

K12 Data Governance Group

Data Governance

Apr 2026



Washington Office of Superintendent of
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A background image showing a group of diverse young children in a classroom setting. A girl in the foreground is looking towards the camera, while other children are visible behind her. The image has a warm, yellowish tint.

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

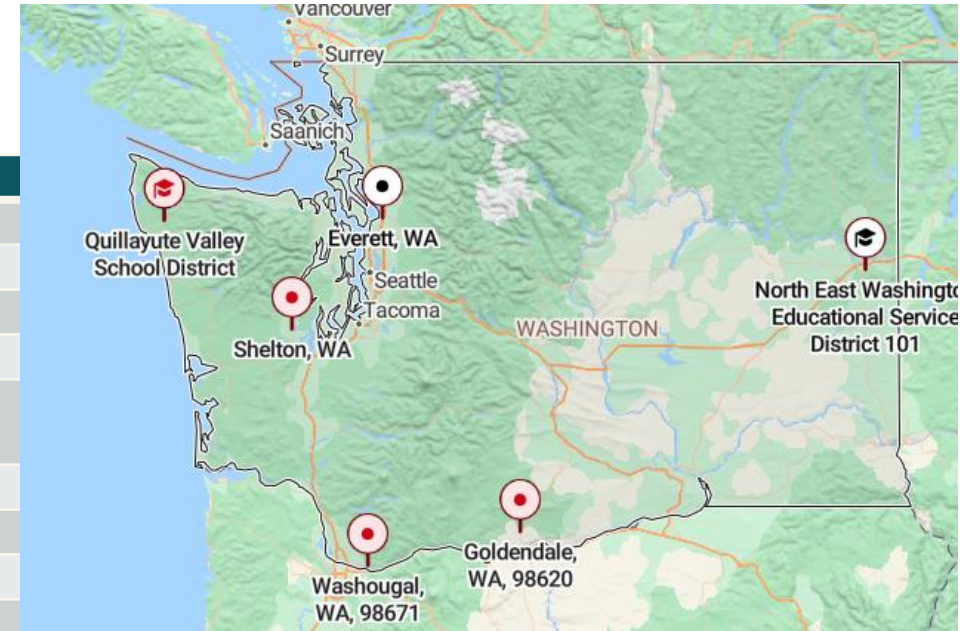
- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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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	Everett Public Schools – Supervisor, Student Data Systems
Julia Cramer	Washington State Institute for Public Policy (WSIPP)
Gail Wootan	Washington State Board of Education



K12 Data Governance group

Purpose of K12 Data Governance Group –	Charge –
This is a multi-agency group to assist in the design and implementation of a K-12 education data improvement system for financial, student, and educator data. It makes recommendations to OSPI for new data collections and establishes research priorities. Key Principles – Key aspects of a cohesive & coordinated data system – 1. Prioritizing education policy and research questions 2. Determining new reporting needs 3. Eliminating redundant or unnecessary reporting 4. Considering new data elements (and at what detail for each level) Ensuring Data Quality – 1. Data Quality Guidelines 2. Technical infrastructure 3. Data Definitions (Metadata) 4. Identifying and Resolving Data Issues 5. Schedules and Deadlines 6. Data Quality Review and Validation 7. Data Privacy and Security Issues	Recommend changes based on Agency-presented changes to data collections. Identify data research questions that the agency should address. From RCW 281.300.507 and 2023 Data Governance Manual



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

- ★ Staff Hiring Projection
- ★ BEST Program
- ★ Virtual School Status
- ★ OSPI Updates



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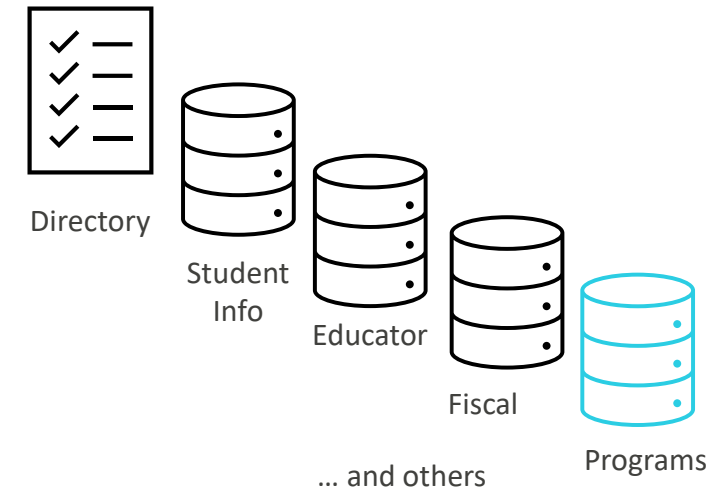
From [2023 Data Governance Manual](#)

OSPI Updates

- New resources & updates on OSPI website
 - [Data Displays and Maps](#)
 - [Home - Washington State Report Card](#)
 - [Data Notes](#)
- Federal reporting (EDFacts) starts soon
- District and School Directory
 - Classification schools and districts in the state
 - Annual update has started for 2026-2027

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.

