

THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Achievement | High School and College Preparation | Math & Science | Effective Teaching



STRATEGIC PLAN 2011-2014

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1.0 INTRODUCTION: POLICY ROLES, AUTHORITY, AND POLICY CONTEXT

1.1 SBE Mandate and Roles

In 2005, the Washington State Legislature significantly changed the role of the State Board of Education (SBE). While the Board retains some administrative duties, SBE is now mandated to play a broad leadership role in strategic oversight and policy for K-12 education in the state. RCW 28A.305.130 authorizes SBE to:

- Provide advocacy and strategic oversight of public education
- Implement a standards-based accountability system to improve student academic achievement
- Provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles
- Promote achievement of the goals of RCW 28A.150.210, as stated below:

The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:

- 1. Read with comprehension, write with skill, communicate effectively and responsibly in a variety of ways and settings*
 - 2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness*
 - 3. Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems*
 - 4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities*
- Approve private schools
 - Communicate with institutions of higher education, workforce representatives, and early learning policy makers and providers to coordinate and unify the work of the public school system

SBE HAS FIVE ROLES. With its new charge from the Legislature and the Governor, the Board's role in the state education system continues to evolve. The Board's involvement with a range of education issues defines its multi-faceted role in Washington's K-12 educational system. The Board's five roles are to provide:

- **Policy leadership:** formulating principles and guidelines to direct and guide the education system
- **System oversight:** monitoring and managing the education system by overseeing its operation and performance
- **Advocacy:** persuading for a particular issue or idea
- **Communication:** providing information to help a common understanding
- **Convening and facilitating:** bringing parties together for discussion and collaboration

1.2 Statutory Requirements and Ongoing SBE Work

STATUTORILY REQUIRED RESPONSIBILITIES. SBE has several specific statutory responsibilities related to the establishment of standards for student achievement and attendance, graduation from high school, and the accountability of schools and districts. In fulfilling these responsibilities the Board has led and participated in a number of important statutorily-related initiatives in the past four years, including:

- ***Development of a More Comprehensive Accountability Framework:*** SBE has created a framework for statewide accountability; developed a recognition program for schools using SBE's accountability index to measure school performance; and obtained state intervention authority through a Required Action process for the state's lowest achieving schools
- ***Revised High School Graduation Requirements:*** SBE developed the Core 24 Framework for High School Graduation Requirements, and continues to work towards creation of a set of graduation requirements that will best prepare today's graduates for success after high school
- ***Administrative Responsibilities:*** SBE also sets the cut scores for student proficiency and other performance levels on state assessments, approves private schools, monitors local school district compliance with the Basic Education Act, and approves waivers of the state-required 180 days of student instruction

SPECIAL LEGISLATIVE ASSIGNMENTS. In addition to the Board's statutory responsibilities, in recent years the Legislature has assigned SBE to undertake several specific tasks or responsibilities, including:

- Developing a revised definition of purpose and expectations for a high school diploma
- Adding a third credit of math for high school graduation, and defining the content of all three credits of high school math in SBE rule
- Completing a science standards and curriculum review; and a math standards and curriculum review

- Producing several policy-oriented reports, including: the End of Course (EOC) assessment report; a policy options report on Science EOC; High School Transcripts, a joint report with the Professional Educator Standards Board (PESB); and the Career and Technical Education (CTE) program completion report
- Implementing a new efficiency waiver pilot program for small school districts to change their school calendar
- Participating in building a coalition around HB 2261 and SB 6696 to address basic education funding and education reform issues

PARTICIPATION ON OTHER BOARDS AND WORK GROUPS. SBE also holds seats on the following boards and work groups: the Quality Education Council (QEC); the Data Governance Committee; the Education Research and Data Center Work Group; Building the Bridges Student Support Work Group; the Race to the Top Grant Steering and Coordinating Committees; and the Science, Technology, Engineering, and Mathematics (STEM) Work Group. In addition, SBE consults with the Achievement Gap and Oversight Committee and the Office of Superintendent of Public Instruction (OSPI) on the Science EOC for Biology.

1.3 SBE Has Many Stakeholders

DEFINING SBE'S STAKEHOLDERS. SBE is an organization with many stakeholders and constituents across the state. Stakeholders include the Legislature, the Governor, school board directors, superintendents and administrators of the state's 295 school districts, teachers, the ethnic commissions, community and business leaders, parents and students. All of the people and groups identified care about the work of SBE and have an interest in its outcome. In conducting its work, SBE is attentive and mindful of its many stakeholders and their various interests. Board members have assignments as liaisons to specific agencies and associations, to ensure that the perspectives of all stakeholders are fully understood by SBE.

COORDINATING WITH OTHER STATE AGENCIES. SBE works within a network of multiple agencies, including the Governor's Office, the Legislature and its committees, OSPI, PESB, and Higher Education Coordinating Board (HECB). The more connected and aligned the various agencies' education strategies and priorities are, the greater the benefit will be to the citizens of the state of Washington.

1.4 The Federal Context - The Obama Administration Priorities

The Obama education administration has promoted an agenda through the American Recovery and Reinvestment Act and its blueprint for action that embraces the following principles:

1. **Standards and assurances.** Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy
2. **Data systems to support instruction.** Building data systems that measure student growth and success and inform teachers and principals about how they can improve instruction
3. **Great teachers and leaders.** Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most
4. **Turning around lowest-achieving schools.** Intervening in persistently lowest-achieving schools through four federal prescribed models: turnaround, closure, restart, and transformation

The SBE participated in forming a coalition to obtain approval of Race to the Top grant funding and served on the Race to the Top Steering Committee. While the state was not successful in obtaining the grant funding in Round Two from the U.S. Department of Education, it will continue to finalize and implement the State Education Plan originally proposed in the Race to the Top.

The Board modeled its state intervention practice (Required Action) after the newly revised federal school improvement grant process. The state identifies the bottom five percent of lowest achieving schools based on three years of performance in combined math and reading student achievement scores. Several schools will be designated by the Board through their districts for required action. Schools must select one of the four federal intervention models and will be funded through federal school improvement grants.

The Board has provided input to the U.S. Department of Education and Congressional leadership on the reauthorization of No Child Left Behind/Elementary and Secondary Education Act by promoting its new state accountability index, which the Board believes is a more fair way to identify schools that are exemplary or struggling.

1.5 The Draft State Context: Development of the Washington State Education Plan

The 2010 draft State Education Plan is designed to significantly advance Washington's K-12 achievement levels. SBE has served as a catalyst to help define and create the Education Plan and move it forward. The Plan's Vision is:

All Washington students will be prepared to succeed in the 21st century world of work, learning, and global citizenship.

THE DRAFT PLAN IDENTIFIES FOUR LARGE GOALS FOR WASHINGTON:

1. Enter kindergarten prepared for success
2. Be competitive in math and science nationally and internationally
3. Attain high academic standards regardless of race, ethnicity, income, or gender; and close associated achievement gaps
4. Graduate able to succeed in college, training, and careers

Obtaining broad stakeholder input and buy-in on the Plan, advocating for its adoption by the Legislature, ensuring adequate funding for the Plan's priorities, and assessment of the state's progress in achieving its goals will be a major focus for SBE in the next several years.

1.6 The Current State of Washington's K-12 Education Performance

SBE staff has assembled data to create a picture of the state's current educational performance, to inform development of this Strategic Plan. The major conclusions from that work are that there are both:

Notable Successes	And Major Challenges
<ul style="list-style-type: none"> Washington performs above average on the National Assessment of Educational Progress (NAEP) Washington is ranked 16th in the nation for the percent of seniors (16%) who score a three or higher on an Advanced Placement exam Washington students consistently score above national averages on the ACT For the seventh consecutive year, Washington State SAT averages are the highest in the nation among states in which more than half of the eligible students took the tests More Washington college students return for a second year and complete their two- or four-year studies than in other states: Washington outperformed 37 states in 2006 	<ul style="list-style-type: none"> Our state's incoming kindergarteners are often underprepared for success in five major domains There is a significant and persistent achievement gap demonstrated by assessment results and graduation rates Funding for K-12 education has grown steadily, yet Washington is still ranked 45th in the nation on per pupil expenditures Graduation and dropout rates have not improved over the past six years Fewer Washington students go from high school directly to college than in most other states: Washington ranked 45th in the nation in 2006

2.0 VISION, MISSION, AND SUMMARY OF GOALS

Vision

The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

Mission

The mission of the State Board of Education is to lead the development of state policy, provide system oversight and advocate for student success.

Summary of Goals

GOAL 1: Advocate for an Effective, Accountable Governance Structure for Public Education in Washington

GOAL 2: Provide Policy Leadership for Closing the Academic Achievement Gap

GOAL 3: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Post-Secondary Education

GOAL 4: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science

GOAL 5: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation

3.0 GOALS AND ACTION STRATEGIES

Goal 1: Advocate for an effective, accountable governance structure for public education in Washington

A. Catalyze educational governance reform in Washington

1. Define the issues around governance
 - Create a synopsis of literature on governance reform
 - Provide systems map to demonstrate the current Washington's K-12 governance structure
 - Examine other governance models for system reorganization and reform
 - Produce three illustrative case studies that demonstrate governance dilemmas and potential solutions
2. Engage stakeholders (e.g., educators, businesses, community groups, and others) via study group in discussion of the state's educational governance system and make recommendations for a process to review governance and streamline the system, making it more effective while clarifying roles and responsibilities
3. Create a public awareness campaign around governance issues
4. Support process identified to examine and make governance recommendations

TIMELINE: 2011-14

PRODUCTS/RESULTS:

- Produce a compelling set of materials on need for change in public education governance by 2011
- Catalyze groups to make education governance recommendations by 2012 to Governor and Legislature

B. Use the State Education Plan to foster stronger relationships among education agencies

1. Collaborate with the Quality Education Council (QEC), Governor, OSPI, and PESB, and other state agencies and education stakeholders to strengthen and finalize the State Education Plan
2. Share the State Education Plan and solicit input from education stakeholders
3. Collaborate with state agencies on a work plan for the State Education Plan's implementation, delineating clear roles and responsibilities
4. Advocate to the QEC and the Legislature for a phased funding plan to support Education Plan priorities

TIMELINE: 2010-2018

PRODUCTS/RESULTS:

- Incorporate stakeholder Education feedback on the State Education Plan
- A visible, credible, and actionable State Education Plan by 2011
- Implementation schedule prepared for State Education Plan
- Adopt the State Education Plan's performance targets as SBE's own performance goals, and have a tracking system in place for reviewing its performance goals against the Plan by 2012

Goal 2: Provide Policy Leadership for Closing the Academic Achievement Gap

A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners

1. Assist in oversight of State Education Plan by monitoring the progress on performance measures as related to the achievement gap
2. Together with OSPI, implement the Required Action process for lowest achieving schools
3. Create recognition awards for schools that close the achievement gap and showcase best practices using the SBE Accountability Index
4. Work with stakeholders to assess the school improvement planning rules
5. Use student achievement data to monitor how Required Action and the Merit school process are working in closing the achievement gap, and identify improvements needed
6. Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE

TIMELINE: 2010-14

PRODUCTS/RESULTS:

- Use data to turn the spotlight on schools that are not closing the achievement gap
- Adopt Required Action (RA) rules, designate RA districts, approve RA plans, and monitor school progress in 2010-2011
- In partnership with stakeholders, develop state models for the bottom five percent of lowest achieving schools by 2012
- Create new awards for the achievement gap in the 2010 Washington Achievement Awards program
- Create district and state level data on SBE Accountability Index
- Work with stakeholders on creating performance measures on college and career readiness
- Revise school improvement plan rules
- Develop an annual dashboard summary to show student performance on college and career-readiness measures (including sub group analysis). Note: this work also pertains to SBE Goal #3
- Incorporate lessons learned from the OSPI evaluation of Merit schools and Required Action Districts in future SBE decisions

- Incorporate stakeholders' perspectives on their educational experiences in SBE decisions

B. Advocate for high quality early learning experiences for all children along the K through 3rd grade educational continuum

1. Advocate to the Legislature for state funding of all-day Kindergarten and reduced class sizes
2. Promote early prevention and intervention for K-3rd grade students at risk for academic difficulties

TIMELINE: 2010-2018

PRODUCTS/RESULTS:

- SBE will support bills that increase access to high quality early learning experiences
- Create case studies of schools that succeed in closing academic achievement gaps in grades K-3

Goal 3: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Post-Secondary Education

A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship

1. Revise the Core 24 graduation requirements framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements
2. Advocate for system funding investments, including comprehensive guidance and counseling beginning in middle school to increase the high school and beyond plan; increased instructional time; support for struggling students; and curriculum and materials
3. Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to publicize and disseminate sample policies/procedures to earn world language credit, and seek feedback on the adoption and implementation of district policies

TIMELINE: 2010-2018

PRODUCTS/RESULTS:

- Adopt new rules and related policies for the revised graduation requirements by 2011-12
- Solicit and share information about system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; curriculum and materials; and culminating project support
- Disseminate case studies of districts that have adopted world language proficiency-based credit policies and procedures through the SBE newsletter

B. Create a statewide advocacy strategy to increase post-secondary attainment

1. In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies
2. Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education

TIMELINE: 2010-2014

PRODUCTS/RESULTS:

- Develop a “road map” of state strategies for improving Washington students’ chance for participation and success in post-secondary education; document progress annually
- Develop annual dashboards summary to show student performance on college and career-readiness measures. Note: this work also pertains to SBE Goal #2
- Conduct a transcript study of course-taking patterns of students enrolled in college incentive programs

C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success

1. Advocate for resources that will support the comprehensive counseling and guidance system needed to initiate a High School and Beyond planning process in middle school
2. Convene an advisory group to study and make policy recommendations for ways to increase the number of middle school students who are prepared for high school

TIMELINE: 2011-2013

PRODUCTS/RESULTS:

- Conduct a baseline survey of current middle school practices to provide students with focused exploration of options and interests that the High School and Beyond Plan will require
- Develop middle school policy recommendations to SBE via advisory group by 2012

D. Assist in oversight of online learning programs and Washington State diploma-granting institutions

1. Examine policy issues related to the oversight of online learning for high school credits
2. Determine role of SBE in approval of online private schools, and work with OSPI to make the rule changes needed to clarify the role and develop appropriate criteria

TIMELINE: 2011-2012

PRODUCTS/RESULTS:

- Clarify state policy toward approval of online private schools and make any needed SBE rule changes in 2012
- Synthesize current policies related to oversight of online learning and high school credit, with recommendations for any needed changes prepared by 2011

Goal 4: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science

A. Provide system oversight for math and science achievement

1. Advocate for meeting the State Education Plan goals for improved math and science achievement
2. Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement
3. Monitor and report trends in Washington students' math and science performance relative to other states and countries
4. Establish performance improvement goals in science and mathematics on the state assessments

TIMELINE: 2010-2012

PRODUCTS/RESULTS:

- Produce brief(s) on effective state policy strategies for improving math and science achievement and advocate for any needed policy changes in Washington
- Create an annual "Dashboard" summary of Washington students' math and science performance relative to state performance goals and other states and countries
- Adopt performance goals and a timetable for improving achievement in math and science assessments

B. Strengthen science high school graduation requirements

1. Increase high school science graduation requirements from two to three science credits
2. Work with the HECB in requiring three science credits for four-year college admissions requirements
3. Consult with OSPI on the development of state science end-of-course assessments

TIMELINE: 2010-15

PRODUCTS/RESULTS:

- Add third credit in science rule change for Class of 2018; with alignment to the HECB by 2011
- Request funding as phase-in for new science graduation requirements by 2013-15 biennium
- Provide input in the development of science end-of-course assessments, particularly in the biology EOC assessment required by statute to be implemented statewide in the 2011-2012 school year

Goal 5: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation

A. Review state and local efforts to improve quality teaching and educational leadership for all students

1. Provide a forum for reporting on teacher and principal evaluation pilot programs
2. Support the QEC and legislative action to restore and increase Learning Improvement Days (LID) funding for five professional days

TIMELINE: 2010-18

PRODUCTS/RESULTS:

- Hold joint board meetings with the PESB to review progress and make recommendations on teacher and leader pilot and Merit school evaluations in 2011 and 2012
- Discontinue 180 day waivers by 2015 (contingent on state funding)

B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching

1. Examine issues and develop recommendations on state policies related to:
 - Effective models of teacher compensation
 - Equitable distribution of highly effective teachers, including those from diverse backgrounds
 - Effective new teacher induction systems
 - Effective evaluation systems
 - Reduction in out-of-endorsement teaching
 - Effective math and science teachers

TIMELINE: 2010-14

PRODUCTS/RESULTS:

- Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance in the 2011 and 2012 legislative sessions

SBE Staff Designated Level of Effort

SBE staff reviewed the four-year strategic plan and designated the following level of effort for each of the objectives over the next one and two years:

Goal	Objective	Level of Effort	
		9/10-9/11	9/11-9/12
GOAL 1	A. Catalyze educational governance reform in Washington	***	**
	B. Use the State Education Plan to foster stronger relationships among education agencies	**	**
GOAL 2	A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners	***	***
	B. Advocate for high quality early learning experiences for all children along the K through 3 rd grade educational continuum	*	*
GOAL 3	A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21 st Century world of work, and citizenship	***	***
	B. Create a statewide advocacy strategy to increase post-secondary attainment	**	**
	C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success	***	**
	D. Assist in oversight of online learning programs and Washington State diploma-granting institutions	**	***
GOAL 4	A. Provide system oversight for math and science achievement	***	**
	B. Strengthen science high school graduation requirements	*	*
GOAL 5	A. Review state and local efforts to improve quality teaching and educational leadership for all students	*	*
	B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching.	*	*

* = minimal amount of effort (e.g. phone call or e-mail to convene a meeting)

** = medium (part time staff analysis)

*** = substantial (almost full time one staff work)

4.0 SBE STRATEGIC PLAN ALIGNMENT

4.1 Alignment with the Washington State Education Plan

The State Education Plan's vision is that "All Washington students – regardless of race, ethnicity, income, or gender – will be prepared to succeed in the 21st century world of work, learning, and global citizenship." The Plan identifies four key goals for Washington.

