

# **Introduction and Format**

## **Thank you!**

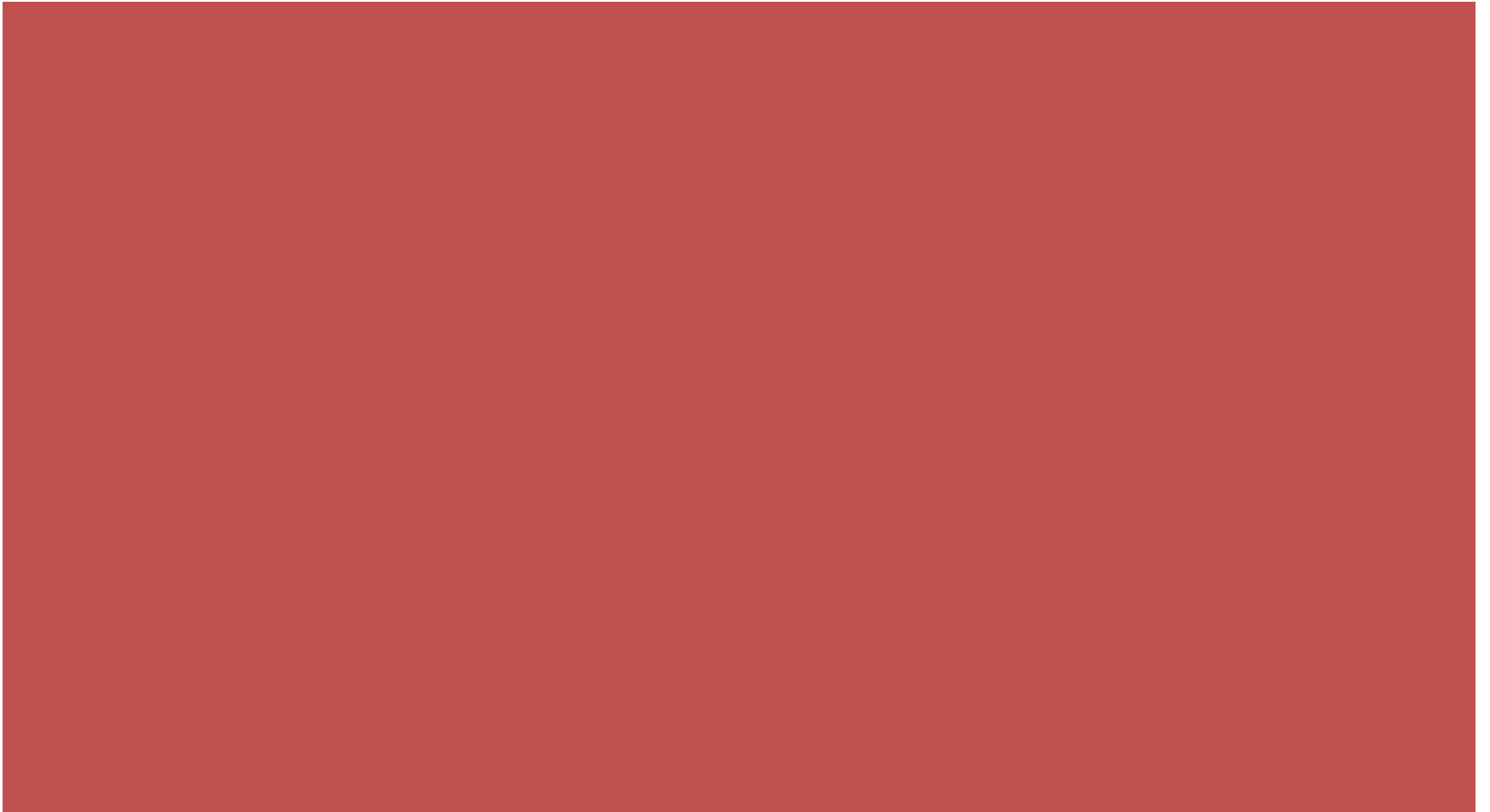
# Contact Information Board Protect Nevada Children

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- Pat Lynch (D) [pat@women-corp.com](mailto:pat@women-corp.com)
- Virginia Starrett (R)\* [profvstarr@msn.com](mailto:profvstarr@msn.com)
- Don Gallimore (D) [donaIdgallimore1@gmail.com](mailto:donaIdgallimore1@gmail.com)

\* Former teacher

**This presentation based on facts and the supporting links are posted in blue.**

# Main Topics



# Student Data Mining (SDM) via:

- **Testing entities:**
  - The Smarter Balanced Assessment Consortium (SBAC)
  - End of Course Exams
  - 5<sup>th</sup> and 8<sup>th</sup> grade science exams
- **The Nevada Department of Education (NDE)**
- **The federal government**
- **Third party vendors like and Edmodo and Class Dojo**
- **1:1 Devices and device manufactures like Google**

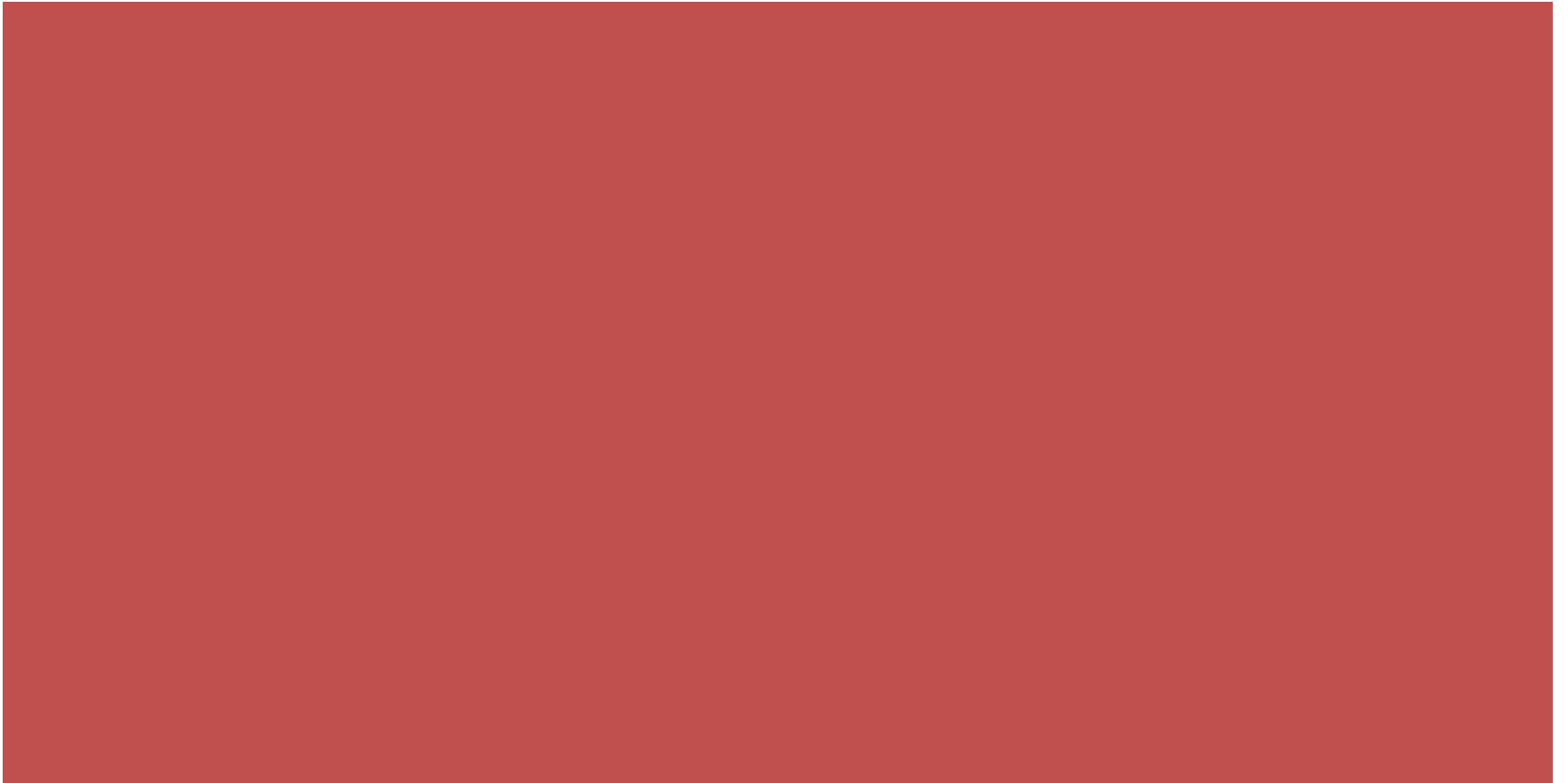
**AND**  
**Social and Emotional Learning**  
**&**  
**Psychological Assessments**

**After 1 ½ years of researching Common Core I realized the most insidious aspect of the new education reforms is NOT the standards themselves but...**

**STUDENT DATA MINING!**



# Background





# **In 2009 Nevada received \$266,000,000 from the federal government via the American Recovery and Reinvestment Act**

<https://www.ed.gov/news/press-releases/more-266-million-recovery-funds-now-available-nevada-save-teaching-jobs-and-driv>

- **Because Governor Gibbons signed the State Fiscal Stabilization Fund application on 4/28/09**
- **In the application NV agreed to:**
  - 1) Establish SLDS**
  - 2) Take actions to improve teacher effectiveness**
  - 3) Enhance the quality of academic assessments**
  - 4) Improve academic content standards**

<http://www2.ed.gov/programs/statestabilization/stateapps/nv-sub.pdf>

<http://www.lasvegassun.com/news/2009/may/11/federal-education-stimulus-funds-nevada-released/>

**When the Common Core (CC) standards were first released Almost 500 Early Childhood Health and Education Professionals signed a letter to the people who now hold the copyright for CC the**

**NGA and the CCSSO**

**Both are trade associations**

- **First paragraph, “WE HAVE GRAVE CONCERNS about the core standards for young children now being written by the NGA and the CCSSO. The draft standards made public in January conflict with compelling new research in cognitive science, neuroscience, child development and early childhood education about how young children learn, what they need to learn, and how best to teach them in kindergarten and the early grades.”**
- **“We call on the NGA and the CCSSO to suspend their current drafting of standards for children in kindergarten through grade three.”**

**After the Common Core standards were written, the federal government gave \$360,000,000 to two companies to write the CC assessments.**

- **Pearson – PARCC (Partnership for Assessment of Readiness for College and Careers)**
- **McGraw Hill – SBAC (Smarter Balanced Assessment Consortium) Nevada**

<http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/09/04/seven-facts-you-should-know-about-new-common-core-tests/>

<http://www.prnewswire.com/news-releases/smarter-balanced-assessment-consortium-selects-ctbmcgraw-hill-to-develop-next-generation-of-assessments-to-help-schools-meet-new-common-core-state-standards-147593455.html>

[http://www.reading.org/general/Publications/blog/BlogSinglePost/rty/2012/03/01/SMARTER\\_Balanced\\_and\\_PARCC\\_to\\_Launch\\_Pearson\\_Technology\\_Readiness\\_Tool.aspx#.Utq9GLTnSc](http://www.reading.org/general/Publications/blog/BlogSinglePost/rty/2012/03/01/SMARTER_Balanced_and_PARCC_to_Launch_Pearson_Technology_Readiness_Tool.aspx#.Utq9GLTnSc)

<http://www.ascd.org/common-core/core-connection/08-08-12-questions-arise-with-common-assessment-consortia.aspx>

# **SBAC test**

## **(Handout – Sparks Teacher and NH Teachers)**



**It used to say on SBAC's website about half the students who take it will "fail" - not be proficient. That link has since been removed.**

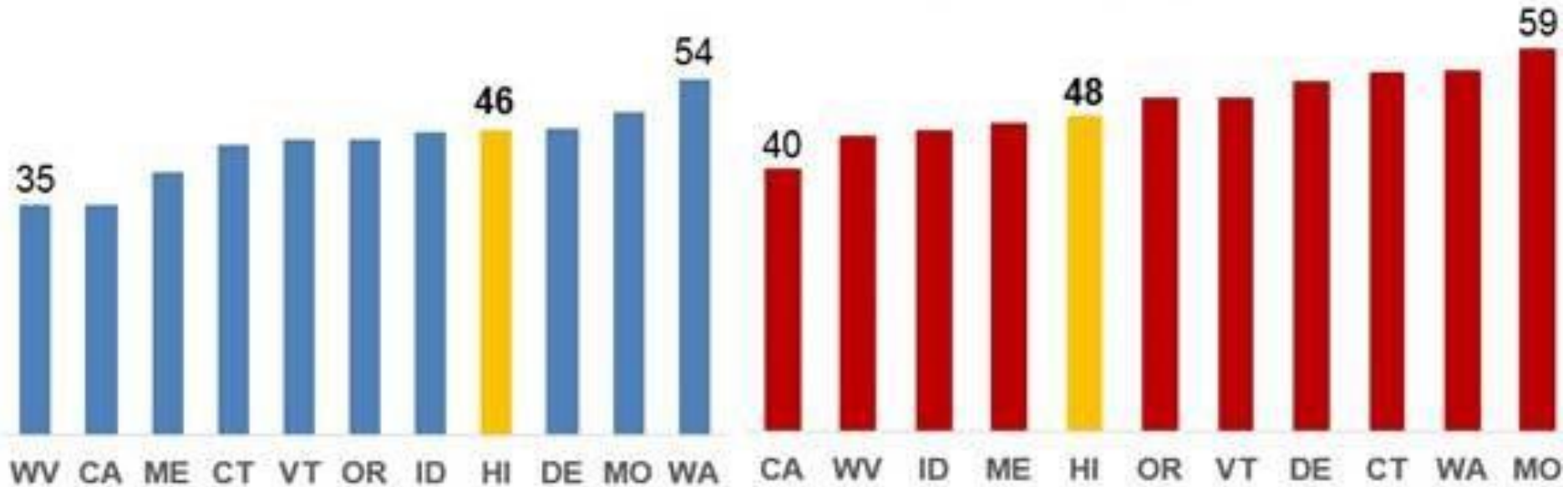
<http://www.smarterbalanced.org/news/smarter-balanced-states-approve-achievement-level-recommendations/>

# SBAC Results from Spring 2015 test 11 states through Sept. 12, 2015

<http://khon2.com/2015/09/15/doe-releases-test-scores-based-on-common-core-standards/>

## Mathematics

## English Language Arts/Literacy



Percent of students meeting the achievement standard in **grade 4**  
in other states which have released Smarter Balanced scores as of 9/12

# NV SBAC Results 2015

## NEVADA'S 2015 PERFORMANCE ON MATH TEST

Grade – percent of students scoring proficient

- 3 – 46%
- 4 – 41%
- 5 – 36%
- 6 – 37%
- 7 – 34%
- 8 – 21%

## NEVADA'S 2015 PERFORMANCE ON READING TEST

Grade – percent of students scoring proficient

- 3 – 41%
- 4 – 42%
- 5 – 49%
- 6 – 48%
- 7 – 44%
- 8 – 47%

# **Most states have dropped SBAC and PARCC testing**

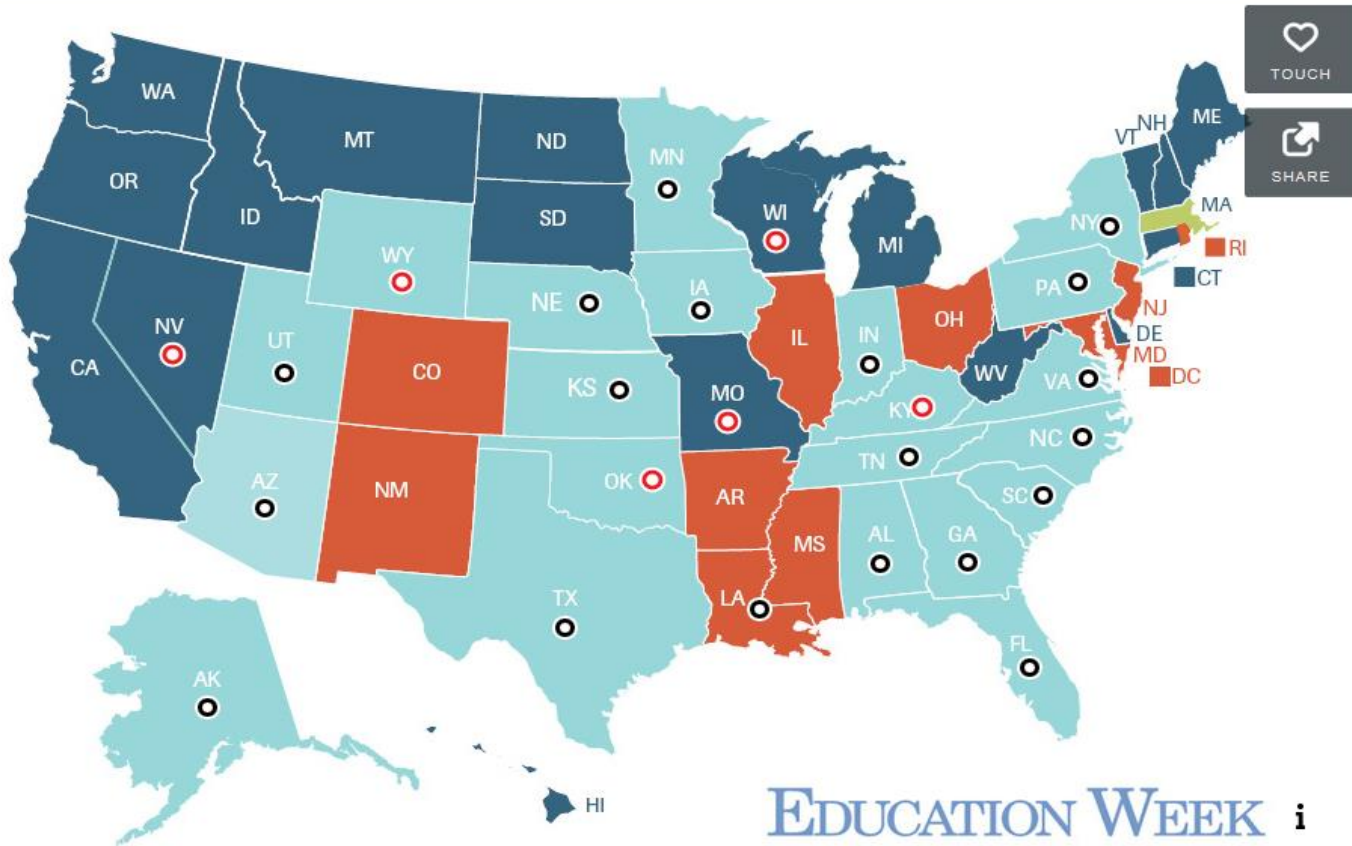


# Education Week May 19, 2014

<http://www.edweek.org/ew/section/multimedia/map-the-national-k-12-testing-landscape.html>

cape - Education Week - Internet Explorer

/section/multimedia/ma Map: The National K-12 Testing ... Map: The National K-12 Testi... x



Smarter Balanced Assessment Consortium (18)    Partnership for Assessment of Readiness for College and Careers (10 plus D.C.)    Other (21)    Undecided (1)

Indicates state is using one test for grades 3-8 and another for high school (HS.) Hover for more information about state tests.

Hover for more information about state tests.



- February 2017, **Education Week** article - there are only 14 states giving the SBAC this year: CA, CT, DE, HI, ID, MO, NV, NH, ND, OR, SD, VT, WA, and WV

<http://www.edweek.org/ew/section/multimedia/states-using-parcc-or-smarter-balanced.html>

- But it appears both WV and ND will be dropping out of SBAC next school year.

<http://wvmetronews.com/2016/03/12/bill-dealing-with-common-core-standardized-testing-on-track-for-passage-by-sessions-end/>  
<https://nebula.wsimg.com/a8ad560b2658a1b5065050db2d40cf51?AccessKeyId=C3981F8CAAAD55AAC083&disposition=0&alloworigin=1>

- **So in the 2017-18 school year there will be, at most, 12 SBAC states**

<http://educationnext.org/the-politics-of-common-core-assessments-parcc-smarter-balanced/>

# PARCC

**Down to 5 states for the 2017-18 school year.**

<http://www.parcconline.org/about/states>

<http://www.chalkbeat.org/posts/co/2017/06/14/colorado-will-no-longer-give-parcc-english-and-math-tests-forging-its-own-path/>

- **In the name of test security, SBAC tells us they will be “~~monitoring~~” spying on student social media accounts, at least, during SBAC testing** (page 102).
- **SBAC also gives suggestions on how states and local districts can do the same** (pages 102 & 103).

[ftp://ftps.smarterbalanced.org/~sbacpublic/Public/Member\\_Procedures\\_Manual\\_10-30-2015.pdf](ftp://ftps.smarterbalanced.org/~sbacpublic/Public/Member_Procedures_Manual_10-30-2015.pdf)

**The SBAC test is a:  
Secret  
10 Hour  
Computer Adaptive Test  
That is more of a  
STUDENT DATA MINING tool  
For third parties, than a criterion referenced test!**

# Dr. Peg Luksik - Problems with the SBAC test

February 2014

<https://www.youtube.com/watch?v=aY4iMwlarNA&feature=youtu.be&t=73>



# Dr. Luksik Continued



**What data do parents get...**

**...after their 3<sup>rd</sup> through 8<sup>th</sup> grade children sit in front of the computer for up to 10 hours for the SBAC test?**

**A two page report the following school year.**



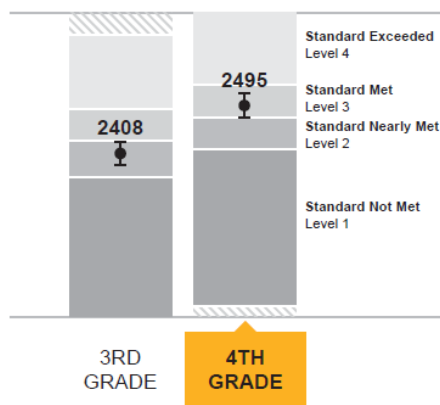


Sophia's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Sophia's overall score for 2016 is:  
**2495 | Standard Met (Level 3)**

Overall Progress:  
*Sophia has made progress and now meets the standard*



This area is outside the score range for that grade

Sophia met the grade 4 standard for English language arts/literacy and appears ready for future coursework.

AREA	Below Standard	Near Standard	Above Standard
<b>Reading</b> <i>How well does your child understand stories and information that he or she reads?</i>			✓
<b>Writing</b> <i>How well does your child communicate in writing?</i>		✓	
<b>Listening</b> <i>How well does your child understand spoken information?</i>		✓	
<b>Research/Inquiry</b> <i>How well can your child find and present information about a topic?</i>	✓		

MATHEMATICS

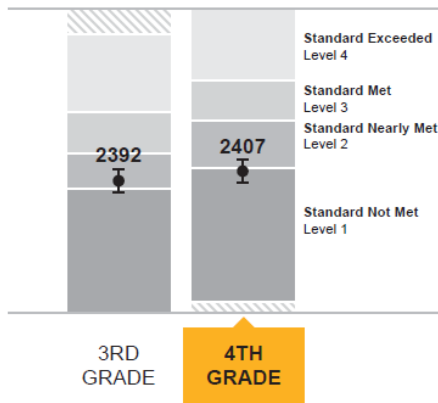
This area is outside the score range for that grade

information about a topic?

