



State Board of Education Statutory Responsibilities

Core Duties	Accountability	High School Graduation Requirements	Basic Education Compliance	Charter Schools/Other
Advocacy & Strategic Oversight of public education RCW 28A.305.130	Adopt performance improvement goals for the system in Reading, Math, Writing, Science, etc. RCW 28A.305.130 (a)	Establish credit and non-credit (HSBP) requirements for high school graduation; establish equivalencies, other. RCW 28A.230.090 (1)	Monitor compliance with basic education; require withholding of funds when necessary RCW 28A.150.220 (7) RCW 28A.150.250 (3)	Approve and monitor charter school authorizers, certify charter schools under the annual cap, issue reports, other RCW 28A.710.090
Implement Standards-based Accountability Framework RCW 28A.305.130	Develop an accountability framework that creates a unified system of support for challenged schools. RCW 28A.657.110 (1)	Set minimum scores for graduation on required high school assessments RCW 28A.230.090 (2)(a) RCW 28A.655.070 (3)(a)	Adopt rules to ensure compliance with the program of basic education and such related program approval requirements SBE may establish. RCW 28A.150.220 (7)	Consult with OSPI in developing and maintaining statewide academic assessment system RCW 28A.655.070 (3)(a) RCW 28A.300.041(7)
Provide leadership in personalizing education, and ensuring respect for diverse cultures and abilities RCW 28A.305.130	Develop Achievement Index for Recognition (Awards) and Support (School Improvement) of schools RCW 28A.657.110 (2)	Establish minimum scores to be achieved on assessment alternatives for graduation; explore options for other alternatives RCW 28A.655.061	May grant waivers to basic education requirements based on certain criteria RCW 28A.305.140	May make changes in the number and boundaries of the ESDs; and prescribe duties by rule RCW 28A.310.020
Promote achievement of basic education goals. RCW 28A.305.130	Required Action Districts: approve designation and exit, monitor plans and progress, require OSPI to redirect Title I funds in absence of Required Action Plan. RCW 28A.657.100 RCW 28A.657.080	Approve CTE equivalency statewide course frameworks for earning math and science credit RCW 28A.230.097	Approve private schools RCW 28A.305.130	Jointly report to the legislature regarding the status of the assessment system, including formative assessments. RCW 28A.300.041(8)
Articulate with higher education, workforce, and early learning to coordinate and unify the system RCW 28A.305.130 (6)	WA Educational System Health: lead data analysis process, partner coordination and reform recommendations (biannual report to Legislature) RCW 28A.150.550	RCW 28A.305.130		Board administration: conduct regular public meetings, select officers, maintain bylaws and other foundational documents, submit legislative reports, etc.

Core Duties

28A.305.130: 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](#) [Basic education—Goals of school districts].

28A.305.130 (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

Accountability

28A.305.130 (4)(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;

28A.657.110 (1): By November 1, 2013, the state board of education shall propose rules for adoption establishing an accountability framework that creates 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. The board must seek input from the public and interested groups in developing the framework. Based on the framework, the superintendent of public instruction shall design a comprehensive system of specific strategies for recognition, provision of differentiated support and targeted assistance, and, if necessary, requiring intervention in schools and school districts. The superintendent shall submit the system design to the state board of education for review. The state board of education shall recommend approval or modification of the system design to the superintendent no later than January 1, 2014, and the system must be implemented statewide no later than the 2014-15 school year. To the extent state funds are appropriated for this purpose, the system must apply equally to Title I, Title I-eligible, and non-Title I schools in the state.

28A.657.110 (2): The state board of education shall develop a Washington achievement index to identify schools and school districts for recognition, for continuous improvement, and for additional state support. The index shall be based on criteria that are fair, consistent, and transparent. Performance shall be measured using multiple outcomes and indicators including, but not limited to, graduation rates and results from statewide assessments. The index shall be developed in such a way as to be easily understood by both employees within the schools and school districts, as well as parents and community members. It is the legislature's intent that the index provide feedback to schools and school districts to self-assess their progress, and enable the identification of schools with exemplary performance and those that need assistance to overcome challenges in order to achieve exemplary performance.

