorities of ARRA: achieving equity in teacher distribution, improving the collection and use of data, high-quality standards and assessments, and supporting struggling schools. Examples of these requirements include reporting on:

- Whether the State provides teachers with student growth data on their current students and the students they taught in the previous year in a manner that is timely and informs instructional programs;
- The number and percentage of high school graduates who enroll in a public institution of higher education (IHE) within 16 months of graduation; and
- Of the high school graduates who enroll in a public IHE in the State within 16 months of graduation, the number and percentage who complete at least one year's worth of college credit within two years of enrollment in the IHE.

Race to the Top, also authorized under ARRA, continues the focus on incentivizing and supporting States in the effective use of their State education data system. One aspect of this support is an invitational priority for States that plan to expand statewide longitudinal data systems to include or integrate in those systems data from additional programs or areas, such as special education programs, early childhood programs, school finance, and postsecondary education, or to coordinate the development of their State education data system with other States in order to increase States' ability to develop cost-effective systems to address student mobility.

At the same time, the Family Educational Rights and Privacy Act of 1974 (FERPA) prohibits the disclosure of personally identifiable information within an education record without the prior written consent of a parent or eligible student unless one of several exceptions applies. The

limitations on disclosure bear upon the collection, use, and sharing of student-level information in statewide longitudinal data systems.

I am committed to ensuring that the Department provides the best possible technical assistance and guidance to the field in meeting the dual goals of safeguarding privacy and effectively using data to improve education. State education data systems must be developed and used in ways that ensure the privacy and security of personally identifiable information. Because these State education data systems are State-run and the data in them come from local and State sources and are safeguarded by each State, while the Department administers FERPA, the effort to ensure data privacy and security requires State-Federal collaboration. NCES and the Family Policy Compliance Office (FPCO) are key offices in the Department's work to ensure the privacy of student records.

Guidance on and Enforcement of FERPA

The Department's FPCO is the office tasked with administering FERPA. As part of its role, FPCO provides guidance and technical assistance to schools, school districts, and States on how to comply with FERPA, informs parents and students of their rights, and investigates allegations of FERPA violations. We posted a vacancy notice and recently completed accepting applications for the FPCO director position to ensure this office has the strong leadership it needs for its integral role in protecting student privacy. Additionally, because of the strong emphasis this Administration places on the protection of privacy, the Department is evaluating the strengths and weaknesses of the office to determine what additional support should be made available to the staff to help ensure it is providing exceptional service to its constituents – parents, students, and educational entities. It is our objective to emphasize a stronger focus on customer service with this change in leadership, including expediting our handling of complaints and proactively providing guidance on complying with FERPA to schools, school districts, and States. We are currently assessing high priority areas where guidance needs to be developed and will focus on increasing access to this material over the coming months.

As we have discussed with your staff, we have been conducting a thorough review of our current FERPA policies to identify areas where further clarification and guidance are needed in order to ensure student privacy continues to be protected while data sharing as envisioned under ARRA is facilitated. After thoughtful consideration, we have determined that we will be proceeding with a Notice of Proposed Rulemaking (NPRM) on FERPA. As you are aware, the process for notice and comment rulemaking provides the most transparency for changes in Administration policy and provides the public with an opportunity to review, comment and participate in any changes we are considering. We look forward to being able to discuss the details of the NPRM with you once it has completed the OMB review process. Final determination on how to move forward with any new regulations will be based on comments and feedback we receive once the NPRM is published in the Federal Register.

You have also inquired about our enforcement of the Hansen Memorandum. The Department's application and enforcement of the Hansen Memorandum's requirements, which are overseen

through FPCO, have remained consistent with past practice from January 21, 2009, through the present date.

In addition to protecting privacy in student education records through FERPA, the Department supports States in adopting and implementing good data stewardship policies and practices and has plans to increase these efforts. Below is a description of some of the Department's activities, with leadership from NCES in collaboration with other Department offices, to promote the protection of student privacy and the development and use of data to drive better outcomes for students.

Non-Regulatory Guidance

NCES, in collaboration with FPCO where appropriate, is developing resources for States, examples of which include technical briefs and non-regulatory guidance on data governance and confidentiality. Specific non-regulatory guidance documents planned for release over the coming months include:

- o *Data stewardship.* At the school, district, and State levels, there should be clearly established policies and procedures that govern the collection, storage, processing, and access to individual students' education records. This document will focus on access and dissemination policies and procedures, including identification of individuals within an educational agency or institution authorized to access the records and the conditions under which the records may be accessed and released.

