

Connection Title: Early grades on track: Percentage of students in grades 1 and 2 meeting grade-level math and reading benchmarks, with an attendance rate of 90 percent or higher, and no in- or out-of-school suspensions or expulsions

Selected Descriptors:

Educational Process: School Perspectives->Attendance
 Educational Process: School Perspectives->Attendance Patterns
 Educational Process: Societal Perspectives->Discipline
 Educational Levels, Degrees, and Organizations->Elementary Education
 Mathematics->Elementary School Mathematics
 Educational Process: Societal Perspectives->Expulsion
 Educational Levels, Degrees, and Organizations->Grade 1
 Educational Levels, Degrees, and Organizations->Grade 2
 Mathematics->Mathematics
 Mathematics->Mathematics Achievement
 Reading->Reading
 Educational Process: Societal Perspectives->Suspension
 Education-to-Workforce (E-W) Indicator Framework ->EQ4: Access to quality, full-day kindergarten
 Education-to-Workforce (E-W) Indicator Framework ->EQ5: Early grades student performance indicators
 Education-to-Workforce (E-W) Indicator Framework ->EQ6: Access to quality school environments
 Education-to-Workforce (E-W) Indicator Framework ->EQ9: Contributions to academic growth

Author: Education-to-Workforce Framework Collaborators Group

Location: More Than One State

Source for CEDS Connection Information: Education-to-Workforce Indicator Framework (<https://educationtoworkforce.org/>)

Description of CEDS Connection:

Percentage of students in grades 1 and 2 meeting grade-level math and reading benchmarks, with an attendance rate of 90 percent or higher, and no in- or out-of-school suspensions or expulsions. The recommended analysis is also included.

Go Further with this Connection

You can use this Connection with your own data system. Click on the myConnect logo to apply the elements from your shared map to this Connection.



► **Data Elements**

Metric

CEDS Elements:

A. Assessments -> Assessment -> Assessment Academic Subject
 B. Assessments -> Assessment -> Assessment Type
 C. Assessments -> Assessment Administration -> Assessment Administration Finish Date
 D. Assessments -> Assessment Administration -> Assessment Administration Start Date
 E. Assessments -> Assessment Result -> Assessment Result Score Value
 F. Assessments -> Assessment Result -> Assessment Score Metric Type
 G. Assessments -> Assessment Subtest -> Assessment Academic Subject
 H. K12 -> Calendar -> Session -> School Year
 I. K12 -> K12 School -> Identification -> School Identification System
 J. K12 -> K12 School -> Identification -> School Identifier
 K. K12 -> K12 Student -> Attendance -> Chronic Student Absenteeism Indicator
 L. K12 -> K12 Student -> Attendance -> Student Attendance Rate
 M. K12 -> K12 Student -> Discipline -> Disciplinary Action Taken
 N. K12 -> K12 Student -> Enrollment -> Enrollment Entry Date
 O. K12 -> K12 Student -> Enrollment -> Enrollment Exit Date
 P. K12 -> K12 Student -> Enrollment -> Entry Grade Level
 Q. K12 -> K12 Student -> Identity -> Student Identification System
 R. K12 -> K12 Student -> Identity -> Student Identifier
 S. K12 -> LEA -> Identification -> Local Education Agency Identification System
 T. K12 -> LEA -> Identification -> Local Education Agency Identifier

Elements Not Currently in CEDS:

Disaggregates

CEDS Elements:

A. Adult Education -> AE Student -> Status -> Low-income Status
 B. K12 -> K12 School -> Directory -> Administrative Funding Control
 C. K12 -> K12 School -> Directory -> Charter School Type
 D. K12 -> K12 School -> Directory -> School Type
 E. K12 -> K12 School -> Identification -> Organization Type
 F. K12 -> K12 Student -> Demographic -> Birthdate
 G. K12 -> K12 Student -> Demographic -> Hispanic or Latino Ethnicity
 H. K12 -> K12 Student -> Demographic -> Military Connected Student Indicator
 I. K12 -> K12 Student -> Demographic -> Race
 J. K12 -> K12 Student -> Demographic -> Rural Residency Status
 K. K12 -> K12 Student -> Demographic -> Sex
 L. K12 -> K12 Student -> Disability -> Disability Status
 M. K12 -> K12 Student -> Disability -> IDEA Indicator
 N. K12 -> K12 Student -> Disability -> Primary Disability Type

