



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

*Student Data  
Reporting Expectations  
for Non-ALE-Funded  
Remote and Hybrid  
Instructional Models*

# STUDENT DATA REPORTING EXPECTATIONS FOR NON-ALE-FUNDED REMOTE AND HYBRID INSTRUCTIONAL MODELS

This document provides topic-specific information on reporting student data to OSPI for the 2020-2021 school year

**May 2021**

**Deb Came**  
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Washington Office of Superintendent of  
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# PUBLICATION UPDATES

## May 2021 | v3

Section	Change Description
Learning Assistance Program	New. The previous version did not contain Learning Assistance Program guidance.

New section indicated with a yellow arrow ➡

## March 2021 | v2

Section	Change Description
Absences	The non-truancy remote learning absence period was extended through the end of the 2020-21 school year. Updated guidance language to align with this expectation.
English Learners	New. The previous version did not contain guidance for American Indian and Alaska Native Language literacy support reporting.
Non-Attendance Withdrawal	New. The previous version did not contain non-attendance withdrawal guidance.
Truancy Actions	Determination language clarified to ensure alignment with WAC 392-401A.

# ABSENCES & TRUANCY

## Absences

Local education agencies (LEAs) should continue to report absence information to CEDARS in the Student Absence File during the 2020-21 school year.

The new Chapter 392-401A WAC includes the updated definition of absence for the 2020-21 school year.

- [Bulletin 006-21 – Extension of Non-Truancy Remote Learning Absence for 2020–21](#)
- [Bulletin 064-20 – Emergency Rule Making – Definition of Absence](#)
- [Bulletin 091-20 – Emergency Absence Rulemaking](#)

## Reporting Guidance

The expectations for reporting absences when the mode of instruction is non-ALE-funded remote. There are no changes to reporting absences from in-person instruction.

### All absences during the 2020-21 school year

Report standard information as already outlined in the 2020-21 [CEDARS Data Manual](#).

Data Type	Location	Element	Name
<b>Standard Information</b>  All Data Student-Level*	Student Information System  (CEDARS File N)	N01	School Year
		N02	Serving County District Code
		N03	District Student ID
		N04	State Student ID (SSID)
		N05	Location ID

### Remote learning absences before October 5, 2020

Report absence information as outlined below:

Data Type	Location	Element	Name	Instructions
<b>Absence Information</b>  All Data Student-Level*	Student Information System  (CEDARS File N)	N06	Absence Date	Report the absence date. <a href="#">WAC 392-401A-018</a> requires districts take daily attendance for all enrolled students participating in remote learning and in-person learning.
		N07	Absence Code	Report non-truancy remote learning absences as excused.  LEAs must determine if the absence is full day (the majority of the students' school day) or partial day, as required by <a href="#">RCW 28A.225.020</a> .

**Remote learning absences after October 5, 2020 through the end of the 20-21 school year\***

Report absence information as outlined below:

Data Type	Location	Element	Name	Instructions
<b>Absence Information</b>  All Data Student-Level*	Student Information System  (CEDARS File N)	N06	Absence Date	Report the absence date. <a href="#">WAC 392-401A-018</a> requires districts take daily attendance for all enrolled students participating in both remote learning and in-person learning.
		N07	Absence Code	Report a non-truancy remote learning absence as <i>unexcused</i> if it <u>does not</u> meet the criteria for an excused absence per <a href="#">WAC 392-401A-020</a> .  Report a non-truancy remote learning absence as <i>excused</i> if it <u>does</u> meet the criteria for an excused absence per <a href="#">WAC 392-401A-020</a> .  LEAs must determine if the absence is full day (the majority of the students' school day) or partial day, as required by <a href="#">RCW 28A.225.020</a> .

\*[Emergency Absence Rule Bulletin](#) (published February 2021) and the [Frequently Asked Questions document](#) (updated February 2021).

**In-Person learning absences during the 2020-21 school year**

Report excused and unexcused absences from in-person learning as outlined below:

Data Type	Location	Element	Name	Notes
<b>Absence Information</b>  All Data Student-Level*	Student Information System  (CEDARS File N)	N06	Absence Date	Report the absence date. <a href="#">WAC 392-401A-018</a> requires districts take daily attendance for all enrolled students participating in remote learning and in-person learning.
		N07	Absence Code	<a href="#">WAC 392-401A-020</a> defines excused absences from both remote learning and in-person learning. Any absence from school is unexcused unless it meets one of the criteria listed for an excused absences.  LEAs must determine if the absence is full day (the majority of the students' school day) or partial day, as required by <a href="#">RCW 28A.225.020</a> .