- o *Electronic data security.* The development and maintenance of an efficient State education data system requires the use of an electronic record system. Because these data systems include personally identifiable student information, they should be in an electronically secure environment. This document will focus on preventing unauthorized external access through methods such as firewalls, password protection, electronic encryption, and secure networks.

- o *Statistical methods for data protection.* Using information contained in student education records and related State education data systems for reporting and research requires reporting information on aggregates of students. This document will focus on appropriate disclosure avoidance techniques to protect the identity of individual students in publicly available, de-identified information.

- o *Training.* To facilitate the successful implementation of privacy requirements arising from the development of a State education data system, relevant staff at the State, district, and school levels will need training to remind them of the continuing data use and data protection provisions in FERPA, and especially on the access and use of student education data records under FERPA as a result of the development of State education data systems. These training needs will be identified, with suggestions for specific content. Data stewards and analysts will need training on disclosure limitation procedures and reporting rules for the

increased protection of personally identifiable information in student education records. The technology staff should be trained on secure data transmissions, and data stewards and data managers should be trained on procedures for confining access to approved uses.

Privacy Technical Assistance Center (PTAC)

The Department will be establishing a new Privacy Technical Assistance Center (PTAC) under NCES and in coordination with FPCO and the Office of the General Counsel. PTAC will be designed as a resource for States, districts, the postsecondary community, and other parties engaged with education data. Its role will be to keep up-to-date on data privacy, confidentiality, and security issues and their state-of-the-art solutions in education and closely related fields; to disseminate this information to the field and the public; and to provide technical assistance to key stakeholders.

SLDS Program Staff

NCES SLDS program officers, as well as the program director, are the chief liaisons with State efforts to develop SLDSs. They are in frequent contact with State grantees, checking their progress, responding to problems, providing guidance – often from the experiences of other States – and generally sharing information.

National Forum on Education Statistics

The National Forum is a voluntary, self-governing, cooperative Federal-State-local body committed to improving the quality, comparability, and usefulness of elementary and secondary education data, while remaining sensitive to data burden and privacy concerns. Established pursuant to ESRA, which authorizes NCES to establish and work on a cooperative education statistics system, the National Forum's members include representatives from State and local government and the Federal government, membership organizations, and others. It focuses on broad database issues, including the safeguarding of personally identifiable information in education records, through the work of standing committees composed primarily of State and local officials.

Forum task forces have produced or are producing such publications for States as: *Forum Guide on Longitudinal Data Systems* (forthcoming); *The Forum Guide to Data Ethics* (2010); *Crisis Data Management: A Forum Guide to Collecting and Managing Data about Displaced Students* (2010); and *Forum Guide to the Privacy of Student Information: A Resource for Schools* (2006, update forthcoming). Forum publications are available at: http://nces.ed.gov/forum/publications.asp.

Common Standards Working Group

To fulfill its responsibility to develop voluntary common standards, NCES has created a working group to bring together representatives from districts, States, higher education organizations, and

other key standards-setting and P-16 membership organizations, such as the Council of Chief State School Officers and the State Higher Education Executive Officers, in order to agree upon a core set of standard data definitions, codes, business rules, and technical specifications. These will facilitate information sharing and portability across States, districts, and higher education agencies. The importance and value of common data standards and interoperable data systems are demonstrated by the Hurricane Katrina disaster. Thousands of students who were tragically displaced from their homes in New Orleans were able to rapidly enroll in schools in other States with data systems that had enough variables in common that key elements from their student records could follow them; however, common data standards would have helped States to more easily meet this challenge.

A two-page description of this Common Data Standards Initiative is enclosed.

The documentation you requested regarding the development of model data standards and proposed changes to FERPA is being processed through the Department's Freedom of Information Act (FOIA) Service Center (FSC). The FSC has assigned the request number 10-00854-F. The FSC can be reached at its hotline number at (202) 401-8365. We look forward to providing you with documentation as it becomes available through the Department's FOIA process and will continue to work with you and your staff on this. Please note that we are enclosing an initial release of some documents responsive to this request for your review.

