

Discipline, Attendance, and Performance Indicator Analytics

CEDARS Statewide Webinar, February 8, 2017



2/9/2017

Presenters

- Susan Canaga, Data Governance Program Manager
- Joshua Lynch, Student Discipline, Behavior, & RTL Program Supervisor
- Krissy Johnson, Student Assistance Program Supervisor (Attendance)
- Becky McLean, Enrollment Reporting/Categorical Funding Program Supervisor
- Lisa Ireland, Student Information Data Analyst
- OSPI Customer Support

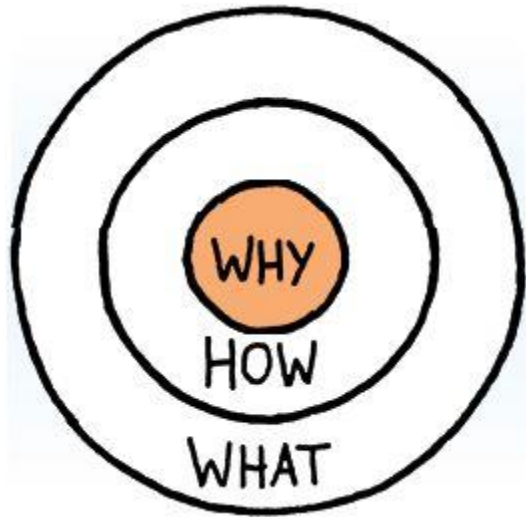


Our Purpose Today

- Review how CEDARS data is used in OSPI equity analytics
- Provide updates on discipline
- Provide updates on attendance
- Answer your questions!



That's What....but Why?



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2/9/2017

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OSPI Vision and Mission

Every student ready for career, college,
and life

To provide funding, resources, tools,
data and technical assistance that
enable educators to ensure students
succeed in our public schools, are
prepared to access post-secondary
training and education, and are
equipped to thrive in their careers and
lives.



Measuring Success



Measures of Success

- *Increase four- and five-year high school graduation rates*
- *Increase enrollment and completion rates and decrease remediation rates in post-secondary training and education*

