K12 Data Governance Group

Data Governance

September 2025

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

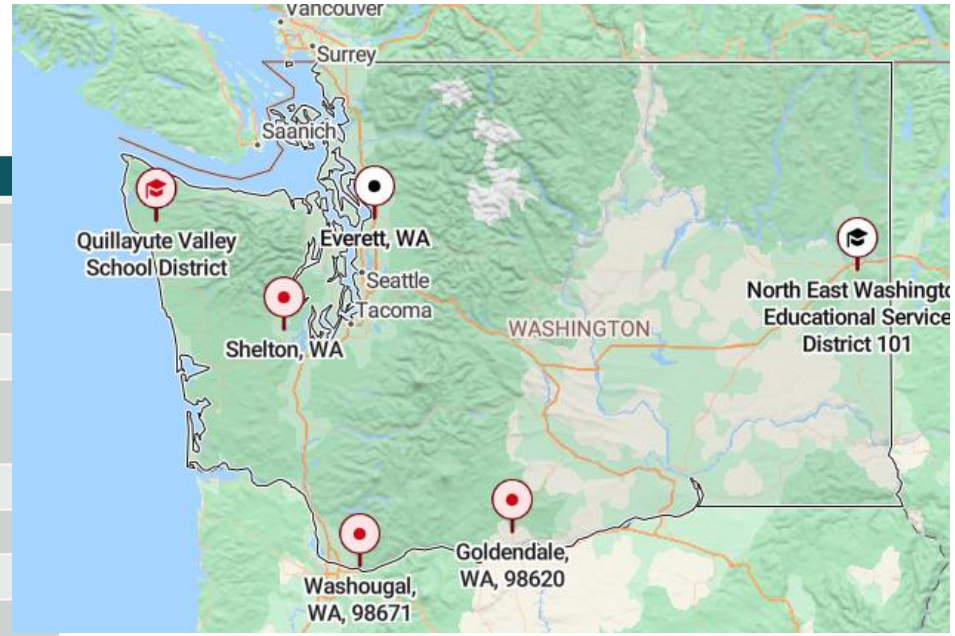
Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Members

Name	Representing –
Adam Villani (Student Data)	OSPI
Curtis Richardson (IT)	OSPI
Dr. Dan Goldhaber	University of Washington
Dana Anderson	Washington School Information Processing Cooperative
Dr. Jim Smith	Commission on African American Affairs & Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)
Ellen Perconti	Goldendale School District – Superintendent
Jeffrey Naas	Legislative Evaluation and Accountability Program Committee
Jen Appleyard (Data Gov)	OSPI
Kaori Strunk (Educator Data)	OSPI
Lester Brown	Washougal School District – Director of Comm., Technology and Operations
Liz Delhbom	Education Research and Data Center
Molly Quick	Professional Educator Standards Board (PESB)
Myron M. Hammond	Insight School of Washington, Quillayute Valley SD. Executive Director
Rhett Nelson (Student Data)	OSPI
Tara Richersen	Shelton School District – Director of Data and Assessment
Tim Colliver	ESD 101, Director
T.J Kelly (Finance Data)	OSPI
Senja Yakovleff / NEW!	Everett Public Schools – Supervisor, Student Data Systems
Julia Cramer / NEW!	Washington State Institute for Public Policy (WSIPP)
Gail Wootan / NEW!	Washington State Board of Education