# Data Review

Absence data submitted and loaded into CEDARS can be reviewed in the CEDARS Application ([Education Data System](#)).

## Review Individual Student Report

CEDARS > Students

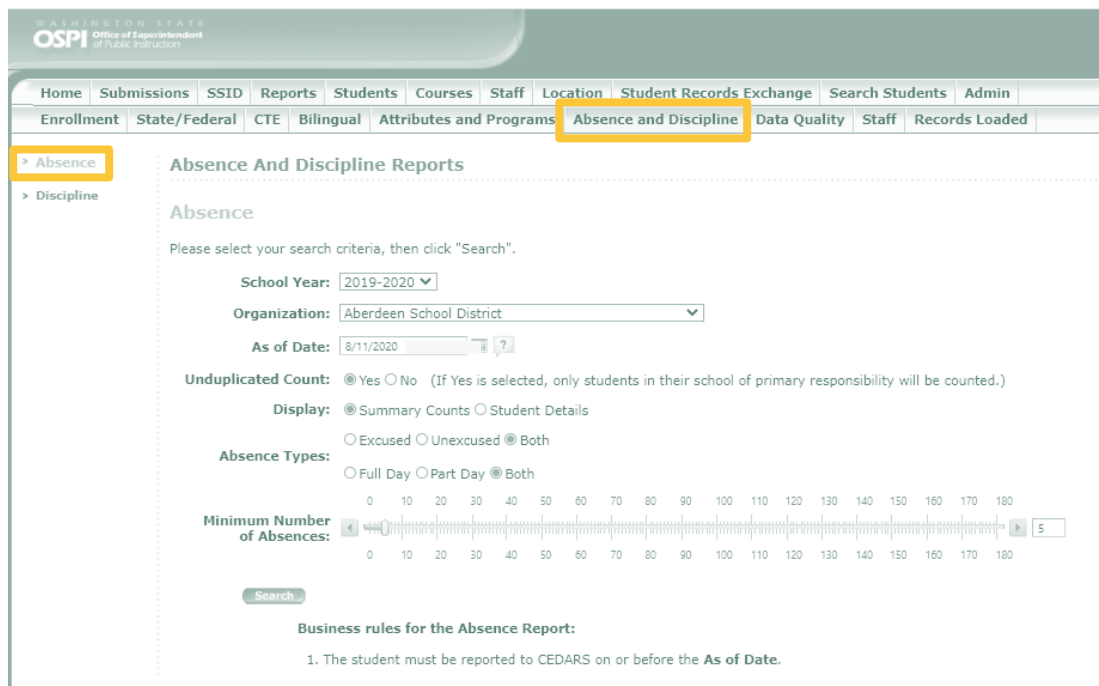
1. Search for student in reporting school year.
2. Click on provided student record.
3. Click on Absences.
  - a. View Absence records displayed for students.



## Review District or School Report

CEDARS > Reports > Absence and Discipline > Absence

1. Select school year
2. Select Organization: District or individual school
3. Select As of Date: Current date
4. Select Unduplicated Count: Yes or No
5. Select Display: Summary or Student
6. Select Absence Types: Excused, Unexcused, Full Day, Part Day, or Both.
7. Select Minimum Number of Absences



The image shows a screenshot of the 'Absence and Discipline Reports' page in the CEDARS application. The page is titled 'Absence And Discipline Reports' and has a sub-section for 'Absence'. The search criteria are as follows:

- School Year: 2019-2020
- Organization: Aberdeen School District
- As of Date: 8/11/2020
- Unduplicated Count:  Yes  No (If Yes is selected, only students in their school of primary responsibility will be counted.)
- Display:  Summary Counts  Student Details
- Absence Types:  Excused  Unexcused  Both
- Minimum Number of Absences: 5

A 'Search' button is located at the bottom of the form. Below the form, there is a section titled 'Business rules for the Absence Report:' with the following rule:

1. The student must be reported to CEDARS on or before the **As of Date**.

## Non-Attendance Withdrawal

For CEDARS reporting, a threshold of 20 consecutive full days of unexcused absences is the suggested minimum amount of time to keep a student enrolled prior to withdrawing the student for non-attendance. However, due to the unique circumstances of this school year including high absences from remote learning, OSPI strongly recommends that local education agencies (LEAs) keep students enrolled until they have verified the student is enrolled elsewhere.

