BOARD OF PUBLIC EDUCATION MEETING AGENDA

July 15 – 16, 2010

MONTANA STATE CAPITOL
Room # 152
Helena, MT

July 15, 2010 - Thursday
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

- **A. May 13-14, 2010 Minutes**
- **B. Financials**

ADOPT AGENDA

BPE/CSPAC JOINT MEETING AGENDA

Item 1 — **CSPAC ANNUAL REPORT**
Judie Woodhouse

Item 2 — **JULY 14, 2010 CSPAC MEETING SUMMARY/CSPAC GOALS**
Judie Woodhouse

Item 3 — **SUMMARY OF BPE STRATEGIC PLANNING SESSION**
Steve Meloy

Item 4 — **CSPAC APPOINTMENTS (ACTION)**
Peter Donovan

BOARD OF PUBLIC EDUCATION MEETING RESUMES

INFORMATION

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

Item 1 — **CHAIRPERSON'S REPORT**
Patty Myers

BOARD OF PUBLIC EDUCATION APPEARANCES

Item 2 **EXECUTIVE SECRETARY'S REPORT**
Steve Meloy

Item 3 **STATE SUPERINTENDENT'S REPORT**

NOMINATION TO THE MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION (ACTION)
State Superintendent Denise Juneau

Item 4 **COMMISSIONER OF HIGHER EDUCATION'S REPORT**
Deputy Commissioner for Two-Year Education Dr. Mary Sheehy Moe

Item 5 **GOVERNOR'S OFFICE REPORT**
Dan Villa

Item 6 **STUDENT REPRESENTATIVE'S REPORT**
Tim Seery

DISCUSSION

- **EXECUTIVE COMMITTEE – Patty Myers (Items 7-10)**

Item 7 **SPOTLIGHT ON OPI MEASUREMENT AND ACCOUNTABILITY DIVISION**
Sue Mohr

Item 8 **GRADUATION AND DROPOUT REPORT 2008-2009**
Andy Boehm

Item 9 **ANNUAL GED REPORT**
Margaret Bowles

Item 10 **ANNUAL SPECIAL EDUCATION REPORT**
Tim Harris

- **GOVERNMENT AFFAIRS COMMITTEE – Patty Myers (Items 11-12)**

Item 11 **COMMON CORE STANDARDS REPORT**
Jean Howard and Kris Goyins

Item 12 **FEDERAL UPDATE**
Nancy Coopersmith

- **LICENSURE COMMITTEE – Sharon Carroll (Items 13-15)**

Item 13 **EDUCATOR PREPARATION REPORT**
a. **FOLLOW-UP VISIT, ROCKY MOUNTAIN COLLEGE**
b. **NCATE/MONTANA ACCREDITATION REVIEW, MSU-BILLINGS**
c. **FOLLOW-UP VISIT, SALISH-KOOTENAI COLLEGE**

Linda Vrooman Peterson

ACTION

PUBLIC COMMENT

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

Item 14 **MATERIAL AND NON-PERFORMANCE CASE #2010-01 (CLOSED)**
Steve Meloy

Item 15 **DENIAL HEARING CASE #2009-05 (CLOSED)**
Steve Meloy

July 16, 2010 – Friday
8:30 AM

DISCUSSION

- **ASSESSMENT COMMITTEE- Sharon Carroll (Items 16-17)**

Item 16 **ASSESSMENT UPDATE**
Judy Snow

Item 17 **2010 MONTANA UNIVERSITY ASSESSMENT RESULTS AND TEN-YEAR TRENDS**
Dr. Jan Clinard

- **ACCREDITATION COMMITTEE – John Edwards (Items 18-20)**

Item 18 **CHAPTER 55 JOINT TASK FORCE PROGRESS UPDATE**
Patty Myers and Dennis Parman

Item 19 **PROVISIONAL ACCREDITATION STATUS REPORT, VALLEY CHRISTIAN SCHOOL**
Linda Vrooman Peterson

ACTION

PUBLIC COMMENT

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

Item 20 **ACCREDITATION REPORT AND RECOMMENDATIONS**

a. **ALTERNATIVE TO STANDARD REQUESTS**
b. **REPORT AND RECOMMENDATION OF PROVISIONAL ACCREDITATION FIRST YEAR-LONE PEAK HIGH SCHOOL**
c. **ADDENDUM FOR THE 2009-2010 MONTANA ACCREDITATION STATUS RECOMMENDATIONS**
d. **PROGRESS REPORT AND RECOMMENDATIONS FOR SCHOOLS IN AN INTENSIVE ASSISTANCE CYCLE DUE TO CONTINUING OR SERIOUS DEVIATIONS-WHITEFISH PUBLIC SCHOOLS**

Kelly Glass

❖ **LICENSURE COMMITTEE – Sharon Carroll (Item 21)**

Item 21 **EDUCATOR PREPARATION RECOMMENDATIONS**

a. **RECOMMEND APPROVAL OF PROVISIONAL ACCREDITATION STATUS OF THE PROFESSIONAL EDUCATION UNIT – MONTANA STATE UNIVERSITY-NORTHERN**
b. **RECOMMEND APPROVAL OF FOLLOW-UP VISIT REPORT-ROCKY MOUNTAIN COLLEGE**
c. **RECOMMEND APPROVAL OF THE FOLLOW-UP VISIT REPORTSALISH-KOOTENAI COLLEGE**

Linda Vrooman Peterson

INFORMATION

❖ **MSDB LIAISON – Patty Myers (Item 22)**

Item 22 **MSDB COMMITTEE MEETING REPORT**
Steve Gettel

ACTION

PUBLIC COMMENT

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

❖ **EXECUTIVE COMMITTEE – Patty Myers (Items 23-24)**

Item 23 **EXECUTIVE SECRETARY PERFORMANCE EVALUATION (CLOSED)**
Patty Myers

Item 24 **ESTABLISH EXECUTIVE STAFF SALARIES (CLOSED)**
Patty Myers

PRELIMINARY AGENDA ITEMS – SEPTEMBER 16-17, 2010, Great Falls, MT

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

BOARD OF EDUCATION IS TENTATIVELY SCHEDULED ON SEPTEMBER 23, 2010 IN BUTTE, MT

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 4 renewal units per day. Please complete the necessary information on the sign-in sheet if you are applying for renewal units.

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

May 13-14, 2010

MONTANA SCHOOL FOR THE DEAF AND BLIND
3911 Central Avenue
Great Falls, MT

May 13, 2010 - Thursday
8:30 AM

CALL TO ORDER
Chairperson Patty Myers called the meeting to order at 8:35 AM. The Pledge of Allegiance was led by Ms. Gail Bechard's preschool students from the Montana School for the Deaf and Blind. Ms. Kim Schwabe and students demonstrated the Edmark Reading Program. Ms. Patty Myers welcomed new Board Member Erin Williams and introduced Ms. Sandra Boham, Director, Indian Education for Great Falls Public School District. Ms. Carol Will took roll call; a quorum was noted.

CONSENT AGENDA
Ms. Patty Myers pulled the Executive Secretary's report from the consent agenda to discuss the Shared Policy Goals Process with Ms. Kris Wilkinson. The remaining items were approved as presented on the consent agenda.

SHARED POLICY GOALS
Ms. Kris Wilkinson, Legislative Fiscal Analyst, LFD presented the following: timeline for the shared policy goals process that was approved by the Education and Local Government (ELG) Committee on December 11, 2009; draft K-12 shared policy goals and proposed objectives dated May 7, 2010; shared policy goals and accountability measures for the K-12 public education system for the 2013 Biennium; draft K-20 shared policy goals dated May 10, 2010; and the draft shared policy goals and accountability measures for the K-20 public education system for the 2013 Biennium. An agreement will be signed by Representative Wanda Grinde, Senator Kelly Gebhardt, Representative Bob Lake, Board of Public Education Chair Patty Myers, and the State Superintendent of Public Instruction Denise Juneau by August 17, 2010. Ms. Kris Wilkinson reviewed the draft documents and explained some specifics from the quadrants. Quadrant 4 of goal 1, objective 1.1 from the K-12 shared policy goals stated, "By June 30, 2013, increase by 2 percent the number of students who meet graduation requirements within 4 years." State Superintendent Denise Juneau expressed concern that since the Chapter 55 revision is occurring currently, schools will be measured on different standards and recommended that a new baseline be set with the first year of the revision. Ms. Patty Myers requested further review of this particular goal and objective in regard to dates and timeline. State Superintendent Denise Juneau said the only thing being measured is school accreditation and not other areas such as the PEPPS standards and licensure. Ms. Kris Wilkinson stated that State Superintendent Denise Juneau's staff believes that objective 4.2 is extremely similar to objective 2.2 and proposed to use objective 2.2 and eliminate objective 4.2.

Ms. Kris Wilkinson stated that the shared policy goals and accountability measures for the K-12 public education system for the 2013 Biennium is a "statement of public policy goals for public education in Montana, and it is important this document reflects that the ELG is committed to free quality public elementary and secondary education system such that funding high quality education is a critical goal of the State of Montana. It is intended that this document will provide the policy direction from which a quality free elementary and secondary education system in Montana will be maintained. It is the intent that the ELG will then use this document to move forward with budget initiatives for the 2013 Biennium

Draft

budget, into the 2011 Legislative Session, and other policy recommendations during the 2013 Biennium interim." Ms. Kris Wilkinson said that the appropriations committee will have this document before them. State Superintendent Denise Juneau expressed her concern that the appropriations committee has a definition of a quality education and it should not be based solely on this document. State Superintendent Denise Juneau does not want it simply narrowed down to this particular document, but to acknowledge the definition of a quality education and address all issues that exists. This document should be used for the purpose of the Board of Public Education, the Office of Public Instruction, and the Education and Local Government Interim Committee Subcommittee to come together on shared policy goals. Ms. Kris Wilkinson agreed.

Others questions raised by State Superintendent Denise Juneau were: 1) What is the need to sign the agreement? and 2) Who represents the legislature? Superintendent Juneau continued to point out that the Representative Grinde and Senator Gebhardt represent the Education and Local Government Committee, but they do not speak for the entire legislature. State Superintendent Denise Juneau requested more discussion before she would be convinced to sign this document. The date of the agreement expires January 1, 2013 and Superintendent Juneau pointed out that according to this agreement the Board of Public Education and the Office of Public Instruction will be held accountable for something at the conclusion of this particular agreement. Ms. Kris Wilkinson acknowledged that the measurement date is six months after the expiration of the agreement and agreed to work toward a resolution. Mr. Bernie Olson expressed his concern that if the goal is to promote coordination and collaboration with the legislature than this small group of the Legislative Interim Committee may or may not exist in the future. The future Education and Local Government Committee may not have any further interest in continuing with these shared goals. Mr. Bernie Olson asked, "How do we collaborate with a group that is here now, but may not be there in the future?"

Ms. Kris Wilkinson continued to review the draft K-20 shared policy goals dated May 10, 2010. Ms. Sharon Carroll asked about the continued funding for distance learning opportunities according to baseline enrollment as referred to goal 3 in quadrant 4 that states, "High School baseline distance learning enrollment not currently available, but will be collected starting Fall 2010." Deputy Superintendent Dennis Parman responded that the Montana Digital Academy is fully funded until 2013 and then the academy will need to consider operational funding based on continued interest and cost sharing to limit and reduce the financial burden on the district. This will be dependent on the enrollment numbers.

9:50 AM Mr. Dan Villa arrived

PUBLIC COMMENT

Ms. Sandra Boham, Director, Indian Education for Great Falls Public School District presented the following documents to the Board of Public Education: Montana Indian Education Association (MIEA) Resolutions 2010 and the 3rd Annual Urban Indian Education Forum. Ms. Boham reported that the MIEA wants to promote continued funding for Indian Education for All. The Urban Indian Education Forum had the following keynote speakers: Dr. Iris Heavy Runner-Pretty Paint; Ms. Mandy Smoker-Broaddus; and Mr. Bill Hayne. Mr. Cal Gilbert encouraged the Montana Urban Indian Education Forum to move to different locations to reach more people. Further discussion ensued about the high school completion rate data, students attending alternative high schools, graduation rates, on-time calculations, and identifying what successful schools are doing that works.

ADOPT AGENDA

> ***Ms. Sharon Carroll moved:*** **<u>to adopt the agenda as presented.</u>** ***Mr. John Edwards seconded. Motion passed unanimously.***

Those in attendance at the meeting included the following Board members: Chair Ms. Patty Myers, Vice-

Chair Ms. Sharon Carroll, Mr. Cal Gilbert, Mr. Bernie Olson, Mr. John Edwards, Ms. Erin Williams, and Student Representative Mr. Tim Seery. Staff present at the meeting included: Mr. Peter Donovan, Administrative Officer, Certification Standards and Practices Advisory Council; and Ms. Carol Will, Administrative Assistant, Board of Public Education. Ex-officio members present included: State Superintendent Denise Juneau; Dr. Mary Sheehy Moe represented Commissioner Sheila Stearns; and Mr. Dan Villa represented Governor Brian Schweitzer. Visitors in attendance included: Ms. Nancy Coopersmith, Assistant Superintendent, OPI; Mr. Dennis Parman, Deputy Superintendent, OPI; Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI; Ms. Kris Wilkinson, Legislative Fiscal Analyst, LFD; Mr. Al McMilin, Accreditation Unit Manager, OPI; Ms. Stacey Howell, Field Representative, Office of Senator Max Baucus; Ms. Norma Bixby, MACIE; Mr. Pat Schlaugh, SAF & MHSAC; Ms. Kelly Glass, Accreditation Accountability Specialist, OPI; Mr. Marco Ferro, MEA-MFT; Ms. Sandra Boham, Director, Indian Education for Great Falls Public School District; Ms. Jean Howard, Math Curriculum Specialist, OPI; Dr. Joseph Callahan, Provost/Vice Chancellor for Academic Affairs, Montana State University-Northern; Ms. Audrey Peterson, Team Chairperson, Montana State University-Northern; Ms. Pamela Wilson, Director of Clinical and Field Experiences, Montana State University-Northern; Ms. Carol Reifschneider, General Science and Biology, Montana State University-Northern; and Mr. Chris Martineau, Valley Christian School.

INFORMATION ITEMS

Item 1 **CHAIRPERSON'S REPORT - Patty Myers**

- March 22, 2010 Chapter 55 Conference Call
- March 24, 2010 MMSTI Meeting – Helena, MT
- March 30, 2010 Chapter 55 Meeting – Helena, MT
- April 14, 2010 MSDB Spring Program – Great Falls, MT
- April 15, 2010 MEA-MFT Work that Matters Tour – Great Falls
- April 16, 2010 Chapter 55 Task Force – Helena, MT
- May 4, 2010 MSDB Committee Meeting – Great Falls, MT
- May 5, 2010 RTTT Q/A Session Conference Call with Secretary of Education Arne Duncan
- May 6, 2010 Safety in High Risk Areas Focus Group – Great Falls, MT

Ms. Patty Myers reported that the Board of Public Education will present at the 2010 Montana Educator's Conference in Helena on October 21-22, 2010. The title of the sectional is: *Who Makes the Rules in Montana Public Education? Too many Montana educators do not know who makes the rules that govern public schools and teacher and administrator licensure. This sectional specifically addresses that lack of knowledge. It should be required of all who work in our public schools…but is limited to the first 50 participants.*

COMMITTEE APPOINTMENTS (ACTION)

Ms. Patty Myers asked Mr. Bernie Olson if he would be on the Accreditation Committee to provide an educator's perspective. Ms. Erin Williams was uncertain to the future plan of the K-College Workgroup. Ms. Patty Myers and Ms. Sharon Carroll stated that they need to be more involved in the Education and Local Government Interim K-12 Subcommittee and Mr. Steve Meloy's name was added to that particular committee.

Mr. Bernie Olson moved: **to accept the proposed committee assignments.** ***Ms. Erin Williams seconded. Motion passed unanimously.***

BOARD OF PUBLIC EDUCATION APPEARANCES

Sharon Carroll

- March 10, 2010 Southeast Administrator's Meeting – Miles City, MT

Ms. Sharon Carroll is a member of the NASBE's 2010 Task Force on Rural/Frontier Education. The task

force is charged with addressing and providing specific policy recommendations and legislative language to Congress and the Department of Education to help rural and frontier states turnaround their low-performing schools. It is NASBE's goal for the task force to complete its work by the end of May.

Cal Gilbert

- May 4, 2010 MSDB Committee Meeting – Great Falls, MT
- May 6, 2010 Safety in High Risk Areas Focus Group – Great Falls, MT

Bernie Olson

- May 4, 2010 MSDB Committee Meeting Conference Call

John Edwards

- March 22, 2010 Chapter 55 Conference Call
- March 30, 2010 Chapter 55 Conference Call
- April 15, 2010 Chapter 55 Conference Call

10:35 Dr. Mary Sheehy Moe departed

Ms. Patty Myers expressed her disdain concerning the Board of Regents reducing $600,000 from the Quality Loan Forgiveness Program and $90,000 from the Montana Digital Academy because they directly affect the work of K-12 education. Regent Angela McLean was the only one to vote against these reductions. Discussion ensued about the authority of the Board of Regents and the proposal of a bill by Senator Gary Branae to move the appropriation authority from the Office of the Commissioner of Higher Education to the Office of Public Instruction.

Item 2 CSPAC REPORT - Peter Donovan

Mr. Peter Donovan reported that he participated in a video conference in regard to licensing Chinese/Arabic Teachers. Ms. Elizabeth Keller, Dr. Linda Vrooman Peterson, Deputy Superintendent Dennis Parman, and Mr. Peter Donovan are in the process of considering recommendations if any are needed. The joint BPE/CSPAC meeting will occur in Helena on July 15, 2010. The meetings attended by Mr. Peter Donovan for March 15 – May 13, 2010 and the highlights of the March 10, 2010 CSPAC meeting were provided.

CSPAC APPOINTMENTS (ACTION)

Mr. Donovan reported that CSPAC has the school administrator and trustee positions open. There were no applicants for the trustee position by the deadline. CSPAC will continue to advertise for the trustee position and bring a recommendation to the Board of Public Education at its July 2010 meeting. CSPAC received the following five applications for the school administrator position: Teresa A. Burson; Robert J. Watson, Ed.D; Todd Fiske; Paul Furthmyre; and Tammy L. Lacey. Mr. Peter Donovan stated that this was a strong pool of applicants and the staff at the Board of Public Education evaluated each candidate on a rubric based on the following criteria: Level of education/commitment to professional development; administrative/leadership experience; K-12 classroom experience; education policy development experience; quality of professional references; and community service. Mr. Donovan recommended Tammy L. Lacey for the school administrator position on CSPAC.

Ms. Sharon Carroll moved: **to appoint Tammy L. Lacey to the school administrator position on CSPAC.** ***Mr. Cal Gilbert seconded. Motion passed unanimously.***

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

State Superintendent Denise Juneau announced that she received an honorary doctorate of Humane Letters from Carroll College. The Office of Public Instruction submitted 25 budget requests through the Executive Planning Process (EPP) for the 2013 Biennium. These requests for Distributions to Schools and State Level Activities are proposed to be funded from the state general fund, state special revenue

(or earmarked) funds, and federal grants. One request in particular was for $260,000 from state special revenue in the 2013 biennium to support the personal services and operating budget for 1.5 FTE to oversee program implementation of and provide assistance to Montana Schools of Education at nine higher education institutions. The OPI proposes to increase the annual license fee for educators from $6 to $11 to fund these activities. The fee increase is anticipated to generate $141,000 annually. Discussion ensued about the following: Restoring the At-risk Student Payment; Governor's 5% general fund reduction; ACT Plus Writing Assessment; graduation policy; balanced assessment system; compulsory education; SMARTER/Balanced Assessment Consortium; and school improvement grants.

Item 5 GOVERNOR'S OFFICE REPORT - Dan Villa

Mr. Dan Villa reported that the Otter Creek Coal Lease was approved. That represents $85 million in one-time-only bonus bid and a $7.2 billion in state lease revenues, severance tax, etc… The state can look forward to several proposals of expending those funds next session. The Quality Schools Facility Grants recently announced the awards of the $10 million that was appropriated. House Bill 152 funds were also appropriated. The Quality Schools Grant Program provides a competitive grant program for (1) school facility and technology grants; (2) matching planning grants; and (3) emergency grants for public school districts in Montana (elementary districts and high school districts as defined in 20-6-101, MCA, or a K-12 school district as defined in 20-6-701, MCA). The Governor's office is looking into how much money school districts are carrying over each year to determine why these funds are not being expended for facilities. Eleanor's Garden, Farm to Table, and Farm to School projects are being implemented across the state to ratchet up vocational agricultural programs. The Woman's Solar Program will be promoted by Governor Brian Schweitzer and he announced at the Otter Creek sale that he intends to promote a wind tower or solar panel on every school across the state. The Governor's Office will work with the Chapter 55 workgroup to prepare curriculum to come before the Board of Public Education for approval. The Executive Planning Process (EPP) submissions are completed by agencies and the reductions occurred. In conclusion, Mr. Dan Villa reminded the Board of Public Education the authority it has to deny accreditation of schools that are being flagrant.

Item 6 STUDENT REPRESENTATIVE'S REPORT - Tim Seery

Mr. Tim Seery met with the Executive Committee of the Montana Association of Student Councils (MASC) and they requested that a Board of Public Education member attend the meeting in March to screen applicants for the Board of Public Education's Student Representative. Mr. Seery reported on his trip to Washington DC. He was privileged and honored to meet with President Obama for 30 minutes, toured the Pentagon, spoke with Kathleen Sebelius the Secretary of the Department of Health & Human Services, met James Steinberg the Deputy Secretary of State, and met Senate Parliamentarian Alan Frumin. The Montana Meth Project, Paint the State Contest registration closes on June 30, 2010. Mr. Tim Seery provided the Board of Public Education with information concerning the judging criteria and entering the contest. Montana State University and the University of Montana will sponsor a Black Saturday in which the football players will wear black socks, the end zones will be black, and the "M" in Missoula will be blackened out. In conclusion, Mr. Seery encouraged the Board to vote for Belgrade High School's Renewable Energy Club who was competing for the Solar Energy Photovoltaic (PV) Grant.

Item 7 MACIE UPDATE - Norma Bixby

Ms. Norma Bixby provided the Board of Public education with a report on the Montana Indian Education Listening Session that was in Billings, MT on April 8, 2010. The purpose of the listening session was to allow conference participants and others a time to provide their input into what is making Indian Education successful in Montana and what their recommendations are for strengthening Indian education. The questions used to guide the testimony were:

- What is keeping Indian students in school and graduating?
- What makes a quality teacher?
- How are parents making a positive difference?
- What defines effective school leadership by our school boards and administrators?
- How is instruction that includes American Indian content helping American Indian students

succeed in school?

The full testimony of some participants and a summary of many other participants were included in the report. Ms. Norma Bixby will continue to be the chair for Montana Advisory Council on Indian Education (MACIE). State Superintendent Denise Juneau requested the Board of Public Education accept the nomination of Ms. Kassandra Murphy-Brazill by the Commissioner of Higher Education to represent the Montana University System on the Montana Advisory Council on Indian Education.

Mr. Cal Gilbert moved: **to accept the nomination of Kassandra Murphy-Brazill to represent the Montana University System on the Montana Advisory Council on Indian Education.** ***Ms. Sharon Carroll seconded. Motion passed unanimously.***

Item 8 REPORT OF THE ACCREDITATION ON-SITE REVIEW OF THE PROFESSIONAL EDUCATION UNIT AT MONTANA STATE UNIVERSITY - NORTHERN
Dr. Linda Vrooman Peterson, Audrey Peterson, and Joseph Callahan

From November 15-18, 2009, a seven-person team conducted an on-site accreditation review of the Professional Education Unit (Unit) at MSU-Northern. The purpose of the on-site team's visit was to verify the Unit's Institutional Report as meeting the 2007-2014 Montana Professional Educator Preparation Program Standards (PEPPS). Audrey Peterson served as chairperson of the regularly scheduled review. The attached exit report and narrative provided results to the Board of Public Education of the review.

The team recommended provisional approval of the Unit at MSU-Northern. Provisional approval requires action by the Professional Education Unit at MSU-Northern. Dr. Joseph Callahan, Provost/Vice Chancellor for Academic Affairs, met with the Board of Public Education in May 2010, to describe the plan and progress on meeting the standards that are marked with "Met with Weakness" and "Note Met." The BPE will take action on the MSU-Northern plan at the July meeting. The standards listed below were determined by the team as "Met with Weakness" and "Not Met."

10.58.210 Conceptual Framework (Met with Weakness)
10.58.305 Assessment System and Unit Evaluation (Not Met)
10.58.308 Faculty Qualifications (Met with Weakness)
10.58.512 School Counseling (Met with Weakness)
10.58.521 Reading Specialist K-12 (Met with Weakness)
10.58.601 Program Planning (Met with Weakness)
10.58.602 Teaching Areas – Advanced (Met with Weakness)
10.58.603 Assessment – Advanced (Met with Weakness)
10.58.705 School Principals, Superintendents, Supervisors and Curriculum Directors (Not Met)

The Office of Public Instruction will continue to monitor the Unit's progress. Dr. Joseph Callahan, Provost/Vice Chancellor for Academic Affairs; Ms. Pamela Wilson, Director of Clinical and Field Experiences; and Ms. Carol Reifschneider, General Science and Biology expressed the professionalism of the Office of Public Instruction's Accreditation Team and appreciated the valuable experience and intends to address every corrective measure.

PUBLIC COMMENT

Ms. Tammy L. Lacey the new council member of the Certification Standards and Practices Advisory Council representing school administrators was introduced to the Board of Public Education.

1:00 PM Dr. Mary Sheehy Moe returned

DISCUSSION ITEMS

Item 9 RACE TO THE TOP - Dennis Parman and Dan Villa

This presentation included information concerning the following:

1. Montana's application process for federal funding includes a grant writer, a leadership team, and communication with Montana stakeholders;
2. School district superintendents, boards of trustees chairpersons and union presidents were asked to sign a Memorandum of Understanding as part of the application process;
3. Office of Public Instruction Curriculum Specialists Kristine Goyins and Jean Howard reviewed the content of the latest draft document of the National Common Core State Standards Project. They provided a comparison of the National Common Core K-12 Mathematics and English/language arts draft standards to the Board of Public Education Content and Performance Standards in Mathematics and Communication Arts; and
4. The Montana Plan for a teacher and principal evaluation system was presented.

Mr. Dan Villa reported that applying for the Race to the Top has established a new level of coordination and cooperation that was demanded of the Governor's Office, the Office of Public Instruction, the Board of Public Education, and other educational partners. Deputy Superintendent Dennis Parman stated that there has been plenty of press, but it has not been very positive. He stressed none of the 16 states that were finalists in phase I hit the bull's-eye every time. Montana will not hit the bull's-eye in its application neither because it is not going to propose charter schools, nor is Montana proposing to adopt the four possible reform models of the Department of Education. Deputy Superintendent Dennis Parman reported that school boards across the state have been meeting to determine if they will sign the Memorandum of Understanding (MOU) that affixes the signature of the LEA Superintendent, President of the Local School Board of Trustees, and the Local Teachers' Union Leader. Local school districts may opt out, but they do not have the opportunity to opt back in to the MOU. Exhibit I is an agreement to participate in implementing the Montana State Plan in each area identified. If Montana secures funding from Race to the Top, then Exhibit II will be created giving the districts that initially signed the MOU another opportunity to opt out of the agreement or describe their reform plans. As of May 13, 2010 during the time of this report there are 419 MOU's possible and 122 MOU's were submitted. This constitutes approximately 50,000 students or 38% of Montana's school districts that indicate the intent to participate. The MOU's are due by May 19, 2010 with the exception of Anaconda, MT because its school board does not meet until May 19, 2010. This is an important component because it demonstrates the level of impact on Montana students if funded. The MOU is short to provide Montana with some direction and flexibility to provide data to direct instruction. Deputy Superintendent Dennis Parman continued to state that if the Board of Public Education adopts the National Common Core Standards, local districts will not have to adopt the National Common Core Standards, but each district must align its curriculum to the standards set by the Board of Public Education. The Secretary of Education centered the RTTT initiatives on four priority assurance areas:

1. Standards and assessments
2. Data system of support instruction
3. Great teachers and leaders – A recommendation to the Montana Board of Public Education will be developed with input from all stakeholders that will provide a clear direction that all school systems in Montana will use to ensure that there is a minimum of consistency and expectation in the performance of those who lead and teach in Montana's schools. It should be noted that Montana is a collective bargaining state and no tool or process will be provided because that would be in disregard to collective bargaining
4. Turning around the lowest-achieving schools – There must be a balance found and maintained to protect the interests of local control, but when local control has not worked for too long there must be a path that will allow others outside the local community to temporarily intervene, provide assistance, and give responsibility and authority back to the community once the learning and supporting environments are back in place

The grant period is 4 years, so of a total state award of $75,000,000 (maximum allowable award for Montana in Phase II), at least $37,500,000 (a minimum of half according to the RTTT guidelines) would

go directly to participating Title I eligible LEAs to carry out the Scope of Work over the 4 years. If all 338 Title I eligible LEAs participated, the largest annual allocation would be about $610,200, the smallest would be $318, the median would be $9,260, and the mean would be $27,740. If 20% of the Title I eligible LEAs did not participate, the largest annual allocation would be about $762,800, the smallest would be $2,100, the median would be $12,000, and the mean would be $34,850. Deputy Superintendent Dennis Parman was questioned concerning what the state would do with its $37,500,000. He responded to the question by addressing the Governor's initiative of STEM (Science, Technology, Engineering, and Mathematics) Education, teacher and principal prep program revisions, distance learning and dual enrollment projects, College Now Initiative, and the SMARTER/Balanced Assessment Consortium would probably go to state level activities. The Office of Public Instruction does not want to manage the state's share, but certainly would be interested in accessing the $37,500,000 to assist school districts. Discussion ensued about what would happen in the event that Montana does not receive the RTTT funds. Deputy Superintendent Dennis Parman stated that Montana's Congregational Delegates asked the educational partners of Montana to write this application as the country moves into the reauthorization of the Elementary and Secondary Education Act (ESEA) to represent the educational interest of Montana. All states have rural areas, but not all states are rural. The Office of Public Instruction is building a case that Montana is truly a rural state and this information is being shared with Ms. Sharon Carroll who is serving on the Rural/Frontier Education Task Force. Whether or not Montana receives this funding the OPI will bring forth recommendations for teacher and principal evaluation, National Common Core, and will address turning around the lowest-achieving schools.

Deputy Superintendent Dennis Parman also reported that another requirement of the Race to the Top application is to adopt internationally benchmarked standards. The RTTT program states that a consortium of at least 25 states develops internationally benchmarked standards, and Montana needs to be a member of the consortium. At this point only Texas and Alaska are not members of the Common Core Standard Initiative. The final version of the National Common Core Standards will be available June 2, 2010. The Race to the Top Assessment Program will provide funding to the consortia of states to develop assessments that are valid, support and inform instruction, provide accurate information about what students know and can do, and measure student achievement against standards designed to ensure that all students gain the knowledge and skills needed to succeed in college and the workplace for state to state comparability. Mr. Parman stated that Montana should not be alarmed about the RTTT Assessment Program because Montana continues to perform exceptionally well with the National Assessment of Education Progress (NAEP). He recommended that Montana should become a member of the SMARTER(Summative Multi-state Assessment Resources for Teachers and Educational Researchers)/Balanced Assessment Consortium as part of its RTTT application and signatures are required of the Governor, Superintendent of Public Instruction, and the Chair of the Board of Public Education.

The Board of Public Education drafted a letter of support to Joanne Weiss, the Program Director of Race to the Top from the U.S. Department of Education. Chair Patty Myers requested approval from the BPE to affix her signature to the letter.

> ***Mr. John Edwards moved:*** **to approve the draft letter of support to Joanne Weiss the Program Director of Race to the Top as written.** ***Mr. Cal Gilbert seconded.***

Mr. Bernie Olson asked if all members of the Board of Public Education are in support of applying to Race to the Top. Ms. Patty Myers stated that there have been concerns expressed by her and several BPE members, but believes that the application is better with the modifications. Ms. Sharon Carroll shared her concern about teacher evaluations but acknowledged that the modifications have pacified her fears. Mr. Bernie Olson expressed his caution in regard to federal issues. State Superintendent Denise Juneau said that Montana is being cautiously pessimistic and is being protective of collective bargaining and local control. Everything will come before the Board of Public Education.

Motion passed 5 to 1.

Ms. Sharon Carroll moved: **to have the Chair of the Montana Board of Public Education sign the memorandum of understanding, along with the Governor and the State Superintendent, to be a partner state in the SMARTER/Balanced Assessment Consortium.** ***Ms. Erin Williams seconded. Motion passed 5 to 1.***

Ms. Sharon Carroll moved: **to have the Chair of the Montana Board of Public Education sign the Race to the Top Application along with the Governor and the State Superintendent.** ***Mr. Cal Gilbert seconded. Motion passed 5 to 1.***

Assistant State Superintendent Nancy Coopersmith, Ms. Kris Goyins, and Ms. Jean Howard compared the appearance of the National Common Core Standards to Montana's Standards. Montana's students live in a global society and the K-12 National Common Core Standards will be fewer, clearer, and more rigorous than the state standards. Examples of each were provided. The National Common Core Standards will be aligned with college and work expectations, internationally benchmarked, and evidence- or research-based. The Board of Public Education's role is to decide whether or not to adopt the National Common Core Standards based on the State Superintendent's recommendation after the alignment study has been completed.

2:00 PM Mr. Dan Villa departed

Discussion ensued about whether or not the National Common Core Standards are too specific and detailed. It was noted that the National Common Core Standards are written very differently than Montana's standards and they could be viewed as being too specific and prescriptive, but the key to success is professional development. Another issue discussed was whether career ready is synonymous with college ready and if the nuances of career ready are addressed by the National Common Core Standards. Dr. Mary Sheehy Moe believes that this sweeping approach of career ready and college ready does not serve students or teachers well. Ms. Nancy Coopersmith pointed out that every time the Office of Public Instruction reviewed the draft standards it was stressed that elementary teachers will use both the English/Language Arts as well as the Mathematics standards and they should be more consistent in format. State Superintendent Denise Juneau reiterated that there will probably be a national assessment tied to the National Common Core Standards and we need to give Montana students and teachers every opportunity to be successful. In conclusion, Deputy Superintendent Dennis Parman distributed some models of teacher/principal evaluations from New Haven Public Schools, North Carolina Teacher Evaluation Process, and the Delaware Performance Appraisal System for the Board of Public Education to review and consider different options.

Item 4 COMMISSIONER OF HIGHER EDUCATION'S REPORT
Deputy Commissioner Academic & Student Affairs - Dr. Sylvia Moore or
Deputy Commissioner for Two-Year Education – Dr. Mary Sheehy Moe

Ms. Patty Myers expressed great unhappiness that the Board of Regents decided to reduce $600,000 from the Quality Loan Forgiveness Program and $90,000 from the Montana Digital Academy because of the impact these programs have on K-12 education. Dr. Mary Sheehy Moe expressed that the Board of Regents also decided to cut $200,000 in higher education's equivalent to the Montana Digital Academy titled College!Now Online. Dr. Mary Sheehy Moe said, "Yes, it hurts."

The Writing Proficiency in the Montana University System (MUS) May 2010 newsletter was distributed to the Board. The average MUS Writing Assessment (MUSWA) score was 3.8, the same as in 2009. However, the percentage of students earning scores of 5.5 and 6 increased to 5.2% from 4.6% in 2009 and the percentage of students scoring at the novice levels of 2 and below declined, from 6.5% in 2009 to

5.4% in 2010. In 2010, 7,581 students earned MSUWA scores and 135 high schools voluntarily participated in this testing program. A record number of 355 scorers convened in eight regional writing workshops.

In connection with the COLLEGE!Now Initiative from the Lumina Funded Grant is the goal to increase higher education retainment levels in Montana and provide more access to students without raising the cost. The success of this initiative is directly linked to the partnering with K-12 education. In the career technical programs at the two-year colleges we are aligning the academic foundations. Another area addressed is developmental education to reduce remediation because of the varying levels of preparation needed upon high school graduation. More conversation needs to occur regarding math requirements. Dr. Mary Sheehy Moe met with the Adult Basic & Literacy Education (ABLE) Workgroup with the purpose of getting adult basic literacy education on the two-year campuses. A list of programs was sent out to the high schools identifying what specific areas of study two-year colleges would like to develop that are required by the Perkins law. A smaller group of educators have been gathered to continue dual enrollment work that begun 5 years ago. Two particular areas that are particularly complicated in dual enrollment include: 1) concurrent enrollment; and 2) getting all campuses on Banner, a comprehensive computer information system that contains information on courses, students, faculty, staff, financial aid, finance, human resources, and alumni. The COLLEGE!Now Online flyer was distributed to the Board and will be sent to high schools and counselors next week to provide Montana high school juniors and seniors with the opportunity to jump start on college without leaving their hometown.

Item 10 CHAPTER 55 JOINT TASK FORCE PROGRESS UPDATE - Dennis Parman and Patty Myers

The first meeting of the Chapter 55 Board of Public Education and Office of Public Instruction Joint Task Force was conducted in Helena on April 16, 2010. Information was presented concerning the task force membership, meeting schedule, and the vision for the task force work. In addition, the agenda for the first meeting, as well as assigned homework, was reviewed. The purpose of the task force is to review and revise Administrative Rules of Montana (ARM)10.55 Standards of Accreditation to align standards with current innovative practice providing flexibility and ensuring quality education and accountability. The Chapter 55 Joint Task Force shall provide to the State Superintendent and the Board of Public Education recommendations for amendments to ARM 10.55. Recommended amendments to ARM will comply with MAPA rules for public hearing. The next meeting is June 18, 2010 and the task force will review Colorado and Kansan models; determine elements of Montana's innovative, accountable accreditation system; and identify recommendations to amend ARM.

PUBLIC COMMENT

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

ACTION ITEMS

Item 11 RECOMMEND APPROVAL OF BASE AID PAYMENT SCHEDULE – Nancy Coopersmith

As required by MCA 20-9-344, the Board of Public Education must approve the distribution of K-12 BASE aid for public education. The schedule is the same as past years, approximately the 25th of each month, with adjustment for weekends and holidays. It has been reviewed by the Board of Investments. The Board of Public Education was presented with the proposed payment schedule for fiscal year 2010-11 BASE aid payments to K-12 schools.

> ***Mr. John Edwards moved:*** **to approve the BASE aid payment schedule to K-12 schools for fiscal year 2010-11.** ***Ms. Sharon Carroll seconded. Motion passed unanimously.***

Item 12 ADDENDUM FOR THE 2009-2010 MONTANA ACCREDITATION STATUS RECOMMENDATIONS - Al McMilin

This presentation provided to the Board of Public Education (BPE) for consideration an addendum to the 2009-2010 accreditation determinations for all schools as recommended by State Superintendent Denise Juneau. These changes are due to errors or needed changes identified by the Office of Public Instruction (OPI) after the accreditation determinations were acted on during the March BPE meeting and the districts were notified of those determinations. The report was included. Note that Valley Christian High School is being moved to advice status. They are currently in the last year of provisional accreditation status. Attached are the protocols and procedures under Initial Accreditation Application Procedure. Since 2007, the OPI has been working with the school in insure the curriculum is aligned to the standards. The school has failed to accomplish that alignment and has stated that due to the school's values and mission no further changes are possible. In accordance with the procedures, if the school falls to advice or deficiency status during the provisional period the school will lose accreditation status. The State Superintendent outlined the following next steps for the Board of Public Education.

Mr. Al McMilin noted the following changes in the 2009-2010 Accreditation Addendum:

- Lustre Christian High School is a nonpublic school accreditated by the Board of Public Education. It failed to provide the required report (Five Year Comprehensive Education Plan). Since this accreditation addendum was distributed, the school provided the completed report and the school should be removed from the list because it is in compliance.
- Valley Christian High School is a nonpublic school accreditated by the Board of Public Education. The Basic Education Plan was not met and the curriculum was not aligned with the standards. Since this accreditation addendum was distributed, the school has been reengaged with the Accreditation Division at the Office of Public Instruction and is working together on these alignment issues. The State Superintendent recommended postponing action until July 2010.

Mr. John Edwards moved: **to approve the addendum for the 2009-2010 Montana Accreditation Status Recommendations as recommended by the State Superintendent. The addendum was amended to remove the change recommended for Lustre Christian High School and to postpone action on the change recommended for Valley Christian High School.** ***Mr. Bernie Olson seconded. Motion passed unanimously.***

Item 13 RECOMMEND APPROVAL OF THE 2008-2009 RESUBMITTED CORRECTIVE PLANS - Al McMilin

This presentation provided to the Board of Public Education recommendations for the resubmitted 2008-2009 corrective plans for schools receiving Advice or Deficiency Status. The original plans were disapproved at the January BPE meeting. The report was included. In addition, a copy of the protocols and procedures under Response Options for Continuing or Serious Deviations was included. Mr. Al McMilin reviewed the schools provided in the 2008-09 May update.

Mr. John Edwards moved: **to approve the State Superintendent's recommendations for the 2008-2009 resubmitted corrective plan.** ***Mr. Bernie Olson seconded. Motion passed unanimously.***

This was Mr. Al McMilin's last Board of Public Education meeting since he will retire June 1, 2010. He stressed that things can never go wrong as long as decisions are made based on the kids.

PUBLIC COMMENT

Mr. Marco Ferro reminded the Board of Public Education to save the date for Friday, October 8, 2010 to attend and participate in the 2010 Educator Forum sponsored by the Montana Professional Teaching Foundation.

Draft

INFORMATION ITEMS

Item 14 INDEPENDENT LIFE SKILLS PROGRAM (Presentation to be held in the Geyser Cottage along with Dinner)
Visually Impaired High School Students
Monica Sayler, Orientation and Mobility Specialist
Richard Aguon, Lead Cottage Life Attendant
Dorothy Nutter, Obsidian Lead Attendant

The Board of Public Education and guests participated in the "Dinner in the Dark" that was hosted by the students and staff at the Montana School for the Deaf and Blind. Through the use of visual impairment simulators and blind folds the "Dinner in the Dark" allowed participants to experience some of the challenges faced by students with visual impairments and to use techniques to promote independence.

May 14, 2010 – Friday
8:30 AM

8:40 AM Meeting Reconvened
Assistant Superintendent Nancy Coopersmith represented Ex-officio State Superintendent Denise Juneau. There was no representation on behalf of Ex-officio members Governor Schweitzer or Commissioner Sheila Stearns. Board member Mr. Cal Gilbert did not return to the meeting on Friday.

Item 15 MSDB COMMITTEE MEETING REPORT - Steve Gettel
Ms. Patty Myers shared with the Board of Public Education the concerns of a MSDB parent in regard to the cottage program and praised the staff for their response to the issues raised. Discussion ensued about the expertise of the staff, standards, and right to privacy. The MSDB Parent Survey from the spring of 2010 was reviewed. The response rate was 66% in 2010 compared to 23% in 2009. It reflected that MSDB is doing a better job educating its parents but needs to increase the communication with the public schools.

Mr. Steve Gettel reported the Ms. Gail Bechard, a preschool teacher, resigned effective May 28, 2010. There were four applicants for the principal position and the position was offered to Mr. Kim Schwabe. Mr. Bill Sykes, MSDB Business Manager, moved to Memphis, Tennessee and is under an "Alternate Worksite Agreement" as a telework employee. Ms. Carol Will, BPE Administrative Assistant, met with Ms. Shirley Wermling to examine the MSDB's internal financial controls to comply with the recommendation of the Legislative Auditor.

Ms. Julie Dee Alt distributed the MSDB Math and Reading Goals for 2009-2010 School Year based on the preliminary spring scores of the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP) test. This is the second complete year that it has been administered and the MSDB staff believes the results provide valuable and reliable data. When reviewing the data keep in mind that that the data may reflect a very small, discreet group of students or maybe even an individual student.

Mr. Bill Sykes was called on the teleconference to provide the Board with the budget and finance report. A general fund reduction of $64,675.32 was submitted to the OBPP for FY10 in response to the Governor's January 8, 2010 request to voluntarily reduce 2011 biennial spending. Regarding the current year budget status the Administration Program did not generate vacancy savings. A program transfer of $20,621 was processed from the Student Services Program budget. Within the General Services Program sufficient budget authority exists for the remainder of the fiscal year. Within the Student Services Program the operating budget will require an operating plan adjustment to be made by transferring funds from the personal services budget. Within the Education Program personal services and operating expenditures are projected to be over-budget. A program transfer from the personal services budget of the Student Services Program will be processed to the Education Program personal

services budget. The operating budget shortage will be covered from the statutory appropriation for out-of-state tuition.

The tri-annual meeting of the MSDB Foundation will be held May 17, 2010. The Board will participate in a visioning/planning session facilitated by Mark Willmarth, to assist in providing guidance for future direction of focus and activities. The calendar of events was reviewed. MSDB was granted accreditation with a corrective plan required in ARM 708 teaching assignments. This will continue to be a problem because of the challenge to find properly trained teachers. Mr. Steve Gettel raised this issue on many occasions and wonders when the state will develop a long-term agreement with a Montana university to properly prepare administrators and teachers in all areas of special education. Mr. Gettel stressed that an Individual Education Plan (IEP) satisfies everyone until the kid fails, then questions are asked about what is being done to provide proper services in the least restrictive environment. Discussion ensued about regional services for early intervention programs, funding, legal action, and providing a quality education. Ms. Nancy Coopersmith stated that this is the same as the school funding lawsuit and Mr. John Edwards stated that the fiscal division of the legislature wants to oversee everything, so this may need to go to the courts to meet the needs of the students. Ms. Patty Myers recommended a meeting with Ms. Nancy Coopersmith, Mr. Tim Harris, Mr. Steve Gettel and herself to consider options to address this issue.

> ***Mr. Bernie Olson moved:*** **to approve the Golden Triangle Curriculum Cooperative (GTCC) agreement.** ***Ms. Sharon Carroll seconded. Motion passed unanimously.***

In conclusion, discussion ensued about whether or not the Montana School for the Deaf and Blind would be able to receive Race to the Top funds. Ms. Nancy Coopersmith referred Mr. Steve Gettel to ask that question of Mr. Dennis Parman for a complete answer.

10:43 AM Closed Meeting

PUBLIC COMMENT

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

ACTION ITEMS

Item 16 MATERIAL AND NON-PERFORMANCE HEARING CASE #2010-01 (CLOSED) – Peter Donovan

Item 17 MATERIAL AND NON-PERFORMANCE HEARING CASE #2010-03 (CLOSED) – Peter Donovan

11:30 AM Opened Meeting

Item 16 MATERIAL AND NON-PERFORMANCE HEARING CASE #2010-01 - Peter Donovan
The hearing was conducted in the material and non-performance case #2010-01 before the Board of Public Education. The case was taken under advisement with a possible action occurring during the July 2010 Board of Public Education meeting.

Item 17 MATERIAL AND NON-PERFORMANCE HEARING CASE #2010-03 - Peter Donovan
The hearing was conducted in the material and non-performance case #2010-03 before the Board of Public Education.

> ***Ms. Sharon Carroll moved:*** **to place a letter of reprimand in the licensed staff**

member's public record licensure file pursuant to Montana Code Annotated 20-4-110 (1)(g) and Administrative Rules of Montana (ARM) 10.57.611 in the BPE case #2010-03. ***Ms. Bernie Olson seconded. Motion passed unanimously.***

11:35 AM Closed Meeting

Item 18 MSDB SUPERINTENDENT PERFORMANCE EVALUATION (CLOSED) - Patty Myers

12:00 PM Opened Meeting

Ms. Sharon Carroll moved: **to extend the contract of the MSDB Superintendent Steve Gettel until June 30, 2013.** ***Mr. Bernie Olson seconded. Motion passed unanimously.***

PRELIMINARY AGENDA ITEMS – July 14-16, 2010
Strategic Planning Meeting – July 14, 2010 PM
CSPAC/BPE Joint Meeting – July 15, 2010 AM
Assessment Update
Federal Update
MACIE Update
Annual GED Report
Special Education Report
Executive Secretary Performance Evaluation & Establish Salary
MSDB Superintendent – Establish Salary
Graduation and Dropout Report 2008-2009

Ms. Sharon Carroll requested to arrange a licensure meeting on July 13, 2010.

Mr. Bernie Olson moved: **to adjourn the Board of Public Education Meeting.** ***Ms. Sharon Carroll seconded. Motion passed unanimously.***

12:10 PM Meeting Adjourned

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 4 renewal units per day. Please complete the necessary information on the sign-in sheet if you are applying for renewal units.

Draft

PART-A ACTUAL REVENUE ACCOUNT SUMMARY

ELAPSED TIME YTD: 92%

ACCOUNT		FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	CURR+PRIOR
583300	Inception of Lease-NONBUDGETED	01100				3,118.00	3,118.00
TOTAL	FUND 01100 General Fund					3,118.00	3,118.00
TOTAL	PART-A ACTUAL REVENUE ACCOUNT SUMMARY					3,118.00	3,118.00

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

61101	Regular	01100	9,459.46	106,837.31			106,837.31
61112	Differential Pay	01100		450.00			450.00
TOTAL	61100 Salaries		9,459.46	107,287.31			107,287.31
61301	Per Diem	01100		1,550.00			1,550.00
61401	FICA	01100	688.02	7,855.82			7,855.82
61402	Retirement - Other	01100	161.50	1,838.73			1,838.73
61403	Group Insurance	01100	1,290.10	12,529.13			12,529.13
61404	Workers Compensation Insur	01100	131.56	1,491.25			1,491.25
61404A	State Fund Dividend-NONBUDG	01100		161.72-			161.72-
61410	State Unemployment Tax	01100	33.10	375.03			375.03
61411	Teachers Retirement	01100	709.90	8,049.57			8,049.57
TOTAL	61400 Employee Benefits		3,014.18	31,977.81			31,977.81
TOTAL	61000 Personal Services		12,473.64	140,815.12			140,815.12
62102	Consult & Prof Services	01100		10.00			10.00
62104	Insurance & Bonds	01100		309.00			309.00
62108	Legal Fees & Court Costs	01100		2,562.00			2,562.00
62113	Warrant Writing Services	01100		37.84			37.84
62114	HRIS Service Fees	01100		372.50			372.50
62114A	Workers' Comp Program Fees	01100		51.00			51.00
62148	SABHRS Administrative Costs	01100		849.75			849.75
62190	Printing/Pub & Graphics	01100		302.30			302.30
62199	General	01100		3,490.00			3,490.00
621B5	ITSD EMail	01100		64.18			64.18
621B8	ITSD Operational Support	01100		21.49			21.49
621C1	ITSD Installation	01100		45.00			45.00
621C5	ITSD Enterprise Services	01100		510.44			510.44
TOTAL	62100 Other Services			8,625.50			8,625.50
62212	Photo & Reproduction	01100		210.74			210.74
62225	Books & Reference Materials	01100		16.50			16.50
62236	Ofc Supplies/Central Stores	01100		102.85			102.85
62241	Office Sup/Minor Equip-NonStat	01100		657.03			657.03
62249	Minor Software.	01100		106.00			106.00
62280	Program Expense	01100		495.82			495.82
622B1	ITSD Asset Broker	01100		350.00			350.00
TOTAL	62200 Supplies & Materials			1,938.94			1,938.94
62304	Postage & Mailing	01100		1,026.21			1,026.21
62319	Cellular Phones	01100		411.04			411.04
623B0	ITSD Voice Services	01100		344.91			344.91
623B2	ITSD Network Services	01100		160.72			160.72
623B4	ITSD Long Distance	01100		31.34			31.34

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ELAPSED TIME YTD: 92%

ACCOUNT		FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	CURR+PRIOR
TOTAL 62300	Communications			1,974.22			1,974.22
62401	In-State Personal Car Mileage	01100		265.10			265.10
62402	In-State Commercial Transport	01100		50.00			50.00
62404	In-State State Motor Pool	01100		325.22			325.22
62407	In-State Meals	01100		85.00			85.00
62408	In-State Lodging	01100		799.94			799.94
62410	In-State Meals Overnight	01100		18.00			18.00
62412	Out-Of-State Commercial Trans	01100		648.90			648.90
62417	Out-Of-State Meals	01100		86.00			86.00
62418	Out-Of-State Lodging	01100		587.12			587.12
62427	Commuter Allowance	01100		62.00			62.00
62485	NonEmployOutStateCommerc/Trans	01100		117.70			117.70
62486	NonEmployInStateCommerc/Trans	01100		517.30			517.30
62489	Non-Employee In State Mileage	01100		6,411.85			6,411.85
62490	Non-Employee In State Meals	01100		1,414.00			1,414.00
62497	Non-Employee In-State Lodging	01100		4,861.08			4,861.08
TOTAL 62400	Travel			16,249.21			16,249.21
62528	Rent-Non Dept of Admin	01100		4,899.51			4,899.51
62801	Dues	01100		21,995.00			21,995.00
62802	Subscriptions	01100		94.62			94.62
62817	Meetings/Conference Costs	01100		695.00			695.00
62878	Parking Fees	01100		952.00			952.00
62888	Statewide Indirect Costs	01100		56.00			56.00
TOTAL 62800	Other Expenses			23,792.62			23,792.62
TOTAL 62000	Operating Expenses			57,480.00			57,480.00
63302	Office Equip-Cap Lease-Nonbud	01100				3,118.00	3,118.00
69301	Principal - Leases	01100	74.24	890.88			890.88
TOTAL	FUND 01100 General Fund		12,547.88	199,186.00		3,118.00	202,304.00
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		12,547.88	199,186.00		3,118.00	202,304.00

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
62000 Operating Expenses	01100	2009	235H1		2,220.64-	2,220.64		
TOTAL SUB-CLS 235H1 ADMINISTRATION					2,220.64-	2,220.64		
TOTAL FUND 01100 General Fund					2,220.64-	2,220.64		
TOTAL PROGRAM 2009					2,220.64-	2,220.64		
61000 Personal Services	01100	2010	235H1	161,640.00		140,526.84	21,113.16	87
61000 Personal Services	01100	2010	235H2	510.00		450.00	60.00	88
TOTAL 61000 Personal Services				162,150.00		140,976.84	21,173.16	87
62000 Operating Expenses	01100	2010	235H1	57,480.00		57,480.00		100
62000 Operating Expenses	01100	2010	235X2	1,800.00			1,800.00	
TOTAL 62000 Operating Expenses				59,280.00		57,480.00	1,800.00	97

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

ELAPSED TIME YTD: 92%

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
69000 Debt Service	01100	2010	235H1	891.00		890.88	0.12	100
TOTAL SUB-CLS 235H1 ADMINISTRATION				220,011.00		198,897.72	21,113.28	90
TOTAL SUB-CLS 235H2 HB 13 OTO PAYMENT				510.00		450.00	60.00	88
TOTAL SUB-CLS 235X2 GOVERNOR'S REDUCTIONS BASE				1,800.00			1,800.00	
TOTAL FUND 01100 General Fund				222,321.00		199,347.72	22,973.28	90
TOTAL PROGRAM 2010				222,321.00		199,347.72	22,973.28	90
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				222,321.00	2,220.64-	201,568.36	22,973.28	90

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY2007550	05/04/2010	000003	PPE 4/23/10 JI1 ON-CYCLE	4,729.73		
61101	PAY2012603	05/18/2010	000003	PPE 05/07/10 JJ1 ON-CYCLE	4,729.73		
TOTAL 61101 Regular					9,459.46		
61401	PAY2007550	05/04/2010	000005	PPE 4/23/10 JI1 ON-CYCLE	344.01		
61401	PAY2012603	05/18/2010	000005	PPE 05/07/10 JJ1 ON-CYCLE	344.01		
TOTAL 61401 FICA					688.02		
61402	PAY2007550	05/04/2010	000007	PPE 4/23/10 JI1 ON-CYCLE	80.75		
61402	PAY2012603	05/18/2010	000007	PPE 05/07/10 JJ1 ON-CYCLE	80.75		
TOTAL 61402 Retirement - Other					161.50		
61403	PAY2007550	05/04/2010	000009	PPE 4/23/10 JI1 ON-CYCLE	645.05		
61403	PAY2012603	05/18/2010	000009	PPE 05/07/10 JJ1 ON-CYCLE	645.05		
TOTAL 61403 Group Insurance					1,290.10		
61404	PAY2007550	05/04/2010	000011	PPE 4/23/10 JI1 ON-CYCLE	65.78		
61404	PAY2012603	05/18/2010	000011	PPE 05/07/10 JJ1 ON-CYCLE	65.78		
TOTAL 61404 Workers Compensation Insur					131.56		
61410	PAY2007550	05/04/2010	000013	PPE 4/23/10 JI1 ON-CYCLE	16.55		
61410	PAY2012603	05/18/2010	000013	PPE 05/07/10 JJ1 ON-CYCLE	16.55		
TOTAL 61410 State Unemployment Tax					33.10		
61411	PAY2007550	05/04/2010	000015	PPE 4/23/10 JI1 ON-CYCLE	354.95		
61411	PAY2012603	05/18/2010	000015	PPE 05/07/10 JJ1 ON-CYCLE	354.95		
TOTAL 61411 Teachers Retirement					709.90		
69301	ACC2015140	05/25/2010	000007	June Lease	74.24	00002300	LYON FINANCIAL SERVICES INC
TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS					12,547.88		

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ELAPSED TIME YTD: 92%

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	CURR+PRIOR
61101 Regular	01100		432.44			432.44
61101 Regular	02122	6,720.16	75,325.79			75,325.79
TOTAL 61101 Regular		6,720.16	75,758.23			75,758.23
61112 Differential Pay	01100		450.00			450.00
TOTAL 61100 Salaries		6,720.16	76,208.23			76,208.23
61401 FICA	01100		35.60			35.60
61401 FICA	02122	493.82	5,644.30			5,644.30
TOTAL 61401 FICA		493.82	5,679.90			5,679.90
61402 Retirement - Other	01100		35.88			35.88
61402 Retirement - Other	02122	127.20	1,472.19			1,472.19
TOTAL 61402 Retirement - Other		127.20	1,508.07			1,508.07
61403 Group Insurance	01100		125.20			125.20
61403 Group Insurance	02122	1,358.00	13,212.19			13,212.19
TOTAL 61403 Group Insurance		1,358.00	13,337.39			13,337.39
61404 Workers Compensation Insur	01100		9.12			9.12
61404 Workers Compensation Insur	02122	122.72	1,384.58			1,384.58
TOTAL 61404 Workers Compensation Insur		122.72	1,393.70			1,393.70
61410 State Unemployment Tax	01100		1.76			1.76
61410 State Unemployment Tax	02122	23.52	265.36			265.36
TOTAL 61410 State Unemployment Tax		23.52	267.12			267.12
61411 Teachers Retirement	02122	487.20	5,461.43			5,461.43
TOTAL 61400 Employee Benefits		2,612.46	27,647.61			27,647.61
TOTAL 61000 Personal Services		9,332.62	103,855.84			103,855.84
TOTAL FUND 01100 General Fund			1,090.00			1,090.00
TOTAL FUND 02122 Advisory Council		9,332.62	102,765.84			102,765.84
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		9,332.62	103,855.84			103,855.84

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
61000 Personal Services	01100	2010	235H1	640.00		640.00		100
61000 Personal Services	01100	2010	235H2	510.00		450.00	60.00	88
61000 Personal Services	02122	2010	235H1	111,049.00		102,765.84	8,283.16	93
TOTAL 61000 Personal Services				112,199.00		103,855.84	8,343.16	93
TOTAL SUB-CLS 235H1 ADMINISTRATION				640.00		640.00		100
TOTAL SUB-CLS 235H2 HB 13 OTO PAYMENT				510.00		450.00	60.00	88
TOTAL FUND 01100 General Fund				1,150.00		1,090.00	60.00	95
TOTAL SUB-CLS 235H1 ADMINISTRATION				111,049.00		102,765.84	8,283.16	93
TOTAL FUND 02122 Advisory Council				111,049.00		102,765.84	8,283.16	93

PART-B BUDGET EXPENSE ACCOUNT SUMMARY ELAPSED TIME YTD: 92%

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
TOTAL PROGRAM 2010				112,199.00		103,855.84	8,343.16	93
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				112,199.00		103,855.84	8,343.16	93

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY2007549	05/04/2010	000002	PPE 4/23/10 JI1 ON-CYCLE	3,360.08		
61101	PAY2012602	05/18/2010	000002	PPE 05/07/10 JJ1 ON-CYCLE	3,360.08		
TOTAL	61101	Regular			6,720.16		
61401	PAY2007549	05/04/2010	000003	PPE 4/23/10 JI1 ON-CYCLE	247.22		
61401	PAY2012602	05/18/2010	000003	PPE 05/07/10 JJ1 ON-CYCLE	246.60		
TOTAL	61401	FICA			493.82		
61402	PAY2007549	05/04/2010	000004	PPE 4/23/10 JI1 ON-CYCLE	63.60		
61402	PAY2012602	05/18/2010	000004	PPE 05/07/10 JJ1 ON-CYCLE	63.60		
TOTAL	61402	Retirement - Other			127.20		
61403	PAY2007549	05/04/2010	000005	PPE 4/23/10 JI1 ON-CYCLE	679.00		
61403	PAY2012602	05/18/2010	000005	PPE 05/07/10 JJ1 ON-CYCLE	679.00		
TOTAL	61403	Group Insurance			1,358.00		
61404	PAY2007549	05/04/2010	000006	PPE 4/23/10 JI1 ON-CYCLE	61.36		
61404	PAY2012602	05/18/2010	000006	PPE 05/07/10 JJ1 ON-CYCLE	61.36		
TOTAL	61404	Workers Compensation Insur			122.72		
61410	PAY2007549	05/04/2010	000007	PPE 4/23/10 JI1 ON-CYCLE	11.76		
61410	PAY2012602	05/18/2010	000007	PPE 05/07/10 JJ1 ON-CYCLE	11.76		
TOTAL	61410	State Unemployment Tax			23.52		
61411	PAY2007549	05/04/2010	000008	PPE 4/23/10 JI1 ON-CYCLE	243.60		
61411	PAY2012602	05/18/2010	000008	PPE 05/07/10 JJ1 ON-CYCLE	243.60		
TOTAL	61411	Teachers Retirement			487.20		
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				9,332.62		

PART-A ACTUAL REVENUE ACCOUNT SUMMARY

ELAPSED TIME YTD: 92%

ACCOUNT		FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	CURR+PRIOR
583300	Inception of Lease-NONBUDGETED	02219				3,118.00	3,118.00
TOTAL	FUND 02219 Research Fund					3,118.00	3,118.00
TOTAL	PART-A ACTUAL REVENUE ACCOUNT SUMMARY					3,118.00	3,118.00

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

61101	Regular	02219	250.26	2,002.08			2,002.08
61301	Per Diem	02219	300.00	1,100.00			1,100.00
61401	FICA	02219	16.96	139.29			139.29
61402	Retirement - Other	02219	17.94	143.52			143.52
61403	Group Insurance	02219	67.90	1,379.48			1,379.48
61404	Workers Compensation Insur	02219	4.56	36.48			36.48
61404A	State Fund Dividend-NONBUDG	02219		13.68-			13.68-
61410	State Unemployment Tax	02219	0.88	7.04			7.04
TOTAL	61400 Employee Benefits		108.24	1,692.13			1,692.13
TOTAL	61000 Personal Services		658.50	4,794.21			4,794.21
62102	Consult & Prof Services	02219		17.00			17.00
62104	Insurance & Bonds	02219		309.00			309.00
62113	Warrant Writing Services	02219	5.51	58.58			58.58
62114	HRIS Service Fees	02219		621.50			621.50
62114A	Workers' Comp Program Fees	02219		85.00			85.00
62148	SABHRS Administrative Costs	02219		1,416.25			1,416.25
62190	Printing/Pub & Graphics	02219		97.47			97.47
62199	General	02219		90.00			90.00
621B5	ITSD EMail	02219	18.33	119.11			119.11
621B8	ITSD Operational Support	02219	6.14	39.91			39.91
621C1	ITSD Installation	02219		135.00			135.00
621C5	ITSD Enterprise Services	02219	145.83	947.87			947.87
TOTAL	62100 Other Services		175.81	3,936.69			3,936.69
62212	Photo & Reproduction	02219	20.26	322.82			322.82
62225	Books & Reference Materials	02219		16.50			16.50
62236	Ofc Supplies/Central Stores	02219		63.03			63.03
62241	Office Sup/Minor Equip-NonStat	02219	34.61	343.76			343.76
62249	Minor Software.	02219	54.95	107.95			107.95
62280	Program Expense	02122		25.00			25.00
62280	Program Expense	02219	65.44	660.18			660.18
TOTAL	62280 Program Expense		65.44	685.18			685.18
622B1	ITSD Asset Broker	02219	100.00	650.00			650.00
TOTAL	62200 Supplies & Materials		275.26	2,189.24			2,189.24
62304	Postage & Mailing	02219	23.84	1,094.24			1,094.24
62319	Cellular Phones	02219	58.82	176.40			176.40
623B0	ITSD Voice Services	02219	82.87	603.93			603.93
623B2	ITSD Network Services	02219	45.92	298.48			298.48
623B4	ITSD Long Distance	02219	1.56	18.10			18.10
TOTAL	62300 Communications		213.01	2,191.15			2,191.15

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY ELAPSED TIME YTD: 92%

ACCOUNT		FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	CURR+PRIOR
62404	In-State State Motor Pool	02219	71.39	289.53			289.53
62407	In-State Meals	02219	56.00	78.00			78.00
62408	In-State Lodging	02219	175.80	611.22			611.22
62410	In-State Meals Overnight	02219		72.00			72.00
62412	Out-Of-State Commercial Trans	02219	23.00	476.80			476.80
62486	NonEmployInStateCommerc/Trans	02219		133.90			133.90
62489	Non-Employee In State Mileage	02219	1,056.00	5,358.50			5,358.50
62490	Non-Employee In State Meals	02219	130.00	762.00			762.00
62497	Non-Employee In-State Lodging	02219	607.20	2,989.60			2,989.60
TOTAL	62400 Travel		2,119.39	10,771.55			10,771.55
62528	Rent-Non Dept of Admin	02219	1,088.77	8,165.73			8,165.73
62801	Dues	02219		400.00			400.00
62802	Subscriptions	02219		94.62			94.62
62817	Meetings/Conference Costs	02219		445.00			445.00
62878	Parking Fees	02219	448.00	1,624.00			1,624.00
62888	Statewide Indirect Costs	02219		168.00			168.00
TOTAL	62800 Other Expenses		448.00	2,731.62			2,731.62
TOTAL	62000 Operating Expenses		4,320.24	29,985.98			29,985.98
63302	Office Equip-Cap Lease-Nonbud	02219				3,118.00	3,118.00
69301	Principal - Leases	02219	74.23	890.80			890.80
TOTAL	FUND 02122 Advisory Council			25.00			25.00
TOTAL	FUND 02219 Research Fund		5,052.97	35,645.99		3,118.00	38,763.99
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		5,052.97	35,670.99		3,118.00	38,788.99