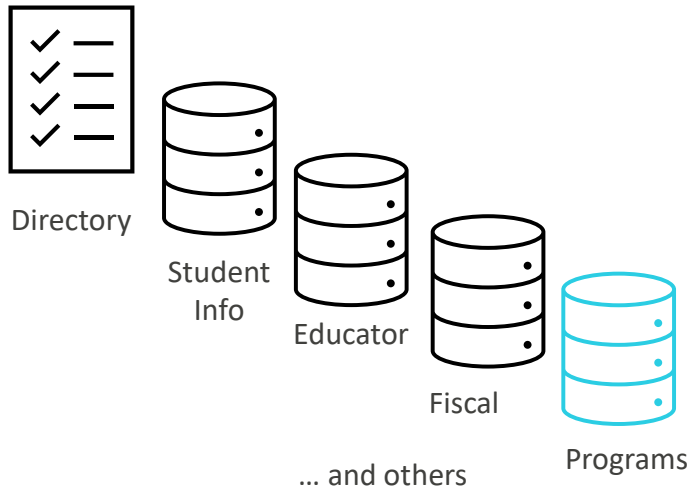


OSPI Updates

- Federal reporting (EDFacts) underway
  - SY 2024-25
- New resources & updates on OSPI website
  - Data Displays and Maps
  - Home - Washington State Report Card

Collections

OSPI collects extensive data for school and district accountability; providing information to the state Legislature and other stakeholders; and local, state and federal policymaking.



Directory changes are finalized before school starts each year. Other collections are done via **CEDARS and other applications** throughout the school year.

Data Governance Principles –

Key aspects of a cohesive & coordinated data system –
Prioritizing education policy and research questions
Determining new reporting needs
Eliminating redundant or unnecessary reporting
Considering new data elements (and at what detail for each level)

Ensuring Data Quality –
Data Quality Guidelines
Technical infrastructure
Data Definitions (Metadata)
Identifying and Resolving Data Issues
Schedules and Deadlines
Data Quality Review and Validation
Data Privacy and Security Issues

ERDC memo
Data collection change requests
HSBP universal platform development
Transcripts and digital transcript initiative

From 2023 Data Governance Manual

ERDC memo

(2) The education data center shall:

...

(d) Annually provide to the K-12 data governance group a list of data elements and data quality improvements that are necessary to answer the research and policy questions identified by the education data center and have been identified by the legislative committees in (c) of this subsection. Within three months of receiving the list, the K-12 data governance group shall develop and transmit to the education data center a feasibility analysis of obtaining or improving the data, including the steps required, estimated time frame, and the financial and other resources that would be required. Based on the analysis, the education data center shall submit, if necessary, a recommendation to the legislature regarding any statutory changes or resources that would be needed to collect or improve the data;

RCW 43.41.400: Education data center.

Data collection change review process

- For CEDARS 2026-27 changes –
  - Teams make requests by Aug 15
  - Internal conversations underway
  - K12 Data Governance group early input – Sept
  - CEDARS Stakeholders in Oct-Dec

Preview of CEDARS changes under consideration for SY 2026-27

- Requests –
  - Race – change wording
  - Completion of Performance-based pathway – add 2 elements
  - Work-based learning – add 1 element
  - Postsecondary institution – add 1 element
  - Cambridge International courses – change validations and appendix
  - Special Education instruction and services – add 1 element

Change wording of race, remove 'Other'

Key notes –	
Currently:	In Race data collection, one valid value is called "Native Hawaiian/Other Pacific Islander" consistent with federal requirements.
Proposal:	Change wording to "Native Hawaiian/Pacific Islander".
Reason:	Input from EOGOAC, clarify language. Align with expected future shifts in reporting. The 2024 Statistical Policy Directive No. 15
Impact:	Improved clarity

CEDARS Appendix Z excerpt

Code	Label	Aggregate	Race Category
P00	Native Hawaiian/Other Pacific Islander	Native Hawaiian/Other Pacific Islander	Native Hawaiian/Other Pacific Islander

Preview of early changes under consideration

Data Coll. Changes

Add completion of performance-based pathway

Key notes –	
Currently:	Completion of graduation pathways is calculated and in 1 case (ASVAB pathway) collected in CEDARS. Since passed into law in 2023, OSPI has collected completion of performance-based pathway in a different application while details were worked out.
Proposal:	Add 2 elements to District Student File B – • School Year of Completion of ELA Performance-based pathway • School Year of Completion of Math Performance-based pathway Options – SY completed, or Null
Reason:	1308.SL.pdf from 2023
Impact:	Increased understanding of students' completion of this pathway. Improved data quality in standard data collection.

