

**Montana State Capitol Building
Room 152
Helena, MT**

July 17-18th, 2013

BOARD OF PUBLIC EDUCATION

AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

July 17-18, 2013
Capitol Building, Room 152
Helena, MT

Wednesday July 17th, 2013
8:00 AM *****time changed***

CALL TO ORDER

- A. Pledge of Allegiance
- B. Roll Call
- C. Statement of Public Participation
- D. Welcome Visitors

PUBLIC COMMENT

CONSENT AGENDA

(Items may be pulled from Consent Agenda upon request)

- A. Correspondence
- B. May 23-24th, 2013 Minutes
- C. Financials

ADOPT AGENDA

INFORMATION ITEMS

❖ **REPORTS – Patty Myers (Items 1-6)**

- Item 1 **CHAIRPERSON'S REPORT**
Patty Myers
 - BPE member appointment to MACIE
 - Executive Director Salary

- Item 2 **EXECUTIVE DIRECTOR REPORT**
Pete Donovan

- Item 3 **STATE SUPERINTENDENT'S REPORT**
State Superintendent Denise Juneau

- Item 4 **COMMISSIONER OF HIGHER EDUCATION'S REPORT**
Commissioner Clayton Christian

- Item 5 **GOVERNOR'S OFFICE REPORT**
Shannon O'Brien

- Item 6 **STUDENT REPRESENTATIVE'S REPORT**
Patty Myers

DISCUSSION ITEMS

❖ EXECUTIVE COMMITTEE – Patty Myers (Items 7-11)

- Item 7 **FEDERAL UPDATE**
Nancy Coopersmith
- Item 8 **SPECIAL EDUCATION REPORT**
Frank Podobnik
- Item 9 **TRAFFIC EDUCATION REPORT**
Fran Penner-Ray
- Item 10 **MONTANA STATEWIDE DROPOUT AND GRADUATION REPORT**
Scott Furois
- Item 11 **SCHOOL TRANSPORTATION FUNDING SAFETY AUDIT REPORT**
Ross Johnson

ACTION

PUBLIC COMMENT

The public will be afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.

❖ LICENSURE COMMITTEE – Sharon Carroll (Item 12)

- Item 12 **REVIEW OF BPE CASE #2013-01**
Katherine Orr

❖ ACCREDITATION COMMITTEE – Erin Williams (Items 13-14)

- Item 13 **RECOMMENDATION TO APPROVE THE REPORT ON 2012-13**
ACCREDITATION CORRECTIVE PLANS
Teri Wing

TIME CERTAIN WEDNESDAY @2:00

- Item 14 **INTENSIVE ASSISTANCE PROCESS: BILLINGS PUBLIC SCHOOLS**
Teri Wing, Terry Bouck, Superintendent Billings Public School District,
Allen Halter, Billings Board Chair

DISCUSSION

❖ LICENSURE COMMITTEE – Sharon Carroll (Item 15)

- Item 15 **STATE EXIT REPORT OF THE APRIL 14-16, 2013, JOINT**
NCATE/CAEP/STATE ACCREDITATION REVIEW OF THE PHYLLIS J.
WASHINGTON (P JW) COLLEGE OF EDUCATION AND HEALTH AND
HUMAN SERVICES AT THE UNIVERSITY OF MONTANA
Dr. Linda Peterson, Mary Susan Fishbaugh, Review Team Chairperson,
Susan Harper-Whalen, Associate Dean, PJW College of Education

Item 16 **THE STATE MODEL FOR THE EVALUATION OF TEACHERS AND PRINCIPALS**
Dr. Linda Peterson

❖ **ACCREDITATION COMMITTEE – Erin Williams (Item 17)**

TIME CERTAIN WEDNESDAY @4:00

ACTION

PUBLIC COMMENT

The public will be afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.

Item 17 **INTENSIVE ASSISTANCE PROCESS: HELENA PUBLIC SCHOOLS**
Teri Wing, Kent Kultgen, Superintendent Helena School District,
Libby Goldes, Helena Board Chair

❖ **EXECUTIVE COMMITTEE – Patty Myers (Item 18)**

Item 18 **RECOMMENDATION OF APPROVAL OF THE AMENDED BASE AID PAYMENT SCHEDULE**
Kathleen Warner

❖ **ASSESSMENT COMMITTEE – Sharon Carroll (Item 19)**

Item 19 **RECOMMENDATION OF APPROVAL OF THE APPROPRIATE TEST CENTER FEE FOR THE NEW HIGH SCHOOL EQUIVALENCY TEST**
Margaret Bowles

FUTURE AGENDA ITEMS September 12-13th, 2013

Set Annual Agenda Calendar – C
Election of Board Officers
Committee Appointments – C
BPE Goal Review – C
MACIE Update
Superintendent Goals
Assessment Update
Federal Update
Youth Risk Behavior Survey Update
Accreditation Report

The Montana Board of Public Education is a Renewal Unit Provider. Attending a Board of Public Education Meeting may qualify you to receive renewal units. One hour of contact time = 1 renewal unit up to 8 renewal units per day. Please complete the necessary information on the sign-in sheet if you are applying for renewal units.

CALL TO ORDER

- A. Pledge of Allegiance**
- B. Roll Call**
- C. Statement of Public Participation**
- D. Welcome Visitors**

CONSENT AGENDA

Items may be pulled from Consent Agenda if
requested

- A. Correspondence**
- B. May 23-24th, 2013 Minutes**
- C. Financials**

CORRESPONDENCE



Board of Public Education

PO Box 200601
Helena, Montana 59620-0601
(406) 444-6576
www.bpe.mt.gov

June 17, 2013

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers - Chair
Great Falls

Sharon Carroll - Vice Chair
Ekalaka

Erin Williams
Missoula

Lila Taylor
Busby

Bernie Olson
Lakeside

John Edwards
Billings

Paul Andersen
Bozeman

Charity Ratliff, Student Rep.
Hardin

EX OFFICIO MEMBERS:

Clayton Christian
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Steve Bullock, Governor

EXECUTIVE DIRECTOR:

Pete Donovan

Ms. Denise Juneau, Superintendent of Public Instruction
Office of Public Instruction
PO Box 202501
Helena, MT 59602-2501

Dear Ms. Juneau,

It is my pleasure to write a letter in support of the grant application for Intensive Technical Assistance being submitted to the CEEDAR Center by the Montana Office of Public Instruction.

As the Executive Director of Montana's Board of Public Education I understand the importance of preparing our future teachers and leaders of our K-12 schools and programs to meet the needs of *all* students, to the best of our abilities. Providing our public schools with staff that have been trained in professional based learning systems that will support all students in preparation for higher education and career readiness is of utmost importance. The opportunities this grant will provide to the students of the University of Montana, UM Western, and MSU-Billings will be future career-based growth opportunities for all K-12 students, specifically those with special needs. Something we can all embrace.

In conclusion, I fully support the efforts of the Montana Office of Public Instruction as they seek external funding to support a program designed to provide Intensive Technical Assistance in teacher and leadership preparation programs within the above mentioned Institutes of Higher Education. All opportunities Montana can offer to support and prepare the teachers and leaders of tomorrow should be pursued.

Sincerely,

A handwritten signature in cursive script that reads "Pete Donovan".

Pete Donovan, Executive Director



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Office of Public Instruction
P.O. Box 202501
Helena, MT, 59620-2501
(406) 444-3095
(888) 231-9393
(406) 444-0169 (TTY)
opi.mt.gov

RECEIVED
JUN 14 2013
SUPERINTENDENT
OF PUBLIC INSTRUCTION

opi.mt.gov

This letter of agreement is entered into by the Montana State Auditor; Board of Public Education; Department of Commerce; Department of Administration, Information Technology Services Division; Department of Public Health and Human Services; Office of Public Instruction and Troy Public Schools, this 4th day of June, 2013.

It is the intent of the above named agencies to transfer ownership of the attached list of computer equipment to public school districts for classroom use. The transfer of ownership is authorized under MCA 18-6-101.

It is the responsibility of the recipient to provide the necessary space and to provide for installation of the computers. Any software installed on the computer will also be the responsibility of the recipient. The recipient will assure that computer users are aware that the State of Montana has made use of the computers available as a good will effort. For information regarding legal Microsoft operating system licenses, downgrade license compatibility or other license issues please visit the following Microsoft web site:
<http://www.microsoft.com/about/legal/useterms/default.aspx>

Parameters:

The above named agencies are not responsible for any maintenance of the computers, monitors, or printers.

The recipient shall use the computers for public educational purposes.

The public must be granted equal access without regard to race, religious creed, gender, national origin, handicap, age or political beliefs.

Scott Buswell 6-4-13
Signature of State Agency Date

Daniel Wendt 6/12/2013
Signature of Receiving Agency Date

Print of Above Signature

Dan Wendt
Address of Receiving Agency
Box 867, Troy MT 59935
Phone Number of Receiving Agency
295-4606

Scott Buswell for Above Listed Agencies

Attachment:

List of Equipment Descriptions, serial numbers and inventory numbers

School Name: Troy Public Schools Date: 6/4/2013
 School
 Address: Box 867, Troy, MT 59935 County: Lincoln
 Contact: Dan Wendt 295-4606
 Collector: Roy Richardson

Donor	Equipment Description	Equipment Code	Agency Tag	Serial Number
Auditor	Hanns.g flat panel monitor	M		HW173DBBUF100
Auditor	Hanns.g flat panel monitor	M		HW173DBBUF100
BPE	HP Lasserjet 4250	P	38	CNGXD03107
BPE	HP 2200 Laser Jet	P	56	JPBGB23165
BPE	HP 42AR Cartridge	O	NT	NS
COM	Dell Optiplex 755 Tower	C		1DMBKF1
COM	Dell Optiplex 755 Tower	C		3Q66KF1
COM	Dell Optiplex 755 Tower	C		3W66KF1
COM	Dell Optiplex 755 Tower	C		9CMBKF1
COM	Dell Optiplex 755 Tower	C	NT	BQ66KF1
COM	Dell Flat Panel Monitor	M		CN0CC3526418066DORN
COM	Dell Flat Panel Monitor	M		CN0UW042641807C15FPL
COM	Dell Optiplex 755 Tower	C		DCMBKF1
COM	Dell Optiplex 755 Tower	C		FQ66KF1
COM	Dell Optiplex 755 Tower	C		HL4PMG1
COM	Dell Flat Panel Monitor	M		KR09J3674760225VAM9X
COM	Dell Flat Panel Monitor	M		KR09J36747602267AMKS
COM	Dell Flat Panel Monitor	M		MX07R4774832336109YN
COM	Dell Flat Panel Monitor	M		MX07R477483233ATG5W5
COM	Dell Flat Panel Monitor	M		MX08G1524760525UAN8H
COM	Dell Flat Panel Monitor	M		MX08G15247605279AYMR
DOA-ITSD	Dell Flat Panel Monitor	M		KR08G1524760218OA1R2
DOA-ITSD	Dell Flat Panel Monitor	M		MX07R477483233490E0P
DOA-ITSD	Dell Flat Panel Monitor	M		MY0H63044760355GA5RX
DOA-ITSD	HP LaserJet 5P	P	37108	USFB230279
DPHHS	Nec Flat Panel Monitor	M	13896	36141347YA
DPHHS	Dell Flat Panel Monitor	M	16053	CN0J18067161843KAEAW
DPHHS	Dell Flat Panel Monitor	M	16051	CN0J18067161843KAEH5
DPHHS	Dell Flat Panel Monitor	M		CN0RNMH6744459B3AMQS
DPHHS	Dell Flat Panel Monitor	M	14726	MX07R477483233CH04QT
DPHHS	Dell Flat Panel Monitor	M		MX0D325J7426292H11EL
OPI	IMB Flat Panel Monitor	M		66E4763
Various	HP 2200 Cartridges (2)	O	NT	NS
Various	HP 03 A Cartridge (2)	O	NT	NS

June 27, 2013

Ms. Danielle Hoffman
414 Mervin St.
Billings MT 59102

Dear Danielle,

On behalf of the Board of Public Education, I would like to congratulate you as a 2012 Montana finalist for the Presidential Awards for Excellence in Mathematics and Science Teaching. Through your dedication in the classroom, you serve as an inspiration to your students and set a positive example for your fellow colleagues.

Thank you for your leadership in the areas of Mathematics and Sciences education, the students of your school, and your greater community.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers". The signature is written in black ink and is positioned above the typed name and title.

Patty Myers
Chair

June 27, 2013

Ms. Elizabeth Matthews
PO Box 11355
Bozeman MT 59719

Dear Elizabeth,

On behalf of the Board of Public Education, I would like to congratulate you as a 2012 Montana finalist for the Presidential Awards for Excellence in Mathematics and Science Teaching. Through your dedication in the classroom, you serve as an inspiration to your students and set a positive example for your fellow colleagues.

Thank you for your leadership in the areas of Mathematics and Sciences education, the students of your school, and your greater community.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chair

June 27, 2013

Ms. Karen Mikota
510 Dreben Way
Helena MT 59601

Dear Karen,

On behalf of the Board of Public Education, I would like to congratulate you as a 2012 Montana finalist for the Presidential Awards for Excellence in Mathematics and Science Teaching. Through your dedication in the classroom, you serve as an inspiration to your students and set a positive example for your fellow colleagues.

Thank you for your leadership in the areas of Mathematics and Sciences education, the students of your school, and your greater community.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chair

June 27, 2013

Ms. Lizabeth Townsend
14 S. Davis
Helena MT 59601

Dear Lizabeth,

On behalf of the Board of Public Education, I would like to congratulate you as a 2012 Montana finalist for the Presidential Awards for Excellence in Mathematics and Science Teaching. Through your dedication in the classroom, you serve as an inspiration to your students and set a positive example for your fellow colleagues.

Thank you for your leadership in the areas of Mathematics and Sciences education, the students of your school, and your greater community.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chair

June 27, 2013

Ms. Melissa Romano
890 Wolf Rd.
Helena MT 59602

Dear Melissa,

On behalf of the Board of Public Education, I would like to congratulate you as a 2012 Montana finalist for the Presidential Awards for Excellence in Mathematics and Science Teaching. Through your dedication in the classroom, you serve as an inspiration to your students and set a positive example for your fellow colleagues.

Thank you for your leadership in the areas of Mathematics and Sciences education, the students of your school, and your greater community.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chair

June 27, 2013

Mr. April Senger
100 37th Ave. NE
Great Falls, MT 59404

Dear April,

On behalf of the Board of Public Education, I would like to congratulate you as a 2013 Montana finalist for the Presidential Awards for Excellence in Mathematics and Science Teaching. Through your dedication in the classroom, you serve as an inspiration to your students and set a positive example for your fellow colleagues.

Thank you for your leadership in the areas of Mathematics and Sciences education, the students of your school, and your greater community.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chair

June 27, 2013

Mr. Daniel Bartsch
1152 Ponderosa
Billings MT 59102

Dear Daniel,

On behalf of the Board of Public Education, I would like to congratulate you as a 2013 Montana finalist for the Presidential Awards for Excellence in Mathematics and Science Teaching. Through your dedication in the classroom, you serve as an inspiration to your students and set a positive example for your fellow colleagues.

Thank you for your leadership in the areas of Mathematics and Sciences education, the students of your school, and your greater community.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chair

June 27, 2013

Mr. David McDonald
PO Box 265
Sidney MT 59270

Dear David,

On behalf of the Board of Public Education, I would like to congratulate you as a 2013 Montana finalist for the Presidential Awards for Excellence in Mathematics and Science Teaching. Through your dedication in the classroom, you serve as an inspiration to your students and set a positive example for your fellow colleagues.

Thank you for your leadership in the areas of Mathematics and Sciences education, the students of your school, and your greater community.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chair

June 27, 2013

Ms. Jan Mader
2223 5th Ave. SW
Great Falls MT 59404

Dear Jan,

On behalf of the Board of Public Education, I would like to congratulate you as a 2013 Montana finalist for the Presidential Awards for Excellence in Mathematics and Science Teaching. Through your dedication in the classroom, you serve as an inspiration to your students and set a positive example for your fellow colleagues.

Thank you for your leadership in the areas of Mathematics and Sciences education, the students of your school, and your greater community.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chair



Board of Public Education

PO Box 200601
Helena, Montana 59620-0601
(406) 444-6576
www.bpe.mt.gov

BOARD MEMBERS

June 27, 2013

APPOINTED MEMBERS:

Patty Myers - Chair
Great Falls

Sharon Carroll - Vice Chair
Ekalaka

Erin Williams
Missoula

Lila Taylor
Busby

Bernie Olson
Lakeside

John Edwards
Billings

Paul Andersen
Bozeman

Charity Ratliff, Student Rep.
Hardin

EX OFFICIO MEMBERS:

Clayton Christian
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Steve Bullock, Governor

EXECUTIVE DIRECTOR:

Pete Donovan

Mr. Tim Miller, Director
Bitterroot Valley Education Cooperative
PO Box 187
Stevensville, MT 59870

Mr. Miller:

I am aware of the USDA grant for which Bitterroot Valley Education Cooperative is applying. The Board of Public Education is dedicated to ensuring that quality educational services are available to children with special needs. The Board is looking forward to the expanded services that this grant will bring to rural communities across the state.

It is always more difficult for the families of children in rural communities to leave their jobs, lives, and homes to travel to larger cities for the services they need. Unfortunately, recruiting all the specialists we need here in Montana can be a challenge, especially in rural areas. In a large and rural state like Montana we depend heavily on consultation, technical assistance, and training opportunities that can be delivered to the service providers, families, and schools. Distance learning and expanded resources will certainly help bring specialists to schools in a new and more cost effective and timely manner.

On behalf of the Board of Public Education, I endorse and support the efforts of Bitterroot Valley Educational Cooperative to provide improved access to these specialized resources in Montana.

Sincerely,

A handwritten signature in cursive script that reads "Pete Donovan".

Pete Donovan
Executive Director



Board of Public Education

PO Box 200601
Helena, Montana 59620-0601
(406) 444-6576
www.bpe.mt.gov

BOARD MEMBERS

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Patty Myers - Chair
Great Falls

Sharon Carroll - Vice Chair
Ekalaka

Erin Williams
Missoula

Lila Taylor
Busby

Bernie Olson
Lakeside

John Edwards
Billings

Paul Andersen
Bozeman

Charity Ratliff, Student Rep.
Hardin

EX OFFICIO MEMBERS:

Clayton Christian
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Steve Bullock, Governor

EXECUTIVE DIRECTOR:

Pete Donovan

July 1, 2013

Ms. Cynde Swartz
Great Falls Public Schools
PO Box 2429
Great Falls, MT 59403

Dear Cynde,

It was exciting to read about the honor bestowed upon you recently! You are such a deserving person, and the kids whose lives you have touched over the years, have been so fortunate to have you as their teacher.

On behalf of the Board of Public Education, I would like to congratulate you on receiving the 24th State Centennial Bell Award honoring the Montana History Teacher of the Year. Your commitment and dedication have well served the students and staff at Lewis and Clark Elementary.

Thank you Cynde, for all you have done to support and encourage our students and education in the Great Falls community.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman



Board of Public Education

PO Box 200601
Helena, Montana 59620-0601
(406) 444-6576
www.bpe.mt.gov

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers - Chair
Great Falls

Sharon Carroll - Vice Chair
Ekalaka

Erin Williams
Missoula

Lila Taylor
Busby

Bernie Olson
Lakeside

John Edwards
Billings

Paul Andersen
Bozeman

Charity Ratliff, Student Rep.
Hardin

EX OFFICIO MEMBERS:

Clayton Christian
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Steve Bullock, Governor

EXECUTIVE DIRECTOR:

Pete Donovan

July 2, 2013

Mr. Glen Teeters
PO Box 197
Alberton, MT 59820

Dear Glen,

On behalf of the Board of Public Education, I would like to congratulate you on receiving the 2012-13 Montana School Bus Driver of the Year award. Your commitment not only to the students, but to their safety, and the safety of those in your community is commendable.

Thank you Glen, for your many years of service and dedication.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chairwoman

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

May 23-24th, 2013
Montana School for the Deaf and Blind
Great Falls, MT

Thursday May 23rd, 2013

CALL TO ORDER

Chair Myers called the meeting to order at 8:32 AM.

Students from the MSDB led the Board in the Pledge of Allegiance followed by a student presentation on how they access and use electronic devices to assist in their learning process.

Ms. Myers introduced and welcomed Mr. Paul Andersen as the newest member to the Board of Public Education, and introduced Ms. Karin Janssen from the Commissioner of Higher Education's office representing Commissioner Christian.

PUBLIC COMMENT

No public comment was made.

CONSENT AGENDA

Chair Myers noted the new Financials format.

Consent agenda approved as presented.

ADOPT AGENDA

Ms. Myers reviewed the new agenda format of placing action items throughout the agenda.

Mr. John Edwards moved to adopt the agenda. Motion was seconded by Ms. Sharon Carroll.

No discussion. Motion was adopted unanimously.

Board members present: Ms. Patty Myers – Chair; Ms. Sharon Carroll – Vice Chair; Ms. Erin Williams; Mr. John Edwards; Mr. Paul Andersen; Ms. Charity Ratliff – Student Representative. Absent: Mr. Bernie Olson, Ms. Lila Taylor. Ex-Officio members: Ms. Denise Juneau, Superintendent of Public Instruction; Ms. Karin Janssen for Commissioner Christian; Staff: Mr. Pete Donovan, Executive Director; Ms. Kris Stockton, Administrative Assistant. Guests: Ms. Nancy Coopersmith, OPI; Dr. Linda Peterson, OPI; Ms. Sandra Boham; MACIE; Ms. Nancy Hall, OBPP; Ms. Ann Gilkey, OPI; Ms. Elizabeth Keller, OPI; Dr. Tim Laurent, UGF; Dr. Christine Shearer-Cremean, MSU Northern; Ms. Tammy Lacey, Great Falls Public Schools/CSPAC Vice-Chair; Mr. Steve Gettel; Superintendent MSDB; Mr. Jim Kelly, MSDB; Ms. Donna Sorensen, MSDB; Ms. Donna Schmidt, MSDB; Ms. Kim Schwabe, MSDB.

Items are listed in the order in which they were presented.

INFORMATION

❖ **REPORTS – Patty Myers (Items 1-6)**

Item 1 CHAIRPERSON'S REPORT-Patty Myers

Ms. Myers reviewed her work during the legislative session and the pre-planning work for the Board of Education meeting.

Item 2 EXECUTIVE DIRECTOR REPORT-Pete Donovan

Mr. Donovan reviewed the 2013 Legislative session, specifically HJ14, HB 181, and SB 302. Mr. Donovan updated the Board on the School Bus Safety Transportation Audit completed by the Legislative Audit Division. Mr. Edwards shared with the Board a recent meeting he had with the Lockwood Superintendent and their school bus program. A discussion ensued regarding school bus safety, driver hiring, seatbelts, etc. Mr. Donovan also discussed the calls and emails the Board office has received regarding the adoption of the Montana Common Core State Standards.

ACTION

PUBLIC COMMENT

The public was afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.

- **CSPAC Appointment – Tammy Lacey Reappointment Application**

Motion delayed until Ms. Lacey could arrive.

2:15 returned back to this item for motion at the arrival of Ms. Tammy Lacey

Ms. Sharon Carroll moved to approve Ms. Tammy Lacey to a second 3 year term to the Certification Standards and Practices Advisory Council. Motion was seconded by Ms. Erin Williams.

No discussion. Motion passed unanimously.

DISCUSSION

❖ **MACIE LIAISON – (Item 9)**

Item 9 MACIE REPORT-Sandra Boham

Ms. Boham discussed the recent MACIE Board meeting. Topics discussed included Class 7 Licensure, Tribal College representation, and Early Childhood representation for the MACIE Board. Ms. Boham also discussed the possibility of an Area of Specialized Permissive Competency for Native American Studies.

ACTION

PUBLIC COMMENT

The public was afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.

Approval of MACIE Nominations:

- **Mr. William Enemy Hunter**
- **Mr. Thomas Brown**
- **Ms. Sandra Boham**

Mr. John Edwards moved to approve the recommendation of the

Superintendent of Public Instruction for the appointment of Mr. William Enemy Hunter, Mr. Thomas Brown, and Ms. Sandra Boham to MACIE. Motion was seconded by Mr. Paul Andersen.

No discussion. Motion passed unanimously.

ACTION

PUBLIC COMMENT

The public was afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.

❖ LICENSURE COMMITTEE – Sharon Carroll (Item 11)

**Item 11 RECOMMENDATION OF APPROVAL OF NEW PROGRAM-UNIVERSITY OF GREAT FALLS SOCIAL STUDIES: HISTORY MAJOR AND MINOR, BROADFIELD SOCIAL STUDIES MAJOR, SOCIOLOGY MAJOR AND MINOR, PSYCHOLOGY MINOR, AND POLITICAL SCIENCE MINOR
Dr. Linda Peterson; Dr. Tim Laurent, Vice President for Academic Affairs, University of Great Falls**

Dr. Peterson introduced Dr. Laurent, University of Great Falls Vice President for Academic Affairs. Dr. Peterson reviewed the item from the March meeting in which an Accreditation review of the Social Studies program at UGF found that the standards were not met. This item is the presentation of the new program that has been developed. Dr. Laurent briefly reviewed the process for developing the new program.

Ms. Sharon Carroll moved to recommend provisional approval of a new program at the University of Great Falls in Social Studies: History Major and Minor, Broadfield Social Studies Major, Sociology Major and Minor, Psychology Minor, and Political Science Minor. Motion was seconded by Ms. Erin Williams.

No discussion. Motion passed unanimously.

DISCUSSION

❖ EXECUTIVE COMMITTEE – Patty Myers (Items 7)

Item 7 FEDERAL UPDATE-Nancy Coopersmith

Ms. Coopersmith updated the Board with Federal issues relating to the Federal Budget and possible effects of Sequestration effects for Montana, as well as an update on Adequate Yearly Progress reports.

ITEM 10 TIME CERTAIN 11:00 AM

Recorder items 29 – 50

ACTION

PUBLIC COMMENT

The public was afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.

❖ LICENSURE COMMITTEE – Sharon Carroll (Items 10 and 12)

Item 10 DENIAL HEARING BPE CASE #2012-04-Katherine Orr

Ms. Sharon Carroll moved to uphold the State Superintendent's recommendation for the denial of the Class 1 License and Class 3 License for Mr. Ed Jamieson. Motion was seconded by Mr. Paul Andersen.

*Comment by Mr. Edwards
Public comment from Mr. Jamieson.*

Motion passed unanimously.

Item 12 RECOMMENDATION OF APPROVAL OF THE STATE EXIT REPORT OF THE ON-SITE FOCUS REVIEW OF GRADUATE EDUCATION PROGRAMS OF THE PROFESSIONAL EDUCATION UNIT AT MONTANA STATE UNIVERSITY-NORTHERN

Dr. Linda Peterson; Dr. Christine Shearer-Creman, Dean, College of Education, Arts and Sciences and Nursing, Montana State University-Northern

Dr. Peterson introduced Dr. Shearer-Creman and reviewed the Exit Report, the history of the On-Site Review, and addressed areas of weakness found in the review.

Ms. Sharon Carroll moved to approve the State Exit Report and to approve regular accreditation status of the Graduate Education Program in School Counseling and Instruction and Learning at Montana State University Northern. Motion was seconded by Mr. John Edwards.

No discussion. Motion passed unanimously.

❖ EXECUTIVE COMMITTEE – Patty Myers (Items 3-6)

INFORMATION

Item 3 STATE SUPERINTENDENT'S REPORT-State Superintendent Denise Juneau
Superintendent Juneau updated the Board on the Summer Reading Program, Graduation Matters Montana, Montana Common Core Standards, new online Licensure System available at OPI, and her recent travels around the state.

Item 4 COMMISSIONER OF HIGHER EDUCATION'S REPORT-Ms. Karin Janssen
Ms. Karin Janssen updated the Board on the Developmental Education Reform Task Force and reviewed the final report.

Item 5 GOVERNOR'S OFFICE REPORT-Jim Molloy
No one from the Governor's office was present at the meeting.

Item 6 STUDENT REPRESENTATIVE'S REPORT-Charity Ratliff
Ms. Ratliff gave an update on recent meetings she attended with other student representatives nationally regarding student safety and bullying. Ms. Ratliff presented for the Board her Speech and Drama presentation on Graduation Matters Montana.

ACTION

PUBLIC COMMENT

The public was afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.

❖ EXECUTIVE COMMITTEE – Patty Myers (Items 8)

Item 8 RECOMMENDATION OF BASE AID PAYMENT SCHEDULE-Nancy
Coopersmith

Mr. John Edwards moved to approve the recommended schedule for BASE Aid payment. Motion was seconded by Mr. Paul Andersen.

*Question from Ms. Erin Williams.
Motion passed unanimously.*

INFORMATION

❖ ACCREDITATION COMMITTEE – Erin Williams (Items 13-17)

Item 13 UPDATE ON VARIANCES TO STANDARDS REVIEW BOARD MEETING
Dr. Linda Peterson

Dr. Peterson updated the Board on the work the Review Board has completed to date and how the review process will work.

ACTION

PUBLIC COMMENT

The public will be afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.

Item 14 RECOMMENDATION OF APPROVAL OF THE NOTICE OF ADOPTION AND
AMENDMENT PERTAINING TO ADMINISTRATIVE RULES OF MONTANA,
TITLE 10, CHAPTER 55 STANDARDS OF ACCREDITATION
Dr. Linda Peterson

Dr. Peterson reviewed the recommendation for approval and noted new language added based upon comments from the Public Hearing.

Ms. Erin Williams moved to recommend approval of the Notice of Adoption and Amendment Pertaining to Administrative Rules of Montana, Title 10, Chapter 55 Standards of Accreditation New Rule I and Amendment of ARM 10.55.701, 10.55.704, 10.55.708, 10.55.804, and 10.55.906. Motion was seconded by Ms. Sharon Carroll.

No discussion. Motion passed unanimously.

Item 15 RECOMMENDATION OF APPROVAL OF THE ADDENDUM TO THE 2012-13
FINAL ACCREDITATION STATUS OF ALL SCHOOLS
Teri Wing

Ms. Wing discussed the need for an addendum to the report and asked for the Board's approval.

Ms. Erin Williams moved to approve the Addendum to the 2012-13 Final Accreditation Status of All schools. Motion seconded by Mr. Paul Andersen.

No Discussion. Motion passed unanimously.

**Item 16 RECOMMENDATION RELATING TO ALTERNATIVE TO STANDARDS REQUESTS
Teri Wing**

Ms. Wing noted that these requests are all renewals expiring June 30, 2013 and will be the last set of requests under this process. Ms. Wing reviewed all the requests for the Board.

Ms. Erin Williams moved to approve the Alternative to Standards Requests for: Columbia Falls High School, Bozeman Elementary, St. Ignatius K-12, Hamilton High School, Plains Elementary, to approve the initial applications for West Valley Elementary and Billings Elementary School District, and the disapproval of Glendive Elementary School District. Motion was seconded by Ms. Sharon Carroll.

No discussion. Motion passed unanimously.

**Item 17 UPDATE ON PROGRESS OF SCHOOLS IN INTENSIVE ASSISTANCE
Teri Wing**

Ms. Wing updated the Board on schools in Intensive Assistance, specifically Helena School District and Billings School District. Ms. Wing reviewed the report status of the schools in those districts. Ms. Wing recommends the Board request these two districts to appear before them at the July Board meeting.

Ms. Erin Williams moved to recommend inviting the Superintendent and Board Chair of the Helena School District and the Billings School District to the July 2013 Board of Public Education meeting. Motion seconded by Mr. Paul Andersen.

No discussion. Motion passed unanimously.

DISCUSSION

❖ MSDB LIAISON - Lila Taylor (Item 18)

Item 18 MSDB COMMITTEE MEETING REPORT-Steve Gettel

The MSDB Administrative Staff introduced themselves then Mr. Gettel gave his report to the Board regarding enrollment, recruitment of the Outreach Consultant, and other upcoming vacancies. Updates were also given by Ms. Donna Sorenson, Outreach Director; Mr. Jim Kelly, Dean of Students; and Ms. Donna Schmidt, Business Manager. Mr. Gettel also updated the Board on the outcomes for the school from the 2013 Legislative Session for school improvements and staff salaries.

Meeting adjourned at 4:55 PM.

Friday May 24th, 2013

Meeting was called to order at 8:06 AM.

**Item 18 MSDB COMMITTEE MEETING REPORT – Steve Gettel
Continued from Thursday**

Item 18 continued Friday with Board members discussing with Mr. Gettel and Ms. Kim Schwabe of MSDB, and Dr. Linda Peterson and Ms. Nancy Coopersmith of OPI, the Accreditation Status of the school. Discussion continued on whether or not the school should continue to seek accreditation status. The Board's recommendation is the school should hire the Special Education teacher needed to keep the school accredited.

❖ **EXECUTIVE COMMITTEE – Patty Myers (Items 19-20)**

Item 19 **MSDB SUPERINTENDENT PERFORMANCE EVALUATION (CLOSED)**
Patty Myers

Item 20 **BPE EXECUTIVE DIRECTOR PERFORMANCE EVALUATION (CLOSED)**
Patty Myers

ADJOURN

Meeting adjourned at 10:22 AM.

FUTURE AGENDA ITEMS July 16th-18th, 2013

Strategic Meeting – Review Bylaws & Operational Rules

CSPAC/BPE Joint Meeting

Annual CSPAC Report

MACIE Update

Annual GED Report

Special Education Report

Assessment Update

Federal Update

Accreditation Report

The Montana Board of Public Education is a Renewal Unit Provider. Attending a Board of Public Education Meeting may qualify you to receive renewal units. One hour of contact time = 1 renewal unit up to 8 renewal units per day. Please complete the necessary information on the sign-in sheet if you are applying for renewal units.

FINANCIALS

51010 Board of Public Education
ORG Budget Summary by OBPP Prog, Fund, Subclass
 Data Selected for Month/FY: 01 (Jul)/2013 through 12 (Jun)/2013

This report compares ORG Budgets (ORG_BD) to Actuals expended amounts

Business Unit	(All)
Program Year	(All)
FY_BudPer	(All)
Month	(All)
Source of Auth	(All)
Fund Type	(All)
Account	(All)
Acct Lvl 2	(All)
Account Type	E
Project	(All)
Ledger	(All)

[Refresh](#)

[Return to Menu](#)

OBPP Program	Fund	Subclass	Org	Acct Lvl 1	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION					410,355.00	276,062.48	0.00	134,292.52
	01100 General Fund				222,033.00	128,287.74	0.00	93,745.26
		235H1 ADMINISTRATION			222,033.00	128,287.74	0.00	93,745.26
			1 BOARD OF PUBLIC EDUCATION		222,033.00	128,287.74	0.00	93,745.26
				61000 Personal Services	175,367.00	82,037.64	0.00	93,329.36
				62000 Operating Expenses	45,775.00	45,359.10	0.00	415.90
				69000 Debt Service	891.00	891.00	0.00	0.00
	02122 Advisory Council				113,320.00	87,783.37	0.00	25,536.63
		235H1 ADMINISTRATION			113,320.00	87,783.37	0.00	25,536.63
			30 Advisory Council Program 01		113,320.00	87,783.37	0.00	25,536.63
				61000 Personal Services	113,320.00	87,783.37	0.00	25,536.63
	02219 Research Fund				75,002.00	59,991.37	0.00	15,010.63
		235H1 ADMINISTRATION			75,002.00	59,991.37	0.00	15,010.63
			50 Research Program 01		75,002.00	59,991.37	0.00	15,010.63
				61000 Personal Services	12,000.00	12,000.00	0.00	0.00
				62000 Operating Expenses	62,111.00	47,100.42	0.00	15,010.58
				69000 Debt Service	891.00	890.95	0.00	0.05
		235Z1 WORKERS COMP. REDUCTION			0.00	0.00	0.00	0.00
			50 Research Program 01		0.00	0.00	0.00	0.00
				61000 Personal Services	0.00	0.00	0.00	0.00
Grand Total					410,355.00	276,062.48	0.00	134,292.52

CALENDARS

May 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:			1	2 Budget Meeting w/Nancy Hall - Pete, Kris	3	4
5	6	7 Evaluations System Meeting - Pete BOE Planning Mtg- Pete,Patty	8	9 Meet w/Dennis Parman re: HJ 14 - Pete	10	11
12	13	14 Meet w/Ross Johnson re: Bus audit - Pete, Kris, Genii	15 HJ14 meeting w/Rep Jacobsen, Dennis Parman - Pete	16	17	18
19	20 MSDB Foundation - Patty Higher Ed Consortium - Pete	21	22	23 Board of Public Education Mtg - Great Falls	24	25 MSDB Graduation - Patty
26	27 	28	29 MEI Planning Meeting - Pete	30 Healthy Schools Committee Mtg - Pete	31	

June 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:						1
2	3	4	5	6	7	8
9	10 Digital Academy Conf Call - Pete	11 SAM Evening of Excellence - Pete Montana Educator's Conference, Great Northern Hotel - Pete	12	13 Legislative Audit Committee Mtg - Pete	14	15
16 	17	18	19 Mainstreet Montana Roundtable Discussion - Sharon	20	21	22
23	24 Education & Local Gov't Interim Comm Mtg - Pete	25 TLLC Workgroup - Pete	26	27 Council of Dean's Retreat - Pete	28	29
30	Notes:					

July 2013

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4 	5	6
7	8	9	10	11	12	13
14	15 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">CSPAC Meeting</div>	16 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Board of Education Mtg</div> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Joint BPE/CSPAC Mtg</div> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">BPE Strategic Planning</div>	17 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Board of Public Education Meeting - Helena</div>	18	19	20
21	22	23	24	25	26	27
28	29	30	31:	Notes:		

INFORMATION

❖ REPORTS - Patty Myers (Item 1)

ITEM 1

CHAIRPERSON'S REPORT

Patty Myers

ITEM 2

EXECUTIVE DIRECTOR REPORT

Peter Donovan

Meetings Attended by Peter Donovan
04/19/2013 to 07/18/13

April

- | | |
|---|----------|
| 1. CSPAC Helena | 04/19/13 |
| 2. Hearing on BPE standards for student transcripts | 04/22/13 |
| 3. Montana Digital Academy Conference Call | 04/22/13 |
| 4. Variance to Standards Review Board | 04/23/13 |
| 5. MSDB Committee Conference Call | 04/24/13 |
| 6. Legislature Adjourns, Sine Die | 04/24/13 |
| 7. BPE Orientation meeting with Paul Andersen | 04/28/13 |

May

- | | |
|---|-------------|
| 8. BPE/CSPAC budget meeting with Nancy Hall & Kris Stockton | 05/02/13 |
| 9. Evaluation Systems Workgroup | 05/07/13 |
| 10. Planning Meeting, Board of Education | 05/07/13 |
| 11. Dennis Parman, regarding HJ 14, Financial Literacy | 05/09/13 |
| 12. Montana Higher Education Consortium Meeting | 05/20/13 |
| 13. Board of Public Education, Great Falls | 05/23-24/13 |
| 14. Healthy Schools Committee | 05/30/2013 |
| 15. MEI Planning Meeting | 05/31/2013 |

June

- | | |
|---|-------------|
| 16. Montana Digital Academy Conference Call | 06/10/2013 |
| 17. Montana Educator's Institute | 06/11-13/13 |

- | | |
|--|-------------|
| 18. SAM Evening of Excellence | 06/11/2013 |
| 19. Legislative Audit Committee | 06/13/2013 |
| 20. Call with Katherine Orr, Agency Legal Services | 06/14/2013 |
| 21. Call with Dennis Parman, OPI | 06/18/2013 |
| 22. TLLC Workgroup | 06/18/2013 |
| 23. Education and Local Government Committee | 06/24/2013 |
| 24. Council of Dean's Retreat | 06/27-28/13 |

July

- | | |
|---|------------|
| 25. Board of Education Planning Meeting | 07/01/2013 |
| 26. TLLC Workgroup/Evaluation Workgroup | 07/01/2013 |
| 27. CSPAC Meeting | 07/15/2013 |
| 28. Board of Education Meeting | 07/16/2013 |
| 29. Joint BPE/CSPAC Meeting; BPE Strategic Planning | 07/16/2013 |
| 30. Board of Public Education Meeting | 07/17/2013 |

❖ **REPORTS (Items 3-6)**

ITEM 3

STATE SUPERINTENDENT'S REPORT

State Superintendent Denise Juneau

ITEM 4

**COMMISSIONER OF HIGHER
EDUCATION'S REPORT**

Commissioner Clayton Christian

ITEM 5

GOVERNOR'S OFFICE REPORT

Shannon O'Brien

ITEM 6

STUDENT REPRESENTATIVE REPORT

Patty Myers

Dear Madame Chair and Members of the Board,

Bonjour Everyone! Greetings from Paris! Currently I am with the Northern Ambassadors of Music tour, which is a select group of students from Montana and North Dakota touring around Europe singing, and playing our instruments. We are going to 7 different countries; Britain, France, Italy, Switzerland, Austria, Liechtenstein, and Germany! However, even though I am thousands of miles away, I still wanted to make sure the student voice was "heard" at this meeting.

I have been quite busy since I last saw you all. I had the opportunity to go to the American Legion Auxiliary's Girl's State. It was very fun and I have more information about it in the newsletter. I would like to inform you about the bills were brought to Girl's state. It is very inspiring to know that there are so many intelligent young women who will be the future of our nation. They had so many ideas on how to make the world a better place, ranging from environmental issues, to stopping drunk driving. I have attached the bills and a list of whether they passed or failed. These young women were very passionate about their bills, and even if they didn't want to go into politics someday, they all cared about making sure things in our state and nation were getting better for its citizens.

I also was a part of the Graduation Matters Montana Summer Summit in Bozeman. It was a day with great advise, on how to make schools better. We heard from a diverse group of people, and got ideas on things like school climate, informing students about colleges, peer mentoring and tutoring, alternative schooling programs, and even heard some great poetry. I hope that the meeting goes well, and the information that I attached is helpful. If you have any questions please feel free to email me. Thank you and have a great summer!

Sincerely,

Charity E. Ratliff

Annual

My year as Student Rep



Most Recent Activity; Graduation Matters Summit

I had the pleasure to be a part of the Graduation Matters Montana Summer Summit in Bozeman on June 18th. I did my Grad Matters speech for the GradTalks. These talks were modeled after Ted Talks, and were a huge success. We heard from the communities of Hardin, Anaconda, Great Falls, Browning, and Miles City. They all had different ideas and suggestions on how to encourage our students to graduate high school as well as try and get them to attend college! You can go online to get more information on the summit. The speakers were fantastic. The summit was during the MBI Summer Institute at Bozeman, it also had great speakers, and great ways to help schools, and students.

- gmm.mt.gov
- <http://opi.mt.gov/Programs/SchoolPrograms/MRT>

About Me

I will be a senior this fall at Hardin High School. Currently serving my second term as the Student

Representative on the State Board of Public Education. This opportunity has afforded me a seat on Superintendent Juneau's Student Advisory Board for Graduation Matters Montana. I am beginning my 3rd term as Secretary of District IV Montana Association of Student Councils.

(MASC)

I am a golfer for the Hardin Bulldogs, play trombone in Band, sing in Swing Choir, act in musicals and plays, is Student Council Body Secretary, teaches Sunday school, is active in Rainbow Girls and supports the Special Olympics.

(Conti



Events for the Year!

This year I went on several different trips

Western Leadership Summit July 23-29 2012

This was a camp in Chewelah, Washington; there were students there from Washington, Idaho, Nevada, Utah, Alaska, Oregon, Montana, and Hawaii. At western leaders, we were put into different councils and discussed issues that the youth of our generations are facing. Such as bullying, apathy, lack of interest in their education, among other things. It was a week of learning how to lead at the best capacity, and was a great learning and networking experience.

MASC State Conference October 28-30 2012

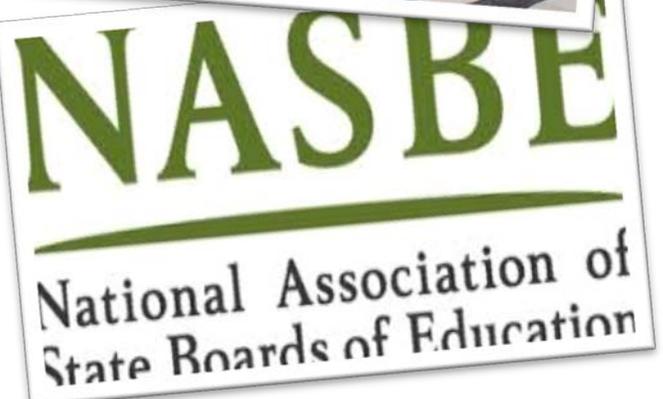
I was a keynote speaker, and explained what the Board of Public Education is and what it does. I also talked about Graduation Matters and the positive effects it has in our state. We also climbed Mt. Helena in the snow!

Fall Student Advisory Board Summit

Another October event was the SAB Summit. We discussed school climate. Topics like teacher compassion, student input, bullying prevention, dropout prevention in early grades, and school rigidity. All of which are important issues that have the potential to impact dropout rates.

NASBE Conference Call February 28

Call with other student reps through the National Association of State Boards of Education. We talked about the current controversy over bullying laws as well as school safety because of the Sandy Hook Massacre. It was fascinating to see all of the different levels of authority that student reps have. As well as the different statutes of state education





Girls State 2013

This year I had the great opportunity to be a part of the American Legion Auxiliary, Girls State in Helena, June 1st-7th. It was an amazing experience. I was a part of Granite City, and Plata County. I ran for mayor, and tied with a young lady from Missoula, it was really fun to be co-mayors, and make silly laws in our city (hallway). We had a *Don't Share the Air* law, where the ruling was that any person visiting our city who was not a citizen couldn't breath the air above 3 feet, thus making them crawl on the ground around our hallway. But among all of the silliness and fun, we embraced and discussed some serious issues! We heard from Senator John Tester, Governor Steve Bullock, a representative from the Naval Academy, and
(Continued on page 4)

About Me

I have placed at State in Speech and Drama, been a member of All-State Jazz Band, earned Academic All-State in Golf, Swimming, and Speech and Drama, gone to State for golf and been selected as an All Conference player. She attended Girls State in June and will be traveling to Europe this July with the Northern Ambassadors of Music where she will be performing with Band and Choir throughout several countries.

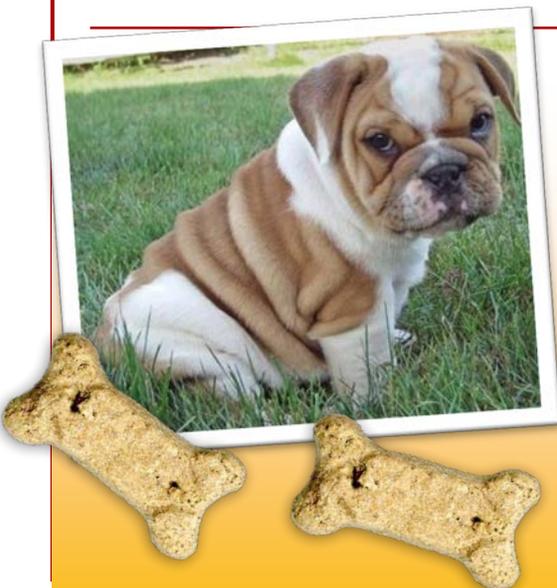
I am passionate about each individual's right to learn, and wants all students to have the opportunity to find their voice and a place to belong in school. I will be visiting several colleges this summer and fall, but am looking for a school will respect her traditional values, nurture her love for law and political science and give her many more opportunities to travel!

Bulldog Bark

This Year at Hardin High School

Our high school has finally finished the remodeling and renovating that started in 2010. This year we were visited by the Native Voices people, and given information about health and science careers, for Native American Students. We also had a rough year for graduation. Out of a class of 98, we only had 72 graduates. However the good news is that most of them are coming back next year in order to get their diplomas. It actually has been a great thing to have Graduation Matters in our school. It really has made a positive impact on our graduation rates, because many more students graduated than were expected to. But we

*3 have caring teachers, and are doing out best to encourage
3 students to stay in school!*



we were even fortunate enough to meet Miss Montana Alexis Wineman. She was truly inspiring! She is the first autistic girl to be apart of the Miss America pageant, and is a huge advocate for Autism Speaks. She has Asperger's Syndrome, which is the same disorder that my older brother Manni has. It is a mental disorder on the autism spectrum that involves someone to be highly advanced in some aspect of life, while struggling greatly with another. Most often they struggle with social interaction, and have extreme anxiety. I was able to talk to both Alexis and her mother, and was so amazed at her passion for helping others, and hopes to continue in her platform *"Normal is just a setting on a Dryer: Living with Autism."* She is an amazing speaker and young woman, and I believe that she will do amazing things in her life. I also took part in the politics of the week. With the help of a friend from Glendive, I ran for Governor of "Treasure State". We won the Nationalist primary, which was very exciting, because there were three teams running, but unfortunately we lost the general election. But no matter the outcome it was an amazing learning experience, and it was exhilarating to get to speak in front of 250 of our peers.

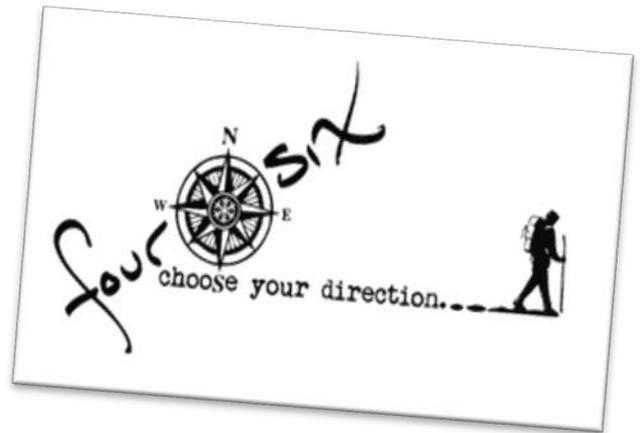
I was blessed with the honor of winning the Samsung Scholarship, which is a \$1,100 scholarship and makes me a National Finalists so I can apply for a \$22,000 scholarship. I also was involved in writing a bill and I sponsored it for the House of Representatives. My bill was to create a primary law, requiring all motorcyclists to wear a Department of Transportation approved helmet whenever the motorcycle is in motion, and violation would result in a \$50.00 fine. It passed and was signed by the governor. Overall Girls State was an amazing experience and only furthered my interest in politics, government, and leadership. It was an amazing week!



More Events of the Year!

District IV Student Council Meeting April 18th

In Belgrade, student councils members spanning from Lodge grass to Red Lodge, met and discussed the upcoming events of the year. There I gave a short presentation on Graduation Matters, and updated the students on the fact that it was a legislative session this year. Many students had good questions, and wanted to actively be more involved in the school boards at their schools.



MASC Executive Board Meeting

The state student council executive board is currently trying to brand its organization. At the last board meeting I told you about the different options that we had, as well the benefits that it would have on us. Our overall goal really is recognition. We want people to see our logo,



the state association of student councils. This

summer we are having our first state student council camp in fifteen years. We are modeling it after the Western leaders Summit that I went to last July. It is exciting to be a part of organizing the camp. I am excited to go, and will give you input on



it at the
September

Spring Student Advisory Board Summit April 29-30

At the spring meeting we discussed the OPI My Voice Survey, as well as different reasons why there is bullying and best prevention options. It was really amazing to see how different schools approached issues with seclusion, and we explored the best ways to keep everyone involved and appreciated!



Welcome to Campaigne

Charity Ratliff

Student Rep to the Board.

**If you have any questions feel free to contact me
at charity_ratliff@hotmail.com**



List of Bills and If they Passed or Failed

- Suicide Prevention Act-passed as amended
- Termination of Marijuana -failed
- Gay Rights Act-failed
- Vehicular Homicide Consequence Act-failed
- Zero Chance Drinking-passed as amended
- Environmentally Sound De-icer -passed as amended
- Trichomoniasis Reduction Act-passed as amended
- Guides Hunting Predators Act-tabled as amended failed
- Agricultural Ed/FFA Act-fails as amended
- Horse Slaughter Act-passed as amended
- Assistance of Disabled in Public Restrooms-passed as amended
- Gender Discrimination Act-passed as amended
- Electronic Device Ban-passed as amended
- DUI Repeat Offender Act-passed as amended
- Primary Seatbelt Act-passed as amended
- Lower Legal Blood Alcohol Content-passed as amended
- U.S. Constitution Act-failed as amended
- Referendum Reduction Act-passed
- Curbside Recycling Act-passed as amended
- Motorcycle Safety-passed as amended
- Eliminate Drunk Driving Act-passed
- Light Pollution Reduction-failed
- Conservation & Availability-passed
- Drug Testing for Welfare Programs-passed
- Pay to Stay Act-failed

1. **A BILL FOR AN ACT ENTITLED: Termination of Marijuana**

2. **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF TREASURE:**

3. **SECTION 1:** This act may be cited as the "Termination of Prohibition of Marijuana Act."

4. The purpose of this act is to legalize the use of recreational and medical marijuana.

5. **Section 2:** Congress Finds that:

6. (1) Marijuana has been found to be of aid to people with medical disabilities.

7. (2) Reasonable recreational marijuana usage has been found to be no more harmful to the health of individuals than other legal drugs, such as alcohol or tobacco products.

8. (3) Revenue generated from marijuana sales can offset spending in regulation and enforcement activities.

9. **Section 3:** It is the purpose of this act to provide:

10. (1) Health benefits to those with medical disadvantages.

11. (2) Regulation and taxation of marijuana sales.

12. (3) Assignment of regulatory enforcement activities to the Department of Revenue, Liquor Control Division.

13. **Section 4:** Regulations and Rules of this act are as follows:

14. (1) DUI of marijuana offenses would correspond to the consequences that are previously established concerning alcohol consumption while driving.

15. (2) There will be a \$50.00 sales tax on per ounce of marijuana sold.

16. (3) Must be at least twenty-one years of age to purchase marijuana.

17. (4) Established legal amount for each individual purchase.

18. (5) Designated areas will be established to smoke marijuana in order to be cognizant of other's in public areas.

19. **Section 5:** The results of this act are:

20. (1) Generation of revenue from tax on marijuana sales.

21. (2) Legalization and governance of marijuana production and distribution.

22. (3) Eliminate public areas that openly allow the use of marijuana.

4 No.

5 **A BILL FOR AN ACT ENTITLED:** Assistance of the Disabled in Public Restrooms Act
6

7 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF TREASURE**
8

9 **SECTION 1:** This act may be cited as the "Assistance of the Disabled in Public Restrooms Act"
10

11 The purpose of this act is to legalize the assistance of the disabled in public restrooms by members of
12 the opposite gender. An employee hired by or family members of the disabled will be able to assist the
13 disabled in public restrooms upon the passing of this bill.
14

15 **SECTION 2:** Congress finds that:
16

- 17 (1) This bill will cover public businesses and nonprofit service providers that are public
18 accommodations, privately operated entities offering certain types of courses and examinations,
19 privately operated transportation, and commercial facilities. Public accommodations are private
20 entities who own, lease, lease to, or operate facilities such as restaurants, retail stores, hotels,
21 movie theaters, private schools, convention centers, doctors' offices, homeless shelters,
22 transportation depots, zoos, funeral homes, day care centers, and recreation facilities including
23 sports stadiums and fitness clubs.
24 (2) An individual with a disability is defined by the Americans with Disabilities Act as a person who
25 has a physical or mental impairment that substantially limits one or more major life activities, a
26 person who has a history or record of such an impairment, or a person who is perceived by
27 others as having such an impairment.
28

29 **SECTION 3:** It is the purpose of this act to provide:
30

- 31 (1) The disabled with assistance when using public restrooms.
32 (2) Rights to the disabled and their assistant in public restrooms.
33 (3) Freedom of individuals to enter public restrooms for the opposite gender when they are
34 assisting the disabled.

35 **SECTION 4:** The results of this act are:
36

- 37 (1) More equality for the disabled.
38 (2) The disabled will be able to use public restrooms with assistants of the opposite gender upon
39 the passing of this bill.
40
41
42

No. _____

1. A Bill for an Act Entitled: Elderly Drivers Safety Act
2. **Section 1:** This Act may be cited as the "Elderly Drivers Safety Act".
3. The purpose of this act is to ensure that elderly people over the age of 65 still meet the safety standards of driving.
4. **Section 2:** Congress finds that:
5. Elderly people over the age of 65 are in more risk of having a motor vehicle accidents due to their lack of agility, motor skills, and degeneration of eyesight.
6. Everyone's agility, motor skills, and eyesight degenerate at different rates.
7. That the current scale is not adequate to catch the degeneration as effectively as it would every two years.
8. **Section 3:** It is the purpose of this act to provide:
9. A test every two years to citizens 65 and up to reduce the risk of accident.
10. **Section 4:** The results of this act are:
11. To provide a safer road for drivers and pedestrians to reduce the drivers license fee due to the increased frequency of examination.

No.

