

K12 Data Governance Group

Data Governance

June 2026



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

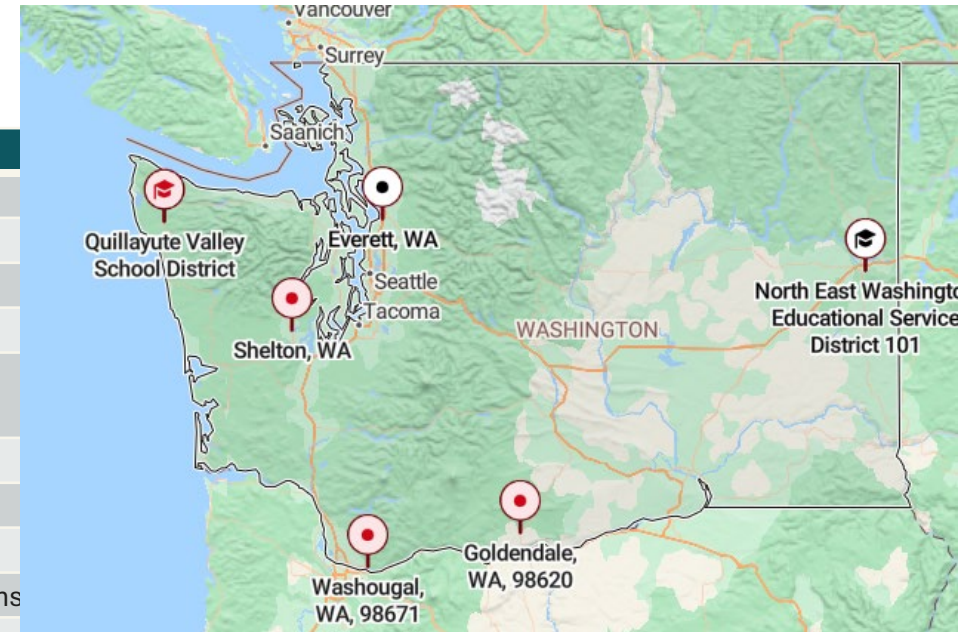
- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Washington Office of Superintendent of
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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)
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	OSPI
Shawn Lewis (Finance Data)	OSPI
Senja Yakovleff	Everett Public Schools – Supervisor, Student Data Systems
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



SB5841 and HSBP platform

Dual Language, Heritage Language, Tribal Language

OSPI Updates



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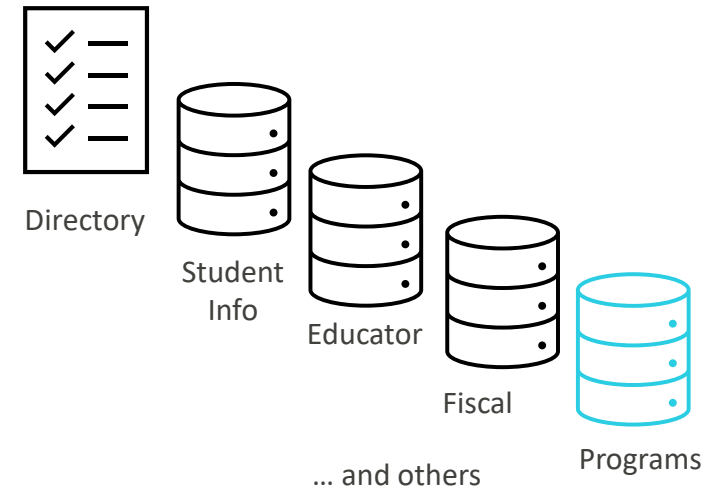
From [2023 Data Governance Manual](#)

OSPI Updates

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

- OMB Announcement and OSPI Race & Ethnicity data collections – released March 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
- Timeline for Action Plans is now **March 2027**, with implementation by **Sept 2029**
- OSPI is thinking about timelines and transition scenarios
 - For example: when to shift, in time for Sept 2029 implementation
 - Shifts include changing from 2-part question to single question, and adding new federal reporting category
- OSPI plans to participate in [OFM's Demographic Data Standards Initiative sessions](#)

We are here →

SY 2024-2025

SY 2025-2026

SY 2026-2027

SY 2027-2028

SY 2028-2029

ED Agency level Action Plan due –
Initially March 2025.

[Extension #1](#) Sept 2025 →

[Extension #2](#) Mar 2026 →

Action Plans Mar 2026

New date for Agency
level Action Plans

March 2027

Final Implementation
March 2029.