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

ACCOUNT		FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
62000	Operating Expenses	02219	2009	235H5		2,220.64-	2,220.64		
TOTAL	SUB-CLS 235H5 RESEARCH					2,220.64-	2,220.64		
TOTAL	FUND 02219 Research Fund					2,220.64-	2,220.64		
TOTAL	PROGRAM 2009					2,220.64-	2,220.64		
61000	Personal Services	02219	2010	235H1	22,957.00		4,807.89	18,149.11	21
62000	Operating Expenses	01100	2010	235X1	2,167.00			2,167.00	
62000	Operating Expenses	02122	2010	235F9	25.00		25.00		100
62000	Operating Expenses	02219	2010	235F9	1,473.00		1,473.00		100
62000	Operating Expenses	02219	2010	235H1	51,152.00		28,487.98	22,664.02	56
TOTAL	62000 Operating Expenses				54,817.00		29,985.98	24,831.02	55
69000	Debt Service	02219	2010	235H1	891.00		890.80	0.20	100
TOTAL	SUB-CLS 235X1 GOVERNOR'S REDUCTIONS OTO				2,167.00			2,167.00	
TOTAL	FUND 01100 General Fund				2,167.00			2,167.00	
TOTAL	SUB-CLS 235F9 FY2009 CARRYFORWARD				25.00		25.00		100
TOTAL	FUND 02122 Advisory Council				25.00		25.00		100
TOTAL	SUB-CLS 235F9 FY2009 CARRYFORWARD				1,473.00		1,473.00		100

PART-B BUDGET EXPENSE ACCOUNT SUMMARY ELAPSED TIME YTD: 92%

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
TOTAL SUB-CLS 235H1 ADMINISTRATION				75,000.00		34,186.67	40,813.33	46
TOTAL FUND 02219 Research Fund				76,473.00		35,659.67	40,813.33	47
TOTAL PROGRAM 2010				78,665.00		35,684.67	42,980.33	45
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				78,665.00	2,220.64-	37,905.31	42,980.33	45

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY2007550	05/04/2010	000004	PPE 4/23/10 JI1 ON-CYCLE	125.13		
61101	PAY2012603	05/18/2010	000004	PPE 05/07/10 JJ1 ON-CYCLE	125.13		
TOTAL	61101 Regular				250.26		
61301	ACC2012376	05/18/2010	000017	Per Diem	100.00	00002293	BERNIE OLSON
61301	ACC2012376	05/18/2010	000018	Per Diem	100.00	00002295	ERIN WILLIAMS
61301	ACC2013118	05/19/2010	000005	Per Diem	100.00	00002298	JOHN EDWARDS
TOTAL	61301 Per Diem				300.00		
61401	PAY2007550	05/04/2010	000006	PPE 4/23/10 JI1 ON-CYCLE	8.48		
61401	PAY2012603	05/18/2010	000006	PPE 05/07/10 JJ1 ON-CYCLE	8.48		
TOTAL	61401 FICA				16.96		
61402	PAY2007550	05/04/2010	000008	PPE 4/23/10 JI1 ON-CYCLE	8.97		
61402	PAY2012603	05/18/2010	000008	PPE 05/07/10 JJ1 ON-CYCLE	8.97		
TOTAL	61402 Retirement - Other				17.94		
61403	PAY2007550	05/04/2010	000010	PPE 4/23/10 JI1 ON-CYCLE	33.95		
61403	PAY2012603	05/18/2010	000010	PPE 05/07/10 JJ1 ON-CYCLE	33.95		
TOTAL	61403 Group Insurance				67.90		
61404	PAY2007550	05/04/2010	000012	PPE 4/23/10 JI1 ON-CYCLE	2.28		
61404	PAY2012603	05/18/2010	000012	PPE 05/07/10 JJ1 ON-CYCLE	2.28		
TOTAL	61404 Workers Compensation Insur				4.56		
61410	PAY2007550	05/04/2010	000014	PPE 4/23/10 JI1 ON-CYCLE	0.44		
61410	PAY2012603	05/18/2010	000014	PPE 05/07/10 JJ1 ON-CYCLE	0.44		
TOTAL	61410 State Unemployment Tax				0.88		
62113	0002012007	05/17/2010	000001	Warrant Writing Services	5.51		
621B5	0002012011	05/17/2010	000002	ITSD EMail	18.33		
621B8	0002012011	05/17/2010	000004	ITSD Operational Support	6.14		
621C5	0002012011	05/17/2010	000003	ITSD Enterprise Services	145.83		
62212	ACC2015140	05/25/2010	000005	June Lease	20.26	00002300	LYON FINANCIAL SERVICES INC
62241	ACC2012376	05/18/2010	000019	Lodging, Meals,Supplies	2.99	00002296	CAROL WILL
62241	ACC2017379	05/28/2010	000003	Refreshments	31.62	00002302	ALBERTSONS INC
TOTAL	62241 Office Sup/Minor Equip-NonStat				34.61		

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS
ELAPSED TIME YTD: 92%

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
62249	PRO2016397	05/27/2010	000002	CBI*CLEVERBRIDGE INC	54.95		
62280	ACC2007373	05/04/2010	000003	May Cable	65.44	00002290	BRESNAN COMMUNICATIONS LLC
622B1	0002012011	05/17/2010	000001	ITSD Asset Broker	100.00		
62304	0002016370	05/27/2010	000001	Postage & Mailing	23.84		
62319	ACC2012376	05/18/2010	000020	Cell Phone - April	58.82	00002292	VERIZON WIRELESS SERVICES LLC
623B0	0002012014	05/17/2010	000001	ITSD Voice Services	82.87		
623B2	0002012014	05/17/2010	000002	ITSD Network Services	45.92		
623B4	0002012014	05/17/2010	000003	ITSD Long Distance	1.56		
62404	0002016365	05/27/2010	000001	In-State State Motor Pool	71.39		
62407	ACC2012376	05/18/2010	000021	Lodging, Meals,Supplies	28.00	00002296	CAROL WILL
62407	ACC2012376	05/18/2010	000022	Meals	28.00	00002297	PETER DONOVAN
TOTAL	62407	In-State Meals			56.00		
62408	ACC2012376	05/18/2010	000023	Lodging, Meals,Supplies	24.00	00002296	CAROL WILL
62408	PRO2016397	05/27/2010	000003	In-State Lodging	151.80		
TOTAL	62408	In-State Lodging			175.80		
62412	PRO2016397	05/27/2010	000001	DELTA AIR 0068212549882	23.00		
62489	ACC2012376	05/18/2010	000024	Mileage, Lodging, Meals	235.00	00002293	BERNIE OLSON
62489	ACC2012376	05/18/2010	000025	Mileage, Lodging, Meals	434.00	00002294	SHARON CARROLL
62489	ACC2012376	05/18/2010	000026	Mileage, Lodging, Meals	168.00	00002295	ERIN WILLIAMS
62489	ACC2013118	05/19/2010	000006	Mileage, Lodging, Meals	219.00	00002298	JOHN EDWARDS
TOTAL	62489	Non-Employee In State Mileage			1,056.00		
62490	ACC2012376	05/18/2010	000027	Mileage, Lodging, Meals	28.00	00002293	BERNIE OLSON
62490	ACC2012376	05/18/2010	000028	Mileage, Lodging, Meals	46.00	00002294	SHARON CARROLL
62490	ACC2012376	05/18/2010	000029	Mileage, Lodging, Meals	28.00	00002295	ERIN WILLIAMS
62490	ACC2013118	05/19/2010	000007	Mileage, Lodging, Meals	28.00	00002298	JOHN EDWARDS
TOTAL	62490	Non-Employee In State Meals			130.00		
62497	ACC2012376	05/18/2010	000030	Mileage, Lodging, Meals	151.80	00002293	BERNIE OLSON
62497	ACC2012376	05/18/2010	000031	Mileage, Lodging, Meals	151.80	00002294	SHARON CARROLL
62497	ACC2012376	05/18/2010	000032	Mileage, Lodging, Meals	151.80	00002295	ERIN WILLIAMS
62497	ACC2013118	05/19/2010	000008	Mileage, Lodging, Meals	151.80	00002298	JOHN EDWARDS
TOTAL	62497	Non-Employee In-State Lodging			607.20		
62528	ACC2015140	05/25/2010	000006	June Rent	1,088.77	00002299	SEB LLP
62878	ACC2007373	05/04/2010	000004	May Parking	224.00	00002291	HELENA CITY OF TREASURER
62878	ACC2017379	05/28/2010	000004	June Parking	224.00	00002301	HELENA CITY OF TREASURER
TOTAL	62878	Parking Fees			448.00		

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS
ELAPSED TIME YTD: 92%

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
69301	ACC2015140	05/25/2010	000008	June Lease	74.23	00002300	LYON FINANCIAL SERVICES INC

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS 5,052.97

Children, Families, Health, and Human Services Interim Committee

61st Montana Legislature

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Helena, MT 59620-1706
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SENATE MEMBERS
RICK LAIBLE--Vice Chair
ROY BROWN
CHRISTINE KAUFMANN
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GARY MACLAREN
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COMMITTEE STAFF
SUE O'CONNELL, Research Analyst
LISA JACKSON, Staff Attorney
FONG HOM, Secretary

June 16, 2010

Steve Meloy, Executive Secretary
Board of Public Education
PO Box 200601
Helena, MT 59620

RECEIVED
JUN 18 2010
BOARD OF PUBLIC EDUCATION

Dear Mr. Meloy:

As part of an ongoing study of issues related to health care, the Children, Families, Health, and Human Services Interim Committee has spent part of the past year reviewing efforts related to promoting good public health. Members have been particularly interested in childhood health promotion. Young people who adopt healthy lifestyles early on are much more likely to avoid the health care problems — and costs — that can occur later in life if they have chosen sedentary lifestyles and poor diets.

The committee strongly believes that schools provide one of the best forums for teaching lifelong skills in making wise and healthy choices about food and exercise. Health, physical education, and consumer science classes all offer opportunities for students to learn about the importance of healthy lifestyles and gain the lifetime skills they'll need to maintain good health.

The presentations we've heard as part of our Senate Joint Resolution 35 study of health care have included discussion of the need for schools to:

- increase opportunities for students to make healthy choices, through such means as improving the nutritional value of school-provided meals, providing ongoing education in nutrition, setting nutritional standards for items sold in vending machines, and creating school wellness and health committees that could direct a coordinated approach to nutrition, health, and physical activity issues for schools;

- include physical activity as part of the school day and maintain physical education classes from kindergarten through high school; and

- include school nurses on staff to provide important screening and prevention services.

Our committee recognizes the importance of local control for Montana school districts. However, because the Board of Public Education exercises general supervision over Montana schools and sets accreditation standards, we wanted the Board members to be aware of our interest in this issue. We hope the Board will take steps to encourage — through accreditation standards or other measures — the types of activities that will promote good health and nutrition as a way to improve the overall health of this and future generations of schoolchildren.

Our members also recognize that many school districts must balance numerous competing needs as they work within budgets that often cannot meet all the requests they face. However, we believe an investment in promoting a healthy lifestyle for children is likely to reap substantial long-term benefits for both the students themselves and society as a whole.

Thank you for your consideration.

Sincerely,

Rep. Diane Sands
Presiding Officer

Cl0425 0167soxe.

**** Bill No. ****

Introduced By **********

By Request of the *********

A Bill for an Act entitled: "An Act creating a pilot project to assist local and tribal public health agencies in monitoring childhood body mass index; providing for coordination between the Department of Public Health and Human Services and the Office of Public Instruction to implement the pilot project; providing grants for the pilot project; establishing reporting requirements; providing for discretionary body mass index measuring and aggregate reporting; establishing rulemaking authority; and providing an immediate effective date."

WHEREAS, the U.S. Surgeon General has called obesity "the greatest threat to public health today"; and

WHEREAS, available national data reflects that children and adolescents are exercising less and consuming greater quantities of unhealthy foods; and

WHEREAS, these unhealthy lifestyles have led to a greater incidence of overweight children and adolescents, and childhood obesity can lead to chronic health problems such as type 2 diabetes and cardiovascular disease; and

WHEREAS, children who are overweight or obese may suffer lower academic performance as a consequence; and

WHEREAS, as many as 25% of Montana elementary school-aged children may be overweight; and

WHEREAS, being overweight or obese at a young age greatly increases the likelihood of obesity and related disease throughout adulthood; and

WHEREAS, measuring and monitoring the prevalence of overweightness and obesity among Montana children is the first step in addressing this national and state crisis, and the screening tool known as a body mass index is a quick and easy screening test to determine possible risk by using weight and height measurements.

Be it enacted by the Legislature of the State of Montana:

NEW SECTION. **Section 1. Definitions.** As used in [sections 1 through 5], the following definitions apply:

(1) "Aggregate results" means the total of all body mass screening data gathered during a given period of time.

(2) "Body mass index" means an approved assessment method for determining a healthy weight range based on a child's height, age, and gender.

(3) "Department" means the department of public health and human services provided for in 2-15-2201.

(4) "Stadiometer" means a device for measuring height that typically consists of a vertical ruler with a sliding horizontal rod or paddle which is adjusted to rest on the top of the head.

NEW SECTION. **Section 2. Pilot project for monitoring childhood obesity.** (1) Subject to available funding, the

department, in coordination with the office of public instruction, shall administer a pilot project to assist local public health agencies, as defined in 50-1-101, including tribal public health agencies under 50-1-106 and local school districts as defined in 20-6-101, with initiating body mass index monitoring among school children enrolled in the third grade.

(2) The department shall:

(a) develop a grant application and review criteria in accordance with this section;

(b) establish protocol, policy, goals, strategies, and timelines for the local and tribal public health agencies selected for the pilot project;

(c) establish evaluation criteria for the pilot project;

(d) provide standards for maintaining confidentiality and accurate measuring and recording;

(e) provide standardized training to pilot project counties; and

(f) purchase standardized scales and stadiometers to be shared regionally among participating local jurisdictions.

(3) Based on applications received by the department meeting the established grant review criteria, the department shall award grants to local or tribal public health agencies so that the aggregate results collected represent at least 60% of the children projected to be enrolled in the third grade in the state during the 2011-2012 school year.

(4) The grants must be awarded to at least:

(a) one tribal public health agency;

(b) one each of local county health jurisdictions with a large population, a medium-sized population, a small population, and a frontier population [terms need to be defined]; and

(c) three of the state's five public health emergency planning regions.

(5) A successful grant application from a local or tribal public health agency that receives grant funds shall demonstrate the following procedures through its application to the department:

(a) protection of confidentiality and provision of individual parent options for nonparticipation;

(b) support and commitment to participate from local school boards;

(c) conducting of its local body mass index project;

(d) ensuring that health agency staff and volunteers will participate in training;

(e) providing for quality control of measurements and data handling;

(f) recording, aggregating, and reporting body mass index data and demographic data including race and free and reduced lunch eligibility;

(g) reporting and using the data to encourage local entities such as schools, health departments, clinics, child-based service agencies, or others to initiate policies and practices that reduce and prevent childhood obesity; and

(h) agreeing to train at least one other local health jurisdiction during the 2012-2013 school year.

NEW SECTION. **Section 3. Reporting.** (1) Local and tribal public health jurisdictions and school districts selected using the criteria in [section 2] shall report aggregate results to the department in a manner prescribed by the department.

(2) The department is authorized to accept and tabulate the results of body mass index screenings and demographic data as described in [section 2] and shall distribute only aggregate results at the county or state level.

(3) The department shall, by June 30, 2013, provide to the local and tribal public health boards of participating jurisdictions and the office of public instruction a report of the aggregate results of all body mass index screenings conducted in the previous calendar year.

NEW SECTION. **Section 4. Discretionary continued body mass index monitoring and reporting.** The department is authorized to continue to receive and report aggregate results and body mass index and demographic data from local and tribal public health jurisdictions and school districts that choose to participate or continue their participation beyond the termination of the pilot project in [section 2].

NEW SECTION. **Section 5. Rulemaking authority.** The department shall adopt rules necessary for the administration of [sections 1 through 5].

NEW SECTION. **Section 6. {standard} Notification to tribal governments.** The secretary of state shall send a copy of [this act] to each tribal government located on the seven Montana reservations and to the Little Shell Chippewa tribe.

NEW SECTION. **Section 7. {standard} Codification instruction.** [Sections 1 through 5] are intended to be codified as an integral part of Title 20, chapter 5, part 4, and the provisions of Title 20, chapter 5, part 4, apply to [sections 1 through 5].

NEW SECTION. **Section 8. {standard} Effective date.** [This act] is effective on passage and approval.

- END -

{Name : Lisa A. Mecklenberg Jackson
Title : Legislative Staff Attorney
Agency: Legislative Services
Phone : 444-4024
E-Mail: Ljackson@mt.gov}

STATE OF MONTANA
Department of Administration
INFORMATION TECHNOLOGY SERVICES DIVISION

Brian Schweitzer
Governor

June 10, 2010

Steve Meloy, Executive Secretary
Board of Public Education
PO Box 200601
2500 Broadway
Helena, Montana 59620-0601

Thanks Carol for your great work on this!

Dear Steve,

My staff and I have completed our review of your Agency Information Technology (IT) Plan. I wish to thank you and your staff for the care and effort evident in your Template and Supplement planning documents. This letter documents my approval of your IT plan.

During these difficult economic times, state government must make tough financial choices. Our challenge is to achieve greater efficiencies by leveraging IT as a tool for delivering effective and efficient government services. As part of the planning effort required by the Montana Information Technology Act, we are working with the Office of Budget and Program Planning to prepare recommendations on proposed IT projects. As additional project information is required, we will be in contact with the agencies.

Your IT Plan is approved; however, your agency's individual IT projects and planned IT acquisitions will still need to be submitted through the ITPR process to ITSD for review and approval according to current IT policies, standards, and procedures. If new IT procurements are not identified in your IT plan, the Procurement Services staff will ask that your IT plan be updated prior to approving the procurement.

If you have any questions, please contact Warren Dupuis at 444-0415.

Sincerely,

Dick Clark
CIO, State of Montana

RECEIVED
JUN 11 2010
BOARD OF PUBLIC EDUCATION

cc. Carol Will

Janet Kelly
Director
Department of Administration

Room 229, Mitchell Building 125 North Roberts PO Box 200113
Helena, Montana 59620-0113
406.444.2700 Fax 406.444.2701

Dick Clark
Chief Information Officer

State of Montana

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

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Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

June 10, 2010

Rebecca Boslough
3247 Barbeau Drive
Helena, MT 59602

Dear Ms. Boslough,

On behalf of the Board of Public Education, I would like to congratulate you on being named a Class of 2010 winner of the Principal's Leadership Award awarded by the National Association of Secondary School Principals. Your continued commitment to your school and the Helena community is very much appreciated.

Thank you for your dedication to your academics and I wish you all the best throughout your college career.

Sincerely,

Patty Myers

Patty Myers
Chair

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Denise Juneau
Superintendent

www.opi.mt.gov
(406) 444-5643

RECEIVED
JUN 09 2010
BOARD OF PUBLIC EDUCATION

Patty Meyers
Montana Board of Public Education Chair
PO Box 200601
Helena, MT 59620-0601

Dear Patty,

I want to personally thank you for your assistance and support in illustrating to the U.S. Department of Education the level and breadth of support for Montana's Race to the Top application.

As promised, we were steadfast in our focus on how Montana would address issues such as teacher and principal evaluation and preparation, adoption of the Common Core Standards in Math and English/Language Arts, and assisting schools struggling with academic achievement. It is plain to see in our application that we will continue to involve our partners and stakeholders as these initiatives move forward.

We clearly stated that we would continue to honor local control and collective bargaining when creating rules around the licensing and evaluation of teachers and principals. We will also approach our intervention with persistently lowest achieving schools with local values and community needs in mind.

We promoted strong themes around implementing Response to Intervention, addressing the needs of the whole child, delivering professional development and support regionally, and developing powerful data systems that would provide information to all stakeholders for data-driven decision making processes.

Again, I want to thank you for your trust in our work. I sincerely appreciate your support of our efforts to meet the future needs of Montana's education system and to improve each student's academic outcome. I know that much of the application sailed uncharted waters for us all, which further amplifies that true meaning of your willingness to move forward.

Respectfully,

Denise Juneau

Denise Juneau
Superintendent of Public Instruction

State of Montana

PO Box 200601
Helena, Montana 59620-0601
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www.bpe.mt.gov

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Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Memo

To: Board of Public Education Partners

From: Steve Meloy, Executive Secretary

Date: 6/7/2010

Re: Strategic Planning – Save the Date

Wednesday, July 14, 2010 at 4:00 PM

Join the Board of Public Education on Wednesday, July 14, 2010 from 4:00 – 5:00 PM to be part of the process to provide input during the BPE's Strategic Planning Session. The session will be in room #152 at the Montana State Capitol in Helena, MT. Please consider sending a representative if you are unable to attend. Visit the Board of Public Education's web site at www.bpe.mt.gov for the forthcoming agenda.

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Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

June 3, 2010

Colleen Windell
11395 Highway 93 South
Lolo, MT 59874

Dear Ms. Windell,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as a finalist for this year's Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) Program. Your continued commitment to your school and the Hamilton community is very much appreciated.

Thank you for your dedication to the students of your school and best of luck on winning the Presidential Award.

Sincerely,

Patty Myers

Patty Myers
Chairwoman

State of Montana

Board of Public Education

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Helena, Montana 59620-0601
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Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

June 3, 2010

Courtney Niemeyer
1309 Peony Drive
Billings, MT 59105

Dear Ms. Niemeyer,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as a finalist for this year's Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) Program. Your continued commitment to your school and the Hamilton community is very much appreciated.

Thank you for your dedication to the students of your school and best of luck on winning the Presidential Award.

Sincerely,

Patty Myers

Patty Myers
Chairwoman

State of Montana

Board of Public Education

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Helena, Montana 59620-0601
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Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

June 3, 2010

Lizabeth Townsend
14 S. Davis
Helena, MT 59601

Dear Ms. Townsend,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as a finalist for this year's Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) Program. Your continued commitment to your school and the Hamilton community is very much appreciated.

Thank you for your dedication to the students of your school and best of luck on winning the Presidential Award.

Sincerely,

Patty Myers

Patty Myers
Chairwoman

State of Montana

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Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

June 3, 2010

Jon Konen
3213 17th Ave. South
Great Falls, MT 59405

Dear Mr. Konen,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as a finalist for this year's Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) Program. Your continued commitment to your school and the Hamilton community is very much appreciated.

Thank you for your dedication to the students of your school and best of luck on winning the Presidential Award.

Sincerely,

Patty Myers

Patty Myers
Chairwoman

Will, Carol

From: efeaver@mea-mft.org
Sent: Wednesday, June 02, 2010 6:05 PM
To: Will, Carol
Subject: Schweitzer, Juneau Submit Montana's Race to the Top Application

To read our letter of support for Montana's RTTT application, click here –

http://www.mea-mft.org/rtttletter.html

ef

FOR IMMEDIATE RELEASE
June 2, 2010
Contacts:
Sarah Elliott 406-444-9725 selliott@mt.gov
Jessica Rhoades 406.444.3160 jrhoades@mt.gov

Governor Schweitzer, Superintendent Juneau Submit Montana's Race to the Top Application

HELENA - Governor Brian Schweitzer and Superintendent Denise Juneau have submitted Montana's Race to the Top application and announced that a winning proposal could bring up to $74 million in federal funds for Montana schools. More than 700 local schools have committed to partner with the state, representing 94% of Montana's K-12 students. The application has also been signed by Board of Public Education Chair Patty Myers.

"This proposal emphasizes what is needed in a 21st century workforce," said Governor Schweitzer. "We have proposed historic investments in math and science education to position Montana for the jobs of tomorrow. We affirm our commitment to distance learning and dual enrollment to make sure all Montanans, no matter where they choose to live or how old they are, have access to college and workforce training."

"Montana's plan will allow schools to implement innovative programs to reach every student," said Superintendent Juneau. "It demonstrates the education community's commitment to improving education for all of our students."

Montana's application– strongly supported by 344 local school districts representing more than 134,000 of Montana's public school students – details the strategies, innovations, and reforms necessary to fulfill Race to the Top requirements as laid out in the 'Montana Plan.' The state will partner with local education agencies to strategically build upon on current education reform efforts that:

(1) refine and align Montana's rigorous state standards;
(2) provide new supports for teachers and principals to improve effectiveness;
(3) enhance local data systems and coordinating those with state data systems; and
(4) transform persistently lowest performing schools.

On July 24, 2009, President Obama and U.S. Department of Education Secretary Arne Duncan announced federal eligibility and competitiveness requirements for states to compete for $4.35 billion in Race to the Top funding, the single largest pool of discretionary funding for education reform in U.S. history. State applications for securing a portion of the $4.35 billion education funding available nationally were due to the federal government by June 1, 2010.

For more information and to view Montana's Race to the Top application, please visit:
http://racetothetop.mt.gov/default.mcpx

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Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

June 1, 2010

John Fleming
St. Ignatius Middle School
73 3rd Avenue
St. Ignatius, MT 59865

Dear John,

On behalf of the Board of Public Education, I would like to congratulate you on receiving the 20th Annual Montana Statehood 2010 Centennial Bell Award, honoring you as the Montana History Teacher of the Year, sponsored in part by the Sons & Daughters of Montana Pioneers. Your continued commitment to your school, your students, and the communities of Southwest Montana and Wyoming is greatly appreciated.

The hands-on activities you allow your students to experience are an excellent way to help children understand and be thankful for the history in their own state. Thank you for your dedication to your students and the history of Montana. You are an asset to the entire education community. We appreciate you.

Sincerely,

Patty Myers

Patty Myers
Chair

Will, Carol

From: efeaver@mea-mft.org
Sent: Monday, May 24, 2010 4:30 PM
To: Will, Carol
Subject: Final RTTT MOU Counts and Calculations

So, how many districts signed up for RTTT?

See chart below.

Note especially the statewide number and percentage of students educated in those districts that signed.

Pretty amazing, actually, whether we win a grant or not.

ef

Below is a table we are required to submit in the Race To The Top grant application. It indicates the level of participation of LEAs in the RTTT Program by completed and returned MOUs that indicated an interest of participating if the MT RTTT Grant Application if funded.

Thanks again for your support, more to come soon.

	Participating LEAs(#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs/Statewide)
LEAs	342	418	82%
Schools	708	825	86%
K-12 Students	134,004	142,151	94%
Students in poverty	52,411	56,698	92%

opi.mt.gov

Dennis J. Parman
Deputy Superintendent
(406) 444-5643 Fax: (406) 444-9299
PO Box 202501
Helena, MT 59620-2501
Montana Office of Public Instruction
Denise Juneau, Superintendent

****
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MONTANA LEGISLATIVE BRANCH

Legislative Fiscal Division

Room 110 Capitol Building * P.O. Box 201711 * Helena, MT 59620-1711 * (406) 444-2986 * FAX (406) 444-3036

Director
AMY CARLSON

RECEIVED
MAY 2 - 2010
BOARD OF PUBLIC EDUCATION

May 20 2010

Steve Meloy, Executive Secretary
Board of Public Education
PO Box 200601
Helena, MT 59620-0601

Dear Mr. Meloy:

This letter is to let you know that we have made an assignment change in the Legislative Fiscal Division. Barb Smith will take over analysis duties for your agency from Kris Wilkinson. Transition has already been started, with full changeover accomplished by July 1, 2010.

We are confident that you will have the same productive relationship with Barb that you have enjoyed with Kris. If you have any questions, please let me know at 444-5383 or at tpurdy@mt.gov.

Sincerely,

Taryn Purdy
Principal Fiscal Analyst

cc: Carol Will
David Ewer, OBPP
Amy Sassano, OBPP

Will, Carol

From: Meloy, Steve
Sent: Friday, May 21, 2010 12:38 PM
To: Will, Carol
Subject: FW: Bozeman Public Schools support of Board Item 147-2901-R0510
Attachments: Letter of Support for COT to Regents 5-10.doc

Carol:

Would you keep this correspondence from Kirk.

Thanks,

Steve

From: Kirk Miller [kirk.miller@bsd7.org]
Sent: Friday, May 21, 2010 10:50 AM
To: Angela McLean (amclean@montana.edu); Clayton Christian (clayton@stewartmt.com); Janine Pease (jpease@montana.edu); Lynn Morrison-Hamilton (hamlin@bresnan.net); Robert Barnosky (rbarnosky@hotmail.com); Stephen Barrett (sbarrett@crowleyfleck.com); Todd Buchanan (todd.buchanan@prosperafinancial.com)
Cc: kirk.miller@bsd7.org; Waded Cruzado (wcruzado@montana.edu); Robert Hietala; -trustees@bsd7.org; Bob Hawks; Rolf Groseth (groseth@montana.edu); Meloy, Steve; Patty Myers; Steve Johnson; Pat Strauss; Marilyn King; Stearns, Sheila; Moe, Mary Sheeny; Rob Watson
Subject: Bozeman Public Schools support of Board Item 147-2901-R0510

Greetings Regent Colleagues,

On behalf of Bozeman Public Schools, I am requesting your support of the authorization to transition the operations of the MSU-Great Falls College of Technology in the Gallatin Valley to MSU-Bozeman (Agenda item 147-2901-R0510). I know you have received extensive information on this transition reducing inefficiencies and strain on human and fiscal resources, as well as creating the ability to meet the needs for programs and services in the Gallatin Valley area. I strongly support your action to help us make more effective, efficient opportunities available to meet the employment and pathway needs of the citizens who are place-committed to reside in the Gallatin Valley.

I have attached a letter that describes our work in partnering with MSU-Bozeman and the Bozeman COT Advisory Board to begin creating pathways for Gallatin Valley residents to receive the technical training (2 year type programs) that would allow them to remain in the area and gain skilled employment. Our partnership in this work is starting small but is a sample of the great work we can do together to provide opportunities for students who need job skills and want to remain here. Two collaborative efforts are:

- A shared welding training program between the Bozeman School District #7 and the COT. The equipment and facilities (at Bozeman High School) are used from early morning to late evening.
- A dual credit math course intended to capture those high school seniors who would likely not take a senior math course, but because of the articulation with MATH 145 (a core University transferable course) and dual credit (reduced tuition) they have

registered. This allows those students to continue to increase their math skills where otherwise they would have stayed out for a year. If they then decide to go to college they would then take the university placement exam and likely (because of a year time span since a math course had been taken) would be in need of remedial course work at the University level. This single opportunity will provide 30-60 students in our high school, the ability to enter college without the need for remediation and in some cases is the reason (because of their success in the dual credit course) choose to go to the COT or MSU. This is a positive move in the pipeline discussions we have had for a decade at the Board of Education level.

Finally, I share with you that this transition fits the work that the Board of Public Education and Board of Regents have spent over a decade working on together – to reduce the leaky pipeline and encourage students to commit to post secondary education whether it be 4 year university opportunities or 2 year technical training career pathways. The original work of the P-20 Board of Education Committee has itself transitioned to the K to College Workgroup and now to initiatives like College!Now and Big Sky Pathways. I have been with you on this journey and we have made progress. The proposed transition requested in this agenda item allows more effective and efficient work to be done in providing the collaborative programs I have shared with you. Please lend your support and I will commit my effort to continue a collaboration that does not increase the need for fiscal resources, does not take away from programs distant from the Gallatin Valley, but does add opportunities for the students in Bozeman High School and surrounding schools and the citizens of the area to gain necessary training in the types for 2 year career pathways programs that make sense for future economic viability in the Valley. This is a positive for Montana.

Cognizant of the difficulty of the decisions you make, having walked that path with you for 13 years, I hope you will see that approving this request can work in creating efficiency and opportunity. I wish I could attend the Regents meeting to talk with you personally, but duties in my school district prevents me from travelling my home town of Havre to speak with you on Thursday. I hope that this email and correspondence will suffice indicating the support of Bozeman Public Schools and an old Board of Public Education member who is committed to reducing the leaky pipeline and creating regional opportunities to train our citizens so they can stay here in Montana and have quality employment to support their families!

My best to each of you!

Kirk

Kirk J. Miller, Ed.D.
Superintendent
Bozeman School District #7
404 W Main, PO Box 520
Bozeman, MT 59771-0520
406-522-6001
Quality Bozeman Education!

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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

May 19, 2010

Honorable Denny Rehberg
U.S. House of Representatives
2448 Rayburn House Office Building
Washington, DC 20515

Subject: Keep Our Educators Working Act

Dear Representative Rehberg:

Montana state and local budget woes are putting teaching positions at risk all across Big Sky Country. The U.S. Department of Education recently estimated up to 300,000 teachers may lose jobs nationwide for the coming school year. Two measures, the "Jobs for Main Street Act (H.R. 2847) and the "Keep Our Educators Working Act" (S. 3206) would provide $23 billion to help stop educator layoffs in all states, including Montana.

Although Montana may be somewhat better off than other states, which collectively face a budget shortfall of approximately $180 billion for Fiscal Year 2011, the prospects for K-12 education funding in the 2011 Montana Legislature are not good. The 2009 Montana Legislature utilized more than $62 million in one-time only American Recovery and Reinvestment Act (ARRA) funding for K-12 education just to balance the current biennial budget. The State needs to come up with that same $62 million in general fund revenue just to get school funding back to zero in the upcoming session.

As you know, Congress needs to act quickly to minimize the number of layoffs. The "Education Jobs Fund", in this bill is modeled after the State Fiscal Stabilization Fund (SFSF) that was established in the ARRA.

The SFSF is currently supporting more than 300,000 education jobs, such as teachers, principals, librarians, and counselors, and is widely credited with mitigating the impact of the recent recession. However, even with the SFSF, many districts and institutions of higher education across the country will lay off workers, and the job outlook is worse for the 2010-2011 school year. Additional resources are needed to help states and districts avoid a "funding cliff" that would result in even more layoffs.

We believe the call for this funding is clearly needed to keep class sizes at educationally relevant levels, to keep teachers in our classrooms, and to maintain efforts to improve student achievement. The number of students who show up each day in classrooms is not dependent on funding levels. Without this financial assistance, there will only be fewer teachers working in schools and we all know the impact of that scenario. We also believe that this is truly an investment in the education of our students that will pay obvious dividends in the years to come.

May 19, 2010
Honorable Denny Rehberg
Page 2

The "funding cliff" in Montana is a topic of discussion all across our state in large and small districts alike. We urge Congress to include this funding in the supplemental appropriations bills soon to be considered.

Sincerely,

Denise Juneau, Superintendent
Montana Office of Public Instruction

Lance Melton
Executive Director
Montana School Boards Association

Eric Feaver
President
MEA-MFT

Darrell Rud
Executive Director
School Administrators of Montana

Dave Puyear
Executive Director
Montana Rural Education Association

Andrew Holmlund
President
Montana Quality Education Coalition

Claudette Morton
Executive Director
Montana Small School Alliance

Lynda Brannon
Executive Director
Indian Impact Schools of Montana
Montana Association of School Business Officials

Bruce Messinger
Helena Public Schools
Superintendent

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.

Patty Myers

State of Montana

Board of Public Education

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Dr. Linda E Reksten

Butte School District

Linda Reksten
Butte Public Schools
Superintendent

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.

State of Montana

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Helena, Montana 59620-0601
(406) 444-6576
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Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

May 20, 2010

Steve Gettel, Superintendent
Montana School for the Deaf and Blind
3911 Central Avenue
Great Falls, MT 59401

Dear Mr. ~~Gettel~~: Steve

In order to comply with the recommendation of the Legislative Auditor, I met with Shirley Wermling on May 12, 2010 to examine the Montana School for the Deaf and Blind's internal controls. Mr. Bill Sykes, MSDB's Business Manager, was unavailable since he recently moved to Memphis, Tennessee and works for MSDB remotely. The internal controls remain the same since my previous review on May 6, 2009 with the following exceptions:

- The accounting technician scans input and source documents and attaches them to an e-mail for Mr. Sykes' approval.
- C.J. Oakland makes the deposits for the school. Mr. Sykes continues to process treasury reports based on scanned information. The secretary continues to log in all cash and checks received and Shirley Wermling continues to write the receipts. Carol Buchel continues to complete the bank reconciliations. This enables MSDB to maintain the separation of duties.
- Cash box reconciliations and bank statements are scanned and e-mailed to Mr. Sykes for review and approval.

Mr. Sykes continues to have access to all financial transactions input into SABHRS and the MSDB Foundation's financial activity. The administration and maintenance staff at MSDB are in daily contact with Mr. Sykes. I have determined from my review that MSDB is following its internal control procedures and are adjusting to Mr. Sykes' physical absence from campus.

I would like to thank Shirley Wermling for taking the time to meet with me. She assured me that the staff at MSDB will make any necessary adjustments to comply with state regulations to ensure that Mr. Bill Sykes will continue his work with MSDB.

Sincerely,

Carol Will

Carol Will
Administrative Assistant

CC: Bill Sykes, MSDB Business Manager
Steve Meloy, BPE Executive Secretary
Kim Schwabe, MSDB Principal
Tori Hunthausen, Legislative Auditor

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May 19, 2010

Todd Fiske, Superintendent
West Valley School, District #1
2290 Farm to Market Road
Kalispell, MT 59901

Dear Mr. Fiske

On May 13, at its regular meeting, the Board of Public Education appointed Tammy Lacey to fill the vacancy on the Certification Standards and Practices Advisory Council for School Administrator. The Board received 5 applications for this position.

On behalf of the Board, please accept my appreciation for your interest in serving on the Council. Your application will be retained in our files for future reference. I hope that you submit a letter of application to reactivate your file for future CSPAC vacancies as they occur.

Sincerely,

Patty Myers

Patty Myers
Chairwoman
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Steve Meloy

May 19, 2010

Teresa A. Burson
Literacy and Curriculum Administrator
Helena Public Schools
55 South Rodney Street
Helena, MT 59601

Dear Ms. Burson

On May 13, at its regular meeting, the Board of Public Education appointed Tammy Lacey to fill the vacancy on the Certification Standards and Practices Advisory Council for School Administrator. The Board received 5 applications for this position.

On behalf of the Board, please accept my appreciation for your interest in serving on the Council. Your application will be retained in our files for future reference. I hope that you submit a letter of application to reactivate your file for future CSPAC vacancies as they occur.

Sincerely,

Patty Myers

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Chairwoman
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Steve Meloy

May 19, 2010

Robert J. Watson, Ed. D
Bozeman High School
205 N 11th Ave
Bozeman, MT 59715

Dear Dr. Watson

On May 13, at its regular meeting, the Board of Public Education appointed Tammy Lacey to fill the vacancy on the Certification Standards and Practices Advisory Council for School Administrator. The Board received 5 applications for this position.

On behalf of the Board, please accept my appreciation for your interest in serving on the Council. Your application will be retained in our files for future reference. I hope that you submit a letter of application to reactivate your file for future CSPAC vacancies as they occur.

Sincerely,

Patty Myers

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Chairwoman
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Steve Meloy

May 19, 2010

Paul Furthmyre, Principal
Anaconda High School
515 Mail St.
Anaconda, MT 59711

Dear Mr. Furthmyre

On May 13, at its regular meeting, the Board of Public Education appointed Tammy Lacey to fill the vacancy on the Certification Standards and Practices Advisory Council for School Administrator. The Board received 5 applications for this position.

On behalf of the Board, please accept my appreciation for your interest in serving on the Council. Your application will be retained in our files for future reference. I hope that you submit a letter of application to reactivate your file for future CSPAC vacancies as they occur.

Sincerely,

Patty Myers

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Chairwoman
Board of Public Education

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Brian Schweitzer, Governor

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Steve Meloy

May 19, 2010

Tammy Lacey
Great Falls Public Schools
P.O. Box 2429
Great Falls, MT 59403

Tammy

Dear Ms. ~~Lacey~~:

I am pleased to inform you that the Board of Public Education has selected you to serve as the School Administrator member for the Certification Standards and Practices Advisory Council.

On behalf of the Board, please accept our appreciation for your interest and willingness to serve on the Council. Your experience and commitment to excellence in education are appreciated. We are looking forward to working with you on the challenging issues before the Certification Standards and Practices Advisory Council and the Board of Public Education.

Sincerely,

Patty Myers

Patty Myers
Chairwoman
Board of Public Education

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Steve Meloy

May 19, 2010

Steve Gettel, Superintendent
Montana School for the Deaf and Blind
3911 Central Avenue
Great Falls, MT 59401

Dear ~~Steve~~, Steve

On behalf of the Board of Public Education I would like to thank you and your staff for the gracious hospitality that was extended to the Board and our visitors during the May 13-14, 2010 meeting. It was a pleasure to have Gail Bechard and her preschool students lead the Board in the Pledge of Allegiance.

The demonstration of the Edmark Reading Program by Kim Schwabe was fascinating. What an educational opportunity for these students to have one-on-one instruction along with the strength of an exceptional learning program.

The Dinner in the Dark was an extraordinary experience for all participants to better understand the challenges faced by students with visual impairments and what techniques are taught to promote independence. The dinner was delicious!

Thanks again for all of your help in making the Board of Public Education meeting meaningful and productive.

Sincerely,

Patty Myers

Patty Myers
Chair

CC: Kim Schwabe, Principal

May 18, 2010

Honorable Max Baucus
United States Senate
706 Hart Senate Office Building
Washington, DC 20510

Subject: Keep Our Educators Working Act

Dear Senator Baucus:

Montana state and local budget woes are putting teaching positions at risk all across Big Sky Country. The U.S. Department of Education recently estimated up to 300,000 teachers may lose jobs nationwide for the coming school year. The Harkin bill, "Keep Our Educators Working Act" (S. 3206) would provide $23 billion to help stop educator layoffs in all states, including Montana.

Although Montana may be somewhat better off than other states, which collectively face a budget shortfall of approximately $180 billion for Fiscal Year 2011, the prospects for K-12 education funding in the 2011 Montana Legislature are not good. The 2009 Montana Legislature utilized more than $62 million in one-time only American Recovery and Reinvestment Act (ARRA) funding for K-12 education just to balance the current biennial budget. The State needs to come up with that same $62 million in general fund revenue just to get school funding back to zero in the upcoming session.

As you know, Congress needs to act quickly to minimize the number of layoffs. The "Education Jobs Fund", in this bill is modeled after the State Fiscal Stabilization Fund (SFSF) that was established in the ARRA.

The SFSF is currently supporting more than 300,000 education jobs, such as teachers, principals, librarians, and counselors, and is widely credited with mitigating the impact of the recent recession. However, even with the SFSF, many districts and institutions of higher education across the country will lay off workers, and the job outlook is worse for the 2010-2011 school year. Additional resources are needed to help states and districts avoid a "funding cliff" that would result in even more layoffs.

We believe the call for this funding is clearly needed to keep class sizes at educationally relevant levels, to keep teachers in our classrooms, and to maintain efforts to improve student achievement. The number of students who show up each day in classrooms is not dependent on funding levels. Without this financial assistance, there will only be fewer teachers working

in schools and we all know the impact of that scenario. We also believe that this is truly an investment in the education of our students that will pay obvious dividends in the years to come.

The "funding cliff" in Montana is a topic of discussion all across our state in large and small districts alike. We urge Congress to include this funding in the supplemental appropriations bills soon to be considered.

Sincerely,

Denise Juneau, Superintendent
Montana Office of Public Instruction

Missy Grinnell, *President*
Trisha Smith, *Vice President*
Sheryl Lute, *Secretary*
Tiffany Harding, *Treasurer*

MRID
Montana Registry of Interpreters for the Deaf

3700 Lower River Rd • Great Falls, Montana 59405
www.montanarid.org

Cathy Copeland, *Conference Chair*
Shelley Garretson, *Media Chair*
Crystal Kramer, *Fundraising Chair*

TO: Office of Public Instruction
CC: Montana School for the Deaf and Blind
Educational Interpreter Workgroup Committee
RE: Proposal for an Educational Interpreter Outreach Advisor
FR: Montana Registry of Interpreters for the Deaf
Date: March 9, 2010

Due to the pending Education Interpreter Standards, the Montana Registry of Interpreters for the Deaf (MRID) is advocating for the Office of Public Instruction to consider creating a new position of an Educational Interpreter Outreach Advisor. We believe if OPI is proactive in establishing this position, the current Educational Interpreters in the state of Montana will feel more supported and successful as the standards go into effect. An Educational Interpreter Outreach Advisor will be able to provide direct support to any Educational Interpreter who falls below the standard by traveling to observe the educational interpreter "onsite", help to analyze and develop a professional development plan, track required continuing education units, provide resources for training opportunities, etc.. This effort will strengthen the compliance of these standards between school districts and OPI. The greatest reason for advocating for this position is to ensure quality education of the students in Montana who are Deaf/hard of hearing.

MRID advocates that the duties of this position will include, but not be limited to:

- Guidance to Educational Interpreters in developing a Professional Development Plan based on the results of their Educational Interpreter Performance Assessment (EIPA). This will require that the Educational Interpreter Outreach Advisor have working knowledge of this assessment and how to apply the diagnostic feedback into an action plan.
- Ability to research, discover and disseminate professional resources that will support and encourage skill and knowledge development for Educational Interpreters.
- Strong interpersonal skills that will cultivate a safe working relationship between the Educational Interpreter and the Educational Interpreter Outreach Advisor.
- Promote working connections among interpreters in a regional area.
- Display professionalism, confidence, understanding and diplomacy when working with all school districts and OPI personnel.

MRID advocates that the qualifications to this position will include, but not be limited to:

- EIPA K-12 Certification
- Registry of Interpreters for the Deaf (RID) Certification (We advocate for both certifications) 1) someone who holds the EIPA K-12 Certification will gain a greater depth of understanding to the assessment and 2) RID Certification will provide a broader scope of interpreting and professionalism. RID Certification also ensures that the Outreach Interpreter is an active member of RID and holds the most "up to date" information in the field of interpreting.
- BA/BS degree in a comparable field
- 5 years of experience working in the Educational Interpreting field.
- Is a graduate of the Master Mentor program or other related program. This ensures the Outreach Interpreter is skilled and

knowledgeable in mentoring and cultivating the professional development of others. (This is a preferred qualification and if not already holding this certificate, we advocate that they be encouraged to participate in the program after hire.)

It is the desire of MRID to support OPI in their efforts to ensure quality education to the students in Montana who are Deaf/hard of hearing. We believe that the Educational Interpreters in Montana are a vital piece to this education. We recommend that the compensation plan for this position be similar to that of the Outreach Consultants at Montana School for the Deaf and Blind.

We strongly propose and advocate for an Educational Interpreter Outreach Advisor position. This is the greatest assurance of compliance to the Educational Interpreter Standards. We welcome an invitation in participating on any committees or work-groups that may be assigned in developing a strategic plan that supports this action.

We look forward to a bright future in Montana, where all students who are Deaf/hard of hearing are receiving quality education through skilled, qualified Educational Interpreters.

Respectfully submitted,

Missy Grinnell
MRID President

Trisha Smith
Vice President

Sheryl Lute
Secretary

Tiffany Harding
Treasurer

Board Members:
Cathy Copeland
Shelley Garretson
Crystal Kramer

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Superintendent of
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Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

May 17, 2010

Joanne Weiss
Race to the Top Program Director
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Weiss:

The Board of Public Education is extremely pleased to offer its support to Montana's application for federal Race to the Top grant money. We are fortunate to have as our partners, elected officials with the vision to position our system of education as one which places our children's interests to the forefront of education reform.

Governor Brian Schweitzer and State Superintendent Denise Juneau, both ex-officio members of the Board of Public Education, are leaders who understand the need for comprehensive education reform at both the state and federal levels. The Board stands united with them in pursuit of this opportunity afforded by the Obama Administration.

Montana sees itself as a proven leader among rural states in incorporating the challenges of delivering 21st century education and opportunities by recognizing new and innovative policies which brighten the future of this state's school children, strengthen our communities, and provide long-term economic viability for Montana and the nation. We have placed as a priority in our strategic planning mitigation of drop-out rates, enhanced teacher quality, and access and affordability to a bright future beyond the 12th grade.

Again we support our state's application and respectfully urge you to award Race to the Top funding to Montana which is prepared to take innovative steps and make appropriate policy decisions which will benefit not only Montana's school children, but all of America's students.

Thank you for your favorable consideration.

Sincerely,

Patty Myers

Patty Myers

Cc: Governor Brian Schweitzer
State Superintendent Denise Juneau

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Steve Meloy

May 13, 2010

Les Meyer
Fairfield Jr./High School
13 7th Street
Fairfield, MT 59436

Dear Mr. Meyer,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as 2010-11 Principal of the Year by the Montana Association of Secondary School Principals. The work you have done to help improve test scores and reduce drop-out rates in your schools is very much appreciated.

Thank you for your dedication to both the students and teachers of your school.

Sincerely,

Patty Myers

Patty Myers
Chairwoman

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Steve Meloy

May 13, 2010

Toni Wooden Legs
Chief Dull Knife College
PO Box 98
Lame Deer, MT 59043

Dear Ms. Wooden Legs,

On behalf of the Board of Public Education, I would like to congratulate you on being named 2010 Indian College Student of the Year by the Montana Indian Education Association. Your continued commitment to your education is greatly appreciated.

Thank you for your dedication to the people of your community as well as the entire state of Montana.

Sincerely,

Patty Myers

Patty Myers
Chair

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EXECUTIVE SECRETARY:

Steve Meloy

May 13, 2010

Calvin Weatherwax
Browning Public Schools
PO Box 610
Browning, MT 59417

Dear Mr. Weatherwax,

On behalf of the Board of Public Education, I would like to congratulate you on being named 2010 Indian Teacher of the Year by the Montana Indian Education Association. Your continued commitment to your school and the Browning community is very much appreciated.

Thank you for your dedication to the students of your community as well as the entire state of Montana.

Sincerely,

Patty Myers

Patty Myers
Chair

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Brian Schweitzer, Governor

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Steve Meloy

May 13, 2010

Frances Vanderburg
2157 S Couture Loop
Arlee, MT 59821-9123

Dear Ms. Vanderburg,

On behalf of the Board of Public Education, I would like to congratulate you on being named 2010 Indian Elder of the Year by the Montana Indian Education Association. Your continued commitment to the Arlee community is very much appreciated.

Thank you for your dedication to education and the students of your community, as well as the entire state of Montana.

Sincerely,

Patty Myers

Patty Myers
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Brian Schweitzer, Governor

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Steve Meloy

May 13, 2010

Bertha Other Bull
Lame Deer Public Schools
PO Box 96
Lame Deer, MT 59043

Dear Ms. Other Bull,

On behalf of the Board of Public Education, I would like to congratulate you on being named 2010 Indian School Board Member of the Year by the Montana Indian Education Association. Your continued commitment to the schools of Lame Deer is very much appreciated.

Thank you for your dedication to education and the students of your community, as well as the entire state of Montana.

Sincerely,

Patty Myers

Patty Myers
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Steve Meloy

May 13, 2010

Joseph McDonald, President
Salish Kootenai College
PO Box 70
Pablo, MT 59855

Dear Dr. McDonald,

On behalf of the Board of Public Education, I would like to congratulate you on your Special Recognition by the Montana Indian Education Association at their 2010 Awards Banquet. Your continued commitment to Salish Kootenai College is very much appreciated.

Thank you for your dedication to education and the students of your community, as well as the entire state of Montana.

Sincerely,

Patty Myers

Patty Myers
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May 13, 2010

Mandy Smoker Broaddus
Indian Education Specialist
Montana Office of Public Instruction
1300 11th Ave
Helena, MT 59601

Dear Ms. ~~Smoker~~ Broaddus, Mandy

On behalf of the Board of Public Education, I would like to congratulate you on being named the 2010 Indian Educator of the Year by the Montana Indian Education Association. Your continued commitment to Indian Education for All is very much appreciated.

Thank you for your dedication to education and all the students in the state of Montana.

Sincerely,

Patty Myers

Patty Myers
Chair

2009 ANNUAL REPORT

OF THE

MONTANA CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL

TO THE

MONTANA BOARD OF PUBLIC EDUCATION

July 15, 2010

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Mission Statement

The mission of the Certification Standards and Practices Advisory Council is to study and to make recommendations to the Board of Public Education on certification issues concerning teachers, administrators and specialists; professional standards and ethical conduct; the status and efficacy of approved teacher education programs in Montana; and policies related to the denial, suspension and revocation of educator certification and the appeals process.

The Certification Standards and Practices Advisory Council will submit a report to the Board of Public Education with recommendations for the above areas at least once annually.

Professional Educators of Montana Code of Ethics

Preamble

Education in Montana is a public endeavor. Every Montanan has a responsibility for the schooling of our young people, and the state has charged professional educators with the primary responsibility of providing a breadth and depth of educational opportunities.

The professional conduct of every educator affects attitudes toward the profession and toward education. Aware of the importance of maintaining the confidence of students, parents, colleagues and the public, Montana educators strive to sustain the highest degree of ethical conduct. While the freedom to learn and the freedom to teach are essential to education in a democracy, educators in Montana balance these freedoms with their own adherence to this ethical code.

The Professional Educator in Montana:

Makes the well-being of students the foundation of all decisions and actions.

- Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical, or illegal practice of any person.
- Provides educational services with respect for human dignity and the uniqueness of the student.
- Safeguards the student's right to privacy by judiciously protecting information of a confidential nature.

Fulfills professional responsibilities with diligence and integrity.

- Enhances individual competence by increasing knowledge and skills.
- Exemplifies and fosters a philosophy of education which encourages a lifelong pursuit of learning.
- Contributes to the development and articulation of the profession's body of knowledge.
- Promotes professionalism by respecting the privacy and dignity of colleagues.
- Demands that conditions of employment are conducive to high-quality education.

Models the principles of citizenship in a democratic society.

- Respects the individual roles, rights, and responsibilities of the community; including parents, trustees, and colleagues.
- Assumes responsibility for individual actions.
- Protects the civil and human rights of students and colleagues.

MONTANA CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL

PO Box 200601
46 North Last Chance Gulch
Helena, Montana 59620-0601
Telephone:(406) 444-6576
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2009 MEMBERSHIP

Dr. Douglas Reisig, Chair	Missoula School Administrator
Judie Woodhouse, Vice-Chair	Polson Secondary Teacher
Sharon Applegate	Kalispell Elementary Teacher
Mary Susan Fishbaugh	Billings Post Secondary Education
Tonia Bloom	Corvallis School Trustee
Patty Muir	Laurel Reading Specialist
Jon Runnalls	East Helena Elementary Teacher

CSPAC Staff:

Peter Donovan E-mail: pdonovan@mt.gov	Administrative Officer
Anneliese Warhank E-mail: awarhank@mt.gov	CSPAC Administrative Assistant

CSPAC Goals for 2009-2010

1) Study and make recommendations to the Board of Public Education on the status and efficacy of approved teacher educator programs in Montana.

2) Study and make recommendations to the Board of Public Education in the areas of pre-certification training and educational requirements and in certification renewal requirements and procedures.

3) Study and make recommendations to the Board of Public Education on policies related to the denial, suspension, and revocation of teachers' certificates and the appeals process.

4) Study and make recommendations to the Board of Public Education on the feasibility of establishing standards of professional practices and ethical conduct.

5) Study and make recommendations to the Board of Public Education on the status and efficacy of alternative and/or nontraditional teacher preparation opportunities.

HIGHLIGHTS OF 2009-2010 CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL MEETINGS

Highlights of the January 15, 2009 CSPAC Meeting

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on January 15, 2009 at the Front Street Learning Center in Helena, MT. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Dr. Douglas Reisig, School Administrator, Missoula; Vice-Chair, Ms. Melodee Smith-Burreson, Teacher, Missoula; Ms. Patty Muir, K-12 Specialist, Laurel; Ms. Tonia Bloom, Trustee, Corvallis; Ms. Sharon Applegate, Teacher, Kalispell; Ms. Judie Woodhouse, Teacher, Polson; and Dr. Mary Susan Fishbaugh, Dean of the College of Education, Montana State University-Billings, Billings.

Meeting attendees included: Ms. Bonnie Graham, MSU-Billings; Ms. Tracy Grazley, U of M Western; Ms. Kim Warrick, OPI; Mr. Larry Nielson, MEA-MFT; Ms. Elizabeth Keller, OPI; Ms. Nancy Coopersmith, OPI; Dr. Linda Peterson, OPI; Ms. Nikki Sandve, OPI; Mr. Mike Miller, U of M Western.

Executive Committee
The Council reviewed last year's CSPAC Annual Report and discussed updates to be completed before presenting the 2008 Annual Report to the joint meeting with BPE in March. The Council then reviewed the short term goals and how they could achieve them. The highlights for the Interpreter's Standards Workgroup Meeting were reviewed and discussed.

No Child Left Behind Update
Ms. Nancy Coopersmith, the Assistant Superintendent of Public Instruction for OPI, came before the Council to update them on the No Child Left Behind Act. NCLB states that an educator who is licensed and endorsed in the areas they teach are considered Highly Qualified Teachers (HQT). One of the goals of NCLB is to have 100% HQT in every school. The council inquired about the status reports submitted by the school districts and what to do if a teacher does not qualify for HQT.

Administrative Officer's Report
Mr. Donovan provided CSPAC with a summary of meetings he has attended since the October 2008 CSPAC meeting. The Class 3 portion of Chapter 57 was discussed; Chapter 57 will have its hearing on February 24, 2009. He also spoke about the meeting he and Mr. Meloy had with the Legislative Audit Division concerning dual enrollment and the upcoming audit. The proposed language approved at the October 2008 meeting was stricken from the CSPAC Bylaws due to incorrect information. The Council then approved language extending term limits as elected officials on the Council from two years to six.

Western States Certification Conference Report
Dr. Reisig displayed his PowerPoint that he presented a week prior at the Western States Certification Conference in Austin, TX. The PowerPoint concentrated on offering a fair and equal opportunity to students from all economic backgrounds. Ms. Keller and Ms. Graham spoke about their experiences at the conference.

Executive Secretary's Report
Mr. Meloy spoke about his appearance before the House and Senate Education Committee on January 14, 2009 to speak about the Board of Public Education. He spoke about bills currently being presented before House and Senate committees that, if passed, would directly affect BPE. These included SJ 8, SB 80, SB 81, and SB 67.

Professional Preparation and Continuing Education Committee Report
Dr. Fishbaugh spoke about the MSU-Billings College of Education Consortium. At the Consortium, David Langford presented the *Quality Learning System*. This is a management theory that deals with classroom organization and getting students more involved in classroom development. Dr. Fishbaugh expressed interest in having CSPAC study his work further.

Licensure and Endorsement Committee Report
Ms. Keller, Dr. Peterson, and Mr. Donovan spoke to the Council about Class 8 Dual Credit-Only Postsecondary Faculty License Application process.

OPI Update
Dr. Peterson spoke about the recent transition to Ms. Denise Juneau, the current Superintendent of Public Instruction for the state. Mr. Dennis Parman was chosen and Deputy Superintendent and will take office in July. Until then, Mr. Bob Runkle will be the acting Deputy Superintendent. She listed a

few issues OPI is working on including special ed teacher shortages in high school, and class 5 alternative teacher licensing tests.

Montana Commission on Teaching Committee
Ms. Burreson and Ms. Woodhouse passed out a survey they would like to distribute to schools that have participated in the Montana Mentoring Institute sponsored by OPI to gather information on how schools are implementing teacher mentoring programs. Ms. Sandve offered to work with the committee to distribute the surveys and requested she add a few questions of her own to help with a grant she is working at attaining. Ms. Sandve also spoke about how instead of the Mentor Institute, a mentor training program will be offered this summer in Helena. The Council approved a motion to recommend to the BPE the addition of teacher mentoring to Areas of Permissive Special Competency, ARM 10.58.527(7).

Future Agenda Items
The future agenda items, including planning for the joint Board of Public Education meeting, were reviewed.

Public Comment
There was no public comment.

Highlights of the March 11, 2009 CSPAC Meeting

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on March 11-12, 2009 at the Front Street Learning Center in Helena, MT. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Dr. Douglas Reisig, School Administrator, Missoula; Vice-Chair, Ms. Melodee Smith-Burreson, Teacher, Missoula; Ms. Patty Muir, K-12 Specialist, Laurel; Ms. Tonia Bloom, Trustee, Corvallis; Ms. Sharon Applegate, Teacher, Kalispell; Ms. Judie Woodhouse, Teacher, Polson; and Dr. Mary Susan Fishbaugh, Dean of the College of Education, Montana State University-Billings, Billings.

Meeting attendees included: Ms. Tracy Grazley, U of M Western; Ms. Nikki Sandve, OPI; Ms. Elizabeth Keller, OPI; Ms. Mandy Smoker Broadus, OPI; Ms. Ann Gilkey, OPI.

Executive Committee
Dr. Reisig informed the Council that the Board of Public Education is now an Educator License Renewal Unit Provider. The Council then reviewed the 2008 Certification Standards and Practices Advisory Council Annual Report to be presented at the Joint CSPAC/BPE meeting and agreed to present the report as is. The highlights from the January Interpreters' Standards Workgroup meeting were provided. Finally, Dr. Reisig presented a PowerPoint to honor Ms. Burreson.

Indian Education Report
Ms. Smoker Broaddus came to the Council to speak about American Indian student achievement in Montana, and ways OPI is working to improve the achievements of American Indian. OPI conducted a study to gather information on American Indian Education in Montana. Ms. Broadus presented various result from the study, including information on enrollment, Adequate Yearly Progress Report, and Reading First data among other things. She also gave an overview of the programs being implemented in schools to aid with American Indian student achievement such as Indian Leadership Education and Development.

Administrative Officer's Report
Mr. Donovan handed out a list of the meetings he had attended since the January CSPAC meeting and briefly spoke about a few. He presented the executive summary of the study *An Evaluation of Teachers Trained Through Different Routes to Certification*. The Council then discussed alternative routes to certification and the results of the study.

Professional Preparation and Continuing Education Committee Report
Dr. Fishbaugh was absent from the meeting. Ms. Bloom informed the Council the committee was ongoing in their analysis.

Montana Commission on Teaching Committee
Ms. Woodhouse led the Council through the language that would be presented at the following days CSPAC/BPE meeting as an information item for the Board. Ms. Sandve presented the updated version of the survey developed by Ms. Burreson, Ms. Woodhouse, and herself. Dr. Reisig requested Ms. Sandve come before the Council at the July meeting to present the results of the survey.

Licensure and Endorsement Committee Report
Ms. Keller informed the Council that Item 8, the OPI Update, would be presented at the OPI Licensure Office following the close of the meeting. The Chapter 57 rules would be presented for final approval at the BPE meeting on Friday, March 13th. The only issue still concerning people about the rule concerns superintendents and the time they should be given to attain credits in Montana School Law and Finance.

Plan for Future Conferences
Mr. Donovan addressed the Council about BPE's financial strains and the cut back on out-of-state trips the Board must make. The Council understood and told Mr. Donovan if it was possible, they would still like him to attend the NASDTEC Annual Conference. The conference is scheduled from May 31st – June 3, 2009, in Jacksonville, FL.

Future Agenda Items
A new Council member will be selected by the Board at their May meeting and will be in attendance at the July 2009 CSPAC meeting. Ms. Woodhouse's first three year term will expire in June. The annual calendar and new goals will be written at the July meeting as well.

Public Comment
Ms. Keller gave a brief overview of the previous day's Class 8 Application Approval meeting for those Council members who could not attend.

OPI Update
Ms. Keller presented a PowerPoint entitled, "Why the Licensure Office is so Cranky". The PowerPoint described the duties the Licensure Office of OPI must deal with on a daily basis.

Executive Secretary's Report
Mr. Meloy gave a brief overview of the bills of interest to the Board including:

- HB 15 – Fund K-12 Education
- HB 645 – Implement receipt of and appropriate federal stimulus and recovery funds
- SB 80 & 81 – Elect Board of Regents and Board of Public Education members
- SB 67 – Require funding before school rules with fiscal impact implemented

Highlights of the July 23, 2009 CSPAC Meeting

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on July 23, 2009 at the MEA-MFT Conference Room in Helena, MT. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Dr. Douglas Reisig, School Administrator, Missoula; Ms. Judie Woodhouse, Teacher, Polson; Ms. Patty Muir, K-12 Specialist, Laurel; Ms. Tonia Bloom, Trustee, Corvallis; Ms. Sharon Applegate, Teacher, Kalispell; and Dr. Mary Susan Fishbaugh, Dean of the College of Education, Montana State University-Billings, Billings; Mr. Jon Runnalls, Teacher, Helena.

Meeting attendees included: Ms. Elizabeth Keller, OPI; Mr. Mike Miller, U of M Western; Mr. Marco Ferro, MEA-MFT; Dr. Linda Vrooman Peterson, OPI; Ms. Nancy Coopersmith, OPI; Mr. Dennis Parman, OPI; Ms. Deena Miller, Write/Right 2 Read Program; Mr. Dan Villa, Governor's Office.

Executive Committee
The meeting began with the election of officers. Dr. Reisig was reappointed as Chairman. Ms. Judie Woodhouse was appointed as Vice Chairwoman. Committee appointments followed. Ms. Patty Muir was moved to the Montana Commission on Teaching Committee. Mr. Jon Runnalls took the open spot on the Licensure and Endorsement Committee. All other Council members remained on the committee they previously served. The annual calendar was then set followed by the goals for the 2009-2010 year. The Council requested someone from OPI to speak to them about the P-20 efforts. On the 22nd of July the Council reviewed a new batch of applications for the Class 8 Educator License. Ms. Keller came to speak about the proposed language to modify the Class 8 to allow for educators whose area study does not tie into any existing academic areas in the K-12 environment the opportunity to be licensed. The Council voted to approve the intent to adjust the Class 8 Duel Credit Only Post Secondary Faculty License. The Sign Language Interpreter Standards were adopted for notice of public hearing at the Board of Public Education meeting on July 17, 2009. A hearing date of September 3, 2009 has been set.

Executive Secretary's Report
Mr. Meloy gave an overview of the work BPE had accomplished since the joint BPE/CSPAC meeting in March. Some of the topics he covered included: the development of the Montana Virtual Academy, including the selection process of the Governing Board; and the proposed National Standards Common Core State Standards Initiative.

Administrative Officer's Report
Mr. Donovan covered the meetings he has attended since the last CSPAC meeting. He spoke about the NASDTEC Professional Practices Institute, and Ms. Keller's appointment as chair of the Interstate Agreement Committee. The Council also discussed the shortage of instructors of Braille and sign language interpreters in the state and the possibility of looking into how we can lessen the shortage.

