



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Student Database/Statewide Longitudinal Database System (SLDS)

1. **Purpose:**

In March 2006, the state legislature approved a decision package from the Office of Superintendent of Public Instruction (OSPI) to begin developing a statewide database of longitudinal education data. Statewide Longitudinal Data System (SLDS) funding began in FY07 and continues today for OSPI and the state's nine Education Service Districts (ESD). As a whole, the CEDARS system is comprised of the CEDARS student and teacher data collection and the CEDARS operational data store.

Starting 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 districts.

In June 2009, the state was awarded a \$5.9M federal grant to build out the CEDARS operational data store, create a reporting framework, enhance the technical infrastructure and provide some professional development to school districts. Choice Solutions was named 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 a variety of stakeholders and satisfies state and federal compliance reporting.

In the winter of 2012 CEDARS and a wide variety of other data were combined to produce the SLDS Data and Reporting system. Several source data systems were re-engineered 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 for the analysis of program effectiveness.

Today, the CEDARS system supports multiple required state and federal reports and processes that include a variety of enrollment reports, program participation counts, the State Report Card under the Every Student Succeeds Act (ESSA)), direct certification of free/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 is a recipient of OSPI data, which is then matched with other 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), CEDARS data is also provided to researchers and others who have a legitimate need for educational data.

With state funding, the state's nine ESDs 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, 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 SFY2020, 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.

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 distributes \$405,000 of the funding equally to the 9 ESD's.

Beneficiaries in 2019-20 School Year:

Number of School Districts: All

Number of Schools: All

Number of Students: All
Number of Educators: All
Other:

Number of OSPI staff associated with this funding (FTEs): 7.5
Number of contractors/other staff associated with this funding: 1.5

FY20 Funding: State Appropriation: \$1.802 million
Federal Appropriation: \$0
Other fund sources: \$0
TOTAL (FY20) \$1.802 million

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

- No
 Yes, please explain.

If state funds are not available, the state may not be eligible for Federal data grants.

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY20	\$1,802,000	\$1,535,587
FY19	\$1,802,000	\$1,714,340
FY18	\$1,802,000	\$1,701,241
FY17	\$1,802,000	\$1,682,004
FY16	\$1,802,000	\$1,761,284
FY15	\$1,802,000	\$1,738,317
FY14	\$1,826,000	\$1,810,436
FY11-FY13	\$1,227,000	\$3,553,986

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

Fiscal Year	Number of School Districts	# of ESDs
FY20	295	0
FY19	295	9
FY18	295	9
FY17	295	9
FY16	295	9
FY15	295	9
FY14	295	9
FY11-FY13	295	9

7. Programmatic changes since inception (if any):

Washington state school districts use the CEDARS system to comply with RCW 28A.320.175, which requires OSPI to do the following: 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:

- (1) 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
- (2) The statewide student identifier for each student enrolled in or being provided services through the class or course.

A new data governance structure was implemented during the summer of 2009 as directed by HB2261, section 202.

In 2012, SHB 2254 directed the K-12 Data Governance Group to maintain a comprehensive needs requirement document detailing specific information, technical capacity, and changes to law that might be necessary in order to allow timely sharing of records.

In 2013, SB 5946 directed OSPI to establish 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 directed OSPI to no later than the beginning of the 2014-15 school year, school districts must report the dates of teacher assignment and reassignment in the statewide student data system.

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 2016-2017, 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 2017-2018, 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 2018-2019, 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 2019-2020, 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:**

While there is approximately \$45,000 for each ESD, there is no funding for the school districts. CEDARS represents a major effort for the school districts to submit additional data elements in the prescribed format. Additional functionality that could be added to CEDARS in the future that may require additional funding.

10. **Future opportunities:**

The future holds great 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:**
Budget Proviso: ESSB 6168 Section 501(2)(a) \$1,802,000 of the general fund--state appropriation for fiscal year 2020 and \$1,802,000 of the general fund -- state appropriation for fiscal year 2021 are provided solely for the 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:**
Click or tap here to enter text.

13. **Schools/districts receiving assistance:**
See [OSPI's Grantee List](#)

14. **Program Contact Information:**
Name: Deb Came
Title: Assistant Superintendent, Student Information
Phone: 360-725-6336
Email: Deb.Came@K12.wa.us