

K12 Data Governance Group Meeting Notes

10-12:00 noon
June 8, 2026
Virtual

Purpose of K12 Data Gov Group

OSPI Updates

New resources are available on the OSPI website:

- [Data Displays and Maps](#), [Washington State Report Card](#)
- new Data Notes on [Data Collections](#) section of web page

Federal reporting (EDFacts) for SY 2025-26 is underway.

District and School Directory review for next school year (2026-27) is wrapping up, team getting ready to implement changes.

Race and Ethnicity – OSPI has been tracking the OMB announcement on race and ethnicity data collection changes (SPD 15) published March 2024 for implementation in 2029. Washington State OFM is conducting a [Demographic Data Standards Initiative](#) which OSPI is participating in. This includes SPD15 Overview meeting (video) and listening sessions in the summer. This is important because the SPD15 changes are across agencies, so this gives us a chance to be coordinated in how we're thinking about this.

SB5841 and High School and Beyond Universal Platform (Presented by Rhett Nelson, OSPI Student Data)

- [Senate Bill 5841-S.PL.pdf](#), adds to [RCW 28A.230.215](#) (4) in 2 areas – Financial Application Info and College Bound Annual Enrollment and Requirements Notification.
- These establish an expectation for WSAC to make data available to OSPI, to shared to students through the HSBP platform. This is FAFSA/WASFA data and College Bound (already made available with limited uses). This work is underway.
- HSBP data flow diagram is updated to reflect data from WSAC.

Data Collection Change process (Presented by Jen)

Dual Language, Heritage Language, Tribal Language (Presented by Kristin Percy Calaff, OSPI Bilingual Education)

- 2024 [RCW 28A.300.577](#) specifies and defines these programs.
- Dual Language – English and another language.
- Heritage- like Dual Language “lite”, for small portion of day. Language and literacy of a students’ community.

- These populate [Report Card](#) so that districts and families know about what's where. Kristin's office is contacted by families about program offerings. Also used in program support.
- Some districts/communities have different types. Some have more HL, others TL, some multiple. Examples. 1-way dual language program in Vietnamese; HL Immersion in Hindi & Arabic.
- Heritage Language Multiliteracy – ex. 'Spanish for Spanish speakers'. Secondary level, 1 class a day. Similar to world language class but for heritage speakers.
- HL Immersion – K,1,2 – portion of their day taught by a speaker in that language. Less than full day, similar to DL but shorter period.
- HL Extended day – taught by paraeduc/certificated teacher or community organization.
- Currently collect this at course level, for the 3 types of DL. We are looking to expand to several more types, and at school level.

Feedback

- Complex – this would take support from someone at instructional level. [ex. Multilingual or bilingual contact]. Without that, would wonder about the accuracy of this.
- School-level wouldn't give the # of students involved.
- If it's at student level, ex. program codes, could get specific #s of students and their participation.
- A school might have several K classes in a school building & participation might be limited to just those, so capturing it for a building wouldn't reflect the whole picture.
- If students in elementary grades are not scheduled, course-level reporting would be challenging. [one district schedules younger grades; another district does not] Elementary grades not reported by subject matter. Ex. if 2 1st grade classes reported, 1 is DL and 1 isn't – adds complexity.
- Include as student program code to get student participation. This would address the extended day type.
- Could have several valid values per program for a school-level collection – ex. [type] with <25% participation, 25-50% participation, etc. Also, would need to select multiple program types, for example, if offer several types with different languages each.
- Student-level data is best for outcomes analysis. Being able to report on number of students, classrooms, school would be valuable.
- This example (detail about instruction) is a struggle for small districts. And for large districts.
- Additional info about this would be really helpful. [ex. from program team]

Response

- Was collecting this through grants but not every district applies for the grants.
- To sum up – if collect at school level, offer multiselect and several options; and consider more granular level, for example more course codes and program codes.
- Want to be as clear as possible in how this is defined so that districts know what and how to

report. Ex. solve as far upstream as possible. HL is hardest to define.

- Teams are working with districts to clean up what might be data quality challenge with current collection.

Reflection

- Revisit purpose. Recap what we've covered in this group over the year, plus prior years.

Feedback –

- It would be great to have stronger alignment between what OSPI collects and what is required through CRDC: specifically, not just in defining new elements, but potentially redefining existing elements. It can be a struggle for districts to parse differences.
- Next year and in the next couple of years, would be good to hear more about the IEP project.
- There's been a shift – several new platforms that are statewide platforms/projects (vs built as targeted applications). Can we discuss this, and what can we recommend as a decent approach for the future? Ex. SASQUATCH, IEP project, HSBP project – projects that have major impact. What might we be thinking about as we plan for and implement these?
- Agreement from several team members that this would be valuable.

Response

- CRDC: referring to Virtual School Status at last meeting: this is the same definition as CRDC.
- Statewide platforms: We've covered these with this group to some extent (HSBP, SASQ., others) and highlighted data considerations. We can discuss first internally to identify an approach, to bring back to this group.

Wrap up

- Membership: Jen will reach out to members about membership for upcoming year.
- Next meetings for 2026-27 will be scheduled.
- Reach out to Jen with requests or to share info at a future meeting.
- Meeting notes from April meeting are available. These will be posted to the K12 Data Gov website soon.

In attendance –

	Name	Representing –
	Adam Villani (Student Data)	OSPI
X	Curtis Richardson (IT)	OSPI
[out]	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)
X	Jeffrey Naas	Legislative Evaluation and Accountability Program Committee
X	Jen Appleyard (Data Gov)	OSPI
[out]	Kaori Strunk (Educator Data)	OSPI
[out]	Lester Brown	Washougal School District – Director of Comm., Technology and Operations
X	Liz Dehlbom	Education Research and Data Center
	Molly Quick	Professional Educator Standards Board (PESB)
	Myron M. Hammond	Insight School of Washington, Quillayute Valley SD. Executive Director
X	Rhett Nelson (Student Data)	OSPI
	Tara Richersen	Shelton School District – Director of Data and Assessment
X	Tim Colliver	ESD 101, Director
X	Shawn Kelly (Apportionment)	OSPI
	T.J Kelly (Finance Data)	OSPI
X	Senja Yakovleff	Everett Public Schools – Supervisor, Student Data Systems
X	Gail Wootan	Washington State Board of Education