

**BOARD OF PUBLIC EDUCATION**  
**MEETING AGENDA**

November 3-4, 2011

Montana State Capitol  
Room 152  
Helena, MT

**November 3, 2011 - 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. Correspondence
- B. September 8-9, 2011 Minutes
- C. Financials
- D. Annual Renewal Unit Providers (List)

**ADOPT AGENDA**

**INFORMATION**

❖ **REPORTS – Patty Myers (Item 1)**

Item 1            **CHAIRPERSON’S REPORT**  
Patty Myers

**BOARD OF PUBLIC EDUCATION APPEARANCES**  
Patty Myers

❖ **CSPAC LIASON – Sharon Carroll (Items 2-3)**

Item 2            **EXECUTIVE SECRETARY/CSPAC REPORT**  
Peter Donovan

Item 3            **REQUEST FOR APPROVAL OF AREA OF SPECIAL COMPETENCY IN**  
**DANCE Karen Kaufman, University of Montana School of Dance**

❖ **REPORTS – Patty Myers (Items 4-7)**

Item 4            **STATE SUPERINTENDENT’S REPORT**  
State Superintendent Denise Juneau

Item 5                    **COMMISSIONER OF HIGHER EDUCATION'S REPORT**  
Director of American Indian and Minority Achievement  
Brandi Foster

Item 6                    **GOVERNOR'S OFFICE REPORT**  
Dan Villa

Item 7                    **STUDENT REPRESENTATIVE'S REPORT**  
Holly Capp

**DISCUSSION**

❖ **EXECUTIVE COMMITTEE – Patty Myers (Items 8-9)**

Item 8

Item 9                    **FEDERAL UPDATE**  
Assistant Superintendent Nancy Coopersmith

❖ **ACCREDITATION COMMITTEE – John Edwards (Items 10-14)**

Item 10                  **UPDATE ON INTENSIVE ASSISTANCE PROCEDURES**  
Teri Wing

Item 11                  **REPORT ON THE IMPLEMENTATION PLAN FOR THE MONTANA COMMON  
CORE K-12 CONTENT STANDARDS IN ENGLISH LANGUAGE ARTS AND  
LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL  
STUDIES AND MATHEMATICS AND MATHEMATICAL PRACTICES**  
Nancy Coopersmith and Michael Hall

Item 12                  **UPDATE ON STANDARDS REVIEW SCHEDULE AND RECURRING REVIEW  
CYCLE**  
Linda Peterson

Item 13                  **REQUEST FOR NEW PROGRAM BROADFIELD SCIENCE, ROCKY  
MOUNTAIN COLLEGE**  
Linda Peterson

Item 14                  **CHAPTER 55 JOINT TASK FORCE UPDATE**  
Patty Myers, Dennis Parman

**November 4, 2011 – Friday**  
**8:00 AM**

**ACTION**

❖ **ACCREDITATION COMMITTEE – John Edwards (Items 15-21)**

- Item 15                    **RECOMMEND APPROVAL OF REPORT RELATING TO THE PUBLIC HEARING FOR THE MONTANA COMMON CORE K-12 CONTENT STANDARDS IN ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL STUDIES AND MATHEMATICS AND MATHEMATICAL PRACTICES**  
   **Linda Vrooman Peterson**
- Item 16                    **NOTICE OF PUBLIC ADOPTION OF MONTANA COMMON CORE K-12 CONTENT STANDARDS IN ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS**  
   **Cynthia Green**
- Item 17                    **NOTICE OF ADOPTION OF MONTANA COMMON CORE K-12 CONTENT STANDARDS IN MATHEMATICS AND MATHEMATICAL PRACTICES**  
   **Jean Howard**
- Item 18                    **RECOMMEND APPROVAL OF ALTERNATIVE TO STANDARDS REQUEST**  
   **Teri Wing**
- Item 19                    **RECOMMEND APPROVAL OF NOTICE OF PUBLIC HEARING AND TIMELINE RELATING TO STUDENT RECORDS (ARM 10.55.909)**  
   **Madalyn Quinlan**
- Item 20                    **CRITICAL QUALITY EDUCATOR SHORTAGE AREAS**  
   **Madalyn Quinlan**

**DISCUSSION**

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

- Item 21                    **MSDB COMMITTEE MEETING REPORT**  
   **Bernie Olson**

**PRELIMINARY AGENDA ITEMS – January 19-20, 2012, State Capitol, Room 152, Helena, MT**  
**Exiting Board Members – Last Meeting**

Transportation Report  
MACIE Update  
Annual School Food Services Report  
Assessment Update  
Federal Update  
Accreditation Report  
5 YCEP Process Update  
Educator Preparation Program Report  
Annual Renewal Unit Providers (List) C\*

\*C = Consent Agenda

---

*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.*

September 28, 2011

Ms. Amy Konen  
3213 17<sup>th</sup> Avenue South  
Great Falls, MT 59405

Dear Ms. Konen,

On behalf of the Board of Public Education, I would like to congratulate you on being named as a finalist for the 2011 Montana Teacher of the Year. The efforts you have made to ensure Montana and America a new generation of informed and active citizens are greatly appreciated.

Thank you for your dedication to education, the students of your school and the people of your community.

Sincerely,

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

Patty Myers  
Chair

September 29, 2011

Mr. Tom Pederson  
7323 Accristo Road  
Helena MT 59601

Dear Mr. Pederson,

On behalf of the Board of Public Education, I would like to congratulate you on being named the 2011 Montana Teacher of the Year. The efforts you have made to ensure Montana and America a new generation of informed and active citizens are greatly appreciated.

Thank you for your dedication to education, the students of your school and the people of your community.

Sincerely,

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

Patty Myers  
Chair

September 29, 2011

Ms. Beth Thomas  
601 Carol Drive  
Great Falls MT 59405

Dear Ms. Thomas,

On behalf of the Board of Public Education, I would like to congratulate you on being named the 2011 Montana Teacher of the Year. The efforts you have made to ensure Montana and America a new generation of informed and active citizens are greatly appreciated.

Thank you for your dedication to education, the students of your school and the people of your community.

Sincerely,

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

Patty Myers  
Chair



# Board of Public Education

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

September 23, 2011

## BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers - Chair  
Great Falls

Sharon Carroll - Vice Chair  
Ekalaka

Erin Williams  
Missoula

Lila Taylor  
Busby

Bernie Olson  
Lakeside

John Edwards  
Billings

Doug Cordier  
Columbia Falls

Holly Capp, Student Rep.  
Great Falls

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Pete Donovan

Casey Barrs  
Office of Research and Policy Analysis  
Legislative Services Division  
PO Box 201706  
Helena, MT 59620-1706

Dear Mr. Barrs,

Enclosed is the following rule notice for your review:

The adoption of New Rules XIV through XVII relating to general standards and the repeal of ARM 10.54.3610 through 10.54.3613, 10.54.3620 through 10.54.3623, 10.54.3630 through 10.54.3633, 10.54.3640 through 10.54.3643, 10.54.3650 through 10.54.3653, 10.54.3701 through 10.54.3712 relating to communication arts content standards and performance descriptors.

The Board of Public Education has determined that it is reasonable and necessary to adopt the proposed new rules on Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical subjects ("the standards") as these rules are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The hearing is scheduled on October 24<sup>th</sup>, 2011 at 10:00 at the Office of Public Instruction's conference room located at 1227 11<sup>th</sup> Avenue, Helena, MT.

If you have any questions please contact the Board of Public Education's office.

Sincerely,

A handwritten signature in cursive script that reads "Kris Stockton".

Kris Stockton  
Administrative Assistant

CC: Jim Standaert, Legislative Senior Fiscal Analyst  
Barb Smith, Legislative Fiscal Analyst  
Dan Whyte, Attorney  
Leanne Kurtz, Research Analyst



# Board of Public Education

September 23, 2011

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

## BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers - Chair  
Great Falls

Sharon Carroll - Vice Chair  
Ekalaka

Erin Williams  
Missoula

Lila Taylor  
Busby

Bernie Olson  
Lakeside

John Edwards  
Billings

Doug Cordier  
Columbia Falls

Holly Capp, Student Rep.  
Great Falls

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Pete Donovan

Casey Barrs  
Office of Research and Policy Analysis  
Legislative Services Division  
PO Box 201706  
Helena, MT 59620-1706

Dear Mr. Barrs,

Enclosed is the following rule notice for your review:

The adoption of New Rules I through XVII pertaining to content standards for mathematics and repeal of ARM 10.54.4010 through 10.54.4013, 10.54.4020 through 10.54.4023, 10.54.4030 through 10.54.4033, 10.54.4040 through 10.54.4043, and 10.54.4101 through 10.54.4112 relating to mathematics content standards and performance descriptors.

The Board of Public Education has determined that it is reasonable and necessary to adopt the proposed new rules on Common Core State Standards for Mathematics ("the standards") as they are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in mathematics no later than the end of high school.

The hearing is scheduled on October 24<sup>th</sup>, 2011 at 10:00 at the Office of Public Instruction's conference room located at 1227 11<sup>th</sup> Avenue, Helena, MT.

If you have any questions please contact the Board of Public Education's office.

Sincerely,

A handwritten signature in black ink that reads "Kris Stockton".

Kris Stockton  
Administrative Assistant

CC: Jim Standaert, Legislative Senior Fiscal Analyst  
Barb Smith, Legislative Fiscal Analyst  
Dan Whyte, Attorney  
Leanne Kurtz, Research Analyst

**BOARD OF PUBLIC EDUCATION**  
**MEETING MINUTES**

**September 8-9, 2011**

**Montana State Capitol  
Room 152  
Helena MT**

**September 8, 2011 - Thursday**  
**8:30 AM**

**CALL TO ORDER**

Chairperson Patty Myers called the meeting to order at 8:42 AM. CSPAC Administrative Assistant Anneliese Warhank led in the Pledge of Allegiance. Ms. Anneliese Warhank took roll call; a quorum was noted. Ms. Patty Myers read the Statement of Public Participation. Ms. Patty Myers introduced Representative Kris Hansen from Havre, member interim Education and Local Government Committee; and Dr. Teri Wing, new Accreditation Compliance Specialist for OPI. Ms. Patty Myers announced the departure of Ms. Carol Will from her position as Administrative Assistant to the Board of Public Education. Ms. Patty Myers then announced Ms. Anneliese Warhank's departure as Administrative Assistant to CSPAC, as well as Mr. Steve Meloy's departure as Executive Secretary to the Board of Public Education. Mr. Pete Donovan and Ms. Myers presented Ms. Warhank and Mr. Meloy with gifts.

**PUBLIC COMMENT**

Dr. Joanne Erickson of the Montana State University School of Education came forward to represent Dean Larry Baker and extend an invitation to the Board for their "learning and observation session". A dinner will occur October 6<sup>th</sup> with a campus tour occurring on October 7<sup>th</sup>. The Board thought this was an excellent opportunity and Dr. Erickson noted this was the first time anything like this had happened.

**CONSENT AGENDA**

Consent agenda was approved as presented.

**ADOPT AGENDA**

Ms. Patty Myers noted that Item 17 has been pulled and that Item 25, the MSDB report, will replace Item 17 on the agenda.

**Ms. Lila Taylor moved: to approve the agenda as amended. Ms. Erin Williams seconded.**

**Motion passed unanimously.**

Those in attendance included the following Board members: Chair Ms. Patty Myers, Vice Chair Ms. Sharon Carroll, Mr. Bernie Olson, Ms. Erin Williams, Ms. Lila Taylor, Mr. Doug Cordier, and Student Representative Ms. Holly Capp. Staff present included: Mr. Steve Meloy, Former Executive Secretary, Board of Public Education; Mr. Peter Donovan, Administrative Officer, Certification Standards and Practices Advisory Council; and Ms. Anneliese Warhank, Administrative Assistant, CSPAC. Ex-officio members present included: State Superintendent, Denise Juneau and Dr. Sylvia Moore, Deputy Commissioner, Academic, Research & Student Affairs, represented Commissioner Sheila Stearns. Visitors in attendance included: Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI; Mr. Dennis Parman, Deputy Superintendent, OPI; Ms. Norma Bixby, MACIE; Dr. Joanne Erickson, Montana State University-Bozeman; Ms. Ann Gilkey, Chief Legal Counsel, OPI; Ms. Judy Snow, Assessment Specialist, OPI; Ms. Elizabeth Keller, Educator Licensure Unit Manager; OPI; Ms. Jean

Howard, Math Specialist, OPI; Mr. Steve Gettel, Superintendent, MSDB; Mr. Pat Schlauch, SAF; Mr. Darrell Rud, SAM; Ms. Deb Halliday, OPI; Ms. Mandy Smoker Broadus, OPI; Ms. Susan Court, OPI; Ms. Cheri Seed, OPI; Ms. Madalyn Quinlan, OPI; Ms. Terry Kendrick, OPI; and Rep. Kris Hansen, Havre.

## **INFORMATION**

### **Item 1**

#### **CHAIRPERSON'S REPORT - Patty Myers**

- June 2, 2011 Executive Committee Meeting Conference Call
- June 8, 2011 BPE Conference Call Meeting
- June 23-24, 2011 Chapter 55 Meeting
- July 8, 2011 MSDB Committee Conference Call
- July 22, 2011 Chapter 55 Meeting
- July 25, 2011 Leadership Team Chapter 55
- July 26, 2011 BPE Staff Meeting
- July 27, 2011 Chapter 55 Meeting
- August 3-4, 2011 Council of Deans – Great Falls

#### **BOARD OF PUBLIC EDUCATION APPEARANCES**

##### **Sharon Carroll**

- June 5 – 8, 2011 NASDTEC Conference, Sacramento CA

##### **Bernie Olson**

- July 8, 2011 MSDB Committee Conference Call

##### **John Edwards**

- June 8, 2011 BPE Conference Call Meeting

##### **Lila Taylor**

- June 8, 2011 BPE Conference Call Meeting

##### **Doug Cordier**

- June 8, 2011 BPE Conference Call Meeting

Chairperson Ms. Patty Myers reported that Executive Secretary Mr. Steve Meloy has vacated his position. The position will remain vacant through June 2012. Ms. Myers has asked CSPAC Administrative Officer Mr. Pete Donovan to fill in as Executive Secretary to the Board until the time the position can be filled. Financial compensation is being worked out for Mr. Donovan. Ms. Myers also reported that 8 telephone interviews and 3 face to face interviews were done for the position of Administrative Assistant to the Board. A replacement has been found and the individual will begin on Monday September 12, 2011. CSPAC Administrative Assistant position being vacated by Ms. Anneliese Warhank will remain open until June 2012 as well.

