



K–12 Data Governance Group Meeting Minutes

Wednesday, October 7, 2020

9 am - 12:30 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](#)

OSPI Data Governance Updates

- Data Governance Manual – posted (has additions from membership)
- Directory Data Guide – encompasses school, district, and NCS codes, clarity around system use of data and where they come from
- Annual Data Collection Plan
 - Does this plan get updated throughout the school year? How do people know when this is happening? – yes, OSPI staff send them to CISL, we post in red when it was last updated, same info is in the document when downloaded, could also select a date to regulate when changes are made each month

June 2020 Minutes Posted/Check-in on SharePoint with Login

- The June meeting minutes are posted to the [K-12 Data Governance Meetings Web Page](#) and SharePoint
- Contact [Robin Howe](#) with SharePoint questions

COVID 19: Impacts to OSPI Public Reporting/Data Availability - Emily Rang, Director of Data Governance, OSPI

- Tracking all the different measures that will be impacted
- Shows availability and use of student data form last year
- Provides you with the understanding OSPI is using to evaluate the data and how the data can or cannot be used in typical ways it has been used.

- School closures had a large impact- administration of the statewide ELA/math assessments had the most obvious changes with limited data, and few assessments.
 - We are not sharing the data outside of individual districts
- Status- giving information so that folks can understand why we are or are not using data
- Other columns are the ways student level data is used
- Assessments would also include the student growth measure – will not be available
- English learning progress measure and assessment data – this is available for districts with individual students and they can aggregate.
 - State level - we are uncertain on completion and do not recommend using it for reporting and data sharing.
- Graduation data will be available on typical data – the process to verify data closes at end of this month , do verification and check.
 - Available in November/ December, will have some considerations of rule changes that will be taken into consideration of the data as well (waivers issues, incompletes. Etc.)
- SQSS measures, and Discipline data measures- will be evaluated and the use of information will be dependent on what we see in the analysis. So that we use the data in the right context, looking at how trends present from the data, determination at the end of this month
- Questions:
 - Chart will be posted at end of October early November when TBDs are resolved (note sent, will be out to group when updated)

COVID 19: Specific Circumstances Data

- Weekly Data Collection for Spring 2019
 - To answer questions and assist with policy decisions around student connectivity, meal, devices, and childcare
 - Weekly surveys sent out
- Staffing Changes Resulting from COVID 19 Impact
 - Smart sheet survey, general fiscal staff related type questions
 - Substitutes no longer employed, layoffs, and impact of staffing questions for the spring
 - List of individual responses from results in the spring
- OSPI Re-Opening Status for SY 20-21
 - New collection in partnership with AESD
 - Monthly survey that will give us and public information about the status of individual districts in groups of elementary, middle, high school and what their status is in regard to hybrid, virtual, fully in person.
 - Only for the 20-21SY

- Public Tableau display will be updated with the survey results of the re-opening status.
 - If you want the data in another format OSPI will have to find out whether this would have to come from AESD or OSPI staff.

New CEDARS Data Requests (2021-2022SY)

- Annual Change Process Overview- to help districts understand where data is in the process and impacts so that they are better able to understand how to provide information

1. Course Sequence (Ashley Colburn)

- 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.
- e. Questions:
 - i. The indicator that the submission was an error is that necessary? If the data was just not submitted wouldn't that take care of the issue? – When talking about air we are talking about a duplicate entry that was submitted to CEDARS but districts can sometimes catch that but doesn't always happen.
 1. Isn't the expectation to clean up the data at the district level and not continue to submit it incorrectly? – The problem is not so much the submission but not being able to identify whether the data is a sequence or a duplicate entry.
 - ii. So this sounds like it is not a required field so you will still be seeing duplicates? – yes, that's something that will be worked on with stakeholders. If it is a required field essentially the default value would be just one of one making it a stand-alone course.
 - iii. When a student is repeating a course how does that impact the data you are trying to collect? - So right now in our CEDARS collection we can't tell the difference between a student retake

like you mentioned, a sequence of courses, or a duplicate entry. So, this information is trying to get us so we can identify the sequence. And then we just have those two areas and work with districts to clean up any duplicate entries.

- iv. What are the research and policy needs and uses of the data and issues ERDC has with using the data without the clarification of the data? - We use this information to infer student course progression across years and work with ERDC to use this data to infer some of these areas. As the data is, it muddies the waters for data use.