28A.657.100:

- (1) The superintendent of public instruction must provide a report twice per year to the state board of education regarding the progress made by all school districts designated as required action districts.
- (2) The superintendent of public instruction must recommend to the state board of education that a school district be released from the designation as a required action district after the district implements a required action plan for a period of three years; has made progress, as defined by the superintendent of public instruction using the criteria adopted under RCW [28A.657.020](#) including progress in closing the educational opportunity gap; and no longer has a school within the district identified as persistently lowest-achieving. The state board shall release a school district from the designation as a required action district upon confirmation that the district has met the requirements for a release.
- (3) If the state board of education determines that the required action district has not met the requirements for release after at least three years of implementing a required action plan, the board may recommend that the district remain in required action and submit a new or revised plan under the process in RCW [28A.657.050](#), or the board may direct that the school district be assigned to level two of the required action process as provided in RCW [28A.657.105](#). If the required action district received a federal school improvement grant for the same persistently lowest-achieving school in 2010 or 2011, the board may direct that the school district be assigned to level two of the required action process after one year of implementing a required action plan under this chapter if the district is not making progress. Before making a determination of whether to recommend that a school district that is not making progress remain in required action or be assigned to level two of the required action process, the state board of education must submit its findings to the education accountability system oversight committee under RCW [28A.657.130](#) and provide an opportunity for the oversight committee to review and comment.

28A.657.080: The state board of education may direct the superintendent of public instruction to require a school district that has not submitted a final required action plan for approval, or has submitted but not received state board of education approval of a required action plan by the beginning of the school year in which the plan is intended to be implemented, to redirect the district's Title I funds based on the academic performance audit findings.

RCW 28A.150.550: Statewide indicators of educational system health—Disaggregation—Use of indicators—Status reports.

- (1) The following statewide indicators of educational system health are established:
 - (a) The percentage of students demonstrating the characteristics of entering kindergartners in all six areas identified by the Washington kindergarten inventory of developing skills administered in accordance with RCW [28A.655.080](#);
 - (b) The percentage of students meeting the standard on the fourth grade statewide reading assessment administered in accordance with RCW [28A.655.070](#);
 - (c) The percentage of students meeting the standard on the eighth grade statewide mathematics assessment administered in accordance with RCW [28A.655.070](#);
 - (d) The four-year cohort high school graduation rate;
 - (e) The percentage of high school graduates who during the second quarter after graduation are either enrolled in postsecondary education or training or are employed, and the percentage during the fourth quarter after graduation who are either enrolled in postsecondary education or training or are employed; and
 - (f) The percentage of students enrolled in precollege or remedial courses in college.
- (2) The statewide indicators established in subsection (1) of this section shall be disaggregated as provided under RCW [28A.300.042](#).
- (3) The state board of education, with assistance from the office of the superintendent of public instruction, the workforce training and education coordinating board, the educational opportunity gap oversight and accountability committee, and the student achievement council, shall establish a process for identifying realistic but challenging system-wide performance goals and measurements, if necessary, for each of the indicators established in subsection (1) of this section, including for subcategories of students as provided under subsection (2) of this section. The performance goal for each indicator must be set on a biennial basis, and may only be adjusted upward.
- (4) The state board of education, the office of the superintendent of public instruction, and the student achievement council shall each align their strategic planning and education reform efforts with the statewide indicators and performance goals established under this section.

(5)(a) The state board of education, with assistance from the office of the superintendent of public instruction, the workforce training and education coordinating board, the educational opportunity gap oversight and accountability committee, and the student achievement council, shall submit a report on the status of each indicator in subsection (1) of this section and recommend revised performance goals and measurements, if necessary, by December 1st of each even-numbered year, except that the initial report establishing baseline values and initial goals shall be delivered to the education committees of the legislature by December 1, 2013.

(b) If the educational system is not on target to meet the performance goals on any individual indicator, the report must recommend evidence-based reforms intended to improve student achievement in that area.

(c) To the extent data is available, the performance goals for each indicator must be compared with national data in order to identify whether Washington student achievement results are within the top ten percent nationally or are comparable to results in peer states with similar characteristics as Washington. If comparison data show that Washington students are falling behind national peers on any indicator, the report must recommend evidence-based reforms targeted at addressing the indicator in question.

