Data-Mining Your Child

Jane Robbins
American Principles Project

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U.S. Secretary of Education Arne Duncan,
June 8, 2009

"Hopefully, some day, we can track children from preschool to high school and from high school to college and college to career . . . .

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....We want to see more states build comprehensive systems that track students from pre-K through college and then link student data to workforce data. We want to know whether Johnny participated in an early learning program and then completed college on time and whether those things have any bearing on his earnings as an adult."

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How the Feds Are Tracking Your Child

Stimulus Bill **+** Race to the Top **=** Massive Student Database

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Arkansas received over **$341 million** from the State Fiscal Stabilization Fund.

Source: Arkansas's Race to the Top Application (January 2010),
http://www2.ed.gov/programs/racetothetop/phase1-applications/arkansas.pdf, p. 27.

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Identical State Longitudinal Data Systems

"To receive State Fiscal Stabilization Funds, a state must provide an assurance that it will establish a longitudinal data system that includes the elements described in the America COMPETES Act . . . ."

–U. S. Department of Education

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"Nothing in this chapter . . . shall be construed to authorize the development of a nationwide database of personally identifiable information on individuals involved in studies or other collections of data under this chapter."
20 U.S.C. § 7911

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Intrusive Data Mining
From Pre-School to 20-Workforce Data Collection

Common Core is part of a larger scheme that encourages states to collect over 400 data points on each student. The data will go into state databases – which are identically built, and therefore sharable.

F.
E.
R.
P.
A.

The **Family Educational Rights and Privacy Act** was recently gutted to allow almost unlimited data-sharing, without parental consent.

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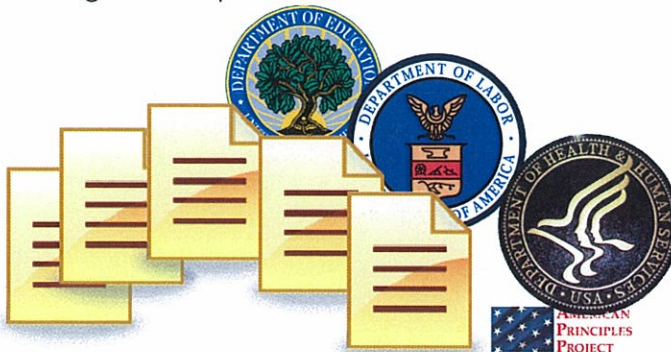
"Early Learning" – Get the Children Away From Their Parents ASAP – And Let the Data-Collection Begin

On December 10, 2014, Arkansas was chosen to receive almost **$15 million** for this purpose.

Source: http://www.ed.gov/news/press-releases/18-states-awarded-new-preschool-development-grants-increase-access-high-quality-

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"ABC [Arkansas Better Chance preschool program] collects data on poor children [including developmental screening and Body Mass Index] . . . ADE's longer-term objective is to expand the capture of information for *all* Arkansas children in this age category and ultimately to collect a broad range of information on children in the State from their earliest years . . . ."

Source: Arkansas's Race to the Top Application (January 2010), http://www2.ed.gov/programs/racetothetop/phase1-applications/arkansas.pdf, pp. 64-65.

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"In 2009, Arkansas's Workforce Cabinet agreed to and is building the system now to link even more data to form an education to workforce longitudinal data system. . . . [Arkansas has] a statewide multi-agency data-sharing consortium established at the direction of Governor Beebe. . . . a shared online data mart . . . ."

Source: Arkansas's Race to the Top Application (January 2010), http://www2.ed.gov/programs/racetothetop/phase1-applications/arkansas.pdf, pp. 25, 52-53.

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What Kind of Data?
Government Intrusion

- Student Test Scores
- Disciplinary Records
- Health History
- Total Family Income
- Source of Income
- Address
- Bus #, Stops and Times
- SSN

- Parent Communication Method
- School Food Service Participation
- Peer Rating Data!
- Baptism Certificate
- Life Insurance Policy
- Insurance Coverage

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PARCC's Contract with the Feds

COOPERATIVE AGREEMENT
Between the
U.S. DEPARTMENT OF EDUCATION
and the
PARTNERSHIP FOR ASSESSMENT OF READINESS OF COLLEGE AND CAREERS

Date: January 7, 2011. PR/Award #: S395B10001 and S395B10001A

ARTICLE II
PROJECT MANAGEMENT PLAN

A. RECIPIENT'S RESPONSIBILITIES

In addition to carrying out the tasks and activities described in the recipient's application, as indicated in the Scope of Work section of this agreement, the recipient will:

5) Comply with, and where applicable coordinate with the ED staff to fulfill, the program requirements established in the RTTA Notice Inviting Applications and the conditions on the grant award, as well as to this agreement, including, but not limited to working with the Department to develop a strategy to make student-level data that results from the assessment system available on an ongoing basis for research, including for prospective linking, validity, and program improvement studies; subject to applicable privacy laws.

APPENDIX E: RTTA GRANT CONDITIONS
(attached for reference purposes)

6) The Grantee must provide timely and complete access to any and all data collected at the State level to ED or its designated program monitors, technical assistance providers, or researcher partners, and to GAO, and the auditors conducting the audit required by 34 CFR section 80.26.

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Hacking: It's Just a Matter of Time

"Already, according to the Privacy Rights Clearinghouse, **14,423,174 student records** have been lost from **725 security lapses** between 2005 and April 12, 2014."

Source: Emmett McGroarty, Joy Pullmann, and Jane Robbins, *Cogs in the Machine: Big Data, Common Core, and National Testing*, Pioneer Institute (May 2014).

