

K12 Data Governance Group

Data Governance

September 2026



Washington Office of Superintendent of
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A background image showing a group of diverse children in a classroom setting. A young 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

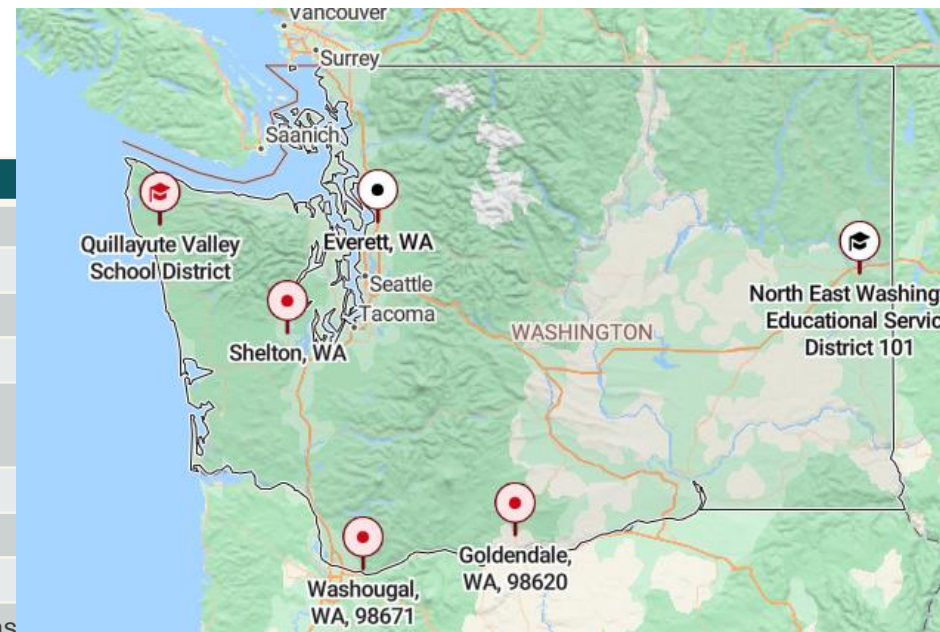
- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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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)
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 Delhomb	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
Gail Wootan	Washington State Board of Education
Julie Salvi (Apportionment)	OSPI

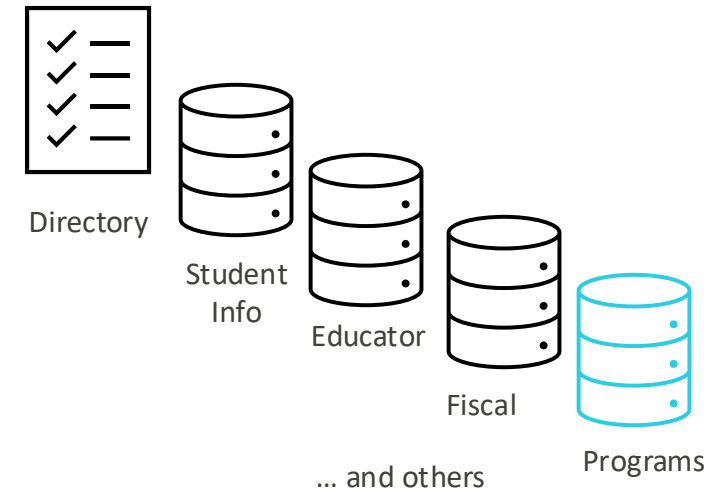


OSPI Updates

- New resources & updates on OSPI website
 - [Data Displays and Maps](#)
 - [Home - Washington State Report Card](#)
 - [Data Notes](#)
- Federal reporting (EDFacts) underway
 - For SY 2025-26
- [District and School Directory](#)
 - Classification for schools and districts in the state
 - Annual update available (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

- Currently –
 - Federal
 - 2-part question (Ethnicity, Race)
 - Federal categories
 - State
 - Detailed categories
- Resources
 - [Training and Materials](#) and supports for districts/LEAs
 - [CEDARS](#)
 - [Data Portal](#)
 - [Race and Ethnicity Student Data Task Force](#)

Federal Race and Ethnicity Categories:

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- Two or more races
- White

Race & Ethnicity – areas we are watching

- Federal –
 - ED has not yet published guidance or specifications change for federal requirements (SPD 15)
- State –
 - Washington's Office of Equity, Office of Financial Management, and WaTech co-sponsored an initiative:
 - [Demographic Data Standards Initiative](#)
 - OSPI participated, Report expected this Fall