Department staff members are regularly listening to the concerns and needs raised by States, other stakeholders, and experts in the field and striving to continually improve the technical assistance and guidance that we provide on safeguarding personally identifiable information in data systems. We look forward to continuing to work with you and your staff to address these important issues. If you have questions concerning this response, please have your staff contact the Department's Office of Legislation and Congressional Affairs, at (202) 401-0020.

Sincerely,

Arne Duncan

Enclosures

Common Data Standards Initiative

Building a Voluntary, Common Vocabulary for Education Data

What is the Common Data Standards Initiative?

The Common Data Standards (CDS) Initiative is a national, collaborative effort to develop voluntary, common data standards for a key subset of K-12 (e.g., demographics, program participation, course information) and K12-to-postsecondary education transition variables. Participants in the Initiative include representatives from states, districts, higher education organizations, and key non-profit organizations. The CDS Initiative's goal is to identify a list of key K-12 and K12-to-postsecondary transition variables (expansion into PreK and the workforce will be considered in the future) and agree upon standard definitions, code sets, business rules, and technical specifications for those variables. This will increase data interoperability, portability, and comparability across states, districts, and higher education organizations.

The Education Science Reform Act of 2002 gave the National Center for Education Statistics (NCES) the authority to determine voluntary standards and guidelines to assist state educational agencies in developing statewide longitudinal data systems (SLDSs). To this end, NCES is working with key stakeholders to develop standards for a core set of data elements to ensure that states create P-20 data systems that meet the goals of the American Recovery and Reinvestment Act of 2009. Standard data definitions will help ensure that data shared across institutions are consistent and comparable. This, in turn, will make it easier to transfer student data from one school or level of education to another, and permit states to learn how students fare as they move across institutions, state lines, and school levels.

Why do we need common data standards?

Students are mobile throughout their education careers, and we must be able to keep pace with their mobility in our efforts to transfer student information. Much of the need to transport student records occurs at predictable times as students progress through the education pipeline: from elementary to middle school, middle to high school, or high school to a postsecondary institution. However, mobility isn't always foreseeable.

When families relocate and students show up to enroll in their new schools, K-12 and postsecondary organizations must be able to easily share student-level data and transcripts so that records are readily available in an understandable format (i.e., adherent to common data standards). The receiving schools need this information immediately in order to provide appropriate services (e.g., special education, free- or reduced-price lunch) and to place students in the correct grades and course levels.

When Hurricane Katrina made landfall in the summer of 2005, the need for comparable data and interoperable systems hit home with gale force as tens of thousands of students were displaced from their schools. These students' records needed to be shared with recipient states within a week's notice—a challenge that could have been more easily met with common data standards.

What will common data standards accomplish?

The current lack of alignment of standards for key data elements hampers our efforts to share information quickly and consistently. The uniform adoption of standards for key education data offers some significant benefits. It will:

- increase the *comparability* of data across state lines, allowing us to draw valid comparisons;
- increase the *interoperability* and *portability* of data within K-12, across state lines, and with the postsecondary sector, PreK, and the workforce; and
- reduce the collection burden on districts.

CDS is *NOT*

- ✗ **Required:** Adoption of any or all of the CDS elements by state K-12 and postsecondary institutions is entirely voluntary.
- ✗ **A data collection:** CDS does not collect data.
- ✗ **A Federal unit record system:** CDS is a model for data standardization to enable data sharing between state systems.
- ✗ **Solely a U.S. Department of Education undertaking:** CDS is a fully collaborative effort including local, state, and national organizations.

Who is participating in the CDS Initiative?

The Initiative's common data standards are being developed with the guidance, input, and participation of representatives from a broad range of stakeholder groups. CDS consists of a two-pronged approach, focusing both on developing technical standards and communicating with stakeholders to encourage the adoption of those standards. The two fronts of the CDS Initiative include 1) technical standards development and 2) communications and adoption.