Introduction of Dan Villa, Governor's Education Policy Advisor
Mr. Villa came to speak to the Council as the newly appointed Education Policy Advisor to Governor Schweitzer. Mr. Villa spoke to the Council about various issues including the Montana University System's request for a tuition increase, the debate around the necessity of NCATE as an accrediting body to the state teacher preparation programs, and "Turn Around Schools".

Montana Commission on Teaching Committee
Ms. Woodhouse spoke about Ms. Nikki Sandve from OPI, and her work on the mentoring survey. The surveys will be distributed at the beginning of the school year in August. Mr. Reisig inquired about the Board's stance on the proposed sign language interpreter standards. The Board supports them but there is some concern about how available the resources to become certified will be to people across the state.

Professional Preparation and Continuing Education Committee Report
Ms. Deena Miller from the Write/Right 2 Read Program came to speak about the program and her desire to develop a professional certification/endorsement through the series of classes. The program currently consists of workshops that aim to make more sense of the English language. The Council, as well as members of the audience, offered Ms. Miller many suggestions as to how and who she should talk to for looking into developing this program at the collegiate level.

Licensure and Endorsement Committee Report
Ms. Elizabeth Keller came to give an update on the Chapter 57 revisions. Ms. Woodhouse asked about the Montana Virtual Academy. Mr. Ferro stepped forward to talk about the recent developments, the financial setbacks, and the history of the Academy and MSELC.

OPI Update
Ms. Nancy Coopersmith from OPI came before the Council to explain the Common Core State Standards Initiative. The standards are being proposed for math and language arts, at this point 46 states have agreed to participate in the development. Discussion ensued over the development process and the concerns people have for the Initiative.

Plan for Future Conferences
The NASDTEC Professional Practices Institute will be taking place October 14-16, 2009 in Albuquerque, NM. The Western States Certification Conference is January 6-8, 2010 in San Diego, CA. Dr. Reisig plans on attending this conference.

Future Agenda Items
The Council will review its by-laws and meet with the Montana Council of Deans of Education at its October 8-9, 2009 meeting.

Public Comment
There was no public comment.

Highlights of the October 8 & 9, 2009 CSPAC and Joint Council of Deans Meeting

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on October 8-9, 2009, at the University of Montana in Missoula, Montana. On the afternoon of October 8, 2009, the CSPAC met jointly with the Montana Council of Deans of Education. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Dr. Douglas Reisig, School Administrator, Missoula; Vice-Chair, Ms. Judie Woodhouse, Teacher, Polson; Ms. Tonia Bloom, Trustee, Corvallis; Dr. Mary Susan Fishbaugh, Dean of the College of Education, Montana State University-Billings, Billings; Ms. Patty Muir, K-12 Specialist, Laurel; Mr. Jon Runnalls, Teacher, East Helena; Ms. Sharon Applegate, Teacher, Kalispell.

Meeting attendees included: Dr. Larry Baker, MSU-Bozeman; Dr. Lynette Zuroff, Carroll College; Dr. Roberta Evans, UM-Missoula; Ms. Cindy Dell, Salish Kootenai College; Ms. Joanne Erickson, MSU-Bozeman; Ms. Tricia Parrish, UM-Missoula; Dr. Linda Peterson, OPI; Mr. Dennis Parman, OPI; Mr. Marco Ferro, MEA-MFT; Dr. Jan Clinard, OCHE; Ms. Elizabeth Keller, OPI; Dr. Delena Norris-Tull, UM-Western; Ms. Kristy Murphy, UM-Missoula; Ms Pamela Wilson, MSU-Northern; Ms. Lynn Hinch, OPI; Ms. Michael Munson-Lenz, OPI; Mr. Steve Meloy, Executive Secretary, BPE; Mr. Pete Donovan, Administrative Officer, CSPAC; and Ms. Anneliese Warhank, Administrative Assistant, CSPAC.

Joint CSPAC/Council of Deans Meeting
October 8, 2009

Dr. Reisig updated the Council of Deans on the projects CSPAC have completed, as well as those they are either planning on, or would like to work on in the near future. Other topics discussed included the following: An update of the proposed changes concerning the Class 8 Professional Educator Licensure to Chapter 57 of the administrative Rules of Montana; a School Staffing Module update; changes being made to the Higher Education Opportunity Act Title II State Report Card; a follow-up to the NCATE Western Regional Accreditation Orientation; the proposed draft of the Highly Qualified Teacher's Plan; and an update on the Accreditation On-Site Review Schedule. Finally Ms. Lynn Hinch and Ms. Michael Munson-Lenz spoke before the Councils about what the Indian Education for All division at OPI had done with the development and implementation of the Building Worldviews using Traditional Cultures & Google Earth in public schools across the state.

CSPAC Meeting
October 9, 2009

Executive Committee
Dr. Doulas Reisig recapped the Joint CSPAC and Council of Deans meeting. Dr. Reisig then conducted the annual review of the CSPAC bylaws.

Administrative Officer's Report
Mr. Donovan provided CSPAC with a summary of meetings he has attended since the July CSPAC meeting and with an update on his activities with NASDTEC. Mr. Steve Meloy spoke briefly on the Montana Virtual Academy Governing Board and the members selected by the Board. Mr. Donovan provided the rule as adopted for Sign Language Interpreters in public schools.

Board of Public Education Report
Mr. Steve Meloy spoke to the Council about the Common Core Standards and Race to the Top funds. The comment period for the public to voice their opinion directly to the Council for Chief State School Officers and the National Governors Association closes October 21, 2009. He finished by mentioning the question of privacy in a teacher licensure revocation, surrender, or denial case, as well as the current budget situation faced by the BPE office.

Professional Preparation and Continuing Education Committee Report
Dr. Mary Susan Fishbaugh spoke about MSU-Billings' preparation for Joint NCATE/State Accreditation Review and her trip to Las Vegas with OPI for NCATE training. She will be a part of the MSU-Northern review in November. The next Post-Secondary Consortium will take place in November and should be attended by Ms. Tonia Bloom.

Montana Commission on Teaching Committee Report
Ms. Judie Woodhouse turned the floor over to Ms. Nikki Sandvi who came from OPI to provide the Mentoring Update. Ms. Sandve spoke about the recent Train the Teacher Mentor Institute, the second mentor survey emailed to schools across the state, and past and future Mentor Institutes.

Licensure and Endorsement Committee Report
Mr. Donovan informed the Council the changes to Chapter 57 concerning Class 8 will go up before the Board for approval at its November. Those applicants who were put on hold for a Class 8 license will be reviewed by the Superintendent of Public Instruction for approval should the Class 8 rules be adopted. Ms. Elizabeth Keller spoke next about the NASDTEC Interstate Agreement. The purpose of the agreement is to provide a mechanism to inform the Membership and the public of jurisdiction–specific requirements for educator licensure in each Member Jurisdiction.

Presentation of the Confucius Institute of the University of Montana
The Honorable Bob Brown came before the Council to speak about his journey to and involvement in the Institute, located inside the Mansfield Center at the University of Montana-Missoula. He also discussed the professor's involved in the program that work to teach Mandarin Chinese via the internet to school children across the state.

Licensure and Endorsement Committee Report
Item six was returned to as the last portion had not been covered. Mr. Donovan spoke about the possibility of creating areas of permissive specialized competency for instructors of Braille and sign language interpreters.

OPI Update
Dr. Linda Peterson showed the Council exactly where on the OPI website, opi.mt.gov, to go for reporting HQT. Dr, Peterson also showed and spoke about information for HOUSSE.

Plan for Future Conferences
Due to financial constraints, future conference attendance has been put on hold.

Future Agenda Items
The Council will draft the CSPAC Annual Report and review the Code of Ethics at its January 14, 2010 meeting in Helena.

OPI Strategic Directions and P-20 Update
Ms. Joyce Silverthorne was unable to attend the meeting due to treacherous road conditions between Helena and Missoula.

Public Comment
Dr. Reisig thanked Deputy Superintendent Dennis Parman. Dr. Jan Clinard and Mr. Marco Ferro expressed thanks to the Council for a delightful meeting.

Highlights of the January 14, 2010 CSPAC Meeting

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on January 14, 2010 at the Montana State Capitol in Helena, MT. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

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Meeting attendees included: Dr. Linda Peterson, OPI; Mr. Dennis Parman, OPI; Ms. Elizabeth Keller, OPI; Ms. Nikki Sandve, OPI; Ms. Ann Gilkey, OPI; Ms. Joyce Silverthorne, OPI; Mr. Steve Meloy, Executive Secretary, BPE; Mr. Pete Donovan, Administrative Officer, CSPAC; and Ms. Anneliese Warhank, Administrative Assistant, CSPAC.

Correspondence
Mr. Donovan presented the Council with an article discussing the newly created Montana Virtual Academy and the hiring of its new director, Mr. Robert Currie. A lengthy discussion ensued over what the qualifications of the instructor should be, where the student will be receiving instruction (at a public school, in their own home etc.), and how to assure the student is really the one taking the course,

amongst other questions. The Council requested someone from the Office of Public Instruction come speak to them more about the MTVA at its March meeting. The Council then spoke about the American Federation of Teachers', a 1.4 million-member union, proposal to tie student test scores to teacher evaluations. This would possibly be tied into Race to the Top funds being distributed by the federal government to public schools who are adhering to common core standards the government has developed. Discussion ensued over the evaluations and the Council requested someone from OPI come speak to them at a future meeting about the Common Core Standards.

Executive Committee
Dr. Reisig suggested that when drafting the 2009 CSPAC Annual Report the Council align their long term goals with the Board of Public Education's 2008-2013 Mission Statement. A few of the short term goals were discussed and it was decided these would be reviewed again at the March 10, 2010 CSPAC meeting. Mr. Donovan informed the Council of the change with the Board's schedule. With the change the joint meeting of CSPAC and BPE is being moved from March 11, 2010 to the week of July 12-16, 2010.

Administrative Officer's Report
Mr. Donovan spoke about the meetings he had attended since the October 2009 CSPAC meeting. One meeting he spoke about was the School Staffing Project. This project is working on a database that will provide OPI with information about educators teaching in schools across the state in a straightforward, condensed style. Mr. Donovan also spoke about the move from paper agendas to electronic agendas.

Montana Commission on Teaching Committee Report
Ms. Nikki Sandve from OPI came to give the Mentoring Update. Ms. Sandve passed out the results of the 2009 survey sent to schools across the state asking questions about the mentoring programs. Ms. Sandve pointed out some of the trends and spoke about some of the steps she would like to take to possibly make programs institutionalized.

Executive Secretary's Report
Mr. Meloy spoke about Mr. Storrs Bishop retiring from the Board after 16 years of service. Mr. Meloy also spoke about the Montana Virtual Academy and if home school enrollment in online courses will affect high school's sports eligibility. Mr. Meloy discussed other topics the Board is dealing with at the moment including SB 152, NASBE, Common Core Standards, and the agency's budget.

OPI Strategic Direction and P-20 Update
Ms. Joyce Silverthorne from OPI came to speak to the Council about OPI's Strategic Direction and P-20. Ms. Silverthorne has begun work with other employees of OPI from various departments to help improve schools from pre-school through post graduate education. Their first priority is to focus on the entry to and exit from K-12 education. After the first year's focus of entry and exit, "…the P-20 Achievement will continue to focus on the topics that improve OPI collaboration across Montana and reduce barriers for the students of Montana."

OPI Update
Dr. Linda Peterson spoke about various projects currently being worked on at OPI. One major project in Dr. Peterson's department is counseling where an initiative between the Superintendent of Public Instruction, the Commissioner of Higher Education, and BPE has been created to help create a comprehensive counseling program in Montana schools. Dr. Peterson also spoke about the Board approval to begin the review process of Chapter 55.

Licensure and Endorsement Committee Report
Both Dr. Reisig and Ms. Elizabeth Keller from OPI attended the Western States Certification Conference in San Diego, CA at the beginng of January. Dr. Reisig made a presentation about teaching practices, and Ms. Keller presented as head of the Interstate Agreement Committee.

Professional Preparation and Continuing Education Committee Report
Dr. Fishbaugh passed out information about sign language interpreter training programs as well as an example of a program curriculum. The Council spoke about the need and the possible setting (i.e. university, community college, technical) for one of these programs in the state.

Future Agenda Items
Since the joint BPE meeting has been postponed until July, the Council will draft up the Annual Report at the March meeting.

Western States Certification Conference Report
Dr. Reisig presented the PowerPoint he presented a week prior at the WSCC in San Diego, CA. The presentation was entitled "Accountability: Personal & Professional". The presentation spoke about the way educators view their pupils and how effective communication can have a positive impact on a child's education.

Public Comment
There was no public comment.

Highlights of the March 10, 2010 CSPAC Meeting

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on March 10, 2010 at the Montana State Capitol in Helena, MT. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

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Meeting attendees included: Dr. Linda Peterson, OPI; Mr. Dennis Parman, OPI; Ms. Elizabeth Keller, OPI; Ms. Ann Gilkey, OPI; Mr. Marco Ferro, MEA-MFT; Dr. Bruce Messenger, MTVA; Ms. Nancy Coopersmith, OPI; Mr. Steve Meloy, Executive Secretary, BPE; Mr. Pete Donovan, Administrative Officer, CSPAC; and Ms. Anneliese Warhank, Administrative Assistant, CSPAC.

Correspondence
Mr. Donovan discussed a couple documents including an announcement for the ETS Praxis Client Conference, a letter from the Office Public Instruction inviting CSPAC to nominate a member for the Chapter 55 Joint Task Force (Ms. Applegate will represent CSPAC), an article Ms. Bloom sent out from the New York Times entitled Building a Better Teacher, and an article from the Montana School for the Deaf and Blind discussing the newly adopted Sigh Language Interpreter Standards.

Executive Committee
The CSPAC By-laws were reviewed. Ms. Woodhouse asked about the term limits. The Council then reviewed the 2008 Annual Report to prepare for the 2009 Annual Report. Dr. Fishbaugh asked the term "higher education" be changed to "post-secondary education". The Short Term Goals were then reviewed. Dr. Reisig presented 18 items of potential discussion and it was decided the goals would be reviewed again at the July 2010 meeting. Dr. Reisig then gave a brief and concise summary of the meeting he, Mr. Donovan, and Mr. Meloy attended the day prior at the Montana High School Association.

Administrative Officer's Report
Mr. Donovan spoke about the meetings he has attended since the January 14, 2010 CSPAC meeting. Mr. Donovan also mentioned a recent radio advertisement from the Helena Education Foundation praising Council member Mr. Runnalls for his work as a local educator. Mr. Donovan also stated Dr. Reisig was selected as the keynote speaker at the next NASDTEC Professional Practices Institute Conference, the title of this year's conference is "Doing More with Less". Mr. Donovan also spoke about work he has done with the Council of Deans, Board of Regents, and OPI. He has played an active role in the OPI School Staffing Project.

Executive Secretary's Report
Mr. Meloy spoke about various meetings he has attended since January including a NASBE trip to Las Vegas to discuss the federal Common Core Standards. Mr. Meloy traveled with Board Chair Ms. Patty Myers and Ms. Nancy Coopersmith from OPI. Mr. Meloy spoke about the standards and the concerns many in Montana have about them. Mr. Meloy then spoke about other projects he and the Board are involved in including the K-College Workgroups work with school counselor, the Montana Virtual (Digital) Academy, and the Montana University System Writing Assessment.

Professional Preparation and Continuing Education Committee Report
Dr. Fishbaugh spoke about the Council of Deans of Education presentation made to the Board of Regents about which each of the 9 teacher preparation programs in the state has to offer, an international educator forum in Ireland where she plans to speak about Indian Ed for All, and a speech made by the Secretary of Department of Education Mr. Arne Duncan at an American Association of Colleges for Teacher Education conference where he blasted teacher preparation programs based on what he had seen in large urban schools.

Montana Commission on Teaching Committee Report
Ms. Woodhouse reported she has been working with other states to attain model language for mentor standards. Ms. Muir will conduct a mentor workshop in Sydney, MT where they have 14 mentors for the upcoming school year. Dr. Fishbaugh added she has been in contact with Ms. Nikki Sandve from OPI and Dr. Jayne Downey from MSU Bozeman about mentor courses they would like to add to universities across the state to help prepare people for an Area of Permissive Specialized Competency for Mentor Teachers.

Licensure and Endorsement Committee Report
Ms. Elizabeth Keller from OPI presented to the Council an overview of academic denials and applicants from other states with academic deficiencies for licensure. The OPI has denied 74 license applications since 2004. Many of these denials are a result of the individual either not completing an NCATE accredited program, or they went through a non NCATE accredited program that provided them a license in their respective states. Montana does not grant licenses to those who do not complete a program either accredited by NCATE or their state.

OPI Update
Mr. Parman stood in for Dr. Peterson to present the OPI Update. Ms. Madalyn Quinlan from OPI completed the 2009 Critical Teacher Shortage Report which revealed music teachers are the second most severe in shortages. To help increase the number of music teachers, both Mr. Parman and Dr. Peterson are looking at ways to amend the requirements. Ms. Joyce Silverthorne from OPI continues her work with P-20. The OPI has become very involved with both Facebook and iTunes University in hopes of reaching out to those who wouldn't necessarily visit their website. Chapter 55 work begins soon. Ms. Applegate will represent CSPAC as a K-8 school teacher.

Plan for Future Conferences
The NASDTEC Annual Conference is scheduled for June 13-16, 2010 in Indianapolis, IN. Due to current fiscal situations, Mr. Donovan is unsure whether he'll be able to attend the conference.

Future Agenda Items
Ms. Warhank restated that the July meeting dates have been moved to July 14-15, 2010. The Joint BPE meeting will take place on the morning of July 15, 2010.

Montana Virtual Academy Overview
Dr. Bruce Messenger, Helena School District Superintendent and chair to the Montana Digital Academy, came before the Council to speak after the Council raised a number of questions about the Academy at their January 14, 2010 meeting. Dr. Messenger stated that due to the fact an outside party had previously purchased the rights to the domain name Montana Virtual Academy, the group was forced to rename itself the Montana Digital Academy. Dr. Messenger spoke about MTDA's creation, the hiring of Robert Curry as its director, the planned launch date of online course delivery, and the number of courses amongst other facts. The Council had a few questions for Dr. Messenger including if students need to be on campus to take the courses, if MTDA need to provide the Legislature with benchmarks to show the progress the Academy is making, and who will grant the credit to the student.

Common Core Standards Overview
Ms. Nancy Coopersmith from OPI came to speak to the Council about the Common Core Standards for English Language Arts and Mathematics Standards. The Council requested more information about Common Core at their January 14, 2010 meeting. Ms. Coopersmith spoke about the regional NASBE conference she attended with Mr. Meloy and Ms. Myers, as well as Montana's response to the February 9, 2010 draft of K-12 standards. The OPI is following the draft national standards very closely to see how similar they are to current Montana standards. Between now and April 2, 2010, the public can view draft standards online and make comment. The Council asked a few questions about these and possible standards development in other school subjects, they also questioned federal funding, Race to the Top, and teacher prep costs.

Point of Personal Privilege
Ms. Woodhouse made a special presentation to honor two Council members whose second terms both end this June. Ms. Woodhouse presented Ms. Bloom with an oversized thank you card filled with pictures of Council members, BPE staff, and other education partners the Council works with. Mr. Donovan prepared a poem for her entitled *They Do it for Free* and read it to everyone. Ms. Woodhouse then presented a PowerPoint she prepared for Dr. Reisig with the help of Mr. Donovan who once again composed and read out loud a poem entitled *When Nice Guys Finish in First Place*. Both Ms. Bloom and Dr. Reisig thanked everyone they worked with over the years while serving on the Council. Both individuals also received gifts from the Board as a token of its appreciation.

Public Comment
There was no public comment.

ITEM 2

JULY 14, 2010 CSPAC MEETING SUMMARY/CSPAC GOALS

Judie Woodhouse

ITEM 3

SUMMARY OF BPE STRATEGIC PLANNING SESSION

Steve Meloy

JOHN M. HARRIS

SCHOOL TRUSTEE CANDIDATE

CURTIS D. SMEBY

SCHOOL TRUSTEE CANDIDATE

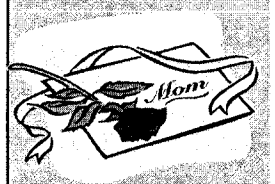
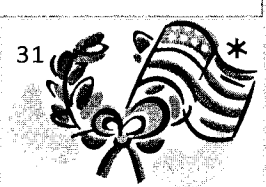
STEVE GARDINER

TEACHER 9-12 CANDIDATE

JANICE K. BISHOP

TEACHER 9-12 CANDIDATE

May 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:						1
2	3 School Staffing - **Pete**	4 MSDB Committee - **Patty, Bernie, Steve, Cal**	5 RTTT Q/A Session Conference Call w/ Arne Duncan - **Patty**	Safety in High Risk Areas Focus Group - **Patty, Cal** Ed Forum - **Steve/Pete**	7 K-12 Shared Policy Goals - **Steve**	8
	10 K-20 Shared Policy Goals - **Steve**	11	12 School Staffing - **Pete**	13 BPE Meeting - Great Falls	14	15
16 Rural/Frontier Education Task Force Conference Call - **Sharon**	School Staffing - **Pete** MSDB Foundation - **Patty**	18	19	20	21 Suspensions, revocations, and denials - **Pete**	22
23	Rural/Frontier Education Task Force Conference Call - **Sharon** School Staffing - **Pete**	25 Math & Science Teacher Initative with Deans - **Pete**	26	27 21st Century Readiness MTSBA - **Steve/Pete**	28 Annual MSDB End-of-Year Retirement/Dinner - **Patty**	29
30	31 	Notes:				

June 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:		1 Salish Kootenai On-Site Accreditation Visit - **Pete**	Release of K-12 Common Core	Rural/Frontier Education Task Force Conference Call -	4 Chapter 55 Conference Call - **Pete, Patty, Steve**	5
6	7	8 Ed Forum - **Steve/Pete**	9 ELG - **Steve**	Chapter 55 - Helena - **Patty** Education & Local Government Interim Committee - **Patty**	11 NASBE Board of Directors Meeting - DC - **Steve**	NASDTEC Conference - Indianapolis - 12-17 - **Pete**
13 NASDTEC Cont.	14 Performance Measurement before the LFC - **Steve**	15 NASDTEC Conference Cont...	NCSBEE Planning Meeting - Conference Call - **Steve**	Claudette Morton's Retirement Reception - **Steve and Pete**	18 Chapter 55 - **Patty, John, Steve**	19
20	School Staffing - **Pete** Law, Practicalities, cost & Policy of dealing with Bullying and Technology - Billings - **Steve**	22	23 TEAC/NCATE - **Pete** Ed Forum - **Steve/Pete**	College!Now High School to College Transitions Workgroup Healthy Schools Network - **Steve**	25 Meeting with Dan Villa - Governor's Office - **Steve**	26
27	28	29	30	Notes:		

July 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:				1	2	3
4	5	6	7	8 School Staffing - **Pete**	9	10
11	12	Chapter 55 Planning Mtg-**Steve, Pete** Licensure Meeting - **Sharon, Pete, Steve**	14 CSPAC Meeting - **Sharon** BPE Strategic Planning	15 Joint CSPAC/BPE Meeting	16 BPE Meeting Cont.	17
18	19 Chapter 55 Task Force - **Steve, Patty, John, Pete**	20	21	22	23	24
25	26	27	28	29	30	31

Executive Secretary's Report
Thursday, July 15, 2010

By: Steve Meloy/Executive Secretary
We have now reached the point of OPI performing an alignment study between the Common Core document and the mathematics and language arts standards. This task needs to be completed before the Superintendent makes her decision to recommend (one way or the other) to the BPE. Some states have adopted Common Core, however many are still holding off for a variety of reasons. To date the states of Kentucky, Hawaii, Maryland, West Virginia, Wisconsin, and North Carolina have adopted. Race to the Top (RTTT) continues to have an elevated level of importance as we have met the deadline for the application for federal stimulus dollars and await the results as well as potential future tie-in with the reauthorization of ESEA. This in the face of a projected 400M shortfall in general fund revenue for the coming biennium. We have participated in a number of state and national meetings to discuss these issues and the role of the Board of Public Education with the same. I recently attended a meeting of the NASBE Board of Directors where they restated their support of the Common Core as well as continued support for any additional federal dollars to the states.

The work of the Chapter 55 Task Force is off and running with a near perfect attendance at our first meeting on April 16. The meeting was co-chaired by Patty and Dennis Parman. It was introductory in nature with the handing out of some homework assignments for the next meeting to be held over two days in June. The next meeting was held on June 18th. There was some discussion about the task ahead and areas which should be considered outside the scope of work of the task force.

Sharon represented the Board on a NASBE established Task Force on Rural and Frontier Issues. A definition of "rural" would certainly help in federal interventions and assistance for turnaround and low performing schools in states.

The work of the Montana Digital Learning Academy is well underway and it is our expectation that this project will address a myriad of questions regarding on-line learning as it relates to our standards. Bob Currie is a representative to our Chapter 55 work and he has assured us that he will examine the connectivity of his work and the Board's policy work as he proceeds. The academy hopes to have offerings ready by this fall. There have been news articles about the class offerings around the state and interest is rising. Bob has appeared on Montana Public Radio.

I have met with the Interim Committee on Education and Local Government on the implementation of HJR 4 and HJR 6 of the 2009 Legislative Session which calls for shared goals among the OPI, the BPE and the Interim Committee. In partnership with OPI and OCHE we have created a set of goals for both K-12 and K-20 which were initially reviewed by the Interim Committee on March 11, 2010. We finalized the document and made it ready for signatures. There is currently some discussion to consider the signatures as non-binding and affixed only to memorialize that the body of

work has been done in the creation of shared goals. This is in line with my oft stated position that we will be accountable to the plan but not specifically to the legislature.

I continue to work with the LFD and the OPI to refine a process to deal with the reporting requirements associated with the law that requires the BPE to have its rules analyzed for fiscal impact on school districts and have discussed both of these projects at length with the Interim Committee. The auditors will look into the inefficiencies for the BPE in this 2005 fiscal reporting law. We have on file a letter of concern that the Board has over an assertion made by an attorney for the ELG regarding the Board's adherence to existing law. On June 14th I appeared before the LFC subcommittee and presented information showing improvement in schools who previously did not meet full accreditation.

We continue to work on the implementation of the new Class 8 license. CSPAC continues to review applications and approved thirty-nine applicants at a meeting held on the July 22, 2009. CSPAC will review more applications at its July 2010 meeting. To date, OPI has issued 42 Class 8 licenses. For purposes of enhancement the Board of Public Education adopted an amendment to the Class 8 rule in November that allows for greater flexibility for the Superintendent of Public Instruction to award Class 8 licensure to individuals who have rich academic preparation in areas that we do not currently offer as endorsements on standard Montana teacher licenses. We continue our strategic planning work formulated in July and continue to work on measurements for the coming year. I have made sure that our strategic planning goals with the Education and Local Government match up nicely with our strategic plan as well as the policy goals of the Superintendent of Public Instruction.

The Learning First Alliance continues to explore the idea of a common group leadership in the area of early childhood educational development, which will consider learning from birth through age three. The alliance adopted bylaws at its meeting in October and is looking for members to pay $200.00 in dues. We have not signed on as an official member but Pete and I continue to monitor the work of the group by attending each meeting.

We continue to be engaged in work to address the teacher shortage at MSDB. CSPAC will be involved with this issue and is considering an area of specialized competency for teaching of sensory impaired children.

We are currently working with the Legislative Auditors as they finish up their financial and program audit of our office.

Work continues with legislative oversight committees. Our planning work was evaluated by the Legislative Appropriations Sub-Committee on Education in the first part of the 2009 Session. I reported out to the sub-committee and advised them of the difficulties that we face to unilaterally guarantee 100% compliance with our standards each year. The interest of the committee is for the Board to demonstrate the status of those schools in deficiency accreditation status in a given school year, and whether or not the deficiency has been corrected or abated. I wrote an earlier correspondence to Senator

Wanzenreid and copied the whole committee on a position in this regard. The Board was released from three of its original goals as we have completed them. Also, I convinced the committee to broaden the 4th goal so that we will "work toward" districts being 100% in compliance rather than "ensure". The Education and Local Government Committee remains engaged in a process with our partners at OCHE about college preparedness and how to reduce remediation rates on campus. They envision that a paper be prepared to articulate shared goals in this regard. The paper is to be prepared during this interim. This work spills over into the "leaky pipeline" and post-secondary readiness work of the Kindergarten to College Workgroup.

Work continues in the coordination with the OPI on an assessment working group to continue identifying appropriate and meaningful assessments for all of our students. A new wrinkle with which to contend are proposed "high quality" assessments which will be coordinated with the Common Core Standards if they become a reality for the state. An Assessment Task Force was appointed and has been meeting. The OPI curriculum specialists will be involved with assessment, which should be helpful even though recruiting for these positions continues to be difficult. We continue to work with our attorney and outside legal counsel in processing revocations and appeals of license denials brought before the Board. We have experienced a slight increase in our "material and substantial non-performance "cases which come directly to the BPE. On July 13th we will host a meeting on licensure to look at the many issues surrounding the processes involved with denial, suspension and revocation.

The case, which has been appealed to the First Judicial District for judicial review, has yet to be litigated and is still pending. We continue to advise the OBPP of our potential budgetary shortfalls for the coming two years and have complied with an executive order to reduce our FY 10 expenses by 5%. I also have visited with the LFD about possible cuts for the next biennium. Specifically they inquired about the amount of dues we pay to belong to NASBE. The Board received a 2% cut to its budget for the current biennium and was asked by the Governor for an additional 5% reduction. The Governor's office is instructing agencies to incorporate FY 10 cuts into their planning for the next biennium.

Board work continues to include but is not limited to: review with possible amendments to Chapter 55; work with the Interim Legislative Committee and the LFD; Common Core Standards; Race to the Top; federal grant money to develop a longitudinal data system; Learning First Alliance; Montana Association of School Nurses; implementation of the new rule for post-secondary faculty and the development of an intake document for licensure; strategic planning meeting; school safety issues; wrap-up of the Distance Learning Phase II Task Force; work with the Interim Committee on Legislative Finance; design performance measures to the satisfaction of the LFD; implementation of the BPE's five-year planning process; future of assessments in the absence of the NRT, as well as future assessments to inform instruction; future assessments associated with Common Core requirements; monitoring of the implementation of Chapter 57 work in the 2010 license cycle; Kindergarten to College Workgroup and its future viability; dual enrollment/credit work; counsellorship initiative; assessment alignment work; MSDB coordination and oversight; MSDB strategic planning; previous interim committee work

follow-up and monitoring the MQEC and their efforts; CSPAC Assessment Study Group; Pilot (Praxis II) testing efforts; NCLB implications and future reauthorization of ESEA; work of the Montana Digital Academy and its future; meetings of the Ed Forums; Special Purpose Schools Task Force; Chapter 55 review process with a focused look at alternative standards; PEPPS Review Advisory Panel; involvement with planning for NASBE's annual meeting to be held in SLC in 2010; monitoring of the writing assessment consortia project; writing implementation committee work; monitor the Indian Education for All efforts; High School Improvement Initiative; results of the Legislative interest of the high school drop-out rate in Montana and data alignment between OCHE and OPI; performance-based budgeting proposals expectations for the 2011 legislative session; Board responsibilities with the implementation of the teacher loan repayment plan found in SB 2; issues revolving around "alternative to our standards" requests; ongoing questions related to the bullying and related accreditation issues; financial education curricular concerns; school nutrition and physical education; civic education; NASBE grant follow-up on student leadership; license discipline processes-particularly related to suspensions and revocations; and the fielding of an increasing number of calls from the public regarding various and current issues before the Board.

Most of the other issues with which I have dealt have been brought to your attention by way of phone and e-mail correspondence, however I have highlighted the following:

- Continued work with legislature on fiscal responsibility processes for SB 152
- Development of K-12 and K-20 strategic planning goals and the accountable measures with the Education and Local Government
- Coordination of efforts and monitoring of the Montana Digital Academy work
- Met with the LFD and the OPI regarding protocol for fiscal reporting
- Attended first and second meeting of the Chapter 55 task force
- Attended the June 8th Ed Forum
- Attended farewell for Claudette Morton
- Participated in statewide conference on school safety
- Served on two panels regarding school bullying
- Attended NASBE Board of Directors meeting in Washington DC
- Planned NCCSBE Conference
- Met with MSDB Committee
- Monitored work of the Montana Digital Academy
- Met with Legislative staff on formulating SPG's

The work before the Board continues with a high level of importance, including; Working with two interim committees of the legislature; the Common Core concept; Race to the Top; longitudinal data systems; implementing dual enrollment/credit with emphasis on the Class 8 licensing phase; Counselor Leadership Initiative; The Healthy Schools Network (Team Asthma) and the Learning First Alliance. There is a great deal of interest from the legislature to expand our state's distance learning offerings and the work of the Montana Digital Academy will certainly lend to this effort. Other areas include assessment, strategic planning, and relation building with the OPI, the Board of

Regents, the Governor's office, the legislature, the OCHE, and the Kindergarten to College Workgroup and all of our educational partners through vigilant participation in Ed Forum which has been reinstated.

ITEM 3

STATE SUPERINTENDENT'S REPORT

NOMINATION TO THE MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION (ACTION)

State Superintendent Denise Juneau

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

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

To: Montana Board of Public Education

From: Denise Juneau
State Superintendent

Date: May 10, 2010

Subject: Nominee for the Montana Advisory Council on Indian Education (MACIE)

The Bylaws of the Montana Advisory Council on Indian Education (MACIE) state the following in Article I, Membership:

> "The membership shall be selected in consultation with Indian tribes, Indian organizations, major education organizations in which Indians participate and schools where Indian students and adults attend.

The Board of Public Education and the Superintendent of Public Instruction will jointly make appointments to MACIE."

The following representative has been nominated to MACIE by her respective organization. I concur with the recommendation to accept them as MACIE members and ask the Board of Public Education to consider and approve following nominees as members of MACIE:

Dawn Bishop-Moore nominated by the Indian Impact Schools of Montana.

Thank you.

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

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

RECEIVED
MAY 12 2010
BOARD OF PUBLIC EDUCATION

May 7, 2010

Denise Juneau
Superintendent of Public Instruction
PO Box 202501
Helena, MT 59620-2501

RE: Nomination to the Montana Advisory Council on Indian Education

Dear Superintendent Juneau:

Dawn Bishop-Moore has been nominated by the Indian Impact Schools of Montana to represent them on the Montana Advisory Council on Indian Education (MACIE).

Ms. BishopMoore is currently the board chair for the Hays-Lodge Pole K-12 Schools and vice-chair of the Indian Impact Schools of Montana. She has attended St. Labre and Bozeman High School, getting her GED through the state of Montana. She has also attended Montana State University-Bozeman and Ft. Belknap Community College.

Please accept this nomination to MACIE.

Sincerely,

Mandy Smoker Broaddus
Director of Indian Education

MSB:jmf
C: Norma Bixby

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

MACIE REPRESENTATIVE DESIGNATION

Please fill out this form and return by
April 16, 2010 to
Joan Franke
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
(406) 444-3924 (fax)
jfranke@state.mt.us

✓ The Indian Impact Schools of Montana wishes to appoint the person listed below as our representative to the Montana Advisory Council on Indian Education.

Name: Dawn Bishop-Moore
Address: P.O. Box 110
City, ZIP Hays 59527
Phone/Fax: 406 390-1950
Email: dawn_hayspm@yahoo.com

Signed by Lynda L Brannon

Date: 5/3/2010

ITEM 4

COMMISSIONER OF HIGHER EDUCATION'S REPORT

Deputy Commissioner for Two-Year Education-Dr. Mary Sheehy Moe

ITEM 5

GOVERNOR'S OFFICE REPORT

Dan Villa

ITEM 6

STUDENT REPRESENTATIVE'S REPORT

Tim Seery

EXECUTIVE SUMMARY
DATE: JULY 2010

PRESENTATION: Overview of the OPI Measurement and Accountability Division

PRESENTER: Sue Mohr
Measurement and Accountability Administrator
Office of Public Instruction

OVERVIEW: Overview of reports and information provided by the Measurement and Accountability Division.

REQUESTED DECISION(S): Informational

OUTLYING ISSUE(S): NA

RECOMMENDATION(S): NA

BPE PRESENTATION

Measurement and Accountability - Windows Internet Explorer provided by Office of Public Instruction

http://www.opi.mt.gov/Reports&Data/Measurement/Index.html

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

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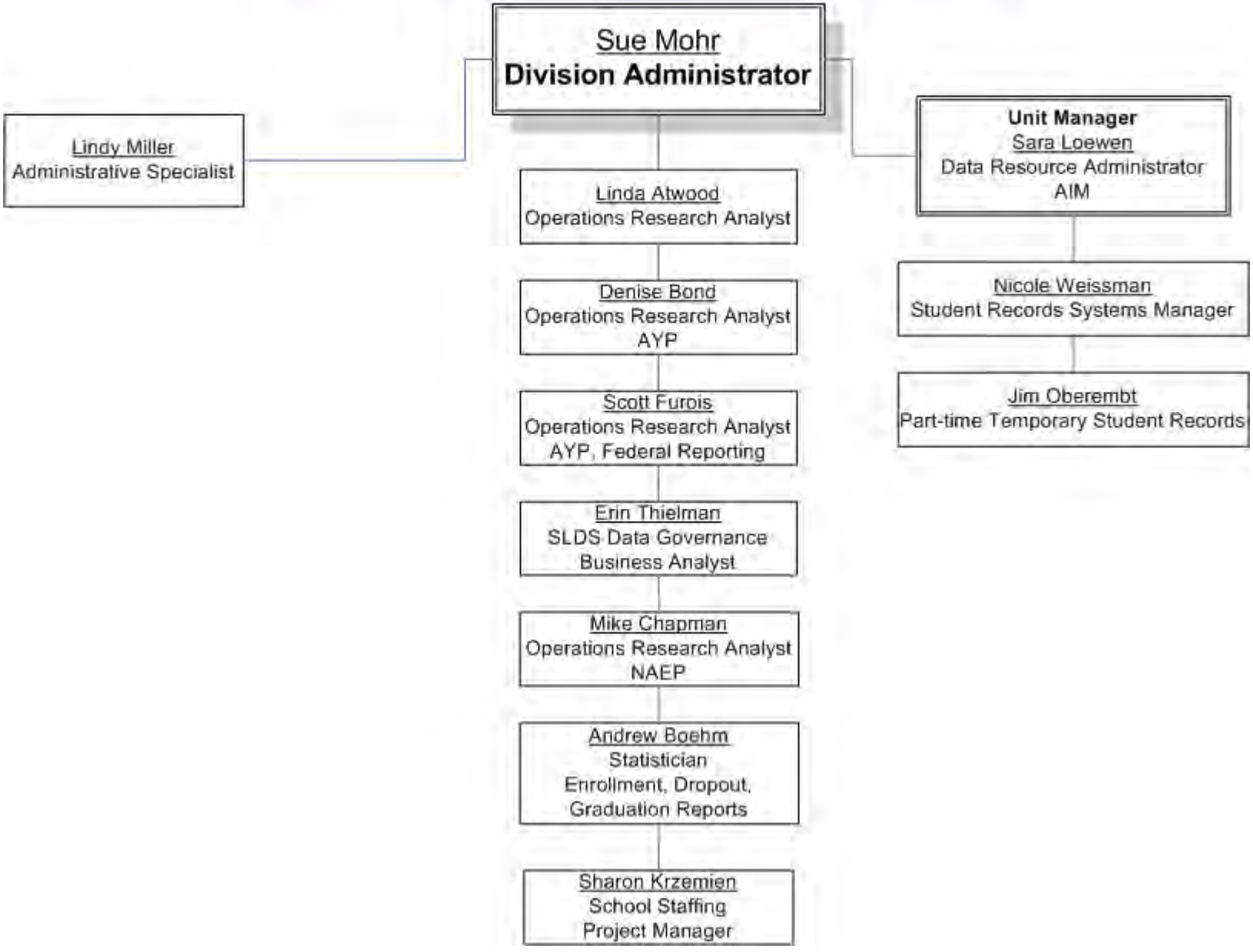
Welcome to ...

- Statewide Student Assessment
- Dropout and Graduate Reports
- Enrollment
- Facts About Montana Education
- Free & Reduced Price Participation Data
- Full-Time Equivalent (FTE) Staff Data

Reports & Data: Measurement and Accountability

The Measurement and Accountability division is responsible for the coordination of non-fiscal data collections to assure coordinated application of policy, appropriate interpretation of reporting requirements, comparability of data, and communication of data analysis to school districts, OPI management and staff, the legislature and the public.

Measurement and Accountability



Achievement in Montana (AIM)

Statewide Student Information System

The Office of Public Instruction (OPI) contracts with education software vendor, Infinite Campus, to provide the State Edition of AIM. This system streamlines the reporting of student-related data from school districts to OPI, including enrollment, demographic data, eligibility for state and federal education programs, registration for the statewide assessments, and special education planning and reporting.

• Components within the AIM system include:

- **AIM will track a wide variety of student information including:**
- enrollment and demographic information for all students attending Montana public schools;
- scores on statewide assessments;
- information for determining a school's "Adequate Yearly Progress Report" required by the No Child Left Behind Act;
- student dropout information;
- information needed for serving students with disabilities; and
- participation of students in federal and state grant programs.
- **The Special Education Records portion of this system will be fully integrated with AIM and will:**
- **manage student and staff information;**
- support teachers in completing special education paperwork demands;
- document decisions made during the Child Study Team (CST) meetings;
- develop and maintain individualized education plans (IEP) as well as additional documentation for students receiving special education and/or related services;
- improve compliance with state and federal regulations; and
- reduce time and effort of teachers when completing required reports for special education.
- **The AIM system will also provide tools to enable:**
- interactive querying and reporting of the data in an integrated fashion;
- data driven decision making by state-level education staff and policy makers to meet increasing state and federal reporting requirements; and
- stakeholders at all levels of education to make informed educational decisions based on accurate and timely information

http://www.opi.mt.gov/Reports&Data/Measurement/Index.html

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Measurement and Accountability

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- Welcome to ...
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- **Enrollment**
- Facts About Montana Education
- Free & Reduced Price Participation Data
- Full-Time Equivalent (FTE) Staff Data
- Other Data Links

RELATED LINKS

Private/Nonpublic Schools

Montana Home School Information

Opportunity to Participate in

ENROLLMENT DATA

Reports | Download Enrollment Files | Enrollment History

Reports

Montana Public School Enrollment Booklets

Enrollment Booklet - Fall 2008-09
Enrollment Booklet - Fall 2007-08
Enrollment Booklet - Fall 2006-07
Enrollment Booklet - Fall 2005-06
Enrollment Booklet - Fall 2004-05
Enrollment Booklet - Fall 2003-04
Enrollment Booklet - Fall 2002-03
Enrollment Booklet - Fall 2001-02
Enrollment Booklet - Fall 2000-01
Enrollment Booklet- Fall 1999-00

Fall Enrollment by Racial/Ethnic Origin (REO)

Enrollment by REO-Fall 2005-06
Enrollment by REO-Fall 2004-05
Enrollment by REO-Fall 2003-04
Enrollment by REO-Fall 2002-03
Enrollment by REO-Fall 2001-02
Enrollment by REO-Fall 2000-01

Nonpublic School Enrollment by County

Nonpublic School Enrollment by County 2005-06 through 2008-09

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Measurement and Accountability - Windows Internet Explorer provided by Office of Public Instruction

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Measurement and Accountability

- Welcome to ...
- Statewide Student Assessment
- Dropout and Graduate Reports
- Enrollment
- **Facts About Montana Education**
- Free & Reduced Price Participation Data
- Full-Time Equivalent (FTE) Staff Data
- Other Data Links

RELATED LINKS

Private/Nonpublic Schools

Montana Home School Information

Opportunity to Participate in

Facts About Montana Education

- Facts About Montana Education – September 2009
- Facts About Montana Education – February 2009
- Facts About Montana Education – 2008
- Facts About Montana Education – 2007
- Facts About Montana Education – 2006
- Facts About Montana Education – 2005
- Facts About Montana Education – 2004
- Facts About Montana Education – 2003
- Facts About Montana Education – 2002

EdFacts09_10[1].pdf - Adobe Acrobat Pro

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School Size and Enrollment 2008-2009

School Size	# of Schools	Percent of Schools	Enrollment	Percent of Enrollment
>500	50	6%	43,977	31%
250 to 499	160	19%	55,409	39%
100 to 249	161	19%	26,268	18%
50 to 99	122	15%	8,822	6%
<50	136	41%	7,606	5%
	829	100%	142,082	100%

Poverty Indicators

Poverty Indicators	MT	National	Rank
Age 5-17 in Families in Poverty*	16.70%	16.40%	29th
Percent Eligible for Free/Reduced Lunch**	35.10%	N/A	21st

*US Census Bureau 2007
** Common Core of Data, 2006-07 School Year

Public School Districts

	2008-09
K-12 districts	52
Combined elementary (joint board)	105
Combined high school (joint board)	105
Single districts (154 el, 4 hs)	158
State - Funded districts	2
Nonoperating and unused districts	7
Total School Districts	429

School Data

	2008-09
Elementary Schools	444
Middle, 7th8, Junior High Schools	214
High School	171
Total Schools	829

Nonpublic School Enrollment

(Self-Reported)

	2006-07	2007-08	2008-09	% of Total Enrollment
Private	8,490	8,707	7,816	5.2%
Home school	4,093	4,106	3,973	2.6%
Total	12,583	12,813	11,789	7.8%

About the Big Sky State

- Population: 902,195 (2000 Census); 967,440 (2008 Estimate)
- Size: 147,046 square miles (fourth largest state)
- Population density: 6.2 per square mile (2000 Census)
- State racial makeup: White 90.6%, American Indian 6.2%, Hispanic 2.0 %, Asian 0.6%, Black 0.3%, other 0.6% (2000 Census)
- Seven Indian Reservations and 12 Tribal Nations including one landless tribe, the Little Shell Chippewa
- School racial makeup: White 83.3%, American Indian 11.8%, Hispanic 2.6%, Asian 0.9%, Black 1.0%, Pacific Islander 0.3%
- 570 miles long, 115 miles wide
- Elevation range: 1,820 to 12,799 feet above sea level
- Borders three Canadian provinces and four states
- Headwaters for two major rivers – Missouri and Columbia
- Primary industries: agriculture, services, government (including education) and retail trade

For more information about Montana, contact:

- www.discoveringmontana.com
  Travel Montana (406) 841-2870
- http://ceic.commerce.mt.gov The Census & Economic Information Center (406) 841-2740

For more school data

- www.opi.mt.gov/measurement
- www.opi.mt.gov/reportcard

It is an honor and a privilege to be Montana's Superintendent of Public Instruction and to serve as an advocate for our state's education system. The Office of Public Instruction is here to assist Montana's schools and the education community to guarantee that all Montana's students receive a quality education. I know there is an more important aspect of a quality education than a good teacher in the classroom. A good education brings better jobs, more opportunities, and builds stronger communities. An informed public makes informed decisions and good data supports good decisions. That is why I am pleased to share with you facts about Montana education. Learn more about K-12 education in Montana at our Web site – www.opi.mt.gov.

Denise Juneau, State Superintendent

Facts About Montana Education

September 2009

opi.mt.gov

Montana Office of Public Instruction
Denise Juneau, Superintendent

Montana Public School Enrollment

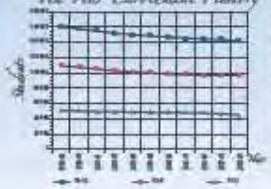
	2007-08	2008-09	% Change 2008 to 2009
Elementary			
Prekindergarten	805	778	
Kindergarten	10,681	10,900	
Grades 1-6	63,209	63,532	
Grades 7-8	22,086	21,780	
Ungraded	19	NA	
Total Elementary	96,810	96,990	0.2%
High School			
Grades 9-12	46,416	44,979	
Ungraded	56	NA	
Total High School	46,472	44,979	-3.2%
State-Funded Schools*			
Elementary (PreK-8)	22	22	
High School (9-12)	101	91	
Total State-Funded Schools	123	113	-8.1%
Total Public School Enrollment	143,405	142,082	-0.9%

*The state-funded schools are Pine Hills School, Riverside School and the Montana School for the Deaf and Blind.

Montana Public School Enrollment

Montana enrollment peaked in the 1995-1996 school year. Since then, enrollment has decreased by more than 20,000 students. The enrollment decrease is due to the decrease in Montana live births. After declining for seven years, kindergarten enrollment began increasing again in 2003-2004 and has increased by 1,001 students from 2002-2003 to 2008-2009.

Ten Year Enrollment History



For the first time, since the 1993-1994 school year, elementary grades (PK-8) are showing an increase in enrollment (0.2%). High school enrollment is continuing to show a steady decline (-3.2%).

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- **Private/Nonpublic Schools**
  Information regarding Montana Home Schools and data collected from County Superintendents regarding home school participation
- **School District Boundary Maps**
  Instructions for Reviewing School Districts in American FactFinder
- Census Bureau's American FactFinder Web Site**:** Review your current school district boundaries

Reports and Data - Windows Internet Explorer provided by Office of Public Instruction

http://www.opi.mt.gov/Reports&Data/index.html?gpm=1_9

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- Welcome to ...
- 5 Year Comprehensive Education Plan/ Effectiveness Reports
- Adequate Yearly Progress
- AIM
- Annual Data Collection
- Indian Education Data, Research & Reports
- Measurement & Acccountability

Montana's No Child Left Behind Report Card (NCLB)

Welcome to Montana's "No Child Left Behind Report Card". The "Report Card" is required by the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001. The information is helpful in determining how Montana schools and districts are meeting the requirements of this federal legislation. It should not be considered a comprehensive report on the quality of education provided by any Montana school or district.

The Montana Office of Public Instruction strongly recommends interested parents or citizens take the time to visit with their local trustees and educators to gain a more complete understanding of the schools within their community.

The Report Card webpage provides you with information on education indicators required by the

RELATED LINKS

- Adequate Yearly Progress Report
- Highly Qualified Teachers
- National Assessement of Educational Progress (NAEP)
- Participation Rates of Students with Disabilities and Limited English Proficiency

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- Welcome to ...
- 5 Year Comprehensive Education Plan/ Effectiveness Reports
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- AIM
- Annual Data Collection
- Indian Education Data, Research & Reports
- Measurement & Acccountability
- National Assessment of Educational Progress (NAEP)
- NCLB Report Card
- School Discipline Data Collection

Adequate Yearly Progress

The following report the status of all Montana schools and districts in meeting the federal requirements of the No Child Left Behind Act:

2009 Summary of Schools and Districts AYP Statistics: This file provides a summary of All Montana Schools and Districts

All Montana Public Schools: This file provides a list of the status of all Montana schools meeting the "adequate yearly progress" (AYP) requirements of the federal "No Child Left Behind" Act

All Montana Public School Districts: This file provides a list of the status of all Montana school districts in meeting the "adequate yearly progress" (AYP) requirements of the federal "No Child Left Behind" Act

- Press Release
- Understanding the Numbers
- Adequate Yearly Progress Manual
- Small Schools Accountability Process
- Intervention Summary for Title I
- Intervention Summary for Non-Title I Schools

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http://www.opi.mt.gov/Reports&Data/Index.html?gpm=1_3#gpm1_8

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- 5 Year Comprehensive Education Plan/ Effectiveness Reports
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- **National Assessment of Educational Progress (NAEP)**
- NCLB Report Card
- School Discipline Data Collection
- Special Education Data & Reports
- Youth Risk Behavior Survey

The National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a congressionally mandated project overseen by the National Center for Education Statistics (NCES) to continuously monitor knowledge, skill, and performance of the nation's children and youth. As the "Nation's Report Card," NAEP measures and reports on a regular basis what America's students know and can do in core subjects like reading, mathematics, writing, and science. For more information, visit http://nationsreportcard.gov

Under the No Child Left Behind Act of 2001, states receiving Title I funds must participate in the NAEP Assessment in grades 4 & 8 in reading and mathematics.

CLICK HERE FOR NAEP RESULTS

An Overview of NAEP

NAEP Facts for Principals

NAEP Facts for Districts

NAEP INFORMATION

NAEP 2011 in Montana | Document Downloads | Montana NAEP Results

NAEP 2011 in Montana

Who will participate in the NAEP 2011 Assessment?

Between January 24 and February 28, 2011, the NAEP 2011 assessment will be given in reading and math in grades 4 and 8, and science in grade 8. Students will spend about 90 minutes completing the assessment in one subject and student background questionnaires.

What are the end results of NAEP testing?

- NAEP produces a valid profile of student achievement in numerous sub-groupings for individual states and the nation as a whole.
- NAEP results are also used in conjunction with international testing to provide an estimate of relative

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Standards for Data Management

- Data Security and Confidentiality Policy and procedure
- Data request process
- Overall Data Governance policy and process development in concert with the Statewide Longitudinal Data System (data warehouse)

Questions?

- More information can be obtained at:
- http://www.opi.mt.gov/Reports&Data/Measurement/Index.html

Sue Mohr, Administrator

Measurement and Accountability Division

MT Office of Public Instruction

PO Box 202501

1300 11th Avenue

Helena, MT 59620-2501

Ph: 406 444 0793

EXECUTIVE SUMMARY
DATE: JULY 2010

PRESENTATION: Dropout and Graduate Report

PRESENTER: Andy Boehm
Research Specialist
Office of Public Instruction

OVERVIEW: The Montana School Accreditation Standards (Administrative Rules of Montana 10.55.603) require schools to do follow-up studies of graduates and students no longer in attendance. The overview of this report provides information on students who graduated or dropped out of Montana public, state-funded and nonpublic, accredited schools, during the 2008-09 school year. This year's report shows a slight decrease in the dropout rate. There is also a decline in the graduation and completion rates.

REQUESTED DECISION(S): None, Informational

OUTLYING ISSUE(S): NA

RECOMMENDATION(S): NA

Montana Statewide Dropout and Graduate Report

Montana Board of Public Education–

July 15th-16th 2010

Data In Flux – Year Two

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

Data Verified

- Each district was sent a list of its dropouts and graduates. Authorized representative verified final names and counts.

Dropouts

According to the new data collection system:

- Dropouts (grades 7-12) decreased from 2,540 to 2,423 in the last year.
- Dropouts (grades 9-12) decreased from 2,475 to 2,353 in the last year.

Dropout Rates

- The high school dropout rate decreased from 5.2% to 5.1% in the last year.

- Leveling off in the number of dropouts in the second year of improved accountability in the student information system (AIM).

Peak Dropout Grade

- In 2008-09, peak dropout rates were observed in the 12th grade. The dropout rate for 12th graders increased over the last year to 6.5% from 6.4%.

- For American Indian Students peak dropout rates were observed in the 10th grade.

Gender

- Males drop out of school at a higher rate than females.
  - Males make up 51% of the total school enrollment in grades 7-12 and make up 57% of the dropouts.
  - Females 49% of enrollment and 43% of dropouts.

American Indians

- American Indian students make up 10.5% of the total school enrollment in grades 7-12.

- American Indian students make up 26.7% of the total dropouts in grades 7-12.

Size Category

- In 2008-09 the highest dropout rates were observed for high schools with an enrollment between 851 and 1,250.
- High Schools with enrollments between 851 and 1,250 had the highest 5 year average rate.
- American Indian Students had the highest 5 year average dropout rate at high schools with enrollments of greater than 1,250 students.

Graduation Rates

- Completion Rate
  - Based on the number of graduates receiving a high school diploma regardless of number of years.

- AYP (Annual Yearly Progress) Graduation Rate
  - Based on the number of graduates receiving a high school diploma within 4 years.

Graduates

- There were 10,284 high school completers in 2008-09.
- The Completion Rate is calculated using four years of dropout data.
  - 2008-09 is the second year using improved data from AIM.
- The High School Completion Rate decreased from 84.2% to 81.9% in the last year.
- The Completion Rate for White students decreased from 86.7% to 84.6% in the last year.

American Indian Graduates

- The Completion Rate for American Indian students decreased from 66.7% to 64.4% in the last year.
- The percentage of American Indian completers , as a percentage of total completers, went from 8.8% to 9.0% in the last year.
- American Indian students are making up a higher percentage of the total completers.

AYP Graduation Rate

- The AYP Graduation Rate decreased from 82.6% to 80.7% in the last year.
- The AYP graduation rate for White students went from 85.5% to 83.6% in the last year.
- To make AYP a public high school must have a graduation rate of 80% or show improvement towards this goal.

American Indian Graduates

- The AYP Graduation Rate for American Indian students went from 62.5% to 60.8% in the last year.
- Since the overall AYP graduation rate is required to be 80%, the American Indian rate is twenty percentage points from making AYP. A school with a sizeable American Indian population would have an extremely difficult time making this requirement.

Conclusions

- Fewer Students are graduating from high school.
- Student level data from schools and increased quality control measures by OPI, results in more accurate data.
- Much of this year's data is in flux from last years baseline although there is improvement in the overall dropout numbers which decreased slightly from the year before. Data collected for subsequent years will determine needed trends.

Conclusions

- Completion rates need to be monitored since there are only two years of student ID matched dropouts.
- Increases in reported dropouts are expected as the data set is populated for the 4 year period needed for completion/AYP graduation rates.

Questions?

EXECUTIVE SUMMARY
DATE: JULY 2010

PRESENTATION: General Education Development (GED) Annual Report

PRESENTER: Margaret Bowles, GED Administrator
Career, Technical and Adult Education Division
Office of Public Instruction

OVERVIEW: The 2009 Montana GED Statistical and Demographic Reports and the proposed GED Initiative will be presented.

The 2009 Montana GED Statistical and Demographic Reports will be used to give an overview of the GED testing program in Montana and to identify current trends occuring in the state. The yearly status report of GED will also include information on the proposed Youth Council GED Initiative. A history of the initiative, the current status, and the proposed next steps will be covered.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S):

RECOMMENDATION(S): None

EXECUTIVE SUMMARY
DATE: JULY 2010

PRESENTATION: Special Education Report 2010

PRESENTER: Tim Harris
Director, Special Education Division
Office of Public Instruction

OVERVIEW: The report covers a discussion of the number of students with disabilities served through public education in Montana, the types of disabilities served, and the number of students per category. The report also compares the funding sources, trends of participation of the funding sources over a number of years, and concludes with a description of the 20 performance indicators the Office of Special Education Programs in the U.S. Department of Education requires the states to address each year. These data are compiled by our five Comprehensive System of Personnel Development regions.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

SPECIAL EDUCATION REPORT TO THE BOARD OF PUBLIC EDUCATION

July 2010

Denise Juneau
Superintendent
Office of Public Instruction
OPISupt@mt.gov

PO Box 202501, Helena, MT 59620-2501

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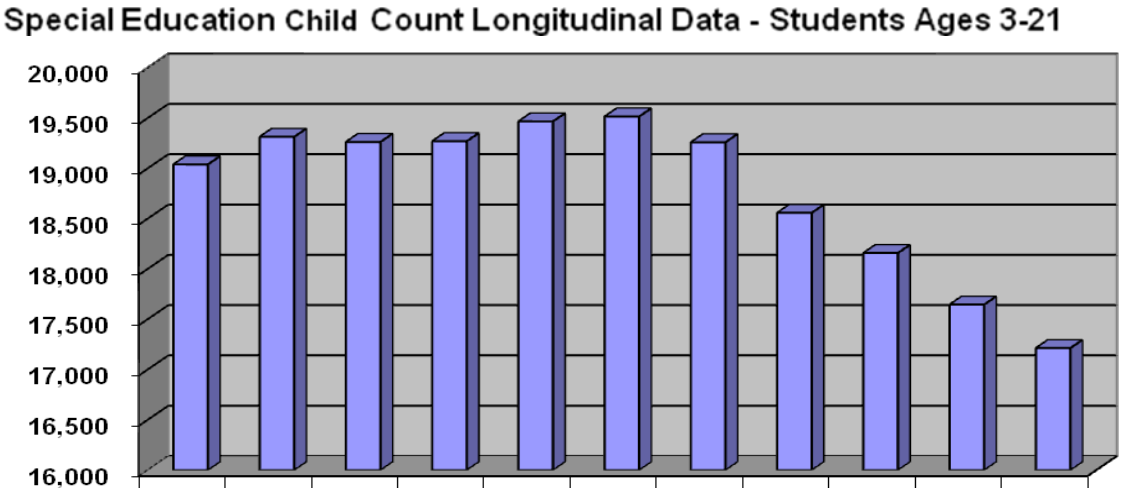
Part 1- Students Served

Special Education Child Count and Student Enrollment

Public schools must make available special education and related services to all IDEA-eligible (Individuals with Disabilities Education Act) students with disabilities beginning at age three and through age 18. Services to students, ages 19, 20, and 21, are permissive. That means the decision to serve 19, 20 and 21-year-old students is determined by the policies of the school district board of trustees [20-5-101(3), Montana Code Annotated (MCA), and Administrative Rules of Montana (ARM) 10.16.3122].

Students with disabilities receive a wide range of services, including specially designed instruction, transition services, assistive technology, and related services such as speech-language therapy, occupational therapy, and physical therapy. Both the type and the extent of services a student receives are individually determined based on the educational needs of the student.



	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-2008	2008-2009	2009-2010
Child Count	19,039	19,313	19,262	19,269	19,466	19,515	19,259	18,557	18,158	17,645	17,213

This is a count of students with disabilities who have a valid Individualized Education Program (IEP) in accordance with IDEA and are receiving services indicated on the IEP on the first Monday in October. The count includes students who are enrolled in public schools, publicly funded schools, residential treatment facilities that contract with the OPI to provide services to their students who are Montana residents, and students who are in private or home schools and are receiving services from a public school in accordance with a Services Plan.

Source: Child Count Data Files (OpihInntprd3/Share/SEDATA/BPE Report/July 2010 and Share/SEDATA/Data Manager/Data ManagerInformation/Child Count

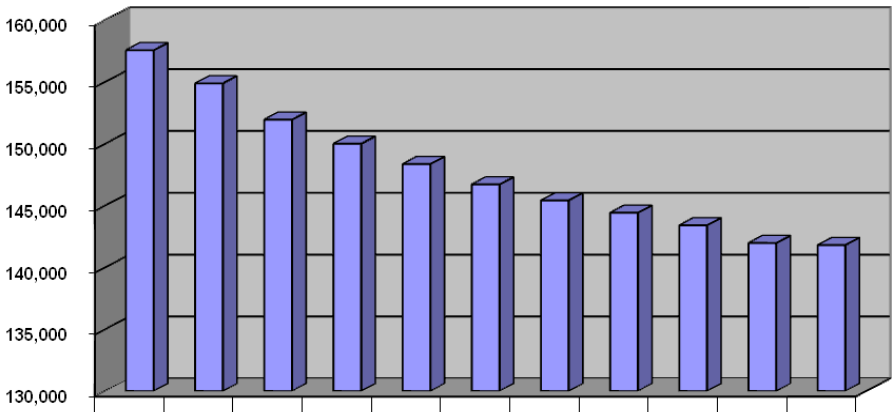
Analysis of the October 5, 2009, Child Count data (term used for the collection of student special education data) shows there was a decrease of 432 students from the previous year with the most significant decreases occurring in the speech-language impairment and learning disabilities categories. Analysis of the data also showed a significant decrease in the count of students reported in the disability category of emotional disturbance. Factors affecting the decrease include implementation of positive behavioral supports in general education and the positive effects of the implementation of over 100 Comprehensive School and Community Treatment Services (CSCT) programs in schools across the state. Students are not required to be eligible for special education services to receive CSCT services.

The disability category showing the most significant increase (7.27%) is Autism. This is reflective of what is occurring nationwide. Factors affecting this are the increase in numbers of students previously identified as having Autism and moving into Montana, as well as an increase in knowledge of how to more effectively identify children who meet the criteria for Autism.

Montana's Child Count (term used for the collection of student special education data) grew steadily from 1996 through 2001. From 2001 to present, the count has leveled off.

In contrast, Montana's public school enrollment has shown a steady decline since 1996. Because of declining enrollment at the same time special education Child Count has either grown, or in recent years remained steady, the proportion of students served by special education has increased.