## MATHEMATICS

Sophia's overall score for 2016 is:  
**2407 | Standard Not Met (Level 1)**

Overall Progress:  
**Sophia has not made enough progress to meet the standard**



Sophia did not meet the grade 4 standard for mathematics needed for likely success in future coursework.

AREA	Below Standard	Near Standard	Above Standard
<b>Concepts &amp; Procedures</b> <i>How well does your child use mathematical rules and ideas?</i>	✓		
<b>Problem Solving and Modeling &amp; Data Analysis</b> <i>How well can your child show and apply their problem solving skills?</i>	✓		
<b>Communicating Reasoning</b> <i>How well can your child think logically and express their thoughts in order to solve a problem?</i>	✓		

This area is outside the score range for that grade

The bar around the score shows the degree to which your child's score might have been slightly higher or slightly lower on a different version of the test. The questions on the test your child took are only a sample of the questions that could be used to test the same skills.

To see scale score ranges for all grades or for complete results for schools, districts, or across the state, visit the CDE CAASPP Results Web pages at <http://www.cde.ca.gov> [URL-TBD].

12/18/2015 1:25 pm

# Your Guide to Sophia's California Assessment of Student Performance and Progress (CAASPP) Score Report

CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

LOCAL ID #: 999999999  
STUDENT #: 999999999 DATE OF BIRTH: 04/01/2006  
GRADE: 4 TEST DATE: Spring 2016



FOR THE PARENT/GUARDIAN OF:  
**SOPHIA JACKSON**  
1234 MAIN STREET  
YOUR CITY, CA 12345

SCHOOL: California Elementary School  
LEA: California Unified

Dear Parent/Guardian of Sophia Jackson:

This report shows how Sophia scored on the California Assessment of Student Performance and Progress (CAASPP) tests for English language arts/literacy and mathematics. These tests are based on California's rigorous academic standards, which are designed to help every student graduate ready for college and a 21st-century career.

If Sophia took these tests in the third grade, this report also shows her scores from last year. You can compare this year's scores to last year's as one measure of her progress. Please keep in mind that as Sophia advances to the next grade, the standards are higher.

While tests are just one way to measure Sophia's progress, the results can help the teacher(s) and the school focus on areas in which students need more help. I encourage you to be involved in your child's learning, and discuss these results with Sophia's teacher(s).

Sincerely,

Tom Torlakson,  
State Superintendent of Public Instruction



## Statewide Assessments: One Measure of Sophia's Progress

These results are **one** measure of Sophia's academic performance and provide limited information. Like any important measure of your child's performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and they can be used to help inform a conversation with Sophia's teacher about how to progress in English language arts/literacy (ELA) and mathematics.

### What is CAASPP?

The CAASPP ELA and mathematics tests reflect California's state-adopted standards, which will help prepare students for college and a career in the 21st-century job market. These tests contain a wider variety of questions than traditional multiple-choice tests and include tasks that require students to explain how they solve problems. The tests allow students to demonstrate analytical writing, critical thinking, and problem-solving skills, along with their knowledge of facts in ELA and

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### What do my child's scores mean?

There are four levels of scores for ELA and mathematics for 4th grade:

	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
ENGLISH LANGUAGE ARTS/LITERACY	2131–2415	2416–2472	2473–2532	2533–2663
MATHEMATICS	2204–2410	2411–2484	2485–2548	2549–2659

Score ranges for each level are different for each grade, and the content standards for the next grade are higher than for the previous grade. To understand your child's overall performance, consider both the score and the achievement level. If your child took the ELA and mathematics tests in the preceding year, you can see on the front of this report how your child's score and achievement level for 2016 compares to the previous grade. For more information about the ELA and mathematics tests, or to see parent guides with sample test questions and guides to the Student Score Reports, visit the CDE Understanding the CAASPP Student Score Reports Web page at <http://www.cde.ca.gov/ta/tg/ca/caasppssreports.asp>.

# What SBAC test data do Other's get?

# Per SBAC (and PARCC's) contract with the U.S. Department of Education

**“The SBAC is required to ‘provide timely and complete access to any and all data collected at the state level’ to the federal government DoE, or its designated program monitors, technical assistance providers, or researcher partners, and to GAO, and the auditors conducting the audit required...”**

N – 6, Appendix F 5 – B,

<http://www2.ed.gov/programs/racetothetop-assessment/sbac-cooperative-agreement.pdf>

<http://truthinamericaneducation.com/uncategorized/federal-government-to-have-access-to-your-childs-data-via-common-core-assessments/>

**In addition to whomever the SBAC shares test data with here are some of the entities that get up to 10 hours of raw SBAC\* data:**

- **American Institute for Research (AIR)**
- **Data Recognition Corporation (DRC) \***
- **eMetric (eMetric) \***
- **National Center for Analysis of Longitudinal Data in Education Research (CALDER)**
- **National Center for Research on Evaluation, Standards, and Student Testing (CRESST)**
- **\* Paid directly by state of Nevada**

# American Institute for Research (AIR)

- Per SBAC’s website: “AIR will develop an open source solution for delivering the Consortium’s online, computer adaptive...assessments to students.”

<http://www.air.org/resource/air-partners-smarter-balanced-assessment-consortium-create-online-test-delivery-system>

<http://www.smarterbalanced.org/news/smarter-balanced-awards-test-delivery-system-contract-to-american-institutes-for-research/>

<http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=8531&TypeID=4>

- AIR History - In 1946 John Flanagan founded AIR – Prior to that, he was the chief psychologist involved in Eugenic experiments via the Pioneer Fund in the late 1930’s and early 40’s. The stated purpose of the Pioneer Fund was to, “increase the birth rate among superior groups.”

<http://www.air.org/page/air-history>

<http://www.wsj.com/articles/SB934843314555163550>

<http://www.air.org/news/press-release/calder-relocates-american-institutes-research>

<http://www.thefreelibrary.com/%22The+American+breed%22%3a+Nazi+eugenics+and+the+origins+of+the+Pioneer...-a086064877>

- Per AIR’s website today they claim to be: “one of the world’s largest behavioral and social science research and evaluation organizations.”

<http://www.air.org/about-us>



# Data Recognition Corporation (DRC)

- DRC is the company Nevada pays to administer the SBAC and the End of Course exams

- From DRC's website:

## **PSYCHOMETRIC SERVICES**

**“DRC’s Psychometric Services team is staffed with highly-credentialed psychometricians and measurement professionals that design programs to meet the expanding psychometric requirements of next-generation assessments.”**

<http://www.datarecognitioncorp.com/education-services/psychometric-services/Pages/default.aspx>

# eMetric

## Being paid by Nevada

- **“eMetric was founded in 2000 by Dr. Huixing Tang, a renowned psychometrician.”**

<http://www.emetric.net/company>

# National Center for Analysis of Longitudinal Data in Education Research (CALDER)

- **CALDER is now based at AIR's corporate headquarters in Washington, D.C.**  
From AIR's website: "By capitalizing on rich longitudinal data, the Center can explore a breadth of critical education issues and present research advancements of the highest quality to policymakers. Through the course of this work, CALDER makes significant technical and analytic contributions to the field as it mines growing sources of state and administrative longitudinal data with state-of-the-art econometric techniques."
- **CALDER, "strives to inform education policy development through analyses of data on individual students and teachers over time."**
- **Since its founding, CALDER has been focused on student outcomes, utilizing longitudinal databases and other data sources**

# National Center for Research on Evaluation, Standards, and Student Testing (CRESST)

- CRESST is housed at UCLA (?)
- First page of CRESST website (Changed...):
  - New website search Psychometrics & you'll find a bunch of articles.
  - “CRESST Research on Flexible Psychometric Modeling Published in Psychometrika”
  - “CRESST researchers presented on a wide range of topics, including Common Core assessment, measurement and psychometrics...”

<http://cresst.org/?s=psychometric>

# Psychometrics

**Per Wikipedia: “is a field of study concerned with the theory and technique of psychological measurement. One part of the field is concerned with the objective measurement of skills and knowledge, abilities, attitudes, personality traits, and educational achievement.”**

<https://en.wikipedia.org/wiki/Psychometrics>

# If your child takes the SBAC it appears

- AIR
- DRC
- eMetric
- CALDER
- CRESST
- And SBAC will all get raw SBAC data
  
- Clinical Psychologist Dr. Gary Thompson of Utah, says these entities will be using the SBAC to develop psychological profiles on students...

**If your child takes the SBAC you will never know what data was shared, who gained access to it, how it will be analyzed, and how it may affect your child's future!**



# Cost just for SBAC testing in NV

- DRC's Four year contract with NV will cost the taxpayers \$51 Million
- Plus \$1.3 Million per year to belong to SBAC
- **Over \$14 Million per year** so that others can gain access to our students data and do who knows what with it...

<http://www.reviewjournal.com/education/nevada-board-approves-student-testing-contract>

<http://www.rgj.com/story/news/education/2015/04/24/nevada-threatens-legal-action-broken-million-tests/26340859/>

<http://vegasseven.com/2015/08/13/makeup-exam/>



- **The SBAC has been deemed unconstitutional in at least one state – MO.  
And the constitutionality is being challenged in at least four more states ND, ID, WV and SD**

<http://www.prnewswire.com/news-releases/lawsuit-by-the-thomas-more-law-center-challenges-the-constitutionality-of-common-core-in-north-dakota-300102507.html>

[http://www.idahoednews.org/news/federal-lawsuit-targets-idaho-core-standards-sbac-exam/#.Vgr\\_L IViko](http://www.idahoednews.org/news/federal-lawsuit-targets-idaho-core-standards-sbac-exam/#.Vgr_L IViko)

<http://truthinamericaneducation.com/common-core-state-standards/thomas-more-law-center-challenges-common-core-constitutionality-in-west-virginia/>

<http://www.keloland.com/newsdetail.cfm/group-sues-state-over-common-core-group-membership/?id=187418>

- **March, 2014 - The NDE threatened all schools in NV: “If you do not have 95% participation on the SBAC your school will automatically be a ONE STAR school.” This is why schools & districts...**

<https://www.nevadansagainstcommoncore.com/nde-forces-all-nv-students-into-cc--sbac--testing....html>

<https://nebula.wsimg.com/fe67ec941d5675ab43d3e6c8f271c534?AccessKeyId=C3981F8CAAAD55AAC083&disposition=0&alloworigin=1>

2/15/17

John - In the Nevada Department of Education Consolidated State Proposed Plan under the Every Student Succeeds Act, schools with participation rates below 95 percent will lose points in the state's accountability system. This point reduction may result in a one-star rating:

**Participation Rate.** Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.

32

The SEA is required to “annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students who are enrolled in public school...” (ESSA 1177-35(E)). Specifically, the ESSA requires 95 percent participation on the state mathematics and English language arts assessments. Given the requirement to measure participation for all students and each of the ten subgroups over two content areas, there will be 22 distinct participation measures determined for each school. Participation on the State assessments is important because it helps ensure equal access to educational opportunity as well as enables meaningful measurement of academic performance. To ensure that this high standard continues, Nevada has established three levels of participation rate penalties for schools that test fewer than 95% of its eligible student population: Participation Warning, Participation Penalty and Continuing Participation Penalty. Additionally, the participation rates for each of the ten subgroups for mathematics and English language proficiency will be publicly reported on the school rating report. Schools failing to meet the subgroup participation rate of 95 percent and failing to meet the weighted average calculated participation rate of 95 percent over the most recent two or three years for the first year will be publically identified as failing this important metric. The NSPF school report will prominently display the “Participation Warning” with the school index score and Star Rating. If the school fails to meet the ESEA subgroup participation rate of 95 percent and fails to meet the weighted average calculated participation rate of 95% over the most recent two or three years for a second consecutive year, the Status Indicator will be reduced by a significant number of points and the NSPF school report will prominently display the “Participation Penalty” designation with the school index score and Star Rating. If a school fails to meet the subgroup participation rate of 95 percent and fails to meet the weighted average calculated participation rate of 95 percent over the most recent two or three years for a third consecutive year, the school will be identified as and subjected to a “Continuing Participation Penalty.” Schools designated as such will earn zero points for the Student Proficiency indicator. Furthermore, schools failing to meet the 95% participation rate will be required to review, approve, and monitor an improvement plan developed in partnership with stakeholders. For LEAs with a significant number of schools missing the 95% goal, NDE will work with those organizations to determine the process for improvement.

Gregory Bortolin  
Public Information Officer  
NDE

# SBAC Summary:

- **Students will be testing for about 10 hours, plus all the time wasted preparing for the test**
- **Based on developmentally inappropriate standards**
- **Designed to “fail” half of the students**
- **Will not be graded and returned to Nevada until the following school year...**
- **The results are useless to parents and (*probably educators*)**
- **When results come back, we will only be able to compare NV students to students in at most 11 other states.**
- **NV teacher evaluations will be determined in part by SBAC scores**
- **At least during the testing window, student social media accounts will be, “monitored,” by SBAC**
- **Cost over \$14 Million per year JUST for test, plus...**
- **Maybe unconstitutional**
- **The NDE has threatened every school in the state...95%**
- **And The WORSE thing is: the Student Data Mining, Sharing, and possible Student Psychological Profiling ALL without parent consent!**

# Other Tests to Avoid

# NAEP (National Assessment Educational Progress)

'Nation's Report Card' to Gather Data on Grit, Mindset

August 1, 2017

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**'Nation's Report Card' to Gather Data on Grit, Mindset**

By Sarah D. Sparks

June 2, 2015 | Includes correction(s).

New York

The nation's premiere federal testing program is poised to provide a critical window into how students' motivation, mindset, and grit can affect their learning.

Evidence has been building for years that these so-called noncognitive factors play a role in whether children succeed both academically and socially. Now, the National Assessment of Educational Progress, often dubbed the "nation's report card," is working to include measures of these factors in the background information collected with the tests beginning in 2017.

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EDUCATION WEEK GROUP ONLINE ACCESS

Correction:  
In an earlier version of this story, a quote from ETS researcher Jan M. Alegre was incorrectly attributed. Chris Gabrieli's work on developing new measures of noncognitive skills was incorrectly described. He is working with a group of seven California school districts on new measures.

EDWEEK Market Brief WEBINAR

The State of K-12 Budgets  
Positioning Your Company For the Coming School Year

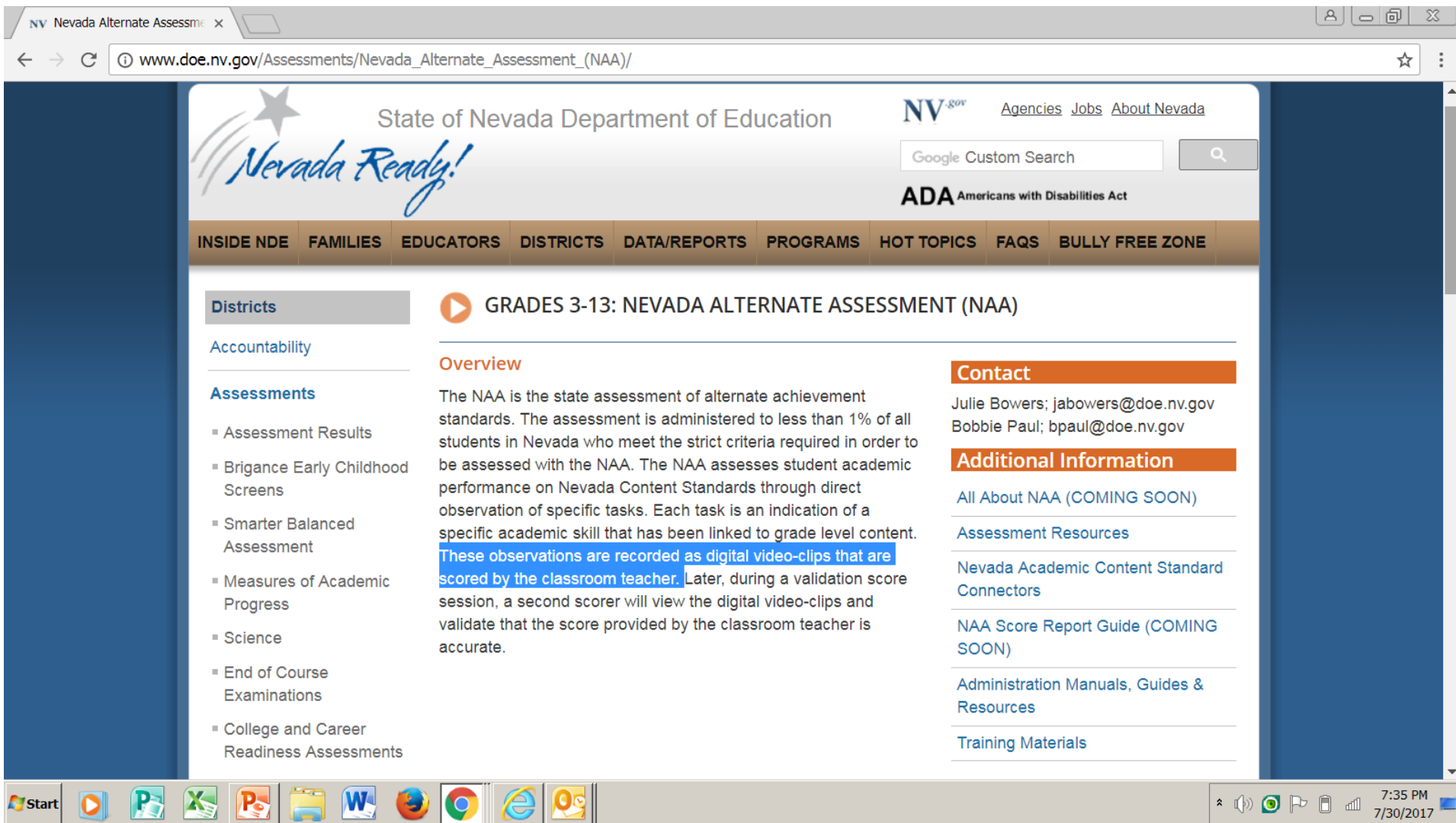
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MONDAY, AUGUST 7, 2017, 12:30-2:30 PM ET

Start

7:43 AM 8/1/2017

# Nevada Alternative Assessment (NAA)

## Some Special Education Students



The screenshot shows a web browser window with the URL [www.doe.nv.gov/Assessments/Nevada\\_Alternate\\_Assessment\\_\(NAA\)/](http://www.doe.nv.gov/Assessments/Nevada_Alternate_Assessment_(NAA)/). The page header includes the Nevada Department of Education logo with the slogan "Nevada Ready!", the "NV.gov" logo, and navigation links for "Agencies", "Jobs", and "About Nevada". A search bar is present with the text "Google Custom Search". Below the header is a navigation menu with items: "INSIDE NDE", "FAMILIES", "EDUCATORS", "DISTRICTS", "DATA/REPORTS", "PROGRAMS", "HOT TOPICS", "FAQS", and "BULLY FREE ZONE".

The main content area features a sidebar on the left with a "Districts" menu. The main heading is "GRADES 3-13: NEVADA ALTERNATE ASSESSMENT (NAA)". Under the "Overview" section, the text states: "The NAA is the state assessment of alternate achievement standards. The assessment is administered to less than 1% of all students in Nevada who meet the strict criteria required in order to be assessed with the NAA. The NAA assesses student academic performance on Nevada Content Standards through direct observation of specific tasks. Each task is an indication of a specific academic skill that has been linked to grade level content. **These observations are recorded as digital video-clips that are scored by the classroom teacher.** Later, during a validation score session, a second scorer will view the digital video-clips and validate that the score provided by the classroom teacher is accurate."

On the right side, there are two sections: "Contact" with email addresses [jabowers@doe.nv.gov](mailto:jabowers@doe.nv.gov) and [bpaul@doe.nv.gov](mailto:bpaul@doe.nv.gov), and "Additional Information" with links for "All About NAA (COMING SOON)", "Assessment Resources", "Nevada Academic Content Standard Connectors", "NAA Score Report Guide (COMING SOON)", "Administration Manuals, Guides & Resources", and "Training Materials".

The Windows taskbar at the bottom shows the Start button, application icons for Internet Explorer, PowerPoint, Excel, Word, and Chrome, and the system tray with the date and time: 7:35 PM, 7/30/2017.

- **As an educator I have never opted any of my four children out of a test... until the SBAC.**
- **My oldest is currently at Columbia University - Ivy League, NYC**
- **None of my children will ever take the SBAC, or 5<sup>th</sup> & 8<sup>th</sup> grade science exams, or the new NAEP!**
- **I wish I could keep them out of the EoC exams – but they are required to graduate**



# **Common Core Testing Opt-Outs**

**New York**

**Incline Village**

**End of Course (EoC) Exams  
and  
5<sup>th</sup> & 8<sup>th</sup> Grade Science Exams**

EoC - At minimum Data Recognition Corporation (DRC) – psychometrics - will have access to hours of raw EoC data

**NDE will collect, store, and probably share exam data from the: SBAC; the 5<sup>th</sup> & 8<sup>th</sup> grade science exams; and EoC exams - in the Student Accountability Information Network (SAIN)**

# Social and Emotional Learning (SEL)

**Nevada is one of only six states in the country writing  
the SEL standards**

<http://thefederalist.com/2016/10/19/schools-ditch-academics-for-emotional-manipulation/>

**Washoe County is one of only 10 SEL experimental  
Districts in the country**

<http://www.casel.org/partner-districts/districts/>

# DESSA Website Through early May 2017


DESSA Devereux Student Strengths Assessment Psychological Assessment.pdf - Adobe Acrobat Reader DC

File Edit View Window Help

Home Tools DESSA Devereux St... x

1 / 1 133%

The MHS.com website will be undergoing maintenance on Sunday, April 9th, 2017 between 12 p.m. and 2 p.m. ET. (9 a.m. and 11 a.m. PT). During this period, you will still be able to use the website; however, online purchasing will not be available. We apologize for this inconvenience.



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## DESSA Comprehensive System

### Devereux Student Strengths Assessment Comprehensive System

Paul A. LeBuffe, M.A.  
Valerie Shapiro, M.S.W.  
Jack A. Naglieri, Ph.D.


Product Overview Research & Resources Pricing & Details

Description Scales and Forms

#### Description

The DESSA Comprehensive System is comprised of two innovative rating scales designed to screen, assess, guide intervention planning, monitor progress, and evaluate outcomes related to social-emotional competence and resilience of students grades K-8.

The two-part system designed to help school and after-school program staff promote the healthy social-



#### QUICK FACTS

**Authors**  
Paul A. LeBuffe, M.A.,  
Valerie Shapiro, M.S.W., &  
Jack A. Naglieri, Ph.D.

**Age Range**  
4 to 14 years

Start

1:26 PM 8/2/2017

# Wall Street Journal Article

THE WALL STREET JOURNAL

## Have You Seen Junior's Psych Profile?

Public schools may be assessing your kids without your consent.