SBE's four-year Strategic Plan is aligned with these four goals in the following manner:

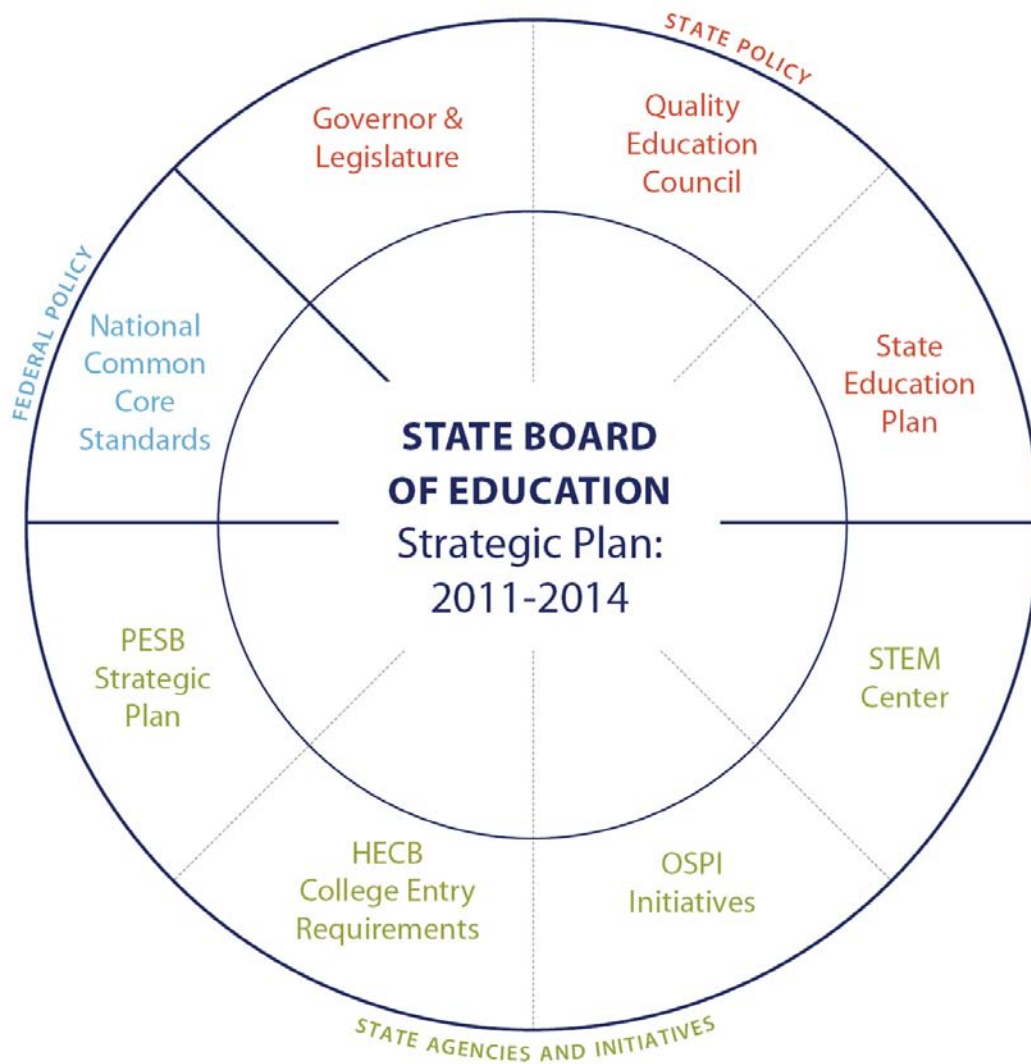
Goal Alignment and Cross-Walk

State Education Plan Goals	Alignment of SBE Strategic Plan Goals and Objectives
1. Enter kindergarten prepared for success	GOAL 2. Objective B. Advocate for high quality early learning experiences for all children along the K through 3 rd grade educational continuum
2. Be competitive in math and science nationally and internationally	GOAL 4. Objective A. Provide system oversight for math and science achievement GOAL 4. Objective B. Strengthen science high school graduation requirements.
3. Attain high academic standards regardless of race, ethnicity, income, or gender; and close associated achievement gaps	GOAL 2. Objective A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners GOAL 5. Objective A. Review state and local efforts to improve quality teaching and educational leadership for all students
4. Graduate able to succeed in college, training, and careers	GOAL 3. Objective A. Provide leadership for a quality core of state-prescribed graduation requirements that prepare students for post-secondary education, the 21 st Century world of work, and citizenship GOAL 3. Objective B. Create a statewide advocacy strategy to increase post-secondary attainment GOAL 3. Objective C. Provide policy leadership to examine the

State Education Plan Goals	Alignment of SBE Strategic Plan Goals and Objectives
	role of middle school preparation as it relates to high school success

4.2 SBE Plan Alignment with Various Components of Education System

While developing its Strategic Plan: 2011-2014, the State Board of Education considered federal and state educational policy context and multiple stakeholders:



WASHINGTON STATE BOARD OF EDUCATION STRATEGIC PLAN: 2011-2014

Strategic Roles Framework

SBE ROLES DEFINITIONS

- **Policy leadership:** formulating principles and guidelines to direct and guide the education system
- **System oversight:** monitoring the education system by overseeing its operation and performance
- **Advocacy:** persuading for a particular issue or idea
- **Communication:** providing information to help a common understanding
- **Convening and facilitating:** bringing parties together for discussion and collaboration

GOAL 1: ADVOCATE FOR AN EFFECTIVE, ACCOUNTABLE GOVERNANCE STRUCTURE FOR PUBLIC EDUCATION IN WASHINGTON

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
A. Catalyze educational governance reform in Washington					
<ul style="list-style-type: none"> Define the issues around governance 			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Engage stakeholders (e.g., educators, businesses, community groups, and others) via study group in discussion of the state's educational governance system and make recommendations for a process to review governance and streamline the system, making it more effective while clarifying roles and responsibilities 			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Support process identified to examine and make governance recommendations 	<input checked="" type="checkbox"/>				
B. Use the State Education Plan to foster stronger relationships among education agencies					
<ul style="list-style-type: none"> Collaborate with the Quality Education Council (QEC), Governor, OSPI, and PESB, and other state agencies and education stakeholders to strengthen and finalize the State Education Plan 	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Share the Education Plan and solicit input from education stakeholders 				<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> Collaborate with state agencies on a work plan for the Education Plan's implementation, delineating clear roles and responsibilities 	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Advocate to the QEC and the Legislature for a phased funding plan to support Education Plan priorities 			<input checked="" type="checkbox"/>		

GOAL 2: PROVIDE POLICY LEADERSHIP FOR CLOSING THE ACADEMIC ACHIEVEMENT GAP

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners					
• Assist in oversight of State Education Plan by monitoring the progress on performance measures as related to the achievement gap		<input checked="" type="checkbox"/>			
• Together with OSPI, implement the Required Action process for lowest achieving schools	<input checked="" type="checkbox"/>				
• Create recognition awards for schools that close the achievement gap and showcase best practices using the SBE Accountability Index	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• Work with stakeholders to assess the school improvement planning rules	<input checked="" type="checkbox"/>				
• Use student achievement data to monitor how Required Action and the Merit school process are working in closing the achievement gap, and identify improvements needed	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
• Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE					<input checked="" type="checkbox"/>
B. Advocate for high quality early learning experiences for all children along the K through 3rd grade educational continuum					
• Advocate to the Legislature for state funding of all-day kindergarten and reduced class sizes			<input checked="" type="checkbox"/>		

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
<ul style="list-style-type: none">Promote early prevention and intervention for K-3rd students at risk for academic difficulties			<input checked="" type="checkbox"/>		

GOAL 3: PROVIDE POLICY LEADERSHIP TO INCREASE WASHINGTON'S STUDENT ENROLLMENT AND SUCCESS IN SECONDARY AND POST-SECONDARY EDUCATION

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship					
<ul style="list-style-type: none"> Revise the Core 24 graduation requirements framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements 	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> Advocate for system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; curriculum and materials; and culminating project support 			<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to publicize and disseminate sample policies/procedures to earn world language credit, and seek feedback on the adoption and implementation of district policies 	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B. Create a statewide advocacy strategy to increase post-secondary attainment					
<ul style="list-style-type: none"> In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies 	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education 	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success					
<ul style="list-style-type: none"> Advocate for resources that will support the comprehensive counseling and guidance system needed to initiate a High School and Beyond planning process in middle school 			<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> Convene an advisory group to study and make policy recommendations for ways to increase the number of middle school students who are prepared for high school 					<input checked="" type="checkbox"/>
D. Assist in oversight of online learning programs and Washington State diploma-granting institutions					
<ul style="list-style-type: none"> Examine policy issues related to the oversight of online learning for high school credits 		<input checked="" type="checkbox"/>			
<ul style="list-style-type: none"> Determine role of SBE in approval of online private schools, and work with OSPI to make the rule changes needed to clarify the role and develop appropriate criteria 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			

GOAL 4: PROMOTE EFFECTIVE STRATEGIES TO MAKE WASHINGTON'S STUDENTS NATIONALLY AND INTERNATIONALLY COMPETITIVE IN MATH AND SCIENCE

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
A. Provide system oversight and advocacy for math and science achievement					
<ul style="list-style-type: none"> Advocate for meeting the State Education Plan goals for improved math and science achievement 			<input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement 				<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> Monitor and report trends in Washington students' math and science performance relative to other states and countries 				<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> Establish performance improvement goals in science and mathematics on the state assessments 	<input checked="" type="checkbox"/>				
B. Strengthen science high school graduation requirements					
<ul style="list-style-type: none"> Increase high school science graduation requirements from two to three science credits 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
<ul style="list-style-type: none"> Work with the HECB in requiring three science credits for four-year college admissions requirements 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
<ul style="list-style-type: none"> Consult with OSPI on the development of state science end-of-course assessments 				<input checked="" type="checkbox"/>	

GOAL 5: ADVOCATE FOR POLICIES TO DEVELOP THE MOST HIGHLY EFFECTIVE K-12 TEACHER AND LEADER WORKFORCE IN THE NATION

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
A. Review state and local efforts to improve quality teaching and educational leadership for all students					
<ul style="list-style-type: none"> Provide a forum for reporting on teacher and principal evaluation pilot programs 				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Support the QEC and Legislative action to restore and increase Learning Improvement Days (LID) funding for 5 professional days 			<input checked="" type="checkbox"/>		
B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching					
<ul style="list-style-type: none"> Examine issues and develop recommendations on state policies related to: <ul style="list-style-type: none"> Effective models of teacher compensation Equitable distribution of highly effective teachers, including those from diverse backgrounds Effective new teacher induction systems Effective evaluation systems Reduction in out-of-endorsement teaching Effective math and science teachers 			<input checked="" type="checkbox"/>		

Chapter 28A.305 RCW
State board of education

RCW Sections

- 28A.305.011 Board membership -- Terms -- Compensation.
- 28A.305.021 Election of board members -- Restrictions.
- 28A.305.035 Joint report to the legislature.
- 28A.305.130 Powers and duties -- Purpose.
- 28A.305.140 Waiver from provisions of RCW 28A.150.200 through 28A.150.220 authorized.
- 28A.305.141 Waiver from one hundred eighty-day school year requirement -- Criteria -- Recommendation to the legislature.
- 28A.305.190 Eligibility to take GED test.
- 28A.305.215 Essential academic learning requirements and grade level expectations -- Revised standards and curricula for mathematics and science -- Duties of the state board of education and the superintendent of public instruction -- Revised graduation requirements.
- 28A.305.219 Mathematics advisory panel -- Science advisory panel.
- 28A.305.900 Transfer of powers and duties -- State board of education.
- 28A.305.901 Transfer of powers and duties -- Academic achievement and accountability commission.
- 28A.305.902 Transfer of duties -- Review and recommendation -- 2006 c 263.

Notes:

Assistance of certificated or classified employee -- Reimbursement for substitute: RCW 28A.300.035.

Corporal punishment prohibited -- Adoption of policy: RCW 28A.150.300.

Reimbursement for substitute if employee serves state board or superintendent: RCW 28A.300.035.

Statewide student assessment system -- Redesign -- Reports to the legislature: RCW 28A.300.041.

28A.305.011

Board membership -- Terms -- Compensation.

(1) The membership of the state board of education shall be composed of sixteen members who are residents of the state of Washington:

(a) Seven shall be members representing the educational system, as follows:

(i) Five members elected by school district directors. Three of the members elected by school district directors shall be residents of western Washington and two members shall be residents of eastern Washington;

(ii) One member elected at-large by the members of the boards of directors of all private schools in the state meeting the requirements of RCW

28A.195.010; and

(iii) The superintendent of public instruction;

(b) Seven members appointed by the governor; and

(c) Two students selected in a manner determined by the state board of education.

(2) Initial appointments shall be for terms from one to four years in length, with the terms expiring on the second Monday of January of the applicable year. As the terms of the first appointees expire or vacancies on the board occur, the governor shall appoint or reappoint members of the board to complete the initial terms or to four-year terms, as appropriate.

(a) Appointees of the governor must be individuals who have demonstrated interest in public schools and are supportive of

educational improvement, have a positive record of service, and who will devote sufficient time to the responsibilities of the board.

- (b) In appointing board members, the governor shall consider the diversity of the population of the state.
- (c) All appointments to the board made by the governor are subject to confirmation by the senate.
- (d) No person may serve as a member of the board, except the superintendent of public instruction, for more than two consecutive full four-year terms.

(3) The governor may remove an appointed member of the board for neglect of duty, misconduct, malfeasance, or misfeasance in office, or for incompetent or unprofessional conduct as defined in chapter 18.130 RCW. In such a case, the governor shall file with the secretary of state a statement of the causes for and the order of removal from office, and the secretary of state shall send a certified copy of the statement of causes and order of removal to the last known post office address of the member.

(4)(a) The chair of the board shall be elected by a majority vote of the members of the board. The chair of the board shall serve a term of two years, and may be reelected to an additional term. A member of the board may not serve as chair for more than two consecutive terms.

(b) Eight voting members of the board constitute a quorum for the transaction of business.

(c) All members except the student members are voting members.

(5) Members of the board appointed by the governor who are not public employees shall be compensated in accordance with RCW 43.03.250 and shall be reimbursed for travel expenses incurred in carrying out the duties of the board in accordance with RCW 43.03.050 and 43.03.060.

[2006 c 263 § 105; 2005 c 497 § 101.]

Notes:

Findings -- Purpose -- Part headings not law -- 2006 c 263: See notes following RCW 28A.150.230.

Intent -- 2005 c 497: "The legislature intends to reconstitute the state board of education and to refocus its purpose; to abolish the academic achievement and accountability commission; to assign policy and rule-making authority for educator preparation and certification to the professional educator standards board and to clearly define its purpose; and to align the missions of the state board of education and the professional educator standards board to create a collaborative and effective governance system that can accelerate progress towards achieving the goals in RCW 28A.150.210." [2005 c 497 § 1.]

Part headings not law -- 2005 c 497: "Part headings used in this act are not any part of the law." [2005 c 497 § 408.]

Effective date -- 2005 c 497 §§ 101, 103, 105, 106, 201 through 220, 301, 401, and 403: "Sections 101, 103, 105, 106, 201 through 220, 301, 401, and 403 through 405 of this act take effect January 1, 2006." [2005 c 497 § 409.]

28A.305.021

Election of board members — Restrictions.

The election of state board of education members by school directors and private school board members shall be conducted by the office of the superintendent of public instruction for the members of the state board who begin serving on January 1, 2006, and thereafter.

(1) The superintendent shall adopt rules for the conduct of elections, which shall include, but need not be limited to: The definition of the eastern Washington and western Washington geographic regions of the state for the purpose of determining board member positions; the weighting of votes cast by the number of students in the school director's school district or board member's private school; election and dispute resolution procedures; the process for filling vacancies; and election timelines. The election timeline shall include calling for elections no later than the twenty-fifth of August, and notification of the election results no later than the fifteenth of December.

(2) State board member positions one and two shall be filled by residents of the eastern Washington region and positions three, four, and five shall be filled by residents of the western Washington region.

(3) A school director shall be eligible to vote only for a candidate for each position in the geographic region within which the school director resides.

(4) Initial terms of the individuals elected by the school directors shall be for terms of two to four years in length as follows: Two members, one from eastern Washington and one from western Washington, shall be elected to two-year terms; two members, one from eastern Washington and one from western Washington, shall be elected to four-year terms; and one member from western Washington shall be elected to a three-year term. The term of the private school member shall be two years. All terms shall expire on the second Monday of January of the applicable year.

(5) No person employed in any public or private school, college, university, or other educational institution or any educational service district superintendent's office or in the office of the superintendent of public instruction is eligible for membership on the state board of education. No member of a board of directors of a local school district or private school may continue to serve in that capacity after having been elected to the state board.

[2005 c 497 § 102.]