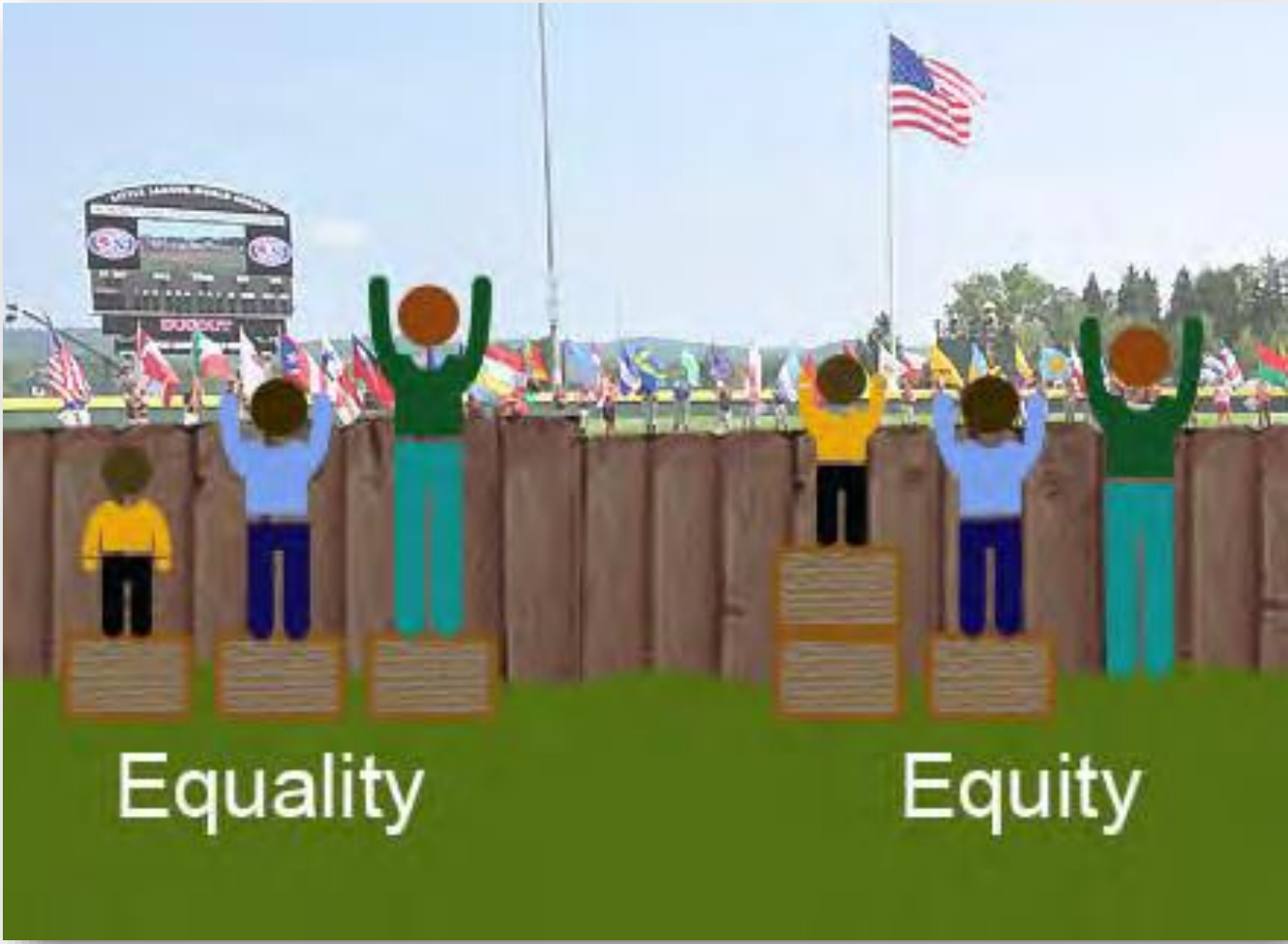
Performance Indicators

We must help students:

- Enter kindergarten with expected skills in all six areas identified by the Washington Kindergarten Inventory of Developing Skills (WaKIDS).
- Meet standard on the 3rd-, 8th-, and 11th-grade statewide English language arts (ELA) and math assessments, and the 8th-grade statewide science assessment.
- Grow toward proficiency in ELA and math, as determined by Student Growth Percentiles, in 4th and 6th grades.
- Enroll in Algebra I/Integrated Math I by the end of 8th or 9th grade and earn high school credit.
- Enroll in college-level courses and earn dual credit.
- Take the SAT and ACT and earn college-ready scores.
- Access financial aid for post-secondary learning.

We must help students avoid:

- 9th-grade course failure.
- Suspensions and expulsions.
- Chronic absenteeism.



Equality

Equity

What are the Analytics?

- State and District level data at a glance
- Understand a district's position within the state
- Study data over time
- Compare student groups and their non-group peers
– equity lens
- Identify peer districts to learn from



What is the tool?

Tableau is a web-based tool that helps people see and understand their data.

- similar to Excel
- works better across platforms and devices



Let's see What it looks like!

The screenshot shows the OSPI website homepage. At the top, there is a blue header with the OSPI logo and the text "State of Washington Office of Superintendent of Public Instruction". To the right of the header, there are links for "Languages", "A - Z Index", and "Print Version", along with a search bar. Below the header is a navigation menu with links for "Home", "Certification", "Offices & Programs", "Learning & Teaching", "Assessment", "Finance & iGrants", and "Research & Reports".

The main content area is divided into three columns: "Features", "What's New", and "About OSPI".

- Features:** A section titled "Celebrating the adoption of the Financial Education Learning Standards" with a piggy bank icon and a link "for information >>".
- What's New:** A section with two news items: "Quincy Educator Named Teacher of the Year" and "Dorn Announces State Board Election". Below these is a link "Washington Joins Nationwide Open Resource Initiative" and a "More News" link.
- About OSPI:** A section featuring a photo of State Superintendent Randy Dorn and a list of links: "What We Do", "Superintendent's Priorities", "Legislative/Budget Requests", "Contact Us", and "Jobs | Contracts".