[https://www.wsj.com/articles/have-you-seen-juniors-psych-profile-1404286467#\\_ =](https://www.wsj.com/articles/have-you-seen-juniors-psych-profile-1404286467#_=)

By  
Aida Cerundolo  
May 8, 2017 7:34 p.m. ET

Imagine bringing your child in for a sore throat and having the doctor administer a psychological screening test—without your knowledge—while you are out of the room. I believe most parents would be uncomfortable with this scenario. Something similar is happening in schools around the country, with many parents unaware it's happening, let alone consenting to it.

Educators and administrators increasingly are using psychological screening tools to identify children who are at risk for social and emotional issues, and to assess programs geared toward improving social and emotional skills. One such tool, the Devereux Student Strengths Assessment covers eight domains: self-awareness, social awareness, self-management, goal-directed behavior, relationship skills, personal responsibility, decision making and optimistic thinking. The Kaplan Early Learning Company distributes the test and boasts that it was co-authored by two psychologists and a social worker in an effort to "have a scientifically-sound and user-friendly means of assessing each student's social-emotional competencies."

Rooted in what's called "[resilience theory](#)," the test comprises 72 questions that teachers answer about each student every month. They range from "How often did the child carry himself with confidence?" to "Does he cope well with insults and mean comments?" Answers are rated on a [five-point scale](#) from "never" to "very frequently." A student's composite score "provides an overall indication of the strength of the child's social-emotional competence." This information is tracked over time.

The justification for blanket screening of all students is noble—to identify those who may benefit from intervention before their social and emotional issues become a problem that impedes success in school and life. But aren't we really creating psychological profiles that in other settings would be deemed confidential? If so, what is the privacy cost to students who are not at risk for a psychological imbalance, yet whose mental-health information is being documented by teachers and tracked over time?

In the medical field, patients and legal guardians of minors must give consent for treatment, and Health Insurance Portability and Accountability Act regulations protect any information that is collected. HIPAA prohibits doctors like me from sharing medical and mental-health information with unauthorized sources. In fact, even for critically ill patients, a medical release signed by the patient or a representative is required before an outside health-care facility can transmit potentially lifesaving medical information.

Health information collected by schools receiving federal money that do not offer health-care services is protected under the Family Educational Rights and Privacy Act. FERPA can be more lenient than HIPAA, with allowances made for schools to disclose records without consent for such [vague reasons](#) as "legitimate educational interest" or "for audit or evaluation purposes." HIPAA is more stringent and applies to "covered entities" such as hospitals and insurance companies, which are involved in the delivery and billing of health-care services.

Schools have an obligation to students and their families to protect the privacy of the information collected in the educational setting. The mental-health information teachers are now obtaining, storing and tracking with tools like the Devereux test is equally as sensitive as that which is collected in a pediatrician's office. It deserves the same protections.

*Dr. Cerundolo is an emergency physician and mother in Greenland, N.H.*

# AIR and CASEL Non-Academic Measure: What States Should Know About School Climate and SEL

<https://www.youtube.com/watch?v=pQ4KDub-2PM&feature=youtu.be&t=1238>

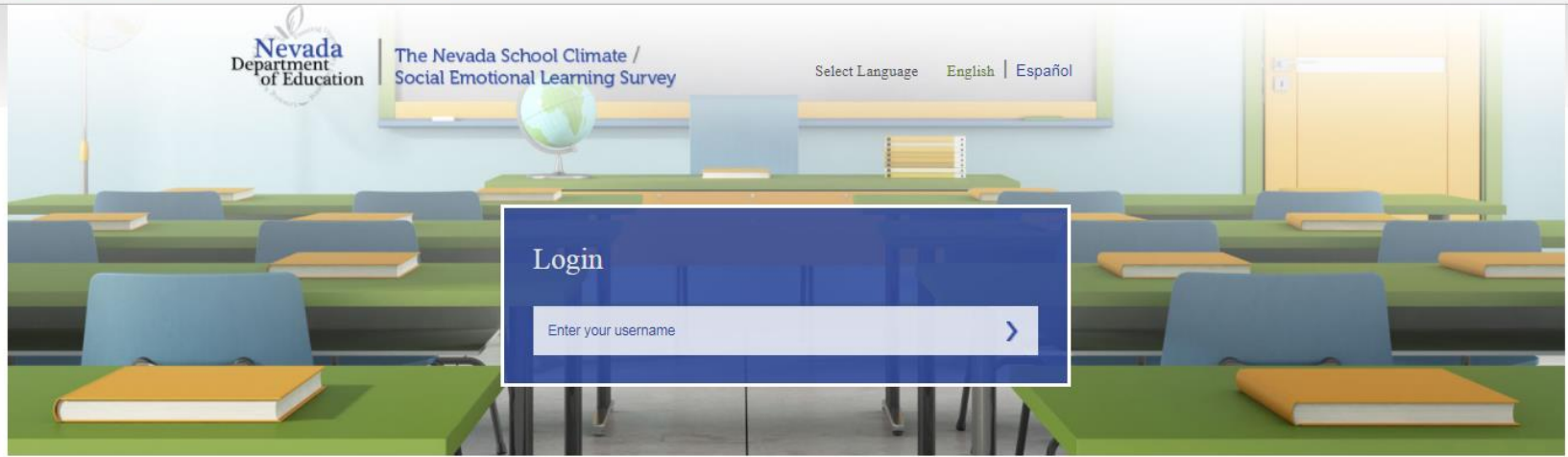


# Collaborative District Initiative (CDI) SEL Assessment





# Churchill County (?)



## Welcome to the Nevada School Climate/Social Emotional Learning Survey (NV-SCSEL)

This survey is administered by the American Institutes for Research (AIR) on behalf of the Nevada Department of Education. The NV-SCSEL asks students questions about the environment and conditions for learning in their schools.

Students: Your responses are important to help in understanding the learning conditions and environment at your school. This is not a test. There are no wrong answers.

To begin the survey, please enter your username in the login box above.

### What's my username?

Your teacher will give you an 8-character code before you take the survey. Please ask your teacher if you have any questions.

# What can you do to protect your kids?

- Find out how your school is assessing SEL and, “just say no!”
- Ask specifically about the DESSA (K-8<sup>th</sup>) and the SELWeb (K-3<sup>rd</sup>), but know your school could be using different SEL and/or psychological assessments.
- Keep your children away from all surveys, even if the district says they are anonymous, especially online surveys, i.e.:
  - School Climate Survey (WCSD)  
<http://www.washoeschools.net/Domain/231>
  - The School Climate/Social Emotional Learning Survey (NV-SCSEL)  
The NDE tells us this survey is administered by AIR and that you must log-in before taking the survey  
<https://www.nevadaschoolclimate.org/>
- Keep your kids off computers at school, especially 1:1 Devices

# 1:1 Devices

**Third Party Vendors – Worst are the “free” ones**

**Google**

**Social Media**

**Screen Time**



**How are “free” third party education vendors paid?**

# U.S. SUBCOMMITTEE ON EARLY CHILDHOOD, ELEMENTARY, AND SECONDARY EDUCATION

Hearing on "How Emerging Technology Affects Student Privacy" February 2015

<https://www.youtube.com/watch?v=zWgfszB03V0&feature=youtu.be&t=5842>



# **Google Especially problematic:**

- 1. “Free” Education Applications**
- 2. Google Chromebooks**
- 3. Search Engine**

**The reason schools like Google & Chromebooks...COST**

# Google - Chromebooks



# January 2016 Education Week Reported

**"Just last month (12/1/15), for example, the Electronic Frontier Foundation filed a complaint with the FTC (Federal Trade Commission). It alleges... that Google is violating the voluntary Student Privacy Pledge... THEN USING INFORMATION TO CREATE BEHAVIORAL PROFILES."**

<http://www.edweek.org/ew/articles/2016/01/13/analytics-in-k-12-schools-big-data-or.html?cmp=eml-sb-sr-etdr-20160113>

[http://blogs.edweek.org/edweek/DigitalEducation/2015/12/complaint\\_accuses\\_google\\_of\\_br.html](http://blogs.edweek.org/edweek/DigitalEducation/2015/12/complaint_accuses_google_of_br.html)

<https://www.eff.org/document/ftc-complaint-google-education>

# Google Sync Feature

The screenshot shows a web browser window with the address bar displaying `fortune.com/2015/12/02/google-eff-chromebook/`. The page header includes the Fortune logo and a search bar. The main article is titled "Google Accused of Mining Children's Data Using School-Issued Laptops" by Kif Leswing, dated Dec 02, 2015. The article text discusses Google's use of Chrome Sync on school laptops. A blue highlight is present over the sentence: "The EFF's complaint centers around Google's Chrome Sync feature, which can be found on desktop Chrome browsers as well as on Chromebooks." The right sidebar contains several news snippets, including "Teen Goes Missing In Aruba: But 10 Years Later, Police Uncover Truth" and "Banks Are Furious Over Loophole To Fix Bad Credit Score". The Windows taskbar at the bottom shows various application icons and the system clock indicating 5:48 AM on 7/31/2017.

EFF: Google Tracks Studen x

fortune.com/2015/12/02/google-eff-chromebook/

FORTUNE | Tech

SEARCH

GOOGLE

## Google Accused of Mining Children's Data Using School-Issued Laptops

Kif Leswing  
Dec 02, 2015

If there's one place where Google's low-cost notebooks running Chrome have caught on, it's in schools: 3.4 million Chromebooks were shipped to the educational sector in 2014, with the majority of those ending up in the hands of students.

The Electronic Frontier Foundation claims that Google is using those laptops for collecting and data mining personal information from the school children who use them, in violation of both Google promises and FTC rules against deceptive business practices. The EFF filed the complaint with the U.S. Federal Trade Commission on Tuesday.

The EFF's complaint centers around Google's Chrome Sync feature, which can be found on desktop Chrome browsers as well as on Chromebooks. The

Teen Goes Missing In Aruba: But 10 Years Later, Police Uncover Truth  
RightBrainNews

[Gallery] This Is Why You Don't Mess With China  
History In Orbit

Banks Are Furious Over Loophole To Fix Bad Credit Score  
Lifestyle Research

Start

5:48 AM  
7/31/2017

# On January 13, 2016

## The Nevada Commission on Educational Technology authorized \$20 Million to be spent on Google Chromebook 1:1 Devices

<http://www.prnewswire.com/news-releases/ctl-awarded-contract-for-state-of-nevada-11-initiative-300203737.html>

### First \$14 Million (?)

[http://www.doe.nv.gov/News\\_Media/Press\\_Releases/2016a/Nevada\\_Ready\\_21\\_Digital\\_Learning\\_Program\\_Awards\\_\\$14\\_Million\\_to\\_Nevada\\_Schools/](http://www.doe.nv.gov/News_Media/Press_Releases/2016a/Nevada_Ready_21_Digital_Learning_Program_Awards_$14_Million_to_Nevada_Schools/)

- **In other words NV spent \$20 Million to help Google can develop “Behavioral Profiles” on our children!**
- I believe Paul Anderson and Scott Hammond were both on the Commission

[http://www.doe.nv.gov/Boards\\_Commissions\\_Councils/Commission\\_Education\\_Technology/Members/](http://www.doe.nv.gov/Boards_Commissions_Councils/Commission_Education_Technology/Members/)

# February 2016 Education Week

Google Acknowledges Data Mining Student Users Outside Apps for Education

August 2, 2017

## EDUCATION WEEK

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Digital Education >> Tech topics and trends in K-12

[« K-12 Interoperability Groups Announce Collaboration on Ed. Data Sharing](#) | [Main](#) | [CoSN Calls Broadband Access Outside School a 'Civil Right' for Students](#) »

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**RECENT ENTRIES**

[Verizon Program Aims to Boost Rural Girls' STEM](#)

blogs.edweek.org/edweek/DigitalEducation/

Start | [Taskbar icons] | 7:42 PM 8/2/2017

**“Google has admitted that it is in fact spying on children in schools.”**

[http://blogs.edweek.org/edweek/DigitalEducation/2016/02/google\\_acknowledges\\_data\\_mining\\_GAFE\\_users.html](http://blogs.edweek.org/edweek/DigitalEducation/2016/02/google_acknowledges_data_mining_GAFE_users.html)

# February 2016

## **Education Week: ACLU, Tenth Amendment Center Join Forces on Data Privacy**

**“Proposed overhauls of digital-privacy laws, including many that regulate relationships between ed-tech vendors and school districts, were simultaneously introduced in 16 states (not Nevada) and the District of Columbia last month in bills based on the model legislation.”**

<http://www.edweek.org/ew/articles/2016/02/10/aclu-tenth-amendment-center-join-forces-on.html>

**How Often do the ACLU (far left) &  
Tenth Amendment Center (far right)  
agree?**

# January 2017


## Attorney General Jim Hood, Mississippi files law suite against Google:

<https://mississippitoday.org/2017/01/17/ag-hood-sues-google-for-student-data-mining/>  
<https://arstechnica.com/tech-policy/2017/01/mississippi-ag-jim-hood-sues-google-again/>

Hood sues Google for mining student data

BY KAYLEIGH SKINNER JANUARY 17, 2017

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Kayleigh Skinner/Mississippi Today

Attorney General Jim Hood discusses pending litigation against Google, Inc. on Jan. 17, 2017.

Attorney General Jim Hood's office is suing Google, Inc. for allegedly mining data from email accounts of public school students.

Hood announced the lawsuit at a press conference Tuesday afternoon, where he told reporters his office filed litigation on Jan. 13. The search engine giant violated the Mississippi Consumer Protection Act by failing to uphold the terms of a pledge the company signed in 2015, Hood said.

Google signed the "K-12 School Service Provider Pledge to Safeguard Student Privacy," which requires the company to refrain from collecting, using or sharing a student's personal information unless it was necessary for authorized educational purposes.

However, the company "tracks, records, uses, and saves the online activity of Mississippi's children, all for the purpose of processing student data to build a profile, which in turn aids its advertising business," the complaint states.



**We brought all this to Adam Laxalt  
several months ago... And we've  
followed up with his office several  
times since then...**

**“It’s a complicated issue we are  
looking into it.”**

**EFF Report released April 2017 after  
two years of research titled:  
Spying on Students  
SCHOOL-ISSUED DEVICES AND  
STUDENT PRIVACY  
(Handout)**

- **Summary:**

<https://www.eff.org/press/releases/effs-spying-students-report-highlights-tech-companies-data-collection-parents>

- **Full Report:**

<https://www.eff.org/files/2017/04/13/student-privacy-report.pdf>

# Free Third Party Vendors Like:

**Edmodo, Class Dojo, Prezi, Google G Suit, Microsoft 365 for education, and hundreds more**

- **Privacy Policies and Terms of Service Agreements**
- **Example - Edmodo Privacy Policy, (Under Agents)**
  - **“We employ other companies and people to perform tasks on our behalf and need to share your information with them...”**

**Understands  
quadratic  
equation**

**Can't  
distinguish  
«lay/lie»**

**Forgets  
dates quickly**

**Bad at  
fractions**

**Often  
misspells  
words**



# Left and Right Agree (Handout)

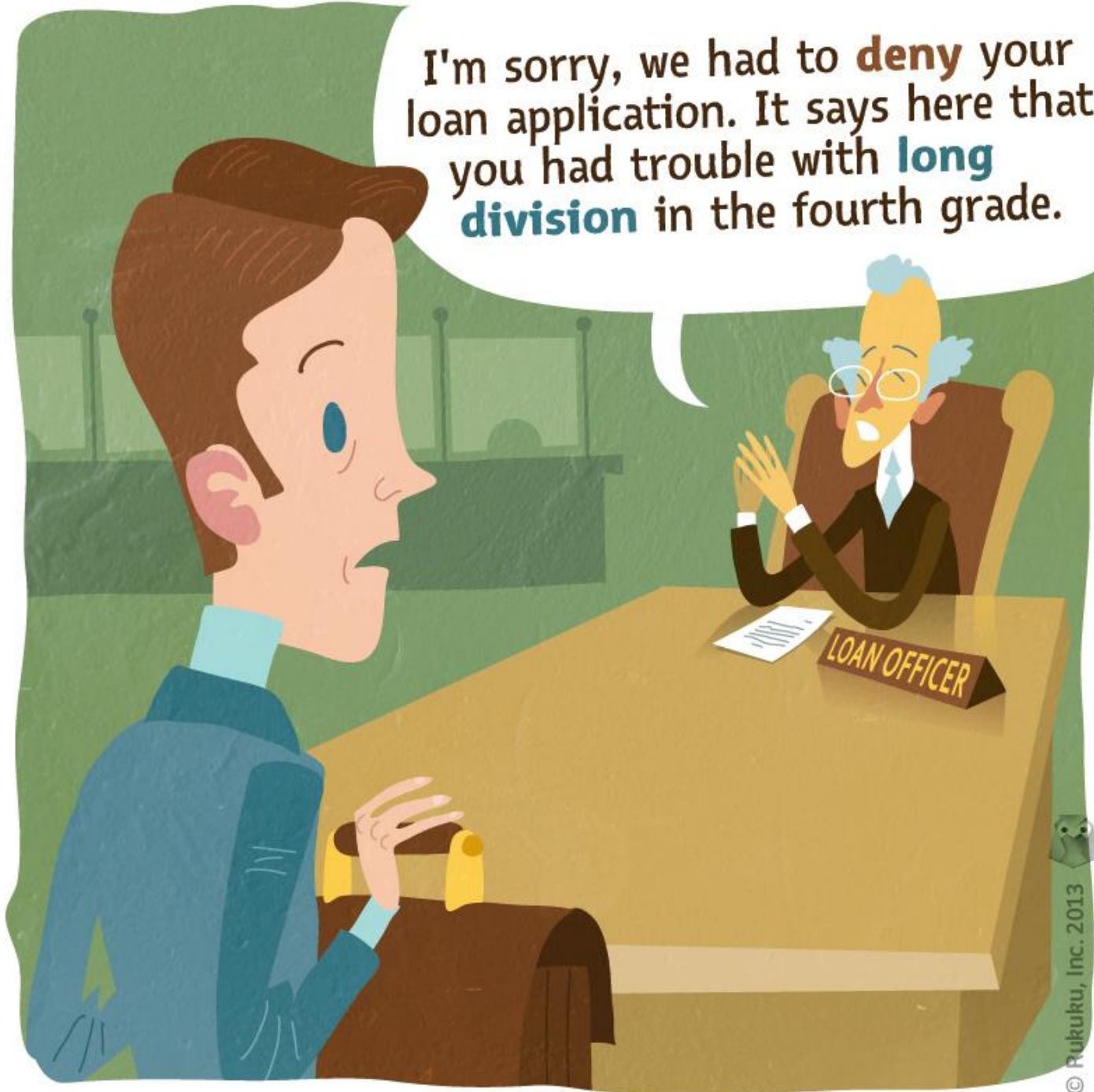
- **Politico**, 5/15/14 title: The big biz of spying on little kids
- **New York Times**, 8/31/15 title: Tools for Tailored Learning May Expose Students Personal Details
- **Pittsburgh Post-Gazette**, 8/20/15 title: Surveillance Society: Students easy targets for data miners
- **Atlantic Journal-Constitution**, 2/26/16 title: Children's privacy at risk from software used in schools
- **American Thinker**, 8/22/15 title: Common Core: Who's Watching the Kids?

**Many of these third parties will be, “amassing profiles” on our children**

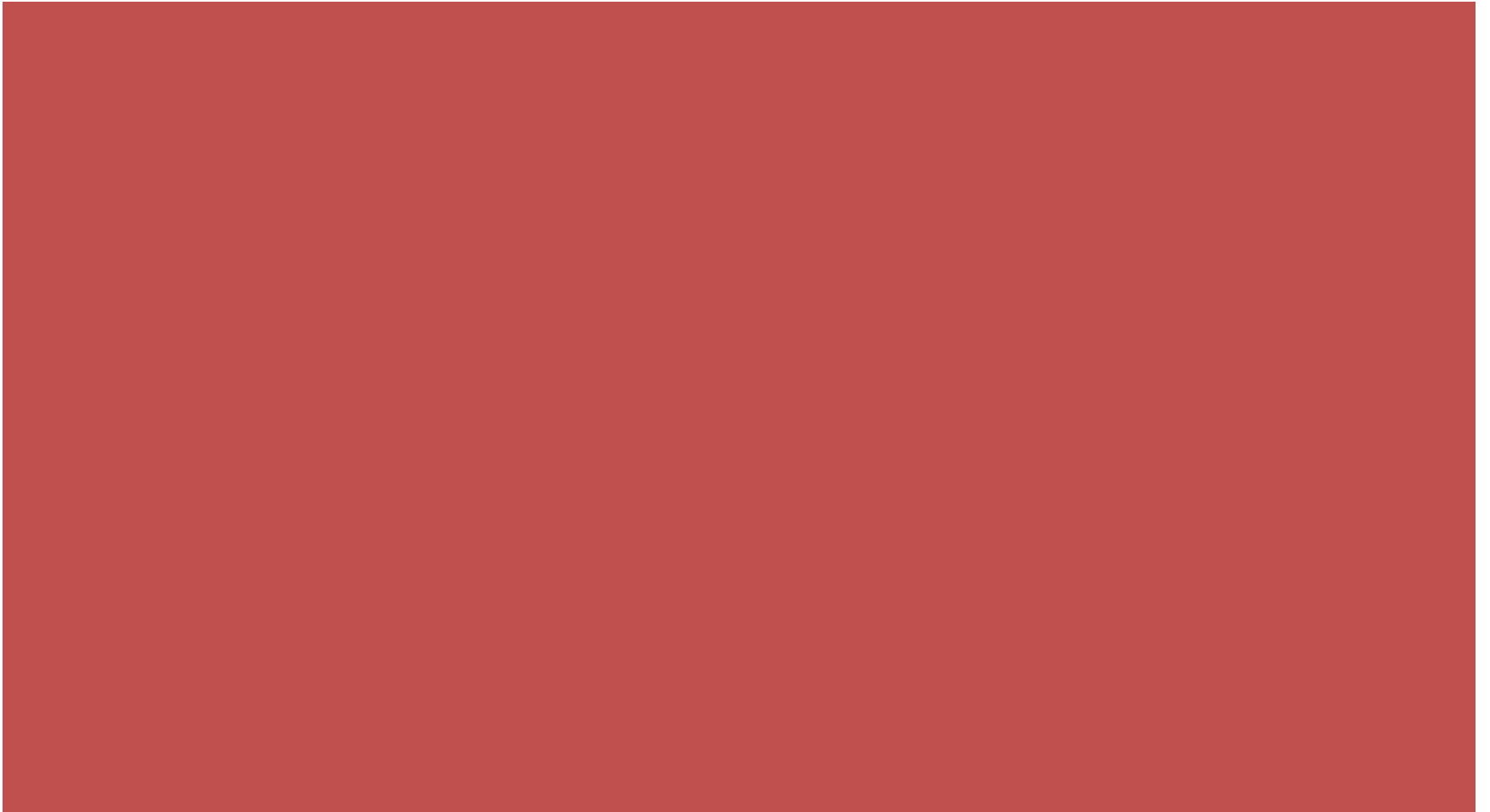
[http://blogs.edweek.org/edweek/DigitalEducation/2014/09/landmark\\_student-data-privacy.html](http://blogs.edweek.org/edweek/DigitalEducation/2014/09/landmark_student-data-privacy.html)

**We do not know what student data will be collected, stored, shared, how it will be analyzed, who it will be shared with, if it will ever be deleted by any/all these parties, and most importantly we don't know how it will affect our children's futures.**

I'm sorry, we had to **deny** your loan application. It says here that you had trouble with **long division** in the fourth grade.