LEAs are responsible for having a tiered response system in place to respond to all absences as outlined in the absence emergency rule put in place for the 2020-21 school year ([Chapter 392-401A WAC](#)). Districts are also responsible for following the required steps outlined in the law in response to students' unexcused absences from in-person learning ([RCW 28A.225](#)).

For more information, please see the latest [Emergency Absence Rule Bulletin](#) (published February 2021) and the [Frequently Asked Questions document](#) (updated February 2021) on the [OSPI Attendance site](#).

## Truancy Actions

The truancy *reporting* expectations for Student Attributes and Programs File (I) in the 2020-21 CEDARS Reporting Guidance are still required. Truancy *determinations* must be made in accordance with [WAC 392-401A](#).

For more information, please see the latest [Emergency Absence Rule Bulletin](#) (published February 2021) and the [Frequently Asked Questions document](#) (updated February 2021) on the [OSPI Attendance site](#).

## Reporting Reminder

Truancy actions should always be reported with:

- A location that matches the student's school enrollment record
  - School enrollment is *Element C05 – Location ID* in School Student File (C)
  - Truancy action is *Elements I05 – Location ID* in Student Attributes and Programs File (I)
- The attribute and program code identifying the truancy action provided is accurate and valid for the reporting school year
  - Truancy action codes are listed in Appendix F
  - Truancy action codes are reported in Element I06 – Attribute or Program Code

Exit Date and Exit Reason are required to submit multiple truancy actions to CEDARS with the same code from *Appendix F in I06 – Attribute or Program Code* a single school year. This exit data should be reported with:

- Matching dates in *Element I07 – Start Date* and *Element I08 – Exit Date*
- Code *F – Other* in *Element I09 – Exit Reason Code*



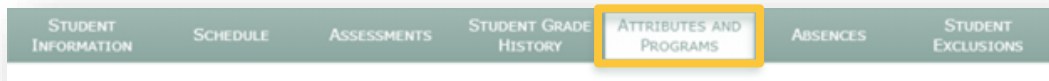
# Data Review

Truancy data submitted and loaded into CEDARS can be reviewed in the CEDARS Application ([Education Data System](#)).

## Review Individual Student Report

CEDARS > Students

1. Search for student in the reporting school year.
2. Click on provided student record.
3. Click on Attributes and Programs.
  - a. View Truancy data displayed for students.



## Review District or School Report

CEDARS > Reports > Attributes and Programs > Dynamic Attribute and Program Report

1. Select school year
2. Select Organization: District or individual school
3. Attribute or Program:
  - 50 – Truancy Petition Filed in Juvenile Court
  - 51 – Referral to a Community Truancy Board
  - 52 – Truancy - Other Coordinated Means of Intervention
  - 53 – Truancy - A Hearing in the Juvenile Court
  - 54 – Truancy - Other Less Restrictive Disposition
  - 55 – Truancy - Detention for Failure to Comply with Court Order

A screenshot of the 'Dynamic Attribute and Program Report' form. The top navigation bar includes Home, Submissions, SSID, Reports, Students, Courses, Staff, Location, Student Records Exchange, Search Students, and Admin. Below this is a secondary navigation bar with Enrollment, State/Federal, CTE, Bilingual, Attributes and Programs (selected), Absence and Discipline, Data Quality, Staff, and Records Loaded. The main content area has a left sidebar with expandable sections: Dynamic Attribute and Program Report, Free / Reduced Price Meals (Eligibility, Demographic, Qualification), Special Education (Demographic, LRE and Disability), and Title I Schoolwide - Additional Program Assistance. The main area is titled 'Attributes and Programs Reports' and 'Dynamic Attribute and Program Report'. It contains a search instruction: 'Please select your search criteria, then click "Search".' Below this are fields for 'School Year' (set to 2020-2021), 'Organization' (set to School District), and 'Attribute or Program' (with a search icon). There are also radio buttons for 'Unduplicated Count' (Yes/No) and 'Display' (Summary Counts/Student Details), and a 'Search' button at the bottom.

# Information and Assistance

## **Attendance and Truancy Actions**

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## **CEDARS Reporting Guidance**

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# ENGLISH LEARNER

## Guidance

The remote learning environments local education agencies experience during the 2020-2021 school year may necessitate a provisional status approach to making a determination of Transitional Bilingual Instructional Program and Title III eligibility. This is true when in-person screening procedures could endanger the health of students and staff.

This document provides information on how to report students to CEDARS when the state adopted placement assessment must be delayed. Please note that once a district is able to administer the state adopted placement assessment, the CEDARS data should be updated as outlined in this document.