→ **Sept 2029**



SB 5841 and High School and Beyond Universal Platform

[Senate Bill 5841-S.PL.pdf](#), adds to [RCW 28A.230.215](#) (4)

Financial Application Information

- (xvii) Import financial aid application data maintained by the Washington student achievement council to provide an easily accessible way for students, parents or guardians, and authorized school staff to view the student's progress and completion status of state and federal financial aid applications; and

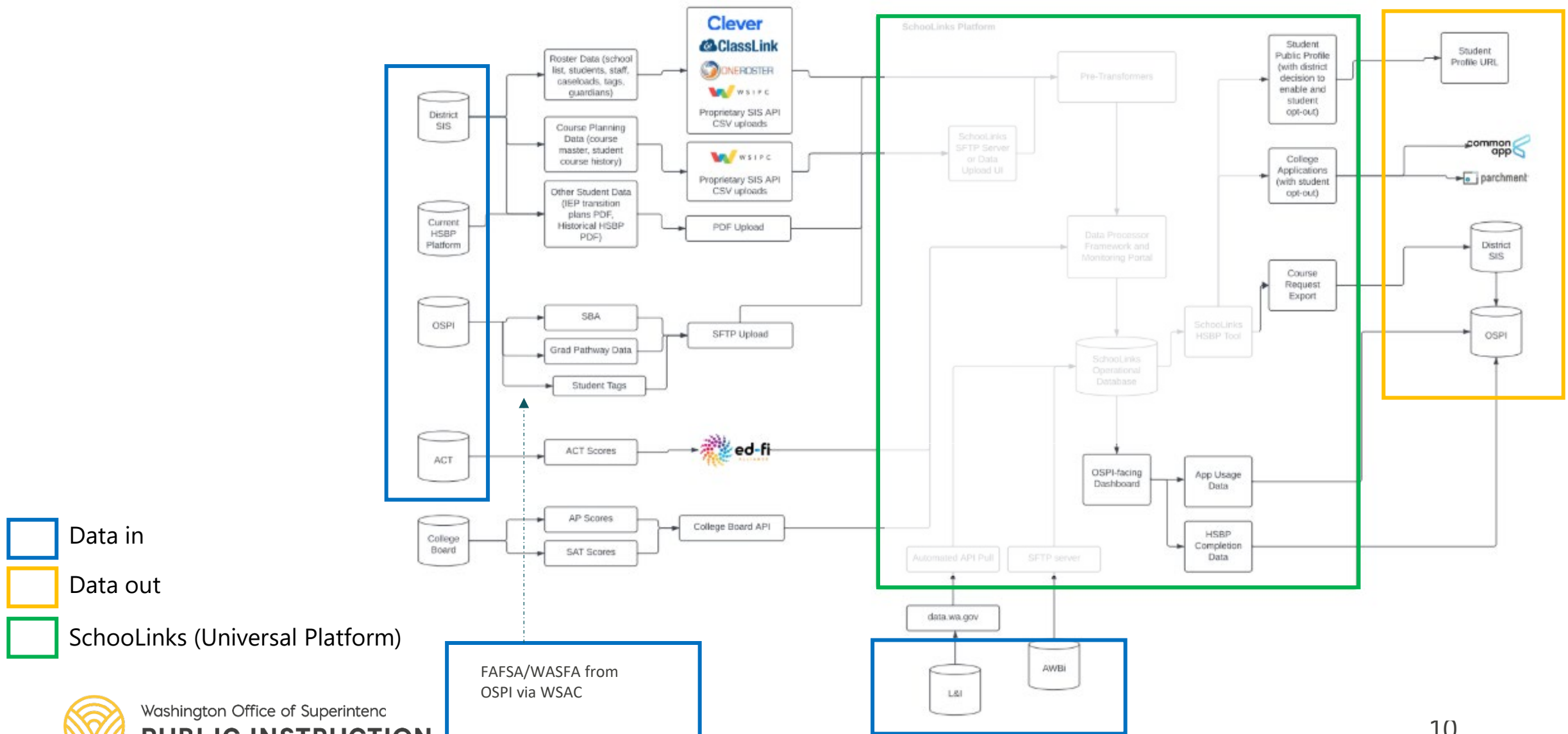
SB 5841 and High School and Beyond Universal Platform

[Senate Bill 5841-S.PL.pdf](#), adds to [RCW 28A.230.215](#) (4)

College Bound Annual Enrollment and Requirements Notification

- (xviii) Provide electronic notifications, at least annually, to students enrolled in the college bound scholarship program established in chapter 28B.118 RCW that remind them of their enrollment in the program and associated eligibility and other program requirements, and to complete postsecondary financial aid applications required for obtaining financial aid for which the student may be eligible. If possible, notifications provided under this subsection (4)(a)(xviii) should also be provided to the student's parents or guardians.

HSBP Data Flow Diagram



Data collection change review process

- For CEDARS 2027-28 changes –
 - Teams make requests by Aug 15
 - Internal conversations underway
 - K12 Data Governance group early input – Sept
 - CEDARS Stakeholders in Oct-Dec
- For non-CEDARS changes, we review as the requests come up.



Dual Language, Tribal Language, & Heritage Language Data Collection

- [RCW 28A.300.577](#)

- (a) "Dual language education" means an instructional model in which public school students are taught subject matter in both English and a world language other than English. "Dual language education" includes heritage language education, in which students develop and maintain grade level literacy and language use in the language of their communities, homes, and families.
- (b) "Tribal language education" means the revitalization of and instruction in tribal languages in public schools, developed in consultation with Washington's federally recognized tribes and federally recognized tribes with reserved treaty rights in Washington, and provided by a certificated teacher with a Washington state first peoples' language, culture, and oral tribal traditions endorsement established under RCW [28A.410.045](#).
- (c) "World language other than English" includes sign languages, for example American sign language, and indigenous languages.