Committee Appointments: It was asked that Ms. Lila Taylor be removed from the Accreditation Committee, but will stay on the Licensure Committee. Ms. Myers stated that she would like 4 members on the MSDB Committee to meet via telephone once a month. Ms. Sharon Carroll has joined the MSDB Committee and Ms. Taylor volunteered to sit on the committee as well. With 4 members participating meetings MUST be noticed and will no longer need formal presentation at Board meetings. Student Board member Ms. Holly Capp was added to the Legislative Committee, the Distance Learning MT Digital Academy Committee, and as liaison to the Superintendent Student Advisory Board. Ms. Carroll announced that she was invited to attend the MACSS on October 6, 2011 in Miles City.

**Mr. Doug Cordier moved: to appoint Ms. Sharon Carroll and Ms. Lila Taylor to the MSDB committee. Mr. Bernie Olson seconded.**

***Motion passed unanimously.***

**Mr. Doug Cordier moved: to appoint Ms. Holly Capp as liaison to Superintendent Student Advisory Board and to the Legislative Committee and Distance Learning MT Digital Academy Committee. Mr. Bernie Olson seconded.**

***Motion passed unanimously.***

Mr. Peter Donovan reminded the Board of the MEA-MFT Educator's Conference in Missoula October 21<sup>st</sup>, at 10:00am. There will be a 2 hour section titled "Rule Making and Makers in Montana Public Education".

**Item 2 CSPAC Report – Peter Donovan**

Mr. Donovan announced that Storrs Bishop, a former Board member, has an article in the magazine "Western Horseman". Mr. Donovan provided highlights from the last CSPAC meeting and noted that he will appear on Friday September 16<sup>th</sup>, before the Interim Education & Local Government Committee regarding HB142 which is reviewing all statutorily created advisory councils. Mr. Donovan will appear along with council members Ms. Sharon Applegate, Mr. Jon Runnalls, and Ms. Tammy Lacey. CSPAC will meet on September 29<sup>th</sup> for the "Code of Ethics" meeting and for the Montana Educator Forum on September 30<sup>th</sup>.

**Item 3 State Superintendent Report – Denise Juneau**

Ms. Juneau stated that Joyce Silverthorne has been appointed Director of the Office of Indian Education in the US Department of Education. Terry Kendrick – Director of Special Projects and raised in western MT and attended University of Montana looks forward to meeting the Board. Ms. Juneau announced that Assistant Superintendent Joan Anderson has retired after 21 years with the OPI. They are currently hiring and hope to have her replacement by the Board's November meeting. NCLB Update: OPI wrote to US Department of Education Secretary Arne Duncan stating Montana does not have the capacity to increase the number of schools for the Annual Measurable Objective for the year. Federal mandates state that there needs to be 100% proficiency in standardized test scores in reading and math by 2014. Ms. Juneau spoke of the hurdles schools face to reach AYP, something which made national news in the *Wall Street Journal*, *New York Times*, and *Christian Science Monitor*, highlighting what state superintendents have said in national articles. Ms. Juneau added that the Feds have put a hold on Title I Grant funding. She has worked with the Assistant Deputy Superintendent to get a compromise. The 2005-2006 trajectories have been revised to indicate the improvements in Math and Reading. Ms. Juneau then spoke about "Graduation Matters Montana". OPI is drawing together a group of stakeholders to help students stay in school. Ms. Juneau has travelled all over Montana and plans on getting these groups established all over the state. The goal is to have half of Montana students enrolled in the program by the end of the 1<sup>st</sup> semester. The Montana Behavioral Initiative is a community effort which is growing across the state. 917 people registered for the last conference with 59 presenters. This initiative represents schools working with schools. The Striving Readers Comprehensive Literacy Grant was awarded to Montana. Montana was 1 of 6 states awarded the \$7.6 million grant for 1 year with a potential of 2 additional years. Ms. Juneau highlighted some of the travels across the state she has made since the Board's last meeting and touched on some of the new projects the OPI is working on including Common Core, Chapter 55, SIG, School Finance Workshops, Data Systems, and Assessments.

**Item 4 Commissioner of Higher Education Report – Deputy Commissioner, Academic, Research & Student Affairs-Sylvia Moore**

Dr. Moore reported that Commissioner of Higher Education Sheila Stearns hopes to retire in the spring of 2012. An announcement for the open Commissioner position should be posted in a few weeks. MUSWA

has been continued for two more years. Currently 47,000 students are enrolled in State Schools Post Secondary Academic Research and Student Affairs plans on doing more advising and is working on an Academic Planner that connects students with advisors through an on-line setting. Educational Summit on Prioritizing Academic Programs: Bob Dickinson will come to speak and Dr. Moore hopes to bring in more faculty to be involved. Tuition and need based aid continue to be two concerns for Montana. Currently Montana students borrow more than any other state. Plans are being made to focus on accreditation standards and Common Core. The Commissioner is working with OPI on these issues. The Commissioner is also looking at ways to obtain a degree faster in areas that don't pay as well. Research Enterprise in Montana hopes to announce a Grant award that would be a collaborative grant between state schools.

**Item 5 Governor's Office Report**

No one from the Governor's Office was available to report.

**Item 6 Student Representative Report – Holly Capp**

"Impact of School Food Banks" – Ms. Capp reported that a recent survey found families spend approximately \$600/year on back to school supplies. Parents need to find ways to save for this. School "food banks" are emerging in Montana schools to help families with supplies from food to personal care items. Some schools are also getting donations from local businesses and students to get food for school banks only, not just community banks. The banks are confidential and private but many families are nervous or don't know who to ask. Ms. Myers asked Ms. Capp who runs the banks and Ms. Capp replied that one of her classmates headed up the idea, but does not know specifically who runs it. Students can either come forward, or teachers can make suggestions to administrators as to who might benefit from using the bank. Ms. Capp announced that Great Falls High just signed the Graduation Matters forms and has been reviewing the NASBE Grant. Ms. Capp wants to create more awareness of the Board and connect with more than just student councils and asked for the Board's input. Ms. Myers suggested that now that Ms. Capp is on the Student Advisory Committee she could speak with them. She has been conversing with a student rep from Georgia who is curious about how Boards across the country select their student reps.

**DISCUSSION**

**Item 7 MACIE Update – Doug Cordier**

Doug turned the report over to Ms. Norma Bixby chair of MACIE. Ms. Bixby reported that the council met the previous day at Jorgenson's in Helena. Graduation Matters will be working on the reservation schools so MACIE will be working with them. Ms. Bixby reported that Rachel Dumark did an internship in Washington D.C. and is now with MACIE. She has involved them in the First Lady's "Let's Move" project for health enhancement, kicking off the first event in Browning. Dennis went to D.C.- much still up in the air with the federal deficit. Lynn Hynch is now the Acting Director of Indian Education For All. They currently have a few open positions. Ms. Bixby passed out the "Montana Celebrate" brochure highlighting activities for American Indian Heritage Day – September 23<sup>rd</sup>. MACIE has reviewed the resources for Indian Education For All and Ms. Bixby passed out some copies for review, including books and DVD's. She also passed out a copy of the "Ledger". This will be a quarterly newsletter containing information and news highlights on Indian Education For All. She is currently working with schools to support cross cultural experiences. 6 schools received a "Museum Grant". These 6 schools were awarded the grant to create a partnership between the schools and museums. A project was designed to bring more awareness to the schools and students regarding museums. The project was a success and they hope to do it again. Mike Jetty is working on a pilot program for teachers to give them funds to help them develop lesson plans with Indian Education For All resources and to help teachers evaluate Indian Education For All lesson plans and compare how it works at different schools. Plans are in the works to start addressing how to train teachers to help them be more prepared to teach Native American students. The idea is to work with the Native American Studies programs at the Universities to develop courses for teachers to assist in preparing them to teach Native American students. MACIE also hopes to become involved in

OCHE's Indian Committee. Jean Howard and Judy Snow presented to MACIE about assessment. Eric Meredith is collecting Indian data on the population of Indian students in public schools. They should be making gains in reading and math. Study showed 62.2% of Indian students live on the reservation and that more Indian students off the reservation carried weapons on them and are more depressed. Students living on the reservation have more pride. Test scores showed that students on reservations score lower on standardized tests and off reservation Indian students are still worse off than white students. There is limited English proficiency and Indian students score lowest. Teacher prep programs are needed to help teachers learn how to teach these students. Justine reported on early childhood education and noted there are limited books for this age group. MACIE is looking for new members: a School Board Rep, MEA-MFT Rep, Ft. Peck Rep and an Urban East Rep. MACIE meets again in December. Ms. Bixby highlighted a new book titled "North American Indians Today" regarding the Cheyenne tribe. The book was approved as accurate by a MACIE member and Norma approved the book that morning allowing the book to now be used in the classroom.

### **12:15 Broke for Lunch**

### **1:40 Meeting Resumed**

#### **Item 8 SCHOOL IMPROVEMENT GRANT – SCHOOL TRANSFORMATION DIRECTOR, Mandy Smoker-Broaddus**

The grant is currently in the 2<sup>nd</sup> year of a 3 year grant with \$13 million in funds. The first year was spent identifying schools in the lowest 5% of performance and working with those schools which were mainly on the Crow Reservation. OPI is using a model of state level coordination with the local school districts, school boards, and trustees, and feels this collaborative effort is working well. One of the jobs was to embed professional development including a community liaison and school board coach to address students mental and emotional needs. After 1 year every SIG high school saw an increase in math, reading, and science although there is still only a 12.5% proficiency in math scores. However, it is the best score in 5 years. No professional development was provided for science but the help received in other areas is believed to have helped the science scores. On site staff played a huge role along with the community liaisons and school board coaches. OPI agency wide coordination and assistance have helped greatly with budgeting and working with tribal leaders and educators. School of Promise Performance Appraisal System (SOPPAS) now understand that everything cannot be achieved in 3 years – it's too much to do at once. Communication is the key on both sides. Next year OPI will have a restructured staff to focus on teaching and learning in curricular areas and to include values and cultures of the community in all areas. OPI now has a central office staff and subsections under this. Ms. Smoker-Broaddus hopes to increase the level of implementation in core programs and intervention. She also wants to provide more training to teachers, be proactive in intervention, work with parents, and work to get more Nationally Board Certified teachers. Ms. Smoker-Broaddus listed the 2<sup>nd</sup> year eligible schools, the ones that opted out, and the one who ended their agreement (Lodge Grass).

### **DISCUSSION**

#### **Item 9 GRADUATION MATTERS MONTANA – OPI Policy Advisor, Deb Halliday**

Three goals for Graduation Matters Montana: 1. Increase the rate of Montana students graduating from high school ready for college and the 21<sup>st</sup> century workplace, 2. Establish a support network between schools, businesses, and community organizations for student success, 3. Create school-based and community-based opportunities to inspire students to stay in school and graduate. Approximately 2,000 students drop out yearly, but that number is going down. AA schools and Indian schools have the highest dropout rates. There were 3 legislative bills in the 2011 Legislative session that would have helped decrease the dropout rate but they failed. The strategy for OPI is to encourage local Graduation Matters Montana in each community and to see what works best with each community. A few communities have already begun work with local businesses. OPI will show communities what practices have worked in other areas and a website is being created to go live soon in which students can pledge to Graduation

Matters Montana online. Many resources are available to help the program. A “AA” school summit occurred a few months prior which looked at best practices in helping graduation and had schools look at where they could improve, then reconvened in July to show what they had done to date. Focus on what it means to be a 21<sup>st</sup> Century student; United Way and local businesses have become involved in the effort. Ms. Halliday highlighted some facts on the Student Advisory Board. Highlights focused on structure, relevance, and support as 3 factors of things students want to stay in school. Graduation Matters Montana cards are being printed that students may be able to use at local businesses for discounts (need to get local businesses on board first). Ms. Halliday showed a news clip from Billings and stated that GMM is doing a number of things to reconnect with the kids.

**Item 10 YOUTH RISK BEHAVIOR SURVEY – Susan Court, OPI**

Susan Court reported on the Youth Risk Behavior Survey which is done every other year through the Center for Disease Control. 46 of the 50 states participated and Montana was the first state to report back in June. The survey covers injury and violence (seatbelt use, drinking and driving), tobacco use, alcohol use, sexual activity, health and weight management. There has been an improvement in seatbelt use, and a decrease in the number of students drinking and driving or driving with someone who had been drinking. New questions on this year’s survey covered texting and driving and cell phone use and driving – statistics increase from freshman to seniors. Ms. Court also highlighted statistics on property damage, physical injury, bullying and that the trend in bullying is increasing. This leads students to depression, which leads to contemplating suicide, or planning and even attempting suicide. Tobacco use remained somewhat the same, but did see a decrease in alcohol and drug use with a dramatic decrease in use of methamphetamines. About 1/5 of students have used illegal prescription drugs. Sexual behavior – the study showed more kids are sexually active and that only 85% have been educated on HIV and AIDS. Weight management and dietary behaviors showed nearly twice as many males as females are overweight, but more women believe they are overweight. Only 29% enjoyed at least 60 minutes of physical activity at least once in the last 7 days. This is the first time in 20 years the report has received specific data for Native American students.

**ASSESSMENT COMMITTEE**

**Item 11 ASSESSMENT UPDATE – Judy Snow**

Ms. Snow spoke on the statewide test results for the CRT scores. Results were shown for all students and for those proficient and above. The scores cover math, reading, and science. For all grades, math scores either increased or remained the same with specific updates for grades 4, 8, and 10. Reading scores increased except for the limited English proficiency students. Ms. Snow again gave specifics for grades 4, 8 and 10. It was pointed out that math scores increased by 3% or less for all students and reading saw no increase overall. Science scores dropped overall at a rate of 3%. Mr. Cordier asked Ms. Snow if she had any cohort data tracking students. She answered there had been some tracking and work is being done to use the data warehouse to help track these statistics. The number of Free and Reduced Lunches increased from 41,000 to 51,000 for 4<sup>th</sup> graders in the past year. Students with disabilities increased from 1300 -1400 for K-9 and 1000-1100 for 10<sup>th</sup> -12<sup>th</sup> graders. Ms. Snow announced the Assessment Conference will be held January 18-20, 2012. The Smarter Balance Assessment Consortium will speak at the conference which will be held in Helena.

**ACCREDITATION COMMITTEE**

**Item 12 ACCREDITATION COMMITTEE DR. Linda Vrooman-Peterson – OPI**

Introduction of Dr. Teri Wing was done during Call to Order.

**Item 13 PROPOSED ARM 10.55.909 RULE CHANGE: STATEWIDE STUDENT IDENTIFIER**

## **ON STUDENTS' PERMANENT RECORDS – Madalyn Quinlan, OPI**

A student id would be given to every student to link to the students' permanent record with the hope of helping students transition to higher education.

