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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

K–12 Data Governance Group
Meeting Minutes
Thursday, January 14, 2020
9 am - 12:00 p.m.
Zoom

Welcome and Introductions - Emily Rang, Director of Data Governance, OSPI
- Meeting called to order at 9:08 am
- Agenda reviewed
- Meeting PowerPoint

October 2020 Minutes Posted/Check-in on SharePoint with Login
- The October meeting minutes are posted to the K-12 Data Governance Meetings Web Page and SharePoint
- Contact Robin Howe with SharePoint questions

OSPI Data Governance Updates
- o Report Card Update
  - Releasing enrollment data for the recent school year on January 20, 2021
  - February will have the annual update
    - Posting school closure data
    - SQRS measures
    - Due to COVID impacts a summary will be posted to look at how school closures impacted certain measures and how to use the data.
    - Did an analysis to exclude March through June to accompany the release to help understand impacts.
    - ESSA school accountability data will be posted about the amount and use of school improvement funds.

- Question: For the 19-20SY data release, will you release both the data covering the full year, and the data excluding the school facility closure period, or will all data be released later?
  - Will not be posted on the report card but will be on the data portal for those that want to use the data for analysis at the same time.
- New Public Tableau Dashboard and Workbooks
  - Users will be able to link to the dashboard off the report card.
  - Graduation Pathways Dashboard – Data for those that are completed by students in the 2020 SY.
  - Will be able to see what pathways they completed in their high school career.
  - Graduation rates split by race, ethnicity, and income status and are on another dashboard.
    - To show the connection between economic status and race/ethnicity.
    - Blending CEDARS, and assessment data to show which pathways a student has completed. They can complete more than one. We do not know which pathway the student chose.
- [AESD/OSPI Survey Collection and Dashboard](#)
- Healthy Youth Survey Revision
  - Joint efforts of DOH, HCA, PESB, OSPI and contractor
  - 6-12th grade survey
  - Survey for 2020 was postponed and will be conducted in October 2021
  - For the new cohort there will be a piloted electronic survey that will go out as well.
  - The 2021 survey will be entirely electronic and is being adjusted so it can be used remotely still.
  - Difference in the questions: There was an addition/clarification of whether they were at home or at school for school.
  - Potentially will add COVID based questions.
- Non-CEDARS collection for instruction mode
  - Simple collection, just enough info to link the student's instructional mode to the other CEDARS data.
  - Needed to understand the impact on students during COVID school closures.
  - Question: Going to ask for information from a specific time frame or dates?

- Extremely dynamic and varies on districts based on guidance from their local jurisdiction.
- Going to use start and stop dates to have spans of information.
- Working to minimize the lift for districts in getting the data. Some districts collect the types of instructional mode in their systems, but this is not a standardized process.
  - Question: Is there a standard set of definitions for the codes?
    - OSPI may take on the defining and mapping putting them together into groupings.
    - AESD survey worked to make a set of definitions that could be used as a baseline for the data.
    - OSPI checks data against the enrollment to see if everything aligns.
    - New survey is going to the superintendent and trying to check the contacts so that there are no duplicates in data.

Update: CEDARS Data Requests Status (2021-2022SY)

Continued work with OSPI and districts to revise and make sure it makes sense within IT systems and understand what needs to change in the CEDARS system.

These are the proposed changes that will be adopted into CEDARS after having gone through the data governance approval process.

1. **Course Sequence**
   a. Cedars collects a lot of information on a student's course taking we have historically relied on portions of the school courses for the exchange of data framework developed by the National Center for Education Statistics.
   b. Classification system for prior to secondary and secondary school courses and it can be used to compare, course information. Maintain longitudinal data about student coursework and efficiently exchange course making records.
   c. Today CEDARS collects the state course code and course level, which are aligned to that framework. This request is to add an additional component core sequence to CEDARS. Then use that data to differentiate if courses reported with the same state course code constitute a sequence student retake of the same course or an air, so duplicate entry.
   d. Proposing that these changes be optional for the school year and then required for the 2022-23 school year.
2. **Highly Capable Referral Reason**
   a. Proposing to collect information on the referral process that results in a student being served in a highly capable program. These would be the

following categories referred by systems automatic referral procedure. Things like if the student takes an assessment and scores a certain level. Some districts opt for an automatic referral procedure. There's also referred by a teacher, by parent, or guardian.

3. **Digital Home Access**
   a. We anticipate collecting this data to inform key policy decisions at OSPI with the goal of ensuring all students have the digital access necessary to succeed in the K-12 education system.
   b. So we anticipate the final data collection, to be like the limited information on if a student has an device available at home, if the device was supplied by the district, and if the student has adequate Internet access and we're working to define what adequate internet access means because we know there's a lot of definitions that exist out there.
   c. **After feedback: distilled down to student level questions**
      i. Inadequate technology access (includes devices, internet access, and software)
      ii. District-issued device
      iii. District-issued hotspot
   d. Tracked in student attributes and programs (File I)
   e. Question/Comment: Stay with tracking what they have device wise versus adequacy. How do you track adequacy because it is a subjective term?
      i. Its not appropriate for districts to be asking for that specificity and we don't know if there would be understanding around technical questions that would get past that.
   f. Question: Will the data be disaggregated to address concerns around students of color, low income, homeless students, etc.?
      i. This is information that we will collect next year via CEDARS. This will allow us to disaggregate the data on student groups that OSPI examines. Data that has been collected to date on instruction mode cannot be disaggregated because it is a summary or a count.
   g. Comment: Concern around implementation of the data and collecting it when families are not being seen on a day to day basis. This results in people not responding to the electronic version because of internet connection or just choosing not to respond.
   h. Question: Technical glitches are leading to learning issues is there an assessment/statewide scope on the quality of learning a student receives during this time?
      i. This year there are plans to proceed with the statewide assessment.
      ii. Federal requirements around this are an ever-evolving situation.

