



Resolution #2016-08

**Temporary Two-Year Waiver from High School Graduation Requirements**

WHEREAS, the Washington State Legislature passed E2SSB 6552 which increases the number of credits required for graduation to 24 for the Class of 2019; and

WHEREAS, the Centralia School District currently requires 22 credits to graduate from high school; and

WHEREAS, the Washington State Legislature and State Board of Education provide for a procedure for school districts to request a waiver and delay implementation of the 24 credit requirement; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 credits will require a substantial amount of study and planning revolved around the consideration of resources, and time to implement effectively; and

WHEREAS, the Board of Directors of the Centralia School District is requesting a temporary waiver for the reasons set forth in The Washington State Board of Education Application for a Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014; and

WHEREAS, WAC 180-51-068 requires that the application waiver be accompanied by a resolution adopted by the district board of directors; and

NOW, THEREFORE, BE IT RESOLVED that the Centralia School District Board of Directors in accordance with RCW 28A.230.090(1)(d)(ii); the District is requesting a temporary waiver from the Career and College Ready Graduation Requirements for the graduating classes of 2019 and 2020.

DATED THIS 27<sup>th</sup> day of April 2016.

BOARD OF DIRECTORS  
CENTRALIA SCHOOL DISTRICT NO. 401

*[Handwritten signatures of Board Members]*

*[Handwritten signature: Manka Dawatz]*  
Secretary

**Resolution Certification**

I, Mark Davalos, Secretary of the Board of Directors of Centralia Joint School District No. 401, Lewis and Thurston Counties, Washington, do hereby certify that the foregoing constitutes a true and correct copy of Resolution No. 2016-08 of such Board of Directors duly adopted at the regular meeting thereof held on the 27<sup>th</sup> day of April 2016.



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Mark Davalos, Secretary

## **Application**

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district – **Centralia School District**

2. Contact information

Name and title – **Mark Davalos, Superintendent/Josue Lowe, Principal CHS**

Telephone – **(360) 330-7600**

E-mail address – **mdavalos@centralia.wednet.edu/jlowe@centralia.wednet.edu**

3. Date of application – **March 2016**

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

***Centralia School District is requesting a waiver to delay implementation of career and college ready graduation requirements to allow more time to implement a comprehensive solution providing for increased credit opportunities for our students.***

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

***The specific impediments currently influencing our decision to apply for this waiver are staffing needs, classroom space and comprehensive professional development for PPR implementation, a possible change in the format of the CHS master/bell schedule and budgetary implications.***

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

\_\_\_\_\_ Class of 2020

\_\_**XXX**\_\_ Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

***The following represent areas the new graduation requirements impact the Centralia School District along with a brief explanation of implementation plans:***

1. ***Bell Schedule Review:*** *We have formed a new committee, Class of 2019, tasked with reviewing block periods, trimesters, and hybrid schedules. One of the committee's goal is to select the best bell schedule to ensure all students can pursue their personalized pathway while receiving an equitable opportunity to earn 24 credits.*

2. **Personal Pathway Requirement (PPR) Troubleshooting:** Over the next two years we are making logistical and philosophical changes to our fall & spring parent conferences allowing us to coordinate meaningful meetings with 1000+ students, their parents/guardians, teachers, counselors, and their advisory teacher. We are also implementing use of High School & Beyond module in My School Data to track the more complex PPR.
3. **New Course Offerings:** Our research as shown that some of the early adopters of the new graduation requirements have created 30-40 new courses in a single year. Our site leadership team and Instructional Materials Review Committee (IMRC) is looking at the process needed to review and adopt courses in order to meet this unusual demand.
4. **Communication:** This waiver will allow us to improve the communication to students, parents, teachers, and community about the new graduation requirements and their impact. One proposal to improve communication is to use the first week of school to communicate with grade levels about the new graduation requirements, reinforce schoolwide rules, procedures, and routines.
5. **Aligning Advisory Curriculum:** We have created an advisory (NAV/TSI) committee that is in the process of updating our curriculum for our advisory course to reflect the requirements and spirit behind the new graduation requirements.
6. **Facility Needs:** Our District is looking to run a bond in February that would allow us to house more teachers that would be needed for the new graduation requirements. We have also applied for the K-12 STEM Grant Program proposing to build a CSD STEM building. This potential building would also help relieve pressure on our existing facility as we currently do not have enough classroom space to accommodate the additional needs of increased science courses. This waiver is an essential first step to this process to make sure we can run and pass a bond to update our 45+ year old buildings.
7. **Staffing Needs:** The increase of Science and Foreign Language requirements are two examples of where we will need to increase our staffing. We are currently developing curriculum for a pilot Earth Science with the intent of employing a teacher full-time to teach Earth Science. This waiver allows us a couple years to implement and troubleshoot these courses before they will be high stakes courses for students.
8. **Budget Impacts:** This waiver is essential to gain a greater understanding and develop a plan of the many possible budget impacts of this requirement. The possible budget impacts are significant, for example, curriculum and materials for new courses, additional staffing, consequences of master schedule changes, student management systems, professional development, etc. As decisions are made in all of the various areas we will develop a master budget impact document to assist with decision making.
9. **Professional Development:** There will be professional development needs as decisions are made. Needs might include: training for best practices for teaching longer class periods, technology (student management program) training, content training for new courses being taught, etc.

### Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

RESOLUTION #5798

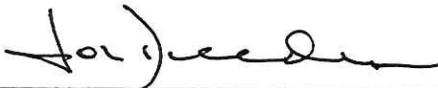
We, the undersigned Board of Directors of Evergreen School District No. 114, Clark County Washington, do hereby apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2021 instead of the graduating class of 2019.

Evergreen School District 114

Board of Directors

  
\_\_\_\_\_  
Victoria Bradford  
\_\_\_\_\_  
  
\_\_\_\_\_  
Michael W. P.  
\_\_\_\_\_  
  
\_\_\_\_\_  
Todd Young

Attest:

  
\_\_\_\_\_

Secretary, Board of Directors

March 22, 2016



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## APPLICATION Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014

### Instructions

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

“In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.”

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district’s board of directors requesting the waiver. The resolution must, at a minimum:
  1. State the entering freshman class or classes for whom the waiver is requested;
  2. Be signed by the chair or president of the board of directors and the superintendent.
- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.
- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver is granted shall provide notification of that decision to the SBE.