# Devices in the classroom





# There is research on both sides - but many experts think (1:1) Devices will do nothing to improve student performance

## FASHION & STYLE

# Steve Jobs Was a Low-Tech Parent

### Disruptions

By NICK BILTON SEPT. 10, 2014



8 ARTICLES REMAINING

### RELATED COVERAGE



ON THE RUNWAY BLOG  
Does the Apple Watch Look Good On?  
Assessing From a Fashion Point of View  
SEPT. 9, 2014



STATE OF THE ART  
With iPhone 6 and Smartwatch, Apple Is  
Back and Better Than Ever  
SEPT. 9, 2014



With Apple Pay, a Push Into Mobile  
Payments  
SEPT. 9, 2014



# Where do the people profiting from the devices, software, and search engines send their children to school?

Waldorf Silicon Valley school x IBM Cognitive Stories - KO x

www.businessinsider.com/waldorf-silicon-valley-school-shuns-technology-2017-3

BUSINESS INSIDER VIDEO

f t in BI Intelligence Events Sign-in Edition

## This Silicon Valley school shuns technology – yet most of the students are children of tech execs

Eames Yates Mar. 23, 2017, 9:19 AM 7,025

There's a school in Silicon Valley that doesn't allow the use of any tech.

### More Videos You May Like

- This is what North Korea's worst nightmare looks like
- How the US could prevent a North Korean nuclear strike — according to a former Marine and
- Scientists Discovered What Actually Wiped Out The Mayan Civilization
- Meet the MQ-25A Stingray — the US's response to threats like China's 'carrier

Start [Taskbar icons: Play, P, X, P, Folder, W, E, O] 8:02 PM 7/30/2017

# Screen Time

**Boys – Gaming**  
**Girls – Social Media**  
**Both – Bullying 24/7**

**Movie:**

**Screenagers**

**GROWING UP IN THE DIGITAL AGE**

<https://www.screenagersmovie.com/>


# Time – August 2016 (handout)

Screens In Schools Are a \$60 Billion Hoax

time.com/4474496/screens-schools-hoax/

TIME | Ideas

SEARCH SIGN IN SUPPORT



Second-Graders Use Apple Inc. iPads In The Classroom

Second graders work on iPads as part of their classroom work in a Utah elementary school on Monday, May 20, 2013. George Frey—Bloomberg/Getty Images

EDUCATION

## Screens In Schools Are a \$60 Billion Hoax


Dr. Nicholas Kardaras  
Aug 31, 2016

Dr. Kardaras is the author of the new book *Glow Kids: How Screen Addiction is Hijacking Our Kids—and How to Break the Trance.*


OPDIVO® (nivolumab) is a prescription medicine used to treat a type of advanced stage lung cancer (called non-small cell lung cancer) that has spread or grown and

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Laptop Mag



Windows taskbar: Start, Internet Explorer, Google Chrome, Microsoft Word, Outlook, and system tray with date 2:38 PM 8/2/2017.

# **My Thoughts:**

**I was programing my last two years of  
high school – 1977-1978**

**Estonia...**

**I would much rather see kids learn  
coding/programming than spending hours  
sharing their data and school work with  
“free” third party vendors...**

**Personally –**

**7<sup>th</sup> graders... Phones...**

**High schoolers...**

# Social Media

Harvard withdraws 10 acceptances for offensive memes in private group chat

The Washington Post  
Democracy Dies in Darkness

Sign In | Subscribe

TOYOTA Let's Go Places  
More safety features plus 2 years of no cost maintenance standard.  
SEE HOW RAV4 COMPARES »

Morning Mix

Up to 1.10% APY<sup>FED</sup>  
Start Saving | Capital One | 360 Money Market

By Samantha Schmidt June 5

Identify teachers who are ready to teach

**It is illegal for the federal government to create a national student data base**

**But after the final gutting of FERPA**

**The federal government spent over \$612,000,000 to ensure at least 47 states, all but Wyoming, New Mexico, and Alabama, have Statewide Longitudinal Data System's (SLDS) that are compatible...**

<http://nces.ed.gov/Programs/SLDS/stateinfo.asp>

# Nevada's Statewide Longitudinal Data System (NSLDS), renamed "NPWR"

**...was created with a total of \$10,000,000 in grants from the federal government.**

<https://nces.ed.gov/Programs/SLDS/pdf/Nevadaabstract.pdf>

<https://nces.ed.gov/Programs/SLDS/pdf/nevadaabstract2012.pdf>

<http://www.reviewjournal.com/news/education/nevadas-new-super-data-system-makes-school-records-permanent>

<http://npwr.nv.gov/about>

**Some states (including California) that took money for the SLDS's have done very little to create their cradle to grave data bases...**

# What is the NPWR system for:

- <http://npwr.nv.gov/about>



# Less than two months after the final gutting of FERPA (on 1/24/12) My News 4 Reno, NBC

<http://mynews4.com/news/local/nevada-wins-4-million-grant-for-longitudinal-data-system-12-10-2015>



Joe Hart via the NDE, “**The NDE will follow INDIVIDUAL student's progress from pre-K through high school all the way to the work force. The system will help DIRECT students to the type of college or career ready jobs, and into a field which will allow them a successful outcome for both the student and their state.**”

# NV Review Journal – July 25, 2015

article titled:

## Nevada's new super-data system makes school records permanent

- “The Silver State debuts a new super-data system that connects information from the moment a student starts preschool to high school graduation, acceptance to a university and eventually the first day of work.”

<http://www.reviewjournal.com/news/education/nevadas-new-super-data-system-makes-school-records-permanent>

**What Data Will Be Collected by the  
state of Nevada and who will  
it be shared with?**



# Within NEVADA

## The NSLDS renamed NPWR

**Nevada P-20 to Workforce Research Data System (NPWR)**  
**“Cradle to grave”**

<http://npwr.nv.gov/about>

- **Pre-K**
- **K-12**
  - **System of Accountability Information in Nevada (SAIN) the NDE (OtisEd helps maintain SAIN)**
  - **Infinite Campus (paid third party)**
- **College**
- **Workforce**

**As far as we know the data never gets deleted!**

# Infinite Campus Statewide (K-12)

- **All of Nevada school districts are (will be) using Infinite Campus Statewide to feed the SAIN system nightly**

<https://thejournal.com/Articles/2015/08/20/Nevada-Selects-Statewide-Data-System.aspx>

- **In Infinite Campus (IC) there is a tab called Multi-Tiered System of Supports (MTSS)**
- **In the MTSS the school psychologist, teachers, the principal, counselors, the school nurse, etc. can add non-academic data about your child.**
  - **Ask your principal to see what is recorded under this tab on your child's IC page.**

# SAIN Data Directory NDE (K-12)

- Link,
  - [http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/DataCenter/SAINDataDictionary2016\(1\).pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/DataCenter/SAINDataDictionary2016(1).pdf)
- In Common Core Folder:
  - SAIN Data Directory 2016.pdf 5/07/17

# SAIN – Gets data directly from the testing vendor for the three tests we discussed:

1) SBAC test

2) 5<sup>th</sup> & 8<sup>th</sup> science test

3) End of Course Exams

## Next 22 slides all testing fields in SAIN

Field Name    Definition

- list\_acc\_al    Listening Proficiency Level
- list\_anum\_corr    Listening - Cue A Number Correct
- list\_apct\_corr    Listening - Cue A Percent Correct
- list\_bnum\_corr    Listening - Cue B Number Correct
- list\_bpct\_corr    Listening - Cue B Percent Correct
- list\_cnum\_corr    Listening - Cue C Number Correct
- list\_conf\_high    Listening Confidence - High Score
- list\_conf\_low    Listening Confidence - Low Score
- list\_cpct\_corr    Listening - Cue C Percent Correct
- list\_kg\_al    Listening Proficiency Level - Kindergarten Instructional
- list\_kg\_ritem    Kindergarten Listening Raw Item Responses
- list\_kg\_sresp    Kindergarten Listening Scored Responses
- list\_num\_corr    Listening - Number of Correct Responses
- list\_ritem    Listening Raw Item Responses - Grades 1-12
- list\_totl\_ab    Absent - Listening
- list\_totl\_dec    Declined - Listening
- list\_totl\_ex    Exempted Special Ed/504 - Listening
- list\_totl\_inv    Invalid - Listening
- list\_totl\_sresp    Listening Scored Responses - Grades 1-12
- list\_totl\_ss    Listening Scale Score
- lit\_acc\_al    Literacy Proficiency Level
- lit\_conf\_high    Literacy Confidence - High Score
- lit\_conf\_low    Literacy Confidence - Low Score
- lit\_kg\_al    Literacy Proficiency Level - Kindergarten Instructional
- lit\_totl\_ss    Literacy Scale Score



**Field Name****Definition**

- **math\_111** Math Item Set 1.1 Item 1
- **math\_112** Math Item Set 1.1 Item 2
- **math\_113** Math Item Set 1.1 Item 3
- **math\_114** Math Item Set 1.1 Item 4
- **math\_11C** Math Item Set 1.1 Completed
- **math\_11G** Math Item Set 1.1 Guided Response
- **math\_11S** Math Item Set 1.1 Scorable
- **math\_121** Math Item Set 1.2 Item 1
- **math\_122** Math Item Set 1.2 Item 2
- **math\_123** Math Item Set 1.2 Item 3
- **math\_124** Math Item Set 1.2 Item 4
- **math\_12C** Math Item Set 1.2 Completed
- **math\_12S** Math Item Set 1.2 Scorable
- **math\_131** Math Item Set 1.3 Item 1
- **math\_132** Math Item Set 1.3 Item 2
- **math\_133** Math Item Set 1.3 Item 3
- **math\_134** Math Item Set 1.3 Item 4
- **math\_13C** Math Item Set 1.3 Completed
- **math\_13S** Math Item Set 1.3 Scorable
- **math\_211** Math Item Set 2.1 Item 1
- **math\_212** Math Item Set 2.1 Item 2
- **math\_213** Math Item Set 2.1 Item 3
- **math\_214** Math Item Set 2.1 Item 4
- **math\_21C** Math Item Set 2.1 Completed
- **math\_21G** Math Item Set 2.1 Guided Response
- **math\_21S** Math Item Set 2.1 Scorable
- **math\_221** Math Item Set 2.2 Item 1
- **math\_222** Math Item Set 2.2 Item 2
- **math\_223** Math Item Set 2.2 Item 3

<b>Field Name</b>	<b>Definition</b>
• <b>math_224</b>	Math Item Set 2.2 Item 4
• <b>math_22C</b>	Math Item Set 2.2 Completed
• <b>math_22S</b>	Math Item Set 2.2 Scorable
• <b>math_231</b>	Math Item Set 2.3 Item 1
• <b>math_232</b>	Math Item Set 2.3 Item 2
• <b>math_233</b>	Math Item Set 2.3 Item 3
• <b>math_234</b>	Math Item Set 2.3 Item 4
• <b>math_23C</b>	Math Item Set 2.3 Completed
• <b>math_23S</b>	Math Item Set 2.3 Scorable
• <b>math_311</b>	Math Item Set 3.1 Item 1
• <b>math_312</b>	Math Item Set 3.1 Item 2
• <b>math_313</b>	Math Item Set 3.1 Item 3
• <b>math_314</b>	Math Item Set 3.1 Item 4
• <b>math_31C</b>	Math Item Set 3.1 Completed
• <b>math_31G</b>	Math Item Set 3.1 Guided Response
• <b>math_31S</b>	Math Item Set 3.1 Scorable
• <b>math_321</b>	Math Item Set 3.2 Item 1
• <b>math_322</b>	Math Item Set 3.2 Item 2
• <b>math_323</b>	Math Item Set 3.2 Item 3
• <b>math_324</b>	Math Item Set 3.2 Item 4
• <b>math_32C</b>	Math Item Set 3.2 Completed
• <b>math_32S</b>	Math Item Set 3.2 Scorable
• <b>math_331</b>	Math Item Set 3.3 Item 1
• <b>math_332</b>	Math Item Set 3.3 Item 2
• <b>math_333</b>	Math Item Set 3.3 Item 3
• <b>math_334</b>	Math Item Set 3.3 Item 4
• <b>math_33C</b>	Math Item Set 3.3 Completed
• <b>math_33S</b>	Math Item Set 3.3 Scorable
• <b>math_411</b>	Math Item Set 4.1 Item 1
• <b>math_412</b>	Math Item Set 4.1 Item 2
• <b>math_413</b>	Math Item Set 4.1 Item 3
• <b>math_414</b>	Math Item Set 4.1 Item 4

<b>Field Name</b>	<b>Definition</b>
• <b>math_41C</b>	Math Item Set 4.1 Completed
• <b>math_41G</b>	Math Item Set 4.1 Guided Response
• <b>math_41S</b>	Math Item Set 4.1 Scorable
• <b>math_421</b>	Math Item Set 4.2 Item 1
• <b>math_422</b>	Math Item Set 4.2 Item 2
• <b>math_423</b>	Math Item Set 4.2 Item 3
• <b>math_424</b>	Math Item Set 4.2 Item 4
• <b>math_42C</b>	Math Item Set 4.2 Completed
• <b>math_42S</b>	Math Item Set 4.2 Scorable
• <b>math_431</b>	Math Item Set 4.3 Item 1
• <b>math_432</b>	Math Item Set 4.3 Item 2
• <b>math_433</b>	Math Item Set 4.3 Item 3
• <b>math_434</b>	Math Item Set 4.3 Item 4
• <b>math_43C</b>	Math Item Set 4.3 Completed
• <b>math_43S</b>	Math Item Set 4.3 Scorable
• <b>math_511</b>	Math Item Set 5.1 Item 1
• <b>math_512</b>	Math Item Set 5.1 Item 2
• <b>math_513</b>	Math Item Set 5.1 Item 3
• <b>math_514</b>	Math Item Set 5.1 Item 4
• <b>math_51C</b>	Math Item Set 5.1 Completed
• <b>math_51G</b>	Math Item Set 5.1 Guided Response
• <b>math_51S</b>	Math Item Set 5.1 Scorable
• <b>math_521</b>	Math Item Set 5.2 Item 1
• <b>math_522</b>	Math Item Set 5.2 Item 2
• <b>math_523</b>	Math Item Set 5.2 Item 3
• <b>math_524</b>	Math Item Set 5.2 Item 4
• <b>math_52C</b>	Math Item Set 5.2 Completed
• <b>math_52S</b>	Math Item Set 5.2 Scorable
• <b>math_531</b>	Math Item Set 5.3 Item 1
• <b>math_532</b>	Math Item Set 5.3 Item 2
• <b>math_533</b>	Math Item Set 5.3 Item 3
• <b>math_534</b>	Math Item Set 5.3 Item 4

<b>Field Name</b>	<b>Definition</b>
• <b>math_53C</b>	Math Item Set 5.3 Completed
• <b>math_53S</b>	Math Item Set 5.3 Scorable
• <b>math_611</b>	Math Item Set 6.1 Item 1
• <b>math_612</b>	Math Item Set 6.1 Item 2
• <b>math_613</b>	Math Item Set 6.1 Item 3
• <b>math_614</b>	Math Item Set 6.1 Item 4
• <b>math_61C</b>	Math Item Set 6.1 Completed
• <b>math_61G</b>	Math Item Set 6.1 Guided Response
• <b>math_61S</b>	Math Item Set 6.1 Scorable
• <b>math_621</b>	Math Item Set 6.2 Item 1
• <b>math_622</b>	Math Item Set 6.2 Item 2
• <b>math_623</b>	Math Item Set 6.2 Item 3
• <b>math_624</b>	Math Item Set 6.2 Item 4
• <b>math_62C</b>	Math Item Set 6.2 Completed
• <b>math_62S</b>	Math Item Set 6.2 Scorable
• <b>math_631</b>	Math Item Set 6.3 Item 1
• <b>math_632</b>	Math Item Set 6.3 Item 2
• <b>math_633</b>	Math Item Set 6.3 Item 3
• <b>math_634</b>	Math Item Set 6.3 Item 4
• <b>math_63C</b>	Math Item Set 6.3 Completed
• <b>math_63S</b>	Math Item Set 6.3 Scorable
• <b>math_711</b>	Math Item Set 7.1 Item 1
• <b>math_712</b>	Math Item Set 7.1 Item 2
• <b>math_713</b>	Math Item Set 7.1 Item 3
• <b>math_714</b>	Math Item Set 7.1 Item 4
• <b>math_71C</b>	Math Item Set 7.1 Completed
• <b>math_71G</b>	Math Item Set 7.1 Guided Response
• <b>math_71S</b>	Math Item Set 7.1 Scorable
• <b>math_721</b>	Math Item Set 7.2 Item 1
• <b>math_722</b>	Math Item Set 7.2 Item 2
• <b>math_723</b>	Math Item Set 7.2 Item 3
• <b>math_724</b>	Math Item Set 7.2 Item 4

<b>Field Name</b>	<b>Definition</b>
• <b>math_72C</b>	Math Item Set 7.2 Completed
• <b>math_72S</b>	Math Item Set 7.2 Scorable
• <b>math_731</b>	Math Item Set 7.3 Item 1
• <b>math_732</b>	Math Item Set 7.3 Item 2
• <b>math_733</b>	Math Item Set 7.3 Item 3
• <b>math_734</b>	Math Item Set 7.3 Item 4
• <b>math_73C</b>	Math Item Set 7.3 Completed
• <b>math_73S</b>	Math Item Set 7.3 Scorable
• <b>math_811</b>	Math Item Set 8.1 Item 1
• <b>math_812</b>	Math Item Set 8.1 Item 2
• <b>math_81C</b>	Math Item Set 8.1 Completed
• <b>math_81S</b>	Math Item Set 8.1 Scorable
• <b>math_821</b>	Math Item Set 8.2 Item 1
• <b>math_822</b>	Math Item Set 8.2 Item 2
• <b>math_82C</b>	Math Item Set 8.2 Completed
• <b>math_82S</b>	Math Item Set 8.2 Scorable
• <b>math_831</b>	Math Item Set 8.3 Item 1
• <b>math_832</b>	Math Item Set 8.3 Item 2
• <b>math_83C</b>	Math Item Set 8.3 Completed
• <b>math_83S</b>	Math Item Set 8.3 Scorable
• <b>math_acm_ar</b>	Math Accommodation used: alternate response mode
• <b>math_acm_ca</b>	Math Accommodation used: calculator
• <b>math_acm_oth</b>	Math Accommodation used: other
• <b>math_acm_ra</b>	Math Accommodation used: read aloud
• <b>math_acm_sr</b>	Math Accommodation used: special request
• <b>math_Comment</b>	Math Scoring Comment
• <b>math_dok1_nc</b>	Math Depth of Knowledge Level 1 Number Correct Subscore
• <b>math_dok1_np</b>	Math Depth of Knowledge Level 1 Number Possible
• <b>math_dok1_pct</b>	Math Depth of Knowledge Level 1 Percent Correct
• <b>math_dok2_nc</b>	Math Depth of Knowledge Level 2 Number Correct Subscore
• <b>math_dok2_np</b>	Math Depth of Knowledge Level 2 Number Possible
• <b>math_dok2_pct</b>	Math Depth of Knowledge Level 2 Percent Correct

<b>Field Name</b>	<b>Definition</b>
• <b>math_dok3_nc</b>	Math Depth of Knowledge Level 3 Number Correct Subscore
• <b>math_dok3_np</b>	Math Depth of Knowledge Level 3 Number Possible
• <b>math_dok3_pct</b>	Math Depth of Knowledge Level 3 Percent Correct
• <b>math_form</b>	Math Form Letter
• <b>math_mc1_nc</b>	Math Number Correct C1 (Numbers and Operations)
• <b>math_mc1_np</b>	Math Number Possible C1 (Numbers and Operations)
• <b>math_mc1_pct</b>	Math Percent Correct C1 (Numbers and Operations)
• <b>math_mc2_nc</b>	Math Number Correct C2 (Algebra Functions)
• <b>math_mc2_np</b>	Math Number Possible C2 (Algebra Functions)
• <b>math_mc2_pct</b>	Math Percent Correct C2 (Algebra Functions)
• <b>math_mc3_nc</b>	Math Number Correct C3 (Measurement and Geometry)
• <b>math_mc3_np</b>	Math Number Possible C3 (Measurement and Geometry)
• <b>math_mc3_pct</b>	Math Percent Correct C3 (Measurement and Geometry)
• <b>math_mc4_nc</b>	Math Number Correct C4 (Geometry or Grade 03: blank)
• <b>math_mc4_np</b>	Math Number Possible C4 (Geometry or Grade 03: blank)
• <b>math_mc4_pct</b>	Math Percent Correct C4 (Geometry or Grade 03: blank)
• <b>math_mc5_nc</b>	Math Number Correct C5 (Data Analysis: Statistics and Probability)
• <b>math_mc5_np</b>	Math Number Possible C5 (Data Analysis: Statistics and Probability)
• <b>math_mc5_pct</b>	Math Percent Correct C5 (Data Analysis: Statistics and Probability)
• <b>math_racm_ar</b>	Refused Math Accommodation: Alternate Response Mode
• <b>math_racm_ca</b>	Refused Math Accommodation: Calculator Use
• <b>math_racm_oth</b>	Refused Math Accommodation: Other
• <b>math_racm_ra</b>	Refused Math Accommodation: Read Aloud
• <b>math_racm_sr</b>	Refused Math Accommodation: Special Request
• <b>math_test_form</b>	Test Form/Version Number/Letter
• <b>math_tlcr_itms</b>	Math Constructed Responses
• <b>math_totl_al</b>	Math Total Achievement Level
• <b>math_totl_at</b>	Math Attemptedness Status
• <b>math_totl_dnp</b>	Math Did Not Participate
• <b>math_totl_inv</b>	Math Invalidation
• <b>math_totl_itms</b>	Math Multiple Choice Response Answers
• <b>math_totl_na</b>	Math Number Attempted

## Field Name Definition

- **math\_totl\_np** Math Number Possible
- **math\_totl\_pct** Math Percent Correct
- **math\_totl\_pf** Pass/Fail Math Test
- **math\_totl\_pt** Math Participation Status
- **math\_totl\_rs** Math Raw Score
- **math\_totl\_rshigh** Math Raw Score Upper SEM Bound
- **math\_totl\_rslow** Math Raw Score Lower SEM Bound
- **math\_totl\_ss** Math Scale Score
- **math\_totl\_ssHigh** Math Scale Score SEM Upper Bound
- **math\_totl\_ssLow** Math Scale Score SEM Lower Bound
- **math\_totl\_tc** Math Test Conditions
- **mathEngaged** Student Engaged in Math