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Turning Over Student Data to Ed-Tech Companies: Playing With Fire

- "Bankruptcy Can Leave Student Data Especially Vulnerable"

"When an education startup called ConnectEDU, a college- and career-counseling website, went bankrupt in April, the company's assets were put up for sale – and among those assets were troves of users' personally identifiable information, including the names, email addresses, and phone numbers of more than 20 million students."
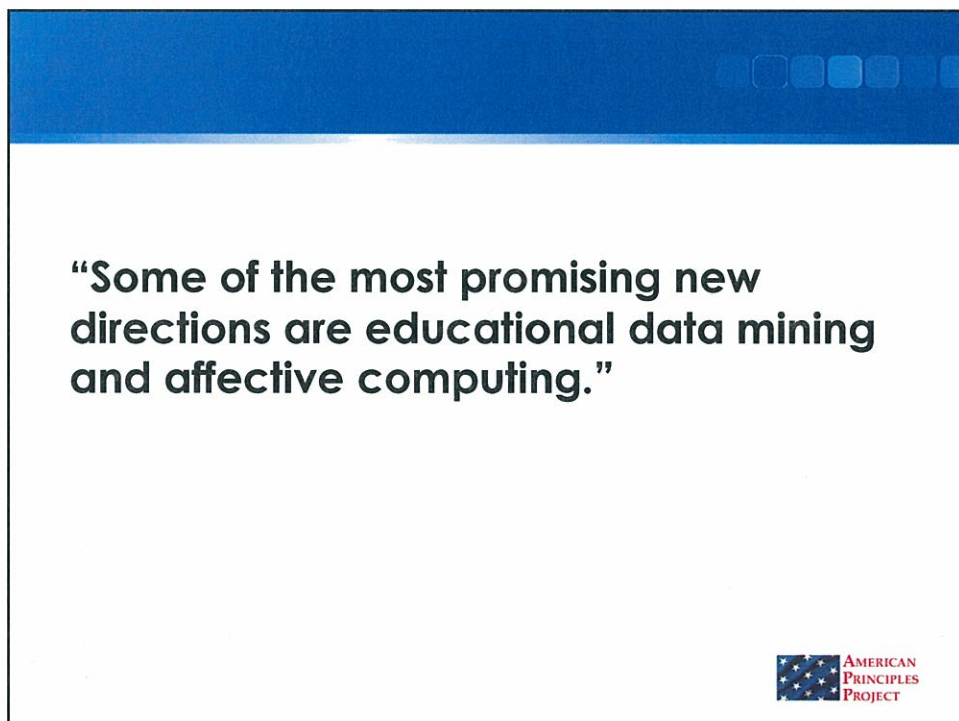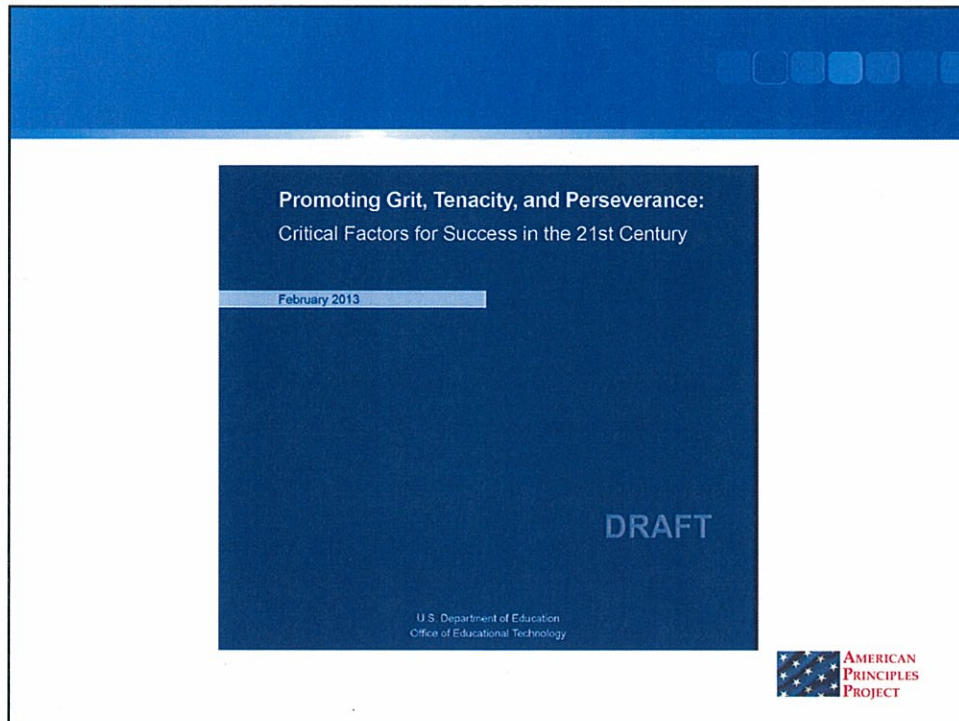
Source: http://ehads.com/bankruptcy-can-leave-student-data-especially-vulnerable-3/

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Anonymization

"Utility and privacy [of data] are . . . two goals at war with one another. . . . [A]t least for useful databases, perfect anonymization is impossible."

--Paul Ohm
Broken Promises of Privacy: Responding to the Surprising Failure of Anonymization

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Promoting Grit, Tenacity, and Perseverance:
Critical Factors for Success in the 21st Century

February 2013

DRAFT

U.S. Department of Education
Office of Educational Technology

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"Some of the most promising new directions are educational data mining and affective computing."

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"Affective Computing"

"Discrete emotions particularly relevant to reactions to challenge -- such as interest, frustration, anxiety, and boredom -- may be measured through analysis of facial expressions, EEG brain wave patterns, skin conductance, heart rate variability, posture, and eye-tracking."

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PROJECT

| Facial Expression Camera | Posture Analysis Seat | Pressure Mouse | Wireless Skin Conductance Sensor |

Source: Woolf, B., Burleson, W., Arroyo, I., Dragon, T., Cooper, D., & Picard, R. (2009). Affect-aware tutors: Recognising and responding to student affect. *International Journal of Learning Technology, 3/4,* 129–164.