### **American Indian and Alaska Native Language and Literacy Support**

American Indian and Alaska Native (AI/AN) who are reported as AI/AN/Non-Hispanic, AI/AN/Hispanic, or AI/AN/Biracial in CEDARS field *M05 – Race Code* may be eligible for language and literacy support that is funded through Title III. Language development services are available to AI/AN students whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet challenging state academic standards; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society may qualify for English language development services provided under Title III.

Due to the interruption of in-person services during the 2020-2021 school year, a Provisional Status for AI/AN learners who are eligible for Title III services has also been created for use during the 2020-2021 school year. To determine the eligibility of AI/AN students who have English as the only language listed in questions 2 or 3 of the Home Language Survey, and for whom the ELPA Screener cannot safely be administered, please consult a variety of sources of information to determine a need for Title III language services. These sources may include grades, historical test scores, anecdotal information from families and educators, interim or formative test scores or other reliable sources of information regarding language and literacy progress.

Please follow Bilingual Education Program guidance on consulting families and seeking their permission with regard to program placement. If the family provides express consent, please use the following steps to create a CEDARS entry to indicate the Provisional Status of AI/AN Students who are Eligible for Title III Services.

# Reporting

## Provisional Status (*not yet formally screened*)

For students receiving services under provisional status, report the following information until the students are with the state adopted assessment:

Data Type	Location	Element	Name	Notes
<b>Program Information</b>  All Data Student-Level*	Student Information System  <a href="#">(CEDARS File J)</a>	J06	Instructional Model Code	Report the instructional model associated with the student eligible or receiving services under provisional status.
		J07	Program Status Start Date	Report the date the student begins receiving services or waives services under provisional status.
		J08	Program Exit Date	
		J09	Exit Reason Code	
		J17	Program Designation	Report the appropriate program designation for the student receiving services under provisional status.

Data Type	Location	Element	Name	Notes
<b>Placement Test Information</b>  All Data Student-Level*	Student Information System  <a href="#">(CEDARS File J)</a>	J13	Initial Placement Test Date	Report the date the student was determined eligible under provisional status.
		J18	Placement Test Code	Report the Placement Test Code that reflects the state adopted placement assessment the student <b>will take</b> .
		J19	Grade Level at Placement	Report the grade level of the student.
		J20	Placement Test Score	Report '0'.
		J21	Placement Status	For a Placement Test Code of 6 – ELPA 21 Screener (in Washington Public Schools), report Status 0 – Proficiency Not Demonstrated. For a Placement Test Code of 8 – WIDA ACCESS, report Status 1 – Initiating.
		J22	Placement Test Date	Report the date the student was determined eligible under provisional status.

**Provisional Status (formal screening data update)**

Once students eligible under provisional status are formally screened with the state adopted placement assessment, LEAs should follow this guidance to update the existing student records and exit students from provisional status:

Data Type	Location	Element	Name	Notes
<b>Program Information</b>  All Data Student-Level*	Student Information System  <a href="#">(CEDARS File J)</a>	J06	Instructional Model Code	Continue to report the instructional model associated with the student eligible or receiving services under provisional status.
		J07	Program Status Start Date	Continue to report the date the student begins receiving services or waives services under provisional status.
		J08	Program Exit Date	Report a program exit date equal to the one day before the student takes the state adopted placement assessment.
		J09	Exit Reason Code	Report an exit reason code of T – transfer within district, between models or end of school year rollover.
		J17	Program Designation	Continue to report the appropriate program designation for the student receiving services under provisional status.

Data Type	Location	Element	Name	Notes
<b>Placement Test Information</b>  All Data Student-Level*	Student Information System  <a href="#">(CEDARS File J)</a>	J13	Initial Placement Test Date	Continue to report the date the student was determined eligible under provisional status.
		J18	Placement Test Code	Report the Placement Test Code for the state adopted placement assessment that the student took.
		J19	Grade Level at Placement	Continue to report the grade level of the student.
		J20	Placement Test Score	Continue to report '0'.
		J21	Placement Status	For a Placement Test Code of 6 – <i>ELPA 21 Screener</i> (in Washington Public Schools), report Status 0 – <i>Proficiency Not Demonstrated</i> .  For a Placement Test Code of 8 – <i>WIDA ACCESS</i> , report Status 1 – <i>Initiating</i> .
		J22	Placement Test Date	Continue to report the date the student was determined eligible under provisional status.