Please send the application and school board resolution electronically to:

Jack Archer  
Director, Basic Education Oversight  
360-725-6035  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

For questions, please contact:

Jack Archer  
Director, Basic Education Oversight  
360-725-6035  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

Linda Drake  
Research Director  
360-725-6028  
[linda.drake@k12.wa.us](mailto:linda.drake@k12.wa.us)

**Application**

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district

**Evergreen School District No. 114**

2. Contact information

Name and title **Bill Oman, Executive Director of Secondary Education**

Telephone **360 604 4035**

E-mail address [Willam.Oman@evergreenps.org](mailto:Willam.Oman@evergreenps.org)

3. Date of application.

**February 25, 2016**

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

**Evergreen Public Schools is working on improving the flexibility and responsiveness of the high school schedule in order to allow all students personalized pathways in meeting the career and college ready graduation requirements. Our focus will include the exploration of expanding credit opportunities for 8th-graders, redesigning our academy interventions, and utilizing technology, specifically our one-to-one initiative, LIFT, to allow students access to online and blended supplemental coursework.**

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

**In the fall of 2015, we held 14 public meetings with students, staff, parents, and community members to educate them on the career and college ready graduation requirement and to seek their input. This was followed up with a survey of all stakeholders where a district committee, comprised of teachers and administrators, examined the survey results. Finally, a recommendation was made to the Board of Directors to move from a six-period semester schedule to a seven-period semester schedule in order to best support students achieving the new graduation requirements. We have been unsuccessful, however, in bargaining this change with our local association.**

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Starting with next year's 8th-graders (Class of 2021) we are expanding courses to be taken for high school credit to include science. Currently, they may earn credit in physics, algebra or above algebra level math, and world languages. Through our iQ Academy, we are exploring expanding the model into the comprehensive high schools in order to offer additional classes for initial credit. In this model, students would have their regular six-period class load and a seventh period accessed online. Starting in 2017, every 6<sup>th</sup>-12<sup>th</sup> grade student in Evergreen Public Schools will have their own device and will be able to access that online class at home as well as during school.

High Schools in our district will start almost an hour later next year at 8:40 a.m. This shift is supported by research. The later start time will allow for additional course offerings starting at the current start time for students at-risk due to credit deficiencies.

Currently, our high schools operate academies that are designed to serve as an intervention for at-risk students. They have been successful as is evident in our 83% 4-year cohort graduation rate. The new start time, as well as the one-to-one device adds a level of flexibility to this intervention. Evergreen Public Schools has a team of high school principals, administrators, and teachers examining ways to redesign the intervention in order to personalize the experience and engage even more students into their education.

#### **Final step**

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

**APPLICATION**  
**Temporary Waiver from High School Graduation Requirements**  
**Under Chapter 217, Laws of 2014**

**Instructions**

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

“In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.”

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district’s board of directors requesting the waiver. The resolution must, at a minimum:
  1. State the entering freshman class or classes for whom the waiver is requested;
  2. Be signed by the chair or president of the board of directors and the superintendent.
  
- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.
  
- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver is granted shall provide notification of that decision to the SBE.

Please send the application and school board resolution electronically to:

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Director, Basic Education Oversight  
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Linda Drake  
Research Director  
360-725-6028  
[linda.drake@k12.wa.us](mailto:linda.drake@k12.wa.us)

*Liberty Christian School provides a Biblically-based education marked by academic excellence in a nurturing atmosphere. Students are encouraged to develop a personal relationship with Jesus Christ and live committed Christian lives.*

## **Application**

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of private school: Liberty Christian School of the Tri-Cities

2. Contact information:

James Cochran, Superintendent

509-946-0602

jcochran@libertychristian.net

3. Date of application: June 6, 2016

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

**Liberty Christian School needs additional time to plan, staff, and resource the course offerings and schedule to meet full implementation of the new graduation requirements.**

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

**Although Liberty's high school program is designed to meet the current state graduation requirements, our students are also required to take an additional 4 credits in religious courses. The new graduation requirements will result in our students needing 28 credits to graduate from our school. This presents a significant increase and necessitates a thorough review of our course offerings, scheduling and staffing needs.**

**The implementation of the career and college ready graduation requirements will also be impacted by the need for comprehensive professional development, budgetary implications, and time needed to develop and implement the Personal Pathway Plan.**

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

\_\_\_\_\_ Class of 2020

\_\_\_X\_\_\_ Class of 2021

*Liberty Christian School provides a Biblically-based education marked by academic excellence in a nurturing atmosphere. Students are encouraged to develop a personal relationship with Jesus Christ and live committed Christian lives.*

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Liberty Christian School is in the conceptualization phase of developing the Personal Pathway Program which will help us to identify course, schedule and staffing needs. Once the concept is outlined, we can begin to provide appropriate professional development for instructional staff to better understand student options and requirements and begin implementation.

The increase in CTE and other elective requirements will also impact the budget in the areas of staffing, curriculum and materials, professional development and technology. We will use the additional time to research the best possible solutions to the above needs in order to develop scope, schedule and budget for the new requirements. This will allow us to efficiently and effectively communicate the changes with our families.

Additionally, administration will use the extended time to explore and implement different scheduling options that provide an increase in opportunity for students as well as provide instructional strategies that produce successful students.

Liberty already has a strategic plan in place for developing a comprehensive college/career center. We have introduced a new course on college and career exploration and are working to implement material from OSPI college and career readiness handbook for grades 8th -12th. Personal Pathway plans are being developed for every incoming 9th grader and individual graduation plans are in place for all enrolled students in grades 9-12.

### **Final step**

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

*Liberty Christian School provides a Biblically-based education marked by academic excellence in a nurturing atmosphere. Students are encouraged to develop a personal relationship with Jesus Christ and live committed Christian lives.*

RESOLUTION TO REQUEST A TEMPORARY WAIVER  
FROM HIGH SCHOOL GRADUATION REQUIREMENTS  
UNDER CHAPTER 217, LAWS OF 2014

WHEREAS, Liberty Christian School of the Tri-Cities will submit a resolution to the Washington State Board of Education delaying the implementation of the career and college ready graduation requirements directed by Chapter 217. Laws of 2014 E2SSB 6552; and

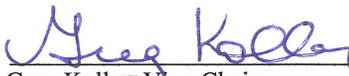
WHEREAS, the SBE allows for districts to apply for a temporary waiver (up to two years) in implementing these revised graduation requirements to provide districts additional time to plan for and effectively implement the required changes; and

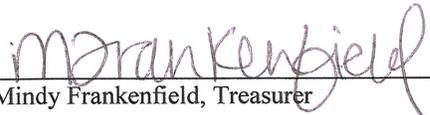
WHEREAS, Liberty Christian School of the Tri-Cities is seeking additional time to plan and communicate the changes in requirements;

NOW, THEREFORE BE IT RESOLVED, the Board of Directors of Liberty Christian School of the Tri-Cities hereby approves the application for a temporary, two-year waiver in implementing the revised career and college ready high school graduation requirements for freshmen entering high school in 2015 and 2016 (Graduating classes of 2019 and 2020, respectively).