4. **Work Based Learning**
   a. Required for federal accountability for CTE under Perkins 5. It's one of the program quality indicators that was approved by Washington State and our different partners and then the Department of Education, so it is currently in our plan.

      b. As districts are trying to determine how it makes sense to collect this information, either as sort of a generic work-based learning element or is it more meaningful and easily collected by identifying the different components.

      c. Required to have the indicator and would be in the student schedule file in CEDARS and to identify students that participate in work based learning

5. **Career Launch Programs**

      a. An application needs to be submitted by the district and then it needs to be endorsed before the program can be implemented. Currently, 2 programs are endorsed in Washington.

      b. Identifying students who participate in specific Career Launch programs under the Governor's Career Connect Washington (CCW) initiative for required quarterly reporting.

      c. Currently have program code for Career Launch, but now require additional details about which specifically endorsed program students participate in.

6. **Core Plus Course Type**

      a. One of the graduation pathways involves students participation and earning credit in courses that implement the core plus curriculum.

      b. For this school year that we're currently in. We had implemented a generic CTE plus designation for four courses, but the requirement is really that we need to differentiate between core plus aerospace, core plus maritime, and core plus construction. This is required as part of our annual report that we will go to the legislature around graduation pathways every December.

      c. The ask is really for us to add additional course designators so that we can identify those three different areas.

      d. Designation code and will be a separate one for each content area

OSPI's Legislative Priorities

- Provide universal access to high-quality early learning to our state's youngest learners.
- Offer dual language learning for all students beginning no later than kindergarten, including a financial benefit for bilingual educators and school staff.
- Substantially shrink summer learning loss in the long term, and learning loss due to the pandemic in the short term, by balancing the school calendar.
- Completely overhaul early literacy and teach students using proven strategies that are grounded in the science of reading.
- Provide students with access to actionable and personalized High School and Beyond Planning beginning in middle school.
- Create flexibility for students to focus their junior and senior years on a pathway to graduation and beyond that meets their unique interests.
- Eliminate all additional fees for all public-school students in their last two years of high school pursuing their personal pathway through basic education options.

- Transform the 24-credit system and seat-time requirements into a pathways system that tailors classes, programs, and job experiences to the individual interests of students.
- Completely rewrite education governance in our state to empower decision-making in urgent situations and to reduce inconsistent education policy and duplicative efforts.
- Deploy an aggressive campaign to attract and retain teachers and support staff of color, which is a powerful way to promote student belonging, retention, and achievement.

OSPI Data Uses/Data Sharing Updates
- Data Use Matrix
  - Communicate what data was available from SY 19-20 and for what purpose it is used for.
- [Data Sharing]

Comments and Observations from the Audience or Public/ Action Items
- No comments or action items

Meeting adjourned at 11:08 a.m.

Members in Attendance

Allen Miedema	Northshore School District
Kaori Strunk	Office of Superintendent of Public Instruction
Dr. Jim Smith	Commission on African American Affairs & Educational Opportunity Gap Oversight and Accountability Committee
Dr. Min Sun	University of Washington College of Education
Jisu Ryu	Professional Educators Standards Board (PESB)
Julia Cramer	Washington State Institute for Public Policy
Katie Weaver Randall	Office of the Superintendent of Public Instruction
Lester Brown	Washougal School District
Michael Mann	Legislative Evaluation and Accountability Program Committee
Michelle Matakas	Office of Superintendent of Public Instruction
Myron M. Hammond	Insight School Washington, Quillayute Valley School District
Karen Pyle	Education Research and Data Center (ERDC)
Tammy Cordova via Warren Wessling	Washington State Department of Children, Youth, and Families

Members Not in Attendance

Dr. Barbara Lucenko	Washington State Department of Social Health Services
Dana Anderson	Educations Service District 113
Andrew Parr	State Board of Education
Dr. Arina Gertseva	Washington State Center for Court Research
Marty Daybell	Washington School Information Processing Cooperative
Carol Lewis	Cheney School District
Ellen Perconti	Mary M. Knight School and Grapeview School District
Erik Grotzke	Federal Way High School, Federal Way Public Schools

Staff and Public in Attendance

Maria Flores	Office of Superintendent of Public Instruction
Greg Beck	Office of Superintendent of Public Instruction
Amy Scott	Office of Superintendent of Public Instruction
Mark McKechnie	Office of Superintendent of Public Instruction
Ashley Colburn	Office of Superintendent of Public Instruction
Samantha Sanders	Office of Superintendent of Public Instruction
Robin Howe	Office of Superintendent of Public Instruction