**Field Name Definition**

- **Read 111** Reading Item Set 1.1 Item 1
- **Read 112** Reading Item Set 1.1 Item 2
- **read\_113** Reading Item Set 1.1 Item 3
- **read\_114** Reading Item Set 1.1 Item 4
- **read\_11C** Reading Item Set 1.1 Completed
- **read\_11G** Reading Item Set 1.1 Guided Response
- **read\_11S** Reading Item Set 1.1 Scorable
- **read\_121** Reading Item Set 1.2 Item 1
- **read\_122** Reading Item Set 1.2 Item 2
- **read\_123** Reading Item Set 1.2 Item 3
- **read\_124** Reading Item Set 1.2 Item 4
- **read\_12C** Reading Item Set 1.2 Completed
- **read\_12S** Reading Item Set 1.2 Scorable
- **read\_131** Reading Item Set 1.3 Item 1
- **read\_132** Reading Item Set 1.3 Item 2
- **read\_133** Reading Item Set 1.3 Item 3
- **read\_134** Reading Item Set 1.3 Item 4
- **read\_13C** Reading Item Set 1.3 Completed
- **read\_13S** Reading Item Set 1.3 Scorable
- **read\_211** Reading Item Set 2.1 Item 1
- **read\_212** Reading Item Set 2.1 Item 2
- **read\_213** Reading Item Set 2.1 Item 3
- **read\_214** Reading Item Set 2.1 Item 4
- **read\_21C** Reading Item Set 2.1 Completed
- **read\_21G** Reading Item Set 2.1 Guided Response
- **read\_21S** Reading Item Set 2.1 Scorable
- **read\_221** Reading Item Set 2.2 Item 1
- **read\_222** Reading Item Set 2.2 Item 2
- **read\_223** Reading Item Set 2.2 Item 3
- **read\_224** Reading Item Set 2.2 Item 4
- **read\_22C** Reading Item Set 2.2 Completed
- **read\_22S** Reading Item Set 2.2 Scorable
- **read\_231** Reading Item Set 2.3 Item 1
- **read\_232** Reading Item Set 2.3 Item 2



<b>Field Name</b>	<b>Definition</b>
• <b>read_233</b>	Reading Item Set 2.3 Item 3
• <b>read_234</b>	Reading Item Set 2.3 Item 4
• <b>read_23C</b>	Reading Item Set 2.3 Completed
• <b>read_23S</b>	Reading Item Set 2.3 Scorable
• <b>read_311</b>	Reading Item Set 3.1 Item 1
• <b>read_312</b>	Reading Item Set 3.1 Item 2
• <b>read_313</b>	Reading Item Set 3.1 Item 3
• <b>read_314</b>	Reading Item Set 3.1 Item 4
• <b>read_31C</b>	Reading Item Set 3.1 Completed
• <b>read_31G</b>	Reading Item Set 3.1 Guided Response
• <b>read_31S</b>	Reading Item Set 3.1 Scorable
• <b>read_321</b>	Reading Item Set 3.2 Item 1
• <b>read_322</b>	Reading Item Set 3.2 Item 2
• <b>read_323</b>	Reading Item Set 3.2 Item 3
• <b>read_324</b>	Reading Item Set 3.2 Item 4
• <b>read_32C</b>	Reading Item Set 3.2 Completed
• <b>read_32S</b>	Reading Item Set 3.2 Scorable
• <b>read_331</b>	Reading Item Set 3.3 Item 1
• <b>read_332</b>	Reading Item Set 3.3 Item 2
• <b>read_333</b>	Reading Item Set 3.3 Item 3
• <b>read_334</b>	Reading Item Set 3.3 Item 4
• <b>read_33C</b>	Reading Item Set 3.3 Completed
• <b>read_33S</b>	Reading Item Set 3.3 Scorable
• <b>read_411</b>	Reading Item Set 4.1 Item 1
• <b>read_412</b>	Reading Item Set 4.1 Item 2
• <b>read_413</b>	Reading Item Set 4.1 Item 3
• <b>read_414</b>	Reading Item Set 4.1 Item 4
• <b>read_41C</b>	Reading Item Set 4.1 Completed
• <b>read_41G</b>	Reading Item Set 4.1 Guided Response
• <b>read_41S</b>	Reading Item Set 4.1 Scorable
• <b>read_421</b>	Reading Item Set 4.2 Item 1
• <b>read_422</b>	Reading Item Set 4.2 Item 2

Field Name	Definition
• read_423	Reading Item Set 4.2 Item 3
• read_424	Reading Item Set 4.2 Item 4
• read_42C	Reading Item Set 4.2 Completed
• read_42S	Reading Item Set 4.2 Scorable
• read_431	Reading Item Set 4.3 Item 1
• read_432	Reading Item Set 4.3 Item 2
• read_433	Reading Item Set 4.3 Item 3
• read_434	Reading Item Set 4.3 Item 4
• read_43C	Reading Item Set 4.3 Completed
• read_43S	Reading Item Set 4.3 Scorable
• read_511	Reading Item Set 5.1 Item 1
• read_512	Reading Item Set 5.1 Item 2
• read_513	Reading Item Set 5.1 Item 3
• read_514	Reading Item Set 5.1 Item 4
• read_51C	Reading Item Set 5.1 Completed
• read_51G	Reading Item Set 5.1 Guided Response
• read_51S	Reading Item Set 5.1 Scorable
• read_521	Reading Item Set 5.2 Item 1
• read_522	Reading Item Set 5.2 Item 2
• read_523	Reading Item Set 5.2 Item 3
• read_524	Reading Item Set 5.2 Item 4
• read_52C	Reading Item Set 5.2 Completed
• read_52S	Reading Item Set 5.2 Scorable
• read_531	Reading Item Set 5.3 Item 1
• read_532	Reading Item Set 5.3 Item 2
• read_533	Reading Item Set 5.3 Item 3
• read_534	Reading Item Set 5.3 Item 4
• read_53C	Reading Item Set 5.3 Completed
• read_53S	Reading Item Set 5.3 Scorable
• read_611	Reading Item Set 6.1 Item 1
• read_612	Reading Item Set 6.1 Item 2
• read_613	Reading Item Set 6.1 Item 3

<b>Field Name</b>	<b>Definition</b>
• <b>read_614</b>	Reading Item Set 6.1 Item 4
• <b>read_61C</b>	Reading Item Set 6.1 Completed
• <b>read_61G</b>	Reading Item Set 6.1 Guided Response
• <b>read_61S</b>	Reading Item Set 6.1 Scorable
• <b>read_621</b>	Reading Item Set 6.2 Item 1
• <b>read_622</b>	Reading Item Set 6.2 Item 2
• <b>read_623</b>	Reading Item Set 6.2 Item 3
• <b>read_624</b>	Reading Item Set 6.2 Item 4
• <b>read_62C</b>	Reading Item Set 6.2 Completed
• <b>read_62S</b>	Reading Item Set 6.2 Scorable
• <b>read_631</b>	Reading Item Set 6.3 Item 1
• <b>read_632</b>	Reading Item Set 6.3 Item 2
• <b>read_633</b>	Reading Item Set 6.3 Item 3
• <b>read_634</b>	Reading Item Set 6.3 Item 4
• <b>read_63C</b>	Reading Item Set 6.3 Completed
• <b>read_63S</b>	Reading Item Set 6.3 Scorable
• <b>read_711</b>	Reading Item Set 7.1 Item 1
• <b>read_712</b>	Reading Item Set 7.1 Item 2
• <b>read_713</b>	Reading Item Set 7.1 Item 3
• <b>Read_714</b>	Reading Item Set 7.1 Item 4
• <b>read_71C</b>	Reading Item Set 7.1 Completed
• <b>Read_71G</b>	Reading Item Set 7.1 Guided Response
• <b>read_71S</b>	Reading Item Set 7.1 Scorable
• <b>read_721</b>	Reading Item Set 7.2 Item 1
• <b>read_722</b>	Reading Item Set 7.2 Item 2
• <b>read_723</b>	Reading Item Set 7.2 Item 3
• <b>read_724</b>	Reading Item Set 7.2 Item 4
• <b>read_72C</b>	Reading Item Set 7.2 Completed
• <b>read_72S</b>	Reading Item Set 7.2 Scorable
• <b>read_731</b>	Reading Item Set 7.3 Item 1
• <b>read_732</b>	Reading Item Set 7.3 Item 2
• <b>read_733</b>	Reading Item Set 7.3 Item 3

<b>Field Name</b>	<b>Definition</b>
• <b>read_734</b>	Reading Item Set 7.3 Item 4
• <b>read_73C</b>	Reading Item Set 7.3 Completed
• <b>read_73S</b>	Reading Item Set 7.3 Scorable
• <b>read_811</b>	Reading Item Set 8.1 Item 1
• <b>read_812</b>	Reading Item Set 8.1 Item 2
• <b>read_821</b>	Reading Item Set 8.2 Item 1
• <b>read_822</b>	Reading Item Set 8.2 Item 2
• <b>read_831</b>	Reading Item Set 8.3 Item 1
• <b>read_832</b>	Reading Item Set 8.3 Item 2
• <b>read_acc_al</b>	Reading Proficiency Level
• <b>read_acm_ar</b>	Reading Accommodation used: alternate response
• <b>read_acm_oth</b>	Reading Accommodation used: other
• <b>read_acm_sr</b>	Reading Accommodation used: special request
• <b>read_anum_corr</b>	Reading - Cue A Number Correct
• <b>read_apct_corr</b>	Reading - Cue A Percent Correct
• <b>read_bnum_corr</b>	Reading - Cue B Number Correct
• <b>read_bpct_corr</b>	Reading - Cue B Percent Correct
• <b>read_cnum_corr</b>	Reading - Cue C Number Correct
• <b>read_Comment</b>	Reading Scoring Comments
• <b>read_conf_high</b>	Reading Confidence - High Score
• <b>read_conf_low</b>	Reading Confidence - Low Score
• <b>read_cpct_corr</b>	Reading - Cue C Percent Correct
• <b>read_dok1_nc</b>	Reading Depth of Knowledge Level 1 Number Correct Subscore
• <b>read_dok1_np</b>	Reading Depth of Knowledge Level 1 Number Possible
• <b>read_dok1_pct</b>	Reading Depth of Knowledge Level 1 Percent Correct
• <b>read_dok2_nc</b>	Reading Depth of Knowledge Level 2 Number Correct Subscore
• <b>read_dok2_np</b>	Reading Depth of Knowledge Level 2 Number Possible
• <b>read_dok2_pct</b>	Reading Depth of Knowledge Level 2 Percent Correct
• <b>read_dok3_nc</b>	Reading Depth of Knowledge Level 3 Number Correct Subscore
• <b>read_dok3_np</b>	Reading Depth of Knowledge Level 3 Number Possible
• <b>read_dok3_pct</b>	Reading Depth of Knowledge Level 3 Percent Correct
• <b>read_form</b>	Reading Form Letter

<b>Field Name</b>	<b>Definition</b>
• <b>read_kg_al</b>	Reading Proficiency Level - Kindergarten Instructional
• <b>read_kg_ritem</b>	Kindergarten Reading Raw Item Responses
• <b>read_kg_sresp</b>	Kindergarten Reading Scored Responses
• <b>read_num_corr</b>	Reading - Number of Correct Responses
• <b>read_racm_ar</b>	Refused Reading Accommodation: Alternate Response Mode
• <b>read_racm_oth</b>	Refused Reading Accommodation: Other
• <b>read_racm_sr</b>	Refused Reading Accommodation: Special Request
• <b>read_rc1_nc</b>	Reading Number Correct C1 (Word Analysis Skills)
• <b>read_rc1_np</b>	Reading Number Possible C1 (Word Analysis Skills)
• <b>read_rc1_pct</b>	Reading Percent Correct C1 (Word Analysis Skills)
• <b>read_rc2_nc</b>	Reading Number Correct C2 (No longer reported)
• <b>read_rc2_np</b>	Reading Number Possible C2 (No longer reported)
• <b>read_rc2_pct</b>	Reading Percent Correct C2 (No longer reported)
• <b>read_rc3_nc</b>	Reading Number Correct C3 (Literary Text)
• <b>read_rc3_np</b>	Reading Number Possible C3 (Literary Text)
• <b>read_rc3_pct</b>	Reading Percent Correct C3 (Literary Textt)
• <b>read_rc4_nc</b>	Reading Number Correct C4 (Expository Text)
• <b>read_rc4_np</b>	Reading Number Possible C4 (Expository Text)
• <b>read_rc4_pct</b>	Reading Percent Correct C4 (Expository Text)
• <b>read_ritem</b>	Reading Raw Item Responses - Grades 1 -12
• <b>read_test_form</b>	Test Form/Version Number/Letter
• <b>read_tlcr_itms</b>	Reading Constructed Responses
• <b>read_totl_ab</b>	Absent - Reading
• <b>read_totl_al</b>	Reading Total Achievement Level
• <b>read_totl_at</b>	Reading Attemptedness Status
• <b>read_totl_dec</b>	Declined - Reading
• <b>read_totl_dnp</b>	Reading Did Not Participate
• <b>read_totl_ex</b>	Exempted Special Ed/504 - Reading
• <b>read_totl_inv</b>	Reading Invalidation
• <b>read_totl_itms</b>	Reading Multiple Choice Response Answers
• <b>read_totl_na</b>	Reading Number Attempted
• <b>read_totl_na</b>	Reading Number Attempted

<b>Field Name</b>	<b>Definition</b>
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- |                           |   |
|---------------------------|---|
| • <b>read_totl_np</b>     | Reading Number Possible                 |
| • <b>read_totl_pct</b>    | Reading Percent Correct                 |
| • <b>read_totl_pf</b>     | Pass/Fail Reading Test                  |
| • <b>read_totl_pt</b>     | Reading Participation Status            |
| • <b>read_totl_rs</b>     | Reading Raw Score                       |
| • <b>read_totl_rshigh</b> | Reading Raw Score Upper SEM Bound       |
| • <b>read_totl_rslow</b>  | Reading Raw Score Lower SEM Bound       |
| • <b>read_totl_sresp</b>  | Reading Scored Responses - Grades 1 -12 |
| • <b>read_totl_ss</b>     | Reading Scale Score                     |
| • <b>read_totl_ssHigh</b> | Reading Scale Score SEM Upper Bound     |
| • <b>read_totl_ssLow</b>  | Reading Scale Score SEM Lower Bound     |
| • <b>read_totl_tc</b>     | Reading Test Conditions                 |
| • <b>readEngaged</b>      | Student Engaged in Reading              |

**Field Name Definition**

- **scie\_111** Science Item Set 1.1 Item 1
- **scie\_112** Science Item Set 1.1 Item 2
- **scie\_113** Science Item Set 1.1 Item 3
- **scie\_114** Science Item Set 1.1 Item 4
- **scie\_11C** Science Item Set 1.1 Completed
- **scie\_11G** Science Item Set 1.1 Guided Response
- **scie\_11S** Science Item Set 1.1 Scorable
- **scie\_121** Science Item Set 1.2 Item 1
- **scie\_122** Science Item Set 1.2 Item 2
- **scie\_123** Science Item Set 1.2 Item 3
- **scie\_124** Science Item Set 1.2 Item 4
- **scie\_12C** Science Item Set 1.2 Completed
- **scie\_12S** Science Item Set 1.2 Scorable
- **scie\_131** Science Item Set 1.3 Item 1
- **scie\_132** Science Item Set 1.3 Item 2
- **scie\_133** Science Item Set 1.3 Item 3
- **scie\_134** Science Item Set 1.3 Item 4
- **scie\_13C** Science Item Set 1.3 Completed
- **scie\_13S** Science Item Set 1.3 Scorable
- **scie\_211** Science Item Set 2.1 Item 1
- **scie\_212** Science Item Set 2.1 Item 2
- **scie\_213** Science Item Set 2.1 Item 3
- **scie\_214** Science Item Set 2.1 Item 4
- **scie\_21C** Science Item Set 2.1 Completed
- **scie\_21G** Science Item Set 2.1 Guided Response
- **scie\_21S** Science Item Set 2.1 Scorable
- **scie\_221** Science Item Set 2.2 Item 1
- **scie\_222** Science Item Set 2.2 Item 2
- **scie\_223** Science Item Set 2.2 Item 3
- **scie\_224** Science Item Set 2.2 Item 4
- **scie\_22C** Science Item Set 2.2 Completed
- **scie\_22S** Science Item Set 2.2 Scorable
- **scie\_231** Science Item Set 2.3 Item 1
- **scie\_232** Science Item Set 2.3 Item 2
- **scie\_233** Science Item Set 2.3 Item 3
- **scie\_234** Science Item Set 2.3 Item 4

<b>Field Name</b>	<b>Definition</b>
• <b>scie_23C</b>	Science Item Set 2.3 Completed
• <b>scie_23S</b>	Science Item Set 2.3 Scorable
• <b>scie_311</b>	Science Item Set 3.1 Item 1
• <b>scie_312</b>	Science Item Set 3.1 Item 2
• <b>scie_313</b>	Science Item Set 3.1 Item 3
• <b>scie_314</b>	Science Item Set 3.1 Item 4
• <b>scie_31C</b>	Science Item Set 3.1 Completed
• <b>scie_31G</b>	Science Item Set 3.1 Guided Response
• <b>scie_31S</b>	Science Item Set 3.1 Scorable
• <b>scie_321</b>	Science Item Set 3.2 Item 1
• <b>scie_322</b>	Science Item Set 3.2 Item 2
• <b>scie_323</b>	Science Item Set 3.2 Item 3
• <b>scie_324</b>	Science Item Set 3.2 Item 4
• <b>scie_32C</b>	Science Item Set 3.2 Completed
• <b>scie_32S</b>	Science Item Set 3.2 Scorable
• <b>scie_331</b>	Science Item Set 3.3 Item 1
• <b>scie_332</b>	Science Item Set 3.3 Item 2
• <b>scie_333</b>	Science Item Set 3.3 Item 3
• <b>scie_334</b>	Science Item Set 3.3 Item 4
• <b>scie_33C</b>	Science Item Set 3.3 Completed
• <b>scie_33S</b>	Science Item Set 3.3 Scorable
• <b>scie_411</b>	Science Item Set 4.1 Item 1
• <b>scie_412</b>	Science Item Set 4.1 Item 2
• <b>scie_413</b>	Science Item Set 4.1 Item 3
• <b>scie_414</b>	Science Item Set 4.1 Item 4
• <b>scie_41C</b>	Science Item Set 4.1 Completed
• <b>scie_41G</b>	Science Item Set 4.1 Guided Response
• <b>scie_41S</b>	Science Item Set 4.1 Scorable
• <b>scie_421</b>	Science Item Set 4.2 Item 1
• <b>scie_422</b>	Science Item Set 4.2 Item 2
• <b>scie_423</b>	Science Item Set 4.2 Item 3
• <b>scie_424</b>	Science Item Set 4.2 Item 4



<b>Field Name</b>	<b>Definition</b>
• <b>scie_42C</b>	Science Item Set 4.2 Completed
• <b>scie_42S</b>	Science Item Set 4.2 Scorable
• <b>scie_431</b>	Science Item Set 4.3 Item 1
• <b>scie_432</b>	Science Item Set 4.3 Item 2
• <b>scie_433</b>	Science Item Set 4.3 Item 3
• <b>scie_434</b>	Science Item Set 4.3 Item 4
• <b>scie_43C</b>	Science Item Set 4.3 Completed
• <b>scie_43S</b>	Science Item Set 4.3 Scorable
• <b>scie_acm_ar</b>	Science Accommodation used: alternate response
• <b>scie_acm_oth</b>	Science Accommodation used: other
• <b>scie_acm_ra</b>	Science Accommodation used: read aloud
• <b>scie_acm_sr</b>	Science Accommodation used: special request
• <b>scie_Comment</b>	Science Scoring Comments
• <b>scie_dok1_nc</b>	Science Depth of Knowledge Level 1 Number Correct Subscore
• <b>scie_dok1_np</b>	Science Depth of Knowledge Level 1 Number Possible
• <b>scie_dok1_pct</b>	Science Depth of Knowledge Level 1 Percent Correct
• <b>scie_dok2_nc</b>	Science Depth of Knowledge Level 2 Number Correct Subscore
• <b>scie_dok2_np</b>	Science Depth of Knowledge Level 2 Number Possible
• <b>scie_dok2_pct</b>	Science Depth of Knowledge Level 2 Percent Correct
• <b>scie_dok3_nc</b>	Science Depth of Knowledge Level 3 Number Correct Subscore
• <b>scie_dok3_np</b>	Science Depth of Knowledge Level 3 Number Possible
• <b>scie_dok3_pct</b>	Science Depth of Knowledge Level 3 Percent Correct
• <b>scie_form</b>	Science Form Letter
• <b>scie_racm_ar</b>	Refused Science Accommodation: Alternate Response Mode
• <b>scie_racm_oth</b>	Refused Science Accommodation: Other
• <b>scie_racm_ra</b>	Refused Science Accommodation: Read Aloud
• <b>scie_racm_sr</b>	Refused Science Accommodation: Special Request
• <b>scie_sc1_nc</b>	Science Number Correct C1 (Physical Science)
• <b>scie_sc1_np</b>	Science Number Possible C1 (Physical Science)
• <b>scie_sc1_pct</b>	Science Percent Correct C1 (Physical Science)
• <b>scie_sc2_nc</b>	Science Number Correct C2 (Life Science)
• <b>scie_sc2_np</b>	Science Number Possible C2 (Life Science)

<b>Field Name</b>	<b>Definition</b>
• <b>scie_sc2_pct</b>	Science Percent Correct C2 (Life Science)
• <b>scie_sc3_nc</b>	Science Number Correct C3 (Earth/Space Science)
• <b>scie_sc3_np</b>	Science Number Possible C3 (Earth/Space Science)
• <b>scie_sc3_pct</b>	Science Percent Correct C3 (Earth/Space Science)
• <b>scie_sc4_nc</b>	Science Number Correct C4 (Nature of Science)
• <b>scie_sc4_np</b>	Science Number Possible C4 (Nature of Science)
• <b>scie_sc4_pct</b>	Science Percent Correct C4 (Nature of Science)
• <b>scie_test_form</b>	Test Form/Version Number/Letter
• <b>scie_tlcr_itms</b>	Science Constructed Responses
• <b>scie_totl_al</b>	Science Total Achievement Level
• <b>scie_totl_at</b>	Science Attemptedness Status
• <b>scie_totl_dnp</b>	Science Did Not Participate
• <b>scie_totl_inv</b>	Science Invalidation
• <b>scie_totl_itms</b>	Science Multiple Response Answers
• <b>scie_totl_na</b>	Science Number Attempted
• <b>scie_totl_np</b>	Science Number Possible
• <b>scie_totl_pct</b>	Science Percent Correct
• <b>scie_totl_pf</b>	Pass/Fail Science Test
• <b>scie_totl_pt</b>	Science Participation Status
• <b>scie_totl_rs</b>	Science Raw Score
• <b>scie_totl_rshigh</b>	Science Raw Score Upper SEM Bound
• <b>scie_totl_rslow</b>	Science Raw Score Lower SEM Bound
• <b>scie_totl_ss</b>	Science Scale Score
• <b>scie_totl_ssHigh</b>	Science Scale Score SEM Upper Bound
• <b>scie_totl_ssLow</b>	Science Scale Score SEM Lower Bound
• <b>scie_totl_tc</b>	Science Test Conditions
• <b>scieEngaged</b>	Student Engaged in Science