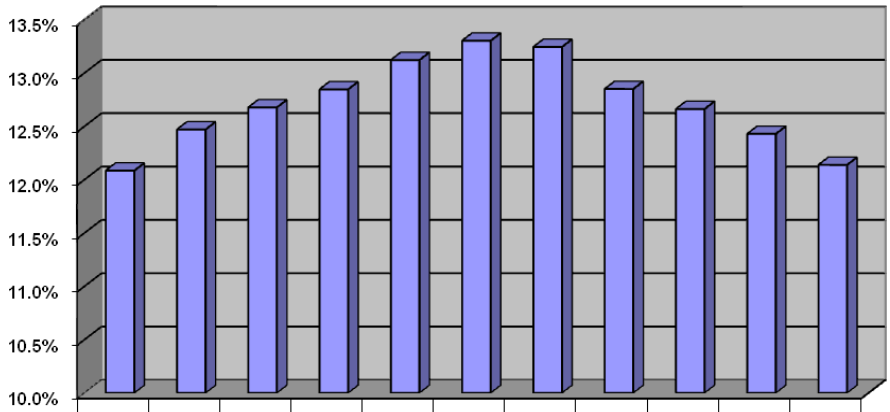
Student Enrollment Longitudinal Data Grades Pre-Kindergarten through 12



	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-2007	2007-2008	2008-2009	2009-2010
Student Enrollment	157,556	154,875	151,947	149,995	148,356	146,705	145,416	144,418	143,405	141,969	141,807

Source: Montana Public School Enrollment Data, (Published yearly by the OPI)

Proportion of All Students Enrolled in Public Schools Who are Special Education

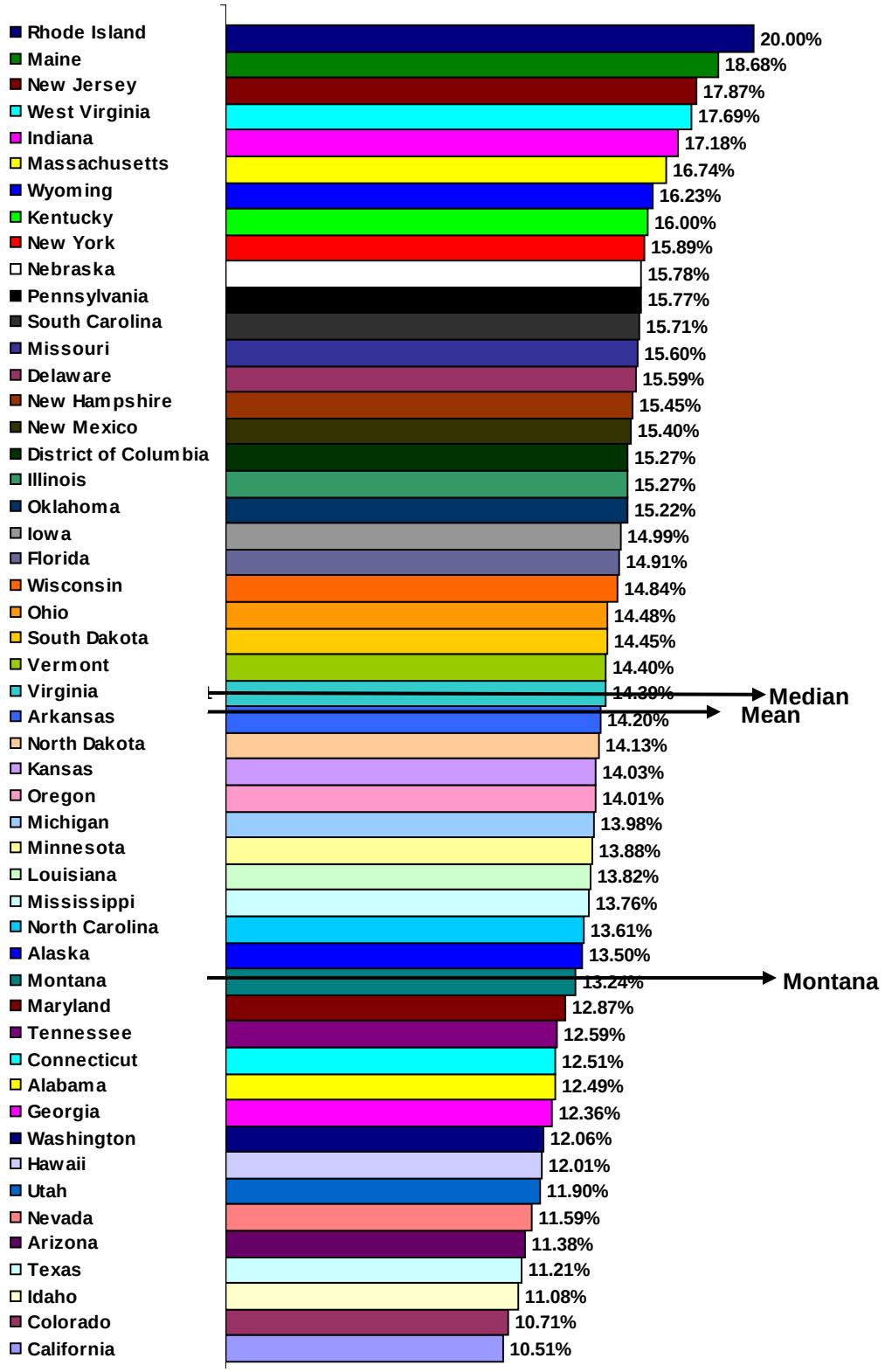


	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-2008	2008-2009	2009-2010
% of Sp Ed Students	12.1%	12.5%	12.7%	12.8%	13.1%	13.3%	13.2%	12.8%	12.7%	12.4%	12.1%

NOTE: Percentage is calculated by dividing the special education student count for the year by the total student enrollment for the same year.

Montana ranks below the mean in the percentage of students served under IDEA according to the Office of Special Education Programs, U.S. Department of Education.

National Enrollment Prevalence of Children Served Under IDEA, Part B, During the 2005-2006 School Year.



Median is the middle point of the chart (14.39%).

Mean is the average enrollment prevalence rate (14.34%).

Source: Ideadata.org Part B Data & Notes/Trend Data Files/Table B1, Number and Percent of Population Served (Ages 3-21), by State 1998 through 2007.

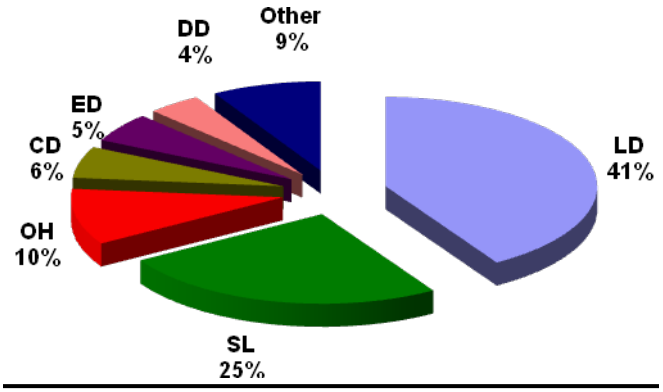
Student Identification by Disability

The categories of Learning Disability and Speech-Language Impairment represent two-thirds of all students receiving special education services (LD=41%; SL=25%). The number of students identified under the category of Learning Disability decreased by 373. This decrease is the result of several large districts in Montana implementing general education interventions, including scientifically based instructional programs that reduced the number of students referred for special education.

A U.S. Department of Education, Office of Special Education Programs, policy letter issued in the early 1990s, and subsequent federal regulations finalized in March of 1999, listing attention deficit disorder/attention deficit hyperactivity disorder in the definition for Other Health Impairment (OH) have resulted in a dramatic increase in this disability category shortly after the change, but has leveled off in recent years. The number of students in Montana identified as OH grew from 177 students reported in FY '90 to 1,748 students reported in FY '10.

The number of students identified as having Autism (AU) has also increased substantially over the last 10 years. While Autism is considered a low-incidence disability category, the cost to address the needs of a child with Autism is high. In the first year that students were reported under Autism in Montana (FY '92) only two students were reported. Subsequent years have seen steady increase with the most recent count (FY '09) at 531 students reported.

Disabilities by Percentage of Total Number of Students with Disabilities – 2009-2010 School Year



DISABILITY ABBREVIATIONS and Student Count for the 2009-10 School Year

LD		Learning Disability – 7,094
SL		Speech-Language Impairment - 4,330
OH		Other Health Impairment - 1,748
CD		Cognitive Delay - 982
ED		Emotional Disturbance - 918
DD		Developmental Delay - 708
Other		Total – 1,439
	MD	Multiple Disabilities - 553
	AU	Autism - 531
	HI	Hearing Impairment - 138
	OI	Orthopedic Impairment - 67
	VI	Visual Impairment - 58
	TB	Traumatic Brain Injury - 58
	DE	Deafness - 27
	DB	Deaf-Blindness - 7

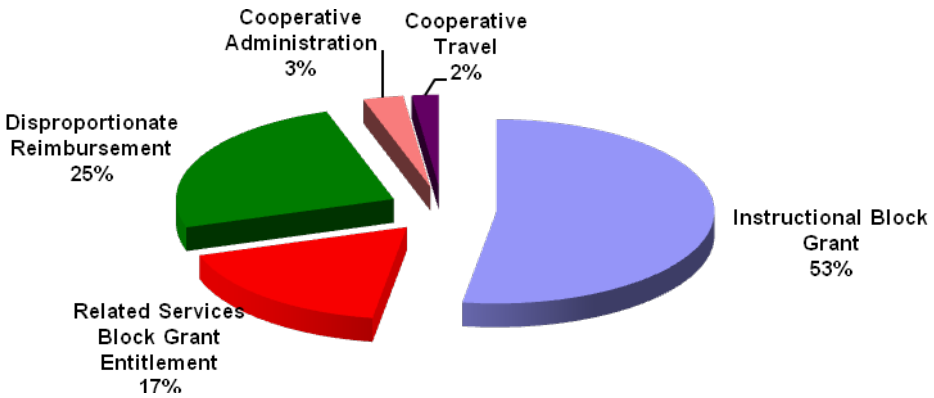
Source: Special Education Child Count conducted on October 5, 2009 OpihInntprd3\Access\Division\SpecialEducation\SQLCC\tblcc Child Count 2010.

An interesting effect of better identification of students with Autism shows that the total number of students identified with cognitive delay and those with Autism has remained fairly constant over the past several years with a small increase each year. The national concern that the incidence of Autism is increasing may be explained in Montana in part to better diagnostic tools available to educational professionals for an accurate identification of Autism.

Part 2 - Funding

State Special Education Appropriation for 2009-2010 School Year

Montana's special education funding structure distributes state appropriations in accordance with 20-9-321, MCA, based on a combination of school enrollment (not special education child count) and expenditures. Seventy percent of the appropriation is distributed through block grants (instructional block grants and related services block grants), which are based on enrollment. Twenty-five percent is distributed through reimbursement for disproportionate costs, which is based on expenditures. The remaining 5 percent is distributed to special education cooperatives to cover costs related to travel and administration. The following represents the breakouts for FY '10.



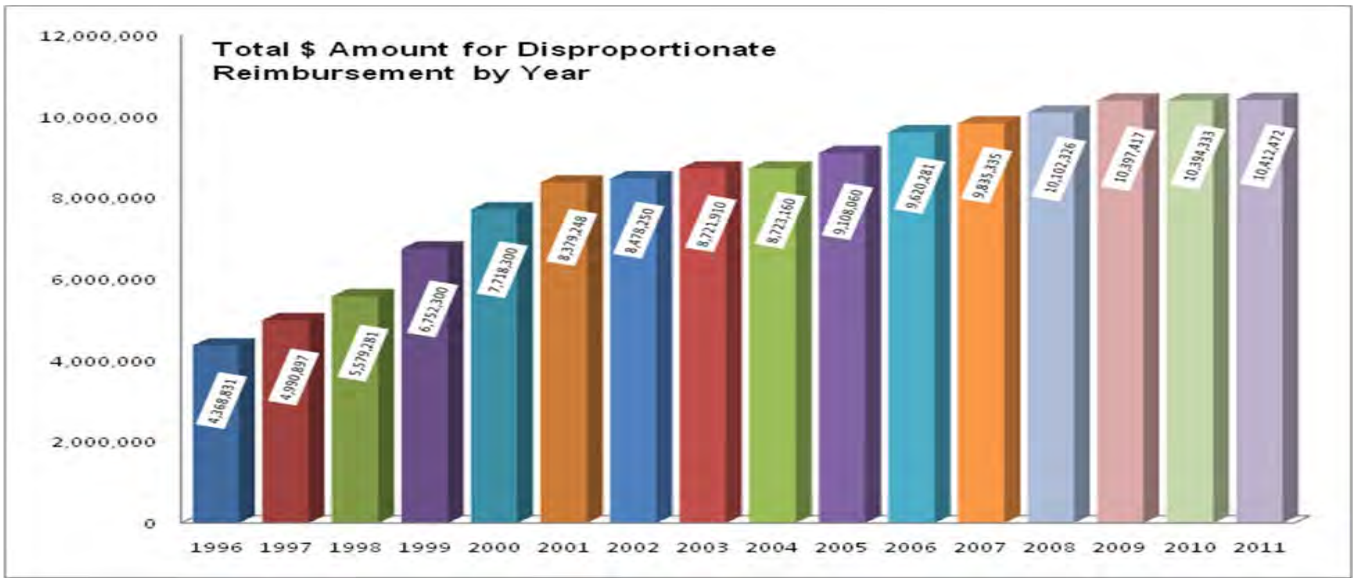
State Entitlement for 2009-2010 School Year

Instructional Block Grant	$21,849,796
Related Services Block Grant	$7,282,779
Disproportionate Reimbursement	$10,394,333
Cooperative Administration	$831,547
Cooperative Travel	$1,247,320
TOTAL	$41,605,775

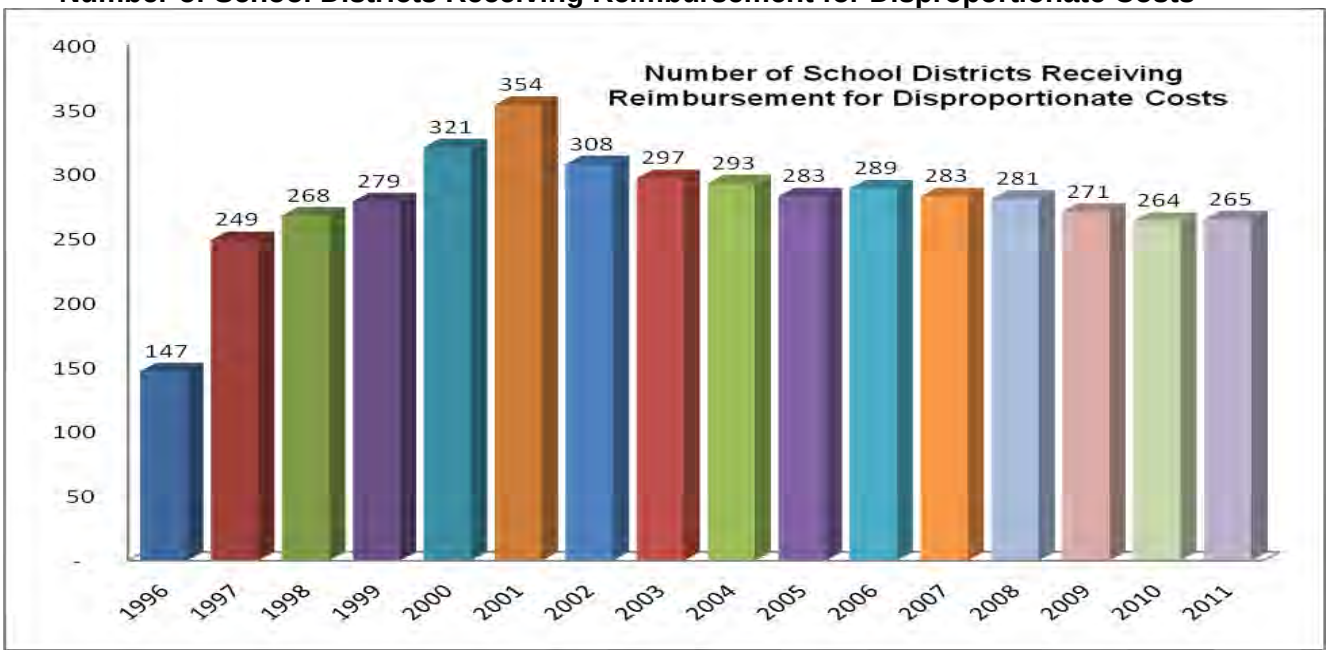
NOTE: The total payment to schools is less than the total appropriation. A small amount of the appropriation is withheld to compensate for adjustments to ANB. Source: MAEFAIRS Qry Table SpecialEducation Dispro Cost and COOP SPED tables, created 06/2010

Growth in Reimbursement of Disproportionate Costs

The proportion of the total state appropriation distributed in the form of reimbursement for disproportionate costs grew both in total dollars and in the number of districts receiving reimbursement for disproportionate costs through FY '01. The funding for disproportionate reimbursement was revised in FY '02 to fix the proportion of funds distributed under reimbursement for disproportionate costs and shift funding back to instructional and related services block grants. Today, any increase in funds distributed for purposes of reimbursement of disproportionate costs is due to an increase in overall appropriations for special education.



Number of School Districts Receiving Reimbursement for Disproportionate Costs

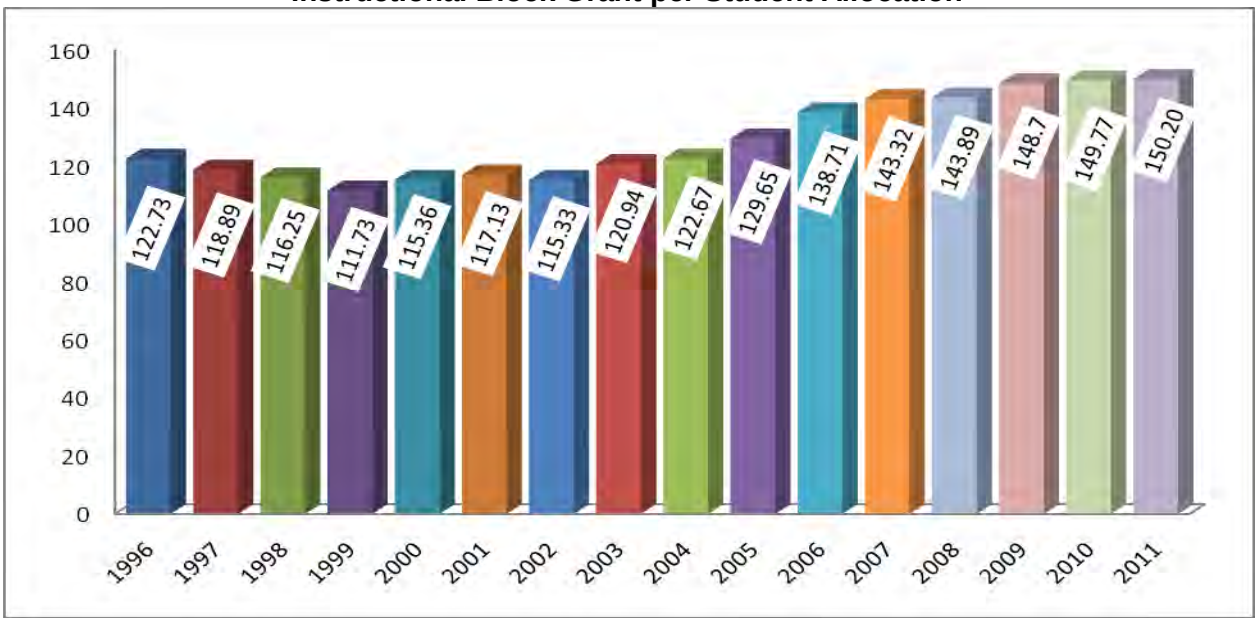


Source: MAEFAIRS Qry Table SpecialEducation Dispro Cost, created 06/2010

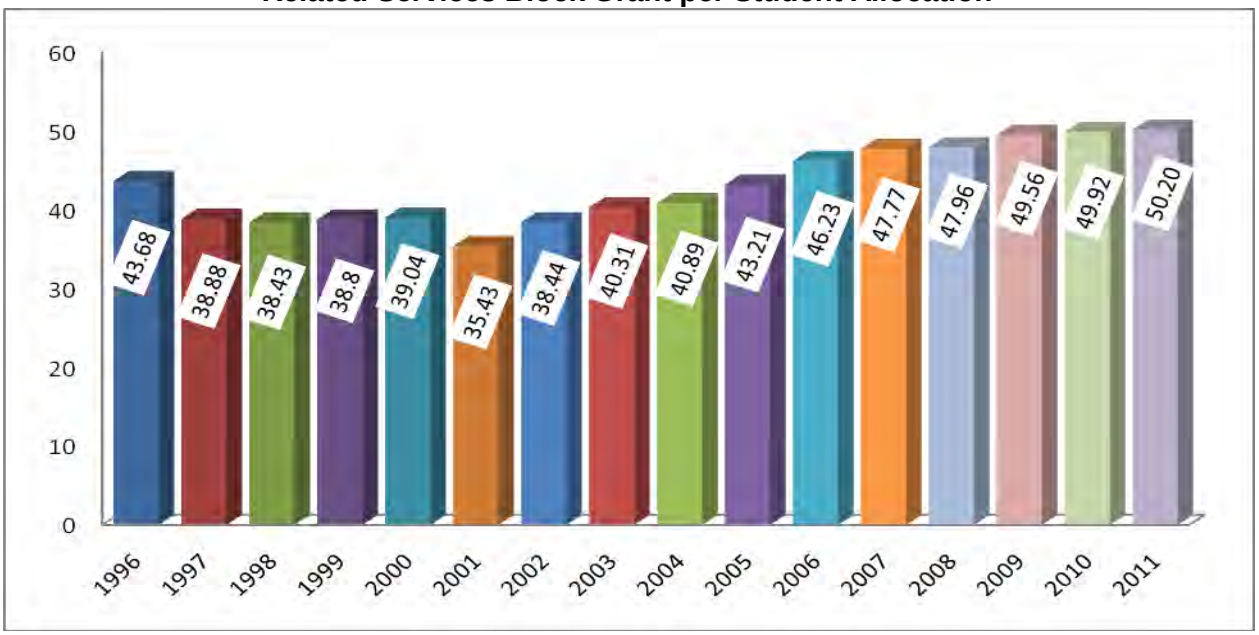
Instructional Block Grants and Related Services Block Grants

With the 25 percent limit on the proportion of funds distributed in the form of reimbursement for disproportionate costs, the block grant rates (per student expenditure) are no longer declining and are instead increasing along with increases in state appropriations. This will benefit both schools and special education cooperatives. State special education cooperatives are significantly affected since they are not eligible for reimbursement for disproportionate costs and the related services block grant is the primary source of funding. This shift is supporting the structure of the funding model's emphasis on block grant distribution of funds.

Instructional Block Grant per Student Allocation



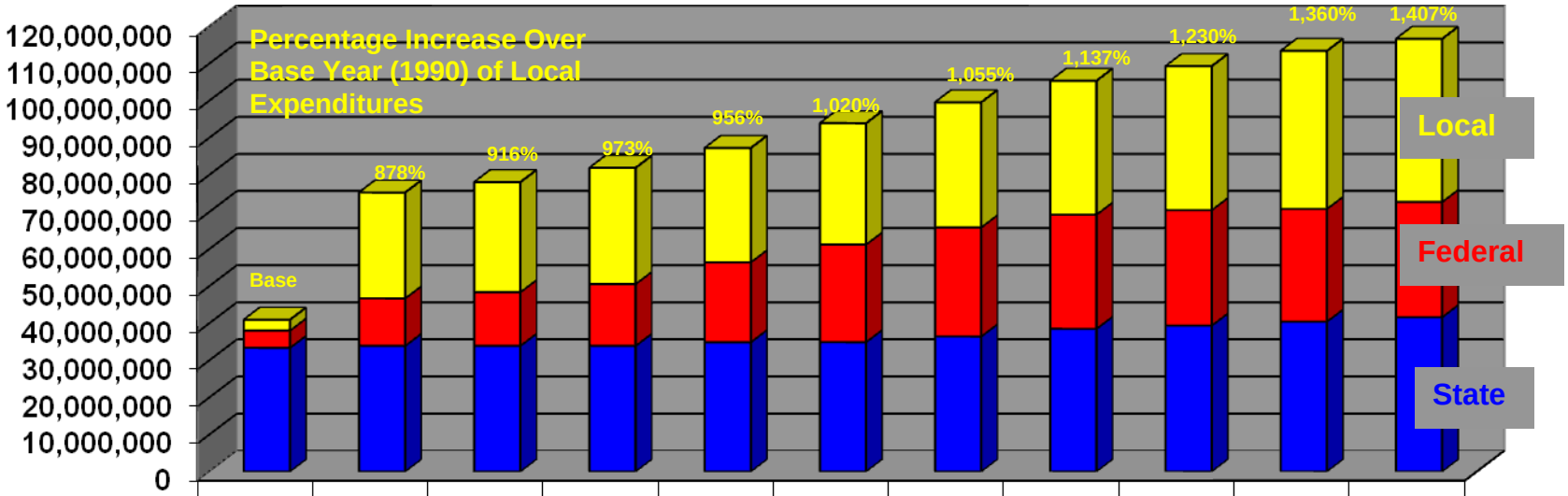
Related Services Block Grant per Student Allocation



Source: Source: GF Budget Spreadsheet, 06/2010

Expenditures of State, Federal, and Local Funds Comparison by Year

Comparison by School Years 1990 - 2008



	1989-90	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Totals	40,939,452	75,222,537	78,021,409	81,871,671	87,223,792	93,896,241	99,541,909	105,348,747	109,267,872	113,389,360	116,639,934
Local $$	2,916,889	28,523,786	29,649,483	31,306,722	30,800,967	32,679,138	33,699,876	36,070,111	38,782,049	42,577,214	43,950,511
Federal $$	4,660,917	12,798,901	14,459,002	16,654,650	21,539,091	26,317,079	29,403,927	30,782,809	31,131,110	30,389,370	31,049,620
State $$	33,361,646	33,899,850	33,912,924	33,910,299	34,883,734	34,900,024	36,438,106	38,495,827	39,354,713	40,422,776	41,639,802

NOTE: This table may differ from previously released versions. Amounts are changed to reflect adjustments to trustees' financial summaries submitted by school districts.

Source: State - Special education payment amount provided by OPI accounting, which does not include reversion; Federal - Expenditures provided by OPI accounting (SABHRS year-end report); Local - Expenditures from board of trustees' financial summaries for special education allowable costs are reduced by the state payment amount to come up with the local amount.

Federal

The growth in expenditures for special education has become an issue of national significance. On a national level, attention has been focused on the proportion of federal support for special education. The most recent information (November 2005) we have on the federal share of special education costs (national average) is 18.6 percent of the national average per pupil expenditure (Senate Democratic Appropriations Committee). Although this is a greater proportion of the national average per pupil expenditure than in the past, the proportion remains less than one-half the 40 percent level promised by Congress when the special education laws were first passed in the mid 1970s. If Congress were to fund special education at 40 percent of the national average per pupil expenditure, the level of funding would cover between 50 and 60 percent of Montana's special education allowable costs. This is due to relatively lower costs for special education in Montana, and the way the national average per pupil expenditure is calculated.

In Montana, approximately $116.6 million were spent on special education in FY '09. This is a significant increase from FY '90 when approximately $41 million of state, federal and local funds were spent on special education. Much of this increase can be attributed to inflation and an increase in the number of students served by special education. In FY '09, approximately $31 million of the $116.6 million Montana spent on special education came from federal revenue sources (approximately 27 percent).

State

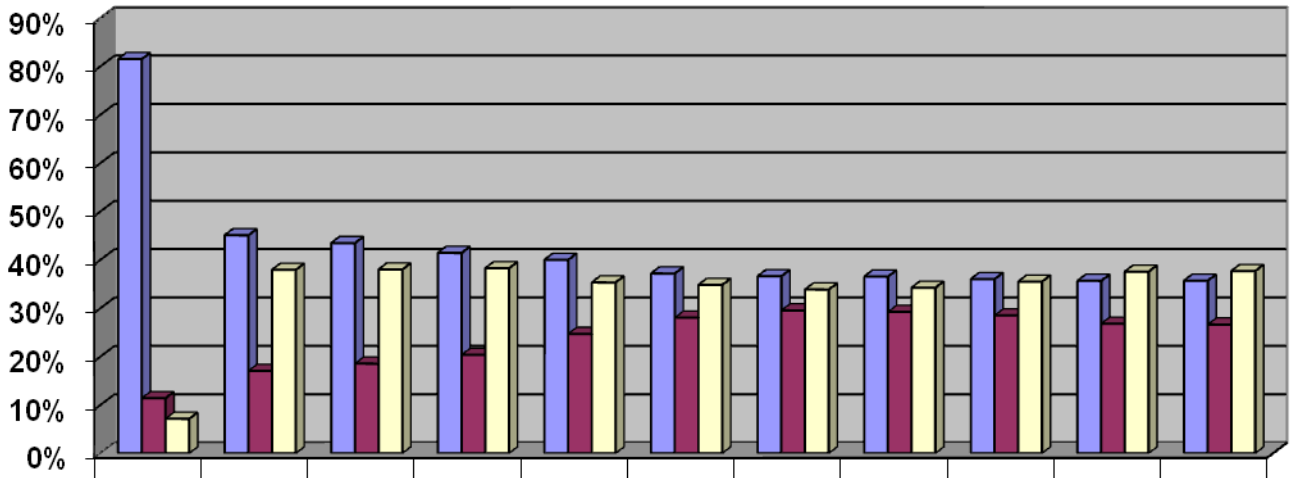
State appropriations for special education have fallen far short of the growth in costs. During a period of increased costs, coupled with flat state funding throughout the 1990s, the state share of the total costs of special education has slipped from approximately 81.5 percent in FY '90 to approximately 38 percent in FY '10.

Local

The greatest share of funding for increased costs of special education has come from the local general fund budgets. Local school districts have absorbed the increase in costs of special education by increasing their contribution from approximately $3 million in FY '90 to approximately $43.95 million for FY '09. This represents an increase of over 1,100 percent in local district contribution for special education. In FY '03, for the first time since FY '90, the local expenditures for special education funding decreased. This likely occurred because state funding increased slightly (3 percent) and federal funding increased by 29 percent. However, in FY '04, state funding leveled off and local expenditures again saw an increase. In FY '05 and FY '06, state funding increased; however, local expenditures also increased with FY '09, comprising approximately 38 percent of the special education costs in Montana.

For purposes of this discussion, "local funds" means special education expenditures from the district general fund that are above the amount specifically earmarked for special education. The revenue source for these "local funds" includes both state base aid, guaranteed tax base and local revenues. These "local funds" are generally perceived as local because they are drawn out of the general fund budget and would have otherwise been available for general education. This shift in the allocation of local funds has been a serious concern for schools and parents and has, for a number of years, created an atmosphere of competition for dollars.

Percentages of State, Federal and Local Funds Covering Total Costs of Special Education



	1989-90	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
State Share	81.49%	45.07%	43.47%	41.42%	39.99%	37.17%	36.61%	36.54%	36.02%	35.65%	35.70%
Federal Share	11.38%	17.01%	18.53%	20.34%	24.69%	28.03%	29.54%	29.22%	28.49%	26.80%	26.62%
Local Share	7.12%	37.92%	38.00%	38.24%	35.31%	34.80%	33.85%	34.24%	35.49%	37.55%	37.68%

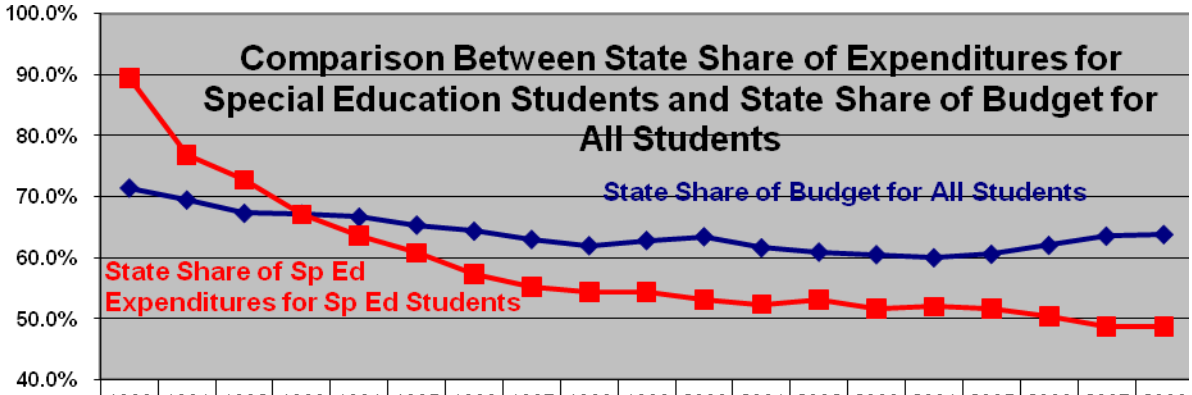
Source: State - Special education payment amount provided by OPI accounting

Over the years, the relative proportion of state, federal, and "local" funds covering the costs of special education has changed dramatically. State funding has remained relatively constant. Since FY '90, local districts have provided sizable increases in their contributions from "local funds." Beginning in FY 2000, federal funds have also increased substantially. As a result, by FY '06 the proportion of special education expenditures from state, federal and "local" funds is nearly equal.

The General Fund

Another way to consider the impact of state funding of special education is to compare the percentage of state support for the school district general fund budget with the percentage of special education expenditures from earmarked state special education funds.

The percentage of special education expenditures in the general fund, coming from earmarked funds for special education, has slipped from approximately 89 percent in FY ’91 to approximately 49 percent in FY ’09. In the meantime, the state support of the general fund budget for all students has slipped from approximately 71 percent in FY ’91 to approximately 63.8 percent in FY ’09. At one time, the state share of special education general fund expenditures was 18 percent higher than the state share of the general fund budget for general education. By FY ’09, the state share of special education expenditures was 15.2 percent lower than the state share of the general fund budget for general education.



	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Series1	71.4	69.5	67.3	67.2	66.7	65.4	64.4	63.0	62.0	62.9	63.5	61.6	60.9	60.5	60.0	60.6	62.1	63.5	63.8
Series2	89.4	76.8	72.8	67.1	63.5	60.8	57.3	55.2	54.4	54.3	53.1	52.3	53.1	51.6	51.9	51.6	50.3	48.7	48.6

Source: State - Special education payment amount provided by OPI accounting

This chart is provided for the purpose of illustration. The comparison is between special education expenditures for special education students and general fund budgets for all students.

The portion of the budget for all students that is not state share is comprised of local revenues (property taxes, non-levy revenues, and reappropriated monies). The portion of the expenditures for special education students refers only to earmarked state appropriations.

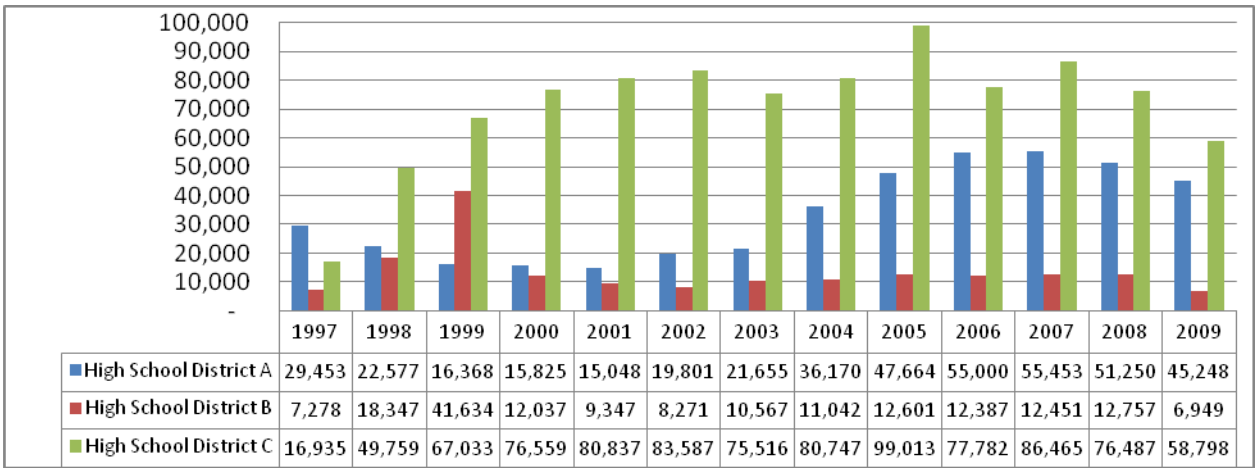
Per Student Expenditure Comparisons at the District Level

The need for public school districts to redirect "local funds" to cover the cost of special education presents a significant challenge to districts. However, another dimension of the challenge public schools face when they budget for special education is the relatively unpredictable nature of special education costs, particularly for small districts.

Significant variation in special education expenditures exists between districts of similar size. Furthermore, significant variation in special education expenditures exists from year-to-year within the same district. The reasons for this variability are many. Differences in salary for personnel, proportion of students identified as eligible for special education, concentrations of group homes in

a community, and the costs of serving students with significant educational needs who enroll and later disenroll are some of the primary factors contributing to the variability.

Year-to-Year Variability of District Special Education Expenditures



	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
High School District A	29,453	22,577	16,368	15,825	15,048	19,801	21,655	36,170	47,664	55,000	55,453	51,250	45,248
High School District B	7,278	18,347	41,634	12,037	9,347	8,271	10,567	11,042	12,601	12,387	12,451	12,757	6,949
High School District C	16,935	49,759	67,033	76,559	80,837	83,587	75,516	80,747	99,013	77,782	86,465	76,487	58,798

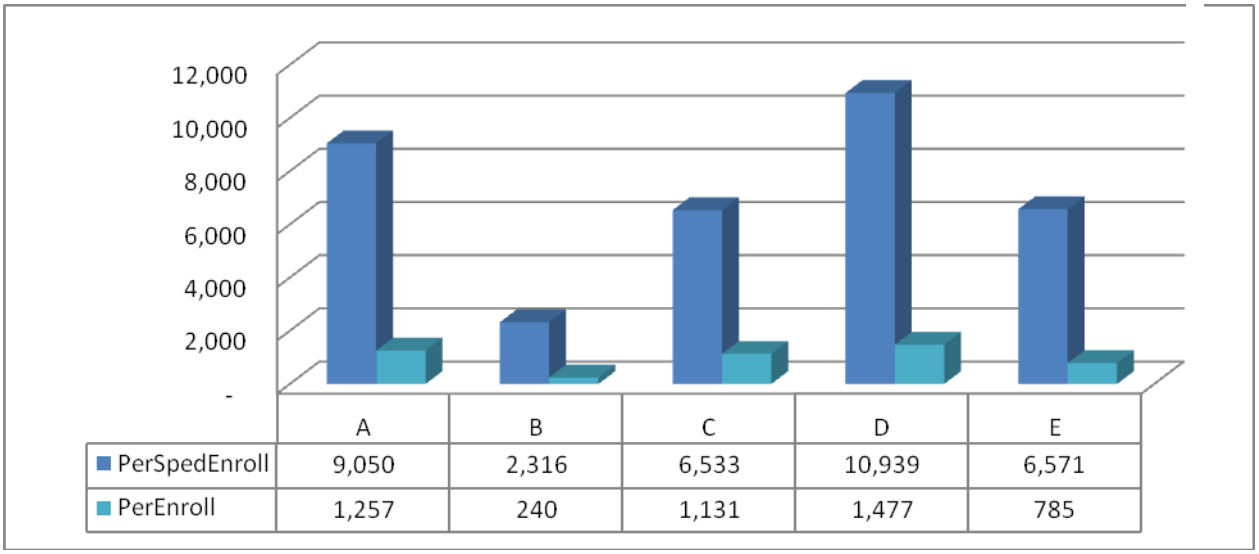
Source: G:\FinanceLibrary\001SCHOOLFINANCEQUERIES\SPED\Annual\BoardofPublicEdExpXTab.sql

The three high school districts were selected for only purposes of illustration, but are good examples of year-to-year variability in expenditures that some districts face when they try to budget for special education. The FY '09 enrollment in the three districts were all below 60 students.

House Bill 2 includes language that allows the Office of Public Instruction to distribute funds from the appropriation for in-state treatment to public school districts for the purpose of providing for educational costs of children with significant behavioral or physical needs. This fund can help to mitigate some of the cost variability. However, in FY '10 the OPI received approximately $2.0 million in requests and have disbursed as of June 15, 2010, $233,000.

In addition to year-to-year variability, significant differences exist between public school districts in the amount they spend on a per student basis. Variations between districts in expenditures on a per special education student basis is often caused by differences between districts in the number of students with significant needs, differences in salary due to level of education and experience of staff, and differences in programs and service delivery models.

Special Education Expenditures per Student FY 2009



	A	B	C	D	E
PerSpedEnroll	9,050	2,316	6,533	10,939	6,571
PerEnroll	1,257	240	1,131	1,477	785

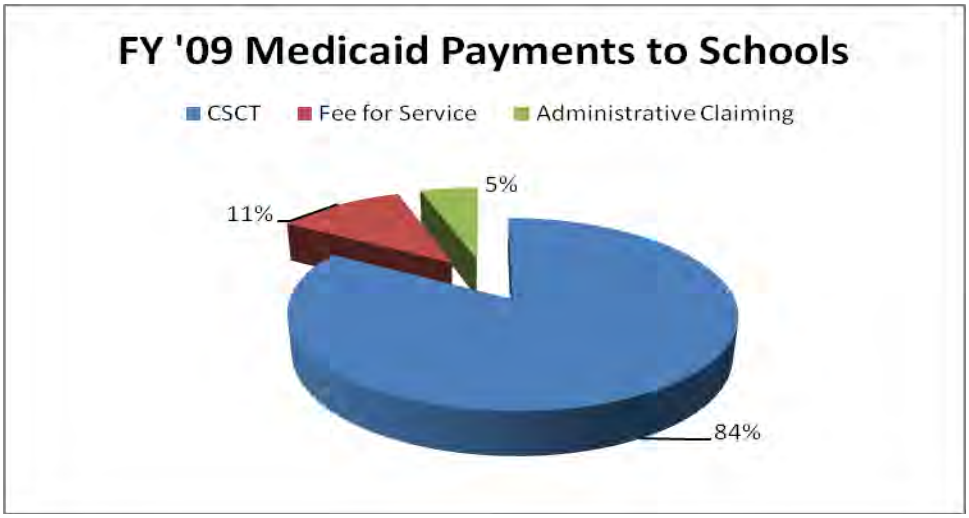
Source: State - Special education payment amount provided by OPI accounting. This graph represents federal and non-federal SPED expenditures excluding tuition payments for district residents placed in another district per Special Education Enrolled Student and Per Enrolled Student, Miscellaneous Program Fund, Impact Aid Fund, and Major Capital Outlay.

The first three districts are the same districts used as an example of the variability in special education expenditures from year to year. Districts D and E are large districts with enrollments in excess of 3,500 students. The above districts were selected for purposes of illustration of the variability between districts and are not typical. However, the selected districts serve as a good example of the difference between districts in their special education expenditures per special education student and the difference between districts in their special education expenditures per enrolled student. For example, in FY '09 District A spent approximately $2,500 more than District C per special education student. On a per-enrolled student basis, District C spent approximately $891 more than District B.

Medicaid

The Office of Public Instruction (OPI) and the Health Resources Division of the Department of Public Health and Human Services (DPHHS) have collaborated on a number of projects that have increased reimbursement to districts for certain special education costs. Additionally, the collaboration has led to an expansion in school-based Mental Health Services. The collaborative efforts were intended to expand Medicaid support of certain medical services provided by schools (e.g., school psychology, transportation, personal care attendants), establish a program for administrative claiming, and reinstate a school-based mental health program known as Comprehensive School and Community Treatment (CSCT).

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



Source: DPHHS, Health Resources Division

There are three programs that provide Medicaid reimbursement to districts: 1) Fee for service provides reimbursement for special education-related services such as speech therapy, occupational therapy, and physical therapy (FY '09 payments to districts totaled $2,523,820.15); 2) Administrative claiming compensates school districts for some of the costs associated with administration of school-based health services such as helping to identify and assist families in accessing Medicaid services and seeking appropriate providers and care (FY '09 payments to districts totaled $1,129,299.85); and 3) CSCT services (FY '09 payments to districts totaled $18,475,051.56). (Source for data on payments: DPHHS, Health Resources Division)

While fee for service and administrative claiming generally provided reimbursement for services already being provided by districts, the CSCT program was an expansion of services. The expansion re-established a school mental health program to help schools meet the growing need of serving children with serious emotional disturbance. The CSCT is a comprehensive planned course of treatment provided by Community Mental Health Centers in school and community settings. The CSCT services include: behavioral intervention, crisis intervention, treatment plan coordination, aftercare coordination and individual, group, and family therapy. Individualized treatment plans tailored to the needs of each student are developed by licensed mental health professionals in coordination with school staff.

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

In FY '09, 3,272 children received CSCT services from 232 teams of therapists located in 83 cities. (Source for data: DPHHS, Health Resources Division)

Nearly all Medicaid reimbursements to districts for CSCT services are directly paid under contract to Community Mental Health Centers. Districts spend their Medicaid reimbursement from administrative claiming and fee-for-service on a wide variety of educational services.

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Part 3 - Accountability

Montana's State Performance Plan

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

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

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

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

Statistical Methods Used

To ensure statistically sound data when evaluating the school district's or state's progress in meeting its established performance target, a minimum (N) and/or confidence intervals are applied to reduce the effect of small sample sizes on the determination of performance. Results based on small sample sizes have a wider margin of error than those based on large sample sizes. In other words, the larger the sample size, the greater the likelihood that the data are representative of the population and not due to random factors unrelated to student characteristics or educational programs, known as measurement or sampling error. The use of the minimum N and confidence intervals is intended to improve the validity and reliability of target determinations by reducing the risk of falsely identifying the state as having failed to meet the target, based on measurement/sampling error.

CSPD Regional Performance

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

Indicator 1 – Graduation Rates

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

The two tables below provide an evaluation of regional performance status (Table 1.3), and state performance status (Table 1.1 and Table 1.2) related to the State's Performance Target for graduation rates. These evaluations are based on the 2007-2008 school year.

Target data for FFY 2008 for special education graduation rates are provided in Table 1.1 below. The data used is for the 2007-2008 school year.

Table 1. 1 Montana Graduation Rates for Students with Disabilities

School Year	Graduate Count for Special Education[1]	Total Special Education School Leaver Cohort[2]	Graduation Rates for Special Education
	A	B	% = A / B
2007-2008	934	1216	**76.8%**

The data in Table 1.2 below demonstrates Montana's progress in meeting its performance target for FFY 2008.

Table 1. 2 Montana Performance Target Status for FFY 2008

School Year	Graduation Rate for Special Education	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target for FFY 2008	State Performance Status
2007-2008	**76.8%**	79.1%	74.4%	**80.0%**	**Did Not Meet Target**

Table 1. 3 Graduation Rates for Students with Disabilities for the 2007-2008 School Year

	School Leaver Cohort Total	Graduate Count for Special Education	Completion Rate for Special Education	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target	SPP Performance Status
State of Montana	1216	934	**76.8%**	79.1%	74.4%	**80.0%**	**Did Not Meet Target**
CSPD Region I - PESA	122	96	78.7%	85.7%	69.5%		Met Target
CSPD Region II - MNCESR	205	152	74.1%	80.5%	66.7%		Met Target
CSPD Region III - SMART	288	220	76.4%	81.5%	70.4%		Met Target
CSPD Region IV - RESA4U	252	199	79.0%	84.1%	72.8%		Met Target
CSPD Region V - WM-CSPD	348	266	76.4%	81.1%	71.0%		Met Target

Indicator 2 – Dropout Rates

The calculation method used in this report is an event rate (snapshot of those who drop out in a single year) adapted from the National Center for Education Statistics (NCES) at the U.S.

Department of Education and is consistent with the requirements of the NCES Common Core of Data (CCD) reporting.

Dropout Rate calculation:

Dropout Rates are calculated by dividing the number of special education dropouts, grades 7-12, by the number of students with disabilities, grades 7-12, enrolled in school as of the first Monday in October.

$$\frac{\textit{Number of special education dropouts, grades 7-12}}{\textit{Number of students with disabilities enrolled in school as of October 1, grades 7-12}}$$

The data source and measurement for this indicator have been revised to align with the ESEA reporting timelines and dropout rate calculation. There is a one-year data lag for this indicator. Therefore, data is from the 2007-2008 school year. Target data for FFY 2008 for special education dropout rates are provided in Table 2.1 below.

Table 2.1 Montana Dropout Rates for School Year 2007-2008

School Year	Special Education Dropout Count, Grades 7-12[1]	Special Education Student Count, Grades 7-12[2]	Special Education Dropout Rate
	A	B	% = A / B
2007-2008	346	7626	**4.5%**

The data presented in Table 2.2 below is used to assess Montana's progress in meeting its FFY 2008 performance target for the dropout rates of students with disabilities. The state set a target, based on a sample size of a minimum N of 10, of decreasing the dropout rates of students with disabilities to 5.1 percent for FFY 2008, within a 95 percent confidence interval. When assessing Montana's progress in meeting its established performance target, a minimum N of 10 and a confidence interval are applied to reduce the effect of variability due to small sample sizes.

Table 2.2 Montana Performance Target Status for FFY 2008

School Year	Special Education Dropout Rate	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target for FFY 2008	State Performance Status
2007-2008	**4.5%**	5.0%	4.1%	**5.1%**	**Met Target**

Table 2.3 Montana Dropout Rates for Students with Disabilities by CSPD Region, 2007-2008 School Year

	Special Education Student Count, Grades 7-12	Special Education Dropout Count	Dropout Rate for Special Education	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target	SPP Performance Status
State of Montana	7626	346	**4.5%**	5.0%	4.1%	**5.1%**	Met Target
CSPD Region I - PESA	821	31	3.8%	17.0%	0.7%		Met Target
CSPD Region II - MNCESR	1241	52	4.2%	13.5%	1.2%		Met Target
CSPD Region III - SMART	1813	89	4.9%	11.5%	2.0%		Met Target
CSPD Region IV - RESA4U	1599	80	5.0%	12.2%	2.0%		Met Target
CSPD Region V - WM-CSPD	2136	94	4.4%	10.6%	1.7%		Met Target

Indicator 3 – Statewide Assessments

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

Adequate yearly progress (AYP) is measured using Montana's required 3rd-8th, and 10th grade criterion which referenced reading and math test scores, participation, attendance, and graduation rates. Each school's test scores are divided into 10 student groups based on race/ethnicity, economically disadvantaged, students with disabilities, and limited English proficiency. If any of the 10 student groups does not meet any of six AYP measurements, then the entire school or district is labeled as not meeting the federal AYP requirements. Further information regarding adequate yearly progress can be found on the NCLB Report Card found at www.opi.mt.gov/Reports&Data/Index.html#gpm1_9.

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

The two tables below provide an evaluation of regional performance (Table 3.3), and state performance (Table 3.1 and Table 3.2) related to the State's Performance Target for school districts meeting the AYP objectives for the disability subgroup. These evaluations are based on the 2008-2009 school year.

Table 3.1 LEAs Meeting Montana's AYP Objectives for Disability Subgroup Overall

School Year	OVERALL			
	Number of LEAs with a disability subgroup meeting Montana's minimum N size	Number of LEAs meeting Montana's AYP objectives for progress for students with IEPs	Percent of LEAs meeting Montana's AYP objectives for progress for students with IEPs	Indicator 3A Performance Target
2008-2009	**68**	**6**	**8.8%**	**41.0%**
2007-2008	70	31	**44.3%**	40.4%
2006-2007	56	28	**50.0%**	39.0%
2005-2006	57	23	**40.4%**	80.0%

Table 3.2 Montana Performance Target Status for FFY 2008 – Indicator 3A AYP Objectives

School Year	Percent of Districts Meeting AYP Objectives	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	State Performance Status
2008-2009	**8.8%**	17.9%	4.1%	**41.0%**	**Did Not Meet Target**

Table 3.3 Districts Meeting Montana's AYP Objectives for the Disability Subgroup

	Number of Districts Meeting Min N for Subgroup	Number of Districts Meeting AYP Objectives	Percent of Districts Meeting AYP Objectives	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
State of Montana	**68**	**6**	**8.8%**	**17.9%**	**4.1%**	**41.0%**	**Did Not Meet Target**
CSPD Region I - PESA	10	0	0.0%	0.0%	0.0%		Did Not Meet Target
CSPD Region II - MNCESR	7	1	14.3%	84.8%	0.5%		Met Target
CSPD Region III - SMART	14	0	0.0%	0.0%	0.0%		Did Not Meet Target
CSPD Region IV - RESA4U	13	1	7.7%	82.4%	0.1%		Met Target
CSPD Region V - WM-CSPD	24	4	16.7%	63.8%	2.2%		Met Target

Indicator 3B – Participation Rates

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

The two tables below provide an evaluation of regional performance (Table 3.5), and state performance (Table 3.4) related to the State's Performance Target for participation rates of students with disabilities in state assessments. These evaluations are based on the 2007-2008 school year.

Table 3. 4 Participation Rates of Students with Disabilities in State Assessments

SPP Indicator	Number of Students with Disabilities - All Grades Assessed	Number of Students with Disabilities - Participation Count	Participation Rate for Students with Disabilities	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	State Performance Status
Indicator 3B.1 - Reading	9001	8550	**95.0%**	95.4%	94.5%	**95.0%**	**Met Target**
Indicator 3B.2 - Math	9001	8584	**95.4%**	95.8%	94.9%	**95.0%**	**Met Target**

Table 3.5 Participation Rates of Students with Disabilities in State Assessments by CSPD Region

	Number of Students with Disabilities in Grades Assessed	Number of Students with Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
State of Montana	9001	8550	**95.0%**	95.4%	94.5%	**95.0%**	**Met Target**
CSPD Region I - PESA	1002	966	**96.4%**	97.4%	95.0%		Met Target
CSPD Region II - MNCESR	1275	1226	**96.2%**	97.1%	94.9%		Met Target
CSPD Region III - SMART	2027	1880	**92.7%**	93.8%	91.5%		Did Not Meet Target
CSPD Region IV - RESA4U	2028	1905	**93.9%**	94.9%	92.8%		Did Not Meet Target
CSPD Region V - WM-CSPD	2656	2560	**96.4%**	97.0%	95.6%		Met Target

Indicator 3C – Proficiency Rates

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

Table 3.6 below presents the LEA review of proficiency rate data for Indicators 3C.1-Reading and 3C.2-Math for FFY 2008.

Table 3.6 Montana LEAs Not Meeting the FFY 2008 Performance Target for Proficiency

Proficiency Rates in State Assessments Performance Indicators	Content Area	Number of LEAs With Students with Disabilities (a)	LEAs With Minimum N of 10 (b)		LEAs With Minimum N of 10 Meeting State Performance Target (c)		LEAs With Minimum N of 10 NOT Meeting State Performance Target (d)	
			#	%=(b/a)*100	#	%=(c/b)*100	#	%=(d/b)*100
Indicator 3C.1	Reading	**357**	154	43.1%	149	**96.8%**	5	**3.2%**
Indicator 3C.2	Math		154	43.1%	123	**79.9%**	31	**20.1%**

Table 3.7 below provides an evaluation of regional and state performance related to the established *performance target* for proficiency rates of students with disabilities on reading assessments. These evaluations are based on the 2008-2009 school year.

Table 3.7 Proficiency Rates of Students with Disabilities on Reading Assessments

	Number of Students with Disabilities in Grades Assessed	Number of Students with Disabilities - Proficient or Above	Proficiency Rate for Students with Disabilities	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
State of Montana	8583	3951	**46.0%**	47.1%	45.0%	**33.0%**	**Met Target**
CSPD Region I - PESA	937	382	40.8%	45.8%	36.0%		Met Target
CSPD Region II - MNCESR	1224	480	39.2%	43.7%	35.0%		Met Target
CSPD Region III - SMART	1918	886	46.2%	49.5%	42.9%		Met Target
CSPD Region IV - RESA4U	1945	950	48.8%	52.0%	45.7%		Met Target
CSPD Region V - WM-CSPD	2547	1244	48.8%	51.6%	46.1%		Met Target

Table 3.8 below provides an evaluation of regional and state performance related to the established performance target for proficiency rates of students with disabilities on math assessments. These evaluations are based on the 2008-2009 school year.

Table 3.8 Proficiency Rates of Students with Disabilities on Math Assessments

	Number of Students with Disabilities in Grades Assessed	Number of Students with Disabilities - Proficient or Above	Proficiency Rate for Students with Disabilities	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
State of Montana	8583	2390	**27.8%**	28.8%	26.9%	**33.0%**	**Did Not Meet Target**
CSPD Region I - PESA	937	214	22.8%	28.9%	17.7%		Did Not Meet Target
CSPD Region II - MNCESR	1224	302	24.7%	29.8%	20.1%		Did Not Meet Target
CSPD Region III - SMART	1918	508	26.5%	30.5%	22.8%		Did Not Meet Target
CSPD Region IV - RESA4U	1945	569	29.3%	33.1%	25.7%		Met Target
CSPD Region V - WM-CSPD	2547	792	31.1%	34.4%	28.0%		Met Target

Indicator 4 – Suspension and Expulsion Rates

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

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

Significant Discrepancy Definition
An LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term suspension and expulsion rates for students with disabilities when compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.

The two tables below provide a comparison between the long-term suspension and expulsion rates of students with disabilities and the rates of students without disabilities used in the evaluation of significant discrepancy.

Table 4. 1 Montana Long-Term Suspension and Expulsion Rates for FFY 2008

School Year	Number of Special Education Students with Long-term Suspension or Expulsion[1]	Special Education Child Count[2]	Special Education Long-term Suspension or Expulsion Rates	Number of Regular Education Students with Long-term Suspension or Expulsion[3]	General Education Enrollment[4]	Regular Education Long-term Suspension and Expulsion Rates
2007-2008	97	16089	**0.6%**	339	126674	**0.3%**

Table 4.2 Montana Long-Term Suspension and Expulsion Rates By CSPD Region for the 2008-2009 School Year

	Special Education Child Count	Number of Special Education Students with Long-term Suspension or Expulsion	Special Education Long-term Suspension or Expulsion Rates	General Education Enrollment	Number of Regular Education Students with Long-term Suspension or Expulsion	Regular Education Long-term Suspension and Expulsion Rates
State of Montana	16089	97	**0.6%**	126674	339	**0.3%**
CSPD Region I - PESA	1738	16	**0.9%**	11443	47	**0.4%**
CSPD Region II - MNCESR	2447	17	**0.7%**	19839	113	**0.6%**
CSPD Region III - SMART	3403	24	**0.7%**	26932	69	**0.3%**
CSPD Region IV - RESA4U	3478	9	**0.3%**	30541	51	**0.2%**
CSPD Region V - WM-CSPD	4541	13	**0.3%**	36949	77	**0.2%**

The IDEA Part B State Performance Indicator and Performance Target address the percent of districts identified as having a significant discrepancy in the rate of long-term suspensions and expulsions for students with disabilities compared to the rate of long-term suspensions and expulsions of students without disabilities. This is a compliance indicator meaning that the state performance target for every year will be 0 percent of districts will be identified as having significant discrepancy.

The two tables below provide an evaluation of regional performance (Table 4.4) and state performance (Table 4.3) related to the State's Performance Target for the percent of districts identified as having a significant discrepancy in the long-term suspension and expulsion rates of students with disabilities. These evaluations are based on the 2007-2008 school year.

Table 4.3 State Performance on Long-Term Suspension and Expulsion Rates

School Year	Total Number of LEAs (a)	Number of LEAs identified with signficant discrepancy (b)	Percent of LEAs identified with significant discrepancy % = (b/a)*100	SPP Performance Target	State Performance Status
2007-2008	**421**	0	**0%**	**0.0%**	**Met Target**

Table 4. 4 CSPD Region Performance on Long-Term Suspension and Expulsion Rates

	Number of LEAs (a)	Number of LEAs identified with significant discrepancy (b)	Percent of LEAs identified with significant discrepancy (b/a)*100	SPP Performance Target	SPP Performance Status
State of Montana	419	0	**0.0%**	0.0%	**Met Target**
CSPD Region I - PESA	89	0	0.0%		Met Target
CSPD Region II - MNCESR	80	0	0.0%		Met Target
CSPD Region III - SMART	84	0	0.0%		Met Target
CSPD Region IV - RESA4U	86	0	0.0%		Met Target
CSPD Region V - WM-CSPD	80	0	0.0%		Met Target

Indicator 5 – Education Environment

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

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

The educational environment rate is calculated by dividing the number of students, ages 6-21, in a particular educational environment by the number of students with disabilities, ages 6-21, in the district.

The two tables below provide an evaluation of regional performance (Tables 5.2, 5.3, and 5.4), and state performance (Table 5.1) related to the State's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2008-2009 school year.

Table 5.1 Montana Educational Placement for FFY 2008

SPP Indicator Number	Education Environment	Special Education Setting Count	Educational Placement Percent	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	State Performance Status
Indicator 5A	Served inside the Regular Class >= 80% of the day	8186	**52.2%**	53.0%	51.4%	**49.0%**	**Met Target**
Indicator 5B	Served inside the Regular Class < 40% of the day	1829	**11.7%**	12.2%	11.2%	**12.0%**	**Met Target**
Indicator 5C	Served in Separate Facilities	243	**1.5%**	1.8%	1.4%	**1.5%**	**Met Target**

Table 5.2 State and CSPD Region Performance Status for Indicator 5A

	Special Education Setting Count	Students with Disabilities Total Count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
State of Montana	**15691**	**8186**	**52.2%**	**53.0%**	**51.4%**	**49.0%**	**Met Target**
CSPD Region I - PESA	1738	916	52.7%	55.9%	49.5%		Met Target
CSPD Region II - MNCESR	2412	1316	54.6%	57.2%	51.9%		Met Target
CSPD Region III - SMART	3403	1539	45.2%	47.7%	42.8%		Did Not Meet Target
CSPD Region IV - RESA4U	3461	1991	57.5%	59.7%	55.3%		Met Target
CSPD Region V - WM-CSPD	4541	2409	53.0%	55.0%	51.1%		Met Target

Table 5.3 State and CSPD Region Performance Status for Indicator 5B

	Special Education Setting Count	Students with Disabilities Total Count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
State of Montana	**15691**	**1829**	**11.7%**	**12.2%**	**11.2%**	**12.0%**	**Met Target**
CSPD Region I - PESA	1738	227	13.1%	18.1%	9.3%		Met Target
CSPD Region II - MNCESR	2412	274	11.4%	15.7%	8.1%		Met Target
CSPD Region III - SMART	3403	530	15.6%	18.9%	12.7%		Met Target
CSPD Region IV - RESA4U	3461	341	9.9%	13.5%	7.1%		Met Target
CSPD Region V - WM-CSPD	4541	455	10.0%	13.1%	7.6%		Met Target

Table 5.4 State and CSPD Region Performance Status for Indicator 5C

	Special Education Setting Count	Students with Disabilities Total Count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
State of Montana	**15691**	**243**	**1.5%**	**1.8%**	**1.4%**	**1.5%**	**Met Target**
CSPD Region I - PESA	1738	12	0.7%	25.3%	0.0%		Met Target
CSPD Region II - MNCESR	2412	13	0.5%	23.6%	0.0%		Met Target
CSPD Region III - SMART	3403	50	1.5%	9.7%	0.2%		Met Target
CSPD Region IV - RESA4U	3461	40	1.2%	10.8%	0.1%		Met Target
CSPD Region V - WM-CSPD	4541	28	0.6%	13.1%	0.0%		Met Target

Indicator 6 – Preschool Settings

Data for this indicator was not reported in the February 1, 2010, Annual Performance Report due to revisions in Preschool Setting categories and definitions.

Indicator 7 – Preschool Outcomes

This Indicator is designed to follow a preschool student longitudinally while the student is participating in a preschool program. For purposes of this data collection all children who have an Individualized Education Program (IEP) **AND** are 3, 4, or 5 years of age participate in a preschool program. For reporting in the State Performance Plan and subsequent Annual Performance Reports, there are two sets of data that OPI will collect each year:

1. Entry-level data for preschool students with disabilities reported for the first time on Child Count (initial IEP).

2. Exit-level and progress data for preschool students with disabilities who have reported entry-level data six months prior to exiting.

Preschool outcome data is currently being collected through our annual child count and exiting data collections. However, due to the longitudinal design, baseline data and targets for this indicator were first reported in the Annual Performance Report submitted on February 1, 2010.

Indicator 8 – Parent Involvement

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

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

The parent involvement rate is calculated by dividing the number of respondent parents who report the school facilitated parent involvement as a means of improving services and results for children with disabilities by the total number of respondent parents of children with disabilities.

The two tables below provide an evaluation of regional performance (Table 8.2), and state performance (Table 8.1) related to the State's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2008-2009 school year.

Table 8. 1 Montana Parental Involvement Data

School Year	Number who reported school facilitated their involvement	Total number of Parent respondents	Percentage who reported school facilitated their involvement	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target	State Performance Status
2008-2009	830	1139	**72.9%**	75.4%	70.2%	**66.0%**	**Met Target**

Table 8.2 Results of Parent Involvement Survey for the 2008-2009 School Year

	Total Number of Parent Respondents	Number who reported school facilitated their involvement	Percent who reported school facilitated their involvement	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
State of Montana	1139	830	**72.9%**	75.4%	70.2%	**66.0%**	**Met Target**
CSPD Region I - PESA	103	69	67.0%	76.9%	55.3%		Met Target
CSPD Region II - MNCESR	159	111	69.8%	77.6%	60.7%		Met Target
CSPD Region III - SMART	97	67	69.1%	78.9%	57.2%		Met Target
CSPD Region IV - RESA4U	238	168	70.6%	77.0%	63.3%		Met Target
CSPD Region V - WM-CSPD	542	415	76.6%	80.4%	72.3%		Met Target

Indicator 9 – Disproportionate Representation

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

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

Definition of Disproportionate Representation

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

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

Table 9.1 Montana Disproportionate Representation for FFY 2008

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Target	State Performance Status
2008-2009	**420**	**0**	**0.0%**	**0.0%**	**Met Target**

Table 9.2 District Review of Disproportionate Representation by CSPD Region

	Number of School Districts Reviewed	Number Districts Identified With Disproportionate Representation (a)	Number Districts Identified with Disproportionate Representation Due to Inappropriate Identification (b)	Percent of Districts Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Status
State of Montana	420	1	**0**	**0.0%**	**Met Target**
CSPD Region I - PESA	90	0	0	0.0%	Met Target
CSPD Region II - MNCESR	80	0	0	0.0%	Met Target
CSPD Region III - SMART	84	1	0	0.0%	Met Target
CSPD Region IV - RESA4U	85	0	0	0.0%	Met Target
CSPD Region V - WM-CSPD	81	0	0	0.0%	Met Target

A review of the data above indicates the following:

- One school district is identified as having disproportionate representation of racial/ethnic groups in special education. But after a review of policies, practices, and procedures, there are ***no school districts*** identified as having disproportionate representation of racial and ethnic groups ***due to inappropriate identification practices***.
- Therefore, all CSPD regions and the state have met this state performance target.

The table below provides information on the racial/ethnic group and type of disproportionate representation for the one school district.

Table 9.3 Districts Identified with Disproportionate Representation

CSPD Region	School District	Racial and Ethnic Group	Disproportionate Representation Status
CSPD Region III - SMART	District A	American Indian/Alaskan Native	Over-Representation

Indicator 10 – Disproportionate Representation - Disability Categories

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

Table 10.1 Montana Disproportionate Representation in Specific Disability Categories for FFY 2008

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Target	State Performance Status
2008-2009	**420**	**0**	**0.0%**	**0.0%**	**Met Target**

Table 10.2 District Identified with Disproportionate Representation-Specific Disabilities

	Number of School Districts Reviewed	Number Districts Identified With Disproportionate Representation (a)	Number Districts Identified with Disproportionate Representation Due to Inappropriate Identification (b)	Percent of Districts Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Status
State of Montana	420	0	**0**	**0.0%**	**Met Target**
CSPD Region I - PESA	90	0	0	0.0%	Met Target
CSPD Region II - MNCESR	80	0	0	0.0%	Met Target
CSPD Region III - SMART	84	0	0	0.0%	Met Target
CSPD Region IV - RESA4U	85	0	0	0.0%	Met Target
CSPD Region V - WM-CSPD	81	0	0	0.0%	Met Target

A review of the data above indicates the following:

- There were ***no school districts*** identified as having disproportionate representation of racial and ethnic groups in specific disability categories ***due to inappropriate identification practices***.
- All CSPD/RSA regions and the state have met this state performance target.