Race & Ethnicity

This group has previously covered –

- OMB Announcement and OSPI Race & Ethnicity data collections – released March 2024 [covered Apr 2024]
 - [OMB Publishes Revisions to Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity | OMB | The White House](#) a.k.a. Revisions to SPD 15
- Reporting examples, Detailed Race & Ethnicity data posted [covered June 2024]
- If Race/Ethnicity Student Data Task Force is reconvened, it would include representatives from ERDC and the OFM Population Unit. [covered Sept/Oct 2024]



Race & Ethnicity

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 - [OMB Publishes Revisions to Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity | OMB | The White House](#) a.k.a. Revisions to SPD 15
- Deadline for Action Plans is now March 2027, with no change to the Implementation timeline
- OSPI is thinking about timelines and transition scenarios
 - For example: when to shift, in time for 2028-29 implementation
 - Shifts include changing from 2-part question to single question, and adding new federal reporting category



Staff Hiring Projection Data Collection

- [RCW 28A.320.242: Teacher hiring data—Reports.](#)

Teacher hiring data—Reports.

By June 15th of each year, a school district shall report to the office of the superintendent of public instruction the number of classroom teachers hired in the previous school year and the district projects will be hired in the following school year, disaggregated by content area.



Basics of this Collection

Column	Description
Content Area Name	Select the appropriate content area
Prior Year Oct First Headcount	Number of teachers in each content area *(If your district reported data last year, this column would be pre-populated with the "Estimated Next Year Headcount" column from that submission. If your district did not report last year, please reference table 19 of the Personnel Summary Report (S-275) for the total teacher number in all content area for your district.)
Hires After Oct First	Number of teachers your district hired after October 1 st of school year 2025 – 2026
Separation From Retirement	Number of teachers who have retired or will retire during school year 2025 – 2026
Other Separation	Number of teachers who have separated or will separate during school year 2025 - 2026 for reasons other than retirement
Baseline	Calculation (Prior Year Oct First Headcount + Hires After Oct First – Separation From Retirement – Other Separation)
Estimated Next Year Headcount	Number of teachers your district would like to employ for this content area, regardless of your hiring ability
Teacher Demand	Calculation (Estimated Next Year Headcount – Baseline)



Discussion

- Possible reporting uses –
 - Show trend of vacant positions by content/program areas at each LEA?
- Timeline
 - Required by June
- Related –
 - Teacher Shortage Report (PESB)
 - OSPI Educator data team provides data annually to PESB.
 - This is sourced from Educator Equity Data Collection currently.
 - [Educator shortage - Professional Educator Standards Board](#)
 - [Shortage areas 2026.January - Google Docs](#)
- Feedback
 - Are there pieces you'd like to understand further? If so, what are they?
 - Is there anything else you'd like us to know as we consider this?



Virtual School Status

- In WA, schools offer **online courses**.
 - Schools must apply to OSPI for online school programs when they have one student with over 50% online courses within their scheduled day.
 - In CEDARS, any online courses are identified with Course Designation Code=O.
- There's a federal reporting requirement for **virtual school status**.
 - This describes virtual schools differently than is done in WA.
- We are working to align these where possible.

Federal info for Virtual School Status

- A **virtual school status** would be identified for each school

Definitions		
Virtual school status - An indication of the extent to which a public school offers instruction in which students and teachers are separated by time and/or location, and interaction occurs via computers and/or telecommunications technologies.		
Types	Exclusively virtual	All instruction offered by the school is virtual
	Primarily virtual	The school's major purpose is to provide virtual instruction to students, but some traditional classroom.
	Supplemental virtual	Instruction is directed by teachers in a traditional classroom setting; virtual instruction supplements face-to-face instructions by teacher.
	No virtual instruction	The school does not offer any virtual instruction. No students receive any virtual instruction.



Proposal

- We are considering a phased approach –
 - Use Criteria I for this year reporting (SY 2025-26)
 - Use Criteria II beginning with next year reporting (from SY 2026-27)

Type	Definition	Criteria I
Exclusively virtual	All Instruction offered by the school is virtual	N/A
Primarily virtual	The school's major purpose is to provide virtual instruction to students, but some traditional classroom.	N/A
Supplemental virtual	Instruction is directed by teachers in a traditional classroom setting; virtual instruction supplements face-to-face instructions by teacher.	Schools with Approved Online School Programs
No virtual instruction	The school does not offer any virtual instruction. No students receive any virtual instruction.	All other schools

Type	Definition	Criteria II
Exclusively virtual	All Instruction offered by the school is virtual	Calculate this using student-level course data and apply to the following reporting year. For example, use 2025-26 course data to identify virtual school status for 2026-27.
Primarily virtual	The school's major purpose is to provide virtual instruction to students, but some traditional classroom.	
Supplemental virtual	Instruction is directed by teachers in a traditional classroom setting; virtual instruction supplements face-to-face instructions by teacher.	
No virtual instruction	The school does not offer any virtual instruction. No students receive any virtual instruction.	



EDS Administration

- Districts would see this in EDS Admin



EDS Administration

Organization Information

- Edit the organization as needed. When finished, click the **Save** button.
- Click the **Back** button to return to the list of organizations.

Organization Profile

Common Name: Blaine High School
Legal Name: Blaine High School
Acronym:

School Code: 3136
NCES LEA Number: 5300570
NCES LEA Name: BLAINE SCHOOL DISTRICT
NCES School Number: 00132

Grade Span: 9 - 12
School Offering Transition To Kindergarten (TK):
☐ Yes ☒ No

School Authorized To Issue High School Diploma:
☒ Yes ☐ No

Status: Open
Date Effective: 1/1/1990
Primary Parent: Blaine School District ▼

Organization Parents:

Parent Organization	Code
Blaine School District	37503

Category: Public School, Regular School

School Type: Regular School

Virtual School Status Type: Supplemental Virtual ▼

County: Whatcom ▼

Facilities

Thinking Ahead ...

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Logistics

- Notes from last meeting
- Calendar
 - Quarterly meetings are scheduled for the year
- MSFT Teams space

Thank you



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