**Field Name Definition**

- **writ\_111** Writing Item Set 1.1 Item 1
- **writ\_112** Writing Item Set 1.1 Item 2
- **writ\_113** Writing Item Set 1.1 Item 3
- **writ\_114** Writing Item Set 1.1 Item 4
- **writ\_11C** Writing Item Set 1.1 Completed
- **writ\_11G** Writing Item Set 1.1 Guided Response
- **writ\_11S** Writing Item Set 1.1 Scorable
- **writ\_121** Writing Item Set 1.2 Item 1
- **writ\_122** Writing Item Set 1.2 Item 2
- **writ\_123** Writing Item Set 1.2 Item 3
- **writ\_124** Writing Item Set 1.2 Item 4
- **writ\_12C** Writing Item Set 1.2 Completed
- **writ\_12S** Writing Item Set 1.2 Scorable
- **writ\_131** Writing Item Set 1.3 Item 1
- **writ\_132** Writing Item Set 1.3 Item 2
- **writ\_133** Writing Item Set 1.3 Item 3
- **writ\_134** Writing Item Set 1.3 Item 4
- **writ\_13C** Writing Item Set 1.3 Completed
- **writ\_13S** Writing Item Set 1.3 Scorable
- **writ\_211** Writing Item Set 2.1 Item 1
- **writ\_212** Writing Item Set 2.1 Item 2
- **writ\_213** Writing Item Set 2.1 Item 3
- **writ\_214** Writing Item Set 2.1 Item 4
- **writ\_21C** Writing Item Set 2.1 Completed
- **writ\_21G** Writing Item Set 2.1 Guided Response
- **writ\_21S** Writing Item Set 2.1 Scorable
- **writ\_221** Writing Item Set 2.2 Item 1
- **writ\_222** Writing Item Set 2.2 Item 2
- **writ\_223** Writing Item Set 2.2 Item 3
- **writ\_224** Writing Item Set 2.2 Item 4
- **writ\_22C** Writing Item Set 2.2 Completed
- **writ\_22S** Writing Item Set 2.2 Scorable
- **writ\_231** Writing Item Set 2.3 Item 1
- **writ\_232** Writing Item Set 2.3 Item 2
- **writ\_233** Writing Item Set 2.3 Item 3

<b>Field Name</b>	<b>Definition</b>
• writ_234	Writing Item Set 2.3 Item 4
• writ_23C	Writing Item Set 2.3 Completed
• writ_23S	Writing Item Set 2.3 Scorable
• writ_311	Writing Item Set 3.1 Item 1
• writ_312	Writing Item Set 3.1 Item 2
• writ_313	Writing Item Set 3.1 Item 3
• writ_314	Writing Item Set 3.1 Item 4
• writ_31C	Writing Item Set 3.1 Completed
• writ_31G	Writing Item Set 3.1 Guided Response
• writ_31S	Writing Item Set 3.1 Scorable
• writ_321	Writing Item Set 3.2 Item 1
• writ_322	Writing Item Set 3.2 Item 2
• writ_323	Writing Item Set 3.2 Item 3
• writ_324	Writing Item Set 3.2 Item 4
• writ_32C	Writing Item Set 3.2 Completed
• writ_32S	Writing Item Set 3.2 Scorable
• writ_331	Writing Item Set 3.3 Item 1
• writ_332	Writing Item Set 3.3 Item 2
• writ_333	Writing Item Set 3.3 Item 3
• writ_334	Writing Item Set 3.3 Item 4
• writ_33C	Writing Item Set 3.3 Completed
• writ_33S	Writing Item Set 3.3 Scorable
• writ_acc_al	Writing Proficiency Level
• writ_Comment	Writing Scoring Comments
• writ_conf_high	Writing Confidence - High Score
• writ_conf_low	Writing Confidence - Low Score
• writ_form	Writing Form Letter
• writ_kg_al	Writing Proficiency Level - Kindergarten Instructional
• writ_kg_ritem	Kindergarten Writing Raw Item Responses
• writ_kg_sresp	Kindergarten Writing Scored Responses
• writ_la_ss	Writing Language Arts Scores
• writ_math_ss	Writing Math/Science Scores

<b>Field Name</b>	<b>Definition</b>
• <b>writ_ritem</b>	Writing Raw Item Responses - Grades 1-12
• <b>writ_si_ss</b>	Writing Social Instructional Scores
• <b>writ_ss_ss</b>	Writing Language Arts/Social Studies Scores
• <b>writ_totl_ab</b>	Absent - Writing
• <b>writ_totl_al</b>	Writing Total Achievement Level
• <b>writ_totl_at</b>	Writing Attemptedness Status
• <b>writ_totl_dec</b>	Declined - Writing
• <b>writ_totl_dnp</b>	Writing Did Not Participate
• <b>writ_totl_ex</b>	Exempted Special Ed/504 - Writing
• <b>writ_totl_inv</b>	Invalid - Writing
• <b>writ_totl_na</b>	Writing Number Attempted
• <b>writ_totl_np</b>	Writing Number Possible
• <b>writ_totl_pct</b>	Writing Percent Correct
• <b>writ_totl_pf</b>	Pass/Fail Writing Test
• <b>writ_totl_pt</b>	Writing Participation Status
• <b>writ_totl_rs</b>	Writing Raw Score
• <b>writ_totl_rshigh</b>	Writing Raw Score Upper SEM Bound
• <b>writ_totl_rslow</b>	Writing Raw Score Lower SEM Bound
• <b>writ_totl_sresp</b>	Writing Scored Responses - Grades 1-12
• <b>writ_totl_ss</b>	Writing Scale Score
• <b>writ_totl_tc</b>	Writing Test Conditions
• <b>writ_tsk1_rs</b>	Writing Raw Scores Task 1 - Grades 1 -12
• <b>writ_tsk2_rs</b>	Writing Raw Scores Task 2 - Grades 1 -12
• <b>writ_tsk3_rs</b>	Writing Raw Scores Task 3 - Grades 1 -12
• <b>writ_tsk4_rs</b>	Writing Raw Scores Task 4 - Grades 1 -12
• <b>writEngaged</b>	Student Engaged in Writing

# **WHO GETS THE MOST TESTING DATA?**

- 1. Vendors & other parties behind the scenes like: AIR, DRC, eMetric, CALDER, and CRESST SBAC themselves and who they MUST share it with i.e. the Fed. Govt. - the DoE, the GOA, almost any entity that says they are doing “research”**
- 2. Second most data state of Nevada via SAIN**
- 3. Least amount of test data schools, districts, teachers, and parents**

**SAIN – Much more than testing data**

**One Handout - 49 pages maybe 20  
fields per page maybe 1,000 fields of data**

# SAIN

## Disabilities

### Field Name Definition

- **DISP\_AUT** Autism (AUT) - Primary Disability
- **DISP\_BVI** Blind/Visually Impaired (B/VI) - Primary Disability
- **DISP\_CD** **Cognitive Disability (CD) - Primary Disability**
- **DISP\_DB** Deaf/Blind (D/B) - Primary Disability
- **DISP\_DHH** Deaf/Hard of Hearing (D/HH) - Primary Disability
- **DISP\_EDB** **Emotional Behavioral Disability (EDB) - Primary Disability**
- **DISP\_OHI** **Other Health Impairment (OHI) - Primary Disability**
- **DISP\_OI** Orthopedic Impairment (OI) - Primary Disability
- **DISP\_SDD** Significant Developmental Delay (SDD) - Primary Disability
- **DISP\_SL** Speech and Language Disability (S/L) - Primary Disability
- **DISP\_SLD** Specific Learning Disability (SLD) - Primary Disability
- **DISP\_TBI** Traumatic Brain Injury (TBI) - Primary Disability
- **DISS\_AUT** Autism (AUT) - Secondary Disability
- **DISS\_BVI** Blind/Visually Impaired (B/VI) - Secondary Disability
- **DISS\_CD** **Cognitive Disability (CD) - Secondary Disability**
- **DISS\_DB** Deaf/Blind (D/B) - Secondary Disability
- **DISS\_DHH** Deaf/Hard of Hearing (D/HH) - Secondary Disability
- **DISS\_EDB** **Emotional Behavioral Disability (EDB) - Secondary Disability**
- **DISS\_OHI** **Other Health Impairment (OHI) - Secondary Disability**
- **DISS\_OI** Orthopedic Impairment (OI) - Secondary Disability
- **DISS\_SDD** Significant Developmental Delay (SDD) - Secondary Disability
- **DISS\_SL** Speech and Language Disability (S/L) - Secondary Disability
- **DISS\_SLD** Specific Learning Disability (SLD) - Secondary Disability
- **DISS\_TBI** Traumatic Brain Injury (TBI) - Secondary Disability



# SAIN

## Discipline

Field Name                      Definition

- **Discipline Consequences**            **For each offense, what was the consequence. This is for offenses for which students are suspended or expelled.**
- **Discipline Incident Identifier**            A sequence of numbers and/or text that uniquely identifies a Discipline Incident. The Discipline Identifier will be used to associate all participants involved in a unique Discipline Incident.
- **Discipline Injury**            Identifies whether the Discipline Event resulted in an injury.
- **Discipline Number of Incidents**            For each offense type, the number of times student has committed the offense type. This is for offenses for which students are suspended or expelled.
- **Discipline Offense Type**            to NRS 392.4655:
  1. Except as otherwise provided in this section, a principal of a school shall deem a pupil enrolled in the school a habitual disciplinary problem if the school has written evidence which documents that in 1 school year:
    - (a) The pupil has threatened or extorted, or attempted to threaten or extort, another pupil or a teacher or other personnel employed by the school;
    - (b) The pupil has been suspended for initiating at least two fights on school property, at an activity sponsored by a public school, on a school bus or, if the fight occurs within 1 hour of the beginning or end of a school day, on his way to or from school; or
    - (c) The pupil has a record of five suspensions from the school for any reason. At least one teacher of a pupil who is enrolled in elementary school and at least two teachers of a pupil who is enrolled in junior high, middle school or high school may request that the principal of the school deem a pupil a habitual disciplinary problem. Upon such a request, the principal of the school shall meet with each teacher who made the request to review the pupil's record of discipline. If, after the review, the principal of the school determines that the provisions of subsection 1 do not apply to the pupil, a teacher who submitted a request pursuant to this subsection may appeal that determination to the board of trustees of the school district. Upon receipt of such a request, the board of trustees shall review the initial request and determination pursuant to the procedure established by the board of trustees for such matters. This is for offenses for which students are suspended or expelled.
- **Discipline Suspension Duration**            The length of a student's suspension level as a Discipline Consequence.
- **Discipline Suspension Time Units**            The units of time for the Discipline Suspension Duration.
- **Discipline Weapon**            The Type of Weapon

# Federal Government



# CEDS (Common Education Data Standards)

- **Washington Post**

**"Every SLDS uses the same code to define the data, aligned with the federal CEDS..."** or **Common Education Data Standards...** a collaborative effort run by the US Department of Education, 'to develop voluntary, common data standards for a key set of education data elements to streamline the exchange, comparison, and understanding of data within and across P-20W institutions and sectors.'"

- The CEDS include the Diseases, Illnesses, and other Health Conditions, just reviewed.

<https://www.washingtonpost.com/news/answer-sheet/wp/2015/11/12/the-astonishing-amount-of-data-being-collected-about-your-children/>

# Common Education Data Standards (CEDS) Federal Government

- **Currently over 3,300 “Data Elements”**
- **IP address - search “address” - It probably for the 1:1 Device you child is issued**

– Identification System – Personal Identification Number and Social Security Number

<https://ceds.ed.gov/elements.aspx>

# One of the 3,300 CEDS - Diseases, Illnesses, and other Health Conditions Over 200 fields

- Code Set:
- Abnormal findings on diagnostic imaging and in function studies, without diagnosis - N/A
- Abnormal findings on examination of blood, without diagnosis - N/A
- Abnormal findings on examination of other body fluids, substances and tissues, without diagnosis - N/A
- Abnormal findings on examination of urine, without diagnosis - N/A
- Accidents - N/A
- Acute rheumatic fever - N/A
- Aplastic and other anaemias - N/A
- Arthropathies - N/A
- Arthropod-borne viral fevers and viral haemorrhagic fevers - N/A
- Assault - N/A
- Bacterial agents resistant to antibiotics - N/A
- Bacterial, viral and other infectious agents - N/A
- **Behavioural and emotional disorders with onset usually occurring in childhood and adolescence N/A - Nevada's SAIN System, Emotional Behavioral Disability**
- **Behavioural syndromes associated with physiological disturbances and physical factors - N/A – Nevada SAIN System, under IEP, Serious Emotional Disturbance**
- Benign neoplasms - N/A
- Birth trauma - N/A
- Bullous disorders - N/A
- Burns and corrosions - N/A
- Burns and corrosions confined to eye and internal organs - N/A
- Burns and corrosions of external body surface, specified by site - N/A
- Burns and corrosions of multiple and unspecified body regions - N/A
- Cerebral palsy and other paralytic syndromes - N/A
- Cerebrovascular diseases - N/A
- Certain disorders involving the immune mechanism - N/A
- Certain early complications of trauma - N/A
- Certain zoonotic bacterial diseases - N/A
- Chromosomal abnormalities, not elsewhere classified - N/A
- Chronic rheumatic heart diseases - N/A
- Cleft lip and cleft palate - N/A
- Coagulation defects, purpura and other haemorrhagic conditions - N/A
- Complications of labour and delivery - N/A
- Complications of medical and surgical care - N/A
- Complications of surgical and medical care, not elsewhere classified - N/A
- Complications predominantly related to the puerperium - N/A
- Conditions involving the integument and temperature regulation of fetus and newborn - N/A
- Congenital malformations and deformations of the musculoskeletal system - N/A
- Congenital malformations of eye, ear, face and neck - N/A
- Congenital malformations of genital organs - N/A
- Congenital malformations of the circulatory system - N/A
- Congenital malformations of the nervous system - N/A
- Congenital malformations of the respiratory system - N/A
- Congenital malformations of the urinary system - N/A

- Delivery - N/A
- Demyelinating diseases of the central nervous system - N/A
- Dermatitis and eczema - N/A
- Diabetes mellitus - N/A
- Digestive system disorders of fetus and newborn - N/A
- Diseases of appendix - N/A
- Diseases of arteries, arterioles and capillaries - N/A
- Diseases of external ear - N/A
- Diseases of inner ear - N/A
- Diseases of liver - N/A
- **Diseases of male genital organs - N/A**
- Diseases of middle ear and mastoid - N/A
- Diseases of myoneural junction and muscle - N/A
- Diseases of oesophagus, stomach and duodenum - N/A
- Diseases of oral cavity, salivary glands and jaws - N/A
- Diseases of peritoneum - N/A
- Diseases of veins, lymphatic vessels and lymph nodes, not elsewhere classified - N/A
- Disorders of adult personality and behaviour - N/A
- **Disorders of breast - N/A**
- Disorders of choroid and retina - N/A
- Disorders of conjunctiva - N/A
- Disorders of eyelid, lacrimal system and orbit - N/A
- Disorders of gallbladder, biliary tract and pancreas - N/A
- Disorders of lens - N/A
- Disorders of ocular muscles, binocular movement, accommodation and refraction - N/A
- Disorders of optic nerve and visual pathways - N/A
- Disorders of other endocrine glands - N/A
- **Disorders of psychological development - N/A**
- Disorders of sclera, cornea, iris and ciliary body - N/A
- Disorders of skin appendages - N/A
- Disorders of thyroid gland - N/A
- Disorders of vitreous body and globe - N/A
- Disorders related to length of gestation and fetal growth - N/A
- Dorsopathies - N/A
- Effects of foreign body entering through natural orifice - N/A
- Episodic and paroxysmal disorders - N/A
- Event of undetermined intent - N/A
- Extrapyrmidal and movement disorders - N/A
- **Fetus and newborn affected by maternal factors and by complications of pregnancy, labour and deliver - N/A**
- Frostbite - N/A
- General symptoms and signs - N/A
- Glaucoma - N/A
- Glomerular diseases - N/A
- Haemolytic anaemias - N/A
- Haemorrhagic and haematological disorders of fetus and newborn - N/A
- Helminthiasis - N/A
- Hernia - N/A
- Human immunodeficiency virus [HIV] disease - N/A
- Hypertensive diseases - N/A
- Ill-defined and unknown causes of mortality - N/A

- In situ neoplasms - N/A
- Infections of the skin and subcutaneous tissue - N/A
- Infections specific to the perinatal period - N/A
- Infections with a predominantly sexual mode of transmission - N/A
- Inflammatory diseases of female pelvic organs - N/A
- Inflammatory diseases of the central nervous system - N/A
- Injuries involving multiple body regions - N/A
- Injuries to the abdomen, lower back, lumbar spine and pelvis - N/A
- Injuries to the ankle and foot - N/A
- Injuries to the elbow and forearm - N/A
- Injuries to the head - N/A
- Injuries to the hip and thigh - N/A
- Injuries to the knee and lower leg - N/A
- Injuries to the neck - N/A
- Injuries to the shoulder and upper arm - N/A
- Injuries to the thorax - N/A
- Injuries to the wrist and hand - N/A
- Injuries to unspecified part of trunk, limb or body region - N/A
- **Intentional self-harm - N/A**
- Intestinal infectious diseases - N/A
- Ischaemic heart diseases - N/A
- Legal intervention and operations of war - N/A
- Malignant neoplasms - N/A
- Malnutrition - N/A
- Maternal care related to the fetus and amniotic cavity and possible delivery problems - N/A
- **Mental and behavioural disorders due to psychoactive substance use - N/A**
- Metabolic disorders - N/A
- **Mood [affective] disorders - N/A**
- Mycoses - N/A
- Neoplasms of uncertain or unknown behaviour - N/A
- Nerve, nerve root and plexus disorders - N/A
- Neurotic, stress-related and somatoform disorders - N/A
- Noninfective enteritis and colitis - N/A
- Noninflammatory disorders of female genital tract - N/A
- Nutritional anaemias - N/A
- **Obesity and other hyperalimentation - N/A**
- Oedema, proteinuria and hypertensive disorders in pregnancy, childbirth and the puerperium - N/A
- Organic, including symptomatic, mental disorders - N/A
- Osteopathies and chondropathies - N/A
- Other - N/A
- Other and unspecified disorders of the circulatory system - N/A
- Other and unspecified effects of external causes - N/A
- Other bacterial diseases - N/A
- Other congenital malformations - N/A
- Other congenital malformations of the digestive system - N/A
- Other degenerative diseases of the nervous system - N/A
- Other diseases caused by chlamydiae - N/A
- Other diseases of blood and blood-forming organs - N/A
- Other diseases of intestines - N/A
- Other diseases of the digestive system - N/A
- Other diseases of urinary system - N/A
- Other disorders of ear - N/A

- Other disorders of eye and adnexa - N/A
- Other disorders of genitourinary tract - N/A
- Other disorders of glucose regulation and pancreatic internal secretion - N/A
- Other disorders of kidney and ureter - N/A
- Other disorders of the musculoskeletal system and connective tissue - N/A
- Other disorders of the nervous system - N/A
- Other disorders of the skin and subcutaneous tissue - N/A
- Other disorders originating in the perinatal period - N/A
- Other forms of heart disease - N/A
- Other infectious diseases - N/A
- Other maternal disorders predominantly related to pregnancy - N/A
- Other nutritional deficiencies - N/A
- Other obstetric conditions, not elsewhere classified - N/A
- Other spirochaetal diseases - N/A
- Other viral diseases - N/A
- Papulosquamous disorders - N/A
- Pediculosis, acariasis and other infestations - N/A
- Persons encountering health services for examination and investigation - N/A
- Persons encountering health services for specific procedures and health care - N/A
- **Persons encountering health services in circumstances related to reproduction - N/A**
- Persons encountering health services in other circumstances - N/A
- Persons with potential health hazards related to communicable diseases - N/A
- Persons with potential health hazards related to family and personal history and certain conditions - N/A
- **Persons with potential health hazards related to socioeconomic and psychosocial circumstances - N/A**
- Poisoning by drugs, medicaments and biological substances - N/A
- Polyneuropathies and other disorders of the peripheral nervous system - N/A
- **Pregnancy with abortive outcome - N/A**
- Protozoal diseases - N/A
- Provisional assignment of new diseases of uncertain etiology - N/A
- Pulmonary heart disease and diseases of pulmonary circulation - N/A
- Radiation-related disorders of the skin and subcutaneous tissue - N/A
- Renal failure - N/A
- Renal tubulo-interstitial diseases - N/A
- Respiratory and cardiovascular disorders specific to the perinatal period - N/A
- Rickettsioses - N/A
- **Schizophrenia, schizotypal and delusional disorders - N/A**
- Sequelae of external causes of morbidity and mortality - N/A
- Sequelae of infectious and parasitic diseases - N/A
- Sequelae of injuries, of poisoning and of other consequences of external causes - N/A
- Soft tissue disorders - N/A
- Supplementary factors related to causes of morbidity and mortality classified elsewhere - N/A
- Symptoms and signs involving cognition, perception, emotional state and behaviour - N/A
- Symptoms and signs involving speech and voice - N/A
- Symptoms and signs involving the circulatory and respiratory systems - N/A
- Symptoms and signs involving the digestive system and abdomen - N/A
- Symptoms and signs involving the nervous and musculoskeletal systems - N/A
- Symptoms and signs involving the skin and subcutaneous tissue - N/A
- Symptoms and signs involving the urinary system - N/A
- Systemic atrophies primarily affecting the central nervous system - N/A
- Systemic connective tissue disorders - N/A
- Toxic effects of substances chiefly nonmedicinal as to source - N/A
- Transitory endocrine and metabolic disorders specific to fetus and newborn - N/A



- Tuberculosis - N/A
- **Unspecified mental disorder - N/A**
- Urolithiasis - N/A
- Urticaria and erythema - N/A
- Viral hepatitis - N/A
- Viral infections characterized by skin and mucous membrane lesions - N/A
- Viral infections of the central nervous system - N/A
- Visual disturbances and blindness - N/A

- **HIPAA rules don't apply!**
- **(Health Insurance Portability and Accountability Act) rules only apply to:**
  - Health Care Providers
  - Health Plans
  - Health Care Clearing Houses

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/coveredentities/index.html>

# Another one of the 3,300 + Common Education Data Elements is: Activity Type Over 100 fields

- Code Set:
- 4 H - N/A
- Academic team/knowledge bowl - N/A
- Archery - N/A
- Art and graphic design - N/A
- Art club - N/A
- Astronomy club - N/A
- Badminton - N/A
- Band - N/A
- Baseball - N/A
- Basketball - N/A
- Bowling - N/A
- Boxing - N/A
- Boy Scouts - N/A
- Broadcasting - N/A
- Business Professionals of America - N/A
- Cheerleading - N/A
- Chess club - N/A
- Chorus - N/A
- Computer club - N/A
- Crew - N/A
- Cross country - N/A
- Dance - N/A
- Dance team - N/A
- Distributive Education Clubs of America (DECA) - N/A
- Diving - N/A
- Drama club - N/A
- Drill team - N/A
- Environmental club - N/A
- Family consumer science - N/A
- Family, Career and Community Leaders of America - N/A
- Fencing - N/A
- Field hockey - N/A
- Flag football - N/A
- Football - N/A
- Fraternity - N/A
- Future Business Leaders of America - Phi Beta Lambda (FBLA - PBL) - N/A
- Future Teachers of America - N/A
- Girl Scouts - N/A
- Golf - N/A
- Gymnastics - N/A

