



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Workgroup #1 – Interpreting SBE Statutes

Group 1: Among SBE’s statutory powers and duties is the responsibility to “provide advocacy and strategic oversight of public education.” What does that mean on a practical level for the Board’s work?

RCW 28A.305.130

Powers and duties.

“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.” (note: 210 refers to goals of basic education)

RCW 28A.657.005

Findings.

“The office of the superintendent of public instruction is responsible for developing and implementing the accountability tools to build district capacity and working within federal and state guidelines. The legislature assigned the state board of education responsibility and oversight for creating an accountability framework. This framework provides a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions. Such a system will identify schools and their districts for recognition as well as for additional state support.”

Staff notetaker: Julia Suliman

Workgroup #2 – Ideas from Executive Committee Retreat

Group 2: Respond to the 5 Big Ideas proposed by the Executive Committee – Agree? Disagree? Things that are missing?

(More information on pg. 70)

Top 5

- Address Needs of Credit Deficient Students
 - Ways to get all kids to 24 credits
- Develop Competency-based Education Framework
 - Moving beyond just elimination of 150 hr. seat time requirement for credit to broader implementation.
- Develop Summer Learning Incentives/Integration into Overall Framework
 - How can summer learning be incentivized and integrated into our system?
- Framework for ‘Career-Readiness’ (work with Workforce Board)
 - What does ‘career-readiness’ mean in broader context?
- Accountability Framework in post-ESEA Reauthorization Era
 - How can we be pro-active, not reactive, in developing our post reauthorization accountability framework?

Others discussed:

- Taking stakeholder engagement to the next level



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- Exploring our role in implementing basic education categorical programs ([see RCW 28A.150.220 \(7\)](#))
- Whole child (non-assessment) data into Achievement Index
- Re-evaluate the 180 day waiver rules
- Explore adoption of socio-emotional learning standards

Staff note-taker: Parker Teed

Workgroup #3 – SBE Role in Closing Achievement and Opportunity Gaps

Group 3: What is the role of SBE – a state-level agency – in closing achievement and opportunity gaps? Which gaps should be focused on, and how?

The data to review for this segment includes Andrew Parr's memorandum (pg 53 of written packet), as well as the [video on 5491 prepared by Julia](#).

Staff note-taker: Andrew Parr