Notes:

Effective date -- 2005 c 497 § 102: "Section 102 of this act is necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and takes effect immediately [May 16, 2005]." [2005 c 497 § 411.]

Intent -- Part headings not law -- 2005 c 497: See notes following RCW 28A.305.011.

28A.305.035

Joint report to the legislature.

(1) By October 15th of each even-numbered year, the state board of education and the professional educator standards board shall submit a joint report to the legislative education committees, the governor, and the superintendent of public instruction. The report shall address the progress the boards have made and the obstacles they have encountered, individually and collectively, in the work of achieving the goals in RCW

28A.150.210.

(2) The state board of education shall include the chairs and ranking minority members of the legislative education committees in board communications so that the legislature can be kept apprised of the discussions and proposed actions of the board.

[2006 c 263 § 103; 2005 c 497 § 103.]

Notes:

Findings -- Purpose -- Part headings not law -- 2006 c 263: See notes following RCW 28A.150.230.

Intent -- Part headings not law -- Effective date -- 2005 c 497: See notes following RCW 28A.305.011.

28A.305.130

Powers and duties -- Purpose.

*** CHANGE IN 2011 *** (SEE

2115-S.SL) ***

The purpose of the state board of education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the goals of RCW 28A.150.210. In addition to any other powers and duties as provided by law, the state board of education shall:

(1) Hold regularly scheduled meetings at such time and place within the state as the board shall determine and may hold

such special meetings as may be deemed necessary for the transaction of public business;

(2) Form committees as necessary to effectively and efficiently conduct the work of the board;

(3) Seek advice from the public and interested parties regarding the work of the board;

(4) For purposes of statewide accountability:

(a) Adopt and revise performance improvement goals in reading, writing, science, and mathematics, by subject and grade level, once assessments in these subjects are required statewide; academic and technical skills, as appropriate, in secondary career and technical education programs; and student attendance, as the board deems appropriate to improve student learning. The goals shall be consistent with student privacy protection provisions of RCW 28A.655.090(7) and shall not conflict with requirements contained in Title I of the federal elementary and secondary education act of 1965, or the requirements of the Carl D. Perkins vocational education act of 1998, each as amended. The goals may be established for all students, economically disadvantaged students, limited English proficient students, students with disabilities, and students from disproportionately academically underachieving racial and ethnic backgrounds. The board may establish school and school district goals addressing high school graduation rates and dropout reduction goals for students in grades seven through twelve. The board shall adopt the goals by rule. However, before each goal is implemented, the board shall present the goal to the education committees of the house of representatives and the senate for the committees' review and comment in a time frame that will permit the legislature to take statutory action on the goal if such action is deemed warranted by the legislature;

(b) Identify the scores students must achieve in order to meet the standard on the Washington assessment of student learning and, for high school students, to obtain a certificate of academic achievement. The board shall also determine student scores that identify levels of student performance below and beyond the standard. The board shall consider the incorporation of the standard error of measurement into the decision regarding the award of the certificates. The board shall set such performance standards and levels in consultation with the superintendent of public instruction and after consideration of any recommendations that may be developed by any advisory committees that may be established for this purpose. The initial performance standards and any changes recommended by the board in the performance standards for the tenth grade assessment shall be presented to the education committees of the house of representatives and the senate by November 30th of the school year in which the changes will take place to permit the legislature to take statutory action before the changes are implemented if such action is deemed warranted by the legislature. The legislature shall be advised of the initial performance standards and any changes made to the elementary level performance standards and the middle school level performance standards;

(c) Annually review the assessment reporting system to ensure fairness, accuracy, timeliness, and equity of opportunity, especially with regard to schools with special circumstances and unique populations of students, and a recommendation to the superintendent of public instruction of any improvements needed to the system; and

(d) Include in the biennial report required under RCW 28A.305.035, information on the progress that has been made in achieving goals adopted by the board;

(5) Accredite, subject to such accreditation standards and procedures as may be established by the state board of education, all private schools that apply for accreditation, and approve, subject to the provisions of RCW 28A.195.010, private schools carrying out a program for any or all of the grades kindergarten through twelve: PROVIDED, That no private school may be approved that operates a kindergarten program only: PROVIDED FURTHER, That no private schools shall be placed upon the list of accredited schools so long as secret societies are knowingly allowed to exist among its students by school officials;

(6) Articulate with the institutions of higher education, workforce representatives, and early learning policymakers and providers to coordinate and unify the work of the public school system;

(7) Hire an executive director and an administrative assistant to reside in the office of the superintendent of public instruction for administrative purposes. Any other personnel of the board shall be appointed as provided by RCW 28A.300.020. The board may delegate to the executive director by resolution such duties as deemed necessary to efficiently carry on the business of the board including, but not limited to, the authority to employ necessary personnel and the authority to enter into, amend, and terminate contracts on behalf of the board. The executive director, administrative assistant, and all but one of the other personnel of the board are exempt from civil service, together with other staff as now or hereafter designated as exempt in accordance with chapter 41.06 RCW; and

(8) Adopt a seal that shall be kept in the office of the superintendent of public instruction.

[2009 c 548 § 502; 2008 c 27 § 1; 2006 c 263 § 102; 2005 c 497 § 104; 2002 c 205 § 3; 1997 c 13 § 5; 1996 c 83 § 1; 1995 c 369 § 9; 1991 c 116 § 11; 1990 c 33 § 266. Prior: 1987 c 464 § 1; 1987 c 39 § 1; prior: 1986 c 266 § 86; 1986 c 149 § 3; 1984 c 40 § 2; 1979 ex.s. c 173 § 1; 1975-76 2nd ex.s. c 92 § 1; 1975 1st ex.s. c 275 § 50; 1974 ex.s. c 92 § 1; 1971 ex.s. c 215 § 1; 1971 c 48 § 2; 1969 ex.s. c 223 § 28A.04.120; prior: 1963 c 32 § 1; 1961 c 47 § 1; prior: (i) 1933 c 80 § 1; 1915 c 161 § 1; 1909 c 97 p 236 § 5; 1907 c 240 § 3; 1903 c 104 § 12; 1897 c 118 § 27; 1895 c 150 § 1; 1890 p 352 § 8; Code 1881 § 3165; RRS § 4529. (ii) 1919 c 89 § 3; RRS § 4684. (iii) 1909 c 97 p 238 § 6; 1897 c 118 § 29; RRS § 4530. Formerly RCW 28A.04.120, 28.04.120, 28.58.280, 28.58.281, 28.58.282, 43.63.140.]

Notes:

Intent -- Finding -- 2009 c 548: "(1)(a) The legislature intends to develop a system in which the state and school districts share accountability for achieving state educational standards and supporting continuous school improvement. The legislature recognizes that comprehensive education finance reform and the increased investment of public resources necessary to implement that reform must be accompanied by a new mechanism for clearly defining the relationships and expectations for the state, school districts, and schools. It is the legislature's intent that this be accomplished through the development of a proactive, collaborative accountability system that focuses on a school improvement system that engages and serves the local school board, parents, students, staff in the schools and districts, and the community. The improvement system shall be based on progressive levels of support, with a goal of continuous improvement in student achievement and alignment with the federal system of accountability.

(b) The legislature further recognizes that it is the state's responsibility to provide schools and districts with the tools and resources necessary to improve student achievement. These tools include the necessary accounting and data reporting systems, assessment systems to monitor student achievement, and a system of general support, targeted assistance, recognition, and, if necessary, state intervention.

(2) The legislature has already charged the state board of education to develop criteria to identify schools and districts that are successful, in need of assistance, and those where students persistently fail, as well as to identify a range of intervention strategies and a performance incentive system. The legislature finds that the state board of education should build on the work that the board has already begun in these areas. As development of these formulas, processes, and systems progresses, the legislature should monitor the progress." [2009 c 548 § 501.]

Intent -- 2009 c 548: See note following RCW 28A.150.198.

Finding -- 2009 c 548: See note following RCW 28A.410.270.

Findings -- Purpose -- Part headings not law -- 2006 c 263: See notes following RCW 28A.150.230.

Effective date -- 2005 c 497 §§ 104, 302, 402, and 406 through 408: "Sections 104, 302, 402, and 406 through 408 of this act are necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and take effect July 1, 2005." [2005 c 497 § 410.]

Intent -- Part headings not law -- 2005 c 497: See notes following RCW 28A.305.011.

Findings -- Severability -- Effective dates -- 2002 c 205 §§ 2, 3, and 4: See notes following RCW 28A.320.125.

Effective date -- 1995 c 369: See note following RCW 43.43.930.

Severability -- 1986 c 266: See note following RCW 38.52.005.

Severability -- 1984 c 40: See note following RCW 28A.195.050.

Severability -- 1975-'76 2nd ex.s. c 92: "If any provision of this 1976 amendatory act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected." [1975-'76 2nd ex.s. c 92 § 6.]

Child abuse and neglect -- Development of primary prevention program: RCW 28A.300.160.

Districts to develop programs and establish programs regarding child abuse and neglect prevention: RCW 28A.225.200.

Professional certification not required of superintendents or deputy or assistant superintendents: RCW 28A.410.120.

Use of force on children -- Policy -- Actions presumed unreasonable: RCW 9A.16.100.

28A.305.140

Waiver from provisions of RCW 28A.150.200 through 28A.150.220 authorized.

***** CHANGE IN 2011 *** (SEE**

1546-S2.SL) ***

The state board of education may grant waivers to school districts from the provisions of RCW 28A.150.200 through 28A.150.220 on the basis that such waiver or waivers are necessary to implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program.

The state board shall adopt criteria to evaluate the need for the waiver or waivers.

[1990 c 33 § 267; (1992 c 141 § 302 expired September 1, 2000); 1985 c 349 § 6. Formerly RCW 28A.04.127.]

Notes:

Contingent expiration date -- 1992 c 141 § 302: "Section 302, chapter 141, Laws of 1992 shall expire September 1, 2000, unless by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1994 c 245 § 11; 1992 c 141 § 508.] That law was not enacted by September 1, 2000.

Severability -- 1985 c 349: See note following RCW 28A.150.260.

28A.305.141

Waiver from one hundred eighty-day school year requirement — Criteria — Recommendation to the legislature. (Expires August 31, 2014.)

(1) In addition to waivers authorized under RCW

28A.305.140 and 28A.655.180, the state board of education may grant waivers from the requirement for a one hundred eighty-day school year under RCW 28A.150.220 and *28A.150.250 to school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency as provided in this section. The requirement under RCW 28A.150.220 that school districts offer an annual average instructional hour offering of at least one thousand hours shall not be waived.

(2) A school district seeking a waiver under this section must submit an application that includes:

(a) A proposed calendar for the school day and school year that demonstrates how the instructional hour requirement will be maintained;

(b) An explanation and estimate of the economies and efficiencies to be gained from compressing the instructional hours into fewer than one hundred eighty days;

(c) An explanation of how monetary savings from the proposal will be redirected to support student learning;

(d) A summary of comments received at one or more public hearings on the proposal and how concerns will be addressed;

(e) An explanation of the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program to operate an economically independent program;

(f) An explanation of the impact on the ability to recruit and retain employees in education support positions;

(g) An explanation of the impact on students whose parents work during the missed school day; and

(h) Other information that the state board of education may request to assure that the proposed flexible calendar will not adversely affect student learning.

(3) The state board of education shall adopt criteria to evaluate waiver requests. No more than five districts may be granted waivers. Waivers may be granted for up to three years. After each school year, the state board of education shall analyze empirical evidence to determine whether the reduction is affecting student learning. If the state board of education determines

that student learning is adversely affected, the school district shall discontinue the flexible calendar as soon as possible but not later than the beginning of the next school year after the determination has been made. All waivers expire August 31, 2014.

(a) Two of the five waivers granted under this subsection shall be granted to school districts with student populations of less than one hundred fifty students.

(b) Three of the five waivers granted under this subsection shall be granted to school districts with student populations of between one hundred fifty-one and five hundred students.

(4) The state board of education shall examine the waivers granted under this section and make a recommendation to the education committees of the legislature by December 15, 2013, regarding whether the waiver program should be continued, modified, or allowed to terminate. This recommendation should focus on whether the program resulted in improved student learning as demonstrated by empirical evidence. Such evidence includes, but is not limited to: Improved scores on the Washington assessment of student learning, results of the dynamic indicators of basic early literacy skills, student grades, and attendance.

(5) This section expires August 31, 2014.

[2009 c 543 § 2.]

Notes:

***Reviser's note:** The reference to a one hundred eighty-day school year in RCW 28A.150.250 was deleted by 2009 c 548 § 105.

Finding -- 2009 c 543: "The legislature continues to support school districts seeking innovations to further the educational experiences of students and staff while also realizing increased efficiencies in day-to-day operations. School districts have suggested that efficiencies in heating, lighting, or maintenance expenses could be possible if districts were given the ability to create a more flexible calendar. Furthermore, the legislature finds that a flexible calendar could be beneficial to student learning by allowing for the use of the unscheduled days for professional development activities, planning, tutoring, special programs, parent conferences, and athletic events. A flexible calendar also has the potential to ease the burden of long commutes on students in rural areas and to lower absenteeism.

School districts in several western states have operated on a four-day school week and report increased efficiencies, family support, and reduced absenteeism, with no negative impact on student learning. Small rural school districts in particular could benefit due to their high per-pupil costs for transportation and utilities. Therefore, the legislature intends to provide increased flexibility to a limited number of school districts to explore the potential value of operating on a flexible calendar, so long as adequate safeguards are put in place to prevent any negative impact on student learning." [2009 c 543 § 1.]

28A.305.190

Eligibility to take GED test.

The state board of education shall adopt rules governing the eligibility of a child sixteen years of age and under nineteen years of age to take the GED test if the child provides a substantial and warranted reason for leaving the regular high school education program, if the child was home-schooled, or if the child is an eligible student enrolled in a dropout reengagement program under RCW

28A.175.100 through 28A.175.110.

[2010 c 20 § 6; 1993 c 218 § 1; 1991 c 116 § 5; 1973 c 51 § 2. Formerly RCW 28A.04.135.]

Notes:

Intent -- 2010 c 20: See note following RCW 28A.175.100.

Severability -- 1973 c 51: See note following RCW 28A.225.010.

Waiver of fees or residency requirements at community colleges for students completing a high school education: RCW 28B.15.520.

28A.305.215

Essential academic learning requirements and grade level expectations — Revised standards and curricula for mathematics and science — Duties of the state board of education and the superintendent of public instruction — Revised graduation requirements.

(1) The activities in this section revise and strengthen the state learning standards that implement the *goals of RCW

28A.150.210, known as the essential academic learning requirements, and improve alignment of school district curriculum to the standards.

(2) The state board of education shall be assisted in its work under subsections (3), (4), and (5) of this section by: (a) An expert national consultant in each of mathematics and science retained by the state board; and (b) the mathematics and science advisory panels created under RCW 28A.305.219, as appropriate, which shall provide review and formal comment on proposed recommendations to the superintendent of public instruction and the state board of education on new revised standards and curricula.

(3) By September 30, 2007, the state board of education shall recommend to the superintendent of public instruction revised essential academic learning requirements and grade level expectations in mathematics. The recommendations shall be based on:

(a) Considerations of clarity, rigor, content, depth, coherence from grade to grade, specificity, accessibility, and measurability;

(b) Study of:

(i) Standards used in countries whose students demonstrate high performance on the trends in international mathematics and science study and the programme for international student assessment;

(ii) College readiness standards;

(iii) The national council of teachers of mathematics focal points and the national assessment of educational progress content frameworks; and

(iv) Standards used by three to five other states, including California, and the nation of Singapore; and

(c) Consideration of information presented during public comment periods.

(4)(a) By February 29, 2008, the superintendent of public instruction shall revise the essential academic learning requirements and the grade level expectations for mathematics and present the revised standards to the state board of education and the education committees of the senate and the house of representatives as required by RCW 28A.655.070(4).

(b) The state board of education shall direct an expert national consultant in mathematics to:

(i) Analyze the February 2008 version of the revised standards, including a comparison to exemplar standards previously reviewed under this section;

(ii) Recommend specific language and content changes needed to finalize the revised standards; and

(iii) Present findings and recommendations in a draft report to the state board of education.

(c) By May 15, 2008, the state board of education shall review the consultant's draft report, consult the mathematics advisory panel, hold a public hearing to receive comment, and direct any subsequent modifications to the consultant's report. After the modifications are made, the state board of education shall forward the final report and recommendations to the superintendent of public instruction for implementation.

(d) By July 1, 2008, the superintendent of public instruction shall revise the mathematics standards to conform precisely to and incorporate each of the recommendations of the state board of education under (c) of this subsection and submit the revisions to the state board of education.

(e) By July 31, 2008, the state board of education shall either approve adoption by the superintendent of public instruction of the final revised standards as the essential academic learning requirements and grade level expectations for mathematics, or develop a plan for ensuring that the recommendations under (c) of this subsection are implemented so that final revised mathematics standards can be adopted by September 25, 2008.

(5) By June 30, 2008, the state board of education shall recommend to the superintendent of public instruction revised essential academic learning requirements and grade level expectations in science. The recommendations shall be based on:

(a) Considerations of clarity, rigor, content, depth, coherence from grade to grade, specificity, accessibility, and measurability;

(b) Study of standards used by three to five other states and in countries whose students demonstrate high performance on the trends in international mathematics and science study and the programme for international student assessment; and

(c) Consideration of information presented during public comment periods.