1. **A BILL FOR AN ACT ENTITLED:** “Ban the use of handheld electronic devices while driving.”
2. **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF TREASURE:**
3. **SECTION 1:** Ban the use of handheld electronic devices behind the wheel on all of Montana’s roadways, including city streets and highways.
4. The purpose of this act is to lower the driving accident rate.
5. (1) regulated laws similar to the enforcement of speeding, and become a primary offense and fines would be distributed out as consequence.
6. **SECTION 2:** Congress finds that:
 7. (1) Montana is one of the eleven states without a ban against this.
 8. (2) Hand free devices are appropriate, such as blue tooth.
9. **SECTION 3:** It is the purpose of this act to provide:
 10. (1) Safety on all highways and roads readily available in Montana.
11. **SECTION 4:** The results of this act are:
 12. (1) Additional tickets will be given out.
 13. (2) A universal fine of \$150.00 statewide if caught using a handheld electronic device will be implemented.
14. Drivers will become aware of the hazard.

No. _____

1. **A BILL FOR AN ACT ENTITLED:** Eliminate Drunk Driving Act
2. **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF TREASURE:**
3. **SECTION 1:** This act may be cited as the "Eliminate Drunk Driving Act"
4. The purpose of this act is to reduce the prevalence of alcohol impaired driving crashes.
5. **SECTION 2:** Congress finds that:
 6. (1) In 2011, there were 1,945 alcohol-impaired driving crashes in Montana, resulting
 7. in 1,235 injuries and 87 deaths.
 8. (3) It is estimated that the yearly cost of alcohol-related crashes is 129.7 billion dollars.
 9. (4) The risk of being in an alcohol related crash reduces by 50% when the blood alcohol content (BAC) of the driver decreases from .08% to .04%.
 10. (5) In March 2012 the National Transportation Board released a report recommending all states to lower the BAC to .05%, and to promote to use of interlock ignition systems for drivers with repeated DUI offenses.
 11. On average, it takes at least four drinks in 2 hours on an empty stomach for a 170-pound male to exceed a .05% BAC (three drinks for a 137-pound female).
 12. (6) More than 100 countries have already established BAC limits at or below 0.05%.
 13. (7) Crashes involving drunk drivers decrease by at least 5% to 8% and up to 18% after a country decreases their legal BAC limit from .08% to .05%.
 14. (8) In Maine, following the passage of the 0.05% BAC limit for drivers with prior DUI convictions, the proportion of fatal crashes involving those drivers declined by 25%.
 15. (9) Research shows that alcohol interlocks reduce recidivism among both first-time and repeat offenders.
 16. (10) Daily costs of an interlock sanction are approximately equal to the cost of one to two beers, or \$2 to \$3 each day, far less than the costs of incarceration or electronic monitoring.
17. **SECTION 3:** It is the purpose of this act to:
 18. (1) Reduce the BAC limit for all drivers from the current limit of .08% to .05% or lower.
 19. (2) Require the use of alcohol ignition interlock devices for all individuals convicted of driving while intoxicated (DWI) offenses.
20. **SECTION 4:** The results of this act are:
 21. (1) In Montana, an estimated 97 to 350 crashes and 8 to 18 deaths could be avoided per year.
 22. (2) If all states were to follow Montana's example and adopt the .05% BAC limit, an estimated 500-800 lives could be saved each year in the United States.
 23. (3) If all drivers with at least one alcohol-impaired driving conviction within the previous 3 years had used zero-BAC interlocks, approximately 1,100 deaths could have been prevented in 1 year.

No. _____

1. **A BILL FOR AN ACT ENTITLED:** Environmentally Sound De-icer Act
2. **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF TREASURE:**
3. **SECTION 1:** This act may be cited as the “Environmentally Sound De-icer Act”
4. The purpose of this act is to recognize and compensate individual/organizational contribution to environmental protection.
6. **SECTION 2:** Congress finds that:
 7. (1) De-icing salt has been the most common and inexpensive way for individuals/organizations to clear snow and ice from roadways, driveways, sidewalks, and commercial areas.
 8. (2) Local plants, soils, and groundwater suffer from the salt splash of passing vehicles.
 9. (3) Road salt can easily percolate through soil into underground aquifers, which often provide drinking water.
 10. (4) Improper storage of salt supplies cause severe cases of soil and water contamination.
12. **SECTION 3:** It is the purpose of this act to provide:
 13. (1) Compensation to the people for their contribution to environmental protection.
 14. (2) Encourage individual/organizational participation in the protection of the environment.
 15. (3) 30% refundable tax credit guaranteed to organizations that utilize environmentally sound de-icing agents.
 16. (4) A rebate in the amount of 15% of the individual’s spending in purchasing environmentally sound de-icing agents.
18. **SECTION 4:** The results of this act are:
 19. (1) A reduction in the amount of salt used as de-icing agents.
 20. (2) Improvements in current local environmental circumstances.

No. _____

1. **A BILL FOR AN ACT ENTITLED:** Agricultural Education/FFA Act
2. **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF TREASURE:**
3. **SECTION 1:** This act may be cited as the “Agricultural Education/FFA Act.”
4. The purpose of this act is to recognize the importance of agriculture education in schools.
5. **SECTION 2:** Congress finds that:
 6. (1) Agricultural education benefits the lives of all students enrolled.
 7. (2) FFA provides opportunities for personal growth and career success.
8. **SECTION 3:** It is the purpose of this act to provide:
 9. (1) FFA membership to all students enrolled in agricultural education classes.
 10. (2) Greater availability of agricultural education to Montana students.
 11. (3) More opportunities for Agriculture Education programs to gain funding and/or resources.
 12. (4) A statewide budget of \$500,000 to be distributed to all schools with current and newly implemented educational programs.
13. **SECTION 4:** The results of this act are:
 14. (1) increased membership in the FFA
 15. (2) Greater benefits of Agriculture Education Programs for all Montana students enrolled.

1. **A BILL FOR AN ACT ENTITLED: GAY RIGHTS ACT**
2. **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF TREASURE**
3. **SECTION 1:** This act may be cited as the "Gay Rights Act."
4. The purpose of this act is to allow the LGBT community to marry who they want.
5. **Section 2:** Congress finds that:
 6. (1) The LGBT community does not have the same marriage rights as other people in our nation.
 7. (3) Gays are treated differently than other people.
 8. Spouses do not receive health benefits or insurance.
9. **Section 3:** It is the purpose of this act to provide:
 10. (1) Same marriage rights for the LGBT community as the other people in our nation.
 11. (2) Encourage people to treat the LGBT community fairly.
 12. Allow the spouse to receive health benefits or insurance.
13. **Section 4:** The results of this act are:
 14. (1) Allowing the LGBT community to marry each other legally.
 15. Benefits for the spouse.

No. _____

1. **A BILL FOR AN ACT ENTITLED:** Gender Discrimination Prevention Act

2. **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF TREASURE:**

3. **SECTION 1:** This act may be known as the “Gender Discrimination Prevention Act”.

4. The purpose of this act is to prevent discrimination against any person regardless of gender.

5. **SECTION 2:** *Congress finds that:*

Discrimination in the workplace is unlawful.

7. **(B)** it is unlawful for an employer to reject individuals from work based upon race, creed,

8. Religion, color, national origin, age, disabilities, marital status, gender identity/expression/ and

9. Sexual orientation.

10. **SECTION 3:** *It is the purpose of this act to provide:*

11. The prevention of discrimination against individuals on the basis of their gender.

12. **SECTION 4:** *The results of this act are:*

13. Equal opportunities for all people regardless of gender.

No. _____

1. A BILL FOR AN ACT ENTITLED: Guides Hunting Predators Act

2. BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE TREASURE:

3. SECTION 1: This act maybe cited as “Guides Hunting Predators Act”

4. The purpose of this act is to allow licensed guides to kill a predator if their hunter does not have a tag.

5. SECTION 2: Congress finds that:

6. (1) A guide killing a predator does not affect the quality of the client’s hunt.

7. (2) The filling of a predator tag helps maintain ecological balance.

8. (3) Maintaining a balanced predator level is vital for conservation.

9. SECTION 3: It is the purpose of this act to provide:

10. (1) Allow killing of a predator by a guide who has a tag if hunter does not.

11. (2) Allow action to be taken against dangerous predators without need of Fish and Game.

12. (3) Allow conservation of big game animals and predators.

13. (4) Allow guide services to regulate their own clientele consent contacts.

14. SECTION 4: The results of this act are:

15. (1) An ecological balance.

16. (2) A step towards improving conservation.

17. (3) Increase the likelihood of predator tags sold to be filled.

1. **A BILL FOR AN ACT ENTITLED:** Vehicular Homicide Consequence Act
2. **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF TREASURE:**
3. **SECTION 1:** This act may be cited as the “Vehicular Homicide Consequence Act.”
4. The purpose of this act is to ensure safety on all existing sidewalks and roads from negligent driving in any physical or mental state.
5. **SECTION 2:** Congress finds that:
 6. (1) Negligent drivers cause an unsafe environment for pedestrians.
 7. (2) Drivers in full awareness should be held accountable for all actions.
 8. (3) Pedestrians should be granted to feel safe in areas currently deemed safe.
9. **SECTION 3:** It is the purpose of this act to provide:
 10. (1) Harsher consequences for accidents caused by neglected drivers in any state of being.
 11. (2) Safer environment for pedestrians and other drivers on the road.
12. **SECTION 4:** The intended result of this act is:
 13. (1) To keep the roads and sidewalks safe from negligent drivers.

No. _____

1. **A BILL FOR AN ACT ENTITLED:** Horse Slaughter Act
2. **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF TREASURE:**
3. **SECTION 1:** This act may be cited as the "Horse Slaughter Act".
4. The purpose of this act is to recognize the need of a horse slaughter organization.
5. Horse slaughter will decrease the amount of animal suffering.
6. Provide betterment for the animals as they will be handled in a humane manner.
7. RSPCA (Royal Society for the Prevention of Cruelty to Animals) states that the killing of animals in a humane manner is kind, benevolent, compassion for the suffering and distressed animals.
8. **SECTION 2:** Congress finds that:
 9. More horses have been abandoned for starvation, disease, or predators since the ban of horse slaughter.
 10. Horse slaughter can be regulated and horses can be killed humanely.
 11. An animal used for food must be stunned prior to bleeding and they must be killed instantly.
 12. Once slaughtered, their bodies will be disposed and their meat will be used.
 13. Slaughter is the humane way to dispose of those horses that can no longer be cared for.
 14. This organization will cost around \$7 million of public funding.
15. **SECTION 3:** It is the purpose of this act to provide:
 16. A safe and humane way to keep horse population under control.
 17. Potential to make revenue from the exporting of horse meat.
 18. More job availability to the people who are unemployed.
19. **SECTION 4:** The results of this act are:
 20. (1) Savings on private spending on having the horses slaughtered in other countries than the United States.
 21. (2) Make a safe, easy, and humane horse slaughtering sanctuary.

No. _____

1. **A BILL FOR AN ACT ENTITLED: Motorcycle Safety Act**
2. **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF THE STATE OF TREASURE:**
3. **SECTION 1:** This act may be cited as the "Motorcycle Safety Act"
4. The purpose of this act is to create a primary law requiring motorcyclists of all ages to wear a department of transportation DOT approved motorcycle helmet while the motorcycle is in motion.
5. Motorcyclist is to be defined as all individual(s) who ride or are in operation of a motorcycle.
6. **Section 2:** Congress Finds that:
7. **(1) Motorcycle safety can be increased by requiring riders to wear DOT approved motorcycle helmets.**
8. (2) Motorcycle safety can prevent mortality.
9. (3) Motorcycle safety can prevent injury.
10. **Section 3:** It is the purpose of this act to provide:
11. (1) Retribution to those individuals not wearing DOT approved helmets when on motorcycles.
12. (2) In violation of this law motorcyclists can and will be pulled over and given a citation.
13. (3) Consequences include a fine of \$50.00 if any individual is not wearing a DOT approved motorcycle helmet.
14. (3) Lower death rates among riders.
15. (4) Less than 10% mortality rate among motorcycle accidents.
16. **Section 4:** The results of this act are:
17. (1) A law requiring Montana motorcyclists of all ages to wear a DOT approved helmet at all times.
18. (2) Safer roads for both motorcyclists and cars.
19. (3) Raising awareness for all generations of the importance of motorcycle safety with education programs such as motorcycle safety courses.

20. (4) The requirements to wear a DOT approved helmet and other safety concerns will be encompassed in both the written motorcycle knowledge test and skills test.

❖ **EXECUTIVE COMMITTEE**
(Items 7-11)
Patty Myers

ITEM 7

FEDERAL UPDATE

Nancy Coopersmith

EXECUTIVE SUMMARY

DATE: JULY 2013

PRESENTATION: Federal Update

PRESENTER: Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction

OVERVIEW: This presentation will include information on the four bill drafts in the U.S. Congress to reauthorize the Elementary and Secondary Education Act (ESEA) of 1965. The information will also include the timeline and preliminary data for the Adequate Yearly Progress (AYP) of Montana schools, districts and the state to meet the annual goals of the ESEA.

REQUESTED DECISION(S): No decisions are requested because this is an informational presentation.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

COMPARISON OF SELECT ELEMENTS OF ESEA PROPOSALS

Current Law, Sen. Harkin ESEA bill (Strengthening America's Schools Act), Sen. Alexander Bill (Every Child Ready for College or Career Act),
Rep. Kline Bill (Student Success Act), and Administration Waiver Package
June 10, 2013

Issue	Current Law	Harkin ESEA Bill	Alexander ESEA Bill	Kline ESEA Bill	Administration Waiver Package
Authorization Structure	Generally includes separate authorizations for separate programs, with the exception being the 21 programs authorized under one authorization of appropriations under the Fund for the Improvement for Education (Title V, Part D of Current law)	Maintains separate authorizations for separate programs as under current law (not all programs are maintained). Programs are authorized at such sums without specific authorization levels for 2014 through 2018.	Maintains separate authorizations for separate programs as under current law (not all programs are maintained). Authorization levels are the same amount for each year of the authorization period (2014-2018).	Combines multiple programs under a limited number of authorizations, reserving amounts of funding through specific percentages for individual authorities. For example, the main Title I program, Migrant Education, Neglected and Delinquent, English Language Acquisition, Indian Education, and the Rural Education Achievement program all share one authorization of appropriations with specific percentage reservations for each authority. The bill authorizes funds for programs from 2014 through 2019 with a specific authorization level for 2014 that is the same for each of the years of the authorization period. Authorization levels for specific programs (with their percentage reservations): Programs under Title I: \$16.652 billion <ul style="list-style-type: none"> • Main Title I program: 91% • Migrant Education: 2.4% • Neglected and Delinquent: 0.3% • English Language Acquisition: 4.4% • Rural Achievement Education: .5% • Indian Education: 0.6% National Assessment of Title I: \$3.03 million Title II programs: \$2.441 billion <ul style="list-style-type: none"> • Teacher Prep and Effectiveness (State and local formula grant): 75% 	No such provision.



Issue	Current Law	Harkin ESEA Bill	Alexander ESEA Bill	Kline ESEA Bill	Administration Waiver Package
				<ul style="list-style-type: none"> • Teacher and Leader Flexible Grant: 25% <p>Title III programs:</p> <ul style="list-style-type: none"> • Charter Schools: \$300 million • Magnet Schools: \$91.6 million • Family Engagement (PIRCs): \$25 million • Local Academic Flexible Grant: \$2.055 billion <p>Impact Aid programs:</p> <ul style="list-style-type: none"> • Property: \$63.074 million • Basic Payments: \$1.093 billion • Children with Disabilities: \$45.881 million • Construction: \$16.529 million • Facilities Maintenance: \$4.591 million 	
Standards	All states are required to have academic content and achievement standards in reading/English language arts, math and science. Establishes four levels of performance under the standards: advanced, proficient, basic, and below basic.	<p>All states are required to adopt college and career ready (CCR) academic content standards by December 31, 2014 and achievement standards by the beginning of the 2015-2016 school year in math and reading/English language arts.</p> <p>Standards must be aligned with – course work required by public IHEs in the state and career and technical education standards; <u>or</u> standards that are state developed and voluntarily adopted by a “significant” number of states.</p> <p>States are also required to demonstrate that they have adopted academic content and achievement standards in science by December 31, 2014 and may choose to include such standards in the accountability system.</p>	<p>States must provide an assurance that they have adopted academic content and achievement standards in math, reading/English language arts and science.</p> <p>States must provide an assurance that the state’s standards are aligned with – entrance requirements, without the need for remediation, for IHEs in the state; the state’s performance measures under the Perkins Act (CTE).</p>	All states are required to have academic content and achievement standards in reading/English language arts, math and science. The bill does not require the four levels of achievement as current law (below basic, basic, proficient and advanced). Standards are not required to be “college and career ready” nor is there any reference to common standards or standards adopted by a significant number of states.	All states are required to have fully implemented college and career ready standards no later than the 2013-2014 school year. Under the waiver package, “implementing” college- and career-ready standards means that teaching and learning aligned with such standards is taking place in all public schools in the state for all students, including English Learners, students with disabilities, and low-achieving students.
Standards and	Two separate regulations apply to	Statutorily authorizes the 1% regulation,	Statutorily authorizes the 1% and 2%	Includes language that closely mirrors the	Continues the 1% regulation. Requires



Issue	Current Law	Harkin ESEA Bill	Alexander ESEA Bill	Kline ESEA Bill	Administration Waiver Package
Assessments Related to Students with Disabilities	standards related to students with disabilities, alternative standards for students with the most significant cognitive disabilities (1% regulation) and modified achievement standards for other students with disabilities (2% regulation). In a state's accountability system, the scores of students with disabilities assessed against the 1% standards are limited to the number that is 1% of all students in a state. Scores of students with disabilities assessed against the 2% standards are limited to the number of students that is 2% of all students in a state.	including the 1% cap. Prohibits other alternative or modified standards (other than the those established by the 1% regulation) from being developed or implemented for use under Title I. Prohibits more than 1% of the total number of students in each grade in the state from being assessed through the alternate assessment (the 1% assessments). Requires separate determinations on whether students should be assessed via the alternate assessment for each subject.	regulation but removes the cap on the scores of students with disabilities that can be included for accountability purposes.	1% regulation except that it does not include the 1% cap. Does not statutorily authorize the 2% regulation.	states to include students with disabilities in the regular assessment once states have developed their assessments based on college and career ready standards, essentially phasing out the 2% regulation and its assessment for states utilizing this authority.
English Language Proficiency Standards	Each state is required to have English language proficiency standards.	English language proficiency standards (revised to be consistent with CCR standards) must be updated no later than one year after the adoption of the CCR standards.	Maintains the requirement to have English language proficiency standards. These standards would have to be aligned with the academic content and achievement standards.	Maintains the requirement to have English language proficiency standards.	Maintains the requirement to have English language proficiency standards. These standards would have to be aligned with any new CCR standards by the 2013-2014 school year.
Early Learning Guidelines and Early Grade Standards	No applicability	A state that uses Title I, Part A funds for early childhood education must provide an assurance that the state will establish or certify the existence of early learning guidelines (for infants, toddlers and preschool age children) and early grade standards (for kindergarten through 3 rd grade students) no later than December 31, 2015.	No applicability.	No applicability.	No applicability.
Assessments	Each state is required to have assessments in math, science, and reading/English language arts. Math and reading/English language arts are assessed annually in grades 3 – 8 and once in grades 10-12. Science is assessed once in each of the following grade spans: 3 – 5; 6 – 9; and 10-12. In order to make AYP,	Requires adoption of assessments aligned to CCR standards by the 2015-2016 school year. Maintains annual testing in grades 3 through 8 and once in grades 10 through 12 for math, reading/English language arts, and once in each of the following grade spans for science: 3 –5, 6 –9 and 10–12. Assessments must be designed to measure growth in addition to proficiency. Assessments must be designed to produce student achievement data that can be	States are required to provide an assurance that they will assess annually in grades 3 through 8 and once in grades 9 through 12 for math, and reading/English language arts. Current law requirements for testing once in each grade span for science are also maintained. Maintains current law with respect to NAEP participation.	Each state is required to have assessments in math, reading/English language arts, and science in the same grades and with the same frequency as current law. Assessments must measure individual student growth. Required assessments may be administered through a single annual assessment or through multiple assessments during the school year that	Maintains the assessment timelines of current law for math, reading/English language arts, and science. Maintains current law with respect to NAEP participation.

Issue	Current Law	Harkin ESEA Bill	Alexander ESEA Bill	Kline ESEA Bill	Administration Waiver Package
	<p>schools must assess at least 95% of each subgroup in their school.</p> <p>States are required to provide an assurance that they will participate in 4th and 8th grade reading and mathematics assessments under the National Assessment of Education Progress (NAEP) if the Secretary pays for the costs of such assessments.</p> <p>An assessment program is authorized for the development of the annual assessments for reading/English language arts and math and for enhanced assessment activities, such as those funding the development of the Common Core Assessments, English language proficiency assessments, preK assessments and greater accessibility on assessments for students with disabilities.</p>	<p>used in teacher and principal evaluation.</p> <p>Maintains current law with respect to NAEP participation.</p> <p>Sets an “N” size of 15 by requiring disaggregation for subgroups of students that are larger than 15.</p> <p>Maintain current law requirement to assess at least 95% of all students and each subgroup of students.</p>		<p>are designed to result in a single summative score.</p> <p>States may use computer adaptive assessments and may measure a student's academic proficiency above or below grade level and use such scores in the state accountability system.</p> <p>Maintains current law with respect to NAEP participation.</p> <p>The bill eliminates the program authorizing funds for annual assessment development and enhanced assessment activities but permits the use of “Local Academic Flexible Grants” for that purpose.</p>	
Title I State Plan Provisions	<p>The Secretary is required to approve a Title I state plan within 120 days of its submission unless the Secretary determines it does not meet the statutory requirements. States must be provided an opportunity to revise and resubmit their plan.</p>	<p>Largely follows current law.</p>	<p>The Secretary is required to approve a Title I state plan within 45 days of submission unless the Secretary presents a “body of substantial, high-quality education research” that demonstrates the plan does not meet requirements or won't be effective. As under current law, states must be provided an opportunity to revise and resubmit their plan.</p> <p>The bill includes a number of limitations on the Secretary in relation to Title I state plans. The Secretary can't require a state to:</p> <ul style="list-style-type: none"> include or delete specific elements of a state's content or achievement standards; use a specific academic assessment 	<p>Largely follows current law, except that the Secretary, the Secretary's staff, or any Federal employee may not participate in or influence the peer review process for state plans, except to provide technical information.</p>	<p>No applicability.</p>

Issue	Current Law	Harkin ESEA Bill	Alexander ESEA Bill	Kline ESEA Bill	Administration Waiver Package
			instrument or items; include or delete criterion that impacts: standards, assessments, accountability, student growth, other academic indicators, and teacher and principal evaluation; and collect, publish, or transmit data to the Department of Education that is not expressly required under ESEA.		
Report Cards	Each state and LEA is required to publish report cards that include information on student achievement, graduation rates, and the professional qualifications of teachers. LEA report cards also contain information on the number of schools identified for school improvement and comparisons of achievement at individual schools to the LEA and state.	Maintains the requirement for state, LEA and school report cards. New report card elements include: <ol style="list-style-type: none"> 1) a concise description of the state's accountability system; 2) a comparison of a school's assessment data compared to the state average; 3) separate reporting by academic growth as compared to static achievement; 4) students with the most significant cognitive disabilities who take the alternate assessment; 5) the number of students who are English learners and their performance on English proficiency assessments; 6) the rate of enrollment in IHEs by the 2013-2014 school year; 7) by the 2014-2015 school year, the rate of student remediation of high school graduates enrolled in IHEs; 8) by the 2015-2016 school year, evaluation results of teachers and principals; 9) discipline data for students; 10) passage of college credit worthy coursework such as AP and IB; 11) data on the academic performance, enrollment, and graduation of pregnant and parenting students; 12) the incidence of school violence, bullying and drug abuse, and related matters; 13) average class size by grade; 	Maintains the requirement for state and LEA report cards. Largely requires reporting of the same information as current law with the addition of: <ol style="list-style-type: none"> per-pupil expenditure information by Federal, state, and local funding source for each LEA and school, and for states that implement teacher and principal evaluation systems, evaluation results of these educators, except for personally identifiable information on individual teacher or principals. The bill also includes a prohibition on sharing "student educational records and information" without the "informed explicit consent" of a student's legal guardian with any: <ol style="list-style-type: none"> individual or governmental entity; LEA or SEA Any third party contractor Exceptions for these prohibitions include emergency situations and where a student doesn't have a legal guardian or is part of a court proceeding regarding child abuse or neglect.	Maintains a requirement for state and LEA report cards. Requirements for state report cards include: <ol style="list-style-type: none"> 1. Student achievement (aggregated and disaggregated by subgroups); 2. Participation rate on assessments (aggregated and disaggregated); 3. Adjusted cohort graduation rates for all public high schools and at a state's discretion, extended cohort graduation rate (for students graduating in five years or less and six years or less); 4. Evaluation results of each public school under the state's accountability system; 5. English acquisition by English Learners; and 6. Number and percentage of teachers in each evaluation category (see Teacher Evaluation section), so long as such reporting does not reveal personally identifiable information. LEAs must report on: <ol style="list-style-type: none"> 1. Information required under the state report cards; 2. How students in the LEA compare to students in the state as a whole; and 3. A school's evaluation results under the state accountability system. 	Maintains the requirement for state and LEA report cards.

Issue	Current Law	Harkin ESEA Bill	Alexander ESEA Bill	Kline ESEA Bill	Administration Waiver Package
		<p>14) the number of LEAs in the state that implement positive behavioral interventions and supports;</p> <p>15) the number of students receiving early intervention services and the impact of such on identification for services under IDEA;</p> <p>16) the number of LEAs in the state that implement school-based mental health programs.</p> <p>Reporting on student achievement (disaggregated by subgroup) and graduation rates would still be required, with graduation rate data being reported for each high school as defined as in the bill as the 4-year adjusted cohort rate and the cumulative graduation rate.</p> <p>Requires data on school report cards to be cross-tabulated across subgroups.</p> <p>Equity Report Card: LEAs would be required to provide the following information to parents through electronic means:</p> <ol style="list-style-type: none"> 1) Student achievement data disaggregated by subgroups (also required in the state/LEA/school report cards); 2) School funding by source - Federal, state, and local; 3) Graduation rates (also required in state/LEA/school report cards); 4) Data on educational opportunity, including pre-k and full day kindergarten access and AP and IB opportunities; 5) Information on school climate (some of which is also required in state/LEA/school report cards). 		<p>The main differences between current law and this bill are the inclusion of the adjusted cohort graduation rates rather than graduation rates not based on this definition, and the exclusion of reporting on two-year trends in student achievement and the percentage of students not tested. In addition, because the bill eliminates the definition of highly qualified teacher, the report card section instead reports on information on teacher evaluations.</p>	
Adequate	Each state is required to have a	AYP is replaced with the following structure:	AYP is replaced with a largely state	AYP is eliminated. States are required to	States are required to pick one of three



Issue	Current Law	Harkin ESEA Bill	Alexander ESEA Bill	Kline ESEA Bill	Administration Waiver Package
<p>Yearly Progress/ State Accountability</p>	<p>definition of adequate yearly progress in place that sets annual measurable objectives (AMOs) for subgroups in all schools to meet 100% proficiency on state assessments by the 2013-1014 school year.</p> <p>In addition, secondary schools are required to include graduation rates and elementary schools are required to an academic indicator in addition to the assessments results described above in their definitions of AYP.</p>	<p>States are required to have demonstrated at the beginning of the 2014-2015 school year that the state has developed and implemented a statewide accountability system that:</p> <ul style="list-style-type: none"> Measures student academic growth, with “sufficient growth” defined as performing at grade level: <ul style="list-style-type: none"> within three years; before the end of the students grade span; or another model approved by the Secretary; <p>Differentiates LEAs and schools by academic achievement, growth;</p> <p>Establishes one of the following sets of performance targets:</p> <ul style="list-style-type: none"> Those adopted by the state pursuant to that state’s ESEA waiver agreement; As approved by the Secretary, a goal to make annual progress toward reaching the achievement level of the highest performing 10 percent of schools in the state within a “specified reasonable time period;” Another set of performance targets that are “equally ambitious” that are approved by the Secretary. <p>Transition provisions: The bill includes provisions designed to transition states from existing accountability systems under ESEA waivers (or current law) to the accountability systems under the bill. Components include:</p> <ul style="list-style-type: none"> Maintaining corrective action requirements under current law; Establishing a new baseline for 	<p>determined system. States must annually measure academic achievement of public schools towards the state’s standards and identify and differentiate based on this achievement. The identification and differentiation must take into account:</p> <ul style="list-style-type: none"> Achievement gaps; Overall performance of all students and subgroups; Graduation rates. <p>For Title I schools, states must have a system for annually identifying schools that need improvement strategies and providing assistance to LEAs to develop and implement these strategies.</p> <p>The bill maintains the 95% by subgroup assessment requirement and also the measurement of high school graduation by subgroup.</p> <p>Similar to the state plan section, the bill prohibits the Secretary from establishing any criterion that impacts how SEAs or LEAs establish, implement, or improve standards, assessment, accountability, student growth, or teacher or principal evaluation.</p>	<p>develop an accountability system which:</p> <ol style="list-style-type: none"> Annually measures student achievement of public school students (including growth) using the assessments; Annually evaluates and identifies the performance of each public school based on student achievement and the achievement of subgroups at each school (and achievement gaps); Includes a system for low-performing public schools receiving funds under Title I that requires LEAs to implement interventions in such schools (the term low-performing is not defined). <p>States would be provided with a two-year timeline to implement the requirements related to standards, assessments, and accountability systems.</p> <p>The Secretary is not permitted to establish any criteria that specifies, defines, or prescribes any aspect of a state’s accountability system.</p> <p>The bill states that nothing contained in the bill should be construed to alter a state law giving parents rights with respect to schools which repeatedly did not make AYP. This likely refers to state parent trigger laws.</p>	<p>AYP options:</p> <ol style="list-style-type: none"> <u>Half to 100% in six years</u> – States would have to set new AMOs by subgroup that would cut the gap in half between where scores are now (2010-2011 assessment results) and 100% in six years. <u>100% proficiency by 2020</u> – States would be required to set new AMOs to get all students to 100% proficiency by 2020. They would use 2010-2011 school year performance as the starting point. <u>State developed option</u> – States could develop their own AMOs on a different timeline than the previous two proposals. These AMOs would have to be ambitious but achievable

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		<p>performance targets;</p> <ul style="list-style-type: none"> • Delaying for two full school years after the date of enactment of SASA for the identification of priority, focus, and other schools. <p>The period of time covered by these transition provisions is two years from the date of enactment of SASA.</p>			
School Improvement Structure	<p>Each LEA must identify schools which do not make AYP for a certain number of years for school improvement, corrective action, and restructuring. Schools are identified for school improvement after missing AYP for two years; for corrective action after missing AYP for four years; and for Restructuring after missing AYP for five years.</p>	<p>States are required to identify three main categories of schools beginning with the 2015/2016 school year: (1) Local Interventions schools; (2) Focus schools; and (3) Priority Schools.</p> <p><u>Local Interventions Schools</u> are schools which for two consecutive years do not meet the same performance target for the same subgroup. These schools are required to develop, in collaboration with their LEA, a locally designed intervention.</p> <p><u>Focus Schools</u> are 10% of schools with the greatest achievement gaps among their subgroups compared to the state average and the 10% of high schools with the greatest graduation rate gaps compared to the state average. Focus schools are schools that meet these criteria which are not priority schools. A state may request a waiver of making this identification if such schools are performing at a “satisfactory level.” LEAs of the focus schools must develop a corrective plan to improve performance of low performing subgroups. Focus schools are identified as such for a three year period.</p> <p><u>Priority Schools</u> are the lowest achieving 5% of elementary schools in the state, 5% of high schools in the state, any public high school with a graduation rate of less than 60%, and any</p>	<p>Similar to the provisions of the state accountability system, LEAs are required to identify schools for improvement strategies based on student achievement, graduation rates, and other indicators the state may require. LEAs are required to develop school improvement strategies, but the specific contents of these strategies are not required (there is a suggested list of strategies).</p>	<p>No Federally defined system of school improvement or intervention. As described under the AYP/State Accountability section above, states must develop, as part of their accountability system, a system for low-performing public schools in which LEAs must implement interventions in such schools.</p> <p>The bill does not include any defined percentage of low-performing schools that require interventions.</p>	<p>States are required to identify two main categories of schools: (1) focus schools, and (2) the priority schools. At state option, a state may identify reward schools.</p> <p><u>Priority Schools</u> are the bottom 5% of schools in the state. For these schools, states would have to implement one of the four school turnaround models OR design a model based on a set of school turnaround principles.</p> <p><u>Focus Schools</u> are the 10% of the schools in the state with the worst achievement gaps. Although schools are identified, there is not a federally-defined set of interventions that would apply to these schools.</p> <p><u>Reward Schools</u> – the top performing schools in the state. Among other approaches, such schools may receive visits from state officials, be honored, or receive monetary awards.</p>

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		<p>focus school that has been identified as such for six consecutive years. A state may request a waiver of making this identification if such schools are performing at a "satisfactory level." LEAs of priority schools must do a needs analysis to determine intervention strategies. LEAs must select one of the school improvement strategies to be implemented in each priority school.</p>			
<p>School Improvement Strategies</p>	<p>Under Restructuring, LEAs are required to adopt one of five alternative governance arrangements for such schools:</p> <ol style="list-style-type: none"> 1. reopening the school as a charter school; 2. replacing all or most of the school staff relevant to the failure to make AYP; 3. operating the school under a private management company; 4. state takeover; and 5. other major restructuring of the school's governance arrangement. <p>Under the regulations for the School Improvement Grant (SIG) program, schools identified for assistance must implement one of four turnaround models: <u>Turnaround Model</u>, which would include, among other actions, replacing the principal and at least 50% of the school's staff, adopting a new governance structure, and implementing a new or revised instructional program.</p> <p><u>Restart Model</u>, in which an LEA would close the school and reopen</p>	<p>Priority Schools must adopt one of the following strategies:</p> <ol style="list-style-type: none"> 1. <u>Transformation Strategy</u> – Replacing the principal (if the principal has served for more than two years); requiring instructional staff and school leadership to reapply for their jobs; and requiring hiring of instructional and leadership staff to be done by mutual consent. 2. <u>Turnaround Strategy</u> – Replacing the principal (if the principal has served for more than two years); and screening all teachers in the school and retaining not more than 65% of them. 3. <u>Whole School Reform Strategy</u> – Implementing an evidence based strategy in partnership with an external provider which has had at least a 'moderate' level of evidence that their program will have a statistically significant effect on student outcomes. 4. <u>Restart Strategy</u> – Convert the school to a public charter school, magnet school, or innovative school, or close and reopen the school as a public charter school; and ensure the school serves the same grade levels as the original school and enrolls any former student of the original school. 5. <u>School Closure Strategy</u> – Close the school and enroll students in other public schools, including paying for transportation to the new school. 	<p>No specific school improvement strategies are required.</p>	<p>No such provision.</p> <p>No Federally defined system of school improvement or intervention. As described under the AYP/State Accountability section above, states must develop, as part of their accountability system, a system for low-performing public schools in which LEAs must implement interventions in such schools.</p>	<p>Priority schools would be required to implement one of the four school intervention models under the School Improvement Grant program or a State-designed intervention model based on a federally-defined set of turnaround principals.</p> <p>The Administration defines turnaround principles as meaningful interventions designed to improve the academic achievement of students in priority schools. Specifically the turnaround principles must require:</p> <ol style="list-style-type: none"> 1. Reviewing the current principal's performance and replacing the principal if necessary; 2. Providing operational flexibility to the principal; 3. Reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; 4. Preventing ineffective teachers from transferring to these schools; and providing professional development; 5. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration; 6. Strengthening the school's

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	<p>it under the management of a charter school operator, a charter management organization (CMO), or an educational management organization (EMO) that has been selected through a rigorous review process.</p> <p><u>School Closure</u>, in which an LEA would close the school and enroll the students who attended the school in other, high-achieving schools in the LEA.</p> <p><u>Transformation Model</u>, which would address each of four specific areas critical to transforming the lowest-achieving schools including:</p> <ul style="list-style-type: none"> • <u>Developing teacher and school leader effectiveness</u> which would include evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance; • <u>Comprehensive instructional reform strategies</u> which would include the use of: instructional programs that are vertically aligned from one grade to the next; and individualized student data (such as from formative, interim, and summative assessments) to inform 	<p>6. <u>State Developed Option</u> –States can develop a strategy that is approved by the Secretary of education.</p> <p>Rural schools are permitted to modify one element of each of these strategies.</p> <p>States may apply to the Secretary for waivers of the provisions of the turnaround strategies that require the replacement or firing of principals.</p> <p>Schools which are identified for a second or more times as priority schools must implement the restart and school closure strategies in these subsequent re-identification periods.</p>			<p>instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards;</p> <p>7. Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;</p> <p>8. Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and</p> <p>9. Providing ongoing mechanisms for family and community engagement.</p>

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	<p>and differentiate instruction;</p> <ul style="list-style-type: none"> • <u>Extending learning time and creating community-oriented schools</u> which would include providing: more time for students to learn core academic content by expanding the school day, the school week, or the school year; more time for teachers to collaborate, including time for horizontal and vertical planning to improve instruction; more time or opportunities for enrichment activities for students; and ongoing mechanisms for family and community engagement; • <u>Providing operating flexibility and sustained support</u> which would include: giving the school sufficient operating flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes; and ensuring the school receives technical assistance from the LEA, SEA, or an external lead partner organization (such as a school turnaround 				

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Supplemental Educational Services (SES) and Public School Choice	Students in schools which have not made AYP for two consecutive years must be offered the ability to choose another public school and the LEA must provide or provide for transportation. Students in schools which have not made AYP for three years must be offered free tutoring (supplemental educational services).	Students in priority schools must be offered the ability to choose another public school in the local educational agency, unless it is prohibited by state law. Funds are NOT reserved for transportation costs.	LEAs may provide students in schools identified with the option to transfer to another public school. If the LEAs provide this option, as under current law, transportation to such school must be provided for the student.	States are required to reserve three percent of their Title I allocation to provide competitive grants to LEAs to offer tutoring and or to pay for the costs of transportation associated with public school choice.	States receiving flexibility from the Secretary would be permitted to waive the requirement to do supplemental educational services and public school choice.
State Set-Aside for School Improvement	States must reserve 4% of their Title I, Part A grant of which 95% must be allocated to LEAs to assist schools identified for school improvement.	States may reserve up to 6% of their Title I, Part A grant of which 90% must be allocated to LEAs to assist schools with their school improvement activities under section 1116	Maintains 4% reservation and 95% allocation procedures in current law.	Would increase the set-aside from 4% to 7% of a state's Title I program. Including the reservation for competitive grants to LEAs for tutoring and public school choice, the total state reservation is 10% of Title I.	No applicability
High School Provisions	As mentioned in the AYP/state accountability section, graduation rates are required to be included as an additional indicator in state AYP definitions	As mentioned in the state AYP/State accountability section, AYP and its indicators are eliminated. In addition, the bill expands ESEA's focus on high schools through several provisions: As described in the School Improvement Structure section: 1. High schools with large graduation rate gaps are defined as focus schools separate from elementary schools 2. All high schools with less than a 60% graduation rate, regardless of whether they receive Title I funding, are defined as priority schools. As described in the Report Card section, state and local report cards are required to report: 1. for each high school, student graduation rates using the 4-year cohort and cumulative graduation rate definitions; 2. the rate of enrollment in IHEs; and 3. by the 2013-2014 school year, the rate of student remediation of high school	No applicability	As mentioned in the AYP/State accountability section, AYP and its indicators are eliminated. As described in the Report Card section, states and LEAs are required, as part of their report cards, to report on the adjusted cohort graduation rate of all public high schools in a state.	No applicability.

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Comparability	LEAs are permitted to receive funds under Title I, if state and local funds are used in Title I schools to provide comparable services to those in schools which are not receiving Title I.	graduates enrolled in IHEs. The bill requires LEAs which receive Title I funding to demonstrate to the state that their combined state and local per-pupil expenditures (which would include actual personnel and actual non-personnel expenditures) in each Title I school are not less than the average such amount at non-Title I schools in the LEA. LEAs which fail to accomplish this must develop a plan to enact this policy.	Maintains existing comparability requirements.	Maintains existing comparability requirements.	Maintains existing comparability requirements.
Highly Qualified Teachers	All Teachers in title I programs must be highly qualified. All states must have a plan in place to ensure that teachers teaching in core academic subjects are highly qualified.	Maintains the highly qualified requirement (including guidance and regulatory changes since the passage of NCLB), with the following exceptions: 1. LEAs in states which have fully implemented the bill's teacher and principal evaluation requirements (referred to as "professional growth and improvement system") only have to comply with highly qualified teacher requirements for "new" teachers. 2. Small, rural, and remote schools may provide instruction through a highly qualified teacher via distance education. 3. HQT requirements do not apply to teachers of American Indian, Alaska Native or Native Hawaiian language or culture or a teacher who is a native elder.	Eliminates any requirements related to highly qualified teachers and replaces them with a requirement for teachers working in Title I programs to meet applicable state certification and licensure standards.	Eliminates any requirements related to and the definition of highly qualified teachers.	Maintains the existing highly qualified definition, except that there would be no consequences for states, such as having to take over a LEAs professional development program, if not all of their teachers are highly qualified.
Follow the Child State Option	No applicability	No applicability	SEAs are permitted to adopt a new method of allocating funds based on actual enrollment of eligible children at Title I schools. LEAs would be required once a year to determine the number of eligible children in their public schools. Eligible children would be defined as those children from families with income below the poverty line as determined via census data. States would provide Title I allocations to LEAs based on the number of eligible children attending public schools and LEAs	No applicability	No applicability

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			would provide Title I allocations to public schools based on the number of eligible children.		
Teacher and Principal Evaluation	No such requirement	<p>LEAs under Title II must provide an assurance that they have implemented a “professional growth and improvement system” (teacher and principal evaluation). Such a system consists of:</p> <p>For principals:</p> <ul style="list-style-type: none"> Is based in significant part on evidence of improved student academic achievement, growth, and English language proficiency of English learners, and may include other measures. <p>For Teachers:</p> <ul style="list-style-type: none"> Is based in significant part on evidence of improved student academic achievement and growth that is limited to evidence based or externally validated measures; Observations of classroom teaching; Other measures such as student surveys. <p>Evaluation systems that have been approved by the Secretary under the ESEA waiver authority do not need to be modified.</p> <p>Nothing alters or affects the rights, remedies, and procedures afforded school or district employees in Federal, state and local laws, including collective bargaining agreements.</p>	Under Title II, SEAs and LEAs are permitted to develop and implement teacher and principal evaluation systems. Such systems, if developed and implemented by an SEA or LEA, would have to be based in significant part on evidence of student achievement.	<p>LEAs (in states which are not adopting statewide teacher evaluation systems and as a condition of receiving Teacher Preparation and Effectiveness formula grants) would be required to develop and implement teacher evaluation systems that:</p> <ol style="list-style-type: none"> Use student achievement data (from a variety of sources) as a “significant factor” in the evaluation, with the weight given such data to be defined by the LEA; Use multiple measures; Have more than two categories for rating teacher performance; Are used to make personnel decisions (as determined by the LEA); and Are based on input from parents, school leaders, teachers and other staff. <p>LEAs in states which are developing and implementing a statewide teacher evaluation system would be required to participate in such a system. Statewide evaluation systems would be required to meet the same requirements (on a state level) as those required of LEA evaluation systems.</p> <p>LEAs in states which are not implementing a statewide school leader evaluation may use their LEA allocations for the development and implementation of a school leader evaluation system.</p>	<p>Would require SEAs and LEAs to develop, adopt, and implement teacher evaluation and support systems. The system would be required to:</p> <ol style="list-style-type: none"> Be used for continual improvement of instruction; Differentiate between at least three performance levels; Use multiple valid measures in determining performance levels, including as a significant factor, data on student growth, and other measures of professional practice; Be used to evaluate teachers and principals on a regular basis; Provide feedback that identifies needs and guides professional development; Be used to inform personnel decisions. <p>In the request for flexibility an SEA must include a plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by no later than the end of the 2011-2012 school year.</p>
TIF	Appropriations bills have funded	Authorizes the Teacher Incentive Fund program	Maintains a separate Teacher Incentive	Does not authorize TIF. See “Teacher and	Not addressed in waiver package. The

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	the Teacher Incentive Grant program. This program largely allows LEAs to operate alternative compensation models for teachers, including augmenting or basing teacher pay on academic performance.	and incorporates the teacher and principal evaluation requirements for TIF grantees as described above.	Fund program.	School Leader Flexible Grant" below. The bill repeals the Teacher Quality Partnership program authorized in the Higher Education Act. The bill creates a new "Teacher and School Leader Flexible Grant" authority under which funds are allocated to states by formula with eligible entities at the local level competing for funds for a variety of activities related to teachers and principals, including performance pay, certification reform, teacher residency programs, and induction and mentoring programs. Eligible entities include an LEA or consortium of LEAs, an LEA in partnership with an IHE, a partnership between an LEA and a for-profit or non-profit organization, or an LEA in partnership with any combination of an IHE, or a for-profit or nonprofit organization.	2014 Administration budget would combine TIF with other teacher quality programs as part of a new Teacher and Leader Innovation Fund.
RTTT	The American Reinvestment and Recovery Act of 2009 created the Race to the Top program (RTTT). This program provided competitive awards to states that agreed to institute a series of education reforms focused on college and career ready standards, improved teacher quality, better education data systems, and improving school turnaround.	Authorizes the Race to the Top (RTTT) program.	Does not authorize such program.	Does not authorize such program.	Not applicable to the waiver package, but the Administration's 2014 budget seeks funding for this program.
i3	The American Reinvestment and Recovery Act of 2009 created the Investing in Innovation (i3) program. This program provided competitive awards to grants to develop and validate promising practices, strategies, or programs with potential to improve student	Authorizes the Investing in Innovation program (i3). Up to 30% of i3 funding may be reserved for a new ARPA-ED program – (Advanced Research Projects Agency). Would fund research into education technology, learning systems and educational tools.	Does not authorize such program.	Does not authorize such program. See the Local Academic Flexible Grant below.	Not applicable to the waiver package, but the Administration's 2014 budget seeks funding for this program.

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	outcomes but for which efficacy has not yet been systematically studied.				
Local Academic Flexible Grant	No such provision.	No such provision.	No such provision.	<p>The bill creates a new program funding two separate authorities: (1) Local Competitive Grant Program, and (2) Awards to Nongovernmental entities to improve academic achievement. These authorities would be administered by states which receive formula allocations from the U.S. Department of Education</p> <p><u>Local Competitive Grant</u> – This authority, funded with not less than 75% of each state's Local Academic Flexible Grant funds, would make awards to eligible entities to fund supplemental student support activities, such as tutoring, afterschool and extended day (but not athletics or in-school learning), and classroom support activities, such as subject specific programs, adjunct teacher programs, and parent engagement, but not class size reduction, construction, or providing compensation or benefits to teachers, principals, or school officials. Funds would be used for students who maintain enrollment in public schools. <u>An eligible entity is defined as:</u></p> <ol style="list-style-type: none"> 1. an LEA (or a consortium of LEAs) in partnership with a CBO, private sector business entity, or NGO; 2. a CBO in partnership with an LEA and, if applicable, a private sector business entity or NGO; or 3. a private sector business entity in partnership with an LEA and, if applicable, a CBO or NGO. <p><u>Awards to Nongovernmental Entities to Improve Academic Achievement</u> – This</p>	No such provision.

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				<p>authority, funded with not less than 10% of each state's Local Academic Flexible Grant Funds, would provide funds to public or private organizations, CBOs and business entities for programs that improve public student achievement. Grantees would have to show evidence of how the program would improve student achievement and share evidence-based and other effective strategies with LEAs and others working with students.</p>	
<p>Transferability/ Flexibility in Using Funds</p>	<p>Under current law, states (with the state share of funds) and LEAs (with the local share of funds) can generally transfer up to 50% of a program's allocation among certain programs. The only programs presently receiving funding for which this authority applies to are Title I, Part A and Teacher Quality Grants (Title II, Part A). States or LEAs are not permitted to transfer funds out of Title I.</p>	<p>The bill increases the transfer authority to 100% and limits it to Titles II (teachers and principals) and formula programs under the Supporting Successful Well-Rounded Students Title of the bill.</p>	<p>The bill increases the transfer authority to 100% and limits it to Titles II (teachers and principals) and IV (healthy students).</p>	<p>The bill allows states with the state share of funds and LEAs with the local share of funds to expend certain program funds on any state or LEA activity (respectively) authorized under certain programs. The following programs are generally impacted by this authority: Title I School Improvement, Title I State Administration, the main Title I program, Migrant Education, Neglected and Delinquent, English Language Acquisition, Indian Education, and a new combined rural education achievement program.</p> <p>The state share of the above programs can be used for any authorized activity under any of the same programs, except for the main Title I program and the Rural Education Achievement Program which state shares are not included in the state authority.</p> <p>The LEA share of the above programs can be used for any authorized activity under any of the same programs, except all authorities related to the main Title I program.</p>	<p>No such provision.</p>
<p>Maintenance</p>	<p>Under most ESEA programs,</p>	<p>Maintains these provisions.</p>	<p>Strikes Maintenance of Effort provisions.</p>	<p>Eliminates maintenance of effort provisions</p>	<p>No applicability.</p>

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of Effort	states and/or LEAs must maintain the amount of state and/or LEA funding that is being expended in the prior fiscal year.			from ESEA programs.	
ESEA Waivers	<p>States, LEAs or Indian tribes may request waivers of ESEA provisions. These waivers must demonstrate how they will increase the academic achievement of students. Waivers are not permitted for:</p> <ul style="list-style-type: none"> • Allocations or distributions of funds to states, LEAs or other recipients. • Maintenance of effort • Comparability • Supplement not Supplant • Private school participation • Parental participation and involvement • Civil rights • Charter School requirement • Prohibitions regarding state aid and religious worship or instruction • Prohibitions on using ESEA funds for the development and distribution of materials that encourage sexual activity or are legally obscene • Prohibitions on using ESEA funds to providing sex education, or distribute condoms • Selection of school attendance areas under Title I that are more than 10% lower in poverty than those selected without a waiver 	No changes to current law.	The Secretary is required to approve a waiver request within 60 days unless it does not meet the requirements of the waiver section. The Secretary is prohibited from disapproving a waiver request based on conditions outside the scope of the request.	<p>The Secretary must approve a waiver request within 60 days unless the Secretary determines and demonstrates that the waiver is of a restricted item, won't increase student academic achievement and does not provide for adequate evaluation</p> <p>The bill also requires the Secretary to establish a peer review process for reviewing waiver requests and must use this peer review process if a waiver will not be approved.</p> <p>The bill also strikes the prohibition on waiving maintenance of effort since the bill strikes this requirement from the bill (see above).</p> <p>The bill limits the amount of time a waiver can be approved from four years to three years.</p> <p>The bill maintains current law limitations on what can be waived by the Secretary.</p> <p>Lastly, the bill prohibits the Secretary from putting various conditions on a waiver request in order to approve such request.</p>	No applicability.
Impact on	No applicability	Existing ESEA waivers awarded to states are	No applicability	No applicability	No applicability

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Existing ESEA Waivers of the States		no longer operable after the expiration of the existing period covered by the waiver.			
Department Staff	No applicability	No applicability	No applicability	<p>Within 60 days of the enactment of Student Success Act, the Secretary shall:</p> <ol style="list-style-type: none"> (1) Identify the number of Department employees who worked on or administered each program that was in effect on the day before the passage of the Student Success Act and publish that information on the Department's website; (2) Identify the number of employees who worked on or administered programs that were eliminated by the Student Success Act; (3) Within one year of the passage of the Student Success Act, reduce the number of Department of Education full-time equivalent employees calculated under (2); (4) Within one year of the enactment of the Student Success Act, report on how the Secretary reduced the number of employees as described under (3). 	No applicability

TO: **Chiefs, Deputies, Federal Liaisons, and Communications Directors**
FROM: **Chris Minnich, CCSSO Executive Director;**
Peter Zamora, CCSSO Director of Federal Relations
DATE: **June 10, 2013**
SUBJECT: **Summary of Kline ESEA bill**

On Thursday, House Education and the Workforce Committee Chairman John Kline (R-MN) and Early Childhood, Elementary, and Secondary Education Subcommittee Chairman Todd Rokita (R-IN) [introduced](#) the Student Success Act (H.R. 5), their bill to reauthorize the Elementary and Secondary Education Act (ESEA). The bill is very similar to the ESEA reauthorization proposals that the Education and the Workforce Committee reported out in the last Congress (Committee's [summary of the changes](#)). The Committee is scheduled to begin its markup of the bill on June 19, 2013. The purpose of this memorandum is to provide a brief summary of the Student Success Act.

Generally, CCSSO is encouraged that Chairman Kline's ESEA proposal returns much authority to state and local education officials and greatly limits burdens to states. We are concerned, however, that the Student Success Act fails to sufficiently fund state education reform activities (such as the state academic assessment and statewide school improvement line items in current law) necessary to support efficient and effective uses of federal funds in the classroom. We are also concerned that the partisan nature of the current ESEA debate significantly limits prospects for final passage in this Congress.

Title I: Aid to Local Educational Agencies

The bill would cluster under Title I a number of programs (some of which are now authorized under other titles) that provide assistance to local educational agencies (LEAs) for the education of different categories of children and youth. A single Title I appropriation would be allocated in specific percentages to Improving the Academic Achievement of the Disadvantaged (91.055 percent), Migrant Education (2.37 percent), Neglected and Delinquent (0.305 percent), English Language Acquisition and Language Enhancement (4.4 percent), Rural Education (1.08 percent), and Indian Education (0.79 percent).

The bill would maintain much of the current structure of the current Title I, Part A program, but provides fewer detailed program requirements. As under current law, states would be required to maintain academic standards in reading or language arts, and in math and science, and to implement assessments in those three subjects (consistent with current law).

In place of current law's requirement that states hold schools accountable for making "adequate yearly progress" toward a goal of all students achieving proficiency by 2014, the bill

would require each state to develop its own statewide accountability system for ensuring that all public-school students graduate from high school prepared to enter postsecondary education without the need for remediation. That system would measure the achievement of students in reading or language arts and in math, including gaps in achievement among student subgroups, and could also track student academic growth and other indicators. The system would also include provisions on LEA implementation of actions for improving low-performing schools, but the bill includes no specific requirements on consequences for or the actions to be taken with those schools.

While current law requires that each applicable LEA reserve an amount equal to 20 percent of its Title I, Part A allocation to provide choice-related services to children enrolled in schools identified for improvement, and supplemental educational services to children in schools in their second year of improvement (or later), the bill would instead require states to reserve three percent of their allocations for “direct educational services” (defined as “public school choice or high-quality academic tutoring that are designed to help increase academic achievement for students”). Unlike current law, receipt of the benefits under this set-aside would not be limited to students attending low-performing schools or, as in the current case with supplemental educational services, to students from low-income families.

While current law requires both state and local educational agencies to submit detailed plans describing how they will implement various elements of the Title I program (although in practice SEAs and LEAs submit more concise ESEA consolidated plans), the bill would pare back the planning requirements considerably. The state and local report card requirements would be similar to those in current law.

With regard to fiscal accountability, the bill would continue the supplement/not supplant and comparability requirements, but would delete the maintenance-of-effort requirement (as it would do for the other ESEA requirements that are currently subject to “MOE”).

The current requirement that all teachers of the core academic subjects be “highly qualified,” along with similar requirements for paraprofessionals working in Title I programs, would be eliminated.

While current law provides funding for school improvement both through a state-level set-aside of Title I-A funds and through separate School Improvement Grants, the bill would provide a single source of funds – a seven percent set-aside at the state level – for school improvement.

As noted above, the current Title III English Language Acquisition program would be reauthorized under Title I. The reauthorized language would be very similar to current law.



Teacher Preparation and Effectiveness

Under the proposed language for Title II, each state would receive a formula allocation to support the improvement of teaching, including through the implementation of teacher evaluation systems that use multiple measures (including student achievement data derived from a variety of sources) for determining a teacher's effectiveness and that are used for making personnel decisions. These systems could be either statewide or developed by individual LEAs. Title II-A funds, which would continue to flow from states to LEAs by formula, could also be used to develop and implement school-leader evaluation systems and for evidence-based professional development. As in current law, funds could be used for class-size reduction, but this would be capped at 10 percent of an LEA's allocation.

Twenty-five percent of the Title II appropriation would support a "Teacher and School Leader Flexible Grant" program, under which the Department would make formula grants to states, which would then make competitive grants to LEAs, institutions of higher education, and other entities for initiatives to assist in recruiting, hiring, and retaining highly effective teachers and school leaders (including performance-based pay systems), teacher and school leader induction and mentoring programs, teacher residency programs, and similar activities.

Title III: Parental Engagement and Local Flexibility

The bill would continue the Charter Schools program, reserving 15 percent of the annual appropriation for facilities assistance (a portion for credit enhancement and the remainder for state incentive grants) and up to 5 percent for national activities, and making the remainder available for grants to state entities to support the start-up, replication, and expansion of high-quality charter schools. Eligible state entities (SEAs, state charter school boards, governors) would make grants to developers. The bill would also continue the Magnet Schools Assistance program, and authorize grants to "Statewide Family Engagement Centers" to replace the (recently unfunded) Parent Information and Resource Centers program in current law.

