# FINAL BILL REPORT
# SHB 1577

**C 27 L 19**
Synopsis as Enacted

**Brief Description**: Concerning K-12 computer science education data.

**Sponsors**: House Committee on Education (originally sponsored by Representatives Callan, Stonier, Steele, Vick, Bergquist, Senn, Slatter, Jenkin, Goodman, Pettigrew, Ybarra, Dent, Harris, Tarleton, Dolan and Lekanoff).

**House Committee on Education**
**Senate Committee on Early Learning & K-12 Education**

**Background**:

Data Collection. The Comprehensive Education Data and Research System (CEDARS) is a longitudinal data system managed by the Office of the Superintendent of Public Instruction (OSPI) to collect, store, and report data related to students, courses, and teachers. The data collected is either mandated by state or federal law, or approved by the Data Governance Group at the OSPI.

The CEDARS contains a course catalog of all courses in each grade offered at each public school.

Student-related information in CEDARS includes each student's gender, grade level, demographics, eligibility for certain education programs, and a record of all courses attempted by the student. For students in grades 9 through 12, final grades and credit information for each course attempted and earned by the student are also stored in CEDARS.

There is also information in CEDARS about the staff member teaching each course or assigned to a homeroom, including each staff member's gender, academic degrees, and certification.

**Summary**:

Beginning June 30, 2020, and by June 30 annually thereafter, school districts must submit to the Office of the Superintendent of Public Instruction (OSPI), and the OSPI must post conspicuously on its website, a report for the preceding academic year that must include the following data:

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*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.*

- the total number of computer science courses offered in each school and whether these courses are advanced placement classes;
- the number and percentage of students who enrolled in a computer science program, disaggregated by: gender; race and ethnicity; special education status; English learner status; eligibility for the free and reduced-price lunch program; and grade level; and
- the number of computer science instructors at each school, disaggregated by: certification, if applicable; gender; and highest academic degree.

**Votes on Final Passage:**

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| House | 97 | 0 |
| Senate | 48 | 0 |

**Effective:** July 28, 2019