## Formal Screening

For students who are eligible for services based on formal screening with the state adopted placement assessment, LEAs should create new records for students following the information outlined in the CEDARS Data Manual and the guidance included below:

Data Type	Location	Element	Name	Notes
<b>Program Information</b>  All Data Student-Level*	Student Information System  <a href="#">(CEDARS File J)</a>	J06	Instructional Model Code	Report the instructional model associated with the student eligible or receiving services.
		J07	Program Status Start Date	Report the date the student takes the state adopted placement assessment.
		J08	Program Exit Date	
		J09	Exit Reason Code	
		J17	Program Designation	Report the appropriate program designation for the student receiving services.

Data Type	Location	Element	Name	Notes
<b>Placement Test Information</b>  All Data Student-Level*	Student Information System  <a href="#">(CEDARS File J)</a>	J13	Initial Placement Test Date	Continue to report the date the student was determined eligible under provisional status.
		J18	Placement Test Code	Report the Placement Test Code that reflects the state adopted placement assessment.
		J19	Grade Level at Placement	Report the grade level of the student.
		J20	Placement Test Score	Report the Placement Test Score of the student based on the state adopted placement assessment.
		J21	Placement Status	Report the Placement Status of the student based on the state adopted placement assessment.
		J22	Placement Test Date	Report the Placement Test Date of the state adopted placement assessment.

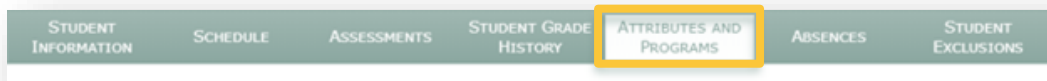
# Data Review

English Learner data submitted and loaded into CEDARS can be reviewed in the CEDARS Application ([Education Data System](#)).

## Review Individual Student Report

CEDARS > Students

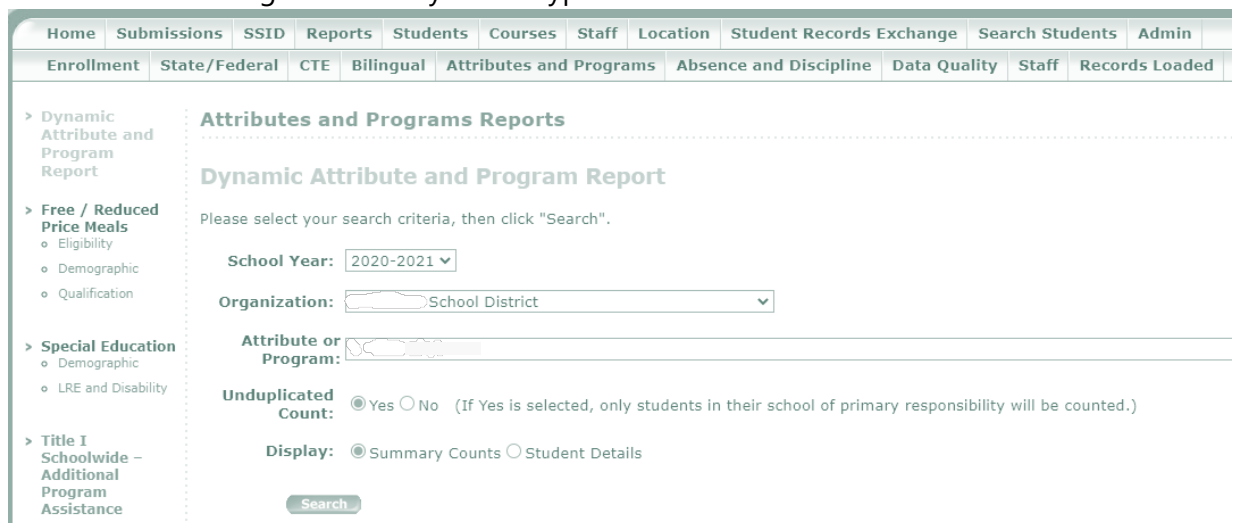
1. Search for student in reporting school year.
2. Click on provided student record.
3. Click on Attributes and Programs.
  - a. View Absence Limited English Proficiency displayed for students.