In place of a large number of current authorities, the bill would create a "Local Academic Flexible Grant" program under which the Department would make formula grants to the states for initiatives to improve student achievement and protect student safety. States would retain 15 percent of the grant, to pay the costs of developing and administering state assessments and for other activities. Seventy-five percent of the state allocation would go out as competitive grants to LEAs (and other entities in partnership with LEAs) for evidence-based improvement initiatives, such as before- and after-school programs, class-size reduction, teacher and school leader compensation, and activities focused on specific subjects. The remaining 10 percent would flow as competitive matching grants to nongovernmental entities.

Programs Repealed; Authorization of Appropriations

The bill would terminate the authorizations for a large number of currently operating programs, including 21st Century Community Learning Centers, State Assessment Grants, Mathematics



and Science Partnerships, Safe and Drug-Free Schools, Transition to Teaching, School Leadership, Elementary and Secondary School Counseling, Physical Education, Advanced Placement, Arts in Education, Ready-to Learn Television, School Dropout Prevention, Native Hawaiian Education, Alaska Native Education, Teacher Quality Partnerships (a Higher Education Act program), and, as noted above, School Improvement Grants. With the exception of the statewide Family Engagement Centers authority reference above, it would not create new programs to specifically replace those that would be terminated. The bill would not authorize the currently operating (but not specifically ESEA-authorized) Race to the Top, Investing in Innovation, and Promise Neighborhoods programs, or create a new literacy authority to replace Striving Readers and the unfunded reading programs in current law.

While the No Child Left Behind Act, the last reauthorization of ESEA, provided a specific funding level for the first year of the reauthorization and then an indefinite (“such sums”) authorization for the succeeding years, the Student Success Act would provide a definite authorization – a specific amount – that would cap funding for each of the six years of the reauthorization.



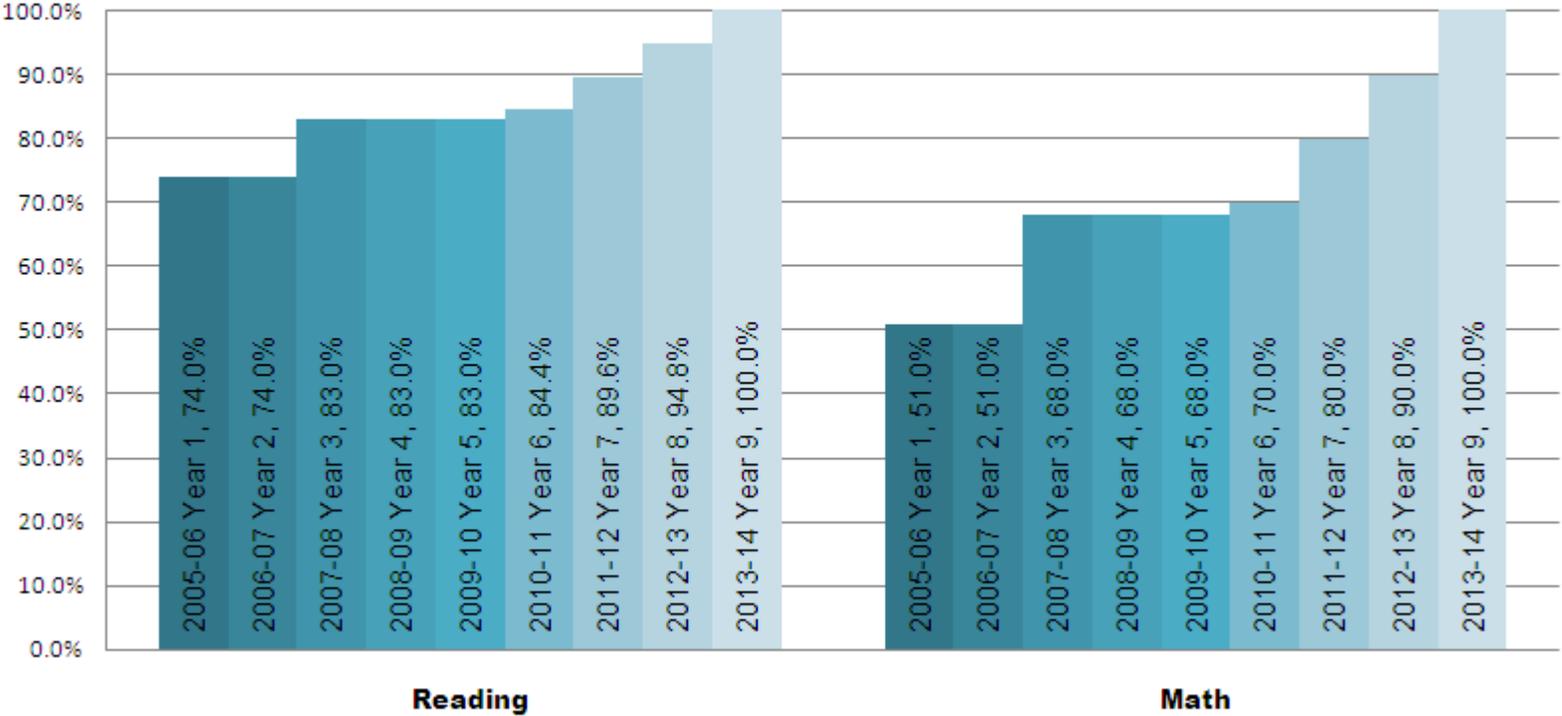
2013 Timelines for Adequate Yearly Progress and Assessment Data

2012 Projected Dates	Tentative 2013 Dates	Task	Rank
September - November 2011	September - November 2012	APR/Continuous School Improvement Plan Report Window	1
	October 1, 2012	Fall Enrollment Count Data for AIM and Maefairs	
	October 1, 2012 - November 1, 2012	Certification of Graduation/Dropout/Cohort Graduation reports	
November 30, 2011	December 19, 2012	Year End (2011-12) Snapshot (dropout/graduate/cohort graduation counts finalized)	2
November 30, 2011	November 30, 2012	OPI sends MP Test Coordinator/shipping and fall enrollment file to MP	3
December 2011	December 2012	Graduation Rate for 2011-12 programmed and calculated	4
January 28 - 29, 2012	January 28 - 29, 2013	Verify data for testing labels due on Feb. 1, 2013	5
January - March 2012	January - March 2013	Programming and testing of Small Schools Accountability Process (SSAP)	6
January - March 2012	January - March 2013	Programming and testing for Calculated Process	7
February 2, 2012	February 1, 2013	Data to MP for barcode labels	8
	February 4 - February 28, 2013	Finalize October Snapshot for AIM and Maefairs	
February 8 - March 23, 2012	February 19 - March 24, 2013	CRT-Alternate Test Window	9
February 24, 2012	February 23, 2013	Submit amendment to MT Accountability Workbook to USED	10
February 28 - March 23, 2012	March 4 - March 24, 2013	CRT Test Window	11
March - April 2012	March - April 2013	APR/Continuous School Improvement Plan Report Scoring	12
March 1 - March 23, 2012	March 1 - March 22, 2013	AIM Program Participation Collection	13
March 13 - March 23, 2012	March 13 - March 23, 2013	Test Window Attendance Collection	14
March 13, 2012	March 13, 2013	Testing COUNT DATE for AIM	15
March 30, 2012	March 26, 2013	Last day for districts to return answer documents to Measured Progress	16
April 2012	April 2013	Review all APR Report Scores (1 District/1 School, etc.): Ask Accreditation	17
	April 22, 2013	Information for MASS meetings & May Monthly Summary with regard to proposed AYP determinations and GEMS data availability	18
April 26, 2012	April 25, 2013	OPI receives scanned data file from MP	19
May 3, 2012	May 2, 2013	OPI returns scanned data file to MP with final discrepancies in Student ID completed	20
April 20 - May 10, 2012	April 21 - May 7, 2013	OPI performs QA work to resolve discrepancies	21
May 1, 2012	May 1, 2013	M&A receives APR Report review scores from Accreditation Division & QA Completed	22
May 1, 2012	May 1, 2013	Initial Testing Snapshot of AIM	23
May 2-3, 2012	May 2-6, 2013	QA on Testing Snapshot	24
May 8-9, 2012	May 7, 2013	Finalize Testing Snapshot for AIM	25
May 10, 2012	May 7, 2013	OPI sends MP Final Scanned Demographic File	26
Mid May	May 13, 2013	Official email--remind of AYP timeline for notifications and responsibilities of schools/districts for parent notification as well as GEMS information	27
May 18, 2012	May 17, 2013	OPI receives final CRT data from Measured Progress Math/Reading/Science	28
		OPI receives final approval of accountability workbook from U.S. Department of Education	29
May 18 - May 31, 2012	May 18 - June 3, 2013	Small Schools Accountability and Calculated Process ongoing data verification/validation	30
	May 23, 2013	Official email reminder to superintendents for proposed results and GEMS release	31
May 25, 2012	June 3, 2013	Measured Progress posts reading and math results on Montana Analysis and Reporting System (MARS)	32
May 31, 2012	June 1, 2013	1% Rule to Special Ed	33
June 4, 2012	June 3, 2013	Small Schools Accountability Process data compiled for setting of threshold	34
June 5, 2012	June 5, 2013	Set threshold for Small Schools Accountability Process (Leadership Team Meeting)	35
June 6 - 8, 2012	June 6 - 8, 2013	Final QA completed for Calculated Process data, programming	36
June 8 - 9, 2012	June 8 - 9, 2013	QA and Compile Small Schools Accountability AYP Report	37
June 11, 2012	June 11, 2013	Calculated Process reports	38
	June 11, 2013	Data clearance to publish	39
	June 11, 2013	GEMS data loading process for proposed AYP determinations	40
June 12, 2012	June 12, 2013	Leadership Team to review summary report of made/did not make	41

2013 Timelines for Adequate Yearly Progress and Assessment Data

<i>2012 Projected Dates</i>	<i>Tentative 2013 Dates</i>	<i>Task</i>	<i>Rank</i>
June 13, 2012	June 12, 2013	M&A to update proposed AYP determinations summary reports for OPI leadership	42
	June 12, 2013	Email to Superintendents about proposed AYP determinations and GEMS secure site data availability	43
June 13 - 15, 2012	June 12 - 14, 2013	Proposed AYP determinations are printed and mailed to schools/districts	44
		Districts have 10 working days of printed Proposed Report to file an appeal	45
June 29, 2012	June 28, 2013	Deadline for schools/districts to letter requesting review of AYP determination to OPI	46
June 29 - July 17, 2012	June 28 - July 16, 2013	30 day LEA review and appeals process	47
June 29 - July 17, 2012	June 28 - July 16, 2013	Work on Appeals	48
July 18 or 19, 2012	July 17 or 18, 2013	AYP Leadership meeting to determine appeals	49
July 20, 2012	July 19, 2013	M&A to update final AYP determinations summary reports for OPI leadership	50
July 23 - 25, 2012	July 22 - 24, 2013	Work on Appeals Letters	51
July 25, 2012	July 24, 2013	Final AYP determinations printed and mailed to schools/districts	52
	July 24, 2013	Email to Superintendents about final AYP determinations and GEMS secure site data availability	53
August 3, 2012	August 2, 2013	Public release of AYP results and data	54
August 3, 2012	August 2, 2013	NCLB Web Report Card data updated and made public	55
August 3, 2012	August 2, 2013	a. Adequate Yearly Progress	56
August 3, 2012	August 2, 2013	b. Improvement Status	57
August 3, 2012	August 2, 2013	c. Attendance, Graduation & Enrollment	58
August 3, 2012	August 2, 2013	d. Academic Indicator by Grade & Subject	59
August 3, 2012	August 2, 2013	e. 2 Year Trend Analysis	60
August 3, 2012	August 2, 2013	f. IRIS Reports	61
August 2012	August 2013	Analysis of 2011-12 AYP determinations and data	62
September 2012	September 2013	Initial analysis presented to AYP work group	63
September - December, 2012	September - December, 2013	EDEN reporting for assessment and AYP data	64

Montana Annual Measurable Objective Trajectory Amended as of August 12, 2011



ITEM 8

SPECIAL EDUCATION REPORT

Frank Podobnik

EXECUTIVE SUMMARY

DATE: JULY 2013

PRESENTATION: Special Education Division Report

PRESENTER: Frank Podobnik
Special Education Division Administrator
Office of Public Instruction

OVERVIEW: The report provides an overview of the organization of the Special Education Division including the types of activities performed by the four units within the division. Included in the report is a discussion detailing the number of students with disabilities served by Montana public schools and the various sources of funding for special education services. The report concludes with a description of the performance indicators that the Office of Special Education Programs in the Department of Education requires the states to address each year. These data are reported for each of the five Comprehensive System of Personnel Development regions.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

**SPECIAL EDUCATION REPORT TO THE
BOARD OF PUBLIC EDUCATION**

July 2013



Denise Juneau

Superintendent

Office of Public Instruction

OPISupt@mt.gov

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Special Education Division

The Special Education Division of the Office of Public Instruction (OPI) provides many services to Montana schools to assist them in providing a quality education to all students. The programs managed through this division are all aligned with Superintendent Juneau's Graduation Matters Montana initiative. The special education division is organized into four work units that provide professional development, funding, data collection and analysis, and general supervision to local school districts. These efforts are supported by an excellent group of administrative assistants that keep the division functioning smoothly. Below is a brief description of the major activities of each unit in the Special Education Division.

School Improvement/Compliance Monitoring Unit

Under the requirements of the Individuals with Disabilities Education Act (IDEA) the OPI must provide General Supervision of the special education and related services provided to students with disabilities in Montana. The OPI must ensure that each child with a disability is identified and provided with a Free Appropriate Public Education (FAPE). The OPI's compliance monitoring activities are a major component of the system that is in place to meet the General Supervision requirements. The monitoring staff provides technical assistance to school district staff to support them in maintaining compliance with the requirements of the IDEA regulations and Montana rules. When an instance of noncompliance is identified, the monitoring staff works with the school district to correct the noncompliance and to develop procedures that will lead to continued regulatory compliance. The unit staff also provides on-site and phone consultation to local school staff to assist in developing effective programs for children.

Professional Development Unit

The Professional Development Unit is responsible for implementing a number of major training initiatives for the OPI. This unit operates the State Personnel Development Grant (SPDG) programs, as well as programs funded through the IDEA discretionary grant monies. These programs include:

Comprehensive System of Personnel Development (CSPD) – CSPD is a unified personnel development system that ensures quality educational programs and services for all children and youth. The CSPD uses a process which includes preservice, inservice and technical assistance for parents, general education staff, administrators and other service providers with the end result being better programs and services for all children and youth. This is accomplished by collaborating with all stakeholders, disseminating best practices, and the evaluation of CSPD activities. Montana CSPD is organized through a statewide council and five regional councils.

Montana Behavioral Initiative (MBI) – MBI is a proactive approach to creating behavioral supports and a social culture that establishes social, emotional, and academic success for all students. MBI uses the Response to Intervention model

which is a 3-tiered system of support and a problem solving process to assist schools in meeting the needs of and effectively educating all students. The MBI has five key goals: to increase the awareness and understanding of effective schools practices; to increase and improve the use of team processes in educational decision-making and in addressing issues concerning our youth; to support the implementation of best practices procedures in Montana's schools, foster beliefs which hold that all children are valued, and that positive and proactive approaches to problems produce the most satisfying results; to increase awareness regarding the value and use of data-based decision-making in education; and to foster the belief that the education of today's youth is a community responsibility.

Response to Intervention (RTI) – RTI is the practice of providing high-quality instruction to all students based on individual need. The principles that guide RTI implementation in Montana are: effective schools use a team approach to make data-based decisions for individual students to increase student achievement; schools utilize data from universal screenings and ongoing assessment practices to make informed decisions about student needs; strong leadership at the state, district, and school levels is essential to improving teaching and learning; students should be taught all skills necessary for success: academic, social, behavioral, and emotional; schools and communities must work together to meet the diverse needs of students and honor the traditions and contributions of both family and community members; successful schools provide ongoing training for staff; all teachers believe in and are invested in helping all students to be successful; and schools need support and specialized training in order to meet the needs of teachers and students.

Montana Autism Education Project (MAEP) – Helping students with autism learn requires specific skills and knowledge beyond what is acquired through teacher preservice programs or attendance at lectures and workshops. Other agencies in Montana are targeting services specifically to children with autism and are developing or already using training curricula and certification in the area of autism for staff who work with the same children who are being educated in public schools. In the near future, school staff working with children with autism will be expected by parents and non-school professionals to have specific knowledge in autism-specific educational techniques. The goals of MAEP are: to increase district-level knowledge of how to educate students with autism through interactive video training; on-site technical assistance and peer-to-peer collaboration; to develop sustainable groups across Montana of on-site or regional educators who can educate students with autism and provide assistance to other school districts; and to develop inter-agency collaboration between the OPI, school districts, Part C Agency providers, Department of Public Health and Human Services, Parents Let's Unite for Kids (PLUK), and Institutes of Higher Education.

Montana Higher Education Consortium – With the assistance of the Technical Assistance for Excellence in Special Education (TAESE) center at the University of Utah, the OPI continues to work with representatives of all Montana teacher education programs to improve preservice instruction. The OPI has always been interested in and encouraged the involvement of Institutions of Higher Education (IHE) in state-coordinated activities such as the State Special Education Advisory Panel, Comprehensive System of Personnel Development Council, State Professional Development Plan and State Performance Plan. The consortium is an activity under the Montana State Comprehensive System of Personnel Development (CSPD). The OPI has supported the Higher Education Consortium for the past 12 years. One outcome of the Consortium is to create a mechanism to foster greater involvement of IHEs in important educational initiatives to ensure there is consistency between the message of the OPI and IHEs regarding future teachers on important educational initiatives.

Traineeships – In partnership with the University of Montana and Montana State University-Billings, the OPI provides support for training programs for special education teachers, speech-language pathologists, and school psychologists. These programs help defray the costs of training and provide a structure for supervision of students as they complete their training. In addition, students who participate in these programs agree to work in Montana schools for a minimum of two years after licensure.

Data and Accountability Unit

The Data and Accountability staff oversees the collection, analysis and reporting of all special education data required for federal and state reporting purposes. The staff provides technical assistance and support to local district staff in the management of student data related to special education.

IDEA Part B Program Unit

The IDEA Part B Program manager oversees the distribution of state and federal special education funds and ensures accountability for the use of those funds. Each year the OPI distributes over \$78 million dollars in special education funds to Montana school districts. The program manager reviews and approves the applications for the IDEA funds, determines what expenditures are allowable, and works with other OPI staff to set the special education rates for state appropriations. This unit is also responsible for submitting the Annual Application for Funding under the IDEA and all related grant reporting and fiscal requirements.

Students Served

Special Education Child Count and Student Enrollment

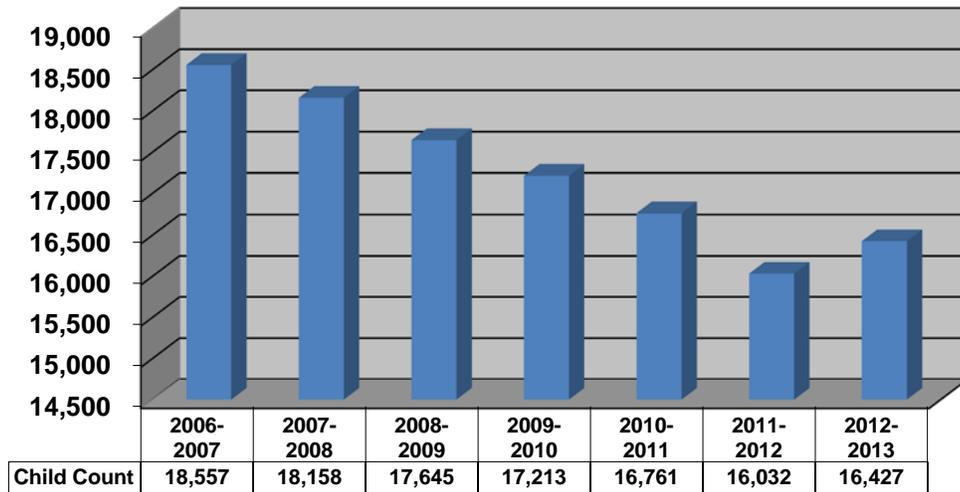
Public schools must make available special education and related services to all students with disabilities beginning at age three and continuing until the student is determined to be no longer eligible. Students exit special education by returning to regular education, graduating, or reaching the maximum age of attendance. In most Montana school districts students may attend through age 18. Services to students ages 19, 20, and 21 are permissive. Several Montana school districts do provide services to students beyond age 19. Eligibility as a student with a disability is a two-part test. To be eligible a student must meet the criteria for one of the 13 disability categories and demonstrate a need for special education and related services. Students who are eligible for special education receive a wide range of services, including specially designed instruction, transition services, assistive technology, and related services such as speech-language therapy, interpreting services, occupational therapy, and physical therapy. The student's Individualized Education Program (IEP) team determines the type and amount of services that each student receives.

Students with disabilities that have been parentally placed in a private school, including home-schooled children, are eligible to receive special education and related services, although they are not entitled to a Free Appropriate Public Education (FAPE). The amount and type of services available to private school students are different than for public school students. The determination of what types of services made available to private school students is based on discussions between the local school district and the private school officials. The amount of services available is limited to the funding available under the Individuals with Disabilities Education Act (IDEA) proportionate share calculation.

On the first Monday of October each year the Special Education Child Count is conducted. This is a count of students with disabilities who have a valid IEP and are receiving special education services on that date. The count includes students who are enrolled in public schools, publicly funded schools, residential treatment facilities that contract with the OPI, and students who are in private or home schools and are receiving special education services from a public school under a Services Plan.

Figure 1.1 below shows the Child Count trend data from the 2006-2007 school year to present. Note that the Child Count date changed from the first Monday in December to the first Monday in October during the 2009-2010 school year. This change was necessary to align the Child Count date with the Annual Data Collection (ADC) enrollment collection. This change improved data validity and reliability.

Figure 1.1 Special Education Child Count Longitudinal Data



The data in Figure 1.1 show a recent upward turn in the overall Child Count numbers for Montana. Student enrollment for all students shows the same type of increase. Figures 1.2 and 1.3 below show the trend data for student enrollment and for the identification rates for students with disabilities.

Figure 1.2 Student Enrollment Data Grades Pre-Kindergarten through 12

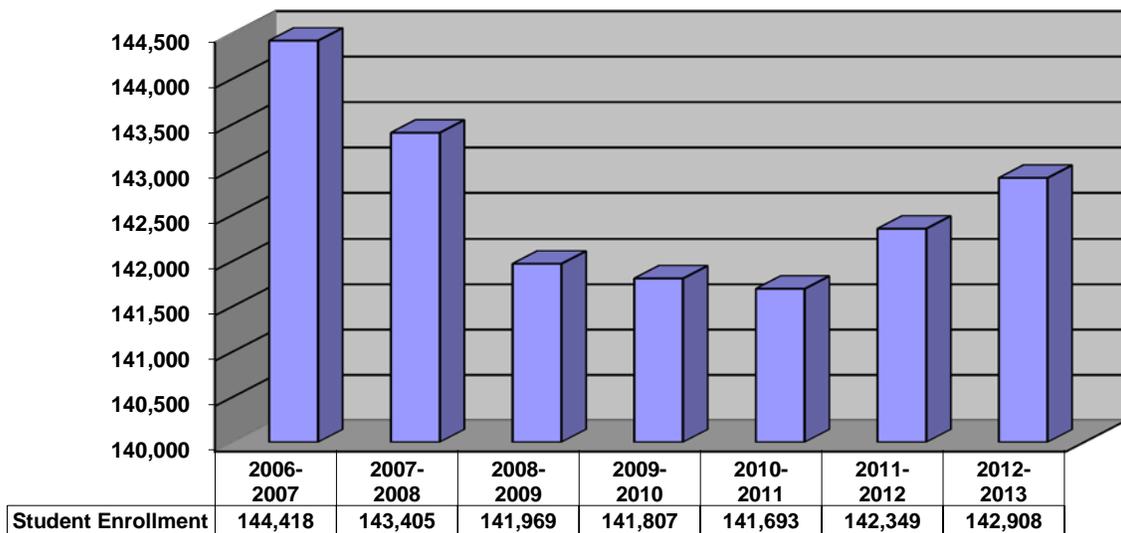
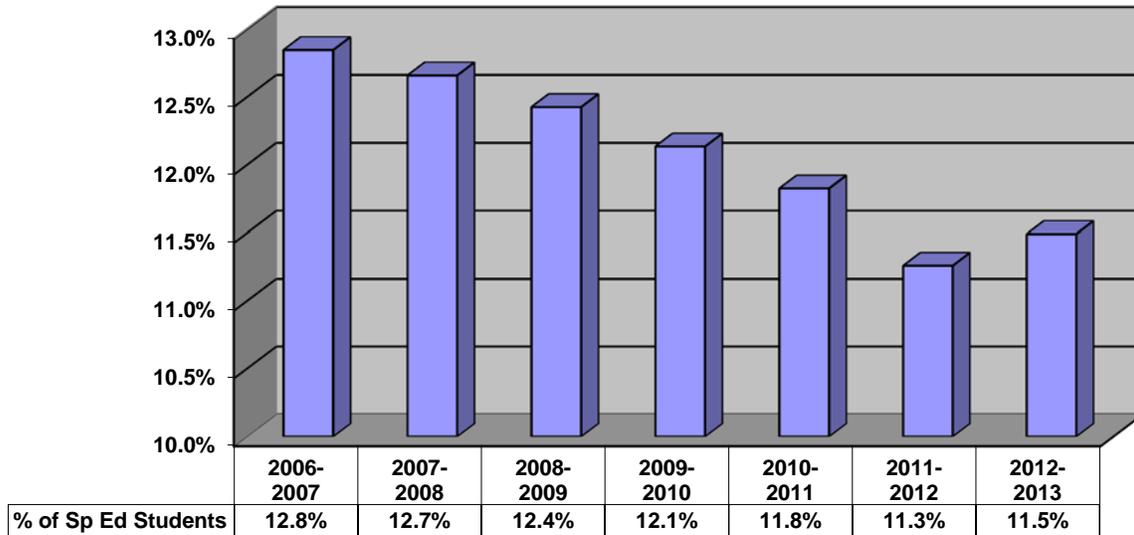


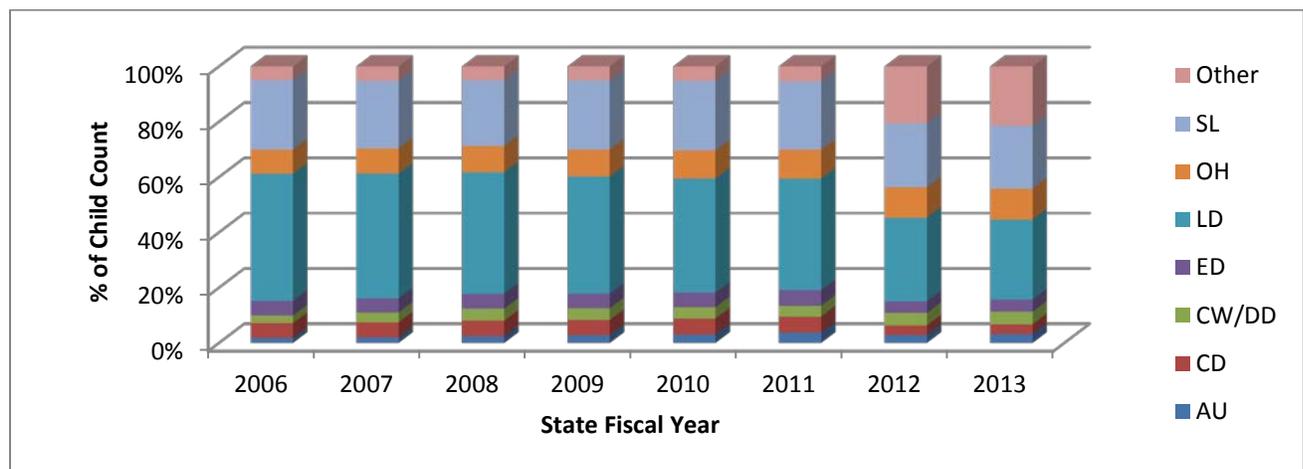
Figure 1.3 Proportion of All Students Enrolled in Public Schools Who are Eligible for Special Education



As the interested reader can see from the figures above, the number of students with disabilities who are eligible for special education and related services in Montana has declined at a faster pace than the overall enrollment. Because of this, the percentage of students with disabilities has declined since the 2006-2007 school year. Many of the educational initiatives the OPI implements have contributed to this decline. The Montana Behavioral Initiative (MBI) and the Response to Intervention (RTI) programs continue to show large benefits for all students.

Student Identification by Disability

Figure 1.4 Disabilities by Percentage of Total Child Count



The data in Figure 1.4 show the relative proportions of the child count made up by students with various disabilities. The Other category includes students with Multiple Disabilities, Hearing Impairment, Orthopedic Impairment, Visual Impairment, Traumatic Brain Injury, Deafness, and Deaf-Blindness. The change in the percentage for the Other category for the 2013 year are based largely on a change in the way Multiple Disabilities are determined.

Funding

There are three main funding streams for school districts to use in meeting the costs of providing special education and related services to students with disabilities in Montana. Local, state and federal funds may be used for this purpose. The expenditure of these funds is reported to the OPI using the Trustees' Financial Summary (TFS) report each year in September. The data from those reports are used to provide the summary information below and to ensure compliance with the fiscal regulations of the IDEA.

Figure 2.1 and Figure 2.2 below show the amounts and relative percentages of the special education expenditures which come from each funding source.

Figure 2.1 Amounts Expended for Special Education by School Year

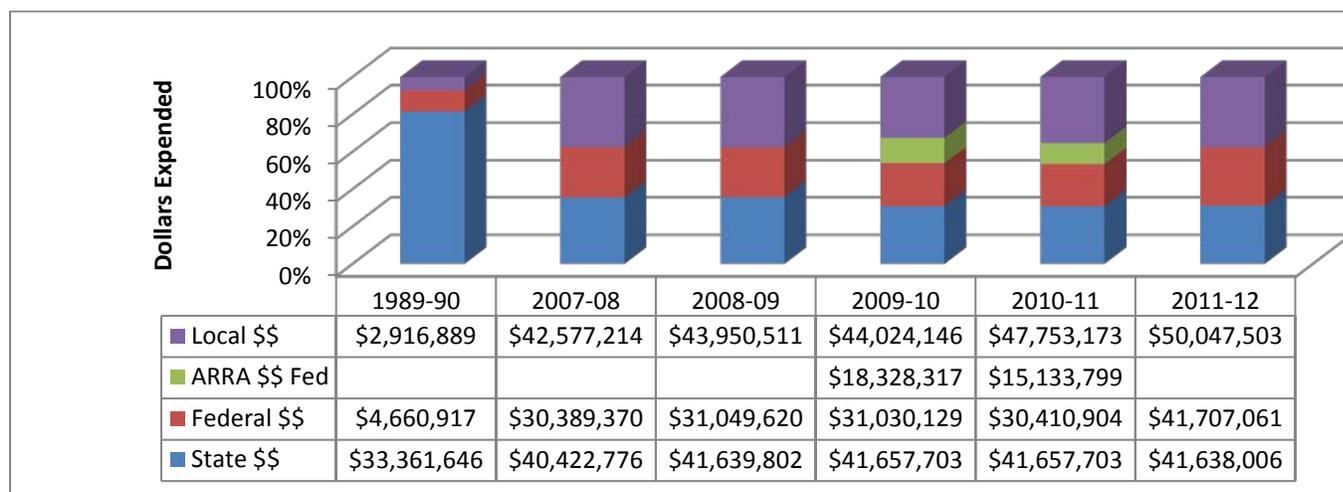


Figure 2.1 shows the amounts, in dollars, which were expended in each of the last five years (along with the base year of 1989-1990) to cover the costs of providing special education and related services to Montana students. During the 2009-2010 and 2010-2011 school years an additional amount of funds was made available to schools under the American Recovery and Reinvestment Act (ARRA). This increased the federal share of the expenditures for those two years. The ARRA funds have all been expended and will not be included in future years' expenditures. As can be seen above, the total expenditures for special education during the 2011-2012 school year (State Fiscal Year 2012) were just under \$135 Million dollars. The amount of expenditures of local dollars continues to increase, while the state and federal shares have increased more slowly.

Figure 2.2 Percentages of State, Federal, and Local Funds Used for Special Education

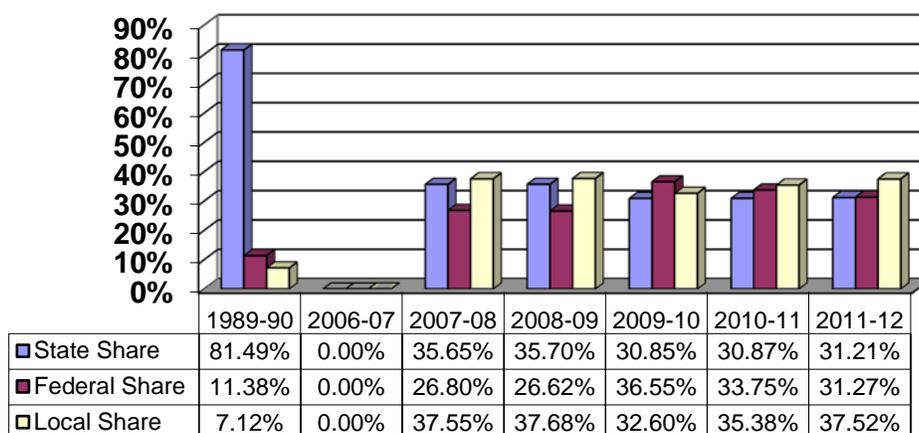


Figure 2.2 shows the relative percentages of the total expenditures that come from each source. As was noted above, the availability of the ARRA IDEA funds during the 2009-2010 and 2010-2011 school years increased the proportion of expenditures attributed to federal sources. Despite that influx of ARRA dollars, the proportion of the expenditures that are from local sources has continued to increase over the years.

Federal Funding Under IDEA

Each year, Montana receives an award of funds from the U.S. Department of Education (ED) under the IDEA Part B (Section 611) and Preschool (Section 619). For the 2011-2012 school year Montana received a total IDEA allocation of \$36,868,521. Of this amount, \$4,290,225 was set aside for administrative purposes, and \$32,578,296 was distributed to local school districts. The IDEA funds are allocated by school district and distributed to the approximately 70 IDEA Part B projects through the electronic grants management system (EGrants). School districts that are members of a cooperative or consortium submit one application for funds to the OPI and the funds are then distributed to the cooperative/consortium.

State Special Education Funding

Montana's special education funding structure distributes state appropriations in accordance with 20-9-321, MCA, based on a combination of school enrollment and expenditures. Seventy percent of the appropriation is distributed through the instructional and related services block grants, which are based on enrollment. Twenty-five percent of the funds are distributed through reimbursement for disproportionate costs, which is based on expenditures, and the remaining 5 percent is distributed to special education cooperatives to cover costs related to travel and administration. Figure 2.3 shows the breakout of state funding by percentage.

Figure 2.3 Percentage of State Special Education Funding by Category

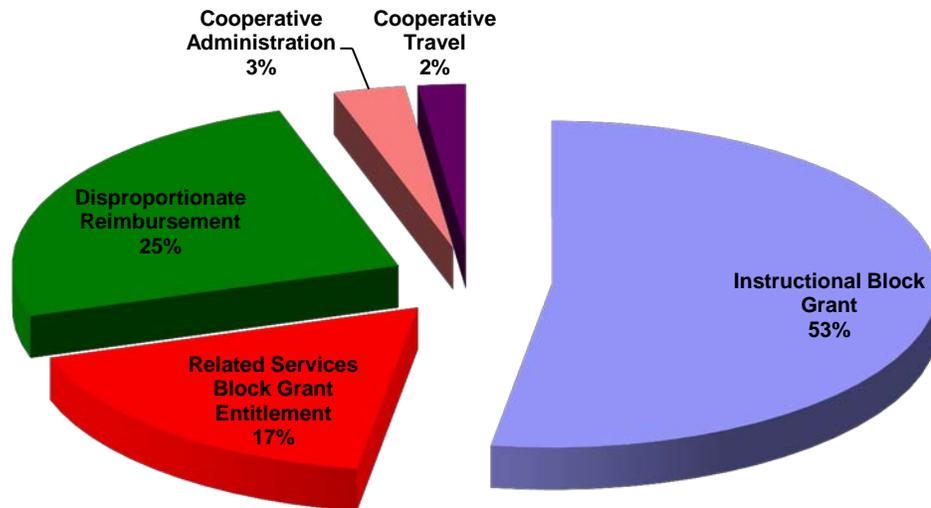


Table 2.1 below shows the projected state entitlements for the 2012-2013 school year in each funding category.

Table 2.1 Preliminary State Entitlement for 2012-2013 School Year

Instructional Block Grant	\$21,882,799
Related Services Block Grant Entitlement	\$7,293,780
Disproportionate Reimbursement	\$10,416,999
Cooperative Administration	\$1,250,252
Cooperative Travel	\$833,501
Total	\$41,677,331

State Funding Trend Data

Figure 2.4 Instructional Block Grant per Student Allocation

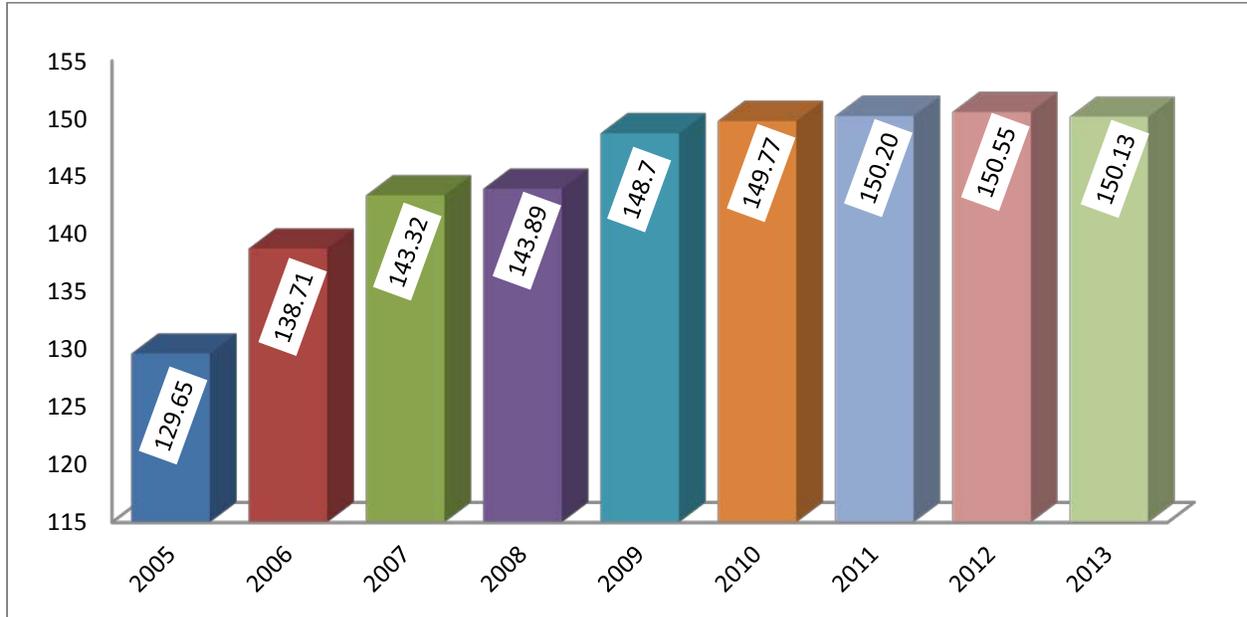


Figure 2.4 shows that the Instructional Block Grant rate has remained fairly stable over the last few fiscal years. This rate is adjusted annually based on the amount of the legislative appropriation and the enrollment figures for the previous year. A small amount of the allocation is set-aside each year to allow for adjustments as enrollments change. For example, as districts have moved from half-day to full-day kindergarten their enrollment numbers have changed to reflect the longer student day.

Figure 2.5 Related Services Block Grant per Student Allocation

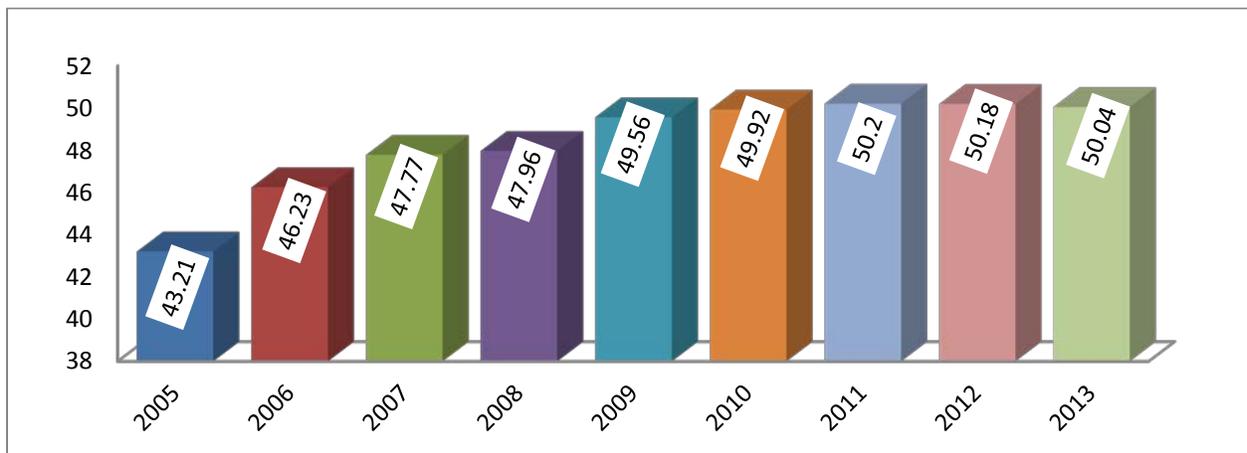


Figure 2.5 also shows a fair amount of stability in the Related Services Block Grant rates over the last few fiscal years.

Reimbursement of Disproportionate Costs

The proportion of the total state appropriation distributed in the form of reimbursement for disproportionate costs is set at 25 percent of the total appropriation for special education costs. Changes in the amounts distributed are a function of changes in the state appropriation.

Figure 2.6 shows the total dollar amount distributed for disproportionate cost reimbursements by year and Figure 2.7 shows the number of school districts receiving those reimbursements.

Figure 2.6 Total Amounts for Disproportionate Cost Reimbursement by Year

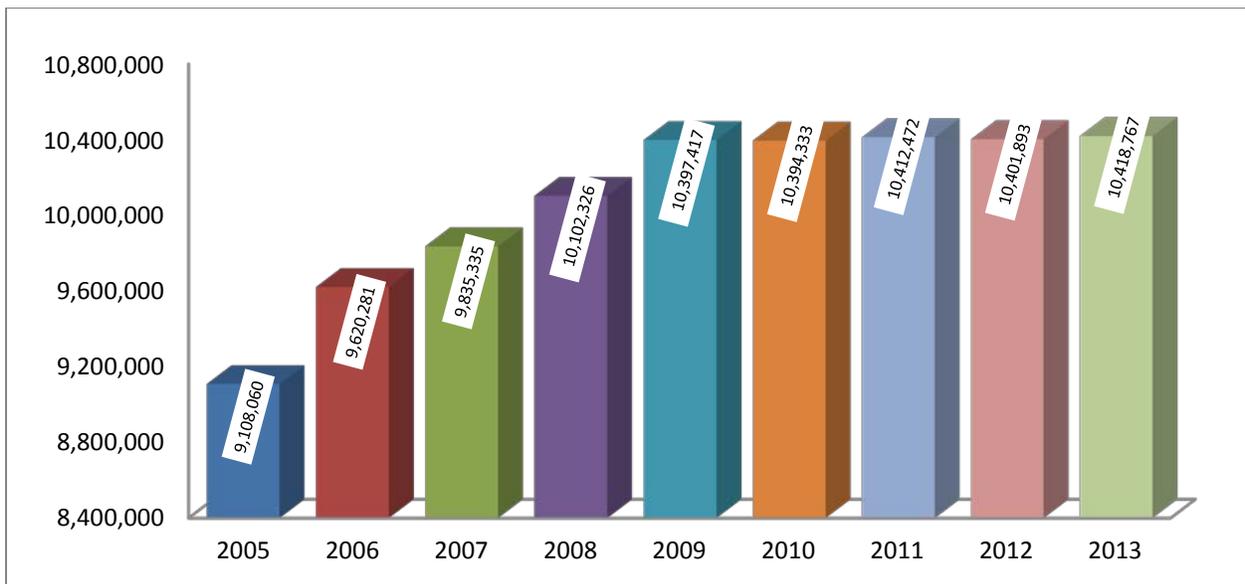
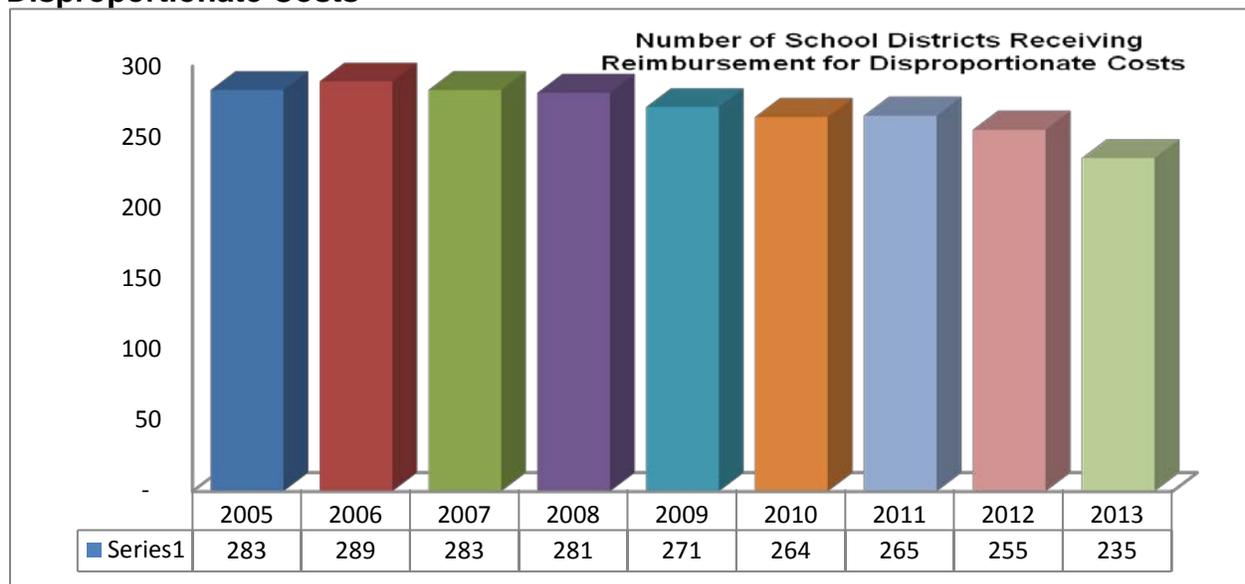


Figure 2.7 Numbers of School Districts Receiving Reimbursement for Disproportionate Costs



As these two figures show, the dollar amount distributed to school districts as disproportionate cost reimbursements has increased over the last few fiscal years, but the number of districts that receive those reimbursements has decreased. As the costs of education as a whole increase, the amount that must be spent to meet the requirements for the disproportionate costs also increases. Fewer districts meet the requirements, but the amounts that are reimbursed have also increased because of the increased costs.

Local Funding

The greatest share of funding for increased costs of special education has come from the local general fund budgets. Local school districts have absorbed the increases in costs of special education by increasing their contribution to over \$50 million dollars in state fiscal year 2012. This amount represented over 37 percent of the total expenditures for special education. The amount of local funds expended has continued to increase. The need for public school districts to expend local funds to cover the cost of special education presents a significant challenge to districts. However, another dimension of the challenge public schools face when they budget for special education is the relatively unpredictable nature of special education costs, particularly for small districts.

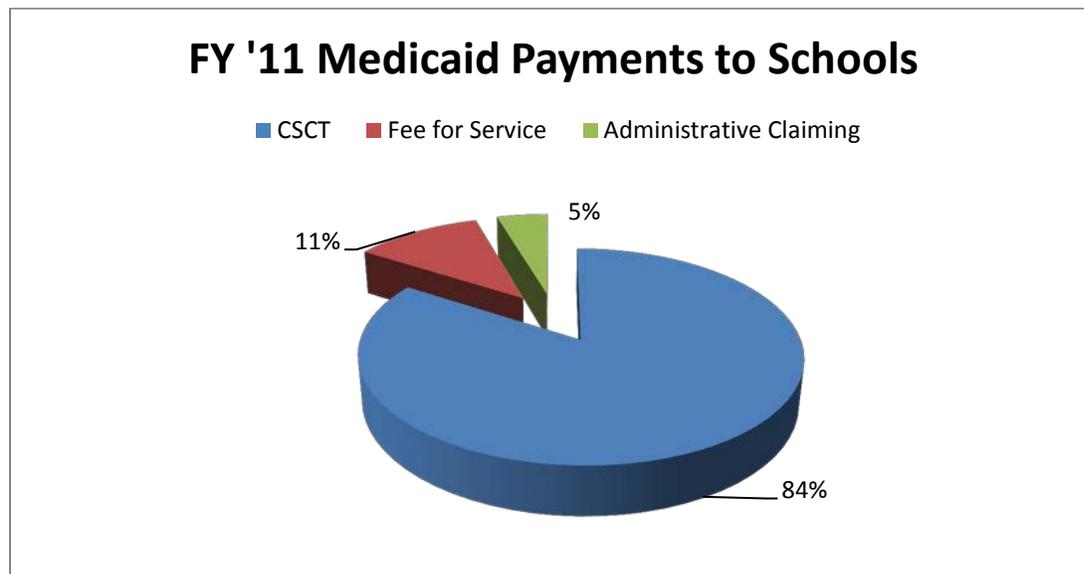
Significant variation in special education expenditures exists between districts of similar size. Furthermore, significant variation in special education expenditures exists from year to year within the same district. The reasons for this variability are many. Differences in salary for personnel, proportion of students identified as eligible for special education, concentrations of group homes in a community, and the costs of serving students with significant educational needs who enroll and later withdrawal are some of the primary factors contributing to the variability.

Medicaid

The Office of Public Instruction (OPI) and the Health Resources Division of the Department of Public Health and Human Services (DPHHS) have collaborated for a number of years on projects that have increased reimbursement to districts for certain special education costs. This collaboration has led to an expansion in school-based Mental Health Services that are available to all students, not just students with disabilities. These efforts were intended to expand Medicaid support of certain medical services provided by schools (e.g., school psychology, transportation, personal care attendants), establish a program for administrative claiming, and reinstate a school-based mental health program known as Comprehensive School and Community Treatment (CSCT).

Under this program, school districts are able to claim Medicaid reimbursements for medical services (Occupational Therapy, Personal Care Services, Physical Therapy, School Psychology Services, and Speech/Language Therapy) provided to Medicaid-eligible students under an Individual Education Plan (IEP). School districts are also able to claim reimbursement for CSCT services for any Medicaid-eligible student. The CSCT services are not contingent upon the student being eligible for special education and related services.

Revenue to school districts has increased markedly as a result of the multiagency collaborative. Districts only receive the federal share of the Medicaid payment. A certification of match process is used to pay the state share of the Medicaid payment. Therefore, all increases in revenue to districts have come without any increase in cost to the state's general fund.



Source: DPHHS, Health Resources Division

FY '11 Medicaid Payments to Schools

There are three programs that provide Medicaid reimbursement to districts: 1) Fee for service provides reimbursement for special education-related services such as speech therapy, occupational therapy, and physical therapy (FY '11 payments to districts totaled \$3,435,460.91); 2) Administrative claiming compensates school districts for some of the costs associated with administration of school-based health services such as helping to identify and assist families in accessing Medicaid services and seeking appropriate providers and care (FY '11 payments to districts totaled \$1,381,971.04); and 3) CSCT services (FY '11 payments to districts totaled \$25,447,452.58). Nearly all Medicaid reimbursements to districts for CSCT services are directly paid under contract to Community Mental Health Centers. Districts spend their Medicaid reimbursement from administrative claiming and fee-for-service on a wide variety of educational services. (Source for data on payments: DPHHS, Health Resources Division)

The largest proportion of the Medicaid reimbursements to school districts was for the provision of CSCT services. The CSCT is a comprehensive planned course of treatment provided by Community Mental Health Centers in school and community settings. The CSCT services include: behavioral intervention, crisis intervention, treatment plan coordination, aftercare coordination and individual, group, and family therapy. Individualized treatment plans tailored to the needs of each student are developed by licensed mental health professionals in coordination with school staff.

Serious behavioral problems can significantly interfere with a student's education and the education of others. Community Mental Health Centers working in close cooperation with public school districts increase the likelihood that education and mental health programs are better coordinated. Because mental health professionals are present throughout the school day, they are available to intervene and redirect inappropriate behaviors and to teach appropriate behaviors and social skills at each opportunity. This "real-time" intervention in the "natural setting" promises to have a major impact on improving the effectiveness of children's mental health services and the quality of the educational environment for all children.

State Performance Plan/Annual Performance Report

The *Individuals with Disabilities Education Improvement Act of 2004* requires states to submit a State Performance Plan (Part B – SPP) outlining efforts to implement the requirements and purposes of Part B of the Act, and describes how the state will improve such implementation [20 U.S.C. 1416(b)(1)].

The primary focus of the Performance Plan is based on three key monitoring priorities for the Office of Special Education Programs of the U.S. Department of Education:

1. Provision of a **free appropriate public education** (FAPE) **in the least restrictive environment** (LRE);
2. the state exercise of **general supervisory authority**; and
3. **disproportionate representation** of racial/ethnic groups in special education and related services.

Within each of the three monitoring priorities, performance indicators established by the United States Secretary of Education quantify and prioritize outcome indicators for special education. The state uses these 20 performance indicators to establish measurable and rigorous targets with which to assess performance of both local educational agencies and the state over the next six years.

CSPD Regional Performance

Performance data for each CSPD region are provided below. This includes performance indicators the state is required to publicly report. District performance reports can be accessed using the following link <http://gems.opi.mt.gov/StudentCharacteristics/Pages/SpecialEducationDistrictPerformance.aspx>. Assignment of a specific school district to a CSPD region is based on the counties within the border of the CSPD region.

Indicator 1 – Graduation Rates

The graduation rate for students with disabilities is a status graduation rate in that it utilizes a cohort method to measure the proportion of students who, at some point in time, completed high school. For further information as to the formula used in defining the cohort used in the calculation, please refer to Montana’s State Performance Plan at <http://www.opi.mt.gov/Programs/SpecialEd/Index.html>.

The table below provides an evaluation of regional performance status and state performance status related to the State’s Performance Target for graduation rates. These evaluations are based on the 2010-2011 school year.

Table 1.1 Graduation Rates for Students with Disabilities for the 2010-2011 School Year

	School Leaver Cohort Total	Graduation Count for Special Education	Completion Rate for Special Education	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	187	134	71.7%	77.6%	64.8%	80.0%	Not Met
CSPD Region II - MNCESR	242	156	64.5%	70.2%	58.3%	80.0%	Not Met
CSPD Region III - MRESA3	312	199	63.8%	68.9%	58.3%	80.0%	Not Met
CSPD Region IV - RESA4U	323	228	70.6%	75.3%	65.4%	80.0%	Not Met
CSPD Region V - WM-CSPD	431	317	73.6%	77.5%	69.2%	80.0%	Not Met
State of Montana	1495	1034	69.2%	71.4%	66.8%	80.0%	Not Met

Indicator 2 – Dropout Rates

As with graduation rates, the data source and measurement for this indicator has recently been revised to align with the ESEA reporting timelines and dropout rate calculation. There is a one-year data lag for this indicator. Therefore, data is for the 2010-2011 school year rather than the 2011-2012 school year.

The special education dropout rate calculation is an event rate (a snapshot of those who drop out in a single year) adapted from the National Center for Education Statistics (NCES) at the U.S. Department of Education. The dropout rate is calculated by dividing the number of special education dropouts, grades 7-12, by the number of students with disabilities, grades 7-12, enrolled in school as of the first Monday in October.

Table 2.1 Montana Dropout Rates for Students with Disabilities by CSPD Region, 2010-2011 School Year

	Special Education Student Count, Grades 7-12	Special Education Dropout Count	Dropout Rate for Special Education	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	759	28	3.7%	5.3%	2.6%	4.8%	Met
CSPD Region II - MNCESR	1088	43	4.0%	5.3%	2.9%	4.8%	Met
CSPD Region III - MRESA3	1594	71	4.5%	5.6%	3.5%	4.8%	Met
CSPD Region IV - RESA4U	1588	75	4.7%	5.9%	3.8%	4.8%	Met
CSPD Region V - WM-CSPD	2101	70	3.3%	4.2%	2.6%	4.8%	Met
State of Montana	7130	287	4.0%	4.5%	3.6%	4.8%	Met

Indicator 3 – Statewide Assessments

Indicator 3A – Meeting Montana’s AYP Objectives for the Disability Subgroup

Adequate yearly progress (AYP) is measured using Montana's required 3rd-8th, and 10th-grade criterion which referenced reading and math test scores, participation, attendance, and graduation rates. Each school's test scores are divided into 10 student groups based on race/ethnicity, economically disadvantaged, students with disabilities, and limited English proficiency. If any of the 10 student groups does not meet any of six AYP measurements, then the entire school or district is labeled as not meeting the federal AYP requirements. Further information regarding adequate yearly progress can be found on the NCLB Report Card found at

http://www.opi.mt.gov/Reports&Data/Index.html?gpm=1_3.