Adopted this 19th day of May, 2016.

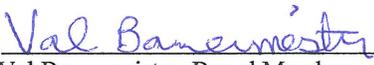
  
Tom Anderson, Board Chair

  
Greg Koller, Vice-Chair

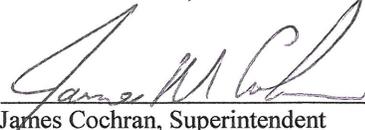
  
Mindy Frankenfield, Treasurer

\_\_\_\_\_  
Judy Koglin, Board Member

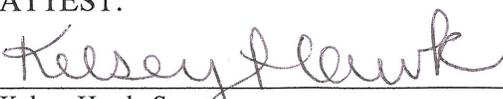
  
Korey Barber, Board Member

  
Val Bauermeister, Board Member

  
Bruce Groth, Board Member

  
James Cochran, Superintendent

ATTEST:

  
Kelsey Hawk, Secretary

*Liberty Christian School provides a Biblically-based education marked by academic excellence in a nurturing atmosphere.  
Students are encouraged to develop a personal relationship with Jesus Christ and live committed Christian lives.*

## **Application**

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district      **Tenino School District**
2. Contact information  
Name and title-      **Joanne Mabbott**  
Telephone-          **360-264-3408**  
E-mail address-      **mabbottj@tenino.k12.wa.us**
3. Date of application.   **04/18/2016**

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068. **The Tenino School District is in process of adding college and career pathways and exploring ways of providing opportunities for remediation and credit recovery for students who struggle. Because our district operates on limited funds, it is essential that we implement options which are both effective and economical. The additional time provided by this waiver would allow us to develop reliable data from which to base our final implementation plan.**

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

**Barriers to implementation include:**

- **The current master schedule allows for 24 credits over 4 years of HS**
- **Lack of transportation for students to attend a zero or after school period**
- **An improving, but significant student failure rate**
- **Lack of efficient yet cost-effective resource for credit recovery**

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

**Class of 2020**

**Class of 2021**

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

**The Tenino School District will take the following actions during the period of the waiver:**

- **Continue to enhance career and college pathway offerings**
- **Pilot the use of FuelEd on-line courses for credit recovery and additional credit opportunities**
- **Implement a transitional Algebra I program to provide additional support for students struggling in this area**
- **Investigate alternative master schedule models to provide additional learning and credit opportunities**

BOARD OF DIRECTORS  
CASEY SCHIEWE  
EFF COPELAND  
KEVIN FELTUS



BOARD OF DIRECTORS  
TAMMY SCHRODER  
RYAN HILTON  
SUPERINTENDENT  
JOE BELMONTE

**RESOLUTION NUMBER 04:2015-2016  
REQUESTING GRADUATION REQUIREMENTS WAIVER of CORE 24**

A RESOLUTION of the Board of Directors of the Tenino School District No. 402, Thurston County, State of Washington, requesting a graduation credit waiver from the Washington State Board of Education allowing the district to maintain a 22 credit graduation requirement for Tenino High School for the graduation classes of 2019 and 2020;

WHEREAS, the State Board of Education is directing districts to implement additional graduation requirements as per the legislative directive in 2010 and revised in 2014 known as CORE 24; and

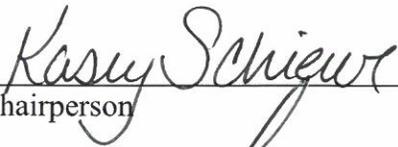
WHEREAS, the Board of Directors of Tenino School District No. 402 has researched the implications of the additional credit requirements and believes there will be a significant negative impact on the district financially and logistically if the graduation requirements are increased to 24 credits in the next two years for the classes of 2019 and 2020.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Directors of the Tenino School District No. 402, that the Tenino School District is requesting a graduation requirement waiver of the 24 credits for the graduating classes of 2019 and 2020 allowing the district to maintain the graduation requirements of 22 credits for Tenino High School;

ADOPTED by the Board of Directors of the Tenino School District No. 402, Thurston County, Washington, at the regular meeting thereof held this 23<sup>rd</sup> day of May 2016.

ATTEST:

  
\_\_\_\_\_  
Secretary to the Board

  
\_\_\_\_\_  
Chairperson

  
\_\_\_\_\_  
Director

  
\_\_\_\_\_  
Director

  
\_\_\_\_\_  
Director

  
\_\_\_\_\_  
Director



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## SUPERINTENDENT OF PUBLIC INSTRUCTION

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**Randy I. Dorn** Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

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June 28, 2016

TO: Washington State Board of Education

FROM: Dan Newell, Assistant Superintendent, Secondary Education & Student Support  
Laura Moore, Project Specialist, Private Education

RE: Approval of Schools for 2016–17 School Year

### **Alger Learning Center**

We are recommending approval of Alger Learning Center for the 2016-17 school year. In May of this year, OSPI transmitted a letter to Alger Learning Center identifying major deviations from the standards set forth in RCW 28A.195 and WAC 180-90. The letter noted that students at the school did not appear to be in attendance full time as required under WAC 180-90-160(1)(b). In addition, the letter stated that it did not appear that Alger Learning Center was offering a full curriculum of instruction to all students to meet graduation requirements established by the State Board of Education. For these reasons, we did not make a recommendation regarding Alger Learning Center's application for consideration at the Board's May 2016 meeting.

Following our identification of major deviations, Alger Learning Center provided OSPI copies of school policies, which, if followed, we believe will mitigate the major deviations we identified. (Copies of OSPI's April 29, 2016, letter to Alger Learning Center and the school's relevant policies are attached to this memorandum.)

### **Saddle Mountain School**

We are recommending approval, with reservation, of Saddle Mountain School for the 2016-17 school year. In May, OSPI transmitted a letter to Saddle Mountain School identifying major deviations from the standards set forth in RCW 28A.195 and WAC 180-90. In the letter, we found that for a six-month period in 2015, all of the school's students were enrolled for less than six months, and many for less than two months. We also concluded that Saddle Mountain School allows students to receive credit for 20- to 30-minute appointments instead of actually engaging in a program of 1,000 hours of educational activity. For these reasons, we did not make a recommendation regarding Saddle Mountain School's application for consideration at the Board's May 2016 meeting.