### **Item 14            CHAPTER 55 JOINT TASK FORCE REPORT – Patty Myers and Dennis Parma**

A document was shown that represents the Task Force feedback on the Performance Based Accreditation Model moving to a "Blended Accreditation Model" ; what people liked about it, what they didn't like. Process is not related to AYP or NCLB process at all. People really liked that concept. Concerns included dropout and completion rate calculations; calculations are being done on cohort groups that graduate in 4 years but know there is a group of students that do not complete in 4 years that are not calculated. The Task Force is working with community on how to capture this group of students in addition to determining how to incentivize schools to work on capturing the data on dropout rates. Dennis compiled data from every school in the state and dropped it into a spreadsheet and determined that 49 schools would be affected by this new process of accreditation. The new process has 2 stages: stage 1 criteria is the same criteria used today, but stage 2 trumps stage 1 if they improve and do better in stage 2. Currently this cannot happen. Stage 1 rules should be finalized in October by the Task Force. Stage 2 is about academic performance for elementary and middle schools and looks at average scale scores on MONCAST for grades 4 and 8 in reading and math and science in 8<sup>th</sup>. Every school in Montana has been looked at. Less judgmental language will be used. There will be 4 levels instead of 5; collapsed high 1 and 2. Schools will go through the two stages in a filter fashion and see how they score. Mr. Parman noted that Superintendent Juneau has pushed for an alternative standard to increase flexibility. The plan is to post on the website that will allow users to see each rule and how a school scores on each rule. This information would be available to the public to see how a particular school is performing. Item 72-73 breaks down how those 49 schools would be affected. The goal is to go through the accreditation process to bring performance in with the accreditation process and to add flexibility. Mr. Parman also spoke about the progress amongst cohorts in grades 3 and 4. He doesn't feel progress should be included because some schools don't have 2 sets of data to compare since small schools don't always have students in every grade. He indicated he doesn't know how comparable scores are for 3<sup>rd</sup> and 4<sup>th</sup> grade because tests are different but growth models look at actual performance by looking at how kids have done in the past compared to how they are doing now, and chart how they can do in the future.

### **Item 15            COMPARISONS OF ACCREDITATION STATUS AND ADEQUATE YEARLY PROGRESS DETERMINATIONS – Dr. Linda Vrooman Peterson – OPI**

At the Boards request, OPI compared data from School Accreditation Determination and AYP. The report is small due to the fact that the two systems are so completely different they were difficult to compare. Looked at "how are our schools doing", how are our kids doing?" A chart passed out shows 2009-10 school year and number and % of schools making AYP and number and % of schools not making AYP. The report showed that the majority of schools are making AYP and moving into the new system will allow OPI to follow and track more specific data on schools. This will help OPI determine and identify which schools need assistance from OPI to meet required standards.

## **LICENSURE COMMITTEE**

### **Item 16            INTERSTATE AGREEMENT ON QUALIFICATIONS OF EDUCATIONAL PERSONNEL – Elizabeth Kelly – OPI**

This is an agreement Montana has historically signed and agreed to that says licenses can be accepted from other states. Elizabeth sat as chair of the NASDTEC Committee for the past year. Since education is a state's right, it was determined we don't need to accept licenses from other states. After meeting for 2 days it was determined that each state is so different that the agreement needs to focus on data elements of each agreement and provide the information to NASDTEC.

**Item 17 MSDB COMMITTEE MEETING REPORT - Steve Gettel, Patty Myers**

Patty stated again the MSDB Board Committee will begin to meet once a month and if there is a quorum, Steve may not need to be present at regular Board meetings. The Board needs to decide on accreditation for MSDB. MSDB is currently in deviation. A plan has been put in place to address the current needs of the school. It looks as if OPI will accept the plan. Doug asked about how funding will be affected with accreditation changes. How would it affect the school if it was not accredited? How would it affect the students at the school? Steve explained that funding is not affected by accreditation. Steve said the importance of accreditation in relation to measurement is to notify the public of how the school is doing and they have those measurements with the ADC, but he doesn't feel being measured to show where they sit on a list matters. Measuring staff assignments is important but since MSDB is a small school they may hire someone who isn't fully prepared but can come up with a plan for the individual to work towards. The school has 2 people that need to complete 22 credit hour programs meet the requirements. Steve believes the program is great – it's making it happen that is the difficult part. Plans need to be made to move the school into the future. The conversation will be continued via e-mails and future meetings and reports will be emailed to the Board. Steve gave a quick overview of the start of the new school year and the staff training given to further education and a new travel schedule. Lila asked for a map of where the student's are by county. Steve will email the information to her.

**5:30 PM CLOSED SESSION**

**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 18**

**DENIAL HEARING OF RENEWAL UNITS BPE CASE #2011-05  
(CLOSED) Peter Donovan**

**DENIAL HEARING OF ACADEMIC LICENSE BPE CASE #2011-06  
(CLOSED) Peter Donovan**

***Mr. Bernie Olson moved to: uphold the denial of renewal units for BPE cases #2011-05 and #2011-06. Sharon Carroll seconded.***

***Motion passed unanimously.***

**5:50 OPEN SESSION**

---

**September 9, 2011 – Friday**

**8:10 AM**

**ACCREDITATION COMMITTEE**

**Item 19**

**RECOMMEND APPROVAL OF NOTICE OF PUBLIC HEARING AND TIMELINE  
RELATING TO THE MONTANA K-12 CONTENT STANDARDS ENGLISH LANGUAGE  
ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND  
TECHNOLOGY - Jean Howard**

Reading standards for literature have anchor standards that organize all the other rules which are specified by grade level. Reading standards for literature are now standardized for Informational text with a new K-5 reading and information text. There are now reading standards for literacy in History/Social

Studies, Science, and Technical subjects. New writing standards are also available for the Technical subjects. New Rule XII provides an explanation of content standards, New Rule XV is for Indian Education, and XVIII provides a Standard Review Schedule. A list of rules will be repealed and moved to a new chapter under Title X, therefore New Rules XIV through XVII are being adopted to preface the chapter containing new content standards. The text complexity part of the expectation of the students has quantitative measures, qualitative measures and meaning, and reader and task consideration. The background knowledge will help teachers judge the appropriate material for each grade level. Lila asked about the revision schedule and Linda Peterson explained the feeling is there should not be a specific schedule because there are so many factors involved but will look at moving to a recurring schedule that would be reviewed on a yearly basis. Discussion ensued about ways to ensure revision. Denise explained there are currently staff limitations at OPI inhibiting this process but that it is up to the Board to decide when standards should be reviewed.

**Mr. Bernie Olson moved to: approve the Notice of Public Hearing and Timeline Relating to the Montana K-12 Content Standards English Language, Arts and Literacy in History/Social Studies, Science and Technology. Sharon Carroll seconded.**

Patty asked Pete to introduce Kris Stockton as new BPE Administrative Assistant. The Board introduced themselves to her as well as Rep. Kris Hanson, Linda Peterson, and Jean Howard in the audience.

**Item 20            RECOMMEND APPROVAL OF NOTICE OF PUBLIC HEARING AND TIMELINE RELATING TO MONTANA K-12 CONTENT STANDARDS IN MATHEMATICS - Jean Howard**

Jean started with an activity entitled "Creating Equations with Digits 1-9". New role – Mathematical Practices for Grades K12 – students are now expected to be proficient at perceiving on top of reasoning and solving. There are now 8 mathematical practices students need to be proficient in. The domains that students progress through begins by creating equations in Kindergarten setting the basis for multiplication in 2<sup>nd</sup> grade, building the foundation for fractions in 3<sup>rd</sup> grade and beginning fractions in 4<sup>th</sup> grade. The process then moves to exponents and whole numbers in 5<sup>th</sup> grade, leading to square roots in 8<sup>th</sup> grade. In high school the rules for math are not by grade but by conceptual categories. There are new rules for high school Functions Standards and Modeling Content Standards. Some standards in number and quantity are geared for students entering into the STEM job fields. Judy ended with the reasoning for the new rules and the repeal of the old rules.

**Mr. Bernie Olson moved to: approve the Notice of Public Hearing and Timeline Relating to the Montana K-12 Content Standards in Mathematics. Sharon Carroll seconded.**

A lengthy discussion ensued surrounding the changes in Math Content Standards. Jean responded to questions surrounding implementation deadlines, expectations of the new standards, and the possibility of needing new textbooks. Denise asked Jean to speak about the possibility of new requirements of a third year of math required for high school completion. Since not all students are looking at STEM related job fields the need is there to offer alternatives so OPI is looking at Career Technical Education areas as well as looking to enhance and specify the proficiency areas to get students where they need to be. Requiring a 3<sup>rd</sup> year of math is one possibility being explored.

***Motion passed unanimously after discussion.***

The Board set the date of the hearings for the Public Hearings for English and Math Content Standards for Monday October 24<sup>th</sup> 2011 at 10:00 am at the Office of Public Instruction conference room.

**Mr. Bernie Olson moved to: approve setting the Public Hearing dates for English and Math Content Standards for K-12 for Monday October 24, 2011 at 10:00am at the Office of Public Instruction Conference Room. Sharon Carroll seconded.**

**Item 21           RECOMMEND APPROVAL OF ALTERNATIVE STANDARDS REQUEST – Linda Vrooman Peterson – OPI**

The foundation standards are from Chapter 55 and allow schools an alternative way to meet or exceed standards and get assistance from the OPI to do the work. OPI is working with the Small Schools Alliance: Linda explained that 2 requests have come in from: Harrison School Library Media Services – need to ensure the school has a licensed librarian and library program. Once the OPI has reviewed the process and implementation the school can apply for a continuation of the program. Hysham School – school is requesting the same approach as Harrison and is also involved in professional development with MSSA. Sharon asked how long the Alternative Standards lasts. Linda answered that it is for 2 years. The two example requests are brand new. Harrison School had come forward prior to this new request but had been denied. Lila noted this new process makes it easier for schools to keep in compliance.

**Mr. Bernie Olson moved to: approve the Recommended Approval of Alternative Standards Request. Lila Taylor seconded.**

***Motion passed unanimously.***

**Item 22           RECOMMEND DISAPPROVAL OF ALTERNATIVE TO STANDARDS REQUESTS – Linda Vrooman Peterson – OPI**

Linda explained that Disapproval was recommended by State Superintendent Juneau to the Cleveland School. No letter or agreement was provided by the school to ensure that Alternative Standards will be carried out. OPI is currently working with the school on the language needed.

**Mr. Bernie Olson moved to: Disapprove the Recommended Disapproval of Alternative Standards Request. Erin Williams seconded.**

***Motion passed unanimously.***

**Item 23           INTENSIVE ASSISTANCE REPORT AND RECOMMEND APPROVAL OF DISTRICT IMPROVEMENT PLANS – Linda Vrooman Peterson – OPI**

Improvement Plans for the Helena School District and MSDB. The Board has worked with OPI who has created an intensive assistance procedure and has asked the Board to approve the additional language to address when a school in Deficiency status has failed to develop or implement an approved correction plan to remedy the deviations that resulted in the Deficiency status. Linda indicated that she wants the language to clarify that until there is a fix for all deviations the school will stay in a Deficiency status and Intensive Assistance Program until all the deviations have been corrected in a designated time. OPI will continue to work with the school to correct the deviations in the designated time frame. Linda asked that the Board approve the new language so that OPI can approve the plans brought forward by the Helena Public Schools and MSDB.

**Mr. Bernie Olson moved to: Approve new language. Sharon Carroll seconded.**

***Motion passed unanimously.***

Linda indicated that OPI will bring the Intensive Procedure document back to the Board to write a more streamlined procedure. The Helena Public Schools provided a Corrective Assistance plan to monitor/correct enrollment overloads they have and they have engaged in a corrective action plan. The district has corrected misassignments in Bryant School and PAL and assigned full time librarians to 2 elementary schools. All schools will submit required reports for Continuous School Improvement and AYP report for last 3 years due November 1, 2011. OPI will continue monitoring the districts improvements.

**Mr. Bernie Olson moved to: Approve the Progress Report and Corrective Action Plan for Helena Public Schools. Doug Cordier seconded.**

***Motion passed unanimously.***

MSDB is working to get two teachers correctly endorsed with teachers completing proper coursework needed. Improper endorsement and certification status have been corrected for 1 teacher and, 2<sup>nd</sup> teacher has all necessary paperwork to OPI and is waiting for approval of paperwork. Assignment deviations are being completed by the instructor and monitored by OPI. OPI recommends MSDB to remain in Intensive Assistance but has shown they are taking proper measures to correct the deviations.

**Mr. Bernie Olson moved to: Approve the Progress Report and Corrective Action Plan for MSDB. Lila Taylor seconded.**

***Motion passed unanimously.***

## ASSESSMENT

### Item 24 RECOMMENDED APPROVAL OF NOTICE OF ADOPTION RELATIING TO ENGLISH LANGUAGE PROFICIENCY STANDARDS – Judy Snow – OPI

The hearing for this rule adoption was held on August 24<sup>th</sup>, 2011. No comments or written testimony were received so Superintendent Juneau recommends approval of the new standards.

**Ms. Sharon Carroll moved to: approve setting the Recommended Approval of Notice of Adoption Relating to English Language Proficiency Standards. seconded.**

***Motion passed unanimously.***

## DISCUSSION

### Item 25 MSDB COMMITTEE REPORT – Steve Gettel

Moved to Item 17

10:20 Superintendent Denise Juneau departed

10:35 Ms. Holly Capp departed

## 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.*

Meeting Closed 10:40 AM

Item 26 ELECTION OF BOARD OFFICERS – Patty Myers and Peter Donovan

**Mr. Bernie Olson moved to: nominate Ms. Patty Myers for another term as Chair of the Board of Public Education. Lila Taylor seconded.**

***Motion passed unanimously***

**Mr. Bernie Olson moved to: nominate Ms. Sharon Carroll as Vice Chair of the Board of Public Education. Lila Taylor seconded.**

***Motion passed unanimously***

Patty continued on to the preliminary agenda items. Representative Hansen thanked the Board for having her at the meeting.

An Executive Session was held to determine the role of the Executive Secretary. A discussion was held concerning personnel matters with the Board of Public Education.

