

**Office of Public Instruction
Conference Room
1300 11th AVE
Helena MT**

Friday, January 15th, 2016

BOARD OF PUBLIC EDUCATION

AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

January 15th, 2016
OPI Conference Room
1300 11th AVE
Helena MT 59601

Friday January 15th, 2016
8:30 AM

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. November 12th, 2015 Meeting Minutes
- B. Financials

ADOPT AGENDA

INFORMATION ITEMS

❖ **REPORTS – Sharon Carroll (Items 1-6)**

- Item 1 **CHAIRPERSON'S REPORT**
 Sharon Carroll

- 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**
 Dr. John Cech

- Item 5 **GOVERNOR'S OFFICE REPORT**
 Siri Smillie

- Item 6 **STUDENT REPRESENTATIVE'S REPORT**
 Greta Gustafson

DISCUSSION ITEMS

❖ **MSDB LIAISON - Mary Jo Bremner (Item 7)**

Item 7 **MSDB REPORT**
Donna Sorensen

❖ **LICENSURE COMMITTEE – John Edwards (Item 8)**

Item 8 **CAEP/MONTANA JOINT SITE VISITS: UNIVERSITY OF MONTANA -**
WESTERN AND MONTANA STATE UNIVERSITY – BOZEMAN
Dr. Linda Peterson

❖ **ASSESSMENT COMMITTEE – Paul Andersen (Item 9)**

Item 9 **2014-15, 2015-16 ASSESSMENT**
Paul Andersen

FUTURE AGENDA ITEMS March 17-18th, 2016

BASE Aid Payment
Assessment Update
Federal Update
Accreditation Report
MACIE Update
Transportation Report
Annual School Nutrition Report
Initial Information Presentation of Proposed Art Standards
Initial Information Presentation of Proposed Health Standards
Request for New Curricular Program P-3, MSU Billings

PUBLIC COMMENT

ADJOURN

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.

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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. November 13th, 2015 Meeting
Minutes**
- B. Financials**

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

November 12th, 2015
Montana State Capitol, Room 317
Helena, MT

Thursday November 12th, 2015

CALL TO ORDER

Chair Carroll called the meeting to order at 12:30 PM. Chair Carroll welcomed guests and Ms. Stockton took roll call. Chair Carroll read the Statement of Public Participation.

Board members present included: Ms. Sharon Carroll, Chair; Dr. Darlene Schottle; Ms. Mary Jo Bremner; Mr. Jesse Barnhart; Mr. John Edwards; Ms. Greta Gustafson. Ex Officio members included: Dr. John Cech, Office of Commissioner of Higher Education; Superintendent of Public Instruction Ms. Denise Juneau; Ms. Siri Smillie, Education Policy Advisor to Governor Bullock. Staff members present included: Mr. Pete Donovan, Executive Director, Board of Public Education; Ms. Kris Stockton, Administrative Assistant, Board of Public Education. Guests present included: Ms. Ann Gilkey, OPI; Dr. Linda Vrooman Peterson, OPI; Ms. Susan Court, OPI; Ms. Nancy Coopersmith, OPI; Ms. Kris Minard, OPI; Ms. Amy Williams, OCHE; Mr. Rob Stutz, Agency Legal Services; Ms. Diane Burke, MQEC; Dr. Kirk Miller, SAM; Mr. Bob Currie, Montana Digital Academy; Mr. Jim Fryer, Hobson, MT; Ms. Madalyn Quinlan, OPI.

PUBLIC COMMENT

Public comment from Mr. Jim Fryer, Hobson, MT.

CONSENT AGENDA

The Consent Agenda was approved as presented.

ADOPT AGENDA

Dr. Darlene Schottle moved to adopt the agenda as presented. The motion was seconded by Mr. Jesse Barnhart.

No discussion. Motion passed unanimously.

INFORMATION ITEMS

❖ **REPORTS – Sharon Carroll (Items 1-6)**

Item 1

CHAIRPERSON'S REPORT

Sharon Carroll

- **BPE Goal Review** – Process for review began at July Strategic Planning and will be carried over until July 2016 Strategic Planning.
- **BPE Committees** – Chair Carroll called for volunteers for the committees vacated by Board member Taylor. Mr. Jesse Barnhart was appointed to the Legislative and Accreditation Committees. Dr. Schottle was appointed to the Licensure Committee, and Ms. Mary Jo Bremner to the ELG Committee.

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.

Item 2 EXECUTIVE DIRECTOR REPORT Pete Donovan

Mr. Donovan gave an update on the joint presentation given at the MEA-MFT conference in October. Other presenters were the Commissioner of Higher Education's office and the OPI. Mr. Donovan discussed the new brochures and county number cards designed by Ms. Balsam. Mr. Donovan also reviewed other meetings and conferences he has attended since the September meeting, including a meeting with Superintendents surrounding issues they have in small schools with recruitment and retention.

- **CSPAC Appointment – Noreen Burris-Specialist Position**
Ms. Mary Jo Bremner moved to approve the application from Ms. Noreen Burris to the Specialist Position on the Certification Standards and Practices Advisory Council. Motion seconded by Dr. Darlene Schottle.

No discussion. Motion passed unanimously.

Mr. Donovan requested an update from Mr. Stutz regarding a pending case against the Montana High School Association and a student's eligibility to play extracurricular sports after receiving a HiSet diploma. Board rules ARM 10.66.110 and 10.66.111 regarding HiSet are the basis for the argument.

Item 3 STATE SUPERINTENDENT'S REPORT State Superintendent Denise Juneau

Superintendent Juneau updated the Board on activities at the Office of Public Instruction including the Negotiated Rulemaking Process for both the Health Standards and the Art Standards, the awarding of National Board certification to teachers across the state, the Student Advisory Board meeting, Schools of Promise tour, and an upcoming meeting of the Chief State School Officers to be held in Montana.

- **Request BPE Approval of Nomination of Mr. John Salois to MACIE**
Ms. Mary Jo Bremner moved to approve the Superintendent's request to approve Mr. John Salois to the MACIE. Motion seconded by Mr. John Edwards.

No discussion. Motion passed unanimously.

INFORMATION

Item 4 COMMISSIONER OF HIGHER EDUCATION'S REPORT Dr. John Cech

Dr. Cech updated the Board on the partnership between OCHE and OPI in regards to Dual Enrollment, and then discussed the work with the Carl Perkins Act, also in conjunction with OPI, to encourage career and technical studies in K-12 and post-secondary education. The state plan is in the process of being re-written as is required to be done every five years per Federal regulations. Dr. Cech also discussed College Application Week, a partnership with OPI, for high school seniors to apply to Montana colleges

*Annual School Food Services Report
Assessment Update
Federal Update
Accreditation Report
5 YCEP Process Update
Educator Preparation Program Report*

PUBLIC COMMENT

ADJOURN

Motion to adjourn by Ms. Mary Jo Bremner. Motion seconded by Dr. Darlene Scottle.

No discussion. Motion passed unanimously.

Meeting adjourned at 4:47 PM.

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CONSENT AGENDA

FINANCIALS

51010 Board of Public Education ORG Budget Summary by OBPP Prog, Fund, Subclass

Data Selected for Month/FY: 01 (Jul)/2016 through 07 (Jan)/2016

OBPP Program	Fund	Subclass	Org	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION				365,612.00	134,328.13	0.00	231,283.87
	01100 General Fund			187,534.00	67,899.64	0.00	119,634.36
		235H1 ADMINISTRATION		143,064.00	64,110.47	0.00	78,953.53
			1 BOARD OF PUBLIC EDUCATION	143,064.00	64,110.47	0.00	78,953.53
		235H2 AUDIT (RST/BIEN)		14,364.00	491.00	0.00	13,873.00
			1 BOARD OF PUBLIC EDUCATION	14,364.00	491.00	0.00	13,873.00
		235H3 LEGAL EXPENSES (RST/OTO)		30,000.00	3,298.17	0.00	26,701.83
			1 BOARD OF PUBLIC EDUCATION	30,000.00	3,298.17	0.00	26,701.83
		235Z1 WORKERS COMP. REDUCTION		106.00	0.00	0.00	106.00
			1 BOARD OF PUBLIC EDUCATION	106.00	0.00	0.00	106.00
	02122 Advisory Council			123,078.00	37,664.46	0.00	85,413.54
		235H1 ADMINISTRATION		122,992.00	37,664.46	0.00	85,327.54
			1 BOARD OF PUBLIC EDUCATION	0.00	0.00	0.00	0.00
			30 Advisory Council Program 01	122,992.00	37,664.46	0.00	85,327.54
		235Z1 WORKERS COMP. REDUCTION		86.00	0.00	0.00	86.00
			30 Advisory Council Program 01	86.00	0.00	0.00	86.00
	02219 Research Fund			55,000.00	28,764.03	0.00	26,235.97
		235H1 ADMINISTRATION		55,000.00	28,764.03	0.00	26,235.97
			1 BOARD OF PUBLIC EDUCATION	0.00	0.00	0.00	0.00
			50 Research Program 01	55,000.00	28,764.03	0.00	26,235.97
Grand Total				365,612.00	134,328.13	0.00	231,283.87

CALENDARS

November 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 Election Day	4	5 Central MASS Meeting, Great Falls - Pete	6 STEM Conference MSU Museum of the Rockies - Pete	7
8	9 MT Digital Academy Conference Call - Pete	10	11 Veteran's Day 	12 Board of Education Meeting - Helena BPE Meeting - Helena	13	14
15	16	17 TLLC Workgroup - Pete	18	19 Montana After School Alliance - Pete	20	21
22	23	24	25	26 	27	28
29	30	Notes:				

December 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:		1	2 NWMASS Kalispell - Pete, Darlene	3 OPI Data Collection Acitivities - Pete	4	5
6	7	8 Meeting w/Eric Feaver - Pete Sharon & Pete conference call	9	10	11	12
13	14	15	16	17 MSDB Winter Program	18	19
20	21	22	23	24	25 Christmas Day 	26
27	28	29	30	31 	Notes:	

January 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:					1 	2
3	4	5	6	7	8	9
10	11 Negotiated Rulemaking Arts Standards - Pete MT Digital Academy Call	12 School Funding Interim Commission Meeting - Pete	13	14 Board of Regents - Helena College Education & Local Govt Interim Committee	15 BPE Meeting - Helena	16
17	18 	19	20 Meeting w/ Diane Fladmo MEA-MFT - Pete	21	22	23
24	25	26	27 Negotiated Rulemaking Health Standards - Pete	28 Negotiated Rulemaking Arts Standards - Pete	29	30
31	Notes:					

INFORMATION

❖ REPORTS – Sharon Carroll (Items 1-6)

ITEM 1

CHAIRPERSON'S REPORT

Sharon Carroll

ITEM 2

EXECUTIVE DIRECTOR REPORT

Peter Donovan

Meetings Attended by Peter Donovan
11/17/2015 – 01/15/2016

November

- | | |
|--|------------|
| 1. TLLC Workgroup Meeting – Helena | 11/17/2015 |
| 2. Montana After School Alliance Meeting | 11/19/2015 |

December

- | | |
|---|------------|
| 3. Northwest MASS – Kalispell | 12/02/2015 |
| 4. OPI Data Collection Activities Meeting | 12/03/2015 |
| 5. Meeting with Eric Feaver | 12/08/2015 |
| 6. Phone call/meeting with Sharon Carroll | 12/08/2015 |

January

- | | |
|---|---------------|
| 7. Negotiated Rulemaking Meeting – Arts Standards | 01/11/2016 |
| 8. School Funding Interim Commission Meeting | 01/11-13/2016 |
| 9. Education & Local Government Interim Committee Meeting | 01/14-15/2016 |
| 10. Board of Public Education Meeting | 01/15/2016 |

ITEM 3

STATE SUPERINTENDENT'S REPORT

**Superintendent of Public Instruction
Denise Juneau**

ITEM 4

COMMISSIONER OF HIGHER EDUCATION
REPORT

Dr. John Cech

ITEM 5

GOVERNOR'S OFFICE REPORT

Siri Smillie

ITEM 6

STUDENT REPRESENTATIVE'S REPORT

Greta Gustafson

DISCUSSION

❖ MSDB LIAISON – (Item 7)

