CEDS Connect

Connection Title: Institutions Contributions to Student Outcomes: K–12 - Schools' contributions to student outcomes, including achievement, attendance, social emotional learning, college enrollment, and earnings, using value-added models

Selected Descriptors:
Education-to-Workforce (E-W) Indicator Framework ->EQ6: Access to quality school environments
Education-to-Workforce (E-W) Indicator Framework ->EQ8: Reading and math benchmarks for grades 3 and 8
Education-to-Workforce (E-W) Indicator Framework ->EQ9: Contributions to academic growth
Education-to-Workforce (E-W) Indicator Framework ->EQ11: On track for high school graduation indicators
Education-to-Workforce (E-W) Indicator Framework ->EQ16: Matriculation to well-matched and successful postsecondary institutions
Education-to-Workforce (E-W) Indicator Framework ->EQ19: Acquiring credentials of value for workforce success

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:

This Connection identifies the CEDS elements needed to measure K12 schools' contributions to student outcomes, including achievement, attendance, social emotional learning, college enrollment, and earnings, using value-added models. The recommended analysis criteria are also included. This Connection supports the Education-to-Workforce Indicator Framework.

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:	Elements Not Currently in CEDS:
A. Assessments -> Assessment -> Assessment Academic Subject	

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B. Assessments -> Assessment -> Assessment Purpose
C. Assessments -> Assessment -> Assessment Type
D. Assessments -> Assessment Administration -> Assessment Administration Finish Date
E. Assessments -> Assessment Administration -> Assessment Administration Start Date
F. Assessments -> Assessment Registration -> Assessment Registration Participation Indicator
G. Assessments -> Assessment Result -> Assessment Result Score Value
H. Assessments -> Assessment Result -> Assessment Performance Level -> Assessment Performance Level Score Metric
I. Assessments -> Assessment Subtest -> Assessment Performance Level -> Assessment Performance Level Score Metric
J. K12 -> Calendar -> Session -> School Year
K. K12 -> K12 Course -> School Courses for the Exchange of Data Course Subject Area
L. K12 -> K12 School -> Identification -> School Identification System
M. K12 -> K12 School -> Identification -> School Identifier
N. K12 -> K12 Student -> Attendance -> Attendance Event Type
O. K12 -> K12 Student -> Attendance -> Student Attendance Rate
P. K12 -> K12 Student -> Identity -> Student Identification System
Q. K12 -> K12 Student -> Identity -> Student Identifier
R. K12 -> LEA -> Identification -> Local Education Agency Identification System
S. K12 -> LEA -> Identification -> Local Education Agency Identifier
T. K12 -> SEA -> Identification -> State Agency Identification System
U. K12 -> SEA -> Identification -> State Agency Identifier

Disaggregates

CEDS Elements:	Elements Not Currently in CEDS:

A. Adult Education -> AE Student -> Status -> Low-income Status
B. K12 -> K12 School -> Directory -> Charter School Type
C. K12 -> K12 School -> Directory -> School Type
D. K12 -> K12 Student -> Demographic -> Birthdate
E. K12 -> K12 Student -> Demographic -> Hispanic or Latino Ethnicity
F. K12 -> K12 Student -> Demographic -> Military Connected Student Indicator
G. K12 -> K12 Student -> Demographic -> Race
H. K12 -> K12 Student -> Demographic -> Rural Residency Status
I. K12 -> K12 Student -> Demographic -> Sex
J. K12 -> K12 Student -> Disability -> IDEA Indicator
K. K12 -> K12 Student -> Disability -> Primary Disability Type
L. K12 -> K12 Student -> Disability -> Section 504 Status
M. K12 -> K12 Student -> Discipline -> Disciplinary Action End Date
N. K12 -> K12 Student -> Discipline -> Disciplinary Action Start Date
O. K12 -> K12 Student -> Discipline -> Disciplinary Action Taken
P. K12 -> K12 Student -> Economically Disadvantaged ->

Economic Disadvantage Status
Q. K12 -> K12 Student -> Economically Disadvantaged ->
Eligibility Status for School Food Service Programs
R. K12 -> K12 Student -> Economically Disadvantaged -> Status
End Date
S. K12 -> K12 Student -> Economically Disadvantaged -> Status
Start Date
T. K12 -> K12 Student -> English Learner -> English Learner
Status
U. K12 -> K12 Student -> English Learner -> Program
Participation Exit Date
V. K12 -> K12 Student -> English Learner -> Program
Participation Start Date
W. K12 -> K12 Student -> Homeless -> Homelessness Status
X. K12 -> K12 Student -> Homeless -> Status End Date
Y. K12 -> K12 Student -> Homeless -> Status Start Date
Z. K12 -> K12 Student -> IDEA -> Program Participation Exit Date
AA. K12 -> K12 Student -> IDEA -> Program Participation Start
Date
AB. K12 -> K12 Student -> Individualized Program -> Student
Support Service Type
AC. K12 -> K12 Student -> Language -> ISO 639-3 Language
Code
AD. K12 -> K12 Student -> Language -> Language Type
AE. K12 -> K12 Student -> Migrant -> Migrant Status
AF. K12 -> K12 Student -> Migrant -> Program Participation Exit
Date
AG. K12 -> K12 Student -> Migrant -> Program Participation Start
Date
AH. K12 -> K12 Student -> Program -> Program Participation
Exit Date
AI. K12 -> K12 Student -> Program -> Program Participation
Start Date
AJ. K12 -> K12 Student -> Program -> Program Participation
Status
AK. K12 -> K12 Student -> Program -> Program Type
AL. K12 -> Organization -> Identification -> Organization Type
AM. K12 -> Parent/Guardian -> Education -> Highest Level of
Education Completed

▶ **Analysis Recommendations**

General Connection Information

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

This metric is part of the Education-to-Workforce (E-W) Indicator Framework, specifically "E-W System Conditions" which pertain to key institutional or systemic environments, policies, and practices within E-W systems that support positive E-W outcomes.