**Ms. Sharon Carroll moved to: appoint Peter Donovan interim Executive Secretary to the Board of Public Education retroactively to September 1, 2011 through June 30, 2012. Bernie Olson seconded.**

***Motion passed unanimously.***

11:20 AM 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.*

STATE OF MONTANA

ORGANIZATION DETAIL REPORT  
 ORG: 1 - BOARD OF PUBLIC EDUCATION  
 MGR NAME: MELOY, STEVE

PAGE NO. 1  
 RUN DATE: 10/01/2011  
 RUN TIME: 00:48:37

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 25%
FUND	ACCOUNT					CURR+PRIOR
01100	61101 Regular	8,589.23	23,674.36			23,674.36
01100	61133 Termination Pay - Sick Leave	1,110.64	1,110.64			1,110.64
01100	61134 Termination Pay - Vacation	2,035.45	2,035.45			2,035.45
TOTAL	61100 Salaries	11,735.32	26,820.45			26,820.45
01100	61301 Per Diem		50.00			50.00
01100	61401 FICA	870.38	1,969.25			1,969.25
01100	61402 Retirement - Other	307.54	561.62			561.62
01100	61403 Group Insurance	1,062.85	3,151.90			3,151.90
01100	61404 Workers Compensation Insur	138.59	305.55			305.55
01100	61410 State Unemployment Tax	41.07	93.86			93.86
01100	61411 Teachers Retirement	733.44	1,870.27			1,870.27
TOTAL	61400 Employee Benefits	3,153.87	7,952.45			7,952.45
TOTAL	61000 Personal Services	14,889.19	34,822.90			34,822.90
01100	62104 Insurance & Bonds		298.50			298.50
01100	62113 Warrant Writing Services	4.08	10.67			10.67
01100	62114A Workers' Comp Program Fees		14.50			14.50
01100	62148 SABHRS Administrative Costs		116.63			116.63
01100	62199 General	5,450.00	5,700.00			5,700.00
TOTAL	62100 Other Services	5,454.08	6,140.30			6,140.30
01100	62212 Photo & Reproduction		30.39			30.39
01100	62236 Ofc Supplies/Central Stores		115.47			115.47
01100	62241 Office Sup/Minor Equip-NonStat	37.00	37.00			37.00
01100	62280 Program Expense	69.37	160.51			160.51
TOTAL	62200 Supplies & Materials	106.37	343.37			343.37
01100	62304 Postage & Mailing	30.15	705.47			705.47
01100	62319 Cellular Phones	65.45	103.02			103.02
01100	623B0 ITSD Voice Services	46.08	92.16			92.16
01100	623B4 ITSD Long Distance Services	1.59	2.85			2.85
TOTAL	62300 Communications	143.27	903.50			903.50
01100	62427 Computer Allowance		3.75			3.75
01100	62489 Non-Employee In State Mileage	1,330.89	2,874.74			2,874.74
01100	62490 Non-Employee In State Meals	223.00	564.00			564.00
01100	62497 Non-Employee In-State Lodging	1,089.70	2,141.74			2,141.74
TOTAL	62400 Travel	2,643.59	5,584.23			5,584.23
01100	62528 Rent-Non Dept of Admin	560.72	2,242.87			2,242.87
01100	62768 Property Management Expenses		67.76			67.76
01100	62878 Parking Fees	59.00	295.00			295.00
TOTAL	62000 Operating Expenses	8,967.03	15,577.03			15,577.03
01100	69301 Principal - Leases		216.99			216.99
01100	69302 Interest - Leases		5.73			5.73
TOTAL	69300 Capital Leases		222.72			222.72
TOTAL	FUND 01100 General Fund	23,856.22	50,622.65			50,622.65

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY  
 FUND CURRENT MONTH CURRENT YEAR ELAPSED TIME YTD: 25%  
 ACCOUNT 23,856.22 50,622.65 CURR+PRIOR

TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY 23,856.22 50,622.65 50,622.65

PART-B BUDGET EXPENSE ACCOUNT SUMMARY  
 FUND PROG SUB-CLS BUDGET ENCUMBERED EXPENDED BALANCE %  
 ACCOUNT 01100 2012 235H1 172,528.00 34,822.90 137,705.10 20  
 51000 Personal Services 01100 2012 235H1 43,245.00 15,577.03 27,667.97 36  
 62000 Operating Expenses 01100 2012 235H1 891.00 222.72 668.28 25  
 69000 Debt Service TOTAL SUB-CLS 235H1 ADMINISTRATION 216,664.00 50,622.65 166,041.35 23  
 TOTAL FUND 01100 General Fund 216,664.00 50,622.65 166,041.35 23

TOTAL PROGRAM 2012 216,664.00 50,622.65 166,041.35 23

TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY 216,664.00 50,622.65 166,041.35 23

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS  
 ACCNT JRNL-ID DATE JRNL-LN DESCRIPTION AMOUNT VCHR-ID VENDOR NAME

61101 PAY2248122 09/05/2011 000004 PPE 08/26/11 KQ1 ON-CYCLE 4,866.17  
 61101 PAY2253411 09/20/2011 000003 PPE 09/09/11 KR1 ON-CYCLE 3,723.06  
 TOTAL 61101 Regular 8,589.23

61133 PAY2248122 09/05/2011 000007 PPE 08/26/11 KQ1 ON-CYCLE 1,110.64  
 61134 PAY2248122 09/05/2011 000009 PPE 08/26/11 KQ1 ON-CYCLE 2,035.45

61401 PAY2248122 09/05/2011 000011 PPE 08/26/11 KQ1 ON-CYCLE 595.15  
 61401 PAY2253411 09/20/2011 000005 PPE 09/09/11 KR1 ON-CYCLE 275.23  
 TOTAL 61401 FICA 870.38

61402 PAY2248122 09/05/2011 000014 PPE 08/26/11 KQ1 ON-CYCLE 307.54  
 61403 PAY2248122 09/05/2011 000017 PPE 08/26/11 KQ1 ON-CYCLE 696.35  
 61403 PAY2253411 09/20/2011 000008 PPE 09/09/11 KR1 ON-CYCLE 366.50  
 TOTAL 61403 Group Insurance 1,062.85

61404 PAY2248122 09/05/2011 000020 PPE 08/26/11 KQ1 ON-CYCLE 102.34  
 61404 PAY2253411 09/20/2011 000010 PPE 09/09/11 KR1 ON-CYCLE 36.25  
 TOTAL 61404 Workers Compensation Insur 138.59

61410 PAY2248122 09/05/2011 000023 PPE 08/26/11 KQ1 ON-CYCLE 28.04  
 61410 PAY2253411 09/20/2011 000012 PPE 09/09/11 KR1 ON-CYCLE 13.03  
 TOTAL 61410 State Unemployment Tax 41.07

61411 PAY2248122 09/05/2011 000026 PPE 08/26/11 KQ1 ON-CYCLE 366.72  
 61411 PAY2253411 09/20/2011 000014 PPE 09/09/11 KR1 ON-CYCLE 366.72  
 TOTAL 61411 Teachers Retirement 733.44

62113 0002255953 09/27/2011 000001 Warrant Writing Services 4.08

62199 0002253914 09/21/2011 000001 General 5,450.00

REPORT ID: MTGL0106-O  
 ORG: 1 - BOARD OF PUBLIC EDUCATION  
 MGR NAME: MELOY, STEVE  
 ELAPSED TIME YTD: 25%

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
PART-C	CURR MONTH	DETAIL EXPENSE	TRANSACTIONS				
52241	ACC2254267	09/21/2011	000002	Expense Distribution	37.00	00002517	HELENA STAMP WORKS & ENGRAVING LLC
52280	ACC2247525	09/02/2011	000006	Expense Distribution	17.10	2513	LEHRKINDS INC
52280	ACC2247952	09/02/2011	000003	Expense Distribution	35.17	00002514	BRESNAN COMMUNICATIONS LLC
52280	ACC2256661	09/28/2011	000004	Expense Distribution	17.10	00002520	LEHRKINDS INC
TOTAL	62280	Program Expense			69.37		
52304	0002247287	09/01/2011	000002	Postage & Mailing	23.14		
52304	0002255971	09/27/2011	000001	Postage & Mailing	7.01		
TOTAL	62304	Postage & Mailing			30.15		
52319	ACC2252115	09/16/2011	000024	Expense Distribution	65.45	2522	VERIZON WIRELESS SERVICES LLC
523B0	0002250716	09/13/2011	000004	ITSD Voice Services	46.08		
523B4	0002250716	09/13/2011	000001	ITSD Long Distance Services	1.59		
52489	ACC2252115	09/16/2011	000025	Expense Distribution	128.76	2517	ERIN WILLIAMS
52489	ACC2252115	09/16/2011	000026	Expense Distribution	222.00	2519	DOUGLAS CORDIER
52489	ACC2252115	09/16/2011	000027	Expense Distribution	552.78	2520	SHARON CARROLL
52489	ACC2252115	09/16/2011	000028	Expense Distribution	98.78	00002512	HOLLY CAPP
52489	ACC2252115	09/16/2011	000029	Expense Distribution	229.77	00002518	BERNIE OLSON
52489	ACC2252115	09/16/2011	000030	Expense Distribution	98.80	2516	PATTY MYERS
TOTAL	62489	Non-Employee In State Mileage			1,330.89		
62490	ACC2252115	09/16/2011	000031	Expense Distribution	28.00	2517	ERIN WILLIAMS
62490	ACC2252115	09/16/2011	000032	Expense Distribution	46.00	2519	DOUGLAS CORDIER
62490	ACC2252115	09/16/2011	000033	Expense Distribution	69.00	2520	SHARON CARROLL
62490	ACC2252115	09/16/2011	000034	Expense Distribution	34.00	00002512	HOLLY CAPP
62490	ACC2252115	09/16/2011	000035	Expense Distribution	46.00	00002518	BERNIE OLSON
TOTAL	62490	Non-Employee In State Meals			223.00		
62497	ACC2252115	09/16/2011	000036	Expense Distribution	175.34	2516	PATTY MYERS
62497	ACC2252115	09/16/2011	000037	Expense Distribution	46.00	2516	PATTY MYERS
62497	ACC2252115	09/16/2011	000038	Expense Distribution	87.67	2517	ERIN WILLIAMS
62497	ACC2252115	09/16/2011	000039	Expense Distribution	175.34	2519	DOUGLAS CORDIER
62497	ACC2252115	09/16/2011	000040	Expense Distribution	255.34	2520	SHARON CARROLL
62497	ACC2252115	09/16/2011	000041	Expense Distribution	175.34	00002512	HOLLY CAPP
62497	ACC2252115	09/16/2011	000042	Expense Distribution	174.67	00002518	BERNIE OLSON
TOTAL	62497	Non-Employee In-State Lodging			1,089.70		
62528	ACC2254772	09/22/2011	000004	Expense Distribution	560.72	00002519	SEB PARTNERSHIP
62878	ACC2247525	09/02/2011	000007	Expense Distribution	59.00	2512	HELENA CITY OF TREASURER
TOTAL	PART-C	CURR MONTH	DETAIL EXPENSE	TRANSACTIONS	23,856.22		

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY				ELAPSED TIME YTD: 25%	
ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR
61101 Regular	02122	6,815.74	17,380.14		17,380.14
61401 FICA	02122	488.35	1,245.32		1,245.32
61402 Retirement - Other	02122	127.20	324.36		324.36
61403 Group Insurance	02122	1,466.00	3,665.00		3,665.00
61404 Workers Compensation Insur	02122	105.00	267.75		267.75
61410 State Unemployment Tax	02122	23.84	60.79		60.79
61411 Teachers Retirement	02122	496.62	1,266.38		1,266.38
TOTAL 61400 Employee Benefits		2,707.01	6,829.60		6,829.60
TOTAL 61000 Personal Services		9,522.75	24,209.74		24,209.74
TOTAL FUND 02122 Advisory Council		9,522.75	24,209.74		24,209.74
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		9,522.75	24,209.74		24,209.74

PART-B BUDGET EXPENSE ACCOUNT SUMMARY				ELAPSED TIME YTD: 25%	
ACCOUNT	FUND	PROG SUB-CLS	BUDGET	ENCUMBERED	EXPENDED
61000 Personal Services	02122	2012 235H1	112,918.00		24,209.74
TOTAL SUB-CLS 235H1 ADMINISTRATION			112,918.00		24,209.74
TOTAL FUND 02122 Advisory Council			112,918.00		24,209.74
TOTAL PROGRAM 2012			112,918.00		24,209.74
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY			112,918.00		24,209.74

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS						
ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID
61101	PAY2248122	09/05/2011	000005	PPE 08/26/11 KQ1 ON-CYCLE	3,407.87	
61101	PAY2253411	09/20/2011	000004	PPE 09/09/11 KR1 ON-CYCLE	3,407.87	
TOTAL	61101	Regular			6,815.74	
61401	PAY2248122	09/05/2011	000012	PPE 08/26/11 KQ1 ON-CYCLE	244.17	
61401	PAY2253411	09/20/2011	000006	PPE 09/09/11 KR1 ON-CYCLE	244.18	
TOTAL	61401	FICA			488.35	
61402	PAY2248122	09/05/2011	000015	PPE 08/26/11 KQ1 ON-CYCLE	63.60	
61402	PAY2253411	09/20/2011	000007	PPE 09/09/11 KR1 ON-CYCLE	63.60	
TOTAL	61402	Retirement - Other			127.20	
61403	PAY2248122	09/05/2011	000018	PPE 08/26/11 KQ1 ON-CYCLE	733.00	
61403	PAY2253411	09/20/2011	000009	PPE 09/09/11 KR1 ON-CYCLE	733.00	
TOTAL	61403	Group Insurance			1,466.00	
61404	PAY2248122	09/05/2011	000021	PPE 08/26/11 KQ1 ON-CYCLE	52.50	
61404	PAY2253411	09/20/2011	000011	PPE 09/09/11 KR1 ON-CYCLE	52.50	
TOTAL	61404	Workers Compensation Insur			105.00	
61410	PAY2248122	09/05/2011	000024	PPE 08/26/11 KQ1 ON-CYCLE	11.92	
61410	PAY2253411	09/20/2011	000013	PPE 09/09/11 KR1 ON-CYCLE	11.92	
TOTAL	61410	State Unemployment Tax			23.84	

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61411	PAY2248122	09/05/2011	000027	PPE 08/26/11 KQ1 ON-CYCLE	248.31		
61411	PAY2253411	09/20/2011	000015	PPE 09/09/11 KR1 ON-CYCLE	248.31		
TOTAL	61411	Teachers Retirement			496.62		

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS 9,522.75

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	CURR+PRIOR
61101 Regular	02219	127.01	520.74			25%	520.74
61133 Termination Pay - Sick Leave	02219	123.40	123.40				123.40
61134 Termination Pay - Vacation	02219	226.16	226.16				226.16
TOTAL 61100 Salaries		476.57	870.30				870.30
61301 Per Diem	02219	200.00	700.00				700.00
61401 FICA	02219	35.54	62.85				62.85
61402 Retirement - Other	02219	34.17	62.41				62.41
61403 Group Insurance	02219	36.65	146.60				146.60
61404 Workers Compensation Insur	02219	7.34	13.42				13.42
61410 State Unemployment Tax	02219	1.67	3.06				3.06
TOTAL 61400 Employee Benefits		115.37	288.34				288.34
TOTAL 61000 Personal Services		791.94	1,858.64				1,858.64
62104 Insurance & Bonds	02219		298.50				298.50
62113 Warrant Writing Services	02219		6.58				6.58
62114A Workers' Comp Program Fees	02219		14.50				14.50
62148 SABHRS Administrative Costs	02219		116.62				116.62
62190 Printing/Pub & Graphics	02219		184.47				184.47
TOTAL 62100 Other Services			620.67				620.67
62212 Photo & Reproduction	02219		30.39				30.39
62236 Ofc Supplies/Central Stores	02219		115.47				115.47
62241 Office Sup/Minor Equip-NonStat	02219		50.00				50.00
62280 Program Expense	02219	69.37	160.51				160.51
TOTAL 62200 Supplies & Materials		69.37	356.37				356.37
62304 Postage & Mailing	02219	30.15	705.47				705.47
623B0 ITSD Voice Services	02219	46.08	92.16				92.16
623B4 ITSD Long Distance Services	02219	3.17	3.46				3.46
TOTAL 62300 Communications		79.40	801.09				801.09
62407 In-State Meals	02219		24.00				24.00
62408 In-State Lodging	02219		106.93				106.93
62489 Non-Employee In State Mileage	02219	98.80	1,121.80				1,121.80
62490 Non-Employee In State Meals	02219	6.00	240.00				240.00
62497 Non-Employee In-State Lodging	02219		964.37				964.37
TOTAL 62400 Travel		104.80	2,457.10				2,457.10
62528 Rent-Non Dept of Admin	02219	560.71	2,242.85				2,242.85
62768 Property Management Expenses	02219		67.75				67.75
62801 Dues	02219		400.00				400.00
62817 Meetings/Conference Costs	02219		35.00				35.00
62878 Parking Fees	02219	59.00	295.00				295.00
TOTAL 62800 Other Expenses		59.00	730.00				730.00
TOTAL 62000 Operating Expenses		873.28	7,275.83				7,275.83
69301 Principal - Leases	02219		216.96				216.96
69302 Interest - Leases	02219		5.73				5.73