Elements Not Currently in CEDS:

O. K12 -> K12 Student -> Disability -> Section 504 Status
 P. K12 -> K12 Student -> Disability -> Status End Date
 Q. K12 -> K12 Student -> Disability -> Status Start Date
 R. K12 -> K12 Student -> Discipline -> Disciplinary Action End Date
 S. K12 -> K12 Student -> Discipline -> Disciplinary Action Start Date
 T. K12 -> K12 Student -> Discipline -> Disciplinary Action Taken
 U. K12 -> K12 Student -> Economically Disadvantaged -> Eligibility Status for School Food Service Programs
 V. K12 -> K12 Student -> English Learner -> English Learner Status
 W. K12 -> K12 Student -> English Learner -> Program Participation Exit Date
 X. K12 -> K12 Student -> English Learner -> Program Participation Start Date
 Y. K12 -> K12 Student -> Homeless -> Homeless Serviced Indicator
 Z. K12 -> K12 Student -> Homeless -> Homelessness Status
 AA. K12 -> K12 Student -> Homeless -> Status End Date
 AB. K12 -> K12 Student -> Homeless -> Status Start Date
 AC. K12 -> K12 Student -> IDEA -> Program Participation Exit Date
 AD. K12 -> K12 Student -> IDEA -> Program Participation Start Date
 AE. K12 -> K12 Student -> Individualized Program -> Student Support Service Type
 AF. K12 -> K12 Student -> Language -> ISO 639-3 Language Code
 AG. K12 -> K12 Student -> Language -> Language Type
 AH. K12 -> K12 Student -> Migrant -> Migrant Status
 AI. K12 -> K12 Student -> Migrant -> Program Participation Exit Date
 AJ. K12 -> K12 Student -> Migrant -> Program Participation Start Date
 AK. K12 -> K12 Student -> Program -> Program Participation Exit Date
 AL. K12 -> K12 Student -> Program -> Program Participation Start Date
 AM. K12 -> K12 Student -> Program -> Program Participation Status
 AN. K12 -> K12 Student -> Program -> Program Type
 AO. K12 -> Parent/Guardian -> Education -> Highest Level of Education Completed

► Analysis Recommendations

General Connection Information

CEDS elements are shown in ***bold/italicized*** font.

This metric is part of the Education-to-Workforce (E-W) Indicator Framework, specifically "Outcomes and milestones" which pertain to key outcomes and milestones along the E-W continuum that are strongly associated with individuals achieving economic mobility and security.

This metric is a measurement for a key indicator, "*Early Grades On Track*," and measures whether students in grades 1 and 2 are on track to achieve academic proficiency in grade 3.

Calculating a Response

Use the following CEDS elements to determine the school year:

- ***School Year*** = most recent school year, representing July 1 through June 30

To determine the universe of students:

- Pull all unique students which is determined by using a unique ***Student Identifier*** where ***Student Identification System*** = State

Where the student:

- is associated with a State Education Agency through the ***State Agency Identifier*** where ***State Agency Identification System*** = SEA
- is associated with a Local Education Agency through the ***Local Education Agency Identifier*** where ***Local Education Agency Identification System*** = SEA
- is associated with a K12 school through the ***School Identifier*** where ***School Identification System*** = SEA

From the universe of students, narrow the list to 1st and 2nd graders using the following CEDS elements.

