

# K12 Data Governance Group Meeting Notes

10-11:30am  
September 24, 2025  
Virtual

## OSPI Updates

### Website Updates:

New resources available on the OSPI website:

- [Data Displays and Maps](#)
- [Washington State Report Card](#): Enhanced and updated by the Student Information – Data Foundations team led by Rhett Nelson.

### Federal Reporting:

- OSPI reports extensive data federally via EDFacts.
- 2024-25 EDFacts data reporting is currently underway.

### ERDC Memo (Presented by Liz Dehlbom, ERDC)

- ERDC presents a memo to the Data Governance group to support research and policy decisions. [RCW 43.41.400: Education data center](#).
- This year's memo includes two recommendations:
  1. OSPI Data Modernization Project
  2. Updates on Prior Approved Recommendations
- Discussion: avoid excessive reviews or reporting out
- Action Requested: Input needed for response
  - Links will be shared after the meeting.
  - Deadline for submission: December.

### **CEDARS 2026-27 Data Collection Changes (presented by team members from OSPI)**

Timeline:

- Team makes requests by August 15<sup>th</sup>.
- Internal conversations underway
- K-12 Data Governance group input: September
- Stakeholder engagement: October-December

### **CEDARS Requests & Discussions**

1. Race – change wording, removing the term “other” – Rhett Nelson
  - a. Proposal: Change wording to “Native Hawaiian/Pacific Islander”.
  - b. Feedback: Different/related topic – request to revisit how data about Native Tribal students are reflected in data collections and reporting.

2. Add Completion of Performance-Based Pathway – Clarisse Leong
  - a. 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
  - b. Feedback:
    - Sometimes entering the data is challenging. OSPI is aware this may be a topic for a later date.
    - Does it need to be two elements? More complicated=more opportunities for error.
  - c. Response:
    - The Performance-Based Pathway was introduced two years ago.
    - The data elements will allow districts to indicate whether a student has completed the ELA or Math pathway (they may be completed in different years).
    - If a student changes districts, use the district where the student earned the pathway to report the data.
  
3. Add Work-Based Learning Offered – Clarisse Leong
  - a. Proposal: Add 1 element to Course Catalog File D –
    - WBL Offered - Options would match WBL Activities list.
    - Gives a complete picture of what is offered
  - b. Feedback:
    - Related to WBL Activities (reported by student): Data staff face frustrations when entering WBL data into CEDARS. Errors occur early in the year before full teacher plans are finalized. Requires student-by-student adjustments across hundreds of students which is very labor intensive. It leads to frequent logical errors in CEDARS. As a reference, we currently have 2600 CEDARS student level errors on data element E16, Student work based learning activities "Student Work Based Learning Activities is required when the CIP Code for the corresponding Course in Course Catalog is not blank."
    - Would it still be valuable to have the WBL Offered values be binary (something offered/none offered)?
    - What is offered may vary by term or by section, it's not necessarily the same at the course level.
  - c. Response:
    - Let's bring this up during a CEDARS Stakeholders meeting to discuss with Stakeholders & CEDARS data manager.
  
4. Add postsecondary institution for dual credit – Jen Appleyard

- a. 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).
  - b. Feedback:
    - Will we be able to report more than one IHE for a single course?
    - This will be a huge lift for small districts.
    - A district may interact with over 30 institutions.
    - Trying to figure out what student/what course will be a huge lift on district staff.
    - Is this based on participation in courses or completed courses?
    - PESB is in strong support of this element. This would help with tracking teacher workforce.
    - Does this need to be on both Course Catalog and Grade History? Would be less of an issue if Catalog only.
    - ERDC is not specifically requesting schools to report on the IHE course result/transcription. Knowing which IHE is partnered with for the opportunity for postsecondary credit is sufficient for our purposes currently.
  - c. Response:
    - We can take this feedback and consider how to change it. Goal is to capture this based on participation.
5. Identify Cambridge International courses similar to AP, IB – Jen Appleyard
- a. Proposal: change validations and appendix
    - 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. (not prepared yet)
  - b. Feedback:
    - In the way that it is being presented, it is confusing. We can refine how it is presented.
6. Add 'Appropriately qualified special education staff member' to staff file – Kaori Strunk
- a. 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]
  - b. Feedback:

- I strongly prefer the Yes or blank option.
  - What are we trying to solve for? Doesn't the connection with certification already do this?
  - Consider adding 'of students' to the end of the sentence.
  - Who is monitoring and evaluating the SPEC or related service? All teachers provide Special Education services to students. Districts will mark all yes. It might be easier to mark who is not.
  - In our case, Case managers for fully included students might not actually show up in the student's schedule at all, so I'm unsure if this will show what you're hoping to see. The student's schedule might show 6 periods of "no" but they do still have a case manager who is "yes" but they are not connected in Qmlativ.
- c. Response:
- Totally understand the situation. We expect this reporting pattern since lead writer(s) of IEP instruction and service is not necessarily providing services or instructions to IEP students. We need to think more about this.

## **High School and Beyond Plan Platform (Presented by Kim Reykdal, OSPI)**

- Timeline reviewed
  - 2025-26, Year 2 Fall 2025 cohort begins prep and training in Spring
  - 2026-27, Year 3 Fall 2026 cohort begins
  - 2027-28, Year 4 All districts on SchoolLinks; PD for new staff
- RCW 28A.230.215: High school and beyond plans—Universal online platform.
- Data flow diagram shared
- 2/3 of the districts have been on-boarded.
- Students may opt out of sharing data in SchoolLinks.

### Feedback:

- Consider the amount of work that goes into rolling out a new program for district staff.
- Given previous experience: Effective PD is essential – that will build data quality.
- Having a way to map current platform data to SchoolLinks would be great so that items don't get lost.
- It would be beneficial to districts if current information is pre-filled into the new system, districts would appreciate not having to fill out information manually into the new program.
- SchoolLinks helped import a single .pdf of previously entered data from YouScience, but it's not comprehensive nor does it show all of what was previously done by the student.

## **Transcripts (Presented by Rhett Nelson, OSPI and Dana Anderson, WSIPC)**

- Context
  - What constitutes the transcript is the responsibility of OSPI.
  - Transcripts are created and maintained locally.
  - [RCW 28A.230.125: Standardized high school transcripts.](#)
  - [Chapter 392-415 WAC:](#)
  - Student data sharing: Students direct data sharing to send files to identified universities and/or institutions.
- Feedback - Opportunity for OSPI internal discussions –
  - data flow and program team involvement
  - alignment between transcripts and the data that is asked to be collected regarding transfer courses.

## **Wrap up**

- Watch for emails about a response to the ERDC memo.
- Next meeting is in Jan.

**In attendance –**

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