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY  
 ACCOUNT TOTAL 69300 Capital Leases  
 FUND 02219 Research Fund  
 CURRENT MONTH 1,665.22  
 CURRENT YEAR 9,357.16  
 PRIOR YEAR 222.69  
 ELAPSED TIME YTD: 25%  
 CURR+PRIOR 222.69

PART-B BUDGET EXPENSE ACCOUNT SUMMARY  
 ACCOUNT TOTAL 69300 Capital Leases  
 FUND 02219 Research Fund  
 CURRENT MONTH 1,665.22  
 CURRENT YEAR 9,357.16  
 PRIOR YEAR 222.69  
 ELAPSED TIME YTD: 25%  
 CURR+PRIOR 222.69

ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
61000 Personal Services	02219	2012	235H1	10,000.00		1,858.64	8,141.36	19
62000 Operating Expenses	02219	2012	235H1	64,111.00		7,275.83	56,835.17	11
69000 Debt Service	02219	2012	235H1	891.00		222.69	668.31	25
TOTAL SUB-CLS 235H1 ADMINISTRATION				75,002.00		9,357.16	65,644.84	12
TOTAL FUND 02219 Research Fund				75,002.00		9,357.16	65,644.84	12

TOTAL PROGRAM 2012  
 TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY 75,002.00

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY2248122	09/05/2011	000006	PPE 08/26/11 KQ1 ON-CYCLE	127.01		
61133	PAY2248122	09/05/2011	000008	PPE 08/26/11 KQ1 ON-CYCLE	123.40		
61134	PAY2248122	09/05/2011	000010	PPE 08/26/11 KQ1 ON-CYCLE	226.16		
61301	ACC2252115	09/16/2011	000022	Expense Distribution	100.00	2516	PATTY MYERS
61301	ACC2252115	09/16/2011	000023	Expense Distribution	100.00	2517	ERIN WILLIAMS
TOTAL	61301	Per Diem			200.00		

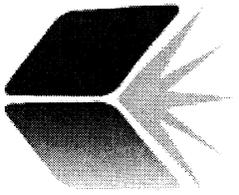
61401	PAY2248122	09/05/2011	000013	PPE 08/26/11 KQ1 ON-CYCLE	35.54		
61402	PAY2248122	09/05/2011	000016	PPE 08/26/11 KQ1 ON-CYCLE	34.17		
61403	PAY2248122	09/05/2011	000019	PPE 08/26/11 KQ1 ON-CYCLE	36.65		
61404	PAY2248122	09/05/2011	000022	PPE 08/26/11 KQ1 ON-CYCLE	7.34		
61410	PAY2248122	09/05/2011	000025	PPE 08/26/11 KQ1 ON-CYCLE	1.67		

62280	ACC2247525	09/02/2011	000005	Expense Distribution	17.10	2513	LEHRKINDS INC
62280	ACC2247952	09/02/2011	000004	Expense Distribution	35.17	00002514	BRESNAN COMMUNICATIONS LLC
62280	ACC2256661	09/28/2011	000003	Expense Distribution	17.10	00002520	LEHRKINDS INC
TOTAL	62280	Program Expense			69.37		

62304	0002247287	09/01/2011	000003	Postage & Mailing	23.14		
62304	0002255971	09/27/2011	000003	Postage & Mailing	7.01		
TOTAL	62304	Postage & Mailing			30.15		

623B0 0002250716 09/13/2011 000003 ITSD Voice Services 46.08

ACCNT	JRNL-ID	DATE	JRNL-LN DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME	ELAPSED TIME YTD:
623B4	0002250716	09/13/2011	000002 ITSD Long Distance Services	3.17			25%
62489	ACC2253772	09/20/2011	000003 Expense Distribution	98.80	00002516	TAMMY LACEY	
62490	ACC2253772	09/20/2011	000004 Expense Distribution	6.00	00002516	TAMMY LACEY	
62528	ACC2254772	09/22/2011	000003 Expense Distribution	560.71	00002519	SEB PARTNERSHIP	
62878	ACC2247525	09/02/2011	000008 Expense Distribution	59.00	2512	HELENA CITY OF TREASURER	
TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				1,665.22			



**Montana**  
**Office of Public Instruction**  
 Denise Juneau, State Superintendent

**List of Providers**  
 With Events for  
 Fiscal Year:  
 Current Providers, October 11, 2011

opi.mt.gov

Provider Type:  ApprovedProviderType

Provider Number	Provider Name	Provider Location	Contact Person
3018	Amy Tooke,LAT Holy Rosary Healthcare	Miles City MT	None
2412	Colstrip Adult and Community Education	Colstrip MT	Debi Smith Harry N Cheff
2672	Flathead Special Education Cooperative	Kalispell MT	Amber Yoder Noranne S Yeager
2835	Intermountain Children's Home and Services	Helena MT	Maggie Long
2979	Journeys From Home Montana	Helena MT	Roger DiBrito
2927	Malta Public Schools	Malta MT	John W Roberts
2641	Medicine Lake School	Medicine Lake MT	Alyssa Hove
2923	Montana Association of School Psychologists	Great Falls MT	Shawna Kelly
3014	Montana Department of Agriculture/Lorri Brenneman	Manhattan MT	None
2444	MSU Great Falls College of Technology	Great Falls MT	Deborah Richerson
2960	PorterWorks, Inc. (formerly Dave Porter Institute)	Stanwood WA	Anna M Porter Dave S Porter
2446	Prairie View Curriculum Consortium	Miles City MT	Kim Stanton Patty Walker
2981	Reach Inc.	Bozeman MT	Deborah R Metrick
2937	Stacy G. York, LCSW	Billings MT	York G Stacy
<b>Count of Provider Type</b>		<b>ApprovedProviderType</b>	<b>14</b>
<b>Provider Type: <input type="text"/> County Superintendents</b>			
Provider Number	Provider Name	Provider Location	Contact Person
2959	Butte-Silver Bow County Superintendent of Schools Office	Butte MT	Cathy F Maloney Michael S Button
2830	Fergus County Superintendent of Schools	Lewistown MT	Long J Rhonda
2860	Gallatin County Superintendent of Schools	Bozeman MT	Mary E Fitzgerald
2661	Garfield County Superintendent of Schools	Jordan MT	Jessica R McWilliams

2563	Hill County Superintendent	Have MT	None
2427	Missoula County Superintendent of Schools	Missoula MT	Erin R Lipkind
2539	Teton County Superintendent of Schools	Choteau MT	Diane B Inbody
<b>Count of Provider Type</b>		<b>County Superintendents</b>	<b>7</b>

**Provider Type: Government Agencies**

<i>Provider Number</i>	<i>Provider Name</i>	<i>Provider Location</i>	<i>Contact Person</i>
2848	Dept of Labor & Industry Employment Relations Division	Helena MT	Donna J Kamany
2399	DLI/Jobs for Montana's Graduates	Helena MT	Drea Brown Lucille K Thomason
2432	Glacier National Park	West Glacier MT	Laura Law
2624	Grant-Kohrs National Historic Site	Deer Lodge MT	Julie Croglino
2980	Missoula Public Library	Missoula MT	Honore D Bray
2868	Montana Board of Crime Control	Helena MT	Mark Thatcher
2821	Montana Fish Wildlife & Parks	Helena MT	kurt d cunningham
2431	Montana Historical Society	Helena MT	Debra R Mitchell Kirby Lambert
2517	Montana School for the Deaf and the Blind	Great Falls MT	Bonnie DeNoma Steve Gettel
2616	Montana State Hospital	Warm Springs MT	Megan L Radiske Richard L Foster
2521	Montana State Library	Helena MT	Sue Jackson
2453	Office of Public Instruction - Accreditation	Helena MT	Donna Waters
2527	Office of Public Instruction - Assessment	Helena MT	Karen Richem
2428	OFFICE OF PUBLIC INSTRUCTION - CTAE DIVISION	HELENA MT	Brad King Carol Flynn Don Michalsky Eric Swenson Mary Gregory Megan Vincent
2627	Office of Public Instruction - Educational Opportunity and Equity	Helena MT	Cheryl A Heldt Clare Bridge Gwen Smith
2594	Office of Public Instruction - Educator Licensure	Helena MT	Becki Flanagan Elizabeth M Keller Lorri Weiss
2460	Office of Public Instruction - Indian Education	Helena MT	Joan Franke
2411	Office of Public Instruction - Traffic Education	Helena MT	Fran Penner-Ray
2957	OPI - Bus Driver Training	Helena MT	Maxine Mougout
2897	OPI - Division of School Finance	Helena MT	Donell Rosenthal
2993	OPI-MTMEP	Helena MT	Jenine Synness

2590	Professional Development Center	Helena MT	Kathleen McNeill
2879	State of Montana DOT State Hwy Traffic Safety Bureau	Helena MT	Pamela R Buckman
2619	Susan Bailey-Anderson	Helena MT	Doug D Doty Jenine Synness Karen Jeschke Marlene Wallis Nikki Sandve Sara Casey Susan Bailey-Anderson Tara Ferriter-Smith

Count of Provider Type Government Agencies 24

Provider Type: Professional Education Organizations

Provider Number	Provider Name	Provider Location	Contact Person
2595	ACE-Alliance for Curriculum Enhancement	Laurel MT	Andrea Fischer
2998	Aerie Backcountry Medicine - Jillian Weiler	Missoula MT	Jillian Weiler
2939	American Center for Educators Online at the National Constitution Center	Malvern PA	Maureen Catalano Nicole Riegl Ronni D Ticker
2451	Answers Plus Consulting, Inc.	Billings MT	Stephanie J Smith
2474	Big Sky Special Needs Coop	Conrad MT	Judith I Gosnell-Lamb
3020	Big Sky Therapeutic Services, PLLC	Great Falls MT	Brett E Gilieo
2974	Body In Balance, LLC/Kathleen Mangan	Missoula MT	None
2671	Bozeman Teaching American History Program	Bozeman MT	Danice R Roller-Toyias
2452	Bureau of Education & Research	Bellevue WA	Jeanne Donoghue Jennifer McLaughlin
2566	CCSolutions	Great Falls MT	Mary Ann Smith Melody Stewart Rhonda Schwenke
2455	CE Credits Online	Woodinville WA	Sandra Blazevich
2576	Central Montana Learning Resource Center Co-op	Lewistown MT	Joni Kremer Wayne Chilcoat
2456	Child Care Partnerships	Helena MT	Brandi L Thomas
3019	ClassPad101	Portland OR	Lisa Becker
2849	CMI Education Institute, Inc.	Eau Claire WI	Jodi Brenden Kristine Cleasby Marcy Koopman
2668	Delta Kappa Gamma - Alpha Chapter	Helena MT	Gerry Bantz Shirley Thomas
2748	Delta Kappa Gamma - Mu Chapter	Bozeman MT	Debi Flanigan Marilyn S Hamilton
2738	Delta Kappa Gamma Alpha Iota Chapter	Victor MT	Cynthia Davidson-Martin

2684	Delta Kappa Gamma Omicron Chapter	Drummond MT	Audrey Collins
2884	Delta Kappa Gamma-Beta Chapter	Butte MT	Irene H Antonovich
2577	District 7 HRDC	Billings MT	Michelle T Roselli-Hust
2559	Eastern Yellowstone Special Services Coop	Billings MT	None
2986	etc. educational training consultants	Bozeman MT	None
2827	Felt Martin Frazier & Weldon PC	Billings MT	Jeffrey A Weldon
3017	Flathead Chapter of the MT Assoc for the Education of Young Children	Kalispell MT	Laurie H Lapan
2640	Golden Triangle Cooperative	Shelby MT	None
2953	Heather Cahoon, PhD	Missoula MT	Heather M Cahoon
2752	High Trust Teacher Center	Santa Barbara CA	Dennis McLoughlin
2754	Historical Museum @ Fort Missoula	Missoula MT	Dorene Might-Dyer
2506	Holler Museum of Art	Helena MT	Chris Taylor Sondra Hines
2740	Infant Adoption Awareness Training Initiative	Sioux Falls SD	Becky Hubbert Kari Scofield Ronda M Thielen
2906	Institute for Educational Development	Bellevue WA	Jennifer McLaughlin
2889	iTeach to Achieve LLC	Billings MT	None
2466	Knowledge Delivery Systems	New York NY	Jennifer L Raykoff Melanie B Fox Robert Pirong
2422	LambdadaKG	Whitefish MT	Susan Argabright
3011	Learning By Nature	Bozeman MT	Bobbi J Geise
2910	Lewis & Clark Reading Council	Helena MT	None
3022	Lisa Sommers	East Helena MT	None
2734	Living Works Education	Charlo MT	Roxana R Colman-Herak
2632	MEA-MT	Helena MT	Cathy Warner
2426	MEDS-PDN powered by PESI LLC	Eau Claire WI	Bonnie Lillge Jodi Brenden
2891	Michael Dahlem	Whitefish MT	Michael W Dahlem
2457	Montana Association for Career and Technical Education	Hysham, MT	JoAnna A Kotar John R Denny
2865	Montana Board of Public Education	Helena MT	Anneliese M Warhank Carol Will Pete B Donovan
2403	Montana Council of Teachers of Mathematics	Missoula MT	David R Erickson Lisa D Scott Lisa M Wood
2938	Montana Council on Economic Education	Bozeman MT	None
2909	Montana Gear Up	Helena MT	Jessie Salisbury
3006	Montana Indian Education Association	Great Falls MT	None
2458	Montana Learning Center	Helena MT	Carol Bock