(5) Therefore, the legislature intends to create graduation pathway options that allow students to demonstrate their readiness in performance-based ways, in addition to the existing test-based and course-based options. Further, the legislature intends to create ongoing requirements to monitor the graduation pathway options implementation at both the state and local levels to ensure accountability and equitable offerings. In providing a wider variety of graduation pathway options, the state maintains its commitment to high standards for earning a meaningful high school diploma that prepares students for success in postsecondary education, gainful employment, civic engagement, and lifelong learning.

Preview of early changes under consideration

Data Coll. Changes

Add work-based learning offered

Key notes –	
Currently:	Work-based learning (WBL) is offered in courses, and is an important component of CTE, Perkins and ESSA. Currently, *WBL activities that students participate in* is collected.
Proposal:	Add 1 element to Course Catalog File D – • WBL Offered Options would match WBL Activities list Required for CTE courses (CIP)
Reason:	WBL is mentioned in CTE Learning Standards, ESSA sections 1112, 2103, & 4203, and in the Perkins law
Impact:	Increased understanding of CTE offerings. Can be used in internal analysis and in reporting.

(55) WORK-BASED LEARNING.—The term "work-based learning" means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

Preview of early changes under consideration

Data Coll. Changes

Add postsecondary institution for dual credit

Key notes –	
Currently:	Students may participate in dual credit opportunities. Not yet collected in CEDARS is the partnering postsecondary institution.
Proposal:	Add 1 element to Course Catalog File D and Student Grade History File H – • Institute of Higher Ed (IHE) Options would be list of possible IHEs. Required for Running Start, College in the HS, CTE Dual Cred (if course designation code is C, T, R).
Reason:	In ERDC memo to K-12 Data Gov group, Sept 2024. K-12 DG group response, Jan 2025.
Impact:	Increased understanding of student participation in dual credit options.

Recommendation 4: Add data element(s) to CEDARS course information collections that indicate the postsecondary institution that the district partnered with to provide a dual credit/enrollment course (i.e., College in the High School, Career and Technical Education dual credit)

There is interest in understanding the various pathways of students from K-12 into postsecondary education as it relates to dual credit opportunities. Information indicating that a dual credit or dual enrollment opportunity is present for a course is currently being collected. However, no information is collected in CEDARS that indicates which specific postsecondary institution a district partnered with. Having this information would allow for improved reporting on the distribution of postsecondary partnerships (i.e. SB 5048 for College in the High School) and analysis of the post-high school outcomes related to these students (i.e. transfer credits), as well as data quality of the postsecondary data collection for these students.

Identify Cambridge International courses similar to AP, IB

Key notes –	
Currently:	AP, IB and Cambridge International (CI) courses are identified by course codes & name. AP and IB courses are additionally identified with Course Designation Codes.
Proposal:	Like for AP and IB, in Course Catalog File D and Student Grade History File H, include validations on Course Designation Codes. Requires a CI table in Appendix Q.
Reason:	CI is regarded similar to AP and IB, as reflected in RCW 28B.10.054, which governs college credit awarding thresholds for exam-based dual credit programs.
Impact:	Increased course data quality, increased understanding of CI offerings and student participation.

State Course Code	Name	Description
01014	CI English Language	Cambridge International (CI) English Language courses prepare students to take the Cambridge English Language assessments. These courses teach students to critically respond to a variety of texts in a range of forms, styles, and contexts, and promote skills of communication, reading, research, and analysis. Students will gain an understanding of English language features and issues as well we develop writing skills for different purposes and audiences.

Add ‘appropriately qualified special education staff member’ to staff file

Key notes –	
Currently:	Staff, schedule and other files are used to identify staff's specific role/teaching assignments related to Special Education instruction and services, and to ensure staff's credentials. There may be other staff involved in developing an instructional plan, who are not yet identified.
Proposal:	Add 1 element to Staff file F – • Is this person an appropriately qualified special education staff member who is monitoring and evaluating the special education or related service? Options would be either [Yes or blank] or [Yes or No]
Reason:	Data quality improvement in collection & reporting. WAC 392-172A-02090 Personnel qualifications (1)(i)
Impact:	Increased understanding of who is involved. Improved data quality in checks of personnel qualifications.