## Review District or School Report

CEDARS > Reports > Attributes and Programs > Dynamic Attribute and Program Report

1. Select school year
2. Select Organization: District or individual school
3. Select Attribute or Program: Truancy action type

A screenshot of the 'Dynamic Attribute and Program Report' form. The top navigation bar includes 'Home', 'Submissions', 'SSID', 'Reports', 'Students', 'Courses', 'Staff', 'Location', 'Student Records Exchange', 'Search Students', and 'Admin'. Below this is a secondary navigation bar with 'Enrollment', 'State/Federal', 'CTE', 'Bilingual', 'Attributes and Programs', 'Absence and Discipline', 'Data Quality', 'Staff', and 'Records Loaded'. The main content area has a left sidebar with expandable sections: 'Dynamic Attribute and Program Report', 'Free / Reduced Price Meals' (with sub-items 'Eligibility' and 'Qualification'), 'Special Education' (with sub-items 'Demographic' and 'LRE and Disability'), and 'Title I Schoolwide - Additional Program Assistance'. The main panel is titled 'Attributes and Programs Reports' and 'Dynamic Attribute and Program Report'. It contains the instruction 'Please select your search criteria, then click "Search".' and the following fields: 'School Year: 2020-2021', 'Organization: School District', 'Attribute or Program:' (with a search icon), 'Unduplicated Count: Yes No (If Yes is selected, only students in their school of primary responsibility will be counted.)', and 'Display: Summary Counts Student Details'. A 'Search' button is at the bottom.

# Information and Assistance

## **English Learner Services and Reporting Requirements**

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## **CEDARS Reporting Guidance**

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## ➔ LEARNING ASSISTANCE PROGRAM

Local education agencies are required to complete all CEDARS LAP reporting for the 2020-21 school year, with the exception of progress monitoring and growth data. Please review the table below for additional guidance on reporting requirements.

Data Type	Location	Element	Name	Notes
<b>Program Enrollment</b>  All Data Student-Level	Student Information System  ( <a href="#">CEDARS File I</a> )	I06	Program Code	<b>Required</b>
		I07	Entrance Date	<b>Required</b>
		I08	Exit Date	<b>Required</b>
		I09	Exit Reason	<b>Required</b>

Data Type	Location	Element	Name	Notes
<b>Assessment &amp; Academic Growth</b>  All Data Student-Level	Student Information System  ( <a href="#">CEDARS File Q</a> )	Q06	Program Code	<b>Required</b>
		Q07	Entrance Date	<b>Required</b>
		Q08	Identification Assessment	<b>Required</b>
		Q09	Amount of Academic Growth	Not required for the 2020-21 school year  ...  Technical Reminders: <ul style="list-style-type: none"> <li>• If <i>nothing</i> is reported in Q09, then data is <u>not required</u> in Q10-Q14.</li> <li>• If <i>any valid value</i> is reported in Q09, then data is <u>required</u> in Q10. Otherwise a submission error will occur and the record will not load.</li> <li>• If <i>valid values -1 through 21</i> are reported in Q09, then data is <u>required</u> in Q11-Q14. Otherwise a submission error will occur and the record will not load.</li> <li>• If <i>valid values 22 through 27</i> are reported in Q09, data is <u>not required</u> in Q11-Q14.</li> </ul>
		Q10	Progress Monitoring Assessment	Not required for the 2020-21 school year
		Q11	Entrance Score	Not required for the 2020-21 school year
		Q12	Entrance Score Date	Not required for the 2020-21 school year
		Q13	Exit Score	Not required for the 2020-21 school year
		Q14	Exit Score Date	Not required for the 2020-21 school year

Data Type	Location	Element	Name	Notes
Assessment & Academic Growth  All Data Student-Level	Student Information System  ( <a href="#">CEDARS File Q</a> )	Q15	<a href="#">Extended Learning Time Intervention</a>	Required
		Q16	<a href="#">Tutoring Intervention</a>	Required
		Q17	At Grade Level	Not required for the 2020-21 school year

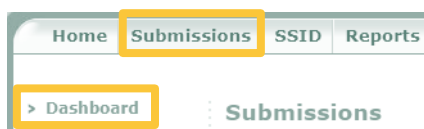
## Submission Exception Resolution

The status of CEDARS submissions sent by local education agencies to OSPI is available in the CEDARS Application ([Education Data System](#)).

### Review Submission Status

CEDARS > Submissions

- Click on the *Dashboard* link in the left-side navigation bar
  - The statuses of the most recent submissions display in the dashboard window



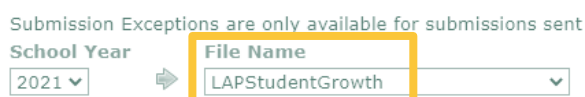
### Review Submission Exceptions

CEDARS > Submissions

- Click on the *Submission Exceptions* link in the left-side navigation bar



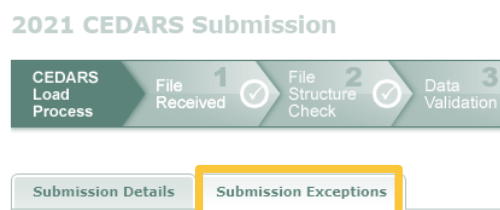
- Select *LAPStudentGrowth* from the *File Name* dropdown
  - The error details for records in the most recent File Q submission display