2. Highly Capable Referral Reason (Ashley Colburn)

- a. Proposing to collect information on the referral process that results in a student being served in a highly capable program. So 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.
- b. Questions:
 - i. This level of details is not supported currently in systems so what is the level of accuracy that you would get? - The gap seems to be with the tracking of the information more than the process being used. So we think we're just collecting data on an existing process which we help minimize system concerns.
 - ii. There is question around capacity for this data and the recording of referrals and whether they are duplicated. - Fact is that you can have referral through multiple options. So we're still determining if you would select two different values or if we add a new value for, you know, referred by multiple options or something along those lines.

3. Digital Home Access (Ashley Colburn)

- a. We anticipate collecting this data to inform key policy decisions that OSPI with the goal of ensuring all students have the digital access necessary to succeed in the K-12 education system.
- b. The change request form sent out in advance of today's meeting contains a list of possible elements, based on the CCSSOs home digital access data collection blueprint for state leaders.
- c. 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.
- d. Questions:

- i. How are we supposed to get this information, what's the mechanism for how do we find these things? How do we keep track of them as they change? – Similar concerns have come from stakeholders. This is why the list is based on the CCSSO blueprint. Things like district issued devices and hotspots that were issued to students. We feel like the potential for districts to report those two pieces to OSPI feels much more probable than some of the other aspects that have been looked at.

4. Mode of Instructional Delivery (Ashley Colburn)

- a. This collection will allow us to analyze gaps by student groups to understand the impacts of how these emergencies impact students and implement policies to ensure all students have access to the instruction support they need to succeed.
- b. For each student, districts might identify the student who was served in a remote hybrid or in person learning model, along with the dates. With that information we can link it to the absence data currently reported to CEDARS.
- c. AESD is working to send a monthly survey to districts and part of the collection is the mode of instructional delivery. Hoping this effort will inform this data collection.
- d. Questions:
 - i. How do you define student absence in remote learning setting? What indicators? – Districts are required to submit a remote learning policy at the district level about how they're going to take that daily attendance and what they're going to use as their own. Sort of district policy or district procedure for determining student engagement or participation, we will see that information in our absence collection in the context of students who are participating remotely if they are not present.
 - 1. Currently, we will not be able to distinguish between students being absent from remote learning versus students being absent from in person learning because we currently don't collect that level of information.
 - ii. Would the data need to be adapted if the learning model changes multiple times throughout the school year? - We have our policy objective clearly established here just kind of tracking what mode of instructional delivery the student is receiving. In terms of how we actually collect into CEDARS we're open to discussions about what makes sense for districts (this will need to be further discussed to answer high level policy questions)

~~5. New Restraint Type – Element S09 (Sandy Grummick)~~

~~6. Type of Isolation (Sandy Grummick)~~

~~7. Reason for IEP Developed After Third Birthday – Element U12 (Sandy Grummick)~~

8. Paraeducator Teacher Indicator (Kaori Strunk)

- a. Increasing data requests about paraeducator course assignment
- b. Amount of time for paraeducators in FTE varies broadly- suggesting shifting the CEDARS paraeducator component to collect data only for paraeducators that are .5FTE and greater, 70-75% of paraeducator course information can be captured
- c. Request new valid value to staff type for .5 FTE or greater
- d. Questions:
 - i. Is there a concern around specificity and getting enough information from the data? Enough data being submitted? – We are currently not requesting data to the level of daily basis assignment. Technically the smallest unit of data collection is section level. The main focus is more the refinement of the collection and creating guidance on when districts should collect paraeducator data.

9. Work Based Learning (Katie Weaver Randall)

- 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. We are uncertain whether or not this fits the CEDARS structure for say a program code. We do not think it fits the structure of course code. But again, part of how we will collect it, and what it will look like is still dependent on that outreach.

10. Career Launch Programs (Katie Weaver Randall)

- 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. In this current school year we implemented a generic program code for career launch that just states, whether or not a student participates in the program, the start date and the end date. It's high level and generic. This proposal is really to request that we add career launch program specific codes. So as more programs are implemented across the state. We can have a code associated with each program under that larger umbrella of career launch And those codes are something that are assigned through the state board of Community technical colleges endorsement process and we would update that in CEDARS.
- c. This information is used as part of our required reporting to the governor under the Career Connect Washington initiative

11. Core Plus Course Type (Katie Weaver Randall)

- 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.