(6) By December 1, 2008, the superintendent of public instruction shall revise the essential academic learning requirements and the grade level expectations for science and present the revised standards to the state board of education and the education committees of the senate and the house of representatives as required by RCW 28A.655.070(4). The superintendent shall adopt the revised essential academic learning requirements and grade level expectations unless otherwise directed by the legislature during the 2009 legislative session.

(7)(a) Within six months after the standards under subsection (4) of this section are adopted, the superintendent of public instruction shall present to the state board of education recommendations for no more than three basic mathematics curricula each for elementary, middle, and high school grade spans.

(b) Within two months after the presentation of the recommended curricula, the state board of education shall provide official comment and recommendations to the superintendent of public instruction regarding the recommended mathematics curricula. The superintendent of public instruction shall make any changes based on the comment and recommendations from the state board of education and adopt the recommended curricula.

(c) By June 30, 2009, the superintendent of public instruction shall present to the state board of education recommendations for no more than three basic science curricula each for elementary and middle school grade spans and not more than three recommendations for each of the major high school courses within the following science domains: Earth and space science, physical science, and life science.

(d) Within two months after the presentation of the recommended curricula, the state board of education shall provide official comment and recommendations to the superintendent of public instruction regarding the recommended science curricula. The superintendent of public instruction shall make any changes based on the comment and recommendations from the state board of education and adopt the recommended curricula.

(e) In selecting the recommended curricula under this subsection (7), the superintendent of public instruction shall provide information to the mathematics and science advisory panels created under RCW 28A.305.219, as appropriate, and seek the advice of the appropriate panel regarding the curricula that shall be included in the recommendations.

(f) The recommended curricula under this subsection (7) shall align with the revised essential academic learning requirements and grade level expectations. In addition to the recommended basic curricula, appropriate diagnostic and supplemental materials shall be identified as necessary to support each curricula.

(g) Subject to funds appropriated for this purpose and availability of the curricula, at least one of the curricula in each grade span and in each of mathematics and science shall be available to schools and parents online at no cost to the school or parent.

(8) By December 1, 2007, the state board of education shall revise the high school graduation requirements under RCW 28A.230.090 to include a minimum of three credits of mathematics, one of which may be a career and technical course equivalent in mathematics, and prescribe the mathematics content in the three required credits.

(9) Nothing in this section requires a school district to use one of the recommended curricula under subsection (7) of this section. However, the statewide accountability plan adopted by the state board of education under RCW 28A.305.130 shall recommend conditions under which school districts should be required to use one of the recommended curricula. The plan shall also describe the conditions for exception to the curriculum requirement, such as the use of integrated academic and career and technical education curriculum. Required use of the recommended curricula as an intervention strategy must be authorized by the legislature as required by **RCW 28A.305.130(4)(e) before implementation.

(10) The superintendent of public instruction shall conduct a comprehensive survey of the mathematics curricula being used by school districts at all grade levels and the textbook and curriculum purchasing cycle of the districts and report the results of the survey to the education committees of the legislature by November 15, 2008.

[2009 c 310 § 5. Prior: 2008 c 274 § 2; 2008 c 172 § 2; 2007 c 396 § 1.]

Notes:

Reviser's note: *(1) Reference to "goals" was deleted by 2009 c 548 § 101.

******(2) RCW 28A.305.130 was amended by 2009 c 548 § 502, deleting subsection (4)(e).

Effective date -- 2009 c 310 § 5: "Section 5 of this act is necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and takes effect immediately [April 30, 2009]." [2009 c 310 § 6.]

Intent -- 2008 c 172: "The legislature intends that the revised mathematics standards by the office of the superintendent of public instruction will set higher expectations for Washington's students by fortifying content and increasing rigor; provide greater clarity, specificity, and measurability about what is expected of students in each grade; supply more explicit guidance to educators about what to teach and when; enhance the relevance of mathematics to students' lives; and ultimately result in more Washington students having the opportunity to be successful in mathematics. Additionally, the revised mathematics standards should restructure the standards to make clear the importance of all aspects of mathematics: Mathematics content including the standard algorithms, conceptual understanding of the content, and the application of mathematical processes within the content." [2008 c 172 § 1.]

Effective date -- 2008 c 172: "This act is necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and takes effect immediately [March 26, 2008]." [2008 c 172 § 3.]

Effective date -- 2007 c 396 §§ 1 and 2: "Sections 1 and 2 of this act are necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and take effect immediately [May 9, 2007]." [2007 c 396 § 22.]

Captions not law -- 2007 c 396: "Captions used in this act are not any part of the law." [2007 c 396 § 19.]

Finding -- Intent -- 2007 c 396: See note following RCW 28A.300.515.

28A.305.219

Mathematics advisory panel — Science advisory panel. (Expires June 30, 2012.)

(1) The state board of education shall appoint a mathematics advisory panel and a science advisory panel to advise the board regarding essential academic learning requirements, grade level expectations, and recommended curricula in mathematics and science and to monitor implementation of these activities. In conducting their work, the panels shall provide objective reviews of materials and information provided by any expert national consultants retained by the board and shall provide a public and transparent forum for consideration of mathematics and science learning standards and curricula.

(2) Each panel shall include no more than sixteen members with representation from individuals from academia in mathematics and science-related fields, individuals from business and industry in mathematics and science-related fields, mathematics and science educators, parents, and other individuals who could contribute to the work of the panel based on their experiences.

(3) Each member of each panel shall be compensated in accordance with RCW

43.03.220 and reimbursed for travel expenses in accordance with RCW 43.03.050 and 43.03.060. School districts shall be reimbursed for the cost of substitutes for the mathematics and science educators on the panels as required under RCW 28A.300.035. Members of the panels who are employed by a public institution of higher education shall be provided sufficient time away from their regular duties, without loss of benefits or privileges, to fulfill the responsibilities of being a panel member.

(4) Panel members shall not have conflicts of interest with regard to association with any publisher, distributor, or provider of curriculum, assessment, or test materials and services purchased by or contracted through the office of the superintendent of public instruction, educational service districts, or school districts.

(5) This section expires June 30, 2012.

[2007 c 396 § 2.]

Notes:

Effective date -- 2007 c 396 §§ 1 and 2: See note following RCW 28A.305.215.

Captions not law -- 2007 c 396: See note following RCW 28A.305.215.

Finding -- Intent -- 2007 c 396: See note following RCW 28A.300.515.

28A.305.900

Transfer of powers and duties — State board of education.

(1) The state board of education as constituted prior to January 1, 2006, is hereby abolished and its powers, duties, and functions are hereby transferred to the state board of education as specified in chapter 497, Laws of 2005. All references to the director or the state board of education as constituted prior to January 1, 2006, in the Revised Code of Washington shall be construed to mean the director or the state board of education as specified in chapter 497, Laws of 2005.

(2)(a) All reports, documents, surveys, books, records, files, papers, or written material in the possession of the state board of education as constituted prior to January 1, 2006, shall be delivered to the custody of the state board of education as specified in chapter 497, Laws of 2005. All cabinets, furniture, office equipment, motor vehicles, and other tangible property employed by the state board of education as constituted prior to January 1, 2006, shall be made available to the state board of education as specified in chapter 497, Laws of 2005. All funds, credits, or other assets held by the state board of education as constituted prior to January 1, 2006, shall be assigned to the state board of education as specified in chapter 497, Laws of 2005.

(b) Any appropriations made to the state board of education as constituted prior to January 1, 2006, shall, on January 1, 2006, be transferred and credited to the state board of education as specified in chapter 497, Laws of 2005.

(c) If any question arises as to the transfer of any personnel, funds, books, documents, records, papers, files, equipment, or other tangible property used or held in the exercise of the powers and the performance of the duties and functions transferred, the director of financial management shall make a determination as to the proper allocation and certify the same to the state agencies concerned.

(3) All employees of the state board of education as constituted prior to January 1, 2006, are transferred to the jurisdiction of the state board of education as specified in chapter 497, Laws of 2005. All employees classified under chapter

41.06 RCW, the state civil service law, are assigned to the state board of education as specified in chapter 497, Laws of 2005 to perform their usual duties upon the same terms as formerly, without any loss of rights, subject to any action that may be appropriate thereafter in accordance with the laws and rules governing state civil service.

(4) All rules and all pending business before the state board of education as constituted prior to January 1, 2006, shall be continued and acted upon by the state board of education as specified in chapter 497, Laws of 2005. All existing contracts and obligations shall remain in full force and shall be performed by the state board of education as specified in chapter 497, Laws of 2005.

(5) The transfer of the powers, duties, functions, and personnel of the state board of education as constituted prior to January 1, 2006, shall not affect the validity of any act performed before January 1, 2006.

(6) If apportionments of budgeted funds are required because of the transfers directed by this section, the director of financial management shall certify the apportionments to the agencies affected, the state auditor, and the state treasurer. Each of these shall make the appropriate transfer and adjustments in funds and appropriation accounts and equipment records in accordance with the certification.

(7) Nothing contained in this section may be construed to alter any existing collective bargaining unit or the provisions of any existing collective bargaining agreement until the agreement has expired or until the bargaining unit has been modified by action of the personnel resources board as provided by law.

[2005 c 497 § 301.]

Notes:

Intent -- Part headings not law -- Effective date -- 2005 c 497: See notes following RCW 28A.305.011.

28A.305.901

Transfer of powers and duties — Academic achievement and accountability commission.

(1) The academic achievement and accountability commission is hereby abolished and its powers, duties, and functions are hereby transferred to the state board of education. All references to the director or the academic achievement and accountability commission in the Revised Code of Washington shall be construed to mean the director or the state board of education.

(2)(a) All reports, documents, surveys, books, records, files, papers, or written material in the possession of the academic achievement and accountability commission shall be delivered to the custody of the state board of education. All cabinets, furniture, office equipment, motor vehicles, and other tangible property employed by the academic achievement and accountability commission shall be made available to the state board of education. All funds, credits, or other assets held by the academic achievement and accountability commission shall be assigned to the state board of education.

(b) Any appropriations made to the academic achievement and accountability commission shall, on July 1, 2005, be transferred and credited to the state board of education.

(c) If any question arises as to the transfer of any funds, books, documents, records, papers, files, equipment, or other tangible property used or held in the exercise of the powers and the performance of the duties and functions transferred, the director of financial management shall make a determination as to the proper allocation and certify the same to the state agencies concerned.

(3) All rules and all pending business before the academic achievement and accountability commission shall be continued and acted upon by the state board of education. All existing contracts and obligations shall remain in full force and shall be performed by the state board of education.

(4) The transfer of the powers, duties, and functions of the academic achievement and accountability commission shall not affect the validity of any act performed before July 1, 2005.

(5) If apportionments of budgeted funds are required because of the transfers directed by this section, the director of financial management shall certify the apportionments to the agencies affected, the state auditor, and the state treasurer. Each of these shall make the appropriate transfer and adjustments in funds and appropriation accounts and equipment records in accordance with the certification.

(6) Nothing contained in this section may be construed to alter any existing collective bargaining unit or the provisions of any existing collective bargaining agreement until the agreement has expired or until the bargaining unit has been modified by action of the personnel resources board as provided by law.

[2005 c 497 § 302.]

Notes:

Effective date -- 2005 c 497 §§ 104, 302, 402, and 406-408: See note following RCW 28A.305.130.

28A.305.902

Transfer of duties — Review and recommendation — 2006 c 263.

The legislature encourages the members of the new state board of education to review the transfer of duties from the state board to other entities made in chapter 263, Laws of 2006 and if any of the duties that were transferred away from the state board are necessary for the board to accomplish the purpose set out in chapter 263, Laws of 2006 then the state board shall come back to the legislature to request those necessary duties to be returned to the state board of education. The state board of education is encouraged to make such a request by January 15, 2007.

[2006 c 263 § 101.]

Notes:

Findings -- Purpose -- Part headings not law -- 2006 c 263: See notes following RCW 28A.150.230.

Themes from 12 Board Interviews
SBE Retreat 2011

Desired Outcomes: Strong minority view that we should re-think desired outcomes

- Some members changed individual desired outcomes but said, overall, they fit
- Some asked if we were even talking about the right thing (Why are we talking about governance? What is the purpose? Can we have an impact? Is it the right lever to improve student achievement?)

Strategic Oversight: General agreement that we are not exercising strategic oversight effectively—differences in underlying thinking about why

- Confusion over scope (K-12? Not everyone agrees)
- Have it theoretically but not in reality (fractured accountability/authority/leg as "super school board")
- Seen by Field as place to go for waivers, no more
- Limited by topic: graduation requirements, waivers, accountability system

Reasons for Change in Governance: Strong Agreement that Change is needed and about why it is needed

- Responsibility v. authority problems across system
- Unclear roles and responsibilities
- Operating in silos
- No strategic vision for the educational system because no guiding group

Roadblocks at Retreat: General Agreement that there are no great impediments to our talking to one another with reservations

- Relationships are good—can give our honest opinions
- Can get sidetracked with individual areas of concern
- Some individual lack of respect (towards the field, towards the SBE) that telegraphs through and could get in the way
- Concern over missing Board members and status of ED position
 - We're going to have to get the support and thinking of these people to move ahead

The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Old Capitol Building, Room 253
P.O. Box 47206
600 Washington St. SE
Olympia, Washington 98504

March 11, 2011

The Honorable Christine Gregoire
Office of the Governor
PO Box 40002
Olympia, Washington 98504-0002

Dear Governor Gregoire:

We applaud you and the Legislature for tackling the difficult issue of education governance.

The Washington State Board of Education (SBE) has spent the last two months working on this issue as well. SBE, founded in 1877 and reconstituted in 2005 to provide K-12 system oversight, believes effective and streamlined education governance will support our schools' daily efforts to improve student achievement. We understand that a restructuring of our current system may lead to SBE's elimination, which we would support if the result is more effective governance.

In the March 9-10, 2011 SBE meeting, Board members reviewed the SBE staff's extensive report on governance best practices (available on our website). The Board supports a thoughtful and deliberate review of our current education governance structure. Thus we would support SHB 1849, with concerns.

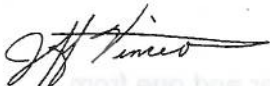
The attached document highlights the rationale for this decision and provides suggestions for revisions to SHB 1849.

We know that a more efficient and results oriented education governance system can make a difference for Washington's students. We also firmly believe that our reform steps must be made carefully and with the students' best interest in mind. We must have a roadmap for progress, and the good news is that there are pockets of success across the nation that can provide direction as we move forward. A prudent and careful review of key components of successful education governance, found in other states and nations, is essential to ensure Washington is truly incorporating best practices in a reformed education governance system.

We look forward to working with you on this important issue, and we sincerely appreciate your taking the time to consider our proposal.

We would be happy to answer any questions or concerns you may have.

Sincerely,



Jeff Vincent
Chair

Attached: Education Governance Recommendations

Education Governance Recommendations

The Washington State Board of Education (SBE) applauds the Governor and Legislature for tackling the difficult issue of education governance. SBE, founded in 1877 and reconstituted in 2005 to provide K-12 system oversight, believes effective and streamlined education governance will support our schools' daily efforts to improve student achievement. We understand that a restructuring of our current system may lead to SBE's elimination, which we would support if the result is more effective governance. Reforming our current education governance structure must be thoughtful and deliberate. For this reason, we support SHB 1849 with concerns.

Improving student achievement must be the driving force behind the education governance review process. Our present system of governance can be improved, and we know that a thorough review of current best governance practices can result in a system better equipped to deliver higher performance of student achievement from early learning to postsecondary attainment.

Effective Education Governance - Key Components

Effective education governance must be:

- *Result and Student-Focused:* Supports and fosters continuous student improvement and achievement, ensuring an excellent and equitable education for all students.
- *Efficient:* Change happens in a timely manner.
- *Functional:* Cost-effective, with high-quality leadership and staff that withstands political transitions.
- *Accountable:* One person or organization oversees and is responsible for student achievement. Measures of success are clearly tracked.
- *Client-Focused:* Provides easy access to information and guidance for schools, parents, stakeholders, and the public at large.
- *Innovative:* Provides incentives for local school innovation.
- *Supported:* Supplied with sufficient organization resources to carry out the task of improving student achievement.

Recommendations

We suggest beginning the work with a review of effective governance¹ in a P-13 system; one that delivers a quality education system to our P-13 students and strengthens transition points for students as they progress from early learning to K-12 and beyond.

We further recommend:

1. The appointment of an education governance commission comprised of members who:
 - a. Are not currently employed in government or employed in the P-13 system.
 - b. Are diverse, student-focused, with the skills and knowledge necessary to examine the governance issues.
2. An education governance commission membership structure with:
 - a. Nine members
 - i. Two appointed by the Senate (one from the Majority Leader and one from the Minority Leader).

¹ SBE has provided a preliminary report, available in the March Board meeting packet, at www.sbe.wa.gov under "meeting materials." An exhibit of the complexity of our current governance structure is attached to this document.

- ii. Two appointed by the House (one from the Speaker and one from the Minority Leader).
- iii. One appointed by the Superintendent of Public Instruction (SPI).
- iv. One by the Secretary of Department of Early Learning.
- v. Three appointed by the Governor.
- b. All appointments will be finalized no later than June 1, 2011.
- c. 2.5 staff, independent of the current P-13 entities, to support the commission.
- 3. Education governance commission duties
 - a. Review best practices in education governance.
 - b. Engage education stakeholders, school administration and staff, stakeholders, and the community through the development of its final report.
 - c. Provide critique on the effectiveness of Washington's current education structure.
 - d. Develop suggestions for improving Washington's current education governance systems, adding timeline and implementation schedules as necessary.
- e. The education governance commission will make its initial recommendations to the Legislature and Governor by January 1, 2012. Final recommendations would be made by June 1, 2012.