(i) Special education and related services must be provided by appropriately qualified staff. Other staff including general education teachers and paraeducators may assist in the provision of special education and related services, provided that the instruction is designed and supervised by special education certificated staff (or early childhood special education certificated staff, deaf education certificated staff, deaf education with American sign language proficiency certificated staff, teacher of the visually impaired certificated staff), or for related services by a certificated educational staff associate. Student progress must be monitored and evaluated by special education certificated staff or for related services, a certificated educational staff associate.

We are in Year 2 - the fun is just beginning!

2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Year "0" "SELECTING"	Year 1 "PLANNING"	Year 2 "DISTRICT IMPLEMENTATION"	Year 3	Year 4 "CONTINUOUS IMPROVEMENT"	Year 5
SSB 5243 becomes law OSPI selects SchooLinks as HSBP platform	OSPI preps platform for Washington Districts begin prep & training for fall launch	Fall 2025 Cohort begins! Fall 2026 Cohort begins prep & training in Spring	Fall 2026 Cohort begins!	All districts on SchooLinks; "Catch up" PD for new staff	

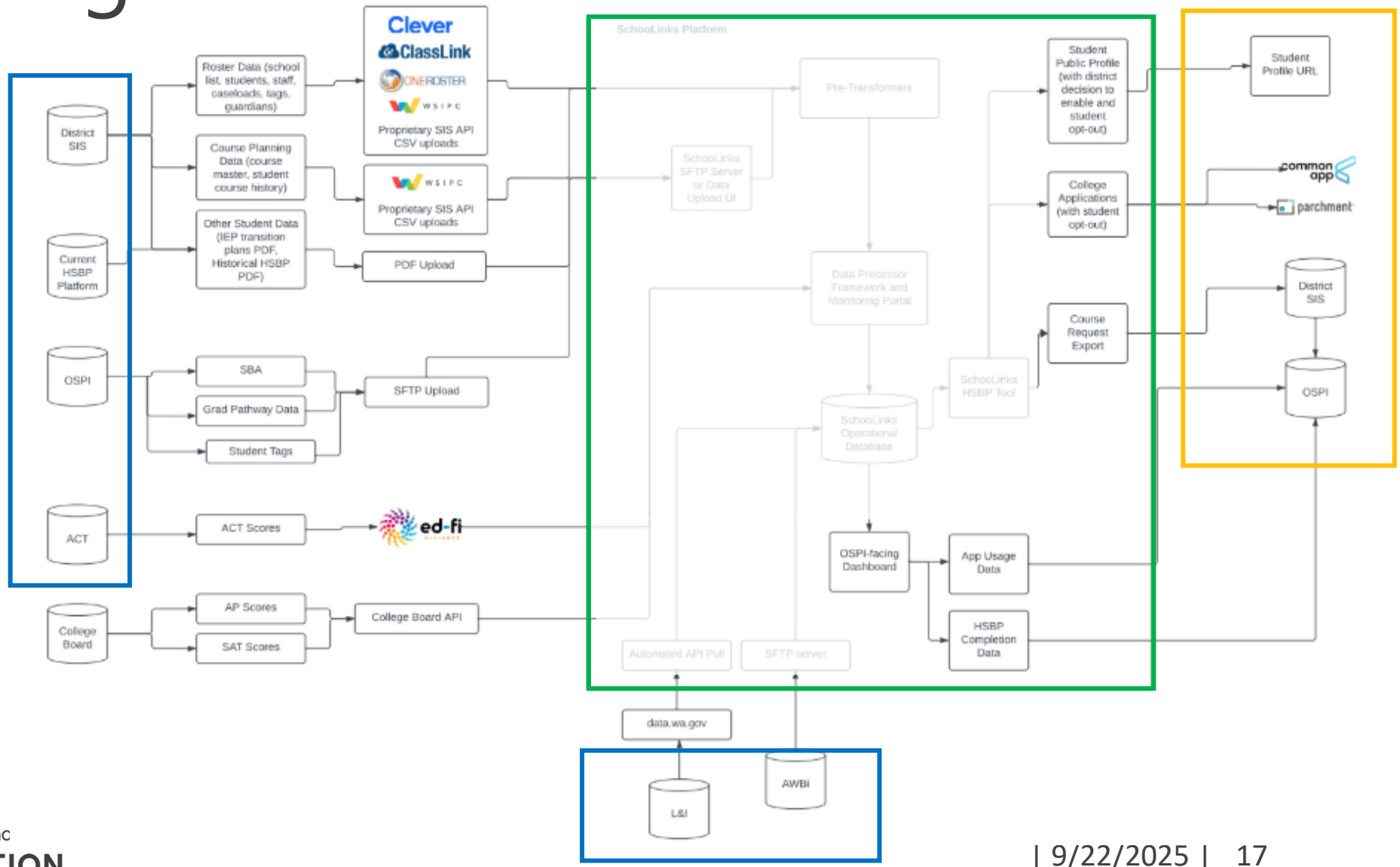
~ Original graphic designed by Hatching Results ®