For purposes of the IDEA – Part B State Performance Plan, states are required to report on the number of districts with a minimum N of 30 for the disability subgroup meeting Montana’s AYP objectives.

Table 3.1 below provides an evaluation of regional and state performance related to the established performance target for school districts meeting the AYP objectives for the disability subgroup. These evaluations are based on the 2011-2012 school year.

Table 3.1 Districts Meeting Montana's AYP Objectives for the Disability Subgroup

	Number of Districts Meeting Min N for Subgroup	Number of Districts Meeting AYP Objectives	Percent of Districts Meeting AYP Objectives	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	9	0	0.0%	29.9%	0.0%	41.5%	Not Met
CSPD Region II - MNCESR	5	0	0.0%	43.4%	0.0%	41.5%	Met
CSPD Region III - MRESA3	10	2	20.0%	51.0%	5.7%	41.5%	Met
CSPD Region IV - RESA4U	11	1	9.1%	37.7%	1.6%	41.5%	Not Met
CSPD Region V - WM-CSPD	23	1	4.3%	21.0%	0.8%	41.5%	Not Met
State of Montana	58	4	6.9%	16.4%	2.7%	41.5%	Not Met

Indicator 3B – Participation Rates

Participation rates are calculated by dividing the number of special education students who participated in the Math assessment plus the number of special education students who participated in the Reading by the number of students in special education in all grades assessed times two. This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt). Note: The state performance target for participation of students with disabilities in assessments for the State Performance Plan under IDEA is not the same as used for the AYP determination.

The two tables below provide an evaluation of regional and state performance on Reading (Table 3.2) and Math (Table 3.3). These evaluations are based on the 2011-2012 school year.

Table 3.2 Participation Rates of Students with Disabilities in State Assessments for Reading

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	958	933	97.4%	98.2%	96.2%	95.0%	Met
CSPD Region II - MNCESR	1224	1202	98.2%	98.8%	97.3%	95.0%	Met
CSPD Region III - MRESA3	2019	1935	95.8%	96.6%	94.9%	95.0%	Met
CSPD Region IV - RESA4U	1868	1785	95.6%	96.4%	94.5%	95.0%	Met
CSPD Region V - WM-CSPD	2610	2532	97.0%	97.6%	96.3%	95.0%	Met
State of Montana	8679	8387	96.6%	97.0%	96.2%	95.0%	Met

Table 3.3 Participation Rates of Students with Disabilities in State Assessments for Math

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	958	935	97.6%	98.4%	96.4%	95.0%	Met
CSPD Region II - MNCESR	1224	1196	97.7%	98.4%	96.7%	95.0%	Met
CSPD Region III - MRESA3	2019	1944	96.3%	97.0%	95.4%	95.0%	Met
CSPD Region IV - RESA4U	1868	1795	96.1%	96.9%	95.1%	95.0%	Met
CSPD Region V - WM-CSPD	2610	2543	97.4%	98.0%	96.8%	95.0%	Met
State of Montana	8679	8413	96.9%	97.3%	96.6%	95.0%	Met

Indicator 3C – Proficiency Rates

Proficiency rates are calculated by dividing the number of special education students scoring Proficient or Advanced in the Math assessment plus the number of special education students scoring Proficient or Advanced in the Reading assessment by the number of students in all grades assessed times two. This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

Table 3.4 below provides an evaluation of regional and state performance related to the established *performance target* for proficiency rates of students with disabilities on reading assessments. In order to have met the target for 3C Reading, the proficiency rate for students with disabilities on state assessments must be above the SPP Performance Target of 33.5 percent, within a 95 percent confidence interval given a minimum N of 30. These evaluations are based on the 2011-2012 school year.

Table 3.4 Proficiency Rates of Students with Disabilities on Reading Assessments

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	896	456	50.9%	54.2%	47.6%	33.5%	Met
CSPD Region II - MNCESR	1148	556	48.4%	51.3%	45.6%	33.5%	Met
CSPD Region III - MRESA3	1900	939	49.4%	51.7%	47.2%	33.5%	Met
CSPD Region IV - RESA4U	1757	988	56.2%	58.5%	53.9%	33.5%	Met
CSPD Region V - WM-CSPD	2452	1469	59.9%	61.8%	58.0%	33.5%	Met
State of Montana	8153	4408	54.1%	55.1%	53.0%	33.5%	Met

Table 3.5 below provides an evaluation of regional and state performance related to the established *performance target* for proficiency rates of students with disabilities on math assessments. In order to have met the target for 3C Math, the proficiency rate for

students with disabilities on state assessments must be above the SPP Performance Target of 33.5 percent, within a 95 percent confidence interval given a minimum N of 30. These evaluations are based on the 2011-2012 school year.

Table 3.5 Proficiency Rates of Students with Disabilities on Math Assessments

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	896	456	50.9%	54.2%	47.6%	33.5%	Met
CSPD Region II - MNCESR	1148	556	48.4%	51.3%	45.6%	33.5%	Met
CSPD Region III - MRESA3	1900	939	49.4%	51.7%	47.2%	33.5%	Met
CSPD Region IV - RESA4U	1757	988	56.2%	58.5%	53.9%	33.5%	Met
CSPD Region V - WM-CSPD	2452	1469	59.9%	61.8%	58.0%	33.5%	Met
State of Montana	8153	4408	54.1%	55.1%	53.0%	33.5%	Met

Indicator 4A – Suspension and Expulsion Rates

The OPI compares the long-term suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students in order to determine if there is a *significant discrepancy* occurring with respect to long-term suspension and expulsion rates for students with disabilities.

Long-term Suspension or Expulsion Definition

A suspension or expulsion that results in removal of a student, out of school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

Significant Discrepancy Definition

An LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-

term suspension and expulsion rates for students with disabilities when compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.

Table 4.1 below provides an evaluation of regional and state performance related to the state’s established performance target for the percent of districts identified as having a significant discrepancy in the long-term suspension and expulsion rates of students with disabilities. In order to have met the target, the percent of districts identified must be at 0 percent, given a minimum N of 10, as this is a compliance indicator. These evaluations are based on the 2010-2011 school year. Because of the U.S. Department of Education’s reporting requirements in the Annual Performance Report, the data for Indicator 4 will be one year behind.

Table 4. 1 State and CSPD/RSA Region Performance on Long-Term Suspension and Expulsion Rates

	Number of LEAs	Number of LEAs identified with significant discrepancy	Percent of LEAs identified with significant discrepancy	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	88	0	0.0%	0.0%	Met
CSPD Region II - MNCESR	80	0	0.0%	0.0%	Met
CSPD Region III - MRESA3	84	0	0.0%	0.0%	Met
CSPD Region IV - RESA4U	86	0	0.0%	0.0%	Met
CSPD Region V - WM-CSPD	80	0	0.0%	0.0%	Met
State of Montana	418	0	0.0%	0.0%	Met

Table 4.2 below provides a comparison between the long-term suspension and expulsion rates of students with disabilities and the rates of students without disabilities used in the calculation of significant discrepancy.

Table 4.2 Long-Term Suspension and Expulsion Rates for the 2010-2011 School Year

	Number of LEAs	Number of LEAs identified with significant discrepancy	Percent of LEAs identified with significant discrepancy	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	88	0	0.0%	0.0%	Met
CSPD Region II - MNCESR	80	0	0.0%	0.0%	Met
CSPD Region III - MRESA3	84	0	0.0%	0.0%	Met
CSPD Region IV - RESA4U	86	0	0.0%	0.0%	Met
CSPD Region V - WM-CSPD	80	0	0.0%	0.0%	Met
State of Montana	418	0	0.0%	0.0%	Met

Indicator 4B – Suspension/Expulsion Rates by Race/Ethnicity

Table 4.3 below provides an evaluation of regional and state performance related to the percent of districts identified as having a significant discrepancy in the long-term suspension and expulsion rates of students with disabilities by race and ethnicity categories. In order to have met the target, the percent of districts identified must be at 0 percent, given a minimum N of 10, as this is a compliance indicator. These evaluations are based on the 2010-2011 school year.

Table 4.3 Long-Term Suspension or Expulsion Baseline Data by Race/Ethnicity

		Number of LEAs	Number of LEAs identified with significant discrepancy	Percent of LEAs Identified with Significant discrepancy
CSPD Region I - PESA	American Indian/Alaskan Native	88	0	0.0%
	Asian	88	0	0.0%
	Black or African American	88	0	0.0%

	Hispanic or Latino	88	0	0.0%
	Native Hawaiian or Pacific islander	88	0	0.0%
	White, Non-Hispanic	88	0	0.0%
	Multi-Racial	88	0	0.0%
CSPD Region II - MNCESR	American Indian/Alaskan Native	80	0	0.0%
	Asian	80	0	0.0%
	Black or African American	80	0	0.0%
	Hispanic or Latino	80	0	0.0%
	Native Hawaiian or Pacific islander	80	0	0.0%
	White, Non-Hispanic	80	0	0.0%
	Multi-Racial	80	0	0.0%
CSPD Region III - MRESA3	American Indian/Alaskan Native	84	0	0.0%
	Asian	84	0	0.0%
	Black or African American	84	0	0.0%
	Hispanic or Latino	84	0	0.0%
	Native Hawaiian or Pacific islander	84	0	0.0%
	White, Non-Hispanic	84	0	0.0%
	Multi-Racial	84	0	0.0%
CSPD Region IV - RESA4U	American Indian/Alaskan Native	86	0	0.0%
	Asian	86	0	0.0%
	Black or African American	86	0	0.0%
	Hispanic or Latino	86	0	0.0%
	Native Hawaiian or Pacific islander	86	0	0.0%
	White, Non-Hispanic	86	0	0.0%
	Multi-Racial	86	0	0.0%
CSPD Region V - WM-CSPD	American Indian/Alaskan Native	80	0	0.0%
	Asian	80	0	0.0%
	Black or African American	80	0	0.0%

	Hispanic or Latino	80	0	0.0%
	Native Hawaiian or Pacific islander	80	0	0.0%
	White, Non-Hispanic	80	0	0.0%
	Multi-Racial	80	0	0.0%
State of Montana	American Indian/Alaskan Native	418	0	0.0%
	Asian	418	0	0.0%
	Black or African American	418	0	0.0%
	Hispanic or Latino	418	0	0.0%
	Native Hawaiian or Pacific islander	418	0	0.0%
	White, Non-Hispanic	418	0	0.0%
	Multi-Racial	418	0	0.0%

Indicator 5 – Education Environment

The educational placement count of students with disabilities, ages 6-21, is part of the larger child count data collection that is conducted on the first Monday of October each year. The IDEA Part B State Performance Plan requires that we report annually on the percent of students with disabilities, ages 6-21, for the following educational placement categories:

- 5A - Regular Class: Removed from regular class less than 21 percent of the day.
- 5B - Full-time Special Education: Removed from regular class greater than 60 percent of the day.
- 5C - Combined Separate Facilities: A roll-up of public/private separate schools, residential placements, and home or hospital settings.

The three tables below provide an evaluation of regional and state performance related to the state’s Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2011-2012 school year.

Table 5.1 Performance on Indicator 5A for the State and CSPD/RSA Regions

	Special Education Setting Count	Students with Disabilities Total Count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	1574	816	51.8%	54.2%	49.4%	52.0%	Met
CSPD Region II - MNCESR	2244	1080	48.1%	50.2%	46.1%	52.0%	Not Met
CSPD Region III - MRESA3	3198	1241	38.8%	40.5%	37.1%	52.0%	Not Met
CSPD Region IV - RESA4U	3067	1657	54.0%	55.8%	52.3%	52.0%	Met
CSPD Region V - WM-CSPD	4253	2228	52.4%	53.9%	50.9%	52.0%	Met
State of Montana	14336	7022	49.0%	49.8%	48.2%	52.0%	Not Met

Table 5.2 State and CSPD/RSA Region Performance Status for Indicator 5B

	Special Education Setting Count	Students with Disabilities Total Count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	1574	816	51.8%	54.2%	49.4%	52.0%	Met
CSPD Region II - MNCESR	2244	1080	48.1%	50.2%	46.1%	52.0%	Not Met
CSPD Region III - MRESA3	3198	1241	38.8%	40.5%	37.1%	52.0%	Not Met
CSPD Region IV - RESA4U	3067	1657	54.0%	55.8%	52.3%	52.0%	Met
CSPD Region V	4253	2228	52.4%	53.9%	50.9%	52.0%	Met

- WM-CSPD							
State of Montana	14336	7022	49.0%	49.8%	48.2%	52.0%	Not Met

Table 5.3 State and CSPD/RSA Region Performance Status for Indicator 5C

	Special Education Setting Count	Students with Disabilities Total Count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	1574	816	51.8%	54.2%	49.4%	52.0%	Met
CSPD Region II - MNCESR	2244	1080	48.1%	50.2%	46.1%	52.0%	Not Met
CSPD Region III - MRESA3	3198	1241	38.8%	40.5%	37.1%	52.0%	Not Met
CSPD Region IV - RESA4U	3067	1657	54.0%	55.8%	52.3%	52.0%	Met
CSPD Region V - WM-CSPD	4253	2228	52.4%	53.9%	50.9%	52.0%	Met
State of Montana	14336	7022	49.0%	49.8%	48.2%	52.0%	Not Met

Indicator 6 – Preschool Settings

The educational placement count of students with disabilities, ages 3-5, is part of the larger child count data collection that is conducted on the first Monday of October each year. The IDEA Part B State Performance Plan requires that we report annually on the percent of students with disabilities, ages 3-5, for the following educational placement categories:

- 6A: Regular Early Childhood Program: Served in the regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
- 6B: Served in Separate Facilities: A roll-up of separate special education class, separate school or residential facility.

The two tables below provide an evaluation of regional and state performance related to the state's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2011-2012 school year.

Table 6.1 State and CSPD/RSA Region Baseline Data for Indicator 6A

	Special Education Setting Count	Students with Disabilities Total count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit
CSPD Region I - PESA	187	68	36.4%	43.5%	29.8%
CSPD Region II - MNCESR	322	144	44.7%	50.2%	39.4%
CSPD Region III - MRESA3	346	141	40.8%	46.0%	35.7%
CSPD Region IV - RESA4U	366	182	49.7%	54.8%	44.6%
CSPD Region V - WM-CSPD	475	227	47.8%	52.3%	43.3%
State of Montana	1696	762	44.9%	47.3%	42.6%

Table 6.2 State and CSPD/RSA Region Baseline Data for Indicator 6B

	Special Education Setting Count	Students with Disabilities Total count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit
CSPD Region I - PESA	187	32	17.1%	23.2%	12.4%
CSPD Region II - MNCESR	322	78	24.2%	29.2%	19.9%
CSPD Region III - MRESA3	346	102	29.5%	34.5%	24.9%
CSPD Region IV - RESA4U	366	96	26.2%	31.0%	22.0%
CSPD Region V - WM-CSPD	475	162	34.1%	38.5%	30.0%
State of Montana	1696	470	27.7%	29.9%	25.6%

Indicator 7 – Preschool Outcomes

This Indicator is designed to follow a preschool student (a student who is aged 3 or 4 or 5) longitudinally while the student is participating in a preschool program. For reporting in the State Performance Plan and subsequent Annual Performance Reports, there are two sets of data that the OPI will collect each year:

1. Entry-level data for preschool students with disabilities reported for the first time on Child Count (initial IEP).
2. Exit-level and progress data for preschool students with disabilities who have reported entry-level data six months prior to exiting.

Indicator 7A – Positive Social-Emotional Skills (including social relationships)

The positive social-emotional skills outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.

Table 7.1 below presents the data for preschool children exiting the program during the 2011-2012 school year, and is presented as two Summary Statements for Indicator 7A.

Table 7.1 Positive Social-Emotional Skills for Children Exiting in the 2011-2012 School Year

Indicator 7A.1 Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	23	16	69.6%	84.4%	49.1%	64.0%	Met
CSPD Region II - MNCESR	34	26	76.5%	87.6%	60.0%	64.0%	Met
CSPD Region III - MRESA3	38	32	84.2%	92.6%	69.6%	64.0%	Met
CSPD Region IV - RESA4U	35	29	82.9%	91.9%	67.3%	64.0%	Met
CSPD Region V - WM-CSPD	53	39	73.6%	83.6%	60.4%	64.0%	Met

State of Montana	183	142	77.6%	83.0%	71.0%	64.0%	Met
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Indicator 7A.2 The percent of children who were functioning with the age expectations by the time they turned 6 years of age or exited the program

CSPD Region I - PESA	43	30	69.8%	81.4%	54.9%	62.0%	Met
CSPD Region II - MNCESR	69	56	81.2%	88.6%	70.4%	62.0%	Met
CSPD Region III - MRESA3	62	48	77.4%	86.0%	65.6%	62.0%	Met
CSPD Region IV - RESA4U	62	42	67.7%	78.0%	55.4%	62.0%	Met
CSPD Region V - WM-CSPD	102	69	67.6%	75.9%	58.1%	62.0%	Met
State of Montana	338	245	72.5%	77.0%	67.5%	62.0%	Met

Indicator 7B – Acquisition and Use of Knowledge and Skills

The knowledge and skills acquired in the early childhood years, such as those related to communication, pre-literacy and pre-numeracy, provide the foundation for success in kindergarten and the early school years. This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.

Table 7.2 below presents the data for preschool children exiting the program during the 2011-2012 school year, and is presented as two Summary Statements for Indicator 7B.

Table 7.2 Acquisition and Use of Knowledge and Skills

Indicator 7B.1 Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program.

	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	38	31	81.6%	90.8%	66.6%	72.0%	Met

CSPD Region II - MNCESR	66	51	77.3%	85.7%	65.8%	72.0%	Met
CSPD Region III - MRESA3	58	45	77.6%	86.4%	65.3%	72.0%	Met
CSPD Region IV - RESA4U	60	52	86.7%	93.1%	75.8%	72.0%	Met
CSPD Region V - WM-CSPD	94	70	74.5%	82.2%	64.8%	72.0%	Met
State of Montana	316	249	78.8%	82.9%	74.0%	72.0%	Met

Indicator 7B.2 The percent of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program

CSPD Region I - PESA	44	30	68.2%	80.0%	53.4%	34.0%	Met
CSPD Region II - MNCESR	73	50	68.5%	78.0%	57.1%	34.0%	Met
CSPD Region III - MRESA3	60	33	55.0%	66.9%	42.5%	34.0%	Met
CSPD Region IV - RESA4U	63	33	52.4%	64.2%	40.3%	34.0%	Met
CSPD Region V - WM-CSPD	101	42	41.6%	51.3%	32.5%	34.0%	Met
State of Montana	341	188	55.1%	60.3%	49.8%	34.0%	Met

Indicator 7C- Use of Appropriate Behaviors to Meet Their Needs

The use of appropriate behaviors to meet their needs outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in older children, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of one's self in areas like dressing, feeding, grooming, and toileting; and acting in the world in socially appropriate ways to get what one wants.

Table 7.3 below presents the data for preschool children exiting the program during the 2011-2012 school year, and is presented as two Summary Statements for Indicator 7C.

Table 7.3 Use of Appropriate Behaviors to Meet Their Needs

Indicator 7B.1 Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program.

	Total Number of	Number of Children	Percent of Children	Confidence Interval - Upper	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
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	Children			Limit			
CSPD Region I - PESA	38	31	81.6%	90.8%	66.6%	72.0%	Met
CSPD Region II - MNCESR	66	51	77.3%	85.7%	65.8%	72.0%	Met
CSPD Region III - MRESA3	58	45	77.6%	86.4%	65.3%	72.0%	Met
CSPD Region IV - RESA4U	60	52	86.7%	93.1%	75.8%	72.0%	Met
CSPD Region V - WM-CSPD	94	70	74.5%	82.2%	64.8%	72.0%	Met
State of Montana	316	249	78.8%	82.9%	74.0%	72.0%	Met

Indicator 7B.2 The percent of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program

CSPD Region I - PESA	44	30	68.2%	80.0%	53.4%	34.0%	Met
CSPD Region II - MNCESR	73	50	68.5%	78.0%	57.1%	34.0%	Met
CSPD Region III - MRESA3	60	33	55.0%	66.9%	42.5%	34.0%	Met
CSPD Region IV - RESA4U	63	33	52.4%	64.2%	40.3%	34.0%	Met
CSPD Region V - WM-CSPD	101	42	41.6%	51.3%	32.5%	34.0%	Met
State of Montana	341	188	55.1%	60.3%	49.8%	34.0%	Met

Indicator 8 – Parent Involvement

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, district performance for this indicator is only reported for districts monitored in the year in which data is being reported.

To report on this indicator, each of the survey respondents received a percent of maximum score based on their responses to the 26 items on the survey. A parent who has a percent of maximum score of 60 percent or above is identified as one who, on average, agrees with each item; as such, the family member is agreeing that the school facilitated their involvement.

The parent involvement rate is calculated by dividing the number of respondent parents who report the school facilitated parent involvement as a means of improving services

and results for children with disabilities by the total number of respondent parents of children with disabilities.

The table below provides an evaluation of regional and state performance related to the State's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2011-2012 school year.

Table 8.1 Results of Parental Involvement Survey for the 2011-2012 School Year

	Total Number of Parent Respondents	Number who reported school facilitated their involvement	Percent who reported school Facilitated their involvement	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	44	33	75.0%	85.4%	60.6%	68.0%	Met
CSPD Region II - MNCESR	55	36	65.5%	76.6%	52.3%	68.0%	Met
CSPD Region III - MRESA3	328	220	67.1%	71.9%	61.8%	68.0%	Met
CSPD Region IV - RESA4U	0	0	0.0%	0.0%	0.0%	68.0%	NA
CSPD Region V - WM-CSPD	126	85	67.5%	75.0%	58.9%	68.0%	Met
State of Montana	555	375	67.6%	71.3%	63.6%	68.0%	Met

Indicator 9 – Disproportionate Representation

This indicator evaluates disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Measurement for this indicator, as reported in the Annual Performance Report, is the percent of districts identified as having a disproportionate representation due to inappropriate identification practices. This is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation due to inappropriate identification procedures.

Definition of Disproportionate Representation

An LEA is determined to have ***disproportionate representation*** (under or over) if, given a minimum N of 10 and within a 99 percent confidence interval, an LEA demonstrates a statistically significant difference in the proportion of students with disabilities of a specific racial/ethnic group receiving special education and related services compared to the proportion of students with disabilities in all other racial/ethnic groups receiving special education and related services in that LEA.

Once an LEA is flagged for disproportionate representation, the policies and procedures of that LEA are reviewed to determine if the disproportionate representation is due to inappropriate identification.

Table 9.1 below provides an evaluation of region and state performance related to the established performance target for the percent of districts identified as having a disproportionate representation due to inappropriate identification procedures. This evaluation is based on data from the 2011-2012 school year.

Table 9.1 District Review of Disproportionate Representation by CSPD Region

	Number of School Districts Reviewed	Number Districts Identified With Disproportionate Representation (a)	Number Districts Identified with Disproportionate Representation Due to Inappropriate Identification (b)	Percent of Districts Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Status
State of Montana	419	0	0	0.0%	0.0%
CSPD Region I - PESA	88	0	0	0.0%	0.0%
CSPD Region II - MNCESR	80	0	0	0.0%	0.0%
CSPD Region III – MRESA3	84	0	0	0.0%	0.0%
CSPD Region IV - RESA4U	87	0	0	0.0%	0.0%
CSPD Region V - WM-CSPD	80	0	0	0.0%	0.0%

Indicator 10 – Disproportionate Representation - Disability Categories

Evaluation of district performance for this indicator involves the same multiple measures employed for Indicator 9. Again, this indicator is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation in specific disability categories due to inappropriate identification procedures.

Table 10.1 Districts Identified with Disproportionate Representation-Specific Disabilities

	Number of School Districts Reviewed	Number Districts Identified with Disproportionate Representation (a)	Number Districts Identified with Disproportionate Representation Due to Inappropriate Identification (b)	Percent of Districts Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Status
State of Montana	419	0	0	0.0%	0.0%
CSPD Region I - PESA	88	0	0	0.0%	0.0%
CSPD Region II - MNCESR	80	0	0	0.0%	0.0%
CSPD Region III – MRESA3	84	0	0	0.0%	0.0%
CSPD Region IV - RESA4U	87	0	0	0.0%	0.0%
CSPD Region V - WM-CSPD	80	0	0	0.0%	0.0%

Indicator 11 – Child Find

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, school district performance for this indicator is only reported for districts monitored in the year in which data is being reported. During the compliance monitoring process, the OPI reviews a sample of student records for students who have been initially evaluated for special education services. This review includes a comparison of the date of the school district’s receipt of written parent permission for evaluation to the date that the evaluation was completed to ensure that the evaluation was conducted in accord with the 60-day timeline.

The evaluation rate is calculated by dividing the number of reviewed IEPs for students whose eligibility was determined within the 60-day timeline by the total number of reviewed IEPs for students for whom parental consent to evaluate was received.

The table below provides an evaluation of region and state performance related to the established performance target for this indicator. This evaluation is based on data from the 2011-2012 school year. This is a compliance indicator meaning that the performance target is **100 percent** of children, with parental consent to evaluate, will be evaluated within 60 days unless there was an exception to the timeframe in accord with the provisions stated in Sec. 614(a)(1)(C)(ii).

Table 11.1 State and CSPD Region Performance Status

	Number of Children for whom Parent Consent was Received	Number of Children whose Evaluations were completed within 60 days	Percent of children with Parent Consent Evaluated within 60 days	Confidence Interval - Upper Limit	Confidence Interval - LowerLimit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	60	59	98.3%	99.7%	91.1%	100.0%	Not Met
CSPD Region II - MNCESR	0	0	0.0%	0.0%	0.0%	100.0%	NA
CSPD Region III - MRESA3	44	44	100.0%	100.0%	92.0%	100.0%	Met
CSPD Region IV - RESA4U	95	89	93.7%	97.1%	86.9%	100.0%	Not Met
CSPD Region V - WM-CSPD	23	23	100.0%	100.0%	85.7%	100.0%	Met
State of Montana	222	215	96.8%	98.5%	93.6%	100.0%	Not Met

Indicator 12 – Part C to Part B Transition

In collaboration with the lead agency for the IDEA Part C Early Intervention Program, the OPI collects data from specific school districts in order to evaluate performance for this indicator. Therefore, performance data reported are for those districts who received a referral for IDEA Part B eligibility determination from the IDEA Part C Early Intervention Program.

The OPI receives child-specific referral data from each Part C provider that includes the name of the LEA receiving the referral and the date of the referral. The OPI contacts each LEA to collect additional data, including the following: date of eligibility meeting, eligibility determination outcome, date of the initial IEP, and any reasons for delay if the initial IEP was not implemented by the child’s third birthday.

The indicator rate, the percent of children found eligible for Part B and who have an IEP developed and implemented by their third birthday, is calculated by dividing the number of children found eligible and have an IEP developed and implemented by their third birthday by the number of children referred by Part C to Part B for eligibility determination.

This is a compliance indicator meaning that the state’s performance target will be 100 percent for each year of the State Performance Plan.

The table below provides an evaluation of region and state performance related to the established performance target for this indicator. This evaluation is based on data from

the 2011-2012 school year. This is a compliance indicator meaning that the state's performance target will be **100 percent** for each year of the State Performance Plan.

Table 5. 1 State and CSPD/RSA Region Performance Status

	Number of Children Referred by Part C to Part B for Eligibility Determination	Number of Children found Eligible for Part B and who Have an IEP Developed and Implemented by Their Third Birthday	Percent of children Referred by Part C Prior to age 3, Who Have An IEP Developed and Implemented by Their Third Birthday	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	14	10	71.4%	100.0%	Not Met
CSPD Region II - MNCESR	24	22	91.7%	100.0%	Not Met
CSPD Region III - MRESA3	56	57	101.8%	100.0%	Met
CSPD Region IV - RESA4U	39	33	84.6%	100.0%	Not Met
CSPD Region V - WM-CSPD	36	37	102.8%	100.0%	Met
State of Montana	169	159	94.1%	100.0%	Not Met

Indicator 13 – Secondary Transition with IEP Goals

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, ***performance for this indicator is only reported for the CSPD regions in which districts were monitored in the year in which data is being reported. Monitoring was conducted in the 2011-2012 school year.*** The OPI reviews a sample of student records for students, ages 16 and older, to ensure their IEPs include coordinated, measurable, annual goals and transition services that will reasonably enable students to meet postsecondary goals.

The secondary transition IEP goals rate is calculated by dividing the number of reviewed IEPs for students aged 16 and older that include coordinated, measurable,

annual IEP goals and transition services by the total number of reviewed IEPs for students aged 16 and older.

Table 13.1 provides an evaluation of regional and state performance related to the established performance target for secondary transition. In order to have met the target, the percent of IEPs with secondary transition goals must be at the SPP Performance Target of 100 percent, as this is a compliance indicator. The data are based on the monitoring data from the 2011-2012 school year.

Table 13.1 Secondary Transition Data for the 2011-2012 School Year

	Number of IEPs Reviewed	Number of IEPs with Transition Goals	Percent of Secondary transition with IEP Goals
CSPD Region I - PESA	16	16	100.0%
CSPD Region II - MNCESR	0	0	NA
CSPD Region III - MRESA3	6	6	100.0%
CSPD Region IV - RESA4U	33	31	93.9%
CSPD Region V - WM-CSPD	7	7	100.0%
State of Montana	62	60	96.8%

Indicator 14 – Post-School Outcomes

Montana utilized the Montana Post-School Survey modeled after the post-school survey developed by the National Post-School Outcomes Center. Each LEA is responsible for contacting students and conducting survey interviews. The Post-School Survey is a Web-based survey.

The population for the survey are all high school students with disabilities reported as leaving school at the end of the 2010-2011 school year (June 30, 2011) by means of dropping out, graduating with a regular diploma, receiving a certificate, or reached maximum age.

Table 14.1 Percent of Youth with Disabilities Enrolled in Higher Education (14A)

	Number of Youth with Disabilities Not in Secondary School	Number of Youth with Disabilities Enrolled in Higher Education	Percent of Youth with Disabilities Enrolled in Higher Education	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	53	32	60.4%	72.4%	46.9%	27.0%	Met
CSPD Region II - MNCESR	66	36	54.5%	66.0%	42.6%	27.0%	Met
CSPD Region III - MRESA3	54	28	51.9%	64.6%	38.9%	27.0%	Met
CSPD Region IV - RESA4U	83	40	48.2%	58.8%	37.8%	27.0%	Met
CSPD Region V - WM-CSPD	114	64	56.1%	64.9%	47.0%	27.0%	Met
State of Montana	370	200	54.1%	59.1%	49.0%	27.0%	Met

Table 14.2 Percent of Youth With Disabilities Enrolled in Higher Education or Competitively Employed (14B)

	Number of Youth with Disabilities Not in Secondary School	Number of Youth with Disabilities Enrolled in Higher Education	Percent of Youth with Disabilities Enrolled in Higher Education	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	53	32	60.4%	72.4%	46.9%	27.0%	Met
CSPD Region II - MNCESR	66	36	54.5%	66.0%	42.6%	27.0%	Met
CSPD Region III - MRESA3	54	28	51.9%	64.6%	38.9%	27.0%	Met
CSPD Region IV - RESA4U	83	40	48.2%	58.8%	37.8%	27.0%	Met

CSPD Region V - WM-CSPD	114	64	56.1%	64.9%	47.0%	27.0%	Met
State of Montana	370	200	54.1%	59.1%	49.0%	27.0%	Met

Table 14.3 Percent of Youth with Disabilities in Some Type of Education or Employment (14C)

	Number of Youth with Disabilities Not in Secondary School	Number of Youth with Disabilities Enrolled in Higher Education	Percent of Youth with Disabilities Enrolled in Higher Education	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	53	32	60.4%	72.4%	46.9%	27.0%	Met
CSPD Region II - MNCESR	66	36	54.5%	66.0%	42.6%	27.0%	Met
CSPD Region III - MRESA3	54	28	51.9%	64.6%	38.9%	27.0%	Met
CSPD Region IV - RESA4U	83	40	48.2%	58.8%	37.8%	27.0%	Met
CSPD Region V - WM-CSPD	114	64	56.1%	64.9%	47.0%	27.0%	Met
State of Montana	370	200	54.1%	59.1%	49.0%	27.0%	Met

Indicator 15 – General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.

The OPI has a comprehensive system of general supervision that includes a review of IDEA Part B applicants’ policies and procedures to ensure consistency with IDEA Part B requirements. It also includes procedures for formal complaints and due process hearings and mediation, an Early Assistance Program (EAP) to resolve issues prior to their becoming formal complaints or going to due process. It provides a compliance monitoring process based on a five-year cycle, and a focused intervention system based on selected performance indicators.

Each component of the general supervision system includes procedures for tracking data to ensure requirements and timelines are addressed in a timely manner. Analysis

of data from the 2010-2011 school year shows that all timelines for due process hearings, mediations and formal complaints have been met 100 percent of the time.

Monitoring data for 2010-2011 was analyzed and reported in the Annual Performance Report.

Table 15.1 Montana Performance Target Status for FFY 2010 (7/1/10 to 6/30/11)

School Year	Number of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	Number of Findings of noncompliance for which correction was verified no later than one year from identification	Percent of Findings of noncompliance corrected within one year timeline	SPP Performance Target	State Performance Status
2010-2011	141	141	100.0%	100.0%	Met Target

Indicator 18 – Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

The Montana Office of Public Instruction had no hearing requests that went to a resolution session for FFY 2011. Guidance from the OSEP indicates states are not required to establish baseline or targets until the reporting period in which the number of resolution sessions reaches 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

Table 18.1 Percent of Hearing Requests with Settlement Agreements for FFY 2011

Table 7, Section C	Resolution Sessions	Number
(3.1)	Resolution sessions	1
(a)	Written settlement agreements	1
$\% = [(a)/(3.1)] * 100$	Percent of hearing requests with settlement agreements	100.0%

Indicator 19 – Percent of mediations held that resulted in mediation agreements.

For FFY 2010, the OPI had a total of thirteen mediation requests. Nine were related to due process and eight of those resulted in a written agreement. One mediation request was pending at the end of FFY 2011. Guidance from the OSEP indicates that states are not required to establish baseline or targets until the reporting period in which the number of mediations reach 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

Table 19.1 Percent of Mediations Resulting in Agreements for FFY 2011

Table 7, Section B	Mediation Requests	Number
(2.1)	Mediations	2
(a)(i)	Mediation, related to Due Process, with agreements	2
(b)(i)	Mediation, not related to Due Process, with agreements	0
%=[(a)(i)+(b)(i)]/(2.1)	Percent of mediations held resulting in agreements	100.0%

Appendix

A. Special Education Acronym Dictionary

Appendix A: Special Education Acronym Dictionary

ADC	Annual Data Collection
AIM	Achievement In Montana Statewide Student Database
AMO	Annual Measurable Objectives
APR	Annual Performance Report
ARM	Administrative Rule of Montana
AYP	Adequate Yearly Progress
CCD	Common Core of Data
CRT	Criterion-Referenced Test
CSPD	Comprehensive System of Personnel Development
CST	Child Study Team
EAP	Early Assistance Program
ESEA	Elementary and Secondary Education Act
FAPE	Free Appropriate Public Education
FFY	Federal Fiscal Year
GED	General Education Development Test
GSEG	General Supervision Enhancement Grant
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IHE	Institutions of Higher Education
IHO	Independent Hearing Officer
LEA	Local Education Agency
LRE	Least Restrictive Environment
MAIDPG	Montana American Indian Dropout Prevention Grant
MBI	Montana Behavioral Initiative
MCA	Montana Code Annotated

MPRRC	Mountain Plains Regional Resource Center
NCCREST	National Center for Culturally Responsive Educational Systems
NCES	National Center for Education Statistics
NCLB	No Child Left Behind
NCSEAM	National Center Special Education Accountability Monitoring
NECTAC	National Early Childhood Technical Assistance Center
NGA	National Governors' Association
OPI	Office of Public Instruction
OSEP	Office of Special Education Programs
PLUK	Parents, Let's Unite for Kids
PTI	Parent Training Information
RFP	Request for Proposals
RTI	Response to Intervention
SERIMS	Special Education Records and Information Management System
SIS	Student Information System
SPP	State Performance Plan
SWD	Students with Disabilities
TA	Technical Assistance
USC	United States Code

ITEM 9

TRAFFIC EDUCATION REPORT

Fran Penner-Ray

EXECUTIVE SUMMARY

DATE: JULY 2013

PRESENTATION: Traffic Education Report

PRESENTER: Fran Penner-Ray
Traffic Education Director
Office of Public Instruction

OVERVIEW: The presentation will include an overview of Montana driver education and training. The Office of Public Instruction has statutory authority for novice teen driver education and training through MCA 20-7-502. High school programs develop the foundation of knowledge and skills teens need to become safe drivers and decrease teen crash injuries and traffic fatalities. Public school districts are the only education and training infrastructure that has universal coverage for all eligible teens in the state. Traffic Education standards were included in the Administrative Rules governing traffic education in 2012. Superintendent Juneau approved amendments to ARM 10.13.307-410 to include a required parent meeting, graduated driver licensing information and distracted driving education with the content and performance standards. Driver license fees fund approximately 25% of driver education costs due to the Cooperative Driver Testing Program MCA 61-5-121(d). Families, students, and/or school districts pay the remaining 75% - 80% of driver education costs. The number of eligible students who participate has been decreasing as state funding has stagnated. We are working to increase access to driver education through teacher recruitment and legislative efforts. The Montana DRIVE one-day workshops provide advance driver training in Lewistown for up to 500 school bus drivers and other adults each summer.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): Affordable, accessible traffic education needs legislative support for funding increase. We are researching options for replacing the classroom used for the Montana DRIVE workshops.

RECOMMENDATION(S): The presentation is informational. No action will be recommended to the BPE other than its continued support for young driver safety.

ATTACHMENTS

- 1. TRAFFIC EDUCATION REPORT 2012-13**
- 2. TRAFFIC EDUCATION STATEWIDE SUMMARY – 2011-2012**
- 3. MONTANA TEEN DRIVER EDUCATION OVERVIEW**
- 4. TRAFFIC EDUCATION STANDARDS**
- 5. MONTANA TEEN DRIVER CURRICULUM MODULES**
- 6. YOUTH RISK BEHAVIOR SURVEY – TRAFFIC SAFETY, 2011**
- 7. MONTANA DRIVE WORKSHOPS/ADVANCED DRIVER EDUCATION OVERVIEW**

BPE PRESENTATION

2013 Traffic Education Report

The Traffic Education Program administers teen driver education through state-approved programs at Montana's public school districts. In FY2012, the Office of Public Instruction (OPI) assisted 126 districts providing driver education to approximately 8,400 teens and distributed \$875,000 from a percentage of driver's license fees.

The Traffic Education Program operates one-day advanced driver training workshops at the Montana Driver In-Vehicle Education (DR.I.V.E.) facility in Lewistown every summer for 500 school and transit bus drivers, firefighters, ambulance drivers, state employees, teen drivers, business people, and the general public.

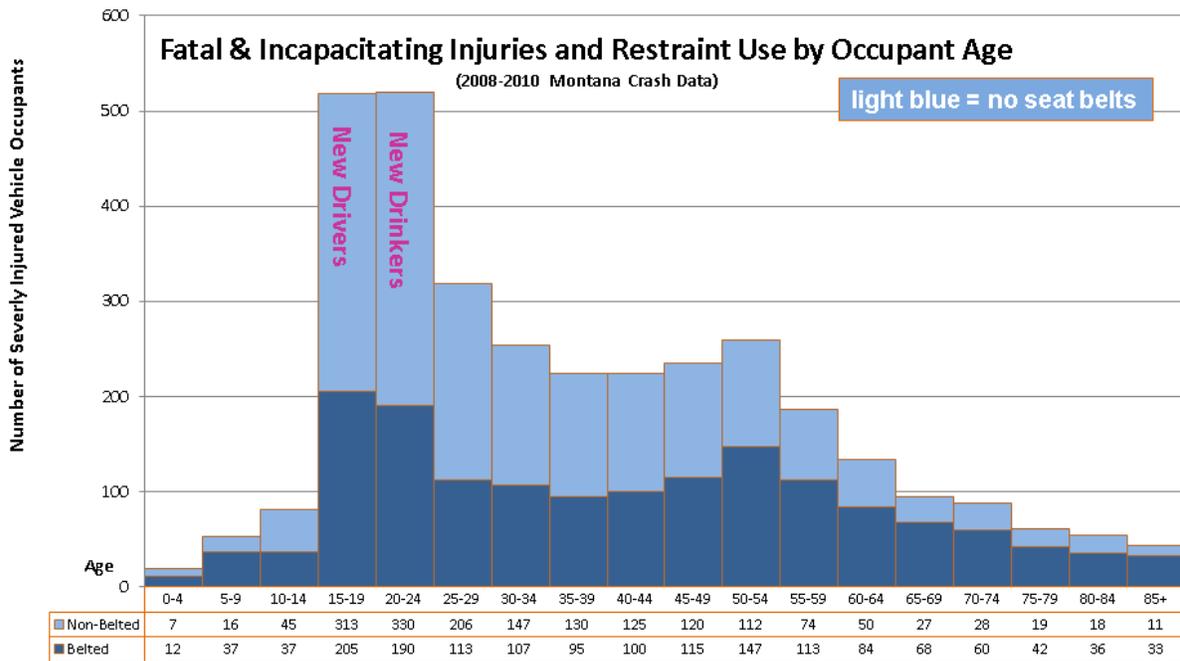


The Traffic Education Program activities include:

- **Standards** - Set program, curriculum, and teacher preparation standards to assure quality and accountability of Montana's young driver education and to increase teen driver safety. Provide technical assistance to program managers and professional development opportunities for teachers.
- **Funding** - Driver license fees partially fund driver education due to the Cooperative Driver Testing Program (Montana Code Annotated (MCA) 61-5-110) partnership with the Motor Vehicle Division (MVD) of the Montana Department of Justice. Trained and certified teachers administer driver license tests and issue Traffic Education Learner Licenses. When public schools meet all applicable state standards, the OPI reimburses a portion of their traffic education program expenses. Funding for this reimbursement comes from a percentage of MVD driver's license fees.
- **Reporting** - Manage the Web-based Traffic Education Data and Reporting System (TEDRS) to simplify and increase accurate reporting for schools offering driver's education. MVD Driver Examiners can view and print student lists entered into TEDRS, adding value to the online documentation of students enrolled in driver's education courses.
- **On-Site Reviews** - Review and monitor programs through desk audits and periodic site visits to evaluate Montana's driver education programs. Development of an updated sustainable quality assurance process to ensure programs meet standards, identify best practices, and encourage schools to provide quality driver education.
- **Curriculum** - Update curriculum resources as needed to ensure relevance and inclusion of current research and evidence-based strategies. In 2012, Superintendent Juneau approved amendments to the Montana Administrative Rules (ARM) governing traffic education to include Traffic Education Content and Performance Standards in ARM 10.13.401-409. Other amendments include a parent meeting requirement to help parents fulfill the Graduated Driver License requirements to effectively supervise practice, coach, and restrict teen driving in high-risk conditions.

- **Professional Development** - Plan and participate in the annual conference of the Montana Traffic Education Association that brings together approximately 200 traffic education educators with national, state and local experts presenting the latest research, curriculum materials and motor vehicle technology. College credit from Montana State University–Northern is available for teachers who attend the entire conference and write a paper.
- **Research** - Partner with Western Transportation Institute and the Montana Department of Transportation (MDT) to conduct research in order to better understand teen distracted driving issues, peer-to-peer influences, and the effectiveness of possible safety measures. The OPI chairs the young driver subcommittee for the Montana Comprehensive Highway Safety Plan which focuses on strategies to reduce young driver fatal and incapacitating injury crashes.

Montana Crash Data



75% of Montana crash fatalities were unbuckled



- **Seat Belts** - In 2013, OPI partnered with MDT Highway Traffic Safety to place Buckle Up signs with positive reminders at high schools. About 70% of high schools ordered the free signs with their school colors and logos. Schools are conducting seat belt use surveys to gather data for MDT and to raise awareness about Montana’s Seat Belt Use Act (MCA 61-13-103) which requires all occupants to buckle up on every trip – every time.



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

Statewide Summary of Montana's 2011-12 Traffic Education Programs*

(From the period of July 1, 2011 – June 30, 2012)

PROGRAM ENROLLMENT

173	public high school districts were eligible to offer a traffic education program
127	high school districts offered a state-approved traffic education program
12,901	public and private high school students were eligible to enroll in traffic education
8330	students completed traffic education

WHEN OFFERED

17	districts offered the program before school hours
26	districts offered the program during regular school hours
69	districts offered the program after school hours
88	districts offered the program in the summer

PROGRAM FEES

118	high school districts charged a fee . The mode fee was \$210.00 The minimum fee was \$20.00 . The maximum fee was \$340.00
13	districts plan to increase the fee charged students for the upcoming school year and summer

PROGRAM CHARACTERISTICS

56	districts granted credit for successful completion of traffic education
112	districts screened students for visual acuity
72	districts employed a traffic and safety education coordinator and/or supervisor
69	districts offered pedestrian safety instruction in the elementary and middle schools
82	districts offered school bus rider safety instruction in the elementary and middle schools
66	districts offered bicycle safety instruction in the elementary and middle schools
50	districts offered traffic education for adult beginners
123	districts provided traffic education for students with disabilities
118	districts taught an instructional unit on sharing the road with motorcycles
126	districts emphasized and required the use of seatbelts
126	districts used Montana's current Traffic Education Curriculum Guide for its high school program
34	districts conducted follow-up research on student performance (violations/crashes)
126	districts taught an instructional unit on the effects of alcohol/drug use in driving
112	districts involved parents in the Traffic Education program
109	districts participated in the Cooperative Driver Testing Program (CDTP)
109	districts utilized computers in their program
120	districts used the OPI website to obtain traffic education information

NUMBER OF TEACHERS AND RATES OF PAY

36	full-time teachers were employed
238	part-time teachers were employed
\$15.00	per hour is the minimum rate paid
\$50.00	per hour is the maximum rate paid
\$20.00	per hour is the mode minimum rate paid
\$20.00	per hour is the mode maximum rate paid

VEHICLES

269	vehicles were used in the program
7	districts obtained their vehicles on a free loan basis
1	district obtained their vehicles on a daily fee basis
31	districts obtained their vehicles on a lease or rent basis
93	districts owned their vehicles
1	instructor owned and provided vehicles
1	district used other means to obtain vehicles

CRASHES

12	traffic crashes occurred involving a student driver while in the traffic education vehicle
0	people were killed
0	people were injured
\$55,030.81	property damage costs incurred

COST PER PUPIL

\$443.84	is the average per pupil cost (District costs were partially offset by state reimbursement amounting to \$105.04 per pupil.)
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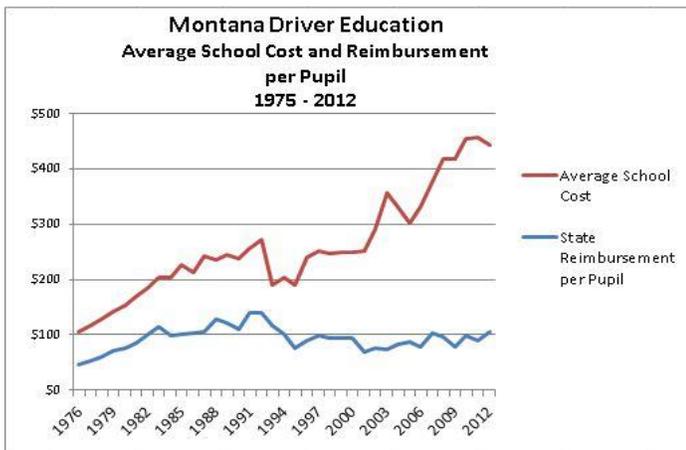
* This information was compiled from the 2011-12 Traffic Education Year End Reports completed by all high school districts conducting state-approved traffic education programs during the summer of 2011 and the school year 2011-12. If you have questions, please contact Fran Penner-Ray by telephone at (406) 444-4396, or by email at fpenner-ray@mt.gov.

Montana Teen Driver Education

Education and training is essential for drivers to learn complex skills and develop safe driving habits. All young beginning drivers need access to high quality driver education.

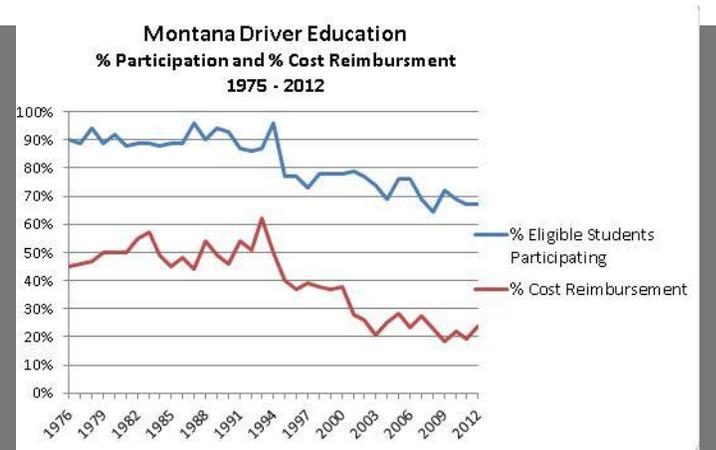
Montana high schools provide all in-district teens an equitable opportunity to enroll in driver education. Each year, an average of 8,500 teens complete driver education. The number of eligible students who participate has been steadily decreasing as the percentage of state funding has decreased.

Crash risk for teens is highest during their first years of independent driving. Research shows that teens who participate in driver education have fewer crashes and citations than peers who do not.



State reimbursement has remained relatively level as school and student costs have risen.

Driver license fees partially fund driver education, through the Cooperative Driver Testing Program (CDTP) partnership between the OPI and the Department of Justice, provided in MCA 61-5-110. During the 2013 Legislature, House Bill 178, a bill to increase the percentage of driver license fees allocated to the state Traffic Education Account for distribution to schools, failed in the Senate Transportation Committee.



The blue line above shows that the number of eligible students who participate has decreased steadily as the percentage of state support has decreased.

Montana Numbers

126 Montana high schools offer driver education

67% Students complete driver education

3,731 Teen drivers crashed in 2011

24% Driver education program costs reimbursed from driver license fees

76% Cost to families and school districts for remaining driver education program expenses

MONTANA STANDARDS FOR TRAFFIC EDUCATION TEEN DRIVER EDUCATION AND TRAINING

Driving is an activity that affects the whole community. A successful program, therefore, requires the effective involvement of parents/guardians, schools, communities, and government agencies. The purpose of the Montana Teen Driver Education and Training program is to provide structured learning and guided practice for students to acquire and demonstrate legal and safe driving skills, habits, and responsibilities.

Benchmarks define the expectations for students' knowledge, skills, and abilities. Performance standards define the quality of student performance and describe the performance to be demonstrated. Performance level descriptors provide a picture or profile of student achievement at four performance levels: novice, nearing proficiency, proficient, and competent. Rules for content standards and benchmarks are required for curricula development, program approval, and student training.

Traffic Education Content Standards ARM 10.13.401-409 <i>Student must:</i>			Benchmarks - Essential Learning Expectations <i>Upon completion of Driver Education students will:</i>
1	Laws and Highway System	demonstrate knowledge and understanding of the highway transportation system and the laws governing the operation of a motor vehicle.	1.1 know the laws outlined in the Montana Driver's Manual; 1.2 understand the laws outlined in the Montana Driver's Manual; and 1.3 consistently demonstrate knowledge and understanding by responsible adherence to highway transportation system traffic laws and control devices.
2	Responsibility	act responsibly by consistently demonstrating a positive attitude and respect for other roadway users, by obeying laws, and make an observable commitment to safe behaviors and good decision making.	2.1 recognize the importance of making safe and responsible decisions for owning and operating a motor vehicle; 2.2 demonstrate the ability to make appropriate decisions while operating a motor vehicle; 2.3 consistently display respect for other users of the highway transportation system; and 2.4 develop positive habits and attitudes for responsible driving.
3	Visual Skills	demonstrate and analyze the importance of proper visual skills for the safe operation of a motor vehicle.	3.1 know proper visual skills for operating a motor vehicle; 3.2 communicate and explain proper visual skills for operating a motor vehicle; 3.3 demonstrate the use of proper visual skills for operating a motor vehicle; and 3.4 develop positive habits and attitudes for consistent proper visual skills.
4	Vehicle Control	demonstrate skill in maneuvering and controlling motor vehicles smoothly, efficiently, and safely.	4.1 demonstrate smooth, safe, and efficient operation of a motor vehicle and 4.2 develop positive habits and attitudes for safe, efficient, and smooth vehicle operation.

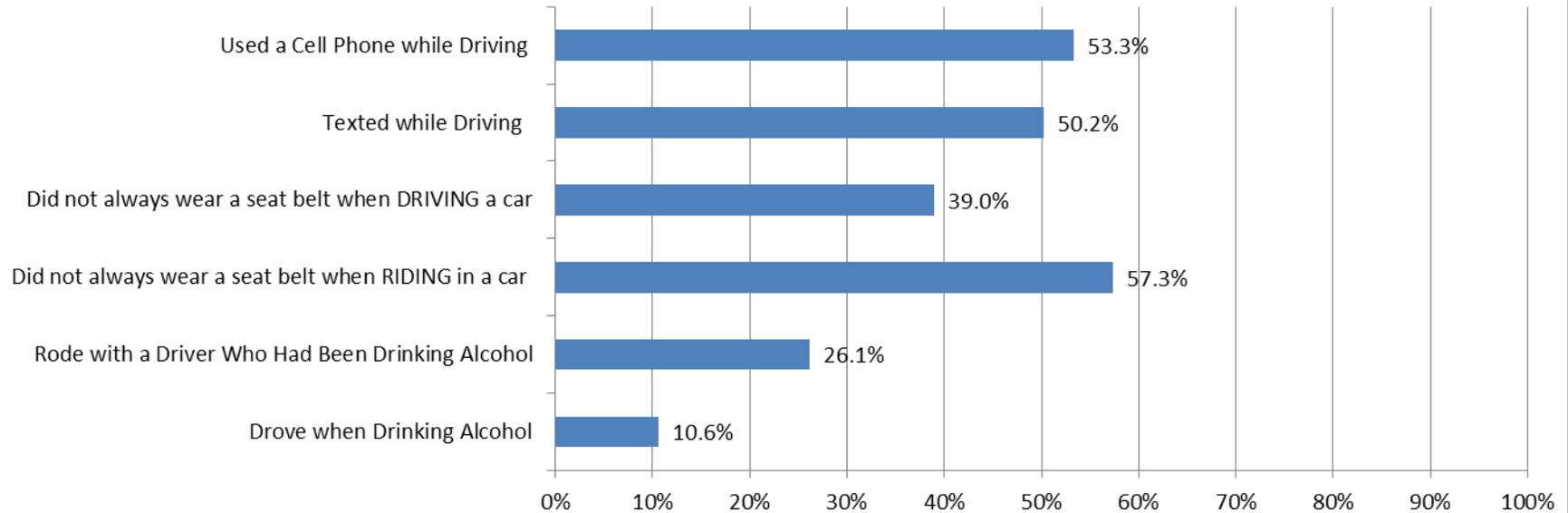
Traffic Education Content Standards ARM 10.13.401-409 <i>Student must:</i>			Benchmarks - Essential Learning Expectations <i>Upon completion of Driver Education students will:</i>
5	Communication	communicate and interact with the highway transportation system and other roadway users utilizing prescribed, effective, and safe practices.	<p>5.1 consistently communicate their driving intentions (i.e., use of lights, vehicle position, and personal signals);</p> <p>5.2 adjust their driver behavior based on observation of the highway transportation system and other roadway users;</p> <p>5.3 adjust communication (i.e., use of lights, vehicle position, and personal signals) based on observation of the highway transportation system and other users; and</p> <p>5.4 develop positive habits and attitudes for effective communication.</p>
6	Risk Management	demonstrate and safely apply driver risk-managing (defensive driving) strategies, behaviors, and habits, including measures to maintain distraction-free driving.	<p>6.1 understand driver risk-management principles;</p> <p>6.2 demonstrate driver risk-management strategies; and</p> <p>6.3 develop positive habits and attitudes for effective driver risk-management.</p>
7	Lifelong Learning	advocate for personal and public approaches to lifelong learning of the driving task.	<p>7.1 identify and use a range of learning strategies required to acquire or retain knowledge, positive driving habits, and driving skills for lifelong learning;</p> <p>7.2 establish learning goals that are based on an understanding of one's own current and future learning needs; and</p> <p>7.3 demonstrate knowledge and ability to make informed decisions required for positive driving habits, effective performance, and adaptation to change.</p>
8	Driving Experience	<p>acquire behind-the-wheel driving experience under the direction of a Montana approved driver education teacher.</p> <p>Under Montana Graduated Driver License regulations (MCA 61-5-132), students are required to obtain an additional 50 hours of driving experience under the direction of a parent or guardian with a valid driver's license.</p>	<p>8.1 acquire at least the minimum number of behind-the-wheel hours over at least the minimum number of days, as required by law, with a Montana approved driver education teacher and</p> <p>8.2 acquire additional behind-the-wheel driving experience with their parent or guardian's assistance in a variety of driving situations (i.e., night, adverse weather, gravel road, etc.).</p>

Module/Lesson Plan	Time estimated minutes	Sequence	In-Car Lesson	KEYS Homework
DRIVER ED ADMINISTRATION				
BEHIND-THE-WHEEL	6 hours required	Integrated and concurrent	6 hours required on no less than 6 days and up to 12 hours of observation	
1. OVERVIEW GDL AND PARENT MEETING				
GDL and Parent Meeting Overview KEYS Parent and Teen Homework		1		Intro
2. VEHICLE CONTROL				
2.1 Preparing to Drive 2013	60-90	2		1. Vehicle Safety Equipment
2.2 Basic Control 2013	120-180	3	1 – Start, Steer, Stop	
2.3 Traffic Control and Laws 2013	60	4	2 – Intersections and Turns	
3. VISION and MANAGING SPACES				2. Laws and Courtesy
3.1 Strategies for Vision Control 2012	30-60	5		3. Vision, Balance, Judgment
3.2 Managing Time/Space 2013	120-180	6	3 – Yield, Search LOS/POT	
3.3 Mixing with Traffic 2013	90-120	7	4 – Find, Solve, Control	4. Adverse Driving Conditions
3.4 Sharing the Road 2012	60	8	5 – Turnabouts and Parking	
3.5 Limited Spaces 2013	60-90	9	6 – Manage Space and Stops	
4. RURAL, URBAN and HIGHWAY DRIVING				
4.1 Natural Laws	60-120	10		
4.2 Managing Risk Vehicle/Roadway Design	30-60	11		
4.3 Hills/Curves	60-90	12	7 - Curves and Hills	
4.4 Urban Driving	60	13	8 – Complex traffic and speed	
4.5 Rural & Highway Driving	60	14	9 - Passing	
5. MANAGING DRIVING RISKS				
5.1 Adverse Conditions	45-60	15	10 - Lane Changing	
5.2 Emergencies	60	16	11 – Manage Zones	
5.3 Protecting Occupants		after Mod 2		
6. DEADLY D's				
6.1 Distractions 6.2 Drugs and Alcohol 2012 6.3 Drowsy 6.4 Dangerous Emotions - Road Rage	180	after Mod 5		
7. DRIVER LICENSE and TRIP PLANNING				
7.1 Owning Vehicle/Trip Planning	60	after mod 6		5. Supervised Practice and Safe Driving
7.2 Driver License/Assessment	90	after mod 6	12 - Skills Assessment (ideally with parent/guardian)	
TE Resources – Tests, Videos and Extras				

2011 Montana Youth Risk Behavior Survey

Source: www.opi.mt.gov/YRBS

The percentage of Montana high school students who during the past 30 days:



Miles to Go: Montana Teen Driver Facts

- **UNINTENTIONAL INJURY DEATHS:** Motor vehicle crashes remain the highest cause of death for teens aged 15-19. In a ten-year period from 2001 to 2010, 218 teens were occupants in a motor vehicle crash. Another 40 were motorcyclists, pedestrians, bicyclists, or other persons injured in traffic.³
- **SPEEDING:** Speeding-related teen fatalities decreased 18.2% from 11 in 2010 to 9 in 2011.¹
- **ALCOHOL USE:** Alcohol-related fatalities involving teen drivers (aged 15-19) went down 54.5%, from 11% in 2010 to 5% in 2011.¹
- **SEAT BELT USE:** In 2011, 14 of the 22 teens who died in a crash were not wearing a seat belt.¹ Seventy-one percent of teens (aged 14-18) who were involved in a motor vehicle crash and sustained severe injuries were not wearing a seatbelt.²
- **DISTRACTIONS:** Nationally, 11% of all teen motor vehicle crash fatalities in 2010 involved distracted driving. Source: National Highway Traffic Safety Administration.