12. Cambridge State Course Codes (Katie Weaver Randall)

- a. The graduation pathways requirements. One of the pathways is student's completion of Cambridge courses in ELA or math. In CEDARS we currently have a course designation code that indicates the course as a Cambridge course.
- b. So again, valid values added to CEDARS to meet our HB 1599 reporting requirements, but also so we can better support districts in knowing whether or not their students are meeting those ELA/math specific pathways.

13. Displaced Student Indicator (Katie Weaver Randall)

- a. Although CEDARS collects information on enrollment segments. It doesn't indicate if enrollment changes are due to a displacement arising from a crisis and again a crisis could be a pandemic. It could be forest fires, it could be anything that impacts us, individual students, or whole schools.
- b. Data quality issue - that schools and districts may not know why students have left temporarily
- c. Informing allocation of disaster release funding delivery, appropriate services including food and necessary technology like we've seen under the COVID-19 pandemic.
- d. Questions:
 - i. Were other locations for housing the collection considered? - two places where we consider collecting it are in enrollment and then also in the program. Program Area because perhaps the student's attendance at school is disrupted, but they do not necessarily change enrollment to another school or district.
 - ii. How might we capture data around kids who have been displaced physically but are still participating locally? - That families and students may need to make other choices about their physical location things that work better for them. And if they're not tied to the physical location of a school building that definitely changes that calculus. This will be added to the list of things to consider.

14. Additional Racial Categories (Maria Flores)

- a. Under the white student category for racial categories there are options for the newer race, ethnicity, data collection that doesn't become required until school year 22-23. So, this is in part in response to the Race and Ethnicity Task Force updates that were added to CEDARS as optional with a four-year rollout. There were some additional categories for the white student category that are not included. Other European ethnic identities, such as Irish, German, and Italian. Those are the values that we would like to have added.

15. Student/Parent Address and Contact Information (Katie Weaver Randall)

- a. Through a partnership of OSPI and DSHS to use the new federal PEBT program to issue meals to families. We will help provide free and reduced lunch eligibility information to DSHS so that they could verify the family's eligibility for PEBT benefit.
- b. A request may be put forward in the upcoming legislative session for OSPI to start collecting this family data and it would mean not having to go through DSHS to issue benefits.
- c. Question:
 - i. Is there any way to confirm that the information will be kept private? Considering that there are some who have protection orders or are part of a confidentiality program. – This will be addressed as this conversation moves forward. There should be protections put in place around the information.
 - ii. What happens to the eligibility for shared custody households? – This is definitely something that will be explored as this moves forward.

Comments and Observations from the Audience or Public/ Action Items

- No comments or action items

Meeting adjourned at 12:30 p.m.

Members in Attendance

Allen Miedema	Northshore School District
Andrew Parr	State Board of Education
Dr. Arina Gertseva	Washington State Center for Court Research
Kaori Strunk	Office of Superintendent of Public Instruction
Carol Lewis	Cheney School District
Dr. Jim Smith	Commission on African American Affairs & Educational Opportunity Gap Oversight and Accountability Committee
Dr. Min Sun	University of Washington College of Education
Ellen Perconti	Mary M. Knight School and Grapeview School District

Erik Grotzke	Federal Way High School, Federal Way Public Schools
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
Marty Daybell	Washington School Information Processing Cooperative
Michelle Matakas	Office of Superintendent of Public Instruction
Myron M. Hammond	Insight School Washington, Quillayute Valley School District
Steve Young	Office of the Superintendent of Public Instruction
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
Michael Mann	Legislative Evaluation and Accountability Program Committee

Staff and Public in Attendance

Stephanie Hoffman	Joint Legislative Audit and Review Committee
Jack Busbee	WA Professional Educators Standards Board
Chelsea Melton	Office of Superintendent of Public Instruction
Kyla Vetter	Office of Superintendent of Public Instruction
Maria Flores	Office of Superintendent of Public Instruction
Greg Beck	Office of Superintendent of Public Instruction
Amy Scott	Office of Superintendent of Public Instruction
Lance Sisco	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