Race & Ethnicity – SPD15

- 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 **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
 - Include changing from 2-part question to single question, and adding new federal reporting category



Related –

- Census –
 - [Federal Register :: Decennial Census of the Population of Americans; Proposed Residence Criteria an...](#)
 - Public comment period ends **Oct 13**

Proposed changes include –

- Add *residence* criteria
- Add *legal status*
- Prohibit collection of *race* and *ethnicity*
- Prohibit collection of *sexual orientation*
- Increase use of administrative records



FEDERAL REGISTER
The Daily Journal of the United States Government



PR Proposed Rule

Decennial Census of the Population of Americans; Proposed Residence Criteria and Proposed Regulations for Demographic Questions

A Proposed Rule by the Census Bureau on 09/10/2026



This document has a comment period that ends in 25 days. (10/13/2026)

SUBMIT A PUBLIC COMMENT

1355 comments received. [View posted comments](#)



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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



Content Area



SB 5025



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From [2023 Data Governance Manual](#)

Data collection change review process

- These are CEDARS changes under consideration for SY 2027-28.
 - Teams made requests in Aug
 - Internal conversations in Aug/Sept
 - K12 Data Governance group early input – Sept
 - CEDARS Stakeholders in Oct-Dec
- Up next –
 - Refresher
 - Program team members will cover each item.
- Discussion questions –
 - Are the changes clear?
 - Is there feedback you'd like OSPI to consider as we continue?



Refresher –

- In [CEDARS](#) –
 - Files
 - Elements
 - Valid values
 - Also – business rules, validations, descriptions, appendix

School Student File (C).....	60
Element C01 – School Year	60
Element C02 – Serving County District Code.....	60
Element C03 – District Student ID.....	60
Element C04 – State Student ID (SSID)	61
Element C05 – Location ID.....	61
Element C06 – Date Student Enrolled in School	61
Element C07 – No Longer An Active Data Element	62
Element C08 – Date Student Exited from School.....	62
Element C09 – School Withdrawal Code.....	63

Element C01 – School Year

Field Name:	SchoolYear
Data Type:	char
Size:	4
Allow NULL?	No. Data is required.
Description:	The four–digit year in which the school year ends.
Business Rules:	For the 2026-27 school year, report 2027.
Example:	2027
Valid Values:	2027
Validations:	69, 356
Last Updated:	March 2026

Changes under consideration –

- Learning Assistance Program (LAP)
- Placement in Private & Public Settings
- Restraint & Isolation
- File T
- Alaska Native

Modify and update elements for LAP

Key notes –		No changes planned for other LAP elements –	
Currently:	LAP details are collected in File I and File Q, including these – File I – Student Attributes & Programs, Element I06 – Attribute or Program Code File Q – Student Growth, Elements Q06 – Program Code, Q15 – Extended Learning Time Intervention Outside of Regular School Year/Day, Q16 – Intervention During Regular School Day	Start date (I07)	
Proposal:	Modify some valid values for I06 and Q06 Program Codes [move 2, change 2] Remove Elements Q15 and Q16. Add a new Element Q18 Supplemental instruction and services provided and valid values, allow multi-select	Exit date (I08)	
Reason:	RCW 28A.165.100 and changes from SHB 1208 (2021) Data quality improvement in collection & reporting	Exit reason (I09)	
Impact:	Improved data quality to better monitor & understand how LAP connects to student outcomes	Identification assessment (Q08)	
		Amount of academic growth (Q09)	
		Progress monitoring assessmt. (Q10)	
		Beginning score (Q11)	
		Date of beginning score (Q12)	
		End score (Q13)	
		Date of end score (Q14)	
		At grade level (Q17)	

7 ((and
8 ~~(h))~~) (i) By December 1, 2026, and by December 1st annually
9 thereafter: (i) Review the learning assistance program information
10 submitted as required by RCW 28A.165.100; and (ii) report to the
11 appropriate committees of the legislature with a summary of the
12 innovations made by school districts to reduce barriers to the
13 academic achievement of students participating in the learning
14 assistance program; and
15 (ii) Report to the legislature with a summary of the



Modify and update elements for LAP Cont.