Technical Standards Development

The Technical Working Group (TWG), facilitated by NCES, will compile and refine a set of common data standards, including definitions, permitted values, and technical specifications. The TWG will also solicit feedback on the standards from the NCES Forum, the broader postsecondary community and standards bodies as they are developed and before release of the final product. Partners include representatives from several state and local education agencies, higher education organizations, the Council of Chief State School Officers (CCSSO), the State Higher Education Executive Officers (SHEEO), the Data Quality Campaign (DQC), the Postsecondary Electronic Standards Council (PESC), and the Schools Interoperability Framework (SIF) Association.
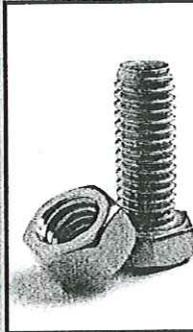
Communications & Adoption

CCSSO and SHEEO (supported by the Bill & Melinda Gates Foundation) in partnership with the DQC (supported by the Michael & Susan Dell Foundation), will lead the Initiative's communications and adoption effort. These organizations will educate stakeholders—states, districts, K-12 schools, postsecondary organizations, and marketplace providers—about the standards developed by the TWG and encourage them to voluntarily adopt and implement the standards. Frequent feedback from the stakeholder groups will be solicited to refine the standards and create broad consensus and buy-in. (This arm of the Initiative has its own informational materials.)
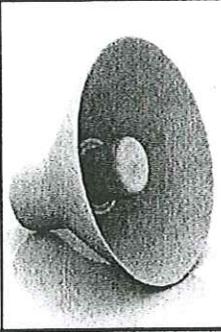
CDS Technical Working Group Timeline

Year 1: Technical Working Group will:
- Establish Initiative's scope and identify initial list of K-12 and K12-to-postsecondary transition variables to be included.
- Agree on definitions, codes sets, and business rules for each element.
- Identify technical specifications for each element to facilitate the collection and transport of those elements across education institutions.*
- Solicit feedback and buy-in by sharing standards with broader partnership.
- Produce documents, which will include:
  - a list of elements with thoroughly documented definitions, code sets, and business rules;
  - detailed technical specifications for each element (e.g., XML schema, machine readable format, etc.); and
  - documentation of the governance process for maintenance and expansion of the common data standards, detailing:
    - » Who is engaged?
    - » What are the roles and responsibilities of each type of stakeholder?
    - » How are common data standards reviewed, expanded, and considered for sunset?

Year 2: Technical Working Group will:
- Review and consider the expansion of K-12 and K12-to-postsecondary transition variables; and
- Consider expansion into the full P-20 spectrum from early childhood education to the workforce.

Year 3: Technical Working Group will review existing standards for possible expansion, adjustments, or sunset.

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* The CDS elements and associated technical specifications will be drawn or adapted from existing documents (e.g., the NCES Handbooks, SIF Association specifications, PESC schema, and the National Education Data Model) or developed from scratch.

Common Data Standards Technical Working Group
Meeting 1: Defining Scope

December 2, 2009
Marriott Wardman Park Hotel: Harding Room
2660 Woodley Road, NW
Washington, DC 20008

AGENDA

8:30   Registration/Breakfast

9:00   Project Description and Goals
         Introductions

10:00 Scope Discussion
         P-12, Postsecondary, Guiding policy questions, SFSF and four assurances,
         SLDS grants, America COMPETES Act

         What is motivation for SEAs/LEAs/IHEs to spend money to adopt CDS?

         Hierarchy: Categories, Variables, Definitions, Code Sets, Technical
         Specifications – is this correct view?

12:00 Lunch

1:00   Postsecondary Scope: from previous discussion, further define scope and
         discuss categories of variables, sources of existing definitions

2:00   P-12 Scope: from previous discussion, further define scope and discuss
         categories of variables, sources of existing definitions

3:00   P-12/Postsecondary Combined: review & adapt scope, guiding questions,
         categories and lists of variables based on previous discussions

3:30   Wrap up
         Timeline Review

         Who does what by when

         How to communicate and continue work between meetings (i.e., listserv)

         Subcommittees?

4:00   Meeting Adjourned

NCES Common Standards Meeting
December 2, 2009 | Washington, DC
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NCES Common Standards Meeting
December 2, 2009 | Washington, DC
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NCES Common Standards Meeting
December 2, 2009 | Washington, DC
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Lee Hoffman, USED
Beth Young (staff support)
Mark Blevins (staff support)
Hector Tello (staff support)

-----Original Message-----
From: Common Data Standards Group
[mailto:COMMONDATASTANDARDS@NCESLISTSERV.COM] On Behalf Of Beth Young
Sent: Tuesday, January 12, 2010 6:40 PM
To: COMMONDATASTANDARDS@NCESLISTSERV.COM
Subject: Notes from Today's CDS Call

Hello everyone. Below are some notes from today's meeting. The numbers correspond with the comment summary document I sent out on Monday. If you have any questions or further comments please send them along.

