

# Using CEDS Tools to Compare State Data Collections and Federal Requirements: An Example from California

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## INTRODUCTION

As federal data collections are proposed, they go through a public review and comment process. This process allows respondents and the general public to provide feedback on the proposed changes and any additions to the collection. Many state education agencies (SEAs) have been active participants in this process, providing comments and suggestions when the U.S. Department of Education (ED) has proposed changing its collections. SEAs are the respondents and bear the brunt of the burden in collecting and reporting education data. Their feedback in this process is critical to its success. One important part of this work is that SEAs compare their own data to the requirements in the proposed collection package. States can use data standards as a common language, or bridge, to see the similarities and differences between their data definitions and the definitions that are included in the collection package. CEDS provides those standards, along with tools to help SEAs with the comparison process.

EDFacts is a U. S. Department of Education initiative to put performance data at the center of policy, management, and budget decisions for all K12 educational programs by centralizing performance data supplied by K12 SEAs. In August 2016, ED released for public review and comment its proposed revised EDFacts Information Collection package for school years 2016–17, 2017–18, and 2018–19. When an SEA undertakes to review and comment on a proposed or revised collection, this can involve many hours of work. This brief focuses on how California used the tools available from CEDS to lighten this labor burden.

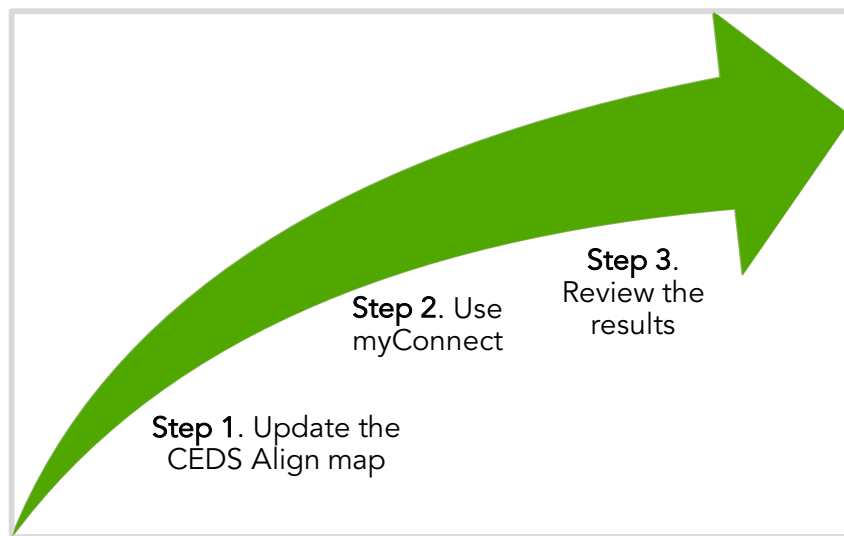


Figure 1. The California Department of Education’s three-step process to compare its data collections to federal requirements

## TAKING ADVANTAGE OF CEDS TOOLS

When ED released the proposed revised collection package in August 2016, the CEDS technical assistance team built 10 CEDS Connections,<sup>1</sup> which enable users to review each of the CEDS elements identified for the new EDFacts data groups. The intent of the Connections was to help EDFacts stakeholders easily determine the effects of the proposed revisions on their own data collection.

When the California Department of Education (CDE) learned of the 10 new CEDS Connections, its staff took advantage of the CEDS tools to learn about the proposed changes relative to the data in their own system (see figure 1, previous page). Using myConnect in conjunction with other CEDS tools, CDE made it a priority to map the proposed EDFacts data items to their own data items in California.

## USING CEDS TOOLS FOR ANALYSIS

The CDE is a strong supporter of CEDS. When the CEDS standards were being developed, the CDE participated in the CEDS Stakeholder Group. The CDE was one of the first states to use Align. For example, in 2012, California mapped several K12 state data collection systems, including those needed for the reporting of EDFacts, such as their statewide student-level data collection system, the California Longitudinal Pupil Achievement Data System (CALPADS).



**CEDS Align** enables a user to align, or map, a data dictionary (including element names, definitions, and option sets) to CEDS. The Align map can be used with CEDS reports to see how the user's data dictionary aligns with the CEDS Standard, or with the data dictionaries of others in the field of education. The Align map can also be used with CEDS Connections to see how a question or metric would be defined using elements from the user's data dictionary.

### Step 1. Update the CEDS Align map.

In the time since the CALPADS map was originally created in 2012, the CDE modified its data system structure. When the proposed revisions to EDFacts were released in August 2016, CDE staff recognized the importance of updating their CALPADS map to reflect their current data collection. Updating the CALPADS map would enable them to easily conduct an analysis of their data system juxtaposed against the proposed changes to EDFacts.

Working closely with the CEDS support team, the CDE transferred the alignments from the old CALPADS map to the new one in order to reduce the effort of updating the information. CDE staff used CEDS Align's upload feature to create the new CALPADS map.

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<sup>1</sup> CEDS Connections are data use examples that identify both elements and analysis recommendations for a variety of education data use opportunities. See also *Multiple Programs Coordinate to Support State Understanding of ESSA Reporting Requirements* ([https://ceds.ed.gov/pdf/Cross\\_Center\\_Collaboration\\_110116.pdf](https://ceds.ed.gov/pdf/Cross_Center_Collaboration_110116.pdf)), CEDS, Fall 2016.

