

HOUSE BILL REPORT

E2SSB 5843

As Reported by House Committee On:

Education
Appropriations

Title: An act relating to educational data and data systems.

Brief Description: Regarding educational data and data systems.

Sponsors: Senate Committee on Ways & Means (originally sponsored by Senators Oemig, Tom, Rockefeller, Zarelli and Keiser).

Brief History:

Committee Activity:

Education: 3/20/07, 3/27/07 [DP];
Appropriations: 3/31/07, 4/2/07 [DPA].

Brief Summary of Engrossed Second Substitute Bill (As Amended by House Committee)

- Requires the Office of the Superintendent of Public Instruction (OSPI) to conduct a feasibility study on establishing a statewide longitudinal student-teacher data system.
- Authorizes the establishment of a longitudinal student data system for and on behalf of school districts in the state.
- Creates an Education Data Center in the Office of Financial Management to conduct collaborative analyses of early learning, K-12, and higher education programs and issues.
- Requires certain types of data to be reported to the OSPI by school districts, including data that matches students with their classroom teachers, as well as course code data that categorizes secondary mathematics classes.
- Allows OSPI to accept applications for educator certification using an electronic signature from the applicant.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

HOUSE COMMITTEE ON EDUCATION

Majority Report: Do pass. Signed by 9 members: Representatives Quall, Chair; Barlow, Vice Chair; Priest, Ranking Minority Member; Anderson, Assistant Ranking Minority Member; Haigh, McDermott, Roach, Santos and P. Sullivan.

Staff: Andrew Colvin (786-7304).

Background:

In 2002, the Office of the Superintendent of Public Instruction (OSPI) began developing the Core Student Record System (CSRS) which assigns each student a unique student identification number and collects demographic and other information to comply with the federal No Child Left Behind Act (NCLB). The OSPI has continued to develop state data and reporting systems. In the 2006 supplemental budget, the OSPI received a \$2.9 million appropriation along with a grant from the Bill and Melinda Gates Foundation, to begin developing a statewide longitudinal data system.

The long-term goal of this system is that reliable information will be regularly submitted and available for analysis and use by school districts and others regarding student course-taking patterns, student transcripts, teacher qualifications and assignments, and other information. The OSPI has just completed a pilot phase of the new system with selected school districts and one Educational Service District.

The Joint Legislative Audit and Review Committee (JLARC) issued a preliminary report in January 2007 on K-12 data. The JLARC recommended improved collection of information about teachers and student courses, including development of a statewide naming convention for courses.

Summary of Bill:

By November 1, 2008, the Office of Superintendent of Public Instruction (OSPI) is directed to conduct a feasibility study on establishing a longitudinal student-teacher data system. The stated intent for this is to establish better linking of data on students, teachers, and student achievement aimed at providing better information regarding effective programs and interventions. The feasibility study will involve a piloting component in two school districts to assess the potential data collection impacts on schools. The OSPI must consult a variety of research and education organizations in conducting the study.

The OSPI is authorized to share data for educational purposes and studies under certain circumstances. The circumstances include: educational studies authorized or mandated by the Legislature; studies initiated by other state educational authorities and authorized by the OSPI; studies initiated by other state agencies and authorized by the OSPI; and studies initiated by private study groups authorized by the OSPI. The sharing must be consistent with the Federal Family Educational Rights Privacy Act and other relevant state laws.

Appropriation: None.

Fiscal Note: Available.

Effective Date: The bill takes effect 90 days after adjournment of session in which bill is passed.

Staff Summary of Public Testimony:

(In support) The state spends a lot of money on education, but we have a limited budget to allocate to an unlimited menu of costly options. It is therefore important to maximize the value of the money spent. To do that, we must quantify the value of each option. High quality data is essential to that process, and will ultimately allow for new opportunities for improvement. Today's data only tells us which kids are not succeeding, but this bill will enable data collection that can help tell us why those kids are not succeeding. This bill will make data collection easier, while providing better data. This bill is a staged rollout that will make the final process more efficient and effective. Although a broader approach might be even better, this bill is a good first step toward a comprehensive data system.

There are other data collection bills being considered this session, so it will be important to make sure that there is coordination between the different bills before final passage. Additional specificity in the development of the data elements, as well as reference to the major data software vendors, may be considered to improve the bill.

(With concerns) Although this is a pilot project, there could be potential funding issues when the program is rolled out statewide.

(Opposed) None.

Persons Testifying: (In support) Nasue Nishida, Professional Educator Standards Board; Kyra Kester, Office of the Superintendent of Public Instruction; Bob Cooper, Washington Association of Colleges for Teacher Education; and Marcia Fromhold, the Washington School Information Processing Cooperative and Educational School District 112.

(With concerns) Mitch Denning, Alliance of Educational Associations.

Persons Signed In To Testify But Not Testifying: None.

HOUSE COMMITTEE ON APPROPRIATIONS

Majority Report: Do pass as amended. Signed by 34 members: Representatives Sommers, Chair; Dunshee, Vice Chair; Alexander, Ranking Minority Member; Bailey, Assistant Ranking Minority Member; Haler, Assistant Ranking Minority Member; Anderson, Buri, Chandler, Cody, Conway, Darneille, Dunn, Ericks, Fromhold, Grant, Haigh, Hinkle, Hunt, Hunter, Kagi, Kenney, Kessler, Kretz, Linville, McDermott, McDonald, McIntire, Morrell, Pettigrew, Priest, Schual-Berke, Seaquist, P. Sullivan and Walsh.

Staff: Ben Rarick (786-7349).

Summary of Recommendation of Committee On Appropriations Compared to Recommendation of Committee On Education:

The Appropriations Committee amendment creates an Education Data Center (Center) in the OFM to conduct collaborative analyses of early learning, K-12, and higher education programs and issues. It directs various state education agencies to work with the Center in developing data sharing and research agreements, consistent with applicable confidentiality requirements.

The Appropriations Committee amendment further requires school districts to submit additional data to the OSPI, including: (a) for each class, the certification number of the teacher and the student identifier of each enrolled student; and (b) for each high school math class in secondary schools, a course code based on a national coding classification.

Additionally, it focuses the feasibility study (part of the underlying bill) on identifying additional data elements under the statewide student data system, including an implementation plan for coding secondary courses in addition to math. It also removes a requirement that the feasibility study examine technical standards for school data systems and instead directs the OSPI to develop such standards.

The Appropriations Committee amendment further allows the OSPI to accept applications for educator certification using an electronic signature from the applicant.

A null and void clause was added, making the bill null and void unless funded in the budget.

Appropriation: None.

Fiscal Note: Available.

Effective Date of Amended Bill: The bill takes effect 90 days after adjournment of session in which bill is passed. However, the bill is null and void unless funded in the budget.

Staff Summary of Public Testimony:

(In support) We generally support this bill. However, I have not seen the striking amendments, so I can't speak to those. We would like to see consistent data in the state, including a common platform between the OSPI and school districts. You have the right players at the table to accomplish this objective.

(Opposed) None.

Persons Testifying: Bob Cooper, Washington Association of Colleges for Teacher Education.

Persons Signed In To Testify But Not Testifying: None.