Mary Jo Bremner

ITEM 7

MSDB REPORT

Donna Sorensen

Board of Public Education – MSDB Report: January 2015

**Some numbers below indicate ongoing total since the beginning of the school year*

Agenda Item	Notes		
Superintendent Report	<p>We are all getting back into the routine of things. December was a full month of great activities. We had a productive meeting with Vocational Rehabilitation and have entered into a contract with them. They are now providing funding for transition activities for our students before they graduate. This is an exciting partnership that will further support our students in gaining knowledge and skills for post-high school employment.</p> <p>December 10th, we celebrated Gallaudet Day. We had a short presentation about Thomas Hopkins Gallaudet and Laurent Clerc. They are important people in Deaf History. December 10th is Thomas’s birthday. Then students divided into 5 groups and brainstormed signs with certain handshapes. Everyone learned something and had an enjoyable time.</p> <p>In January, we celebrate Loius Braille’s birthday. Everyone will have an opportunity to do some braille art to make the ILY handshape.</p>		
Student Enrollment and Evaluations	<p>On-campus students who are visually impaired: 29</p> <p>On-Campus students who are deaf or hard of hearing: 25</p> <p>10-day observations in progress: 2</p>		
Human Resources	Positions	Notes	Posted to:
	Open: Teacher of the Deaf	2 - open and vacant 1 - have offered position	<ul style="list-style-type: none"> • MT state HR DeafEd.net • personally emailed 58 teacher training programs • posted with Lori Ruffier (MCASE recruiter) • Facebook • MSDB website • Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD)
Open: Administrative Clerk	vacated by Barbara Faulkner – passed away	MT state HR	

	Open: Cottage Life Attendant	vacated by Marianne Krogstad – interfered with retirement pay	MT state HR
	New Hire: Paraeducator	Jeffrey Will Stroud	
Education Program	<p>*IEPs/504 meetings: 11</p> <p>*Visits and Campus Tours: 2 families and 1 school team</p> <p>November/December:</p> <ul style="list-style-type: none"> • Fall report cards went out • OPI conducted our Special Education monitoring. We "passed" with flying colors. • Students completed their annual vision checks • 10th -12th grade students attended the Montana Youth Transition conference in Great Falls with 3 staff members • VI students participated in our fall FOCUS activity with Outreach • Sorenson Video Relay presented MSDB with video phones for the campus and a gift that will be used to purchase iPads as communication tools for students who are deaf and hard of hearing (installation will be scheduled in January) • The Montana Deaf Blind Project visited campus as did Leadership Great Falls • Staff enjoyed Harvest and Holiday potlucks • Students practiced and performed our Holiday program to a packed house and a streaming audience • 2016 ski letters have been sent out to parents and are coming in. We go skiing on Feb 11th and 18th. 		
Outreach Program	<p>*DHH/VI Family Contacts: 399/556</p> <p>*DHH/VI School Contacts: 1199/916</p> <p>*DHH/VI Other Contacts: 200/157</p> <p>*Professional Development-Inservices: over 80 trainings</p> <p>Consultants are currently preparing workshops for the MCEC conference in February.</p>		
Student Services Program	<p>Total Residential: 24</p> <p>DHH students: 10</p>		

VI students: 14

Boys: 6

Girls: 18

During the holidays, the cottages are the most “magical” place to be for the students and staff. There are so many wonderful different activities happening. In addition to the major activities listed below, each of the cottage wings have a party with a small gift exchange, food and games – really is a memorable time for the students and staff.

December 8th was the Cottage Student Council Open House. Each wing was nicely decorated and they provide treats for the folks who toured through. The students were so proud of their decorations and were able to show the visitors their rooms. Many school staff attended this event commented on how nice things looked.

December 12th was the 11th Annual MSDB Cookie Decorating Contest and Party. Darreck Hale and Cheri Turner, Cottage Counselors spearheaded this annual event (which includes day students and their families, MSDB staff and cottage students). With more than 700 cookies decorated students, staff and families had a wonderful time.

December 13th was the EOS Annual Christmas Fundraiser performance. As always this gets everyone in the holiday mood. Then later that night was the Christmas Formal Dinner. This was a very busy dinner but the students, staff and guest had a most wonderful time and many sat around and visited after the dinner and enjoyed each other’s company. It was during this dinner that it was announced that Maeona Lee, long time MSDB employee (more than 35 years), Supervising Counselor, Food Services Manager (and many other duties) and Jim Kelly’s faithful work partner would be retiring in February. This announcement was a total surprise to everyone. Maeona has contributed a great deal to the success of the residential program and will be a difficult slot to fill with just one person!

On December 17th the cottages went to the Golden Corral for their annual dinner out. The kids really enjoyed the special dinner (and all the desserts). This is a nice activity for everyone and the cottages are most thankful for the MSDB Foundation – who picked up the bill!

	<p>The students traveled home on Friday, December 18th and returned the cottages on Sunday, January 3rd. The students left with huge anticipation of the holiday and returned back to the cottages happy to see their friends and staff. Students will travel home for Martin Luther King Jr. weekend on Friday, January 15th and will return on Monday, January 18th.</p>
<p>Safety and Facilities</p>	<p>Safety:</p> <ul style="list-style-type: none"> • We have had a couple of staff fall due to the icy conditions on campus. The Maintenance staff does an excellent job clearing the sidewalks and parking lot, but unfortunately falls do happen. • The Safety Committee is working to update the safety protocols to be in alignment with Great Falls Public Schools. With some of our students taking classes in the public schools we strive for continuity by following GFPS protocol. <p>Facilities:</p> <ul style="list-style-type: none"> • The cottage windows are currently being installed. This Long Range Building project was approved by the 2013 Legislature. It has taken a long time for them to start this project. We are very pleased with the windows so far. The new windows are a sliding window versus the crank open windows we had before, those did not hold up well in the Great Falls wind. • The Mustang Center gym floor was refinished on December 21st. This gave the floor a couple of weeks to cure over the holiday break.
<p>Budget and Finance</p>	<p>See attached.</p>
<p>MSDB Foundation Report</p>	<p>Next Foundation meeting is January 18. We are continuing to seek additional Foundation Board members.</p>
<p>School Calendar of Events</p>	<p>February 3rd : Dental Screenings IMC /VI starting @ 9am February 11th: Ski Day! February 18th: Ski Day!</p>

**MONTANA SCHOOL FOR THE DEAF AND THE BLIND
APPROPRIATIONS - VS - EXPENDITURES
FISCAL YEAR 2016
YEAR TO DATE**

FISCAL YEAR 2015

1/4/2016

2015 APPROPRIATIONS:

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	PROPRIETARY	OTHER	TOTAL
1 ADMINISTRATION PROGRAM (01)	511,014.00	2,940.00	0.00	0.00	0.00	513,954.00
2 GENERAL SERVICES PROGRAM (02)	520,634.00	0.00	0.00	0.00	0.00	520,634.00
3 STUDENT SERVICES (03)	1,694,062.00	0.00	23,000.00	0.00	0.00	1,717,062.00
4 EDUCATIONAL (04)	4,333,481.00	255,121.00	47,334.00	0.00	0.00	4,635,936.00
ALLOCATED TOTALS:	7,059,191.00	258,061.00	70,334.00	0.00	0.00	7,387,586.00

YTD EXPENDITURES:

1 ADMINISTRATION PROGRAM (01)	236,223.39	0.00	0.00	0.00	0.00	236,223.39	
2 GENERAL SERVICES PROGRAM (02)	315,643.41	0.00	0.00	0.00	0.00	315,643.41	
3 STUDENT SERVICES (03)	657,036.83	0.00	11,378.52	0.00	0.00	668,415.35	
4 EDUCATIONAL (04)	1,938,861.18	41,186.67	0.00	0.00	0.00	1,980,047.85	
TOTAL EXPENDITURE TO DATE:	3,147,764.81	41,186.67	11,378.52	0.00	0.00	3,200,330.00	43.32%
UNSPENT ALLOCATED BUDGET:	3,911,426.19	216,874.33	58,955.48	0.00	0.00	4,187,256.00	56.68%

APPROPRIATIONS - VS - EXPENDITURES BY ORG

	GENERAL FUND	STATE SPECIAL REVENUE	FEDERAL SPECIAL REVENUE	PROPRIETARY	OTHER	TOTAL	
1 ADMINISTRATION PROGRAM (01)	511,014.00	2,940.00	0.00	0.00	0.00	513,954.00	
EXPENDITURES	236,223.39	0.00	0.00	0.00	0.00	236,223.39	45.96%
UNSPENT ALLOCATED BUDGET:	274,790.61	2,940.00	0.00	0.00	0.00	277,730.61	54.04%
2 GENERAL SERVICES PROGRAM (02)	520,634.00	0.00	0.00	0.00	0.00	520,634.00	
EXPENDITURES	315,643.41	0.00	0.00	0.00	0.00	315,643.41	60.63%
UNSPENT ALLOCATED BUDGET:	204,990.59	0.00	0.00	0.00	0.00	204,990.59	39.37%
3 STUDENT SERVICES (03)	1,694,062.00	0.00	23,000.00	0.00	0.00	1,717,062.00	
EXPENDITURES	657,036.83	0.00	11,378.52	0.00	0.00	668,415.35	38.93%
UNSPENT ALLOCATED BUDGET:	1,037,025.17	0.00	11,621.48	0.00	0.00	1,048,646.65	61.07%
4 EDUCATIONAL (04)	4,333,481.00	255,121.00	47,334.00	0.00	0.00	4,635,936.00	
EXPENDITURES	1,938,861.18	41,186.67	0.00	0.00	0.00	1,980,047.85	42.71%
UNSPENT ALLOCATED BUDGET:	2,394,619.82	213,934.33	47,334.00	0.00	0.00	2,655,888.15	57.29%
ALLOCATED TOTALS:	7,059,191.00	258,061.00	70,334.00	0.00	0.00	7,387,586.00	
TOTAL EXPENDITURE TO DATE:	3,147,764.81	41,186.67	11,378.52	0.00	0.00	3,200,330.00	43.32%
UNSPENT ALLOCATED BUDGET:	3,911,426.19	216,874.33	58,955.48	0.00	0.00	4,187,256.00	56.68%