High School Graduation Requirements

28A.230.090 (1): The state board of education shall establish high school graduation requirements or equivalencies for students, except as provided in RCW [28A.230.122](#) and except those equivalencies established by local high schools or school districts under RCW [28A.230.097](#). The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner.

28A.230.090 (1)(c): Any decision on whether a student has met the state board's high school graduation requirements for a high school and beyond plan shall remain at the local level. Effective with the graduating class of 2015, the state board of education may not establish a requirement for students to complete a culminating project for graduation.

28A.230.090 (2)(a): In recognition of the statutory authority of the state board of education to establish and enforce minimum high school graduation requirements, the state board shall periodically reevaluate the graduation requirements and shall report such findings to the legislature in a timely manner as determined by the state board.

28A.655.070 (3)(a): In consultation with the state board of education, the superintendent of public instruction shall maintain and continue to develop and revise a statewide academic assessment system in the content areas of reading, writing, mathematics, and science for use in the elementary, middle, and high school years designed to determine if each student has mastered the essential academic learning requirements identified in subsection (1) of this section. School districts shall administer the assessments under guidelines adopted by the superintendent of public instruction. The academic assessment system may include a variety of assessment methods, including criterion-referenced and performance-based measures.

28A.655.061 (10)(b)(i): A student's score on the mathematics, reading or English, or writing portion of the SAT or the ACT may be used as an objective alternative assessment under this section for demonstrating that a student has met or exceeded the state standards for the certificate of academic achievement. The state board of education shall identify the scores students must achieve on the relevant portion of the SAT or ACT to meet or exceed the state standard in the relevant content area on the statewide student assessment. A student's score on the science portion of the ACT or the science subject area tests of the SAT may be used as an objective alternative assessment under this section as soon as the state board of education determines that sufficient data is available to identify reliable equivalent scores for the science content area of the statewide student assessment. After the first scores are established, the state board may increase but not decrease the scores required for students to meet or exceed the state standards.

28A.230.097 (1): Each high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers. A career and technical course equivalency may be for whole or partial credit. Each school district board of directors shall develop a course equivalency approval procedure. Boards of directors must approve AP computer science courses as equivalent to high school mathematics or science, and must denote on a student's transcript that AP computer science qualifies as a math-based quantitative course for students who take the course in their senior year. In order for a board to approve AP computer science as equivalent to high school mathematics, the student must be concurrently enrolled in or have successfully completed algebra II. Beginning no later than the 2015-16 school year, a school district board of directors must, at a minimum,

grant academic course equivalency in mathematics or science for a high school career and technical course from the list of courses approved by the state board of education under RCW [28A.700.070](#), but is not limited to the courses on the list. If the list of courses is revised after the 2015-16 school year, the school district board of directors must grant academic course equivalency based on the revised list beginning with the school year immediately following the revision.

Basic Education Compliance

28A.150.220 (7): The state board of education shall adopt rules to implement and ensure compliance with the program requirements imposed by this section, RCW [28A.150.250](#) and [28A.150.260](#), and such related supplemental program approval requirements as the state board may establish.

28A.150.250 (3): If a school district's basic education program fails to meet the basic education requirements enumerated in RCW [28A.150.260](#) and [28A.150.220](#), the state board of education shall require the superintendent of public instruction to withhold state funds in whole or in part for the basic education allocation until program compliance is assured. However, the state board of education may waive this requirement in the event of substantial lack of classroom space.

28A.305.140 (1): The state board of education may grant waivers to school districts from the provisions of RCW [28A.150.200](#) [Program of basic education] through [28A.150.220](#) [Basic education—Minimum instructional requirements—Program accessibility—Rules] on the basis that such waiver or waivers are necessary to:

- (a) 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;
- (b) Implement an innovation school or innovation zone designated under RCW [28A.630.081](#); or
- (c) Implement a collaborative schools for innovation and success pilot project approved under RCW [28A.630.104](#).