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Expanding Evidence Approaches
for Learning in a Digital World

U.S. Department of Education
Office of Educational Technology
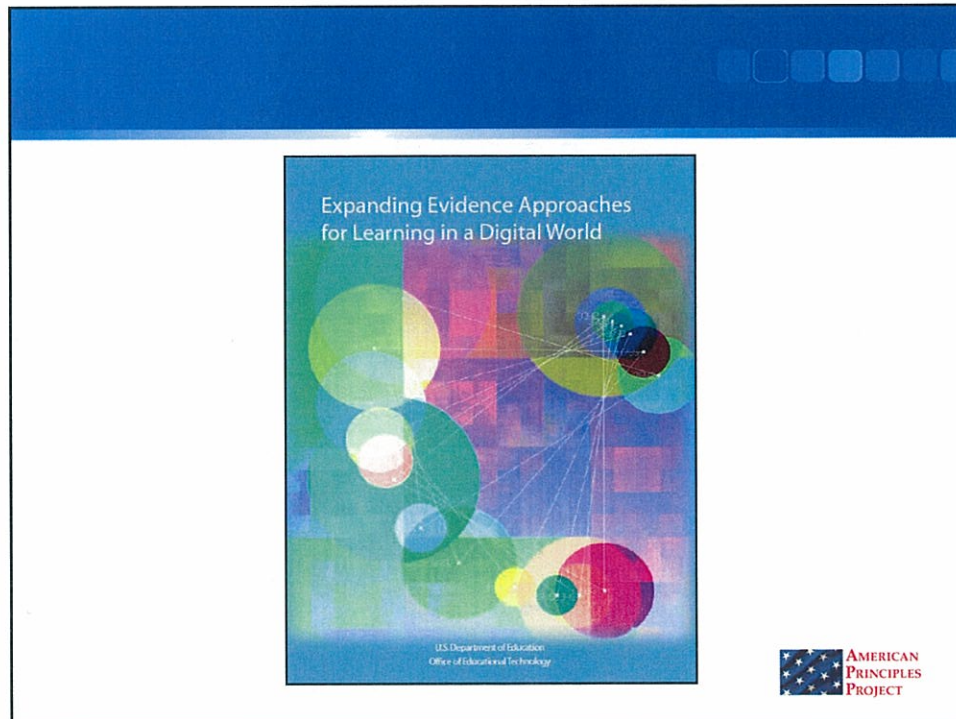
Digital Learning

"Some of these new digital learning resources are sophisticated systems capable of collecting large amounts of fine-grained data as users interact with them . . . [L]earners will generate vast quantities of data . . . ."

These "deeper learning objectives" align with the Common Core standards and the Next Generation Science Standards, which "emphasize deeper learning objectives."

Digital Learning

- Can measure "noncognitive" aspects such as collaboration, persistence, leadership, by capturing "micro-level data on [students'] problem-solving sequences, knowledge, and strategy use, including each student's selections or inputs, the number of attempts a student makes, the number of hints and feedback given, and the time allocated across each part of the problem."

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Digital Learning

"A team at the University of Massachusetts is combining data from sensors that detect learners' facial expressions and physical activity with data from the intelligent tutoring system Wayang Outpost to identify in real time whether a learner is feeling excited, confident, frustrated, or bored."

Source: "Expanding Evidence: Approaches for Learning in a Digital World," U. S. Department of Education, February 2013.

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Digital Learning

Using Technology to Create Feedback Loops for Classroom Behavior
(using ClassDojo, a "real-time behavior management tool")

"Students receive the feedback on their positive and negative behaviors in real time. A positive behavior is acknowledged with a chime and a green badge that appears on the student's avatar, and a negative behavior is marked by a buzzer and a red badge."

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Digital Learning

Techno-progressives are interested not in what students know, but in how they think . . . and how to change how they think.

- This is the point of the breakneck introduction of "digital learning" or "personalized learning."
- Technology is to be "transformational."

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Digital Learning

- But "not just about changing their brain, it's about changing society itself."
- Must create "smart, moral people" who can change, adapt to chaos, accept limits for sustainability. "Intelligence is not cognitive."

Source: Dr. James Gee, Professor of Literacy Studies, Arizona State University
Speaking at "Using Video Games to Assess Students' Noncognitive Skills"
webinar, May 6, 2014

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Digital Learning

"The National Science Foundation earlier this month [October 2014] awarded a $4.8 million grant to a coalition of prominent research universities aiming to build a massive repository for storing, sharing, and analyzing the information students generate when using digital learning tools. The project, dubbed **"LearnSphere,"** highlights the continued optimism that 'big' educational data might be used to dramatically transform K-12 schooling."

Source: "Ed. Data-Mining Research Effort Wins Federal Grant, Raises Privacy Questions,"
http://blogs.edweek.org/edweek/DigitalEducation/2014/10/dat a-mining_research_privacy_NSF.html

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Digital Learning

"**LearnSphere** is likely to hold a massive amount of anonymous information, including: . . .
-- Chat-window dialogue sent by students participating in some online courses and tutoring programs;
-- **Potentially, 'affect' and biometric data, including information generated from classroom observations, computerized analysis of students' posture, and sensors placed on students' skin."**

Source: "Ed. Data-Mining Research Effort Wins Federal Grant, Raises Privacy Questions,"
http://blogs.edweek.org/edweek/DigitalEducation/2014/10/dat a-mining_research_privacy_NSF.html

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We collect "billions of records of data" –
"We're pulling data from everywhere – tens of thousands of places."

"Common Core is the glue that ties everything together."

