

Role of Secretary of Education and Superintendent of Public Instruction
 Notes from the [striking amendment to ESHB 1849](#)

Secretary of Education	Department of Education	Superintendent of Public Instruction	Office of the Superintendent of Public Instruction	Washington Education Council ¹
Unique Attributes				
<ul style="list-style-type: none"> Executive head and appointing authority of Department of Educationⁱⁱ Appointed by the Governor with confirmation by the Senateⁱⁱⁱ May hire staff to carry out duties^{iv} Will oversee the central divisions in DOE: early learning, K-12 education, and higher education financial assistance program administration^v Administer state and federal high education financial assistance programs^{vi} Appoint the executive director of PESB, the superintendent of the School for the Blind, and the director of the Washington State Center for Childhood Deafness^{vii} 	<ul style="list-style-type: none"> Responsible for the creation of a “robust” birth to three continuum of service for parents and caregivers of your children^{xvi} Implement state early learning policy to maximize integration with K-12^{xvii} Fund, when funds are available, evidenced-based and research-based home visitation programs for parents^{xviii} Establish and regularly reevaluate high school graduation requirements^{xix} Recommend and inform the ongoing implementation of basic education and the funding 	<ul style="list-style-type: none"> Housed within DOE but retains supervisory duties pertaining to public schools as proposed in the Constitution^{xxii} May appoint assistant superintendents and assistants/staff necessary to carry out duties^{xxiii} Report to Governor and Legislature as requested^{xxiv} Attend meetings and visit schools as necessary^{xxv} To require^{xxvi} and file reports as provided by schools^{xxvii} To keep record of teacher certificates and to issue certificates as required by law^{xxviii} To settle points of law in conflict between the ESD’s and local superintendents^{xxix} To administer family services and programs^{xxx} 	<ul style="list-style-type: none"> Conduct fiscal impact analysis on proposed changes to graduation requirements^{xxxiii} Provide updates and reports to the Department of Education as requested^{xxxiv} Support OFM in the continued development of funding formulas^{xxxv} Work with OFM to convene a working group to study an enhanced salary allocation model that aligns state expectations with educator development^{xxxvi} Implement accountability tools to build district capacity, working within federal and state 	<p>13 members: SPI (non-voting^{xxxviii} and chair ineligible^{xxxix}), three elected by school boards, six appointed (two from early learning, two from K-12, one from a four-year institution, one from community and technical colleges), one from federally recognized Indian tribes, one from private schools, one from home based instruction, all to serve staggered, four-year terms^{xl}</p>

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<ul style="list-style-type: none"> • Develop system-wide strategic plan related to early learning, K-12, and higher education^{viii} • Implement performance measures focused on student outcomes and designed to ensure continual improvement in learning^{ix} • Advise and revise performance improvement goals in reading, writing, and science assessments^x • Set goals for high school graduation rate and dropout reduction^{xi} • Promote partnerships with private and non-profit organizations^{xii} • Submit budget requests as required^{xiii} • Oversee the state salary workgroup^{xiv} • Appoint advisory councils^{xv} 	<p>necessary^{xx}</p> <ul style="list-style-type: none"> • Request updates and reports from SPI, the professional educator standards board, and the department of early learning^{xxi} 	<ul style="list-style-type: none"> • Prepare the common school manual^{xxx} • Investigate charges of professional misconduct^{xxxii} 	<p>guidelines^{xxxvii}</p>	
Shared Attributes				
<p>Coordinate and collaborate with SPI and provide administrative support services for SPI^{xi}</p>		<p>Coordinate and collaborate with the Secretary of Education^{xiii}</p>		

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Solicit reports from SPI when necessary ^{xliii}		Provide reports to DOE as requested ^{xliiv}		
Improve transition points for students ^{xliv}		Establish a state-level building bridges workgroup to strengthen transition points and reduce drop outs. ^{xlvi} Maximize integration between early learning, K-12, and higher education ^{xlvii}		
Improve communication between all education agencies and parents/stakeholders ^{xlviii}		Convene a working group to help school districts develop outreach to and feedback from parents and stakeholders ^{xlix}		
Working with SPI, recognize high-achieving schools ⁱ		Working with SBE or DOE, recognize schools for exemplary performance ⁱⁱ		
Consult with SPI in the development of an overall K-12 assessment system ⁱⁱⁱ		Design and develop an overall K-12 assessment system, in consultation with the Secretary of Education and provide an annual report to the Legislature ^{liiii}		
Work with SPI to solicit schools to participate in the Department of Agriculture nutrition programs ^{liv}		Work with DOE to solicit schools to participate in the Department of Agriculture nutrition programs ^{lv}		

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Work with SPI to determine necessary rule revisions ^{lvi}		Work with the Secretary of Education to determine necessary rule revisions ^{lvii}		
Assist state education agencies in the legal performance of their duties ^{lviii}		Assist state education agencies in the legal performance of their duties ^{lix}		
Work with SPI in the development of a longitudinal data system ^{lx}		Establish a longitudinal data system that is integrated with the research and data work of DOE ^{lxi}		
Promote and measure achievement ^{lxii} Review and change best practices across and within the education sectors ^{lxiii} Improve instructional quality and leadership practices in the P-12 spectrum ^{lxiv} Solicit advice of Washington education council ^{lxv} In consultation with the WEC set assessment cut scores ^{lxvi}				Advise Secretary of Education on broad policy issues affecting the state's education system, with particular attention given to improving student learning, system goals, state strategic plan, state accountability measures, and implementation of best practices ^{lxvii} Consult with the Secretary of Education in the setting of cut scores ^{lxviii}

ⁱ There are still references to the SBE throughout the bill for accountability, but assume these are technical drafting errors

- iii 104.01
- iv 104.02, 104.04
- v 104.03
- vi 105.03.a
- vii 105.03.d
- viii 106.03
- ix 106.04
- x 316.01.a
- xi 316.01.a
- xii 106.08
- xiii 106.09
- xiv 327.06
- xv 109
- xvi 201.03
- xvii 203.02
- xviii 204
- xix 302.01-02
- xx 303.01
- xxi 303.02
- xxii 103.02, 308.01
- xxiii 305
- xxiv 308.02
- xxv 308.05
- xxvi 308.08
- xxvii 308.07
- xxviii 308.09-10
- xxix 308.12
- xxx 308.15
- xxxi 308.04
- xxxii 329.
- xxxiii 302.02.c
- xxxiv 303.02
- xxxv 304.02
- xxxvi 327.02
- xxxvii 334, 335, 336.04
- xxxviii 108.01.A
- xxxix 103.04
- xl 108.02

xli 105.03.b
xlii 105.03.b
xlili 303.02
xliv 303.02
xlv 106.02
xlvi 301.01
xlvii 308.03
xlviii 106.06
xlix 333.02
l 336.03
li 336.03
lii 309.08
liii 309.08
liv 313
lv 313
lvi 308.06
lvii 308.06
lviii 322.02
lix 322.02
lx 314.01
lxi 314.01
lxii 106.01.a
lxiii 106.01.d
lxiv 106.07
lxv 108.01
lxvi 316.091.b
lxvii 108.01
lxviii 316.01.b