- **Health Occupations Students of America** - N/A
- **Honor society** - An association that receives into membership students who have achieved high scholarship and, frequently, who also fulfill established requirements for distinction in leadership or citizenship.
- **Ice hockey** - N/A
- **Jazz ensemble** - N/A
- **Journalism** - N/A
- **Judo** - N/A
- **Key Club** - N/A
- **Lacrosse** - N/A
- **Language club** - N/A
- **Literary magazine** - N/A
- **Martial arts** - N/A
- **Model United Nations** - N/A
- **Music - instrumental** - N/A
- **Music - theory and composition** - N/A
- **Music - vocal** - N/A
- **National Forensic League** - N/A
- **National Future Farmers of America (FFA)** - N/A
- **Newspaper** - N/A
- **Orchestra** - N/A
- **Other** - N/A
- **Other music** - N/A
- **Other performing arts** - N/A
- **Other sport** - N/A
- **Peer counseling** - N/A
- **Polo** - N/A
- **Power lifting** - N/A
- **Racquetball** - N/A
- **Red Cross** - N/A
- **Religious/Faith** - N/A
- **Rodeo** - N/A
- **Rugby** - N/A
- **Sailing** - N/A
- **School spirit/Pep club** - N/A
- **Science club** - N/A
- **Scuba diving** - N/A
- **Service club** - N/A
- **Skiing** - N/A
- **Soccer** - N/A
- **Softball** - N/A
- **Sorority** - N/A
- **Speech/debate** - N/A
- **Squash** - N/A
- **Stock market club** - N/A
- **Student Council/Government** - N/A
- **Students Against Destructive Decisions (SADD)** - N/A
- **Swimming** - N/A
- **Synchronized swimming** - N/A
- **Team handball** - N/A

- **Technology Student Association (TSA) - N/A**
- **Tennis - N/A**
- **Theater/drama - N/A**
- **Thespian Society - N/A**
- **Track and field - N/A**
- **Tutoring - N/A**
- **Vocational Industrial Clubs of America - N/A**
- **Volleyball - N/A**
- **Water polo - N/A**
- **Wrestling - N/A**
- **Year book - N/A**
- **Young Democrats/Republicans/Other political - N/A**

**The reason all this can happen  
without parental consent is because  
FERPA (Family Education Rights and  
Privacy Act) was GUTTED TWICE**

# Step One Gutting FERPA

- **In 2008**, under **President George W. Bush** the United States Department of Education (US DoE) quietly rewrote the regulations governing FERPA.
- **“...reinterpreted FERPA to allow states, school districts, and schools themselves to share Personally Identifiable Information (PII) from student records without parental notice or consent...”**

**Basically, third parties that have a contract with an educational agency can get access to PII.**

<https://www.leg.state.nv.us/App/NELIS/REL/78th2015/ExhibitDocument/OpenExhibitDocument?exhibitId=11699&fileDownloadName=SB%20228%20William%20Estrada%20Testimony.pdf>

# In 2009 the U.S. Dept. of Labor told us:

- **“The... goal is to follow individuals through school and into and through their work life.”**
- **“Enable workforce data to be matched with education data to ultimately create longitudinal data systems with individual-level information beginning with pre-kindergarten through post-secondary schooling all the way through entry and sustained participation in the workforce and employment services system.”**
- **“The long-term... Statewide Longitudinal Data Systems goal for States is to use their longitudinal data systems to follow individuals through school and into and through their work life.”**

<https://www.doleta.gov/performance/workforcedataquality.cfm>

<http://missourieducationwatchdog.com/no-need-for-facts-in-education-when-we-have-the-internet/>

# U.S. Dept. of Labor

Screen shot 6/09/12

The screenshot shows a web browser window displaying the U.S. Department of Labor's Workforce Data Quality Initiative page. The browser's address bar shows the URL <https://www.doleta.gov/performance/workforcedataquality.cfm>. The page header features the U.S. Department of Labor logo and navigation links such as "A to Z", "Site Map", "FAQs", "Forms", "About DOL", "Contact Us", and "Español". A search bar is also present. The main navigation menu includes links for "ETA Home", "Find Job & Career Info", "Business & Industry", "Workforce Professionals", "Grants & Contracts", "TAA Program", "Foreign Labor Certification", "Performance & Results", and "Regions & States". The page content is organized into a sidebar with sections for "Performance Goals", "Guidance for Planning Performance", "Reporting", "Data Validation", and "Performance Results". The main content area features a table of navigation links, a heading for "Workforce Data Quality Initiative (WDQI)", a descriptive paragraph, a highlighted text block, and a section titled "WDQI OBJECTIVES" with a bulleted list of goals.

Workforce Data Quality Init x

Secure | <https://www.doleta.gov/performance/workforcedataquality.cfm>

UNITED STATES DEPARTMENT OF LABOR  
Employment and Training Administration

A to Z | Site Map | FAQs | Forms | About DOL | Contact Us | Español

Enter Search Term Search

ETA Home Find Job & Career Info Business & Industry Workforce Professionals Grants & Contracts TAA Program Foreign Labor Certification Performance & Results Regions & States

ETA Home Performance and Administration > Workforce Data Quality Initiative Was this page helpful?

Reporting & Validation	Performance Results	Guidance & Regulations	Performance Planning	Training & Tutorials	Wage Record Systems	Workforce Data Quality Initiative
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## Workforce Data Quality Initiative (WDQI)

WDQI supports the development of, or enhancements to, longitudinal administrative databases that integrate workforce data education data. WDQI also emphasizes promoting improvements and the level of quality of these systems, in addition to increasing the accessibility of performance data, including data reported by employment services and training providers. Education data is being collected under the Statewide Longitudinal Data Systems (SLDS) initiative funded by the U.S. Department of Education to which the WDQI is a parallel effort. The SLDS emphasizes the collection of workforce data and the WDQI was created, in part, to accompany the work being done on the education side to gather longitudinal data.

WDQI is a collaborative partnership at the Federal level between the Departments of Labor and of Education. The long-term WDQI and Statewide Longitudinal Data Systems goal for States is to use their longitudinal data systems to follow individuals through school and into and through their work life. WDQI grant recipients are expected to demonstrate similarly established partnerships between state workforce and educational agencies. High quality and consistent data that is available from service providers about services offered, and how well their customers benefited as they enter or re-enter the labor market, are integral to informed consumer choices.

### WDQI OBJECTIVES

- Develop or improve state workforce longitudinal data systems to include data from UI wage records, UI benefit claims, training and employment services (such as WIA; Wagner-Peyser; Trade Adjustment Assistance; Veterans; Adult Education and Literacy, and Disability programs) and other data sources like the Federal Employment Data Exchange System.
- Enable workforce data to be matched with education data to ultimately create longitudinal data systems with individual-level information beginning with pre-kindergarten through post-secondary schooling all the way through entry and sustained participation in the workforce and employment services system.
- Improve the quality and breadth of the data in the workforce data systems.
- Use longitudinal data to provide useful information about program operations and analyze the performance of education and

Start

5:08 AM 6/9/2017



# 2009 - Arne Duncan U.S. Secretary of Education:

<https://www.youtube.com/watch?v=9frsExQgxVo&feature=youtu.be&t=262>



**“Hopefully, someday, we can track children from preschool to high school and from high school to college and college to career.”**

- In 2009 Arne also said, “We want to see more states build comprehensive systems that track students from pre-K through college and then link school data to workforce data.”

<http://www2.ed.gov/news/speeches/2009/06/06082009.html>

# 2009 - Paul Gammill top federal official charged with protecting student privacy.

**Inside Higher Ed. (Education Week quotes), reported:**

- In internal meetings and documents in **Gammill said, “the department’s approach to prodding states to expand their LDS’s violates FERPA”**
- **Gammill also said, “the administration was throwing its weight (and money) behind building statewide data systems as an end-around the Congressional ban on a federal system”**

<https://www.insidehighered.com/news/2010/02/01/ferpa>

[http://blogs.edweek.org/edweek/inside-school-research/2010/02/the\\_movement\\_to\\_build\\_longitud.html](http://blogs.edweek.org/edweek/inside-school-research/2010/02/the_movement_to_build_longitud.html)

**In January 2010 Mr. Gammill was fired,  
Mr. Gammill filed a whistleblower lawsuit**

<https://www.courtlistener.com/opinion/2659781/gammill-v-us-department-of-education/>

**In February 2010 Chairman U.S.  
Committee on Education and Labor  
John Kline wrote a letter to Arne  
Duncan**

**“The Department’s (U.S. DoE) effort to shepherd states towards the creation of a de facto national student database raises serious legal and prudential questions.”**

<http://www.scribd.com/doc/284862429/Letter-From-House-Committee-on-Education-and-Labor#scribd>

# May 2011

**During Step Two of FERPA being “gutting” – the  
ACLU sent a letter to the US DoE**

**“The changes pose serious privacy concerns. PII student records include extremely sensitive information about individuals...Furthermore, the expansion of access to student records could eventually lead to sharing among states. If this were to happen, it could lead to the creation of an immense data base holding sensitive information about most Americans... There must be no creation of a national student data base.”**

<https://www.leg.state.nv.us/App/NELIS/REL/78th2015/ExhibitDocument/OpenExhibitDocument?exhibitId=11699&fileDownloadName=SB%20228%20William%20Estrada%20Testimony.pdf>

[https://www.aclu.org/files/assets/ACLU\\_Comments\\_on\\_Changes\\_to\\_the\\_Family\\_Educational\\_Rights\\_and\\_Privacy\\_Act\\_FERPA.pdf](https://www.aclu.org/files/assets/ACLU_Comments_on_Changes_to_the_Family_Educational_Rights_and_Privacy_Act_FERPA.pdf)

# Sept 2015 National Review Agreed with ACLU's letter from 2011...

"...the potential for abuse of personal data is substantially greater in the case of Common Core than in the matter of national security surveillance. With Common Core we are talking about databases capable of tracking every American individual from kindergarten through adulthood, and tremendous potential for the sharing of data with not only government but private groups (balanced against assurances of privacy that seem decidedly weak and unreliable)... **There is still a very real possibility that Common Core will usher in cradle-to-grave dossiers on every American.**"

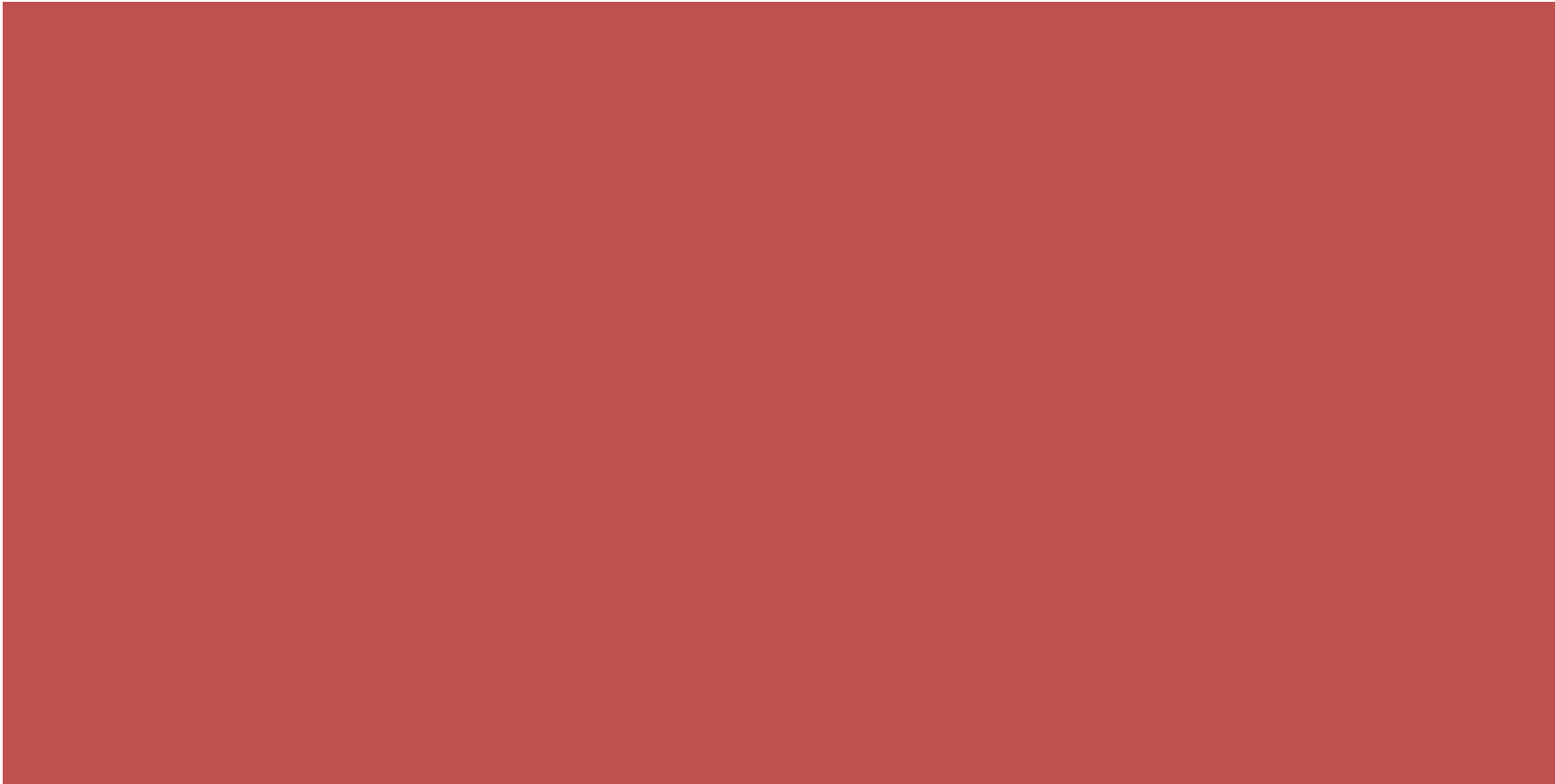
# Step Two Gutting FERPA

Happened **12/02/11** under **President Obama** - the regulations governing FERPA were rewritten **allowed for the disclosure of PII, without parental consent, “to any outside organization for research”** (the purpose of conducting studies or audits of the effectiveness of an educational program)

- Also it allowed non-governmental actors to be defined as “authorized representatives” so that they could have access to students’ PII

<http://www.gpo.gov/fdsys/pkg/FR-2011-12-02/pdf/2011-30683.pdf>

# U.S. DoE and Third Parties





# On 10/09/12 just 10 months after the final gutting of FERPA The U.S. DoE's held its First Ever Datapalooza

<https://storify.com/usedgov/education-datapalooza>

Knewton - Education Datapalooza - YouTube - Internet Explorer

https://www.youtube.com/watch?v=Lr7Z7ys

File Edit View Favorites Tools Help

YouTube

Knewton - Education Datapalooza

Office of Ed Tech

Subscribe 1,609

16,492

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28 63

Up next

Autopl

Dr. Duke Pesta on Common Co  
Shocking Sexual Education Sta  
by VisionLiberty  
14,191 views

Common Core Data Mining and  
Protect Your Child  
by William DeHuff  
3,290 views

Data Collection Under Common Core in NC:  
Pearson & Knewton  
by Nicole Revels Media  
890 views

Knewton Adaptive Learning Platform -  
Tutorial Video  
by KnewtonGMAT  
27,338 views

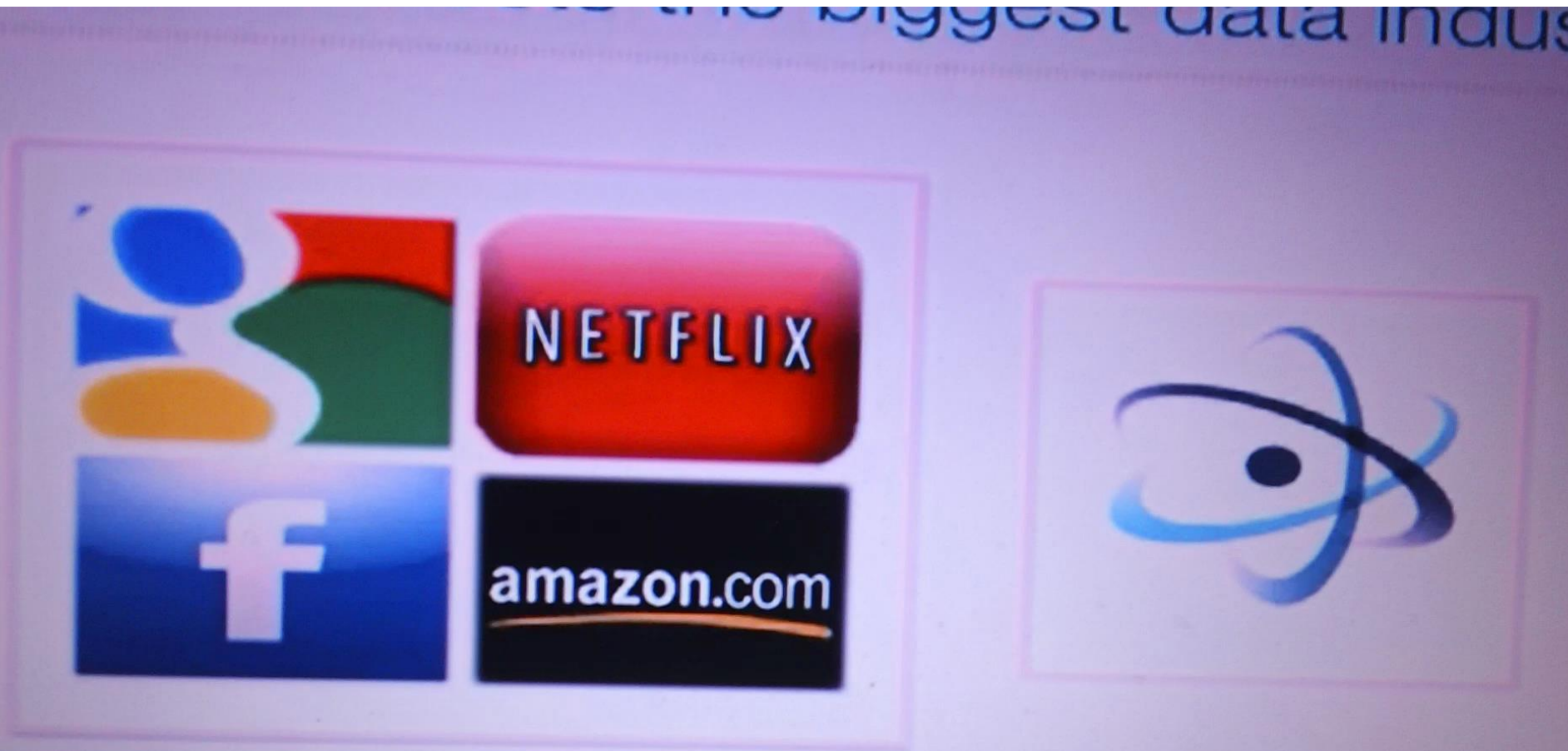
Jose Ferreira: Students, Learning Paths, and  
Technology  
by Stanford Graduate School of Business  
1,544 views

NASA: The End Of Mankind "Leaked  
Document" 2013  
by ADGUKNEWS  
Recommended for you

8:14 AM  
9/26/2015

# Knewton was one the companies that spoke CEO Jose Ferreira,

<https://www.youtube.com/watch?v=Lr7Z7ysDluQ>



**Jose Ferreira, “Education happens to be today the world’s most data minable industry by far, and it’s not even close.”**

# How much does Knewton know about each student?



**"WE LITERALLY HAVE MORE DATA ABOUT OUR STUDENTS THAN ANY COMPANY HAS ABOUT ANYBODY ELSE HAS ABOUT ANYTHING AND IT'S NOT EVEN CLOSE."**

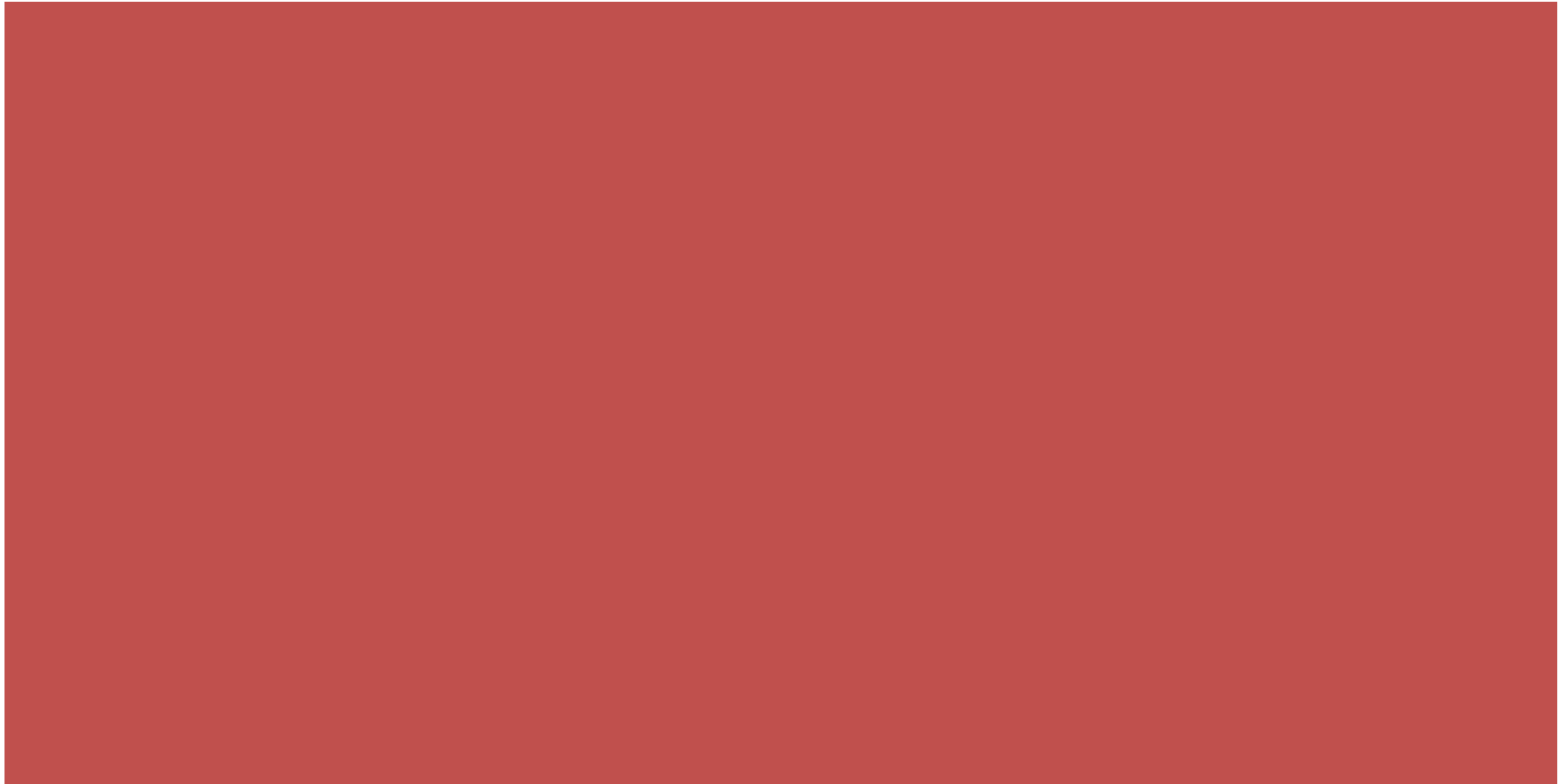


# Companies that may be affiliated with Knewton

- **Edmodo** – First one listed on this page of Knewton’s site
  - I don’t know this for sure but Knewton could be one of the companies Edmodo, “needs to share our children’s data with...”
- **SchoolTube**
- **Glogster**
- **Prezi**
- **Diigo**
- **Quizlet**
- **Wordle**

<https://www.knewton.com/resources/blog/teacher-tools/7-social-media-tools-to-use-in-the-classroom/>

# Who owns your child's Personally Identifiable Information?



# SB 463 - 2015 Session

## NOT the parent or the child

- Originally had Section 1.25 which stated. “the educational records of a pupil, including the personally identifiable information (PII) contained in such records, belong to the pupil and his or her parent or legal guardian”
- At the 11<sup>th</sup> hour Amendment 934 removed section 1.25. No one can tell me who is responsible for Amendment 934: I asked CCSD, WCSD, the NDE, and several of the legislators on the education committees, and the author of the bill Senator Becky Harris, none of them know. The bill passed into law without section 1.25.