1. Two appointed by the Speaker and one from the public (lay).
 2. One appointed by the Superintendent of Public Instruction (SPI).
 3. One by the Secretary of Department of Early Learning.
 4. One appointed by the Governor.
 5. All appointments will be finalized no later than June 1, 2017.
 6. 2-5 staff independent of the current P-12 entities, to support the commission.
3. Education governance commission shall:
- a. Review best practices in education governance.
 - b. Engage education stakeholders, school administration and staff, stakeholders, and the community through the development of its final report.
 - c. Review current on the effectiveness of Washington's current education structure.
 - d. Develop suggestions for improving Washington's current education governance system, adding timeline and implementation schedules as necessary.
4. The education governance commission will make its initial recommendations to the Legislature and Governor by January 1, 2017. Final recommendations would be made by June 1, 2017.

Outreach Sessions Overview

From June 7 to June 21, SBE staff met with 11 different representatives, senators, and stakeholders to get their perspectives on education governance. Interviewees also shared their opinions of SBE and offered suggestions on what SBE can do to best tackle the problems that exist in our K-12 system.

The interviews took place in locales from Olympia to as far north as Everett, and they lasted from 15 to 60 minutes.

What follows is a compilation of those interviews. The statements below do not represent a collective opinion, but are instead reflective of the diverse perspectives gathered.

2011 Education Governance Proposals

Pro	Con
<ul style="list-style-type: none">• There are at least five major education entities; this creates confusion locally.• We need one person held accountable from cradle to career.	<ul style="list-style-type: none">• The Governor's proposal would have benefitted from more input from stakeholders and more time for development.• There is no magic bullet for governance.• The proposals partly failed because people didn't understand how it could work parallel to OSPI.

Looking Ahead to Education Governance in 2012

Pro	Con
<ul style="list-style-type: none">• There may be support for a constitutional amendment.• The Governor will definitely come back to Governance in 2012.• Our current system lacks accountability and evaluation.• We need one person to oversee education from cradle to career.	<ul style="list-style-type: none">• A new bureaucracy will not solve education problems.• We should avoid going down paths previously taken (e.g. P-20 council).• People don't want one party or entity having too much power.• Governance will not be an issue this session.• A constitutional amendment would have many opponents.• If anything, OSPI should have more power than less.• Governance is not a top five concern for improving K-12 education.• The power of the governance models are a distant second in comparison to the people who will implement and maintain those structures.• Governance models developed without support systems are a wasted effort.• OSPI will remain in charge of K-12.

Perceptions of the State Board of Education

Values	Weaknesses
<ul style="list-style-type: none"> SBE has done good work with math, science, Required Action Districts, and graduation requirements. The Achievement Index should be the go-to measurement for our schools, but it must be more user friendly. 	<ul style="list-style-type: none"> SBE must capitalize on its value-added connection to the public. It is the primary link between the public and state level K-12 administration. SBE's proposed graduation requirements left some feeling that the Board was blind to (fiscal) reality. SBE might be strengthened with new membership structure.

Where Should SBE Focus its Attention in the Coming Months/Years?

- Do more to strengthen public connection.
- Help Legislators frame and ask important questions.
- Be the guidance about what education looks like and how it serves the state's needs.
- Help with a requirement for all students to study financial literacy online—a noncredit requirement that would essentially be self-study. Students could do this during the summer, or any time before they graduate.
- Share any proposals with education governance should they arise.

What Education Programs Currently Pique Legislators' Interests?

- The Teacher and Principal Evaluation Pilot.
- ALE (Alternative Learning Experiences), particularly parent partnership, online learning, alternative learning high schools.
- Flexible school year calendars.
- Competency rather than social based promotion through school.
- The development and support of exemplary leadership.

Information above based on meetings with:

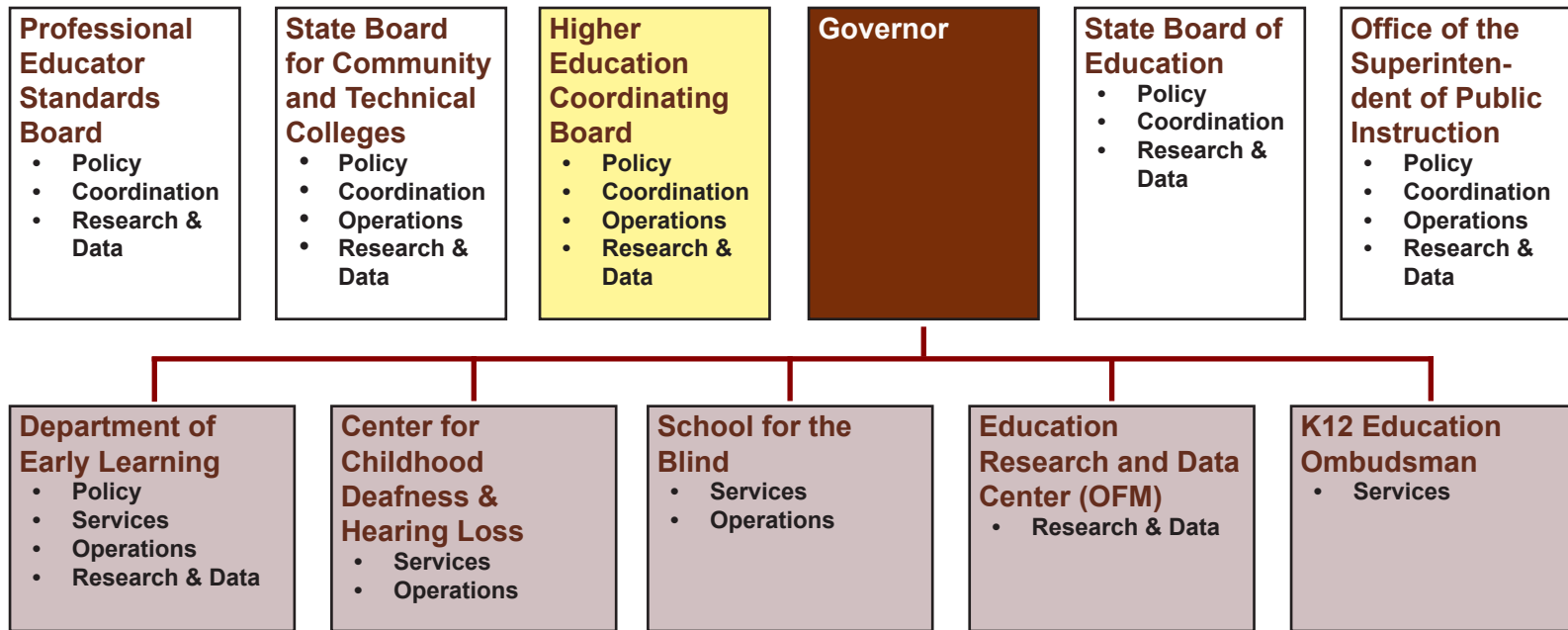
- Representative Bruce Dammeier (R), Vice Chair of the House Education Committee.
- Representative Kathy Haigh (D), Education Committee
- Representative Marcie Maxwell (D), Education Committee
- Representative Ross Hunter (D), Ways and Means
- Representative Glenn Anderson (R), Assistant minority ranking member of the House Education Committee
- Senator Rosemary McAuliffe (D), Chair of the Senate Early Learning and K-12 Education Committee.
- Senator Nick Harper (D), Vice Chair of the Senate Early Learning and K-12 Education Committee
- Senator Litzow (R), Ranking Minority Member of Senate Early Learning and K-12 Education Committee.
- Judy Hartman, Education Policy Lead for Governor Gregoire
- Gary Kipp, Association of Washington School Principals
- Paul Rosier, Washington Association of School Administrators

2011

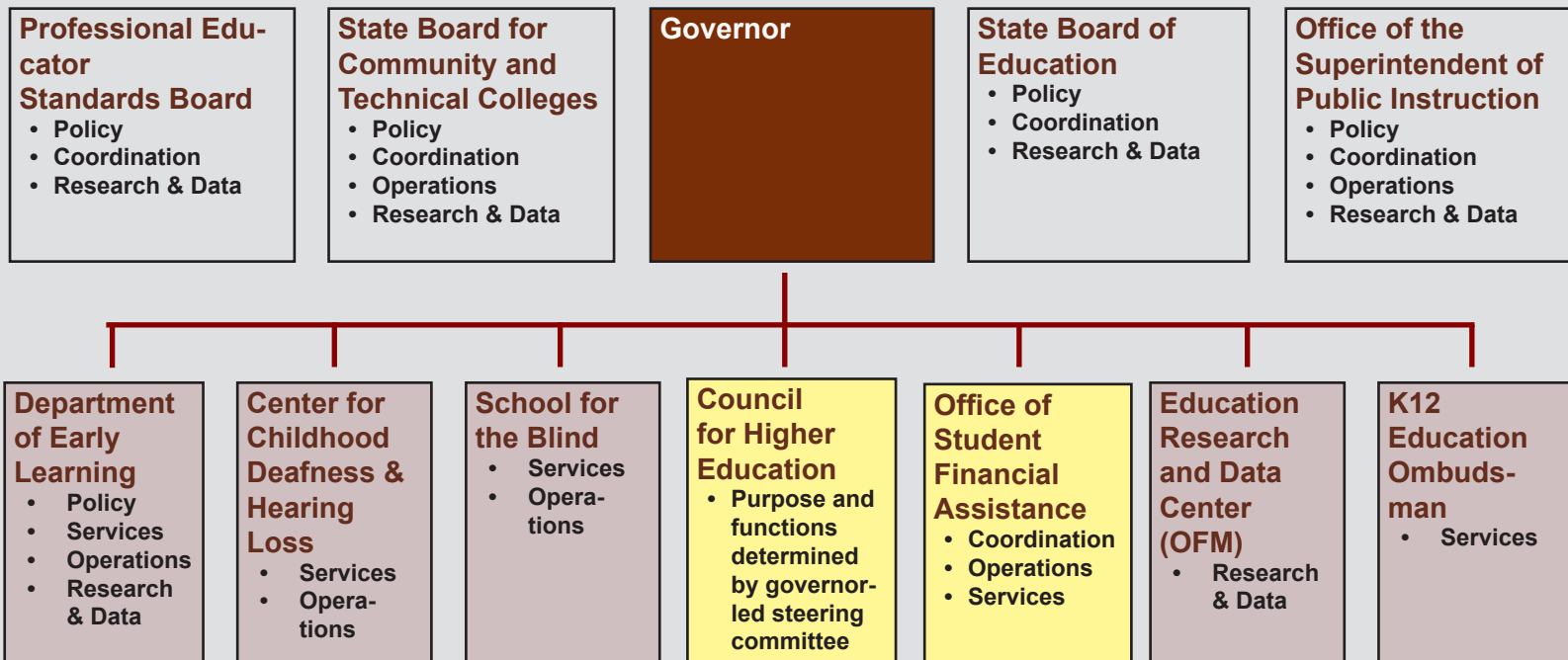
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Current Washington State Education Organization



2012 Washington State Education Organization SB 5182

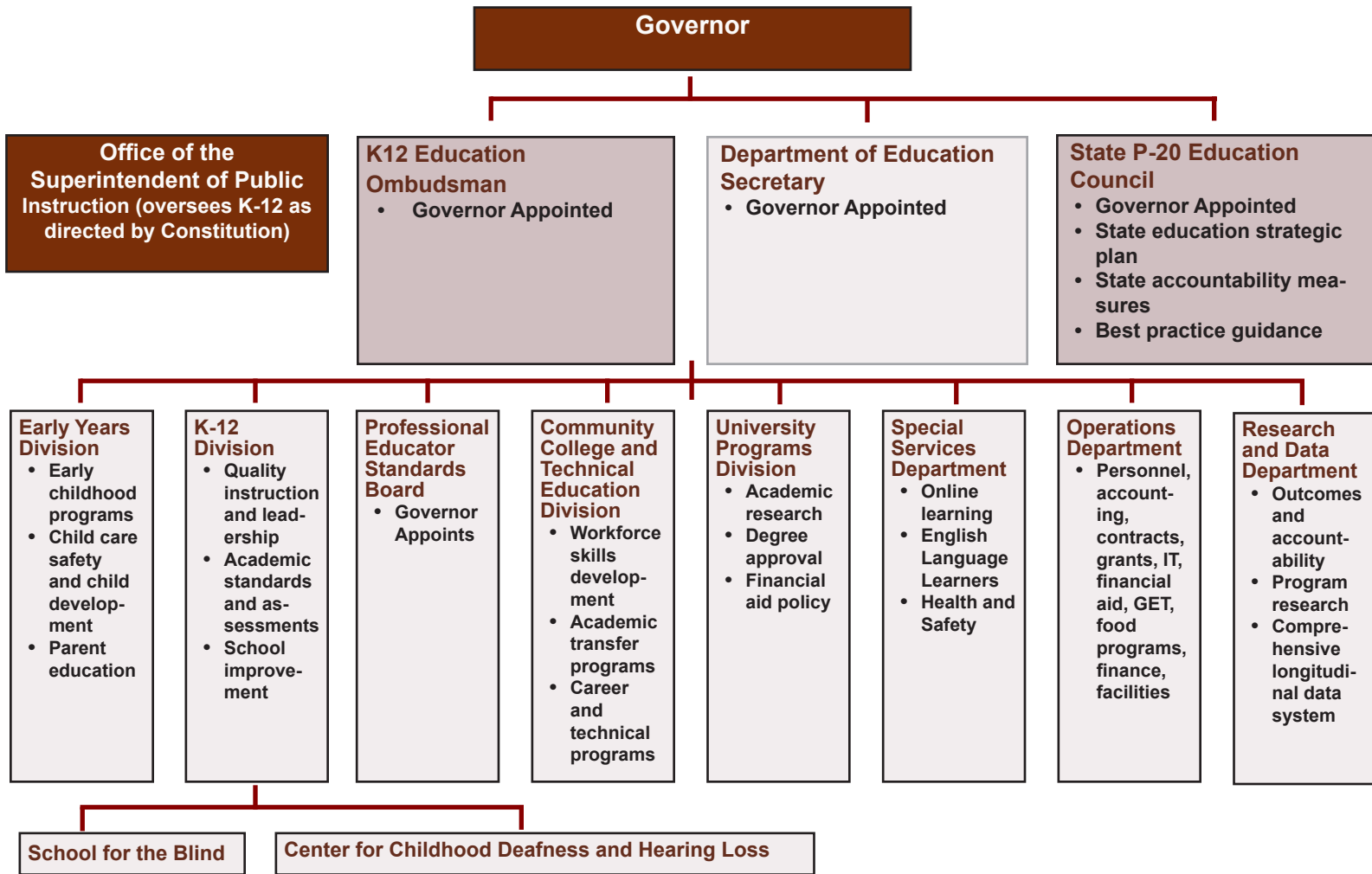


2011

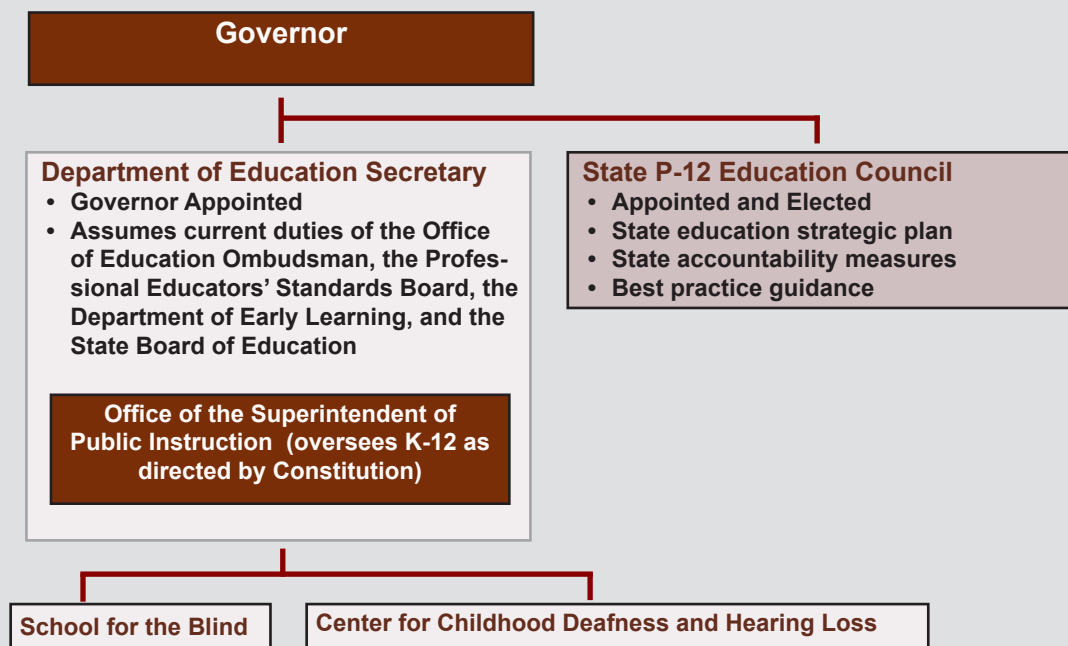
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2011 Governor's Proposal



Senate Proposal SB 5639



2011 Education Governance Proposals - Analysis Jesse Burns – SBE Consultant

Governor's Proposal and SB 5639 (Shaded Items Unique To Senate Bill)

Advantages

- Aligns state agencies to coherent set of priorities and outcomes.
- Increases alignment of transitions between sectors (curriculum, standards, and teacher education).
- Strengthens Governor's authority.
- Reduces the current silos.
- Speeds implementation of across the board policies.
- Provides focal point for citizens and stakeholders.
- Makes sense to work with early learning and K-12 merger first before considering whether to add higher education.