2458	Montana Learning Center	Helena MT	Pamela Chriske
2942	Montana Library Association	Three Forks MT	Eva English
2586	Montana Natural History Center	Missoula MT	Jessie Sherburne Jessie J Sherburne Lisa Bickell
2945	Montana North Central Educational Service Region II	Big Sandy MT	Gaye L Genereux
2766	Montana Post Secondary Educational Opportunities Council	Missoula MT	Amy Leary
2587	Montana Rural Education Association	Helena MT	Dave Puyear
2588	Montana School Boards Association	Helena MT	Lance L Melton Lisa Gowen
2872	Montana School Counselor Association	Great Falls MT	Barb Holden
3010	Montana Site Stewardship Program	Bozeman MT	None
2447	Montana Small Schools Alliance	Dillon MT	Dan Rask
2436	Montana State Reading Council	Billings MT	Vickie D Swander
3007	Music EdVentures, Inc.	Broomfield CO	Pam Bridgehouse
2839	Northern Rockies Educational Services	Twin Bridges MT	Fred B Seidensticker
2525	Northwest Montana Educational Cooperative	Kalispell MT	Eliza A Sorte
2600	Northwest Montana Reading Council	Kalispell MT	Michele Paine Sue Brown
2528	Office of Public Instruction - Health Enhancement	Helena MT	Susan Court
2760	Ortho Montana	Billings MT	Jodie L Smith Roy Strong
2425	Park County Special Education Coop	Livingston MT	Verne H Belfert
3021	Peter J Bruno	Glendive MT	Peter J Bruno
2535	Prairie View Special Services	Glendive MT	Patricia A Walker
2408	Prickly Pear Cooperative	East Helena MT	Dorothy Millsop
2678	Ravenwood Outdoor Learning Center	Bigfork MT	Brett Holmquist
2833	Region I CSPD	Glendive MT	Karen R Pickart
2648	Region II CSPD	Havre MT	None
2429	Region III CSPD	Billings MT	Debra Miller
2663	Region IV CSPD	East Helena MT	Denielle Miller Vaughn Kauffman
2935	RESA4U	Helena MT	Rene Holubec
2796	RMDC Head Start	Helena MT	Lisa E Williams-Mathews Patty Dahl
2463	School Administrators of Montana	Helena MT	Darrell Rud Julie Sykes
2899	Special Olympics Montana	Great Falls MT	Nolan D Taylor Pete Olsen Vicki L Dunham
2840	Staff Development for Educators	Peterborough NH	Joan Paczkowski
2604	Summit Preparatory School	Kalispell MT	Thomas C Kallay

2773	Sylvan Learning Center - Bozeman	Bozeman MT	Randy Morrison
2973	Teacher Continuing Education Online	North Bend WA	Jon Aarstad Keith R Hennig
2498	Teacher Learning Center	Rochester NY	Jon Crabbe
2685	Thompson Falls Public Schools	Thompson Falls MT	Jerry Pauli Jerry L Pauli Linnea Stevenson
2943	Thrive/ Girls for A Change	Bozeman MT	Kathy L Rich
2599	VisionNet	Great Falls MT	Bruce Wallace Kay Fladstol
2593	Visual Phonics Seminars	Missoula MT	Linda E Anderson
2623	VSA Arts of Montana	Missoula MT	Alayne O Dolson
2934	Wait Woolbaugh - National Science Teacher's Association	Manhattan MT	Walter H Woolbaugh
2688	WaterColor Computer Training, LLC	Missoula MT	Denise Tripp-Loran
2621	WM-CSPD	Missoula MT	Nancy F Marks Sindie S Kennedy
2877	Yellowstone Art Museum	Billings MT	Carol J Welch Linda K Ewert
2545	Youth Dynamics, Inc	Billings MT	None

Count of Provider Type Professional Education Organizations 93

Provider Type: School Districts

Provider Number	Provider Name	Provider Location	Contact Person
2433	Absarokee Public Schools	Absarokee MT	Sara Kerr
2677	Alvin Buerkle	Big Timber MT	Alvin A Buerkle
2971	Amsterdam School	Manhattan MT	Adam J Galvin
2903	Anderson School District 41	Bozeman MT	None
2900	Ashland Public School	Ashland MT	None
2420	Baker Public Schools	Baker MT	Breitbach P Breitbach Don Schilling
2994	Belgrade Public Schools	Belgrade MT	Cindy A Baker
2670	Big Timber Grade School	Big Timber MT	Mark R Ketcham
2916	Bigfork School District #38	Bigfork MT	Jackie Boshka
2683	Billings Public Schools	Billings MT	Taby Kautz
2944	Bonner School	Bonner MT	Brianna Huffman Carrie Ruff Doug Ardiana Jim Notaro
2448	Box Elder School District 13G	Box Elder MT	Mark Irvin
2715	Bozeman Public Schools	Bozeman MT	Lisa Sheehan

2715	Bozeman Public Schools	Bozeman MT	Marilyn King Robin S Arnold
2605	Broadus Public Schools	Broadus MT	Jim T Hansen
2475	Browning Public Schools	Browning MT	Gerlad (Jocko) Parrent
2454	Butte School District #1	Butte MT	Judy Jonart Judy M Jonart
2571	Chinook Public Schools	Chinook MT	None
2919	Clark Fork School	Missoula MT	None
2682	Conrad Public Schools	Conrad MT	Craig Barringer Lynn C Utterback
2787	Corvallis School District	Corvallis MT	Monte Silk Wendy Z Ihde
2492	Cut Bank Public Schools	Cut Bank MT	Venus M Dodson Wade D Johnson
2494	Deer Lodge Elementary	Deer Lodge MT	Rodney B Simpson
2405	Dillon Elementary	Dillon MT	Carol Skiles Glen A Johnson
2955	Don Christman	Billings MT	Don Christman Mike Sullivan
2500	Dutton/Brady K-12 Schools	Dutton MT	Dann L Sims
2572	East Helena Public Schools District #9	East Helena MT	Edie Witham Ron Whitmoyer
3012	Elysian School	Billings MT	Brenda M Koch
2434	Ennis School District #52	Ennis MT	Doug Walsh John T Sullivan
2946	Erik Wilkerson	Wilsall MT	Dan Beck Erik C Wilkerson
2573	Eureka Public Schools	Eureka MT	Cari Lucey Jim Mephram Venessa Jackson
2503	Frenchtown School District #40	Frenchtown MT	Cindy J Worral Judith A McKay Randy H Cline
2729	Froid Public School	Froid MT	Roger E Britton
2730	Gallatin Gateway School District #35	Gallatin Gateway MT	Carrie Fisher Kim DeBrycker
2567	Glasgow K-12 Schools	Glasgow MT	Kelly G Doornek Marj M Markle
2504	Glendive Public Schools	Glendive MT	Jim Germann
2443	Great Falls Public Schools	Great Falls MT	Chris Olszewski Theda Shaulis
2739	Hamilton K-12 Schools	Hamilton MT	Kathleen P Dent
2562	Hardin Public Schools	Hardin MT	Rocky Eggart

2421	Have Public Schools	Have MT	Thomas J Korst
2655	Helena Public Schools	Helena MT	Pam Birkeland
2996	Hellgate Elementary - Dr. Douglas Reisig	Missoula MT	Douglas W Reisig
2908	Hugh Smith-Great Falls Central Catholic High School	Great Falls MT	None
2657	Kalispell Public Schools	Kalispell MT	Daniel Zorn Darlene Schottle
2406	Lame Deer Public Schools	Lame Deer MT	Jill Henzie
2508	Laurel Public Schools	Laurel MT	Kelly Glass
2984	Lavina Public School	Lavina MT	Steven T Schwartz
2601	Libby K-12 Schools	Libby MT	Ellen L Mills K W Maki
2597	Lincoln K-12 Schools	Lincoln MT	Kathy A Heisler Laurie Maughan
2407	Livingston School District #1 and #4	Livingston MT	Cathy Ziebarth Julie Hancock
3015	Lolo School District - Mike Magone	Lolo MT	Michael A Magone
2602	Loyola Sacred Heart High School	Missoula MT	Patrick Haggarty
2625	Manhattan Public Schools	Manhattan MT	Jerry Pease
2713	Miles City Unified School District	Miles City MT	Laurie Huffman
2961	Montana Digital Academy	Missoula MT	Currie Robert Neiffer P Jason
2574	Moore Public School	Moore MT	Denise I Chrest
2569	Plains Public Schools	Plains MT	Jim E Holland Larry McDonald
2568	Plentywood K-12 Schools	Plentywood MT	None
2439	Poplar Elementary	Poplar MT	Tom Granbois
2907	Richey Public Schools	Richey MT	Brad Moore
2430	Rocky Boy Schools	Box Elder MT	Josephine Corcoran
2416	Ronan School District #30	Ronan MT	Heather M Murphree
2828	Shepherd Public Schools	Shepherd MT	Dan S Jamieson Matt Torix
2856	Sidney Public Schools	Sidney MT	Nicole Beyer
2807	St Labre Catholic School	Ashland MT	None
2828	St. Ignatius School District	St. Ignatius MT	Jason T Sargent
2851	Stevensville Public Schools	Stevensville MT	Robert Dobell
2970	Sun River Valley School District	Simms MT	Dave Marzoff Deborah Riddle Misty Peterson Thad Kaiser
2898	Three Forks Schools	Three Forks MT	John M Overstreet
2409	Trout Creek School District	Trout Creek MT	Daisy Carlsmith

2449	Troy Public Schools	Troy MT	None
2988	West Valley School	Kalispell MT	Todd A Fiske
2847	West Yellowstone School District 69	West Yellowstone MT	Lael L Calton
2450	Whitefish Public Schools	Whitefish MT	Luanne M Sagen
2896	Wolf Point High School	Wolf Point MT	None
2542	Yellowstone Academy	Billings MT	Brenda Adams Ed Zabrocki

**Count of Provider Type**      **School Districts**      75

**Provider Type:** Tribal

<i>Provider Number</i>	<i>Provider Name</i>	<i>Provider Location</i>	<i>Contact Person</i>
2488	Chief Dull Knife College	Lame Deer MT	Michele Curlee Sharon D Bishop
2774	Fort Peck Community College	Poplar MT	Jim Shanley Tom L Black Eagle
2536	Salish Kootenai College	Pablo MT	Chris Strom Sievert Reigina

**Count of Provider Type**      Tribal      3

**Provider Type:** Universities and Colleges

<i>Provider Number</i>	<i>Provider Name</i>	<i>Provider Location</i>	<i>Contact Person</i>
2997	Beverly Ann Chin	Missoula MT	Anna Baldwin Beverly Chin
2487	Chapman U	Garrison MT	Richard R Gunter Ph.D
2493	Dawson Community College	Glendive MT	Jackie Schultz Marilyn Dutton
2947	Dr. David Yopp	Bozeman MT	David A Yopp
2633	Flathead Valley Community College	Kalispell MT	Debbie Struck Susie Burch
2885	Miles Community College	Miles City MT	Kassie Taylor
3000	Montana State University SNWAEC - Carla Hoopes	Bozeman MT	Carla Hoopes
2629	Montana Tech of the University of Montana	Butte MT	Janelle Vincent Rayelyn Connole
2880	MSU - College of Engineering	Bozeman MT	Sherree J Watson
2869	MSU - Department of Education	Bozeman MT	Mary J Leonard Sara France
2795	MSU - Hill County Extension	Havre MT	Jennifer Wells
3004	MSU - Lake County Extension, Jack Stivers	Ronan MT	Jack I Jack
2617	MSU Extended University	Bozeman MT	Nicole Soil

2617	MSU Extended University	Bozeman MT	Sarah Rieger
2767	MSU Extension Forestry	Missoula MT	Cindy A Bertek
2618	MSU-4-H Center for Youth Development	Bozeman MT	Cody Stone
2985	MSUB Educators on Campus	Billings MT	Danielle Loomer Kim Schweikert Vicki Stenberg-Eliason
2932	Rocky Mountain Collage	Billings MT	Stephanie (Stevie) J Schmitz
2978	Sheila Friedrich, MSU Extension Service	Plentywood MT	Sheila K Friedrich
2956	The University of Montana College of Technology	Missoula MT	Mary E Oplitz
2962	The University of Montana- Institute for Educational Research and Service (IERS)	Missoula MT	Nancy Berg
2413	UM - Center for Environmental Health Services	Missoula MT	Nancy N Marra
2592	UM - Grizzly Basketball	Missoula MT	Andy R Hill
2631	UM - Helena College of Technology	Helena MT	Kevin Brockbank Mary E Lannert
2809	UM - Rural Institute	Missoula MT	Gail McGregor
2442	UM - Western	Dillon MT	Ryann Gibson Vickie Lansing
2664	UM College of Education & Human Sciences	Missoula MT	Patty M Anglen
2995	University of Washington East Asia Resource Center	Seattle WA	Mary Cingcade Mary H Bernson
<b>Count of Provider Type</b>		<b>Universities and Colleges</b>	
		<b>27</b>	

# August 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:	1	2 MSDB Accreditation Meeting - Great Falls -	3 Council of Deans - Great Falls - Pete and Patty	4	5	6
7	8	9	10 Dept of Admin Recruit BPE Admin Asst -	11	12	13
14	15 OPI meeting w/Educators from Rep. of Georgia - Pete	16	17	18	19	20
21	22	23	24 English Language Proficiency Hearing - 10:00	25 Phone screening of BPE Admin Asst. Applicants - Pete	26	27
28	29	30 Chapter 55 Task Force, Leadership	31 BPE interviews for Admin Asst. - Pete and Patty	Notes:		

# September 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:				1	2	3
					Council of Deans of Postsecondary Ed - Pete	
4	5	6	7	8	9	10
				BPE Meeting - Helena, MT		
11	12	13	14	15	16	17
	Chapter 55 Task Force Leadership Team - Pete		Chapter 55 - Red Lion - Helena - Pete and Patty		Ed & Local Govt Committee - Pete	
18	19	20	21	22	23	24
25	26	27	28	29	30	Notes:
	OPI meeting on BPE/CSPAC Agenda Process - Pete, Kris			Whats Right With Montana & Code of Ethics - Pete	Montana Educator Forum - Pete	

# October 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
Notes:						
2	3	4	5	6	7	8
				MACSS - Miles City - Sharon	A Day With the Board of Public Ed-Bozeman Sharon, Pete, Patty	
9	10	11	12	13	14	15
		NCLB Meeting, Chapter 55 Task Force Leadership Team - Pete		Tom Bilodeau Memorial- Pete, Patty	Council of Deans of PostSec Ed, School Init. Core Group - Pete	
16	17	18	19	20	21	22
					MEA-MFT Conf, Pete, Patty, Holly & Presentation- Pete & Patty	
23	24	25	26	27	28	29
	State Student Council - Holly			Teacher of the Year Celebrate Pete & Patty	CPAC/Council of Deans Meeting - Pete	
	BPE Hearing Eng & Math Content Lang Standards- Pete					
30	31	Notes:				

**INFORMATION**

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

**ITEM 1**

**CHAIRPERSON'S REPORT**

Patty Myers

**BOARD OF PUBLIC EDUCATION**  
**APPEARANCES**

**ITEM 2**

**EXECUTIVE SECRETARY/CSPAC REPORT**

**Peter Donovan**

Revised July 13, 2011 –Approved by CSPAC

### **Area of Permissive Specialized Competency in Dance**

The dance permissive specialized competency program requires that successful candidates demonstrate:

- a) Knowledge of basic dance vocabulary and major characteristics of dance styles and techniques, including:
  - (i) technical proficiency in one dance style and exposure to others;
  - (ii) clear movement demonstrations and auditory prompts, in relation to music and counts;
- b) Knowledge of a variety of choreographic principles and processes, including
  - (i) fluency with music and emerging technologies as tools of expression;
  - (ii) direction/supervision of a dance production with artistic integrity; and
  - (iii) analysis and evaluation of dance works.
- c) Knowledge of dance as a reflection of both historical periods and cultural diversity, including Montana American Indian cultures.
- d) Knowledge and implementation of research-based teaching strategies and skills for dance, including:
  - (i) developing curriculum, planning instructional units for K-12 students, and assessing student progress in dance;
  - (ii) implementing classroom procedures that promote health, safety and injury prevention;
  - (iii) integrating dance into other content areas; and
  - (iv) teaching dance as a discrete art form.