Following our identification of major deviations, Saddle Mountain School provided OSPI documentation, including a "Compliance Narrative Report."

Based on this documentation, and for the reasons discussed below, OSPI recommends, with reservation, the approval of Saddle Mountain School. (Copies of OSPI's May 2016 letter to Saddle Mountain School and the school's responsive documentation are attached to this memorandum.)

- A. The reservation is that OSPI received information asserting that Saddle Mountain School was not offering a full curriculum of instruction to all students to meet graduation requirements established by the State Board of Education. In response, OSPI requested a list of the students enrolled at the school between May and November 2015. Although the list the school provided in response contained approximately 70 names, none of the students on the list attended the school for six months. When OSPI determined this to be a major deviation, the school asserted for the first time that it had additional students during the May through November 2015 time-period; however, the school did not provide a list of student names or other enrollment information to support that assertion. OSPI believes its requests for information were clear, and we have concerns regarding the accuracy and completeness of the information the school has provided. In any event, the attendance records the school provided show no students who attended the school for six months, which is now required under the State Board of Education's amended rules at WAC 180-90-141(1)(a).
- B. Nevertheless, OSPI's recommendation is based on the school's assurances in its June 14, 2016, Compliance Narrative Report that all state standards are met for the 2016-17 school year. Our understanding is that, under WAC 180-90, these assurances are sufficient for the State Board of Education's approval here.
- C. In the past, OSPI has expressed concerns to the Board about whether Saddle Mountain School provides a program of education that students actually attend. The documentation the school has provided, however, indicates that, in June 2016, the school adopted a new attendance policy requiring attendance or an excused absence. Accordingly, OSPI's recommendation is also based on this action by the school to modify its policy to require actual student attendance for at least six months.
- D. Based on information provided to OSPI, Saddle Mountain School enrolled almost exclusively adults during a six-month period of 2015. And the school issued high school diplomas to at least 60 adults. While the conferring of high school diplomas on adults does not appear to be a deviation from the standards set forth in RCW 28A.195 or WAC 180-90, OSPI is deeply concerned with this practice. For the following reasons, we do not believe approval by the State Board of Education can grant private schools the legal authority to issue high school diplomas to adults over the age of 18.
  - 1. The Legislature granted authority to the state community college system to deliver adult education, *i.e.* education to students 18 years of age and over or who hold a high school diploma or certificate. RCW 28B.50.020(2); RCW 28B.50.030(1) (definition of "adult education"). In furtherance of this, the

Legislature also authorized community and technical colleges to issue high school diplomas or certificates to their students. RCW 28B.50.535.

2. At the same time, common school districts are authorized to provide basic education to adults between eighteen and twenty-one years of age. RCW 28A.150.220(5)(a). School districts may also conduct a program of adult education when acting "in behalf" of a college district and with the permission of the State Board of Education and State Board for Community and Technical Colleges. RCW 28B.50.250. Common school districts have authority to issue high school diplomas to adults in these limited circumstances.
3. The State Board of Education does have statutory authority related to the education of adults, but it is similarly limited and does not pertain to private schools. WAC 180-72, relating to "adult education," demonstrates this. The Board is the agency responsible for adopting high school graduation requirements. Consistent with that authority, the Board has cited two statutes as its authority to adopt WAC 180-72: RCW 28A.230.090 (granting authority to the Board to adopt high school graduation requirements) and RCW 28B.50.535 (granting authority to community colleges to issue high school diplomas). WAC 180-72-050 and -060, in turn, implement another source of authority, RCW 28B.50.250, which, as noted above, authorizes the Board to permit common school districts to conduct a program in adult education "in behalf" of community and technical colleges.
4. Saddle Mountain School has suggested that, because RCW 28A.225.220(1) grants authority to school districts to allow adults to attend school, private schools, too, should be authorized to do so. But that statute provides no basis to conclude that *the Board* can approve a private school's issuance of high school diplomas to adults in the absence of a statute explicitly granting such authority to the Board. Indeed, we note that RCW 28A.225.220(1) simply allows school districts to agree with adults to attend school. It says nothing about districts conferring high school diplomas on those adults.

In our view, the Board cannot approve private schools to grant high school diplomas on adults. Therefore, private schools such as Saddle Mountain School have no legal authority to issue diplomas to adult students. Given the legal and public policy importance of this question, we encourage the Board to specify whether it concurs in this interpretation of the law.

Attachments: April 29, 2016, Letter to John Lackey, Alger Learning Center  
2016 Adopted Policies of Alger Learning Center  
May 6, 2016, Letter to Phyllis Magden, Saddle Mountain School  
Compliance Narrative Report for Saddle Mountain School  
2016 Adopted Policies for Saddle Mountain School



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## APPROVAL OF PRIVATE SCHOOLS FOR 2016–17

### Policy Consideration

Approval of Private Schools under RCW 28A.195.040 and Chapter 180-90 WAC at the July 13-14, 2016, Washington State Board of Education meeting.

### Summary

Approval of Private Schools for the 2016–17 School Year.

### Background

Each private school seeking State Board of Education approval is required to submit an application to the Office of Superintendent of Public Instruction. The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations.

Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics will be reported to OSPI in October. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

Private schools may provide a service to the home school community through an extension program subject to the provisions of Chapter 28A.195 RCW. These students are counted for state purposes as private school students.

### Action

The schools herein listed, having met the requirements of RCW 28A.195 and are consistent with the State Board of Education rules and regulations in chapter 180-90 WAC, be approved as private schools for the 2016-17 school year.

We are requesting approval of Goldendale SDA School on initial approval. Goldendale SDA School was an approved private school; approval was removed for failure to provide evidence of student enrollment and current staff. A staff member was to submit the initial application for this year prior to the March deadline, but left without completing the forms or notifying administration that the application had not been filed.