- ***Entry Grade Level*** = 01 and 02
- ***Enrollment Entry Date*** is ≥ July 1 of the school year being reported, and
- ***Enrollment Exit Date*** is ≤ June 30 of the school year being reported

To identify which students have passing grades in Math, filter records where

- ***Assessment Academic Subject*** = 01166 (Mathematics)
- ***Assessment Type*** = Benchmark (NOTE: benchmarks can be different between states)
- ***Assessment Administration Start Date*** ≥ July 1 of the school year being reported
- ***Assessment Administration Finish Date*** ≤ June 30 of the school year being reported
- ***Assessment Score Metric Type*** = 00493 (Grade equivalent or grade-level indicator)
- ***Assessment Result Score Value*** is not null

To identify which students have passing grades in reading/English language arts, filter records where

- ***Assessment Academic Subject*** = 00560 (Reading)
- ***Assessment Type*** = Benchmark (NOTE: benchmarks can be different between states)
- ***Assessment Administration Start Date*** > July 1 of the school year being reported
- ***Assessment Administration Finish Date*** < June 30 of the school year being reported
- ***Assessment Score Metric Type*** = 00493 (Grade equivalent or grade-level indicator)
- ***Assessment Result Score Value*** is not null

Identify which students have an attendance record of 90% or higher:

- ***Student Attendance Rate*** = .9
- ***Chronic Student Absenteeism Indicator*** = No

To identify which students have no records of either in/out of school suspensions or expulsions, filter records where

- ***Disciplinary Action Start Date*** is null, OR where ***Disciplinary Action Start Date*** is not null AND ***Disciplinary Action Taken*** =
 - 03086 (Expulsion without services),
 - 03087 (Expulsion without services),
 - 03099 (Suspension after school),
 - 03100 (Suspension, in-school)
 - 03154 (Suspension, out of school, greater than 10 consecutive school days)

- 03155 (Suspension, out of school, separate days culminating to more than 10 school days)
- 03102 (Suspension, out-of-school, without services)
- 03101 (Suspension, out-of-school, with services)

Divide the number of students on track by the total number of students in grades 1 and 2. Multiply by 100.

Disaggregate by Home Language

Use the following CEDS elements to Disaggregate the final set of students by Home Language:

- **Language Type** = Home Language; and
- **ISO 639-3 Language Code** ≠ Eng; and/or
- **English Learner Status** = Yes

Disaggregate by Homelessness

Use the following CEDS elements to Disaggregate the final set of students by Homelessness:

- **Homelessness Status** = Yes
- **Homeless Serviced Indicator** = Yes
- **Status Start Date** ≤ the school year being reported
- **Status End Date** ≥ the school year being reported

Disaggregate by Race and Ethnicity

Use the following CEDS elements to disaggregate the final set of students by Race:

- Filter records where **Hispanic or Latino Ethnicity** = No.

Count, by race, where any of the following are true:

- **Race** = American Indian or Alaska Native
- **Race** = Asian
- **Race** = Black or African American
- **Race** = Native Hawaiian or Other Pacific Islander
- **Race** = White
- **Race** = Demographic Race Two or More Races
- **Race** = Race and Ethnicity Unknown

Use the following CEDS element(s) to disaggregate the final set of students by Hispanic or Latino Ethnicity:

- Filter records where **Hispanic or Latino Ethnicity** = Yes

Disaggregate by Sex

**Note: CEDS does not have a Gender element. While Sex is not a proxy for Gender it is the closest approximation currently available.*

**Note: Male + Female will not always equal 100% for states that have more choices beyond male and female.*

Use the following CEDS element to disaggregate the final set of students by Sex:

- **Sex** = Male, Female, or Not Selected

Disaggregate by Urbanicity

Use the following CEDS element to disaggregate the final set of students by Urbanicity.

- **Rural Residency Status** = Yes (indicating Rural) or No (indicating Urban)

Disaggregate by Parental Education Level

Use the following CEDS element to disaggregate the final set of students by Parental Education Level:

- **Highest Level of Education Completed** = Determine what the highest level of education completed is for the parents/guardians of the student

Disaggregate by Migrant Family Household

Use the following CEDS elements to disaggregate the final set of students by Migrant Family Household:

- **Migrant Status** = Yes, No
- **Program Participation Start Date** ≤ the school year being reported
- **Program Participation Exit Date** ≥ the school year being reported

Disaggregate by English Learner

Use the following CEDS elements to English Learner:

- **English Learner Status** = Yes, No
- **Program Participation Start Date** ≤ the school year being reported
- **Program Participation Exit Date** ≥ the school year being reported

Disaggregate by School Type

Use the following CEDS elements to disaggregate the final set of students by school type:

- **Charter School Type** = School Charter or College University or NA; and
- **School Type** = Regular, Special, Career and Technical, Alternative or Reportable
- **Administrative Funding Control** = Public School, Private School, or Other
- **Organization Type** = K12 School, Education Institution

Disaggregate by Individuals or Family Military Status

Use the following CEDS elements to disaggregate the final set of students by individuals or family military status:

- **Military Connected Student Indicator** = Not Military, Active Duty, National Guard or Reserve, or Unknown

Disaggregate by Income Level

Use the following CEDS elements to disaggregate the final set of students by income level:

- **Eligibility Status for School Food Service Programs** = Free, Full price, Reduced price, Other
- **Low-income Status** = Yes, or No

Disaggregate by Justice Involvement

Use the following CEDS elements to disaggregate the final set of students by Justice Involvement:

- **Disciplinary Action Taken** = Juvenile Justice Referral, Law enforcement referral, or Placed in juvenile detention center
- **Disciplinary Action Start Date** ≤ the school year being reported
- **Disciplinary Action End Date** ≥ the school year being reported

Disaggregate by Individual With Current or Past Child Welfare Involvement

- Use the following CEDS elements to disaggregate the final set of students by Individual with Current or Past Child Welfare Involvement:
- **Program Type** = 75000 (Foster Care)
- **Student Support Service Type** = 00295 (Children's protective services)
- **Program Participation Start Date** ≤ the school year being reported
- **Program Participation Exit Date** ≥ the school year being reported

Disaggregate by Disability Status

Use the following CEDS elements to disaggregate the final set of students by Disability Status:

Students with a Disability

- **Disability Status** = Yes; and/or
- **Status Start Date** ≤ the school year being reported
- **Status End Date** ≥ the school year being reported
- **IDEA Indicator** = Yes; and/or
- **Section 504 Status** = Yes

Count, by disability type, where any of the following are true:

- **IDEA Disability Type** = Autism
- **IDEA Disability Type** = Deaf-blindness
- **IDEA Disability Type** = Deafness
- **IDEA Disability Type** = Developmental delay
- **IDEA Disability Type** = Emotional disturbance
- **IDEA Disability Type** = Hearing impairment
- **IDEA Disability Type** = Intellectual disability
- **IDEA Disability Type** = Multiple disabilities
- **IDEA Disability Type** = Orthopedic impairment
- **IDEA Disability Type** = Other health impairment
- **IDEA Disability Type** = Specific learning disability
- **IDEA Disability Type** = Traumatic brain injury
- **IDEA Disability Type** = Visual impairment

Filter records based on **Primary Disability Type** when **IDEA Indicator** = Yes

- **Program Participation Start Date** ≤ the school year being reported
- **Program Participation Exit Date** ≥ the school year being reported

Students without a Disability

- **Disability Status** = No; and
- **Primary Disability Type** is null; and
- **IDEA Indicator** = No; and
- **Section 504 Status** = No

Count the number of students with a disability and the number of students without a disability.

For further analysis, disaggregate the students with a disability:

Filter records where **IDEA Indicator** = Yes

- **Program Participation Start Date** ≤ the school year being reported
- **Program Participation Exit Date** ≥ the school year being reported

Count, by Primary Disability Type, where any of the following are true:

- **Primary Disability Type** = Autism
- **Primary Disability Type** = Deaf blindness
- **Primary Disability Type** = Deafness
- **Primary Disability Type** = Developmental delay
- **Primary Disability Type** = Emotional disturbance
- **Primary Disability Type** = Hearing impairment
- **Primary Disability Type** = Intellectual disability
- **Primary Disability Type** = Multiple disabilities
- **Primary Disability Type** = Orthopedic impairment
- **Primary Disability Type** = Other health impairment
- **Primary Disability Type** = Specific learning disability
- **Primary Disability Type** = Traumatic brain injury
- **Primary Disability Type** = Visual Impairment

► **Related Connections**

No related connections

► **Related References**

A. Title: Education-to-Workforce Indicator Framework; Source: Education-to-Workforce Indicator Framework (see <https://educationtoworkforce.org/>)

Author's Comments/Additional Information

Community Feedback

Average Overall Rating:

See All Feedback

Provide Feedback