OR

CEDARS > Submissions

- Click on the *Submission Exceptions* sub-tab



2. Select *LAPStudentGrowth* from the dashboard
  - The error details for records in the most recent File Q submission display



### Resolve File Q Submission Exceptions

The reporting accommodations offered for 2020-21 (as listed in the tables on pages 17-18) are atypical for File Q. As a consequence, the standard *technical requirements* might result in a submission exception when the file is processed. Technical requirements are the rules that apply to an element. If those conditions are not met, then the record will not load. Records that do not load are not included in reports or the LAP Application ([Education Data System](#)).

This section provides guidance on how to resolve the File Q submission exceptions that might occur as a result of the 2020-21 reporting accommodations. Once modified, the resubmitted data should load successfully.

### Error

Q10 – Progress Monitoring Assessment is required if Q09 – Academic Growth is not NULL<sup>1</sup>.

### Solutions

#### Option 1

1. Remove data from Element Q09 for these records.
2. Continue to report no data (also referred to as '*NULL*') for Elements Q10, Q11, Q12, Q13, and Q14 for these records.

Q09	Q10	Q11	Q12	Q13	Q14
No Data	No Data	No Data	No Data	No Data	No Data

#### Option 2

1. Keep the data already reported in Element Q09 for these records.
2. Start reporting data in Element Q10 for these records.
  - Even though Q10 is not required for *reporting* this year, doing so will meet the technical conditions for the element and resolve the error in this scenario.
  - *But* if Q09 is valid value -1 through 21, then data will also need to be reported in Q11-Q14. Otherwise submission errors will fire on those elements as well.

Q09	Q10	Q11	Q12	Q13	Q14
<b>Data</b> (-1, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, or 21)	<b>Data</b>	<b>Data</b>	<b>Data</b>	<b>Data</b>	<b>Data</b>
<b>Data</b> (22, 23, 24, 25, 26, or 27)	<b>Data</b>	No Data	No Data	No Data	No Data

<sup>1</sup> NULL indicates that the data (also referred to as 'value') is not provided, empty, or missing.

## Errors

- Q11 – Beginning Score is required according to the business rules for this element in the CEDARS Data Manual for this school year.
- Q12 – Date of Beginning Score is required according to the business rules for this element in the CEDARS Data Manual for this school year.
- Q13 – End Score is required according to the business rules for this element in the CEDARS Data Manual for this school year.
- Q14 – Date of End Score is required according to the business rules for this element in the CEDARS Data Manual for this school year.

## Solutions

### Option 1

1. Remove data from Element Q09 for these records.
2. Continue to report no data (also referred to as 'NULL') for Elements Q10, Q11, Q12, Q13, and Q14 for these records.

Q09	Q10	Q11	Q12	Q13	Q14
No Data	No Data	No Data	No Data	No Data	No Data

### Option 2

1. Keep the data already reported in Element Q09 for these records.
2. Start reporting data in Element Q10 for these records.
  - Even though Q10 is not required for *reporting* this year, doing so will meet the technical conditions for the element and resolve the error in this scenario.
  - *But* if Q09 is valid value *-1 through 21*, then data will also need to be reported in Q11, Q12, Q13, and Q14. Otherwise submission errors will fire on those elements as well.

Q09	Q10	Q11	Q12	Q13	Q14
<b>Data</b> (-1, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, or 21)	<b>Data</b>	<b>Data</b>	<b>Data</b>	<b>Data</b>	<b>Data</b>
<b>Data</b> (22, 23, 24, 25, 26, or 27)	<b>Data</b>	No Data	No Data	No Data	No Data

## Errors

- Q15 – Extended Learning Time Intervention Outside of Regular School Year/Day is required if Q09 – Academic Growth is not NULL<sup>2</sup>.
- Q16 – Intervention During Regular School Day is required if Q09 – Academic Growth is not NULL<sup>2</sup>.

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<sup>2</sup> NULL indicates that the data (also referred to as 'value') is not provided, empty, or missing.

## Solution

### Option 1

1. Keep the data already reported in Element Q09 for these records.
2. Report data in Elements Q15 and Q16 for these records.
  - o Q15 and Q16 are still required this year, regardless of what is or is not reported in Q09.
  - o Doing so will meet the technical conditions for these elements and will resolve the error(s) in this scenario.