Sources:

1. Montana Department of Transportation Crash Data (www.mdt.mt.gov)
2. State Trauma registry system, 2008, MT Department of Public Health and Human Services (DPHHS) via DPHHS
3. Montana Office of Vital Statistics

Montana DR.I.V.E. - Driver In-Vehicle Education

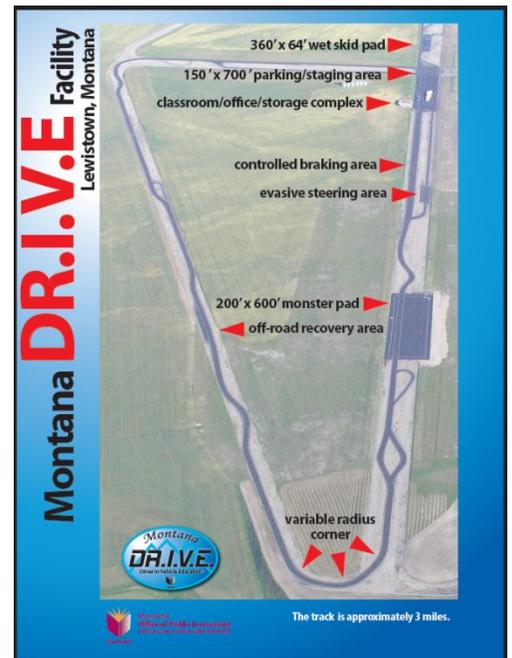
On Track in Lewistown since 1979

Advanced Driver Education is a service of the state of Montana supported by user fees through the proprietary fund. Since 1979, the OPI has operated one-day advanced driver workshops at the Montana DR.I.V.E. facility in Lewistown for approximately 500 adult drivers each summer.

Montana DR.I.V.E. workshop participants develop behind-the-wheel skills so they can respond safely to critical driving situations. The program has twelve professional instructors and a fleet of sedans and school buses, as well as an ambulance and a fire truck. The training is designed to help employers and individuals better manage driving risks. It serves school and transit bus drivers, firefighters, ambulance drivers, state employees, business people, and the general public.

Three days in July are solely devoted to teen drivers. Since 2009, State Farm Insurance has provided generous scholarships to participating teen drivers, ensuring that the teen-only workshops are affordable to all. Financial challenges include repairs and maintenance for the fleet, facility and classroom.

For more information, visit OPI's Montana DR.I.V.E. Workshops website: <http://www.montanadrive.mt.gov>.



ITEM 10

**MONTANA STATEWIDE DROPOUT AND
GRADUATION REPORT**

Scott Furois

EXECUTIVE SUMMARY

DATE: JULY 2013

- PRESENTATION:** Montana Statewide Dropout and Graduate Report
- PRESENTER:** Scott Furois
Research and Analysis Manager
Office of Public Instruction
- OVERVIEW:** The Montana School Accreditation Standards (Administrative Rules of Montana 10.55.603) require schools to do follow-up studies of graduates and students no longer in attendance. The overview of this report provides information on students who graduated or dropped out of Montana public, state-funded and nonpublic, accredited schools, during the 2011-12 school year.
- REQUESTED DECISION(S):** None, Informational
- OUTLYING ISSUE(S):** NA
- RECOMMENDATION(S):** NA

Montana Statewide Dropout and Graduate Report

Montana Board of Public Education Meeting
07/18/2013



Data Coming Into Focus – Year Five

- 2007-08 Baseline year.
- Fifth year of a fully functioning student information system, AIM (Achievement in Montana).
- Enrollment records matched on a nine-digit State ID.



opi.mt.gov

Data Verified

- Each district was sent a list of its dropouts and graduates, via an online certification system. Authorized representative verified final names and counts.



Dropouts 2011-12 School Year

According to the AIMS collection system:

- Dropouts (grades 7-12) decreased from 1,975 to 1,841 in the last year.
- Dropouts (grades 9-12) decreased from 1,940 to 1,801 in the last year.



Dropout Rates

- The high school dropout rate dropped to 4.1% in the last year.
- A decrease in the number of dropouts for the fifth straight year and decrease in enrollment meant that the dropout rate dropped or stayed the same for the fifth straight year.



Peak Dropout Grade

- In 2011-12, peak dropout rates were observed in the 12th grade. The dropout rate for 12th graders decreased over the last year to 5.4% from 6.3%.
- Peak grade dropout rate of 5.4%; lowest since the implementation of AIMS.
- For American Indian Students, peak dropout rates were observed in the 11th grade.



Gender

- Males drop out of school at a higher rate than females.
 - Males make up 52% of the total school enrollment in grades 7-12 and make up 59% of the dropouts.
 - Females 48% of enrollment and 41% of dropouts.

Male and Female (Grades 9-12) dropout rates declined compared to 2010-11 at 4.7% and 3.5% respectively.



American Indians

- American Indian students make up 10.6% of the total school enrollment in grades 7-12. More than one race is 1.3%.
- American Indian students make up 26.6% of the total dropouts in grades 7-12. More than one race is 1.7%.
- American Indian dropout rate increased from 6.9% to 7.0%.
- The dropout for White students decreased from 2.5% to 2.2%.



Dropout Rate by Programs

- AYP mandates reporting of dropout rates by several programs; Special Education, Limited English Proficiency, and Free and Reduced Lunch.
- For high school students the Limited English rate is 3.9 times higher, Free and Reduced lunch is 1.6 times higher and Special Education is 1.4 times higher than the rate for all students.



Graduation Rates

- **2012 Four-Year Adjusted Cohort Graduation Rate**
- The graduating class of 2011-12 is the second cohort for which the MT Office of Public Instruction is able to calculate a four-year adjusted cohort graduation rate. This rate is the percentage of students in a cohort, adjusted for transfers in and out of school, district, or state, that graduate with a regular high school diploma within four years of the student's first enrollment in ninth grade. For the graduating class of 2012, the cohort began ninth grade in the fall of 2008. The Cohort Graduation Rate replaces the Graduation Rate for AYP calculations in 2013.
- Completion Rate
 - Based on the number of graduates receiving a high school diploma, regardless of number of years.



Cohort Graduation Rates

- Formula

$$\text{Four Year cohort graduation rate} = \frac{\text{the number of students in the adjusted cohort earning a regular high school diploma by August 2012}}{\text{the number of first time ninth graders in the 2008 – 09 cohort, adjusted for transfers in and out}}$$

Cohort Graduation Rate

- Year Two: a four year Cohort Graduation Rate of 83.9%
- Many states saw their Graduation Rate decline 5-7 percentage points in their first year of using a Cohort Rate.
- Last year (Year One) Cohort Graduation Rate was 82.2%
- To make AYP, a public high school must have a graduation rate of 85% or show improvement towards this goal.



American Indian Cohort

- The 4-Year Cohort Graduation Rate for American Indian students is 62.9%.
- Twenty-two percentage points from making AYP. A school with a sizeable American Indian population would have an extremely difficult time making this requirement.
- The 4-year Cohort Graduation Rate for White Students is 86.8%.



Graduates

- There were 10,046 high school completers in 2010-11.
- The Completion Rate is calculated using four years of dropout data.
 - 2011-12 is the fifth year using improved data from AIM.
- The High School Completion Rate increased to 83.5%.
- The Completion Rate for White students increased from 84.9 to 86.5%.



American Indian Graduates

- The Completion Rate for American Indian students decreased from 62.9% to 62.1%.
- The American Indian Completion is 24 percentage points below that of White students.
- The percentage of American Indian completers, as a percentage of total completers, went from 9.3% to 8.4%.



Conclusions

- Fewer students numerically and percentage wise are dropping out and more are completing high school than in the 2010-11 school year.
- Digging deeper, more American Indian Students are dropping out.
- Fewer American Indian Students are completing their high school education.



Conclusions

- Second year for 4-Year Cohort Graduation Rate.
- Completion Rate improved for White students.
- Completion Rates declined for American Indian students.
- A 24 percentage point gap between American Indian and White students.



Questions?



ITEM 11

**SCHOOL TRANSPORTATION FUNDING
AND SAFETY AUDIT REPORT**

Ross Johnson



A REPORT
TO THE
MONTANA
LEGISLATURE

PERFORMANCE AUDIT

School Transportation, Funding and Safety

*Office of Public Instruction
Board of Public Education*

MAY 2013

LEGISLATIVE AUDIT
DIVISION

13P-01

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MEMBERS SERVE UNTIL A
MEMBER'S LEGISLATIVE TERM
OF OFFICE ENDS OR UNTIL A
SUCCESSOR IS APPOINTED,
WHICHEVER OCCURS FIRST.

§5-13-202(2), MCA

FRAUD HOTLINE
(STATEWIDE)
1-800-222-4446
(IN HELENA)
444-4446
lad hotline@mt.gov

PERFORMANCE AUDITS

Performance audits conducted by the Legislative Audit Division are designed to assess state government operations. From the audit work, a determination is made as to whether agencies and programs are accomplishing their purposes, and whether they can do so with greater efficiency and economy.

We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives. Members of the performance audit staff hold degrees in disciplines appropriate to the audit process.

Performance audits are performed at the request of the Legislative Audit Committee which is a bicameral and bipartisan standing committee of the Montana Legislature. The committee consists of six members of the Senate and six members of the House of Representatives.

AUDIT STAFF

LISA BLANFORD
ROSS JOHNSON

KATHERINE GUENTHER

Reports can be found in electronic format at:
<http://leg.mt.gov/audit>

LEGISLATIVE AUDIT DIVISION

Tori Hunthausen, Legislative Auditor
Deborah F. Butler, Legal Counsel



Deputy Legislative Auditors
Cindy Jorgenson
Angus Maciver

May 2013

The Legislative Audit Committee
of the Montana State Legislature:

This is our performance audit on School Transportation Funding and Safety. This report presents audit findings and includes recommendations that have potential to provide cost savings related to state reimbursement for school district transportation services and enhance safety. Written responses from the Office of Public Instruction and Board of Public Education are included at the end of the report.

We wish to express our appreciation to the Office of Public Instruction, Board of Public Education, county and district officials and staff for their cooperation and assistance throughout the audit.

Respectfully submitted,

/s/ Tori Hunthausen

Tori Hunthausen, CPA
Legislative Auditor

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ELECTED, APPOINTED AND ADMINISTRATIVE OFFICIALS

Office of Public Instruction

Denise Juneau, Superintendent
 Dennis Parman, Deputy Superintendent
 Madalyn Quinlan, Chief of Staff
 Julia Dilly, Assistant Superintendent
 Ann Gilkey, Chief Legal Counsel
 Janelle Mickelson, School Finance Division Administrator
 Donell Rosenthal, Financial Specialist/Pupil Transportation

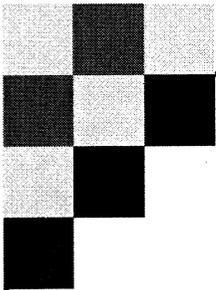
Board of Public Education

Steve Bullock, Governor*
 Denise Juneau, Superintendent of Public Instruction*
 Clay Christian, Commissioner of Higher Education*

		<u>Term Expires</u>
Patty Myers, Chairperson	Great Falls	2014
Sharon Carroll, Vice Chairperson	Ekalaka	2019
Paul Andersen	Bozeman	2020
John Edwards	Billings	2016
Benard Olson	Lakeside	2015
Lila Taylor	Busby	2018
Erin Williams	Missoula	2017
Charity Ratliff, Student Representative	Hardin	2013

*ex officio member

Peter Donovan, Executive Director


 MONTANA LEGISLATIVE AUDIT DIVISION

 PERFORMANCE AUDIT
 School Transportation Funding and Safety
 Office of Public Instruction
 Board of Public Education

MAY 2013

13P-01

REPORT SUMMARY

The state spends over \$17 million each year to fund school district transportation services and provides oversight of safety requirements for over 2,000 buses and bus drivers; the state's ability to verify reimbursement claims has been limited and improved controls could increase safety of bus operations.

Context

Public school students are eligible for transportation services if the student resides at least three miles from the nearest public school. A school district may provide transportation in the form of district- or contractor-operated bus routes or through the use of individual transportation contracts, which are agreements to reimburse a student's parents or guardians for providing transportation. In 2012, 331 of Montana's 419 school districts sought reimbursement for bus routes. To be eligible for reimbursement these routes must be operated in compliance with standards set forth by the Board of Public Education (BPE) and the Office of Public Instruction (OPI). The costs for pupil transportation are split between the state, counties, and district or local sources. The total cost of pupil transportation in Montana exceeds \$74 million annually and the state's portion is over \$17 million.

Results

The actual provision of student transportation is a responsibility of local schools, though state laws and rules provide guidance and specific requirements. Our audit work focused on the controls in place to ensure student transportation is provided safely and in a cost-effective manner. We found many controls operate at the local or county level, with little state involvement. In some areas this appears to work well, however, we have

identified several areas in which the state could take a more proactive role to help ensure the accuracy of state reimbursements and improve the safety of bus operations.

Reimbursement Issues

Schools providing transportation are required to report certain information before receiving reimbursement for the state's share of costs. School districts are reimbursed based on a per-mile rate according to bus capacity. Individual transportation contract holders receive a per-mile reimbursement for each day transportation is provided. OPI is responsible for establishing the validity of claims but generally relies on its local and county partners to provide accurate information.

OPI should improve its ability to verify the accuracy of reimbursement claims by strengthening controls over the claims process.

Some school districts are beginning to use global positioning systems to enhance route design and track bus location. These systems have the potential to provide accurate, reliable data for reimbursement purposes. It is likely that these systems will become increasingly common over time. We recommend that OPI plan to develop the ability to track pupil transportation information via a GPS-based system. Doing so could improve claim

(continued on back)

accuracy, increase student safety, reduce required paperwork, and provide other benefits.

Finally, the current state reimbursement schedule provides an incentive for school districts to purchase large buses because the state reimbursement is substantially greater for large buses than for small ones. Large buses do not cost substantially more to purchase or operate. The average Montana bus has increased in capacity by about 11 percent over the past 10 years, while eligible ridership has actually decreased. Due to the size increase, the total state and county reimbursement increased by nearly \$2 million for the 2011-12 school year. We recommend the legislature consider whether the state's reimbursement plan has produced the intended effect.

Safety Issues

Transportation via a school bus is often cited as the safest method for getting students to and from school. We reviewed the Highway Patrol inspection forms for selected buses and boarded 52 buses at selected school districts. The buses themselves appeared to be in good condition and generally received inspections in a timely fashion.

Bus drivers are required to hold a specially-endorsed commercial driver's license, are subject to random drug and alcohol testing, and must meet other requirements including that they are of "good moral character." Of the 1,435 drivers who were named on reimbursement claims during the second semester of 2011-12, almost all did appear to meet these requirements. However, we did identify eight individuals who had criminal histories that would appear to violate the moral conduct code in place for teachers and another individual with an active arrest warrant. Setting criteria for moral character, requiring the consistent use of background checks, and conducting periodic scans related to criminal activity would enhance student safety while onboard buses.

Recommendation Concurrence	
Concur	3
Partially Concur	1
Do Not Concur	1
Source: Agency audit response included in final report.	

For a complete copy of the report (13P-01) or for further information, contact the Legislative Audit Division at 406-444-3122; e-mail to lad@mt.gov; or check the web site at <http://leg.mt.gov/audit>
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Chapter I – Introduction

Introduction

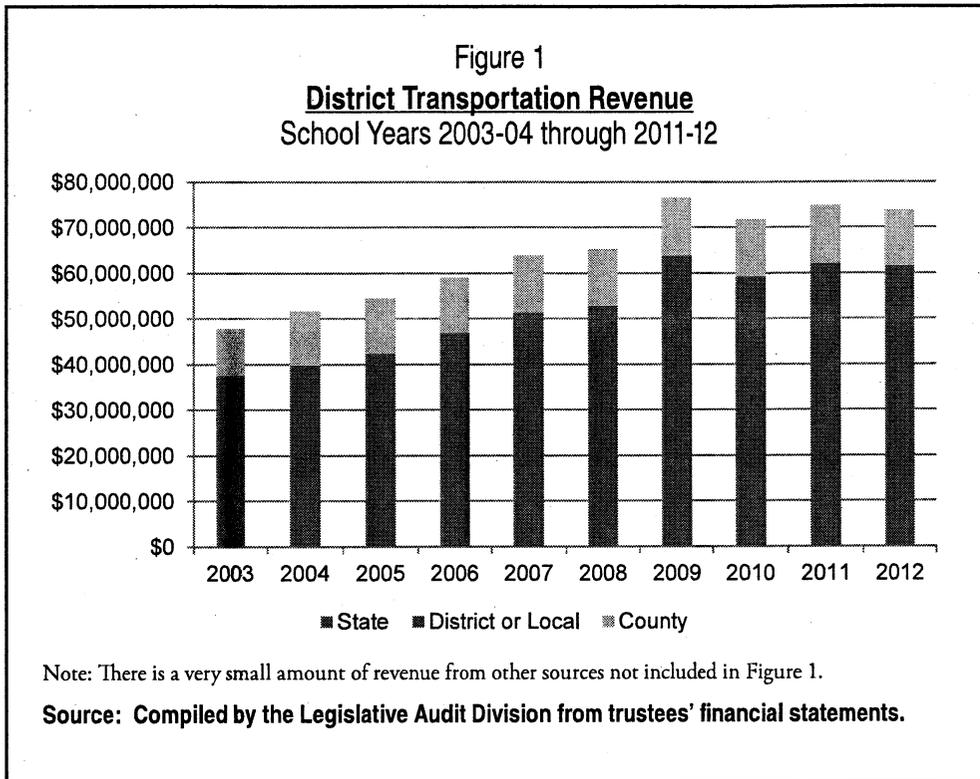
Public school students are eligible for daily transportation services to and from school if the student resides at least three miles from the nearest public school. A school district may provide transportation in the form of district- or contractor-operated bus routes or through the use of individual transportation contracts, which are agreements to reimburse a student's parents or guardians for providing transportation. The costs for pupil transportation are split between the state, counties, and school district or local sources. To be eligible for state transportation reimbursement, school districts must operate routes in compliance with standards set forth by the Board of Public Education (BPE) and the Office of Public Instruction (OPI).

Background

Montana's system for providing transportation to and from school has been relatively static since 2003. By law, the state and counties provide for a portion of total transportation costs through a mileage-based reimbursement process. For bus routes, the reimbursement is based on the number of miles a bus travels to and from schools multiplied by a predetermined mileage rate that varies based on the capacity of the bus. A district is eligible for route miles for each school day that transportation is actually provided.

The total yearly cost of pupil transportation in Montana exceeds \$74 million. The state's share for mileage-based reimbursement exceeds \$12 million, and the state also contributes almost \$2 million in the form of block grants to counties that is used to pay for a portion of the counties' share of mileage reimbursement. Some districts also access other state funding sources to pay for transportation expenses. The bulk of the state funding is related to bus routes, though about \$600,000 is reimbursed to families through individual transportation contracts.

Typically, districts must also seek other types of funding to pay the full cost of pupil transportation. According to documents filed by the trustees of each district known as Trustees' Financial Statements, the total amount of revenue that has been secured for transportation services has increased from about \$48 million in 2003-04 to just over \$74 million during the 2011-12 school year. Over that time the portion of total transportation revenues supplied by the state has decreased. Figure 1 on the next page shows revenues from state, county, and local sources.



In addition to the mileage-based reimbursement, there are a few other sources of state funds that help pay for transportation services in some districts, including oil and gas taxes, general school block grants, and other sources. In total, the sum of state funding for transportation in the 2011-12 school year was \$15,138,654, excluding the transportation block grant, and is shown in blue in Figure 1.

The transportation block grant is paid by the state to counties and is used by counties to cover a portion of their share of the mileage reimbursement. Schools recognize this as coming from the county and therefore it is shown in the green portion of Figure 1, but is ultimately derived from the state. The amount of this grant is set in statute based upon the amount granted in fiscal years 2002-03 with an annual inflation factor of .76 percent. The total amount of this grant was \$1,980,485 for school year 2011-12. When combined with the other state sources discussed above, this increases the total amount of state funding for transportation to \$17,119,139.

Revenues discussed above are used to pay transportation expenses, primarily those directly related to regular and special education transportation, though they may include some administrative and other expense areas related to transportation. The total transportation expenses reported on trustees' financial statements for the 2011-12 school year were \$74,625,853.

Bus Routes

School buses travel over 17 million miles annually in the state. During the 2011-12 school year, Montana's school districts transported over 60,000 students to and from school. Districts (or their contractors) operated 1,952 bus routes.

School districts operating bus routes are required to report certain information to OPI before receiving reimbursement for the state's share of costs. Student transportation reimbursements are administered through the OPI School Finance Division, which is responsible for processing district applications for reimbursement, calculating and making payments to districts, and monitoring other reporting requirements for student transportation (such as bus and driver information).

Designing and Operating Routes

The design and operation of bus routes is performed by individual school districts or their contracted service providers. Routes, however, must be approved by a county transportation committee that is headed by the County Superintendent of Schools. It is the duty of the county transportation committee to establish the transportation service areas within the county; approve, disapprove, or adjust the school bus routes submitted by the trustees of each district; and conduct hearings to establish the facts of transportation controversies. The superintendent of public instruction also approves, disapproves, or adjusts all school bus routing submitted by the county superintendent and disburses the state reimbursement. Only transportation to and from school is eligible for state reimbursement. Extracurricular activities and other types of transportation are ineligible.

Eligible Transportees

Routes must serve "eligible transportees" (though routes may also accommodate students who are ineligible on a space-available basis) meaning a public school pupil who is between 5 years and 21 years of age, resides at least 3 miles from the nearest public school, and resides with a parent or guardian who maintains legal residence within the boundaries of the district furnishing the transportation.

Reimbursement for Routes

All bus miles traveled on bus routes approved by the county transportation committee are reimbursable. A school district may also seek reimbursement for "nonbus mileage" for a vehicle driven by a bus driver to and from an overnight location of a school bus when the location is more than 10 miles from the school. The reimbursement rate for each route mile traveled is listed in Table 1 on the following page.

The state transportation reimbursement is one-half of the reimbursement amounts listed in Table 1 or one-half of the district's transportation fund budget, whichever is smaller. The remaining half of the reimbursement rate is paid by the county. Reimbursement is computed on the basis of the mileage reported for each route times the number of days the transportation services was actually rendered, not to exceed 180 pupil-instruction days.

Table 1
Reimbursement Rates for School Bus Routes

Bus Capacity	Reimbursement per Mile
49 passengers or less	\$0.95
50-59 passengers	\$1.15
60-69 passengers	\$1.36
70-79 passengers	\$1.57
80 or more passengers	\$1.80
Nonbus rate	\$0.50

Source: Compiled by the Legislative Audit Division from Montana Code Annotated.

Individual Transportation Contracts

In addition to bus transportation routes, during the 2011-12 school year districts entered into over 1,000 individual transportation contracts with parents or guardians of students, who can receive reimbursement for transporting students where bus routing is unavailable or impractical. These contracts totaled over \$600,000 for the school year. A licensed driver in an insured vehicle must provide transportation.

Bus Driver Qualifications and Safety Issues

Riding a school bus is cited by transportation experts as the safest way for students to be transported to and from school. Buses may be owned and operated by the district itself or by an independent contractor, but in either case the entity must comply with the rules of BPE for the standards of equipment, operation and safety of the school bus, and qualifications of the driver. The number of pupils riding the school bus may not exceed the passenger seating positions of the bus. District trustees may require added safeguards by supplementing BPE policies with additional requirements for bus specifications, age of drivers, liability insurance, operating speed, or any other condition considered necessary by the trustees.

Driver Requirements

Requirements for bus drivers are established in state law. The basic requirements include the driver:

- ♦ Is 18 years of age or older.
- ♦ Is of good moral character.

- ◆ Is the holder of a commercial driver's license.
- ◆ Files a certification that the driver complies with medical examination, training, and first aid requirements.
- ◆ Meets further qualifications that may be established by BPE.

Federal regulations also impose drug and alcohol testing requirements on the employers of bus drivers. An employer must conduct annual random tests of safety sensitive employees, including bus drivers.

Bus Requirements

Buses must conform to standards set forth by BPE and be inspected biannually by the Department of Justice. Inspections are completed by the troopers of the Montana Highway Patrol. Copies of inspection forms are kept by each school district and the respective county superintendent. Each inspection covers approximately 50 features related to bus operation and safety standards promulgated by BPE. Inspection forms are signed by the inspecting trooper and classified as either "approved" or "disapproved." Buses that are disapproved may become approved following a subsequent inspection. Only approved buses are eligible for state reimbursement.

Bus and Service Contract Procurement

School districts are allowed to contract with outside parties to provide school bus transportation for students. School districts can either enter into new contracts or renew previously issued contracts. School districts are allowed to renew an existing contract provided the cost of the new contract does not exceed the previous year's contract by more than 12 percent.

In addition to school bus transportation contracts, school districts are allowed to purchase and operate their own buses. School districts can purchase school buses without advertising for bids provided there is no conflict of interest. Because there are few requirements related to district purchases of school buses, these activities are not included in this audit's scope.

Objectives, Scope, and Methodologies

Transporting students to and from school is a surprisingly complex area with many federal, state, and local jurisdictions involved in planning, operations, and oversight. Our audit focused on the state's role, but by necessity also involved working with county and school district officials. Our review also focused on the mileage-based reimbursement portion of state funding because this is the largest share of state funding. We focused our review on districts that operated bus routes during the second semester

of the 2011-12 school year, as this was the most recent time period for which school districts had received state reimbursements while we conducted fieldwork. We selected routes at random from four stratified clusters of school districts. This technique ensured that a representative sample of routes was reviewed while minimizing travel required to conduct fieldwork. Route information was considered the primary consideration for sampling purposes and other samples (such as individual transportation contracts or bus inspection records) were selected from the same districts selected for route review.

Audit Objectives

We developed four audit objectives:

1. Determine whether the controls in place are adequate to ensure accurate state reimbursement for school bus routes and individual transportation contracts.
2. Determine if school districts follow state law and rules regarding procurement procedures for school bus transportation contracts.
3. Determine if the state's reimbursement schedule promotes efficient bus route design and operations.
4. Determine if buses and drivers meet safety-related requirements and recommendations.

To address these objectives, we performed the following types of methodologies:

- ◆ Reviewed files to ensure required documentation was available and met requirements.
- ◆ Visited multiple districts to observe operations.
- ◆ Conducted interviews with state, county, and district officials.
- ◆ Compared mileage of routes based on mapped distance to claims reported.
- ◆ Evaluated compliance with school bus and driver standards to ensure safety of transportation services.
- ◆ Reviewed bus service contract renewals.
- ◆ Reviewed the financial and statistical data reports of districts.
- ◆ Interviewed officials in other states to identify related practices in the field of pupil transportation.

Area for Further Study

During the course of audit work, a related issue emerged that was outside of the scope of this audit, but may merit consideration for future performance audit work.

Out-of-District Attendance Agreements

At times, the parents or guardians of a public school pupil may wish to have a pupil attend a school outside the pupil's home district. In these cases, state law establishes a framework for both mandatory and discretionary out-of-district attendance procedures. The parent or guardian may be charged tuition and for transportation. Districts report information related to the agreements to the superintendent of public instruction. The superintendent pays the district of attendance the amount of the tuition obligation, prorated for the actual days of enrollment. A potential performance audit could obtain and review information related to the use of such attendance agreements and examine compliance with state laws.

Report Organization

The remainder of this report details our analysis of the audit objectives and contains five recommendations. It is organized in three additional chapters:

- ◆ Chapter II- Accuracy of Reimbursement Processes
- ◆ Chapter III- Contract Procurement and Reimbursement Schedule
- ◆ Chapter IV- School Bus Safety and Driver Qualifications

Chapter II – Accuracy of Reimbursement Processes

Introduction

School districts provide students with transportation to and from school each day in the form of district- or contractor-operated bus routes or, when bus routes are impractical, through the use of individual transportation contracts, which are agreements to reimburse a student's parents or guardians for providing transportation. The Office of Public Instruction (OPI) reimburses school districts on a per-mile basis for costs associated with providing pupil transportation. Our first audit objective was to determine whether the controls in place are adequate to ensure accurate state reimbursement for school bus routes and individual transportation contracts.

Multiple Layers of Review

In order to qualify for reimbursement, bus routes and individual contracts are subject to several layers of review. These include local school boards, county transportation committees, and OPI. Subsequent to reimbursement, local district auditors are also asked to verify the accuracy of claims.

School Boards and County Transportation Committees

Bus routes and individual contracts are first approved by a school district's board of trustees and then by a county transportation committee, headed by a county superintendent of schools. OPI has authority to approve, disapprove, or adjust all school bus routing submitted by the county superintendent and disburses the state reimbursement. State law sets forth conditions for the uniform and equal provision of transportation by all districts in the state and directs the superintendent of public instruction to prescribe rules and forms for the implementation and administration of transportation policies and prescribe rules for the approval of school bus routing by the county transportation committee.

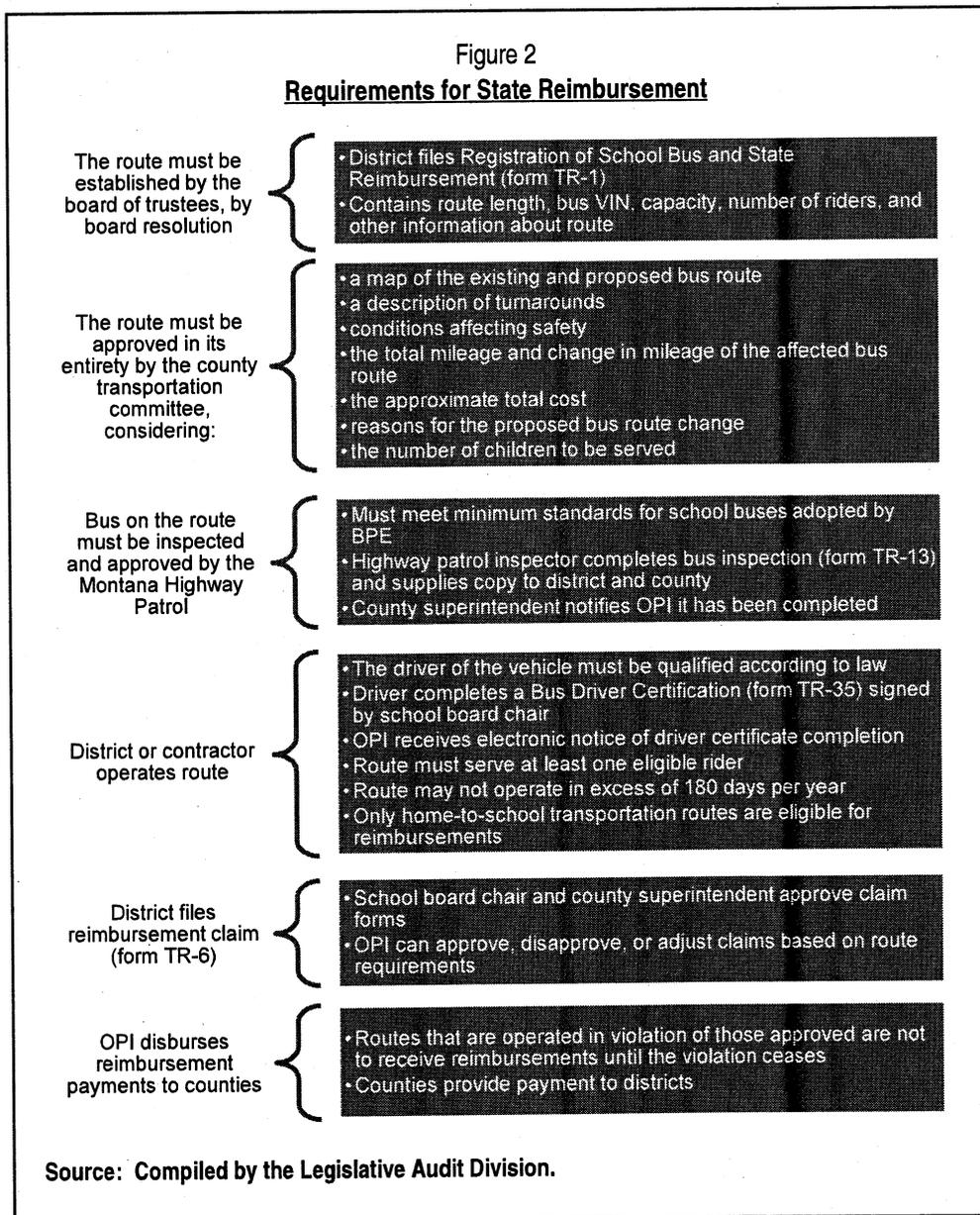
When the county transportation committee reviews a request for a new bus route or a change to an existing route, the committee is to consider a map of the route, cost, safety concerns, and other factors. Routes not approved by the county transportation committee are not to receive reimbursements until the violation ceases.

State Reimbursement Process

Requests for the state transportation reimbursement are made by each school district semiannually. Claims are routed by the district to the county superintendent, who after reviewing the claims, sends them to the superintendent of public instruction.

Claims must be approved by each county superintendent by February 22 for first semester claims and June 1 for second semester claims. Beginning in fiscal year 2013, as a result of legislation passed during the 2013 Legislative Session, there will be three annual reimbursement periods.

State law states that the superintendent of public instruction establishes the validity and accuracy of the claims by determining compliance with the law, BPE transportation policy, and the transportation rules of the superintendent of public instruction. After making any necessary adjustments to the claims, the superintendent of public instruction orders a disbursement for the state transportation reimbursement. Figure 2 describes the process and requirements for state reimbursement eligibility.



When the board of trustees changes a route's mileage per day, or if a different school bus is used on the route, the trustees amend the bus route form, show the effective date of the change, submit it first to the county transportation committee for approval and then to the OPI. When the claims for payments are submitted, the district reports the number of days the route operated at each mileage amount or number of days that each bus operated on the route. OPI will adjust the reimbursement for the route and will pay the adjusted rate for days the route operates after the date the change in mileage or bus became effective, subject to constraints of the budget or budget amendments. When routes are extended it is up to the district to determine if a budget amendment is required to cover the additional costs of the route.

Effectiveness of Reviews

To test the effectiveness of the various layers of review, we selected a random sample of districts that operated bus routes during the second semester of the 2011-12 school year. We used this same set of districts to sample individual transportation contracts. Overall, we concluded that several changes could be made to improve controls over bus route reimbursement while the controls over the individual contracts we reviewed appeared sufficient.

Bus Routes

During the second semester of the 2011-12 school year, 331 districts claimed reimbursement for at least one bus route. Each county featured at least one district with a reimbursement claim. Numerous routes are shared between multiple districts, especially in places where there are separate elementary and high school districts. In these locations, we considered the route to be operated by a school "system" rather than a district. In all, 232 systems operated a total of 1,952 bus routes during the semester. The total state reimbursement amount for these routes was \$6,272,486. An equal amount was reimbursed by the counties.

We selected a random sample of 227 bus routes from 30 school systems to test whether documentation supported reimbursement claims made for these routes. Our review involved examination of the OPI Application for Registration of School Bus & State Reimbursement (TR-1) form, which districts use to report information about a bus route, including mileage. Because mileage is one of two statutory variables used to calculate the reimbursement amount, we also reviewed documentation that could support the mileage reported on the TR-1 form. Documentation that districts could submit to support a claimed mileage would generally include a map of the route showing start and finish points, stops, turnarounds, etc.

Overall, our sample results identified documentation issues for both the TR-I forms and the associated maps. For the TR-1 forms, issues included missing or incomplete forms, forms lacking school board chair signature approval, forms dated after the statutory submission deadline, and forms submitted without information on eligible ridership. For the map documentation, we found many routes were approved with no map available showing even basic route information, and some maps were submitted showing incomplete routes or without identifiable roads.

County Transportation Committees Do Not Regularly Scrutinize Routes

County transportation committees are comprised of a county superintendent of schools, representatives from each district in a county, and other county representatives. These committees are charged with approving all routes, and the state relies on this approval for mileage accuracy. Our interviews with county and district staff indicate that route mileage claims may not be adequately scrutinized by these bodies. A county superintendent is the chair of each committee but this individual is often a part-time employee or someone who has another full-time county position such as treasurer or clerk and recorder. County superintendents indicated it is often not possible to verify mileages given other demands on their time, the number of routes or other factors. Many reported it is necessary to rely on their trust that school districts will supply accurate route mileages.

We obtained meeting minutes from 22 counties for the 2011-12 school year. Eight of the committees did not meet the statutory deadline for route approval. Several officials cited the late July deadline as problematic due to late school registration by some students, making it difficult to define routes by the deadline. One county did not hold a meeting in person but rather approved routes via a mail ballot. Numerous counties cited the need to amend routes via mail, phone, or e-mail following the initial committee meeting.

Our review of county and school district documentation showed there is minimal scrutiny applied to bus route reimbursement claims at the local level. Based on the completeness of the documentation that was available, neither local school boards nor county transportation committees prioritize verification of basic bus route information. Even when an actual map was provided to the county transportation committee for review, it was often inadequate for the purposes of determining the accuracy of the reported mileage. Because mileage is integral to the statutory reimbursement schedule, the control weaknesses identified at the local level reduce assurance that the state's share of reimbursement payments are accurate and supported by adequate documentation.

OPI does not currently receive copies of the maps considered by the transportation committee, nor does it have available some other method to verify the accuracy of route miles claimed. In order to better rely on these bodies to verify the accuracy of route miles claimed, OPI would likely need to require additional scrutiny of the routes, for example by requiring the route maps considered be sufficiently detailed to verify mileage and be retained for audit purposes.

District Audits

School districts receive regular, periodic audits from local independent auditors. OPI asks local auditors to verify the accuracy of information submitted to OPI related to bus route and individual transportation reimbursements. We reviewed a sample of district audits and discussed the usual types of audit findings with OPI staff. In order to make the work of local auditors more effective with regard to transportation, OPI would likely need to require, and districts maintain, information related to actual miles traveled such as route maps or mileage logs. Even if this were the case, however, it is not appropriate to require an independent auditor be part of the control structure.

OPI Conducts Desk Audits of District Claims

There is a desk audit process recently put into place by OPI in an effort to verify district reimbursement claim information. An OPI staff member indicated that three desk audits were in process and six audits had been completed with plans to conduct about 10 audits per year in the future. The subjects for these audits have been selected randomly and include steps such as:

- ◆ Verifying driver qualifications.
- ◆ Verifying relevant forms are signed and dated.
- ◆ Checking mileage claimed versus as approved by county transportation committee.
- ◆ Checking listed bus capacities.
- ◆ Obtaining school calendar and compare to days claimed for transportation claims.

It is possible this process may help discover errors in reimbursement claims but OPI staff reported that it can be difficult to verify days of transportation operated based upon school calendars which do not always report the beginning and ending dates for a semester and would not list days on which a route was not operated due to weather, student absence, or other factors. Finally, the desk audits can only compare mileage as approved by the county transportation committee to the claim amount, not to the miles actually driven.

In order to make this process more effective, OPI could select districts for audits based on some risk factor rather than randomly. For example, OPI could stratify districts according to the proportion of total transportation funding received from mileage reimbursements and select districts that exhibit a high proportion of state funding when compared to other districts. These districts are at greater risk for inaccurate mileage claims.

Reimbursements Inaccuracies

The amount and type of information available to OPI related to bus route operations has been limited. County transportation committees and county superintendents rely on districts to supply accurate information related to route mileage claimed. This creates opportunities for the mileage claims to differ from the actual miles traveled or for ineligible routes to be claimed for reimbursement. While OPI is granted the authority to approve, disapprove, or adjust bus routes, it has lacked information to effectively carry out this authority in some cases. Below are the three examples of types of inaccuracies.

- ♦ Nonbus mileage is reimbursable for a vehicle driven by a bus driver to and from an overnight location of a school bus when that location is more than 10 miles from the school. The use of nonbus mileage as a portion of a route can reduce the total claim amount because the nonbus reimbursement rate is lower than even the smallest bus rate. If a district uses a driver's vehicle for a portion of the route, it reduces the amount of mileage that would have otherwise been driven by a bus. However, one district has identified problems with inaccurate claims due to misallocation of bus and nonbus mileage—specifically claiming bus rate reimbursement for portions of a route that are actually nonbus miles. After discovering one route that had been claimed in this way, a district was asked to reimburse a total of \$141,102 to the state and county.
- ♦ Only transportation to and from school is eligible for state reimbursement. Administrative rule clarifies that a district shall not claim state and county transportation aid for the district's conveyance of students to and from alternative sites, buildings, or other locations where services or programs are offered during the school day, such as partial-day special education or classes at different buildings of the school district or community. During the course of audit work, we identified a district that appeared to have claimed reimbursement for a type of route that is ineligible according to this rule. Dating back to the 2006-07 school year this district appeared to have claimed reimbursement in the amount of over \$200,000 for such routes. During audit fieldwork, OPI had notified the county and district about this potential error but a resolution has not yet been reached.
- ♦ Some districts appear to claim a larger reimbursement than documentation would indicate is justified. We did note examples of apparent inaccurate mileage claims from a selection of the routes from our sample. In one example, we mapped a route using both a specialty geographic information system program and a web-based mapping program, and between the two

methods, we calculated driving the route would cover 53.7 miles per day. For the second semester of the 2011-12 school year, the district claimed this route was 117 miles per day. The reimbursement rate per mile for this route was \$1.15 for a total reimbursement of \$11,437. If the route was claimed at 53.7 miles per day the reimbursement would have been \$5,249 for the semester, or \$6,188 less than what was actually claimed. Other, less extreme examples of mileage inaccuracies were also identified using this method.

Improving Claim Accuracy

Information related to actual miles traveled could be improved more accurately matching actual eligible miles traveled to claims. We identified a variety of steps that could be undertaken in this area, including:

- ◆ Require route maps be kept that depict starting and ending location of buses, and enough detail to verify mileage. In the absence of actual daily route observation, a route map that is sufficiently detailed including the overnight location of a bus, whether the route contains nonbus mileage, if the route appears to provide home-to-school transportation, and other reimbursement requirements could be a valuable tool in estimating the accuracy of mileage claims. These maps could be used by county superintendents, OPI staff, or local auditors to compare to claims.
- ◆ Collect beginning and ending odometer reading on reimbursement claim forms. Buses may well travel more miles than are claimed for reimbursement if they are used for activities such as field trips, sporting events, or other nonreimbursable transportation. However, by including beginning and ending odometer readings with a claim, OPI could establish the maximum possible amount, which the claim could not exceed.
- ◆ Require periodic report from district or drivers of actual miles driven. Some district officials we interviewed indicated this is a method used to determine route mileages. If a periodic report (such as one week of each semester) was used, it could be helpful in identifying inaccurate estimates.
- ◆ Conduct risk-based audits of districts instead of choosing districts by random selection. There are likely risk-based factors that could be used in selecting districts that have inaccurate claims. If OPI selected districts based on a risk factor it may be more likely to identify inaccuracies through its own audit process.
- ◆ By including a field visit as part of its audit process, OPI could ensure elements such as verifying the actual existence or capacity of buses is completed. Elements such as these can best be verified through physical observation.
- ◆ Change the bus inspection form used by the Montana Highway Patrol form to require verification of certain bus attributes such as capacity, vehicle identification number (VIN), or odometer reading.

This list of suggestions provides an overview of some methods OPI could consider for improving the accuracy of mileage reimbursements; additional methods not listed here

may also be helpful. OPI should improve its ability to verify claims by enacting such methods.

RECOMMENDATION #1

We recommend the Office of Public Instruction improve its ability to establish the validity and accuracy of bus route reimbursement claims by strengthening controls over the claims process.

Global Positioning Systems Present Opportunity for Future System Refinements

Some districts are beginning to use global positioning systems (GPS) to track bus location information. A GPS device is installed on a bus and, most basically, provides information related to the location and time data. More advanced versions of GPS devices can also be used to transmit other data such as odometer readings, fault codes from the vehicle related to required maintenance, vehicle operations such as door openings, and safety-related information such as hard-braking, hard-acceleration, and hard-cornering. The devices transmit data via cellular networks to a location that can be accessed by district personnel. Data is generally available in real time, though there may be some very remote locations in which data is stored by the device and transmitted once the vehicle re-enters a coverage area. The data can be used to run reports related to vehicle miles traveled.

GPS Use in Montana

During the course of our audit work, we visited several districts that are already using GPS devices on board buses. We also discussed these systems with two providers of the devices. One bus service contractor reportedly has the devices in place on all its buses, which comprise 22 percent of all the buses in the state. Purported benefits of using the devices include:

- ◆ Ability to relay bus location information to concerned parents.
- ◆ Increased ability to locate bus in case of emergency.
- ◆ Reduction in need for bus routes through increased efficiency.

According to one provider, a district can expect to see a reduction in costs of up to 15 percent in one year through efficiencies that can be gained by implementing a GPS system.

Montana Information Technology Act

State law suggests that when information technology systems can be shown to provide improved services to Montana citizens, they should be deployed aggressively. Among the goals and objectives of the state's strategic plan for information technology are to:

- ◆ Seek out and implement innovative information technology solutions.
- ◆ Increase use of seamless cross-boundary information solutions.
- ◆ Explore and implement technology to enhance accessibility, availability, and usability of information.

The use of GPS devices on buses could help achieve each of these goals. Through its prescribed route reimbursement claim processes, OPI could provide incentives for the adoption of this type of technology. Incentives could include a reduction of required paperwork for districts reporting with GPS devices, expedited reimbursement for claims filed using GPS data, or other process improvements.

GPS Use in Other Locations

Nationally, there are many districts moving to adopt GPS technology. Some states require or provide bus tracking or routing software to all districts. The state of Hawaii is beginning to require that all bus contracts stipulate that the service provider use both bus tracking and student tracking devices. Hawaii expects these systems to cost about \$2 per bus per day but to return a greater level of savings. Through the implementation of a GPS pilot project, the state has already discovered a single route in which it overpaid \$130,000. In North Carolina, the state provides routing software that districts use and it is up to the district as to whether or not to couple that with a GPS device on each bus. One North Carolina official estimated that about one-third of the buses are equipped with GPS. District officials estimate the net savings with GPS-enabled buses will range from \$70,000-150,000 annually per district.

OPI's Agency Information Technology Plan Does Not Address GPS

OPI has adopted a strategic plan related to information technology (IT), and as part of this document, has established a series of IT-related goals. The plan does not address the potential use of a GPS systems as a reporting tool for bus route reimbursement claims. One goal in the plan is related to new application development and includes specific objectives related to educator licensure, web report cards, and data matching for free and reduced-price lunch programs. Integrating a GPS-based bus route reporting structure would be consistent with the objectives in this and other agency IT goals.

Technology Could Improve Reporting, Increase Safety

GPS devices have the potential to provide the most efficient and accurate reporting of actual miles traveled. The use of these devices could enable streamlining of the reimbursement process, potentially expedite reimbursement, would ensure the accuracy of miles traveled and days of operation, and could increase student safety in cases of an accident. Their use is becoming increasingly common by school districts. There are a variety of ways in which OPI could choose to include GPS devices within its IT plan, including working with BPE to set standards for districts that choose to use such systems, offering districts incentives for using systems to report reimbursement claims, seeking an appropriation to provide districts with GPS devices, developing agreements with districts that are using GPS for data access to expedite reimbursement, or other means.

Long-term, the use of GPS devices for reporting mileage has the potential to replace the current reimbursement claim processes. In the absence of standards, districts are likely to begin using a variety of GPS systems that may not be able to provide cohesive, useful information in the future. OPI should develop a plan to make beneficial use of the data these systems offer.

RECOMMENDATION #2

We recommend the Office of Public Instruction develop a plan to track pupil transportation information via global positioning systems.

Individual Transportation Contracts

The total reimbursement for individual contracts is calculated by multiplying the distance between the residence and the school or the nearest bus stop by a mileage rate and by the number of days of travel. A transportation contract between a parent or guardian of an eligible transportee and a district for the provision of individual transportation is subject to the following requirements:

- ◆ The district, county superintendent, and superintendent of public instruction must be provided copies.
- ◆ It must be completed on a form promulgated by OPI.
- ◆ The parent or guardian shall sign an affidavit attesting to the place of residence of the child or children.
- ◆ It must be signed by the presiding officer of the trustees and the parent or guardian of the eligible transportees.

A parent or guardian is only to receive reimbursement for days on which transportation is actually furnished as confirmed by the actual attendance of school recorded on the school attendance records or, in the case of a supervised correspondence course or supervised home study, as confirmed by the trustees. If the parent or guardian provides one-way transportation he or she is to be reimbursed at one-half the daily contract amount.

According to state law, the mileage between home and school is to be measured by a vehicle equipped with an accurate odometer, and the measurement begins 6 yards from the family home and ends 6 yards from the entrance of the school grounds closest to the route. When establishing the mileage of the route, the route shall be designated by the trustees and must be reasonably passable during the entire school year.

We obtained copies of 53 individual contracts within the school systems selected in our sample. Of the copies we reviewed, seven of these contracts did not fully meet the requirements discussed above—usually because they lacked the signature of the chair of the board of trustees. One copy did not include a physical home address and another did not identify the school of attendance. However, these errors were minor and the cost of enacting additional controls would likely exceed any benefit in preventing them.

Based on interviews with county superintendents and district staff, county superintendents are asked to verify the mileage claimed on individual contracts. They indicated they do not always follow the method of measurement described in statute, for practicality reasons. Sometimes county superintendents chose to use mapping software or started at a point other than 6 yards from the residence. District staff indicated there are methods for verifying attendance and demonstrated the type of reporting that is available and how it is used to check reimbursement claims.

There are now some districts in the state that are using only individual contracts and no bus routes, but the overall number of contracts has been decreasing over time. The total number of contracts that were reimbursed during the second semester of the 2011-12 school year was 1,082 with a total reimbursed value of \$309,376. The median value of the reimbursement amounts was \$168.11 while the reimbursement values ranged from \$5.88 to \$2,626.46 for the semester.

While not all contracts we reviewed met all the requirements it was apparent that there are efforts being made to provide for accuracy in reimbursement claims. Because of the relatively low dollar value of the average contract and the total state expenditure on individual contracts it is likely that additional controls would not be cost effective.

CONCLUSION

Existing controls over individual transportation contracts provide reasonable assurance claims are accurate.

Chapter III – Contract Procurement and Reimbursement Schedule

Introduction

The Office of Public Instruction (OPI) has authority to prescribe the method for route reimbursement and for approving, disapproving or adjusting routes but there are also state laws that set standards for establishing bus service contracts and the reimbursement rates. Our second objective was to determine if school districts follow state law and rules regarding procurement procedures for school bus transportation contracts. Our third objective was to determine if the state's reimbursement schedule promotes efficient bus route design and operations. This chapter contains our findings related to these objectives.

Bus Service Contract Requirements

School districts may either purchase and operate their own buses or contract for school transportation services. There were 1,275 district owned buses and 1,637 contracted buses operating during the 2011-12 school year. Choosing whether to deliver bus service by using district-owned or contractor-owned buses is a decision that involves availability of a qualified contractor and other factors. Evaluating the factors and making a contract or purchase decision is appropriately left to district officials.

State law requires school transportation contracts be awarded through one of two methods if the contract is greater than \$50,000 in value. For new service contracts districts must use a bidding process. School districts are required to publish three calls for bids over a 21-day period. Once bids are received, contracts shall be awarded to the lowest responsible bidder. For contract renewals, districts are allowed to negotiate a renewal of an existing contract with the current provider. Renewed contracts cannot exceed five years in length. Districts are required to publish a notice of the contract renewal one week prior to a public meeting. If contracts are renewed, they cannot exceed a 12 percent increase in cost in comparison to the previous year's contract.

Sampled Contracts Met Requirements

As discussed in the previous chapter, our primary purpose for selecting a sample of districts was to collect bus route information. We used this same sample of districts to obtain examples of bus service contracting. Of the districts we visited, 11 contracted for bus service. Three school districts had multiple providers, so we reviewed 17 total contracts.

Each of the contracts we reviewed met the requirements related to maximum contract length and followed the requirements for awarding contracts. Thirteen of the contracts we reviewed were renewals and each increased less than 12 percent over the previous year's contract cost. Two school districts indicated contracts were renewed, but only one year's contract was available for review and the renewal percentage could not be verified. Finally, school officials from two school districts indicated their contracts are sent out for bid every five years instead of simply being renewed.

Overall, the school transportation contracts we reviewed complied with state law and administrative rules. Interviews with school district officials indicated they are aware of the requirements when entering into these contracts and no district or county officials indicated they were aware of a conflict of interest between school trustees and bus service contractors. Our review of these contracts provides reasonable assurance that these requirements are generally met.

CONCLUSION

Existing controls over bus service contracting provide reasonable assurance that requirements are generally met.

Route Reimbursement Schedule

Montana's system for providing school transportation was devised in 2003. The previous reimbursement system included a factor related to bus capacity utilization known as "weighted ridership." This attempted to reward districts for efficient routing but was found cumbersome to implement. It was reported to be difficult for districts to conduct rider counts and may not have been an accurate representation of regular ridership, so that reimbursement method was discontinued. The current reimbursement schedule bases state and county reimbursements on the approved number of miles a bus travels to and from schools multiplied by a predetermined mileage rate that varies based on the capacity of the bus. The mileage rates themselves are shown in Table 1 in Chapter 1.