Shawn Bay, CEO of eScholar,
speaking at US Department of Education's
"Datapalooza," October 2012

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Assembling the Puzzle

Assembling the Puzzle

Loss of local control

Diminishing great literature

Alternative "fuzzy math"

National curriculum

Indoctrination – political and sexual attitudes

Dumbed-down math

Outcome-based education

Workforce development

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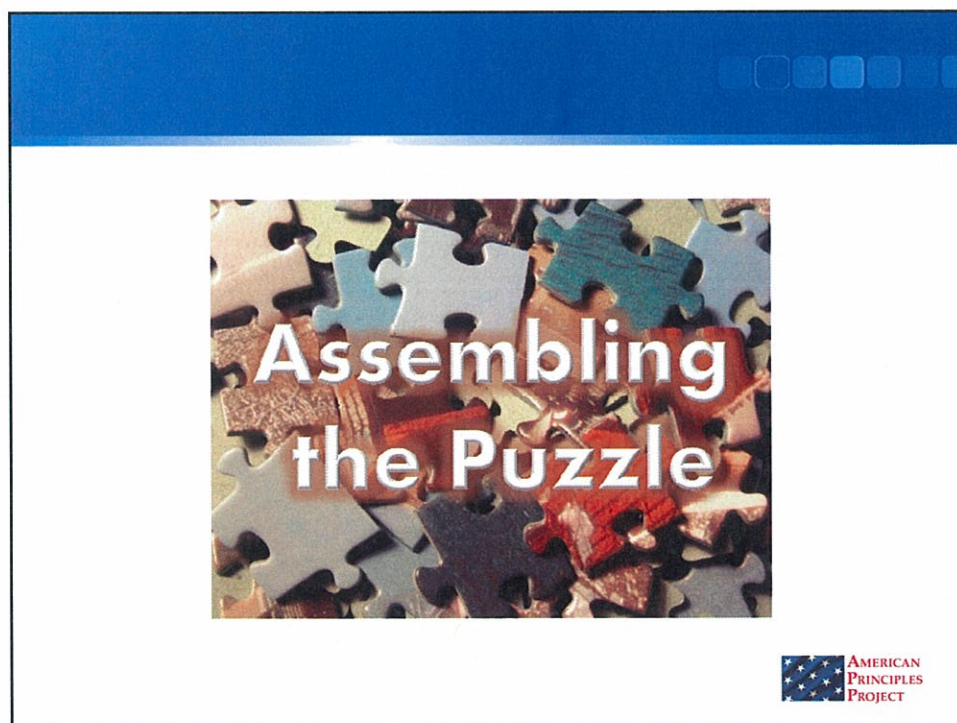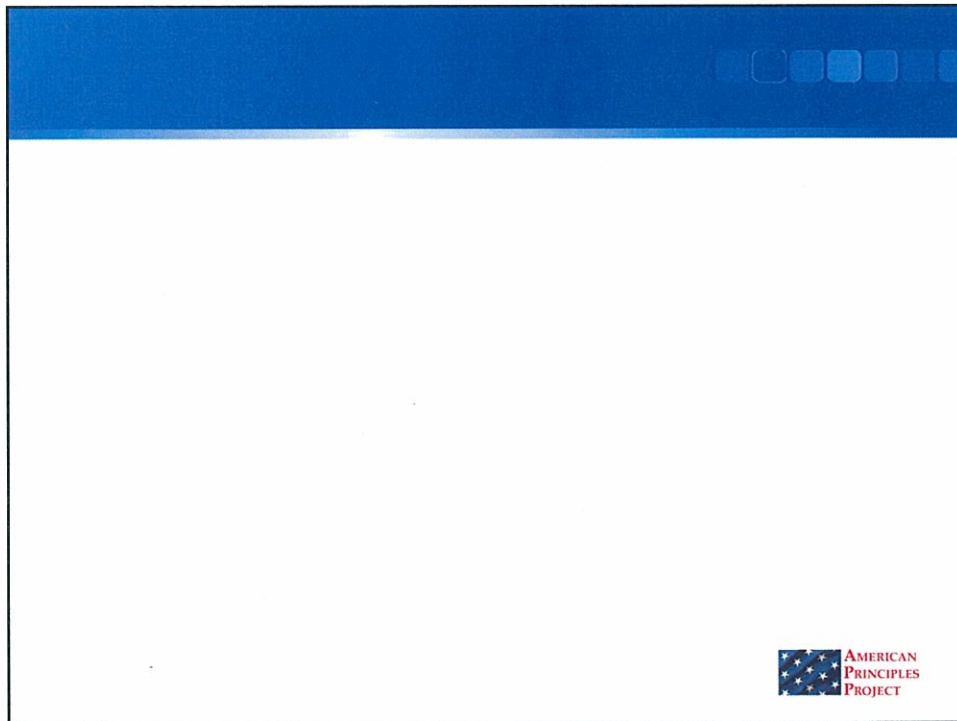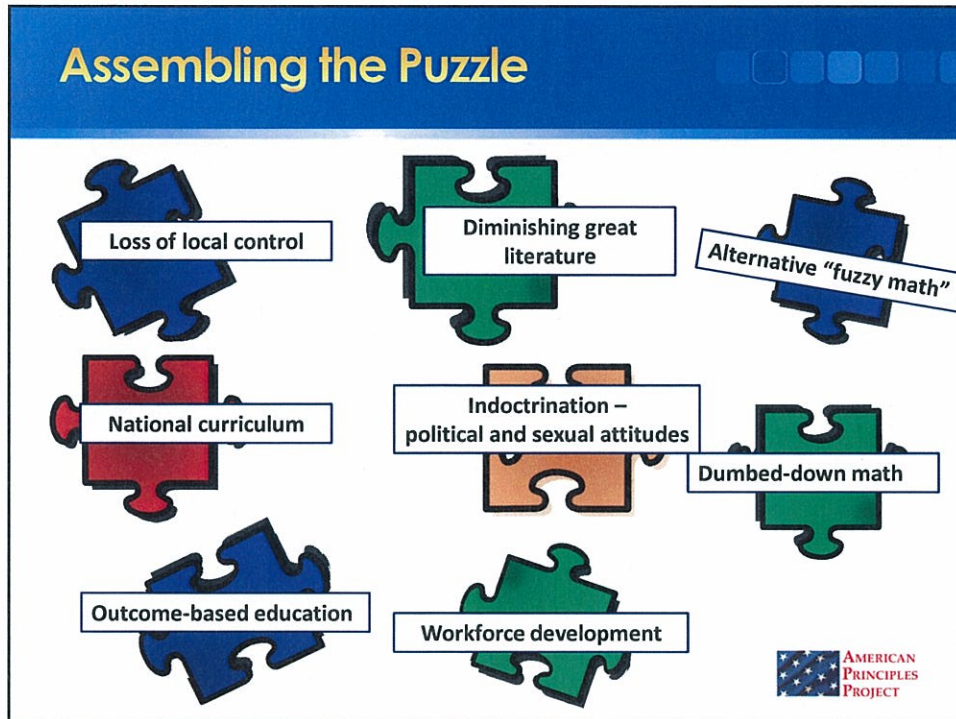
- In other words, this is Outcome-Based Education, Round 2.