Disadvantages

- Current system offers more checks and balances to the system.
- K-12 issues are likely to dominate.
- Melding of diverse educational cultures may be difficult (early learning and K-12 has more rules and regulations than higher education).
- An elected chief state school officer is more accountable to the citizens.
- Strengthens Governor's authority.
- The Department of Early Learning was recently created and would now face additional restructuring.
- Creation of space to accommodate the employees from the different agencies would be challenging.
- No fiscal note provided on cost implications.
- Very few states do have consolidated education departments.
- Confusion about role relationship of the Secretary of Education and the elected Superintendent of Public Instruction.
- The Quality Education Council was recently created and would now face additional restructuring.
- Does not include representation from private schools in governance.

E2SSB 5182 – Elimination of Higher Education Coordinating Board

Advantages

- The current budget crisis is forcing a hard look at how to improve higher education governance and make it more cost-effective.
- The Legislature has a responsibility to look for efficiencies.
- The HECB has been a key player, but the governance landscape is changing.
- What we are trying to do in this difficult environment is to get as many resources as we can directly to the institutions.
- We currently have about 30 policy analysts at the HECB and this would reduce that number to about four or five. This will result in substantial savings and will have minimal effects on the institutions.
- This focuses efforts on accountability and a consolidation of efforts which makes cost savings possible.
- With this reorganization, many of the reporting requirements that take up staff time within the institutions will be eliminated.

Disadvantages

- The HECB is needed to provide a roadmap to constantly improve the system.
- Without the HECB, who will stand up for students, families, and citizens of this state?
- Losing the HECB will ensure continued disinvestment in our student's education.
- The HECB provides an efficient and cost-effective service to the state.
- The state would be making blind decisions with no ability to know if its dollars are being well spent.
- This would be a loss of voice for the citizens of the state.

State Education Governance Models January 2011 from the Education Commission of the States

State Education Governance Models

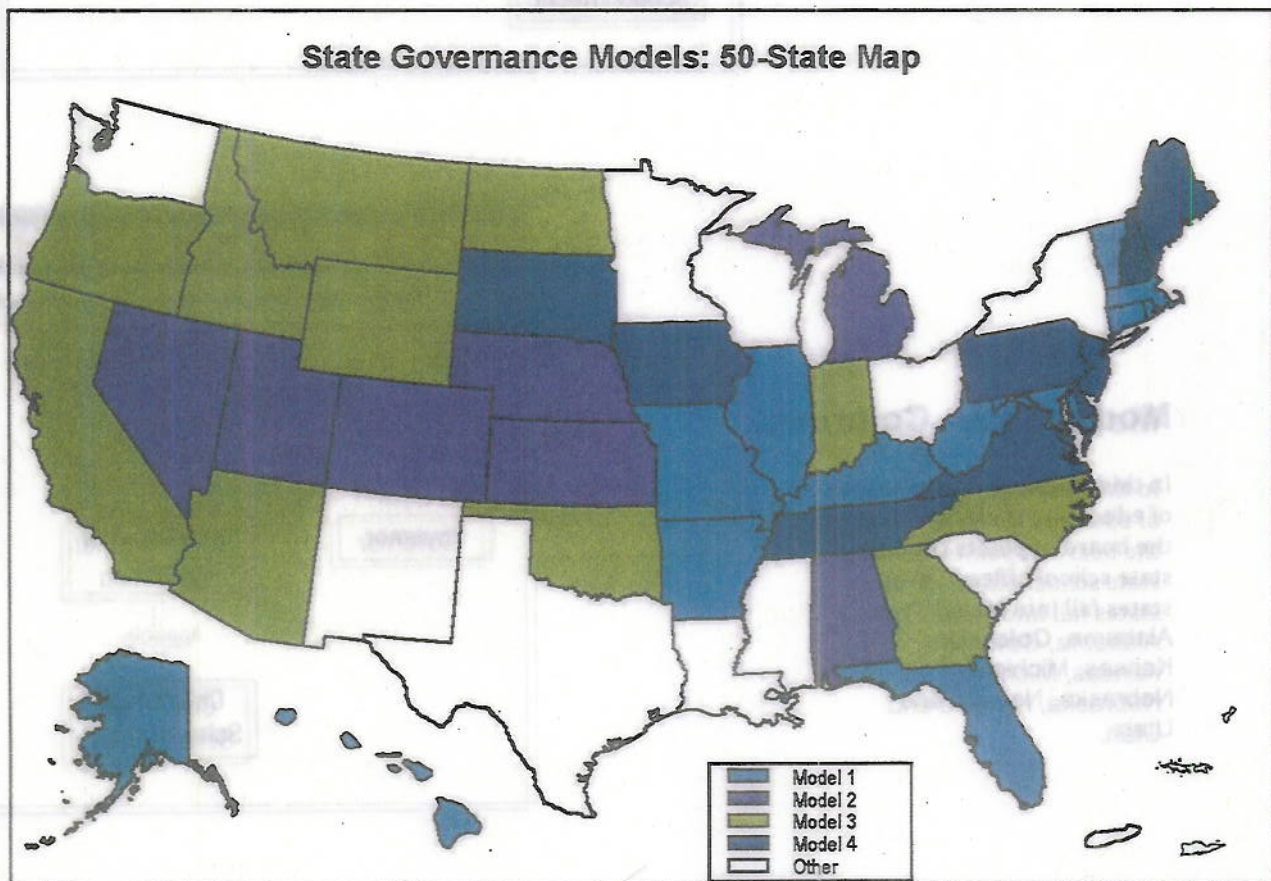
Updated and Revised by Mary Fulton

January 2011

(Original version, Todd Ziebarth, 2004)

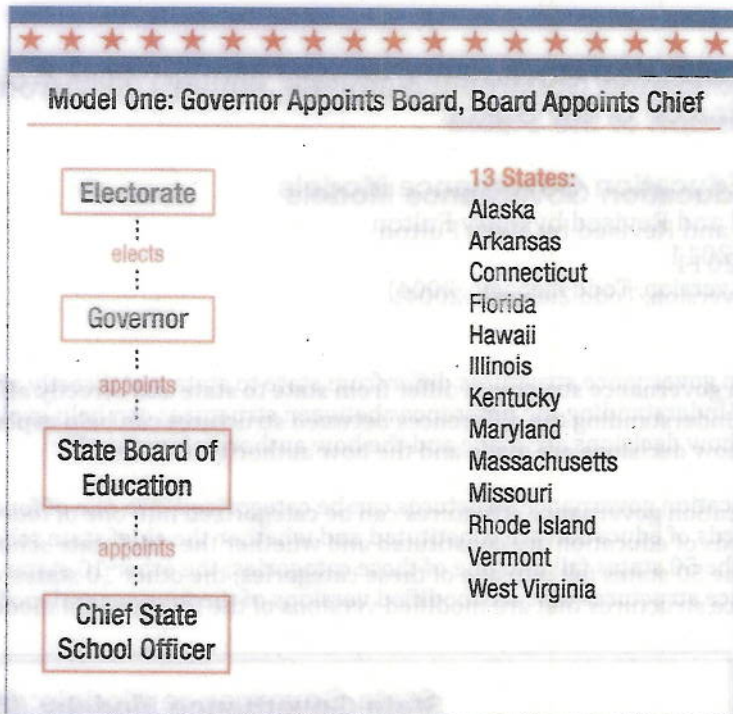
Education governance structures differ from state to state and directly affect how education policy leaders interact. Understanding the differences between structures can help explain the education policy process in terms of how decisions are made and the how authority is divided.

State education governance structures can be categorized into one of four general models that describe how state boards of education are constituted and whether the chief state school officer is appointed or elected. Forty of the 50 states fall into one of these categories; the other 10 states, plus the District of Columbia, have governance structures that are modified versions of the four general models.



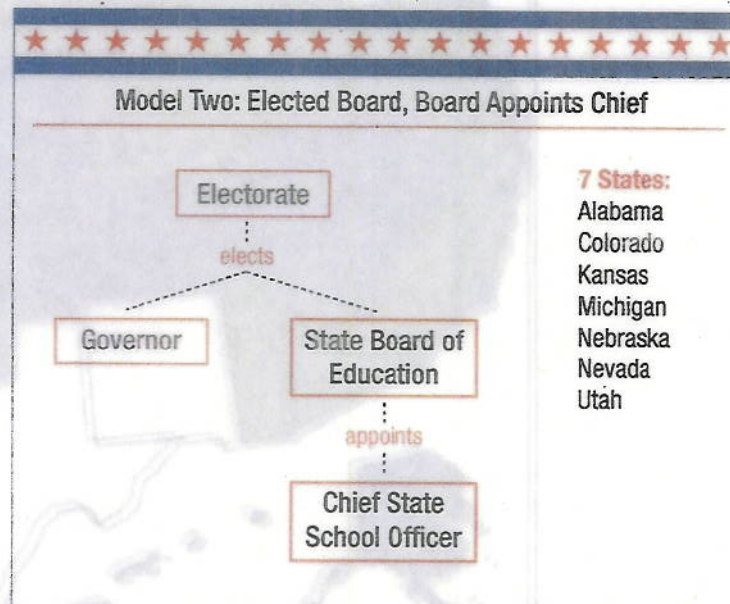
Model One – Maryland & Massachusetts

In this model, the governor appoints the members of the state board of education. The state board, in turn, appoints the chief state school officer. Model One includes 13 states: Alaska, Arkansas, Connecticut, Florida, Hawaii, Illinois, Kentucky, Maryland, Massachusetts, Missouri, Rhode Island, Vermont, and West Virginia.



Model Two -- Colorado

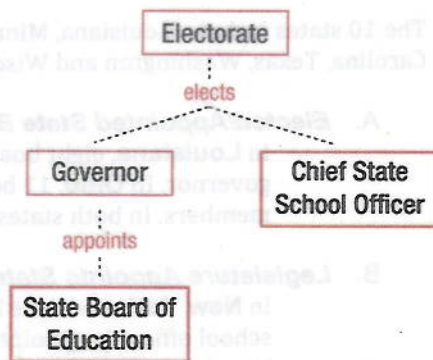
In this model, the state board of education is elected and the board appoints the chief state school officer. Seven states fall into Model Two: Alabama, Colorado, Kansas, Michigan, Nebraska, Nevada, and Utah.



Model Three

In this model, the governor appoints the members of state board of education. The chief state school officer is elected. Model Three includes 11 states: Arizona, California, Georgia, Idaho, Indiana, Montana, North Carolina, North Dakota, Oklahoma, Oregon and Wyoming. In three of these states – Arizona, Indiana and Oklahoma – the chief state school officer also is a voting member of the state board of education.

Model Three: Appointed Board, Elected Chief



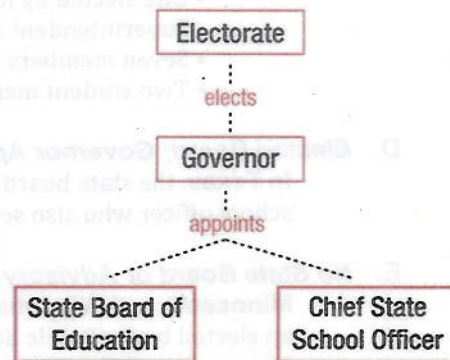
11 States:

Arizona
California
Georgia
Idaho
Indiana
Montana
North Carolina
North Dakota
Oklahoma
Oregon
Wyoming

Model Four

In this model, the governor appoints the state board of education and the chief state school officer. There are nine Model Four states: Delaware, Iowa, Maine, New Hampshire, New Jersey, Pennsylvania, South Dakota, Tennessee and Virginia.

Model Four: Appointed Board, Appointed Chief



9 States:

Delaware
Iowa
Maine
New Hampshire
New Jersey
Pennsylvania
South Dakota
Tennessee
Virginia

Other Governance Models - Washington

The remaining ten states plus the District of Columbia function under modified versions of the above four models.

The 10 states include: Louisiana, Minnesota, Mississippi, New Mexico, New York, Ohio, South Carolina, Texas, Washington and Wisconsin.

A. *Elected/Appointed State Board; Appointed Chief*

In **Louisiana**, eight board members are elected and three are appointed by the governor. In **Ohio**, 11 board members are elected, while the governor appoints eight members. In both states, the chief is appointed by the state board.

B. *Legislature Appoints State Board; Appointed or Elected Chief*

In **New York**, the state legislature appoints the board members and the chief state school officer is appointed by the board. The **South Carolina** legislature appoints the board, but the chief is elected.

C. *Joint Appointment of State Board; Appointed or Elected Chief*

The governor, lieutenant governor and the speaker of the House appoint members to the state board in **Mississippi**. The state board appoints the chief state school officer.

In the state of **Washington**, the chief state school officer is elected the board of education is made up of 16 members:

- Five elected by district directors (from western and eastern Washington)
- One elected by members of state-approved private schools
- Superintendent of public instruction
- Seven members appointed by the governor
- Two student members (non-voting)

D. *Elected Board; Governor Appointed Chief*

In **Texas**, the state board of education is elected. The governor appoints the chief state school officer who also serves as the executive secretary of the state board.

E. *No State Board or Advisory Only; Elected or Appointed Chief*

Minnesota and **Wisconsin** do not have a state board of education. **New Mexico** has an elected body (Public Education Commission), but it is advisory only.

Minnesota and New Mexico – chief state school officer is appointed by governor
Wisconsin – chief state school officer is elected

The **District of Columbia** has an elected board of education. The District of Columbia Public Education Reform Amendment Act of 2007 created a new state board of education that advises the state superintendent and approves specified policies. Previously, the board oversaw day-to-day operations of schools. This act also gave the mayor primary responsibility for public education, including the authority to appoint the school superintendent and chancellor.

Territories

Guam has an elected board of education, which appoints the chief state school officer.

Puerto Rico currently maintains an educational model in which the chief is appointed by the governor. In the **Virgin Islands**, the board of education is elected and the chief state school officer is appointed by the governor.

Summary: State Boards of Education

- **Appointed by Governor** (33 states)
Alaska, Arkansas, Arizona, California, Connecticut, Delaware, Florida, Hawaii, Georgia, Idaho, Illinois, Indiana, Iowa, Kentucky, Maine, Maryland, Massachusetts, Missouri, Montana, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Vermont, Virginia, West Virginia and Wyoming
- **Elected** (eight states)
Alabama, Colorado, Kansas, Michigan, Nebraska, Nevada, Texas and Utah
- **Appointed and Elected** (two states and D.C.)
Louisiana and Ohio; District of Columbia (advisory only)
- **Appointed by Legislature** (two states)
New York and South Carolina
- **Appointed by Multiple Authorities** (two states)
Mississippi and Washington
- **No State Board or Advisory Only** (three states and D.C.)
Minnesota and Wisconsin (no board); New Mexico and District of Columbia (advisory only)

Summary: Chief State School Officers

- **Appointed by Governor** (12 states and D.C.)
Delaware, Iowa, Maine, Minnesota, New Hampshire, New Jersey, New Mexico, Pennsylvania, South Dakota, Tennessee, Texas and Virginia. The District of Columbia mayor appoints the chief state school officer.
- **Appointed by State Board of Education** (24 states)
Alabama, Alaska, Arkansas, Colorado, Connecticut, Florida, Hawaii, Illinois, Louisiana, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, Nevada, New York, Ohio, Rhode Island, Utah, Vermont and West Virginia
- **Elected** (14 states)
Arizona, California, Georgia, Idaho, Indiana, Montana, North Carolina, North Dakota, Oklahoma, Oregon, South Carolina, Washington, Wisconsin and Wyoming

Governors' Cabinets with Education Representation

According to state Web sites, at least 25 governors appoint an education official to the executive cabinet. Such officials may be the superintendent of education, commissioner of education or secretary of education. These states include: **California, Colorado, Connecticut, Delaware, Georgia, Idaho, Kentucky, Louisiana, Maine, Massachusetts, Maryland, Michigan, Minnesota, Missouri, Nevada, New Jersey, New Mexico, North Carolina, Oklahoma, Pennsylvania, Puerto Rico, South Dakota, Tennessee, Virginia and West Virginia.** In addition, the state superintendent of education for the **District of Columbia** serves on the mayor's cabinet.