Attached is a memo regarding the approvals of Alger Learning Center and Saddle Mountain School

Isabel Muñoz-Colón, *Chair* • Ben Rarick, *Executive Director*  
Mona Bailey • Kevin Lavery • Lindsey Salinas • Bob Hughes • Dr. Daniel Plung • Baxter Hershman • MJ Bolt  
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Jeff Estes • Janis Avery  
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504  
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Amazing Grace Christian School Dr. David-Paul Zimmerman 10056 Renton Ave S Seattle WA 98178-2255 206.723.5526	P-6	24	185	0	King
Alger Learning Center <b>See attached</b> John Lackey 121 Alder Drive Sedro-Woolley WA 98284-8862 360.595.2630	K-12	0	3	15	Whatcom
American's Child Montessori Linda Kebely 14340 NE 21 <sup>st</sup> Bellevue WA 98007-3721 425.641.5437	P-2	60	15	0	King
Bellarmino Preparatory School Cindy Davis 2300 S Washington St Tacoma WA 98405-1399 253.752.7701	9-12	0	900	0	Pierce
Bridgeway Christian Academy Roxann Rose 858 W Smith Rd Bellingham WA 98226-9613 360.384.6500	K-5	0	28	0	Whatcom
Community Christian Academy Richard Graham 4706 Park Center Ave NE Lacey WA 98516-5338 360.493.2223	P-8	60	195	0	Thurston
Countryside SDA Elementary School Phyllis Radu 12107 W Seven Mile Rd Spokane WA 99224-9315 509.466.8982	1-8	0	9	0	Spokane
Cowlitz School at the Confluence Cindie Furman 408 A Craig Rd (Mail: PO Box 509 Packwood 98361-0509) Packwood WA 98361 360.464.2311	7-12	0	3	0	Lewis

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Crestview Christian School Melissa Wallen 1601 W Valley Rd Moses Lake WA 98837-1466 509.765.4632	K-9	0	40	0	Grant
Discovery Depot Montessori Schoolhouse Constance Falconer 5550 Tracyton Blvd (Mail: 7333 Tracyton Blvd Bremerton 98311-9036) Bremerton WA 98311-2386 360.337.1400	P-1	20	8	0	Kitsap
Eastside Academy—Redmond Toni Esparza 9900 Willows Rd NE Redmond WA 98052-2531 425.895.2415	9-12	0	24	0	King
Explorations Academy/Global Community Institute Abram Dickerson 1701 Ellis St Suite 215 (Mail: PO Box 3014 Bellingham 98227-3014) Bellingham WA 98225-4617 360.671.8085	8-12	0	20	0	Whatcom
Five Acre School Autumn Piontek-Walsh 515 Lotzgesell Rd Sequim WA 98382-8072 360.681.7255	P-6	24	60	0	Clallam
Goldendale Adventist School Initial—See tab sheet LeAnn Paredes 47 Bickleton Highway (Mail: PO Box 0241 Bickleton 98620-0241) Bickleton WA 98620 509.250.3193	P-8	6	12	0	Klickitat
Greater Trinity Christian Learning Academy Dr. Paul Stoot, Sr. 11229 4 <sup>th</sup> Ave W Everett WA 98204-4928 425.267.9689	P-1	25	25	0	Snohomish

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Harrah Community Christian School Marie Wegmuller 50 Dane Ave (Mail: PO Box 100 Harrah 98933-0068) Harrah WA 98933 509.848.2418	P-8	10	35	0	Yakima
Living Wisdom School of Seattle Susan McGinnis 2000 NE Perkins Way (Mail: 20715 Larch Way #18 Lynnwood 98036-6854) Shoreline WA 98155-4033 425.772.9862	P-8	27	25	0	King
Monroe Montessori School Thea Heineman 733 Village Way Monroe WA 98272-2171 360.794.4622	P-6	75	25	0	Snohomish
Nature Nurtures Fam School Nicole Peters 1930 Karen Fraizer Rd SE (Mail: PO Box 509 Packwood 98361-0509) Olympia WA 98501-3244 360.709.9769	P-6	10	15	0	Thurston
Northwest Free School Lara Pederson Randolph 1427 Queen Ave NE Renton WA 98056-3340 425.228.0345	K-8	0	3	0	King
Perkins School Barry Wright 9005 Roosevelt Way NE Seattle WA 98115-3030 206.526.8217	K-5	0	90	0	King
Poulsbo SDA School Susan Schilt 1700 Lincoln Rd NE Suite 1 Poulsbo WA 98370-8549 360.779.6290	1-8	0	21	0	Kitsap

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Praise Christian Academy Dr. Cheryl Baker 1022 SW 151 <sup>st</sup> St Burien WA 98166-1840 206.779.9163	K-12	0	3	0	King
Renton Preparatory Christian School Dr. David-Paul Zimmerman 200 Mill Ave S Suite 100 Renton WA 98057-2175 206.723.5526	6-12	0	165	0	King
Sacred Heart School David Burroughs 9450 14 <sup>th</sup> St Clyde Hill WA 98004-3497 425.451.1773	P-8	16	370	0	King
Saddle Mountain School <b>See attached</b> Phyllis Magden 2451 W Bench Rd Othello WA 99344-8901 509.760.3321	4-12	0	50	50	Adams
Seabury School—Middle School Campus Sandra Wollum 925 Court C (Mail: 1801 53 <sup>rd</sup> St NE Tacoma 98422-1916) Tacoma WA 98402-3603 253.604.0042	6-8	0	26	0	Pierce
Seattle Girls School Rafael del Castillo 2706 S Jackson St Seattle WA 98144-2442 206.709.2228	5-8	0	124	0	King
Sound View Education dba Sterling West Seattle Campus Myron Gracey 9205 3 <sup>rd</sup> Ave SW Seattle WA 9816-3106 206.214.1011	3-12	0	18	0	King
Spokane Windsong School Breann Treffry 4225 W Fremont Rd Spokane WA 99224-5254 509.326.6638	K-5	0	52	0	Spokane

Private Schools for Approval

2016–17

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St. Charles School Dr. Tom Connolly 4515 N Alberta St Spokane WA 99205-1598 509.327.9575	P-8	59	190	0	Spokane
St. Joseph's School Sr. Olga Cano 600 Saint Joseph Pl Wenatchee WA 98801-6299 509.663.2644	P-5	55	165	0	Chelan
Tacoma Waldorf School Melissa Turner 2710 N Madison Tacoma WA 98407-5230 253.383.8711	P-5	27	35	0	Pierce
Three Tree Montessori Thomas Rzegocki 220 SW 160 <sup>th</sup> St Burien WA 98166-3026 206.242.5100	P-6	116	76	0	King
West Seattle Montessori School Angela Sears Ximenes 11215 16 <sup>th</sup> Ave SW (Mail: 10241 California Ave SW Seattle 98146) Seattle WA 98146-3564 206.935.0427	P-8	60	100	0	King



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## SUPERINTENDENT OF PUBLIC INSTRUCTION

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*Randy I. Dorn* Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

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April 29, 2016

John Lackey  
Alger Learning Center  
121 Alder Drive  
Sedro Woolley, Washington 98284-8862

Dear Mr. Lackey,

After careful review of the Alger Learning Center's application for the 2016-2017 school year and the correspondence and documentation you have provided to OSPI since November 2015, we are writing to inform you that we have identified major deviations from RCW 28A.195 and WAC 180-90. For that reason, OSPI will not transmit a recommendation regarding the Alger Learning Center's application to the State Board of Education for consideration at its May 2016 meeting. As explained below, OSPI will transmit a recommendation to the State Board of Education for consideration at the July State Board meeting, which will provide your school the opportunity to respond to this letter.