- Emphasis on "21st century skills," such as communication, collaboration -- NOT academic knowledge.

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Why de-emphasize content?

Students educated in logic, history, and great literature are less gullible, less malleable.

"[I]f you work hard and intelligently, you should be able to detect when a man is talking rot, and that, in my view, is the main, if not the sole, purpose of education."

Source: John Alexander Smith, Professor of Moral Philosophy, speaking to the entering freshman class at Oxford University, 1914

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Social and Emotional Learning

". . . the processes through which children . . . acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. [The goal is to create] a good student, citizen, and worker."

Source: Collaborative for Academic, Social, and Emotional Learning (CASEL)

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Social and Emotional Learning

Source: Collaborative for Academic, Social, and Emotional Learning (CASEL)

Social and Emotional Learning

Federal Government Pushing SEL

- Fifteen federal programs can be used to fund SEL efforts.
- Pending legislation in U. S. House of Representatives (HR 4509 – Supporting Emotional Learning Act) to increase teacher training, funding for SEL.
- Arne Duncan – "Grit, resilience, tenacity, perseverance" should be taught "in a systemic way" (House testimony, April 29, 2014).

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Digital Learning

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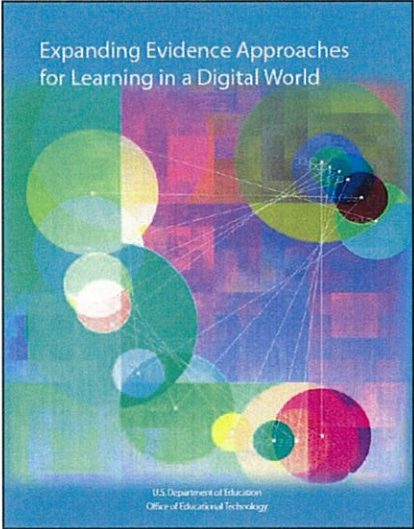- Technology is to be "transformational."

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Digital Learning

Technology at Home, and in the Classroom
- May actually rewire children's brains
- Destroys attention span, motor skills

Source: "Infants 'Unable to Use Toy Building Blocks' Due to iPad Addiction"
The Telegraph, April 15, 2014

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Expanding Evidence Approaches
for Learning in a Digital World

U.S. Department of Education
Office of Educational Technology

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Source: Dr. James Gee, Professor of Literacy Studies, Arizona State University
Speaking at "Using Video Games to Assess Students' Noncognitive Skills"
webinar, May 6, 2014

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Digital Learning

"We keep talking about schools and teachers, because we do not want to talk about society, ourselves, and the craven way we empower the rich, corporations, and rampant social Darwinism. We cannot change our society in one fell swoop.

Sneak in, move quietly, attack unseen, put away the suit – be a snake."

Source: "Games Can Advance Education: A Conversation With James Paul Gee," kqed blogs, July 2014.

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Mediocrity for All

One benefit of replacing academic content with SEL, evaluation of "21st century skills":

Everybody does great!
We achieve equity!

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The Death of Individual Achievement – Collaboration!

"Curriculum and instructional programming that emphasize cooperative group learning and collaboration at the expense of individual ideation may undermine and erode individualism and the imaginative spirit."

Source: *Fostering Creativity, Individualism, and the Imaginative Spirit: Are Collaborative Thinking and Cooperative Learning Overemphasized in Education Today?*
Dr. Paula Hillmann, Marquette University (2004)

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It's a Slippery Slope

National Curriculum

From 1990s national history curriculum to Common Core

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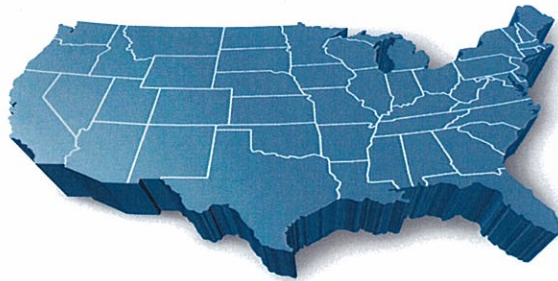
It's a Slippery Slope

From English and math to
- Next Generation Science Standards
- Social Studies Framework
- Health, sex-education standards

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It's a Slippery Slope

Next Generation Science Standards (2013)

- Little chemistry or lab work
- Little physics
- Manmade global warming taught as established fact

NEXT GENERATION SCIENCE STANDARDS
For States, By States

It's a Slippery Slope

Social Studies Framework (2013)

- Less emphasis on facts, more on "constructing questions"
- "The United States can no longer meet global challenges like developing sustainable sources of energy, reducing poverty and disease, or curbing air pollution and global warming, without collaborating with other countries. And the U. S. cannot meet those global challenges . . . without . . . [students' developing] critical thinking skills [and] cross-cultural understanding. . . . The new generation of civic education initiatives move beyond your 'grandmother's civics' to what has been labeled 'action civics.'" Secretary of Education Arne Duncan, January 10, 2012

COLLEGE, CAREER & CIVIC LIFE
C3 FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS

It's a Slippery Slope

National Sexuality Education Standards (2011)

- "Informed by" the Common Core standards
- Guiding principle: "All students . . . deserve the opportunity to achieve . . . sexual health."
- Children in K-2 should be taught not only about sex, but about "demonstrating respect for different family structures."
- It gets worse as the ages increase.