Below the main content area is a "Helpful Links" section with a grid of links categorized into "Family Resources", "Teacher Tools", "FAQs", and "Bulletins|Memos".

To the right of the "Helpful Links" section is a vertical sidebar with several buttons: "A-Z Index", "Offices and Programs", "State Report Card", "Maps & Web sites Districts", "K-12 Data & Reports", and "E-Certification". A red arrow points to the "K-12 Data & Reports" button.

At the bottom of the page, there is a "Connect with us" section with social media icons for Twitter, RSS, Facebook, and YouTube, and a "Public records" section with links for "Jobs", "Bids & contracts", "Rule-making", "Laws & regulations", "Nondiscrimination", "Web site feedback", and "Text-only homepage".

The footer contains the address: "Old Capitol Building, PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200 360-725-6000 TTY 360-664-3631".



What is the district preview?

- Opportunity for districts to review before public release
- Available in EDS
- Contact District Data Security Manager to add the role
- Instructions available on the OSPI website,
<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/Webinars.aspx>



Civil Rights WAC 392-190-048

At least annually, districts must **review disaggregated data** on corrective and disciplinary actions to determine whether disproportionality is occurring among student groups.

Review must include, but is not limited to, short-term **suspensions**, long-term suspensions, **expulsions**, and emergency expulsions.

If districts find **disproportionality** is occurring they must take prompt action to ensure the disproportionation is not the result of **discrimination**. (WAC 392-190-048)



ESD Network: Focus on Equity

OSPI/AESD Network partnership is working with districts...

- **Data Use:** Identifying disproportionality and performing root cause analysis as part of a cycle of inquiry.
- **Data-informed Decision Making:** Build capacity as action plans are created, implemented, and evaluated.
- **Data Quality:** Educating districts and schools on changes to CEDARS reporting requirements and focusing on consistency, accuracy, relevance, and timeliness.