Under WAC 180-90, major deviation means a variance from the standards established in WAC 180-90 which may impact the ability of the school to provide an educational program which substantially complies with the minimum standards set forth in WAC 180-90-160. Based on information you provided in response to inquiries from this office and information obtained from your website, we have identified major deviations. Documentation you provided demonstrates that many students are enrolled for as little as one day prior to the award of a high school diploma. Other students were enrolled for three months or less before award of a high school diploma. You acknowledge that Alger Learning Center changes transcripts issued by transfer students' previous schools, by changing failing grades to passing grades and thereafter awarding partial credit and high school diplomas, all without providing additional instruction. Alger Learning Center has a policy that provides for the award of a high school diploma to transfer students without first receiving the student's transcript in order to verify that the student earned sufficient credits at their previous school to meet minimum graduation requirements. The school's policy also provides for the award of credit for prior learning or experience even where transcripts do not exist, based on student interviews and without providing additional instruction. Alger Learning Center awards credit toward high school graduation for courses that do not align with the State Board of Education's graduation requirements—such as, for example, awarding credit to students for watching television programs prior to their enrollment at Alger instead of providing instruction to the students in a required history course. Your website states that attendance is "appointment based," indicating that the school has no fixed attendance requirement.

WAC 180-90-160(1)(b) requires that "on each school day, pupils enrolled and in attendance at the school are engaged in educational activity planned by and under the direction of the school; and that pupils are provided a total instructional hour offering" of 1,000 instructional

hours. WAC 180-90-141(1)(a) further states that student attendance is required in the school's physical facilities for six consecutive calendar months.

Under RCW 28A.195.010(7), approved private schools must have a curriculum that includes instruction of the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music, all in sufficient units for meeting state board of education graduation requirements.

We have concluded that Alger Learning Center's program deviates from these standards because the school does not require that its pupils are enrolled, in attendance, and engaged in educational activity planned by and under the direction of the school for a minimum of 1,000 instructional hours for six consecutive months in the school's physical facilities. The school's practices relating to changing other schools' transcripts to replace failing grades with passing grades, without additional instruction, deviates from the requirement to provide educational activity to students. In addition, in light of the school's practices for awarding credit, it does not appear that the school offers a full curriculum of instruction to all students to meet graduation requirements established by the State Board of Education.

In light of these deviations, we will not transmit a recommendation to the State Board of Education for consideration at the Board's May meeting. The school may respond to this letter following the process described in WAC 180-90-130(5), by submitting a narrative report indicating whether you agree with our findings, and any proposed remedial action. If the school submits a response, we will transmit a recommendation and the school's response to the State Board of Education.

In order to move your school forward for consideration at the State Board of Education's July meeting, the school will need to submit its narrative report to the Office of the Superintendent of Public Instruction no later than June 14, 2016.

Sincerely,



Laura Moore, Project Specialist  
Private Education

C: Linda Drake, State Board of Education

## Alger Learning Center & Independence High School

121 Alder Dr. Sedro-Woolley, WA 98284  
1-800-595-2630, fax: 360-595-1141  
email: [freedom@independent-learning.com](mailto:freedom@independent-learning.com)  
[www.independent-learning.com](http://www.independent-learning.com)



### School Board of Directors

## Policy and Procedures for Granting Credit for Experiential Learning

*(Original policy adopted, 04/01/2004; last amended, 06/14/2016)*

Credit, including high school graduation credit, may be granted for school planned or approved learning experiences, which may be primarily conducted away from the facilities operated by the school, or conducted primarily by individuals not employed by the school.

School planned or approved learning experiences such as, but not limited to, travel study, work study, private lessons, and educational programs sponsored by governmental agencies may be accepted for credit upon compliance with written policy.

School board policy that permits the granting of credit for such out-of-school learning activities is hereby adopted by the school board of directors and shall be available to students, parents, and the public upon request. These policies include the following provisions:

- (1) No credits shall be awarded for experiential learning that took place prior to enrollment in the Alger Learning Center.
- (2) A proposal for approval of credit for experiential learning activities shall be submitted to the director or his designee for review, revision, and approval or disapproval prior to the experience, and shall include the following information:
  - (a) Name of the program or planned learning experience;
  - (b) Length of time for which approval is desired;
  - (c) Objectives of the program or planned learning experience;
  - (d) Which one or more of the state learning goals and related essential academic learning requirements are part of the program or planned learning experience;
  - (e) Description of how credits shall be determined in accord with WAC 180-51-050(1);
  - (f) Content outline of the program and/or major learning activities and instructional materials to be used;
  - (g) Description of how student performance will be assessed;
  - (h) Qualifications of instructional personnel;
  - (i) Plans for evaluation of the program; and
  - (j) How and by whom the student will be supervised.
- (3) The reasons for approval or disapproval of the experiential learning proposal shall be communicated to the students and parents or guardians.

# Alger Learning Center & Independence High School

121 Alder Dr. Sedro-Woolley, WA 98284  
1-800-595-2630, fax: 360-595-1141  
email: [freedom@independent-learning.com](mailto:freedom@independent-learning.com)  
[www.independent-learning.com](http://www.independent-learning.com)



## School Board of Directors

### Policy Regarding the Awarding of Diplomas

*(Adopted, 04/01/2004; last amended, 06/14/2016)*

(1) Diplomas shall be issued when the graduation requirements have been met, subject to the following conditions and exceptions:

(a) No diploma shall be issued to any transfer student prior to their transcripts being obtained from previous schools attended. If official transcripts cannot be attained, or are unobtainable for any reason, the diploma may be issued at such time that the student completes the graduation requirements through coursework at the Alger Learning Center.

(b) No diploma shall be issued before full payment of any and all outstanding tuition, enrollment, graduation, or other fees have been paid in full.