Modify valid values for I06 and Q06 Program Codes

Change from –	Change to –
LAP Academic Readiness (7)	LAP Transition and Readiness
Extended Learning Opportunities, Graduation Assistance (11)	LAP Graduation Assistance

Remove from I06 and Q06 – moving to Q18
LAP Behavior (38)
LAP Community Partnerships (73)

Remove elements Q15 & Q16, add new element Q18

Remove –	Add –	Proposed change
Extended learning time intervention outside of regular year/day (Q15)	Supplemental instruction and services provided (Q18)	Added new element to consolidate the way supports are reported, allow multi-select (select multiple supports) for one student.
Intervention during regular school day (Q16)		There will be a new valid value list, including (38) and (73).

Modify or add element for Placement in Private or Public Settings

Key notes –	
Currently:	Students may be placed in private or public settings per their IEPs. These are captured in File K, Element K06 – Least Restrictive Environment (LRE) . LRE is reported using Appendix W. When LRE is reported, then other elements are required.
Proposal:	Add a new element* K28 – Authorized Contracted Placement , required when LRE=4. Add an appendix, created in collaboration with OSPI's Special Education team. *Alternative: modify K15 and Appendix AC.
Reason:	WAC changes in progress. OSPI is seeking to understand the number of students placed in each of these programs.
Impact:	Increased understanding of how students are being served

This is similar to reporting Non-public agencies (NPAs).

For some LRE codes, Element K15 is required, selected from Appendix AC: Non-Public Agency.

Before going onto this list, the NPA goes through an approval process with OSPI's Special Education team.

[Current Nonpublic Agencies](#)

Modify or add element for Placement in Private or Public Settings, Cont.

- Least Restrictive Environment (LRE)
 - **4 – Public Separate Day School**
 - These would include ESD Authorized Contracted Placement once completing an approval process with OSPI's Special Education Team.
 - No change to reporting of student's home school or IsPrimary

Appendix W excerpt –

Students with IEPs	
Code	Ages 6 to 22 Regardless of Grade Level & Age 5 Not Grade Level PK
4	Public Separate Day School Student receiving special education/related services in public separate day school facilities. (Ages 6 to 22 regardless of grade level and Age 5 <i>not</i> in grade level PK) This includes special education students receiving special education and related services, at public expense, for greater than 50 percent of the school day in public separate schools. This may include children placed in: • Public day schools for students with disabilities. • Public day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day. • Washington Center for Deaf and Hard of Hearing Youth (CDHY) or Washington State School for the Blind (WSSB) (if the student does not reside there during the week). Important Note: For students attending an off-campus 18-22 program, time spent in community settings (e.g., work placements, community outings, or other community activities) where non-disabled individuals are present is considered to be a <i>regular</i> education setting. If the student spends 50% or more of the school day in the community or other regular education settings, then LRE Code 4 would not be appropriate. For students in regular classroom/community settings for 50% or more of the day, LRE codes 1-3 would be used, by calculating the total amount of time the student spends in regular classroom/community setting divided by the total amount of time in the day (i.e., regular class/community time plus time in the separate special education classroom/school). LRE code 4 would be for those students who spend 51% or more of the day in the separate school setting (i.e., not in the community or regular classroom).



Modify and add elements for Restraint and Isolation

Key notes –	
Currently:	Incidents of Restraint and Isolation are captured in File S, Element S09 – Type of Restraint or Isolation.
Proposal:	Remove 4 valid values (restraint types). Rename 1 valid value: 16 – walking restraint/transport Add one valid value: Separation This new type of action has the same reporting requirements.
Reason:	ESHB 1795 amends RCW 28A.600.485: bans several restraint types, modifies one, and adds an action.
Impact:	Keep current with RCW changes.

Valid Values:

Physical Restraint

- 1 – 1 person restraint (basket, etc.)
- 2 – 2+ person floor restraint (This hold is prohibited for students eligible for special education per WAC 392-172A-02076 and is strongly discouraged for all others)
- 3 – 2+ person seated restraint
- 4 – 2+ person standing restraint
- 5 – 2+ person wall restraint (This hold is prohibited for students eligible for special education per WAC 392-172A-02076 and is strongly discouraged for all others)
- 8 – Other Restraint - Physical
- 9 – ~~Weighted Blankets~~
- 16 – Walking restraint/~~escort~~/transport
- 17 – ~~Handcuffs (performed by law enforcement, arrest made)~~

Mechanical Restraint

- 6 – Handcuffs (performed by law enforcement, ~~no arrest made~~)
- 7 – Handcuffs (performed by non-law enforcement)
- 18 – Other Restraint - Mechanical

Isolation

- 10 – Bus/Car/Other Vehicle
- 11 – Classroom
- 12 – Closet, locker room or other non-classroom, non-office small space
- 13 – Designated Isolation room
- 14 – Office including nurse, counselor, or main offices
- 15 – Other Isolation



Modify and add elements for Restraint and Isolation, Cont.