**MONTANA SCHOOL FOR THE DEAF AND THE BLIND FOUNDATION
EXPENSE SUMMARY
FISCAL YEAR 2016**

CAPITAL EXPENDITURES	FY2016 BUDGET	JULY- SEP	OCT.- DEC	JAN- MAR	APRIL- JUNE	TOTAL EXPENSES	OUTSTAND. PO'S	BALANCE REMAINING
COTTAGE RE-MODEL						\$ -		\$ -
TECHNOLOGY						\$ -		\$ -
EQUIPMENT						\$ -		\$ -
RESTRICTED EXPENDITURES	FY2016 BUDGET	JULY- SEP	OCT.- DEC	JAN- MAR	APRIL- JUNE	TOTAL EXPENSES	OUTSTAND. PO'S	BALANCE REMAINING
SILENT WEEKEND - RESTRICTED EXPENSE						\$ -		\$ -
ENRICHMENT WEEKENDS - RESTRICTED EXPENSE						\$ -		\$ -
FAMILY LEARNING WEEKENDS - RESTRICTED EXPENSE						\$ -		\$ -
BULLETIN BOARDS - RESTRICTED EXPENSE						\$ -		\$ -
PLAYGROUND REPAIRS - RESTRICTED EXPENSE						\$ -		\$ -
ALARM CLOCKS - RESTRICTED EXPENSE			\$ 309.75			\$ 309.75		\$ (309.75)
SORENSEN GRANT - RESTRICTED EXPENSE								
GFCCHS - COTTAGE RESTRICTED EXPENSE						\$ -		\$ -
COTTAGE IMPROVEMENT - RESTRICTED EXPENSE						\$ -		\$ -
COBB FOUNDATION SCHOLARSHIP - RESTRICTED EXPENSE						\$ -		\$ -
ACADEMIC BOWL - RESTRICTED EXPENSE			\$ 300.00			\$ 300.00		\$ (300.00)
JOGGING JOKERS - RESTRICTED EXPENSE						\$ -		\$ -
SUMMER CAMP - RESTRICTED EXPENSE						\$ -		\$ -
LIBRARY - RESTRICTED EXPENSE						\$ -		\$ -
LOAF N JUG SCHOLARSHIP - RESTRICTED EXPENSE						\$ -		\$ -
STUDENT COUNCIL TRIP - RESTRICTED EXPENSE						\$ -		\$ -
EASTER - RESTRICTED EXPENSE						\$ -		\$ -
KINGBURY GRANT - RESTRICTED EXPENSE						\$ -		\$ -
SHEP - RESTRICTED EXPENSE						\$ -		\$ -
EXPRESSIONS OF SILENCE - RESTRICTED EXPENSE						\$ -		\$ -
GAMES FOR THE VISUALLY IMPAIRED - RESTRICTED EXPENSE						\$ -		\$ -
GOALBALL - RESTRICTED EXPENSE			\$ 427.76			\$ 427.76		\$ (427.76)
EXPENDITURES	FY2016 BUDGET	JULY- SEP	OCT.- DEC	JAN- MAR	APRIL- JUNE	TOTAL EXPENSES	OUTSTAND. PO'S	BALANCE REMAINING
PROFESSIONAL DEVELOPMENT	\$ 25,000.00	\$ 656.50	\$ 9,216.54			\$ 9,873.04		\$ 15,126.96
ACCREDITATION	\$ 8,000.00	\$ 1,946.26				\$ 1,946.26		\$ 6,053.74
JOGGING JOKERS	\$ 500.00					\$ -		\$ 500.00
SKI TRIP	\$ 3,200.00					\$ -		\$ 3,200.00
FAMILY LEARNING WEEKEND - BLIND	\$ 8,250.00					\$ -		\$ 8,250.00
FAMILY LEARNING WEEKEND - DEAF	\$ 8,250.00		\$ 612.98			\$ 612.98		\$ 7,637.02
SUMMER CAMP - BLIND	\$ 2,750.00	\$ 3,202.56				\$ 3,202.56		\$ (452.56)
SUMMER CAMP - DEAF	\$ 2,750.00					\$ -		\$ 2,750.00
NORTH WEST ASSOCIATION OF THE BLIND	\$ 8,000.00		\$ 8,000.00			\$ 8,000.00		\$ -
BROKER FEES	\$ 20,000.00	\$ 3,911.27				\$ 3,911.27		\$ 16,088.73
VISUALLY IMPAIRED PERFORMERS	\$ 200.00					\$ -		\$ 200.00
BANK CHARGES	\$ 300.00					\$ -		\$ 300.00
CAREER DEVELOPMENT - WORKSTUDY	\$ 3,000.00					\$ -		\$ 3,000.00
AWARDS	\$ 2,000.00					\$ -		\$ 2,000.00
STAFF AWARDS	\$ 2,000.00					\$ -		\$ 2,000.00
HEARING EVALUATIONS	\$ 3,000.00	\$ 361.65	\$ 434.40			\$ 796.05		\$ 2,203.95
ACADEMIC BOWL	\$ 7,500.00					\$ -		\$ 7,500.00
VISUAL EVALUATIONS	\$ 500.00					\$ -		\$ 500.00
STUDENT SUPPORT	\$ 8,000.00	\$ 2,023.32	\$ 1,899.06			\$ 3,922.38		\$ 4,077.62
COTTAGE SUPPORT	\$ 1,500.00	\$ 40.00	\$ 115.77			\$ 155.77		\$ 1,344.23
GAMES - VISUALLY IMPAIRED	\$ 3,500.00					\$ -		\$ 3,500.00
GOALBALL	\$ 2,000.00					\$ -		\$ 2,000.00
EXPRESSIONS OF SILENCE	\$ 5,000.00					\$ -		\$ 5,000.00
SENIOR TRIP	\$ 4,000.00					\$ -		\$ 4,000.00
HALLOWEEN / EASTER	\$ 800.00		\$ 412.48			\$ 412.48		\$ 387.52
PTHA	\$ 1,000.00					\$ -		\$ 1,000.00
UNCATEGORIZED EXPENSES	\$ -					\$ -		\$ -
CHRISTMAS	\$ 750.00					\$ -		\$ 750.00
YEARBOOK	\$ 750.00		\$ 750.00			\$ 750.00		\$ -
PUBLIC RELATIONS & DEVELOPMENT	\$ 30,000.00	\$ 6,123.93	\$ 474.14			\$ 6,598.07		\$ 23,401.93
BOARD TRAVEL / ADM. EXP.	\$ 2,000.00		\$ 147.44			\$ 147.44		\$ 1,852.56
AUDIT FEES	\$ 6,200.00		\$ 6,400.00			\$ 6,400.00		\$ (200.00)
HOMECOMING	\$ 300.00					\$ -		\$ 300.00
GRADUATION	\$ 800.00					\$ -		\$ 800.00
PROM	\$ 900.00					\$ -		\$ 900.00
ARBOR DAY	\$ 600.00					\$ -		\$ 600.00
SPECIAL EQUIPMENT & EQUIPMENT REPAIR	\$ 2,000.00					\$ -		\$ 2,000.00
ACCOUNTING FEES	\$ 1,800.00	\$ 180.00	\$ 250.00			\$ 430.00		\$ 1,370.00
WAGES	\$ 18,647.00	\$ 4,767.00	\$ 1,384.70			\$ 6,151.70		\$ 12,495.30
UNEMPLOYMENT TAXES	\$ 600.00	\$ 7.62				\$ 7.62		\$ 592.38
PAYROLL FICA - OFFICE	\$ 100.00	\$ 365.87				\$ 365.87		\$ (265.87)
WORKER'S COMP INSURANCE	\$ 1,850.00		\$ 374.65			\$ 374.65		\$ 1,475.35
OFFICE EXPENSES	\$ 3,000.00	\$ 1,124.99				\$ 1,124.99		\$ 1,875.01
TOTAL OPER. BUDGET	\$ 201,297.00	\$ 24,710.97	\$ 31,509.67	\$ -	\$ -	\$ 56,220.64	\$ -	\$ 145,076.36

**MONTANA SCHOOL FOR THE DEAF AND THE BLIND
RECEIPT SUMMARY
FISCAL YEAR 2016**

RESTRICTED DONATIONS	JULY - SEP	OCT - DEC	JAN - MARCH	APRIL - JUNE	TOTAL RECEIPTS
SILENT WEEKEND - RESTRICTED INCOME		\$ 25.00			\$ 25.00
ENRICHMENT WEEKENDS - RESTRICTED INCOME		\$ 150.00			\$ 150.00
FAMILY LEARNING WEEKENDS - RESTRICTED INCOME					\$ -
BULLETIN BOARDS - RESTRICTED INCOME		\$ 40.00			\$ 40.00
PLAYGROUND REPAIRS - RESTRICTED INCOME		\$ 50.00			\$ 50.00
ALARM CLOCKS - RESTRICTED INCOME		\$ 425.00			\$ 425.00
SORENSEN GRANT - RESTRICTED INCOME		\$ 15,000.00			\$ 15,000.00
GFCCHS - COTTAGE RESTRICTED INCOME		\$ 2,000.00			\$ 2,000.00
ACADEMIC BOWL - RESTRICTED INCOME					\$ -
JOGGING JOKERS - RESTRICTED INCOME					\$ -
SUMMER CAMPS - RESTRICTED INCOME					\$ -
LIBRARY - RESTRICTED INCOME	\$ 100.00	\$ 25.00			\$ 125.00
LOAF N JUG SCHOLARSHIP - RESTRICTED INCOME					\$ -
STUDENT COUNCIL TRIP - RESTRICTED INCOME					\$ -
EASTER - RESTRICTED INCOME					\$ -
COBB FOUNDATION SCHOLARSHIP - RESTRICTED INCOME					\$ -
COTTAGE IMPROVEMENT - RESTRICTED INCOME					\$ -
KINGSBURY GRANTS RECEIVED - RESTRICTED INCOME	\$ 4,000.00				\$ 4,000.00
SHEP - RESTRICTED INCOME	\$ 300.00				\$ 300.00
EXPRESSIONS OF SILENCE - RESTRICTED INCOME					\$ -
GAMES FOR VISUALLY IMPAIRED - RESTRICTED INCOME					\$ -
GOALBALL - RESTRICTED INCOME					\$ -
DONATIONS & INCOME	JULY - SEP	OCT - DEC	JAN - MARCH	APRIL - JUNE	TOTAL RECEIPTS
DONATIONS	\$ 16,252.89	\$ 4,670.85			\$ 20,923.74
IN KIND DONATIONS					\$ -
STATE EMPLOYEE GIVING CAMPAIGN					\$ -
DIVIDENDS	\$ 6,191.05				\$ 6,191.05
INTEREST	\$ 199.63				\$ 199.63
GAIN ON SALE OF INVESTMENTS					\$ -
CAPITAL GAIN - LONG TERM					\$ -
UNREALIZED GAIN/LOSS INVESTMENT					\$ -
INVESTMENT SALES					\$ -
TOTAL RECEIPTS	\$ 27,043.57	\$ 22,385.85	\$ -	\$ -	\$ 49,429.42

❖ **LICENSURE COMMITTEE – (Item 8)**

John Edwards

ITEM 8

**CAEP/MONTANA JOINT SITE VISITS:
UNIVERSITY OF MONTANA WESTERN AND
MONTANA STATE UNIVERSITY BOZEMAN**

Dr. Linda Peterson

EXECUTIVE SUMMARY

DATE: JANUARY 2016

- PRESENTATION:** CAEP Montana Joint Site Visits: University of Montana-Western and Montana State University-Bozeman
- PRESENTER:** Linda Vrooman Peterson, Ph.D.
Accreditation and Educator Preparation Division
Office of Public Instruction
- OVERVIEW:** In the fall of 2015, the Council for the Accreditation of Educator Preparation (CAEP) and the Office of Public Instruction (OPI), on behalf of the Board of Public Education (BPE) and the state superintendent, conducted two joint site visits. The first visit occurred October 25-27, 2015, at the University of Montana-Western (UMW) in Dillon. The second visit took place November 2-4, 2015, at the Montana State University (MSU) in Bozeman. In each instance, a joint team of educators representing CAEP and Montana PK-20 educators conducted an accreditation review of the Educator Preparation Provider (EPP) at the UMW and MSU.
- The OPI facilitated the joint site visits and provides to the BPE an overview of the new CAEP/Montana accreditation process. The purpose of such joint visits is to verify that the EPP's Institutional Report meets the CAEP Standards and the Montana Professional Educator Preparation Program Standards.
- This presentation is informational.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** Timeline for anticipated action by the BPE:
1. January 2016 – **Informational:** Presentation to the BPE provides an overview of the joint visits.
 2. March 2016 – **Discussion:** State Team Chairs will present the State Exit Program Reports to the BPE. The EPPs are invited to attend the meeting and participate in the discussions.
 3. May 2016 – Anticipated final action by the CAEP Board of Examiners.
 4. May 2016 – **Final Action:** Presentation of the recommendations from the State Superintendent to the BPE requesting final action regarding program approval and accreditation status for UMW and MSU.
- RECOMMENDATION(S):** Informational



Council for the
Accreditation of
Educator Preparation

1140 19th Street, NW | Suite 400
Washington, DC 20036
tel: 202.223.0077 | fax: 202.296.6620
caepnet.org

Office of the President

December 16, 2014

Sharon Carroll
Chairperson
Montana Board of Public Education
P.O. Box 200601
Helena, MT 59620-0601

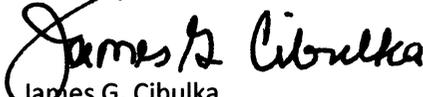
Dear Ms. Carroll:

On behalf of the Council for the Accreditation of Educator Preparation (CAEP), I want to commend and congratulate Montana for being among the first CAEP State Partners. Your leadership role in creating the first of fifty new CAEP State Partnership Agreements is important to CAEP's mission of transforming educator preparation through continuous improvement and innovation; and, ultimately in advancing P-12 student learning.

The State Partnership program, by coordinating the state approval and CAEP accreditation reviews of Educator Preparation Providers, will eliminate a duplication of efforts and reporting in addition to offering a cost saving benefit to providers as well as the state.

Kindly find enclosed the signed copy of the Montana/CAEP State Partnership agreement which embodies both of our commitments to educator preparation and will serve as a guide for conducting the work of Montana and CAEP. We truly appreciate all of your effort in bringing this agreement to fruition.

Sincerely,


James G. Cibulka
President

cc: Linda Vrooman Peterson

Enclosure

**Montana Board of Public Education,
Montana State Superintendent of Public Instruction,
and the
Council for the Accreditation of Educator Preparation**

Partnership Agreement

November 14, 2014

In order to promote excellence in educator preparation by coordinating Montana approval and national accreditation reviews of educator preparation providers (EPPs), and to eliminate duplication of effort and reporting, the Council for the Accreditation of Educator Preparation (CAEP), the Board of Public Education (BPE), and the State Superintendent of Public Instruction (SSPI) enter into this partnership agreement. The agreement describes the partnership and delineates the processes and policies for CAEP accreditation in Montana.

