Washington Reading Corps
K–4 Data Collection FAQ
2018–2019

Q: What is CEDARS?

A: The Comprehensive Education Data and Research System (CEDARS) is a longitudinal data system managed by OSPI to collect, store, and report data related to students, courses, and teachers in order to meet state and federal reporting requirements and to help educators and policy makers make data-driven decisions. Student data includes demographics, enrollment information, schedules, grades, and program participation. You can view the 2017–2018 manual and appendices here:

- CEDARS Data Manual
- CEDARS Data Manual Appendices

Q: Where is student data for WRC entered?

A: Student data for WRC is entered in your Student Information System (SIS). Use program code **44**, "**Washington Reading Corps Literacy Support**." Within Skyward, the WRC code can be found here:

    Student Management\Students\ST\PR\Special Programs tab\Oth WA Prg (I06 = 44)

If program code 44 is not an option in your SIS, the SIS administrator or someone with adequate permission will need to add that option.

After student data is entered in your SIS, it is extracted from your SIS and submitted to OSPI for upload into CEDARS. WRC receives de-identified student data from OSPI, as per our data sharing agreement.

Q: My organization is not associated with Washington State public schools and does not report student information through CEDARS. How do we communicate student information to WRC?

A: If your organization is not associated with Washington State public schools and cannot submit student data through CEDARS, the only data required will be gathered through quarterly report submissions.

Q: Does WRC enter student data?

A: WRC does not have the ability to enter student data. Depending on the scenario, this is done at the school or district level.

Q: What are WRC's external reporting requirements?

A: WRC is responsible for reporting the outputs of three performance measures to our funders:

- Number of students started: unduplicated count of K–4 students who enroll in the program
- Number of students completed: unduplicated count of K–4 students who participate in the program from enrollment through the end of the school year or meet grade-level benchmarks before the end of the school year, thereby exiting the program and returning to core instruction
- Number of students improved: unduplicated count of K–4 students who meet grade-level benchmarks and/or increase by at least one grade level in reading proficiency, as identified by the selected assessment, over the course of their participation in the program

Q: What data elements are reported in my SIS for WRC?

A: In the Student Attributes and Programs File (I), all students receiving WRC service should be coded as 44, "Washington Reading Corps Literacy Support." If students receive both WRC and LAP services, they should be dual coded as 44, "Washington Reading Corps Literacy Support," and 37, "LAP English Language Arts."

Required data elements include:

- Start date: the date the student enrolls in the program
- Exit date: the date the student exits the program
- Exit reason: the reason the student is exiting the program
- Identification assessment: the assessment that most heavily influences identification of student eligibility
- Progress monitoring assessment: the assessment that is used to monitor student progress; a pretest and posttest score should be available; the assessment should closely align with the content of WRC tutoring and have demonstrated validity and reliability
- Beginning score: the pretest scale score
- Date of beginning score: the date the pretest was given
- End score: the posttest scale score
- Date of end score: the date the posttest was given
- Tutoring Intervention
- Extended Learning Time Intervention
- Amount of academic growth: months of growth; 10 months of growth is equivalent to one academic year; months of growth should reflect growth during the WRC enrollment period only and growth should be based on the progress monitoring assessments; determine a formula for converting assessment data to months of growth and be consistent in applying that formula; you can view recommended conversions for some frequently used assessments here:
  - [Months of Growth](#)
- Student met learning goal: based on the assessment used, it was determined that the student no longer needed supplemental support to meet grade-level benchmarks in reading and is returning to core instruction

Q: Which students should be coded as 44, "Washington Reading Corps Literacy Support"?

A: Tier 2 students in grades K-4 receiving regular service by WRC members, as within the scope of the program model (20-minute sessions at least 3 times a week), should be coded as 44, "Washington Reading Corps Literacy Support".

Q: What about Student Tracking Logs (STLs)?

A: WRC no longer utilizes Student Tracking Logs. Entering student data for WRC in your SIS replaces the need for STLs.

Q: My SIS will not be ready to accept code 44, "Washington Reading Corps Literacy Support" until later this year. Does anything need to be done in the meantime?

A: If your SIS presents delays, we only ask that you keep complete and accurate records of student data until coding is available in your SIS. When the code becomes available, please retroactively enter student enrollment in WRC and ensure that entrance data is correct.

Q: Is coding as 44, "Washington Reading Corps Literacy Support", tied to a funding source?

A: Coding students as 44, "Washington Reading Corps Literacy Support," is not reflective of any particular funding source. All students participating in the program, within the scope of the program model, should be coded as 44, "Washington Reading Corps Literacy Support", regardless of funding source.

Q: How should recording data for "fluid groups" be handled?

A: CEDARS will allow for multiple date ranges but they cannot overlap. In the case of "fluid groups" where students may transition in and out of the program, two options are available for recording data. You can record end dates when students exit the program and then record reentry, if applicable, with a new date range. Each date range requires a pretest and posttest score (use the assessment that naturally aligns with each date range and most closely aligns with the content of WRC tutoring). The other option is to keep students active in the system for up to 30 days after they exit the program. In other words, if students exit the program and they may likely return, you can keep them active in the system and, after 30 days, exit any students that did not return to the program. Please use the last date a student received WRC service as the exit date.

Q: Do assessment dates need to precede or follow program entry or exit dates?

A: No. Literacy assessments can take place either before or after a student has entered or exited the WRC program.

Q: Does a student's exit from the program need to be informed by their literacy assessment score?

A: No. Students may exit the program because of teacher judgement that the student is now reading at grade-level.

Q: What is the deadline for reporting student data?

A: While WRC's reporting deadline is July 1, 2018, we recommend and appreciate entering student data near the time it occurs. As we will receive monthly reports from OSPI, we appreciate efforts to keep up-to-date data in your SIS.

Q: I have technical questions about my SIS or CEDARS. Who should I ask?

A: If you have technical questions about your SIS or CEDARS, please reach out to your CEDARS administrator, ESD coordinator, or OSPI customer support (360-725-6371/ customersupport@k12.wa.us).

Q: What is the data collection process for Early Learning?

A: As of now, we do not have a formal data collection process in place for Early Learning. We are working to establish one.

If you have any questions about K–4 data collection, please contact WRC's data coordinator, Andrew Kuka.
Phone: 360-522-3410
Email: akuka@esd.wa.gov

8-minute data collection training video:
https://washingtonservicecorps.org/supervisors/reporting/reporting-wrc/training-wrc-data-collection/