Key notes –	
Currently:	Incidents of Restraint and Isolation are attributed to students' home school and district.
Proposal:	Add a new element S15: Occurred at other provider of educational services , meaning other than a student's home school. Response is Y/N. If response is Y for students served by NPAs and ESD Authorized Contracted Placements, the action will be attributed to these sites.
Reason:	ESHB 1795 amends RCW 28A.600.485 and requires Restraint and Isolation data from "other providers of public educational services".
Impact:	Have increased understanding of incidents and where they happen. Keep current with RCW changes.

33 (7) (a) (~~Beginning January 1, 2016, and~~) Annually by January 1st
34 (~~annually~~), each school district and other provider of public
35 educational services shall summarize the written reports received
36 under subsection (5) of this section and submit the summaries to the
37 office of the superintendent of public instruction. For each school,
38 the school district or other provider of public educational services
39 shall include the number of individual incidents of restraint and
40 isolation, the number of students involved in the incidents, the



Removal of File T

Key notes –	
Currently:	Credits Attempted is reported in File T.
Proposal:	Remove file T.
Reason:	This file no longer provides valuable information beyond what is captured in Student Grade History File (H).
Impact:	Maintain focus on Student Grade History File (H).

Non-Traditional Student Credit Attempt File (T)

This file contains all non-scheduled courses and other non-course credit activities where high school credit was attempted while the student was enrolled at any school in the district during the current school year or the preceding summer school term, including those students who exit the school. Non-scheduled courses are courses for students where there is not a corresponding record in the Course Catalog File (D) or the Student Schedule File (E). Only activities from the current school year should be included.

Change wording of race: Alaska Native

Key notes –

Currently:	In Race data collection, some valid values refer to Alaskan Native (with “n”) while others refer to Alaska Native (without “n”). This has been used inconsistently in materials.
Proposal:	Change wording to “American Indian/Alaska Native”.
Reason:	Clarify language.
Impact:	Improved clarity in reporting.

CEDARS Appendix Z excerpt

Code	Label	Aggregate	Race Category
N00	American Indian/Alaskan Native	American Indian/Alaskan Native	American Indian/Alaskan Native
N01	Chinook Tribe	Washington State Tribes	American Indian/Alaskan Native
N02	Confederated Tribes and Bands of the Yakama Nation	Washington State Tribes	American Indian/Alaskan Native
	Confederated Tribes of the	Washington State	American



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.](#)



ERDC Memo – Wrap up & next steps

- Feasibility analysis – *example*
 - DG drafts & sends to group – Oct
 - Feedback – Nov
 - To ERDC – Dec



Update Lookup Tables Associated with Content Areas

Kaori Strunk, Director

Educator Data, Research and Development Department
Data Analysis and Support Division