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It's a Slippery Slope

New AP U. S. History Framework

- Issued by David Coleman's College Board
- "The redesigned Framework inculcates a consistently negative view of American history by highlighting oppressors and exploiters while ignoring the dreamers and innovators who built our country."

Source: "The College Board's Attack on American History"
Larry Krieger & Jane Robbins, Breitbart, May 28, 2014

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Goal:
To Encompass All of American Education

private schools, homeschoolers

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How will private and homeschools be affected?

- David Coleman, chief architect of the standards, is now the president of College Board.
- SAT is being redesigned to reflect the Common Core.
- ACT – Aligning to Common Core?

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Teacher Evaluations

Noncompliant teachers will pay.

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But What Happens When They Get to College?

"The imposition of Common Core on higher education has been by stealth. . . . The burden will be on 'higher education' to 'build on' 'what students have learned in high school' under Common Core, so that they will be 'guaranteed' placement . . . .'"

Dr. Mary Grabar, "Common Core Is Coming to Your College (Yes, College)"
September 19, 2014
http://www.dissidentprof.com/

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But What Happens When They Get to College?

If their courses "assume mathematics or English-language arts skills that are not part of the [Common Core standards], college professors will have "exciting opportunities" to "reassess their own curricula . . . in light of these new common state benchmarks."

Source: *The Common Core State Standards: Closing the School-College Gap*
Jacqueline E. King and Allison Jones (2012)

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"The Gates Effect: The Bill & Melinda Gates Foundation Has Spent $472 Million (So Far) on Higher Education. Why Many in Academe Are Not Writing Thank-You Notes"

Source: *The Chronicle of Higher Education*, July 14, 2013

BILL&MELINDA GATES *foundation* THE GATES EFFECT

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"Obama Proposes Linking Federal Aid to New College Ranking"

Source: Bloomberg News, August 22, 2013

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What Is to Be Done?

- Educate yourself – truthinamericaneducation.com.
- Keep a close watch on curriculum and lessons coming home with your children. Refuse interactive digital learning unless you understand its goals and capabilities.
- Network with other parents.
- Keep pressure on state and local officials.
- Pay attention to state legislature, State Superintendent, local board elections – support good candidates; become a good candidate! (Watch for Parents Against Common Core, coming soon.)
- In the interim, consider avoiding the SAT, and definitely avoid the new AP U.S. History course.

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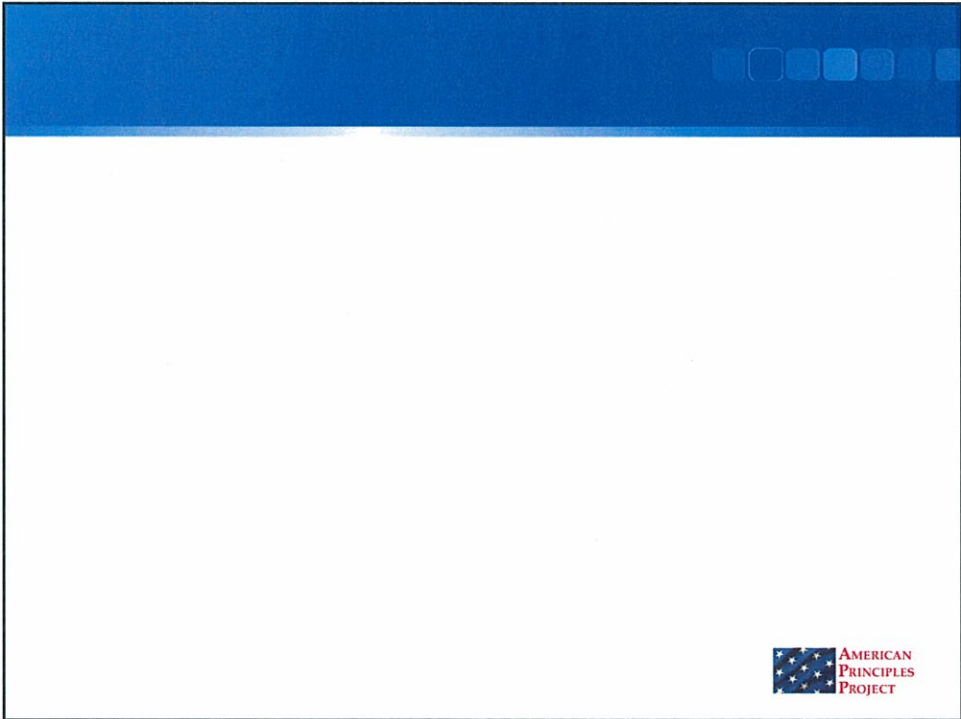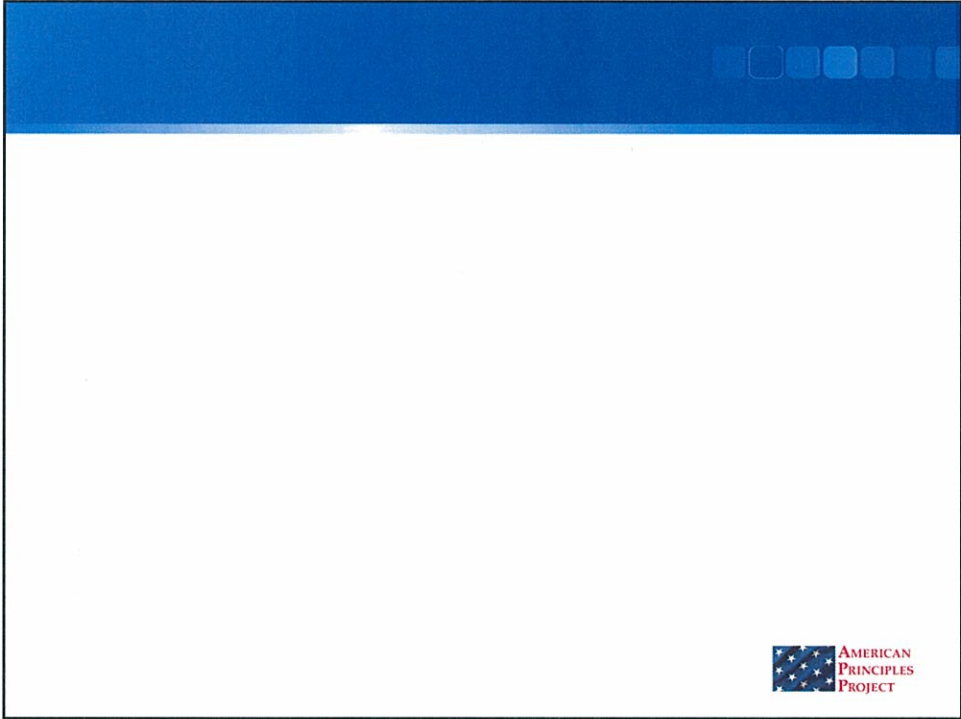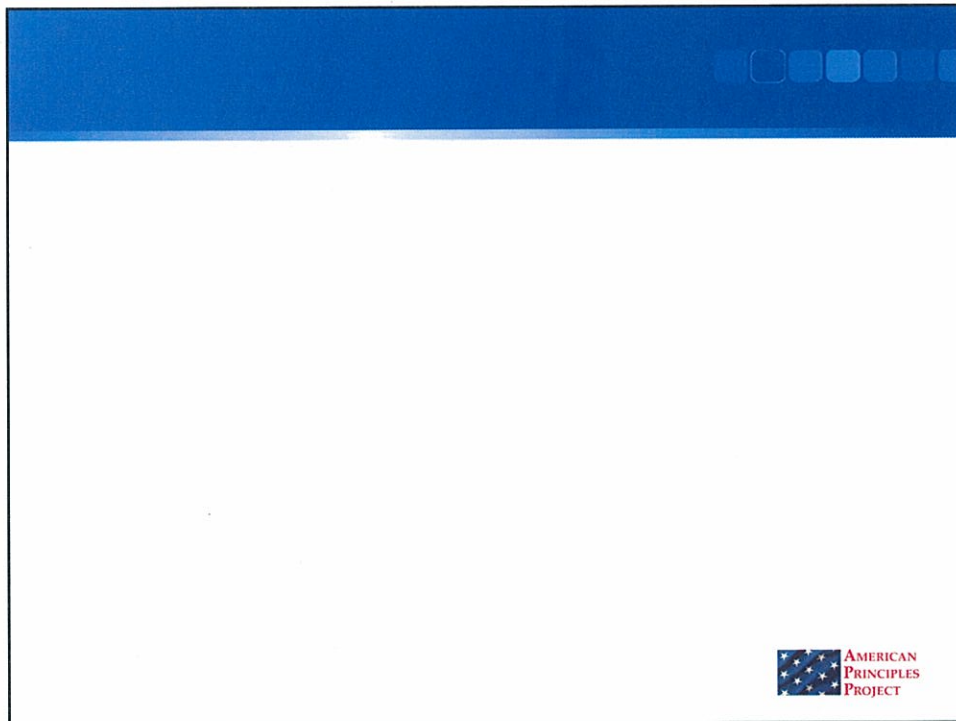
COOPERATIVE AGREEMENT
Between the
U.S. DEPARTMENT OF EDUCATION
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SMARTER BALANCED ASSESSMENT CONSORTIUM