Remember: It generally takes 3-5 years to fully implement a system-wide change.

Basics and context

- RCW
  - RCW 28A.230.215: High school and beyond plans—Universal online platform.
- Development, training, and launch with SchooLinks
- Discussed this in June 2024 and April 2025
- Resources available –
  - High School and Beyond Plan
  - HSBP Data Q&A

Data flow diagram



Data in

Data out

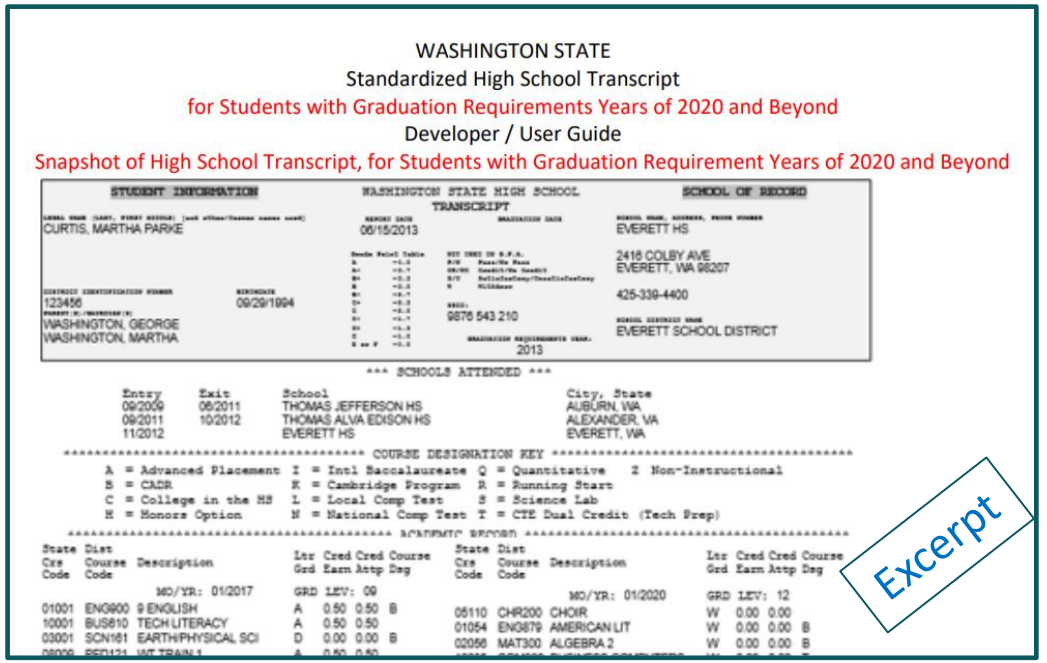
SchooLinks (Universal Platform)

For discussion –

- Are there pieces you'd like to understand further? If so, what are they?
- Given that some members were involved in system-wide transitions in the past … what worked or was challenging about the last transition, that we may learn from?
- Anything else you'd like us to consider as we continue down this path?