Indicator 11 – Child Find

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

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

The table below presents the state's performance data for this indicator that was reported in the Annual Performance Report submitted on February 1, 2010. This is a compliance indicator meaning that the performance target is 100 percent of children, with parental consent to evaluate, will be evaluated within 60 days unless there was an exception to the timeframe in accord with the provisions stated in Sec. 614(a)(1)(C)(ii).

Table 11. 1 Montana Performance Target Status

School Year	Number of Children for whom Parent Consent to Evaluate was Received	Number of Children whose Evaluations were Completed within 60 days	Percent of Children with Parent Consent Evaluated within 60 days	SPP Performance Target	State Performance Status
2008-2009	**152**	137	**90.1%**	**100.0%**	**Did Not Meet Target**

The following table presents each region's performance status for the 2008-2009 school year.

Table 11. 2 CSPD Region Performance Target Status

	Number of Children for whom Parent Consent was Received	Number of Children whose Evaluations were Completed within 60 days	Percent of Children with Parent Consent Evaluated within 60 days	SPP Performance Target	SPP Performance Status
State of Montana	154	139	**90.3%**	**100.0%**	**Did Not Meet Target**
CSPD Region I - PESA	10	5	50.0%		Did Not Meet Target
CSPD Region II - MNCESR	29	27	93.1%		Did Not Meet Target
CSPD Region III - SMART	16	16	100.0%		Met Target
CSPD Region IV - RESA4U	36	33	91.7%		Did Not Meet Target
CSPD Region V - WM-CSPD	63	58	92.1%		Did Not Meet Target

Indicator 12 – Part C to Part B Transition

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

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

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

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

The table below presents state performance data for this indicator as reported in the Annual Performance Report submitted February 1, 2010.

Table 12. 1 Montana Performance Target Status for FFY 2008

School Year	Number of Children Referred By Part C to Part B for Eligibility Determination	Children found Eligible for Part B and Who Have an IEP Developed and Implemented by Their Third Birthday	Percent of Children Referred by Part C Prior to Age 3, Who Are Found Eligible for Part B, and Who Have An IEP Developed and Implemented By Their Third Birthdays	SPP Performance Target	State Performance Status
2008-2009	204	**98**	**70.5%**	**100.0%**	**Did Not Meet Target**

The following table presents performance data by CSPD Region for this indicator.

Table 12. 2 CSPD Region Performance Target Status

	Number of Children Referred by Part C to Part B for Eligibility Determination	Number of Children found Eligible for Part B and Who Have an IEP Developed and Implemented by Their Third Birthday	Percent of Children Referred by Part C Prior to Age 3, Who Have An IEP Developed and Implemented by Their Third Birthday	SPP Performance Target	SPP Performance Status
State of Montana	139	98	**70.5%**	**100.0%**	**Did Not Meet Target**
CSPD Region I - PESA	15	5	33.3%		Did Not Meet Target
CSPD Region II - MNCESR	29	24	82.8%		Did Not Meet Target
CSPD Region III - SMART	35	26	74.3%		Did Not Meet Target
CSPD Region IV - RESA4U	23	17	73.9%		Did Not Meet Target
CSPD Region V - WM-CSPD	37	26	70.3%		Did Not Meet Target

Indicator 13 – Secondary Transition with IEP Goals

In accord with OSEP instructions for the Part B State Performance Plan and Annual Performance Report, states are not required to report on this Indicator for FFY 2008.

Indicator 14 – Post-School Outcomes

In accord with OSEP instructions for the Part B State Performance Plan and Annual Performance Report, states are not required to report on this Indicator for FFY 2008.

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

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

Each component of the general supervision system includes procedures for tracking data to ensure requirements and timelines are addressed in a timely manner. Analysis of data from the 2007-2008 school year shows that all timelines for due process hearings, mediations and formal complaints have been met 100 percent of the time.

Monitoring data for 2007-2008 was analyzed and reported in the Annual Performance Report.

School Year	Number of Findings of noncompliance identified in FFY 2007 (7/1/07 – 6/30/08)	Number of Findings of Noncompliance from (a) for which Correction was verified No Later Than One Year from Identification	Percent of Findings of Noncompliance Corrected within One Year Timeline	Spp Performance Target	State Performance Status
2007-2008	67	67	**100.0%**	**100.0%**	**Met Target**

Indicator 16 – Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

The Montana Office of Public Instruction received five written, signed complaints for FFY 2008 with three of those complaints withdrawn or dismissed. Target data indicate the two remaining complaints had reports issued within extended timelines.

Table 16.1 Signed, Written Complaints for FFY 2008

Table 7, Section A	Written, Signed Complaints	Number
(1.1)	Complaints with reports issued	2
(b)	Reports within timeline	0
(c)	Reports within extended timelines	2
% = (b+c) / (1.1)	**Percent of Complaint Reports Issued Within Timeline**	**100.0%**

For FFY 2008 (2008-2009 School Year), 100 percent of complaint reports were issued within the specific timeline. Therefore, Montana has **met** its performance target of 100 percent of written, signed complaints will have a final report issued within 60 days or within the timeline extension given for exceptional circumstances with respect to a particular complaint or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the state.

Table 16.2 Montana Performance Target Status for FFY 2008

School Year	Percent of Complaint Reports Issued Within Timeline	SPP Performance Target	State Performance Status
2008-2009	**100.0%**	**100.0%**	**Met Target**

Indicator 17 – Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

The Montana OPI received three due process complaints. All three were resolved without a hearing (Table 7, Section C, 3.3). Therefore, Montana has nothing to report for this indicator.

Table 17.1 Percent of Hearings Full Adjudicated Within Timeline for FFY 2008

Table 7, Section C	Due Process Complaints	Number
(3.2)	Hearings (fully adjudicated)	0
(a)	Decisions within timeline	0
(b)	Decisions within extended timeline	0
%=(a+b) / (3.2)	**Percent of Hearings Fully Adjudicated Within Timeline**	**0.0%**

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

The Montana Office of Public Instruction had one hearing request that went to a resolution session for FFY 2008. Guidance from the OSEP indicates states are not required to establish baseline or targets until the reporting period in which the number of resolution sessions reaches 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

Table 18.1 Percent of Hearing Requests with Settlement Agreements for FFY 2008

Table 7, Section C	Resolution Sessions	Number
(3.1)	Resolution sessions	1
(a)	Written Settlement Agreements	1
%=(a) / (3.1)	**Percent of Hearing Requests with Settlement Agreements**	**100.0%**

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

For FFY 2008, the OPI had a total of three mediation requests. One was a mediation, related to due process, that resulted in a written agreement and two mediations not related to due process resulted in a written agreement. Guidance from the OSEP indicates that states are not required to establish baseline or targets until the reporting period in which the number of mediations

reach 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

Table 19.1 Percent of Mediations Resulting in Agreements for FFY 2008

Table 7, Section B	Mediation Requests	Number
(2.1)	Mediations	3
(a)(i)	Mediation, related to Due Process, with agreements	2
(b)(i)	Mediation, not related to Due Process, with agreements	1
% = [(a)(i) + (b)(i)] / (2.1)	**Percent of Mediations Held Resulting in Agreements**	**100.0%**

Indicator 20 – State-reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

The OPI has consistently met designated timelines 100 percent of the time over the past five years. Data are reviewed and validation checks performed to ensure accuracy of the submitted data.

Table 20.1 Montana Performance Target Status for FFY 2008

Total Score	Indicator Percent	SPP Performance Target	State Performance Status
78	100.0%	100.0%	**Met Target**

Appendices:

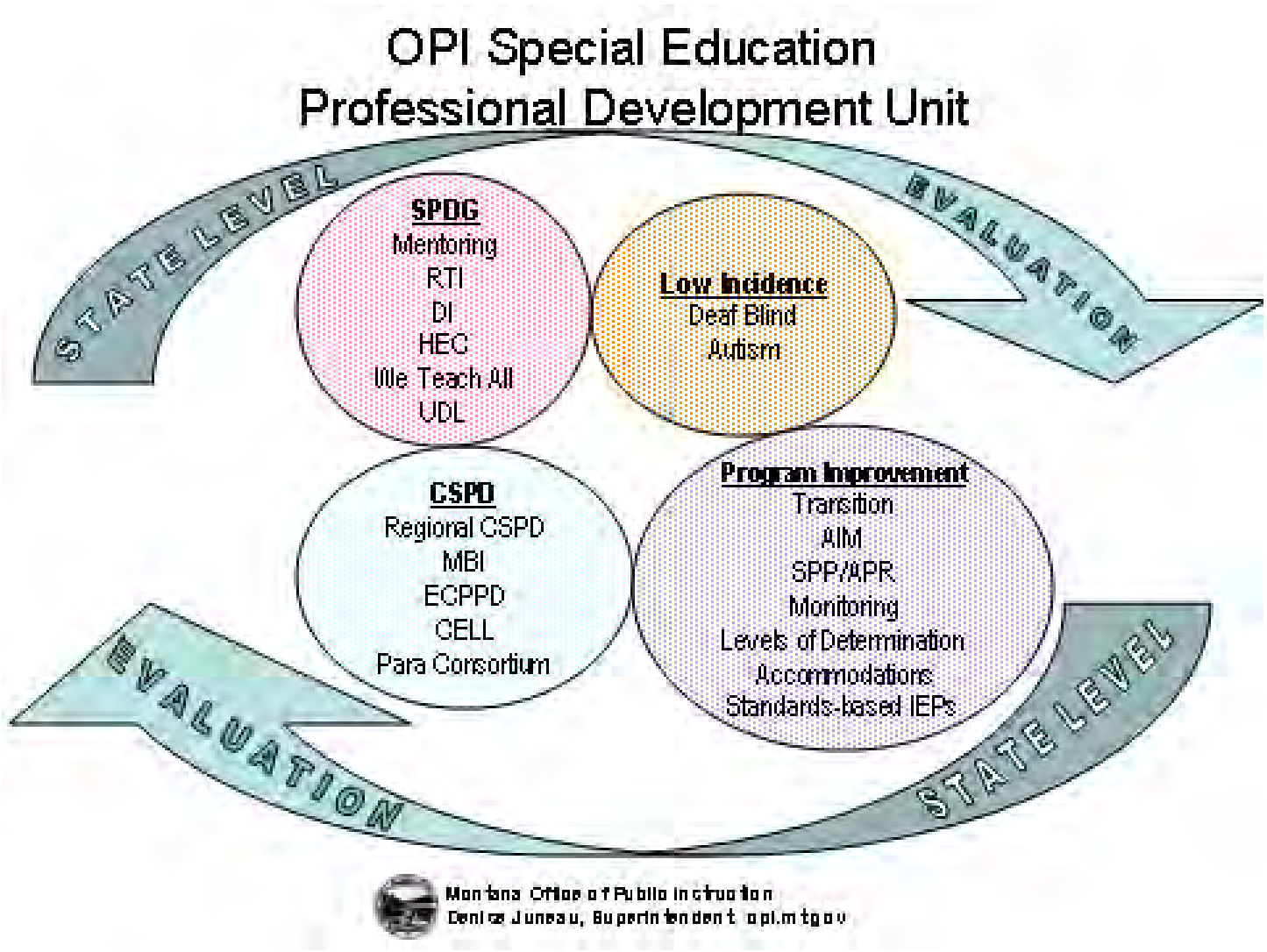
A. Professional Development Unit Flow Chart and Acronym Dictionary

B. School Improvement/Monitoring Unit Flow Chart and Acronym Dictionary

C. Part B/Data and Accountability Unit Flow Chart and Acronym Dictionary

D. Part B/Data and Accountability Monthly Task List

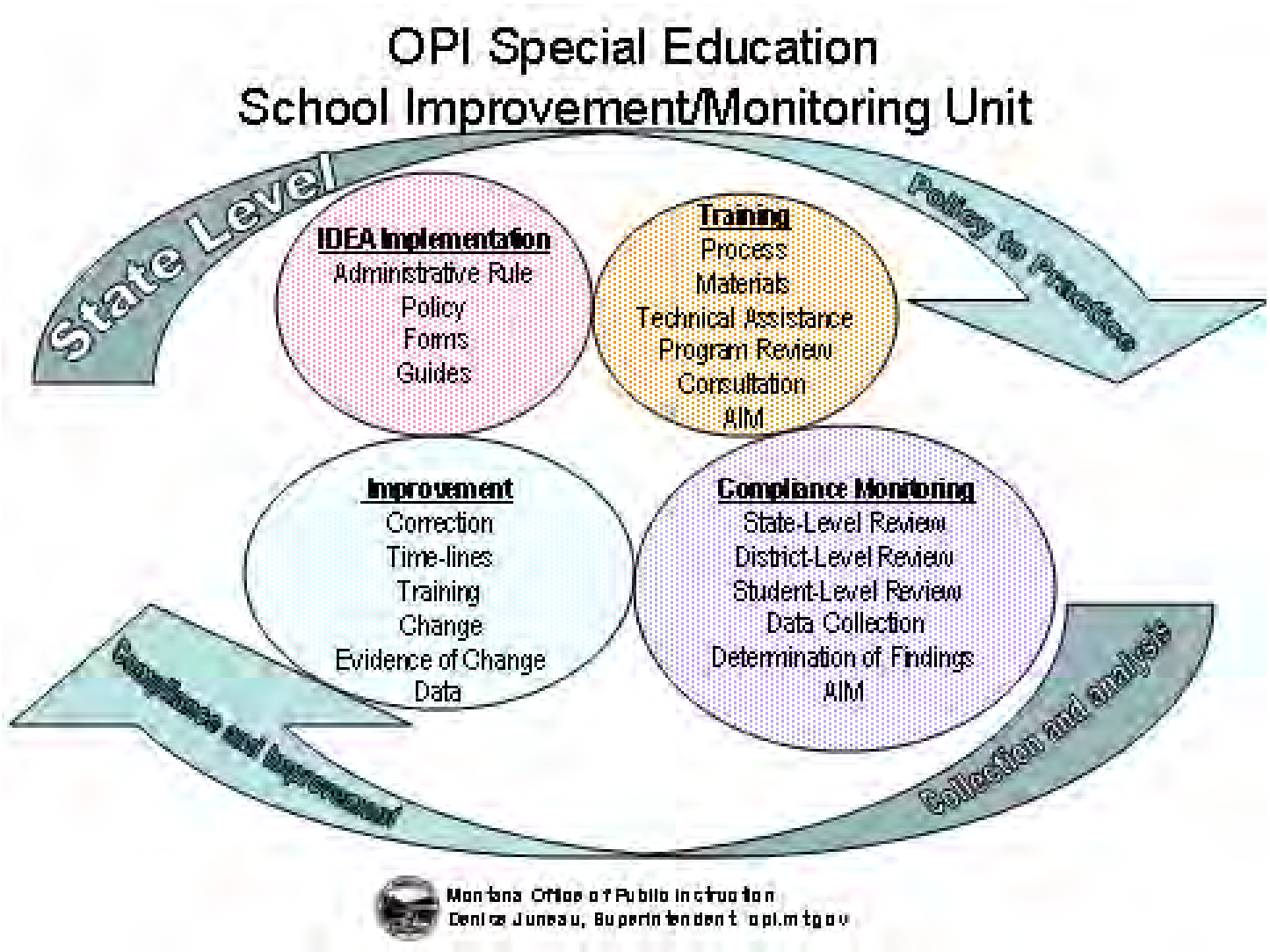
Appendix A:


OPI Special Education
Professional Development Unit
STATE LEVEL
EVALUATION
SPDG
Mentoring
RTI
DI
HEC
We Teach All
UDL
Low Incidence
Deaf Blind
Autism
CSPD
Regional CSPD
MBI
ECPPD
CELL
Para Consortium
Program Improvement
Transition
AIM
SPP/APR
Monitoring
Levels of Determination
Accommodations
Standards-based IEPs
EVALUATION
STATE LEVEL
Montana Office of Public Instruction
Denise Juneau, Superintendent opi.mt.gov

Professional Development Unit Acronym Dictionary

SPDG	State Personnel Development Grant
RTI	Response to Intervention
DI	Differentiated Instruction
HEC	Higher Education Consortium
UDL	Universal Design for Learning
CSPD	Comprehensive System of Personnel Development
MBI	Montana Behavioral Initiative
ECPPD	Early Childhood Partnership of Professional Development
CELL	Center for Early Learning Literacy
AIM	Achievement in Montana
SPP/APR	State Performance Plan/Annual Performance Report
IEP	Individualized Education Plan

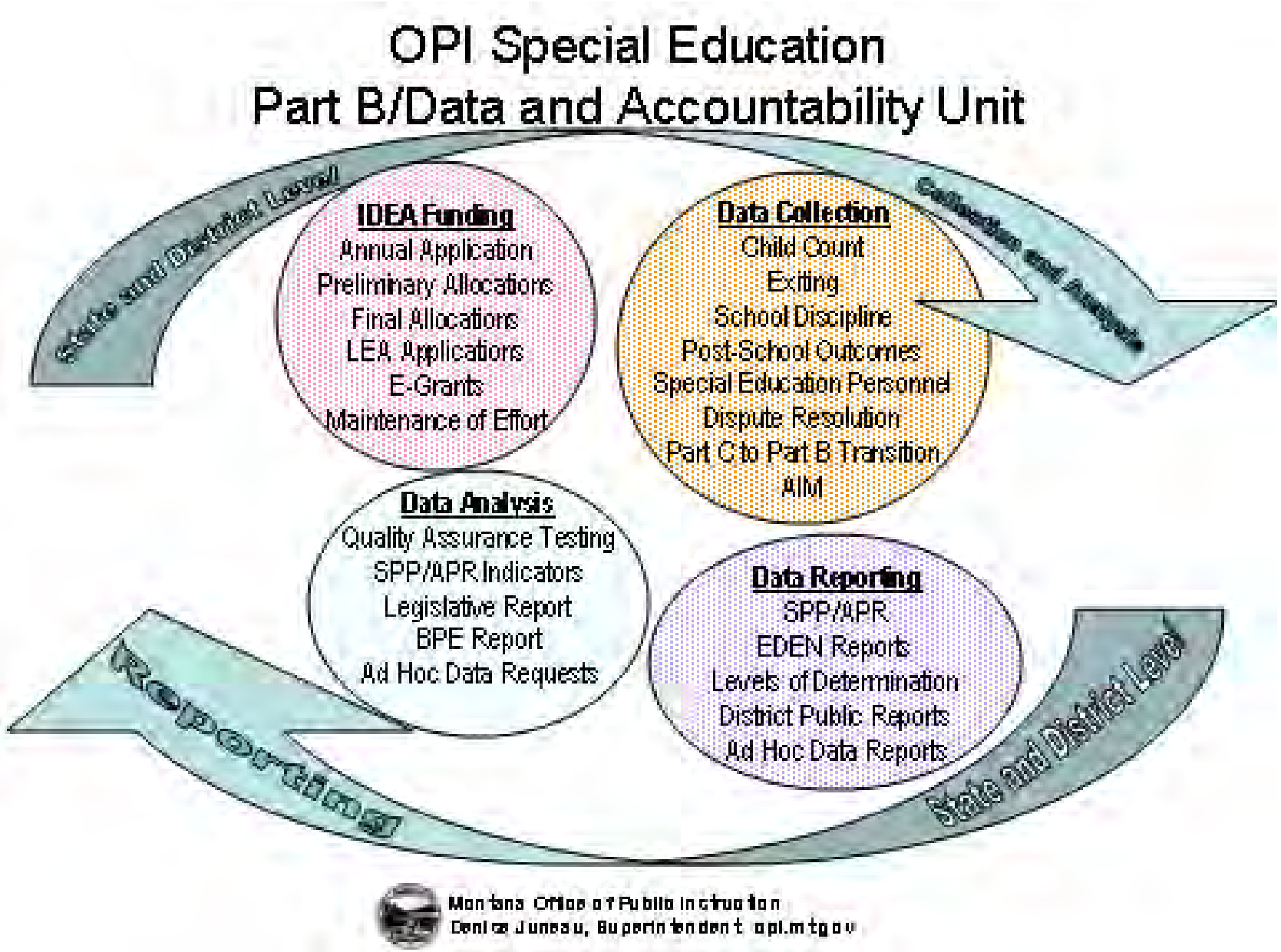
Appendix B:


OPI Special Education
School Improvement/Monitoring Unit
State Level
Policy to Practice
IDEA Implementation
Administrative Rule
Policy
Forms
Guides
Training
Process
Materials
Technical Assistance
Program Review
Consultation
AIM
Improvement
Correction
Time-lines
Training
Change
Evidence of Change
Data
Compliance Monitoring
State-Level Review
District-Level Review
Student-Level Review
Data Collection
Determination of Findings
AIM
Compliance and Improvement
Collection and analysis
Montana Office of Public Instruction
Denise Juneau, Superintendent opi.mt.gov

School Improvement/Monitoring Unit Acronym Dictionary

IDEA	Individuals with Disabilities Education Act of 2004
AIM	Achievement in Montana

Appendix C:


OPI Special Education
Part B/Data and Accountability Unit
State and District Level
IDEA Funding
Annual Application
Preliminary Allocations
Final Allocations
LEA Applications
E-Grants
Maintenance of Effort
Data Collection
Child Count
Exiting
School Discipline
Post-School Outcomes
Special Education Personnel
Dispute Resolution
Part C to Part B Transition
AIM
Collection and Analysis
Data Analysis
Quality Assurance Testing
SPP/APR Indicators
Legislative Report
BPE Report
Ad Hoc Data Requests
Data Reporting
SPP/APR
EDEN Reports
Levels of Determination
District Public Reports
Ad Hoc Data Reports
Reporting
State and District Level
Montana Office of Public Instruction
Denise Juneau, Superintendent opi.mt.gov

Part B/Data and Accountability Unit Acronym Dictionary

ADC	Annual Data Collection
AIM	Achievement In Montana—The statewide student data system which includes the Special Education module
APR	Annual Performance Report—The state's annual report to OSEP regarding the state's progress toward the targets in the State Performance Plan
EDEN	Education Data Exchange Network—The portal through which states submit data to the U.S. Department of Education
E-Grants	The OPI's electronic consolidated grant application for all federal grants that are subgranted to schools
IDEA	Individuals with Disabilities Education Act
LEA	Local Education Agency
MOE	Maintenance of Effort—The federal grant requirement that grant recipients maintain expenditures of state and local funds at the level of the previous year's expenditures
OSEP	Office of Special Education Programs—An office within the U.S. Department of Education that oversees the implementation of the IDEA
SPP	State Performance Plan
TA	Technical Assistance—Assistance provided to Montana schools to ensure the collection of valid and reliable data
UAT	User Acceptability Testing—Testing completed on the AIM system to ensure that programming changes meet the OPI requirements

Appendix D:

SPECIAL EDUCATION
IDEA Part B/ Data and Accountability Unit
CALENDAR OF DATES
Updated June 2009

July

- ✓ Federal Part B grant letter is received
  - o Final Allocation reports are prepared and posted on the Web site
  - o Memo is sent to coops/districts announcing final awards are available
  - o Any changes needed to E-grants sent to Linda Gardner
  - o Review and approve Part-B project applications
- ✓ Validate Suspension/Expulsion Data
- ✓ Validate Exiting Data
- ✓ MOE program changes for coming year identified
- ✓ Preparation for Child Count collection
- ✓ Provide TA on Post-School Outcomes Survey (Indicator 14)
- ✓ Prepare form to collect Part C to Part B transition (Indicator 12)
- ✓ AIM UAT on June mid-year release
- ✓ Validate Preschool Outcome data (Indicator 7)
- ✓ Prepare LEA Levels of Determination
- ✓ Additional SPP/APR support as needed
  - o Preschool Outcomes follow-up
- ✓ Begin working on Assessment validations

August

- ✓ Validate Suspension/Expulsion Data
- ✓ Validate Exiting Data (have ready by 8/30 for SPP/APR purposes)
- ✓ MOE program changes for coming year identified
- ✓ Preparation for Child Count collection
- ✓ Provide TA on Post-School Outcomes Survey (Indicator 14)
- ✓ Data collection for Part C to Part B transition (Indicator 12)
- ✓ LEA Levels of Determination published
- ✓ AIM Training begins
- ✓ AIM UAT on June mid-year release (should be in districts by mid-month)
- ✓ Validate Assessment Data for EDEN reporting
- ✓ Additional SPP/APR support as needed
  - o Preschool Outcomes follow-up (Indicator 7)
- ✓ Data Training for school districts
- ✓ Begin analysis of Graduation Rates (Indicator 1)
- ✓ Begin analysis of Dropout Rates (Indicator 2)
- ✓ Begin analysis of Suspension and Expulsion (Indicator 4)
- ✓ Begin analysis of Preschool Outcomes (Indicator 7)
- ✓ OSEP Leadership Conference and National Accountability Conference

September

- ✓ Preliminary work done on ADC collection of special education personnel data

- ✓ Validate Suspension/Expulsion Data (due 9/30)
- ✓ Validate Exiting Data (due 9/30)
- ✓ SUBMIT Exiting and Discipline EDEN files by 9/30
- ✓ SUBMIT Assessment Data EDEN files by 9/30
- ✓ Preparation for Child Count collection (opens 9/28)
- ✓ AIM Training
- ✓ AIM UAT on patches
- ✓ Additional SPP/APR support as needed
- ✓ Dispute Resolution table compiled
- ✓ Data Training for school districts
- ✓ Part C to Part B transition follow-up (Indicator 12)
- ✓ Begin analysis of Assessment data (Indicator 3)
- ✓ Begin analysis of Child Find-60-Day Timeline (Indicator 11)
- ✓ Begin analysis of IEP Transition (Indicator 13)
- ✓ School Discipline application opens
  - o Assign usernames and passwords

October

- ✓ MOE
  - o Programming should be completed and tested by the first of the month
  - o Mid-month, attend meeting on MOE with all divisions
  - o Mid month, start MOE and special education reversion calculations
- ✓ ADC collection of special education personnel data takes place
- ✓ Validate Suspension/Expulsion Data (submit by 11/1)
- ✓ Validate Exiting Data (submit by 11/1)
- ✓ Child Count collection open (10/1-10/31)
- ✓ AIM Training for school district personnel
- ✓ AIM UAT on patches
- ✓ Additional SPP/APR support as needed
- ✓ Data Training for school districts
- ✓ Private School Child Count
- ✓ School discipline collection TA
- ✓ Preschool Outcomes data analysis (Indicator 7)
- ✓ Begin analysis of Parent Involvement Survey data (Indicator 8)
- ✓ Begin analysis of Part C to Part B transition data (Indicator 12)
- ✓ Post-School Outcomes Survey (Indicator 14)
  - o Calculate Response Rates
  - o Begin analysis

November

- ✓ SUBMIT Dispute Resolution EDEN file by 11/1
- ✓ Begin development of APR
- ✓ Coop Membership Reports prepared and sent out
- ✓ Certified Director report (from Kathleen Wanner)
- ✓ MOE
  - o Finalize calculations (MOE and reversion)
  - o Run preliminary MOE reports and post to Web
  - o Notify districts that failed to maintain effort
  - o Review applications for MOE exceptions

- ✓ ADC follow-up
- ✓ Child Count
  - o Follow-up (closes 10/31)
  - o Begin validations
- ✓ AIM Training
- ✓ AIM UAT on patches
- ✓ Additional SPP/APR support as needed
- ✓ Data Training for school districts
- ✓ School discipline collection TA
- ✓ Begin analysis of Dispute Resolution data
  - o Complaints (Indicator 16)
  - o Hearings (Indicator 17)
  - o Resolution sessions (Indicator 18)
  - o Mediations (Indicator 19)

December

- ✓ Validate Child Count Data (due 2/1)
- ✓ SPP/APR support (due 2/1)
- ✓ Validate Personnel Data
- ✓ Coop membership report follow-up
- ✓ AIM UAT on patches
- ✓ School discipline collection TA
- ✓ Begin analysis of Findings – (Indicator 15)
- ✓ Begin analysis of Timely, Valid, Reliable Data (Indicator 20)

January

- ✓ Validate Child Count Data
- ✓ SPP/APR support
- ✓ Validate Personnel Data
- ✓ Coop membership report follow-up
- ✓ AIM UAT on December release
- ✓ School discipline collection TA
- ✓ Finish analysis of Indicators for SPP/APR
- ✓ Complete APR and revisions to SPP

February

- ✓ SUBMIT Child Count EDEN file and SPP/APR
- ✓ Begin work on preliminary Allocations
- ✓ Begin work on Final MOE Reports
- ✓ Begin looking at changes for exiting
- ✓ Begin looking at changes for school discipline
- ✓ Validate Personnel Data
- ✓ AIM UAT on December release
- ✓ School discipline collection TA
- ✓ Complete Annual Application for Funds Under Part B of the IDEA
  - o Post completed application for public comment

March

- ✓ Begin looking at changes for exiting
- ✓ Begin looking at changes for school discipline
- ✓ Final MOE reports are sent out and posted to the OPI Web site
- ✓ Prepare annual report to the Board of Public Education
- ✓ LEA Determinations
- ✓ Calculate Disproportionate Representation (Indicators 9 and 10)
- ✓ Calculate Significant Disproportionality
- ✓ Begin work on preliminary Allocations
- ✓ AIM UAT on patches
- ✓ School discipline collection TA

April

- ✓ Prepare for exiting
  - o Work with programmer to get necessary changes made
  - o Test program
- ✓ Prepare for school discipline
  - o Work with programmer to get necessary changes made
  - o Test program
- ✓ Prepare annual report to the Board of Public Education
- ✓ LEA Determinations
- ✓ Preliminary Allocations published
- ✓ School discipline collection TA
- ✓ AIM UAT on patches
- ✓ SPP/APR Opportunity for Clarification
- ✓ SUBMIT Annual Application for Funds Under the IDEA

May

- ✓ Exiting opens
- ✓ School Discipline application opens for submission
- ✓ School discipline application TA
- ✓ AIM UAT on patches
- ✓ E-Grants application opens
- ✓ Test District Public Report

June

- ✓ School Discipline and Exiting applications open (close 6/30)
- ✓ AIM UAT on patches
- ✓ School discipline application TA
- ✓ Exiting application TA
- ✓ District Public Report Posted to Web (6/1/)
- ✓ Begin work on Assessment validations
- ✓ Begin Child Count Preparation
  - o Work with programmer to get necessary changes made
  - o Test program
- ✓ OSEP Data Conference

EXECUTIVE SUMMARY
DATE: JULY 2010

PRESENTATION: Common Core State Standards

PRESENTER: Kris Goyins, Communication Arts Curriculum Specialist
Jean Howard, Mathematics Curriculum Specialist
Office of Public Instruction

OVERVIEW: This presentation provides the Board of Public Education with information on the Common Core State Standards (CCSS) for English/Language Arts and Mathematics. A panel of Montana educators will address the CCSS as it relates to their position within their K-12 District: Cliff Bara, Andrea Johnson, Kathy Pfaffinger, Brooks Phillips, Richard Seitz, and Rodd Zeiler. The panel will discuss stengths of the CCSS, student knowledge and skills that are not included in the CCSS, and what would be needed for their district to implement the standards. The standards can be accessed online: http://www.corestandards.org/. A printed copy of the document will be provided at the meeting.

REQUESTED DECISION(S): Discussion

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

EXECUTIVE SUMMARY
DATE: JULY 2010

PRESENTATION: Federal Update

PRESENTER: Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction

OVERVIEW: This report will include an overview of the Montana application for the Race to the Top competitive grant process administered by the U.S. Department of Education. The application contains Montana's plan for the use of $75 million if funded.

The proposed Adequate Yearly Progress (AYP) reports, required by the Elementary and Secondary Education Act, were mailed to authorized representatives of all Montana schools and districts on June 18, 2010. The timeline for the AYP process and the process for appeals will be discussed.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

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Denise Juneau, State Superintendent
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Montana Race to the Top Grant Application Overview

Montana requested nearly $74,000,000 in funding from Race to the Top (RTTT) from the U.S. Department of Education where, if funded, half of the award will go to participating LEAs. Eighty-two percent or 343 of the 418 possible LEAs explicitly decided to consider participating in the Montana RTTT program through completing and submitting a Memorandum of Understanding (MOU). This represents 86 percent of all public schools in Montana and 94 percent of all enrolled public school students.

If funded, the portion of the award going to the state will primarily be used to assist schools and districts in carrying out local plans and the elements of the state plan as described below.

Throughout the grant application, there is a steadfast focus on how Montana will address issues like teacher and principal evaluation and preparation and considering adoption of the Common Core State Standards in Math and English/Language Arts. It is clear in the application that the Office of Public Instruction (OPI) and the Montana Board of Public Education (BPE) will involve all education partners and stakeholders as these initiatives move forward in a public planning process. It was never implied or sought that any summary decisions on such important issues will be made without engaging those who need to be involved in an open and participatory course of action.

It is equally clear that there is no interest in seeking alternative pathways to licensure beyond what is already in place in Montana. Also, there has been no engagement in any rulemaking that does not honor local control and collective bargaining around the issue of evaluating teachers and principals based primarily on student achievement. Finally, the U.S. Department of Education would prefer the adoption of one of its four intervention models when it comes to assisting our persistently lowest achieving schools, which was something that was not agreed to in the Montana RTTT Grant Application.

There is the strong promotion of themes around Response to Intervention, addressing the needs of the whole child, regionalized delivery of professional development and support, and developing powerful data systems which would provide for linkages to either end of the K-12 learning experience and provide information to all stakeholders to use in data-driven decision making processes.

Response to RTTT Assurance Areas

The U.S. Secretary of Education has centered the RTTT initiatives on four priority assurance areas:

- Standards and assessments
- Data systems to support instruction
- Great teachers and leaders
- Turning around the lowest-achieving schools

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Montana Race to the Top Grant Application Overview

The **standards and assessments** assurance includes the consideration of the adoption of internationally benchmarked standards and assessments that prepare students for success in college and the workplace.

The OPI has been engaged in the Common Core State Standards Initiative lead by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). We convened instructional leaders from across the state to review the draft releases of both the Career and College Ready Standards and the K-12 English/Language Arts and Mathematics Standards. We conducted state-level alignment processes along the way and have found that the present Learner Standards in Montana already meet or exceed the Common Core State Standards for both Career and College Ready and K-12 English/Language Arts and Mathematics Standards. The process of bringing these standards into Montana classrooms will make its way into the structure of our Board of Public Education decision-making process, which embraces public participation and provides meaningful leadership along the way. The final Standards were released in early June, which triggers the process of considering what Montana will do regarding the adoption of these standards.

Montana continues to be an active participant in the RTTT Assessment Program; the guidelines for this program were recently released by the U.S. Department of Education. Montana is committed to participating in this program as long as it appears to be of benefit to education in our state. This effort is clearly tied to the Common Core State Standards work and will be critical to measuring our progress and success along the way as these changes occur in Montana.

Response to Intervention (RTI) integrates assessment and intervention within a multi-level prevention system to potentially maximize student achievement. It is imperative that resources necessary to implement the RTI across the state of Montana be made accessible in order to ensure that meaningful interventions take place <u>where and when they are necessary</u> to maximize the local resources and time constraints in serving Montana public school students.

In order to provide a rich and complete set of course offerings to all corners of a large and sparsely populated state like Montana, distance learning and dual enrollment can play a huge role in providing greater access to opportunity for all students, and were supported in the application.

The OPI is developing a system of support for schools and districts which will be based on their individual needs as determined by a multifaceted, data-driven process. A five-stage process using 16 areas of support is being considered which will allow for school and district-specific responses to determine the level and areas for support they may need. This system will rely on data to formulate an assistance model. In order to ensure that data is accessible to those who need it, Montana will need a Data Warehouse System which has been written into the RTTT Grant Application.

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Montana Race to the Top Grant Application Overview

The **data systems** assurance includes building a longitudinal data system that measures student success and informs teachers and principals how they can improve their practices in concert with analyzing student data.

> A proposal to build a data system that will allow for the tracking of a wide variety of district, school, and student assessment data over time has been written into the Montana RTTT application. If funded, data in this system will be available for use in the classroom, by the school principal, district leadership, and state-level officials. This data could be used at the classroom level toward directing instruction as deemed appropriate in their setting, at the school and district level to track progress and special topics over time, and at the state level to develop responsive assistance plans for schools and districts as described above.

The **great teachers and leaders** assurance includes recruiting, developing, retaining and rewarding effective teachers and principals. Additionally, it calls for changes in teacher and principal preparation and training programs.

> There are many well-founded, research-based models available to local school systems as they work with their teachers collaboratively on this topic, but what is missing is a clear Montana direction around this issue. A recommendation to the Montana Board of Public Education will be developed with input from all stakeholders which will provide a clear direction that all school systems in Montana will use to ensure that there is a minimum of consistency and expectation in the performance of those who lead and teach in our schools. It should be noted that Montana is a collective bargaining state. As such, both the LEA and its bargaining units have the authority to deliberate and decide equally on any issues like evaluation systems and procedures regarding the details of carrying out the evaluation process and recruiting, developing, retaining and rewarding effective teachers.
>
> Teacher and Administrator preparation in Montana should parallel the needs and directions of the future of education in Montana schools to ensure that future and practicing teachers and leaders have the skills to make this come to fruition where they live and work. The OPI has developed a relationship with Montana State University and the University of Montana Teacher and Administrator preparation program leadership on each campus to support their innovative efforts already in place and to work together collaboratively on developing programs that prepare new and practicing teachers and administrators for the future of education in Montana.

The **lowest-achieving schools** assurance calls for action to be taken in turning around persistently under-performing schools.

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Montana has also taken a very broad approach to turning around its lowest-achieving schools by collaborating with stakeholders in addressing some of Montana schools' unique challenges through the federal School Improvement Grant (SIG) process. Although this program has rigid options in OPI working with the identified schools which will not be in place outside of the SIG process, there will be valuable lessons learned in this process which will serve other schools in the future that are in high need of assistance.

When many factors at the local level, including leadership, have not worked over time to the degree that the students have performed at the lowest of levels possible, unusual steps must be taken to assist and direct these schools and districts. In an effort to protect the interests of local control and still find a solution to make a path that will allow potential temporary intervention and assistance, OPI will be asking stakeholders to come to the table and search for this solution. The end goal of such an effort would be to give responsibility and authority back to the community once the learning and supporting environments are back in place. As with other reform issues previously mentioned, stakeholder engagement in developing this system to be effective and yet protect local control interests where they are working is paramount to the success of this process and will be employed as Montana moves forward in this work.

Optional Application Priority

Effective Science, Technology, Engineering & Math (STEM) education programs at all levels including K-12, undergraduate, graduate, continuing education, and vocational education is a priority for an energy-resource rich state like Montana. We will accomplish this priority by supporting new and innovative initiatives that will help improve the content knowledge skills and professional development of the K-12 teacher workforce and informal educators and informed the resources available in classrooms and other learning environments.

2009 Timelines for Adequate Yearly Progress and Assessment Data

2009 Dates	*Tentative 2010 Dates*	*Task*	*Rank*
February 27, 2009 - April 3, 2009	Oct. 26, 2009 - December 7, 2009	Effectiveness Report Window	1
April 17, 2009	December 2009	Effectiveness Report Scoring	2
January 2009 - February 2009	October - November 2009	Amendment Requests Data Runs for AYP Leadership Squad	4
	November 16, 2009	Year End (2008-2009) Snapshot (dropout/graduate counts finalized	
December 1, 2008	November 30, 2009	OPI sends MP Test Coordinator/shipping and fall enrollment file to MP	5
	November - December 2009	Rewrite Access Reports to Crystal Reports	6
	December 2009	Graduation Rate for 2008-2009 programmed and calculated	7
	November 2009 - May 2010	Ongoing notification to districts/schools on Final Snapshot date of May 10, 2010 (jump newsletter, AIM calendar, seminars, etc.	8
January 15, 2009	January 15, 2010	Submit amendment to MT Accountability Workbook to USED	9
January 28 - 29, 2009	January 28 - 29, 2010	Verify data for testing labels due on Feb. 2, 2010	10
Jan - May 2009	January - March 2010	Programming and testing of Small Schools Accountability Process (SSAP)	11
Jan - May 2009	January - March 2010	Programming and testing for Calculated Process	12
February 3, 2009	February 2, 2010	Data to MP for barcode labels	13
February 10 - March 25, 2009	February 9 - March 24, 2010	CRT-Alternate Test Window	14
March 2 - March 25, 2009	March 1 - March 24, 2010	CRT Test Window	15
March 2 - March 27, 2009	March 1 - March 26, 2010	AIM Program Participation Collection	16
	March 9 - March 26, 2010	Test Window Attendance Collection	17
March 10, 2009	March 9, 2010	COUNT DATE	18
March 27, 2009	March 30, 2010	Last day for districts to return answer documents to Measured Progress	19
April 20, 2009	April 9, 2010	M&A receives Effectiveness Report review scores from Accreditation Division & QA Completed	3
April 27, 2009	April 26, 2010	OPI receives scanned data file from MP	20
May 4, 2009	May 3, 2010	OPI returns scanned data file to MP with final discrepancies in Student ID completed	21
April 27 - May 4, 2009	April 20 - May 10, 2010	OPI performs QA work to resolve discrepancies	22
May 11, 2009	May 10, 2010	OPI sends MP FINAL SCANNED DEMOGRAPHIC FILE	23
June 17, 2009	May 10, 2010	Final Snapshot of AIM	24
Mid May	Mid May	Letters to districts--remind of AYP timeline for notifications and responsibilities of schools/districts for parent notification	25
June 2, 2009	May 21, 2010	OPI receives final CRT data from Measured Progress Math/Reading/Science	26
June 2, 2009	May 28, 2010	Measured Progress posts reading and math results on Montana Analysis and Reporting System (MARS)	27
June 4, 2009		OPI receives final approval of accountability workbook from U.S. Department of Education	28
June 5 - 23, 2009	June 1 - 11, 2010	Small Schools Accountability and Calculated Process on-going data verification/validation	29
June 12 - 15, 2009	June 4, 2010	1% Rule to Special Ed	30
June 23 - 27, 2009	June 11, 2010	Small Schools Accountability Process data compiled for setting of threshold	31
July 1 - 3, 2009	June 14, 2010	Set threshold for Small Schools Accountability Process (Leadership Team Meeting)	32
July 13 - 17, 2009	June 14 - 16, 2010	Final QA completed for Calculated Process data, programming	33
July 20 - 22, 2009	June 15 - 16, 2010	QA and Compile Small Schools Accountability AYP Report	34
July 20 - 22, 2009	June 16, 2010	Calculated Process reports	35
July 23, 2009	June 16, 2010	Leadership Team to review summary report of made/did not make	36
July 24, 2009	June 16, 2010	M&A to update proposed AYP determinations summary reports for OPI leadership	37
July 27 - 29, 2009	June 18, 2010	Proposed AYP determinations are printed and mailed to schools/districts	38
		Districts have 10 working days of printed Proposed Report to file an appeal	39
August 12, 2009	July 3, 2010	Deadline for schools/districts to letter requesting review of AYP determination to OPI	40
Early August	**Early July**	**Letters to districts--remind of AYP timeline for notifications and responsibilities of schools/districts for parent notification**	41
July 30 - August 29, 2009	June 21 - July 22, 2010	30 day LEA review and appeals process	42
	July 23, 26, or 28, 2010	AYP Leadship meeting to determine appeals	43
August 31, 2009	July 28, 2010	M&A to update final AYP determinations summary reports for OPI leadership	45
August 29 - August 31, 2009	July 30, 2010	Final AYP determinations printed and mailed to schools/districts	44

2009 Timelines for Adequate Yearly Progress and Assessment Data

2009 Dates	Tentative 2010 Dates	Task	Rank
September 4, 2009	August 6, 2010	Public release of AYP results and data	46
September 4, 2009	August 6, 2010	NCLB Web Report Card data updated and made public	47
September 4, 2009	August 6, 2010	a. Adequate Yearly Progress	48
September 4, 2009	August 6, 2010	b. Improvement Status	49
September 4, 2009	August 6, 2010	c. Attendance, Graduation & Enrollment	50
Within two weeks of Public Report	August 6, 2010	d. Academic Indicator by Grade & Subject	51
Within two weeks of Public Report	August 6, 2010	e. 2 Year Trend Analysis	52
Within two weeks of Public Report	August 6, 2010	f. IRIS Reports	53
October - November 2009	August 2010	Analysis of 2009-10 AYP determinations and data	54
September-October, 2009	September-October, 2010	EDEN reporting for assessment and AYP data	55
	October - November 2010	Planning/Process new ethnicity codes for 2010-2011	
	October - November 2010	Planning/Process new graduation rate for 2010-2011	

EXECUTIVE SUMMARY
DATE: JULY 2010

PRESENTATION: Follow-up visit Report, Rocky Mountain College

PRESENTER: Linda Vrooman Peterson, Administrator, Office of Public Instruction
Dr. Barbara Vail, Associate Academic Vice President
Rocky Mountain College

OVERVIEW: The Accreditation Review Team conducted a follow-up visit on April 6-7, 2010, of the Professional Education Program at Rocky Mountain College. Team members included: Nancy Coleman, Superintendent, Harlem Public Schools; Jerry Vandersloot, Principal Havre High School; and Jerry Guay, ABLE Program Director, Hardin Public Schools. The attached exit report and narrative provide to the Board of Public Education (BPE) the results of the follow-up visit.

The team recommends to the state superintendent full approval of the three new programs added to the Professional Education Unit curriculum: Master's in Educational Leadership, English Education Minor, and Reading Specialist K-12. The Exit Report, including the narrative summaries, is attached.

REQUESTED DECISION(S): Recommend approval of the Master's of Education Degree Educational Leadership, English Education Minor, and Reading Specialist K-12.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Discussion

Rocky Mountain College Professional Education Unit
Follow-up Accreditation Review Exit Report
April 5-7, 2010

From April 5-7, 2010, an on-site team conducted the accreditation review of three new programs added to the Professional Education Unit at Rocky Mountain College (RMC). In March 2008, the Board of Public Education (BPE) approved the state superintendent's recommendation for provisional approval of the RMC Master's in Educational Leadership; and in January 2009, the minors in English Education and Reading Specialist K-12 program. According to the Administrative Rules of Montana (ARM), a follow-up on-site visit is required within two years of provisional approval. The purpose of the follow-up visit is to assess the implementation and level of candidate competency of these new programs at Rocky Mountain College.

The follow-up accreditation review verifies and validates the Institutional Report as presented by RMC. To accomplish this on-site review, team members read documents, toured the campus, and interviewed staff, faculty, administrators, and current and graduated students. The purpose of this document is to summarize the results of the team's findings.

Sub-Chapter 5 – Teaching Areas: Specific Standards Initial Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.501	**General Requirements**	**MET**	**1**
10.58.509	**English/Language Arts**	**MET w/Notation**	**2**
10.58.521	**Reading Specialist K-12**	**MET**	**3-4**

Sub-Chapter 6 – Curriculum Principles and Standards: Advanced Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.601	**Program Planning and Development**	**MET**	**5-6**
10.58.602	**Teaching Areas: Advanced Programs**	**MET**	**7**
10.58.603	**Assessment of Advanced Programs**	**MET**	**8-9**

Sub-Chapter 7 – Specializations: Supervisory and Administrative Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.705	**School Principals, Superintendents, Supervisors and Curriculum Directors**	**MET**	**10-11**

The team recommends approval of full accreditation of the Master's of Educational Leadership program and the minors in English Education and Reading Specialist K-12 program.

Master's of Educational Leadership Program

Commendations

- The RMC has created a comprehensive Master's of Educational Leadership program. This comprehensive program is founded in research: Effective Schools Research, the Stanford Bridge Project and other research-based continuous improvement models. The elements of this comprehensive Master's of Educational Leadership program include: Program Design and Selection Process, classroom/textbook instruction; direct application through intensive internship; imbedded support through mentors and supervisors; and ongoing professional development.

- Drs. Stevie Schmitz and Jo Swain, through their leadership and vision, have created a highly effective professional learning community. This learning community has embraced the program's mission, leading for academic achievement in Montana.

- The cohort system is the key foundation to the program. It provides structures for "real" life connections through positive supportive relationships among the candidates, supervisors, mentors and faculty.

- Key connections to schools, like law and finance, are taught by practicing professionals that give the candidates real world experiences through case studies relevant to education today.

- The master's program is based on standards, which provide its focus and overall foundation. The standards focus has helped to create an affirmative synergetic environment.

Recommendations

- To sustain the integrity of the program, RMC is encouraged to look outside of its key faculty for handling advertising, recruitment, and managing the candidate assessment database.

- Processes need to be put in place to perpetuate the program, e.g., the Advisory Committee is exploring a process to ensure new members hold a similar level of commitment to the program.

Minors in English Education and Reading Specialist K-12

Commendations

- Reading Specialist K-12 program candidates indicated their understanding of the continuous improvement cycle: focusing on student learning based on assessment data.

- Candidates believe the faculty are responsive to suggestions for program change, often making timely changes based on candidate comments.

- Candidates were passionate about the Reading Specialist K-12 program. They feel well prepared to teach students K-12.

Recommendations

- The RMC is encouraged to address the sequencing of courses, e.g., consider teaching the Reading Clinic later in the program after candidates have taken the foundation courses.

- English and Reading Specialist K-12 syllabi lack clear connections between the standards and the assessments.

- Syllabi for both programs lack explicit reference to Indian Education for All.

Members of the team worked diligently to verify the Institutional Report. The evidence provided by RMC was thorough and appropriate to meeting the standards. The team members enjoyed the comfortable work and lodging environments. Throughout the visit staff, faculty, and candidates welcomed the team and quickly responded with its requests.

Rocky Mountain College
Follow-Up Review of New Programs
April 5-7, 2010
Narrative Summary Report

Number and Name of Standard: ARM 10.55.501 General Requirements

Validating Statement
The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit at Rocky Mountain College (RMC) meets standard ARM 10.58.501 General Requirements.

Sources of Evidence
The IR, RMC 2009-2010 Undergraduate Catalog, course syllabi, candidate work samples, faculty interviews, 2010 Student Teaching Handbook, Teacher Education Conceptual Framework, and Secondary Education Checklist

Assessment Aligned to Standard
When explicit, the course outcomes and assessments address the general requirements or pedagogical standards in content knowledge, skills, and dispositions. However, this alignment is inconsistently applied across the English education minor and Reading Specialist K-12 programs.

Evaluation
Overall the pedagogy standards are met as delineated in ARM 10.58.501 General Requirements and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. These pedagogical standards are incorporated, albeit inconsistently, across the English education minor and Reading Specialist K-12 programs. The required pedagogical elements are modeled by the education faculty and incorporated into education syllabi, course content and assignments.

Improvements
Consistently align course content and expected learning objectives to the standards and assessments.

Accreditation Recommendation
- Meets Standard

Rocky Mountain College
Follow-Up Review of New Programs
April 5-7, 2010
Narrative Summary Report

Number and Name of Standard: ARM 10.58.509 English Education Minor

Validating Statement
The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit at Rocky Mountain College (RMC) meets standard ARM 10.58.509 English Education Minor.

Sources of Evidence
The IR, Teacher Education Program Conceptual Framework, 2010 Handbook, Teacher Education Program Gateways Checklist – Secondary Education, Course syllabi, Practicum Evaluation Form, Interviews with faculty

Assessment Aligned to Standard
When explicit, the assessments address content topics, knowledge, skills, and dispositions that are delineated in the standards. However, this alignment is inconsistently and not systematically applied across the English education minor program of study. Scoring guides, when provided, are clear, appropriate, and describe levels of expected candidate proficiency.

Evaluation
Overall the program of study is comprehensive incorporating critical analysis through reading a variety of texts, integrating critical thinking and writing instruction, and providing instructional strategies and research-based pedagogical theory and applied classroom practice. Required education courses address student and program assessments, Indian Education for All, and the integration of technology into the curriculum.

Upon further examination of the program documents, the reviewers found that the program does not explicitly address ARM 10.58.509 2(c) knowledge of and skills in the use of reading processes, (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation).

In addition, the reviewers found the alignment of course objectives and assessments to standards was inconsistently applied across required courses syllabi. In certain cases a standard's matrix delineated the alignment of the course objectives and corresponding assessments to the standards, including the pedagogy standards (ARM 10.58.501 General Requirements). The Board of Public Education's (BPE) general requirement standards incorporate the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, which were also included in the matrix.

Improvements
Consistently align course content, expected learning objectives, and assessments to the standards.

Accreditation Recommendation
- Meets Standard with Notation

Rocky Mountain College
Follow-Up Review of New Programs
April 5-7, 2010
Narrative Summary Report

Number and Name of Standard: ARM 10.58.521 Reading Specialist K-12

Validating Statement
The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit at Rocky Mountain College (RMC) meets standard ARM 10.58.521 Reading Specialist K-12.

Sources of Evidence
Documents: The IR, course syllabi, 2009-2010 Undergraduate College Catalog, RMC Conceptual Framework, Course Evaluations, Candidate Artifacts, Reading Specialist K-12 program matrix
School visit: Blue Creek Elementary School
Group Interviews: Reading faculty, Reading Specialist K-12 Candidates

Assessment Aligned to Standard
Observed assessments align with content topics and standards. Assessments are congruent with requirements described in the standards. In many cases, however, syllabi do not adequately address how course objectives are assessed. While the conclusion may be made that assessments are taking place, the assessments are not indentified explicitly. Scoring scales and/or rubrics are not consistently included in required course syllabi.

Evaluation
Required courses provided in the IR and verified during the on-site visit meet, and in several cases, exceed the standards. Candidates interviewed indicated that they felt they were adequately prepared, supported, observed and assessed by both professors and practicum/student teaching supervisors. Candidates recommend the reading clinic be taken as a capstone course, which allows candidates an opportunity to take the necessary preparatory courses prior to enrolling in the clinic. Both faculty and candidates expressed a concern with the difficulty in finding young people to participate in the clinic to help prepare the candidates for teaching adolescents with reading problems. Currently, candidates complete the Adolescent Reading Course; however, they have limited or no experience in practicum settings teaching reading to young adolescents.

The Reading Specialist K-12 program minor, as described in the IR and verified during the on-site visit, meets the standard.

Commendations
- Candidates stated that the faculty model research-based instructional strategies, are supportive to individual needs, and are responsive to questions, concerns, or suggestions. Often suggestions are incorporated into the program quickly and seamlessly.

Improvements

- Currently the field experience placements are of limited time, one or two hours at most, for the reading minor candidates. Candidates would benefit from longer, more "real" world field experiences, e.g., half day to full day field experiences.
- Examine the sequence of courses.
- Increase the appropriate use of technology across the reading specialist minor program.
- While the practica and field experience placements provide candidates opportunities to work with elementary level learners, there is a lack of such opportunities for candidates to work with adolescent readers. The program faculty are working on the problem; the reviewers encourage RMC to address this gap in the Reading Specialist K-12 program.

Accreditation Recommendation

- Meets Standard

Rocky Mountain College
Follow-Up Review of New Programs
April 5-7, 2010
Narrative Summary Report

Number and Name of Standard: ARM 10.58.601 Program Planning and Development

Validating Statement
The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit at Rocky Mountain College (RMC) meets standard ARM 10.58.601.

Sources of Evidence

- **Documents:** The IR, course syllabi, RMC Graduate Conceptual Framework, Course Evaluations, Internship Log, Student Disposition Rubric, Program Schedule and Design, Selection Process, Practicum Evaluation, Self-Assessment Instrument, Eportfolio, Communication Flow Chart, Organizational Chart, Mentor/Supervisor Application and Evaluation Forms and Processes, External Program Review, Mission/Vision Statement, Program Budget
- **School visits:** Angie Gray, Orchard Elementary, Billings 4th grade teacher; Mark Wandle, Principal, Huntley Project
- **Interviews:** Jane Suberg, high school teacher; Becky Aaring, Superintendent from Highwood; Dr. Jo Swain, M. ED/ Reading Professor; Dr. Stevie Schmitz, Director of Educational Leadership/Distance Education; and Dr. Anthony Piltz, Academic Vice-President/Provost
- **Advisory board members:** Bill Twilling, Bobbie Larsen, Rod Svee, Anne Barlow, Doug Dundas, Monica Pugh, Peggy Parker, and Josh Middleton
- **Graduates:** Heather Peers, Nathan Schmitz, Jeri Heard, Justin Klebe, Kurt Klein, Errin Schmitz, and Jennifer Collins
- **Supervisors:** Cindy Holtz, Shanna Henry, Judy Evans, Todd Rowen, Rilla Hardgrove, and Keith Gomke
- **Faculty and mentors:** Dennis Sulser, Roger Heimbignien, Bert Reyes, Jeril Hehn, Marilee Duncan, Sharon Tietman, Rusty Martin, and Jay Lemelein

Evaluation
The administrative unit of the educational leadership program is consistent with the established philosophy, principles, and objectives of the standards including the RMC Conceptual Framework. Course syllabi are based on the Board of Public Education (BPE) and national standards (PEPPS, ISLLC, and ELLC). From governance structures to operating systems, from program evaluation to the accessibility of program data, the RMC educational leadership program provided evidence ensuring processes and procedures are reviewed and revised as needed. Evidence demonstrated that this program meets licensure requirements.

The RMC advanced program provided well-articulated documentation, which was corroborated through interviews, school visits, and other supporting documentation, thereby ensuring:

- Publication of specific program objectives and course of study outlines that show how those objectives can be achieved.
- Quality of depth of scholarship is maintained appropriately to the program objectives and breadth of coverage that enables the preparing teacher to develop supporting and related skills and insights.
- Support from adequate staff, equipment, special facilities, including library, and any other general institutional support that maximizes the quality of each program.

The RMC provides excellent, in fact outstanding, support and clinical practice for these aspiring leaders. Team members gathered a consistent documented message that candidates must meet clearly delineated rigorous standards or be exited from the program. The program provides transparent processes for evaluating and recommending graduate students for licensure.

The RMC candidates, faculty, and advisory committee are focused on helping candidates reach their full potential as school leaders. To maintain quality the advisory committee is integral to the planning and development of the program. The advisory committee recommends admission selection and retention procedures; reviews applications, interviews candidates, and recommends acceptance or exit procedures for individual candidates. Candidates, faculty, mentors, supervisors and advisory committee members expressed their beliefs that RMC's educational leadership program is a cutting edge model demonstrating the continuous improvement approach of the Effective Schools Research. All required courses and aligned assessments provided in the IR meet the standard.

Commendations

- This program has outstanding support and direct involvement from field experts. These experts have years of experience that lend to the development of an effective, sustainable program and of strong instructional and learning-leaders.
- The RMC Advisory Committee is exceptional and their input into this program is widely accepted and welcomed in the evolution of this program.

Accreditation Recommendation

- Meets Standard

Rocky Mountain College
Follow-Up Review of New Programs
April 5-7, 2010
Narrative Summary Report

Number and Name of Standard: ARM 10.58.602 Teaching Areas: Advanced Programs

Validating Statement
The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit at Rocky Mountain College (RMC) meets standard ARM 10.58.602.

Sources of Evidence
- **Documents:** The IR, course syllabi, RMC Graduate Conceptual Framework, Course Evaluations, Internship Log, Student Disposition Rubric, Program Schedule and Design, Selection Process, Practicum Evaluation, Eportfolio, Communication Flow Chart, Organizational Chart, Mentor/Supervisor Application and Evaluation Forms and Processes, External Program Review, Mission/Vision Statement, Program Budget
- **School visits:** Angie Gray, Orchard Elementary, Billings 4th Grade teacher; Mark Wandle, Principal, Huntley Project
- **Interviews:** Jane Suberg, high school teacher; Becky Aaring, Superintendent from Highwood; Dr. Jo Swain, M. ED/ Reading Professor; Dr. Stevie Schmitz, Director of Educational Leadership/Distance Education; Dr. Anthony Piltz, Academic Vice-President/Provost
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- **Supervisors:** Cindy Holtz, Shanna Henry, Judy Evans, Todd Rowen, Rilla Hardgrove, Keith Gomke
- **Faculty and mentors:** Dennis Sulser, Roger Heimbignien, Bert Reyes, Jeril Hehn, Marilee Duncan, Sharon Tietman, Rusty Martin, Jay Lemelein

Evaluation
All of the required courses and aligned assessments provided in the IR and verified through the on-site visit meet the standards. The RMC Educational Leadership program meets the licensure requirements for admission and program completion. With the implementation of a selection process that is rigorous and comprehensive, RMC ensures candidate success as evidenced from interviews, supporting documentation, and school visits. Course work focuses on building knowledge purposefully describing the learning progression of the program. Course syllabi are research-based and model best practices. Faculty provides ongoing support including the opportunity for assignment "retakes" or "do-overs."

Accreditation Recommendation
- Meets Standard

Rocky Mountain College
Follow-Up Review of New Programs
April 5-7, 2010
Narrative Summary Report

Number and Name of Standard: ARM 10.58.603 Assessment of Advanced Programs

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit at Rocky Mountain College (RMC) meets standard ARM 10.58.603.

Sources of Evidence

- **Documents:** The IR, course syllabi, RMC Graduate Conceptual Framework, Course Evaluations, Internship Log, Student Disposition Rubric, Program Schedule and Design, Selection Process, Practicum Evaluation, Eportfolio, Communication Flow Chart, Organizational Chart, Mentor/Supervisor Application and Evaluation Forms and Processes, External Program Review, Mission/Vision Statement, Program Budget
- **Meeting Minutes:** Advisory Committee, Teacher Education Committee, RMC Board and Faculty
- **School visits:** Angie Gray, Orchard Elementary, Billings 4th Grade teacher; Mark Wandle, Principal Huntley Project
- **Interviews:** Jane Suberg, high school teacher; Becky Aaring, Superintendent from Highwood; Dr. Jo Swain, M. ED/ Reading Professor; Dr. Stevie Schmitz, Director of Educational Leadership/Distance Education; and Dr. Anthony Piltz, Academic Vice-President/Provost
- **Advisory board members:** Bill Twilling, Bobbie Larsen, Rod Svee, Anne Barlow, Doug Dundas, Monica Pugh, Peggy Parker, and Josh Middleton
- **Graduates:** Heather Peers, Nathan Schmitz, Jeri Heard, Justin Klebe, Kurt Klein, Errin Schmitz, and Jennifer Collins
- **Supervisors:** Cindy Holtz, Shanna Henry, Judy Evans, Todd Rowen, Rilla Hardgrove, Keith Gomke
- **Faculty and mentors:** Dennis Sulser, Roger Heimbignien, Bert Reyes, Jeril Hehn, Marilee Duncan, Sharon Tietman, Rusty Martin, Jay Lemelein

Evaluation

- The educational leadership program at RMC meets or exceeds standards of performance equivalent to those established for national professional education accreditation for candidate competence and program quality. Candidates develop their knowledge, skills, and dispositions to meet standards equivalent to the state and national standards of PEPPS, ISLLC, and ELCC.

The RMC advanced program's successful candidates:

- Demonstrate commitment to students and their learning based on evidence from interviews with the cohort group participants, support documents, and verified by the IR;
- Demonstrate content knowledge and ability to facilitate K-12 students' learning;
- Planning, monitoring, and evaluating student learning are based on Larry Lezotte's Effective Schools model of continuous improvement. Multiple assessments are integrated throughout the program to constantly and consistently provide feedback to candidates and faculty;
- Candidates develop the ability to think systematically about their practice because the RMC program's incorporation of self evaluations and reflective practices are integrated throughout the program;
- Candidates establish strong cohort groups that provide the support needed to form a viable learning community;
- Through rigorous practicum and internships, candidates develop their ability to apply professional roles, research, research methods, and knowledge of learning and practices that support learning;
- Course syllabi and program requirements are clearly mapped. Candidates are aware of the scope and purpose of the assessments used by the unit and its programs, as well as how, when, and against what criteria, their knowledge and skills are evaluated;
- The unit uses multiple assessments to determine what candidates know and are able to do. RMC uses multiple measures throughout the program of study. These assessments are utilized by faculty across the program. The data inform the improvement of program and candidate performance; and
- Based on the Program Schedule and Design, course syllabi, interviews and observations, the unit develops and assesses performance in well-planned and sequenced field experiences and in clinical practice where knowledge, disposition, skills, and effect on student learning are observed and evaluated.

The required courses and aligned assessments provided in the IR and verified through the on-site visit meet the standards.

Commendations

This program utilizes standards-aligned and comprehensive assessments and evaluative tools to validate candidate and program performance competencies.

Accreditation Recommendation

- Meets Standard

Rocky Mountain College
Follow-Up Review of New Programs
April 5-7, 2010
Narrative Summary Report

Number and Name of Standard: ARM 10.58.705 School Principals, Superintendents, Supervisors, and Curriculum Directors

Validating Statement
The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit at Rocky Mountain College (RMC) meets standard ARM 10.58.705.

Sources of Evidence

- **Documents:** The IR, course syllabi, RMC Graduate Conceptual Framework, Course Evaluations, Internship Log, Student Disposition Rubric, Program Schedule and Design, Selection Process; Practicum Evaluation, Eportfolio, Communication Flow Chart, Organizational Chart, Mentor/Supervisor Application and Evaluation Forms and Processes, External Program Review, Mission/Vision Statement, Program Budget
- **Meeting minutes:** Advisory Committee, Teacher Education Committee, RMC Board, and faculty
- **School visits:** Angie Gray, Orchard Elementary, Billings 4th Grade teacher; Mark Wandle, Principal, Huntley Project
- **Interviews:** Jane Suberg, high school teacher; Becky Aaring, Superintendent from Highwood; Dr. Jo Swain, M. ED/ Reading Professor; Dr. Stevie Schmitz, Director of Educational Leadership/Distance Education; and Dr. Anthony Piltz, Academic Vice-President/Provost
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- **Faculty and mentors**: Dennis Sulser, Roger Heimbignien, Bert Reyes, Jeril Hehn, Marilee Duncan, Sharon Tietman, Rusty Martin, and Jay Lemelein

Assessment Aligned to Standard: The assessments are aligned to the standard as explicitly addressed through course syllabi, internship application of the standards, practicum evaluation and student disposition rubric, candidate interviews, and IR assessments address the range of knowledge, skill, and dispositions as outlined in the standard. Evidentiary material supported this claim, i.e., Eportfolio, Student Disposition Rubric and Practicum Evaluations. The IR, Eportfolio, interviews and other evidentiary documents supported the claim that assessments are congruent with the complex cognitive demands and skill requirements described in the standard

and that scoring guides are clear and the levels of candidate proficiency are distinct and appropriate.

Evaluation
From the review of the evidence gathered from the IR, supporting documentation, interviews of candidates, faculty and staff, and school visits, the team verified the accuracy of the IR for ARM 10.58.705 School Principals, Superintendents, Supervisors, and Curriculum Directors.