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Assessment grant and associated plans:
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Learn the Lingo

"It's a beautiful thing, the Destruction of words."

Winston Smith, *1984* , George Orwell (1949)

"rigor"
"critical thinking"
"deeper learning"

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Rigor

"Rigor is about what a student feels, perceives, and does when there is no single correct answer or there are insufficient facts stated to reach a definite conclusion or when asked about material [that] has never been taught. It provides superb behavioral science data on likely future actions and it primes students to be willing to act in the face of uncertainty."

Source: *Credentialed to Destroy: How and Why Education Became a Weapon*, Robin Eubanks (2013)

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Deeper Learning

Differs from traditional schoolwork in that it requires students to formulate and solve problems, monitor and direct their own learning, work collaboratively, and develop "academic mindsets."

Source: http://www.hewlett.org/programs/education/deeper-learning/what-deeper-learning

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Deeper Learning

The "competencies" of deeper learning "include critical thinking and problem solving, effective communication, collaboration, learning to learn, and developing an academic mindset. . . . The Common Core and deeper learning are connected because many of [the] skills emphasized by deeper learning will be advanced through successful implementation of the Core."

Source: "Deeper Learning and the Common Core Standards," The William and Flora Hewlett Foundation, September 8, 2014

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Source: "Deeper Learning and the Common Core Standards," The William and Flora Hewlett Foundation, September 8, 2014

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Obama Administration's Proposal for Reauthorization of Elementary and Secondary Education Act

- To be eligible for Title I funds, "[s]tates would be required to adopt [college- and career-ready] standards in English language arts and mathematics and to implement high-quality assessments that are aligned . . . these standards."

"College- and career-ready" = Common Core

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GA·AWARDS
Georgia's Academic and Workforce Analysis and Research Data System

Georgia has committed to collect education data through the Race to The Top (RT3) Statewide Longitudinal Data System (SLDS) called GA AWARDS or Georgia's Academic and Workforce Analysis and Research Data System.

This data system has been made available to researchers with the high-level analytical skills and research training needed to mine the data and answer critical educational policy and evaluation questions.