Types of K-12 Language Programs in Washington State

World Language Programs

Provide instruction in a language that is new to the enrolled students.

Dual Language Programs

Teach subject matter in both English and a partner language that is used by students in the local community.

Heritage Language Programs

Students develop the language and culture of their families and communities.

Tribal Language Programs

All aspects of the Tribal Language Program are determined by and in consultation with the Tribe(s) on whose land the school district resides.



Dual Language Program Types

Two-way Dual Language:

Serves both multilingual learners (MLs) who speak the program language and students who speak English at home

One-way Dual Language:

Serves mostly or all multilingual learners from one language group (70% or more)

World Language Immersion:

Serves mostly students who speak English at home with less than 30% MLs



Heritage Program Models

Multiliteracy	Heritage Language Immersion	Extended Day
Time: one class period during the school day	Time: 45-90 minute block during the school day	Time: 60 minute session before or after school one or more times per week
Instruction: Language, literacy, and culture with a focus on language development (i.e. Spanish for Spanish speakers)	Instruction: Language, literacy, and/or content for a portion of the school day (similar to one-way dual language but with less time)	Instruction: Language, literacy, and culture (similar to an afterschool club that meets weekly or a few times per week)
Staffing & Materials: Requires some language and literacy materials and a certificated WL teacher	Staffing & Materials: Requires ample literacy materials and a certificated bilingual educator	Staffing & Materials: Requires some language and literacy materials and a certificated or classified educator with support



Schools may offer different types, for more than one Language(s) of Instruction

Summary –

Dual Language Programs

Two-way Dual Language

One-way Dual Language

World Language Immersion

Heritage Language Programs

Multiliteracy

Heritage Language Immersion

Extended Day

Tribal Language Programs

CEDARS Appendix K excerpt –

Comprehensive Education Data and Res Appendix K - Language Codes

2026-2027 School Year

March 2026 | v19.0

Active Language Codes

Active language codes as of 03/10/2026

Language Code	Language Name	Change
730	Abkhazian	
344	Acholi	
683	Afar	
94	Afrikaans	
565	Aguacateco	
284	Akan	
700	Akateko	
18	Albanian	
669	Aleut	
640	American Sign Language	



Add Dual Language, Tribal Language, Heritage Language

Key notes –	
Currently:	CEDARS collects several (3) program Instruction Types and Language of Instruction (course catalog file D). Team has manually collected additional detail at the school level; we are looking to collect this systematically in the future.
Proposal:	Add several program options, and collect at the school level Continue to collect Language of Instruction (Appendix K)
Reason:	RCW 28A.300.577 Used in several public-facing reports, used by program team to support growth & expansion
Impact:	Improved clarity, increased program support

Dual Language program types –

- ✓ One-Way Dual Language
- ✓ Two-Way Dual Language
- ✓ World Language Immersion Program

Heritage Language program models –

- Multiliteracy
- Heritage Language Immersion
- Extended Day

Tribal Language programs



Discussion –

- 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 change?

Looking back & looking ahead –

	SY 2023-2024	SY 2024-2025	SY 2025-2026
Sept	Foundations – Data governance & this committee Data Collections – Overview of data collections CEDARS development timeline & potential changes New implementation: SB 5593	Preview of changes to CEDARS reporting for 2025-26 ERDC memo to OSPI K12 Data Gov group	Preview of changes to CEDARS reporting for 2026-27 ERDC memo to OSPI K12 Data Gov group Project spotlights and data considerations High School and Beyond Plan Universal Platform Transcripts (plus WSIPC digital transcripts initiative)
Jan	Data Collections – Data Collections & Surveys Student data collection: requested items for 2024-25 New Implementation: SB 5593 Data Quality – discussion	Race/Ethnicity Data Standards – timeline & approaches to reporting Workforce Recruitment and Absence Management (WRAM) System Overview	Apportionment System Modernization Data Quality ERDC Memo response Updates of prior requests Data Collection – changes for CEDARS 2026-27
Apr	Data Collections – OSPI Updates: EDFacts reporting, Directory for SY 2024-25 Legislation highlights & discussion [3SHB 1228, ESS 5950, SB 6053] Race & Ethnicity / OMB Revisions SPD 15: discussion	Data Modernization Project Overview Data Governance Principles High School and Beyond Plan platform – highlights and timeline	Data Collections – Staff Hiring Projections Virtual School Status Project spotlight and data considerations Beginning Educator Support Team project & grant
June	Data Use – ERDC Update – Using National Student Clearinghouse data Legislation highlight: High School and Beyond Plan platform Race & Ethnicity – demo of possibilities Looking back & looking ahead	Looking back & looking ahead Reflection	Data Collections – Dual Language, Tribal Language, Heritage Language Looking back & looking ahead Reflection

As we consider the year ahead, any areas you'd like us to focus on? Other factors you suggest we consider?



Thinking Ahead ...

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Logistics

- Membership
 - Watch for an email in July
 - Please reply with confirmation of membership
- Calendar
 - Will be scheduling quarterly meetings for next year
- MSFT Teams space

Thank you