(2) Any diploma not bearing the signatures of both the director and a School Board member and the official embossed or stamped seal of the Alger Learning Center & Independence High School shall be invalid.

(3) Additional original copies of student diplomas will not be produced or disseminated except in extraordinary cases (*e.g.*, the diploma was lost, damaged or destroyed).

(a) Graduates requesting a replacement diploma shall explain the circumstances necessitating the request, and pay a \$50 fee for the replacement.

(b) Photocopies of the original diploma, stamped "Copy" may be made available at no cost to the graduate.

# Alger Learning Center & Independence High School

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[www.independent-learning.com](http://www.independent-learning.com)



**School Board of Directors**

## **Policy Regarding Enrollment, Attendance, & Course Offerings**

*(Adopted, 06/14/2016)*

In the Alger Learning Center's regular attendance-based school program, enrollment shall require a minimum of 180 days of instruction each school year, and the school shall make available to students the following minimum instructional offering each school year: for students enrolled in grades one through twelve, an annual average of at least one thousand eighty instructional hours for students enrolled in grades nine through twelve, and at least one thousand instructional hours for students in grades one through eight; for students enrolled in kindergarten, at least four hundred fifty instructional hours.

The school's administration shall require that students be enrolled in the attendance-based program for at least six consecutive calendar months in the school's physical facilities.

In the school's homeschool extension program, enrollment shall require a minimum monthly average of one hour per week of contact with a certified teacher, or other school employee under the supervision of a certified teacher.

The school's curriculum shall include instruction in the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music in sufficient units for meeting state board of education graduation requirements, as set forth in chapter 180-51 WAC.

All decisions of policy, philosophy, selection of books, teaching material, curriculum, except as provided for in subsection (7) of RCW 28A.195.010), school rules and administration, or other matters not specifically referred to in that statute, shall be the responsibility of the administration and administrators of the school.

# Alger Learning Center & Independence High School

121 Alder Dr. Sedro-Woolley, WA 98284  
1-800-595-2630, fax: 360-595-1141  
email: [freedom@independent-learning.com](mailto:freedom@independent-learning.com)  
[www.independent-learning.com](http://www.independent-learning.com)



**School Board of Directors**

## **Policy on Transfer Credits and Transcripts**

*(Adopted, 06/14/2016)*

When a student transfers from another school or program, the Registrar, or other school employee designated with the responsibility, shall transfer any and all credits earned at the previous school(s) exactly as they appear on the incoming student's transcript.

No grades may be removed or changed, and no credit added for passing grades earned prior to the end of the term, if the overall grade was an F or W. All grades of F and W will be recorded on the Alger transcript exactly as they appear on the incoming transcript.



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## SUPERINTENDENT OF PUBLIC INSTRUCTION

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May 6, 2016

Phyllis Magden  
Saddle Mountain School  
2451 West Bench Road  
Othello, Washington 99344-8901

Dear Ms. Magden,

After careful review of Saddle Mountain School's 2016-2017 year application and the correspondence and documentation you have provided to OSPI since January 2014, we are writing to inform you that we have identified major deviations from RCW 28A.195 and WAC 180-90. For that reason, OSPI will not transmit a recommendation regarding Saddle Mountain School's application to the State Board of Education for consideration at its May 2016 meeting. As explained below, OSPI will transmit a recommendation to the State Board of Education for consideration at the July State Board meeting, which will provide your school the opportunity to respond to this letter.

Under WAC 180-90, major deviation means a variance from the standards established in WAC 180-90 which may impact the ability of the school to provide an educational program that substantially complies with the minimum standards set forth in WAC 180-90-160. Based on information you provided in response to inquiries from this office, we have identified major deviations. Documentation you provided demonstrates that during a six month period in 2015, all of the school's students were enrolled for less than six months. Many of the students were enrolled for less than two months. In addition, you provided OSPI with a statement in January 2014 that, although the school offers educational activity for the required minimum of 1,000 annual hours, school policy allows students to receive 20 to 30 minute appointments instead of actually engaging in a program of 1,000 hours of educational activity.

The State Board of Education amended its private school rules effective December 1, 2015, to expressly require student attendance in a private school's physical facilities for six consecutive calendar months. WAC 180-90-160(1)(b) requires that "on each school day, pupils enrolled and in attendance at the school are engaged in educational activity planned by and under the direction of the school; and that pupils are provided a total instructional hour offering" of 1,000 instructional hours. WAC 180-90-141(1)(a) further states that student attendance is required in the school's physical facilities for six consecutive calendar months.

We have concluded that Saddle Mountain School's program deviates from these standards because the school does not require that its pupils are enrolled, in attendance for six consecutive months in the school's physical facilities, and engaged in

a program of educational activity planned by and under the direction of the school for a total instructional hour offering of 1,000 instructional hours.

Separately, we note that OSPI continues to believe that the State Board of Education has no authority to approve adult education programs operated by private schools. RCW 28B.50.250. Instead, the community and technical college system alone operates high school diploma programs for adults. RCW 28B.50.020 (2); WAC 180-51-053 (relating to community college high school diploma programs). OSPI intends to encourage the State Board to specify that it does not have authority to approve a private school's program that issues high school diplomas to adults over the age of 18.

In light of Saddle Mountain School's major deviations from WAC 180-90-141(1)(a) and WAC 180-90-160(1)(b), we will not transmit a recommendation to the State Board of Education for consideration at the Board's May meeting. The school may respond to this letter following the process described in WAC 180-90-130(5), by submitting a narrative report indicating whether you agree with our findings, and any proposed remedial action. If the school submits a response, we will transmit a recommendation and the school's response to the State Board of Education. In the recommendation, we will suggest that any State Board decision on your application should address OSPI's assessment that the State Board does not have authority to approve diploma-conferring adult education programs.

In order to move your school forward for consideration at the State Board of Education's July meeting, the school will need to submit its narrative report to the Office of the Superintendent of Public Instruction no later than June 14, 2016.