- I. Standards for National Accreditation of Educator Preparation Providers**
 - A. CAEP educator preparation provider standards must be met on the basis of sufficient and accurate evidence to merit national accreditation by CAEP.
 - B. Montana Professional Educator Preparation Program standards play a central role in the CAEP/Montana accreditation process.
- II. Process of National Accreditation for Educator Preparation Providers**
 - A. The process required for national accreditation by CAEP is outlined in the CAEP policies. EPPs seeking CAEP accreditation must satisfy eligibility requirements, submit a self-study in a CAEP-approved format for formative feedback through off-site review, facilitate the posting of a call for public comment and distribution of third-party surveys to stakeholders, host a joint CAEP/Montana site visit, and complete an approved program review process for all programs of study leading to professional practice in an accredited school setting.
 - B. Terms of accreditation shall be for seven years. EPP accreditation status is subject to CAEP/Montana policies, including the CAEP annual payment of fees and submission of an annual report as required.
- III. Standards and Processes for Program Review**
 - A. The EPP may choose from among any of the three program review options listed in III.D below that have been approved by the BPE upon recommendation of the SSPI. In this partnership agreement, EPPs will submit a self-study following the instructions for the selected program review process, including disaggregated data by content area.
 - B. The BPE is authorized to approve all programs making the final decision by using information provided as part of the accreditation and program review process and recommendation from the state superintendent.

- C. As evidence of quality, CAEP accepts the decisions of national accrediting organizations for specialized professional program areas that are recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. Proper documentation of current accreditation must be presented by the EPP.
- D. EPPs will choose from among the following program review options for each licensure/endorsement area and may choose different options for different licenses/endorsements, e.g., Educational Leadership; Teacher Education, Alternative Routes.
- E. For purposes of the BPE program approval, the BPE and the SSPI recognize the following program review options:

1. **CAEP Program Review with National Recognition:**

CAEP Program Review with National Recognition applies SPA standards in the review process and can result in national recognition. The SSPI's staff on behalf of the BPE will examine the program review report and will provide a recommendation to the BPE for the final decision on continued Montana approval.

Link to websites of the CAEP and of particular SPAs for more information:

<http://caepnet.org/about/governance/memberorgs/>

2. **CAEP Program Review with Feedback:**

CAEP Program Review with Feedback, based on disaggregated data reported in the Self-Study, provides information to EPPs, OPI, states, and accreditation teams.

3. **Montana Program Review by the BPE:**

The SSPI conducts program reviews for purposes of making recommendations to the BPE. The SSPI provides procedures, forms, and instructions on the program review process that leads to final program approval by the Montana BPE.

Link to Montana Educator Preparation Web page:

http://opi.mt.gov/Programs/Accred/#gpm1_5

IV. Accreditation Review Team Composition

The Accreditation Review Team is appointed by CAEP, in consultation with the OPI, according to the guidelines and policies for each selected accreditation pathway. EPPs may select a single pathway for all programs or select different pathways for each program an EPP offers. The accreditation pathways include the Continuous Improvement Pathway, Inquiry Brief Pathway, or Transformation Initiative Pathway. The SSPI and CAEP will conduct a joint CAEP/Montana site review.

The following conditions apply to all teams:

- All members of review teams must have successfully completed CAEP/Montana review team member training.
- A P-12 practitioner shall be a member of each CAEP/Montana team.
- MEA-MFT may appoint an observer for the joint CAEP/Montana site visit review at MEA-MFT's expense.
- The EPP will assume all expenses – including travel, lodging and meals – for CAEP/Montana team members, as well as the periodic evaluation fee. Joint CAEP/Montana site team activities will be conducted according to the CAEP and the BPE protocols.
- The OPI will assume all expenses – including travel, lodging and meals – for the state consultant and other OPI support staff to facilitate the joint CAEP/Montana site review.
- The joint CAEP/Montana site team operates as a single team with shared responsibilities and equal roles in all aspects of the review, which might include co-chairs or CAEP chairperson.
- The joint CAEP/Montana team report will be shared with the BPE and the SSPI.
- To assure EPPs and the public that joint CAEP/Montana site reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the accreditation system, accreditation review team members will adhere to the CAEP's Code of Conduct.

V. Other Terms and Conditions

- A.** CAEP will collaborate with the SSPI to plan, design and implement a range of training opportunities for reviewers. As part of this agreement, the SSPI and the BPE contact(s) may participate in all Web trainings. The registration fee for one SSPI/BPE contact will be waived for one annual CAEP Conference; however the Montana contact must assume other expenses. CAEP will assume all expenses for one SSPI/BPE contact to attend the annual CAEP Clinic, with additional Montana staff welcome at their own expense, including a registration fee. Additional training events may be arranged, including events in the state, on a cost-recovery basis with arrangements negotiated according to the CAEP's policies regarding fees and expenses for training.
- B.** The SSPI will receive copies of all pertinent accreditation and specialized program area approval documents and reports through access to the Accreditation Information Management System (AIMS); the SSPI agency personnel will be supplied with login information, passwords and technical support.
- C.** The SSPI will notify CAEP of a "Change in Status:" within 30 days of action taken by the BPE, or a CAEP-accredited EPP.
- D.** Montana EPPs seeking CAEP accreditation or holding CAEP accreditation status will pay annual CAEP dues.
- E.** The OPI is responsible for annual CAEP membership dues. Final accreditation decisions are posted on the three websites: CAEP, OPI, and BPE. CAEP sends a

letter with the official accreditation decision to the BPE and the state superintendent. Additionally, CAEP provides written notice of all accreditation decisions to the U.S. Department of Education, all accrediting agencies recognized by the U.S. Department of Education, and the Council for Higher Education Accreditation, and the public (via the websites).

- F. The partnership agreement shall be for an initial period of seven years (November 14, 2014, through June 30, 2021) and may be modified by the three parties during that time, if deemed to be necessary.
- G. The SSPI will work with associations that represent P-12 educators (i.e., MEA-MFT, MTSBA, SAM, NBPTS), EPPs, and education administrators to establish credit toward continuing education units or professional development requirements at the local district level in return for the state's P-12 educators' professional contributions to the work of CAEP/Montana joint review as visiting team members.
- H. The terms of this agreement have been reached by mutual consent and have been read and understood by the persons whose signatures appear below. The parties agree to comply with the terms and conditions of the plan as set forth herein.



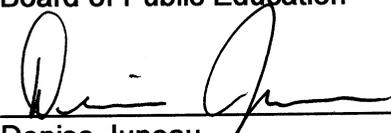
James G. Cibulka, President
Council for the Accreditation of Educator Preparation

December 16, 2014
Date



Sharon Carroll, Chairperson
Board of Public Education

November 14, 2014
Date



Denise Juneau
State Superintendent of Public Instruction

11/17/14
Date



opi.mt.gov

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

MEMORANDUM

December 1, 2015

TO: Dr. Laura Straus, Department Chairperson
Department of Education
University of Montana-Western

Dr. Delena Norris-Tull, Accreditation Coordinator
Department of Education
University of Montana-Western

FROM: Dr. Linda Vrooman Peterson, Administrator
Accreditation and Educator Preparation
Office of Public Instruction

RE: State Exit Program Report 2015

The State Visitor Team has completed the State Exit Program Report of the Educator Preparation Provider (EPP) at the University of Montana-Western (UMW). The site visit occurred October 25-27, 2015, on the campus of the UMW in Dillon, Montana. The site visit was a joint review conducted by the Council for the Accreditation of Educator Preparation (CAEP), the national EPP accrediting entity, and the Montana Board of Public Education, the Montana accrediting body. The joint visit focused on the CAEP/Montana unit standards, which address the overall curricular program design, instruction, assessment, and data-informed decisions of the EPP as a whole, and the Montana Professional Educator Preparation Program Standards Subchapter 5 – Teaching Areas: Program Standards. The state exit report includes the narrative reports of the program standards and the corresponding institutional report ratings. The State Exit Program Report is attached.

The EPP is asked to review and correct errors and omissions to the State Exit Program Report. Return corrections to the Office of Public Instruction (OPI) within five weeks upon receipt of this material. The EPP may write a rejoinder to the report as necessary.

The final State Exit Program Report will include the state superintendent's recommendation to the BPE of the EPP's approval status. The UMW will receive a copy of the final report. The UMW will also receive an invitation to attend the March meeting of the BPE.

The timeline of the BPE approval process is outlined below.

- January 2016 Informational: The OPI presents to the BPE an overview of the Joint CAEP/Montana site visits and the approval process and proposed timeline.

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.

- March 2016 Discussion: The State Visitor Team Lead will present the State Exit Program Report to the BPE. The EPP representatives may participate in the discussion.
- May 2016 The UMW CAEP Standards Institutional Report will be presented to CAEP Board of Examiners for final action.
- May 2016 BPE Final Action: Upon recommendation of the state superintendent the BPE takes action on the final State Exit Program Report and the EPP's Accreditation/Approval status.

For more information, contact Linda Vrooman Peterson by telephone at 406-444-5726, or by email at lypeterson@mt.gov.

cc: Dr. Stephanie Schmitz, State Team Chair, Rocky Mountain College
Dr. Sylvia Moore, Interim Provost, UMW
Nancy Coopersmith, Assistant Superintendent

Attachments



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)
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2016 Board of Public Education Approval Process Timeline

University of Montana Western
Montana State University

Site Visit – October 25-27, 2015
Site Visit – November 2-4, 2015

- January 2016 Informational: The OPI presents to the BPE an overview of the Joint CAEP/Montana site visit, approval process, and proposed timeline.
- March 2016 Discussion: The State Visitor Team Lead will present the State Exit Program Report to the BPE. Educator Preparation Provider representatives may participate in the discussion.
- May 2016 CAEP Action: Montana CAEP Reports will be presented to CAEP Board of Examiners for final action.
- May 2016 BPE Action: Upon recommendation of the state superintendent the BPE takes action on the final State Exit Program Report and the Accreditation/Approval status.

❖ **ASSESSMENT COMMITTEE – (Item 9)**

Paul Andersen

ITEM 8

2014-15, 2015-16 ASSESSMENT

Paul Andersen

[BPE Authority Regarding Assessment:](#)

[Montana Constitution Art. X, Sec. 9](#)

(3)(a) There is a board of public education to exercise general supervision over the public school system and such other public educational institutions as may be assigned by law. Other duties of the board shall be provided by law.

[§ 20-2-121, MCA](#)

The board of public education shall:

...

(11) adopt rules for student assessment in the public schools....

[ARM 10.56.101](#)

(3) In order to obtain state-level achievement information, all accredited schools shall annually administer a single system of state-level assessments approved by the board. The following state-level assessments shall be administered according to standardized procedures. Districts and schools shall ensure that all test administrators are trained in and follow those procedures.

[Federal Assessment Rules for States:](#)

20 U.S.C. 6311 (ESEA Sec. 1111, before amendment by ESSA Sec. 1005 on December 10, 2015) (attached)

(b)(2)(A) IN GENERAL- Each State plan shall demonstrate that the State has developed and is implementing a single, statewide State accountability system that will be effective in ensuring that all local educational agencies, public elementary schools, and public secondary schools make adequate yearly progress as defined under this paragraph. Each State accountability system shall--(i) be based on the academic standards and academic assessments adopted under paragraphs (1) and (3), and other academic indicators consistent with subparagraph (C)(vi) and (vii), and shall take into account the achievement of all public elementary school and secondary school students;(ii) be the same accountability system the State uses for all public elementary schools and secondary schools or all local educational agencies in the State, except that public elementary schools, secondary schools, and local educational agencies not participating under this part are not subject to the requirements of section 1116; and(iii) include sanctions and rewards, such as bonuses and recognition, the State will use to hold local educational agencies and public elementary schools and secondary schools accountable for student achievement and for ensuring that they make adequate yearly progress in accordance with the State's definition under subparagraphs (B) and (C).

20 U.S.C. 6311 (ESEA Sec. 1111, after amendment by ESSA Sec. 1005 on December 10, 2015, effective August 1, 2016) (attached)

(b)(2)(A) IN GENERAL.—Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high-quality student academic assessments in mathematics, reading or language arts, and science. The State retains the right to implement such assessments in any other subject chosen by the State.