## Step 2. Use myConnect.

With the CALPADS map up to date, it was time to compare it to the ED Facts Connections. The CEDS myConnect tool allows a user to compare a CEDS Align map to a Connection by simply clicking a button. The result is a display of the user's element names side by side with the CEDS elements selected for the Connection (see figure 2). If there is no corresponding element in the map, myConnect displays text indicating such. It also allows map owners to align to the CEDS element directly from the myConnect results, allowing real-time updates to map alignments.

**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.



+ Expand All

**Data Elements** Clear myConnections

**California Longitudinal Pupil Achievement Data System (CALPADS)** Collapse

CEDS Elements:	Mapped Elements:
<b>Data Groups: Progress in Achieving English Language Proficiency Indicator Status Table</b>	
<a href="#">K12 -&gt; Calendar -&gt; Session -&gt; School Year</a>	No Corresponding Element Available in this Map.
<a href="#">K12 -&gt; K12 School -&gt; Identification -&gt; School Identifier</a>	<a href="#">California Longitudinal Pupil Achievement Data System (CALPADS) -&gt; Course Section -&gt; School of Course Delivery</a> <a href="#">California Longitudinal Pupil Achievement Data System (CALPADS) -&gt; SSID Enrollment -&gt; School of Attendance</a> <a href="#">California Longitudinal Pupil Achievement Data System (CALPADS) -&gt; Student Career Technical Education (CTE) -&gt; School of Attendance</a> <a href="#">California Longitudinal Pupil Achievement Data System (CALPADS) -&gt; Student Course Section -&gt; School of Course Delivery</a> <a href="#">California Longitudinal Pupil Achievement Data System (CALPADS) -&gt; Student Discipline -&gt; School of Attendance</a> <a href="#">California Longitudinal Pupil Achievement Data System (CALPADS) -&gt; Student English Language Acquisition -&gt; School of Attendance</a> <a href="#">California Longitudinal Pupil Achievement Data System (CALPADS) -&gt; Student Information -&gt; School of Attendance</a>
<a href="#">K12 -&gt; K12 Student -&gt; Enrollment -&gt; Enrollment Entry Date</a>	<a href="#">California Longitudinal Pupil Achievement Data System (CALPADS) -&gt; SSID Enrollment -&gt; Enrollment Start Date</a>
<a href="#">K12 -&gt; K12 Student -&gt; Enrollment -&gt; Enrollment Exit Date</a>	<a href="#">California Longitudinal Pupil Achievement Data System (CALPADS) -&gt; SSID Enrollment -&gt; Enrollment Exit Date</a>
<a href="#">K12 -&gt; K12 Student -&gt; Limited English Proficiency -&gt; Limited English Proficiency Entry Date</a>	<a href="#">California Longitudinal Pupil Achievement Data System (CALPADS) -&gt; Student English Language Acquisition -&gt; English Language Acquisition Status Start Date</a> <a href="#">California Longitudinal Pupil Achievement Data System (CALPADS) -&gt; Student Information -&gt; English Language Acquisition Status Start Date</a>
<a href="#">K12 -&gt; K12 Student -&gt; Limited English Proficiency -&gt; Limited English Proficiency Exit Date</a>	No Corresponding Element Available in this Map.
<a href="#">K12 -&gt; K12 Student -&gt; Limited English Proficiency -&gt; Limited English Proficiency Status</a>	<a href="#">California Longitudinal Pupil Achievement Data System (CALPADS) -&gt; Student English Language Acquisition -&gt; English Language Acquisition Status Code</a> <a href="#">California Longitudinal Pupil Achievement Data System (CALPADS) -&gt; Student Information -&gt; English Language Acquisition Status Code</a>

Figure 2. CDE's myConnect results

### Step 3. Review the results.

The CDE reviewed the results of placing California’s data elements alongside those required for the proposed revisions to ED Facts to determine the potential impact on California’s current data collection. Results from the analysis were discussed internally. This work enabled staff to efficiently craft California’s response to the request for public comment. For example, the myConnect report showed several data elements that the CDE did not have in CALPADS. Additionally, CEDS Connect reports allowed the CDE to use the myConnect feature to list out the ED Facts files proposing to collect those data elements. As a result, CDE staff could easily determine which program offices and subject areas would be affected, and this provided them with what they needed to inform their public comments. The ability to run a comparison with CEDS Connect to more than one CDE Align map at a time enhanced the agency’s ability to compare more of the data elements it collects with the ED Facts requirements, and to identify the source of these data.

“As our knowledge of the various CEDS tools increases, we remain confident that the tools will prove beneficial and if we have questions, the level of support provided by the CEDS team is top-notch.”

—California Department  
of Education

## SUMMARY

The CEDS tool enhanced the CDE’s ability to compare the proposed changes to ED Facts against their data system. CEDS enabled CDE staff to easily determine which of their program offices would potentially be affected and identify any modifications they might need to their data system. They also used this analysis to inform their feedback on the proposed ED Facts changes.

As CDE staff become more familiar with the resources available on CEDS, they are exploring how they can further use the various reports to help with other areas of data collection and use. For example, the “Select Elements | See Connections” report will show them other ways that specific elements are used by states and in any federal reporting. They can also use the element-based reports in CEDS Align to show how other states have defined elements of interest.

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### Contact Us

Email: [ceds@ed.gov](mailto:ceds@ed.gov)

Web: <https://ceds.ed.gov>