



## *Comprehensive Data System/CEDARS*

### 1. **Purpose:**

In March of 2006, the state legislature approved a decision package from the Office of Superintendent of Public Instruction (OSPI) to develop a statewide longitudinal education data database. Legislative funding to support the Comprehensive Education Data and Research System (CEDARS) began in FY07 and continues today for OSPI and the state's nine Education Service Districts (ESD). The CEDARS system consists of the CEDARS student and teacher data collection and serves as the CEDARS operational data store.

In the 2009-10 school year, school districts began submitting data to OSPI using the new CEDARS submission process, which included 154 data elements. Student and teacher data comes from the state's 295 school districts through the CEDARS submission process, which occurs nightly for most school districts.

In June 2009, the National Center for Education Statistics awarded OSPI \$5.9M to build on the CEDARS operational data store. The project designed a reporting framework, enhanced the technical infrastructure, and provided professional development to school districts. After a competitive bid process, OSPI selected Choice Solutions as the apparent successful vendor for the technical work in November 2010 based on a proposal to complete the warehouse and deliver the reporting framework, including data snapshots, analytics, and an ad-hoc data tool. The CEDARS operational data store provides data and reporting capabilities to various stakeholders and satisfies state and federal compliance reporting.

In 2012, the project combined CEDARS and a wide variety of other data to produce the Statewide Longitudinal Data System (SLDS) Data and Reporting system. The project re-engineered several source data systems for Microsoft SQL server, which is our common database platform. Nine different student, teacher, financial, and assessment databases became part of the SLDS data warehouse. There is continued work on system defects, system design, and other enhancements, including new data elements to satisfy the continued need to analyze program effectiveness.

The state's nine Educational Service Districts (ESD) work with school districts to support the Student Information Systems to help ensure data quality in the CEDARS

student and teacher collection process. In 2014, the ESDs with OSPI started a data coaching effort to help districts maximize the use of state data systems.

In 2015, system complexity, poor performance, and a lack of data warehouse resources (people and tools) led OSPI to decommission the SLDS data warehouse. However, to be efficient with data, OSPI must make another attempt to design, build, and use a functional data warehouse. In addition, OSPI worked with ESDs to redistribute data coaching and data quality funding to provide for improved data quality tools and coordination in support of Agency Performance Indicators.

As of FY2020, CEDARS collects over 20 files containing more than 220 data elements about Washington State Public students across more than 300 educational organizations and involving more than 50 educational programs and services.

The CEDARS system supports required state and federal reports and processes that include a variety of enrollment reports. The reports include program participation counts; the State Report Card, under Every Student Succeeds Act (ESSA); direct certification of free and reduced lunch, Medicaid eligibility rates; transitional bilingual reports; and reports to comply with the McKinney-Vento Homeless Assistance Act.

The Education Research and Data Center (ERDC), in the Office of Financial Management, receives OSPI data. ERDC matches OSPI data with data from higher education, workforce, and other state agencies to satisfy state and federal reporting of post-high school outcomes, among other things. As allowable under the Federal Educational Rights and Privacy Act (FERPA), OSPI provides CEDARS data to researchers and requestors who have a legitimate need for educational data.

## **2. Description of services provided:**

The information contained in CEDARS is used to:

- Inform school district, state, and federal decision-makers
- Help educators improve the performance of all students
- Provide information to parents and the public regarding our efforts to prepare students to live, learn, and work in the 21st century

## **3. Criteria for receiving services and/or grants:**

OSPI distributed \$405,000 as grant funding equally among the 9 ESD's

Number of OSPI full-time employee positions (FTE) associated with CEDARS funding:  
7.0

Number of contractors associated with this funding: 2.0

FY 2022 Funding:

- State appropriations \$1,802,000
- Federal appropriations: \$0
- Other Fund Sources \$0

**Beneficiaries in 2021-22 School Year:**

Number of School Districts:  
Number of Schools:  
Number of Students:  
Number of Educators:  
Other:

**Number of OSPI staff associated with this funding (FTEs): 0**

**Number of contractors/other staff associated with this funding: 0**

<b>FY22 Funding:</b>	State Appropriation:	\$1,802,000
	Federal Appropriation:	\$0
	Other Fund Sources:	\$0
	<b>TOTAL (FY22)</b>	<b>\$1,802,000</b>

**4. Are federal or other funds contingent on state funding?**

Yes, if state funds are not available, the state may not be eligible for some Federal grants related to the submission of data.