**ITEM 4**

**STATE SUPERINTENDENT'S REPORT**

**State Superintendent Denise Juneau**

**ITEM 5**

**COMMISSIONER OF HIGHER  
EDUCATION'S REPORT**

**Director of American Indian and Minority  
Achievement, Brandi Foster**

**ITEM 6**

**GOVERNOR'S OFFICE REPORT**

**Dan Villa**

**ITEM 7**

**STUDENT REPRESENTATIVE'S REPORT**

**Holly Capp**

## **DISCUSSION**

### ❖ **EXECUTIVE COMMITTEE** **Patty Myers (Items 8-9)**

#### **ITEM 8**

**Patty Myers**

## **EXECUTIVE SUMMARY**

**DATE: NOVEMBER 2011**

**PRESENTATION:** Federal Update

**PRESENTER:** Nancy Coopersmith  
Assistant Superintendent  
Office of Public Instruction

**OVERVIEW:** This informational update will include reviews and analysis of the U.S. Department of Education's waiver announcement/requirements, recent congressional action concerning funding for education, and proposals for the reauthorization of the Elementary and Secondary Education Act (ESEA).

The ESEA Flexibility Web site: <http://www.ed.gov/esea/flexibility>

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None

---

# ESEA Flexibility

## Review Guidance

---



September 28, 2011

---

## TABLE OF CONTENTS: ESEA FLEXIBILITY REVIEW GUIDANCE

---

Introduction	1
Review and Evaluation of Requests	1
Instructions for Reviewers on High-Quality Requests	2
Guidance for Reviewing an SEA’s Request	4
Table of Contents and List of Attachments	4
Cover Sheet	4
Waivers	4
Assurances	4
Consultation	5
Overview of SEA’s Request	5
Principle 1: College- and Career-Ready Expectations for All Students	6
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support	10
Principle 3: Supporting Effective Instruction and Leadership	17
Overall Evaluation of Request	20

## INTRODUCTION

---

The U.S. Department of Education (Department) has offered each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invited interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department will grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

To obtain this flexibility, an SEA must submit a comprehensive, high-quality request describing how it will meet a set of principles concerning the development and implementation of rigorous academic content standards to prepare all students for college and careers; high-quality assessments that are aligned with those standards; a differentiated recognition, accountability, and support system that appropriately targets interventions and supports and recognizes or rewards excellence; and activities that elevate the education profession by better evaluating and supporting teacher and principal effectiveness. The details of this flexibility and its principles are described in the document titled *ESEA Flexibility*.

## REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide

feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

This document provides guidance for reviewers, including the specific information that a request must include and questions to guide reviewers as they evaluate each request. **Questions that have numbers or letters represent required elements.** The italicized questions reflect inquiries that reviewers will use to fully consider all aspects of an SEA's plan for meeting each principle, but do not represent required elements.

In addition to this guidance, reviewers will also use the document titled *ESEA Flexibility*, including the definitions and timelines, when reviewing each SEA's request. As used in the request form and this guidance, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

In addition to considering whether an SEA requesting this flexibility meets, or has a high-quality plan to meet, each of the principles described below, reviewers must evaluate the SEA's request in its entirety. This flexibility includes a set of SEA- and LEA-level principles that hold the greatest promise of improving educational outcomes when implemented as part of a comprehensive and coherent statewide plan. Thus, the review must consider the extent to which an SEA submits a comprehensive and coherent high-quality request covering all aspects of the principles and waivers and, in each place where a specific plan is required to meet a particular principle, a high-quality plan.

## INSTRUCTIONS FOR REVIEWERS ON HIGH-QUALITY REQUESTS

Peer reviewers should consider whether an SEA's request meets the definition of a high-quality request and, in each place where a plan is required, whether that plan is of high-quality.

**High-Quality Request:** A high-quality request for this flexibility is one that is comprehensive and coherent in its approach and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA's plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. **Key milestones and activities:** Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA's plan to meet a given principle.

2. **Detailed timeline:** A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can comply with the principle by the required date.
3. **Party or parties responsible:** Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.
4. **Evidence:** Where required, documentation to support the plan and demonstrate the SEA's progress in implementing the plan. Refer to the document titled *ESEA Flexibility Request* for specific evidence that the SEA must either include in its request or provide at a future reporting date.
5. **Resources:** Resources necessary to complete the key activities, including staff time and additional funding.
6. **Significant obstacles:** Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Peer reviewers should consider whether an SEA's timelines and plans comply with the deadlines associated with each principle and allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, peer reviewers should look across all of an SEA's plans to make sure an SEA puts forward a comprehensive and coherent request for this flexibility.

## GUIDANCE FOR REVIEWING AN SEA'S REQUEST

### TABLE OF CONTENTS AND LIST OF ATTACHMENTS

1. Is a Table of Contents included in the SEA's request?
2. Is a list of labeled attachments included in the SEA's request?
3. Are all listed attachments included? If not, what is missing?

### COVER SHEET

1. Is the required information provided?
2. If not, what is missing?
3. Is the Cover Sheet signed and dated by the SEA's authorized representative (*e.g.*, Chief State School Officer, Chairperson of the State Board of Education, or State superintendent)?

### WAIVERS

1. Has the SEA requested all waivers?
2. If not, which waivers were not selected?
3. Did the SEA request the optional waiver?

### ASSURANCES

1. Has the SEA indicated that it will meet all assurances?
2. If not, which assurances did the SEA not indicate that it will meet?
3. If the SEA selected Option A or B in section 3.A of its request indicating that it has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, did it indicate that it will meet Assurance 14?

**CONSULTATION**

1. Did the SEA meaningfully engage and solicit input on its request from teachers and their representatives?
  - *Is the engagement likely to lead to successful implementation of the SEA's request due to the input and commitment of teachers and their representatives at the outset of the planning and implementation process?*
  - *Did the SEA indicate that it modified any aspect of its request based on input from teachers and their representatives?*
  
2. Did the SEA meaningfully engage and solicit input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes?
  - *Is the engagement likely to lead to successful implementation of the SEA's request due to the input and commitment of relevant stakeholders at the outset of the planning and implementation process?*
  - *Did the SEA indicate that it modified any aspect of its request based on stakeholder input?*
  - *Does the input represent feedback from a diverse mix of stakeholders representing various perspectives and interests, including stakeholders from high-need communities?*

**OVERVIEW OF THE SEA'S REQUEST FOR ESEA FLEXIBILITY**

1. Did the SEA provide an overview of the SEA's vision to increase the quality of instruction and improve student achievement?
2. Does the SEA's overview sufficiently explain the SEA's comprehensive approach to implementing the waivers and principles and describe the SEA's strategy for ensuring that this approach is coherent within and across the principles?
3. Does the SEA's overview describe how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement?

## PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

### 1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

- 1.A** Has the SEA adopted college- and career-ready standards in at least reading/language arts and mathematics through one of the two options below?

Option A:

If the SEA has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards, did it attach evidence that the State has adopted the standards consistent with the State’s standards adoption process? (Attachment 4)

Option B:

If the SEA has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards, did it attach:

- i. Evidence that the State has adopted the standards consistent with the State’s standards adoption process (Attachment 4); and
- ii. A copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet the standards will not need remedial coursework at the postsecondary level (Attachment 5)?

### 1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

- 1.B** Is the SEA’s plan to transition to and implement college- and career-ready standards statewide in at least reading/language arts and mathematics no later than the 2013–2014 school year realistic, of high quality, and likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards?

*A high-quality plan will likely include activities related to the following questions or an explanation of why one or more of the activities is not included.*

- *Does the SEA intend to analyze the extent of alignment between the State’s current content standards and the college- and career-ready standards to determine similarities and differences between those two sets of standards? If so, will the results be used to inform the transition to college- and career-ready standards?*

- *Does the SEA intend to analyze the linguistic demands of the State’s college- and career-ready standards to inform the development of ELP standards corresponding to the college- and career-ready standards and to ensure that English Learners will have the opportunity to achieve to the college- and career-ready standards? If so, will the results be used to inform revision of the ELP standards and support English Learners in accessing the college- and career-ready standards on the same schedule as all students?*
- *Does the SEA intend to analyze the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to achieve to the college- and career-ready standards? If so, will the results be used to support students with disabilities in accessing the college- and career-ready standards on the same schedule as all students?*
- *Does the SEA intend to conduct outreach on and dissemination of the college- and career-ready standards? If so, does the SEA’s plan reach the appropriate stakeholders, including educators, administrators, families, and IHEs? Is it likely that the plan will result in all stakeholders increasing their awareness of the State’s college- and career-ready standards?*
- *Does the SEA intend to provide professional development and other supports to prepare teachers to teach all students, including English Learners, students with disabilities, and low-achieving students, to the new standards? If so, will the planned professional development and supports prepare teachers to teach to the new standards, use instructional materials aligned with those standards, and use data on multiple measures of student performance (e.g., data from formative, benchmark, and summative assessments) to inform instruction?*
- *Does the SEA intend to provide professional development and supports to prepare principals to provide strong, supportive instructional leadership based on the new standards? If so, will this plan prepare principals to do so?*
- *Does the SEA propose to develop and disseminate high-quality instructional materials aligned with the new standards? If so, are the instructional materials designed (or will they be designed) to support the teaching and learning of all students, including English Learners, students with disabilities, and low-achieving students?*
- *Does the SEA plan to expand access to college-level courses or their prerequisites, dual enrollment courses, or accelerated learning opportunities? If so, will this plan lead to more students having access to courses that prepare them for college and a career?*
- *Does the SEA intend to work with the State’s IHEs and other teacher and principal preparation programs to better prepare—*
  - *incoming teachers to teach all students, including English Learners, students with disabilities, and low-achieving students, to the new college- and career-ready standards; and*
  - *incoming principals to provide strong, supportive instructional leadership on teaching to the new standards?*

*If so, will the implementation of the plan likely improve the preparation of incoming teachers and*

*principals?*

- *Does the SEA plan to evaluate its current assessments and increase the rigor of those assessments and their alignment with the State’s college- and career-ready standards, in order to better prepare students and teachers for the new assessments through one or more of the following strategies:*
  - *Raising the State’s academic achievement standards on its current assessments to ensure that they reflect a level of postsecondary readiness, or are being increased over time to that level of rigor? (E.g., the SEA might compare current achievement standards to a measure of postsecondary readiness by back-mapping from college entrance requirements or remediation rates, analyzing the relationship between proficient scores on the State assessments and the ACT or SAT scores accepted by most of the State’s 4-year public IHEs, or conducting NAEP mapping studies.)*
  - *Augmenting or revising current State assessments by adding questions, removing questions, or varying formats in order to better align those assessments with the State’s college- and career-ready standards?*
  - *Implementing another strategy to increase the rigor of current assessments, such as using the “advanced” performance level on State assessments instead of the “proficient” performance level as the goal for individual student performance or using college-preparatory assessments or other advanced tests on which IHEs grant course credits to entering college students to determine whether students are prepared for postsecondary success?*

*If so, is this activity likely to result in an increase in the rigor of the State’s current assessments and their alignment with college- and career-ready standards?*

- *Does the SEA propose other activities in its transition plan? If so, is it likely that these activities will support the transition to and implementation of the State’s college- and career-ready standards?*

## **1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH**

- 1.C** Did the SEA develop, or does it have a plan to develop, annual, statewide, high-quality assessments, and corresponding academic achievement standards, that measure student growth and are aligned with the State’s college- and career-ready standards in reading/language arts and mathematics, in at least grades 3-8 and at least once in high school, that will be piloted no later than the 2013–2014 school year and planned for administration in all LEAs no later than the 2014–2015 school year, as demonstrated through one of the three options below? Does the plan include setting academic achievement standards?

Option A:

If the SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment (RTTA) competition, did the SEA attach the Memorandum of Understanding (MOU) submitted under that competition? (Attachment 6)

**Option B:**

If the SEA is neither participating in a State consortium under the RTTA competition nor has developed and administered high-quality assessments, did the SEA provide a realistic and high-quality plan describing activities that are likely to lead to the development of such assessments, their piloting no later than the 2013–2014 school year, and their annual administration in all LEAs beginning no later than the 2014–2015 school year? Does the plan include setting academic achievement standards?

**Option C:**

If the SEA has developed and begun annually administering high-quality assessments in all LEAs and has set academic achievement standards, did the SEA attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review (Attachment 7), or a timeline showing when the SEA will submit the assessments to the Department for peer review (Attachment 7)?

**PRINCIPLE 1 OVERALL REVIEW**

Is the SEA's plan for transitioning to and implementing college- and career-ready standards, and developing and administering annual, statewide, aligned high-quality assessments that measure student growth, comprehensive, coherent, and likely to increase the quality of instruction for students and improve student achievement? If not, what aspects are not addressed or need to be improved upon?

## PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

### 2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i** Did the SEA propose a differentiated recognition, accountability, and support system, and a high-quality plan to implement this system no later than the 2012–2013 school year, that is likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students?
- Does the SEA’s accountability system provide differentiated recognition, accountability, and support for all LEAs in the State and for all Title I schools in those LEAs based on (1) student achievement in reading/language arts and mathematics, and other subjects at the State’s discretion, for all students and all subgroups of students identified in ESEA section 1111(b)(2)(C)(v)(II); (2) graduation rates for all students and all subgroups; and (3) school performance and progress over time, including the performance and progress of all subgroups?
  - Does the SEA’s differentiated recognition, accountability, and support system create incentives and provide support to close achievement gaps for all subgroups of students?
  - Does the SEA’s differentiated recognition, accountability, and support system include interventions specifically focused on improving the performance of English Learners and students with disabilities?
  - Did the SEA provide a plan that ensures that the system will be implemented in LEAs and schools no later than the 2012–2013 school year?