Transcripts

- Context
  - Regulations
  - Highlights
  - WSIPC Digital Transcripts
- Discussion



WASHINGTON STATE
Standardized High School Transcript
for Students with Graduation Requirements Years of 2020 and Beyond
Developer / User Guide
Snapshot of High School Transcript, for Students with Graduation Requirement Years of 2020 and Beyond

STUDENT INFORMATION

CURTIS, MARTHA PARKE
123456
09/29/1994
WASHINGTON, GEORGE
WASHINGTON, MARTHA

WASHINGTON STATE HIGH SCHOOL TRANSCRIPT

06/15/2013
9876 543 210
2013

SCHOOL OF RECORD

EVERETT HS
2416 COLBY AVE
EVERETT, WA 98207
425-339-4400
EVERETT SCHOOL DISTRICT

*** SCHOOLS ATTENDED ***

Entry	Exit	School	City, State
09/2009	06/2011	THOMAS JEFFERSON HS	AUBURN, WA
09/2011	10/2012	THOMAS ALVA EDISON HS	ALEXANDER, VA
11/2012		EVERETT HS	EVERETT, WA

COURSE DESIGNATION KEY

A = Advanced Placement I = Intl Baccalaureate Q = Quantitative Z Non-Instructional
B = CADR K = Cambridge Program R = Running Start
C = College in the HS L = Local Comp Test S = Science Lab
H = Honors Option N = National Comp Test T = CTE Dual Credit (Tech Prep)

ACADEMIC RECORD

State Crs Code	Dist Course Code	Description	Ltr Grd	Cred Earn	Cred Attp	Course Dsg
MO/YR: 01/2017			GRD LEV: 09			
01001	ENG900	9 ENGLISH	A	0.50	0.50	B
10001	BUS610	TECH LITERACY	A	0.50	0.50	
03001	SCN161	EARTH/PHYSICAL SCI	D	0.00	0.00	B
MO/YR: 01/2020			GRD LEV: 12			
05110	CHR200	CHOIR	W	0.00	0.00	
01054	ENG879	AMERICAN LIT	W	0.00	0.00	B
02056	MAT300	ALGEBRA 2	W	0.00	0.00	B

Excerpt

Transcript Regs and Guidance

- RCW 28A.230.125: Standardized high school transcripts.
- Chapter 392-415 WAC: Standardized High School Transcript
- OSPI Website on High School Transcripts | FAQ

Transcript Basics and Context

- The high school transcript is created and maintained locally. Ideally it aligns with the expectations of the standardized transcript.
- The purpose and value of a standardized high school transcript: consistent education record to support students when they transition from one education system to another.

What does a transcript get used for?

- Grade level and course placement in another high school
- Enrollment in college or other post-secondary education
- The military
- Employment/the work force
- Scholarship eligibility

Transcripts – groups involved & roles

Org/group –	OSPI	Washington Student Achievement Council (WSAC)	Local Educ Agencies (LEAs) & School Districts	Institutions of Higher Ed (IHEs)	State Board of Educ (SBE)
Role (Transcripts):	Specify Transcript requirements High School Transcripts		Publish Transcripts	Receive and review Transcripts (in context of admissions)	
Role (related activities):	Define data collections Publish course codes Develop curriculum frameworks	Set minimum college admissions standards (CADR)	Identify which HS courses meet CADRs Report to OSPI		Set HS graduation requirements
Also – related & in progress/upcoming:	Activities associated with Competency-based education 5189.SL.pdf				Activities associated with Competency-based education 5189.SL.pdf