[https://www.leg.state.nv.us/Session/78th2015/Bills/Amendments/A\\_SB463\\_R2\\_934.pdf](https://www.leg.state.nv.us/Session/78th2015/Bills/Amendments/A_SB463_R2_934.pdf)

- To date no one has been able to tell me who my child’s PII belongs to. We know it does not belong me or my child.



# Data Breach's



**Of all the entities that will be getting Student Data, How likely is that all of them will be able to keep the data secure, forever?**

- In my opinion, it is not a matter of IF the student data will be breached it is a matter of WHEN!

**Almost every week we hear of a large data breach**

- We can't even keep personal information of federal employees safe from (I guess) the Chinese government

**Wall Street Journal 2/2/16**

**Article titled:**

**Washington's Next Hacking Target**

**“If you think the (U.S.) Department of Education is making a mess of the student-loan program you should see how it manages technology...They hold 139 million Social Security numbers. “The 2015 internal audit of information security revealed an inability to detect unauthorized devices connecting to the network.”**

<http://www.wsj.com/articles/washingtons-next-hacking-target-1454371917?cb=logged0.41409899364225566&cb=logged0.7177558306138963>

# Washington's Next Hacking Target?

If you think the Department of Education is making a mess of the student-loan program, you should see how it manages technology. Recurring failures documented by internal and external auditors have House Oversight Chairman Jason Chaffetz warning that the agency could be Washington's next cyber-disaster.

- The education department doesn't hold nuclear launch codes. But its vast data trove on student-loan borrowers and their parents—and the nearly \$100 billion it disburses in new loans every year—are reason enough to want the bureaucrats to prevent digital intrusions. Mr. Chaffetz says the bureaucracy now holds, among other things, 139 million Social Security numbers in its digital files.

- The stakes go well beyond personal privacy. Federal student loans outstanding exceed \$1 trillion, and Team Obama is trying to forgive those debts. It would add injury to injury if cyber-fraudsters were able to pile on for a taxpayer plundering. A Tuesday oversight hearing will explore the department's failure to protect its information from cyber-attack, as well as the conduct of its chief information officer.

Department of Education Inspector General Kathleen Tighe reported in November that her team has been "finding the same deficiencies over and over again" regarding information security. Since 2009 independent auditors "have found persistent IT control deficiencies in key financial systems," she said.

The 2015 internal audit of information security revealed more problems, including an "inability to detect unauthorized devices connecting to the network." The IG also flagged "key

## An agency holding 139 million Social Security numbers fails cyber test.

weaknesses" in "internal intrusion detection and prevention of system penetrations." Specifically, her team was "able to gain full access to the Department's network and our access went undetected" by both the contractor overseeing the system and the department's information office.

Perhaps this was because the CIO's office was engaged

in other, less pressing matters. Confidential internal documents we have reviewed show that the IG's office has been investigating CIO Danny Harris for years for possible misuse of his position and government property, among other alleged transgressions.

In 2013 Assistant IG William Hamel reported to Deputy Secretary Tony Miller that Mr. Harris "operated outside business ventures" in which he employed department subordinates and received payments from subordinates and others "for installing home theaters and detailing their cars."

Mr. Harris did not return a phone call on Monday, but in his prepared testimony for Tuesday's hearing he says that he has ceased having financial relationships with members of the department, that he made no money on the car detailing, and that he has amended his tax returns to reflect previously unreported income from the home theater installations.

That's good to know, though we hope someone asks Mr. Harris's superiors if they think such behavior is kosher for a senior federal official. After the catastrophic Chinese hack of the Office of Personnel Management, the feds need top-flight information officials—not men or women who view it as a sinecure with plenty of time to run other businesses.

The Wall St. Journal  
P. A12 2-2-16

# U.S. Department of Education

**Had a major Data Breach early in 2017**

<https://federalnewsradio.com/cybersecurity/2017/05/irs-education-dept-delayed-reporting-major-data-breach-lawmakers-claim/>



# **Edmodo is one of the most widely used ~~education~~, I mean Student Data Mining, websites used in Nevada schools**

- **In May 2017 Edmodo had a data breach affecting 77 of it's 78 million users.**

<https://www.the74million.org/article/77-million-edmodo-users-are-hacked-as-widespread-cyber-attacks-hit-the-ed-tech-world>

- **ZDNet called it one of the biggest breaches so far in 2017.**

<http://www.zdnet.com/pictures/biggest-hacks-leaks-and-data-breaches-2017/3/>

- **It's the NDE supplying the 1:1 Devices, and the Districts, and local school administrators pressuring kids to create accounts and share their data with vendors like Edmodo probably without parental consent.**
- **WCSD did NOT inform parents of the data breach!**
- **Did your District?**
- **Evidentially there is no Nevada law that requires Districts to inform parents about this type of data breach.**



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# NEWS

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Uploaded: Thu, Apr 20, 2017, 3:41 pm

## PAUSD student data exposed in breach

'White hat' security researcher accesses school records

by Elena Kadwany / Palo Alto Weekly

The names, addresses, birth dates and test scores of 14,000 current and former students in the Palo Alto school district were accessed by a well-known computer security researcher targeting a former vendor of the district, the school district announced in a [message](#) to parents Thursday afternoon.

Earlier this month, the security researcher, Chris Vickery, accessed the student records on vendor Schoolzilla's cloud storage, which had been mistakenly configured for public



The Palo Alto Unified School District will notify the California Attorney General of a large data breach discovered through its former vendor. Photo by Veronica Weber.

### TOP BLOGS

**Old Port Lobster Shack opens Palo Alto pop-up**  
By Elena Kadwany | 0 comments | 2,616 views

**Recent Research for Wives to Keep Husbands from Straying**  
By Chandrama Anderson | 3 comments | 1,686 views

**More Plastic in the Ocean than Fish?**  
By Laura Stec | 2 comments | 678 views

**College applications are open!**  
By John Raftrey and Lori McCormick | 1 comment | 535 views

[View all local blogs](#)

**Save the Dates: Sat. & Sun. Aug. 26 & 27**  
Coldwell Banker Woodside is sponsoring a pet adoption event with [CompanionsInWaiting.org](#) because everyone deserves a home.



# **Some are writing about Student Data Mining**





# Here a few, from the left and right, over a nine month period in 2014

- **Washington Post** - Why a 'Student Privacy Bill of Rights' is Desperately Needed  
<https://www.washingtonpost.com/blogs/answer-sheet/wp/2014/03/06/why-a-student-privacy-bill-of-rights-is-desperately-needed/>
- **Huffington Post** – Google Apps for Education: Data Mining and the Threat to Student Privacy  
[http://www.huffingtonpost.com/sue-scheff/google-apps-for-education\\_b\\_5083478.html](http://www.huffingtonpost.com/sue-scheff/google-apps-for-education_b_5083478.html)
- **Politico** – The big biz. of spying on little kids  
<http://www.politico.com/story/2014/05/data-mining-your-children-106676>
- **Huffington Post** – Students: The One Group Missing From Student Data Privacy Laws and Bills  
[http://www.huffingtonpost.com/larry-magid/the-one-group-missing-from-student-data-privacy-laws-and-bills\\_b\\_7446242.html](http://www.huffingtonpost.com/larry-magid/the-one-group-missing-from-student-data-privacy-laws-and-bills_b_7446242.html)
- **Chicago Tribune** – Student computer use raises privacy questions  
<http://www.chicagotribune.com/news/ct-school-tablets-privacy-met-20140928-story.html>
- **Fox News** – Critics say Common Core includes collecting psych data on kids  
<http://www.foxnews.com/us/2014/12/07/womb-to-workforce-anti-common-core-advocates-allege-data-mining-on-students/>
- **NY Times** – Student Data Collection Is Out of Control  
<http://www.nytimes.com/roomfordebate/2014/09/24/protecting-student-privacy-in-online-learning/student-data-collection-is-out-of-control>
- There are a lot more articles out there now

**The Washington Post article published  
11/12/15 title: The astonishing amount of data  
being collected about your children**

[https://www.washingtonpost.com/news/answer-sheet/wp/2015/11/12/the-astonishing-amount-of-data-being-collected-about-your-children/#st\\_refDomain=&st\\_refQuery=](https://www.washingtonpost.com/news/answer-sheet/wp/2015/11/12/the-astonishing-amount-of-data-being-collected-about-your-children/#st_refDomain=&st_refQuery=)

**Only one State's Department of Education is  
mentioned...Nevada**

# If you only read one SDM article... Make it this Washington Post article...

Only one state Dept. of Education is mentioned...the NDE

The screenshot shows a web browser displaying a Washington Post article. The browser's address bar shows the URL: <https://www.washingtonpost.com/news/answer-sheet/wp/2015/11/12/the-astonishing-amount-of-data-being-collected-abo>. The article title is "The astonishing amount of data being collected about your children" by Valerie Strauss, dated November 12, 2015. The article features a large image of a server room with blue lighting. A context menu is open over the article, showing options like "New tab", "Print...", "Find...", and "Exit". The Windows taskbar at the bottom shows the Start button and several application icons, including Internet Explorer, Google Chrome, and Microsoft Office. The system tray in the bottom right corner shows the date and time as 9:02 AM on 8/3/2017.

The Washington Post  
*Democracy Dies in Darkness*

Find the right mix of Hybrid IT  
so you can say Yes. [Say Yes](#)

Accelerating next  
Hewlett Packard  
Enterprise

Answer Sheet

## The astonishing amount of data being collected about your children

By Valerie Strauss November 12, 2015

Windows

HP ENVY CURVED All-in-One  
Total immersion.  
Absolute seduction.  
Starting at \$1,999<sup>99</sup>

[See more](#)

Cortana is your truly  
personal digital assistant.

Start

9:02 AM  
8/3/2017

**The Washington Post mentioned the \$10,000 the NDE said it would cost to see the data they are storing on my children**

# NV - Only State in Country to take this position

2/07/14

Mr. Eppolito,

The Department's Director of Information Technology, Glenn Myer, has reviewed your request to **receive reports of data for each of your four children that is contained in the SLDS**. He has estimated that **the cost will be approximately \$10,194**, which represents at least three solid weeks (120 hours) of dedicated staff time (billed at \$84.95/hour) to build, test and validate a new application that will be able to display individual student data in a readable format. **Payment of this fee must be made in full before work can begin.**

Please understand that the primary purpose of the Department of Education's SLDS is to support required state and federal reporting, funding of local education agencies, education accountability, and public reporting. The system currently is not capable of responding to the type of individual student data request you have presented. Thus, the extraordinary cost to create a system application that will produce a readable report. Furthermore, data requests outside the scope of the SLDS' current capability must be prioritized and can only be accommodated when staff resources are available. This prioritization will most likely result in **your data request not being fulfilled for several months.**

Please notify me if you would like to proceed with your request.

Judy P. Osgood  
Public Information Officer  
Nevada Department of Education  
700 E. Fifth Street, Suite 100  
Carson City, Nevada 89701  
Office: (775) 687-9201  
Cell: (775) 443-7156  
[josgood@doe.nv.gov](mailto:josgood@doe.nv.gov)

# Many others covered this story including Fox (Martha MacCallum)

<http://www.foxnews.com/on-air/americas-newsroom/2014/05/16/dad-told-pay-10k-see-state-school-files-his-kids>

Windows Media Player

151



00:34



**The U.S. DoE told the  
NDE: that Nevada had to allow  
me to view the data being stored  
on my children for no charge.**

**My wife and I spent about 4 hours going over  
our four children's data with DoE. Here's what  
we found...**

- **All of our children had erroneous address under their name; our older children had over 30 erroneous address associated with them**
- **At least some of the erroneous addresses are for other children in WCSD**
- **In addition there was a lot of “coded” information - test scores.**
- **My question is: How do we know the coded test scores are actually scores for my children and not one of the children erroneously associated with my children?**
- **Once this came out the NDE told the Nevada Journal: “...the NDE is not aware of any bug or system issue that would cause data inaccuracy and that when it becomes aware that any of its records are incorrect, it takes steps to correct that information.”**



**Possibly the first four children in the Nevada who's SAIN data (1,000 + pts. of data) was checked was inaccurate. What about the other 400,000 students...**

## **QUESTIONS:**

- 1) When will the pre-K, college, and workforce data be connected to the K-12 data?**
- 2) What will they do with all this data?**
- 3) Is it accurate?**
- 4) Can they keep it safe?**

# Education Week October 2015

Five Article report titled:

A Special Report on Student Data Privacy

One article:

Schools Government Agencies Move to  
Share Student Data

**"Privacy concerns associated with integrated data systems—including potential breaches, the creation of inaccurate or misleading profiles, and possible stigmatization of children—are immense."**

<http://www.edweek.org/ew/collections/student-data-privacy-special-report/index.html?cmp=eml-eb-sr-data+102115>

<http://www.edweek.org/ew/articles/2015/10/21/schools-government-agencies-move-to-share-student.html?cmp=eml-enl-eu-news1>

# What Can You Do to protect your children? (Handout)



# Teachers – Can now educate parents on SDM without fear of retribution from their employer – Hopefully...

Business Items - 2017 NEA Annual Meeting - Internet Explorer

https://ra.nea.org/business-items/?yr=2017&

Fallon jobs and services

Protect Nevada Children

Business Items - 2017 NEA ...

File Edit View Favorites Tools Help

nea NATIONAL EDUCATION ASSOCIATION nea.org

2017 NEA Annual Meeting and Representative Assembly

RA MEDIA BUSINESS ITEMS AGENDA SPEAKERS & SPEECHES RESOURCES ABOUT myRA

Search 2017 NEA RA

GO

## Business Items

SEARCH/FILTER BUSINESS ITEMS

BUSINESS ITEM TYPE: ALL BUSINESS ITEMS

ACTION: ALL ACTIONS

YEAR: 2017

### New Business Item 71

**ADOPTED**

NEA will provide model language for locals seeking to protect members who have a concern about data being collected on students and who wish to voice their concern to parents without retribution from their employer. This language should be created for collective bargaining or other processes for affiliates as needed.

This information will be posted on mynea360.org (in the appropriate online community).

Lysol + BOX TOPS FOR EDUCATION

supporting schools one clean surface at a time

WHAT IT TAKES TO PROTECT™

myRA Delegate Dashboard

INTERACTIVE FEATURES FOR DELEGATES TO IMPROVE THE 2017 RA EXPERIENCE

Find Professional Support

Start

6:42 AM 8/3/2017

**It is up to parents to  
protect their children,  
their data, and their  
future!**

# What you can do to protect your children (handout)

- **DO NOT LET YOUR CHILD TAKE THE SBAC (handout); The 5<sup>th</sup> and 8<sup>th</sup> grade science exams; The NAEP; or the NAA (special ed.)**
  - **Do not let your child use a 1:1 Device at school (handout)**
  - **Don't allow your children to create third party vendor accounts or "login" to any website while at school. (handout)**
  - **Remind your children whatever they post on Social Media could follow them the rest of their lives. If they are not old enough...**
  - **Learn now Social and Emotional Learning will be assessed at your school**
    - **Do not allow your kids to take the DESSA, SELWeb, the NV-SCSEL, and any other psychological assessment your school may be using.**
  - **Do not let you child complete surveys at school, especially on a computer.**
  - **Learn what is in your child's Infinite Campus account, especially the MTSS tab**
- <https://www.washingtonpost.com/news/answer-sheet/wp/2015/10/23/teacher-sometimes-i-feel-like-being-a-teacher-in-the-public-school-system-is-like-being-in-a-dysfunctional-relationship/>
- **Contact NDE and ask to view data being stored on your child**
  - **Educate others on the content of this presentation i.e. parents, community leaders, educators, clergy, legislators and the media**
  - **Educate then ask political candidates what they will do to protect our children's data**
  - **Get on mailing list, [john@Jtahoe.com](mailto:john@Jtahoe.com) (I'll email this presentation)**

- **We need your help getting the word out!**
- **Help plan more meetings like this one**
- **Donate (Red Box)**

# FIND US HERE

- Facebook: [Protect Nevada Children](#)
- [www.NevadansAgainstCommonCore.com](http://www.NevadansAgainstCommonCore.com)
- Thank you...
- Questions & Discussion...





# How Google Took Over the Classroom

The tech giant is transforming public education with low-cost laptops and free apps. But schools may be giving Google more than they are getting.

By NATASHA SINGER MAY 13, 2017

8 ARTICLES REMAINING

# **Who wrote the Common Core Standards – Three Steps**

## **Step 1 Writing the standards**

**13 out of 29 writers were from:**

- **The College Board (AP, Springboard, SAT)**
- **ACT (College entrance exams)**

**Most of the other 16 were from two non-profits:**

- **Achieve**
- **Student Achievement Partners**

**There were no K-12 teachers**

The link no longer works, but I have the lists and their backgrounds.

[http://www.nga.org/cms/home/news-room/news-releases/page\\_2009/col2-content/main-content-list/title\\_common-core-state-standards-development-work-group-and-feedback-group-announced.html](http://www.nga.org/cms/home/news-room/news-releases/page_2009/col2-content/main-content-list/title_common-core-state-standards-development-work-group-and-feedback-group-announced.html)

# **Step 2**

## **Feedback Groups**

### **37 people total**

- **Exactly 1 Teacher – Vern Williams from Virginia**
- **Virginia did not adopt CC**

# **Step 3 - Validation Committee Rubber Stamp Committee**

- **29 people**

**Had to sign confidentiality agreement...**

- **1 Teacher representing the AFT (union)**
- **1 Teacher representing the NEA (union)**
- **1 Other teacher – Sarah Baird, AZ**
  
- **There were exactly two curriculum specialists who had already written high, time tested, standards that on the Validation Committee – both of them plus three others would not off on the standards – Five total**
  
- **Their written comments...**

**When the Common Core (CC) standards were first released Almost 500 Early Childhood Health and Education Professionals signed a letter to the people who now hold the copyright for CC the NGA and the CCSSO Both are trade associations**

- **First paragraph, “WE HAVE GRAVE CONCERNS about the core standards for young children now being written by the NGA and the CCSSO. The draft standards made public in January conflict with compelling new research in cognitive science, neuroscience, child development and early childhood education about how young children learn, what they need to learn, and how best to teach them in kindergarten and the early grades.”**
- **“We call on the NGA and the CCSSO to suspend their current drafting of standards for children in kindergarten through grade three.”**

**How did the NGA and  
CCSSO respond?**

# CC Copyright NGA & CCSO

## Limitation on Liability:

- **“UNDER NO CIRCUMSTANCES SHALL NGA CENTER OR CCSO, INDIVIDUALLY OR JOINTLY, BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, EXEMPLARY, CONSEQUENTIAL, OR PUNITIVE DAMAGES HOWEVER CAUSED AND ON ANY LEGAL THEORY OF LIABILITY, WHETHER FOR CONTRACT, TORT, STRICT LIABILITY, OR A COMBINATION THEREOF (INCLUDING NEGLIGENCE OR OTHERWISE) ARISING IN ANY WAY OUT OF THE USE OF THE COMMON CORE STATE STANDARDS, EVEN IF ADVISED OF THE POSSIBILITY OF SUCH RISK AND POTENTIAL DAMAGE. WITHOUT LIMITING THE FOREGOING, LICENSEE WAIVES THE RIGHT TO SEEK LEGAL REDRESS AGAINST, AND RELEASES FROM ALL LIABILITY AND COVENANTS NOT TO SUE, NGA CENTER AND CCSO.”**

<http://www.corestandards.org/public-license>

# **Mr. Ferreira also said,**

- **“...By next year [2013] we will have close to 10 million students, and that’s just through our Pearson partnership.”**



- According to the Data Quality Campaign (funded by the largest private funder of Common Core, Bill Gates) Feb. 2016 - NV was only half way to completion of its data collection system NSLDS (NPWR) – this is the pre-K to work force data tracking system

<http://dataqualitycampaign.org/your-states-progress/>

- The System of Accountability Information in Nevada (SAIN) K-12 is collecting hundreds of points of data on every Nevada public school child including discipline, psychological, and disability information. This data will follow students for the rest of their lives...  
(Second link)
- **We do not know who will ultimately have access to SAIN data, in addition it could change over the years. For sure the federal government and other states will have access to SAIN...aggregated (?)**

<http://www.doe.nv.gov/DataCenter/>

[http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/DataCenter/SAINDataDictionary2016\(1\).pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/DataCenter/SAINDataDictionary2016(1).pdf)

[file:///C:/Users/John/Downloads/Data%20Dictionary%207.15%20\(2\).pdf](file:///C:/Users/John/Downloads/Data%20Dictionary%207.15%20(2).pdf)

# So by the end of 2011

Arne Duncan had part of what he said he wanted he wanted in 2009...

The ability of local schools, school districts, states, and third parties, to:

1. “track children from pre-K to the work force,” and
2. share student PII

*Without parent knowledge or consent!*

Then he moved to building comprehensive systems that track individual students from cradle to grave.

# Then the state said...

- "That means even if the department could obtain the information Eppolito requested, it would be legally constrained in releasing it to him, Osgood said."

<http://www.tahoedailytribune.com/news/11538070-113/data-eppolito-information-privacy>

- **At the Carson City Common Core forum on 5/27/14 Ms. Osgood confirmed even if I pay the \$10,000 I can not have access to my children's data. But it will be shared with US DoE, GAO, companies like Pearson Education, and many others.**

## In the new NV budget

- \$9 Million and nine new positions over the next two years for the Data Systems Management (DSM), i.e. the SAIN (K-12) and the NPWR (cradle to grave)

Pages 915-924: [http://budget.nv.gov/uploadedFiles/budgetnvgov/content/StateBudget/2016-2017/Nevada\\_Executive\\_Budget\\_2015-2017.pdf](http://budget.nv.gov/uploadedFiles/budgetnvgov/content/StateBudget/2016-2017/Nevada_Executive_Budget_2015-2017.pdf)

- Will this new money help NPWR get up to 400 attributes the US DoE suggests?