Dual Offices for Education

Five states and the District of Columbia maintain a governance model that includes two authoritative positions for the state educational system:

- **California** has a Secretary of Education and also a Superintendent of Public Instruction who serves on the governor's cabinet. (CAL. EDUC. CODE §33100 to 33191; CA. CONST. ART I, §2 and §7)
- **Kentucky** has a Secretary of Education and a Commissioner of Education. (KY. REV. STAT. ANN. §§156.147 to 156.250)
- **Massachusetts** has a Secretary of Education and a Commissioner of Education. (Mass. ANN. LAWS ch.27, §§14A.)
- **Oklahoma** has a Secretary of Education and a State Superintendent of Public Instruction. (OKLA. STAT. ANN. tit. 70, § 3-118)
- **Virginia** supports a Secretary of Education (a cabinet position) and a Superintendent of Public Instruction. (VA CODE ANN. §22.1-21 to 22.1-24 and 2.2-200)
- **District of Columbia** has a State Superintendent of Education and a Chancellor of Education, both appointed by the mayor. District of Columbia Public Education Reform Amendment Act of 2007. (D.C. Official Code § 1-206.02(c)(1))

Other ECS Resources: P-20 Governance (Jennifer Dounay Zinth, January 2011)

<http://www.ecs.org/clearinghouse/91/14/9114.pdf>

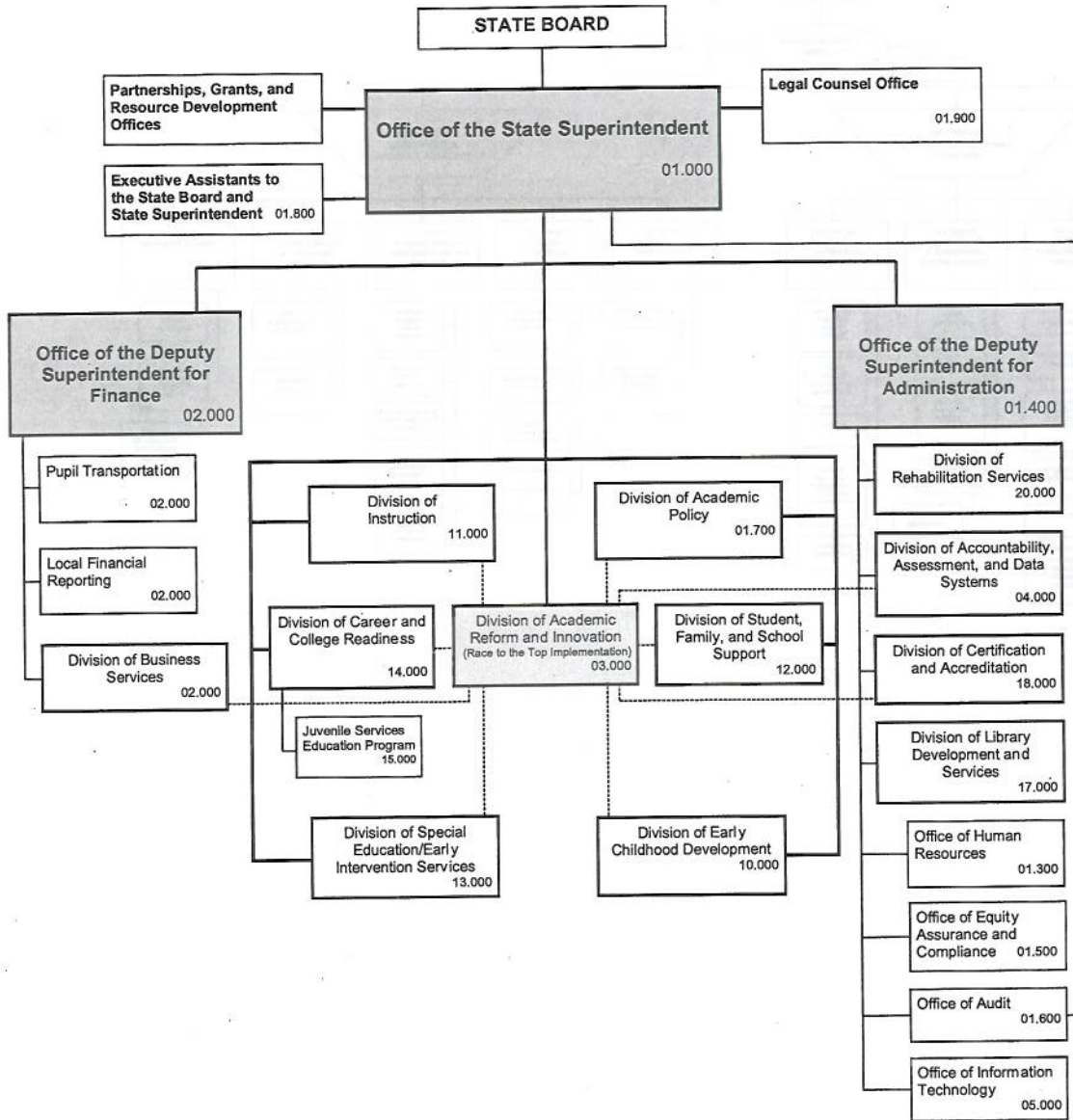
Mary Fulton is a policy analyst with the ECS Information Clearinghouse.

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Maryland

MARYLAND STATE DEPARTMENT OF EDUCATION

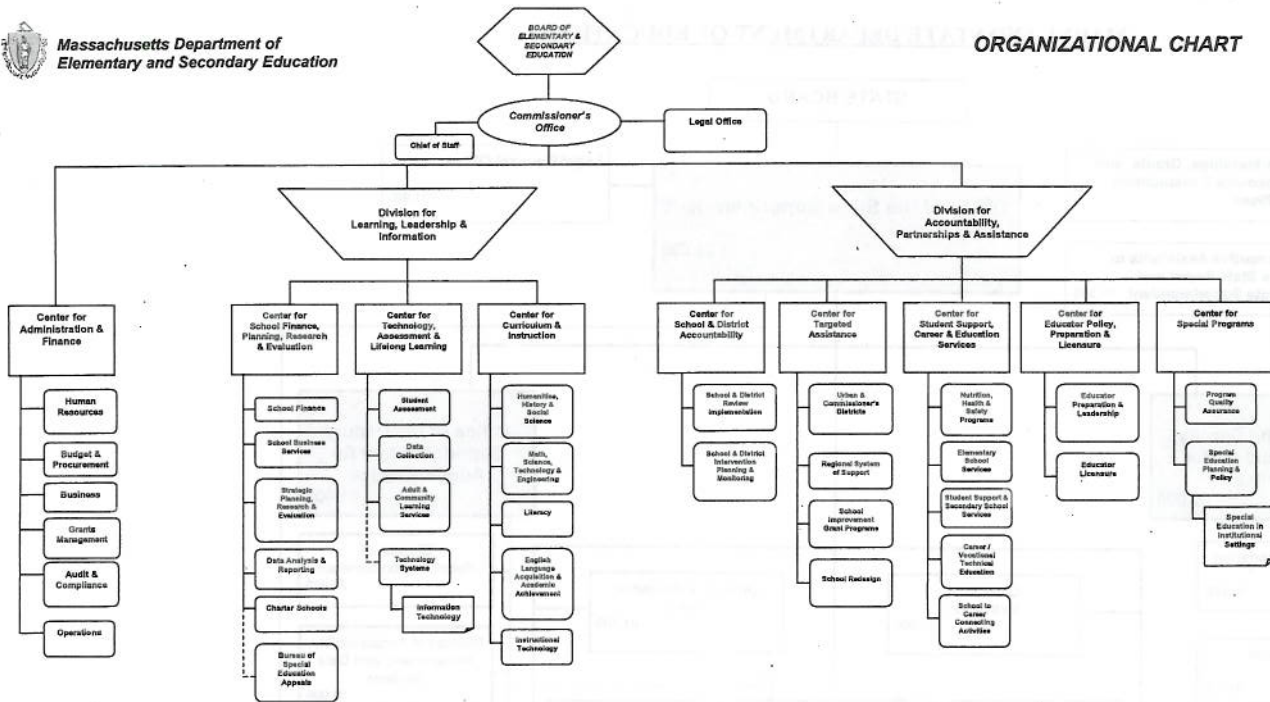


Massachusetts

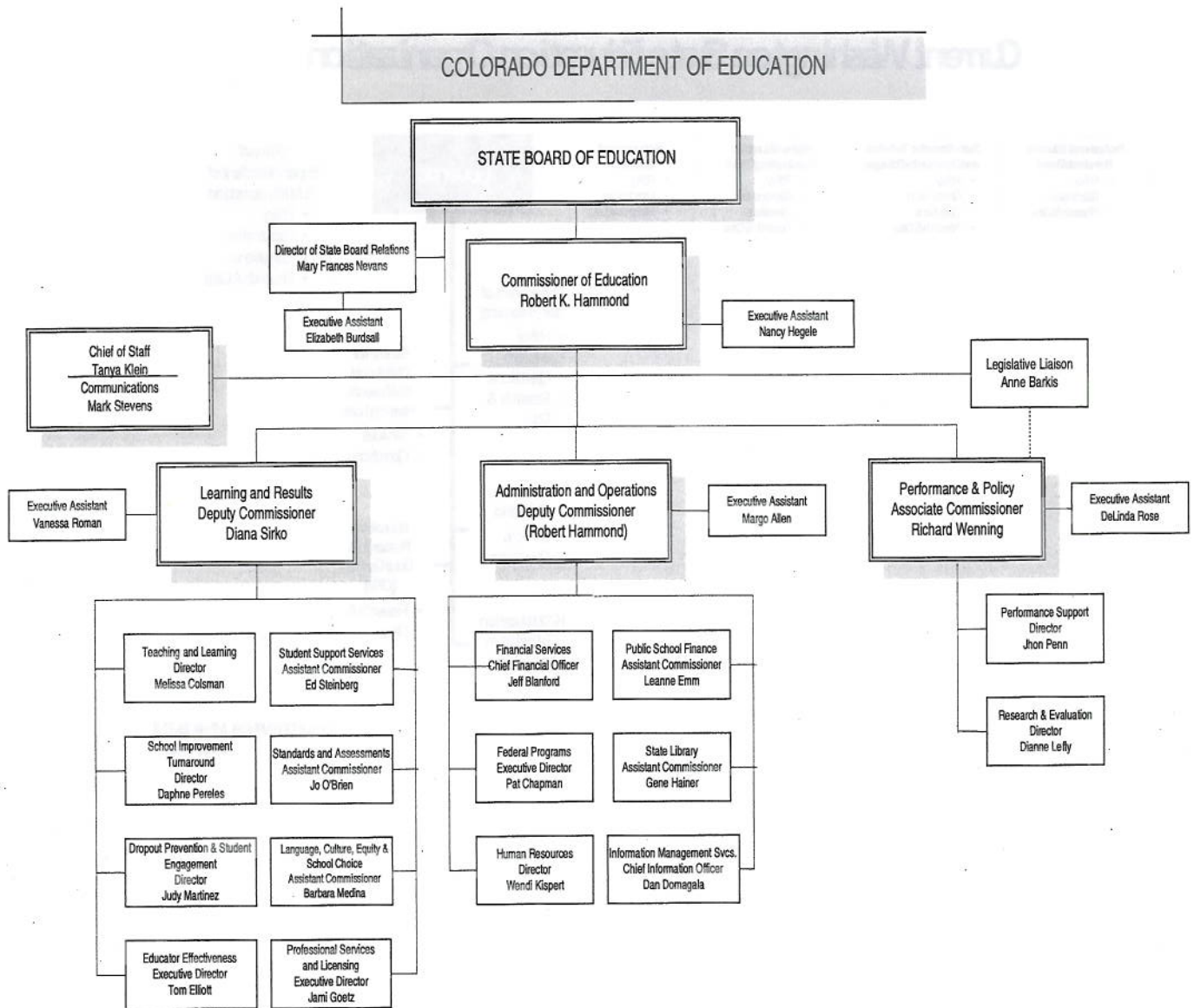


Massachusetts Department of
Elementary and Secondary Education

ORGANIZATIONAL CHART

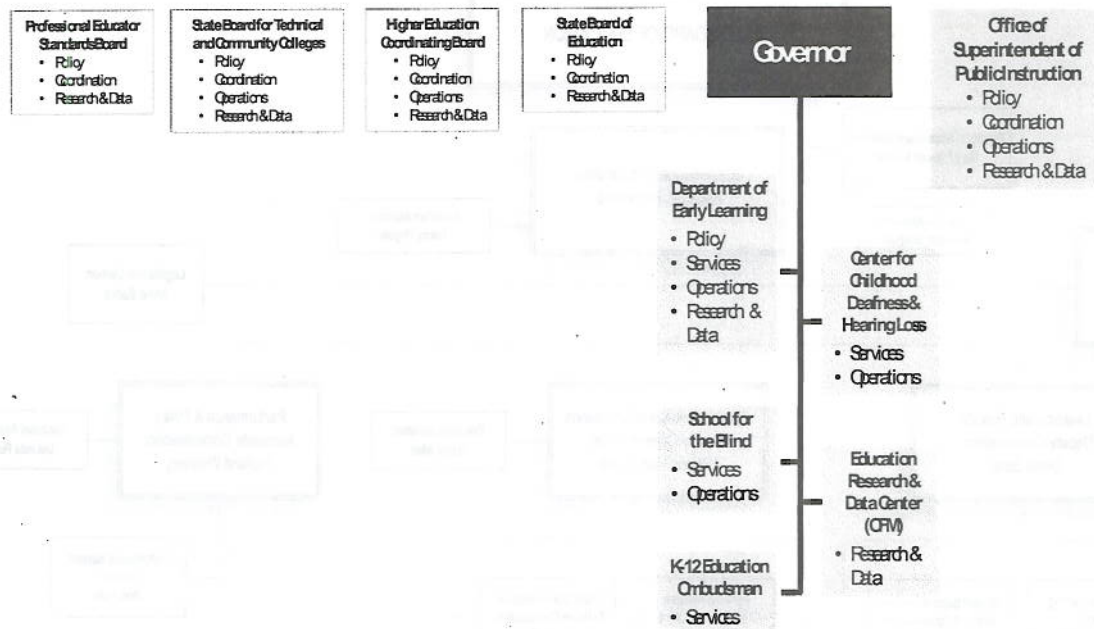


Colorado



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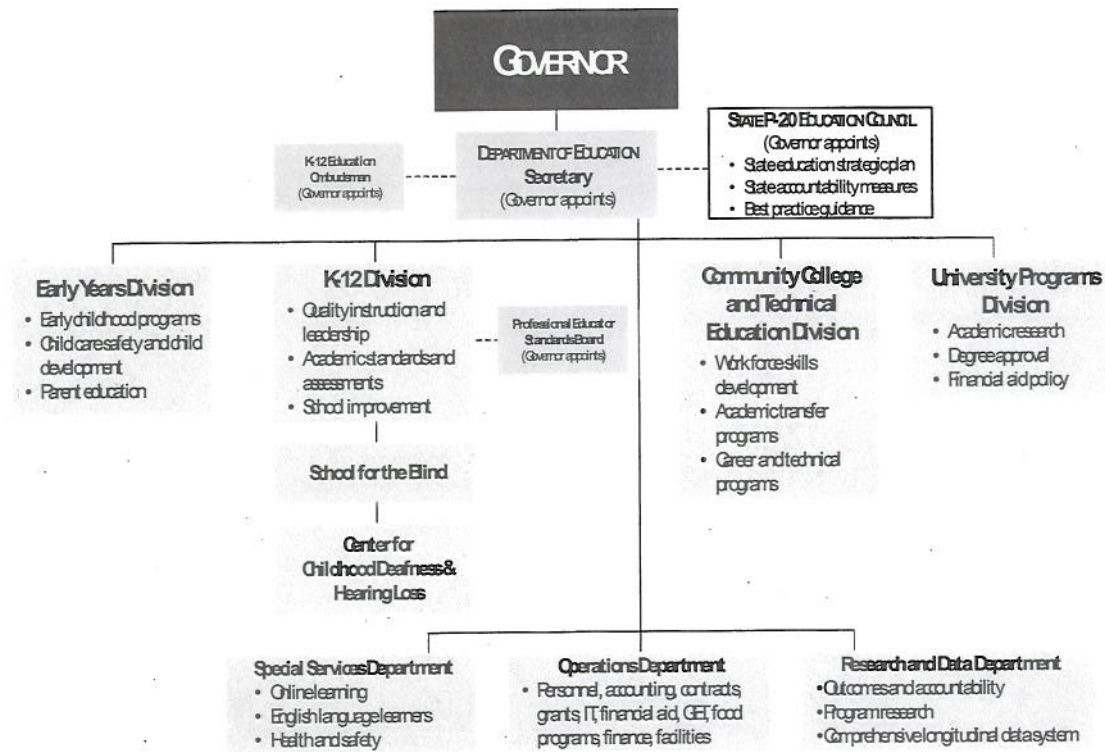
Current Washington State Education Organization



OFFICE OF FINANCIAL MANAGEMENT
JANUARY 2011

Washington -- Proposed

Proposed Washington State Department of Education



OFFICE OF FINANCIAL MANAGEMENT
JANUARY 2011

Proposed Washington Department of Education

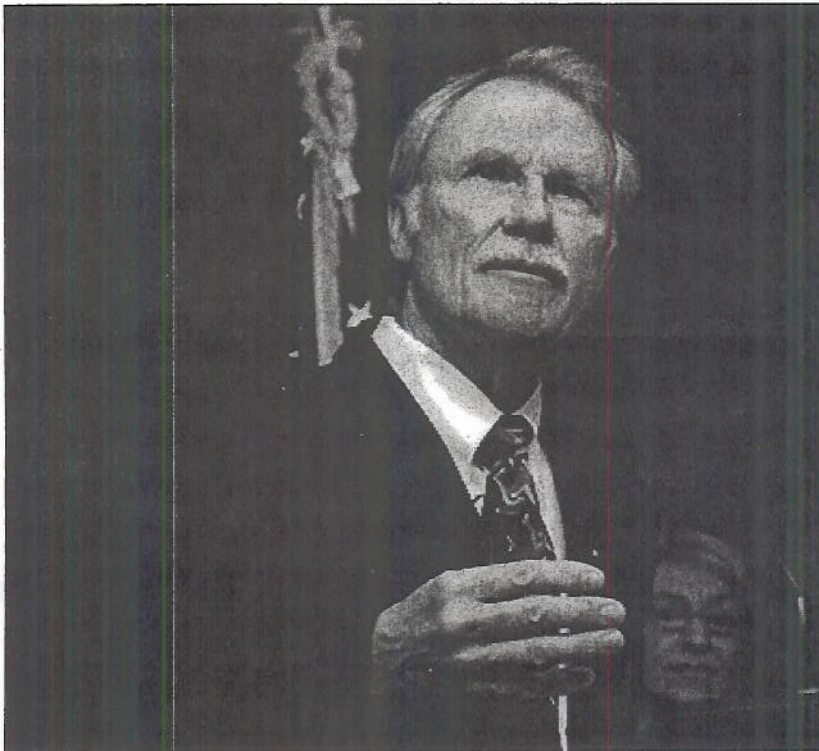


New laws to give Gov. John Kitzhaber far greater control over Oregon schools

Published: Saturday, June 25, 2011, 10:20 PM Updated: Monday, June 27, 2011, 12:34 PM



By **Harry Esteve, The Oregonian**



The Associated Press

Gov. John Kitzhaber will enjoy an unprecedented level of power over Oregon's education system, in part because the Legislature passed a bill naming him state schools superintendent. The current superintendent, Susan Castillo, pictured in the background, may stay in office until her term expires in 2014.