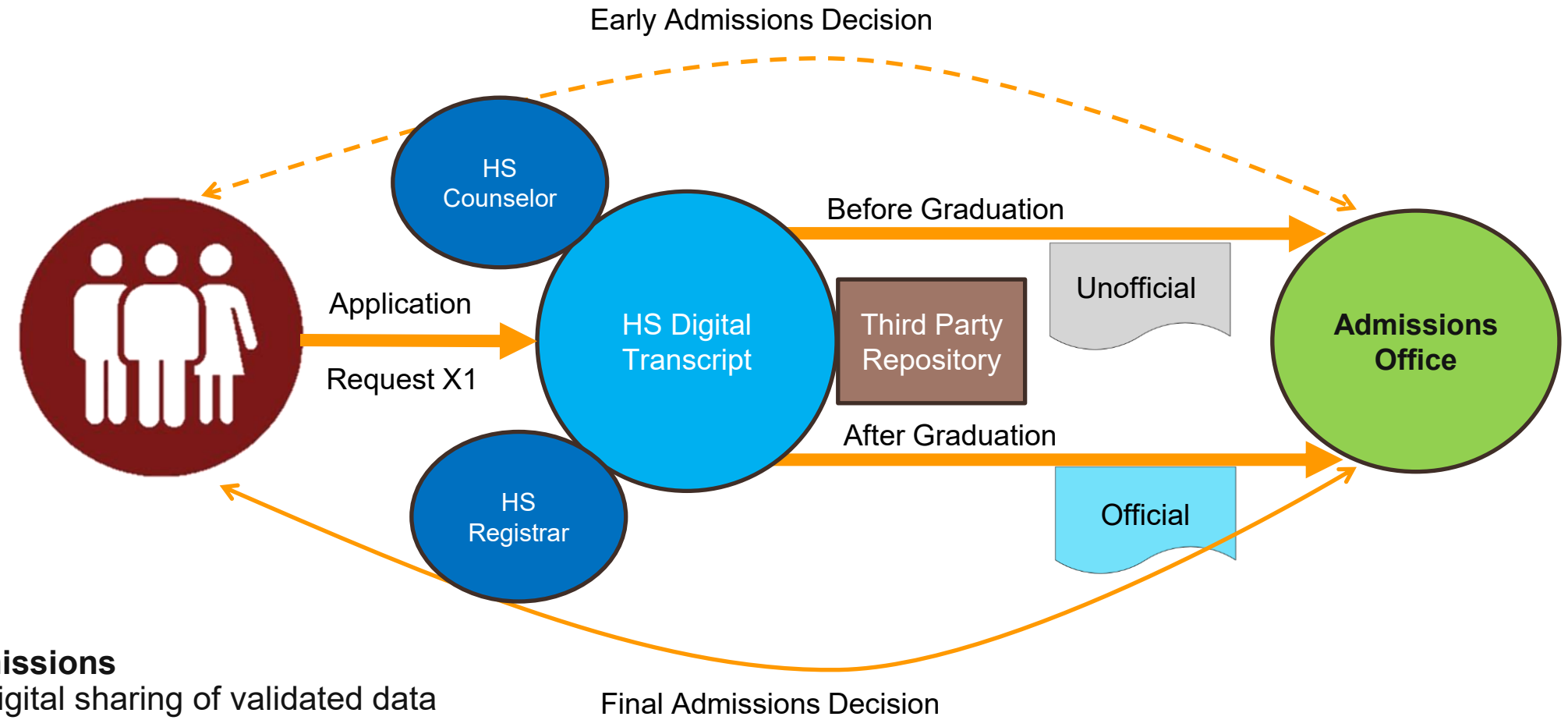
OSPI, the Washington Student Achievement Council, the State Board for Community and Technical Colleges, and the Workforce Training and Education Coordinating Board are authorized by WAC 392-415 to:

- Establish standardized criteria for high school transcripts issued by all common school districts; and
- Establish definitions for credits, hours, and marking system so that common school district high school transcripts are standardized.

THE FUTURE TRANSCRIPT PROCESS: EMPOWERED AND EFFICIENT

Digital Transcripts

Student Data Sharing: Students direct data sharing to send files to identified universities and or institutions.



Future Admissions

- Secure digital sharing of validated data
- Interoperable tools and data sources
- Aligned CADR guidance statewide
- Student Empowered Experience

Transcripts

For discussion –

- Anything you'd like OSPI to consider as we continue down this path?

Logistics

- Emails
  - Watch for info about response to ERDC memo
- Calendar
  - Quarterly meetings are scheduled for the year
- MSFT Teams space

Data Governance Manual

Thank you