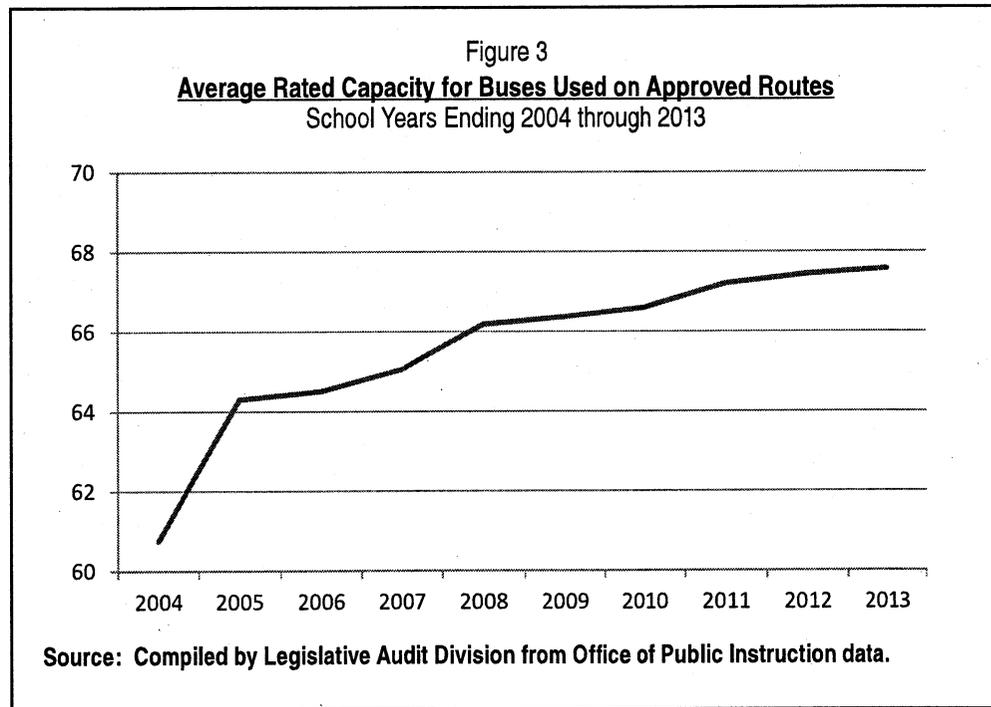
Reimbursement Schedule Provides Incentive for Large Buses

Numerous officials we spoke with indicated the higher mileage rates paid for large buses provide an incentive for districts to purchase larger buses than necessary. Larger buses do not cost substantially more to purchase or operate. According to one of the major bus manufacturers, it costs only \$4,000 more to purchase a 66-passenger bus than one that carries 42 passengers. Each of these buses cost roughly the same to operate and achieve equivalent fuel economy. Montana's reimbursement schedule provides \$.95 per

mile for the 42-passenger bus and \$1.36 per mile for the 66-passenger version. On a route that runs 60 miles per day (the average route length in the state) during a 180-day school year, the total reimbursement would be \$10,260 for the smaller bus and \$14,688 for the larger one, recouping the entire difference in purchase price in just the first year.

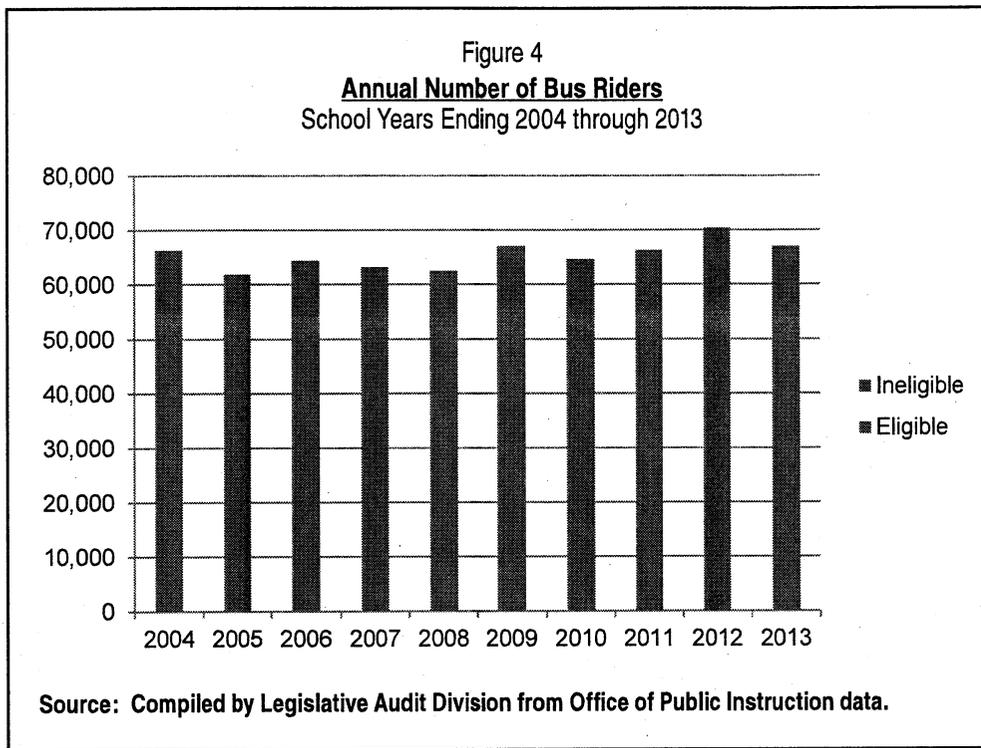
Average Bus Size Has Increased

Since the 2003 changes to the reimbursement schedule, average bus sizes increased even though the number of eligible riders decreased. We obtained 10 years of information for buses operating approved routes within the state. During the 2003-04 school year the average bus could transport 60.8 passengers and this year the size has increased to 67.6 passengers, an increase of over 11 percent. The trend over time is shown graphically in Figure 3.



Eligible Ridership Has Decreased Slightly

During the same time period discussed above, the number of eligible riders using bus routes decreased slightly. The total number of eligible riders claimed on route approval forms decreased 1.6 percent over the past 10 years. Ineligible ridership increased by 14.7 percent. The total number of riders is relatively steady, however, showing only a 1.2 percent overall increase. Districts appear to be using larger buses for purposes other than serving eligible riders. Figure 4 displays the trends in ridership over the past 10 years.



Larger Buses Increase Reimbursement Rate

Because bus sizes increased over the past decade, the average reimbursement rate per mile increased from \$1.37 to \$1.48 per mile. This may not seem like a significant amount, but when one considers districts were reimbursed for a total of 17,514,400 miles during the 2011-12 school year, the higher rate increases state and county reimbursement by over \$1.9 million for that year alone.

Districts Can Design Routes to Serve Few Eligible Riders

Some districts reported that due to high vehicle traffic volumes it is necessary to transport by bus students who live less than three miles away from their school. It may be impractical for these students to walk or find an alternate means of transportation. Districts can provide transportation to ineligible riders if they do not displace eligible students and districts may charge these students a proportionate share of the cost of operation of the bus; however, the district is reimbursed for the entire route if it serves an eligible rider.

We noted several routes that served almost exclusively ineligible riders. For example, one approved route during the 2012-13 school year serves only one eligible rider of 78 total riders. A total of 138 routes between the years 2003-04 and 2012-13 have served 5 percent or less eligible riders as a percent of the total riders.

In some districts we noted schools choose relatively large buses to serve a small number of pupils. For example, one of the routes selected in our sample was operated using a 54-passenger bus but was listed as serving only two students, who happened to reside in the same household. There is not a significant cost increase to purchase a bus that large, but the reimbursement rate paid by the state may be higher than necessary to adequately serve those students.

Seat Belts Reduce Capacity

Some districts are choosing to install seat belts on buses for safety or student behavior reasons. The National Student Transportation Association estimates the installation of the three-point belts decreases the rated capacity of buses by about 10 percent. A reimbursement schedule that rewards a district for using a large bus may dissuade districts from choosing buses that feature seat belts.

Variety of Funding Mechanisms Available

Montana's method of funding transportation does have the advantage of offering a relatively simple calculation and maintains local control in route design and operation. It does not promote an efficient or equitable use of state resources. We interviewed officials in several other states and identified a variety of funding mechanisms in place that could offer even greater simplicity or increased incentives for efficiency. For example, Idaho has a formula that rewards efficient districts but also factors the slope of routes, sparsely populated areas, and absence of paved routes. In Wisconsin, funds are based on the distance a student resides from school, with four tiers of distances representing progressively higher reimbursements. Other states simply provide block grants, which districts can use for transportation purposes. Five states provide no transportation-specific funding at all.

There are trade-offs when designing any pupil transportation reimbursement system. Our work has revealed potentially negative effects related to Montana's current inclusion of bus capacity as a factor in reimbursement. Options for change could include:

- ◆ Adjusting capacity-based reimbursement rates to more accurately reflect the costs of operating a variety of buses.
- ◆ Moving to an entirely block-grant based reimbursement schedule to simplify reimbursement procedures.
- ◆ Establishing efficiency goals to provide incentives for efficient operations.

RECOMMENDATION #3

We recommend the Montana Legislature review the effects of the statutory reimbursement schedule to determine if changes are necessary to promote efficiency, simplicity, or equity.

Chapter IV – School Bus Safety and Driver Qualifications

Introduction

Riding a school bus is cited by transportation experts as the safest way for students to be transported to and from school. Buses must comply with the regulations of the Board of Public Education (BPE) for the standards of equipment and qualifications of the driver. District trustees may require added safeguards by supplementing the BPE policies with additional requirements if considered necessary by the trustees. Our final objective was to determine if buses and drivers meet safety-related requirements and recommendations.

Bus Requirements

To be eligible for route reimbursement, a bus must be inspected biannually by the Department of Justice. Troopers of the Montana Highway Patrol conduct the inspections. The dates of inspections are established by administrative rule and are prior to the beginning of the first semester and prior to January 31 for the second semester. Copies of inspection forms are kept by each school district and the respective county superintendent. Each inspection covers approximately 50 features related to bus operation and safety standards. Inspection forms are signed by the inspecting trooper and classified as either “approved” or “disapproved.” Buses that are disapproved may become approved following a subsequent inspection.

Bus Observations Revealed no Significant Problems

As we visited districts, we asked to observe buses first hand when possible. We boarded 52 buses during the course of audit work and reviewed a variety of bus safety elements that would be evident to the layperson. The conditions we considered included:

- ◆ If the bus was properly labeled and colored as required.
- ◆ If safety equipment such as a fire extinguisher, mirrors, and stop signal were present.
- ◆ If emergency exits appeared to be unobstructed.
- ◆ If there was any notable damage or defects immediately evident.

Based on these observations, we noticed no significant problems with the buses we boarded.

Method of Filing Bus Inspections

Highway Patrol troopers who conduct inspections are provided with a pre-printed form which includes some basic information about the bus, including route identification

number, vehicle identification number (VIN), and other information. The inspecting trooper then completes the inspection assessing if the bus meets the established criteria in about 50 areas. The inspecting trooper signs each form and provides a signed copy of the form to the appropriate district and county superintendent. A district official also signs each form. County superintendents approve the inspection forms by signifying that the inspection is complete on the Office of Public Instruction's (OPI) pupil transportation system. OPI does not receive a completed and signed copy, only a notification that the inspection is complete. The pupil transportation system does track the approval status of bus inspections for reimbursement purposes.

Review of Inspection Forms

We also obtained a sample of 157 bus inspection forms for the second semester 2011-12 bus routes from 23 of the school districts we visited. We reviewed these inspection forms to determine if:

- ◆ Inspection forms match pupil transportation system data for route identification and VIN.
- ◆ Individual inspection items were approved.
- ◆ Overall inspection of the bus was approved.
- ◆ Inspection was completed by a trooper and badge number was included.
- ◆ Inspection was completed by January 31, 2012.

The results of our review showed that these inspections were generally completed in a timely fashion and buses met the requirements. There were a few forms in which the VIN did not match what was expected, but if changes are made to the inspection form requiring a verification of the VIN and other pre-printed bus information this type of error could be alleviated.

Districts Generally Pleased With Inspection Process

Based on our interviews with district and county officials, the Highway Patrol inspection process generally works well. A few districts indicated it can be difficult to arrange inspections by required dates, but we did not find this to be a significant problem.

CONCLUSION

The bus inspection process provides reasonable assurance that buses meet established standards.

Driver Requirements

School bus drivers are subject to a variety of regulations beyond those that apply to regular drivers. The general competence and degree of oversight is likely a strong factor contributing to the overall safety of riding a school bus. State law establishes the criteria, which stipulate the driver:

- ◆ Is 18 years of age or older.
- ◆ Is of good moral character.
- ◆ Is the holder of a commercial driver's license (CDL).
- ◆ Has filed a satisfactory medical examination report.
- ◆ Has completed a basic first aid course and holds a valid basic first aid certificate from an authorized instructor.
- ◆ Has filed with the county superintendent a certificate from the trustees of the district for which the school bus is to be driven, certifying compliance with the driver requirements.
- ◆ Complies with other qualifications established by BPE.

State Requires Current Bus Driver Certificate

In Montana, bus drivers are required to complete a certificate which is signed by a member of the board of trustees for which the driver is approved. The certificate states that the driver meets the statutory requirements including age, driving experience, CDL endorsement, medical exam, and first aid certificate. The certificate is filed with the county superintendent, though the superintendents do not generally receive supporting documentation that could be used to verify requirements are met. County superintendents notify OPI that the documentation has been received. OPI's pupil transportation system does track the approval status of these certificates for reimbursement purposes but it is reliant on this self-certification process.

We obtained a sample of 184 certificates from 22 of the school systems we selected and reviewed them for completeness. The criteria we evaluated were if the certificate was:

- ◆ Available.
- ◆ Signed by applicant and chair of school board.
- ◆ Indicated that CDL, first aid, and medical exam were current.

Based on this review, we estimate that 9.2 percent of driver certificates do not meet these criteria. Those in our sample failed this test primarily because the certificates were not available, which suggests this may be mainly an administrative issue.

Statute Stipulates Bus Drivers Must be of Good Moral Character

The statutory requirements for bus drivers stipulate that drivers are of good moral character but do not define what constitutes good moral character. The law grants BPE authority to set additional drivers requirements but it has not yet acted to define moral character. The bus driver certificate does include a statement that the driver is in compliance with that section of law, but it also does not specify what kinds of conduct may be construed to be of good or bad moral character.

Additional Testing Related to Good Moral Character and Driving History

Because much of the documentation requirements for driver qualifications rely on self-certification, we decided to perform additional testing related to the good moral character and driving history requirements.

BPE has promulgated through administrative rule a list of actions that constitute immoral conduct on the part of teachers. Individuals who commit one or more of the listed acts are not eligible to receive teaching certificates. The list includes offenses such as:

- ◆ Sexual intercourse without consent.
- ◆ Endangering the welfare of children.
- ◆ Criminal possession of drug paraphernalia.
- ◆ Possession of a destructive device.
- ◆ Other offenses indicating they may be dangerous to children.
- ◆ Repeated convictions for violations of any one or more of the criminal laws of the state which taken together, demonstrate that the individual is unwilling to conform their conduct to the requirements of law.

Bus drivers have unsupervised access to children in much the same manner as do teachers, so we used the rules describing teacher conduct as the basis for good moral character.

Testing Criminal History Information

There were 2,760 individuals listed as bus drivers in OPI's pupil transportation system. Of this list, only 1,435 were named on reimbursement claim forms during the second semester of the 2011-12 school year. The drivers not listed on claim forms could be substitute drivers or may be drivers who formerly drove school buses but no longer do so but have not been removed from the list by a district. Because we are not certain drivers who were not named on a claim form had actually driven buses, the bulk of our analysis focused on only those drivers who were listed on active claims.

Department of Justice Criminal History Information

The Montana Department of Justice (DOJ) records various types of criminal history information. One database, known as the Criminal History Online Public Record Search collects criminal history information on all felony offenses and misdemeanors, if the arresting agency submits fingerprint cards to the repository. We supplied the DOJ with the identities of each school bus driver in Montana and asked DOJ staff to inform us if any individuals were identified as having a criminal history. Our checks were completed using a name-based background check. Authorities report that fingerprint-based checks are more thorough and reliable, but obtaining fingerprints was not possible within the scope of this audit.

Once supplied with the names and date of birth for each of the school bus drivers, DOJ staff members queried the criminal history information database and classified each of the drivers as “clear” or “not clear” based on the results of their query. There were a few individuals who could not be classified into one of these categories and would have required fingerprints to ensure accurate classification. A total of 64 of the 1,435 active drivers were classified as not clear.

Next, we obtained the criminal history records for each of the drivers classified as not clear. Using the criteria that describe immoral conduct for school teachers, we sought to determine if any of the school bus drivers had committed an offense or offenses that would appear to be classified as “immoral conduct” that would have jeopardized their ability to work as a teacher. We identified eight drivers who had either:

- ◆ A felony warrant from another jurisdiction resulting in a Montana arrest.
- ◆ An arrest for one of the violations listed in the immoral conduct rules.
- ◆ Repeated convictions which taken together, demonstrate unwillingness to conform conduct to the requirements of law.

Additionally, while running the reports DOJ staff informed us there was a “hit” on one of the subjects, meaning that there was an active warrant for an individual. So, a total of 9 of the 1,435 active drivers may not have been deemed fit to work as teachers according to the immoral conduct rules.

As mentioned, our analysis focused on the active drivers listed on reimbursement claim forms but DOJ staff members did classify each of the 2,760 driver names, including the drivers who were not named. A total of 123 of these drivers were classified as not clear, and one of the drivers from that larger group was an offender listed on the Sexual and Violent Offender Registry.

Traffic Education Instructors Requirements

In order to qualify as a traffic education instructor, the state has also established certain rules related to driving history. Administrative rule (10.13.310, ARM) requires that an instructor's driving record be free from:

- ♦ More than one moving traffic violation within any 12-month period of the previous 36 months.
- ♦ Any conviction for driving under the influence of alcohol or drugs (DUI) within the preceding 36 months.
- ♦ A conviction resulting in mandatory revocation or suspension of a driver's license for a number of offenses in the previous five years and other factors.

Bus Driver Driving Records

In addition to criminal history information, we also obtained information on driving records for school bus drivers that are included on the second semester of the 2011-12 school year reimbursement claims. We reviewed these records and compared them to the standards set for traffic education teachers because of the similar relationship to the safety of children. In particular, we looked at the requirements that there be no more than one moving traffic violation within any 12-month period of the previous 36 months and prohibiting conviction for DUI within the preceding 36 months.

When compared to these standards, there were 16 school bus drivers that have been convicted of multiple moving traffic violations within a 12-month period within the 36 months preceding the second semester of the 2011-12 school year. Excluding offenses related to expired vehicle registration and failure to exhibit insurance considered, there were nine drivers with multiple offenses. Two drivers were included on a reimbursement claim less than 36 months after being issued a DUI.

Use of Background Checks

The National Child Protection Act authorizes the use of background checks for the purpose of determining whether a provider has been convicted of a crime that bears upon the provider's fitness to have responsibility for the safety and well-being of children.

Other States Require Background Checks, Periodic Updates for Bus Drivers

A number of other states have instituted policies that require background checks for bus drivers and periodic updates related to driving and criminal history. For example:

- ♦ Iowa law specifies that prior to hiring a school bus driver, an employer "shall have access to and shall review" court information, the sex offender registry,

and the registries for child abuse and dependent adult abuse. An employer must follow the same review procedure every five years. Employers must maintain documentation demonstrating compliance with the law.

- ◆ In Oregon, any person having direct, unsupervised contact with students is subject to a fingerprint-based background check. Individuals who have been convicted of any of a lengthy list of specified crimes is refused employment. The Oregon Department of Education places further requirements on drivers of activity buses that bar certain offenders from serving as drivers and also requires safe driving records.
- ◆ Nebraska's pupil transportation guide indicates a school or employing agency must obtain a record of satisfactory driving. A copy of the individual's driving record must be on file with the employing agency before employment. The school or employing agency is required to update the driving record annually and update the criminal history record with the state patrol every five years.

Defining Moral Character, Improving Safeguards

Numerous districts reported that it is very difficult to recruit and retain drivers. As such, they could overlook a potentially dangerous situation in order to provide needed transportation. Without specific guidance, districts or contractors may be unaware how to assess the good moral character requirement.

Some districts have policies to conduct background checks on all district staff but not all do. Background checks are required for teachers and other school staff members but this does not currently extend to bus drivers. There are not requirements to conduct background checks related to the criminal or driving history of bus drivers other than the self-certification of good moral character and any general requirements for maintaining a commercial driver's license. The lack of required background checks and periodic review of criminal and driving history could allow an individual without good moral character to be hired as a bus driver. OPI has authority to prescribe rules and forms for the implementation and administration of the transportation policies adopted by BPE.

RECOMMENDATION #4

We recommend:

- A. *The Board of Public Education work with the Office of Public Instruction and other stakeholders to establish criteria defining the good moral character and acceptable driving history for school bus drivers.*
 - B. *The Office of Public Instruction require districts to perform background checks for school bus drivers to ensure drivers meet all criteria for criminal and driving history.*
-

Periodic Driver Review

The 1991 Federal Omnibus Transportation Employee Testing Act requires employers conduct annual random drug and alcohol tests of safety sensitive employees, which includes school bus drivers. The rules also define what alcohol-related conduct is prohibited while performing safety-sensitive functions. Employers are responsible for the testing programs. Testing responsibilities can be met using district employees, contracting for services, or joining a testing consortium. Verification of the completion of drug and alcohol testing requirements was not within the scope of this audit.

Though periodic drug and alcohol testing is part of maintaining a commercial driver's license, other periodic updates related to a driver's criminal history are not. Without a periodic status update, it may be possible that a driver commits an offense that would disqualify him or her from driving and go undetected if the offense is committed after the hiring date. As the state's drivers licensing agent, DOJ will be participating in a federal mandate to improve the availability of commercial drivers' licensing status. DOJ also indicates that the reporting of criminal history status is evolving to make periodic reviews easier to conduct, which could enhance OPI's ability to collect and share relevant driving and criminal history information when necessary.

RECOMMENDATION #5

We recommend the Office of Public Instruction work with Department of Justice to conduct a periodic review of driver criminal history and drivers' license status and provide results to school districts when necessary.

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Ekalaka

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Missoula

Lila Taylor
Busby

Bernie Olson
Lakeside

John Edwards
Billings

Paul Andersen
Bozeman

Charity Ratliff, Student Rep.
Hardin

EX OFFICIO MEMBERS:

Clayton Christian
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Steve Bullock, Governor

EXECUTIVE DIRECTOR:

Pete Donovan

May 22, 2013

Tori Hunthausen, Legislative Auditor
Legislative Audit Division
Room 160, State Capitol
PO Box 201705
Helena, MT 59620-1705

Dear Auditor Hunthausen,

The Board of Public Education has not had an opportunity to review the Student Transportation and Funding Safety Audit Report, as the final report has not been approved for public release at the current date. The Board of Public Education considers the safety of Montana's P-12 students to be a top priority and appreciates the research and analysis of the Legislative Audit Division on this topic.

The School Transportation Funding and Safety Audit Report will be presented to the Board of Public Education at the July 16-17, 2013 Board of Public Education Meeting. The Board of Public Education will carefully review, analyze and discuss recommendation 4A before reaching an ultimate decision on this recommendation.

Sincerely,

A handwritten signature in cursive that reads "Peter Donovan".

Peter Donovan, Executive Director

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Montana
Office of Public Instruction
 Denise Juneau, State Superintendent

Office of Public Instruction
 P.O. Box 202501
 Helena, MT 59620-2501
 406.444.3095
 888.231.9393
 406.444.0169 (TTY)
 opi.mt.gov

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May 28, 2013

Tori Hunthausen, CPA
 Legislative Auditor
 Legislative Audit Division
 PO Box 201705
 Helena, MT 59620-1705

Regarding: Response to Recommendations Contained in the Office of Public Instruction's School Transportation Funding and Safety Performance Audit Report Dated June 2013.

Dear Ms. Hunthausen:

The Office of Public Instruction (OPI) has reviewed the School Transportation Funding and Safety performance audit completed by the Legislative Audit Division and have included our responses to the five recommendations below. We appreciate the level of effort and professionalism of the staff of the Audit Division in conducting the audit and preparing this report. Staff of the Audit Division visited our schools, interviewed OPI staff, and provided numerous opportunities for management to discuss issues and concerns.

Recommendation #1

We recommend the Office of Public Instruction improve its ability to establish the validity and accuracy of bus route reimbursement claims by strengthening controls over the claims process.

OPI Response: We concur. The OPI, by July of 2013 will clarify the bus route approval processes and make the information publicly available on the OPI website. The OPI will also send out official notification of the newly clarified procedures to county superintendents and district administration personnel. The OPI will also update the bus inspection form used by the Montana Highway Patrol to include bus attributes such as capacity and vehicle identification number (VIN) by August of 2013.

Recommendation #2

We recommend the Office of Public Instruction develop a plan to track pupil transportation information via global positioning systems.

OPI Response: We partially concur. We believe that this audit recommendation deserves further analysis. Many school districts use GPS systems for safety purposes. It is unclear whether requiring GPS systems will improve the accuracy of bus mileage claims. The OPI will prepare a cost-benefit analysis to evaluate the potential use of a GPS system as a reporting tool for bus route reimbursement claims. The OPI will report its conclusions to the Board of Public Education (BPE).

Recommendation #3

We recommend the Montana Legislature review the effects of the statutory reimbursement schedule to determine if changes are necessary to promote efficiency, simplicity, or equity.

OPI Response: We concur. The OPI will work with the Legislature to provide data to assist them with their review of the current reimbursement schedule and any potential changes to the schedule.

Recommendation #4

We recommend:

- A. The Board of Public Education works with the Office of Public Instruction and other stakeholders to establish criteria defining the good moral character and acceptable driving history for school bus drivers.

OPI Response: We concur. The OPI will work with the Board of Public Education to establish criteria that defines the statutory requirement of "good moral character" and acceptable driving history for school bus drivers through administrative rule in the 2014 fiscal year.

- B. The Office of Public Instruction require districts to perform background checks for school bus drivers to ensure drivers meet all criteria for criminal and driving history.

OPI Response: We concur. The OPI will recommend to the Board of Public Education that it amend its administrative rules to require districts to perform criminal history background checks for school bus drivers.

Recommendation #5

We recommend the Office of Public Instruction work with the Department of Justice to conduct a periodic review of driver criminal history and drivers' license status and provide results to school districts when necessary.

OPI Response: We do not concur and have concerns about this audit recommendation. The school district, as the employer or the contractor, is responsible for ensuring the safety of students. Many districts already require background checks for all their employees. If the Board of Public Education adopts an administrative rule requiring districts to perform background checks of school bus drivers, the districts will receive accurate and current information about their employees and contractors. The audit recommendation has the potential to confuse the responsibility for the employment or termination of school bus drivers.

Please contact me if you have questions concerning this response.

Sincerely,



Denise Juneau
State Superintendent

Cc: Janelle Mickelson
Julia Dilly
Dennis Parman

❖ **LICENSURE COMMITTEE (Item 12)**
Sharon Carroll

ITEM 12

REVIEW OF BPE CASE #2013-01

Katherine Orr

❖ **ACCREDITATION COMMITTEE**
(Items 13-14)
Erin Williams

ITEM 13

RECOMMENDATION TO APPROVE THE
REPORT ON 2012-13 ACCREDITATION
CORRECTIVE PLANS

Teri Wing

EXECUTIVE SUMMARY

DATE: JULY 2013

- PRESENTATION:** Recommendation of Approval/Disapproval of the 2012-13 Corrective Plans
- PRESENTER:** Teri Wing
Accreditation Specialist
Office of Public Instruction
- OVERVIEW:** Schools in **ADVICE** or **DEFICIENCY** status, or who have misassigned teachers for the 2012-13 school year, were required to submit Corrective Plans to the Accreditation Division by June 1, 2013. Corrective Plans must describe the steps taken to remove the deviation for the current year or for 2013-14 at the latest. This report includes a spreadsheet describing the Corrective Plans, which indicate how the deviation was corrected or will be corrected for the 2013-14 school year.
- REQUESTED DECISION(S):** Action
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** The State Superintendent asks that the Board of Public Education approve/disapprove the Corrective Plans for districts identified in the report, according to the State Superintendent's recommendations.

Accreditation Report to the Board of Public Education (BPE) on 2012-13 Corrective Plans

Corrective Plans Recommended for Approval

The attached spreadsheet includes the plans for schools that were required to submit a corrective plan.

The last column of the spreadsheet contains the State Superintendent's recommendation or the status of the plan. The recommendation for most school is "approve."

Corrective Plans Recommended for Disapproval

The reason for the recommendation is that the schools submitted a plan that did not provide a remedy that would be in effect before the start of the 2013-14 school year. These schools are:

1. Glendive Public Schools - Jefferson School and Lincoln School - Library FTE
2. Lincoln K-12 Schools - Lincoln School - 2 misassigned teachers

Schools That Have Not Submitted Corrective Plans

Two schools have not submitted a corrective plan. These schools are:

1. Denton High School - misassigned teacher
2. Stevensville High School - misassigned teacher

Schools with plans that are disapproved and schools that did not submit corrective plans will be given an opportunity to submit their plans or revised plans in August for the September Board of Public Education meeting. If plans are not submitted at that time, the school will automatically be in DEFICIENCY status for 2013-14 for failure to submit a required report.

2012-2013 Accreditation Corrective Plans

School Name	District	Status	ARMRule	Category	#	Corrective Action	BPE
Alder School	Alder-Upper Ruby Elem	ADVICE	10.55.709	Library Media Services, K 12 - No Services	1	Will contract with MSSA	Approve
Alzada School	Alzada Elementary	DEFICIENCY	10.55.601	Accreditation Standards: Procedures	1	Will submit CSIP by Nov. 30, 2013	Approve
Ashland School	Ashland Elementary	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1		
Belgrade Middle School	Belgrade Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Will move the course from HPE to Sciene	Approve
Belgrade Middle School	Belgrade Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	2	Obtained SPED license	Approve
Belgrade Middle School	Belgrade Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Will move the course from HPE to Sciene	Approve
Big Sandy High School	Big Sandy Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	2	He will not be instructing Weight Training for 2013-14	Approve
Big Sandy High School	Big Sandy Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	She has completed her endorsements in science.	Approve
Arrowhead School	Billings Public Schools	DEFICIENCY	10.55.710	Assignment of School Counseling Staff - FTE	1		To be determined at BPE meeting
Arrowhead School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	5	Class size alternative to standard	Approve
Arrowhead School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	5	Class size alternative to standard	Approve
Arrowhead School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	5	Class size alternative to standard	Approve
Arrowhead School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	5	Class size alternative to standard	Approve
Arrowhead School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	5	Class size alternative to standard	Approve
Beartooth School	Billings Public Schools	DEFICIENCY	10.55.709	Library Media Services, K-12 - FTE	1		To be determined at BPE meeting
Beartooth School	Billings Public Schools	DEFICIENCY	10.55.710	Assignment of School Counseling Staff - FTE	2		To be determined at BPE meeting
Beartooth School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Beartooth School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Beartooth School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Beartooth School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Beartooth School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Beartooth School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Big Sky Elementary	Billings Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	Class size alternative to standard	Approve
Big Sky Elementary	Billings Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	Class size alternative to standard	Approve
Big Sky Elementary	Billings Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	Class size alternative to standard	Approve
Billings West High School	Billings Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Reassigned staff to correct	Approve
Billings West High School	Billings Public Schools	REGULAR WITH MINOR DEVIATION	10.55.713	Teacher Load and Class Size: High School, Junior High, Middle School, and Grades 7 and 8 Budgeted at High School Rates	1	Redistributed staff to correct.	Approve
Boulder School	Billings Public Schools	DEFICIENCY	10.55.710	Assignment of School Counseling Staff - FTE	5		To be determined at BPE meeting
Boulder School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	5	Class size alternative to standard	Approve
Boulder School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	5	Class size alternative to standard	Approve
Boulder School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	5	Class size alternative to standard	Approve

School Name	District	Status	ARMRule	Category	#	Corrective Action	BPE
Boulder School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	5	Class size alternative to standard	Approve
Boulder School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	5	Class size alternative to standard	Approve
Castle Rock 7-8	Billings Public Schools	REGULAR WITH MINOR DEVIATION	10.55.709	Library Media Services, K-12 - FTE	1		To be determined at BPE meeting
Castle Rock 7-8	Billings Public Schools	REGULAR WITH MINOR DEVIATION	10.55.713	Teacher Load and Class Size: High School, Junior High, Middle School, and Grades 7 and 8 Budgeted at High School Rates	1	Class size alternative to standard	Approve
Castle Rock 7-8	Billings Public Schools	REGULAR WITH MINOR DEVIATION	10.55.713	Teacher Load and Class Size: High School, Junior High, Middle School, and Grades 7 and 8 Budgeted at High School Rates	1	Class size alternative to standard	Approve
Central Heights School	Billings Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	Class size alternative to standard	Approve
Central Heights School	Billings Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	Class size alternative to standard	Approve
Central Heights School	Billings Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	Class size alternative to standard	Approve
Central Heights School	Billings Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	Class size alternative to standard	Approve
Central Heights School	Billings Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	Class size alternative to standard	Approve
Central Heights School	Billings Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	Class size alternative to standard	Approve
Central Heights School	Billings Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	Class size alternative to standard	Approve
Eagle Cliffs Elementary	Billings Public Schools	ADVICE	10.55.710	Assignment of School Counseling Staff - FTE	2		To be determined at BPE meeting
Eagle Cliffs Elementary	Billings Public Schools	ADVICE	10.55.712	Class Size: Elementary	2	Class size alternative to standard	Approve
Eagle Cliffs Elementary	Billings Public Schools	ADVICE	10.55.712	Class Size: Elementary	2	Class size alternative to standard	Approve
Eagle Cliffs Elementary	Billings Public Schools	ADVICE	10.55.712	Class Size: Elementary	2	Class size alternative to standard	Approve
Eagle Cliffs Elementary	Billings Public Schools	ADVICE	10.55.712	Class Size: Elementary	2	Class size alternative to standard	Approve
Eagle Cliffs Elementary	Billings Public Schools	ADVICE	10.55.712	Class Size: Elementary	2	Class size alternative to standard	Approve
Highland School	Billings Public Schools	DEFICIENCY	10.55.710	Assignment of School Counseling Staff - FTE	8		To be determined at BPE meeting
McKinley School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	5	Class size alternative to standard	Approve
McKinley School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	5	Class size alternative to standard	Approve
McKinley School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	5	Class size alternative to standard	Approve
McKinley School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	5	Class size alternative to standard	Approve
Miles Avenue School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Miles Avenue School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Miles Avenue School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Miles Avenue School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Miles Avenue School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Miles Avenue School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Miles Avenue School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Newman School	Billings Public Schools	DEFICIENCY	10.55.709	Library Media Services, K-12 - FTE	5		To be determined at BPE meeting
Newman School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	2	Class size alternative to standard	Approve
Newman School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	2	Class size alternative to standard	Approve
Orchard School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve

School Name	District	Status	ARMRule	Category	#	Corrective Action	BPE
Orchard School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Orchard School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Orchard School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Orchard School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Orchard School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Orchard School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Orchard School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Orchard School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4	Class size alternative to standard	Approve
Poly Drive School	Billings Public Schools	DEFICIENCY	10.55.710	Assignment of School Counseling Staff - FTE	8		To be determined at BPE meeting
Poly Drive School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	3	Class size alternative to standard	Approve
Poly Drive School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	3	Class size alternative to standard	Approve
Riverside 7-8	Billings Public Schools	ADVICE	10.55.709	Library Media Services, K-12 - FTE	2		To be determined at BPE meeting
Rose Park School	Billings Public Schools	DEFICIENCY	10.55.709	Library Media Services, K-12 - FTE	1		To be determined at BPE meeting
Rose Park School	Billings Public Schools	DEFICIENCY	10.55.710		3	Class size alternative to standard	Approve
Rose Park School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	1	Class size alternative to standard	Approve
Rose Park School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	1	Class size alternative to standard	Approve
Sandstone School	Billings Public Schools	DEFICIENCY	10.55.710	Assignment of School Counseling Staff - FTE	4		To be determined at BPE meeting
Sandstone School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	3	Class size alternative to standard	Approve
Sandstone School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	3	Class size alternative to standard	Approve
Sandstone School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	3	Class size alternative to standard	Approve
Sandstone School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	3	Class size alternative to standard	Approve
Sandstone School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	3	Class size alternative to standard	Approve
Sandstone School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	3	Class size alternative to standard	Approve
Skyview High School	Billings Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	2		To be determined at BPE meeting
Washington School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	6	Class size alternative to standard	Approve
Washington School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	6	Class size alternative to standard	Approve
Washington School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	6	Class size alternative to standard	Approve
Washington School	Billings Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	6	Class size alternative to standard	Approve
Box Elder High School	Box Elder Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	2	She will not be sole provider 2013-14	Approve
Box Elder 7-8	Box Elder Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	2	She will not be sole provider 2013-15	Approve
Hyalite Elementary	Bozeman Public Schools	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	Fully endorsed	Approve
Hyalite Elementary	Bozeman Public Schools	DEFICIENCY	10.55.709	Library Media Services, K-12 - Endorsement	1	Fully endorsed in Library	Approve

School Name	District	Status	ARMRule	Category	#	Corrective Action	BPE
Bridger High School	Bridger K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Teacher will not be assigned to teach math next year	Approve
Broadus 7-8	Broadus Public Schools	ADVICE	10.55.708	Teaching Assignments	3	Teacher is retiring- will hire a Life Science teacher	Approve
Barbara Gilligan School	Brockton Public Schools	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	Barbara Wind got licensed	Approve
Brockton High School	Brockton Public Schools	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	Barbara Wind got licensed	Approve
Barbara Gilligan 7-8	Brockton Public Schools	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	Barbara Wind got licensed	Approve
Browning Middle School	Browning Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Will hire SPED endorsed teacher or have teacher in the SPED Internship program	Approve
Browning Middle School	Browning Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Will hire SPED endorsed teacher or have teacher in the SPED Internship program	Approve
Centerville High School	Centerville Public Schls	ADVICE	10.55.708	Teaching Assignments	3	Teacher is no longer employed- appropriate endorsement will be found.	Approve
Centerville 7-8	Centerville Public Schls	ADVICE	10.55.708	Teaching Assignments	3	Teacher is no longer employed- appropriate endorsement will be found.	Approve
Charlo High School	Charlo Public Schools	ADVICE	10.55.708	Teaching Assignments	3	Teacher rwill not teach Pre-Algebra	Approve
Choteau High School	Choteau Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Teacher was not teaching math but facilitating a Digital Academy class	Approve
Choteau High School	Choteau Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Received license in December 2012	Approve
Choteau High School	Choteau Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	K-8 license teaching elementary reading at high school	
Choteau High School	Choteau Public Schools	REGULAR WITH MINOR DEVIATION	10.55.713	Teacher Load and Class Size: High School, Junior High, Middle School, and Grades 7 and 8 Budgeted at High School Rates	1	Aide was assigned to this class.	Approve
Circle High School	Circle Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Will enroll in an internship.	Approve
Pine Butte Elementary Sch	Colstrip Public Schools	ADVICE	10.55.709	Library Media Services, K-12 - FTE	2	Will reassign to 1.0 FTE	Approve
Frank Brattin Middle Schl	Colstrip Public Schools	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	Enrolled in an internship	Approve
Conrad High School	Conrad Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Will not be teaching in the district next year.	Approve
Conrad High School	Conrad Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Will complete English credits this summer.	Approve
Utterback 7-8	Conrad Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Will not be teaching in the district next year.	Approve

School Name	District	Status	ARMRule	Category	#	Corrective Action	BPE
Utterback 6 School	Conrad Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Will not be teaching in the district next year.	Approve
Culbertson High School	Culbertson Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Teacher will enroll n an internship to extend license to high school.	Approve
Darby School	Darby K-12 Schools	ADVICE	10.55.708	Teaching Assignments	1	Now has her elementary endorsement	Approve
E F Duvall 7-8	Deer Lodge Elementary	DEFICIENCY	10.55.709	Library Media Services, K-12 - FTE	3	Sharing a new librarian with Powell Co HS	Approve
O D Speer School	Deer Lodge Elementary	ADVICE	10.55.712	Class Size: Elementary	3	Added another 1st grade- should be in compliance.	Approve
O D Speer School	Deer Lodge Elementary	ADVICE	10.55.712	Class Size: Elementary	3	Added another 1st grade- should be in compliance.	Approve
O D Speer School	Deer Lodge Elementary	ADVICE	10.55.712	Class Size: Elementary	3	Added another 1st grade- should be in compliance.	Approve
Deer Park School	Deer Park Elementary	DEFICIENCY	10.55.709	Library Media Services, K 12 - No Services	2	School will contract with MSSA	Approve
Deer Park 7-8	Deer Park Elementary	DEFICIENCY	10.55.709	Library Media Services, K 12 - No Services	2	School will contract with MSSA	Approve
Denton High School	Denton Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1		No plan submitted.
Ennis School	Ennis K-12 Schools	ADVICE	10.55.708	Teaching Assignments	3	Will finish math endorsement summer 2013.	Approve
Ennis High School	Ennis K-12 Schools	ADVICE	10.55.708	Teaching Assignments	3	Will finish math endorsement summer 2013.	Approve
Ennis 7-8	Ennis K-12 Schools	ADVICE	10.55.708	Teaching Assignments	3	Will finish math endorsement summer 2013.	Approve
Fairfield High School	Fairfield Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Teacher will work on a BF science	Approve
Fairview High School	Fairview Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Superintendent getting her into internship	Approve
Florence-Carlton 7-8	Florence-Carlton K-12 Schls	DEFICIENCY	10.55.709	Library Media Services, K-12 - FTE	3		
Galata School	Galata Elementary	DEFICIENCY	10.55.601	Accreditation Standards: Procedures	1	County superintendent died and no one picked up this report. Current supt. will make sure report is done.	Approve
Gardiner High School	Gardiner Public Schools	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	Johnson has received license	Approve
Gardiner 7-8	Gardiner Public Schools	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	Johnson has received license	Approve
Geraldine High School	Geraldine Public Schools	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	Will teach something in building trades where he is licensed	Approve
Geraldine 7-8	Geraldine Public Schools	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	Will teach something in building trades where he is licensed	Approve
Geyser School	Geyser Public Schools	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	She hasd resigned	Approve
Geyser School	Geyser Public Schools	DEFICIENCY	10.55.709	Library Media Services, K-12 - Endorsement	3	Will do internship	Approve

School Name	District	Status	ARMRule	Category	#	Corrective Action	BPE
Geyser High School	Geyser Public Schools	DEFICIENCY	10.55.709	Library Media Services, K-12 - Endorsement	3	Will do internship	Approve
Surprise Creek School	Geyser Public Schools	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	She has resigned	Approve
Surprise Creek School	Geyser Public Schools	DEFICIENCY	10.55.709	Library Media Services, K-12 - Endorsement	3	Will do internship	Approve
Geyser 7-8	Geyser Public Schools	DEFICIENCY	10.55.709	Library Media Services, K-12 - Endorsement	3	Will do internship	Approve
Jefferson School	Glendive Public Schools	ADVICE	10.55.709	Library Media Services, K-12 - FTE	2	Either hire a librarian- or continue with an aide's help or write an alternative- alternative was denied	Disapprove
Lincoln School	Glendive Public Schools	ADVICE	10.55.709	Library Media Services, K-12 - FTE	2	Either hire a librarian- or continue with an aide's help or write an alternative- alternative was denied	Disapprove
Longfellow School	Great Falls Public Schools	ADVICE	10.55.710	Assignment of School Counseling Staff - Endorsement	2	Counselor isn't eligible for Internship- as a new teacher. She is being mentored in the district.	Approve
Harlowton High School	Harlowton Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	She will assist the teacher of record in FCS.	Approve
Harlowton High School	Harlowton Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Will not be teaching FCS.	Approve
Harlowton High School	Harlowton Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Ms. Ihly will not be teaching next year.	Approve
Harlowton High School	Harlowton Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Spanish will be through the MTDA	Approve
Harlowton High School	Harlowton Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	2	Ms. Prange will not be teaching next year.	Approve
Hillcrest 7-8	Harlowton Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Spanish will be through the MTDA	Lone Rock 7/8- misassigned teacher
Harrison High School	Harrison K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Geography will not be taught next year.	Approve
Heart Butte Elementary	Heart Butte K-12 Schools	DEFICIENCY	10.55.705	Administrative Personnel: Assignment of School Administrators/Principals	1	2 Class 3 administrators have been hired	Approve
Helena Flats School	Helena Flats Elementary	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Will restructure staff	Approve
Jefferson School	Helena Public Schools	ADVICE	10.55.710	Assignment of School Counseling Staff - No Services	1		To be determined at BPE meeting

School Name	District	Status	ARMRule	Category	#	Corrective Action	BPE
Broadwater School	Helena Public Schools	DEFICIENCY	10.55.710	Assignment of School Counseling Staff - No Services	1		To be determined at BPE meeting
Broadwater School	Helena Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4		To be determined at BPE meeting
Broadwater School	Helena Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	4		To be determined at BPE meeting
Hawthorne School	Helena Public Schools	ADVICE	10.55.710	Assignment of School Counseling Staff - No Services	1		To be determined at BPE meeting
Bryant School	Helena Public Schools	ADVICE	10.55.710	Assignment of School Counseling Staff - No Services	1		To be determined at BPE meeting
Bryant School	Helena Public Schools	ADVICE	10.55.712	Class Size: Elementary	3		To be determined at BPE meeting
Bryant School	Helena Public Schools	ADVICE	10.55.712	Class Size: Elementary	3		To be determined at BPE meeting
Bryant School	Helena Public Schools	ADVICE	10.55.712	Class Size: Elementary	3		To be determined at BPE meeting
Bryant School	Helena Public Schools	ADVICE	10.55.712	Class Size: Elementary	3		To be determined at BPE meeting
Helena High School	Helena Public Schools	DEFICIENCY	10.55.708	Teaching Assignments	1	Adjustment in assignment have been made	Approve
Helena High School	Helena Public Schools	DEFICIENCY	10.55.708	Teaching Assignments	2	Adjustment in assignment have been made	Approve
Helena High School	Helena Public Schools	DEFICIENCY	10.55.708	Teaching Assignments	1	Adjustment in assignment have been made	Approve
Helena High School	Helena Public Schools	DEFICIENCY	10.55.709	Library Media Services, K-12 - FTE	1	Will hire more library FTE	Approve
Helena High School	Helena Public Schools	DEFICIENCY	10.55.713	Teacher Load and Class Size: High School, Junior High, Middle School, and Grades 7 and 8 Budgeted at High School Rates	5	Adjustment in assignment have been made	Approve
Helena High School	Helena Public Schools	DEFICIENCY	10.55.713	Teacher Load and Class Size: High School, Junior High, Middle School, and Grades 7 and 8 Budgeted at High School Rates	5	Adjustment in assignment have been made	Approve
Helena High School	Helena Public Schools	DEFICIENCY	10.55.713	Teacher Load and Class Size: High School, Junior High, Middle School, and Grades 7 and 8 Budgeted at High School Rates	5	Adjustment in assignment have been made	Approve

School Name	District	Status	ARMRule	Category	#	Corrective Action	BPE
Helena High School	Helena Public Schools	DEFICIENCY	10.55.713	Teacher Load and Class Size: High School, Junior High, Middle School, and Grades 7 and 8 Budgeted at High School Rates	5	Adjustment in assignment have been made	Approve
Helena High School	Helena Public Schools	DEFICIENCY	10.55.713	Teacher Load and Class Size: High School, Junior High, Middle School, and Grades 7 and 8 Budgeted at High School Rates	5	Adjustment in assignment have been made	Approve
Helena High School	Helena Public Schools	DEFICIENCY	10.55.713	Teacher Load and Class Size: High School, Junior High, Middle School, and Grades 7 and 8 Budgeted at High School Rates	5		Approve
Warren School	Helena Public Schools	ADVICE	10.55.710	Assignment of School Counseling Staff - No Services	1		To be determined at BPE meeting
Jim Darcy School	Helena Public Schools	ADVICE	10.55.710	Assignment of School Counseling Staff - No Services	1		To be determined at BPE meeting
Smith School	Helena Public Schools	ADVICE	10.55.710	Assignment of School Counseling Staff - No Services	1		To be determined at BPE meeting
Rossiter School	Helena Public Schools	ADVICE	10.55.710	Assignment of School Counseling Staff - No Services	1		To be determined at BPE meeting
Helena Middle School	Helena Public Schools	ADVICE	10.55.709	Library Media Services, K-12 - FTE	2	District is hiring more library FTE	Approve
Hysham High School	Hysham K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	District advertized for HPE- If not able to hire, they will m ove another teacher from elementary who has a P-12 HPE license.	Approve
Joliet High School	Joliet Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Teacher will enroll in an endorsement program.	Approve
Judith Gap School	Judith Gap Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Error in coding classes- general computer education	Approve
Judith Gap High School	Judith Gap Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Error in coding classes- general computer education	Approve
Judith Gap High School	Judith Gap Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Error in coding classes- general computer education	Approve
Judith Gap 7-8	Judith Gap Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Error in coding classes- general computer education	Approve
Elrod School	Kalispell Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is adding 6 new classrooms and 8.0 FTE to alleviate class loads.	Approve

School Name	District	Status	ARMRule	Category	#	Corrective Action	BPE
Elrod School	Kalispell Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is adding 6 new classrooms and 8.0 FTE to alleviate class loads.	Approve
Elrod School	Kalispell Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is adding 6 new classrooms and 8.0 FTE to alleviate class loads.	Approve
Elrod School	Kalispell Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is adding 6 new classrooms and 8.0 FTE to alleviate class loads.	Approve
Elrod School	Kalispell Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is adding 6 new classrooms and 8.0 FTE to alleviate class loads.	Approve
Elrod School	Kalispell Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is adding 6 new classrooms and 8.0 FTE to alleviate class loads.	Approve
Elrod School	Kalispell Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is adding 6 new classrooms and 8.0 FTE to alleviate class loads.	Approve
Elrod School	Kalispell Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is adding 6 new classrooms and 8.0 FTE to alleviate class loads.	Approve
Elrod School	Kalispell Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is adding 6 new classrooms and 8.0 FTE to alleviate class loads.	Approve
Elrod School	Kalispell Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is adding 6 new classrooms and 8.0 FTE to alleviate class loads.	Approve
Cornelius Hedges School	Kalispell Public Schools	DEFICIENCY	10.55.710	Assignment of School Counseling Staff - FTE	3	.2 FTE counselor will be added at Hedges	Approve
Cornelius Hedges School	Kalispell Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	2	District is adding 6 new classrooms and 8.0 FTE to alleviate class loads.	Approve
Cornelius Hedges School	Kalispell Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	2	District is adding 6 new classrooms and 8.0 FTE to alleviate class loads.	Approve
Cornelius Hedges School	Kalispell Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	2	District is adding 6 new classrooms and 8.0 FTE to alleviate class loads.	Approve
Cornelius Hedges School	Kalispell Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	2	District is adding 6 new classrooms and 8.0 FTE to alleviate class loads.	Approve
Cornelius Hedges School	Kalispell Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	2	District is adding 6 new classrooms and 8.0 FTE to alleviate class loads.	Approve
Cornelius Hedges School	Kalispell Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	2	District is adding 6 new classrooms and 8.0 FTE to alleviate class loads.	Approve
Cornelius Hedges School	Kalispell Public Schools	DEFICIENCY	10.55.712	Class Size: Elementary	2	District is adding 6 new classrooms and 8.0 FTE to alleviate class loads.	Approve
Flathead High School	Kalispell Public Schools	DEFICIENCY	10.55.708	Teaching Assignments	1	District is hiring a broadfield science teacher.	Approve
Flathead High School	Kalispell Public Schools	DEFICIENCY	10.55.713	Teacher Load and Class Size: High School, Junior High, Middle School, and Grades 7 and 8 Budgeted at High School Rates	4	District is hiring an additional 2.0 FTE to alleviate class loads.	Approve
Flathead High School	Kalispell Public Schools	DEFICIENCY	10.55.713	Teacher Load and Class Size: High School, Junior High, Middle School, and Grades 7 and 8 Budgeted at High School Rates	4	District is hiring an additional 2.0 FTE to alleviate class loads.	Approve
Flathead High School	Kalispell Public Schools	DEFICIENCY	10.55.713	Teacher Load and Class Size: High School, Junior High, Middle School, and Grades 7 and 8 Budgeted at High School Rates	4	District is hiring an additional 2.0 FTE to alleviate class loads.	Approve
Flathead High School	Kalispell Public Schools	DEFICIENCY	10.55.713	Teacher Load and Class Size: High School, Junior High, Middle School, and Grades 7 and 8 Budgeted at High School Rates	4	District is hiring an additional 2.0 FTE to alleviate class loads.	Approve

School Name	District	Status	ARMRule	Category	#	Corrective Action	BPE
Kalispell Middle School	Kalispell Public Schools	ADVICE	10.55.713	Teacher Load and Class Size: High School, Junior High, Middle School, and Grades 7 and 8 Budgeted at High School Rates	3	Additional math FTE will be hired to alleviate 6th grade calss loads.	Approve
Kila School	Kila Elementary	ADVICE	10.55.703	Licensure/Duties of School Principal	1	License completed June 2012.	Approve
Kila 7-8	Kila Elementary	ADVICE	10.55.703	Licensure/Duties of School Principal	1	License completed June 2012.	Approve
Lame Deer School	Lame Deer Public Schools	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	Now has Class 5	Approve
Lame Deer 7-8	Lame Deer Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Will not be teaching in the district next year.	Approve
Lame Deer 7-8	Lame Deer Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Will not be teaching in the district next year.	Approve
West School	Laurel Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is hiring additional staff in order to meet accreditation standards.	Approve
West School	Laurel Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is hiring additional staff in order to meet accreditation standards.	Approve
West School	Laurel Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is hiring additional staff in order to meet accreditation standards.	Approve
West School	Laurel Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is hiring additional staff in order to meet accreditation standards.	Approve
West School	Laurel Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is hiring additional staff in order to meet accreditation standards.	Approve
West School	Laurel Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is hiring additional staff in order to meet accreditation standards.	Approve
West School	Laurel Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is hiring additional staff in order to meet accreditation standards.	Approve
West School	Laurel Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is hiring additional staff in order to meet accreditation standards.	Approve
West School	Laurel Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is hiring additional staff in order to meet accreditation standards.	Approve
West School	Laurel Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	District is hiring additional staff in order to meet accreditation standards.	Approve
Lavina School	Lavina K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Hired a properly licensed teacher-Jeffrey Halvorsen	Approve
Lavina School	Lavina K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.709	Library Media Services, K-12 - Endorsement	1	Teacher is now endorsed in library.	Approve
Lavina High School	Lavina K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	2	Hired a properly licensed teacher-Jeffrey Halvorsen	Approve
Lavina High School	Lavina K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Hired a properly licensed teacher-Jeffrey Halvorsen	Approve
Lavina High School	Lavina K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.709	Library Media Services, K-12 - Endorsement	1	Teacher is now endorsed in library.	Approve

School Name	District	Status	ARMRule	Category	#	Corrective Action	BPE
Lavina 7-8	Lavina K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Hired a properly licensed teacher-Jeffrey Halvorsen	Approve
Lavina 7-8	Lavina K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.709	Library Media Services, K-12 - Endorsement	1	Teacher is now endorsed in library.	Approve
Lima High School	Lima K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	2	Teacher will no longer teach art.	Approve
Lima 7-8	Lima K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Teacher will no longer teach art.	Approve
Lincoln Elementary School	Lincoln K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Cannot address staffing at this time- cannot guarantee that these teachers will not teach out of their endorsement.	Disapprove
Lincoln Elementary School	Lincoln K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Cannot address staffing at this time- cannot guarantee that these teachers will not teach out of their endorsement.	Disapprove
Park High School	Livingston Public Schools	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	Activities director- will not be returning.	Approve
Park High School	Livingston Public Schools	DEFICIENCY	10.55.708	Teaching Assignments	2	Teacher will not be sole provider.	Approve
Park High School	Livingston Public Schools	DEFICIENCY	10.55.709	Library Media Services, K-12 - FTE	3	Librarian to be assigned fulltime.	Approve
Lodge Grass School	Lodge Grass Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Replaced with a teacher who has SPED license.	Approve
Lone Rock 7-8	Lone Rock Elementary	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	2	Mr. Bernosky will teach only English for 2013-14 for which he is licensed.	Approve
Lustre School	Lustre Elementary	DEFICIENCY	10.55.708	Teaching Assignments	3	Teacher should be done with K-8 license summer 2013.	Approve
Luther School	Luther Elementary	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	Teacher has reinstated her license.	Approve
McCormick School	McCormick Elementary	DEFICIENCY	10.55.601	Accreditation Standards: Procedures	1	Report will be completed.	Approve
Melstone School	Melstone Public Schools	ADVICE	10.55.710	Assignment of School Counseling Staff - Endorsement	2	Mr. Eike is enrolled in a counseling internship.	Approve
Melstone High School	Melstone Public Schools	ADVICE	10.55.601	Accreditation Standards: Procedures	1	Will get CSIP done early.	Approve
Melstone High School	Melstone Public Schools	ADVICE	10.55.710	Assignment of School Counseling Staff - Endorsement	2	Mr. Eike is enrolled in a counseling internship.	Approve
Melstone 7-8	Melstone Public Schools	ADVICE	10.55.710	Assignment of School Counseling Staff - Endorsement	2	Mr. Eike is enrolled in a counseling internship.	Approve
Washington 7-8	Miles City Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Teacher has resigned- to be replaced by properly endorsed teacher.	Approve
Hellgate High School	Missoula Co Public Schls	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Coded at the school in error- this is a special "at risk" class and should have been coded OT	Approve

School Name	District	Status	ARMRule	Category	#	Corrective Action	BPE
Hellgate High School	Missoula Co Public Schls	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Coded at the school in error- this is a special "at risk" class and should have been coded OT	Approve
Big Sky High School	Missoula Co Public Schls	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	2	Course was wrongly coded as a SPED course- It is a HS Math course for struggling students.	Approve
Moore High School	Moore Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	2	4/10/13 hired an appropriately endorsed teacher	Approve
Manhattan Christian H S	Nonpublic Accredited	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	3	Appropriately endorsed and licensed teacher hired.	Approve
Lustre Christian H S	Nonpublic Accredited	DEFICIENCY	10.55.601	Accreditation Standards: Procedures	1	Will complete the CSIP on time.	Approve
Northern Cheyenne Trib HS	Nonpublic Accredited	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Kobaszair will only teach Math and Biology next year.	Approve
Plevna High School	Plevna K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Teacher obtained appropriate license.	Approve
Linderman School	Polson Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Teacher is in the SPED internship program.	Approve
Poplar 5-6 School	Poplar Public Schools	ADVICE	10.55.702	Licensure/Duties of District Superintendent	1	Will have license at end of summer.	Approve
Poplar School	Poplar Public Schools	ADVICE	10.55.702	Licensure/Duties of District Superintendent	1	Will have license at end of summer.	Approve
Poplar High School	Poplar Public Schools	DEFICIENCY	10.55.702	Licensure/Duties of District Superintendent	1	Will have license at end of summer.	Approve
Poplar High School	Poplar Public Schools	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	Finishing license this summer.	Approve
Poplar High School	Poplar Public Schools	DEFICIENCY	10.55.708	Teaching Assignments	2	Assigned only to math.	Approve
Poplar 7-8	Poplar Public Schools	ADVICE	10.55.702	Licensure/Duties of District Superintendent	1	Will have license at end of summer.	Approve
Plenty Coups High School	Pryor Public Schools	ADVICE	10.55.904	High School Basic Program	1	Plan to hire an Art teacher for the 2013-14 school year.	Approve
Reed Point High School	Reed Point Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	FCS teacher- will not be assigned to this computer applications next year.	Approve
Rosebud 7-8	Rosebud Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Teacher was terminated.	Approve
Roy High School	Roy K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Will either do ITV with Jordan school, use MTDA or get teacher into an internship.	Approve
Saco 7-8	Saco Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Teacher reassigned.	Approve

School Name	District	Status	ARMRule	Category	#	Corrective Action	BPE
Saco 7-8	Saco Public Schools	REGULAR WITH MINOR DEVIATION	10.55.709	Library Media Services, K-12 - Endorsement	1	Teacher reassigned.	Approve
Savage 7-8	Savage Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Teacher no longer teaching this class.	Approve
Shepherd Elementary	Shepherd Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	Have hired an additional teacher to cover class overload issue.	Approve
Shepherd Elementary	Shepherd Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	Have hired an additional teacher to cover class overload issue.	Approve
Shepherd Elementary	Shepherd Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	Have hired an additional teacher to cover class overload issue.	Approve
Shepherd Elementary	Shepherd Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	Have hired an additional teacher to cover class overload issue.	Approve
Shepherd 7-8	Shepherd Public Schools	DEFICIENCY	10.55.709	Library Media Services, K-12 - Endorsement	1	Teacher will have library endorsement by august 2013.	Approve
Shepherd 7-8	Shepherd Public Schools	DEFICIENCY	10.55.709	Library Media Services, K-12 - FTE	3	Teacher will have library endorsement by august 2013.	Approve
Sheridan Elementary Schl	Sheridan Public Schools	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	Teacher was licensed at the end of December 2012	Approve
Sheridan High School	Sheridan Public Schools	ADVICE	10.55.709	Library Media Services, K 12 - No Services	1	Have alternative through MSSA	Approve
Sheridan 7-8	Sheridan Public Schools	ADVICE	10.55.709	Library Media Services, K 12 - No Services	1	Have alternative through MSSA	Approve
Shields Valley High Schl	Shields Valley Pub Schls	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	K-8 person doing yearbook. They will put a HS person into this position.	Approve
Sidney Elementary	Sidney Public Schools	ADVICE	10.55.705	Administrative Personnel: Assignment of School Administrators/Principals	2	District is reopening Central School- new principal will be hired	Approve
Sidney Elementary	Sidney Public Schools	ADVICE	10.55.708	Teaching Assignments	1	Teacher is now enrolled in the SPED internship program	Approve
MT Sch For Deaf & Blnd El	State Funded	DEFICIENCY	10.55.708	Teaching Assignments	5	E. Cook will be assigned to regular ed students.	Approve
MT Sch For Deaf & Blnd El	State Funded	DEFICIENCY	10.55.710	Assignment of School Counseling Staff - No Services	3	MSDB has hired a counselor for 2013-14	Approve
MT Sch For Deaf & Blnd HS	State Funded	DEFICIENCY	10.55.708	Teaching Assignments	5	E. Cook will be assigned to regular ed students.	Approve
MT Sch For Deaf & Blnd HS	State Funded	DEFICIENCY	10.55.710	Assignment of School Counseling Staff - No Services	3	MSDB has hired a counselor for 2013-14	Approve
Riverside Youth Corr Facil El	State Funded	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	Teacher has received his license.	Approve
Riverside Youth Corr Facil El	State Funded	DEFICIENCY	10.55.708	Teaching Assignments	1	Reassigned teacher to his license area.	Approve
Riverside Youth Corr Facil HS	State Funded	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	Teacher has received his license.	Approve
Riverside Youth Corr Facil HS	State Funded	DEFICIENCY	10.55.708	Teaching Assignments	1	Hired a Science teacher- will enroll in internship for secondary.	
Stevensville High School	Stevensville Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Currently discussing license with CTE	No plan submitted.