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Race to the Top Program
Executive Summary
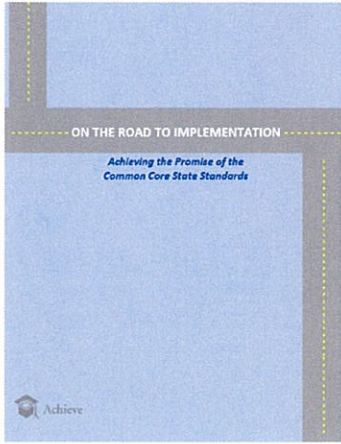
U.S. Department of Education
Washington, D.C. 20202

November 2009

"Common set of K-12 standards means a set of content standards that define what students must know and be able to do and that are substantially identical across all States in a consortium. A State may supplement the common standards with additional standards, provided that the additional standards do not exceed 15 percent of the State's total standards for that content area."
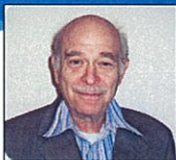
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Source: http://www2.ed.gov/programs/racetothetop/executive-summary.pdf

ON THE ROAD TO IMPLEMENTATION

Achieving the Promise of the Common Core State Standards

Achieve

States must adopt the standards 100% -- and are discouraged from even adding the paltry 15%.

AMERICAN PRINCIPLES PROJECT

Problematic Math Standards

Stanford Professor & Validation Committee Member Dr. James Milgram

The Common Core math standards will place American students two years behind their peers in other high-achieving countries.

- Addition and subtraction proficiency delayed until 4th grade
- Algebra I pushed back to 9th grade instead of 8th
- An experimental approach to geometry never successfully implemented anywhere in the world
- Little trigonometry, no pre-calculus, no calculus
- Will not prepare students for selective colleges or STEM

AMERICAN PRINCIPLES PROJECT

Problematic Math Standards

Return of Fuzzy Math

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PROJECT

What is missing in the new Common Core Math Standards?

- College Board VP Trevor Packer: "AP Calculus is in conflict with the Common Core."

- Standards author Jason Zimba: "If you want to take calculus your freshman year in college, you will need to take more mathematics than is in the Common Core."

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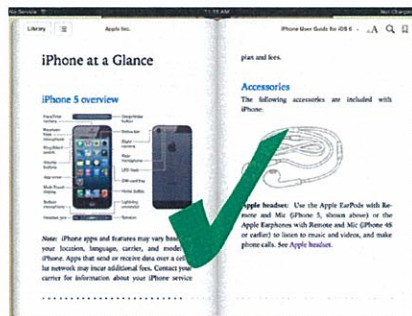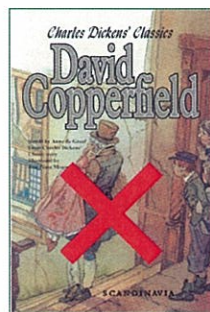PROJECT

The English Language Arts (ELA) Standards

"Empty skill sets" that "won't prepare students for authentic college coursework."

Dr. Sandra Stotsky
Professor emerita, University of Arkansas, and nation's premier expert on ELA standards
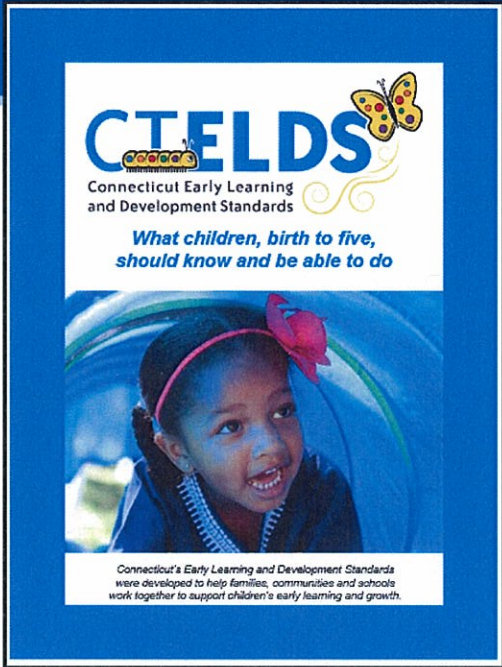
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The English Language Arts (ELA) Standards

- Fiction versus nonfiction

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Connecticut's Award

- Connecticut received $541 million from the State Fiscal Stabilization Fund.

- Source: Connecticut State Department of Education, http://www.sde.ct.gov/sde/cwp/view.asp?a=2703&Q=322314

P20 WIN Data Sharing

The Preschool through 20 and Workforce Information Network (P20 WIN) is Connecticut's inter-agency data sharing system that informs sound educational policies and effective program practices through secure sharing of critical longitudinal data across state agencies to ensure that individuals successfully navigate educational pathways into the workforce.

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Video-Gaming in the Classroom

- Gaming can "change the world" by giving players a substitute reality.
- Gaming can be the next step in human evolution.

Source: Jane McGonigle, Director of Game Research and Development, Institute for the Future, Palo Alto, CA
TED talk – "Gaming Can Make a Better World" – February 2010

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Digital Learning

- But "not just about changing their brain, it's about changing society itself."
- Must create "smart, moral people" who can change, adapt to chaos, accept limits for sustainability. "Intelligence is not cognitive."

Source: Dr. James Gee, Professor of Literacy Studies, Arizona State University Speaking at "Using Video Games to Assess Students' Noncognitive Skills" webinar, May 6, 2014

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Digital Learning

"We keep talking about schools and teachers, because we do not want to talk about society, ourselves, and the craven way we empower the rich, corporations, and rampant social Darwinism. We cannot change our society in one fell swoop.

Sneak in, move quietly, attack unseen, put away the suit – be a snake."

Source: "Games Can Advance Education: A Conversation With James Paul Gee," kqed blogs, July 2014.

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What Is to Be Done?

- Educate yourself – truthinamericaneducation.com.
- Keep a close watch on curriculum and lessons coming home with your children. Refuse interactive digital learning unless you understand its goals and capabilities.
- Network with other parents.
- Keep pressure on state and local officials.
- Pay attention to state legislature, local board elections – support good candidates; become a good candidate! (Watch for Parents Against Common Core, coming soon.)
- In the interim, consider avoiding the SAT, and definitely avoid the new AP U.S. History course.

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Digital Learning

Technology at Home, and in the Classroom
- May actually rewire children's brains
- Destroys attention span, motor skills

Source: "Infants 'Unable to Use Toy Building Blocks' Due to iPad Addiction"
The Telegraph, April 15, 2014

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