1. Elements should be entity specific - there were no arguments against this change.

2. CDS Scope:

a. Level of elements: The group continued to agree that the focus of the K-12 elements is the district. The point was made that these should be common elements but do not have to be universally-accepted elements for districts.

b. "Core" Elements: There is a need for groupings of some "core" elements. There are multiple elements that make up these "core items" (ex. first name, last name, etc. make up "name"). This will be added in the next steps.

c. Groups of items to add: There was discussion about each of these three areas being important and areas to discuss in the next phases of CDS.

d. Snapshot v. period of time: There was general agreement that there is a distinction for many of the status elements that needs to be made whether the element is a snapshot item, a period of time status, or both.

3. Items to Add: There were some questions on these items. If they are not found to be "common" in existing standards they will not be included. Even if they are included in the next list they can still be taken out based on member comments.

4 Design guidelines: These will be worked on by the staff as we continue forward. It is possible a small technical group will be formed to assist in this process before it is taken to the entire group.

5. Next Set of Elements: In the next set of elements all of the comments sent on specific elements will be included along with the action items taken. The next set will also include the new items suggested and any items from the PESC transcript standards that were caught in the first round.

6. Next Steps: The next element list will be sent out on January 19th. It is possible that smaller groups will cyber-meet regarding any content or technical issues. This will be decided as we progress. The next in-person meeting will take place the week of the MIS Conference. At this meeting we will review the feedback from the Forum and MIS CDS presentations.

Thanks to all who participated today and sent in comments on the first set of elements,

Beth

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Common Data Standards – First Set of Comments 1/12/10

The following represent the main "themes" from the comments on the first set CDS elements.

1. <u>Elements should be entity specific</u>: Multiple reviewers felt that the elements should be identified with their entity for CDS (ex. "Identification Code" would change to "Student Identification Code", "Assessment Identification Code", etc.).

2. <u>CDS Scope</u>: Several reviewers had questions regarding an item's inclusion on the list based on the scope of CDS (ex. items not kept at the state level, address, etc.)
   What is the level of collection/storage of these items?
   Are there "core" core data standards like address (could impact #1)?
   Are these groups core: Staff/Teacher elements?
                             Discipline data?
                             Special education data?

3. <u>Items to add to CDS</u>: There were several individual items recommended for inclusion by more than one reviewer. This list includes:
   LEP Status Code
   LEP Receiving Services Code
   Entry Code
   Exit Code
   Gifted Code
   CTE Finisher Code
   Neglected/Delinquent Code
   School Choice Status Code
   Supplemental Educational Services Status Code
   Days Present
   Days Absent
   School Type
   Course Code
   Website

4. <u>Design guidelines</u>. Several reviewers would like to see more specifics on final outcomes now. A few people had suggestions for future "parts" of the elements, additional guidance needed, etc.
   Begin and end date
   Design guidelines: Difference from existing standards (ex. change from Handbook definition)
   Which items apply to postsecondary?
   Level of collection/storage (see #2)

5. <u>Suggestions on specific elements</u>: There were plenty of suggestions specific to certain elements included on the first list. These suggestions will be included in the next set of elements (a comment column will be added). We need to set up procedures for changes (or discussion on changes).

Possible Next Steps Discussion:
Next set of elements
Technical working group
Content working group
March 3rd meeting

CDS Meeting Notes
WebEx February 11, 2010

Participants:
Alex Jackl, CCSSO
Corey Chatis, Gates Foundation
David Weinberger, Yonkers Public Schools
Hans L'Orange, SHEEO
Ian Christopher, Dell Foundation
Keith Brown, North Carolina Community College System
Bethann Canada, Virginia Department of Education
Charles McGrew, DQC
Patrick Perry, California Community Colleges Chancellors Office
Nancy Smith, USED
Kathy Gosa, Kanasas Department of Education
Jim Campbell, SIFA
Dianne Sherman, Alabama Commission on Higher Education
Jessica Shedd, USED
Kwasi Asare, USED
Beth Young (staff support)
Mark Blevins (staff support)
Hector Tello (staff support)

1. Defined Terms: The group suggested the following terms to add:
   Section
   Class

2. Technical Specification Suggestions. The group supported the creation of a Technical
   Specifications sub-group to review more of the technical comments on the data elements.
   These include comments regarding business rules, data warehouse issues, interoperability,
   etc.