28A.305.130 (5): [The state board of education shall] [a]ccredit, 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. However, no private school may be approved that operates a kindergarten program only and no private school 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;

Charter Schools/Other

28A.710.090:

- (1) The state board of education shall establish an annual application and approval process and timelines for school districts seeking approval to become charter school authorizers. The initial process and timelines must be established by July 1, 2016.
- (2) At a minimum, each applicant district must submit to the state board of education:
 - (a) The applicant's strategic vision for chartering;
 - (b) A plan to support the vision presented, including explanation and evidence of the applicant's budget and personnel capacity and commitment to execute the responsibilities of quality charter authorizing;
 - (c) A draft or preliminary outline of the annual charter school application process that the applicant would, if approved as an authorizer, issue to solicit charter school applicants;
 - (d) A draft of the performance framework that the applicant would, if approved as an authorizer, use to guide the establishment of a charter contract and use for ongoing oversight and evaluation of charter schools;
 - (e) A draft of the applicant's proposed renewal, revocation, and nonrenewal processes, consistent with RCW [28A.710.190](#) and [28A.710.200](#);

(f) A statement of assurance that the applicant seeks to serve as an authorizer in fulfillment of the expectations, spirit, and intent of this chapter, and that, if approved as an authorizer, the applicant will fully participate in any authorizer training provided or required by the state; and

(g) A statement of assurance that the applicant will provide public accountability and transparency in all matters concerning charter authorizing practices, decisions, and expenditures.

(3) The state board of education shall consider the merits of each application and make its decision within the timelines established by the state board of education.

(4) Within thirty days of making a decision to approve an application under this section, the state board of education must execute a renewable authorizing contract with the applicant district. The initial term of an authorizing contract must be six years. The authorizing contract must specify each approved applicant district's agreement to serve as an authorizer in accordance with the expectations of this chapter, and may specify additional performance terms based on the applicant's proposal and plan for chartering.

(5) No approved school district may commence charter authorizing without an authorizing contract in effect

28A.655.070 (3)(a): In consultation with the state board of education, the superintendent of public instruction shall maintain and continue to develop and revise a statewide academic assessment system in the content areas of reading, writing, mathematics, and science for use in the elementary, middle, and high school years designed to determine if each student has mastered the essential academic learning requirements identified in subsection (1) of this section. School districts shall administer the assessments under guidelines adopted by the superintendent of public instruction. The academic assessment system may include a variety of assessment methods, including criterion-referenced and performance-based measures.

28A.310.020: The state board of education upon its own initiative, or upon petition of any educational service district board, or upon petition of at least half of the district superintendents within an educational service district, or upon request of the superintendent of public instruction, may make changes in the number and boundaries of the educational service districts, including an equitable adjustment and transfer of any and all property, assets, and liabilities among the educational service districts whose boundaries and duties and responsibilities are increased and/or decreased by such changes, consistent with the purposes of RCW 28A.310.010: PROVIDED, That no reduction in the number of educational service districts will take effect after June 30, 1995, without a majority approval vote by the affected school directors voting in such election by mail ballot. Prior to making any such changes, the state board shall hold at least one public hearing on such proposed action and shall consider any recommendations on such proposed action. The state board in making any change in boundaries shall give consideration to, but not be limited by, the following factors: Size, population, topography, and climate of the proposed district.

The superintendent of public instruction shall furnish personnel, material, supplies, and information necessary to enable educational service district boards and superintendents to consider the proposed changes.

28A.250.020 (1): The superintendent of public instruction, in collaboration with the state board of education, shall develop and implement approval criteria and a process for approving online providers; a process for monitoring and if necessary rescinding the approval of courses or programs offered by an online provider; and an appeals process. The criteria and processes for multidistrict online providers shall be adopted by rule by December 1, 2009.

RCW 28A.300.041:

(7) The superintendent of public instruction, in consultation with the state board of education, shall begin design and development of an overall assessment system that meets the principles and characteristics described in this section. In designing formative and summative assessments, the superintendent shall solicit bids for the use of computerized adaptive testing methodologies.

(8) Beginning December 1, 2009, and annually thereafter, the superintendent and state board shall jointly report to the legislature regarding the assessment system, including a cost analysis of any changes and costs to expand availability and use of instructionally supportive formative assessments.