School Name	District	Status	ARMRule	Category	#	Corrective Action	BPE
Sunburst High School	Suburst K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Currently enrolled in BF science program.	Approve
Sunburst High School	Suburst K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	District will hire an English teacher.	Approve
Superior High School	Superior K-12 Schools	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	Ms. Janney has received her license.	Approve
Superior 7-8	Superior K-12 Schools	DEFICIENCY	10.55.707	Teacher and Specialist Licensure	1	Ms. Janney has received her license.	Approve
Thompson Falls High Schl	Thompson Falls Pub Schls	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Mr. Nelson is no longer with the district. District will hire properly licensed teacher.	Approve
Three Forks High School	Three Forks Public Schls	ADVICE	10.55.708	Teaching Assignments	3	Teacher is enrolled in a BF social studies program.	Approve
Trego School	Trego Elementary	DEFICIENCY	10.55.601	Accreditation Standards: Procedures	1	No CSIP- person who usually did t his report was ill. School will assign another person to be responsible.	Approve
W F Morrison School	Troy Public Schools	ADVICE	10.55.702	Licensure/Duties of District Superintendent	1	Wendt go his license.	Approve
W F Morrison School	Troy Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	Classrooms have been added.	Approve
W F Morrison School	Troy Public Schools	ADVICE	10.55.712	Class Size: Elementary	3	Classrooms have been added.	Approve
Troy High School	Troy Public Schools	ADVICE	10.55.702	Licensure/Duties of District Superintendent	1	Wendt go his license.	Approve
Troy 7-8	Troy Public Schools	ADVICE	10.55.702	Licensure/Duties of District Superintendent	1	Wendt go his license.	Approve
Dayton School	Upper West Shore Elem	ADVICE	10.55.708	Teaching Assignments	2	Has received SPED endorsement.	Approve
Dayton School	Upper West Shore Elem	ADVICE	10.55.710	Assignment of School Counseling Staff - No Services	1	School will contract with licensed counselor.	Approve
Valley View School	Valley View Elementary	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	2	Has received SPED endorsement.	Approve
West Valley Middle School	West Valley Elementary	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Teacher will be reassigned.	Approve
West Valley Middle School	West Valley Elementary	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Teacher is enroled in an internship.	Approve
White Sulphur Springs El	White Sul Spgs Pub Schls	DEFICIENCY	10.55.708	Teaching Assignments	4	McDannel will finally have his music degree!	Approve
White Sulphur Springs HS	White Sul Spgs Pub Schls	DEFICIENCY	10.55.708	Teaching Assignments	5	McDannel will finally have his music degree!	Approve
White Sulphur Springs 7-8	White Sul Spgs Pub Schls	ADVICE	10.55.708	Teaching Assignments	3	McDannel will finally have his music degree!	Approve
Whitehall 7-8	Whitehall Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Teacher completed SPED license.	Approve
Wibaux High School	Wibaux K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Teacher will be reassigned and math teacher will be hired.	Approve

School Name	District	Status	ARMRule	Category	#	Corrective Action	BPE
Winnett High School	Winnett K-12 Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	2	Fully certified Art teacher has been hired	Approve
Wolf Point High School	Wolf Point Public Schools	REGULAR WITH MINOR DEVIATION	10.55.708	Teaching Assignments	1	Teacher will be reassigned and BF science teacher will be hired.	Approve

ITEM 14

TIME CERTAIN @2:00

INTENSIVE ASSISTANCE PROCESS:
BILLINGS PUBLIC SCHOOLS

Teri Wing

**Terry Bouck, Superintendent Billings Public
Schools**

Allen Halter, Billings Board Chair

EXECUTIVE SUMMARY

DATE: JULY 2013

- PRESENTATION:** Billings School District Corrective Plans
- PRESENTER:** Billings School District Superintendent Terry Bouck and Board of Trustees Chair, Allen Halter
Introduction: Teri Wing, Accreditation Specialist
Office of Public Instruction
- OVERVIEW:** The Billings School District is currently in the Intensive Assistance Process for serious and continuing accreditation deviations. Mr. Bouck and Mr. Halter will present their plan for correcting accreditation deviations and request that the Board of Public Education approve their plan.
- REQUESTED DECISION(S):** Action
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** The State Superintendent asks that the Board of Public Education approve the Billings School District corrective plan for the 2013-14 school year.

Billings School District Corrective Plan

The Billings District schools have been in the Intensive Assistance Process since the 2010-11 school year as a result of serious and continuing deviations. Superintendent Bouck and Board of Trustees Chair, Allen Halter will present the district's corrective plan for the 2013-14 school year and request the Board of Public Education's approval of the plan.

Packet materials include:

- Background of Billings schools' accreditation deviations from 2006-2013
- Alternative to Standards for ARM 10.55.712 Class Size approved at the May 2013 Board of Public Education meeting
- Letter of invitation to the July Board of Public Education to present the corrective plan for 2013-14
- Billings School District corrective plan for 2013-14



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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Helena, MT, 59620-2501
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Billings Schools Accreditation Background 2006-2013

Billings Public School District Accreditation

2005-06:

- The Billings District submitted an application for an alternative to 10.55.710, Counseling Standard. The application was based upon the premise that the district-wide ratio of elementary counselors to students was 1:400. Some schools exceeded the ratio while some were understaffed. The application was denied.

2006-07:

- 8 elementary schools cited for insufficient counselor FTE
- 6 schools cited for class overloads

2007-08:

- 8 schools cited for insufficient counselor FTE
- 5 schools cited for insufficient library FTE
- 4 schools cited for class overloads.

2008-09:

- 5 schools cited for insufficient counselor FTE
- 10 schools cited for insufficient library FTE
- 11 schools cited for class overloads
- 2 schools cited for nonlicensed teachers

2009-10:

- Billing School District submitted an application for an alternative to standard 10.55.709 Library Media and 10.55.710 Counseling, which were denied by the Board of Public Education.
- 8 schools cited for insufficient counselor FTE
- 11 schools cited for insufficient library FTE
- 18 schools cited for class overloads
- 1 school cited for nonlicensed teacher

2010-11:

- 6 schools cited for insufficient counselor FTE
- 10 schools cited for insufficient library FTE
- 16 schools cited for class overloads
- 1 school cited for nonlicensed teacher
- September 2010, Billings schools were placed in the Intensive Assistance Process

2011-12:

- 11 schools cited for insufficient counselor FTE
- 8 schools cited for insufficient library FTE
- 18 schools cited for class overloads
- 3 schools cited for nonlicensed teachers
- New superintendent Terry Bouck and former superintendent Jack Copps appeared before the Board of Public Education July 2012, meeting to discuss plans to remedy deviations.

2012-13:

- 2 schools cited for teacher misassignment
- 5 schools cited for insufficient library FTE
- 9 schools cited for insufficient counselor FTE
- 20 schools cited for class overloads

Billings District
Alternative to Standards Application
ARM 10.55.712 Class Size
Approved May 2013

1. ACCREDITATION RULE

a. 10.55.712 Class Size: Elementary

2. STATEMENT OF MISSION

- a. To provide a lower K-6 student to teacher ratio over a period of 3 to 4 years.
- b. To provide students with more individual instruction.
- c. To provide the ability to flexibly group students based on need.
- d. To provide the ability to work in small groups and one-on-one with students.
- e. To build budget capacity to staff our new middle schools when they come on line in 4 years.

3. DETAILED DESCRIPTION OF ALTERNATIVE PLAN

Currently in BPS we have 383 general education classroom teachers. These are teachers who are in a general education classrooms with students in grades K-6. These teachers serve 8,276 general education students who live in 22 diverse neighborhoods that have K-6 schools.

We have additional teachers in Billings to meet the needs of our students, but they are not general education classroom teachers and are funded out of federal funds, specifically Title 1 teachers, special education teachers, etc. These teachers are not included in this conversation.

In our 383 general education K-6 classrooms, we currently have 290 classrooms meeting accreditation standards and 93 classrooms over accreditation without the assignment of an instructional paraprofessional. During the 2012-2013 school year we assigned 14 .469 FTE in instructional paraprofessionals to some significantly overcrowded classrooms.

We have been steadily adding classroom teaching staff in the K-6 grades but additional student growth and space constraints have not allowed us to keep up with the demand. Billings K-6 schools have been experiencing growth since 2007 with an additional 600 students in the few years, this student growth has significantly impacted the Billings Public Schools budget and space.

Another significant impact to Billings Public Schools was the addition of full-day kindergarten in 2007. This addition added the need to find an additional 350 seats in our 22 K-6 schools as most of the kindergarten students shared a seat when the program design was half-day.

In addition to funding, we are facing a very real problem of space in Billings Public Schools. Should we be given the funding to staff all K-6 schools at accreditation, we would need an additional **93 classroom spaces**. We currently have 4 classroom spaces that are not being used in our 22 K-6 schools. For the 2013-2014 school year we will be moving more kindergarten classrooms offsite, more 6th grade students to the middle schools and redistributing our special education self-contained programs to accommodate for 7 additional classroom teachers.

To address the space issue we have done the following to date:

1. Moved 8-6th grade classrooms to 2 different middle schools.
2. Moved 10 kindergarten classrooms from schools needing space to schools with capacity.
3. Moved 5 preschool special education classrooms from various K-6 building locations to the Billings Career Center.
4. We have constructed walls and knocked out walls in a couple of locations to make less than adequate classroom spaces in 2 different schools.

For the 2013-2014 school year we will continue with the above-mentioned space solutions in addition to the following:

1. Move 3 classrooms of 6th graders to Riverside Middle School, forcing teachers at that school to be on carts rather than have their own classroom.
2. Move 2 more kindergarten classrooms in the Heights to a kindergarten site other than their home-school site.
3. Move 2 additional self-contained special education classrooms to a different school as the school they are currently being housed in is out of space.
4. Fill 3 classrooms of kindergarten at one school and the additional enrollees will be bussed to another kindergarten classroom at another site.
5. Move 2 additional 6th grade classrooms to 2 different middle schools

We have undertaken, completed, and adopted a Facilities Master Plan Study for our K-12 District. The projections for Billings Public Schools indicate that by 2019 we will need space in K-8 to accommodate 9,472 students. The projection indicates an increase of approximately 800 students from this current school term.

The recommendation from the geographers, demographers and architects who worked on our Facilities Master Plan is that we build 2 new middle schools and once complete, all middle schools will house Grade 6-8 students. We now house only 7th and 8th grade students in our middle schools, except for the school within a school model we are using for our 6th grade students housed outside of their elementary school building. In addition, our Facilities Master Plan recommends adding classroom space to some of our elementary schools. Our Board has adopted the first phase of the plan recommended by our demographers, geographers and architects

who worked on the Master Plan. If our levy passes we will be putting a \$1.22 million dollar bond before the Billings Community.

In the last 3 years, we have added an additional 23 full-time regular education classroom teachers to our K-6 program. In addition, we have continued to address our lack of compliance in the counseling and librarian area by adding additional FTE to the plan as submitted to the Board of Public Education.

For the 2013-2014 school term we have done the following to address classroom teachers in the elementary program:

- 1. We have built 8 classroom teachers in the proposed 2013-2014 budget, thus forcing cuts to supplies, technology, programs and initiatives.**
- 2. Our Board of Trustees is aggressively undertaking a mill levy campaign. The entire amount of the levy --\$1,087,000-- will be used to hire 15-18 additional elementary classroom teachers. This would be a total of 23-26 additional classroom teachers.**
- 3. We will allocate levy resources in future years to the hiring of additional classroom teachers.489**

We have 2 ways we would like to use our additional staff to solve accreditation violations in lieu of having actual classroom space to house the additional teachers:

- 1. In our most critically overcrowded classrooms, at the primary level (K-3), we are requesting a variance to assign 2 teachers to the classroom.**

This model will allow each teacher to work with small groups of students for instructional purposes. It will allow teachers to pull students for individual help and will allow teachers to accelerate students who may need acceleration. Our staff is accustomed to sharing classroom space as we have “push in” programming options in our schools.

- 2. We are requesting a variance to allow us to use the extra teachers to act as an additional teacher in core instruction subjects and use this individual as a “push in” teacher.**

For instance, if there are 2 1st grade teachers at a school and both of these classes are over accreditation standards, we would split the 2 groups into 3 flexible groups. Assuming each of the 2 1st grades had 25 students, we could have 3 flexible instructional groups of 16, 17 and 17. These groups could be “need specific” and this design would give us the option of pulling students to work on specific skill sets. We could use this

model for all core instruction programs in certain schools where the individual classrooms are over accreditation.

This model of gradually adding classroom teachers to meet our accreditation standards is really the only option that we have. We are out of space—we would need 93 more classrooms to fully meet accreditation standards and we need our class sizes to be lower now.

Based on enrollment projections and the addition of eighteen classroom teachers in the 2013-2014 term the number of classrooms in the K-6 program in Billings will decrease 109 classrooms over accreditation to 54 classrooms over accreditation. Almost all of the classrooms over accreditation after this addition are over by no more than two students.

From 2014-2015 to the 2018-2019 school term Billings Public Schools is projected to increase by 347 students per Cropper Demographics Report. Using an average class size of 25 in K-6 we would keep up with increased enrollment if we were able to add an additional 3 general education classroom teachers per year. To address the current 53 classrooms that still remain over accreditation, using a 25:1 average class size, we would need to add approximately 5 classroom teachers from 2014-2015 to 2018-2019. This would be a total of 8 general classroom teachers per year from 2014-2015-2018-2019.

4. MEASURABLE OBJECTIVE

To reduce the number of over-accredited elementary classrooms from 93 to 53 in 2013-2014 and then from 53 in 2013-2014 and to 45 in by 2014-2015.

We are using a conservative number in this assessment as our demographers indicate we will increase in the K-6 alone by over 400 students in the next 2 years.

5. FORMATIVE MEASURES

Through the PLC process grade level teachers will design formative assessments to be used during instruction to assess student learning. Data will be analyzed on a frequent basis to assess student learning and the need for intervention, grouping changes, and acceleration.

6. SUMMATIVE MEASURES

We will use the following summative assessment tools to measure the effectiveness of our plan: NWEA, Smarter Balanced Assessment, MontCas, DRA data, AIMS web data, and end of unit assessments from adopted curriculums.

1. Reading scores in the K-3 will increase on AIMS web or DRA by allowing a wider range of flexible grouping. Reading scores on the NWEA in grades three from fall to spring will increase by 4 RIT points for each individual student.
2. BPS students will decrease the number of students scoring two or below in each cluster on the report card by two percentage point per semester. Math scores for the third grade students will increase by three RIT points from Fall to Spring of each year.



Montana

Office of Public Instruction

Denise Juneau, State Superintendent

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**Billings District
Invitation to attend the July
Board of Public Education meeting**

Mr. Terry Bouck, Superintendent
Billings Public School District
415 N. 30th Street
Billings, MT 59101

May 28, 2013

Dear Mr. Bouck,

As you know, the Billings District schools have been placed by the Board of Public Education (BPE) in the Intensive Assistance Process for serious and continuing deviations from Accreditation Standards. I have enclosed a brochure which explains the process. Essentially, it consists of a district developing a plan to remedy the schools' deviations within a set amount of time, usually during the current year or by the beginning of the next school year, and the BPE resulting actions.

The BPE is aware and appreciative of your efforts to bring the district into compliance with the Accreditation Standards of the state of Montana. The BPE also recognizes that the district's accreditation issues have been ongoing over a period of time and that all of the issues will not be remedied immediately. However, the BPE would like to visit with you again about the district's plans for remedying its class size, counseling and library media deviations.

At their May meeting in Great Falls the BPE approved a motion to invite you and your Board Chair to meet with them during their July meeting. The BPE has scheduled their meeting with you for Wednesday, July 17, 2013, at 2:00 p.m. in the state capitol building, Room 152. Your Corrective Plans, which are due to my office by June 1, 2013, will be included in the BPE information packets for the meeting.

Please contact me at the email contact or phone number below to confirm that you and your Board Chair will be in attendance at this meeting.

Sincerely,

Teri Wing, Ed.D.
Accreditation Specialist
Montana Office of Public Instruction
twing@mt.gov
(406) 444-4436

Cc: Allen Halter, Board Chair

Billings District
Accreditation Corrective Plan
2013-14

Billings School District
Corrective Plan for 2013-14



Division of School Leadership Support
Billings Public Schools
415 North 30th Street
Billings, Montana 59101-1298
Phone: (406) 281-5065 Fax: (406) 281-6186

May 30, 2013

Teri Wing
Accreditation Division Administrator
PO Box 202501
Helena, MT 59620-2501

RE: Class Size Accreditation

Dear Teri:

This letter is to serve as an umbrella statement to address the Billings Public School class size accreditation deviations. We acknowledge the class size overloads in our elementary schools and are consistently working to try to alleviate these deviations as we understand the negative impact it can have on student achievement.

Due to the size of our district, 22 elementary schools, as well as high mobility, it is difficult to specifically state at this time where all teachers will be assigned for the 2013-2014 school year. However, we are committed to adding **15-18** additional K-6 classroom teachers for the 2013-2014 school term. The entire sum of the successful passage of our mill levy in early May has been allocated to the addition of this teaching staff. We are still in the process of interviewing and hiring these staff members.

We have attached a class size and projected enrollment roster. This roster reflects our projected enrollment numbers based on the 2/1/13 student count. The first week in June we will update this roster to reflect the student count on the last day of school. At that point we will make initial staffing adjustments if necessary. This class size and projected enrollment roster reflects an additional five classroom teachers already (we had 383 in 2012-2013). This roster reflects 388 classroom teachers. The yellow highlighted classes on this enrollment sheet indicate classes that are projected to be over accreditation without the additional 13 levy teachers we have remaining. The flesh colored highlighted areas would be places that we could address accreditation issues if we could add one additional teacher to that grade level. As enrollment numbers stabilize closer to the start of the school year we will be identifying where we will be adding our remaining thirteen levy teachers. The red highlighted areas indicate multi-grade combination classes i.e. third and fourth, fifth and sixth.

Also attached is the Alternative Standard Request that, as you know, has been approved by the Board of Public Education. This alternative plan will explain in detail our plan for addressing our standard deviations.

Teri, we want to thank you for working with us and helping us through this process. As you know, our goal is to do what is right for our students. If you have any questions, please feel free to contact me.

Sincerely,

Kathy Olson
Executive Director

KO/mm
Enclosures

Accreditation 2013-14 Corrective Plan

County: Yellowstone

District Name: School District #2

LE#: 0965

A corrective Plan is required by this district's school in order to remedy the Accreditation deviations for the 2013-14 school year.

The plan indicates the **specific actions** that the district and school will take and a date certain by which corrections will be made. **Return this form by June 1, 2013**, by mail or email to: twing@mt.gov

NOTE: Plans for more than one school in the district may be entered on this form.

Additional forms may be printed from the OPI website at <http://opi.mt.gov/Programs/Accred/>

The Office of Public Instruction
Accreditation Division
ATTN: Teri Wing
PO Box 202501
Helena, MT 59620-2501

School Name & SC#	Deviation(s)	Corrective Plan	Date to Be Accomplished
Rose Park 1268	Library	Add Librarian to meet standard	July 1, 2013
	Class Size	See attached cover letter, alternative standard plan and projected class size and school enrollment sheet.	2013-2014 School Year
	Counseling	Add .2 FTE counseling to Rose Park. Projected enrollment is 270.	July 1, 2013
Washington 1270	Class Size	See attached cover letter, alternative standard plan	2013-2014 School

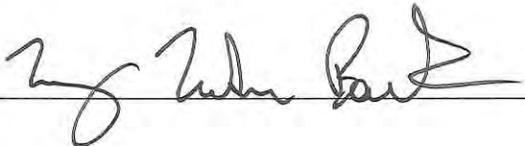
		and projected class size and school enrollment sheet.	Year
Newman 1275	Class Size	See attached cover letter, alternative standard plan and projected class size and school enrollment sheet.	2013-2014 School Year
	Library	Add librarian FTE to meet standard	July 1, 2013
Boulder 1307	Counseling	Add .2 in FTE in counseling. Projected Enrollment is 436.	July, 1, 2013
	Class Size	See attached cover letter, alternative standard plan and projected class size and school enrollment sheet.	
Central Heights 1308	Class Size	See attached cover letter, alternative standard plan and projected class size and school enrollment sheet.	2013-2014 School Year
Meadowlark 1439	Class Size	See attached cover letter, alternative standard plan and projected class size and school enrollment sheet.	2013-2014 School Year
Bitterroot 1471	Class Size	See attached cover letter, alternative standard plan and projected class size and school enrollment sheet.	2013-2014 School Year
Beartooth 1559	Library	Add Librarian staff to meet standard	July 1, 2013
	Counseling	Currently have 1.2 FTE. Projected enrollment is 507 with possibility of some K kids moving off	September, 2013

	Class Size	<p>site. Counselor FTE will be re-evaluated when enrollment stabilizes.</p> <p>See attached cover letter, alternative standard plan and projected class size and school enrollment sheet.</p>	2013-2014 School year
Sandstone 1584	Counseling	Projected enrollment is 489 warranting a 1.22 counselor. We currently have 1.2 counselors assigned to Sandstone. We will evaluate at the start of the school year when enrollment figures have stabilized.	September 2013
	Class Size	See attached cover letter, alternative standard plan and projected class size and school enrollment sheet.	2013-2014 School Year.
Arrowhead 1585	Counseling	Enrollment projections for Arrowhead next year are 454 first through fifth grade students. This warrants a 1.13 counselor. Add a .1 counselor.	July 1, 2013
	Class Size	See attached cover letter, alternative standard plan and projected class size and school enrollment sheet.	2013-2014 School Year.
Big Sky 1638	Class Size	See attached cover letter, alternative standard plan and projected class size and school enrollment sheet.	2013-2014 School Year
Eagle Cliffs 1639	Counseling	Projected Enrollment is 439 warranting 1.09 counseling FTE. We currently have 1.0 counselors	September 2013

	Class Size	assigned to Eagle Cliffs. Additional counseling staff will be determined once enrollment numbers stabilize. See attached cover letter, alternative standard plan and projected class size and school enrollment sheet.	2013-2014 School Year.
Broadwater 1255	Class Size	See attached cover letter, alternative standard plan and projected class size and school enrollment sheet.	2013-2014 School Year
Burlington 1256	Counseling	Add .2 FTE in counseling. Projected enrollment is 322. Thirty-one sixth graders will be attending the Middle School and a self-contained special education program will be moving to another site.	July 1, 2013
Highland 1260	Counseling	Add .2 FTE in counseling staff t. Projected enrollment is 318.	July 1, 2013
McKinley 1262	Class Size	See attached cover letter, alternative standard plan and projected class size and school enrollment sheet.	2013-2014 School Year
Miles 1263	Class Size	See attached cover letter, alternative standard plan and projected class size and school enrollment sheet.	2013-2014 School Year
Orchard 1265	Class Size	See attached cover letter, alternative standard plan and projected class size and school enrollment sheet.	2013-2014 School Year
Poly Drive 1266	Counseling	Add .2 counseling. Projected Enrollment is 332.	July 1, 2013

	Class Size	See attached cover letter, alternative standard plan and projected class size and school enrollment sheet.	2013-2014 School Year
Castle Rock 1631	Librarian	Add .6 Librarian	July 1, 2013
	Class Size	Add additional staff	July 1, 2013
Riverside 1645	Librarian	Add .4 Librarian	July 1, 2013
Lewis & Clark 1632	Specialist Licensure	Dulce Whitford, Program Coordinator for Indian Education for All is currently enrolled in the Indian Leadership Education and Development Program (I LEAD). Her completion date is the Spring of 2015. She has a Masters Degree from Montana State University in Native American Studies and an endorsement in K-12 Read and Elementary Education.	Spring 2015

Signatures:

Superintendent or County Superintendent: 

Date: 5/31/13

Board Chair: 

Date: 5/31/13

Accreditation 2013-14 Corrective Plan

County: Yellowstone

District Name: School District #2

LE#: 0966

A corrective Plan is required by this district's school in order to remedy the Accreditation deviations for the 2013-14 school year.

The plan indicates the **specific actions** that the district and school will take and a date certain by which corrections will be made. **Return this form by June 1, 2013**, by mail or email to: twing@mt.gov

NOTE: Plans for more than one school in the district may be entered on this form.

Additional forms may be printed from the OPI website at <http://opi.mt.gov/Programs/Accred/>

The Office of Public Instruction
Accreditation Division
ATTN: Teri Wing
PO Box 202501
Helena, MT 59620-2501

School Name & SC#	Deviation(s)	Corrective Plan	Date to Be Accomplished
Billings Senior 1250	Class Size	Redistribute staff to correct.	July 1, 2013
Billings West 1251	Teaching Assignment	Reassign staff to correct.	July 1, 2013

Signatures:

Superintendent or County Superintendent: 

Date: 5/31/13

Board Chair: 

Date: 5/31/13

BASED ON 2012-2013 REGULAR ED CLASSROOM TEACHER FTE (383) -- ADDING ADDITIONAL TEACHERS FOR THE 2013-2014 SCHOOL YEAR AS TEAM TEACHERS
DRAFT CLASS SIZE FOR 2013-2014 BASED ON FEBRUARY 1, 2013, ENROLLMENT

School	12/13	K				1				2				3				4				5				6				Total			
Alkali	17	21	20			21	20			17	17	18		21	22			21	21	22		25	25			22	22	22		17	357		
LS SPED Pri																																	
LS SPED Int 10																																	
Arrowhead	24	BOULDER				3				4				4				4				4				Students going to Middle School	19	454					
						24	24	25		19	20	20	20	28	28	28	29	23	24	24	24	23	23	24	24								
Team Teachers						4																								1			
						18	18	18	19																								
Beartooth	22	4				3				3				3				3.5				2.5				2				21	507		
		19	19	19	18	25	25	25		22	23	23		26	25	25		26	26	26	11	12	27	27		29	29						
Team Teachers						4																								1			
						18	19	19	19																								
Bench	16	3				3				3				2				2				2				2				17	388		
8 sped		23	23	24		23	23	24		19	19	17		21	22			24	24			24	25			26	27						
Team Teachers		4				4																								2			
		17	17	18	18	17	17	18	18																								
Big Sky	20	3				3				3				2.5				2.5				3				2				19	466		
6 LS SPED PRI		25	25	24		24	25	25		25	25	26		23	23	10		10	25	26		24	24	24		27	26						
7 IL SPED Pri		4				4				4																				3			
Team Teachers		18	18	19	19	18	18	19	19	19	19	19	19																				
Bitterroot	17	3				3				3				2				2				2				2				17	394		
		23	23	24		23	23	24		24	24	25		23	23			22	23			21	22			22	25						
Team Teachers						4				4																				2			
						17	17	18	18	18	18	18	19																				
Boulder	20	6				3				3				2				2				2				2				20	456		
DELTA 6		21	21	22	22	22	22	19	19	19		20	21	21		23	23			31	31			25	23			25	26				
DELTA 9																																	
DELTA 8																																	
Team Teachers		7																3												2			
		18	18	18	19	19	19	19									20	21	21														
Broadwater	18	3				4				3				2				2				3				Students going to Middle School	17	386					
		25	26	26		19	19	19	20	20	19	19		30	31			26	25			20	21	21									
Team Teachers		4																												1			
		19	19	19	20																												
Burlington	15	MEADOWLARK				3				3				2.5				2.5				3				1				15	327		
SPED LS Intr 9						19	19	20		20	21	21		21	22	10		11	26	26		21	21	22		27							
Central Heights	16	3				3				3				2				2				2				2				17	381		
LS SPED PRI 16		21	21	21		21	21	21		22	23	23		25	26			22	22			27	28			18	19						
LS SPED Int 11																																	
Eagle Cliffs	19	3				3				3				2.5				2.5				2.5				2.5				19	439		
SPED IL 7		21	22	21		21	22	21		20	19	19		27	27	13		7	26	26		26	26	11		11	26	27					

DISCUSSION

- ❖ LICENSURE COMMITTEE (Item 15)
Sharon Carroll

ITEM 15

STATE EXIT REPORT OF THE APRIL 14-16,
2013 JOINT NCATE/CAEP STATE
ACCREDITATION REVIEW OF THE PHYLISS
J. WASHINGTON (P JW) COLLEGE OF
EDUCATION AND HEALTH AND HUMAN
SERVICES AT THE UNIVERSITY OF
MONTANA

Dr. Linda Peterson
Mary Susan Fishbaugh, Review Team
Chairperson
Susan Harper-Whalen, Associate Dean, PJW
College of Education

EXECUTIVE SUMMARY

DATE: JULY 2013

- PRESENTATION:** State Exit Report of the Joint Accreditation Review of the Phyllis J. Washington (PJW) College of Education and Human Sciences at The University of Montana University Missoula (UMT)
- PRESENTER:** Linda Vrooman Peterson, Ph.D.
Administrator, Accreditation and Educator Preparation Division
Office of Public Instruction
Mary Susan Fishbaugh, Ed.D.
Dean, College of Education
Montana State University-Billings
Susan Harper-Whalen, Ed.M.
Associate Dean
PJW College of Education
The University of Montana Missoula
- OVERVIEW:** On April 14-16, 2013, a joint team of educators representing the National Council for Accreditation of Teacher Education (NCATE) and Montana K-20 education conducted the on-site accreditation review of the PJW College of Education and Human Sciences at UMT. The Office of Public Instruction facilitated the review and presents the State Exit Report of the accreditation review to the Board of Public Education (BPE) for discussion. The purpose of the joint on-site visit is to verify that the Institutional Report (IR) meets the NCATE Standards and the 2007-2014 Montana Professional Educator Preparation Program Standards (PEPPS). Susan Harper-Whalen, Associate Dean of the PJW College of Education, and Mary Susan Fishbaugh, Joint Team Co-Chairperson will discuss the review and exit report. The report is attached.
- The Joint NCATE/Montana Accreditation Review of PJW College of Education and Human Sciences requires approval of the Montana State Exit Report and NCATE Board of Examiners Report. For state approval or NCATE accreditation to occur, both sets of standards must be approved respectively by the BPE and the NCATE Board of Examiners.
- REQUESTED DECISION(S):** Discussion
- OUTLYING ISSUE(S):** Timeline for anticipated action by the BPE
1. July 17, 2013 – State Superintendent Denise Juneau and the Team Chair present the State Exit Report and Narrative Summaries to the BPE for discussion.
 2. October 2013 – Final action by the NCATE Board of Examiners
 3. November 2013 – State Superintendent Denise Juneau recommends final action to the BPE regarding program approval and accreditation status
- RECOMMENDATION(S):** Discussion

BPE PRESENTATION

**University of Montana Professional Education Unit
Phyllis J. Washington College of Education and Human Sciences
State Review Exit Report
April 14-16, 2013**

Chairperson, Mary Susan E. Fishbaugh, Ed.D.

From April 14-16, 2013, a four person state team and five person NCATE/CAEP team worked on the campus at the University of Montana (UM) to review the Phyllis J. Washington College of Education and Human Sciences (the Unit). Unit partners include three additional colleges—College of Arts and Sciences, College of Visual and Performing Arts, and the School of Business. The purpose of the On-Site Team's visit was to verify the Unit's Institutional Report (IR) as meeting the 2007-2014 Montana Professional Educator Preparation Program Standards (PEPPS). Team members read documents, visited field placement sites, and interviewed staff, faculty, administrators, and candidates, both current and completed. The purpose of this document is to summarize the results of the team's findings.

Sub-Chapter 5 – Teaching Areas: Specific Standards Initial Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.501	General Requirements	Met	1-2
10.58.503	Art K-12	Met with Notation	3
10.58.505	Business and Information Technology Education	Met	4
10.58.507	Theatre	Met	5
10.58.508	Elementary	Met	6
10.58.509	English/Language Arts	Met	7
10.58.510	Students with Disabilities	Met	8
10.58.511	World Languages		9-15
	French	Met	9
	Spanish	Met with Notation	10-11
	Russian	Met with Notation	12
	German	Met	13
	Latin	Met with Notation	14
	English as a Second Language K-12	Met	15
10.58.513	Health	Met	17
10.58.517	Library Media K-12	Met	18
10.58.518	Mathematics	Met	19
10.58.519	Music K-12	Met	20
10.58.520	Physical Education	Met	17
10.58.521	Reading Specialists K-12	Met	21-22



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10.58.522	Science		23-27
	Broadfield Science	Met	23
	Biology	Met	24
	Chemistry	Met	25
	Earth Science	Met	26
	Physics	Met	27
10.58.523	Social Studies		28-34
	Broadfield Social Studies	Met	28
	Economics	Met	29
	Geography	Met	30
	Government	Met	31
	History	Met	32
	Sociology	Met	33
	Psychology	Met	34
10.58.527	Areas of Permissive Special Competency - Technology	Met	35
10.58.527	Areas of Permissive Special Competency – Dance	Met	36

Sub-Chapter 5 – Teaching Areas: Specific Standards Advanced Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.509	English/Language Arts (MA)	Met	7
10.58.512	School Counseling K-12	Met	16
10.58.518	Mathematics (MA in Education)	Met	19
10.58.518	Mathematics (MA Option II)	Met	19
10.58.519	Music K-12 (MM)	Met	20

Sub-Chapter 6 – Curriculum Principles and Standards: Advanced Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.601	Program Planning and Development	Met	37
10.58.602	Teaching Areas: Advanced Programs	Met	37
10.58.603	Assessment of Advanced Programs	Met	37



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Sub-Chapter 7 – Specializations: Supervisory and Administrative Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.705	School Principals, Superintendents, Supervisors and Curriculum Directors	Met	38
10.58.707	School Psychologists	Met	39

Student Learning for Other School Professionals

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
	Speech Language Pathology	Met	40
	Integrated Arts and Education (Creative Pulse)	Met	41
	Curriculum and Instruction (M.Ed.)	Met	42

Commendations: The Professional Education Council is a clear example of the Unit’s Conceptual Framework center—a Learning Community. The Unit has demonstrated its leadership in forming collaborative, constructive, visionary relationships with their partner colleges to prepare educators.

Improvements: We encourage the Unit to continue exploring ways of insuring that all candidates have the opportunity to work with a wide diversity of learners. We also suggest that the Unit recognize opportunities to expose candidates to local learners for whom English is not their first language and nearby reservation schools where learners’ first language may be that of their tribe.

We thank the University of Montana administration, faculty and students for their warm welcome. Our work and lodging environments were comfortable. From the first evening, when the team members were introduced to the University of Montana Professional Education Unit to the conclusion of our visit, staff, faculty, and students welcomed us and complied with our requests. A special thank you is extended to the planners/providers of electronic resources, including the website reports/exhibits, access to the internet, and a speedy response to calls for technical help. Clearly, care was taken in planning this visit.

Thank you all for a job well done.



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University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.501 General Requirements

Validating Statement

Both off-site and on-site review team members reviewed the accreditation website, visited with various campus constituencies and contacted additional parties for information as necessary. Pertinent to ARM 10.58.501 is the following excerpt from the University of Montana's catalog.

Indian Education for All Requirement from the 2013 catalog (p. 448):

“It is Montana’s constitutional intent that the state’s education system will recognize the distinct and unique cultural heritage of American Indians and will be committed in its education goals to the preservation of their cultural heritage. The intent of the legislature as expressed in MCA20-1-501, Indian Education for All, is that every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner. It is also intended that educational personnel provide means by which school personnel will gain an understanding for the American Indian people. Candidates preparing for teaching licensure in all endorsement areas are required to complete a minimum of one course in Native American Studies. Candidates also may choose ANTY 323X (ANTH 323X), Indians of Montana, to meet this requirement. Throughout their programs of study candidates must demonstrate a) ability to integrate into their content areas knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana; b) knowledge of how students within different populations, including Montana American Indians, differ in their approaches to learning; and c) ability to create instructional opportunities that are adapted to diverse learners, including situations where concentrated generational poverty has affected student academic achievement.”

Sources of Evidence

University of Montana Phyllis J Washington College of Education and Human Sciences (the Unit) accreditation website, catalog, syllabi, off-site review reports, interviews while on campus, opening round table discussions and PowerPoint “poster” presentations

Assessment Aligned to Standard

The Unit assessment system candidate performance outcomes for both initial and advanced programs do align with ARM 10.58.501 and with unrevised Interstate Teacher Assessment and Support Consortium (InTASC) standards.

Evaluation

The Unit meets the requirements of ARM 10.58.501. The Phyllis J. Washington College of Education and Human Sciences is working consistently with the partners comprising the Professional Education Unit in order to assure understanding and implementation of the underlying Conceptual Framework and the evolving assessment system.

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Improvement

It was difficult for both off-site and on-site reviewers initially to discern the extent of Indian Education for All (IEFA). However, on-site presentations and discussions clarified that this legislative mandate is embraced by the Unit faculty and is infused throughout educator preparation programs. The additional link to IEFA on the accreditation webpage clarified infusion of IEFA throughout the educator preparation programs.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.503 Art K-12

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Educator Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Unit to meet the standards for 10.58.503 Art K-12.

Sources of Evidence

Evidence was gathered from the general bulletin and catalog, course, and accompanying syllabi and interviews with faculty.

Assessment Aligned to Standard

The assessments as provided in the Institutional Report (IR) align to the standards.

Evaluation

Most of the required courses and aligned assessments provided in the IR meet the standards.

Commendation

The program includes a wide variety of art classes that emphasize many hands-on experiences.

Improvement

There is no evidence to indicate that the Art program courses are specifically addressing copyright and patent laws, budget and purchasing, and censorship that are all referenced in the standards.

Accreditation Recommendation

Meets Standard with Notation

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.505 Business and Information Technology Education

Validating Statement

Supporting materials were reviewed and compared to the standards for Business and Information Technology.

Sources of Evidence

Evidences gathered from submitted supporting materials such as course descriptions, syllabi, suggested readings and/or textbooks.

Assessment Aligned to Standard

Assessments were aligned with the general requirements. Assessments seemed congruent to the complexity and cognitive demands that were described in the standards. Each assessment/course has clear scoring guides.

Evaluation

Most of the required courses and aligned assessments provided in the Institutional Report (IR) meet the standards.

Commendation

The courses have a varied level of complexity, knowledge, and skill. The plan to establish a program advisory board for the Business and Information Technology Education program is commendable.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.507 Theatre

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Educator Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Unit to meet the standards for 10.58.507 Theatre.

Sources of Evidence

Evidence was gathered from the general bulletin and catalog, course, and accompanying syllabi and interviews with faculty.

Assessment Aligned to Standard

The assessments as provided in the Institutional Report (IR) align to the standards.

Evaluation

The program course of study and aligned assessments provided in the IR meet the standards.

Commendation

- The program includes many opportunities for students to “practice” their craft in real theatre productions.
- A variety of assessment strategies are used across the program.
- Students are introduced to a wide repertoire of theatre pieces.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.508 Elementary Education

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Educator Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Professional Education Unit (PEU) to meet the standards for 10.58.508 Elementary Education.

Sources of Evidence

The primary sources of evidence for this review were: the Institutional Report (IR) and syllabi identified therein; the IR Addendum; the Conceptual Framework; the “Response to State Report” document; the Educator Preparation Assessment System (E-PAS); the link to Indian Education for All (IEFA) <http://coehs.umt.edu/deanoffice/accred/ncate/iefa/default.php>; as well as interviews with students and faculty.

Assessment Aligned to Standard

Assessments listed throughout the 10.58.508 IR report were general in nature. However, interviews with students and faculty provided evidence that throughout their programs, candidates are engaged in focused tasks and assignments aligned to the standards and received appropriate feedback to build required knowledge and skills.

The evidence indicates that the knowledge and skills expected by the IEFA requirement are developed across 14 courses in the program including implementation and evaluation in three field experiences and culminating in the demonstration of IEFA knowledge and skills in student teaching.

Evaluation

The required course content, field experiences, and assessments provided in the review materials meet the standards.

Commendation

The program is to be commended for the increased attention to the role of clinical experience in the preparation of candidates for licensure. Evidence indicated that the candidates benefitted from starting their field placements earlier and having the opportunity to experience three placements prior to student teaching. Pilot program: DeSmet School.

Improvement

Assessments of learning outcomes on the IR could be more clearly delineated and linked to the PEPPS and Conceptual Framework.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.509 English/Language Arts – English/Language Arts (MA in Teaching English)

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Education Program Preparation Standards (PEPPS) and the syllabi and assessments developed by the Professional Education Unit (PEU) to meet the standards for 10.58.509 English/Language Arts.

Sources of Evidence

The primary sources of evidence for this review were: the Institutional Report (IR) and syllabi identified therein; the IR Addendum; the Conceptual Framework; the Educator Preparation Assessment System (E-PAS); and the link to Indian Education for All (IEFA) <http://coehs.umd.edu/deanoffice/accred/ncate/iefa/default.php>.

Assessment Aligned to Standard

The content topics presented in course syllabi are consistent with the standards. The assessments presented in the IR were general in nature; however, the assessments specified in the course syllabi are diverse and broad enough where the range of knowledge, skill, and dispositions within the standard can be successfully accomplished. Additionally, the assessments are congruent with the complexity, cognitive demands, and skill requirements described in the standards.

Evaluation

The required content, field experiences, and assessments provided in the review materials meet the standards.

Commendation

Extensive course requirements are currently present in the program and provide candidates with a solid educational scope and sequence.

Improvement

Assessments of learning outcomes specific to teaching major could be more clearly delineated and linked to the PEPPS and Conceptual Framework.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.510 Students with Disabilities K-12

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Educator Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Professional Education Unit (PEU) to meet the standards for 10.58.510 Students with Disabilities K-12.

Sources of Evidence

The primary sources of evidence for this review were: the Institutional Report (IR) and syllabi identified therein; the IR Addendum; the Conceptual Framework; the “Response to State Report” document; the Educator Preparation Assessment System (E-PAS); the link to Indian Education for All (IEFA) <http://coehs.umt.edu/deanoffice/accred/ncate/iefa/default.php>; and interviews with faculty.

Assessment Aligned to Standard

The content topics presented in course syllabi clearly meet the standards. The assessments presented in the IR were general in nature; however, the learning tasks and related assessments specified in the course syllabi are aligned with the standards and allow candidates to demonstrate the required range of knowledge, skill, and dispositions. The evidence indicates that candidates learn about the transition of special needs students, how to communicate and collaborate with paraeducators and other teachers, how to create learning environments for students who have severe needs, how to use assistive technology, how to prepare a program for students who are non-verbal, how to develop an Individualized Education Plan (IEP) from start to finish, and how to conduct an IEP meeting according to due process.

Evaluation

The required course content, field experiences, and assessments provided in the review materials meet the standards.

Commendations

There are strengths present in the program. For example, candidates are required to take a course where the primary focus is to develop a leadership role when working in the resource room (C&I 459). This is a critical skill to have in order to run an effective resource room. A second program strength can be seen in the fact that candidates have the opportunity to practice giving assessments to willing participants. Finally, candidates develop a strong understanding of the different interventions and positive behavior support systems (C&I 463). This will be incredibly useful to future teachers for their work in both special education and general education.

Improvement

Assessments of learning outcomes on the IR could be more clearly delineated and linked to the PEPPS and Conceptual Framework.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.511 World Languages - French

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Educator Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Unit to meet the standards for 10.58.511 World Languages - French.

Sources of Evidence

Evidence was gathered from the general bulletin and catalog, course, and accompanying syllabi.

Assessment Aligned to Standard

The aligned assessments as provided in the Institutional Report (IR) meet the standards.

Evaluation

The required courses and aligned assessments provided in the IR meet the standards.

Commendation

The program is comprehensive and provides multiple opportunities for application of knowledge gained.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.511 World Languages - Spanish

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Educator Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Phyllis J. Washington College of Education and Human Sciences (Unit) to meet the standards for 10.58.511 World Languages - Spanish.

Sources of Evidence

Montana - NCATE/CAEP Accreditation Institutional Report (IR), Educator Preparation Assessment System (E-PAS); Spanish K-12 State Accreditation Report and Key Assessments by Program; February 2013 Alignment of Conceptual Framework; Professional Behaviors; and Content Standards

Assessment Aligned to Standard

The content topics in the assessments are consistent and align to the standards with the following exceptions: Standard (1) (b), (1) (c), (1) (h), and (1) (i). The assessments named *could* adequately address the range of knowledge, skill, and dispositions that are delineated in the standard and, they *might* be congruent with the complexity, cognitive demands and skill requirements described in the standards. But scoring guides or assessment examples were not located for any of the named assessments to make that determination.

Additional assessments that address listening comprehension should be included such as interviews, transcriptions, phone conversations, and face-to-face conversations. Assessments that address oral proficiency and ability to communicate should also be incorporated into courses. Some examples of these assessments include face-to-face conversations, giving directions that require listeners to follow directions to accomplish a designated task, and participating in discussions.

Evaluation

Most of the required courses and aligned assessments provided in the IR for Spanish meet the standards.

Commendations

EDU 407 (Ethics and Policy Issues) clearly addresses Standard 1 (c, e) in the General Education program. The understanding of personal, cultural and socioeconomic biases and teaching style differences that affect one's teaching are necessary for students in the Spanish program.

Standard 1 (a), the "speaking" standard, is particularly well-developed and aligned across the curriculum and within the assessments.

Improvements

There are some concerns about courses; not all course offerings listed for Standard (1) (b) seem to contribute to achieving this standard. This standard deals with demonstrating listening.

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Additionally, there is concern about the teaching requirements for the Spanish endorsement for a minor. Currently, the Spanish program requirements consist of 57 credits for a major and 36 credits for a minor. There are 21 credit offerings in literature and electives for the major endorsement. There are only three credit offerings in literature for the minor endorsement; and that is a choice between the Contemporary Spanish literature course and the Contemporary Latin American literature course. Given the culture most likely to be encountered by the students being taught, perhaps a recommendation to take the Contemporary Latin American literature course should be made for candidates seeking the minor endorsement. In Montana, many Spanish endorsed teachers enter the teaching field at the secondary level, teaching Spanish as a minor where there will likely not be another Spanish teacher (and less likely one that majored in Spanish) at the same school. There is concern about the integrity of the student learning experience with such minimal preparation in history, civilization and culture of the teacher candidate seeking a minor endorsement.

Accreditation Recommendation

Meets Standard with Notation

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.511 World Languages - Russian

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Educator Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Unit to meet the standards for 10.58.511 World Languages - Russian.

Sources of Evidence

Evidence was gathered from the general bulletin and catalog, course, and accompanying syllabi.

Assessment Aligned to Standard

The aligned assessments provided in the IR meet the standards.

Evaluation

Most of the required courses and aligned assessments provided in the IR meet the standards.

Commendation

The program is comprehensive and provides multiple opportunities for application of knowledge gained.

Improvement

Russian program requirements need to be re-examined to ensure the required number of courses and credits match and upper-level electives are available (it appears the four courses are required and not technically electives). The course catalog needs to accurately reflect the courses required for the program as well.

Accreditation Recommendation

Meets Standard with Notation

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.511 World Languages - German

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Educator Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Unit to meet the standards for 10.58.511 World Languages - German.

Sources of Evidence

Montana-NCATE/CAEP Accreditation Institutional Report (IR)/Educator Preparation Assessment System (E-PAS); German (K-12) State Accreditation Report and Key Assessments by Program; February 2013 Alignment of Conceptual Framework, Professional Behaviors; and Content Standards

Assessment Aligned to Standard

The content topics in the assessments are consistent with the standards.

Evaluation

The required courses and aligned assessments provided in the IR for German meet the standards.

Commendation

The program is comprehensive and provides multiple opportunities for application of knowledge gained.

Improvement

It is recommended that additional formal and informal assessments be included in the program. For example, face-to-face conversations, the creation of email, transcriptions, participating in spoken interviews, and following written directions that require the reader to accomplish designated tasks are ways the instructors could incorporate more comprehensive assessment strategies.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
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Narrative Summary Report

Number and Name of Standard: ARM 10.58.511 World Languages - Latin

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Educator Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Unit to meet the standards for 10.58.511 World Languages - Latin.

Sources of Evidence

Evidence was gathered from the general bulletin and catalog, course, and accompanying syllabi.

Assessment Aligned to Standard

The assessments as provided in the Institutional Report (IR) meet the standards.

Evaluation

The required courses and aligned assessments provided in the IR meet the standards.

Commendation

The program is comprehensive and provides multiple opportunities for application of knowledge gained.

Improvement

Latin program requirements need to be re-examined to ensure the required number of courses and credits match.

Accreditation Recommendation

Meets Standard with Notation

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.511 World Languages - English as a Second Language

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Educator Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Professional Education Unit (PEU) to meet the standards for 10.58.511 World Languages - English as a Second Language.

Sources of Evidence

The primary sources of evidence for this review were: the Institutional Report (IR) and syllabi identified therein; the IR Addendum; the Conceptual Framework; the Educator Preparation Assessment System (E-PAS); and the link to Indian Education for All (IEFA) <http://coehs.umont.edu/deanoffice/accred/ncate/iefa/default.php>.

Assessment Aligned to Standard

The content topics presented in course syllabi are consistent with the standards. The assessments presented in the IR were general in nature; however, the assessments specified in the course syllabi are adequate to determine if candidates can meet the range of knowledge, skill, and dispositions expected by the standard.

Evaluation

The required course content, field experiences, and assessments provided in the review materials meet the standards.

Commendation

The program is to be commended for the inclusion of learner outcomes and the extensive use of instructional technology.

Improvement

Assessments of learning outcomes specific to teaching major could be more clearly delineated and linked to the PEPPS and Conceptual Framework.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: 10.58.512 School Counseling K-12

Validating Statement

Supporting materials were reviewed. The on-site reviewer examined Administrative Rules of Montana (ARM) standards; syllabi provided by the Institutional Report (IR) and specific student performance assessments.

Sources of Evidence

Supporting materials were obtained from the Phyllis J. Washington College of Education and Human Sciences Educator Preparation Assessment System (E-PAS). Evidence was gathered and reviewed from course descriptions, syllabi, specific student performance assessments and materials prepared by cooperating university instructors and faculty.

Assessment Aligned to Standard

- The content topics in the assessments are consistent with the standards.
- The student performance assessments address the range of knowledge, skill and dispositions that are delineated in the standards.
- The student assessments are congruent with the complexity, cognitive demands, and skill requirements described in the standards.
- The scoring guides are clear and the level of candidate proficiency is distinct and appropriate.

Evaluation

All of the required courses and aligned student assessments provided in the Institutional Report (IR) meet the standards.

Commendations

The University of Montana program demonstrates a solid commitment to professional standards. This commitment is demonstrated in clear organization of content, CACREP and ARM standards and relevant assignments in all course syllabi. Literary materials selected for use in classes appear up-to-date and professionally relevant. Student performance assessments are consistently relevant to professional standards and will prepare students to be effective school counselors.

Improvement

Improvements highlighted by the off-site review were resolved during the on-site review. Standards are being met.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.513/520 Health - Physical Education

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Educator Program Preparation Standards (PEPPS) and the syllabi and assessments developed by the Professional Education Unit (PEU) to meet the standards for 10.58.520/513 Physical Education and Health K-12.

Sources of Evidence

The primary sources of evidence for this review were: the Institutional Report (IR) and syllabi identified therein; the IR Addendum; the Conceptual Framework; the Educator Preparation Assessment System (E-PAS); and the link to Indian Education for All (IEFA) <http://coehs.umont.edu/deanoffice/accred/ncate/iefa/default.php>.

Assessment Aligned to Standard

The content topics presented in course syllabi are consistent with the standards. The assessments presented in the IR were general in nature; however, the performance assessments specified in the course syllabi are diverse and broad enough to determine if the candidate has achieved the range of knowledge, skill, and dispositions required by the standards. The assessments are also congruent with the complexity, cognitive demands, and skill requirements described in the standards.

Evaluation

The required course content, field experiences, and assessments provided in the review materials meet the standards.