3. Flagging Elements: The group agreed that it would benefit the use of the elements if
   indicators were added to denote the "levels" of the element.
   a. Standards Link (Handbooks/NEDM, SIFA, PESC, EDEN)
   b. Level-specific (SEA v. LEA and K-12 v. Postsecondary)
   c. Scope (Student demographics, transcripts, high school feedback report)

4. Code Sets: The group agreed that the codes sets do not have to be exhaustive. Also, if
   needed the group could consider primary and "other" code sets.

5. CDS Project Update/Next Steps
   a. Sub-Groups: There will be four sub-groups that will meet monthly. The Sub-groups are:

   > Technical Specifications
   > Postsecondary
   > Use Cases
   > Governance

   b. Communications/Conference Presentations: Nancy gave an update of the plans for the CDS presentations at the NCES Winter Forum and MIS Conference.

   c. Current Review Document: The next document will be sent out to the whole group shortly.

   d. March 3rd Meeting: There will be a meeting on March 3rd at the NCES MIS Conference for those that will already be in attendance.

   e. The next full group meeting will be in April in DC. Beth will send out a meeting request to pick a date.

CDS: Current Review Document – Second Set of Comments
Agenda for February 11th WebEx

The following represent the main "themes" from the comments on the second set CDS elements.

1. Define Terms: There are terms used in names and definitions that need defining themselves (they aren't defined as such in element definitions). Some suggestions are below, please keep sending other suggestions.
   Student
   School
   LEA
   Course
   Assessment
   Sub-test
   IDEA
   Vocational Concentrator
   Session
   Mark

2. Technical Specification Suggestions. Keep them coming! Just because we are not dealing with them in these spreadsheets doesn't mean we aren't keeping track of these comments. Examples: how elements are maintained (one item with a code set v. many items), adding in start and end days, default code suggestions, how to link items, etc. A Technical Sub-group will start a conversation on these suggestions which will then be brought to the whole group.

3. What is the "criteria" for including an element? There still seems to be some debate regarding why an item would be included, or deleted, from the list. We can discuss the criteria as well as any additional items we could add to clarify (ex. LEA or SEA item).
   a. Standards Link (Handbooks/NEDM, SIFA, PESC, EDEN)
   b. Level-specific (SEA v. LEA and K-12 v. Postsecondary)
   c. Scope (Student demographics, transcripts, high school feedback report)

4. Code Sets: Can they be partial or do they have to be "exhaustive"? Currently, the Handbook only includes code sets when they can be exhaustive as possible. Will/should CDS use the same procedures?

5. CDS Project Update/Next Steps
   Sub-Groups
   Communications/Conference Presentations
   Current Review Document
   March 3rd Meeting
   April Whole Group Meeting

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SLDS Workshop, February 16-17, 2010

Participants

WORKING GROUP

   Chrys Dougherty, National Center for Educational Achievement
   Deborah Jonas, Virginia Department of Education
   Ellen Mandinach, CNA
   Alan Karr, NISS

   Satkartar Kinney, NISS

PRESENTERS

   Ted Carter, Kansas Department of Education
   Edith Gummer, Regional Education Laboratory Northwest
   Jane Hannaway, CALDER
   Jessica Heppen, National High School Center
   Marcia Invernizzi, University of Virginia
   Steve Knobloch, Loudoun County Schools, VA
   Doug Kosty, Oregon Department of Education
   Dan O'Brien, Texas Schools Project
   Jay Pfeiffer, MPR Associates
   Nia Phillips, US Department of Education
   Aaron Schroeder, Virginia Tech
   Arie van der Ploeg, Learning Point Associates
   Nancy Walker, West Virginia Department of Education
   Laura Zayatz, Census Bureau

OTHER ATTENDEES

   Kathleen Barfield, Edvance/ REL Southwest
   Janet Brand, Research Alliance for NYC Schools

Terri Cox-Cruey, Kenton County School District, KY
Angela Eilers, Consultant, Public Strategies Group
Francis Huang, University of Virginia
Sharnell Jackson, Data-Driven Innovation Consulting
Neil Russell, NCES
Marilyn Seastrom, NCES
Jeff Sellers, Florida Department of Education
Susan Therriault, American Institutes for Research