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Outline

1. Why This/ Why Now

2. How Would It Be Used- Use of Content Area Educator
Data Projects

3. What Are the Proposed Changes



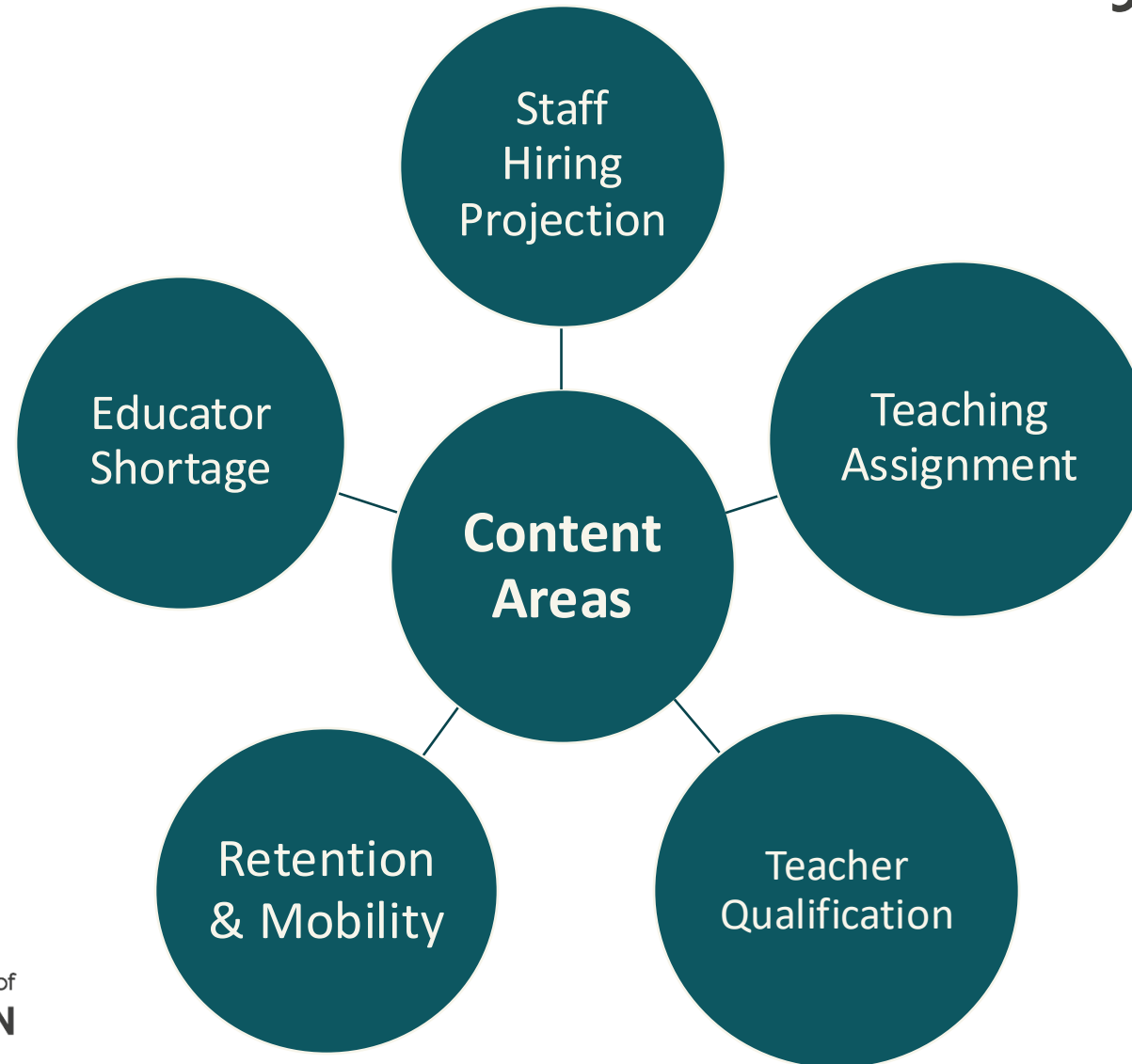
1. Why This/ Why Now?

- 1) NCES has published Version 13.0 of the School Courses for the Exchange of Data (SCED) ([*SCED Finder | Fast access to school codes*](#))
- 2) The Educator Data Team needs to use this in lookup tables to support federal and state reporting requirements.



2. How Would It Be Used-

Use of Tables for Educator Data Projects



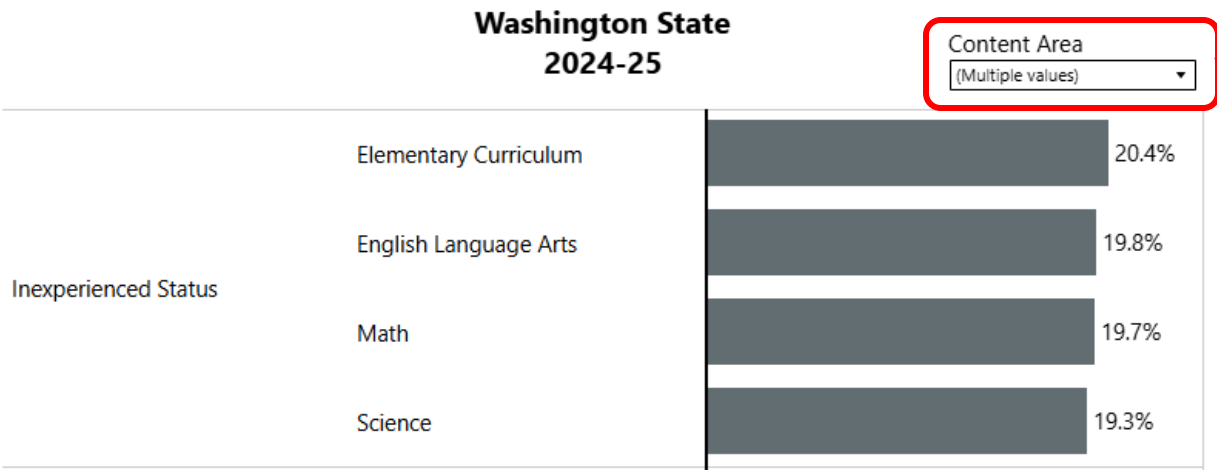
Teacher Qualifications on the State Report Card

