Common Data Standards

Leveraging Longitudinal Data Systems

PESC Fall Forum    October 12, 2010

Hans Peter L’Orange
State Higher Education Executive Officers

Christopher Lohse
Council of Chief State School Officers
“Never has America required so many of its citizens to know so much. Never have employers sought such a broadly trained — and retrained — workforce. Never has technology transformed so rapidly and so thoroughly how Americans live and work. Never before has education after high school played such a crucial role in enabling an individual to enter the middle class. And never before has a society expected so much from its system of higher education.”

The National Center for Public Policy and Higher Education
Functions of Data in Policy Setting

- Sets the context, boundaries and conditions for decision making
- Establishes the “facts” before considering goals, objectives and strategies
- Explains “where we are”
- Supports tough decisions about future and how to get there
Key Data Principles

- Maintaining privacy is an absolute given.
- Distinguish between individual data on a student and aggregate data on groups of students.
- Data at the student level is appropriate for a select group of counselors and educators.
- Data in the aggregate is appropriate to help systems become more effective.
- Consistency at the unit level (i.e. Common Data Standards) makes aggregate level more valuable.
Why Do We Need Data Standards?

- Uniform definitions for longitudinal data systems
- Deeper and more consistent analysis of educational outcomes
- Facilitate movement data through education sectors and even across borders
- Enable a more complete and accurate picture of what’s really going on in education
- Educators, Policymakers and the Public are looking for comparable indicators
- Provide a common vocabulary and facilitate technical interoperability
Why Do We Need Data Standards?

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>K-12</th>
<th>Postsecondary</th>
<th>Workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which preschool programs best prepare students for kindergarten?</td>
<td>What is the graduation rate by high school?</td>
<td>To what degrees are high school math grades predictors of readiness for college math?</td>
<td>What industries are most employing high school and college graduates?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>How successful are college graduates in the workforce by major or credential?</td>
</tr>
</tbody>
</table>
## Why Do We Need Data Standards?

<table>
<thead>
<tr>
<th>Policy Questions</th>
<th>Data Standards Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the college-going rate for graduates by high school?</td>
<td>What constitutes a high school graduate? Do you include students who opt out and complete a GED through the school system? Do you include all students who graduate including those who graduate early/late in the winter or summer?</td>
</tr>
<tr>
<td></td>
<td>What counts as college-going? Do we include students who attend unaccredited institutions? Do we include students who go to college part-time as well as full-time?</td>
</tr>
</tbody>
</table>
Common Data Standards (CDS) provide uniform definitions, code sets, business rules and technical specifications for the longitudinal data systems used to support deeper and more consistent analysis of educational outcomes.
Common Data Standards
State-led and Voluntary

The CDS are being developed by states, districts, institutes of higher education, and marketplace providers for states. As was the case with the Common Core Standards, adoption of the CDS will be led by states and adoption is entirely voluntary.
Common Data Standards
Informed Decision Making

Consistent and comparable data enables more efficient and informed decision-making at all levels – by policymakers, administrators, educators and parents – to promote better educational outcomes for all students.
The CDS sets clear standards for data that are collected and used across the educational spectrum (from Pre-K to Postsecondary) – data that illuminate the performance and resource needs for states that adopt Common Core State Standards (or any other high standards a state adopts).
Common Data Standards Initiative
What It Is Not!

**Required**: Adoption of any or all of the CDS standards is *entirely voluntary*.

**A data collection**: CDS does not collect data.

**A Federal unit record system**: CDS is a model for data standardization to enable sharing between state systems.

**Solely a USED undertaking**: CDS is a collaborative effort including SEAs, LEAs, state higher education organizations, and national organizations.

**Academic Standards**: CDS has been confused with the Common Core Academic Standards.
Common Data Standards Initiative
Parallel Activity

<table>
<thead>
<tr>
<th>Technical Working Group</th>
<th>Advocacy, Communication &amp; Adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td>• NCES Forum</td>
<td>Bill &amp; Melinda Gates Foundation</td>
</tr>
<tr>
<td>• 4 SEAs (+2 alternates)</td>
<td>• SHEEO</td>
</tr>
<tr>
<td>• 4 LEAs</td>
<td>• CCSSO</td>
</tr>
<tr>
<td>• 4 Higher Education Systems</td>
<td>Michael &amp; Susan Dell Foundation</td>
</tr>
<tr>
<td>• SIF Association</td>
<td>• DQC</td>
</tr>
<tr>
<td>• PESC</td>
<td></td>
</tr>
</tbody>
</table>

*TWG Revisions being considered*
Version 1.0 Now Available

- 165 elements; primarily K-12 with some transition elements
- School, LEA, K-12 Student, K-12 Staff, K-12 Course, Class Section, K-12 Assessment, Academic Record, and Postsecondary Transition
- Available at www.commondatastandards.org
<table>
<thead>
<tr>
<th>Element Name</th>
<th>Definition</th>
<th>Code Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Award Date</td>
<td>The date on which the academic award was conferred.</td>
<td>None</td>
</tr>
</tbody>
</table>
| Academic Award Level   | The level of the degree, certificate, or award granted for the successful completion of requirements of an academic program. | 01 - Postsecondary award, certificate, or diploma of less than one academic year (less-than 900 contact or clock hours)  
02 - Postsecondary award, certificate, or diploma of at least one but less than two academic years (at least 900 but less than 1800 contact or clock hours)  
03 - Associate's Degree  
04 - Postsecondary award, certificate, or diploma of at least two but less than four academic years (at least 1800 contactor clock hours)  
05 - Bachelor's Degree or equivalent  
06 - Postbaccalaureate Certificate  
07 - Master's Degree  
08 - Post-Master's Certificate  
12 - Doctor's degree - research/scholarship  
13 - Doctor's degree - professional practice  
14 - Doctor's degree - Other |
| Activity Code          | A unique number or alphanumeric code used to identify the co-curricular or extra-curricular activity that is offered at the education institution. | None                                                                     |
| Activity Involvement Begin Date | The month, day, and year on which the individual began to participate in the activity. | None                                                                     |
| Activity Involvement End Date | The month, day, and year on which the individual ceased to participate in the activity. | None                                                                     |
All three components are required to fully accomplish all of the high level objectives of the Common Data Standards Initiative. There are major challenges with addressing all three at once:

- The skill sets required in each area are very different
- The scope of the project becomes extremely large
- The opportunity for disagreement and roadblocks to adoption increases exponentially with scope.
What’s Next?

• Version 1.0 released September 10.......version 2.0 is underway
• Comments on 1.0 still being accepted
• Communication and adoption strategies refined
• Multiple presentations (and more presentations)
• Engage postsecondary and vendor communities
• Learn from other initiatives
• Years 2 and 3: Expansion of the number of elements and the scope (Postsecondary followed by Pre-K and Workforce)