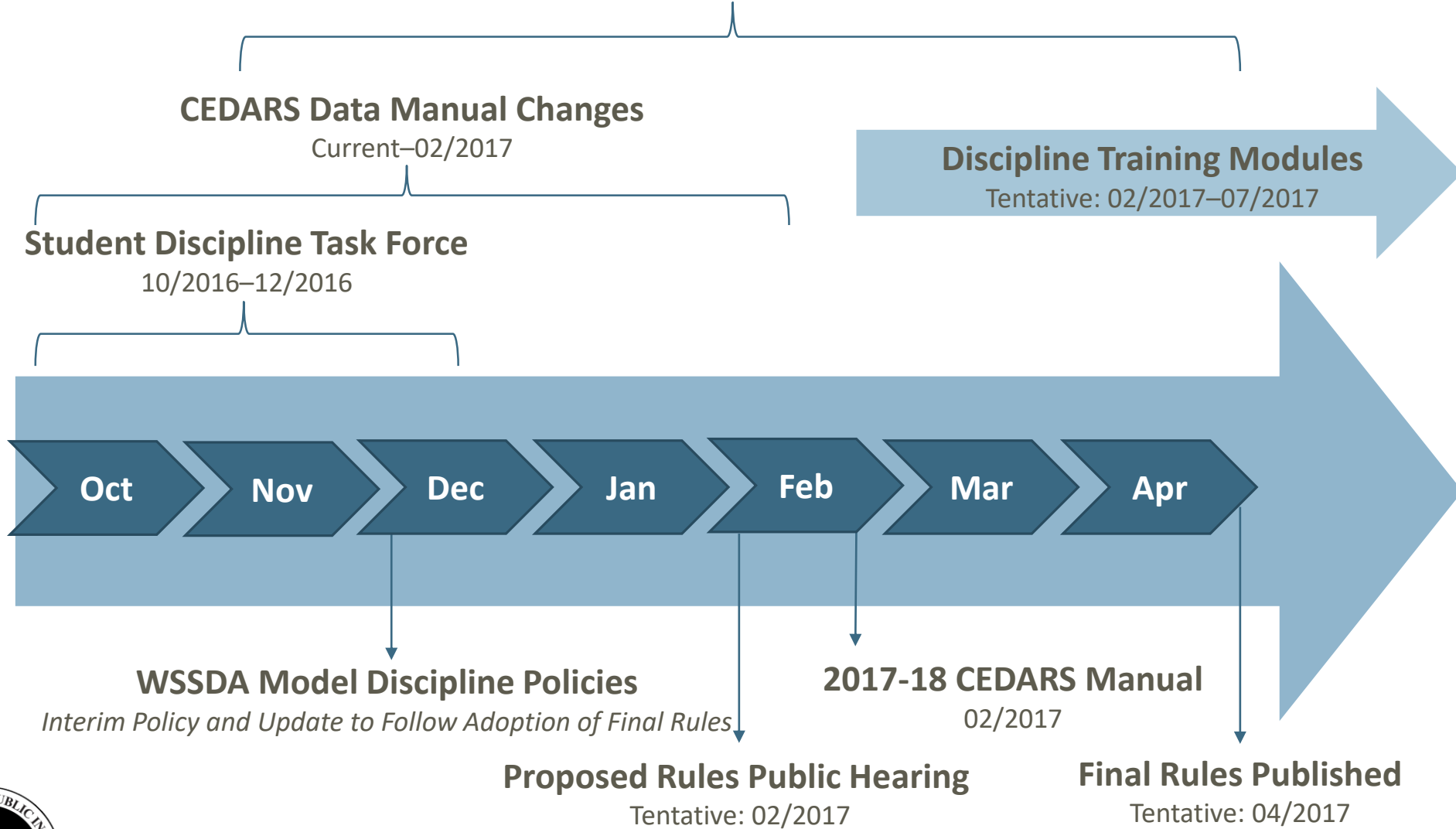
HB 1541 (2016): Student Discipline

- ✓ A long-term suspension or expulsion must not exceed the length of an academic term.
- ✓ School districts must not use long-term suspension or expulsion as a form of discretionary discipline.
- ✓ School districts may not suspend the provision of educational services as a disciplinary action.
- ✓ School districts must provide an opportunity for students to receive educational services while suspended or expelled.
- ✓ School districts must disseminate, monitor the impact of, and periodically review/update discipline policies.



Rulemaking Drafting and Publication Timeline

Tentative: 11/2016–04/2017



Attendance Update

- Recent focus has necessitated review of WAC and guidance
 - Rulemaking this spring and summer with guidance updated in August, for changes in 2017-18
 - Considerations:
 - Definition of an absence - School-related activities, field trips, DECA, football, exclusionary discipline
 - Intent is to align with and possibly inform the federal reports (OCR CRDC, EDEN)
- Accountability discussions as part of ESSA



Enrollment Update

If a student has not been absent for 20 school days or more before the count day, he can be claimed for state funding. This applies to both suspended and expelled students.

For a student who was suspended or expelled 20 school days before the count day, in order for the district to claim the student for state funding, you would need to have evidence that they participated in some instructional activity.



Enrollment Update (continues)

Instructional activity could include the following:

1. If the student was enrolled in an ALE program which meets the ALE requirements provided in WAC 392-121-182 before the count day and has a written student learning plan (WSLP) in place, the student's FTE is based on the estimated hours of learning in the WSLP.
2. If the student was moved to an alternative setting classroom before the count day, then his FTE would be based on his enrolled weekly minutes in the alternative setting classroom.
3. If there is an agreement between the parents and the district that the student would continue his educational progress while absent, the student could be claimed for two months based on the FTE he was claimed prior to being absent but he must return to school prior to the end of the school year.
4. If the student enrolled in an Open Doors program prior to the count day, the rules for claiming the student for Open Doors funding would apply.



Questions?



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