(B) REQUIREMENTS.—The assessments under subparagraph (A) shall—
(i) except as provided in subparagraph (D), be—

- (I) the same academic assessments used to measure the achievement of all public elementary school and secondary school students in the State; and
- (II) administered to all public elementary school and secondary school students in the State;

...

(viii) at the State's discretion—

- (I) be administered through a single summative assessment; or
- (II) be administered through multiple statewide interim assessments during the course of the academic year that result in a single summative score that provides valid, reliable, and transparent information on student achievement or growth;

[Recent Press Releases and News Articles:](#)

[December 10, 2015, OPI Press Release: Superintendent Juneau Applauds Passage Of New Education Law](#)

After years of operating under an outdated and restrictive education law, Superintendent of Public Instruction Denise Juneau is pleased the federal government has approved the *Every Student Succeeds Act* (ESSA) which reauthorizes the 1965 *Elementary and Secondary Education Act*.

...

Every Student Succeeds will ... [g]ive states flexibility when it comes to assessment, while still requiring an annual assessment in grades 3-8 and once in high school. ...

[December 18, 2015, ED "Dear Colleague" letter regarding transition to ESSA](#)

We are reviewing the ESSA to better understand the impact of any changes to the requirements for State assessment systems but, because the essential requirements are unchanged, ED's peer review of State assessment systems will continue so that each State receives feedback from external experts on the assessments it is currently administering.

[December 21, 2015, OPI Press Release: Superintendent Juneau Releases Smarter Balanced Scores, Cuts Standardized Testing Time](#)

Superintendent of Public Instruction Denise Juneau today announced public high school juniors will no longer be required to take the annual Smarter Balanced assessment, and instead will take the ACT.

"Montana is one of 13 states that provides the ACT to all juniors for free, it doesn't make sense to ask juniors to take the ACT and the Smarter Balanced assessment," Superintendent Juneau said. "The change will cut testing time for public high school students by two-thirds, and allow them to focus on preparing for college and career."

Testing time will also be cut for all other grades because Montana will no longer participate in the Smarter Balanced classroom activity.

[December 21, 2015, Helena Independent Record: Local Smarter Balanced scores beat state averages, but remain below 50% proficiency](#)

What was particularly good news to Helena School Superintendent Kent Kultgen is that the state will use ACT, not Smarter Balanced tests, for future assessments, since all Montana juniors take the ACT free of charge.

...

“We expected our results July 15,” said Emilie Ritter Saunders. The date was continually pushed back. “We didn’t get data until November.”

[December 22, 2015, ED “Dear Colleague” letter regarding assessment requirements](#)

Before the spring 2016 test administration, I would like to take this opportunity to remind you of key assessment requirements that exist under the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (ESEA). These requirements will remain in place for the 2015–2016 school year, and similar requirements are included in the recently signed reauthorization of the ESEA, known as the Every Student Succeeds Act (ESSA).

[December 24, 2015, Helena Independent Record: Principals on testing cutback for juniors: 'This is my Christmas present'](#)

Superintendent of Public Instruction Denise Juneau might as well have delivered an early Christmas present to high schools when she announced that juniors would take the ACT as a statewide standardized test instead of the beleaguered Smarter Balanced exams.

All juniors already take the ACT. Juneau said the move would cut standardized testing time by two-thirds.

...

“I emailed our (district) testing guys, and I said ‘really, this is my Christmas present,’” [Skyview High Principal Deb Black] said.

[December 24, 2015, Missoula Independent: Juneau changes the rules](#)

Perhaps the most surprising development from Monday's announcement came when Superintendent of Public Instruction Denise Juneau revealed high school juniors will not take the SBAC exams going forward. Instead, they'll be required to take the ACT college entrance exam, which most already do since the state began offering it at no charge in 2014.

Education officials quickly lauded Juneau, who is running for U.S. Congress in 2016, for reducing the burden on students and showing a willingness to scale back an unpopular testing regime. Cheerleaders included MEA-MFT President Eric Feaver, who says he gives Juneau "high marks" for making adjustments under fire. "Nobody wants to fail again," he says. "I think the superintendent had to do something proactively."

The "proactive" decision, however, missed one step: It's probably not Juneau's to make. And the group with legal authority to set testing requirements, the Board of Public Education, wasn't notified of the switch until the morning it was announced, according to its executive director, Peter Donovan.

The typically low-profile Board of Public Education, composed of gubernatorial appointees, wields the power to create rules for Montana schools, including the adoption of Common Core standards in 2011. This is the second time this year Juneau has changed the testing scheme before obtaining approval from the board. The first occurred last spring, when Juneau told schools they could abandon SBAC in light of technical problems, contradicting the board's rule as well as federal law. In that case, board members agreed to go along with the superintendent on the grounds that a testing company's failures ought not undermine their relationship. Members did, however, ask to be involved the next time around.

Of course, there is a logistical challenge in seeking the board's permission. The ACT will be administered in April; the Board of Public Education's next scheduled meeting isn't until January, at which time Office of

Public Instruction spokesperson Emilie Ritter Saunders says Juneau intends to "recommend" the testing change.

Others groups, however, weren't left out of the loop. Saunders says the idea was presented to some local superintendents several weeks ago, and MEA-MFT's Feaver says Juneau discussed it with him "a while back."

It's unclear how the board might react to Juneau's latest announcement. Board Chair Sharon Carroll, an Ekalaka high school teacher, says in a statement that members will "review all matters of testing going forward" and are committed to helping the state find the appropriate ones.

Current BPE Assessment Rule:

10.56.101 STUDENT ASSESSMENT

(1) By the authority of [20-2-121\(12\)](#), MCA and ARM [10.55.603](#), the Board of Public Education adopts rules for state-level assessment in the public schools and those private schools seeking accreditation.

(2) The board recognizes that the primary purpose of assessment is to serve learning. A balanced assessment system including formative, interim, and summative assessments aligned to state content standards will provide an integrated approach to meeting both classroom learning needs and school and state level information needs. A balanced assessment system is structured to continuously improve teaching and learning and to inform education policy.

(3) In order to obtain state-level achievement information, all accredited schools shall annually administer a single system of state-level assessments approved by the board. The following state-level assessments shall be administered according to standardized procedures. Districts and schools shall ensure that all test administrators are trained in and follow those procedures.

(a) State-level assessments aligned to Montana content standards (phase 1) and the Montana common core standards (phase 2) shall be administered to all students as specified below for each phase.

(i) Phase 1 - school years 2012-2013 and 2013-2014, the assessments shall be:

(A) aligned to Montana content standards;

(B) administered to grades 3-8 and 10 in math and reading;

(C) administered to grades 4, 8, and 10 in science; and

(D) administered in the spring of the year.

(ii) Phase 2 - beginning in school year 2014-2015, the assessments shall be:

(A) aligned to Montana common core standards;

(B) administered to grades 3-8 and 11 in math and English language arts;

(C) aligned to Montana content standards for science and administered in grades 4, 8, and 10; and

(D) administered in the spring of the year.

(b) State-level assessments aligned to Montana English language proficiency standards shall be administered to all students identified as Limited English Proficient (LEP) in grades K-12. These assessments shall be administered mid-school year.

(c) Beginning in the 2012-13 school year, the ACT Plus Writing college readiness test shall be offered to all eleventh grade public school students in their high schools on a school day without charge to the students or schools. Students may participate without accommodations, with ACT-approved accommodations, or with state-allowed accommodations. The testing window for the ACT Plus Writing will be in April and May of each year. All eleventh grade students will take the test unless:

(i) a parent or guardian requests in writing that the student not participate; or

(ii) a student, 18 or older, requests in writing to not participate.

(d) The obligation for funding the assessments identified in (3)(a), (b), and (c) is an obligation of the state. This section may not be construed to require a school district to provide these assessments if the state does not have a current contract with test vendors for provision of these assessments to Montana school districts.

(4) State-level assessment results are a part of each student's permanent record as described in ARM [10.55.909](#).

(5) The Superintendent of Public Instruction shall provide a report of the results to the board and the Legislature.

(6) The Superintendent of Public Instruction is authorized to make available the reported student assessment data in compliance with confidentiality requirements of federal and state law. State-level assessment results released to the public shall be accompanied by a clear statement of the purposes of the assessments, subject areas assessed, level of measurement of the content standards, and the percent of students who participated in the assessments. The Superintendent of Public Instruction will ensure transparency and public availability of public school performance data and reporting as outlined in [20-7-104](#), MCA.

(7) All students shall participate in the state-level assessments, except as provided in (3)(d).

(a) For a student with disabilities, the student's individualized education program (IEP) team has the authority to specify accommodations to be provided, as defined in (8), for participation by the student in the state-level assessment.

(i) When an IEP team determines that an accommodation for a student's disability would still not allow for adequate measurement of the student's progress toward the content standards, the IEP team may waive using the approved state-level assessments by providing alternate assessments that are appropriate to determine the student's progress toward the content standards.

(b) For a student who has been identified through the district's process as LEP, accommodations may be provided, as defined in (8), for participation by the student in the state-level assessment.

(i) When the result of the district's process indicates that an accommodation for an LEP student who has had fewer than three years of instruction in English would still not allow for adequate measurement of the student's progress toward the content standards, the team of educators may waive using the approved state-level assessments by providing alternate assessments that are appropriate to determine the student's progress toward the content standards.

(8) Accommodations allow a student to demonstrate competence in subject matter so that state-level assessment results accurately reflect the student's achievement level rather than limited English language development or impaired sensory or manual skills, except where those skills are the factors which the assessment purports to measure.

(a) Accommodations for state-level assessment purposes are defined as modifications of the test administration procedures similar to those used to assess the student in the instructional setting.

(b) Accommodations vary for the state required tests under (3)(a) through (c) and are dependent on the knowledge and skills being measured. Test-specific accommodations are detailed in test administration manuals.

(c) The Superintendent of Public Instruction shall provide guidance to schools concerning appropriate accommodations.

History: [20-2-121](#), MCA; [IMP](#), [20-2-121](#), [20-7-402](#), MCA; [NEW](#), 1988 MAR p. 976, Eff. 5/27/88; [AMD](#), 1992 MAR p. 1472, Eff. 7/17/92; [AMD](#), 1993 MAR p. 683, Eff. 4/30/93; [AMD](#), 1995 MAR p. 627, Eff. 4/28/95; [AMD](#), 1997 MAR p. 1186, Eff. 7/8/97; [AMD](#), 2000 MAR p. 957, Eff. 4/14/00; [AMD](#), 2012 MAR p. 2057, Eff. 10/12/12.

[Previous Changes to ARM 10.56.101 Approved by BPE April 2000](#)

10.56.101 STUDENT ASSESSMENT (1) By the authority of 20-2-121(12),

MCA and ARM 10.55.603, the Board of Public Education adopts rules for state-level assessment in the public schools and those private schools seeking accreditation.

(2) The board recognizes that the primary purpose of assessment is to serve learning. Classroom assessment is the primary means through which assessment impacts instruction and learning for individuals. State-level and large-scale assessment affect learning through assisting policy decisions and assuring program quality for all students. To meet both classroom and state-level needs, state-level assessments will provide information about the proficiency level of student achievement relative to established content standards, as well as the status of Montana's schools in relation to other groups of students, states, and nations. The school and district responsibilities for assessment are identified in ARM 10.55.603. A balanced assessment system including formative, interim, and summative assessments aligned to state content standards will provide an integrated approach to meeting both classroom learning needs and school and state level information needs. A balanced assessment system is structured to continuously improve teaching and learning and to inform education policy.

(3) In order to obtain state-level achievement information, all accredited schools shall annually administer a single system of state-level assessments approved by the board. The following state-level assessments shall be administered according to standardized procedures. Districts and schools shall ensure that all test administrators are trained in and follow those procedures.

(a) State-level assessments shall aligned to Montana content standards (phase 1) and the Montana common core standards (phase 2) shall be administered to all students in grades four, eight and eleven in reading, communication arts, mathematics, science, and social studies. For planning purposes, state-level assessments shall be given during a week in the spring of the year, identified by the Office of Public Instruction a year prior to the assessment date. as specified below for each phase.