Calculating a Response

Metric: K–12: Schools' contributions to student outcomes, including achievement, attendance, social emotional learning, college enrollment, and earnings, using value-added models

Use the following CEDS elements to identify the school year:
- ○ **School Year** = the most recent school year or the school year being reported, and the previous school year, representing July 1 through June 30.

Use the following CEDS elements 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, and
- ○ is associated with a K12 school through the **School Identifier** where **School Identification System** = SEA

ACHIEVEMENT (via assessments)
(To determine achievement by graduation rate, see the Education-to-Workforce Connection High School Graduation - Adjusted Cohort Graduation Rate.)

In the following example, student achievement is being calculated based on a student's performance in a specific academic subject using state-defined performance levels over a period of two school years (SYs).
In the example below, the state-defined performance levels are Level 1 through Level 5 (L1-L5)

From the universe of students, narrow the list to students who participated in a math assessment and received a score using the following CEDS elements:
- ○ **Assessment Academic Subject** = Mathematics
- ○ **Assessment Registration Participation Indicator** = Participated
- ○ **Assessment Type** = Benchmark
- ○ **Assessment Purpose** = 00051 (Assessment of a student's progress)
- ○ **Assessment Performance Level Score Metric** = 03474 (Growth/value-added/indexing), 03479 (Scale score)
- ○ **Assessment Administration Start Date** is > July 1 of SY1
- ○ **Assessment Administration Finish Date** is ≤ June 30 of SY1

Count the number of students where:
- ○ **Assessment Result Score Value** is between the state-determined values for upper and lower cut scores for L1, and
- ○ **Assessment Result Score Value** is between the state-determined values for upper and lower cut scores for L2, and
- ○ **Assessment Result Score Value** is between the state-determined values for upper and lower cut scores for L3, and
- ○ **Assessment Result Score Value** is between the state-determined values for upper and lower cut scores for L4, and
- ○ **Assessment Result Score Value** is between the state-determined values for upper and lower cut scores for L5.
- ○ Repeat all steps above for SY2.
- ○ Compare the performance levels from SY1 to SY2 to determine student achievement in math.

Repeat the steps above to run separate analysis for each academic subject in which the student was assessed.

ATTENDANCE
In the following example, attendance is calculated based on a student's daily attendance.

Use the following CEDS elements to determine student daily attendance over a 2-year period:

From the universe of students, pull students from SY1 where:
- ○ **Student Attendance Rate** is Not Null, and
- ○ **Attendance Event Type** = Daily attendance
- ○ Repeat the two steps above for SY2
- ○ Compare the attendance rates from SY1 to SY2 to determine student attendance outcomes.

*Note: The method above can be applied to other types of attendance events, i.e., where **Attendance Event Type** = Class/section attendance, Program attendance, and/or Extracurricular attendance.*

SOCIAL EMOTIONAL LEARNING

Use the following CEDS elements to determine social emotional learning (SEL) implementation over a 2-year period:
- Identify whether schools have implemented SEL policies or programs during SY1 using **Social Emotional Policy Indicator** = Yes or No
- Identify whether schools have implemented SEL policies or programs during SY2 using **Social Emotional Policy Indicator** = Yes or No
- Compare the schools with "Yes" responses in SY1 to the schools with "Yes" responses in SY2 to determine which schools have implemented SEL policies or programs.

COLLEGE ENROLLMENT

To determine college enrollment outcomes, see the E-W Connection CEDS Connection [Postsecondary enrollment directly after high school graduation: Percentage of high school graduates who enroll in a postsecondary institution by October 31 following their high school graduation.](#)
- Using the Connection above, determine the number high school graduates who enrolled in college directly after high school graduation for 2 consecutive years.
- Create a trend line of the number of high school graduates who enrolled in college directly after high school graduation in SY1 and SY2 to determine the trend of student college enrollment outcomes.

EARNINGS

To determine earnings outcomes, see the CEDS Connection [Workforce Workgroup 2023 - What are the earnings two, five, and ten years after completion by program](#)

Disaggregate by Race and Ethnicity

Use the following CEDS elements to disaggregate the final set of teachers 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 elements to disaggregate the final set of teachers 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 elements to disaggregate the final set of teachers by Sex:
- **Sex** = Male, Female, or Not Selected

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 Disability Status

Use the following CEDS elements to disaggregate the final set of students by Disability Status:
<u>Students with a Disability</u>: A student has a disability if <u>any</u> of the following are true:
- **Disability Status** = Yes
- **Status Start Date** = the school year being reported
- **Status End Date** = the school year being reported

and/or
- **IDEA Indicator** = Yes
- **Program Participation Start Date** = July 1 of the school year being reported
- **Program participation Exit Date** = June 30 of the school year being reported
- **Section 504 Status** = Yes
- **Status Start Date** = the school year being reported
- **Status End Date** = the school year being reported
*Section 504 Status may not apply if your state doesn't collect it.

<u>Students without a Disability</u>: A student does not have a disability if <u>all</u> of the following are true:
- **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

Disaggregate by Urbanicity

Use the following CEDS element to disaggregate the final set of students by Urbancity.
- ◇ *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 disaggregate the final set of students by 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 K12 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 Age Group

Use the following CEDS element to disaggregate the final set of students by Age Group:
- ◇ *Birthdate =* Age as of October 1 of the school year being reported

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

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▸ **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

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