SALEM – In the aftermath of the slew of education bills **passed by the Legislature last week**, one change is clear. Power over the public school system has become centralized in the governor's office like never before.

Not only will **Gov. John Kitzhaber** become the putative statewide school superintendent in the coming years -- the only governor in the country to hold that title -- he also will hold sway over a new superboard that oversees spending and policy for every grade level, from pre-kindergarten through graduate courses.

The shift in authority has some school advocates concerned that the governor will retain an outsized role in determining everything from how much money schools get to what students study and how they're tested. Kitzhaber says such concerns are

unwarranted, and that the changes will make for a smoother, more coordinated approach to education in Oregon.

Regardless of who's right, accountability for education, whether it's graduation rates or test results, will rest squarely with the occupant of the governor's office.

"I actually don't think it's as big of a sea change as people think," Kitzhaber told The Oregonian in his first detailed interview about the state's new education model. The governor already has broad influence over higher education and early learning programs, he said.

The bigger change, he said, will be putting the **Oregon Department of Education** directly under his control. Since 1873, oversight of K-12 schools has been the job of an independent elected official. That ends in 2014, when current Superintendent Susan Castillo's term expires, or sooner should she resign.

"I would argue the structure doesn't make sense anymore," Kitzhaber said. "It made sense to have an elected superintendent when most of the money for schools came from property taxes. Now there's a big disconnect between where the funding comes from and where the policy is set."

In other words, now that the state provides public schools with the biggest chunk of their budgets, the state should have more say in how that money is spent, according to Kitzhaber.

"I have some real problems with that," says Gayle Rasmussen, president of the Oregon Education Association, the union that represents some 48,000 teachers in Oregon. "We are truly concerned that this tips the scales in favor any given governor's political agenda. And that erodes the checks and balances that are in the system."

As CEO of the state, the governor already has an overflowing plate, Rasmussen says. The new law gives him unprecedented authority over schools as well -- a huge task to add to the business of running the state.

"What's going to get missed there?" she asks. "Where is the focus going to be?"

Rasmussen said voters should have been asked whether they wanted the post to be elected or appointed. While the Legislature may not have the power to create the appointed position, a 1997 attorney general's opinion indicated the Legislature could place the power of the state superintendent with the governor because the governor was the superintendent in the state's early history.

The double-punch of giving the governor superintendent duties and combining all education boards into a single panel makes Oregon an outlier nationally. Nine states allow the governor to appoint the superintendent, and four have single boards that oversee all education levels, according to research by the Colorado-based **Education Commission of the States**.

"Oregon is the first state to have consolidated education in this way in recent years," said Jennifer Dounay Zinth, a senior policy analyst with the commission. "It's a very significant change."

Zinth says she knows of no research that indicates whether greater control over education by governors helps or hurts the school system.

"It may be more streamlined," she said. "On the other hand, it may become more politicized."

Kitzhaber said he plans, once Castillo leaves office, to conduct a nationwide search for a deputy

superintendent who would have a deep background in education policy. That person would run the day-to-day affairs of the education department.

Final decisions, however, would rest with the governor.

Castillo did not support the effort to make her position appointed but she fully backs Kitzhaber's move to consolidate authority -- especially spending decisions -- under one roof.

"This is going to help us provide more clarity, help us make better decisions," she said.

She acknowledges that her positive outlook largely stems from her agreement with Kitzhaber on education policy and philosophy. Another governor with vastly different ideas for education would pose a problem, she said.

"With this change, it's more important than ever for people who care about education to get involved in the election of the next governor," Castillo said.

Chuck Bennett, lobbyist for the Confederation of Oregon School Administrators, said some kind of shake-up was needed to keep the state's school system from wallowing in mediocrity. The Department of Education came under harsh criticism last year when Oregon placed near last in the federal "Race to the Top" competition for additional federal funds.

"You look at the decline of the department and the contraction of its influence and you say this isn't healthy for education," Bennett said. But it has been difficult to pin down the problems because the system is fractured into too many boards and agencies, he said.

"Now," Bennett said, "the public knows precisely who to hold accountable."

-- **Harry Esteve**

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an attendant who won't have a deep background in education policy. That person would run the day-to-day affairs of the education department.

Administrators, however, would deal with the politics.

Can we not support the effort to make that position accountable but still have Kitzhaber move to immediate authority -- except the spending decision -- under any roof.

This is going to help us move more quickly, help us make better decisions," she said.

She acknowledges that her positive outlook isn't always in line with her agreement with Kitzhaber on education policy and philosophy. Another governor with vastly different ideas for education would pose a problem, she said.

"If this change, it's more important than ever for people who care about education to get involved in the election of the next governor," Gaglio said.

Chris Bennett, lobbyist for the Association of Oregon School Administrators, said some kind of shake-up was needed to keep the state's school system from falling in line with the rest of the country. The Department of Education would have to be restructured and given more power. Oregon would have to be able to raise the top of the state's budget to additional revenue.

"You look at the decline of the department and the perception of its influence and you say this isn't healthy for education," Bennett said. But it has been difficult to get down the problems because the system is fractured into too many voices and agencies, he said.

Now, Bennett said, the process is more unified and more accountable.

—Kathy Esteva

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1. What were the arguments for the Oregon Education Investment Board, aka the 'superboard'?

Background on the Oregon Education Investment Board¹

The Oregon Education Investment Board consolidates power and funding to oversee a unified public education system to address the needs of individuals from birth through college. The Oregon Education Investment Board is the first step in a two-step plan:

1. Address process of education budget development
2. Then address long-term structural, executive management and funding issues.

The Oregon Education Investment Board was proposed in Senate Bill 909, which as of June 26 passed both the House and Senate. Since SB 909 was proposed by the Governor, it is very likely to be signed by the Governor and turned into law.

The rationale and argument for the Oregon Education Investment Board

Along with additional changes to the education system, the Oregon Education Investment Board intends to address the following challenges within the education system²:

- Silos that act as barriers to learning and teaching.
- Funding models based on enrollment rather than on performance-based investments.
- Funding uncertainty and volatility.
- Inefficient and duplicative early childhood services across nearly two dozen programs in six state agencies.
- Underachievement by at-risk children that results in preventable remedial costs.
- High secondary education drop-out rates and a low percentage of Oregonians with a post-secondary degree.

The Oregon Education Investment Board will be appointed by the Governor subject to Senate confirmation, and chaired by the Governor to streamline administration and create a seamless, strategic education budget from zero-to-20 to meet Oregon's education responsibilities.

The Oregon Education Investment Board will³:

- Develop an outcome-based budget proposing strategic investments across the public education system to ensure integration and coordination, and maximized returns on state investments.
- Oversee streamlining and connecting early childhood services to the K-12 system and streamlining and connecting the K-12 system to post-secondary education programs.
- Direct three subcommittees to advise the OEIB:
 - the Early Learning Council,
 - the K-12 Coordinating Commission, and
 - the Higher Education Coordinating Commission.
- Develop a strategic education plan for Oregon, including a plan to consolidate and

¹ Information gathered from Oregon Education Investment Board: Legislative Proposal. Downloaded on June 27, 2011 from: <http://www.socc.edu/facultystaff/pgs/bm~doc/kitzhabersplan2011.pdf>

² Information gathered from Oregon Education Investment Board: Legislative Proposal. Downloaded on June 27, 2011 from: <http://www.socc.edu/facultystaff/pgs/bm~doc/kitzhabersplan2011.pdf>

³ Information gathered from Oregon Education Investment Board: Legislative Proposal. Downloaded on June 27, 2011 from: <http://www.socc.edu/facultystaff/pgs/bm~doc/kitzhabersplan2011.pdf>

assume the functions of the Oregon State Board of Education and the Oregon Board of Higher Education.

- Unify the Public Education System by:
 - Aligning education governance by July 1, 2012
 - Consolidate Early Childhood Programs
 - Improve K-12 Education Outcomes
 - Coordinate Higher Education Institutions
- Measure results via integrated, statewide, child-based data system to track expenditures and ROI for education related programs from zero to 20.

The larger context of the Oregon Education Investment Board Proposal

The creation of the Oregon Education Investment Board arises out of SB 909. In addition to this change, there are numerous other Education Reform Bills being considered in addition to SB 909 to achieve the Vision of the Governor to create a seamless birth-to-age 20 education system⁴.

Vision

An education system that ensures Oregon's children are ready to learn when they enter kindergarten, reading by the time they leave first grade, and, after high school graduation, able to enter and achieve at least two years of post-secondary education without the need for remediation

Oregon Education Investment Board (SB 909)

Creates an efficient, accountable, and integrated zero-to-20 funding and governance system for public education, from early childhood services through post-secondary education and training.

Appointed Superintendent (SB 552)

Appoints the Governor as Superintendent of Public Instruction and requires him to appoint a Deputy Superintendent, enabling more accountability for performance across the zero-to-20 continuum.

Increased Autonomy for Universities (SB 242)

Makes the Oregon University System a public university system, removing restrictive administrative barriers, ensuring that tuition dollars and interest are reinvested back in universities and encouraging innovation in how we provide higher education to students in Oregon.

Education Service District Reform (SB 250)

Allows school districts to opt out of Education Service Districts, creating opportunities to streamline the way districts purchase services.

Full-day Kindergarten (SB 248)

Requires school districts to provide it and provides the resources, including technical expertise that they may need to do it.

⁴ Vision and Bills listed on: <http://www.oregon.gov/Gov/priorities/education.shtml>

Credit by Proficiency (HB 2220)

Requires assessments to measure student progress based on a student's proficiency in knowledge and skills.

Teacher and Administrator Effectiveness (SB 252 | SB 290 | HB 3473)

Promotes professional development and adoption of a uniform set of standards for educators and administrators, and expands collaborative teacher reforms.

Online Learning Options (SB 927)

Increases the availability of high-quality online educational options for students.

2. Was the post of state education superintendent part of the constitution?

The position of State Education Superintendent was part of the Constitution, although in a unique manner.

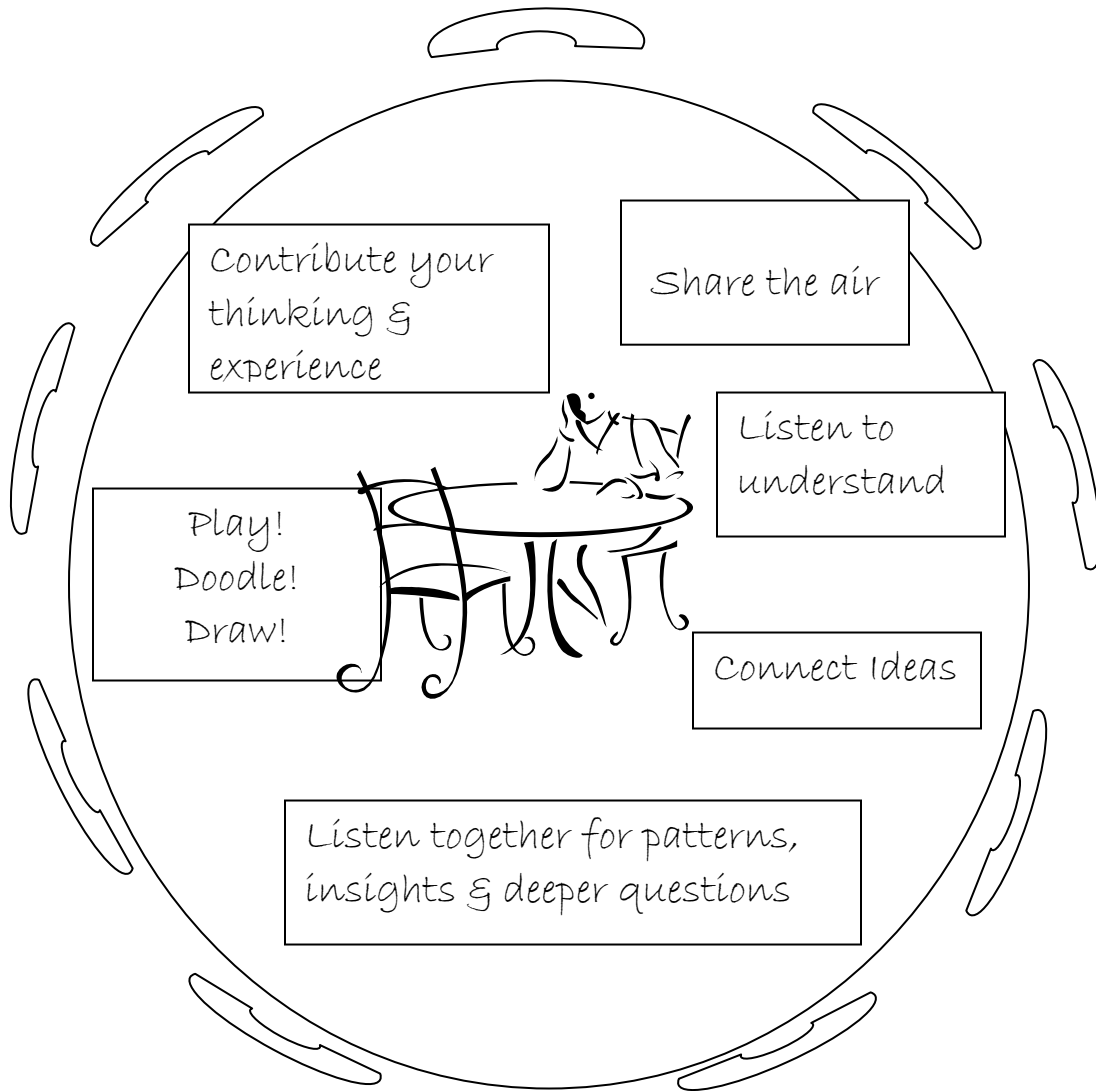
The Oregon Constitution, Section 1 of Article VIII, originally designated the Governor as the Superintendent but also granted authority to the Legislature to enact provisions for an elected superintendent. A 1997 Attorney General opinion found that declaring the Governor the Superintendent and allowing the Governor to choose a Deputy would not conflict with the Constitution⁵.

Therefore, the resumption of Superintendent duties by the Governor does not require a constitutional amendment. SB 552 will have the Governor become the Superintendent when the current Superintendents term ends or becomes vacant, whichever is sooner. Additionally, SB 552 requires the governor to appoint a Deputy Superintendent with duties specified by SB 552, who is intended to serve, for all intents and purposes, as the functioning Superintendent⁶.

⁵ From the Joint Staff Measure Summary downloaded on June 25, 2011 from:
<http://www.leg.state.or.us/comm/sms/sms11/sb0552ajwm06-17-2011.pdf>

⁶ From the Joint Staff Measure Summary downloaded on June 25, 2011 from:
<http://www.leg.state.or.us/comm/sms/sms11/sb0552ajwm06-17-2011.pdf>

Ground Rules for a Good Conversation About things that Matter



From "World Café" as developed by Juanita Brown

See: Brown, J.; The World Café: A Resource Guide for Hosting Conversations that Matter; Mill valley, CA; Whole Systems Associates, 2002

Café Conversations



As far back as we know, people have been getting things done by gathering at cafes and kitchen tables to talk about getting things done. Actions that last begin with good conversation.

The rules for our café conversation today are simple.

1. Use the ground rules from this morning!
2. We will host 4 20-minute rounds of conversation, each with a different question.
3. Please sit 3-4 people at each table. Mix it up!
4. As you build on each other's ideas, write your thoughts on sticky notes.
5. At the end of each 20-minute round, we will stop and "harvest" the thoughts/post sticky notes.
6. After the "harvest" of one round of conversation, one person stays at the table ("Table Host") and everyone else moves to a different table for the next round of conversation.
7. The Table Host stays at the same table for all four rounds. He/she starts out the conversation by summarizing the key points from the last round.

Question for Round 1:

- What conditions are needed to make education work for every student?

Question for Round 2:

- How can our educational system support these conditions?

Question for Round 3:

- What part does governance at the state level play in creating and maintaining this kind of system?

Question for Round 4:

- What is our role in the governance conversation?

March 11 Letter Think Sheet



Please re-read Edie Harding's letter to Senator Litzow of March 11, 2011. Think about the following questions & jot down your thoughts. We will then engage in a full group conversation.

1. How do I feel about this letter at this point in time?
To what degree do the key components still represent my thoughts on effective education governance?
2. If I were writing this letter today, what else might I include, if anything?
3. How might we build a governance system designed to be all of the things that it needs to be?