Commendations

Evidence indicates that all courses require significant amounts of reading and writing accompanied by observation and hands-on activities. This combination helps to reinforce the content being taught. Most courses employ a variety of teaching strategies that demonstrate best pedagogical practices in order to model differentiation of instruction as well as to meet candidates' learning needs. Evidence also indicated that coursework provided variety for outdoor recreation and individual, dual and team sports.

Improvement

Assessments of learning outcomes specific to teaching major could be more clearly delineated and linked to the PEPPS and Conceptual Framework.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.517 Library Media K-12

Validating Statement

Materials cited were reviewed online.

Sources of Evidence

All course syllabi linked in the Institutional Report (IR) were reviewed, along with the document “Library Media Requirements (K-12), and interviews with candidates and faculty.

Assessment Aligned to Standard

Assignments, discussion topics, and projects in course syllabi are consistent with the standards listed, with a couple of noted exceptions. Scoring guides and rubrics were not included in syllabi, but class expectations and learner outcomes were clearly delineated and consistent with the standards.

Evaluation

Evidence indicates that the program course of study and aligned assessments provided in the IR meet the standard.

Commendation

Instructors of the courses cited in the IR are excelling in providing current, relevant resources for their students.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.518 Mathematics/Mathematics MA in Education and Mathematics MA Option II

Validating Statement

The reviewers examined and verified the alignment between the Professional Educator Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Unit to meet the standards for 10.58.518 Mathematics secondary education, M.A. in Teaching Middle School Mathematics, and M.A. in Mathematics Education.

Sources of Evidence

Primary sources of evidence included the PEPPS, the University of Montana's Institutional Report (IR) and addendum information, Educator Preparation Assessment System (E-PAS), initial and advanced syllabi and corresponding assessments and rubrics, program plans, and conceptual framework initial and advanced. Interviews with faculty, enrolled candidates and program graduates, and P-12 administrators provided additional and valuable information.

Assessment Aligned to Standard

Assessments are consistent with and align to the standards. Key assessments to measure initial and advanced candidates knowledge, skill and application of the Mathematics standards were clearly outlined in the E-PAS and verified by cross-referencing syllabi. The assessments address candidate and program performance.

Evaluation

The required course content, field experiences, and assessments provided in the review materials meet the standards.

Accreditation Recommendation

Meets Standard

University of Montana
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Narrative Summary Report

Number and Name of Standard: ARM 10.58.519 Music K-12/MM Music

Validating Statement

The standards and performance assessment information, the University of Montana Institutional Report (IR) and addendum information, the Educator Preparation Assessment System (E-PAS) align to the Professional Educator Preparation Program Standards (PEPPS).

Sources of Evidence

Primary evidence included PEPPS, the University of Montana's IR and addendum information, the Educator Preparation Assessment System (E-PAS), and K-12 undergraduate and graduate syllabi which aligned to standards, required course work, alignment of the Conceptual Framework, Professional Behaviors (INTASC Standards) and Content Standards, and Action Activities Report. Interviews with faculty, candidates, and P-12 administrators provided additional and valuable information.

Assessment Aligned to Standard

The assessments provided in the IR align to the standards.

Evaluation

The Music Education program of study includes, but is not limited to: instructional methods and trends, current music materials and technology, music's cultural dimensions, and early field experience and a full semester of clinical practice and more. The Master of Education with initial secondary licensure: Teaching Music K-12 program of study follows the same approach offering courses reflective of the changing public school music program. The program of study provides candidates hands-on and interactive experiences to prepare graduates to teach music in every type and size of learning environment. The required courses and aligned assessments provided in the IR meet the standards. Information in the IR was verified through interviews during the on-site review.

Commendation

The program includes a wide variety of interactive music classes and hands-on and clinical experiences that will help prepare a music teacher to teach Montana students to engage in musical expression.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.521 Reading Specialist K-12

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Educator Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Professional Education Unit (PEU) to meet the standards for the 10.58.521 Reading Specialist K-12 in their undergraduate and graduate programs.

Sources of Evidence

The primary sources of evidence for this review were: the Institutional Report (IR) and syllabi identified therein; the IR Addendum; the Conceptual Framework; the “Response to State Report” document; the Educator Preparation Assessment System (E-PAS); and the link to Indian Education for All <http://coehs.umt.edu/deanoffice/accred/ncate/iefa/default.php>.

Assessment Aligned to Standard

Assessments listed throughout the 10.58.521 IR report were general in nature. However, the document entitled, “Reading Specialist K-12 Narrative Report” found at <http://coehs.umt.edu/deanoffice/accred/ncate/assessmentsystem/1Response%20READING.pdf> provided clear examples of the specific assessments used to determine candidates’ progress toward meeting the standards. For example, in three of the required classes (EDU 397, EDU 497, and EDU 456) students are placed in the field and complete observations and lesson plans that follow the Montana Common Core Standards and/or the NAEYC Standards. Students are also observed and evaluated by a classroom teacher and a University of Montana literacy faculty member during the six-week, six credit summer practicum experience (EDU 457).

Evidence indicates that the Literacy faculty meets on a yearly basis to align their respective syllabi so that all standards are addressed and met in a logical, sequential order. Candidates are expected to build a collection of artifacts for the Literacy Portfolio submitted for review to the advisor before the candidate is recommended for licensure. The Praxis II Content Knowledge Test: Reading is a standardized assessment that evaluates candidate knowledge of: emergent literacy, phonological awareness, alphabetic principles, phonics and word analysis, comprehension, fluency, and vocabulary. A passing score of 159 is required of all candidates for the Reading Specialist Endorsement K-12. The program reports a 100 percent pass rate.

Evaluation

The required course content, field experiences, and assessments provided in the review materials meet the standards.

Commendation

The scope and sequence of the reading coursework is sound and the quality of candidate performance appears to be strong.

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Improvement

Assessments of learning outcomes could be more clearly delineated and linked to the PEPPS and Conceptual Framework.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
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Narrative Summary Report

Number and Name of Standard: ARM 10.58.522 Science – Broadfield in Science

Validating Statement

Supporting materials were reviewed online. In addition to the Institutional Report (IR) that described standards, courses that address each standard were listed, and in some cases, links were provided to courses syllabi. A general description of assessment methods to measure the standard within each course was provided.

Sources of Evidence

Evidence as gathered from the IR and online resources listed in the report.

Assessment Aligned to Standard

The content topics in the assessments seem consistent with the standard. The assessments seem congruent with the complexity, cognitive demands and skill requirements described in the standards. The scoring guides provided are clear and levels of candidate proficiency are distinct and appropriate.

Evaluation

The required courses and aligned assessments provided in the IR meet the standards.

Improvement

All recommended improvements were addressed in the “Response to State Report” located in the Educator Preparation Assessment System (E-PAS) Program Data Table.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
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Narrative Summary Report

Number and Name of Standard: ARM 10.58.522 Science - Biology

Validating Statement

The standards, Institutional Report (IR), and supporting materials were examined to determine if the biology program plan meets the standards for preparation of biology teacher candidates.

Sources of Evidence

Evidence was gathered by examination of course syllabi pertaining to the biology program plan.

Assessment Aligned to Standard

Content topics, range of knowledge, cognitive demands, skill requirements, complexity, and levels of proficiency within the courses are aligned with the standards, as well as corresponding assessments.

Evaluation

The required courses provided in the IR meet the standards.

Commendation

Biology teaching preparation classes all integrate the general requirements and general science standards very well. All of the syllabi are very thorough in their coverage of each topic. A biology teacher candidate would come out of this program well prepared to teach biology.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.522 Science – Chemistry

Validating Statement

The standards, Institutional Report (IR), and supporting materials were examined to determine if the chemistry program plan meets the standards for preparation of chemistry teacher candidates.

Sources of Evidence

Evidence was gathered from the IR, the IR Addendum, the general bulletin, catalog, accompanying syllabi, Conceptual Framework, the “Response to State Report” document, and the Educator Preparation Assessment System (E-PAS).

Assessment Aligned to Standard

Content topics, range of knowledge, cognitive demands, skill requirements, complexity, and levels of proficiency within the courses are aligned with the standards, as well as corresponding assessments.

Evaluation

The required courses and aligned assessments provided in the IR meet the standards.

Commendation

Chemistry teaching preparation classes all integrate the general requirements and standards very well. All of the syllabi are very thorough in their coverage of each topic. A chemistry teacher candidate would come out of this program well prepared to teach chemistry.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: 10.58.522 Science - Earth Science

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Educator Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Professional Education Unit (PEU) to meet the standards for 10.58.522 Science – Earth Science.

Sources of Evidence

Evidence was gathered from the Institutional Report (IR), the IR Addendum, Conceptual Framework, the “Response to State Report” document, and the Educator Preparation Assessment System (E-PAS).

Assessment Aligned to Standard

The content topics in the assessments are consistent with the standards and several excellent and varied assessments are listed. The key assessments address a wide range of knowledge and skill. They are congruent with complexity and skills required. The list of assessments was comprehensive and varied and would allow for a complete analysis of skills and knowledge gained. The aligned assessments provided in the IR meet the standards.

Evaluation

The required courses and aligned assessments provided in the IR meet the standards.

Commendation

The program addresses a wide variety of topics necessary for a strong background in earth science.

Improvement

All recommended improvements were addressed in the “Response to State Report” located in the E-PAS Program Data Table.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.522 Science – Physics

Validating Statement

Standards for physics and the Institutional Report (IR) were reviewed.

Sources of Evidence

Institutional Report for Physics, the IR Addendum, Conceptual Framework, the “Response to State Report” document, and the Educator Preparation Assessment System (E-PAS)

Assessment Aligned to Standard

The content topics are consistent with the standards in the document; several excellent and varied assessments are listed. The key assessments address a wide range of knowledge and skill. They are congruent with complexity and skills required. The list of assessments was comprehensive and varied and would allow for a complete analysis of skills and knowledge gained.

Evaluation

The required courses and aligned assessments provided in the IR meet the standards.

Commendation

The coursework that is listed is quite good and extensive. Incorporating calculus into the physics coursework is appropriate as well.

Improvement

All recommended improvements were addressed in the “Response to State Report” located in the E-PAS Program Data Table.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.523 Social Studies - Broadfield Social Studies

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Educator Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Professional Education Unit (PEU) to meet the standards for 10.58.523 Social Studies – Broadfield Social Studies.

Sources of Evidence

The primary sources of evidence for this review were: the Institutional Report (IR) and syllabi identified therein; the IR Addendum; the Conceptual Framework; the “Response to State Report” document; the Educator Preparation Assessment System (E-PAS); the link to Indian Education for All (IEFA) <http://coehs.umt.edu/deanoffice/accred/ncate/iefa/default.php>.

Assessment Aligned to Standard

The content topics in the assessments are consistent with the standards, addressing the range of knowledge, skill, and dispositions that are delineated in the standards, and congruent with the complexity, cognitive demands, and skill requirements described in the standards. The evidence presented during the on-site review clearly demonstrated how 10.58.523 (2) (d) and 10.58.501 (1) (a) are being met.

Evaluation

The required course content, field experiences, and assessments provided in the review materials meet the standards.

Commendation

The breadth of expectations and opportunities for the majors is impressive.

Improvement

The evidence indicates that the program could strengthen its practices relative to 10.58.523 (5) (a) the nature of individual dignity, human rights, (popular) sovereignty, political power, citizenship, and political authority and 10.58.523 (5) (c) the organization, powers, and politics of the national, state, tribal, and local units of American government. Furthermore, assessments of learning outcomes specific to teaching major could be more clearly delineated and linked to the PEPPS and Conceptual Framework.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.523 Social Studies - Economics

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Educator Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Professional Education Unit (PEU) to meet the standards for 10.58.523 Social Studies - Economics.

Sources of Evidence

The primary sources of evidence for this review were: the Institutional Report (IR) and syllabi identified therein; the IR Addendum; the Conceptual Framework; the Educator Preparation Assessment System (E-PAS); and the link to Indian Education for All (IEFA)
<http://coehs.umd.edu/deanoffice/accred/ncate/iefa/default.php>.

Assessment Aligned to Standard

The content topics presented in course syllabi are consistent with the standards. The assessments presented in the IR were general in nature; however, the assessments specified in the course syllabi are diverse and broad enough so that candidates can develop the expected range of knowledge, skill, and dispositions required by the standard. Additionally, the assessments are congruent with the complexity, cognitive demands, and skill requirements described in the standards.

Evaluation

The reviewers found that there is strong correlation and continuity between the various expressions of majors and minors. The course content, assessment, and cross-discipline references and relationships are evident across the system.

Commendation

The scope and sequence of the economics coursework is sound and the quality of candidate performance appears to be strong.

Improvement

Assessments of learning outcomes specific to teaching major could be more clearly delineated and linked to the Professional Educator Preparation Program Standards (PEPPS) and Conceptual Framework.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: ARM 10.58.523 Social Studies - Geography

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Educator Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Professional Education Unit (PEU) to meet the standards for 10.58.523 Social Studies - Geography.

Sources of Evidence

The primary sources of evidence for this review were: the Institutional Report (IR) and syllabi identified therein; the IR Addendum; the Conceptual Framework; the Educator Preparation Assessment System (E-PAS); and the link to Indian Education for All (IEFA)
<http://coehs.umd.edu/deanoffice/accred/ncate/iefa/default.php>.

Assessment Aligned to Standard

The content topics presented in course syllabi are consistent with the standards. The assessments presented in the IR were general in nature; however, the assessments specified in the course syllabi are diverse and broad enough so that candidates can develop the expected range of knowledge, skill, and dispositions required by the standard.

Evaluation

The required course content, field experiences, and assessments provided in the review materials meet the standards.

Commendation

The Unit is to be commended for clearly meeting the requirements of the PEPP standards for Geography.

Improvement

Assessments of learning outcomes specific to teaching major could be more clearly delineated and linked to the PEPP Standards and Conceptual Framework.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
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Narrative Summary Report

Number and Name of Standard: ARM 10.58.523 Social Studies - Government

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Education Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Professional Education Unit (PEU) to meet the standards for 10.58.523 Social Studies - Government.

Sources of Evidence

The primary sources of evidence for this review were: the Institutional Report (IR) and syllabi identified therein; the IR Addendum; the Conceptual Framework; the “Response to State Report” document; the Educator Preparation Assessment System (E-PAS); the link to Indian Education for All (IEFA) <http://coehs.umt.edu/deanoffice/accred/ncate/iefa/default.php>.

Assessment Aligned to Standard

The content topics presented in course syllabi are consistent with the standards. The assessments presented in the IR were general in nature; however, the assessments specified in the course syllabi are diverse and broad enough so that candidates can develop the expected range of knowledge, skill, and dispositions required by the standard. Additionally, the assessments are congruent with the complexity, cognitive demands, and skill requirements described in the standards.

Evaluation

The reviewers found that there is strong correlation and continuity in the course content, assessment, and cross-discipline references.

Commendation

The scope and sequence of the Government coursework is sound and the quality of candidate performance appears to be strong.

Improvement

Assessments of learning outcomes specific to teaching major could be more clearly delineated and linked to the PEPPS and Conceptual Framework.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
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Narrative Summary Report

Number and Name of Standard: ARM 10.58.523 Social Studies - History

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Educator Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Professional Education Unit (PEU) to meet the standards for 10.58.523 Social Studies - History.

Sources of Evidence

The primary sources of evidence for this review were: the Institutional Report (IR) and syllabi identified therein; the IR Addendum; the Conceptual Framework; the “Response to State Report” document; the Educator Preparation Assessment System (E-PAS); and the link to Indian Education for All (IEFA) <http://coehs.umt.edu/deanoffice/accred/ncate/iefa/default.php>.

Assessment Aligned to Standard

The content topics presented in course syllabi are consistent with the standards. The assessments presented in the IR were general in nature; however, the assessments specified in the course syllabi are diverse and broad enough so that candidates can develop the expected range of knowledge, skill, and dispositions required by the standard. Additionally, the assessments are congruent with the complexity, cognitive demands, and skill requirements described in the standards.

Evaluation

The required course content, field experiences, and assessments provided in the review materials meet the standards. Several classes pay careful attention to American Indian issues, and appropriately, candidates study issues concerning Indian nations into the twenty first century.

Commendation

The breadth of expectations and opportunities for the majors is impressive.

Improvement

The program may want to consider the possibility that new teachers would be well-served if they were prepared with content related to modern China. Assessments of learning outcomes specific to teaching major could be more clearly delineated and linked to the PEPPS and Conceptual Framework.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
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Narrative Summary Report

Number and Name of Standard: ARM 10.58.523 Social Studies - Sociology

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Education Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Professional Education Unit (PEU) to meet the standards for 10.58.523 Social Studies - Sociology.

Sources of Evidence

The primary sources of evidence for this review were: the Institutional Report (IR) and syllabi identified therein; the IR Addendum; the Conceptual Framework; the “Response to State Report” document; the Educator Preparation Assessment System (E-PAS); the link to Indian Education for All (IEFA) <http://coehs.umt.edu/deanoffice/accred/ncate/iefa/default.php>.

Assessment Aligned to Standard

The content topics presented in course syllabi are consistent with the standards. The assessments presented in the IR were general in nature; however, the assessments specified in the course syllabi are diverse and broad enough so that candidates can develop the expected range of knowledge, skill, and dispositions required by the standard. Additionally, the assessments are congruent with the complexity, cognitive demands, and skill requirements described in the standards.

Evaluation

The reviewers found that there is strong correlation and continuity in the course content, assessment, and cross-discipline references.

Commendation

The scope and sequence of the sociology coursework is sound and the quality of candidate performance appears to be strong.

Improvement

Assessments of learning outcomes specific to teaching major could be more clearly delineated and linked to the PEPPS and Conceptual Framework.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
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Narrative Summary Report

Number and Name of Standard: ARM 10.58.523 Social Studies - Psychology

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between the Professional Educator Preparation Program Standards (PEPPS) and the syllabi and assessments developed by the Professional Education Unit (PEU) to meet the standards for 10.58.523 Social Studies - Psychology.

Sources of Evidence

The primary sources of evidence for this review were: the Institutional Report (IR) and syllabi identified therein; the IR Addendum; the Conceptual Framework; the Educator Preparation Assessment System (E-PAS); and the link to Indian Education for All (IEFA)
<http://coehs.umt.edu/deanoffice/accred/ncate/iefa/default.php>.

Assessment Aligned to Standard

The content topics presented in course syllabi are consistent with the standards. The assessments presented in the IR were general in nature; however, the assessments specified in the course syllabi are diverse and broad enough so that candidates can develop the expected range of knowledge, skill, and dispositions required by the standard.

Evaluation

The reviewers found that there is strong correlation and continuity in the course content, assessment, and cross-discipline references.

Commendation

The scope and sequence of the psychology coursework is sound and the quality of candidate performance appears to be strong.

Improvement

Assessments of learning outcomes specific to teaching major could be more clearly delineated and linked to the PEPPS and Conceptual Framework.

Accreditation Recommendation

Meets Standard

University of Montana
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Narrative Summary Report

Number and Name of Standard: ARM 10.58.527 Areas of Permissive Special Competency - Technology

Validating Statement

During the on-site visit, the reviewers examined and verified the alignment between syllabi and assessments developed by the Professional Education Unit (PEU) to meet the standards for 10.58.527 Area of Permissive Special Competency in Technology.

Sources of Evidence

Course syllabi, Institutional Report (IR), the IR addendum, the “Response to State Report” document; and the Educator Preparation Assessment System (E-PAS)

Assessment Aligned to Standard

Course syllabi and corresponding assessments were reviewed and are aligned to the standard.

Evaluation

The required courses and aligned assessments provided in the IR meet the standards

In response to the off-site reviewer, the on-site reviewer obtained evidence to resolve the issue of inconsistency between the course syllabi and the integration of competency requirements.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
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Narrative Summary Report

Number and Name of Standard: ARM 10.55.527 Area of Permissive Special Competency - Dance Education

Validating Statement

In May 2012, the Montana Board of Public Education approved an Area of Permissive Special Competency (APSC) in Dance. The Dance Program at The University of Montana provides the competencies listed below through a newly approved Minor in Dance Education were verified by examining the Institutional Report (IR) and supporting materials. The program expects to begin graduating students with the APSC in 2014. This program will function as part of the licensure program.

Sources of Evidence

The IR, course syllabi, the University of Montana-Missoula 2012-2013 online catalog, program requirements

Assessment Aligned to Standard

The performance assessments align to the APSC Dance standards.

Evaluation

The required courses and aligned assessments provided in the IR meet the standards.

In a response to the off-site review, it was noted that several courses do, in fact, address cultural diversity and specifically Montana American Indians. Both the course syllabi and the IR will need to be updated to specifically reflect these specific instructional activities and courses.

Commendation

The final project for the “Teaching Movement in Schools” course is to be commended for its focus on integration and inclusion of Montana American Indians.

Improvement

In a response to the off-site review, it was noted that Ballet III--DANC 310 is a required course for the APSC Dance Education requirements. This notation and the course syllabus will need to be updated in the IR.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
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Narrative Summary Report

Number and Name of Standard: ARM 10.58.601 Program Planning and Development; ARM 10.58.602 Teaching Areas: Advanced Programs; ARM10.58.603 Assessment of Advanced Programs

Validating Statement

Standards and performance assessment information, the University of Montana (UM) Institutional Report (IR) and addendum information, the Educator Preparation Assessment System (E-PAS), the Professional Educator Preparation Program Standards (PEPPS), specific student performance assessments, as well as review of the provided syllabi were reviewed with respect to the general requirements for the UM's advanced programs assuring the quality of post-baccalaureate programs in education.

Sources of Evidence

Evidence for the review was conducted through the reading of the PEPPS (curriculum principles and standards) and the UM's IR narrative and addendum information, the Conceptual Framework and Conceptual Framework Alignment, the E-PAS system, and links to syllabi which provided an effective list of information and a good overview of the standards, the course work required, and the performance standards. Visitation with faculty provided additional and valuable information.

Assessment Aligned to Standard

Assessments are consistent with the standards. The content topics in the assessments seem consistent with the standard. The development of the program assessments, as viewed in the UM's E-PAS, for each sub-group of students and program courses provided a concise and clear expectation for the learner. The assessments are developed to address the range of knowledge, skill and application of each of the sub-groups within the advanced programs standard. Course syllabi address specific assessments strategies within each course. Overall, the assessments seem congruent with the complexity, cognitive demands and skill requirements described in the standards. The scoring guides provided are clear and levels of candidate proficiency are distinct and appropriate.

Evaluation

There is good correlation and continuity between the courses offered, the course content, assessment methodologies, and advanced program references throughout the E-PAS. The required courses, the aligned assessments provided in the IR and the addendum material, and the advanced program information posted on the UM's E-PAS meet the PEPPS (curriculum principles and standards).

Commendation

The IR and addendum material as well as the Advanced Program standards contained in the UM's E-PAS informational and assessment system is clearly organized and understandable.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
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Narrative Summary Report

Number and Name of Standard: ARM 10.58.705 School Principals, Superintendents, Supervisors, and Curriculum Directors

Validating Statement

The information provided on the Institutional Review (IR) for the Educational Leadership program is very comprehensive including the course standards, the specific courses offered and the performance assessments.

Sources of Evidence

Evidence for the review was conducted through the reading of the Professional Educator Preparation Program Standards (PEPPS) and the University of Montana (UM) Institutional Report (IR) narrative and addendum information, the Educator Preparation Assessment System (E-PAS), and links to syllabi which provided an effective list of information and a good overview of the standards, the course work required, and the performance standards. Visitation with faculty, students within the department, and P-12 administrators provided additional and valuable information.

Assessment Aligned to Standard

The development of the program assessments, as viewed in the UM's E-PAS system, for each sub group of students and program courses provided a concise and clear expectation for the learner. The assessments are developed to address the range of knowledge, skill and application of each of the sub-groups within the educational leadership standard. The measurement of proficiency is very clear and the expectation is easily understood.

Evaluation

All the required Educational Leadership courses and aligned assessments provided in the IR meet the standard 10.58.705.

Commendation

The document is very clear and understandable.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
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Narrative Summary Report

Number and Name of Standard: ARM 10.58.707 School Psychologists

Validating Statement

The including standards and performance assessment information, the University of Montana (UM) Institutional Report (IR) and addendum information, the Educator Preparation Assessment System (E-PAS), as well as review of the provided syllabi were reviewed.

Sources of Evidence

Evidence for the review was conducted through the reading of the Professional Educator Preparation Program Standards (PEPPS) and the IR narrative and addendum information, the E-PAS, and links to syllabi which provided an effective list of information and a good overview of the standards, the course work required, and the performance standards. Visitation with faculty, students within the department, and P-12 administrators provided additional and valuable information.

Assessment Aligned to Standard

The development of the program assessments, as viewed in the UM's E-PAS, for each sub-group of students and program courses provided a concise and clear expectation for the learner. The assessments are developed to address the range of knowledge, skill and application of each of the sub-groups within the educational leadership standard. The measurement of proficiency is very clear and the expectation is easily understood. Overall, the content topics in the assessments were consistent with the standards. The key assessments such as National Certification as a School Psychologist Examination, practicum evaluation, coursework, and grades address the range of knowledge, skill, and requirements that are delineated in each standard. The standards and assessments were clear.

Evaluation

There is a definite pattern of program and individual student evaluation throughout each year of the program. This is further supported by the National School Psychology Program Accreditation. The required courses and aligned assessments provided in the IR meet the standards.

Commendation

Use of the National Certification as a School Psychologist Examination to assess individual's knowledge in the profession of school psychology is highly commendable.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
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Narrative Summary Report

Number and Name of Standard: Speech-Language Pathology

Validating Statement

The information provided on the Institutional Report (IR) for Speech-Language Pathology program is very comprehensive including the course standards, the specific courses offered, and the performance assessments. This program is nationally accredited by the Council on Academic Accreditation in Audiology (CAA) and Speech-Language Pathology. The standards and performance assessment information, the University of Montana (UM) IR and the corresponding addendum information, the Educator Preparation Assessment System (E-PAS), as well as review of the provided syllabi were reviewed. The program requirements are designed to meet the academic and clinical education standards for Certification of Clinic Competency (CCC).

Sources of Evidence

Evidence for the review was conducted through the reading through the Speech - Language Pathology by the American Speech-Language-Hearing Association (ASHA) standards and the UM Institutional Report (IR), the UM institutional narrative and addendum information, the E-PAS, and links to syllabi which provided an effective list of information and a good overview of the standards, the course work required, and the performance standards. Visitation with faculty, students within the department, and P-12 administrators provided additional and valuable information.

Assessment Aligned to Standard

The development of the program assessments, as viewed in the UM's E-PAS, for each sub - group of students and program courses provided a concise and clear expectation for the learner. The assessments are developed to address the range of knowledge, skill and application of each of the sub-groups within the speech-language pathology standard. The measurement of proficiency is very clear and the expectation is easily understood. Overall, the content topics in the assessments were consistent with the standards and designed to meet the academic and clinical education standard requirements for Certification of CCC. The key assessments such as practicum evaluation, coursework, and grades address the range of knowledge, skill, and requirements that are delineated in each standard. The standards and assessments were clear.

Evaluation

The required courses provided in the IR met the standards. There is a definite pattern of program and individual student evaluation throughout each year of the program.

Commendation

This program is nationally accredited by the CAA in Audiology and Speech-Language Pathology. Standards are consistent with the American Speech and Hearing Association Standards.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: Creative Pulse

Validating Statement

Following a review of the digital materials supplied, the University of Montana (UM) Educator Preparation Assessment System (E-PAS), the College of Education and Human Services, and the Department of Curriculum and Instruction, provide the necessary information to meet the standard for Creative Pulse.

Sources of Evidence

The UM, College of Education and Human Services, Department of Curriculum and Instruction documents: Institutional Report (IR) for Creative Pulse; Undergraduate and Graduate Course Catalogue; Conceptual Framework and Conceptual Framework Alignment; Course Syllabi, and Professional Education Unit (PEU) E-PAS.

Evaluation

There is good correlation and continuity between the courses offerings, the course content, the cross-discipline references and relationships, and assessment methodologies. The required courses, the aligned assessments provided in the IR and the addendum material, and the Creative Pulse program information posted on the UM's E-PAS meet designed institutional standards.

Commendation

The digital portal for accreditation and all associated information, through the Dean's office, is an important step forward in cross-documentation alignment and concordance of the full realm of the College of Education's activities. The Creative Pulse cross-discipline offerings appear interesting, innovative, and top-notch in program design.

Accreditation Recommendation

Meets Standard

University of Montana
Professional Education Unit Accreditation On-Site Review
April 14-16, 2013

Narrative Summary Report

Number and Name of Standard: M.Ed. Curriculum and Instruction

Validating Statement

Following a review of digital materials supplied, the University of Montana (UM), College of Education and Human Services, Department of Curriculum and Instruction, meets the standard for a M.Ed. in Curriculum and Instruction.

Sources of Evidence

Evidence for the review was conducted through the reading of the Professional Educator Preparation Program Standards (PEPPS) and the UM College of Education and Human Services, Department of Curriculum and Instruction documents, the Institutional Report (IR) and Addendum, Undergraduate and Graduate Course Catalogue, Conceptual Framework and Conceptual Framework Alignment, the Educator Preparation Assessment System (E-PAS), and links to syllabi which provided an effective list of information and a good overview of the standards, the course work required, and the performance standards, including internship requirements. Visitation with faculty, students within the department, and P-12 administrators provided additional and valuable information.

Evaluation

There is good correlation and continuity between the M.Ed. courses offered, their course content, assessment methodologies, and references throughout the UM, College of Education, Department of Curriculum and instruction informational system.

Commendation

The digital portal for accreditation, and all associated information, is a step forward in cross-documentation alignment and concordance of the full realm of the College of Education's activities.

Accreditation Recommendation

Meets Standard

ITEM 16

**THE STATE MODEL FOR EVALUATION OF
TEACHERS AND PRINCIPALS**

Dr. Linda Peterson

EXECUTIVE SUMMARY

DATE: JULY 2013

PRESENTATION: Information and Discussion of the State Model for the Evaluation of Teachers and Principals

PRESENTER: Linda Vrooman Peterson, Administrator
Accreditation and Educator Preparation Division
Office of Public Instruction

OVERVIEW: On Monday, July 1, 2013, the revised Chapter 55 Standards of Accreditation take effect. These revised standards are the primary means of assuring and improving the basic quality of PK-12 education in Montana. A state model evaluation system was born from changes in Chapter 55 Standards of Accreditation and is intended to be an option to schools to enhance school and student performance a research-based evaluation framework. The Montana Educator Performance Appraisal System (Montana-EPAS) is the state model evaluation system that is referenced in ARM 10.55.701(4)(b). The implementation timeline for 2013-14 is attached.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Information/Discussion



MEMORANDUM

To: Montana Educators

From: Steve York, Assistant Superintendent
Linda Vrooman Peterson, Division Administrator

Date: June 28, 2013

Re: Invitation to Pilot the State Evaluation Model
Montana Educator Performance Appraisal System

On Monday, July 1, 2013, the revised Chapter 55 Standards of Accreditation take effect. These revised standards of accreditation are the primary means of assuring and improving the basic quality of PK-12 education in Montana. A state model evaluation system was born from changes in Chapter 55 Standards of Accreditation and is intended to be an option to schools to enhance school and student performance a research-based evaluation framework. The Montana Educator Performance Appraisal System (Montana-EPAS) is the state model evaluation system that is referenced in ARM 10.55.701(4)(b).

This memorandum is an invitation to all that are interested to join a pilot of the state model for the evaluation of teachers and principals, Montana-EPAS. Beginning in the 2013-14 school year, every Montana school district will be responsible for beginning to implement the requirements of Administrative Rules of Montana (ARM) 10.55.701(4)(a). All schools must accomplish one below by fall of 2014. One of the purposes for developing the state model is to assist schools in reaching this goal, and the state model can be used as outlined in items 2 and 3 below.

What does this mean to you?

1. Align the local evaluation system to the standards put forth in ARM 10.55.701(4)(a)(i-v);
2. Participate in the optional pilot of the state model by implementing the Montana-EPAS; or
3. Use the state model as a guide to review and possibly revise the local evaluation system.

How can you get involved?

Convey your interest in the pilot project to Linda or Steve by email or phone.
Contact Steve York by telephone at (406) 444-4434, or by email at syork@mt.gov; or
Linda Vrooman Peterson by telephone at (406) 444-5726, or by email at lvpeterson@mt.gov.

Montana – Educator Performance Appraisal System Implementation Timeline for 2013–2014

July 2013	Publish a three-year technical assistance and implementation evaluation plan to support school district personnel to 1) pilot the Montana-EPAS, 2) use portions of the state model; or 3) begin alignment of local system to state standard
August 6, 2013	School Administrators of Montana (SAM) New Leaders Summit – Presentation: Implementation Options of Montana-EPAS
August 7, 2013	SAM Instructional Leadership Summit Presentation: Implementation Options of Montana-EPAS
August 2013	One-day training for school district personnel who will pilot Montana-EPAS, or will use portions of the state model
September 2013	Superintendents’ Fall Conference – Presentation and training on implementation of Montana-EPAS pilot, use of portions of the state model, and alignment of local evaluation system to state standards
October 2013	Presentations: Implementation of Montana-EPAS pilot, State County Superintendents’ Conference; Educators’ Conference; and MCEL Conference
November 2013	One-day training for state model participants and districts engaged in aligning local evaluation system to the state standards
November 2013	Partners Listening Tours – Learn from Montana educators about the implementation of Montana-EPAS
November 2013	Follow-up technical assistance to support Montana educators available through the Regional Education Service Areas (RESA) network
Ongoing 2013-14	Provide regional technical assistance and training to school district personnel 1) with the implementation of the Montana-EPAS pilot, 2) to use portions of the state model; or 3) begin to align local system to state standards

Spring 2014	Gather implementation data from the pilot of the state model and district alignment assessment process; adjust processes as necessary
July 1, 2014	Publish revised state models for evaluation in the Appendices of the Montana School Accreditation Standards and Procedures Manual
August 2014	By fall of 2014, all Montana school districts will use teacher and principal evaluation systems aligned to the accreditation standards assuring continuous education improvement
August 2014	One-day training for school district personnel who will pilot Montana-EPAS, or will use portions of the state model
Ongoing Support	Provide regional technical assistance and training to school district personnel 1) with the implementation of the Montana-EPAS pilot, 2) to use portions of the state model; or 3) begin to align local system to state standards

Evaluation Systems Work Group

The Montana-EPAS was developed by a subgroup formed to meet the requirements of the Board of Public Education standard ARM 10.55.701(4)(b) *the Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with the MEA-MFT, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, and Montana Small School Alliance.*

This subgroup, the Evaluation System Work Group, includes: Kirk Miller, School Administrators of Montana (SAM); Marco Ferro, MEA-MFT; Dan Rask, Montana Small Schools Alliance (MSSA); Bob Vogel, Montana School Boards Association (MTSBA); Dave Puyear, Montana Rural Education Association (MREA); Virginia Braithwaite, Montana State University - Northern; Teresa Burson, Helena Public Schools; Scott Dubbs, Lewistown Public Schools; Pete Donovan, Board of Public Education; along with Steve York and Linda Vrooman Peterson, Office of Public Instruction (OPI). The work group is facilitated by the OPI.

ACTION

❖ **ACCREDITATION COMMITTEE**

(Item 17)

Erin Williams

ITEM 17

TIME CERTAIN @4:00 PM

INTENSIVE ASSISTANCE PROCESS:

HELENA PUBLIC SCHOOLS

Teri Wing

**Kent Kultgen, Superintendent Helena Public
Schools**

Libby Goldes, Helena Board Chair

EXECUTIVE SUMMARY

DATE: JULY 2013

- PRESENTATION:** Helena School District Corrective Plans
- PRESENTER:** Helena School District Superintendent Dr. Kent Kultgen and Board of Trustees
Chair, Libby Goldes
Introduction: Teri Wing, Accreditation Specialist
Office of Public Instruction
- OVERVIEW:** The Helena School District is currently in the Intensive Assistance Process for serious and continuing accreditation deviations. Dr. Kultgen and Ms. Goldes will present their plan for correcting accreditation deviations, and request that the Board of Public Education approve their plan.
- REQUESTED DECISION(S):** Action
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** The State Superintendent asks that the Board of Public Education approve the Helena School District corrective plans for the 2013-14 school year.

Helena School District Corrective Plan

The Helena District schools have been in the Intensive Assistance Process since the 2010-11 school year as a result of serious and continuing deviations. Superintendent Kultgen and Board of Trustees Chair, Libby Goldes will present the district's corrective plan for the 2013-14 school year and request the Board of Public Education's approval of the plan.

Packet materials include:

- Background of Helena schools' accreditation deviations from 2006-2013
- Initial letter informing the district that schools would be placed in the Intensive Assistance Process due to serious and continuing deviations-April 2011
- Office of Public Instruction reply to the request for renewal of the Alternative to Standards for ARM 10.55.710 Counseling Services
- Letter of invitation to the July Board of Public Education to present the corrective plan for 2013-14
- Helena School District corrective plan for 2013-14

Helena School District Intensive Assistance



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

Office of Public Instruction
P.O. Box 202501
Helena, MT, 59620-2501
(406) 444-3095
(888) 231-9393
(406) 444-0169 (TTY)
opi.mt.gov

RECEIVED

APR 20 2011

SUPERINTENDENT
HELENA PUBLIC SCHOOLS

April 20, 2011

Bruce Messinger, Superintendent
Helena Public Schools
55 South Rodney Street
Helena, Montana 59601

Dear Superintendent Messinger:

This letter will serve to provide clarification and guidance regarding letter 1 mailed March 3 and letter 2 mailed February 23.

Letter 1 mailed March 3: This letter indicated the disapproval of the improvement plan for the **2009-2010** school year. The letter stated the requirement for additional information on how the district is going to remediate the deficiencies for the remainder of the 2010-2011 school year (ARM 10.55.605(3)). Although the district submitted an improvement plan for 2009-2010, the Annual Data Collection verified the plan was not completed. Therefore the district is not in compliance.

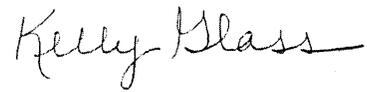
Letter 2 mailed February 23: This letter indicated to the district that, with the disapproval by the Board of Public Education of the improvement plan from 2009-2010, the Helena School District is now placed in Intensive Assistance. Pursuant to ARM 10.55.605(4) and (4b), the district shall submit an improvement plan and a systematic procedure for correcting the deviations noted. When districts and schools are placed in Intensive Assistance, all deficiencies must be addressed. (See the Intensive Assistance Steps enclosed)

Enclosed is a copy of the e-mail sent to Michael O'Neil regarding the reporting requirement notification. As a professional courtesy to the district, Deputy Superintendent Parman personally communicated with you to assist the district in completing the reporting requirements during the 2009-2010 school year. It was the Office of Public Instruction (OPI) understanding that the district was going to complete the required reporting.

I will schedule an appointment with the Board Chair and you before the end of May. I look forward to meeting with you and Mr. O'Neil and to receiving the letter that was due to the OPI April 1, 2011, responding to the disapproval of the improvement plan. If I can be of further assistance, please do not hesitate to contact me by e-mail, kglass@mt.gov.

The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.

Sincerely,

Handwritten signature of Kelly Glass in cursive script.

Kelly Glass
Accreditation Unit Manager

cc: Dennis Parman, Deputy Superintendent
Michael O'Neil, Chairperson, Board of Trustees
File

Enclosures



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Office of Public Instruction
P.O. Box 202501
Helena, MT, 59620-2501
(406) 444-3095
(888) 231-9393
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opi.mt.gov

Helena School District Accreditation Background 2006-2013

Helena Public School District Accreditation

2005-06:

- 1 school cited for nonlicensed teacher
- 5 schools cited for insufficient library FTE
- 10 schools cited for class overloads

2006-07:

- 1 school cited for nonlicensed teacher
- 1 school cited for misassigned teacher
- 2 schools cited for insufficient library FTE
- 11 schools cited for no counseling services
- 8 schools cited for class overloads

2007-08:

- 1 school cited for nonlicensed teacher
- 1 school cited for misassigned teacher
- 1 school cited for insufficient principal FTE
- 1 school cited for nonendorsed principal
- 3 schools cited for insufficient library FTE
- 11 schools cited for no counseling services
- 1 school cited for insufficient counselor FTE
- 7 schools cited for class overloads

2008-09:

- 1 school cited for insufficient principal FTE
- 1 school cited for nonlicensed teacher
- 2 schools cited for misassigned teacher
- 3 schools cited for insufficient library FTE
- 8 schools cited for class overloads

2009-10:

- 2 schools cited for insufficient library FTE
- 2 schools cited for class overloads

2010-11:

- 1 school cited for (2) nonlicensed teachers
- 1 school cited for misassigned teacher
- 2 schools cited for insufficient library FTE
- All schools cited for failure to submit a required report (Continuous School Improvement Plan)
- Alternative to Standard approved for a two year period for ARM 10.55.710- Counseling Services
- Helena district schools placed in the Intensive Assistance Process

2011-12:

- 2 schools cited for misassigned teacher
- 2 schools cited for insufficient library FTE
- 9 schools cited for class overloads

2012-13:

- 1 school cited for (3) teacher misassignments
- 4 schools cited for insufficient library FTE
- 8 schools cited for no counseling services
- 2 schools cited for insufficient counselor FTE
- 3 schools cited for class overloads
- Alternative to Standard for 10.55.710 Counseling Services not renewed

OPI Response to the Request
to Renew the Two Year
Alternative to the Standards for Counseling



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

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Greg Upham, Assistant Superintendent
Helena Public Schools
55 S. Rodney Street
Helena, MT 59601

January 4, 2013

Dear Greg,

After reviewing the Helena District's application for renewal of the alternative to standards for school counseling, 10.55.710, our staff has determined that the application is deficient in addressing 10.55.1901, School Counseling Program Delivery Standards. A copy of those standards is enclosed. We recommend that, after consultation with the Accreditation staff, the district resubmit the application for approval by the Board of Public Education at their March meeting. That application, if approved, would be effective for the 2013-14 school year.

Some of the concerns with the application are as follows:

- **#3. Provide a detailed description of your alternative plan and how your school(s) will meet or exceed the Program Area Standards and/or Content and Performance Standards.** You noted that the district is moving closer to the school counselor/student ratio and required licensure identified in the Accreditation Standards. According to the 2012 Annual Data Collection, the following schools have no licensed school counselor assigned:
 - Broadwater
 - Jim Darcy
 - Rossiter
 - Bryant
 - Hawthorne
 - Jefferson
 - Warren

The application does not articulate how the counseling program standards can be fulfilled with no licensed school counselor assigned to these schools.

- **Implicit in the application, social workers are responsible for the delivery of the school counseling program.** Direct-service social workers help individuals solve and cope with problems in their everyday lives. Clinical social workers diagnose and treat mental, behavioral, and emotional issues. The measurable objective stated in the application is the reduction of discipline referrals. Social workers have the education background and training to assist in behavioral interventions. However, the application does not describe their qualifications to provide the entirety of the counseling program in schools where they are not supplementing the school counselor's work, but replacing it. Additionally,

Broadwater, Jim Darcy, and Rossiter schools have less Social Worker FTE than the FTE school counselor requirement.

During the next several days, I will contact you to arrange a meeting to discuss resubmitting your application. I would like to discuss the possibility of creating a situation in the schools where social workers and psychologists are supplementing the work of the school counselors, not replacing them.

Sincerely,

Teri Wing
Accreditation Specialist
Montana Office of Public Instruction
(406) 444-4436
twing@mt.gov

Helena District
Invitation to Attend the July Meeting
of the Board of Public Education



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501
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opi.mt.gov

Dr. Kent Kultgen, Superintendent
Helena Public Schools Elementary District
55 South Rodney
Helena, MT 59601

May 28, 2013

Dear Dr. Kultgen,

As you know, the Helena Elementary District schools have been placed by the Board of Public Education (BPE) in the Intensive Assistance Process for serious and continuing deviations from Accreditation Standards. I have enclosed a brochure which explains the process. Essentially, it consists of development of a district plan to remedy the schools' deviations within a set amount of time, usually during the current year or by the beginning of the next school year, and the BPE resulting actions.

When schools in the Intensive Assistance Process continue to have serious deviations, according to the BPE approved process, "the Chair of the Board of Trustees and local superintendent are required to appear before the BPE. In addition the superintendent is required to inform district parents of the required appearance. The BPE moves the school(s) to STEP 2 of the Intensive Assistance Process."

As a result of the deviations and accreditation status of the Helena Elementary schools for the 2012-13 school year, the BPE voted at its May 23, 2013 meeting in Great Falls to request that you and your Board Chair, Elizabeth Goldes, attend the July BPE meeting in Helena to discuss your Corrective Plans for district schools for the 2013-14 school year. A copy of your Corrective Plan and the addendum that I have requested will be included in the BPE information packet.

The BPE has scheduled their meeting with you for Wednesday, July 17, 2013 at 4:00 p.m. at the state capitol building in Room 152.

Please contact me at the email contact or phone number below to confirm that you and your Board Chair will be in attendance at this meeting.

Sincerely,

Teri Wing, Ed.D.
Accreditation Specialist
Montana Office of Public Instruction
twing@mt.gov
(406) 444-4436

Cc: Elizabeth Goldes, Board Chair



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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Helena School District Corrective Plan for 2013-14

Helena Public Schools

Accreditation Corrective Plans for 2013-2014

June 7, 2013

Elementary School Counselors

School	Deviation	FTE Needed	FTE Assigned
Broadwater	No Licensed Counselor	0.67	Safty (SC) .67
Hawthorne	No Licensed Counselor	0.65	Campbell (LCSW) .35, Safty (SC) .30
Bryant	No Licensed Counselor	0.65	Campbell (LCSW) .65
Warren	No Licensed Counselor	0.75	Stevens (SC) .4, TBD (SC) .35
Jim Darcy	No Licensed Counselor	0.71	Ziegler (LCSW) .32 , TBD (SC) .39
Smith	No Licensed Counselor	0.68	Ziegler (LCSW) .68
Rossiter	No Licensed Counselor	1.2	Fee (LCSW) 1.0, Mueller (SC) .2
Four Georgians	Insufficient Counselor	1.2	TBD (SC) 1.0, TBD (SC) .2
Jefferson	No Licensed Counselor	0.65	TBD (SC) .65

**LCSW - Licensed Clinical Social Worker: SC - School Counselor: TBD - To Be Determined, the District is in the hiring process

The District is in the process of hiring 3.2 FTE new counselors to ensure accreditation standards are met.

In the past the District has received permission from OPI to employ Licensed Clinical Social Workers (LCSW) to fulfill accreditation standards for school counselors (SC). It is understood this is no longer possible and the District is asking to be able to replace the LCSWs with SCs as they retire.

Helena Public Schools

Accreditation Corrective Plans for 2013-2014

June 7, 2013

Anticipated 2013-14 Class Size

School	Grade Level	Students	Hours Needed
Broadwater	Kindergarten	46	Two classes - 23 each - 4.5 para hours each
Central	Kindergarten	43	Two Classes - 22, 21 - 1.5 para hours for each child over 20 - Total 4.5 para hours
Four Georgians	Kindergarten	87	Four classes - 22,22,22,21 - 1.5 para hours for each child over 20 - Total 10.5 para hours
Hawthorne	Kindergarten	42	Two Classes - 21 each - 1.5 para hours each
Jefferson	Kindergarten	44	Two Classes - 22 each - 3 para hours each
Jim Darcy	Kindergarten	66	Three classes - 22 each - 3 para hours each
Kessler	Kindergarten	43	2 classes - 22, 21 - 1.5 para hours for each child over 20 - Total 4.5 para hours
Smith	Kindergarten	44	Two Classes - 22 each - 3 para hours each
Warren	Kindergarten	65	Three Classes - 22, 22, 21 - 1.5 para hours for each child over 20 - Total 7.5 para hours

The above schools are the ones that have pre-enrollment figures over the state accreditation limits.

This year, 2013-2014 all anticipated enrollments that exceed state accreditation levels already have the appropriate para hours assigned. Additionally more para FTE is in the general fund budget in case of increased enrollment.

During this past year, 2012-13, the class size divation was addressed immediately once the enrollment figures were known. Paras were hired in all schools with classes over the accreditation level.

❖ **EXECUTIVE COMMITTEE**
(Item 18)
Patty Myers

ITEM 18

RECOMMENDATION OF APPROVAL OF
THE AMENDED BASE AID PAYMENT
SCHEUDLE

Kathleen Warner

❖ **ASSESSMENT COMMITTEE**

EXECUTIVE SUMMARY

DATE: JULY 2013

PRESENTATION: Modified K-12 Schools Payment Schedule for Fiscal Year 2013-14

PRESENTER: Kathleen Wanner
Financial Specialist
Office of Public Instruction

OVERVIEW: As required by Montana Code Annotated 20-9-344, the Board of Public Education must approve the distribution of K-12 BASE Aid for public education. The modified distribution schedule is the result of 2013 legislative action and is replacing the previously approved schedule from the May board meeting. A new funding component has been added - Data For Achievement (D4A).

REQUESTED DECISION(S): Approval of modified dates.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Approval



PROPOSED PAYMENT SCHEDULE - FISCAL YEAR 2013-14

The following distribution dates for FY2014 BASE aid payments to K-12 schools are proposed for the Board of Public Education approval. Revisions have been made to the schedule due to the changes from the 2013 Legislative Session.

<u>2013</u>		
August 23	DSA-QEC-ARC-IEA-SAG- SPED-TECHF-TRAN-D4A	DSA - Direct State Aid (Basic and Per-ANB Entitlements)
September 27	DSA-QEC-ARC-IEA-SAG-SPED-D4A	QEC - Quality Educator Component
October 25	DSA-QEC-ARC-IEA-SAG-SPED-D4A	ARC - At Risk Student Component
November 22	GTB/SBG	IEA - Indian Education for All
December 20	DSA-QEC-ARC-IEA-SAG-SPED-D4A	D4A – Data for Achievement
		SAG - American Indian Student Achievement Gap
		SPED - State Special Education Payments
<u>2014</u>		
January 24	DSA-QEC-ARC-IEA-SAG-SPED-D4A	TUIGF - Tuition General Fund
February 21	DSA-QEC-ARC-IEA-SAG-SPED-D4A	TUITR - Tuition Transportation
March 28	DSA-QEC-ARC-IEA-SAG-SPED-TRAN-D4A	FAC REIM - Facility Reimbursements
April 25	DSA-QEC-ARC-IEA-SAG-SPED-D4A	GTB - Guaranteed Tax Base Aid
May 23	GTB/FAC REIM/SBG	TECHF - Technology Acquisition Grants
June 27	DSA-QEC-ARC-IEA-SAG-SPED-TRAN –D4A	SBG - School Block Grants
		TRAN - Transportation Payments

Transportation Payments (TRAN) are projected to be paid with the August 23rd, March 28th and June 27th payments. Tuition (TUIGF; TUITR) claims are projected to be paid monthly as funding allows.

❖ **ASSESSMENT COMMITTEE**

(Item 19)

Sharon Carroll

ITEM 19

RECOMMENDATION OF APPROVAL OF
THE APPROPRIATE TEST CENTER FEE
FOR THE NEW HIGH SCHOOL
EQUIVALENCY TEST

Margaret Bowles

EXECUTIVE SUMMARY

DATE: JULY 2013

- PRESENTATION:** High School Equivalency (HSE) Test Center Fees
- PRESENTER:** Margaret Bowles, HSE Administrator
Career, Technical and Adult Education Division
Office of Public Instruction
- OVERVIEW:** 10.66.115 FEES (1) Upon advice and consent of the Board of Public Education, the Superintendent of Public Instruction shall establish a schedule of fees that may be charged for the administration of the HSE test. The schedule of fees shall be commensurate with the testing program centers' actual costs related to the HSE test. The Superintendent of Public Instruction shall report annually to the Board of Public Education the status of all fees associated with the HSE test. (History: 20-2-114, 20-2-121, MCA; IMP, 20-2-131, MCA; NEW, 2013 MAR p. 412, Eff. 3/29/13.)
- REQUESTED DECISION(S):** Approval of proposed test center fee to commence January 1, 2014.
- OUTLYING ISSUE(S):** 10.66.115 FEES is a section of Administrative Rule of Montana that was not changed with adoption of the new Chapter 66 in March 2013. However, the structure of fee collection is changing with the transition to a new testing company. Currently General Education Development (GED) fees, scoring company fees, and test center costs have been bundled into one cost. The current GED Testing Service required test centers to collect all fees. Each center then paid GED Testing Service and a scoring company for all materials and services. What was left of the \$55 fee remained at the center to cover administration costs. Implementation of the new HiSET test will include online registration and collection of the Educational Testing Service (ETS) fees will occur at the time of registration. Test centers will continue to provide paper-based and computer-based tests, as they do now, expecting little or no profit, but they must cover costs. The accompanying Establishing Test Center Fee document provides background information for the proposed \$15 test center fee.
- RECOMMENDATION(S):** Superintendent Juneau recommends a \$15 test center fee.

Establishing Test Center Fee

Current Test Center Responsibilities (GED)

	GED	Test Center
Registration on-site		<input checked="" type="checkbox"/>
Transcripts		State Responsibility
Postage		<input checked="" type="checkbox"/>
Test Batteries		<input checked="" type="checkbox"/>
Check-in Students		<input checked="" type="checkbox"/>
Collect Test All Fees		<input checked="" type="checkbox"/>
Read Tests Aloud*		<input checked="" type="checkbox"/>
Start & Stop Test		<input checked="" type="checkbox"/>
Monitor Testing Room		<input checked="" type="checkbox"/>
Mail Paper Pencil Tests		<input checked="" type="checkbox"/>
Pay GED Fees		<input checked="" type="checkbox"/>
Pay Scoring Company Fees		<input checked="" type="checkbox"/>

*Responsibility will be eliminated

2014 Test Center Responsibilities (HiSET)

	HiSET	Test Center
Registration	<input checked="" type="checkbox"/>	
Transcripts	<input checked="" type="checkbox"/>	
Postage	<input checked="" type="checkbox"/>	
Test Batteries	<input checked="" type="checkbox"/>	
Diagnostic Report*	<input checked="" type="checkbox"/>	
Check-in Students/testing day		<input checked="" type="checkbox"/>
Collect Test Center Fees/testing day		<input checked="" type="checkbox"/>
Start & Stop Test/testing day		<input checked="" type="checkbox"/>
Monitor Testing Room/testing day		<input checked="" type="checkbox"/>
Mail Paper Pencil Tests/testing day		<input checked="" type="checkbox"/>

*New HSE feature

Testing center responsibilities will be shifting to primarily testing day duties.

2014 High School Equivalency Cost Comparison

		GED Test
2002 Series Price		\$55
2002 Annual Test Center Fee		\$175 + \$276 minimum test order
Test Center Fee		Varied according to center \$55 minus: <ul style="list-style-type: none"> • GED Test Taker Fee, • Scoring Fee, • Demographic Sheets, • Answer Sheets, • Postage, • Examiner Wages, and • Staff Wages: registration, invoicing

	HiSET Test	GED 2014
2014 Series Price	\$50	\$120
Retake	\$6	\$24 per retake
Test Center Fee	Proposed \$15 flat fee*	\$5/per student hour reimbursed to test centers (up to \$38)**
Student Fee	\$65	\$120 + Test Center Fee/Varies Between States

*Proposed fee: average from MT test center survey

**GED Testing is stating that students test much faster on the computer, so reimbursements will not be consistent for each test taker.

Rationale for Proposed Test Center Fee

The Office of Public Instruction (OPI) does understand that there must be a minimum test center fee in place for test administration. According to Administrative Rule of Montana 10.66.115, the state sets the High School Equivalency (HSE) fees, so ultimately each center must adhere to the approved fee.

10.66.115 FEES (1) upon advice and consent of the Board of Public Education, the Superintendent of Public Instruction shall establish a schedule of fees that may be charged for the administration of the HSE test. The schedule of fees shall be commensurate with the testing program centers' actual costs related to the HSE test. The Superintendent of Public Instruction shall report annually to the Board of Public Education the status of all fees associated with the HSE test. (History: 20-2-114, 20-2-121, MCA; IMP, 20-2-131, MCA; NEW, 2013 MAR p. 412, Eff. 3/29/13.)

Chief Examiners from each test center were asked to estimate a fee that each test taker would need to pay to their test center to offset the cost of test administration; a rationale was requested to support the proposed fee. All Chief Examiners were advised that their responses would be used for the recommendation Superintendent Juneau would take to the Board of Public Education. All respondents were asked to be mindful of the Superintendent's goal to maintain a HSE test that is affordable and accessible.

Although test centers were given almost a month to send in proposed fees and rationale, more than half of the testing centers did not respond. In order to receive a significant response, nonrespondents were contacted by telephone to get their estimates. Below is the result of the Chief Examiner responses.

Suggested Fees/Average \$9.68

\$0-six centers

\$5.00-one center

\$10-three centers

\$15-two centers

\$20-two centers

\$25-two centers

Suggested per section and retake costs

\$2.00 Per Section

\$6.00 Retake

FUTURE AGENDA ITEMS
September 12-13th, 2013

Set Annual Agenda Calendar – C
Election of Board Officers
Committee Appointments – C
BPE Goal Review – C
MACIE Update
Superintendent Goals
Assessment Update
Federal Update
Youth Risk Behavior Survey Update
Accreditation Report