Q09	Q15	Q16
Data	Data	Data

### Option 2

1. Remove the data already reported in Element Q09 for these records.
2. Report data in Elements Q15 and Q16 for these records.
  - o Q15 and Q16 are still required this year, regardless of what is or is not reported in Q09.
  - o Doing so will meet the technical conditions for these elements and will resolve the error(s) in this scenario.

Q09	Q15	Q16
No Data	Data	Data

## Data Review

LAP data submitted and loaded into CEDARS can be reviewed in the CEDARS Application ([Education Data System](#)).

### Review Individual Student Report

CEDARS > Students

1. Search for student in reporting school year.
2. Click on provided student record.
3. Click on Attributes and Programs.
  - View Student Programs records

STUDENT INFORMATION	SCHEDULE	ASSESSMENTS	STUDENT GRADE HISTORY	ATTRIBUTES AND PROGRAMS	ABSENCES	STUDENT EXCLUSIONS
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### Review District or School Report

CEDARS > Reports > Attributes and Programs > Dynamic Attribute and Program Report

1. Select school year
2. Select Organization: District or individual school
3. Attribute or Program:
  - 6 – LAP Math
  - 7 – LAP Academic Readiness
  - 11 – LAP Extended Learning Opportunities Program

37 – LAP English Language Arts

38 – LAP Behavior

Home Submissions SSID Reports Students Courses Staff Location Student Records Exchange Search Students Admin

Enrollment State/Federal CTE Bilingual **Attributes and Programs** Absence and Discipline Data Quality Staff Records Loaded

Dynamic Attribute and Program Report

Dynamic Attribute and Program Report

Please select your search criteria, then click "Search".

School Year: 2020-2021

Organization: School District

Attribute or Program: LAP

Unduplicated Count:  Yes  No (If Yes is selected, only students in their school of primary responsibility will be counted.)

Display:  Summary Counts  Student Details

Search

## Information and Assistance

### Learning Assistance Program Services and Reporting Requirements

LAP Office

[LAP@k12.wa.us](mailto:LAP@k12.wa.us) | 360-725-6100

### CEDARS Reporting Guidance

Lisa Ireland

[askSI@k12.wa.us](mailto:askSI@k12.wa.us) | 360-725-6358

# UNCHANGED REPORTING EXPECTATIONS

The programs named in this section do not require atypical CEDARS reporting in instances of non-ALE-funded remote or hybrid modes of instruction. The existing reporting expectations outlined in the CEDARS Manual, Appendices, and/or Reporting Guidance documents still apply.

Highly Capable  
Open Doors Youth Reengagement  
Restraint and Isolation  
Title I, Part A  
Title II, Part A

## Program Services and Reporting Requirement Assistance

### Highly Capable

[HighlyCapable@k12.wa.us](mailto:HighlyCapable@k12.wa.us)

### Open Doors Youth Reengagement

[Assistance Request Form](#)

### Restraint and Isolation

Lee Collyer

[lee.collyer@k12.wa.us](mailto:lee.collyer@k12.wa.us) | 360-725-6075

### Title I, Part A

[Title1a@k12.wa.us](mailto:Title1a@k12.wa.us) | 360-725- 6100

### Title II, Part A

[title2quality@k12.wa.us](mailto:title2quality@k12.wa.us) | 360-725- 6340

# ADDITIONAL RESOURCES

## CEDARS

### **Reporting Guidance**

[CEDARS Data Manual, Appendices, and Guidance](#)

Student Information

[AskSI@k12.wa.us](mailto:AskSI@k12.wa.us) | 360-725-6358

### **Technical Assistance**

[Education Data System Administration \(EDS\)](#)

[Training Materials](#)

IT Customer Support

[CustomerSupport@k12.wa.us](mailto:CustomerSupport@k12.wa.us) | 1-800-725-4311

## Office of Superintendent of Public Instruction

### **Bulletins**

[Bulletins](#)

### **Data Reporting & Use**

[Data Collection Plan, Education Units, and Directory Data](#)

### **School Apportionment & Financial Services**

[Enrollment Reporting and Categorical Funding](#)

[School Apportionment Funding](#)

[SAFS@k12.wa.us](mailto:SAFS@k12.wa.us) | 360-725-6300



# 2019-2020 REPORTING

Refer to the *Student Data Reporting Expectations During School Closures* document on [OSPI's Reporting site](#) for information related to Discipline, Highly Capable, LAP, Title I Part A, and Open Doors Youth Reengagement reporting for the 2019-2020 school year.

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Download this material in PDF at <https://www.k12.wa.us/data-reporting/reporting>. This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631.



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