(i) Phase 1 – school years 2012-2013 and 2013-2014, the assessments shall

be:

(A) aligned to Montana content standards;

(B) administered to grades 3-8 and 10 in math and reading; (C)

administered to grades 4, 8, and 10 in science; and

(D) administered in the spring of the year.

(ii) Phase 2 – beginning in school year 2014-2015, the assessments shall be: (A) aligned to Montana common core standards;

(B) administered to grades 3-8 and 11 in math and English language arts; (C) aligned to Montana content standards for science and administered in

grades 4, 8, and 10; and

(D) administered in the spring of the year.

(b) All state-level assessments results shall be provided to the Office of Public Instruction and school districts in a format specified by the Office of Public Instruction and approved by the Board of Public Education aligned to Montana English language proficiency standards shall be administered to all students identified as Limited English Proficient (LEP) in grades K-12. These assessments shall be administered mid-school year.

(c) Beginning in the 2012-13 school year, the ACT Plus Writing college readiness test shall be offered to all eleventh grade public school students in their high schools on a school day without charge to the students or schools. Students may participate without accommodations, with ACT-approved accommodations, or with state-allowed accommodations. The testing window for the ACT Plus Writing will be in April and May of each year. All eleventh grade students will take the test unless:

(i) a parent or guardian requests in writing that the student not participate; or (ii) a student, 18 or older, requests in writing to not participate.

(d) The obligation for funding the assessments identified in (3)(a), (b), and (c) is an obligation of the state. This section may not be construed to require a school district to provide these assessments if the state does not have a current contract with test vendors for provision of these assessments to Montana school districts.

(4) State-level assessment results are a part of each student's permanent records as described in ARM 10.55.909.

(5) The Office Superintendent of Public Instruction shall provide a report of the results to the board, and the Legislature, and the public. Schools are encouraged to compare their results with the state results and share state-level assessment information with parents and local communities.

(6) The Superintendent of Public Instruction is authorized to make available the reported student assessment data in compliance with confidentiality requirements of federal and state law. State-level assessment results released to the public shall be accompanied by a clear statement of the purposes of the assessments, subject areas assessed, level of measurement of the content standards, and the percent of students who participated in the assessments. The release shall include additional information to provide a fair and useful context for assessment reporting (e.g., dropout rates, mobility rates, poverty levels, district size) that will assist districts to examine their educational programs to assure effectiveness. The Superintendent of Public Instruction will ensure transparency and public availability of public school performance data and reporting as outlined in 20-7-104, MCA.

(7) All students shall participate in the state-level assessments, except as provided in (3)(d). Students with disabilities or limited English proficiency (LEP) shall

~~participate using the approved assessments, unless it is determined that a student's progress toward the content standards cannot be adequately measured with the approved assessments even when provided accommodations.~~

(a) For a students with disabilities, the student's individualized education program (IEP) teams ~~have~~ has the authority to specify accommodations to be provided, as defined in (8), for participation by the student in the state-level assessment.

(i) When an IEP team determines that an accommodation for a student's disability would still not allow for adequate measurement of the student's progress toward the content standards, the IEP team may waive using the approved state-level assessments by providing alternate assessments that are appropriate to determine the student's progress toward the content standards.

(b) For a students who ~~have~~ has been identified ~~by a team of educators~~ through the district's process as LEP, those teams ~~have the authority to specify~~ accommodations ~~to~~ may be provided, as defined in (8), for participation by the student in the state-level assessment.

(i) When the ~~team of educators~~ result of the district's process indicates ~~determines~~ that an accommodation for an LEP student who has had fewer than three years of instruction in English would still not allow for adequate measurement of the student's progress toward the content standards, the team of educators may waive using the approved state-level assessments by providing alternate assessments that are appropriate to determine the student's progress toward the content standards.

~~(c) The Office of Public Instruction shall provide guidance to schools concerning alternate state-level assessments.~~

(8) Accommodations allow a students to demonstrate competence in subject matter so that state-level assessment results accurately reflect the student's' achievement levels rather than limited English language development or impaired sensory or manual skills, except where those skills are the factors which the assessment purports to measure.

(a) Accommodations for state-level assessment purposes is ~~is~~ are defined as modifications of the test administration procedures similar to those used to support and accommodate ~~assess~~ the student in the instructional setting.

(b) ~~Accommodations may include, but are not limited to extended time, small group administration, facilitator reading directions, native language support, student responding orally, or using required assistive technology.~~ Accommodations vary for the state required tests under (3)(a) through (c) and are dependent on the knowledge and skills being measured. Test-specific accommodations are detailed in test administration manuals.

(c) The ~~Office Superintendent~~ Office Superintendent of Public Instruction shall provide guidance to schools concerning appropriate accommodations.

Current BPE Rule:

10.55.603 CURRICULUM AND ASSESSMENT

(1) Local school districts shall ensure their curriculum is aligned to all content standards and the appropriate learning progression for each grade level.

(2) School districts shall maintain their programs consistent with the state's schedule for revising standards.

(3) School districts shall assess the progress of all students toward achieving content standards and content-specific grade-level learning progressions in each program area. The district shall use assessment results, including state-level achievement information obtained by administration of assessments pursuant to ARM [10.56.101](#) to examine the educational program and measure its effectiveness.

(a) The examination of program effectiveness using assessment results shall be supplemented with information about graduates and other students no longer in attendance.

(b) The information obtained shall be considered in curriculum and assessment development.

(4) For content standards in all program areas pursuant to the requirements of ARM [10.55.602](#), school districts shall:

(a) establish curriculum and assessment development processes as a cooperative effort of personnel licensed and endorsed in the program area and trustees, administrators, other teachers, students, specialists, parents, community, and, when appropriate, tribal representatives and state resource people;

(b) review curricula at least every five years or consistent with the state's standards revision schedule, and modify, as needed, to meet educational goals of the continuous school improvement plan pursuant to ARM [10.55.601](#);

(c) review materials and resources necessary for implementation of the curriculum and assessment at least every five years, or consistent with the state's standards revision schedule that are consistent with the goals of the continuous school improvement plan; and

(d) review curricula and instructional materials and resources to ensure the inclusion of the distinct and unique cultural heritage and contemporary portrayal of American Indians.

(5) The school district shall develop and implement its assessment plan used to measure student progress ensuring alignment to the local curriculum in all program areas.

(a) The assessment plan shall be included in the continuous school improvement plan and be in place within two years following the development of local curriculum.

(b) School districts shall use appropriate multiple measures and methods, including state-level achievement information obtained by administration of assessments pursuant to the requirements of ARM [10.56.101](#), to assess student progress in achieving content standards and content-specific grade-level learning progressions in all program areas.

(c) The Superintendent of Public Instruction shall develop criteria and procedures for the selection of appropriate multiple measures and methods to be used to assess student progress in achieving content and appropriate content-specific grade-level learning progressions in all program areas.

(d) The Superintendent of Public Instruction shall provide technical assistance to districts to meet the criteria and procedures in (5)(c).

History: [20-2-114](#), [20-2-121](#), MCA; IMP, [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1997 MAR p. 1185, Eff. 7/8/97; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2001 MAR p. 953, Eff. 6/8/01; AMD, 2012 MAR p. 2042, Eff. 7/1/13.

Changes to ARM 10.55.603 June 2001

10.55.603 CURRICULUM AND ASSESSMENT (1) Local school districts shall incorporate ensure their curriculum is aligned to all content and performance standards and the appropriate learning progression for each grade level into their curriculum, implementing them sequentially and developmentally.

(2) School districts shall maintain their programs consistent with the state's schedule for revising standards.

(3) School districts shall assess the progress of all students toward achieving content and performance standards and content-specific grade-level learning progressions in all each program areas. Assessment of all students shall be used. The district shall use assessment results, including state-level achievement information obtained by administration of assessments pursuant to ARM 10.56.101 to examine the educational program and measure its effectiveness based on the content and performance standards.

(a) and (b) remain the same.

(2) (4) For content and performance standards in all program areas in accordance with pursuant to the requirements of ARM 10.55.602(8), school districts shall:

(a) establish curriculum and assessment development processes as a cooperative effort of personnel certified-licensed and endorsed in the program area and trustees, administrators, other teachers, students, specialists, parents, community, and, when appropriate, tribal representatives and state resource people;

(b) review curricula at intervals not exceeding least every five years or consistent with the state's standards revision schedule, and modify, as needed, to meet educational goals of the five-year comprehensive education continuous school improvement plan in accordance with pursuant to ARM 10.55.601;

(c) review materials and resources necessary for implementation of the curriculum and assessment at least every five years, review and select materials and resources necessary for implementation of the curriculum and assessment or consistent with the state's standards revision schedule that are consistent with the goals of the five-year comprehensive education continuous school improvement plan; and

(d) review curricula and instructional materials and resources to ensure the inclusion of the distinct and unique cultural heritage and contemporary portrayal of the American Indians.

(3) (5) The school district shall develop and implement its assessment plan used to measure student progress ensuring alignment to the local curriculum in all program areas.

(a) School district. The assessment plans shall be included in the comprehensive education continuous school improvement plan and be in place within two years following the development of local curriculum.

(a) (b) School districts shall use effective and appropriate multiple measures and methods, including state-level achievement information obtained by administration of assessments pursuant to the requirements of ARM 10.56.101, to assess student progress in achieving content and performance standards and content-specific grade-level learning progressions in all program areas.

(b) (c) Utilizing input from representatives of accredited schools, the Office The Superintendent of Public Instruction shall develop criteria and procedures for the selection of effective and appropriate multiple measures and methods to be used to assess student progress in reading and mathematics in grades 4, 8 and 11 achieving content and appropriate content-specific grade-level learning progressions in all program areas.

(c) (d) The Office Superintendent of Public Instruction shall provide technical assistance to districts to meet the criteria and procedures in (3)(b c).

~~(d) Not later than the school year immediately following the completion of written sequential curricula aligned with the content and performance standards in a program area in accordance with ARM 10.55.601(6), the school district shall begin the development of a student assessment process for that program area. The assessment process must be in place two years following the development of written curriculum.~~

~~(4) In addition to the school by school reporting of norm-referenced testing results in accordance with ARM 10.56.101, districts shall annually report to the Office of Public Instruction the school level results of measures for the standards that are not adequately assessed by the norm-referenced tests in reading and mathematics at grades 4, 8 and 11.~~

~~(a) Utilizing input from representatives of accredited schools, the Office of Public Instruction will identify the additional standards in reading and mathematics that are to be assessed with other measures.~~

~~(b) The measures used to report to the Office of Public Instruction shall be included within the district assessment plan in accordance with ARM 10.55.601.~~

~~(c) — The criteria and procedures set forth in (3)(b) shall be used by the Office of Public Instruction in an approval process to assure the quality of the other measures that will be used to assess and report progress in reading and mathematics at grades 4, 8 and 11.~~

Item 7 Statewide Student Assessment Proposed Changes

Superintendent Keenan began by outlining the areas that the Board would need to make decisions on. These were: whether the state goes to one test; what year the state goes to that test; what subject areas are tested; whether the test is administered in the Fall or the Spring, and; what grade levels are to be tested. She reported that there were several factors to be considered regarding testing and they had to do with how the various federal programs require their reports to be submitted to qualify for funding. The testing requirements for these federal programs do not align, she continued, so finding a single test to fill those requirements will be a challenge. Ms. Keenan reported that Dori Nielson, Measurement and Accountability Specialist, OPI, was in the process of developing an RFP that will provide an authentic assessment of students in the state. She noted that superintendents from across the nation are dealing with these same assessment issues.

Ms. Nielson reported that the volume of information she has received has been substantial and has to be electronically managed. She reviewed the items in the agenda packet, which identified the issues surrounding decisions to select a test for statewide student assessment. This information included a compilation of information considered by the Assessment Standards Matching Task Force which met last summer and were assisted in their efforts by a consultant. The information Ms. Nielson provided also included a listing of comments regarding the advantages and disadvantages of the issues that Ms. Keenan noted at the beginning of this presentation. Also included were some strategies that might be used to overcome some of the disadvantages and an overview of the next steps of this piece of the project.

B.J. Granbery, Title I Director, Jody Messinger, K-12 Vocational Education Director and Bob Runkel, Special Education Division Administrator reviewed the information included in the agenda packet that outlined their concerns regarding the issues from their respective programs. These items included ideas and suggestions from their programs' perspectives in an attempt to assist Ms. Nielson in her efforts with the Student Assessment Task Force. It was noted that the assessment system needs to address all of the various issues.