Sincerely,



Laura Moore, Project Specialist  
Private Education

C: Linda Drake, State Board of Education



# SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

June 1, 2016

( ) Action Required  
( X ) Informational

## MEMORANDUM NO. 032-16M ASSESSMENT AND STUDENT INFORMATION

TO: Educational Service District Superintendents  
School District Superintendents  
High School Building Principals  
School District Assessment Coordinators

FROM: Randy I. Dorn, State Superintendent of Public Instruction

RE: Graduation Alternatives NEW SAT Scores

CONTACT: Michael Middleton, Director  
Select Assessments/Business Enterprises  
Assessment and Student Information  
360-725-6434, [michael.middleton@k12.wa.us](mailto:michael.middleton@k12.wa.us)  
Agency TTY: 360-664-3631

As shared with District Test Coordinators on May 30 and in February, the College Board initiated a new SAT test form in March 2016. The introduction of the new SAT form, with new cut scores, created the need for the Office of Superintendent of Public Instruction (OSPI) to develop a crosswalk (translation) between the newly reported scores and the scores established and reported on the previous SAT form so students can utilize and submit the new scores in the Graduation Alternatives application to fulfill their graduation requirements this year.

Earlier this month College Board released a concordance table to assist with this crosswalk effort. OSPI recently concluded review and technical discussions associated with the information detailed in the concordance table. The following crosswalk table presents the cut scores established for the new SAT form, which are to be used when submitting SAT forms in the Graduation Alternatives application. The scores listed below address all three content areas required of Class of 2016 students.

Content	Old SAT (prior to March 2016)	New SAT (March 2016 or later)
Reading	350	19
Writing	380	22
Mathematics	390	430

There are three things to note with the new SAT scores, all of which pertain to the state's transition from separate reading and writing assessments to an English language arts (ELA) assessment:

- (1) The needed scores from new reports will be found under the title "Test Scores" (seen on Attachment 1).
- (2) The new SAT reading and writing components have new score formats (no more than a two-digit score where previously a three-digit was reported).
- (3) The new SAT reading and writing scores apply only to Class of 2016 students; for Class of 2017 and beyond, OSPI is developing a proposal for setting an ELA score for SAT (and ACT).

### **Submitting in the Graduation Alternatives Application**

The Graduation Alternatives application is being programmed to accept both the OLD SAT (taken prior to March 2016) and associated scores, and the NEW SAT (taken March 2016 or later) and associated scores. The system will be able to accept the new SAT forms by June 2.

All SAT submissions beginning May 27, will be audited to ensure proper completion including:

- Only students listed as 12th grade submitting the NEW SAT scores
- Appropriate scores used with SAT test selected
- Proper score report documentation aligned with the scores/selected test

For additional information regarding the NEW SAT form and where to find content scores, please reference Attachment 1.

Please contact the Graduation Alternatives office at [graduation.alternatives@k12.wa.us](mailto:graduation.alternatives@k12.wa.us) or call the Graduation Alternatives hotline at 360-725-6393 with any questions.

### **K-12 EDUCATION**

Gil Mendoza, Ed.D.  
Deputy Superintendent

### **ASSESSMENT & STUDENT INFORMATION**

Robin G. Munson, Ph.D.  
Assistant Superintendent

MEMORANDUM NO. 032-16M ASI

Page 3

June 1, 2016

Michael Middleton, Director  
Select Assessments and Business Enterprises

*OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200*

Attachment 1

Your Evidence-Based  
 Reading and Writing Score

**380** | 160 to 760

Your Nationally Representative **18th** Sample Percentile



**!** Your scores indicate you are close to being on track for college readiness, but you need to continue to strengthen your skills.

Let's get you back on track, so you won't have to take noncredit courses in college. You have free, personalized recommendations waiting for you on [khanacademy.org/sat](http://khanacademy.org/sat)

Your Total Score

**860** | 320 to 1520

Your Nationally Representative **28th** Sample Percentile

Keep in mind, the PSAT/NMSQT® and SAT are on the same scale.

Your score shows you how you would have scored that day on the SAT®. How well you do depends on what you do next!

Your Math Score

**480** | 160 to 760

Your Nationally Representative **47th** Sample Percentile



**✓** You are on track for college readiness.

Stay on track and continue your progress. Start now with your free, personalized recommendations waiting for you on [khanacademy.org/sat](http://khanacademy.org/sat)

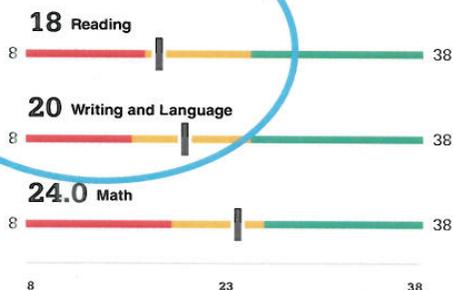
The College and Career Readiness Benchmark

Reaching your grade-level Benchmark means that you are likely on track to be ready to succeed in select first-year, credit-bearing college courses

■ Need to strengthen skills ■ Approaching Benchmark ■ Meets or exceeds Benchmark

\*The red, yellow, and green ranges in the test scores and subscores reflect your areas of strengths and weaknesses compared to the typical performance of students in your grade

Test Scores 8 to 38 range\*



Cross-Test Scores 8 to 38 range

**19** Analysis in History/Social Studies  
**18** Analysis in Science

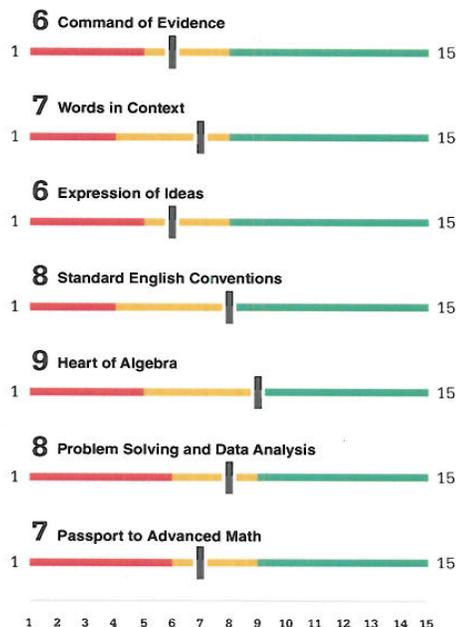
When you take tests more than once, your scores may differ slightly upon each testing occasion. This expected variation is considered your score range, and reflects the range your scores will likely fall in upon retesting. For the PSAT/NMSQT®, these ranges are approximately:

**Total:** Your score ± 40 points.  
**Section:** Your score ± 30 points.  
**Test Scores and Cross-Test Scores:** Your score ± 3 points.  
**Subscores:** Your score ± 2 points.

Remember that you will receive scores in the same areas when you take the SAT.

1. Beginning in March 2016

Subscores 1 to 15 range\*



Ima B. Student

John F. Kennedy High School, 123456, 2015, Grade 10, I.D. #24068907