During the visit, team members verified the following elements of the standard. The program requires that successful candidates:

- Facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students;
- Promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students;
- Manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;
- Collaborate with families and other community members, respond to diverse community interests and needs, including Montana American Indian communities, and mobilize community resources in order to promote the success of all students;
- Act with integrity, fairness, and in an ethical manner in order to promote the success of all students;
- Understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to promote the success of all students; and
- Complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

Commendation: RMC has created an innovative, research-based educational leadership program that ensures candidates complete a rigorous program with real-world experience, data-informed decisions, and supportive collegial cohorts.

Accreditation Recommendation

- Meets Standard

June 14, 2010

Dr. Linda Peterson
Office of Public Instruction
Montana Board of Public Education
Helena, Montana

Dear Dr. Peterson:

Thank you for the Accreditation Review Exit Report for the April 5-7, 2010 visit sent to RMC on May 14, 2010. We were pleased by the report and will not be correcting any errors or omissions, or writing a rejoinder.

From April 5-7, 2010, an on-site team conducted the accreditation review of three new programs added to the Professional Education Unit at RMC. In March 2008, the Board of Public Education (BPE) approved the state superintendent's recommendation for provisional approval of the RMC Master's in Educational Leadership; and in January 2009, the minors in English Education and Reading Specialist K-12 program. The follow-up accreditation review validated the Institutional Report as presented by RMC. To accomplish this on-site review, team members read documents, toured the campus, and interviewed staff, faculty, administrators, and current and graduated students.

Rocky Mountain College deeply appreciates the diligent and professional manner in which this review was conducted. Thank you for your fine leadership, and please thank the members of the team for their hard work.

Cordially,

Barbara J. Vail, Ph.D.
Associate Academic Vice President
Director of Education

EXECUTIVE SUMMARY
DATE: JULY 2010

PRESENTATION: Joint NCATE/Montana Review Report, Montana State University - Billings

PRESENTER: Linda Vrooman Peterson, Administrator, Office of Public Instruction
Dr. Mary Susan Fishbaugh, Interim Dean of Education, MSU-Billings
Barb Ridgway, Helena Public Schools

OVERVIEW: In April 2010, the Office of Public Instruction (OPI) conducted an Accreditation Review of the Professional Education Unit at Montana State University – Billings. This was a joint Montana/NCATE visit. The NCATE team consisted of two members plus the chair. The state team consisted of four members plus the chair. The review followed the established state protocol.

The Montana on-site review specifically examined the teaching areas program standards as established by the Board of Public Education (BPE). It was the consensus of the state team that overall the unit has strong programs that meet the standards.

The joint team examined the NCATE Unit Standards. Montana's PEPPS incorporate NCATE Unit Standards. The joint team found all unit standards were met for both initial and advanced programs. The final report will be reviewed by the NCATE Board of Examiners in October 2010.

The attached report provides the BPE with the results of the review. This item will be presented for action to the BPE in September 2010.

REQUESTED DECISION(S): None
OUTLYING ISSUE(S): None

RECOMMENDATION(S): Discussion

Montana State University – Billings Professional Education Unit
State Review Exit Report
April 10-14, 2010

Barbara Ridgway, Chairperson

From April 10-14, 2010, a six-person team worked on the campus at MSU Billings in the review of MSU Billings Professional Education Unit (Unit). The purpose of the On-Site Team's visit was to verify the Unit's Institutional Report (IR) as meeting the 2007-2014 Montana Professional Educator Preparation Program Standards. Team members read documents, visited field placement sites, and interviewed staff, faculty, administrators, and current and graduated candidates. The purpose of this document is to summarize the results of the team's findings.

Sub-Chapter 5 – Teaching Areas: Specific Standards Initial Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.501	General Requirements	MET	1
10.58.503	Art K-12	MET	2
10.58.507	Theatre	MET	3
10.58.508	Elementary	MET	4
10.58.509	English/Language Arts	MET	5
10.58.510	Students with Disabilities	MET	6-7
10.58.511	World Languages	MET	8
10.58.513	Health	MET	9
10.58.520	Physical Education	MET	9
10.58.518	Mathematics	MET	10
10.58.519	Music K-12	MET	11
10.58.521	Reading Specialists K-12	MET	12
10.58.522	Science	MET	13
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10.58.524	Communication	MET	15
10.58.527	Areas of Permissive Special Competency – Early Childhood	MET	16

Sub-Chapter 5 – Teaching Areas: Specific Standards Advanced Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.512	School Counseling K-12	MET	20

Sub-Chapter 6 – Curriculum Principles and Standards: Advanced Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
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Sub-Chapter 7 – Specializations: Supervisory and Administrative Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.705	**School Principals, Superintendents, Supervisors and Curriculum Directors**	**MET**	**21**

Commendations:

- Across all programs the upper level coursework and assessments provide candidates with varied opportunities to demonstrate knowledge regarding the standards;
- Programs offered at MSUB provide candidates with breadth and depth of content knowledge, pedagogical skills, and disposition;
- MSUB College of Education consistently created a seamless system of standards-based education that aligns standards, learning expectations, curriculum, instruction, and common assessments. These elements are described throughout the COE documents and data are gathered, evaluated and used to make decisions for candidate and program improvement;
- Undergraduate inquiry-based research is encouraged and available to secondary science majors;
- The Advanced Conceptual Framework Outcomes provide candidates an understanding of the relationship of coursework to the degree program; and
- The COE and College of Arts and Sciences (CAS) Deans, department chairs, and faculty are committed to ensuring that MSUB candidates are well-prepared for the classroom and meeting PreK-12 student learning needs.

Improvements:

- Candidates would benefit from additional practical experiences relating to current state and federal regulations and authentic goal setting and writing of Individual Education Plans;
- Arts and Science faculty would find it helpful to be involved in the review of the data from field experiences and student teaching to better assess and evaluate content instruction;
- Geography as a secondary teaching major or minor is only included within the ARM 10.58.523 Social Studies. The IR has been corrected; and
- Theatre minor endorsement program requirements need to be consistently described in all MSUB documents.

Team members thank the MSUB administration and faculty for the warm welcome and the comfortable work and lodging environments. From the first evening, when the team members were introduced to MSU-Billings Professional Education Unit during a reception and poster session, to the conclusion of our visit, staff, faculty, and students welcomed the team and complied with its requests. A special thank you is extended to the planners and providers of electronic resources, including the development and operation of the Web site reports and exhibits, the access to computers and the internet at the hotel and on campus, and the speedy and competent response of those we called for technical help. Clearly, care was taken to assure that all systems operated logically, quickly, and accurately, which greatly facilitated the team's access to information and working efficiency.

Thank you all for a job well-done.

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Number and Name of Standard: **ARM 10.58.501 General Requirements**

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit of the College of Education (Unit) at Montana State University-Billings (MSUB) meets standard ARM 10.58.501.

Sources of Evidence: Program course syllabi, Assessment System Handbook, Initial and Advanced Content Knowledge 2009 Student Teacher Assessment, Student Teaching Handbook, interviews with faculty, candidates, administrators, supervisors, mentors, alignment documents, and Reflective Teaching Model

Assessment Aligned to Standard: Assessments are aligned to the INTASC and ARM 10.58.501General Requirements Standards. The Assessment System Handbook delineates expected learning outcomes and common rubrics that are implemented across program syllabi, work samples, and clinical practice evaluations.

Evaluation: The Unit incorporates INTASC and ARM 10.58.501 Standards throughout all initial programs and advanced programs for second career candidates. Based on the review of the IR, 2009 student assessment of content knowledge and interviews with candidates, mentor teachers, and university supervisors, initial and advanced second career candidates are well-prepared for the profession in content knowledge and pedagogy skills. Evaluation of the 2009 student assessment also revealed a need to improve classroom management and provide a more structured internship experience. In response, the COE faculty will initiate changes to restructure courses to improve each identified area. These changes are planned to be implemented in the fall of 2010. The COE identified the need for faculty to better understand Indian Education for All.

Accreditation Recommendation: **Meets Standard**

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Number and Name of Standard: **10.58.503 ART K-12**

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit of the College of Education (Unit) at Montana State University-Billings (MSUB) meets standard ARM 10.58.503.

Sources of Evidence: IR, MSUB Course Catalog, program course syllabi, Assessment System Handbook, Northwest Commission on Colleges and Universities (NWCCU) MSU Billings Self-Study Report October 2008 and 2010 Assessment Report, Common Course Numbering Changes, Dispositional Observation Form, Evidence of Performance Growth assessments, Elementary and Secondary Junior Field Experience Evaluations, Student Teaching Guidebook, Student Teaching Evaluations, INTASC standards alignment to program standards and learner outcomes, interviews with current candidates, student teachers, College of Arts and Science and College of Education faculty, Deans, and Department Chairs, local school administrators, and recent graduates, College of Arts and Sciences Chairs meeting, Arts and Science faculty meeting

Assessment Aligned to Standard: The IR and internal documentation verify the claim that the assessments align to the standard.

Evaluation: Required coursework and aligned assessments, as provided in the IR and verified during the visit, meet the standard. Candidates demonstrate competence of content knowledge, skills and dispositions within each course and throughout the program.

Commendations: Art coursework provides candidates with breath of the Arts content knowledge.

Improvements: Program faculty are encouraged to consistently include safety procedures in course syllabi.

Accreditation Recommendation: **Meets Standards**

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Number and Name of Standard: **ARM 10.58.507 Theatre**

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed. Inconsistency in how the program is reported. The course catalog does not include a teaching minor option, but the IR outlines the Theatre minor as a teachable endorsement area.

Sources of Evidence: IR, course catalog, course syllabi, College of Arts and Sciences Chairs and Faculty meetings

Assessment Aligned to Standard: The IR and internal documentation verify the claim that the assessments align to the standard.

Evaluation: Currently no candidates are enrolled in the Theatre Minor endorsement area.

Improvement: Ensure consistency between the COE program requirements described in the IR and program requirements and the online MSUB course catalog.

Accreditation Recommendation: **Meets Standard**

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Number and Name of Standard: **ARM 10.58.508 Elementary Education**

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit of the College of Education (Unit) at Montana State University-Billings (MSUB) meets standard ARM 10.58.508.

Sources of Evidence: IR, MSUB Course Catalog, program course syllabi, Assessment System Handbook, Northwest Commission on Colleges and Universities (NWCCU) MSU Billings Self-Study Report October 2008 and 2010 Assessment Report, Common Course Numbering Changes, Dispositional Observation Form, Evidence of Performance Growth assessments, Elementary Junior Field Experience Evaluations, Student Teaching Guidebook, Student Teaching Evaluations, INTASC standards alignment to program standards and learner outcomes, interviews with current candidates, student teachers, College of Arts and Science and College of Education faculty, Deans, and Department Chairs, local school administrators, and recent graduates, College of Arts and Sciences Chairs meeting, Arts and Science faculty meeting

Assessment Aligned to Standard: The IR and internal documentation verify the claim that the assessments align to the standard. The assessments are aligned to standard as described in course syllabi and outlined in the Assessment System Handbook.

Evaluation: Review of the IR and corresponding materials provided evidence that the standard is met.

Accreditation Recommendation: **Meets Standard**

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Number and Name of Standard: **ARM 10.58.509 English/Language Arts**

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit of the College of Education (Unit) at Montana State University-Billings (MSUB) meets standard ARM 10.58.509.

Sources of Evidence: IR, MSUB Course Catalog, program course syllabi, Assessment System Handbook, Northwest Commission on Colleges and Universities (NWCCU) MSU Billings Self-Study Report October 2008 and 2010 Assessment Report, Common Course Numbering Changes, Dispositional Observation Form, Evidence of Performance Growth assessments, Elementary and Secondary Junior Field Experience Evaluations, Student Teaching Guidebook, Student Teaching Evaluations, INTASC standards alignment to program standards and learner outcomes, interviews with current candidates, student teachers, College of Arts and Science and College of Education faculty, Deans, and Department Chairs, local school administrators, and recent graduates, College of Arts and Sciences Chairs meeting, Arts and Science faculty meeting

Assessment Aligned to Standard: Course assessments are aligned to the standard. Reviewing and verifying the IR, the English Major and Minor program candidates are assessed during student teaching by the mentor teacher and the university supervisor. The Evidence of Performance Growth provides data to determine student teacher effectiveness.

Evaluation: The English Language Arts secondary teaching program ensures candidates demonstrate competence in content knowledge, skills and dispositions through comprehensive coursework coupled with authentic supervised instructional experiences. These experiences include: Peer Tutoring, Internship, and Thesis/Capstone (formerly titled -Senior Portfolio). Candidates have opportunities to work under supervision of university faculty as tutors and to design, deliver, and assess instruction. The Senior Portfolio (Thesis/Capstone) provides the setting for candidates to demonstrate competence in writing, speaking, and content knowledge. The standard is met

Accreditation Recommendation: **Meets Standard**

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Number and Name of Standard: **ARM 10.58.510 Students with Disabilities K-12**

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit of the College of Education (Unit) at Montana State University-Billings (MSUB) meets standard ARM 10.58.510.

Sources of Evidence: IR, MSUB Course Catalog, program course syllabi, Assessment System Handbook, Northwest Commission on Colleges and Universities (NWCCU) MSU Billings Self-Study Report October 2008 and 2010 Assessment Report, Common Course Numbering Changes, Dispositional Observation Form, Evidence of Performance Growth assessments, Elementary and Secondary Junior Field Experience Evaluations, Student Teaching Guidebook, Student Teaching Evaluations, INTASC standards alignment to program standards and learner outcomes, interviews with current candidates, student teachers, College of Arts and Science and College of Education faculty, Deans, and Department Chairs, local school administrators, and recent graduates, College of Arts and Sciences Chairs meeting, Arts and Science faculty meeting

Assessment Aligned to Standard: The IR and internal documentation verify the claim that the assessments align to the standard. The content topics incorporated into the assessments are consistent with the standards. Assignments and corresponding assessments need to clearly align to the standards. In some of the courses, however, it is not apparent whether assignments are based on the standard or only correlated with a particular chapter in a text. Special education faculty are aware of this issue and are developing a student guide on the special education program that will link specific standards to course expectations and assignments.

Evaluation: Required coursework and aligned assessments, as provided in the IR and verified during the visit, meet the standard. Candidates are required to demonstrate competence of content knowledge, skills and dispositions within each course and throughout the program. Here is such an example: In SPED 420 teacher candidates are placed in a special education classroom. They observe, interact, practice teaching a lesson, and write reflection papers on this experience. Implementation of a learning activity is videotaped. The videotape of their teaching is evaluated by a peer and faculty. In conclusion of this experience, candidates conduct and present a case study on a student in that class.

Commendations: Upper level course work and assessments provide students with varied opportunities to demonstrate knowledge regarding the standards and special education practices.

Improvements: Candidates would benefit from additional practical experiences relating to current state and federal regulations and authentic goal setting and writing of Individual Education Plans.

Accreditation Recommendation: **Meets Standard**

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Number and Name of Standard: **ARM 10.58.511 World Languages**

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit of the College of Education (Unit) at Montana State University-Billings (MSUB) meets standard ARM 10.58.511 for Spanish K-12.

Sources of Evidence: IR, MSU-Billings 2009-10 General Bulletin, Common Course Numbering Changes, Reflective Practice Model, Student Teaching Guidebook, Assessment System Handbook, Spanish Standards for Licensure, Secondary Spanish Standards for Licensure, Initial and Advanced Course Syllabi for World Language – Spanish K-12

Assessment Aligned to Standard: The range of required courses are aligned to appropriate assessments as provided in the IR and verified through on-site review of additional evidence and interviews with candidates and faculty. The assessment tools address knowledge, skill and dispositions delineated in the standard. The required courses and aligned assessments provided in the IR address the majority of standard content. The assessments are congruent with the complex cognitive demands and skill requirements described in the standards. Scoring guides in the Assessment System Handbook (ASH) are especially clear and concise.

Evaluation: Required courses and aligned assessments, as provided in the IR and verified during the visit, meet the standard. The draft documents of the listing of Spanish Standards for licensure with corresponding aligned course listings, the Pilot: Embedded Assignment Matrix Fall 2009 and the COE Conceptual Framework Model – Philosophy: Reflective Practice documents are especially informative and indicative of the academic and practice opportunities offered at MSU-Billings.

Commendations: The course syllabi prepared by Thomas Regele are thorough yet descriptive of the academic content addressed in the course and of the expected student performance tasks. Linda Jones' syllabus for Teaching Foreign Languages K-12 –EDCI 319-001 shows relevant, appropriate and highly applicable information and practices for emergent teachers. These documents are particularly comprehensive.

Improvements: There is evidence of relevant and appropriate assessment tasks used to assess candidate performance in many of the Spanish K-12 course offerings. We know what candidates are doing; but not how well they need to do to meet the standards. Corresponding rubrics or assessment criteria linked to the candidate performance assessments (tests) would better inform everyone about how candidates are meeting the standards and specifically the Spanish content knowledge.

Accreditation Recommendation: **Meets Standard**

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Number and Name of Standard: **ARM 10.58.513 Health and 10.58.520 Physical Education (Health & Human Performance K-12)**

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit of the College of Education (Unit) at Montana State University-Billings (MSUB) meets standard ARM 10.58.513 and 10.58.520.

Sources of Evidence: IR, MSUB Course Catalog, program course syllabi, Assessment System Handbook, Northwest Commission on Colleges and Universities (NWCCU) MSU Billings Self-Study Report October 2008 and 2010 Assessment Report, Common Course Numbering Changes, Dispositional Observation Form, Evidence of Performance Growth assessments, Elementary and Secondary Junior Field Experience Evaluations, Student Teaching Guidebook, Student Teaching Evaluations, INTASC standards alignment to program standards and learner outcomes, interviews with current candidates, student teachers, College of Arts and Science and College of Education faculty, Deans, and Department Chairs, local school administrators, and recent graduates, College of Arts and Sciences Chairs meeting, Arts and Science faculty meeting

Assessment Aligned to Standard: From data collected and analyzed using the junior and senior field experience summary evaluations and student teaching summary evaluations, the HHP candidates are well-prepared for the profession in content knowledge and pedagogy skills. While assessments align to the standard for the overall HHP program, the faculty are encouraged to identify and implement common learning expectations and common assessments for the program.

Evaluation: The reviewer validated the IR and the off-site report. The HHP program meets the standard.

Accreditation Recommendation: **Meets Standard**

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Number and Name of Standard: **ARM 10.55.518 Mathematics**

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit of the College of Education (Unit) at Montana State University-Billings (MSUB) meets standard ARM 10.58.518.

Sources of Evidence: IR, MSUB Course Catalog, program course syllabi, Assessment System Handbook, Northwest Commission on Colleges and Universities (NWCCU) MSU Billings Self-Study Report October 2008 and 2010 Assessment Report, Common Course Numbering Changes, Dispositional Observation Form, Evidence of Performance Growth assessments, Secondary Junior Field Experience Evaluations, Student Teaching Guidebook, Student Teaching Evaluations, INTASC standards alignment to program standards and learner outcomes, interviews with current candidates, student teachers, College of Arts and Science and College of Education faculty, Deans, and Department Chairs, local school administrators, and recent graduates, College of Arts and Sciences Chairs meeting, Arts and Science faculty meeting

Assessment Aligned to Standard: Assessments align to the standard. Reviewing the IR, student work, and other supporting material, reviewing the Assessment System Handbook, and conducting interviews, the reviewers found confirmatory evidence that candidates are well prepared for the profession. Student teaching evaluations, for example, indicate candidates demonstrate competence in content knowledge, pedagogical skills, and dispositions. The Evidence of Professional Growth evaluations provide evidence of the candidates' positive impact on student learning.

Evaluation: Required coursework meets the standard. Candidates' content knowledge, skills, and dispositions are measured for the program through the transitions points: admission, junior field experience, student teaching evaluation, and at least two Evidence of Professional Growth evaluations. Faculty are encouraged to identify and align key assignments and corresponding assessments to the standard including common learning expectations across the program of study. The standard is met.

Accreditation Recommendation: **Meets Standard**

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Number and Name of Standard: **ARM 10.58.519 Music K-12**

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit of the College of Education at Montana State University-Billings (MSUB) meets standard ARM 10.58.519.

Sources of Evidence: IR, MSUB Course Catalog, program course syllabi, Assessment System Handbook, Northwest Commission on Colleges and Universities (NWCCU) MSU Billings Self-Study Report October 2008 and 2010 Assessment Report, Common Course Numbering Changes, Dispositional Observation Form, Evidence of Performance Growth assessments, Elementary and Secondary Junior Field Experience Evaluations, Student Teaching Guidebook, Student Teaching Evaluations, INTASC standards alignment to program standards and learner outcomes, interviews with current candidates, student teachers, College of Arts and Science and College of Education faculty, Deans, and Department Chairs, local school administrators, and recent graduates, College of Arts and Sciences Chairs meeting, Arts and Science faculty meeting

Assessment Aligned to Standard: Assessments are aligned to the standard as articulated within program course syllabi, the IR, and student work samples, and interviews.

Evaluation: The program syllabi were complete and verified the IR claim for meeting the standard 10.58.519 Music K-12. The Music program at MSUB received national recognition and accreditation by its national organization the National Association of Music Educators.

Commendations: Music coursework provides candidates breadth and depth of content knowledge.

Accreditation Recommendation: **Meets Standard**

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Number and Name of Standard: **ARM 10.58.521 Reading Specialist K-12 - Minor**

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit of the College of Education at Montana State University-Billings (MSUB) meets standard ARM 10.58.521 Reading Specialist K-12 Minor.

Sources of Evidence: IR, MSU-Billings 2009-10 Course Catalog, Reflective Practice Model, Assessment System Handbook, Course Syllabi; interviews with faculty and candidates, meetings with College of Arts and Sciences Chairs and Faculty.

Assessment Aligned to Standard: Assessments are aligned to the standard. Candidates are assessed throughout the program and these data are used to improve candidate performance.

Evaluation: The onsite review verified the Reading Specialist K-12 Minor meets the standard. The INTASC Standards are addressed consistently across syllabi with broad reference to diversity. There are students enrolled in the undergraduate reading minor and in the reading major programs. The Master of Education in Reading has graduate candidates enrolled; however, there are no candidates enrolled in the graduate post-masters Reading Supervisor Endorsement program.

Accreditation Recommendation: **Meets Standard**

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Number and Name of Standard: **ARM 10.58.522 Science**

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit of the College of Education at Montana State University-Billings (MSUB) meets standard ARM 10.58.522.

Sources of Evidence: IR, MSUB Course Catalog, program course syllabi, Assessment System Handbook, Northwest Commission on Colleges and Universities (NWCCU) MSU Billings Self-Study Report October 2008 and 2010 Assessment Report, Common Course Numbering Changes, Dispositional Observation Form, Evidence of Professional Growth assessments, Elementary and Secondary Junior Field Experience Evaluations, Student Teaching Guidebook, Student Teaching Evaluations, INTASC standards alignment to program standards and learner outcomes, interviews with current candidates, student teachers, College of Arts and Science and College of Education faculty, Deans, and Department Chairs, local school administrators, and recent graduates, College of Arts and Sciences Chairs meeting, Arts and Science faculty meeting. Interviews with Aaron Snyder (student-CAS), Stan Wiatr (Chair, Biological and Physical Science) and Ken Miller (COE Unit Chair)

Assessment Aligned to Standard: The Assessment System Handbook and faculty interviews verified the accuracy of the IR that assessments align to the standard. Science faculty would find it helpful to be involved in the review of the data from field experiences and student teaching to better assess and evaluate content instruction.

Evaluation: The Science program includes teaching options in Biology, Chemistry, Earth Science, Physical Science, Physics, and Broadfield Science. Most of the required courses for science majors and minors provided in the IR meet the science content knowledge requirements outlined in the standard. Further investigation revealed that the MSUB Science program incorporates a course of study for inquiry: EDCI 314 provides candidates with appropriate coursework in inquiry-based teaching practices. Candidate impact on student learning is addressed in EDCI 310 Curriculum and Evidence of Professional Growth during student teaching.

Commendations

- Science coursework provides candidates with breadth and depth of content knowledge.
- Undergraduate research is encouraged and available to secondary science majors who are interested. This is inquiry-based learning.

Accreditation Recommendation: **Meets Standard**

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Number and Name of Standard: **ARM 10.58.523 Social Studies**

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit of the College of Education at Montana State University-Billings (MSUB) meets standard ARM 10.58.523. The Social Studies standards are met for the following Social Studies disciplines: Teaching Majors in Political Science and History, and Teaching Minors in Political Science, History, Economics, Geography, Sociology, and Psychology.

Sources of Evidence: IR, MSUB Course Catalog, program course syllabi, Assessment System Handbook, Northwest Commission on Colleges and Universities (NWCCU) MSU Billings Self-Study Report October 2008 and 2010 Assessment Report, Common Course Numbering Changes, Dispositional Observation Form, Evidence of Professional Growth assessments, Elementary and Secondary Junior Field Experience Evaluations, Student Teaching Guidebook, Student Teaching Evaluations, INTASC standards alignment to program standards and learner outcomes, interviews with current candidates, student teachers, College of Arts and Science and College of Education faculty, Deans, and Department Chairs, local school administrators, and recent graduates, College of Arts and Sciences Chairs meeting, Arts and Science faculty meeting

Assessment Aligned to Standard: The Unit shows how they align assessments to standards in the Assessment System Handbook. Aligned assessments are inconsistently described across course syllabi.

Evaluation: The required courses provided in the IR meet the standards. The secondary teaching minor in Geography is outlined in the ARM 10.58.522 Sciences IR and ARM 10.58.523 Social Studies IR. Geography as a secondary teaching major or minor is only included within the ARM 10.58.523 Social Studies, not the Sciences. The IR has been corrected.

Commendations: Although confusing in its placement in the IR and course catalog, Geography and Economics provide clear, straightforward, complete information about program requirements.

Accreditation Recommendation: **Meets Standard**

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Number and Name of Standard: **ARM 10.58.524 Communication**

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit of the College of Education at Montana State University-Billings (MSUB) meets standard ARM 10.58.524.

Sources of Evidence: IR, MSUB Course Catalog, program course syllabi, Assessment System Handbook, Northwest Commission on Colleges and Universities (NWCCU) MSU Billings Self-Study Report October 2008 and 2010 Assessment Report, Common Course Numbering Changes, Dispositional Observation Form, Evidence of Professional Growth assessments, Secondary Junior Field Experience Evaluations, Student Teaching Guidebook, Student Teaching Evaluations, INTASC standards alignment to program standards and learner outcomes, interviews with current candidates, student teachers, College of Arts and Science and College of Education faculty, Deans, and Department Chairs, local school administrators, and recent graduates, College of Arts and Sciences Chairs meeting, Arts and Science faculty meeting

Assessment Aligned to Standard: The IR and internal documentation verify the claim that the assessments align to the standard. The assessments listed in the IR are generalized. Candidates are assessed along the transition points of COE: 1) admissions to the program; 2) prior to clinical practice; 3) exit from clinical experience and program completion; and 4) follow-up survey with employers and program completers. These data are reviewed by faculty and changes incorporated into the program.

Evaluation: Most of the required courses provided in the IR meet the communication knowledge requirements outlined in the standards. Currently, no candidates are enrolled in this program.

Accreditation Recommendation: **Meets Standard**

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Number and Name of Standard: **ARM 10.58.527 Area of Permissive Special Competency - Early Childhood.**

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit of the College of Education at Montana State University-Billings (MSUB) meets standard ARM 10.58.527.

Sources of Evidence: IR, MSUB Course Catalog, program course syllabi, Assessment System Handbook, Northwest Commission on Colleges and Universities (NWCCU) MSU Billings Self-Study Report October 2008 and 2010 Assessment Report, Common Course Numbering Changes, Dispositional Observation Form, Evidence of Professional Growth assessments, Elementary Junior Field Experience Evaluations, Student Teaching Guidebook, Student Teaching Evaluations, INTASC standards alignment to program standards and learner outcomes, interviews with current candidates, student teachers, College of Arts and Science and College of Education faculty, Deans, and Department Chairs, local school administrators, and recent graduates, College of Arts and Sciences Chairs meeting, Arts and Science faculty meeting

Assessment Aligned to Standard: The IR is accurate based on the off-site review report and during on-site visit. Assessments are aligned to Montana Standards for Area of Permissive Specialized Competency Early Childhood and the National Association for the Education of Young Children (NAEYC). These standards are cross referenced with the INTASC, IRA & Early Care and Education Knowledge Base. The knowledge base is the foundation for the candidate's professional and pedagogical development.

Evaluation: Early Childhood Studies Minor offered at MSUB is now available at the MSU-Billings online site. The program's five core courses (EC210, EC283, EC335, EC336, and EC437) meet the standard requirements and program specific goals are included within course syllabi. The standard is met.

Accreditation Recommendation: Meets Standard

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Number and Name of Standard: ARM 10.58.601 Program Planning and Development

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit of the College of Education at Montana State University-Billings (MSUB) meets standard ARM 10.58.601.

Sources of Evidence: Advanced Conceptual Framework Outcomes, course syllabi, interviews and IR, Student Teaching Guidebook, Assessment System Handbook, COE Annual Reports, agendas/minutes of meetings

Assessment Aligned to Standard: The IR and internal documentation verify the claim that the assessments align to the standard.

Evaluation: While the course objectives are often listed by standard, the assessments and coursework are frequently organized by textbook chapter or concepts. The program faculty are encouraged to assist candidates in making a connection between standards and learning outcomes by explicitly correlating the two in the course syllabi.

Accreditation Recommendation: Meets Standard

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Number and Name of Standard: ARM 10.58.602 Advanced Programs

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit of the College of Education (Unit) at Montana State University-Billings (MSUB) meets standard ARM 10.58.602.

Sources of Evidence: Advanced Conceptual Framework Outcomes, course syllabi, interviews and IR, Student Teaching Guidebook, Assessment System Handbook, COE Annual Reports, agendas/minutes of meetings

Assessment Aligned to Standard: The IR and internal documentation verify the claim that the assessments align to the standard. The content topics in the assessments are consistent with the standards. Course syllabi meet the requirements of the standards. In the majority of the syllabi reviewed, candidates are required to apply knowledge learned throughout the course. Syllabi contain grade scale, points available but no clear guide for what constitutes a level of proficiency. The common rubrics are available in the Assessment System Handbook.

Evaluation: The required courses and aligned assessments, as provided in the IR and verified during the visit, meet the standard. The Unit is encouraged to explicitly connect learning outcomes with the standards.

Commendations: Advanced Conceptual Framework Outcomes provide candidates an understanding of the relationship of coursework to the degree program – a program of study.

Accreditation Recommendation: Meets Standard

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Number and Name of Standard: ARM 10.58.603 Advanced Programs Assessment

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit of the College of Education at Montana State University-Billings (MSUB) meets standard ARM 10.58.603.

Sources of Evidence: Advanced Conceptual Framework Outcomes, course syllabi, interviews and IR, Student Teaching Guidebook, Assessment System Handbook, COE Annual Reports, agendas/minutes of meetings

Assessment Aligned to Standard: The IR and internal documentation verify the claim that the assessments align to the standard. The content requirements are consistently addressed in course syllabi and the assessments align to the standard requirements. In the majority of the advanced program syllabi, candidates are required to apply knowledge learned throughout the program. Syllabi contain grade scale and available points that align to the common advanced learning outcomes as outlined in the Advanced Conceptual Framework.

Evaluation: Program requirements are clearly integrated throughout the courses and assessments are aligned to learning expectations.

Commendations: The Advanced Conceptual Framework outlines the direct alignment and relationship between the program coursework and the degree program.

Improvements: While the Advanced Conceptual Framework outlines the alignment and relationship between the program course objectives and the degree program, the assessments and coursework are often organized by textbook chapter or concepts. Advanced program faculty are encouraged to more explicitly make the connection between learning/assessments and the standards by correlating the two within the syllabi.

Accreditation Recommendation: Meets Standard

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Number and Name of Standard: ARM 10.58.512 School Counseling

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit of the College of Education at Montana State University-Billings (MSUB) meets standard ARM 10.58.512.

Sources of Evidence: Advanced Conceptual Framework Outcomes, course syllabi, interviews, IR, Student Teaching Guidebook, Assessment System Handbook, COE Annual Reports, agendas/minutes of meetings

Assessment Aligned to Standard: The IR and internal documentation verify the claim that the assessments align to the standard. The School Counseling program has identified key assignments/assessments align to the standards and the Advanced Conceptual Framework Outcomes. These assessments address the content of the .standard. Candidates are assessed using several common evaluations measures including the progress report on program and individual learning goals, log book and reflective journals entries, and clinical practice evaluations.

Evaluation: School Counseling Program requirements are clearly integrated throughout the courses and aligned assessments provided in the IR and verified during the on-site review meet the standard.

Accreditation Recommendation: Meets Standard

Montana State University-Billings
Professional Education Unit Accreditation On-Site Review
April 10-14, 2010
Narrative Summary Report

Number and Name of Standard: ARM 10.58.705 School Principals, Superintendents, Supervisors, Curriculum Directors
Leading to endorsement for Special Education and Reading Supervisors

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed, interviews conducted, and school visits made. The Professional Education Unit of the College of Education at Montana State University-Billings (MSUB) meets standard ARM 10.58.705.

Sources of Evidence: Advanced Conceptual Framework Outcomes, course syllabi, interviews and IR, Student Teaching Guidebook, Assessment System Handbook, COE Annual Reports, agendas/minutes of meetings

Assessment Aligned to Standard: The IR and internal documentation verify the claim that the assessments align to the standard. The common rubrics, available in the Assessment System Handbook, are used across the advanced program to measure candidate proficiency. Complexity, cognitive demands, and skill requirements as described in the standards are met and measured in part by the Professional Dispositions Observations Form in the Assessment System Handbook.

Evaluation: Required coursework and aligned assessments provided in the IR and verified during the visit meet the standards.

Accreditation Recommendation: Meets Standard

College of Education
Montana State University-Billings
Office of the Dean

MEMORANDUM

Date: June 17th 2010

To: Linda Vrooman-Peterson, Division Administrator, Accreditation Division, OPI
Barb Ridgway, MSU Billings NCATE/State Accreditation Team Co-Chair

From: Mary Susan E. Fishbaugh, Interim Dean

Subject: Factual Corrections to Accreditation Program Review Reports

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Following are factual corrections to the State of Montana Accreditation Program Review Reports received electronically Wednesday June 9th 2010, received in hard-copy Monday June 14th 2010.

10.58.521 Reading Specialist—the narrative Summary Report indicates there are no candidates enrolled in the reading specialist program. There are undergraduate candidates enrolled in the undergraduate reading minor and the undergraduate reading major. There are graduate candidates enrolled in the Master of Education in Reading. There are no candidates enrolled in the graduate post-masters Reading Supervisor Endorsement program.

10.58.522 Science and 10.58.523 Social Studies—The MSU Billings program reports included the Geography Teaching Minor in both science and social studies areas because geography as a content area is housed in the Department of Biological and Physical Sciences but as an endorsement area in PEPPS is included with social sciences. The MSU Billings science program report has been corrected with the deletion of geography from the sciences. Geography as a teaching minor remains in the MSU Billings report for social studies. MSU Billings does not have a teaching major in geography as indicated in the 10.58.523 Social Studies program review report.

The corrected MSU Billings 10.58.522 Science report is attached.

10.58.527 ASPC Technology in Education—Because of transitions in MSU Billings governance of e-learning and concurrent changes in personnel, MSU Billings prefers not to pursue accreditation for our Master of Education Educational in Technology at this time. MSU Billings will return to the Board of Public Education for accreditation of this program when governance, administration and staff of e-learning are stable.

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

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

MEMORANDUM

June 24, 2010

TO: Dr. Mary Susan Fishbaugh, Interim Dean
College of Education
Montana State University-Billings (MSUB)

FROM: Dr. Linda Vrooman Peterson, Administrator
Accreditation – Educator Preparation

SUBJECT: Receipt of Factual Corrections to Accreditation Program Review Reports

The factual corrections to the State of Montana Accreditation Program Review Reports from Montana State University – Billings were received by the Office of Public Instruction (OPI), June 17, 2010.

The OPI accepts these corrections and has made the changes to the Institutional Report and the narrative summary reports for the following Admin. R. Mont.:

- 10.58.521 Reading Specialist
- 10.58.522 Science and 10.58.523 Social Studies
- 10.58.527 Area of Permissive Specialized Competency – Technology in Education

For more information, contact Linda Vrooman Peterson by telephone, (406) 444-5726, or by e-mail, lvpeterson@mt.gov.

cc: Nancy Coopersmith, Assistant Superintendent

Attachments

NCATE

National Council for Accreditation of Teacher Education

BOARD OF EXAMINERS

Report

NCATE Board of Examiners Team:
Dr. Larry B. Harris
Dr. Rosalinda Quintanar
Ms. Debra A. Helberg

State Team:
Barb Ridgway
Angel Turoski
Dr. Roberta Evans
Bryce Carpenter
Sandy Wardell

State Consultant:
Dr. Linda Vrooman Peterson

NEA or AFT Representative:
N/A

Accreditation Visit to:

MONTANA STATE UNIVERSITY-BILLINGS

1500 University Drive
COE #106
Billings, MT 59101-0298
April 10-14, 2010

Type of Visit:
Continuing visit - Initial Teacher Preparation
Continuing visit - Advanced Preparation

Board of Examiners Report

SUMMARY FOR PROFESSIONAL EDUCATION UNIT

National Council for Accreditation of Teacher Education

Institution:

Montana State University Billings

Team Findings:

Standards	Initial	Advanced
1. Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Standard Met
2. Assessment System and Unit Evaluation	Standard Met	Standard Met
3. Field Experiences and Clinical Practice	Standard Met	Standard Met
4. Diversity	Standard Met	Standard Met
5. Faculty Qualifications, Performance, and Development	Standard Met	Standard Met
6. Unit Governance and Resources	Standard Met	Standard Met

Not Applicable (Programs not offered at this level)

I. INTRODUCTION

1. Provide a brief overview of the institution and the unit.

Montana State University Billings (MSUB) is a public Masters University with three campuses dedicated to serving the educational and workforce needs of Montanans by providing high quality undergraduate and graduate programs in the arts and sciences, business, education, health, human services, and technology. Established in 1927 as Eastern Montana State Normal School, the institution was authorized to offer a two-year certification program for elementary teachers. In 1946, a bachelor's degree in education was added. In 1965, the institution became Eastern Montana College, offering four-year undergraduate and graduate degrees in education. In 1994, the Montana University System underwent major restructuring and Eastern Montana College became Montana State University Billings.

MSUB serves its core purpose and its mission through:
• Excellence in Teaching
• Support for Individual Learning
• Engagement in Civic Responsibility
• Intellectual, Cultural, Social and Economic Community Enhancement

The College of Education houses programs leading to elementary initial licensure (undergraduate and graduate), undergraduate initial and advanced graduate degrees in Reading Education and Special Education, and advanced graduate degrees in Early Childhood Education, Educational Technology, and School Counseling. The college works closely with the College of Arts and Sciences and the College of Allied Health Professions to provide coursework and field experiences for candidates seeking secondary initial licensure (undergraduate and graduate) in teaching fields of Art (K-12), Biology, Chemistry, English, Broadfield Science, Health and Human Performance, History, Mathematics, Music (K-12), Political Science, Social Science Broadfield, Spanish (K-12), Speech Communication, and Theatre. To facilitate collaboration between the colleges involved in the professional education unit, content area liaisons from the College of Education work with content area specialists in College of Arts and Sciences and College of Allied Health Professions. Representatives from all three colleges serve on the Graduate Committee, sharing information and resolving issues related to graduate professional education.

2. Describe the type of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

This was a joint state/NCATE visit. The NCATE team consisted of two members plus the chair. The state team consisted of four members plus the chair. There were no deviations from the established state protocol.

3. Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

There are no programs offered off-campus or completely through distance technologies.

4. Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

There were no unusual circumstances that occurred during the visit.

II. CONCEPTUAL FRAMEWORK.

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

1. Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

The Unit's conceptual frameworks (initial, advanced, and master's initial) are characterized as a commitment to the development of Reflective Practitioners. This is operationalized at the initial level through four broad categories: Human Development and Learning, Social Responsibility, Content and Pedagogy, and Professionalism. Initial candidates demonstrate their progress toward becoming reflective practitioners through the ten outcomes adapted from the INTASC standards. At the advanced level six indicators are evident: Research and Professional Inquiry, Human Development and Learning, Professional Knowledge Base, and Professionalism. The Advanced Conceptual Framework aligns with the National Board for Professional Teaching Standards core propositions and assumes the INTASC proficiencies. The Master's Initial conceptual framework combines both the INTASC standards with the advanced program indicators.

Vision and Mission: The mission of MSU Billings is to provide a university experience characterized by excellent teaching; support for individual learning; engagement in civic responsibility; and intellectual, cultural, social, and economic community enhancement. Its vision is to be recognized as a regional leader in teaching and learning; translating knowledge into practice; researching for the future; and accepting leadership for intellectual, cultural, social and economic development beyond University boundaries.
The College of Education fulfills this mission through the COE Mission Statement:

The College of Education is dedicated to preparing competent, caring and committed professionals for Montana's schools; conducting socially significant research to improve the human condition; providing community services aimed at improving the quality of life experienced by Montanans; and providing graduate education designed for the continuing development of professionals.

To fulfill its mission, the COE adheres to the following Operating Principles:

• All people are entitled to educational programs that are committed to assisting each individual develop self-knowledge, designed to promote physical, social, mental, intellectual and spiritual health, and are delivered in a manner that enhances dignity and respect.
• Educational programs must enable students to think critically and analytically, make independent decisions, develop social consciousness and recognize the importance of making productive contributions to a multicultural society.
• Education programs must be committed to the concept of equal opportunity.
• Educators must be committed to the ethical principles of the profession.
• Teachers need to be prepared as facilitators of learning, able to assist and direct the natural learning processes of their students.
• Professionals in education need to develop the skills and understanding necessary to assist people from different cultures and those with disabling conditions.
• Professional preparation programs must be interdisciplinary in nature.
• Professionals in education must have a comprehensive foundation in the liberal arts.
• Professional preparation programs must have sequential and increasingly intense supervised field

experience to allow for the guided demonstration of clinical skills.
• Research conducted by the academic community must be directed toward the search for solutions to specific human problems.
• Faculty must be actively engaged in community education programs to assist with the implementation of current, empirically validated practices.
• In support of lifelong learning by professionals in education, the faculty is committed to providing regular in-service education via the graduate and community education programs.

Initial and advanced programs are designed to help candidates develop confidence in their ability to identify, understand, and plan to meet the diverse needs of their students through active and ongoing reflection and collaboration. The standards which guide the conceptual framework are:

Initial Teacher Standards

Standard 1: Content Pedagogy: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches as well as the historical-legal-philosophical foundations of education. The teacher creates learning experiences that make these aspects of subject matter meaningful for students.
Standard 2: Student Development: The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development. MSU Billings teacher education candidates understand differences among groups of people and individuals. In the context of human similarity, candidates are aware of United States and global diversity, respect and value differences, recognize that students and their families may hold different perspectives and strive to meet individual student needs.
Standard 3: Diverse Learners: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Montana educators understand and teach with attention to the cultures of Montana Indian nations.
Standard 4: Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving.
Standard 5: Motivation & Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Standard 6: Communication & Technology: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Standard 7: Planning: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Standard 8: Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
Standard 9: Reflective Practice: Professional Development: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and actively seeks out opportunities to grow professionally. MSU Billings teacher candidates demonstrate professional dispositions both on and off campus.
Standard 10: School & Community Involvement: The teacher fosters relationships with school

colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Advanced Conceptual Framework Outcomes

Standard 1: Locate, read, and evaluate relevant professional and academic literature.
Standard 2: Demonstrate understanding of similarities and differences in human learning and development.
Standard 3: Demonstrate mastery in subject area content knowledge, understanding, and skill in applying that knowledge and understanding.
Standard 4: Demonstrate professionalism that extends beyond technically accurate knowledge and effective skills.
Standard 5: Integrate extant theory and evidence into one's professional activities.
Standard 6: Critically analyze policy and one's own practice in light of professional standards and applicable policy.

The Unit Assessment System is an integrated structure for the collection, aggregation, and sharing of data regarding candidates, programs, and the unit. The system ensures the unit is graduating highly qualified candidates in initial and advanced programs; has in place excellent programs of study; and that Unit operations supporting programs are of the highest quality. The assessment system is based on Unit conceptual frameworks. Coherence is demonstrated through alignment with professional, state, and institutional standards beginning with course outcomes and ending with performance assessments, employer surveys, and follow-up studies with candidates and clinical faculty.

All programs have clearly identified transition points at (1) admission to programs, (2) prior to clinical experience, (3) exit from clinical experience and program completion, and (4) follow-up with employers and program completers. Data regarding candidate quality and their impact on student learning are reviewed at each benchmark. Candidates who fail to meet benchmarks may be required to do remedial work or, in rare cases, counseled out of the profession. Professional Dispositions: Central to the dispositions identified for each program are the ideal of fairness and the belief that all students can learn. Other dispositions expected of candidates are aligned with the Unit's mission. These dispositions are systematically assessed throughout candidates' development through observable behavior in varied educational settings.

Candidates are expected to positively impact learning of all students and demonstrate that impact through a variety of evidences. Teacher candidates are expected to create meaningful learning experiences for students; foster active inquiry, collaboration, and positive interactions; plan instruction based on knowledge of content, the backgrounds of students, and the setting in which they are teaching; and evaluate students. These assessments use the results of these evaluations to maximize motivation and learning. Candidates in other professional programs demonstrate they can create and maintain positive environments supporting student learning in educational settings.

Following the Reflective Practice model, all candidates are expected to reflect on their development and performance in classes and field experiences. Candidates regularly write reflection papers about the experiences they have had while observing in classrooms, teaching, tutoring, managing, and assessing

students and develop “plans for improvement” based on their reflections. All candidates are expected to develop plans for improvement in personal growth in their professional dispositions. For example, in the school law class initial candidates evaluate their own dispositions and develop plans for improvement prior to student teaching.

Candidates receive feedback on their coursework through reviews of their plans for improvement from clinical and field assessment forms, dispositions reviews, and assessments done in individual classes. Since all of these assessments are tied to the Conceptual Framework outcomes, candidates receive feedback regularly on their progress toward integrating outcomes into their development as Reflective Practitioners. Data Collection, Aggregation, and Sharing: A broad sampling of candidate outcomes is included in the Unit Assessment System. Individual Unit faculty and clinical faculty are responsible for collecting data; committees are responsible for aggregating data, developing summary reports, and making recommendations to faculty. Faculty review summarized data for each term that document candidate and program quality. Data from standardized tests, follow-up studies, and other Unit-wide assessments are aggregated and shared with COE faculty and the College of Education Council. Pertinent data are shared with Arts and Sciences and Allied Health Professions faculty.

III. STANDARDS

In its responses to each standard, the team should indicate when differences exist among the main campus, distance learning programs, and off-campus programs.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions
Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1. Information reported in the Institutional Report for Standard 1 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes

No

If your answer is "No" to above question, provide an explanation.

1a. Content Knowledge for Teacher Candidates

Content Knowledge for Teacher Candidates – Initial Teacher Preparation	Acceptable
Content Knowledge for Teacher Candidates – Advanced Teacher Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

MSU Billings offers 25 major and minor programs that prepare candidates at the initial level. Four of those 25 programs are offered at the Bachelor's and Master's level. Two programs are offered at the Master's level only. All programs were submitted to the Montana Office of Public Instruction Board of Education for continuing licensure as well. All of the programs were recommended for approval by the Office of Public Instruction and the Board of Education.

Candidates in initial preparation programs for elementary education are formally assessed for content knowledge for initial licensure as defined by the Montana Office of Public Instruction. Elementary content knowledge is considered the “general education” classes required of all elementary education majors. The state requires Professional Education Units (PEU) to determine an overall content rating of each elementary education candidate based upon a candidate’s Praxis II score, the general education GPA, and the final rating of content knowledge from the mentor teacher during student teaching. Candidates must score 8 or better (out of 13 possible points) on those three measures to be eligible for Montana Licensure. Table 1a2.4, in the electronic exhibits, presented an average of 10.89 to 11.81 on candidate content ratings. Additional data contained in Table 4 in the institutional report indicate that most students (89.6%-96.4% since beginning data in 2004 until the fall of 2009) taking the Praxis II have scored above the state established cutoff score of 139. These data are collected and electronically compiled through the PEU’s unique Access database.

Candidates in secondary initial preparation programs are assessed for content knowledge through content specific capstone experiences housed in each individual program in the Arts and Sciences division. All programs have confirmed capstones and outcomes are reported in 1a2.1 with one exception. Broadfield Science is a new major in the secondary education list of programs with only one new student, and the capstone is being developed by the science department in conjunction with Dr. Ken Miller, the liaison to the department from the PEU. Determination of acceptable content knowledge is determined by faculty in the content specific departments for capstone courses. Pass rate information shared with the PEU indicates that 50% of the students assessed pass discipline capstones with a grade of B or better. Data from the PEU gathered through the student teaching assessment from 2007 to 2008 indicate that mentors and university supervisors have increased the number of student teachers who are rated at “exceed expectations” regarding their knowledge and understanding of content moving from from 68% to 83% for mentor evaluations and from 48% to 72% for supervisor evaluations (1a2.4). The Deans of both the College of Education and the College of Arts and Sciences verify that beginning in the fall, all content majors and minors will be required to take a Praxis content test and meet the State of Montana minimum scores in addition to the capstone requirement to be eligible for recommendation for licensure as teachers.

Other key assessments that inform faculty of the content preparation of all candidates is gathered at two

points. All candidates are evaluated by mentor teachers and university supervisors during pre-student teaching field experiences and during student teaching utilizing the Elementary Junior Field Experience Evaluation or Secondary Junior Field Experience Evaluation and the Student Teaching Evaluation forms. Tables 1a2.5 &1a2.6 indicate that between 2007-2009, 63% to 92% of mentors and supervisors for pre-student teaching field experiences rate candidates at the “exceeds expectations” level. For the same time frame the ratings for elementary education student teachers indicate that 57% to 97% of the mentors and supervisors rate candidates at the “exceeds expectations” level.

Summary of Findings for Advanced Teacher Preparation:

Reading and Special Education are the only advanced programs with enrolled students at the time of this report. The Reading program standards are aligned with the International Reading Association Standards as well as the Advanced Conceptual Framework (ACF). Special Education standards are aligned with the Council for Exceptional Children as well as the ACF. Both programs adhere to a higher than minimum GPA requirement than the State Board of Regents requires (005.2 Minimum Grade Standards from BOR). Candidates are required to maintain a 3.0 GPA with no grade lower than a C in all courses.

Candidates in Reading demonstrate a minimum of above average content knowledge during required coursework, a required reading clinic experience, an internship, and a thesis or action research project. The reading clinic requires candidates to work one on one with children diagnosing reading problems and remediating them. If mastery of content is not in evidence across several assignments, students do not pass course. Students then are able to make application to enroll in RD 590 Internship. In this application, candidates and advisors are required to jointly identify goals for the candidate based on the Advanced Standard goals, assessment product and criteria, and dispositions (Internship Application Request for graduate field experience). The internship is evaluated by the advisor at the end utilizing both the signed goal forms and an assessment of the candidate’s internship log by the advisor. The strength of this program is its multi-component assessment of the candidate knowledge.

Special Education candidates demonstrate a minimum of above average content knowledge during required coursework and are required to fulfill an internship or a thesis option to demonstrate advanced competency. A syllabus was documented and examined for SPED 590, Internship. The same application for RD 590 is used for SPED 590. In this application candidates and advisors are required to jointly identify goals for the candidate based on the Advanced Standard goals, assessment product and criteria, and dispositions (Internship Application request for graduate field experience). According to the internship supervisors, a schedule is set for candidates to meet each goal based upon their internship application and a syllabus is drawn up identifying those formative assessment points. Candidates are supervised either in person or through webcams periodically throughout their internships. Candidates are formally evaluated on their own personalized plans at the end of their internship. Final data is generated on the form at the end of the internship and both candidate and advisor sign off on that form. This program utilizes regular and systematic feedback to inform candidates of their progress.

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

Pedagogical Content Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation	Acceptable
Pedagogical Content Knowledge and Skills for Teacher Candidates – Advanced Teacher Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

Candidates in all education licensure programs are required to maintain a 2.65 GPA in professional coursework with no grade below C. Graduate candidates who are enrolled in a graduate initial program with a plan-of-study are required to maintain a 3.0 GPA in all P-O-S courses. Candidates in initial preparation programs are assessed for pedagogical content knowledge in early field observations, pre-student teaching field experiences, and student teaching using the following assessment forms: Performance Evaluation for EDF 225, Dispositional Observation Form, Evidence of Performance Growth Assignments (EPG), Elementary or Secondary Junior Field Experience Evaluation, and Student Teaching Evaluation. Candidates in the initial Master's program are assessed in a field experience and student teaching utilizing the same forms as the undergraduate programs except for the Performance Evaluation for EDF 225. Data seems to indicate that candidate ratings increase as they progress through the various field experiences culminating in scores at 3, for "consistently meets expectations," (on a 5 point scale) or better for all candidates during student teaching from mentors and university supervisors. Conceptual Framework standards 1, 4, and 7 are the indicators that the PEU utilizes to assess this component. Candidates are required to reflect on specific aspects of their professional skills and pedagogy when utilizing the EPG assessments during student teaching.

Summary of Findings for Advanced Teacher Preparation:

Candidates in advanced programs demonstrate in-depth pedagogical content knowledge with differing tools. For the Reading program, the institutional report indicates that candidates are assessed during a reading clinic prior to an internship with an individual progress log. The Special Education program assesses candidates prior to their internships based upon GPA in specialization courses and the application for the internship. Both of these programs have a common internship application which is aligned to the Advanced Conceptual Framework. Additionally, the Reading program also requires either a thesis or an action research project for completion of the program. For the internships, both programs require internship candidates to plan with his or her advisor, goals in each of the areas of the Advanced Conceptual Framework, assessment for each of those goals and a scoring rubric for dispositions. Each candidate is then assessed by his or her advisor on the progress toward completion of these goals on a schedule set in the syllabus Students are rated at the end of their internship based upon their own personalized plan. Data tables from these assessments indicate that faculty rate students at a 4 or 5 on learning goals and program standards (1a3.1).

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation	Acceptable
Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Advanced Teacher Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

All students must take a professional sequence of courses that delineate common pedagogical and professional knowledge and skills. The PEU assesses candidates for professional and pedagogical knowledge and skills beginning in the sophomore field experience, junior field experience, and student teaching utilizing the EPG, the Junior Fieldwork/Student Teaching Evaluation Form. Assessments are aligned with the unit Conceptual Framework. Standards 4, 5, 7, and 8 specifically reference this element. On a 5 point scale, candidates in junior field experience are rated primarily in the "consistently meeting expectations", or 3, most of the time. Candidates in student teaching demonstrate increased ratings by mentors and university supervisors.

Faculty have identified assessment and classroom management as areas of weakness in this element based on candidate student teaching and field experiences data. The PEU will be implementing a classroom management course to address this self-identified weakness beginning in the fall of 2010.

Summary of Findings for Advanced Teacher Preparation:

Candidates in advanced programs demonstrate professional and pedagogical knowledge throughout their program during coursework and assessments in internships. The Advanced Conceptual Framework goals are assessed across all programs through the Graduate Field Experience forms by faculty advisors. Reading candidates are also assessed during reading clinic through reflective logs. Counseling candidates are assessed through portfolio submissions as well. Data gathered by the PEU indicates that all candidates in internships are rated at a level 4 on a 5 point scale. Interviews with faculty on 4/13 confirm that candidates do not progress to the internship level if they do not possess the professional competencies required of their respective programs.

1d. Student Learning for Teacher Candidates

Student Learning for Teacher Candidates – Initial Teacher Preparation	Acceptable
Student Learning for Teacher Candidates – Advanced Teacher Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

The PEU introduced a method of evaluating the evidence of student growth in 2005 with a form entitled

Evidence of Professional Growth (EPG) which was only used with student teachers. The new form introduced in 2008, is the result of several earlier revisions and requires candidates to plan, implement, assess and reflect on the learning of the students in their clinical classrooms, specifically in items 5, 6, and 7. Candidate forms and artifacts to accompany the forms are prepared in conjunction with the mentor teacher and submitted to university supervisors who render a numerical score. Candidates are required to submit a minimum of two EPGs during their student teaching to demonstrate their skill and understanding of the effect of their teaching on student learning. If a candidate has a low score on one of the first two EPGs (defined as a 2 or lower), then additional EPGs will be required to demonstrate growth in his or her ability to analyze and impact student learning. A candidate will not pass student teaching without successfully submitting two passing EPGs. Scores on EPGs have risen dramatically since the new form was implemented in 2008. The PEU is examining the reason for this increase to assess whether candidate improvement is based upon better instruction and candidate skills, better explanation of the forms, or better interrater reliability.

Candidates also receive initial instruction and demonstrate formative skills in developing assessments during methods courses. Additionally, candidates demonstrate the formative ability to assess student learning during the Junior Field Experience, as seen on Indicator B in the Junior Field/Student Teaching Summative Evaluation.

Summary of Findings for Advanced Teacher Preparation:

Candidates in the two advanced programs demonstrate their ability to effect student learning through journals and progress logs through the reading clinic and both Reading and Special Education internships. Additional data are gathered with the Internship Application Request for Graduate Field Experience through individualized goals set by the candidate and faculty advisor. Those goals are assessed periodically and at the end of the course. Data indicate that faculty rate candidates at a 5 on a 5 point scale.

1e. Knowledge and Skills for Other School Professionals

Knowledge and Skills for Other School Professionals	Acceptable

Summary of Findings for the Preparation of Other School Professionals:

The counseling program has aligned its goals to CACREP, Montana Professional Educator Preparation Program Standards, and to the Advanced Conceptual Framework. Key assessments and imbedded assignments for the portfolio are all aligned with the program standards and the Advanced Conceptual Framework. The internship is gated by application and registration.

Candidates in the Counseling program are required to adhere to a higher than minimum GPA

requirement than the State Board of Regents requires (005.2 Minimum Grade Standards from BOR). Candidates are required to maintain a 3.0 GPA with no grade lower than a C in all courses. Additionally, candidates are required to compile a portfolio aligned with the benchmarks of the Advanced Conceptual Framework with imbedded assignments required as artifacts from specific courses, capstone written assignment, research paper, and internship log books and reflective journals. Finally, candidates are required to demonstrate competence in a 600 hour internship which can be spread across several semesters.

Candidates for internship are placed by application using the school district process in the district for which they have requested consideration. As in Reading and Special Education, candidates are required to set goals and identify assessments for those goals in consultation with their faculty advisor. Mentor counselors evaluate candidates at a minimum of one time per semester and submit that evaluation to the faculty advisor. Candidates meet every week during the internship semesters with the advisor in a seminar that accompanies the internship. Assessments for the internship specifically target research, mastery of content knowledge and skill as well as professionalism. A strength of this program is the many opportunities a candidate has to demonstrate content knowledge.

1f. Student Learning for Other School Professionals

Student Learning for Other School Professionals	Acceptable

Summary of Findings for the Preparation of Other School Professionals:

Candidates are assessed for impact on student learning during their internship. This is assessed through the Progress Report and Learning Goals by the mentor counselor and the faculty advisor. They are also assessed through anecdotal information gained through the log book and the reflective journals by the faculty advisor. Three year data gathered from Learning Goals 3, 4, 5, and 6 indicates that mean scores range from 3.4 to 4.1.

1g. Professional Dispositions for All Candidates

Professional Dispositions for All Candidates – Initial Teacher Preparation	Acceptable
Professional Dispositions for All Candidates – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

Professional dispositions are formally rated for all candidates by PEU faculty. The unit has utilized 3 similar forms. Based on feedback from community and clinical faculty the forms were revised because they were vague and not specific enough for the raters resulting in inconsistent candidate ratings. Two

major areas are now considered for initial candidates. The area of Professional deals with the candidate's demonstration of a belief that all students can learn and the exhibition of fairness in his/her actions. The area of Personal Professionalism deals with the candidate's exhibition of the behavior of an educational professional. A rubric describing behaviors that candidates will demonstrate accompanies the dispositions. Candidates are made aware of the expectations for dispositions during their application to the teacher education program. Development of the candidates' understanding of dispositions is carried across several required courses. Candidates are formally evaluated for professional dispositions during their junior field experience and during student teaching utilizing the Version III document, introduced in 2008, by both the mentor and the university supervisor. Data from this recent document indicate that candidate ratings increase as candidates progress through the program. Fifty-four percent to 94% of candidates score a 5 or demonstrate competency on professional dispositions.

Summary of Findings for Advanced Teacher Preparation:

Advanced candidates demonstrate and are assessed for professional dispositions related to their specific disciplines and the Advanced Conceptual Framework. This is formally assessed by faculty advisors and in School Counseling by the mentor counselors during internships. Table 1g2.2 displays the data for Reading and Special Education candidates. Tables 1e2.1 and 1e2.2 display the data for school counselors.

Summary of Findings for the Preparation of Other School Professionals:

Advanced candidates demonstrate and are assessed for professional dispositions related to their specific disciplines and the Advanced Conceptual Framework. This is formally assessed by faculty advisors and in School Counseling by the mentor counselors during internships. Table 1g2.2 displays the data for reading and special education candidates. Tables 1e2.1 and 1e2.2 display the data for school counselors.

Overall Assessment of Standard

Initial elementary candidates consistently score above the state requirements on the Praxis II licensure exams. Secondary candidates have multiple ways to demonstrate their content competence as well with the institution of Praxis exams for content areas required in the fall. Advanced candidates are also assessed in many ways leading to a very evidenced-based holisic assessment of each individual candidate. The Professional Education Unit utilizes a multi-component system of assessment across all programs to measure and improve candidate skills. Candidates have ample opportunities to refine their skills throughout the programs through diverse field experiences in schools and the community. The PEU has demonstrated a commitment to triangulate and utilize data to drive their decisions and this is reflected in the positive regard that the local school community holds of them.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number &Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale

Recommendation for Standard 1

Initial Teacher Preparation	Met
Advanced Preparation	Met

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

Standard 2: Assessment System and Unit Evaluation
The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Information reported in the Institutional Report for Standard 2 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes No

If your answer is "No" to above question, provide an explanation.

2a. Assessment System

Assessment System – Initial Teacher Preparation	Acceptable
Assessment System – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

The Unit has a comprehensive database using Access through which the conceptual framework, professional and state standards, candidate performance (Initial and Advanced) and program evaluations are assessed. This integrated set of evaluation measures is used to monitor candidate performance, as well as provide the foundation for aggregate information necessary to manage and improve unit operations and programs. The unit's database system has been developed by the College of Education and it has been customized to meet their needs. It has been accurately described in the IR on pages 36-41, as well as via the documents serving as sources of evidence chronicled elsewhere in this report, and during focused interviews conducted with faculty, administrators, and staff members on site.

The College assessment system does not interface with the University's BANNER system, resulting in some unavoidable duplication of data entry. Because the Access system is candidate-focused, however, it contains all the relevant information necessary to conduct profiles of candidates and program evaluation. The system has been under development for eighteen months and is increasing in its utility across the College, with full access planned for Fall 2010. Beta tests and numerous analyses conducted for the purposes of this review reveal the system is focused and effective. In the near future, individual faculty members will be able to generate their own reports for committees on campus. As a means of further enhancing efficiency, the Assessment Coordinator prepares and presents reports to the College of Education Council, also vetting all externally-delivered data. This is an appropriate management strategy that ensures both confidentiality and accuracy for the external stakeholders serving on the Council.

The array of key assessments constituting full profiles of candidates at the level of Initial Teacher Preparation is impressive in its comprehensive nature and consists of the following: Performance Evaluation for EDF 225; Elementary Junior Field Experience Evaluation; Secondary Field Experience Evaluation; Student Teaching Evaluation; Disposition Observation (used at the junior and student teaching levels); Evidence of Professional Growth Assignment (used at student teaching); PRAXIS II 0014, Evaluation of elementary education content knowledge; Assessment of Content Knowledge for Elementary Candidates (content rating of each elementary education candidate, based upon a

candidate's PRAXIS II score, the general education GPA, and the final rating of content knowledge from the mentor teacher during student teaching); Secondary/K-12 content assessments (programmatic capstone or other evaluation points); Employer Surveys; and Program Completer Surveys. As indicated in the IR, the unit has a prescriptive timeline for collection of these benchmarks, and specialized aggregate reports are also reviewed in a timely manner.

Successful program completion requires specific thresholds of proficiency, with multiple opportunities to increase scores/grades in subsequent attempts. The Access system accounts for multiple entries of benchmarks where successful completion (or failure) occurs after more than one effort by candidates, as well as the vast majority who are successful on their first attempts. Consistent with University policy for records maintained by the Registrar in BANNER, the College accounts for multiple efforts and includes them in reporting functions keyed for individual students and benchmarks. As a result, the College is able to track candidates' progress at the course, assessment, semester, program, and degree level. Moreover, it is highly responsive to issues of retention and remediation.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

The assessment system for the initial programs described above applies here. It is an integrated database inclusive of all candidates and their programs. Similarly, for advanced programs, the assessments indicate a multi-faceted approach and include: Internship Goal Evaluations (Special Education and Reading); Disposition Observation (Special Education and Reading); Progress Report (School Counseling); Learning Goals Evaluation (School Counseling); Employer Surveys; and Program Completer Surveys. As with the initial program, examples of faculty mentoring abound and indicate ample opportunities for candidates' success.

The College has sought to examine issues of reliability and validity of its assessment data. For some indicators, data have been triangulated and examined in light of comparator data. Moreover, training of multiple evaluators has recently been provided to increase consistency and inter-rater reliability. Whether within the College or in other related units, faculty on campus have indicated strong interest in joint discourse of student assessment. Therefore, there are new opportunities to align instrumentation and data linkages as the system is finalized.

The GRE is required of advanced applicants to Reading, Special Education, and School Counseling programs. However, recently the faculty in Special Education sought permission to remove that requirement due to concerns regarding its value as a predictor of success in graduate school. Subject to the review of the department, administrative approval, cross-campus committee analysis, and a vote by Faculty Senate, this waiver may foster more interest in examining the GRE utility in other degree programs. For the purposes of admission, the Unit expects to continue its multi-faceted application requirements in an attempt to recruit and select high-caliber applicants.

Appeals regarding admission, grade challenges, or summative assessment conducted upon program completion are afforded all candidates in policies addressed in student handbooks within the College. Further, these guidelines describe the process for application of due process and impartial hearings.