Ms. Nielson said that some of the best discussions about education had gone on in the previous weeks. She said limited finances and sustainability are main factors in all of the discussions and noted that the funds education people are fighting for are for the kids and the classrooms, which aren't funded very well by the state. She also said that change is tough; if the Board moves to one test, 60 to 80 percent of the school districts in Montana will make a change.

A general discussion followed where a variety of issues were presented. Several members of the audience offered their opinions and suggestions on the issues. An appreciation for the opportunity for members of the education community as well as parents and concerned citizens to comment and participate was expressed.

Bruce Messinger suggested that the purpose of a norm referenced achievement test is not designed to be a diagnostic test, nor is it designed to be a prescriptive test and that situations should not be created to in the state or in local districts that causes them to be used in that capability. He suggested that, if the state goes to a single test, then tests need to be considered that can be customized efficiently to be used as a criterion referenced test around the standards. This would allow meaningful data to be gleaned to be used at the local district level to make decisions around teaching and learning.

Ms. Keenan said the Board has an opportunity to address 2 issues; to change testing from spring to fall and to specify which grade levels should be tested. She said these decisions need to be made by January 20th, 2000 at the latest. She said Ms. Nielson would proceed with the RFP because it should be awarded before March 2000.

Dr. Miller said the purpose of large-scale assessment needs to be understood. He noted that, in the Board's criteria and purpose statement, it says that assessment is to assist learning and that large-scale assessment will affect learning through assisting policy decisions.

MOTION: Dr. Miller moved to develop an RFP that included the following items:

1. **That it be consistent with the large-scale Purpose of Testing as set forth by the Board of Public Education's Statement of Purpose for Student Assessment;**
2. **That a single test be established;**
3. **That testing would continue in the 5 subject areas;**
4. **That the state would begin the new test in 2000-2001 school year;**
5. **That the tests be given at grades 4, 8 & 11, and ;**
6. **That the testing be done in the spring.**

Ms. Keim seconded and the motion carried unanimously.

Dr. Miller said that ARM rule 10.55.603 would need to be revised. Ms. Nielson said that the rule revisions should be ready for the Board's review by the January 2000 meeting. Dr. Miller said that the rule change needs to reflect the decisions the Board made in its motion so that the RFP may be appropriately measured consistent with the rule. Dr. Miller also asked that, because the Purpose Statement exists in the rule, the language that the purpose of the statewide, large-scale assessment is not for comparison, but is meant to drive policy at the state level and to measure over time.

BPE Minutes January 2000 re: Assessment:

Item 15 Assessment Rule Revision/Notice for Hearing

Dr. Nielson distributed information which included; a proposed change in the student assessment rule, an update on the Montana School Improvement Initiative Professional Development, a proposed activity schedule, a timeline for Cycle 3 of the standards revision process and a copy of the Montana Coordinated Comprehensive Assessment System. She briefly reviewed these documents for the Board's information, explaining that the revisions reflect American Indian issues, deleted archaic language, reflected legislation and laws which have been passed, clarified the language and inserted the content standards, which includes the statement that OPI will provide guidance instead of mapping out specifics. A discussion followed regarding the hearing dates and times.

MOTION: Dr. Miller moved to:

- a. **adopt the draft amendment to ARM rule 10.56.101 as the Board of Education's proposed amendment to its rule regulating student assessment;**
- b. **to direct OPI staff to file the proposed rule change with the secretary of state for publication as public notice of the proposed rule change, and;**
- c. **to appoint Janice Frankino-Doggett and Geralyn Driscoll to act as the Board's presiding officers at rule hearings to be held:**

Missoula – March 3, 2000

Helena – March 6, 2000

Billings – March 7, 2000

Ms. Silverthorne seconded and the motion carried unanimously.

Item 16 Update on Assessment RFP

Dr. Nielson distributed copies of a memo that was sent to the Board members, which addressed the previous item regarding the assessment rule revision and provided an update on the companies that had submitted a proposal for the RFP for an assessment tool. Included in this information were copies of the questions the companies asked and OPI's responses, which became an official amendment to the RFP. She reviewed the RFP process for the Board's information, noting that January 28th was the deadline to submit proposals.

BPE Minutes March 2000 re: Assessment:

Item 4 Assessment Rule Revision Update

Dori Nielson, Director of Measurement and Accountability at OPI, distributed copies of the proposed amendment to ARM 10.56.101 relating to student assessment that reflected the changes that were adopted after receiving comments from interested persons regarding this revision. Dr. Nielson reviewed the comments for the Board's information, noting that some of the language that was added was to help put the rest of the amendment into perspective and to note that it applies to state level assessments. She also distributed information that outlines the Montana Comprehensive Coordinated Assessment System to the Board, which she said is distributed to people to show that the amendment to ARM 10.56.101 addresses a small slice in the system.

In answering questions regarding the assessment system, Dr. Nielson said that \$350,000 was allocated for a state testing instrument for this biennium. Dr. Nielson also said that a norm-referenced test may not be the best instrument but it is the best that can be done with the money that was allocated. She said that her office was looking at the testing companies that had responded to the RFP to customize the product and provide the advice for districts to find additional information as they move through the assessment process.

MOTION: Ms. Fladmo moved to adopt the presiding officer's report of the hearings on amendments to ARM 10.56.101 as the Board of Public Education's notice of amendments of the rule.

MOTION: Dr. Miller moved to adopt the preceding motion with an amendment to include a cross-reference to ARM 10.55.603, which addresses reviewing curriculum and aligning curriculum and assessment. Ms. Silverthorne seconded and the motion carried unanimously as amended.

MOTION: Mr. Morris moved to direct the OPI staff to file the notice of amendment of the rule with the Secretary of State for publication. Ms. Silverthorne seconded and the motion carried unanimously.

BPE Minutes April 2000 Conference Call Meeting re: Assessment:

BOARD OF PUBLIC EDUCATION CONFERENCE CALL MEETING MINUTES APRIL 26, 2000

Chairperson Storrs Bishop called the meeting to order at 4:08 p.m. Members participating via conference call were: Storrs Bishop, Joyce Silverthorne, Bob Brown, Patty Myers, Dr. Kirk Miller, Randy

Morris, Diane Fladmo and Nancy Keenan, State Superintendent. Staff members present were: Dr. Wayne Buchanan and Heidi Redman. The following people also participated in the call: Alicia Moe; Dori Nielson, Measurement and Accountability Director, OPI; and Bill Cooper, Deputy Superintendent, OPI.

Ms. Keenan began the meeting by reviewing the process leading to the selection of the test to meet the state-level testing requirement, details of which were sent to the Board members. This information included timelines and deadlines associated with the process.

Ms. Nielson reviewed information regarding the Assessment RFP Evaluation Team. This information included the composition of the team, what selection criterion was used and the scoring and points the companies received from the team in the evaluation process. Ms. Nielson said CTBS and ITBS were close and related key factors regarding both proposals. She said Riverside (ITBS) was more conservative and that district transitioning was a key factor in making the recommendation, as were costs to the districts in terms of software (Riverside will be placed on already existing software). She also reported that 60% of districts would be changing.

MOTION: Ms. Fladmo moved that the Board of Public Education approve for use for the statewide testing requirement, 10.56.101 Student Assessment, ARM, the testing products proposed by Riverside Publishing and recommended by the Assessment Evaluation Team, in response to the Montana Assessment Request for Proposals that was released on December 8, 1999. Riverside Publishing proposed the use of that latest version of the Iowa Test of Basic Skills (ITBS) for grades 4 and 8, and the Iowa Test of Education Development (ITED) for grade 11, (the norms for these tests will be year 2000 norms). Ms. Silverthorne seconded and the motion carried unanimously.

The meeting was adjourned at 5:00 p.m.

[Minutes from 2008 BPE Meetings Regarding Assessment:](#)

[BPE Minutes from March 2008 re: Assessment:](#)

Item 14 ASSESSMENT UPDATE - Judy Snow

Ms. Madalyn Quinlan versus Ms. Judy Snow provided an update on the progress of the items that were presented to the Board of Public Education at its January 2008 meeting. An overview of the OPI Statewide Assessment Conference on April 28-29, 2008 at the Red Lion Colonial Inn in Helena was discussed. The following timeline was provided for the upcoming assessment work:

March 2008	-Request for bids <ul style="list-style-type: none">• NRT Study• Focus groups and questionnaire• Survey, analysis, and reports
April – July 2008	-Conduct focus groups -Develop questionnaire
April – September 2008 recommendations	-NRT data analysis, reports,
May – July 2008 assessment	-Request for Information (RFI) for writing
August 2008	-Request for Proposals (RFP) for writing assessment
August – November 2008 recommendations	-Survey, survey analysis, reports, and

OPI provided five recommendations and identified the current status for the best use of state funding for student assessment in the 2009 biennium. If the Board wishes to proceed with any or

all of these recommendations, OPI will begin working on their implementation and bring more detailed plans and timelines to the Board.

- **Recommendation 1: Pilot a writing assessment for K-12**

Current Status:

1. Assessment Conference

Three sections on writing assessment by an invited expert will present and/or moderate panels

- Purpose and technical aspects of writing assessments
- Moderated panel on local writing assessment
 - Panelists are representatives of systems and schools which administer a local writing assessment
- Moderated panel on commercial writing assessments
 - Panelists are representatives of vendors who specialize in off-the shelf, online, and/or customized writing assessments
- Focus groups will consider questions regarding writing assessment

2. Following the Assessment Conference

- Testing contractors will present demonstrations, discussions, and questions and answer sessions regarding their work with writing assessments (CTB-McGraw-Hill, Riverside, and Measured Progress currently confirmed)
- May RFI and August RFP will follow

- **Recommendation 2: Analysis of 7-years of NRT results**

Current Status:

Requests for bids from psychometricians are currently in process. Analysis and a written report will be presented to the Board of Public Education at its September 2008 meeting

- **Recommendation 3: Creating interest and awareness in formative assessment**

Current Status:

1. Assessment Conference

- Emphasis of the conference keynoters is formative assessment
- Sessions on formative assessment will be presented including:
 - Moderated panel on commercial formative assessments
 - Use of NAEP Questions Tool as a resource for constructing classroom formative assessments
 - Use of Smart Boards and other technology for classroom formative assessment
- Focus groups will consider questions regarding formative assessment

2. 2008 MEA-MFT Educator Conference: Moderated panel on formative assessment examples in Montana Schools

3. Will contract for professional development modules on best practices in formative assessment

- **Recommendation 4: Survey of school districts to identify needs for state and local assessment**

Current Status: The process begins with the focus groups to provide input for the questionnaire. Following the focus groups, a questionnaire will be developed based on themes raised by the focus groups including writing/performance assessments, local assessment needs, formative assessment needs, and suggestions for the next generation of the CRT

- **Recommendation 5: Form an assessment task force**

Current Status: The original recommendation of the survey dates has been amended so that focus groups at the April 2008 statewide assessment conference can inform the content of the questionnaire. The OPI will work with the Board of Public Education to convene the assessment task force to provide input and recommendations on the questionnaire drafts.

The final questionnaire will be used in a statewide survey. Under the new timeline, the survey would be conducted in September 2008. A written report and recommendations will be presented to the Board at its November 2008 meeting. Ms. Sharon Carroll will be in contact with OPI to determine who should be on the assessment task force.

BPE Minutes from May 2008 re: Assessment:

Item 11 ASSESSMENT UPDATE - Madalyn Quinlan

In January 2008, the Office of Public Instruction (OPI) presented five recommendations to the Board of Public Education for the further development of the Montana Comprehensive Assessment System. At this meeting, Mr. Bud Williams provided an update on the progress related to the following statewide assessment recommendations since Ms. Madalyn Quinlan was on vacation. The italics are what were added to the original recommendations listed as of April 30, 2008.