Teacher Qualification

SummaryCourseTrendContent AreaGrade LevelQuartileQuartile TrendTitle ITitle I Trend

Choose a school year2024-25

What percent of courses were taught by each teacher qualification and content area?



Content Area
(Multiple values)

☐ (All)

☐ Agriculture, Food, and Natural Resources

☐ Architecture and Construction

☐ Business and Marketing

☐ Civics and Government

☐ Communications and Audio/Visual Technology

☐ Computer and Information Sciences

☐ Dance

☐ Economics

☒ Elementary Curriculum

☐ Engineering and Technology

☒ English Language Arts

☐ Geography

☐ Health Care Sciences

☐ History

☐ Hospitality and Tourism

☐ Human Services

☐ Manufacturing

☒ Math

☐ Media Arts

☐ Military Science

☐ Miscellaneous

☐ More Than One Core Content Area (Block Class)

☐ Music

☐ Physical, Health and Safety Education

☐ Public, Protective, and Government Service

Staff Hiring and Projections

Organization Name		Content Area Name	Prior Year Oct First Headcount	Hires After Oct First	Separation From Retirement	Other Separation	Baseline	Estimated Next Year Headcount	Teacher Demand
		Agriculture, Food and Natural Resources	1	0	0	0	1	1	0
		Architecture and Construction	1	0	0	0	1	1	0
		Business and Marketing	2	0	0	0	2	2	0
		Communications and Audio/Visual Technology	1	0	0	0	1	1	0
		Computer and Information Sciences	1	0	0	0	1	1	0
		Economics	1	0	0	0	1	1	0
		Special Education	25	0	3	0	22	25	3
		Miscellaneous	19	0	0	0	19	19	0
		Math	11	0	1	1	9	11	2
		Migrant/Bilingual	5	0	1	0	4	5	1
		Music	4	0	0	0	4	4	0
		Physical, Health and Safety Education	10	0	1	0	9	9	0
		Non-instructional time	1	0	0	0	1	1	0
		Science	10	0	1	0	9	9	0
		English Language Arts	10	0	0	0	10	10	0
		Engineering and Technology	1	0	0	0	1	1	0
		Elementary Curriculum	59	0	1	0	58	54	-4
		Foreign Languages	2	0	0	0	2	2	0
		Health Care Sciences	1	0	0	0	1	1	0
		History	10	0	0	0	10	10	0
DISTRICT TOTAL:			175	0	8	1	166	168	2

3. Proposed Changes and Opportunity for Input



Proposed Changes	For your input
▪ Update “Foreign Languages” to “World Languages” ▪ Add “Media Arts” ▪ Add “Social Studies”	Any other content areas to consider?
▪ Update “Fine and Performing Arts” to “Visual and Performing Arts” ▪ Update “Computer and Information Sciences” to “Information Technology”	Any subject areas to consider?

Educational Interpreters

- In April of 2025, [SB 5025](#) was passed
- This directed PESB to create a certificate for Educational Interpreters
 - for students who are deaf and/or hard of hearing

```
1 section unless the context clearly requires otherwise.  
8 (a) "Educational ((interpreters" means school district  
9 employees)) interpreter" means a person, whether certificated or  
10 classified, providing sign language interpretation, transliteration,  
11 or both, and further explanation of concepts introduced by the  
12 teacher for students who are deaf, deaf-blind, or hard of hearing.  
13 (b) "Educational interpretation agreement" means an agreement that
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Logistics

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

Thank you



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