In addition to candidate data, multiple sources of data are collected in Access also for evaluation measures related to operation of programs within the Unit. These pertain to overall operations including both initial and advanced programs, and include the following: Faculty Course Evaluations by candidates; Annual Faculty Activity Reports and Dossiers (for both tenure track and lecturer positions); Part-time Faculty Evaluations; Evaluation of Mentor Teachers; Evaluation of University Supervisors; Advising Satisfaction Surveys (university-wide initiative); Noel-Levitz Student Satisfaction Surveys; Dean's Annual Report; Dean's Evaluation; Department Chair Evaluation; Strategic planning process (with final evaluation of strategic goals every 5-7 years); State Accreditation Review; NCATE Accreditation Review; Northwest Accreditation Review; and Seven-year Board of Regents reports (all program areas).

2b. Data Collection, Analysis, and Evaluation

Data Collection, Analysis, and Evaluation – Initial Teacher Preparation	Acceptable
Data Collection, Analysis, and Evaluation – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

The College of Education (COE) has led the University in assessment, as evidenced by the Focused Interim Report of the Northwest Commission on Colleges and Universities (NWCCU) dated May 2010. Where examples of changes to programs or assessment processes due to assessment data were offered, the COE led the list with the earliest example (Summer 2007) and further provided the largest number of all units chronicling academic changes resulting from assessment review. Indeed, in "Conclusions," this report resulted in one recommendation for campus-wide activity apparently modeled upon the operational approach fostered earlier in the COE by the Dean:
Integrate assessment reporting into all individual faculty, program, department and college annual reports. [Recommendation 1.C.]
"A culture of assessment will occur at MSUB only when assessment is clearly integral to the business of education. One way the University can signal this is by insisting on assessment data and analysis at every stage of the educational process, including developing new programs or eliminating programs that do not meet educational objectives. The Provost Council has been discussing the best models for program review. Assessment data will not be an “add on” but an ongoing part of all future educational processes."

The Assessment Oversight Committee receives information from the Assessment Coordinator on a regular basis, as do the faculty members and administration. The Coordinator tracks trend data, delivers presentations of charts and graphs, and shares scores. Further, analyses of the assessment system and unit evaluation are disseminated twice during the academic year, as are recommendations on candidate

content knowledge, pedagogical content knowledge, skills, and dispositions. Once annually, the unit examines data on field experiences/clinical practice, diversity, faculty qualifications/development, and governance/resources. This level of scrutiny has resulted in changes to curriculum, assessment instruments, and the system itself, as detailed in 2c.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Data regarding the Key Assessments noted in 2a, like those for initial programs, are monitored and examined consistent with policy established by the Assessment Oversight Committee to improve the system. In an important foundation to data collection, analysis, and evaluation, the Committee articulated the following three guiding principles:
1. All changes to key assessment instruments should go through the Assessment Oversight Committee.
2. The Committee agreed with the faculty that no changes should be made to key assessment instruments for three years unless found necessary by the review and use of compelling data.
3. The Assessment System Handbook should reflect the process of key assessment instruments as part of the regular review process.

Data are disaggregated for Initial and Advanced programs, and comparisons of instructional modalities (face-to-face, online, and mixed) have been conducted. With regard to online instruction, assessments of candidates at both levels are identical in requirements for admission, key assessments, and program completion. In fact, faculty members have conducted research indicating there are no significant differences in performance indicators [See Dell, C.A., Low, C., & Wilker, J.F. (2010). Comparing student achievement in online and face-to-face class formats. MERLOT Journal of Online Learning and Teaching, 6 (1), 30-42.]. The single feature of distinction for admission to the cohort programs is not academic and applies solely to students' current geographic and/or personal circumstances limiting access to their educational opportunities. For example, one student, a baccalaureate-qualified special education paraprofessional living nearly 400 miles from campus, indicated a great desire to study Applied Behavioral Analysis at the institution. With admissions standards consistent across all venues, the online opportunities appropriately extend the reach of the University and are tracked for quality indicators.

2c. Use of Data for Program Improvement

Use of Data for Program Improvement – Initial Teacher Preparation	Acceptable
Use of Data for Program Improvement – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

Data-driven decision-making has become a prominent approach to problem-solving, with various groups benefiting from analyses at different times. These include both formal and ad hoc committees within the College, as well as liaison/affiliated committees linking education faculty and administrators with other

cross-campus colleagues and external stakeholders (principally in P-12 schools). Prior to discussing the formal approach to data analysis, it is important at the outset to note the culture of assessment characterized by a few selected examples wherein reviews of disaggregated data have resulted in vital changes. In one example, comparisons of supervisors assessing more rural field placements showed significant differences from those in the more immediate urban area, and thus reliability has been examined and rubrics changed in assessment. Further, the program faculty and administration found the sequencing of linkage seminars and required coursework in curriculum inappropriate when data revealed candidates had been unprepared for their initial observations; they addressed it quickly, amending the schedule for the following semester. Finally, science content in a required course has been undergoing an overhaul, re-focused after data revealed faculty had over-emphasized chemistry at the expense of biological sciences deemed more appropriate to the candidates. As shown, these discussions have prompted full-scale analyses of content, candidate performance, and teaching methodology at the post-secondary level whereby enhanced communication across Units has proven invaluable.

Formally, assessments result in data examined at key intervals by committees. The Council serves the broad audience of diverse on- and off-campus stakeholders and functions in an advisory capacity to the Dean and College. It consists of representatives of faculty, school districts, and the business community. The Assessment System Handbook delineates the data collected regarding personnel (faculty and students), operations, and programs (initial and advanced) and shared among the College of Education Council, the Dean, faculty, assessment coordinators, and various standing committees. Currently, the standing committees include: 1) Knowledge, Skills, Dispositions; 2) Field Experiences; 3) Diversity; 4) Faculty and Governance; 5) Undergraduate Curriculum; 6) COE Graduate Committee; and 7) Travel. For the purposes of committee review, proficiency rates of candidates across key indicators aligned with the conceptual framework are examined and used to refine educational programs.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

As with 2a, the findings for advanced teacher preparation programs' use of data closely parallels the previous section applicable to Initial Programs, given the concurrent construction of the database, assessments, and systems for review/feedback. Formally, assessments result in data examined at key intervals by committees. Faculty in other units as well as P-12 administrators commented on the ways in which data are used for program improvement, indicating effective systematic application of reports. Some of these have resulted in significant changes over time.

In 2005, the faculty noted concerns regarding conceptual framework data for advanced candidates, primarily in the area of validity and reliability. As a result, the College created the COE Graduate Committee, charged initially with determining ways to clarify programmatic outcomes and the related data collection predicated upon assessing them. Subsequently, this group was also responsible for identifying six indicators applicable to all advanced degree candidates, as well as to initial candidates earning master's degrees. Ultimately, the redesign of the Advanced Conceptual Framework emerged from these indicators, and this necessitated in work to realign forms and benchmarks.

Recruitment strategies became more effective after the Chair and Dean initiated enrollment trend data

for faculty to examine. Where areas for growth have been targeted, faculty have integrated these into their strategic plans, collecting further data as a means of addressing progress. Individuals responsible for completion of paperwork and Unit representation in campus-wide faculty governance procedures to approve these changes assume ownership of various tasks and report back to the program faculty of origin; thus, the assessment feedback loop is fully enacted by colleagues representing the Unit across campus who invest their time and attention to the changes at hand. In this way, the continuous improvement cycle is complete.

Overall Assessment of Standard

The use of data for program improvement of both the Initial and Advanced programs is commonplace in the College of Education at Montana State University Billings. Indeed, the IR is accurate in citing twelve major changes that have occurred over the last three years alone, yet anecdotal information gleaned from on-site interviews as well as additional supporting evidence suggests the list of changes should rightfully include many more, particularly at the more granular level of curriculum alignment. Faculty and administrators alike cited changes in content, instructional modeling by faculty, and technological inquiry resulting from benchmark data gathered and analyzed in various committees.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number &Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale

Recommendation for Standard 2

Initial Teacher Preparation	Met
Advanced Preparation	Met

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

Standard 3: Field Experiences and Clinical Practice
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Information reported in the Institutional Report for Standard 3 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes No

If your answer is "No" to above question, provide an explanation.

3a. Collaboration between Unit and School Partners

Collaboration between Unit and School Partners – Initial Teacher Preparation	Acceptable
Collaboration between Unit and School Partners – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

Teacher Education Appeals Committee members include members from partner schools and faculty. College of Education Council (COEC) consisting of members from the COE, university staff, partner schools, and members of the community are scheduled to meet 7 times over the course of the school year. Although a non-decision making body, recommendations are made to changes needed in the COE. Field Experience Coordinators work closely with school principals, partner schools and university supervisors to make both field experience and clinical practice placements. In addition, university

supervisors and COE staff collaborate to make changes to evaluation instruments used in both the field experience and clinical practice. Field experience and clinical practice evaluated by both the university supervisor and the mentor teacher provide feedback to the candidate.
With the 21st Century Community Learning Center grant (CCLC), COE works with the community to provide community learning centers for both elementary and middle school students. During non-school hours education students in ED225 and SPED260 provide homework help and tutoring for students in high-poverty, low-performing schools served by the grant. Candidates do two lessons that are evaluated by Learning Center staff and critiqued by COE faculty.
In addition, seminar agendas indicate that many P-12 teachers and administrators assist with seminars for candidates in pre-student teaching and student teaching each semester.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Same as initial except, counseling candidates are evaluated by both the university supervisor and mentor counselor; other advanced degrees are evaluated by university staff only.

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice – Initial Teacher Preparation	Acceptable
Design, Implementation, and Evaluation of Field Experiences and Clinical Practice – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

The COE designs the evaluation instruments with input from the COEC. Intitial Candidates are evaluated during both the field experiences and clinical practice. Sophomore Field Experience requires completing 45 hours in the schools or community programs, delivering two lessons evaluated by site staff. Junior Field Experience requires completing 45 – 65 hours in the field, including two dispostion evaluations and a candidate evaluation form completed by the mentor teacher, videotaping 2 lessons evaluated by peers and a Performance Evaluation.

Candidates complete 14 weeks of clinical practice for a single teaching area and 20 weeks if seeking two teaching areas. Course syllabi show that candidates are evaluated in each placement by both the university supervisor and the mentor teacher. During clinical practice, candidates are evaluated at least eight times using the Student Teacher Performance Evaluation – 4 by the university supervisor and four by the mentor teacher. In addition, the candidate must also complete a minimum of two EPGs (Evidence of Growth) models evaluated using a rubric by both the mentor teacher and university supervisor. The candidate is also evaluated by the mentor teacher using a dispositions rubric aligned with the conceptual framework.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

The COE designs the evaluation instrument with input from the COEC.

Candidates in the advanced programs work in conjunction with their program advisor to develop objectives to meet the learning goals established for each individual program. The candidate is then formally evaluated using the objectives agreed upon. Counseling candidates are evaluated by both the site mentor and university supervisor. Counselor mentors also complete a Progress Report for each semester a candidate is working toward completing the internship. Candidates in Reading and Special Education are evaluated once at the beginning of internship and once at the end by the university supervisor.

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Initial Teacher Preparation	Acceptable
Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

Student Teacher Performance Evaluations used in both field experience and clinical practice measure candidate performance and is based on INTSAC standards and aligned with the conceptual framework. Tables 1a2.8 and 1a2.2 show that most sophomore and junior field experience candidates meet or exceed standards, while table 1a2.3 shows all clinical practice candidates evaluated on assessment, meet or exceed standards.
Table 1d1.1, Evidence of Professional Growth: Evidence of Impact on Student Learning, shows candidates have consistently improved from spring 2008 to fall 2009. Candidates are demonstrating an impact on student learning. Average scores have increased from 2.8 to 4.21 on a 5 point scale (Objective #6 Evidence of Impact on Student Learning). Dispositons tables (1g2.1) with a mean over 4 on a 5 point scale indicate that candidate performance demonstrates adequate evidence of performance. This is corroborated by employer surveys taken between 2004 and 2009.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Candidates in the School Counselor program over the last three years show a mean score above 3.0 on a 5 point scale on all learning goals (table 1e2.1). In addition, Progress Report Indicators from table 1e2.2 confirms success in clinical practice with indicators over 3.0 on a 5 point scale. Table 1g2.2 compiling results of disposition evaluations for advanced candidates in both Reading and Special Education indicate all candidates received a 3.0 or better on a 5 point scale.

Overall Assessment of Standard

Staff from the COE, university staff, partner schools, and members of the community work together to produce evaluations that are implemented to measure knowledge, growth and dispositions of teacher candidates, advanced candidates, and other school professionals.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale

Recommendation for Standard 3

Initial Teacher Preparation	Met
Advanced Preparation	Met

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional

Report.]

Standard 4: Diversity
The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

Information reported in the Institutional Report for Standard 4 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes No

If your answer is "No" to above question, provide an explanation.

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

Design, Implementation, and Evaluation of Curriculum and Experiences – Initial Teacher Preparation	Target
Design, Implementation, and Evaluation of Curriculum and Experiences – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

The unit defines diversity as “differences among groups of people and individuals.” The unit claims that its candidates “will know about diversity in the United States and the world; respect and value differences; recognize that students and their families may view the world from different perspectives; and perceive and meet individual needs.” Included in this understanding of national and global diversity is the unit’s commitment to Montana’s Indian Education For All (IEFA) Act. (In the context of IEFA, “Indian Education” means both educating Montana’s P-16 students about Montana Indians and improving education for Montana Indians.) As well, the unit is one of two institutions in the Montana University System that has a program in Special Education. The unit is also the home of the Montana Center for Disabilities, which interfaces closely with unit faculty members through grant-funded research, service, and professional development. Unit faculty members use their continuous engagement

with the Center to inform the teaching of their courses. As a result, candidates are taught to identify and value diversity as a broad range of identities and abilities. This is stated in CF6 and embedded in the Teacher Education Program (TEP) courses in the unit's curricula.

Before formal admission into the TEP at the beginning of the third year, candidates are required to take SPED 260 Introduction to Teaching Exceptional Learners (3 credits) and either NAMS 181 Introduction to Native American Studies (3 credits) or NAMS 211 Social Issues of Native Americans (3 credits). Together, these courses begin the vertically-integrated emphasis on diversity in the teacher education curricula: course syllabi show that, in all TEP courses, candidates will continue to develop the expected dispositions outlined in CF6 as well as a deeper understanding of the conception of diversity defined by the unit's faculty members, and the commitment to IEFA.

Diversity education continues beyond the TEP classroom in the various field experiences. Each field experience has its own assessment. The evidence presented shows that candidates are expected to demonstrate in field experiences that they recognize and value differences in P-12 students' perspectives, needs, and abilities. The final evaluation instrument for student teaching, called the Evidences of Professional Growth Rubric, uses the framework of INTASC standards but further develops the criteria for assessing candidate growth under INTASC 3 to expect that candidates "understand and teach with attention to the cultures of Montana Indian nations."

It should also be noted that the within a 100-mile radius of the unit's campus is perhaps the most diverse area in Montana. There are communities with broad differences in socio-economic status, rural and remote communities, the largest city in Montana (Billings), and two American Indian reservations (Crow and Northern Cheyenne). Through various service-learning projects and the different levels of field experience and clinical experiences, the unit maximizes all available opportunities for candidates to engage with school communities of diverse learners of all abilities.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

The unit's Advanced Conceptual Framework Outcomes states in its Standard 2 that candidates are expected to "demonstrate understanding of the similarities and differences in human learning and development." To begin the development of that advanced understanding all advanced programs require EDF 530 Advanced Human Development and Learning (3 credits). The syllabus of EDF 530 presents evidence of the course's alignment with the Advanced Conceptual Framework, the unit's definition of diversity, INTASC 3, IEFA, and CF6. This gateway course into all advanced programs ensures that candidates build upon expected dispositions of initial program completers and further refines that understanding of diversity in the context of human learning.

Advanced candidates in Special Education and Reading are assessed on the advanced dispositions and the Advanced Conceptual Framework in their internships. Candidates also self-report on the same upon program completion. Data reported from employer surveys of advanced program completers show that 47% of employers "strongly agree" that candidates meet Advanced Conceptual Framework Standard 2; 5% "somewhat agree"; 37% "agree."

The advanced program in school counseling further differentiates its expectations of advanced candidates by assessing candidates on their demonstrated understanding of diversity issues in a counseling context. Candidate performance has declined since 2006-07 when, on a 1-5 scale, mean candidate performance for Learning Goals #7 for School Counselors (Awareness of Diversity Issues) was 4.31 in 2006-07, 4.2 in 2007-08, and 4.0 in 2008-09. Despite this decline (n = 9), candidates in school counseling still demonstrate a high level of awareness of diversity issues in a school counseling context.

4b. Experiences Working with Diverse Faculty

Experiences Working with Diverse Faculty – Initial Teacher Preparation	Acceptable
Experiences Working with Diverse Faculty – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation

The unit is an ADA/AA/EO employer. As a state institution, the unit observes state government recruitment and hiring practices, which mandates preference given to qualified applicants who identify themselves as persons from minority groups, persons with disabilities, or persons of eligible veteran status. But due to the remoteness of Montana, the long and cold winters, and base salaries that are lower than the state average (the state average is lower than the national average), the unit faces a considerable challenge in the recruitment of qualified applicants of any background. Yet, they make directed efforts in their search process to attract qualified applicants of diverse backgrounds by advertising nationally in the appropriate professional journals in order to attract qualified applicants who are engaged with their professional community.

The unit's faculty currently has two international members and one member who is Native American. The University faculty beyond the COE has another member who is Native American as well as four who are of Asian descent. The unit's school-based faculty presents greater diversity.

The unit's faculty presents a respectable collection of professional experiences working with diverse colleagues and learners that informs their work. Please see section 4b.2 of the Institutional Report.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

The advanced programs are served by the same faculty as the initial program.

4c. Experiences Working with Diverse Candidates

Experiences Working with Diverse Candidates – Initial Teacher Preparation	Acceptable
Experiences Working with Diverse Candidates – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

The unit's candidates present similar diversity found in the University and other teacher education programs in Montana. Table 9 of Section 4c.2 of the Institutional Report shows the demographic data of the unit and the University.

Worthy of note are the 42 American Indian students who comprise 6.3% of the unit's enrollment, relative to 4.2% for the University. This is due in large measure to the efforts of the unit's Big Sky American Indian Project, a federally-funded program that recruits American Indian students from reservation communities and the two-year tribal colleges for teacher education leading to licensure. The Project offers a strong network and professional community that provides culturally appropriate support services. Unfortunately, the institutional criteria for this federal grant program have changed, making the unit ineligible to apply for renewal (only tribal colleges may now apply). But the faculty and leadership in the unit are strongly committed to finding a new funding source in order to continue this highly successful program.

The unit's faculty members are strongly committed to providing opportunity for students with disabilities. They work closely with the University's Disabled Student Services as well as the Montana Center for Disabilities to create a welcome and inclusive learning community for candidates of all abilities. Candidates with documented disabilities vary between 7% and 9% over the last three academic years.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

The percentage of candidates of diverse backgrounds drops significantly in the advanced programs. It is recognized, however, that with a current enrollment of 20 candidates in the advanced programs in Reading and Special Education, the difference of one or two candidates of diverse backgrounds can be significant. The unit does, however, maintain the same commitment to diversity and to developing diversity-related dispositions to the advanced level while continuing to affirm the values of the initial program, making good-faith efforts to serve candidates of all identities and abilities. These efforts are indicated by the non-discriminatory admissions practices, which are posted on the unit's website.

The challenges of recruiting American Indian teachers for advanced or graduate study are significant and not limited to Montana State University Billings. Perhaps, if the unit is successful in securing new funding for their Big Sky American Indian Project, they will be able to expand that program to include in-service professional development for initial program completers from the Project and recruit those graduates into advanced programs in the unit.

4d. Experiences Working with Diverse Students in P-12 Schools

Experiences Working with Diverse Students in P-12 Schools – Initial Teacher Preparation	Acceptable
Experiences Working with Diverse Students in P-12 Schools – Advanced Preparation	Acceptable

Summary of Findings for Initial Teacher Preparation:

Candidates are required to take SPED 260 and either NAMS 181 or 211 before admission into the TEP is awarded. Candidates then proceed to their first field experience with a foundation of the unit's conceptualization of diversity. Schools near to the unit's campus, i.e. the schools where candidates are placed for their Junior Field Experience, present student populations that include White (non-Hispanic), American Indian, and Hispanic, which are the three largest populations of racial/ethnic groups in Montana reported for and in the U.S. Census. Some schools also have African-Americans and Asians. The nearby schools also present students from a broad range of socio-economic status. For example, 85% of the students at Orchard Elementary School qualify for free or reduced school lunch. At Arrowhead Elementary School only 3% do. Both schools are in Billings Public Schools, District No. 2. Of Orchard Elementary School's 281 students, 60 are American Indian, 68 are Hispanic, 19 are African-American, 3 are Asian, 3 are Native Hawaiian or Pacific Islander, and 128 are White; 70 have documented disabilities. Orchard Elementary School has been chosen by the unit faculty as the partner school for the College Buddy program, which pairs sophomore candidates with 2nd graders under the direction of a unit professor and a classroom teacher. The goal of the College Buddy program is twofold: to introduce candidates to working in a supportive, instructional role with a single child learner (to focus on instruction before worrying about management) and to learn to recognize and value the diversity in a learning community. As the first organized field experience, it is designed to support the unit's commitment to diversity as introduced in SPED 260 and NAMS 181 or 211.

Candidates are placed for their student teaching experiences in schools in and around Billings as well as the rest of the state, where, according to the data reported, candidates are well prepared to engage with the diversity found in any learning community. School administrators reported in an interview that this was a strength of program completers.

Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Candidates in the advanced programs perform internships, often in their own schools or nearby schools. The dispositions of the advanced programs as well as the Advanced Conceptual Framework encourage advanced candidates to further their understanding of diversity in the fuller context of human learning, i.e. every learner is unique and all classrooms are diverse. Advanced candidates are assessed in their internships to demonstrate their advanced understanding of diversity.

Overall Assessment of Standard

Diversity is unquestionably a core value of the unit. The unit's faculty members have constructed a definition of diversity that serves as a foundational value for all initial and advanced programs. Their conception of diversity is inclusive of all backgrounds, perspectives, experiences, and abilities. The earliest coursework and field experiences in the initial program are designed to instill this understanding of diversity in candidates; the advanced programs promote a professional understanding of diversity that celebrates the uniqueness of each learner.

The unit also sees the learning context of Montana as an opportunity rather than a limitation. The unit's faculty members have designed curricula that engage candidates with the broadest range of diversity offered in a reasonable radius. Candidates complete initial and advanced programs prepared and committed to approaching every classroom with the dispositions that reflect a commitment to diversity as defined by the unit.

Interviews with mentor teachers, school administrators, district-level administrators and program graduates all confirm this with remarkable consistency.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]

The unit has dedicated itself to diversity issues. The unit's initial program presents a strength in creating various types of field experiences which enhance understanding of diversity, from the College Buddy program to other service learning projects, as well as other opportunities such as Family Math Night and National History Day. Each of these experiences supplement the curriculum that is centered on issues of diversity. Unit faculty members show commendable initiative to create opportunities for candidates to develop the foundational values of diversity in the unit in school-based opportunities beyond the formally structured field experiences. The reception and collaboration of local school leaders and teachers is impressive testimony to the integrity of these efforts: they always welcome more.

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale

Recommendation for Standard 4

Initial Teacher Preparation	Met
Advanced Preparation	Met

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

Standard 5: Faculty Qualifications, Performance, and Development
Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Information reported in the Institutional Report for Standard 5 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes No

If your answer is "No" to above question, provide an explanation.

5a. Qualified Faculty

Qualified Faculty – Initial Teacher Preparation	Acceptable
Qualified Faculty – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The faculty composition is as follows: 13 full-time faculty, five faculty with joint appointments, four adjunct faculty (lecturers), six part-time and ten field experience supervisors, who are also part time. Adjunct faculty teach full or part time in the College of Education on a regular basis. The criteria for teaching as an adjunct faculty are as follows: 1) a master's degree is required, and 2) experience in the content area they teach. Evaluations for adjunct faculty include students evaluations, as well as peer review and reflective narratives.

Part-time instructors usually teach one or two courses as needed. They need to meet the same requirements as adjunct faculty in order to be eligible to teach at the university. They are also evaluated by students, and, when appropriate, reviewed by peers or by the department chair.
Clinical supervisors are usually retired teachers or principals, and have a range of 5–31 years of teaching and/or administrative experience.

At the end of each term, supervisors are evaluated by candidates and mentor teachers.
Mentor teachers are all fully credentialed, and have a minimum of three years of teaching experience, with at least one year of teaching in the school district. Mentor teachers are identified by the school and College of Education.

5b. Modeling Best Professional Practices in Teaching

Modeling Best Professional Practices in Teaching – Initial Teacher Preparation	Acceptable
Modeling Best Professional Practices in Teaching – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Courses are aligned with Conceptual Framework. Most courses include embedded assignments that reflect the Conceptual Framework. Assessments are made through a variety of methods, strategies and resources to ensure candidates understand and implement the knowledge base that is the foundation for the Conceptual Framework of the College of Education.

Faculty members also model reflective teaching, collaborative learning, and upper level questioning strategies and require candidates to demonstrate these strategies in assignments. An array of assignments are used to help candidates develop skills in questioning strategies, critical thinking, reflective teaching, and problem solving that include focused discussions and online communication. The faculty use a

wealth of teaching methods and strategies, such as case studies, reflective teaching, journals, and field trips to create a learning atmosphere, where candidates engage in inquiry and personal growth as educators.

During the group interviews, most faculty in the Initial and Advanced Programs emphasized the importance of reflection in their courses. They proceeded to elaborate that they provided a framework for a weekly reflection. Oftentimes, the reflection was done online. Some professors mentioned how they invited reflection at the end of each class or assignment. In another class, Critical Issues of Education, the professor asked them to write reflection papers on debatable issues in education, such as tracking. This class also addresses contemporary issues in education that provide a space for students to reflect and develop high order thinking skills.

Furthermore, two faculty members pointed out how they make an effort to collaborate and team teach. They are convinced this collaboration enriches their practice and is a good teaching technique to model for the students. In a third faculty meeting, the faculty were asked to identify the factors that allowed them to be collaborative both in their teaching and research. They identified the following factors: 1) participation in grants that set the parameters for collaboration; 2) support for scholarship from all levels; 3) shared governance; 4) small size of the faculty fosters collaboration; 5) small size of the university facilitates communication with faculty from other colleges; 6) faculty with joint appointments, since they serve as bridges to other colleges; and 7) collaborative grants with school districts.
The meetings with the faculty were instrumental in understanding and providing information about the faculty involvement in best practice in teaching. Later on, the College of Education provided additional information regarding a very thorough survey which included every faculty member and the strategies they incorporate in their teaching.
The Quality Matters Initiative was developed to provide standards for faculty teaching online classes to reflect on their course designs and instruction via distance learning.

5c. Modeling Best Professional Practices in Scholarship

Modeling Best Professional Practices in Scholarship – Initial Teacher Preparation	Acceptable
Modeling Best Professional Practices in Scholarship – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Although MSU Billings is primarily a teaching institution, the university's vision statement emphasizes the need to translate knowledge into practice and research for the future. The College of Education's vision statement and Collective Bargaining agreement view scholarship as evidence of professional growth. The COE mission and Collective Bargaining agreement have agreed that scholarship may include, but is not limited to, presentations; scholarly publications; research, participation in professional societies, conferences and meetings; and production of grants to enhance the professional development of the individual, and the University. Analysis of individual faculty vitae posted on the university's

website provided information about the high level of scholarship that exists in the College of Education. The majority of faculty members are engaged in scholarship activities such as refereed conference presentations, reports and scholarly publications. Some of the scholarly publications include books, chapter books and articles in peer reviewed journals.
In addition, it seems that a group of faculty members have collaborated in research projects, grants and publications. Several faculty members have co-authored journal articles.
As examples of college-based research, faculty members have been engaged in a longitudinal study of the effectiveness of cohorts in online learning programs. This research yielded vital information regarding the effectiveness of the online programs.

5d. Modeling Best Professional Practices in Service

Modeling Best Professional Practices in Service – Initial Teacher Preparation	Acceptable
Modeling Best Professional Practices in Service – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Faculty members are required to be involved in service activities such as serving in College of Education committees, which include the following: Knowledge, Skills, and Dispositions; Diversity; Field Experience & Clinical Practice; Faculty Qualifications and Governance; COE Curriculum Committee, Travel, and the COE Graduate Committee. Additionally, faculty members participate in the University Academic Senate, National Boards, Community Advisory Boards, and school district committees. All College of Education faculty members surpass the level of service delineated by the Collective Bargaining Agreement.

5e. Unit Evaluation of Professional Education Faculty Performance

Unit Evaluation of Professional Education Faculty Performance – Initial Teacher Preparation	Acceptable
Unit Evaluation of Professional Education Faculty Performance – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The Collective Bargaining Agreement requires that tenure-track faculty members demonstrate outstanding teaching, as measured in student evaluations. Part-time faculty, lecturers, and assistant professors are required to submit student evaluations for all courses each semester in their annual reviews. Student evaluation results are also required for promotion and post-tenure reviews. Post tenure reviews are conducted every five years after being granted tenure. Service activities for all full-time

faculty and scholarship activities are vital components of the review process. Annual evaluation reports from faculty are reviewed by the Unit Chair. The Department Rank and Tenure Committee, composed of tenure track faculty members, reviews the lecturers. Tenure track and tenured faculty are evaluated by the Department Rank and Tenure Committee and the College of Education Dean.
The Department Chair provides faculty members with a summary of the student evaluations, and a typed copy of all student comments about each course. Tenure Track Faculty members also receive feedback from the various levels of the review process (DRTC, Department Chair, Dean, University Rank and Tenure Committee, Provost, and Chancellor). Tenure track faculty members are expected to show how this feedback helps them to reflect and improve their performance in all three areas: teaching, scholarship and service. The DRTC and the Dean will help faculty who need to improve their performance by developing a plan and providing adequate resources.

5f. Unit Facilitation of Professional Development

Unit Facilitation of Professional Development – Initial Teacher Preparation	Acceptable
Unit Facilitation of Professional Development – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Professional development in the Unit is presently focusing on two factors that impact faculty: implementation of distance education and Indian Education for All. Since most faculty members in the Unit participate in online teaching, there is a need for ongoing professional development. The campus transitioned from eCollege to Desire2Learn, a new platform for online instruction in Spring 2009, and technical support will continue to be provided to faculty members.
The State of Montana requires that the linguistic and cultural heritage of American Indians be integrated in the P-12 curriculum. In order to carry out this mandate, the COE faculty hosted a retreat with the leaders from the Big Sky American Indian Project. In addition, all faculty members will complete several online modules which address the linguistic and cultural heritage of Indian tribes.
Professional development will also focus on grant writing. The College of Education faculty has been very successful with grant writing and in the past have been awarded grants for more than $6,000,000.

Overall Assessment of Standard

The Unit meets all the elements of Standard 5: Qualified Faculty. All of the faculty members are qualified to teach in their content area. They are very active in scholarship activities ranging from conference presentations to publishing articles in refereed journals. In addition, they have been successful in grant writing and collaborating with school districts.
Their level of service is higher than required by the Collective Agreement.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is

deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs:

AFI Number & Text	AFI Rationale

Recommendation for Standard 5

Initial Teacher Preparation	Met
Advanced Preparation	Met

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

Standard 6: Unit Governance and Resources
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Information reported in the Institutional Report for Standard 6 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes	No
☐	☐

If your answer is "No" to above question, provide an explanation.

6a. Unit Leadership and Authority

Unit Leadership and Authority – Initial Teacher Preparation	Acceptable
Unit Leadership and Authority – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The Montana State University Billings College of Education, in collaboration with the College of Arts and Sciences and the College of Allied Health Professions, has the primary responsibility and authority for planning, delivering, and operating all programs for the preparation of candidates and other professional school personnel. The Dean, the COE Curriculum Council for Undergraduate Programs or the COE Graduate Committee and the College of Education Council (COEC) provide administrative leadership for the unit. The COEC functions as the advisory body to the COE Dean. Review of five years of agendas and meeting documentation for the COEC confirm regular ongoing monthly meetings

Six COE standing committees comprised of both faculty and support staff meet monthly during the academic year to focus on key issues affecting the teacher education program and the advanced graduate programs. The chairs of each of the six committees meet periodically with the Dean to ensure communication across all committees. Proposals for change are brought to monthly department meetings, either the COE Curriculum Council for Undergraduate Programs or the COE Graduate Committee and then to the Faculty Senate. Changes affecting other colleges are sent to faculty of the those colleges for review. Representatives of all three colleges sit on the University Graduate Committee along with the Deans of the three colleges who are ex officio members. Faculty and staff reinforced that the process is consistent and works well.

The COE describes both recruiting and admissions policies in their COE Policy and Procedures Manual. Regular reviews by each program and biennial revisions to catalogs and other electronic and printed materials ensure accuracy and currency of information. All materials are a centralized function of the University and content development is a cooperative effort of all of the colleges, the Academic Senate and the Office of University Relations. Updates occur regularly and there is a two-year cycle of revision

for the calendars and catalogs.

A collaborative environment exists among faculty and staff and is supported by leadership. Faculty actively participate in all functions from design of programs to student evaluation.

Grading policies are included in the General Bulletin, Graduate Catalog and Student Policies and Procedures Handbook which are all available on the University web site.

Students have ample access to a wide array of student services, including advising and counseling. All incoming freshmen and transfer students have access to orientation sessions provided by Student Services. Academic advising begins during the orientation. Graduate Studies host orientation sessions for graduate students. The Advising Center provides mandatory academic advising for all new, re-admit and transfer undergraduate students as well as students who have not declared a major. Once a major is declared, the students are assigned a faculty advisor. Student Health Services provides mental health and health support and services for students in all colleges.

6b. Unit Budget

Unit Budget – Initial Teacher Preparation	Acceptable
Unit Budget – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The Unit receives adequate budget appropriations and is on parity with other units on campus with clinical components.

The total budget for the COE in 2008 was $1,962,661. In 2009 the COE budget was increased to $2,153,903. The COE has 21 faculty members. By comparison in 2008 the Business College with 20 faculty members had a budget of $1,952,257.

In 2008 the COE budget was dispersed as follows; $1,814,616 for Personnel Services and $148,045 for Operations. Each fulltime faculty member receives $1000 for supplies and other operational costs. Adequate funding is available for teaching, service and scholarship. The unit's resources are on par with those of other university units.

Despite cuts in recent years, the COE has hired four new faculty members to replace those who have resigned or retired. Adequate support staff is available as a result of restructuring that maximized support resources.

Faculty interviews indicated that while additional funding is always desirable and would enable the Unit to provide more opportunities for research, instruction, etc., they were making the best of limited

resources. Further, staff articulated that even in tough economic times they felt supported by University's administration and business services.

6c. Personnel

Personnel – Initial Teacher Preparation	Acceptable
Personnel – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Faculty workloads are defined in the "Collective Bargaining Agreement Between Montana State University Billings Faculty Association and the Montana University System". Tenure track faculty teach 21 credits per academic year with an additional 3 credits of reassigned time for scholarly development and service. Full-time lecturers teach 24 credits per academic year. Summer teaching is not included in the load calculation. Documentation provided by the COE indicates one faculty member exceeds the negotiated class load maximum. However, teaching loads on more than one occasion exceed the maximum when courses are taught for extra compensation which is limited to no more than one extra compensation course per semester. Online courses are included in the faculty load calculation.

Documents and discussion with faculty at the initial and advanced levels indicate most tenure track faculty workloads for COE faculty align with the CBA requirements. Faculty workloads for full-time tenure track faculty are distributed between the primary responsibility of teaching and the secondary responsibilities of scholarly development/contribution and service to University/public. Faculty vitae indicate a high level of scholarly collaboration and development. Faculty frequently partner with surrounding K-12 staff to conduct scholarly work, including presentations, grant projects and publication.

The majority of clinical supervision responsibility is provided by part-time, contracted supervisors with extensive classroom experience. There is an agreed-upon formula for faculty supervision advanced internships.

Adjunct, part-time and clinical faculty are prepared and supported and it is this preparation and support that ensures a cohesive program.

Staff levels are adequate but not optimum. Staff interviews underscored that even more effort could be directed to scholarship and service if staff levels were increased. The COE Dean has served in an interim capacity for five years.

There is a significant level of support for faculty professional development activites. There are three sources of support; Research and Creative Endeavor Grants (RACE), COE travel funds and MSUB

Foundation grants. Between 1998-2008 over $208,000 in RACE grants have been awarded to faculty members.

6d. Unit Facilities

Unit Facilities – Initial Teacher Preparation	Acceptable
Unit Facilities – Advanced Preparation	Acceptable

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The College of Education is housed in a modern, state-of-the-art facility that includes two floors of classrooms infused with instructional technology. Classrooms on the third floor and fourth floors include space that can easily be reconfigured for a variety of uses for both large and small group events. A 60 station computer lab on the fourth floor provides students ample opportunity to complete assignments, design media projects and use internet resources. A large theatre classroom on the fourth floor has a quality projection system and can easily accommodate up to 100 students. The building, which is relatively new, was designed to include space for storage of materials as well as two spaces for clinical courses.

Faculty offices and four large conference rooms are located on the second floor and are easily accessible to students and faculty.

Classrooms include up-to-date technology, including LCD projectors, SmartBoards, document cameras, classroom response systems and much more.

Student, staff and faculty interviews indicated an appreciation for the quality facilities and all believed that the facilities supported both student learning and faculty and staff instruction and scholarship.

Technological resources and professional development support are available for faculty who are delivering online courses.

6e. Unit Resources including Technology

Unit Resources including Technology – Initial Teacher Preparation	Target
Unit Resources including Technology – Advanced Preparation	Target

Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Faculty and candidates have access to a state-of-the-art COE facility, a library, curricular materials, and

informational technology resources necessary to prepare educators to integrate technology into instruction. Resources are equitably allocated across all programs. Resources are grouped into five funding categories: department operating budgets, Dean's discretionary account, grant and indirect funds, designated Foundation funds and clinic funds. Unit budget allocations are made by the Executive Budget Committee.

The Dean's discretionary account is designated for faculty travel, convocation and other non-office-related expenses. Travel funds are allocated based on the percentage of faculty in each college.

An annual assessment budget of $38,000 is also allocated. The unit is in the process of developing their own Access-based assessment system which will be fully functional in Fall 2010.

A significant strength of the COE is the integration of multiple technologies by unit faculty and candidates at both the initial and advanced levels. All classrooms are equipped with interactive white boards and presentation stations. Classroom response systems are being added. Significant evidence was present that supports the effective use of technology by faculty who model best practices. Students are encouraged to use technology in a variety of instructional settings. Supervising teachers reported both interns and students doing their field experience showed high levels of competency with various technologies.

A campus-wide student technology fee provides funds for a regular, ongoing computer replacement cycle as well as the purchase of new technologies.

An iPad lab is being purchased and will be used by faculty and students to determine best practices for this new tool in P-20 settings. There is a progressive approach to the use of technology that encourages creative thinking and use of technologies to enhance teaching and learning.

The University Library provides significant support for COE faculty and students. Library staff provide information instruction for the COE as well as significant materials support – both electronic and printed. Support is also provided for candidates participating in online courses off campus. Online students have access to electronic resources and print resources are mailed upon request at no cost to the student.

Overall Assessment of Standard

Unit Leadership supports the work of both the initial and advanced programs. Decision making is shared by all COE stakeholders. Candidates consistently indicated a high level of support from faculty and staff.

The unit maximizes available resources for the benefit of the students and faculty. There is a spirit of collegiality that creates a positive and productive environment which was evident in interviews with the various stakeholders.

Personnel

The COE is located in a state-of-the-art facility that includes a variety of current and advanced technologies. Both staff and students utilize these technologies for teaching and learning. The school and CIO are evaluating new technologies to determine their effectiveness in the P-20 environment.

Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]

The COE provides the leadership and resources necessary to prepare candidates to meet professional, state, and institutional standards. There is a collegial spirit that creates an atmosphere that maximizes limited resources to accomplish the COE's mission and goals. The abundant use of technology is evident in the COE and there is a strong commitment to providing cutting-edge technology for candidates, faculty, and unit operations. The COE and CIO are advancing technology to ensure candidates and staff are in a position to prepare candidates to effectively utilize technology in the k-12 environment. Students live in a technology-rich environment and the COE's commitment to preparing candidates to effectively utilize technology in learning is a significant strength.

Areas for Improvement and Rationales

AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale
1 Faculty Loads were excessive in 2001-2002	Faculty loads are appropriate and within the bounds of the current Collective Bargaining Agreement.

AFIs from last visit: Continued

AFI Number & Text	AFI Rationale

New AFIs

AFI Number & Text	AFI Rationale

Recommendation for Standard 6

Initial Teacher Preparation	Met
Advanced Preparation	Met

Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]

IV. SOURCES OF EVIDENCE

You may either type the sources of evidence and persons interviewed in the text boxes below or upload files using the prompt at the end of the page.

Documents Reviewed

Persons Interviewed

Please upload sources of evidence and the list of persons interviewed.

Sources of Evidence
Additional Sources of Evidence
Meetings and Interviews

See **Attachments** panel below.

(Optional) State Addendum:

EXECUTIVE SUMMARY
DATE: JULY 2010

PRESENTATION: Follow-Up Visit Report – Salish Kootenai College

PRESENTER: Linda Vrooman Peterson, Administrator
Office of Public Instruction
Dr. Cindy O'Dell, Chairperson, Education Department
Salish Kootenai College

OVERVIEW: The Office of Public Instruction conducted a follow-up visit on June 1-3, 2010, of the Professional Education Unit at the Salish Kootenai College (SKC) in Pablo, Montana. The purpose of this June visit was to complete the review of SKC's assessment system and Elementary Education program data reflecting SKC's conceptual framework and candidate knowledge, skills and dispositions. At the previous regular accreditation review conducted April 10-12, 2007, all standards were met. Because the program was seeking initial accreditation the Elementary Education Program was recommended for provisional accreditation status until SKC put its planned assessment system in place and populated it with SKC data.

In addition, the team conducted an on-site review of two new programs SKC proposes to add the education curriculum: Broadfield Science Secondary Teaching Major and an Area of Permissive Specialized Competency in Early Childhood.

Team members included: Audrey Peterson, Team Chairperson, Peter Donovan, and Linda Peterson. The report provides to the Board of Public Education (BPE) the results of the follow-up visit.

The team recommends to the state superintendent full approval of the three programs Elementary Education, Broadfield Science, and APSC in Early Childhood. The Exit Report, including the narrative summaries, is attached.

REQUESTED DECISION(S): Discussion

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Discussion

BPE PRESENTATION

Salish Kootenai College Professional Education Unit
State Follow-up Visit
June 1 – 3, 2010
Exit Report

Professor Audrey Peterson, Chairperson

On June 1-3, 2010, the Office of Public Instruction conducted a follow-up visit to the Professional Education Unit at the Salish Kootenai College (SKC) in Pablo, Montana. At the previous regular accreditation review conducted April 10-12, 2007, all standards were met. However, because the program was seeking initial accreditation of its own unit after having previously been a 2+2 program in partnership with the University of Montana-Western, all existing assessment data at that time reflected UM-W's program goals. Therefore, the Elementary Education Program was recommended for provisional accreditation status with a follow-up visit to be scheduled to give the program time to put its planned assessment system in place and populate it with SKC data.

The initial purpose of this 2010 visit was to complete the review of SKC's assessment system and Elementary Education program data reflecting SKC's conceptual framework and candidate knowledge, skills and dispositions. In the interim between 2007 and 2010, SKC addressed the assessment concerns, but also built on the Elementary Education core to develop an area of permissive specialized competency in Early Childhood Education and a program in Broadfield Science at the secondary level. They therefore requested that these proposed programs be reviewed for accreditation during the follow-up visit; thus, reviews of these proposed programs were added to the initial purpose of the June 1-3, 2010, visit.

Professor Audrey Peterson (now Professor Emeritus at the University of Montana-Missoula) served as chairperson of the review. Peter Donovan and Linda Vrooman Peterson served as members of the State Verification Team.

During the initial visit in 2007, the team encouraged the faculty to rethink their planned assessment system in order to simplify it somewhat, streamlining the amount of data necessary to be collected, recorded, analyzed and reported. The team also recommended that a fourth stage of data collection be added to assess performance of the program's graduates in their teaching roles. In the intervening time period, it is obvious that a great deal of careful thought and focused effort has gone into the creation of the current electronically based assessment system, which has produced clear and sufficiently detailed baseline data to document strong performance of the program and its candidates. The recommended fourth assessment stage has been added to provide information about the performance of the program's graduates employed in teaching. More time will need to pass for trends to become apparent and for the data to be useful in informing decisions, but for now the system is in place and is providing important information about the work being done by faculty, candidates and program graduates.

Through the materials provided and the interviews conducted during the current visit, the team was gratified to learn that SKC has not only addressed the assessment recommendations, but has also taken action on the other recommendations of the 2007 report. A recommendation to provide support for education candidates in developing their writing skills has resulted in the creation of a Writing Center for use by the entire campus. Additionally, the Elementary Education curriculum demonstrates increased focus on writing and communication in all the courses, and assessment of writing throughout the education program. The Transition to Professional Teaching program has been implemented to give candidates a clear understanding of professional expectations, and the newly written Student Handbook and Student Teaching Handbook are clear and thorough in communicating the program mission, goals and expectations to candidates and to clinical faculty. Program support has also increased with the addition of an administrative assistant and an instructional technologist to the Department of Education, as well as the previously noted Writing Center. For all of the above reasons, the team recommends to the Superintendent of Public Instruction that the Elementary Education program at Salish Kootenai College be moved from provisional approval to full approval.

On this visit the team also reviewed Salish-Kootenai College's proposals for an endorsement program in Broadfield Science at the secondary level, and for an area of permissive specialized competency in Early Childhood Education as a minor for the Elementary Education program. The team recommends full approval for both to the Superintendent of Public Instruction.

Based on commentary from clinical faculty and candidates, the team continues to encourage Salish Kootenai College to monitor enrollments in all education programs as well as increased clinical and assessment demands to ensure that there is an appropriate work load and administrative support level for faculty delivering the programs.

Sub-Chapter 5 – Teaching Areas: Specific Standards

10.58.501	**GENERAL REQUIREMENTS**	**MET**
10.58.508	**ELEMENTARY EDUCATION**	**MET**
10.58.522	**BROADFIELD SCIENCE**	**MET**
10.58.527	**APSC EARLY CHILDHOOD EDUCATION**	**MET**

Salish Kootenai College
Professional Education Unit Accreditation Follow-up Visit
June 1-3, 2010

Narrative Summary Report

Number and Name of Standard: 10.58.508 Elementary Education

Validating Statement: The assessment system and supporting materials were reviewed. The on-site follow-up visit verifies that the Education Department's Elementary Education Program created, implemented, and uses a robust assessment data system to improve candidate and program performance.

Sources of Evidence: Institutional Report, Student Handbook, Student Teaching Handbook, Program course syllabi, Salish Kootenai Course Catalog, Teacher Education Program (TEP) Portfolio and Rubrics, Education Department presentation, Interviews with faculty, staff and cooperating teachers, Assessment Plan and Documentation, Faculty Portfolios, Transition to Professional Teaching (TPT) Assessment Scoring Rubric

Assessment Aligned to Standard: Salish Kootenai College's **(**SKC) assessment system and Elementary Education program data are aligned to the Education Department conceptual framework and candidate knowledge, skills and dispositions. Candidates are assessed at three stages of the program: Admission to TEP; Professional Portfolio Requirements; and Student Teaching and TEP Portfolio. Following the 2007 Accreditation Review a fourth stage of data collection was added to assess performance of the program's graduates in their teaching roles.

Evaluation: Since the 2007 Accreditation Review of the Initial Elementary Education Program, careful thought and focused effort has gone into the creation of the current electronically based assessment system. This system has produced clear and sufficiently detailed baseline data to document strong performance of the program and its candidates.

Elementary Education curriculum demonstrates increased focus on writing and communication in all the courses, and assessment of writing throughout the education program. The Transition to Professional Teaching program has been implemented to give candidates a clear understanding of professional expectations, and the newly written Student Handbook and Student Teaching Handbook are clear and thorough in communicating the program mission, goals and expectations to candidates and to clinical faculty.

Accreditation Recommendation: Meets Standard

Salish Kootenai College
Professional Education Unit Accreditation Follow-up Visit
June 1-3, 2010

Narrative Summary Report

Number and Name of Standard: 10.58.522 Science

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed. The on-site visit verifies the accuracy of the IR and validates the Secondary Broadfield Science Major meets the standard ARM 10.58.522(7) Broadfield Science.

Sources of Evidence: Institutional Report, Student Teaching Handbook, Student Handbook, Expectations for Professional Dispositions, Program course syllabi, Teacher Education Program (TEP) Portfolio and Rubrics, Education Department presentation, Interviews with faculty, staff and cooperating teachers, Assessment Plan and Documentation, Transition to Professional Teaching (TPT) Assessment Scoring Rubric, Flathead Geosciences Education Project Teacher Reference Guide, July 2009, and Culturally Competent Standards-Based Mathematics and Science Lesson, Rural Systemic Initiative, January 2001.

Assessment Aligned to Standard: The SKC Bachelor of Science in Secondary Education (BSSE) assessments of learner expectations and competency requirements are aligned to the National Science Teachers Association Standards and the PEPP Standards. BSSE uses the same assessment process as the Education Department including: Expectations for Professional Dispositions, TEP Portfolio and Rubrics at three stages, and TPT Assessment Scoring Rubric. The program assessment data reflect the Education Department's Conceptual Framework including Interstate New Teacher Assessment and Support Consortium (INTASC) standards (ARM 10.58.501 General Requirements).

Evaluation: SKC's Bachelor of Science in Secondary Education – Broadfield Science will graduate the first cohort in the spring of 2012. The overall goal of the BSSE is to improve the achievement and representation of American Indian people in Science, Technology, Engineering, and Mathematics (STEM). One of the program's objectives is to increase the number of American Indian secondary science and math teachers who are well prepared to support middle and high school American Indian students in STEM related courses. Cultural competence and integrating local tribal cultural practices and content into the science and professional course work is central to the BSSE.

A strong, long-term partnership over years of thoughtful planning created this new program. The partners include the SKC Education Department; Division of Sciences; Indigenous Math and Science Institute; and include Tribal elders and professionals, and other Tribal community partners.

Accreditation Recommendation: Meets Standard

Salish Kootenai College
Professional Education Unit Accreditation Follow-up Visit
June 1-3, 2010

Narrative Summary Report

Number and Name of Standard: 10.58.527 Area of Permissive Specialized Competency, Early Childhood Education

Validating Statement: The Institutional Report (IR) and supporting materials were reviewed. The IR is accurate. The on-site follow-up visit verifies that the Education Department's Early Childhood Education minor meets ARM 10.58.527 Area of Permissive Specialized Competency for Early Childhood Education.

Sources of Evidence: Institutional Report, Course requirements for Early Childhood Education Minor, Student Handbook, Student Teaching Handbook, Program course syllabi, Teacher Education Program (TEP) Portfolio Requirements and Rubrics, Education Department presentation, Interviews with faculty, staff and cooperating teachers, Assessment Plan and Documentation, Faculty Portfolio, Transition to Professional Teaching (TPT) Assessment Scoring Rubric

Assessment Aligned to Standard: The SKC Early Childhood Education (ECE) Area of Permissive Specialized Competency (APSC) program and candidate assessments align to the NAEYC and Montana PEPP standards. Early Childhood Education uses the same assessment requirements as Elementary Education, e.g., candidates are expected to fulfill the Teacher Education Program (TEP) portfolio requirements at three stages. The TEP portfolio is organized by ECE learning outcomes. Early Childhood Education APSC candidates also must demonstrate competence in professional requirements as outlined in the Interstate New Teacher Assessment and Support Consortium (INTASC) standards (ARM 10.58.501 General Requirements).

Evaluation: In 2002, SKC began to offer the Early Childhood Education Associate Degree. Currently, SKC provides associate and bachelor degrees and a minor in Early Childhood Education. Offering the APSC for Early Childhood Education provides current elementary education candidates and practicing teachers and administrators opportunity to gain depth of knowledge and experience in ECE.

Accreditation Recommendation: Meets Standard

Peterson, Linda

From: Cindy ODell [cindy_odell@skc.edu]
Sent: Monday, June 28, 2010 12:38 PM
To: Peterson, Linda
Subject: SKC accreditation report

Dear Dr. Peterson,

I have reviewed the Follow-up Accreditation Visit Exit Report completed by the Montana Office of Public Instruction's Accreditation Review Team. I find the report complete and accurate, and have no additions or modifications. I appreciate the diligence and professionalism of the team reflected in the report and the visit. I am looking forward to accompanying the Accreditation Team to the July 2010 Board of Public Education meeting for approval of our three programs (Elementary Education, Broadfield Science and Area of Permissive Specialized Competency in Early Childhood Education).

Thank you for your time and effort in conducting our accreditation review.

Sincerely,

Cindy O'Dell

Cindy O'Dell
Education Department Chair

ACTION

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

ITEM 14

MATERIAL AND NON-PERFORMANCE CASE #2010-01 (CLOSED)

Steve Meloy

ITEM 15

DENIAL HEARING CASE #2009-05 (CLOSED)

Steve Meloy

EXECUTIVE SUMMARY
DATE: JULY 2010

PRESENTATION: Assessment Update

PRESENTER: Judy Snow, State Assessment Director
Office of Public Instruction

OVERVIEW: MontCAS Presents -- Reports
1. Writing pilots
2. Formative Assessment for Montana Teachers (FAME) online class

REQUESTED DECISION(S): Information

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

BPE PRESENTATION

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

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

TO: Montana Board of Public Education
FROM: Judy Snow, State Assessment Director
RE: Writing Pilot Report
DATE: July 2010 Board of Public Education Meeting

During the 2009-10 school year, the Office of Public Instruction and the Board of Public Education began an examination of online writing programs for formative assessment. Four online programs were examined by approximately 500 students in grades 5-9 and their teachers. The purpose of the pilot program was to determine essential attributes for an online writing program for formative assessment. The participating teachers met electronically, were presenters at a state assessment conference panel, met together to discuss program essentials, and contributed to recommendations.. In addition, the assessment staff visited schools using the programs, observed the students and teachers, and talked with students and teachers.
According to the participating teachers and, in some cases students, the following are essential attributes of an online formative assessment writing program.

- Web-delivered assessment and instructional tool that can be accessed from anywhere
    - Students liked being able to work from home or in the classroom or library
- Instant feedback in the areas of:
    - Focus and Meaning—Cohesiveness and consistency in perspective and main idea
        - Students commented on how their main ideas had improved
    - Content & Development—Content breadth, support of theme, elaboration
    - Organization—Logical sequence of ideas and discourse
    - Language, Use & Style—Word/sentence complexity and variety, tone/voice
        - Students were proud of their active topic sentences.
    - Mechanics & Conventions—Adherence to rules of edited American English.

- Five hundred or more prompts in a variety of genres, including narrative, informative, persuasive, literary (text-based) and expository
- A high number of human scored samples (1200-1500) for any given prompt
- Prompts are aligned with state standards and common Language Arts texts.
- Local prompts may be submitted.

- Teachers can access submissions to see how students have incorporated suggestions.
- Teachers know what help each students needs and what help the group may need.
- Teachers can interact, differentiate, and tailor individual learning such as one student with clauses and another with dialogue.
- Teachers can check assignments from home and send the student messages or write comments about the assignment for the next time the student logs on.
- Teachers have access to online professional development and workshops.
- Teachers and Administrators have access to a variety of classroom and grade level reports
- Intensive teacher on-site and web-based training is provided.

- Students interact with their own writing—self editing.
    - A tool with these attributes builds writing confidence.
- Program does not do the work for the students but offers support so that students can make decisions on how to improve their writing.
- Feedback from program provides opportunity for student/teacher conferencing.
- Six trait compatible rubric
- Students monitor their own growth.
- Students are engaged/excited about writing:

- **Teacher comment: ". . . the greatest motivator in my 32 years of teaching."**

Writing Proficiency
in the Montana University System

Newsletter 33 July 2010

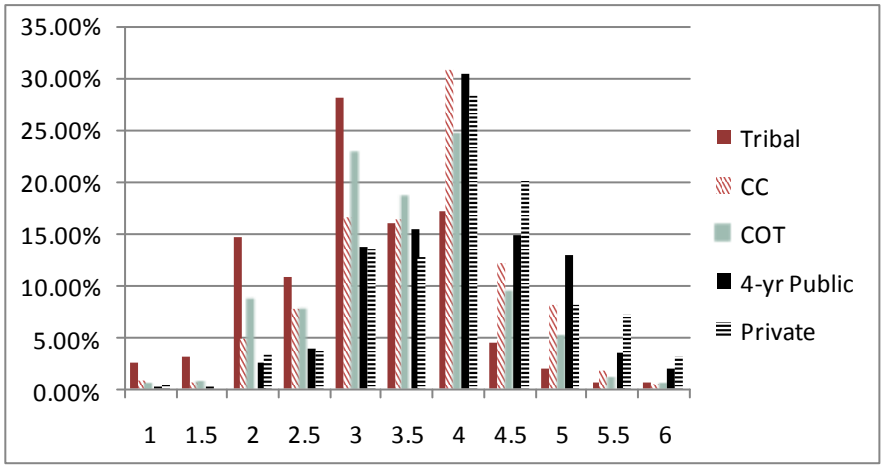
Scores Correlate with College Selections

In February of 2010, over 7,500 Montana students took the Montana University System Writing Assessment. Newsletter 32, mailed to participating schools in May and available on the Writing Proficiency website, reported statewide scores with frequency distributions at each score point, a graph showing gains made over nine testing years, and other information. This newsletter delves more deeply into the test data.

Students must score at least 3.5 in order to be fully admitted to a four-year program in the Montana University System or to be placed into College Writing, WRIT101. Otherwise, they are provisionally admitted until they earn a C– or better in a developmental composition course.

The graph below shows **percent, not number,** of students at each score point who indicated which type of post-secondary educational institution in Montana they plan to attend. In general, students who score below 3.5 plan to attend a two-year program, where several developmental courses are offered and where they can be admitted without provisions. For example, 59% of the students selecting Tribal College, 41% selecting College of Technology, 31% selecting Community College, and 21% selecting Four-year Universities scored below 3.5. "No choice" includes students planning to go out of state and those without college plans.

Distribution of Scores by College Plans



Average Scores by College Plans

	CC	COT	Priv 4-yr	Pub 4-yr	Tribal	No	Overall
Average	3.68	3.48	4.02	3.95	3.09	3.86	3.84
Number	553	1033	298	3968	157	1545	

Montana University System
2500 Broadway
Helena, MT 59620-3201

Jan Clinard, Director
Academic Initiatives
Phone: 406 444 0652
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Email: jclinard@montana.edu

Website:
http://mus.edu/writingproficiency/index.asp

Office of the Commissioner of Higher Education
Proficiency Admissions

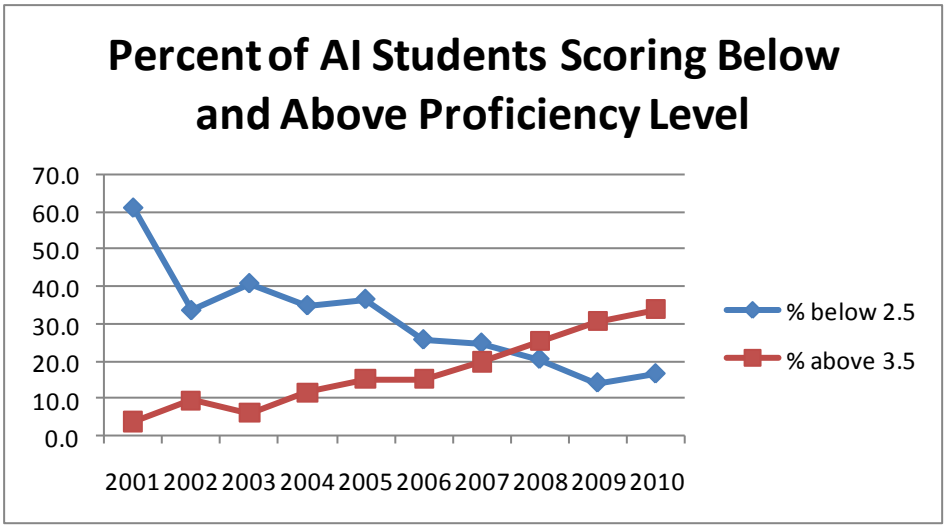
American Indian Scores Continue to Improve

	2003		2004		2005		2006		2007		2008		2009		2010	
Score	Indian	White	Indian	White	Indian	White	Indian	White	Indian	White	Indian	White	Indian	White	Indian	White
1	6.9	1.7	4.8	1.1	3.6	1.0	3.4	0.8	2.4	0.8	2.5	0.7	1.1	0.6	2.3	0.2
1.5	8.0	3.4	7.2	1.2	5.9	1.9	5.2	0.7	5.5	1.2	3.2	0.7	1.5	0.5	2.6	0.4
2	24.4	9.6	22.9	8.9	27.0	8.6	17.1	6.2	16.9	6.9	14.8	4.8	11.6	4.5	11.7	3.5
2.5	16.4	10.8	19.1	9.7	16.6	9.0	15.6	6.8	14.3	7.6	13.2	6.6	11.4	4.8	10.9	4.2
3	22.2	21.4	26.6	23.1	22.1	23.9	27.1	25.5	27.8	23.7	25.1	18.5	21.6	15.9	22.6	15.2
3.5	14.6	18.2	7.9	16.4	9.4	15.5	15.2	16.3	13.0	16.4	14.8	17.2	21.4	14.4	16.0	15.6
4	4.7	14.5	6.8	18.2	8.1	18.5	9.8	20.5	13.0	22.3	13.9	26.4	19.7	29.1	20.4	29.3
4.5	1.1	9.9	3.1	11.0	5.5	11.0	1.8	10.5	3.7	10.0	5.5	11.6	6.0	12.7	7.4	14.1
5	0.4	6.9	1.4	7.3	1.6	7.4	2.7	8.8	2.4	7.7	5.3	9.1	4.1	11.3	3.4	12.1
5.5		2.6	0.3	2.2		2.0	0.9	2.1	0.7	2.1	0.5	2.7	0.4	3.4	1.3	3.8
6		0.8		0.9		1.2	0.0	1.3	0.0	1.1	0.2	1.5	0.4	1.7	1.3	1.7
Number	275	3104	297	3984	307	5056	328	5940	454	6175	438	6124	534	6514	530	6317
Mean	2.55		2.66		2.73		2.85		2.94		3.08		3.24		3.28	
% below 2.5	40.7	15.1	34.8	11.2	36.5	11.5	25.7	7.7	24.8	8.9	20.5	6.3	14.2	5.6	16.6	4.1
% above 3.5	6.2	34.6	11.6	39.6	15.2	40.1	15.2	43.1	19.8	43.2	25.4	51.3	30.6	58.2	33.8	61.0

Approaches to Scoring and Data Recognize Diversity

On the 2010 MUSWA, about 7% of the test-takers identified themselves as American Indian and another 4% as multiracial. In order to mitigate bias in scoring, training materials for scorers include sample papers that use narrative to persuade or less linear approaches to organization, yet still earn high ratings. These approaches to writing may be used more often in non-white cultures. American Indian students have made steady gains over the seven years of testing, in part because their teachers are committed to participating in training and scoring sessions, learning how they can better prepare all students for college writing.

When the Montana University System began field testing in 2001, the score that would be used to determine placement into the entry-level college composition course had not yet been determined. The MUS began tracking the percentage of students scoring at the low end of the scale, writing essays that were not at or even nearing proficiency (scores of 1 or 2) and those that were proficient or advanced (scores of 4, 5 and 6). A score of "3" is considered "nearing proficiency" and with a score of 3.5, one scorer believed the essay to be "nearing proficiency (3), while the other scorer believed it to be just at the threshold of proficiency (4).

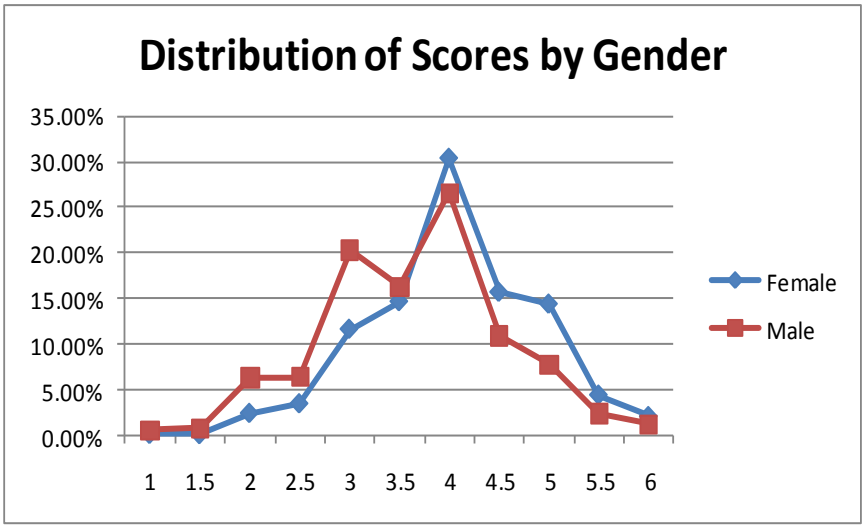


The 2010 scores for American Indian students showed a slight increase in scores below 2.5, despite an increase in the top scores, including 14 AI students who received Letters of Recognition for scores of 5.5 and 6.0 as compared to only 4 in 2009.

In addition, 13 multiracial students earned scores of 5.5 and 6.0 and 54% of the multiracial students scored above 3.5.

Girls Earn Higher Scores on Writing Assessment

In 2010, there was again an achievement gap of about .4 (similar to every other year except 2004) between male and female writers. In both 2010 and 2009, boys wrote 39% of the 6's; in 2008, they wrote 36% of the 6's; in 2007, boys wrote 32% of the 6's. In 2010, 2.9% of the girls wrote papers in the 1-2 range, whereas 7.8% of the boys wrote 1's and 2's—much better than in 2009, when 17% of the boys wrote in that lowest range. Male students earned an average score of 3.65 (up from 3.57 in 2009), whereas females averaged 4.03 (up from 3.95 in 2009).