1. Pilot a writing assessment for K-12
 - *Purpose and technical aspects of writing assessments*
 - *Panel on local writing assessments*
 - *Panel on commercial writing assessments*
 - *Testing contractors presented information about demonstrations of their writing assessment products and services. CTB-McGraw-Hill, Measured Progress, and Data Recognition Corporation each gave a one hour presentation to OPI assessment planning staff*
 - *Writing Assessment Pilot for grades 5 and 9 – May’s Request for Information (RFI) and August’s Request for Proposals (RFP) will follow*
2. Analysis of seven years of NRT results
 - *A letter of agreement with Brookhart Enterprises has been signed and the contractor has the necessary materials and data to complete the project. The completion date is September 15, 2008*
3. Creating interest and awareness in formative assessment
 - *Moderated panel on commercial formative assessments*
 - *Use of NAEP Questions Tool as a resource for constructing classroom formative assessments*
 - *Use of Smart Boards and other technology for classroom formative assessment*
 - *Formative assessment basics*
 - *CPS+CRT= Success (NOTE: CPS are handheld “clicker” devices that individuals in a group use to indicate an answer)*
 - *OPI will purchase copies of Dr. Jim Popham’s, Transformative Assessment, for all test coordinators, the assessment task force, and the OPI Resource Center*
 - *2008 MEA-MFT Educator Conference: OPI will present a moderated panel on formative assessment, which will include participation from Montana school districts*
 - *OPI will contract for professional development modules on best practices in formative assessment*
4. Survey of school districts to identify needs for state and local assessment
 - *The focus groups provided input for the questionnaire. A questionnaire is being developed based on themes raised by the focus groups including writing/performance assessments, local assessment needs, formative assessment needs, and suggestions for the next generation of the CRT. OPI has signed a Letter of Agreement with WestEd to develop the questionnaire. The completion date for the results of the questionnaire is November 7, 2008*
5. Form an assessment task force
 - *The original recommendation of the survey dates has been amended so that focus groups at the April 2008 statewide assessment conference can inform the content of*

the questionnaire. A letter of agreement with WestEd has been signed for the focus groups, survey, questionnaire, results, and reports. WestEd will work with the OPI and the BPE's formed assessment task force to provide input and recommendations on the questionnaire drafts. The final questionnaire will be used in a statewide survey in September 2008. A written report and recommendations will be presented to the Board at its November 2008 meeting

Mr. Bud Williams distributed a packet of information from the 2008 OPI Statewide Assessment Conference that was held on April 28-29, 2008. Discussion centered on who should be on the Assessment Task Force, the 2008 timeline, and addressed the concept of a seamless system.

BPE Minutes from July 2008 re: Assessment:

Item 18 ASSESSMENT UPDATE - Madalyn Quinlan

Update on the status of the following statewide assessment recommendations:

1. Pilot a writing assessment for K-12
2. Analysis of seven years of NRT results
3. Creating interest and awareness in formative assessment
4. Survey of school districts to identify needs for state and local assessment
5. Form an assessment task force

Ms. Madalyn Quinlan stressed that the Office of Public Instruction has begun work on the implementation of the statewide assessment recommendations. This presentation included the original recommendations, a current timeline, and the current status of each recommendation. Also included was the Transformative Assessment book written by W. James Popham.

The formulation of the assessment task force has begun. The Office of Public Instruction has contacted several people and they plan to convene the task force in August 2008. The names are not finalized to date. The composition of the panel will include a principal, superintendent, guidance counselor, a curriculum director, BPE member, BPE's Assessment Task Force's Chair, and OPI's Statewide Student Assessment Specialist. Ms. Patty Myers recommended that higher education be included on the task force as well.

Public Comment

Dr. Jan Clinard reported on the Montana University System Writing Assessment (MUSWA). She stated that 299 teachers, college instructors, and pre-service teachers received training and scored tests of Montana's high school juniors at eight sites in Montana (Glasgow, Great Falls, Billings, Miles City, Helena, Bozeman, Missoula, and Whitefish) during March of 2008. The Writing Proficiency Policy:

- Informs high school juniors if they are on target to enter a freshman composition course that is developmental or a composition course that will count toward core or degree requirements;
- Ensures that students take the developmental course they need during their first year in college; and
- Identifies students who need more intensive writing instruction as high school seniors in order to graduate at the "proficient" level in writing.

Dr. Jan Clinard recommended that scoring these assessments provides instructors with authentic professional development. It is her hope that there will be collaboration between K-12 and higher education as the Assessment Task Force works on the writing assessment for K-12 according to recommendation #1 of the Statewide Assessment Recommendations.

Further discussion was focused on the ACT, SAT, and NAPE Assessments. Dr. Claudette Morton stressed that the standards need to be reviewed prior to creating new assessment requirements.

BPE Minutes from September 2008 re: Assessment

Item 9 ASSESSMENT UPDATE - Nancy Coopersmith and Bud Williams

Update on the status of the following statewide assessment recommendations:

1. Analysis of seven years of NRT results – report at November 7, 2008 Board of Public Education Meeting
2. Creating interest and awareness in formative assessment – keynote speaker at January 2009 Assessment Conference, Margaret Heritage, Assistant Director for Professional Development, National Center for Research Evaluation, Standards, and Student Testing (CRESST) at UCLA
3. Form an assessment task force – task force reviews questionnaire draft
4. Survey of school districts to identify needs for state and local assessment

An update of the timeline was provided with the following dates:

- August 15 – 22, 2008 BPE/OPI task force review draft questionnaire
- August 28, 2008 Information and links in JUMP newsletter
- September 15 – 30, 2008 Survey window
- November 6, 2008 BPE presentation

Ms. Nancy Coopersmith and Mr. Bud Williams distributed the *Jump*, August 2008 Newsletter from OPI with information in regard to the MontCAS Montana Comprehensive Assessment System.

The Assessment Task Force announced the following members:

Sharon Carroll	scarroll@midrivers.com
Cindy Quade	cquade_98@yahoo.com
Bobbie Barrett	barrettb@wfps.k12.mt.us
Josh Middleton	josh_middleton@laurel.k12.mt.us
Cal Gilbert	cal_gilbert@qfps.k12.mt.us
Gail McGregor	mcgregor@ruralinstitute.umt.edu
Madalyn Quinlan	mquinlan@mt.gov
Bud Williams	budwilliams@mt.gov
Judy Snow	jsnow@mt.gov

Discussion ensued about the CRT contract expiring, writing assessment for at least two grade levels, and keeping social studies and civic education in the forefront of the task force's thoughts as they proceed in the assessment work.

BPE Minutes from November 2008 re: Assessment:

Item 18 ASSESSMENT SURVEY REPORT - Stanley Rabinowitz

This report presented the results of the statewide survey of educators to identify needs for state and local assessment. Ms. Judy Snow introduced Dr. Stanley Rabinowitz from WestEd, a nationally recognized independent organization that leads in standards, assessment, accountability development, and evaluation in over half of the United States. Dr. Rabinowitz presented the [Future of the Montana Comprehensive Assessment System \(MONTCAS\): Results of a Statewide Survey](#). He reviewed the survey process, survey structure, demographic results, CRT Program Results; and Formative Results. Dr. Rabinowitz stated the following conclusions:

- Demographics: Response to the survey was large and demographically diverse, representing the geographic breadth of Montana and a range of school types and roles in education. However, because of the voluntary, on-line administration process, the sample is certainly not random and cannot be assumed to be fully representative of the state's population. Thus, results must be generalized with caution.
- CRT Program: The respondents reported themselves to be highly familiar with the various components and feature of the CRT program, less so with the CRT-Alt. Moderate satisfaction was found with the existing program. Little support was found to expand the

program into additional content areas. No consensus emerged on possible next steps as the CRT program evolves.

- **Formative Assessment:** The respondents reported significant activity around the state over the past several years. They indicated support for more professional development opportunities and for dissemination of best practices and item banks. Little desire was expressed for a formal state role in monitoring local formative assessment practices.

The next steps are to discuss findings around the state, delve more deeply into reasons for satisfaction and dissatisfaction, develop policies to increase satisfaction from current moderate level, and greater support for local formative assessment activities. Discussion ensued about when high school math assessments should be given, writing assessment, formative assessment, and professional development. In conclusion, Dr. Rabinowitz addressed a balance assessment system that has a formal accountability role for the state test, the CRT in its current or future form, and then the Board and OPI should provide guidance and resources for local follow-up based on the valid and reliable information of the CRT accountability program. Dr. Kirk Miller referred to the NRT as the “autopsy that explains assessment of” and the CRT that is more like the “physical”. The Board needs to define “assessment for” and should incorporate formative assessment.

Item 19 NORM-REFERENCE TEST (NRT) DATA ANALYSIS REPORT - Sue Brookhart

This report provided an analysis of seven years of Norm-Reference Test (Iowa Tests) data. Ms. Judy Snow introduced Dr. Susan Brookhart to present the [Skill Level Results for Montana ITBS and ITED: 2001-2007 for Grades 4, 8, and 11](#). The Montana Office of Public Instruction requested analysis of the skill level results for the Iowa Tests taken by Montana students in grades 4, 8, and 11 from 2001-2007, in five subjects and reference skills, to determine patterns by grade in performance over time and to inform policymakers regarding areas of strength, weakness, and growth in content area strands. Fifty skills in Grade 4, 54 skills in Grade 8, and 28 skills in Grade 11, in Reading, Language Arts, Mathematics, Science, Social Studies, and Reference Materials, were described in this report. The Technical Report and its Appendix provided the details. The news is generally excellent. The following table summarized the performance.

Summary of Skill Levels and Trends 2001 - 2007

Trend 2001-2007	Much Above Norm (by .40 S.D. or better)	Above Norm (by .10 - .39 S.D.)	At Norm
Increasing	Grade 4-5 skills	Grade 4 – 15 skills Grade 8 – 4 skills Grade 11 – 1 skill	Grade 4 - 2 skills
Stable	Grade 4 – 6 skills Grade 11 – 9 skills	Grade 4 – 19 skills Grade 8 – 35 skills Grade 11 – 7 skills	Grade 8 – 14 skills Grade 11 – 5 skills
Decreasing	Grade 11 – 4 skills	Grade 4 – 3 skills Grade 8 – 1 skill Grade 11 – 2 skills	

Dr. Brookhart stated the following points in regard to all three grades (4, 8, and 11):

- Montana students scored above the norm on most skills (84% of the 132 skills tested).
- Montana students’ skills were mostly stable from 2001 to 2007 (72% or increasing (20%). Only 8% of tested skills decreased.
- Diving skills crassly into “good news” and “acceptable” – with “good news” skills being anything much above the norm, or anything above the norm that is stable or increasing, and “acceptable” skills being those above the norm but decreasing or at the norm, an interesting pattern emerges. The “acceptable” skills totaled only 27 out of 132 (21%), and *all but three* of those were rote or mechanics-type skills (spelling, capitalization, punctuation, math computation) that are not well aligned with the Montana Content and

Performance Standards.

- The skills measured by the ITBS and ITED represent a subset of the educational goals embodied in the Montana Content and Performance Standards. The content area where the ITBS and ITED aligned best was Mathematics. The content area where the ITBS and ITED aligned least was Language Arts; tested skills were mostly about the mechanics of writing and editing.

In conclusion, Dr. Brookhart recommends that OPI investigate two questions:

1. From a curriculum perspective, it would be useful to understand what caused the dramatic increase in Grade 4 mathematics skills. What happened in Grade 4 mathematics, beginning in 2004-2005?
2. From a curriculum perspective, it would be useful to understand why most of the skills for which Montana students are “merely” at the norm were rote memory and mechanics skills. Does this represent a curriculum philosophy of encouraging higher order thinking and subordinating mechanical skills? Does this represent the effects of the Montana Content Standards on curriculum choices? Or is it merely how students with overall above-the-norm scholastic aptitudes test out? More information about how the Montana Content Standards are being used might help with this question.

Discussion centered on answering the first question as the result of implementing the CRT.

The Assessment Task Force announced the following members at the BPE’s September 2008 meeting:

Sharon Carroll	scarroll@midrivers.com
Cindy Quade	cquade_98@yahoo.com
Bobbie Barrett	barrettb@wfps.k12.mt.us
Josh Middleton	josh_middleton@laurel.k12.mt.us
Cal Gilbert	cal_gilbert@qfps.k12.mt.us
Gail McGregor	mcmgregor@ruralinstitute.umt.edu
Madalyn Quinlan	mquinlan@mt.gov
Bud Williams	budwilliams@mt.gov
Judy Snow	jsnow@mt.gov

Ms. Annette Moody from Hardin, MT replaced Ms. Cindy Quade on the Assessment Task Force. The next meeting will be held November 24, 2008.

FUTURE AGENDA ITEMS

March 17-18th, 2016

BASE Aid Payment

Assessment Update

Federal Update

Accreditation Report

MACIE Report

School Nutrition Annual Report

Transportation Report

Initial Information Presentation of Proposed Health Standards

Initial Information Presentation of Proposed Art Standards