**5. State funding history:**

<b>Fiscal Year</b>	<b>Amount Funded</b>	<b>Actual Expenditures</b>
2022	\$1,802,000	\$1,513,008
2021	\$1,802,000	\$1,602,821
2020	\$1,802,000	\$1,535,587
2019	\$1,802,000	\$1,714,340
2018	\$1,802,000	\$1,701,241

**6. Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:**

<b>Fiscal Year</b>	<b>Number of Educational School Districts (ESD)</b>
FY2022	9
FY2021	9
FY2020	9

FY2019	9
FY2018	9
FY2017	9
FY2016	9
FY2015	9
FY2014	9
FY2011-FY2013	9

## 7. Programmatic changes since inception (if any):

Washington state school districts use the CEDARS to comply with RCW 28A.320.175 School data-Collection and submission to the office of the superintendent of public instruction, which requires School Districts to submit their data:

- 1) No later than the beginning of the 2008-09 school year and thereafter, each school district shall collect and electronically submit to the Office of the Superintendent of Public Instruction, in a format and according to a schedule prescribed by the office, the following data for each class or course offered in each school:
  - a. The certification number or other unique identifier associated with the teacher's certificate for each teacher assigned to teach the class or course, including reassignments that may occur during the school year; and
  - b. The statewide student identifier for each student enrolled in or being provided services through the class or course.
- 2) No later than the beginning of the 2014-15 school year, the data under section 1 above must also include dates of teacher assignments and reassignments.

In 2009, [HB 2261, Sec. 203](#) directed OSPI to implement a data governance structure. The intent was to assist in the design and implementation of a K-12 education data improvement system for financial, student, and educator data. The legislature further intended, that the data system reporting specifically serve requirements for teachers, parents, superintendents, school boards, the office of the superintendent of public instruction, the legislature, and the public.

In 2012, [SHB 2254, Sec. 9](#) directed the K-12 Data Governance Group to maintain a comprehensive needs requirement document detailing specific information, technical capacity, and statutory changes needed by school districts, OSPI, Department of Social Health Services (DSHS), or the higher education coordinating board to enable timely sharing of records for students dependent on educational services linked to the supporting agencies listed above.

In 2013, [SB 5946, Sec. 301](#) directed OSPI to convene a student discipline task force and to develop standard definitions around discipline data and to extend the CEDARS data collection relating to discipline. The new collection is to include

information about education services provided, status of petitions for readmission, and further detail about behaviors leading to discipline actions.

In 2014, [HB 2575, Sec. 1](#) directed school districts to report the dates of teacher assignment and reassignment in the statewide student data system no later than the 2014-15 school year.

In 2015-16, multiple new data elements were added to CEDARS based on state and federal reporting requirements, including student reengagement information, expanded discipline information, and new program participation information.

In 2016-17, multiple new data elements were added to CEDARS based on state and federal reporting requirements including military family indicators, additional student language information, Course Equivalency information, new program participation information, expanded discipline information and LAP student growth information.

In 2017-18, multiple new data elements were added to CEDARS based on state and federal reporting requirements including transfer in indicators, ALE course type, expanded ethnicity information, expanded discipline information, expanded gender information.

In 2018-19, multiple new data elements were added to CEDARS based on state and federal reporting requirements including expanded information on Dual Language Instruction, expanded information on Online providers and programs, new information on restraint and isolation.

In 2019-20, multiple new data elements were added to CEDARS based on state and federal reporting requirements including new information about graduation pathways, additional information about CTE engagement, expanded information about Special Education services and eligibility, and new information about student support services.

## **8. Evaluations of program/major findings:**

N/A

## **9. Major challenges faced by the program:**

School districts would like to ensure data is collected well and used by their districts, K-12 Governance, and the legislature to make good decisions for the state's education system. There has been a significant increase in the data collection over the last 10 years. During that time, the 295 school districts have not received funding for FTEs that assist in the collection of legislatively required data submissions. Collecting and submitting CEDARS data is a major effort for the school districts.

Additional CEDARS reporting and data collections will require funding to facilitate efficient data collection.

Due to increasing technical debt with applications and data systems, decommissioning of the SLDS database, and the increase in student, teacher, finance, and directory data volumes, OSPI plans to evaluate the value and impact of using the \$405,000 CSA grant to support OSPI database and application operations to provide better services to programs and districts.

## 10. **Future opportunities:**

The future holds promise to be able to answer questions from the Legislature, researchers and OSPI program staff that could not be answered with our current data systems. Data and reporting can be used by administrators and educators at the classroom level.

## 11. **Statutory and/or budget language:**

ESSB 5693, Sec. 501(2)(a) - \$1,802,000 of the general fund—state appropriation for fiscal year 2022 and \$1,802,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for implementing a comprehensive data system to include financial, student, and educator data, including development and maintenance of the comprehensive education data and research system (CEDARS).

## 12. **Other relevant information:**

Each Educational Service District receives \$45,000 as part of the OSPI/AESD Coordinated Service Agreement (CSA) 2021-2022 through the Office of System and School Improvement (OSSI) and the Association of Educational Service Districts (AESD) for data and equity supports. These funds are used for a variety of data-related activities, including participation in a statewide network focused on using and improving statewide data and providing direct data supports to schools and school districts identified for supports under the Washington School Improvement Framework (WSIF).

## 13. **Schools/districts receiving assistance:**

See [OSPI's grantee list](#).

## 14. **Program Contact Information:**

Name: Curtis Richardson  
Title: Deputy Chief Information Officer, Data & Applications Director  
Phone: 360-725-4995  
Email: [Curtis.Richardson@k12.wa.us](mailto:Curtis.Richardson@k12.wa.us)