Score	Female	Male
1	0.22%	0.65%
1.5	0.19%	0.86%
2	2.50%	6.33%
2.5	3.55%	6.43%
3	11.69%	20.31%
3.5	14.70%	16.33%
4	30.34%	26.56%
4.5	15.72%	10.96%
5	14.43%	7.81%
5.5	4.50%	2.45%
6	2.15%	1.30%

	FEMALE	MALE	Difference
Prompt 1	4.00	3.56	0.44
Prompt 2	4.15	3.73	0.42
Prompt 3	4.00	3.62	0.38
Prompt 4	3.95	3.65	0.30
Prompt 5	4.00	3.66	0.34
Prompt 6	4.07	3.66	0.41

An examination of the prompts by gender show a smaller discrepancy of scores between girls and boys on prompts 4 and 5 and the greatest difference on prompts 1 and 2. This kind of data is used each year to help determine which prompts will be retired and which remain in the pool.

ESL Students Score Below State Average

Only 123 students indicated that English is not their primary language. The chart to the right shows the distribution of their scores in comparison to students whose primary language is English. On average, ESL students scored 3.37, compared to the state average of 3.84. However, 15.5% of those students were able to write essays with scores above 4, compared to only 8.4% in 2008 and 12.8% in 2009.

	ENG		ESL	
Score	#	%	#	%
1	30	0.41%	2	1.63%
1.5	39	0.53%	1	0.81%
2	321	4.33%	13	10.57%
2.5	362	4.89%	15	12.20%
3	1184	15.99%	27	21.95%
3.5	1149	15.51%	19	15.45%
4	2115	28.56%	27	21.95%
4.5	993	13.41%	9	7.32%
5	825	11.14%	8	6.50%
5.5	259	3.50%	2	1.63%
6	129	1.74%	0	0.00%
Grand Total	7406	100.00%	123	100.00%

Inter-rater Reliability Analyzed

This table shows that for 60.88% of the essays, both scorers were in perfect agreement with the score and that only 1.48% required a third reader, called the resolver. These figures translate into an inter-rater reliability coefficient of .868, using Cronbach's Alpha, compared to .873 in 2009. This reliability data is considered high among performance assessments of this nature. Many scorers feel that sometimes the "correct score" lies between two whole-number score points and are satisfied with a final score of 3.5, for example, which represents two adjacent scores.

Inter-rater Reliability

Rater Scoring	#	%
Perfect	4605	60.88%
Adjacent	2847	37.64%
Discrepant	112	1.48%
Grand Total	7564	100.00%

Another set of statistics, of particular interest to trainers, are tables that disaggregate data by scoring site and show how many tests were scored at each site. For 2010, the percent of scores with perfect agreement as figured by site ranged from 57% to 73.2%.

Missoula hosted more scorers than other sites, in part because many pre-service teachers enrolled in the University of Montana consider this training essential to their preparation as teachers of writing.

Accuracy in scoring is also checked by printing a random sample of tests twice and sending them to two different scoring sites. Where there is a difference, the higher score is reported to the student. The few tests that are found to have discrepant scores are then reprinted for trainers to analyze and use to improve scoring accuracy in the following year.

Location	# of Tests	# Scorers
Billings	1181	59
Bozeman	553	38
Glasgow	559	28
Great Falls	737	39
Helena	757	40
Kalispell	1198	44
Miles City	430	23
Missoula	2139	98
Grand Total	7554	369

Prompts Analyzed for Consistency and Fairness

	Prompt 1	Prompt 2	Prompt 3	Prompt 4	Prompt 5	Prompt 6
Perfect	813	836	957	591	665	707
Adjacent	482	509	622	365	405	446
Discrepant	24	18	22	13	14	21
Grand Total	1319	1363	1601	969	1084	1174
Perfect	61.64%	61.34%	59.78%	60.99%	61.35%	60.22%
Adjacent	36.54%	37.34%	38.85%	37.67%	37.36%	37.99%
Discrepant	1.82%	1.32%	1.37%	1.34%	1.29%	1.79%

Each year, prompts are rated based on how often they are chosen by students, their inter-rater reliability, average scores, and the distribution of solutions that students defend.

The prompts are paired, then distributed as evenly as possible to students. This chart shows that prompt #1 was only slightly more popular than #2; but prompt #3 was much more popular than #4 (62% vs. 38%); and prompt #5 somewhat more popular than #6 (52% vs. 48%). Prompt #1 was new to the 2010 test. The chart above also shows inter-rater reliability by prompt.

In terms of options (first or second solution to the problem, or a third solution invented by the writer), the prompt with the most balance among three options was prompt #4 (45.5%, 32.4%, and 22/1%) and Prompt #2 generated the fewest invented solutions (7.1%), with 63.4% taking the first option and 29.5% defending the second option. This data will help determine which 2010 prompt(s) to retire in 2011.

Scorers Rate Writing Assessment Workshops Highly; Providing Useful Comments

A total of 369 people scored essays during the March 2010 Writing Assessment Workshops. Of those, 287 completed evaluations. Assigned to collect evaluations, most of the 48 trainers did not complete evaluations. Scorers responded to statements as follows:

This workshop helps me prepare students for college writing and/ or other writing assessments.

97% of the respondents agreed with this statement. Comments included the following:

I know what is expected of my students after they graduate.

This gives me teaching points.

A unified standard is handy to have as a comparison.

I love reading essays and discussing their strengths and weaknesses.

I think the prompts generated useful pieces of writing and were fair and unbiased.

97% of the respondents agreed with this statement and commented as follows:

These topics are very pertinent to issues current in our schools.

The prompts give students lots of ideas.

With some exceptions, I think students took this test seriously.

100% agreed with this statement and wrote comments such as these:

Very few times did I notice students who could have done better, but blew it off.

I watched them working diligently.

I believe that I can score tests reliably with this rubric.

96% agreed with this statement, writing comments such as:

I liked testing our calibration in a variety of ways. It helped me feel confident in my scoring ability.

This is very concrete.

Working with the rubric and anchor sets helped me understand my own biases.

We are trying to quantify something (writing skill) that is ultimately unquantifiable. This is a conundrum that most sensitive English professionals are willing to admit we must live with.

Pacing of the training was appropriate.

88% agreed with this statement. Comments included these:

A little redundant.

The many practice sets helped me greatly. After so many, I felt I knew what was expected for each level.

Would it be possible for experienced scorers to test early, and if they scored well, to begin scoring before the new scorers?

Note: The previous question appears a few times every year. However, experienced scorers are mentors for new scorers in the discussions of the anchor, practice, and consensus sets. Excusing experienced scorers from the first part of training could negatively impact the group dynamics at each scoring table and their expertise would be missed.

Experienced scorers are urged to become trainers, so that their experience can be used as an asset. Concrete ideas about how best to use experienced scorers, while not rushing the training for new scorers are welcomed! Send ideas to: (jclinard@montana.edu).

Although it's hard work, I had the right number of papers and amount of time to score accurately.

99% of the respondents agreed, commenting:

I was tired by the end.

I could have scored more!

As difficult as the scoring was, it was the best way to learn.

We rocked!

Finally, one new scorer suggested that the training and scoring be done online. However, the most common phrases used to answer what was most useful were:

Discussing our craft
Professional collaboration
Scoring as a group
Discussion with colleagues
Getting together

Common Core Standards Emphasize Argumentation

Governors and state school superintendents from 48 states, including Montana, have committed to implementing a common core of state standards in English-language arts and mathematics for grades K-12. **Common Core State Standards Initiative (CCSSI)** was coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

These standards define the knowledge and skills students should have within K-12 education so that they will graduate from high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. States were asked to adopt the Common Core State Standards as part of the applications for *Race to the Top* funding.

College and Career Readiness Standards "anchor" the standards for all grade levels, but this analysis concentrates on standards for grades 11-12. Though the Writing Standards include three text types, argument, informational/explanatory writing, and narrative writing, they emphasize students' ability to write sound arguments, as this ability is critical to college and career readiness.

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid.

English and education professor Gerald Graff (2003) writes that "argument literacy" is fundamental to being educated. The university is largely an "argument culture," Graff contends; therefore, K–12 schools should "teach the conflicts" so that students are adept at understanding and engaging in argument (both oral and written) when they enter college. He claims that because argument is not standard in most school curricula, only 20 percent of those who enter college are prepared in this respect. When the MUSWA was introduced in 2001, this was also true in Montana. However, during the past ten years, Montana's high schools have worked to ensure that their students can write arguments.

Theorist and critic Neil Postman (1997) calls argument the soul of an education because argument forces a writer to evaluate the strengths and weaknesses of multiple perspectives. When teachers ask students to consider two or more perspectives on a topic or issue, something far beyond surface knowledge is required: students must think critically and deeply, assess the validity of their own thinking, and anticipate counterclaims in opposition to their own assertions.

Much evidence supports the value of argument generally and its particular importance to college and career readiness. A 2009 ACT national curriculum survey of postsecondary instructors of composition, freshman English, and survey of American literature courses (ACT, Inc., 2009) found that "write to argue or persuade readers" was virtually tied with "write to convey information" as the most important type of writing needed by incoming college students.

The 2007 writing framework for the National Assessment of Educational Progress (NAEP) (National Assessment Governing Board, 2006) assigns persuasive writing the single largest targeted allotment of assessment time at grade 12 (40 percent, versus 25 percent for narrative writing and 35 percent for informative writing).

A 2002 survey of instructors of freshman composition and other introductory courses across the curriculum in California found that among the most important skills expected of incoming students were articulating a clear thesis; identifying, evaluating, and using evidence to support or challenge the thesis; and considering and incorporating counterarguments into their writing.

The writers of the standards distinguish "argument" from "persuasion" by describing persuasion as appealing to emotions and the reader's self-interest, while arguments rely more heavily on logic and reason. This distinction is not universally embraced, particularly as it applies to high school writers.

See: http://www.corestandards.org/the-standards/english-language-arts-standards.

How does the MUSWA Align with the Common Core Standards?

MUSWA prompts present students with issues about which they must "clarify their positions," developing arguments with relevant evidence, elaboration, or explanations. The Common Core Standards (CCS) require that students "write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence." Instead of the standard of evidence as "sufficient," the MUSWA uses "extensive and compelling" for a 6, "moderate" for a 5, and "some" for a 4. During MUSWA workshops, trainers may need to discuss the concept of sufficient versus insufficient evidence.

The Common Core Standards list five student expectations under argumentation:

1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

MUSWA describes a score of 6 as demonstrated in papers that "clarify a position on the issue defined in the prompt" with organization that is "unified and logical, with effective transitions."

As a timed writing, the MUSWA prompt itself introduces two opposing claims. Although not specified in the rubric, often the highest-scoring essays include the counterarguments.

2. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Under the constraints of time and a controlled testing environment, MUSWA writers may not be able to develop claims "thoroughly" or supply "the most relevant data."

MUSWA's letter format encourages students to recognize the audience's knowledge and students often appeal to their perceived values and biases.

3. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

MUSWA describes a score of 6 as demonstrated with language that is "fluent with well-controlled sentences, clear and effective expression of ideas, and precise word choice."

Although these relationships may be evident in high-scoring essays, the MUSWA rubric does not require this level of sophistication for proficiency.

4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Although style and tone are not part of the MUSWA rubric, students can earn a low score for "inappropriate" language.

Conventions are scored in the MUSWA in terms of grammar, usage, mechanics, and command of language.

5. Provide a concluding statement or section that follows from or supports the argument presented.

In general, MUSWA considers the conclusion part of coherent organization.

MUSWA also recognizes unconventional, yet effective organizational patterns found outside academic writing and mainstream cultures.

The Common Core Standards also require that students "use technology, including the Internet, to produce and publish writing and to interact and collaborate with others." The bulk of MUSWA tests are taken online. In addition, CCS require that students be able to "incorporate narrative elements effectively into arguments and informative/explanatory texts." MUSWA purposefully includes such samples in its training materials. Argumentation that successfully uses narrative, however, may not meet the standards for argumentation as described above.

The March version of the Common Core Standards clearly reflected the scoring rubrics of the ACT Optional Writing Test, the SAT Essay, and the MUSWA (which are similar in wording and emphasis). This final version appears to be based on the theoretical work of Stephen Toulmin and approaches to argumentation found in some college courses.

Teachers of Writing Can Earn Three Graduate Credits Online

Funded in part by Title II: Improving Teacher Quality, the course **EDCI 588-52: Exploring and Implementing Writing Strategies Across Disciplines** is offered during the fall 2010 semester online, via WebCT. This course is designed to provide practicing high school teachers with an opportunity to collaborate with university writing instructors and other high school teachers from across the state.

The intent of this course is to support practicing teacher's efforts to improve their students' writing skills by piloting a variety of writing strategies with their students and reflecting upon their experiences. The major course goal is to assist teachers in their efforts to develop a cadre of effective instructional strategies that will improve the writing skills of their students.

Topics such as the following will be covered: (1) assessing writing Strengths and Weaknesses and targeting areas for improvement; (2) strategies for increasing student comfort with writing; (3) designing and implementing prewriting strategies; (4) teaching basic writing skills; (5) promoting writing that reflects critical thinking; (6) using the Montana Holistic Scoring Rubric to assess persuasive writing skills; (7) and implementing other writing strategies identified by practicing teachers enrolled in the course.

Course Requirements: Engage in weekly discussions hosted in WebCT, and (2) submit several reflection papers related to the writing strategies implemented and (3) completing a course project. Projects will be one of two options: 1) choose four writing strategies that other teachers are using, implement, and examine how the strategies impact your students' writing; or 2) design and implement an action research project to demonstrate the efficacy of a writing strategy.

Computer Requirements: (1) Computer running Windows 2000 or newer or Mac OS X or higher (2) CD-ROM drive and (3)Internet access

Grading Criteria: Grades are Pass/Fall and are based on completing requirements listed above.

Dates: September 13 - December 3, 2010

Montana State University Instructor: Kaci Shober

Prerequisites: Bachelor's degree and teacher certification.
Cost: If your school district is participating in the Montana University System Writing Assessment, the cost is $35. For all other participants, the cost is $234.80.

Please register as soon as possible!

For More Information:

Contact instructor, Kacie Shober, bkshober@msn.com or 406-587-1647.

Register Online at http://btc.montana.edu/courses/aspx/online.aspx#EDCI.

2011 Testing Window and Writing Workshop Dates Set

Schools may plan ahead to a **testing window of February 1-25 for the 2011 MUSWA**. Schools should schedule a regular testing date, as well as one day for make-up tests within this window

Scoring workshops will follow this schedule:

- March 7-8 Kalispell
- March 9-10 Missoula
- March 14-15 Helena
- March 21-22 Billings
- March 22-23 Miles City
- March 24-25 Bozeman
- March 28-29 Glasgow
- March 30-31 Great Falls

Please mark your calendars with these dates. You are not obligated to attend the training nearest you, nor must all personnel from a single school district attend the same workshop. Teachers from all grade levels and subject areas are encouraged to attend.

As a rule of thumb, large schools should send at least one scorer for every 40 essays they submit. In 2010, 7,554 essays were scored by 369 people, averaging about 21 essays per scorer. colleges and universities contribute scorers, school districts do not need to send one scorer for every 25 essays. Essays are read twice. Therefore, each participant scored about 50 essays.

College credit may be earned (with an outside assignment) and OPI renewal units are available.

EXECUTIVE SUMMARY
DATE: JULY 2010

PRESENTATION: Chapter 55 Joint Task Force Progress Update

PRESENTER: Patty Myers, Chairperson
Board of Public Education
Dennis Parman, Deputy Superintendent
Office of Public Instruction

OVERVIEW: On Friday, June 18, 2010, the Board of Public Education (BPE) and the Office of Public Instruction (OPI) facilitated the second meeting of the Chapter 55 Joint Task Force. The agenda for the work session is attached. Access Chapter 55 Joint Task Force information using the following link:
http://www.opi.mt.gov/Programs/SchoolPrograms/index.html#gpm1_3

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Information and Discussion

Board of Public Education and Office of Public Instruction
Chapter 55 Joint Task Force
8:00 a.m. – 5:00 p.m.
Red Lion Colonial Hotel, Helena

Agenda

7:30 – 8:15	Breakfast and Conversation
8:15 – 8:30	Welcome and Introductions
8:30 – 9:00	Review Chapter 55 Joint Task Force - Purpose and Charge Ground Rules Consensus Process Parking Lot Procedures to gather comments from Constituent Groups not represented on the Task Force Review Agenda
9:00 – 9:45	Small Group Work – Discussion of April 16 Individual Activities
9:45 – 10:00	Break
10:00 – 10:15	Scope of the Work: Revising Chapter 55
10:15 – Noon	A Close Look at Chapter 55 Small and Large Group Work
Noon – 12:45	Lunch
12:45 – 1:00	Public Comment
1:00 – 1:30	Discussion – Outside the Scope of Work
1:30 – 1:45	Overview – Montana's Framework for an Innovative, Flexible, Accountable, Quality Accreditation System
1:45 – 2:30	Small Group Work - Colorado and Kansas Models
2:30 – 3:00	Whole group work: Elements of the Montana (Innovative, Flexible, Accountable, and Quality) Accreditation System
3:00 – 3:15	Break
3:15– 3:30	Procedures to gather comments from Constituent Groups <u>not represented on the Task Force</u>

3:30 – 4:00	Public Comment
4:00 – 4:30	Web page Demonstration Chapter 55 Survey
4:30 – 5:00	Homework Assignment

Next Task Force Meeting

July 19 – 20, 2010

- July 19 - Start Time 1:00 p.m.
- July 20 – End Time 5:00 p.m.

August – 18-19, 2010

September – 29-30, 2010

Access Chapter 55 Joint Task Force information at the following link:
http://www.opi.mt.gov/Programs/SchoolPrograms/index.html#gpm1_3

Board of Public Education and Office of Public Instruction
Chapter 55 Joint Task Force
June 18, 2010
8:00 a.m. – 5:00 p.m.
Red Lion Colonial Hotel, Helena

Activity: 3 Rs - Reflect, Reconsider, Reaffirm
Format: Small Group
Time: 45 minutes
Task: Discuss the responses to the April 16 questions

1. Choose facilitator and recorder

2. Take a few minutes to review the responses to Questions 1A and 1B (yellow paper)

3. Use yellow comment form to record your individual thinking - topic, other comments and clarification/additional information

4. Group discussion - Facilitator gets discussion going and ensures everyone gets the opportunity to speak.

5. Recorder keeps notes on comments, clarification, additional information, and new ideas

6. Repeat task using the responses to Questions 2A and 2B (brown paper)

7. Recorder collects individual notes and group notes, gives to facilitator; facilitator gives material to Donna.

8. OPI will compile these new comments and ideas and post on Accreditation Chapter 55 Web page.

Board of Public Education and Office of Public Instruction
Chapter 55 Joint Task Force
June 18, 2010

<u>Activity:</u> A Close Look At Chapter 55

<u>Format:</u> Small Group Work

<u>Time for Activity:</u> 1 hour and 30 minutes

<u>Task:</u> Each group will review a portion of Chapter 55 rules using the following questions to guide the discussion. Please select a group leader and recorder.

1. **What do you see as the intent of each rule?**
2. **Is this rule one that falls within a category already identified as outside the scope of the task force?**
3. **If not already designated as outside the scope of the task force should the rule be designated as one that should be outside the scope of the task force?**
4. **What are the strengths of each rule – what is working?**
5. **What are the limitations of each rule – what is not working?**
6. **What are some suggestions for changes to the rule that might make it more effective?**

Each group is asked to summarize their responses to questions #3 and #6 on the form provided. There is also a spot on the form to record any general comments from your discussion that you want to share

There will be time set aside at the end of the activity for each group to report out on items identified under question #3.

<u>Groups and Assigned Rules</u>

Group 1 – 10.55.601 through 10.55.606 and excerpts from Appendix E
(Accreditation Procedures & Categories, Curriculum, Assessment, Variances to Standards)

Group 2 – 10.55.701 through 10.55.705
(School Board, Superintendent, Principal, Minimums for Schools)

Group 3 – 10.55.706 through 10.55.716
(Teachers, Librarians, Counselors, Class Size, Professional Development, Minimums for Schools)

Group 4 – 10.55.801 through 10.55.805, 10.55.1001 through 10.55.1003
(School Climate, Gifted and Talented, Special Ed, Program Area Standards)

Group 5 – 10.55.901 through 10.55.910
(El/MS/HS Educational Programs, Grad Requirements, Distance/Online Learning, School Facilities)

Board of Public Education and Office of Public Instruction
Chapter 55 Joint Task Force
June 18, 2010
8:00 a.m. – 5:00 p.m.
Red Lion Colonial Hotel, Helena

Activity: Highlights of CO and KS Models
Format: Small Group
Time: 45 minutes
Task: Identify Elements of CO and KS Models

1. Choose facilitator and recorder

2. Begin with CO or KS Model

3. Take a few minutes to review individual homework responses to Useful to Montana, Doesn't fit Montana, Interesting

4. Use green "highlight" form to record what you think are the important elements for the model.

5. Group discussion - Facilitator gets discussion going and ensures everyone gets the opportunity to speak.

6. Recorder keeps notes of group thinking and new ideas

7. Repeat tasks 3-6 using CO or KS model

8. Facilitator monitors individual task: Each person in the group uses sticky notes to write those elements considered to be the top 3 to 5 for each category - Useful in Montana, Doesn't fit Montana, and Interesting

9. Each person places their notes to the easel paper posted around the room, careful to match headings

EXECUTIVE SUMMARY
DATE: JULY 2010

PRESENTATION: Provisional Accreditation Status Report, Valley Christian School

PRESENTER: Linda Vrooman Peterson, Administrator
Office of Public Instruction

OVERVIEW: The Office of Public Instruction (OPI) provides to the Board of Public Education (BPE) a report and recommendation for next steps for Valley Christian High School's progress to move from provisional accreditation to regular accreditation status. At the May BPE meeting the OPI reported Valley Christian High School had agreed to align the school's curriculum to the state standards. The OPI has received the Language Arts Curriculum from Superintendent Martineau of Valley Christian Schools. By August 20, 2010, the superintendent will provide to the OPI the remaining curricular documents for each program area as required by Admin. R. Mont. 10.55.601 and 10.55.603.

Following the review of these documents, the state superintendent will provide recommendation to the BPE regarding Valley Christian High School's accreditation status.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): Initial Accreditation Procedures

RECOMMENDATION(S): Discussion

Denise Juneau, Superintendent
Montana Office of Public Instruction
P.O. Box 202501
Helena, Montana 59620-2501
In-State Toll-Free 1-888-231-9393, Local (406) 444-3095
www.opi.mt.gov

INITIAL ACCREDITATION APPLICATION PROCEDURE

The procedures below represent the steps and general timeline for the accreditation process.

- Prospective applicant submits letter of intent to the OPI

- School personnel meets with the OPI
  - Accreditation Manual reviewed (School must meet all standards)
  - School must submit course schedule(s), administrative schedule(s) with folio numbers, and teacher schedule(s) with folio numbers

- First on-site visit with OPI team may include, but not limited to:
  - An OPI Accreditation Staff Member
  - A District Superintendent
  - A School Principal
  - A Curriculum Coordinator
  - A Special Education Representative

- Follow-up report to school personnel from OPI team

- First progress report to the BPE
  - Public Comment

- Second on-site visit with same OPI team

- Follow-up report to school personnel from OPI team

- Second progress report to the BPE
  - Public Comment

- Third progress report to the BPE
  - Recommendation for Provisional Accreditation status from the OPI
    - ✓ Provisional Accreditation status has a three-year probationary period.
    - ✓ Any accreditation deviations resulting in Advice or Deficiency status during this period will result in the loss of Provisional Accreditation.
  - Public Comment

- BPE approval of Provisional Accreditation

- Annual OPI on-site follow-up visit each year for three years.

- After completion of three-year Provisional Accreditation, the OPI may recommend Regular Accreditation status to the BPE.

EXECUTIVE SUMMARY
DATE: JULY 2010

PRESENTATION: Alternative Standard Requests - Recommendations

PRESENTER: Kelly Glass
Accreditation Accountability Specialist
Office of Public Instruction

OVERVIEW: This presentation provides to the Board of Public Education for consideration of Initial Alternative Standard and/or Five-Year Renewal Alternative Standard Requests recommended either for approval or for disapproval by state Superintendent Denise Juneau. The report is attached.

REQUESTED DECISION(S): Approve state superintendent's recommendations.

OUTLYING ISSUE(S):

RECOMMENDATION(S): Action

OFFICE OF PUBLIC INSTRUCTION
PO BOX 202501
HELENA MT 59620-2501
www.opi.mt.gov
(406) 444-3095
888-231-9393
(406) 444-0169 (TTY)

Denise Juneau
Superintendent

MEMORANDUM

To: Denise Juneau, State Superintendent

From: Kelly Glass, Accreditation Accountability Specialist

CC: Linda Peterson, Division Administrator

Date: June 17, 2010

Re: Alternative Standard Requests - Recommendations

II. The following **three** initial alternative standard requests representing **3** districts and **3** schools have been received and evaluated in accordance with 10.55.604, ARM.

Lake County

St Ignatius K-12 Schools

St Ignatius Middle School 6-8 Current Enrollment: 109

Standard: 10.55.709 – Library Media Services

1. St Ignatius's current enrollment and required library staffing are as follows:

K-5	Enrollment: 217	Required FTE: 0.5
6-8	Enrollment: 109	Required FTE: Some Fraction
HS	Enrollment: 148	Required FTE: 0.5

2. Current library staffing – 1.0 FTE and 1 full-time aide.
3. Enrollment projections – Will remain fairly constant.
4. There is one central library which also serves as the community library. It is staffed separately in the evening by another librarian.
5. The district has proposed an alternative standard to allow for 1 librarian to serve all 3 levels.
6. A site visit was conducted. The librarian was unaware of the visit or the alternative standard request.
7. Key finding: The librarian also serves as the technology teacher for grades 3-4-5. While the tech lab is part of the library proper the teaching assignment takes the librarian away from her library duties and from collaboration time with staff. She also monitors two 3rd grade math lab times in the library.
8. Key finding: There is no formative or summative assessment developed or proposed to measure the effectiveness of the program.

The proposed alternative does not meet or exceeds the standard.
Recommend disapproval of the alternative standard request.

Missoula County

Bonner Elementary

Bonner 7-8 School 7-8 Current Enrollment: 89

Standard: 10.55.709 – Library Media Services

1. Bonner's current enrollment and required library staffing are as follows:

K-6	Enrollment: 275	Required FTE: 1.0
7-8	Enrollment: 89	Required FTE: Some Fraction

2. Current library staffing – 1.0 FTE. No aide support
3. Enrollment projections – Will remain fairly constant.
4. There is one central library that serves K-8.
5. The district has proposed an alternative standard to allow for 1 librarian to serve both levels.
6. A site visit was conducted.
7. Key finding: Both the librarian and staff interviewed indicated the lack of collaboration time was a concern.
8. Key finding: The librarian indicated a lack of adequate planning time.
9. Key finding: There is no formative or summative assessment developed or proposed to measure the effectiveness of the program.
10. The superintendent indicated that if additional staffing was recommended that it could be added but believed this model was working.

The proposed alternative does not meet or exceeds the standard.
Recommend disapproval of the alternative standard request.

Ravalli County

Darby K-12 Schools

Darby 7-8 7-8 Current Enrollment: 43

Standard: 10.55.709 – Library Media Services

1. Darby's current enrollment and required library staffing are as follows:

K-6	Enrollment: 197	Required FTE: 0.5
7-8	Enrollment: 43	Required FTE: Some Fraction
HS	Enrollment: 129	Required FTE: 0.5

2. Current library staffing – 1.0 FTE
3. Enrollment projections – Will remain fairly constant.
4. There are two libraries: one library in the elementary and one library in the high school. The district has proposed an alternative standard to allow for 1 librarian to serve all 3 levels.
5. Key finding: Program delivery not evident for students 7-12. Librarian spends 60% of time preparing and delivering K-6 library skills.
6. Key finding: There is no evidence of Information Literacy curriculum/implementation of content standards.
7. Key finding: There is little evidence of collaboration with other teachers to plan instruction and assessment of student. Currently the librarian retrieves books as needed by teachers.
8. Key finding: The 7-8 grade students use the library in the high school building while the 7-8 grade is housed in the elementary building.

9. Key finding: There are no formative or summative assessments developed or proposed to measure the effectiveness of the program (circulation statistics, collection analysis, assessment data, needs assessment and usage statistics).

The proposed alternative does not meet or exceeds the standard.
Recommend disapproval of the alternative standard request.

III. The following **renewal** alternative standard requests representing **1** districts and **1** school has been received and evaluated in accordance with 10.55.604, ARM.

Rosebud County

Forsyth Public Schools

Forsyth 7-8 Current Enrollment: 70
Forsyth HS Current Enrollment: 141

Standard: 10.55.709 – Library Media Services
Initial Standard Approved:

1. The district has a mission statement for their proposed alternative standard.
2. The school's library program addresses the Library Program Area Standards and Library Media Content and Performance Standards through direct lessons from the librarian.
3. Current Library staffing: 1.0 FTE Librarian, 1.0 FTE Library Aide
4. Operating a 7-12 Library in one location
5. The school has a well-maintained library and is accessible, with the help of a 0.5 FTE library aide, throughout the school day. Students are also able to access the library before school and right after school if there is a definite need. The library collection includes fiction, nonfiction, reference materials, magazines, videos, DVDs, CDs, and newspapers. New resources are added to the library annually. New books are displayed in a pleasing manner on top of the bookshelves.
6. The school uses the Follett system for cataloging and inventory. The facility also has a computer lab with full Internet access. InfoTrac is utilized as well.
7. Both students and faculty are very comfortable in making use of the library. The principal stated that the library usage is up three-fold since the computer lab was put in five years ago.
8. There is excellent communication between the librarian and the staff. The librarian works to ensure that the library fulfills the curriculum needs of the teaching staff.
9. The library enjoys full support from the school board both in budget and in policy.
10. It was suggested by Colet Bartow, Library Media Curriculum Specialist, that Forsyth utilize the Follett reporting system to analyze the library collection, track activities in the library, and work toward developing a K-12 library curriculum document that is aligned with the revised Information Literacy/Library Media and Technology Content Standards.

Renewal Application

Forsyth 7-8 Current Enrollment: 70
Forsyth HS Current Enrollment: 141

1. A site visit was conducted.

2. The school library continues to be a focal point of learning within the 7-8 and high school at Forsyth.
3. Key finding: The library continues to function well for the two schools. Teachers rely on the skills of the librarian to complement their daily teaching and student learning.
4. Key finding: The library aide continues to assist in the daily operations of the library ensuring that the library is open during the school day.
5. The librarian implemented the suggestions of the Library Media Specialist regarding the gathering of data, the use of a curriculum document and tracking library usage.

The alternative continues to meet or exceed the standard.
Recommend approval of the alternative standard renewal request.

EXECUTIVE SUMMARY
DATE: JULY 2010

PRESENTATION: Report and Recommendation on Provisional Accreditation Status for Lone Peak High School

PRESENTER: Kelly Glass
Accreditation Accountability Specialist
Office of Public Instruction

OVERVIEW: This presentation provides to the Board of Public Education (BPE) a progress report and recommendations for schools that are currrently in Provisional Accreditation status - Lone Peak High School located in Ophir/Big Sky. During provisional status the Office of Public Instruction works with the school to insure they are continuing to meet the basic accreditation standards. Each year involves a visit to the school as well as on-going communication and technical assistance as may be needed. Based upon the yearly review the state superintendent will recommend any needed corrective actions by the school and/or district. Schools are in provisional status for three years. After completion of the three-year Provisional Accreditation, the state superintendent may recommend Regular Accreditation status to the BPE.

REQUESTED DECISION(S): Approve state superintendent's report and recommendation.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action

EXECUTIVE SUMMARY
DATE: JULY 2010

PRESENTATION: Addendum to 2009-10 Accreditation Status Recommendations

PRESENTER: Kelly Glass
Accreditation Accountability Specialist
Office of Public Instruction

OVERVIEW: This presentation provides to the Board of Public Education (BPE) for consideration an addendum to the 2009-10 accreditation determinations for all schools as recommended by state Superintendent Denise Juneau. These changes are due to errors or needed changes identified by the Office of Public Instruction after the accreditation determinations were acted on during the March BPE meeting and the districts were notified of those determinations. The report is attached.

REQUESTED DECISION(S): Approve state superintendent's recommendations.

OUTLYING ISSUE(S):

RECOMMENDATION(S): Action

BOARD OF PUBLIC EDUCATION – ACCREDITATION ADDENDUM

2009 – 2010

Board of Public Education Meeting – July 15–16, 2010

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

2009-2010 Annual Accreditation Report
Addendum

County	School	Accreditation Status Change From:	Accreditation Status Change To:	Reason:
Big Horn	Lodge Grass School	Regular	Advice	Facilities create safety and health hazards. School has submitted incomplete or inaccurate reports. First occurrence.
Big Horn	Lodge Grass 7-8	Deficiency	Deficiency	Facilities create safety and health hazards. School has submitted incomplete or inaccurate reports. First occurrence.
Big Horn	Lodge Grass High School	Deficiency	Deficiency	Facilities create safety and health hazards. School has submitted incomplete or inaccurate reports. First occurrence.
Cascade	Centerville School	Regular	Advice	Facilities create safety and health hazards. School has submitted incomplete or inaccurate reports. First occurrence.
Cascade	Big Stone School	Regular	Advice	Facilities create safety and health hazards. School has submitted incomplete or inaccurate reports. First occurrence.
Cascade	Centerville 7-8	Regular	Advice	Facilities create safety and health hazards. School has submitted incomplete or inaccurate reports. First occurrence.
Cascade	Centerville High School	Regular with Deficiency	Advice	Facilities create safety and health hazards. School has submitted incomplete or inaccurate reports. First occurrence.
Fergus	Grass Range High School	Advice	Regular with Deficiency	Teacher internship information received March 2010; removed misassignment
Flathead	Swan River 7-8	Regular with Deficiency	Advice	Failure to provide required report (Five Year Comprehensive Education Plan)
Flathead	Swan River School	Regular with Deficiency	Advice	Failure to provide required report (Five Year Comprehensive Education Plan)
Gallatin	LaMotte 7-8	Regular with Deficiency	Advice	Failure to provide required report (Five Year Comprehensive Education Plan)
Gallatin	LaMotte School	Reguar	Advice	Failure to provide required report (Five Year Comprehensive Education Plan)
Hill	Rocky Boy 7-8	Regular	Advice	Failure to provide required report (Five Year Comprehensive Education Plan)
Hill	Rocky Boy High School	Regular	Advice	Failure to provide required report (Five Year Comprehensive Education Plan)
Hill	Rocky Boy School	Regular	Advice	Failure to provide required report (Five Year Comprehensive Education Plan)
Richland	Lambert High School	Regular with Deficiency	Regular	Data review error; sufficient Principal FTE
Valley	Nashua School	Regular	Advice	Failure to provide required report (Five Year Comprehensive Education Plan)
Valley	Nashua 7-8	Regular	Advice	Failure to provide required report (Five Year Comprehensive Education Plan)
Valley	Nashua High School	Regular	Advice	Failure to provide required report (Five Year Comprehensive Education Plan)

UNITED STATES ENVIRONMENTAL PROTECTION AGENCY
REGION 8
1595 WYNKOOP STREET
DENVER, CO 80202-1129
Phone 800-227-8917
http://www.epa.gov/region08

Ref: 8ENF-AT

OCT 8 2009

CERTIFIED MAIL
RETURN RECEIPT REQUESTED

Dennis Gerke, Superintendent
Centerville Public School District 5-C
693 Stockett Road
Sand Coulee, MT 59472-9757

Re: **Notice of Noncompliance**, *Asbestos Hazard Emergency Response Act (AHERA)* and the *Asbestos in Schools Rule,* U.S. Environmental Protection Agency's Case Number 1800011669.

Dear Mr. Gerke:

On Tuesday, September 22, 2009, Jim Maley, *AHERA* Compliance Inspector, conducted an *AHERA* compliance inspection of the Centerville Public School District 5-C. The inspection was conducted neither for cause, nor because of a complaint. The purpose of the inspection was to determine whether or not the School/School District was in compliance with the *Asbestos in Schools Rule*.

This inspection was conducted with the consent of officials of the Centerville Public School District 5-C and under the authority of the *AHERA* (15 U.S.C., §§ 2641 through 2654) and the *Asbestos Containing Materials in Schools Rule* (40 C.F.R., Part 763, Subpart E). The *Asbestos Containing Materials in Schools Rule* requires a *Local Education Agency or LEA* (i.e., a nonprofit, public or private, secondary or elementary, educational entity) to identify *asbestos-containing building material (ACBM)* in its school buildings and to take appropriate actions to control the release of asbestos fibers into the environment.

The Centerville Public School District 5-C, hereinafter referred to as the *LEA,* has violated the following subsections of the *Asbestos Containing Materials in Schools Rule*:

- **40 C.F.R. § 763.84(c)**

  The LEA must provide annual written notification to workers, building occupants, or their legal guardians, on inspections, response actions, and post-response action activities, including periodic reinspection and surveillance activities, that have taken place, are planned, or are in progress.

- **40 C.F.R. § 763.84(g)(1)**

  The LEA must designate a person to ensure that requirements, specified under Subsection 763.84 of the Asbestos-Containing Materials in Schools Rule (General Local Education Agency Responsibilities) are properly implemented.

- **40 C.F.R. § 763.84(g)(2)**

  The LEA must ensure that the designated person receives adequate training to perform duties specified under Subsection 763.84 of the Asbestos-Containing Materials in Schools Rule (General Local Education Agency Responsibilities).

- **40 C.F.R. § 763.85(b)**

  The LEA must conduct a reinspection of ACBM remaining in its school buildings at least once every three years after its management plan has been in effect.

- **40 C.F.R. § 763.92(b)**

  The LEA must conduct periodic (semiannual) surveillance of ACBM in its school buildings.

- **40 C.F.R. § 763.93(g)(4)**

  The LEA must provide annual written notification to parent, teacher, and employee organizations of the availability of the management plan.

- **40 C.F.R. § 763.95**

  The LEA must attach asbestos warning labels immediately adjacent to ACBM located in routine maintenance areas.

Please respond to the address below within sixty (60) calendar days of receipt of this letter. Each violation of the *Asbestos-Containing Materials in Schools Rule* must be addressed. These violations must be corrected, and appropriate documentation must be submitted to EPA in order that we may verify compliance of the Centerville Public School District 5-C with the *Asbestos in Schools Rule*.

US EPA Region 8
1595 Wynkoop Street
Denver, CO 80202-1129
Attn: Jim Maley, Mail Code 8ENF-AT

printed on recycled paper

I appreciate your cooperation and if you have any questions, please contact Mr. Jim Maley, at telephone 800-227-8917, extension 312-6351.

Sincerely,

Cheryl Turcotte

Cheryl Turcotte
Toxics Enforcement Program

Cc: Steve Beaumont
Centerville Public School District 5-C
693 Stockett Road
Sand Coulee, MT 59472-9757

printed on recycled paper

UNITED STATES ENVIRONMENTAL PROTECTION AGENCY
REGION 8
1595 Wynkoop Street
DENVER, CO 80202-1129
Phone 800-227-8917
http://www.epa.gov/region08

Ref: 8ENF-AT

MAR 17 2010

CERTIFIED MAIL
RETURN RECEIPT REQUESTED

Dennis Gerke, Superintendent
Centerville Public School District 5-C
693 Stockett Road
Sand Coulee, MT 59472-9757

Dear Mr. Gerke:

On September 25, 2009, the Environmental Protection Agency (EPA) conducted an Asbestos Hazard Emergency Response Act (AHERA) inspection at the Centerville Public School District 5-C in Sand Coulee, Montana. Based on the information collected during the inspection, it was determined that the school was not in compliance with AHERA. The school was issued a Notice of Noncompliance (NON) on October 8, 2009. (A copy of the NON is enclosed.)

Since the issuance of the NON, the EPA has made multiple attempts to contact the school district and has not received a response to our emails and phone messages. As of March 16, 2010, the EPA does not have any of the necessary documentation to confirm the school district's compliance with the AHERA compliance.

Prior to initiation of a formal enforcement response for the noncompliance detected during the original inspection, the EPA is providing you with a final opportunity to provide us with the following:

- copies of the school's asbestos training log
- last annual notification to parents and employees
- designated person documents
- last asbestos inspection report and semiannual periodic surveillance log.

Please submit the information to the following name and address no later than 20 days after you have received this correspondence:

U.S. EPA
1595 Wynkoop Street
Denver, CO 80202-1129
Attn: Jim Maley, ENF-AT

If you have specific questions regarding the required documents, please contact Jim Maley at 1-800-227-8917, extension 312-6351. If you should have other questions on this matter, please contact me 303-312-6210.

Sincerely,

Cheryl Turcotte

Cheryl A. Turcotte
Technical Enforcement Program

Enclosure

cc: Jess Anderson, Superintendent of Schools
121 4th St North, Suite 1A
Great Falls, MT 59401

The Montana Office of Public Instruction
Denise Juneau, Superintendent
P.O. Box 202501
Helena, Montana 59620-2501

UNITED STATES ENVIRONMENTAL PROTECTION AGENCY
REGION 8
1595 Wynkoop Street
DENVER, CO 80202-1129
Phone 800-227-8917
http://www.epa.gov/region08

RECEIVED
JUN 04 2010
SUPERINTENDENT
OF PUBLIC INSTRUCTION

JUN 2 2010

Ref: 8ENF-AT

CERTIFIED MAIL
RETURN RECEIPT REQUESTED

Victoria Falls Down, Superintendent
Lodge Grass School District 2 & 27
P.O. Box 810
Lodge Grass, MT 59050-0559

Dear Ms. Falls Down:

On July 6, 2009, an Asbestos Hazard Emergency Response Act (AHERA) inspection of the Lodge Grass School District 27-2 was performed by the U.S. Environmental Protection Agency (EPA). Based on the information collected during the inspection, it was determined that the school was not in compliance with AHERA. On August 3, 2009, the school was issued a Notice of Noncompliance (NON).

Since issuance of the NON, this office has contacted you multiple times and you have repeatedly assured us that the required inspection would be performed and resulting documentation would be sent to this office. To date we have not received any documentation stating the inspection has occurred and that the violations were corrected.

Prior to initiation of a formal enforcement response for the noncompliance detected during the original inspection, the EPA is providing you with a final opportunity to provide us with the requested copies of the school's asbestos training log, last annual notification to parents and employees, designated person documents, last asbestos inspection report and semiannual periodic surveillance log. This letter will be our last attempt to discuss the matter informally. It is imperative that we receive the required information no later than **June 30, 2010.**

Please submit the information to the following name and address:

U.S. EPA
1595 Wynkoop Street
Denver, CO 80202-1129
Attn: Christopher Maksimuk, ENF-AT

We appreciate your cooperation in this matter. If you have specific questions regarding the required documents, please contact Christopher Maksimuk at 303-312-6406. If you should have other questions on this matter, please contact me 303-312-6210.

Sincerely,

Cheryl A. Turcotte
Chief, Toxics Enforcement Unit
Technical Enforcement Program

cc: Larry Tobacco, Crow Tribe Director, Natural Resources
P.O. Box 400
Crow Agency, MT 59022

Denise Juneau, Montana Superintendent of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

EXECUTIVE SUMMARY
DATE: JULY 2010

PRESENTATION: Report and Recommendations for Schools Identified for the 2010 Intensive Assistance Cycle Due to Continuing or Serious Deviations

PRESENTER: Kelly Glass
Accreditation Accountability Specialist
Office of Public Instruction

OVERVIEW: This presentation provides to the Board of Public Education a progress report and recommendations for schools that have been identified for the 2010 intensive assistance cycle due to continuing or serious deviations. See attached report on Whitefish Public Schools.

REQUESTED DECISION(S): Approve state superintendent's recommendations.

OUTLYING ISSUE(S):

RECOMMENDATION(S): Action

Excerpt - Summary of Corrective Plans Submitted by Schools Receiving Advice or Deficiency Status for 2008-2009 for Whitefish Schools with July 2010 Update

Color Key: Black – General Deviation Comments Red – Significant and/or On-going Deviation Issues Blue – OPI Comment/Recommendations (Previous) Green – OPI Comment/Recommendations (Current)

FLATHEAD COUNTY

Whitefish Public Schools

Whitefish - Central 5-6 and Central 7-8: SY 2004-05 Deficiency Status

10.55.709 Whitefish Central 5-6 does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Fourth occurrence.
10.55.709 Whitefish Central 7-8 School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Fourth occurrence.

2004-2005 Response: Projected enrollment at 5-6 is under 250 students, thus 0.5 FTE is sufficient. District will assign existing full-time librarian to Central 7-8 School.

OPI Review/Response – 2/03/06 – Plan partially accomplished. Whitefish Central 5-6 has required 0.5 FTE librarian. Whitefish Central 7-8 still does not have 1 FTE librarian.

2005-06 Response: No additional proposed corrective action submitted.

OPI Review/Response – 2/16/07 – 7-8 still does not have 1.0 librarian FTE assigned – 6th yr.

Whitefish – Central 5-6: SY 2007-08 Advice Status

10.55.705.1(c) School does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 20.78 and 277 students. First occurrence.
10.55.709.1(a) School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 277 students. Second occurrence.
10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.69 FTE for 277 students. First occurrence.

2007-08 Response: Will increase principal FTE to 1.0 FTE. Will have .5 FTE librarian & .5 FTE aide. Will increase counselor FTE to meet requirements.

OPI Review/Recommendation – 12/08 – Has increased the FTE according to the plan. Has applied for a library alternative. Recommend approval.

Whitefish – Central 5-6: SY 2008-09 Advice Status

10.55.705.1(c) School does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 20.574 and 263 students.Second occurrence.
10.55.709.1(a) School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Third occurrence.

2007-08 Response: The district will assign an increse to 1.0 administrative FTE. District will keep staffing pattern for librarian at this time.

OPI Review/Recommendation – 12/09 – Plan not accomplished for administrative FTE. Recommend disapproval of retaining current library staffing plan for 5-8 building.

Whitefish Central 7-8: SY 2006-07 Deficiency

10.55.709.1(a) Whitefish Central 7-8 School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. 6th yr.

OPI Review/Recommendation – 12/07 – Visited district and met with superintendent on 11/16/07 and again on 12/6/07 – plan pending. Continue to monitor and report back at March BPE meeting.

OPI Review/Recommendation – 05/08 - OPI continues to work with the district to develop an acceptable plan. Plan is 50% complete. Will continue process and report back at July BPE meeting.

Whitefish Central 7-8: SY 2007-08 Deficiency

10.55.705.1(c) School does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 24.0 and 256 students. First occurrence.
10.55.709.1(a) School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Seventh occurrence.
10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.64 FTE for 256 students. First occurrence.

2007-08 Response: Principal FTE increase to 1.0. Librarian FTE at .5 with a .5 aide. Counselor FTE increase to meet accreditation.

OPI Review/Recommendation – 12/08 – Has increased the FTE according to the plan. Will revisit the alternative standard for library and make a recommendation at the March BPE meeting.

OPI Review/Recommendation – 2/09 – The alternative standard will be revisited this spring and a recommendation will be made at the May BPE meeting.

OPI Review/Recommendation – 4/09 – Review of the alternative standard will be conducted May 1 – a recommendation will be made at the July BPE meeting.

Whitefish Central 7-8: SY 2008-09 Deficiency Status

10.55.709.1(a) School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Eighth occurrence.

2008-09 Response: District will keep current library staffing plan for 5-8 building.

OPI Review/Recommendation – 12/09 – Recommend disapproval of retaining current library staffing plan.

Recommend moving the Whitefish Central 5-6 and Whitefish Central 7-8 to Step 1 of the Response Options for Continuing or Serious Deviations.

OPI Review/Recommendation – 7/10 - Following meetings/discussions with Whitefish Superintendent the following determinations/recommendations are provided:

1. **After further review it was found that the administrative staffing had been added as planned. The Superintendent had failed to notify OPI as to the coding and placement of the additional FTE in the ADC.**
2. **To address the deviation with the library FTE in Whitefish Central 5-6 and Whitefish Central 7-8, the district by board action reorganized the two schools in to one school - Whitefish Middle School. They are in fact located in the same building and are essentially sharing a common program and middle school approach. Once that reorganization took place the current staffing for library FTE is adequate given current enrollment.**
3. **Recommend approval of the plan to resolve the issue and continue to monitor.**

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

RESPONSE OPTIONS FOR CONTINUING OR SERIOUS DEVIATIONS

When a school in Deficiency status has failed to develop and/or implement an approved corrective plan to remedy the deviations that resulted in the Deficiency status, the Superintendent of Public Instruction (the Superintendent) will recommend to the Board of Public Education (Board) that the school be placed in an intensive assistance process. This process provides for a timely, prescriptive technical assistance program for the school to be administered by the Office of Public Instruction (OPI). It is understood that the OPI would have been working with the school and district to resolve the issues without taking this additional step. The OPI will work with the district administrator and local board of trustees to ensure the intensive assistance process is coordinated with, and supported by the district. This process represents the final effort to resolve the significant accreditation issues facing the school and can and will lead to a recommendation by the Superintendent to the Board to move the school to Non-accreditation status and the Board to order the withholding of all state equalization aid or county equalization funds. Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

STEP 1 - After the Superintendent has recommended and the Board has approved placing the school in the intensive assistance process, the OPI representatives will conduct an on-site visit and as part of the visit, conduct a conference with the chairperson of the local board of trustees and the district administrator to review the history of the school's issues and the steps that make up the intensive assistance process. If the OPI determines that it is necessary or appropriate, the OPI representatives will also make arrangements to attend a meeting of the local board of trustees and address the situation with the trustees directly.

STEP 2 - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will require that the chairperson of the local board of trustees and the district administrator appear before the Board at its next scheduled meeting. At this point, the district will be required to notify the parents of the district of the situation in general and of the required appearance in particular.

STEP 3 - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will: (1) upon recommendation of the Superintendent consider the placement of the school in Non-accreditation status effective the following July 1; (2) direct the BPE Accreditation Committee working with the OPI to assume general oversight of the process from this point; and (3) direct the OPI representatives to meet with the local board of trustees to review the next steps and the extreme seriousness of those steps. The representatives will continue to offer any applicable and appropriate technical assistance to help the district develop an approvable corrective plan.

STEP 4 - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will consider the Superintendent's recommendation for first consideration of a motion to place the school in Non-accreditation status effective the following July 1. If the Board approves such a motion, the local board of trustees will be notified of its right to a second appearance before the Board.

STEP 5 - The Board provides the opportunity for a hearing. Following the hearing, the Board will take action on a second consideration of the motion to place the school in Non-Accreditation status effective the following July 1.

STEP 6 - The Board takes final action on the motion to place the school in Non-accreditation status effective the following July 1.

Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

Reviewed by the Board of Public Education
July 16, 2009

EXECUTIVE SUMMARY
DATE: JULY 2010

PRESENTATION: Recommend Approval of Provisional Accreditation Status for Professional Education Unit at Montana State University-Northern (MSU-Northern)

PRESENTER: Linda Vrooman Peterson, Administrator, Office of Public Instruction

OVERVIEW: At the May 2010 Board of Public Education (BPE) meeting, Dr. Joseph Callahan, Provost, Pamela Wilson, Field Placement Director, and Carol Reifschneider, Chairperson of the College of Education, Arts and Sciences, and Nursing, reported to the BPE to describe MSU-Northern's plan and progress on meeting the standards that are marked with "Met with Weakness" and "Not Met." The MSU-Northern plan is attached.

The state superintendent recommends to the BPE provisional approval of the Professional Education Unit at MSU-Northern. The standards listed below were determined by the team as "Met with Weakness" and "Not Met."

10.58.210	Conceptual Framework (Met with Weakness)
10.58.305	Assessment System and Unit Evaluation (Not Met)
10.58.308	Faculty Qualifications (Met with Weakness)
10.58.512	School Counseling (Met with Weakness)
10.58.521	Reading Specialist K-12 (Met with Weakness)
10.58.601	Program Planning (Met with Weakness)
10.58.602	Teaching Areas – Advanced (Met with Weakness)
10.58.603	Assessment – Advanced (Met with Weakness)
10.58.705	School Principals, Superintendents, Supervisors and Curriculum Directors (Not Met)

The Office of Public Instruction will continue to monitor MSU-Northern's progress and a follow-up visit will be scheduled within 18 months.

REQUESTED DECISION(S): Action

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Recommend Approval of Provisional Accreditation Status for Professional Education Unit at Montana State University-Northern (MSU-Northern)

MONTANA STATE UNIVERSITY
NORTHERN

Provost and
Vice Chancellor for Academic Affairs
P.O. Box 7751 " Havre, MT 59501-7751
Phone (406)265-3726 " Fax (406)265-3530

April 26, 2010

TO: Board of Public Education
FROM: Montana State University-Northern

10.58.210 CONCEPTUAL FRAMEWORK (Met with Weakness)

SUMMARY OF THE DEFICIENCY:
The conceptual framework is complicated and complex. Its five principles, five beliefs, and 20 student outcomes create confusion about the Unit's purposes and priorities, and individuals interviewed were generally unable to explain the framework, other than to say that it is in the process of being revised. At the initial level, unit programs have generally reduced the conceptual framework to a collection of checklists that don't clearly connect to the framework or each other, and the data collected do not appear logically or systematically to align with the conceptual framework. Although the conceptual framework is included in all syllabi at the initial level, the current format is so complex and wordy that it tends to confuse the reader rather than to communicate purposes or make clear connections to the course objectives.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:
Initial program conceptual framework status report April 13, 2010

When a subcommittee was reconvened this spring to work on the initial program conceptual framework, the group took as its starting pointing the draft for a new conceptual framework developed one year ago. The earlier planning effort had incorporated feedback from members of the professional education unit at several stages, but not from teachers and administrators in the schools. In mid March, the subcommittee sent an electronic survey to teachers and administrators, as well as to the full Professional Education Unit (PEU) to gain additional feedback. At this point, members are directly contacting teachers and administrators to seek additional feedback on the draft. The subcommittee membership recognizes several additional steps will be necessary to complete development of a new conceptual framework, including additional revision in response to feedback, and alignment of assessment measures with the conceptual framework; it will be necessary to continue work into Fall 2010 to complete these steps.

Advanced programs are currently engaged in re-evaluation of the original conceptual framework to renew focus and clarify alignment of the conceptual framework to the programs' assessments. The review includes (1) updating the research supporting the constructivist emphasis adopted by advanced programs, (2) revising the narratives summarizing the key guiding theoretical concepts of the conceptual framework for publication to candidates and the professional communities represented in the graduate programs, and (3) aligning the outcomes to PEPPS and current national standards for each advanced program.

10.58.305 ASSESSMENT SYSTEM AND UNIT EVALUATION (Not Met)

SUMMARY OF THE DEFICIENCY:
This standard is ***not met*** because the planned system has not been implemented, is not directly reflective of the conceptual framework, and data have not been analyzed by the faculty to inform program content and process.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:
The assessment committee has met to address the items identified by the OPI review which found that the assessment of the education candidates was deficient. One of the main items identified as deficient was lack of data on graduate surveys and employer surveys. The committee asked the director of the Career Center, Ms. Tracey Jette, to a meeting where we asked how students were surveyed and how employers were surveyed. The assessment committee asked if a few additional questions specifically for education students could be added to the upcoming graduate survey. Ms. Jette agreed to this and questions are being developed for that purpose. The assessment committee also discussed the use of survey monkey as a tool to survey employers. The committee agreed to a general survey that will commence in fall 2010.

The second area where the OPI review indicated deficiency was in the assessment of the teacher education candidates. The consensus was that the teacher education program has a large number of items that it is attempting to assess, moreover, doing so in a meaningful and timely fashion was not evident. The assessment committee is working in conjunction with the conceptual framework committee to identify key assessment tools that are currently being utilized, that provide meaningful data and assess the key outcomes identified in the new conceptual framework. In addition, the assessment committee is committed to developing a plan for the timely data entry of these key assessment tools so that data can be regularly presented to the Professional Education Unit and our partners for assessment of the overall effectiveness of the Teacher Education Program.

A third area of deficiency was the utilization by program faculty of assessment data to make program changes. To address this, the assessment committee developed a survey for faculty concerning the use of assessment data. The survey was passed along to the Unit Head, the Provost, for distribution to the Professional Education Unit at the next meeting.

10.58.308 FACULTY QUALIFICATIONS, PERFORMANCE AND DEVELOPMENT (Met with Weakness)

SUMMARY OF THE DEFICIENCY:
Faculty resignations/retirements combined with declining budgets have caused faculty lines to remain open, necessitating the increased use of temporary, part-time faculty and adjuncts. Adjunct faculty are screened/selected by the chair and dean of the College of Education, Arts and Sciences, and Nursing.

In graduate programs, the program faculty recommend recruitment and retention of all adjuncts to the Provost. Evidence of the qualifications of active adjunct faculty was not found. Currently there is minimal support for faculty professional development. There is no existing plan for regular upgrades of technology for the Unit or professors. The use of adjunct faculty on a more or less permanent basis is a problem. There is loss of coherence and lack of consistency when an overwhelming majority of courses in a program are taught by adjunct instructors.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:
The report on faculty qualifications indicated a deficiency concerning the hiring of adjuncts to teach the professional education core courses. The Professional Education Unit has recognized this deficiency and is working to develop minimum criteria for adjunct faculty. In addition, the institution

recognizes that the Great Falls site requires a full-time, tenure track faculty position to be the point person to direct students and be the contact person for the adjunct faculty in Great Falls. To that end, the College is undergoing a search to fill this position. Further, the Unit will be seeking a Dean of the College administrative position for overall coordination of all hiring in concert with the College Chair.

10.58.512 SCHOOL COUNSELING K-12 (Met with Weakness)

SUMMARY OF THE DEFICIENCY:
Evidence was lacking for a majority of substandards and, therefore, these substandards were not met.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:
The school counseling program is currently engaged in developing rubrics for each course to illustrate the link among the course objectives, assignments, and assessments to program outcomes and specific PEPPS. School counseling faculty are creating a rubric to align candidate competencies with PEPPS and advanced programs' conceptual framework. In addition, education philosophies (1)(d) and knowledge of the role of ethnic and cultural heritage of Montana American Indians (1)(e) are explicit in outcome competencies for two of the program's courses (CNSL 610 K-12 Counseling Program Development and Administration and CNSL 652 Multi-cultural Counseling). Key assessments are identified and collected for aggregation. A timeline has been established for review of aggregated data on candidate performance to inform instructional and programmatic decisions.

10.58.521 READING SPECIALIST K-12 (Met with Weakness)

SUMMARY OF THE DEFICIENCY:
A thorough review of the program revealed gaps in knowledge, skills and dispositions necessary for candidates to be well prepared to step into a K-12 Reading Specialist program. The former Reading Specialist Minor program of study focused primarily at the elementary level (K-5) to the exclusion of the adolescent learner. The former program did not address phonics or the specific research-based elements of reading processes (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation).

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:
The review of the Reading Specialist K-12 minor has been in progress for over a year. A committee met in the spring of 2009 and compared the program at that time to the revised PEPP standards. The committee found gaps in the areas of phonics instruction, writing at the elementary school level, adolescent literacy, and the integration of Indian Education for All. Once these areas were identified, the committee looked at creating new courses as well as removing or combining others. The changes are in the process of receiving approval from the appropriate Senate committees. It is our intention to have this program implemented by the fall of 2010.

10.58.522 SCIENCE (522 (7a) (Met with Weakness)

SUMMARY OF THE DEFICIENCY:
The topic of evolution must be addressed as the unifying concept for all biology.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:
To remedy this deficiency, the science faculty have made a curricular proposal to incorporate as part of the required general science core a class, which has been taught as a special topics course, called Evolution.

10.58.601 PROGRAM PLANNING AND DEVELOPMENT (Met with Weakness)

SUMMARY OF THE DEFICIENCY:
No evidence was found for meeting substandards(1)(d) and (1)(e), no evidence of program evaluation; (5)(b) and 5(c), majority of required course syllabi not provided for K-12 Principal Endorsement Program; (5)(f), no evidence provided; (6)(a) (iii), no evidence provided, (6)(d), program evaluation procedures not provided; (6)(f), no evidence for the K-12 Principal Endorsement Program. The advanced program's governing body must consider either (1) recreating the K-12 Principal Endorsement program to meet the standards or assigning qualified full-time faculty to teach the majority of the courses or (2) discontinue the K-12 Principal Endorsement Program. In its current form, the K-12 Principal Endorsement Program negatively skews the evaluation of the Program Planning and Development Standards for the advanced programs.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:
What was done?
Advanced Programs recognizes that the K-12 Principal Endorsement Program was the culprit in negatively impacting the program planning and development standard as reviewed by the accreditation team. Advanced programs data was lost (Access software error) during the fall semester prior to accreditation and therefore no data was available for reviewers. Advanced program support personnel is acquiring the skill set to utilize Access software and develop an assessment database for all advanced programs to inform continuous improvement efforts. In addition, senior administrators have supported the revitalization of the K-12 Principal Endorsement as it provides the Hi-Line region accessibility for certification to small rural schools. This includes regular meetings of the newly formed advisory committee devoted to supporting and aligning curriculum to national standards for principals.

What is planned to be accomplished?
The K-12 Principal Endorsement advisory committee will continue to meet and support MSU Northern in meeting standards of the endorsement program. In addition, a review of program curriculum and program outcomes will be reviewed based upon state standards and Educational Leadership Constituent Council (ELCC) standards. Also, instructors will be meeting each semester to ensure constituent application and fidelity to the program as redesigned by advisory committee.

10.58.602 TEACHING AREAS: ADVANCED PROGRAMS (Met with Weakness)

SUMMARY OF THE DEFICIENCY:
Course content objectives need to be clearly tied to standards, Conceptual Framework, critical assignments, and assessments.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:
What was done?
Based upon the accreditation report faculty have discussed and are currently reviewing the alignment of course content objectives to standards and the connection to the advanced programs' conceptual framework. In addition, assignments, objectives, and assessments for each course will be reviewed and aligned with state and national standards to ensure appropriate alignment.

What is planned to be accomplished?
Faculty (full-time and adjunct) will meet on a regular basis to address deficiencies as identified to ensure compliance with standards and expectations of state standards.

10.58.603 ASSESSMENT OF ADVANCED PROGRAMS (Met with Weakness)

SUMMARY OF THE DEFICIENCY:
A comprehensive assessment system must be developed that is driven by the standards requiring the collection and analysis of individual, course, and program evaluation data. These data must then be used to inform decisions at each level on a consistent basis.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:
What was done?
Assessment is recognized as a critical component for the success of advanced programs. All course and key program assessments will be reviewed along with candidate, course, and program outcomes for alignment and coherence with the conceptual framework, state and national standards. In addition, the advanced program support is being provided with professional development (Access software) to ensure an electronic assessment system that is viable and useful in utilizing aggregated candidate and program data.

What is planned to be accomplished?
Faculty will work in conjunction with advanced program support person to ensure an enabled data assessment system that will enhance program improvement and decision-making. In addition, senior administration will provide adequate resources for the maintaining an electronic assessment system.

10.58.705 SCHOOL PRINCIPALS, SUPERINTENDENTS, SUPERVISORS, AND CURRICULUM DIRECTORS (Not Met)
SUMMARY OF THE DEFICIENCY:
The K-12 Principal Endorsement Program needs to be addressed at a variety of levels. Special attention needs to be given ensuring that the program is designed so that its courses provide a coherent program with specific objectives and assessments linked to the standards. Consistency of qualified faculty teaching the courses should be established.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:
What was done?
A K-12 Principal Endorsement Advisory Committee was organized to support the re-vitalization of the program. Upon consultation with the school districts along the Hi-Line, the Unit affirmed the program meets the need of schools in the region served by MSU-Northern. Curriculum review has been conducted with assistance from the advisory committee; the delivery schedule was enhanced to support a more compact and vibrant program. A commitment within the professional community and supported by administration has been made to support the revival and ensure the program outcomes of the endorsement.

What is planned to be accomplished?
Semester meetings will be scheduled with all instructors and the advisory committee to ensure a harmonious and focused continued review of the endorsement program. This will ensure that all course and program outcomes are aligned with both state and national standards. An enhanced marketing campaign has been developed for potential candidates who are interested in becoming rural school principals.

EXECUTIVE SUMMARY
DATE: JULY 2010

PRESENTATION: Recommend Approval of Follow-up Visit Report, Rocky Mountain College

PRESENTER: Linda Vrooman Peterson, Administrator, Office of Public Instruction
Dr. Barbara Vail, Associate Academic Vice President
Rocky Mountain College

OVERVIEW: The state superintendent recommends full approval of the three new programs added to the Professional Education Unit curriculum: Master's in Educational Leadership, English Education Minor, and Reading Specialist K-12. The Exit Report, including the narrative summaries, is attached.

REQUESTED DECISION(S): Recommend approval of the Master's in Educational Leadership, English Education Minor, and Reading Specialist K-12.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action

EXECUTIVE SUMMARY
DATE: JULY 2010

PRESENTATION: Recommend Approval of Follow-up Visit Report, Salish Kootenai College

PRESENTER: Linda Vrooman Peterson, Administrator, Office of Public Instruction
Dr. Cindy O'Dell, Chairperson of Education Department
Salish Kootenai College

OVERVIEW: The state superintendent recommends full approval of the three programs of the Professional Education Unit at the Salish Kootenai College: Elementary Education, Broadfield Science, and APSC in Early Childhood.

REQUESTED DECISION(S): Recommend full approval of Elementary Education, Broadfield Science, and Area of Permissive Specialized Competency in Early Childhood Education at the Salish Kootenai College.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action

Montana School for the Deaf and the Blind
Board of Public Education Committee Agenda
July 16, 2010 Meeting

Item		Presenter	Time
1.	MSDB Annual Report	Gettel	15 min
2.	School Improvement - Update on MAP assessment data - Update on Strategic Plan implementation activities - Update on accreditation status	Gettel	10 min
3.	Human Resources - Personnel actions	Informational	
4.	Professional Development - Orientation week plans for 2010-11	Informational	
5.	MSDB Foundation - Update of activities	Informational	
6.	Conferences, Meetings and Contacts	Informational	
7.	Finance and Facilities - Update on year end finances and maintenance projects	Gettel	5 min
8.	School Calendar of Events	Informational	
9.	Student News - Summer Programs	Informational	
10.	Public Comment for Non-Agenda Items		

ACTION

❖ EXECUTIVE COMMITTEE
Patty Myers (Items 23-24)

ITEM 23

EXECUTIVE SECRETARY PERFORMANCE EVALUATION (CLOSED)

Patty Myers

ITEM 24

ESTABLISH EXECUTIVE STAFF SALARIES (CLOSED)

Patty Myers

PRELIMINARY AGENDA ITEMS
September 16-17, 2010
Great Falls, MT

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

BOARD OF EDUCATION IS TENTATIVELY SCHEDULED ON SEPTEMBER 23, 2010 IN BUTTE, MT