**If the SEA elects to include student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools by selecting Option B, review and respond to peer review questions in section 2.A.ii. If the SEA does not include other assessments, go to section 2.B.**

- 2.A.ii** Did the SEA include student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools?
- Did the SEA provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each additional assessment for all grades assessed?

- b. Does the SEA's weighting of the included assessments result in holding schools accountable for ensuring all students achieve the State's college- and career-ready standards?
- c. Has the SEA checked Assurance 6?

## 2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

- 2.B** Did the SEA describe the method it will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics, for the State and all LEAs, schools, and subgroups, that provide meaningful goals and are used to guide support and improvement efforts through one of the three options below?

Option A:

Did the SEA set its AMOs so that they increase in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years?

- i. Did the SEA provide the new AMOs and the method used to set these AMOs?
- ii. Did the SEA use current proficiency rates from the 2010–2011 school year as the base year?
- iii. If the SEA set AMOs that differ by LEA, school, or subgroup, do the AMOs require LEAs, schools, and subgroups that are further behind to make greater rates of annual progress?

Option B:

Did the SEA set its AMOs so that they increase in annual equal increments toward a goal of 100 percent proficiency no later than the end of the 2019–2020 school year?

- i. Did the SEA provide the new AMOs and the method used to set these AMOs?
- ii. Did the SEA use current proficiency rates from the 2010–2011 school year as the base year?
- iii. If the SEA set AMOs that differ by LEA, school, or subgroup, do the AMOs require LEAs, schools, and subgroups that are further behind to make greater rates of annual progress?

Option C:

Did the SEA describe another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups?

- i. Did the SEA provide the new AMOs and the method used to set these AMOs?

- ii. Did the SEA provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs?
- iii. If the SEA set AMOs that differ by LEA, school, or subgroup, do the AMOs require LEAs, schools, and subgroups that are further behind to make greater rates of annual progress?
- iv. Did the SEA attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups? (Attachment 8)
  - *Are these AMOs similarly ambitious to the AMOs that would result from using Option A or B above?*
  - *Are these AMOs ambitious but achievable given the State’s existing proficiency rates and any other relevant circumstances in the State?*
  - *Will these AMOs result in a significant number of children being on track to be college- and career-ready?*

## 2.C REWARD SCHOOLS

- 2.C.i Did the SEA describe its methodology for identifying highest-performing and high-progress schools as reward schools?
- 2.C.ii Did the SEA’s request identify both highest-performing and high-progress schools as part of its first set of identified reward schools? (Table 2)
- 2.C.iii Did the SEA describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools?
  - *Has the SEA provided a reasonable explanation of why its proposed recognition and, where applicable, rewards are likely to be considered meaningful by schools? For example, has the SEA consulted with LEAs and schools in designing its recognition and, where applicable, rewards?*

## 2.D PRIORITY SCHOOLS

- 2.D.i Did the SEA describe its methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools?
- 2.D.ii Does the SEA’s request include a list of its priority schools? (Table 2)
  - a. Did the SEA identify a number of priority schools equal to at least five percent of its Title I schools?

- b. Did the SEA’s methodology result in the identification of priority schools that are —
  - (i) among the lowest five percent of Title I schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of the SEA’s differentiated recognition, accountability, and support system, combined, and have demonstrated a lack of progress on those assessments over a number of years in the “all students” group;
  - (ii) Title I-participating or Title I-eligible high schools with a graduation rate less than 60 percent over a number of years; or
  - (iii) Tier I or Tier II schools under the School Improvement Grants (SIG) program that are using SIG funds to fully implement a school intervention model?

**2.D.iii** Are the interventions that the SEA described aligned with the turnaround principles and are they likely to result in dramatic, systemic change in priority schools?

- a. Do the SEA’s interventions include all of the following?
  - (i) providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
  - (ii) ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
  - (iii) redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
  - (iv) strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
  - (v) using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
  - (vi) establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs; and
  - (vii) providing ongoing mechanisms for family and community engagement?

- b. Has the SEA identified practices to be implemented that meet the turnaround principles and are likely to —
  - (i) increase the quality of instruction in priority schools;
  - (ii) improve the effectiveness of the leadership and the teaching in these schools; and
  - (iii) improve student achievement and, where applicable, graduation rates for all students, including English Learners, students with disabilities, and the lowest-achieving students?
- c. Has the SEA indicated that it will ensure that each of its priority schools implements the selected intervention for at least three years?

**2.D.iv** Is the SEA’s proposed timeline for ensuring that LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year reasonable and likely to result in implementation of the interventions in these schools?

- *Does the SEA’s proposed timeline distribute priority schools’ implementation of meaningful interventions aligned with the turnaround principles in a balanced way, such that there is not a concentration of these schools in the later years of the timeline?*

**2.D.v** Did the SEA provide criteria to determine when a school that is making significant progress in improving student achievement exits priority status?

- a. Do the SEA’s criteria ensure that schools that exit priority status have made significant progress in improving student achievement?
  - *Is the level of progress required by the criteria to exit priority status likely to result in sustained improvement in these schools?*

## 2.E FOCUS SCHOOLS

**2.E.i** Did the SEA describe its methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as focus schools?

**2.E.ii** Did the SEA include a list of its focus schools? (Table 2)

- a. Did the SEA identify a number of focus schools equal to at least 10 percent of the State’s Title I schools?
- b. In identifying focus schools, was the SEA’s methodology based on the achievement and lack of progress over a number of years of one or more subgroups of students identified under ESEA section 1111(b)(2)(C)(v)(II) in terms of proficiency on the statewide

assessments that are part of the SEA’s differentiated recognition, accountability, and support system or, at the high school level, graduation rates for one or more subgroups?

- c. Did the SEA’s methodology result in the identification of focus schools that have —
- (i) the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, the largest within-school gaps in the graduation rate; or
  - (ii) a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate?
- d. Did the SEA identify as focus schools all Title I-participating high schools with a graduation rate less than 60 percent over a number of years that are not identified as priority schools?

**2.E.iii** Did the SEA describe the process and timeline it will use to ensure that each LEA identifies the needs of its focus schools and their students and provide examples of and justifications for the interventions the SEA will require its focus schools to implement to improve the performance of students who are furthest behind?

- *Has the SEA demonstrated that the interventions it has identified are effective at increasing student achievement in schools with similar characteristics, needs, and challenges as the schools the SEA has identified as focus schools?*
- *Has the SEA identified interventions that are appropriate for different levels of schools (elementary, middle, high) and that address different types of school needs (e.g., all-students, targeted at the lowest-achieving students)?*

**2.E.iv** Did the SEA provide criteria to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status?

- a. Do the SEA’s criteria ensure that schools that exit focus status have made significant progress in improving student achievement and narrowing achievement gaps?
- *Is the level of progress required by the criteria to exit focus status likely to result in sustained improvement in these schools?*

## **2.F PROVIDE INCENTIVES AND SUPPORT FOR OTHER TITLE I SCHOOLS**

**2.F** Does the SEA’s differentiated recognition, accountability, and support system provide incentives and supports for other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps? Are those incentives and supports likely to improve student achievement, close achievement gaps, and increase the quality of instruction for students?

## 2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G** Is the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, likely to succeed in improving such capacity?
- a. Is the SEA's process for ensuring timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools likely to result in successful implementation of these interventions and in progress on leading indicators and student outcomes in these schools?
    - *Did the SEA describe a process for the rigorous review and approval of any external providers used by the SEA and its LEAs to support the implementation of interventions in priority and focus schools that is likely to result in the identification of high-quality partners with experience and expertise applicable to the needs of the school, including specific subgroup needs?*
  - b. Is the SEA's process for ensuring sufficient support for implementation in priority schools of meaningful interventions aligned with the turnaround principles (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources) likely to result in successful implementation of such interventions and improved student achievement?
  - c. Is the SEA's process for holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools, likely to improve LEA capacity to support school improvement?

## PRINCIPLE 2 OVERALL REVIEW

Is the SEA's plan for developing and implementing a system of differentiated recognition, accountability, and support likely to improve student achievement, close achievement gaps, and improve the quality of instruction for students? Do the components of the SEA's plan fit together to create a coherent and comprehensive system that supports continuous improvement and is tailored to the needs of the State, its LEAs, its schools, and its students? If not, what aspects are not addressed or need to be improved upon?

## PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

### 3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

**3.A.i** Has the SEA developed and adopted guidelines consistent with Principle 3 through one of the three options below?

Option A:

If the SEA has not already developed any guidelines consistent with Principle 3:

- i. Is the SEA’s plan for developing and adopting guidelines for local teacher and principal evaluation and support systems likely to result in successful adoption of those guidelines by the end of the 2011–2012 school year?
- ii. Does the SEA’s plan include sufficient involvement of teachers and principals in the development of these guidelines?
- iii. Has the SEA checked Assurance 14?

Option B:

If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3:

- i. Did the SEA attach a copy of the guidelines it has adopted? (Attachment 10)
- ii. Are the guidelines the SEA has adopted likely to lead to the development of evaluation and support systems that increase the quality of instruction for students and improve student achievement? (See question 3.A.ii to review the adopted guidelines for consistency with Principle 3.)
- iii. Did the SEA provide evidence of the adoption of one or more guidelines? (Attachment 11)
- iv. Is the SEA’s plan for developing and adopting the remaining guidelines for teacher and principal evaluation and support systems likely to result in successful adoption of these guidelines by the end of the 2011–2012 school year?
- v. Did the SEA have sufficient involvement of teachers and principals in the development of these guidelines? Does the SEA’s plan include sufficient involvement of teachers and principals in the development of the remaining guidelines?

- vi. Has the SEA checked Assurance 14?

Option C:

If the SEA has developed and adopted all guidelines consistent with Principle 3:

- i. Are the guidelines the SEA has adopted likely to lead to the development of evaluation and support systems that increase the quality of instruction for students and improve student achievement? (See question 3.A.ii to review the adopted guidelines for consistency with Principle 3.)
- ii. Did the SEA provide evidence of the adoption of the guidelines? (Attachment 11)
- iii. Did the SEA have sufficient involvement of teachers and principals in the development of these guidelines?

**If the SEA has adopted guidelines for local teacher and principal evaluation and support systems by selecting Option B or C in section 3.A, review and respond to peer review question 3.A.ii below.**

**3.A.ii** For any teacher and principal evaluation and support systems for which the SEA has developed and adopted guidelines, consistent with Principle 3, are they systems that:

- a. Will be used for continual improvement of instruction?
  - *Are the SEA's guidelines likely to result in support for teachers that will enable them to improve their instructional practice?*
- b. Meaningfully differentiate performance using at least three performance levels?
  - *Does the SEA incorporate student growth into its performance-level definitions with sufficient weighting to ensure that performance levels will differentiate among teachers and principals who have made significantly different contributions to student growth or closing achievement gaps?*
- c. Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys)?
  - (i) Does the SEA have a process for ensuring that all measures that are included in determining performance levels are valid measures, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA?
  - (ii) For grades and subjects in which assessments are required under ESEA section 1111(b)(3), does the SEA define a statewide approach for measuring student growth on these assessments?

- (iii) For grades and subjects in which assessments are not required under ESEA section 1111(b)(3), does the SEA either specify the measures of student growth that LEAs must use or select from or plan to provide guidance to LEAs on what measures of student growth are appropriate, and establish a system for ensuring that LEAs will use valid measures?
- d. Evaluate teachers and principals on a regular basis?
- e. Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development?
  - *Will the SEA's guidelines ensure that evaluations occur with a frequency sufficient to ensure that feedback is provided in a timely manner to inform effective practice?*
  - *Are the SEA's guidelines likely to result in differentiated professional development that meets the needs of teachers?*
- f. Will be used to inform personnel decisions?

### **3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS**

- 3.B** Is the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, evaluation and support systems consistent with the SEA's adopted guidelines likely to lead to high-quality local teacher and principal evaluation and support systems?
- *Does the SEA have a process for reviewing and approving an LEA's teacher and principal evaluation and support systems to ensure that they are consistent with the SEA's guidelines and will result in the successful implementation of such systems?*
  - *Does the SEA have a process for ensuring that an LEA develops, adopts, pilots, and implements its teacher and principal evaluation and support systems with the involvement of teachers and principals?*
  - *Did the SEA describe the process it will use to ensure that all measures used in an LEA's evaluation and support systems are valid, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA?*
  - *Is the SEA's plan likely to be successful in ensuring that LEAs meet the timeline requirements by either (1) piloting evaluation and support systems no later than the 2013–2014 school year and implementing evaluation and support systems consistent with the requirements described above no later than the 2014–2015 school year; or (2) implementing these systems no later than the 2013–2014 school year?*
  - *Do timelines reflect a clear understanding of what steps will be necessary and reflect a logical sequencing*

*and spacing of the key steps necessary to implement evaluation and support systems consistent with the required timelines?*

- *Is the SEA plan for providing adequate guidance and other technical assistance to LEAs in developing and implementing teacher and principal evaluation and support systems likely to lead to successful implementation?*
- *Is the pilot broad enough to gain sufficient feedback from a variety of types of educators, schools, and classrooms to inform full implementation of the LEA’s evaluation and support systems?*

### **PRINCIPLE 3 OVERALL REVIEW**

Is the SEA’s plan for the SEA’s and LEAs’ development and implementation of teacher and principal evaluation and support systems comprehensive, coherent, and likely to increase the quality of instruction for students and improve student achievement? If not, what aspects are not addressed or need to be improved upon?

### **OVERALL EVALUATION OF REQUEST**

Did the SEA provide a comprehensive and coherent approach for implementing the waivers and principles in its request for the flexibility? Overall, is implementation of the SEA’s approach likely to increase the quality of instruction for students and improve student achievement? If not, what aspects are not addressed or need to be improved upon?

## **EXECUTIVE SUMMARY**

**DATE: NOVEMBER 2011**

- PRESENTATION:** Update on Intensive Assistance Procedures
- PRESENTER:** Teri Wing  
Accreditation Specialist  
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education (BPE) a graphic representation of the Intensive Assistance procedures. At the September meeting, the BPE approved the state superintendent's recommendation to add language to each step of the Intensive Assistance process to include monitoring by the Office of Public Instruction (OPI) staff. The approved language is as follows, "A school shall remain in intensive assistance until the corrective plan is fully implemented within the designated timeline."
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** Current practice of the intensive assistance process includes the ongoing monitoring by OPI staff of schools with approved corrective plans describing their path to correct all deficiencies within the designated timeline. The school must fully implement its corrective plan before the school is no longer considered a school in intensive assistance.
- RECOMMENDATION(S):** Information



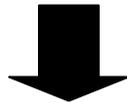
Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

**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.

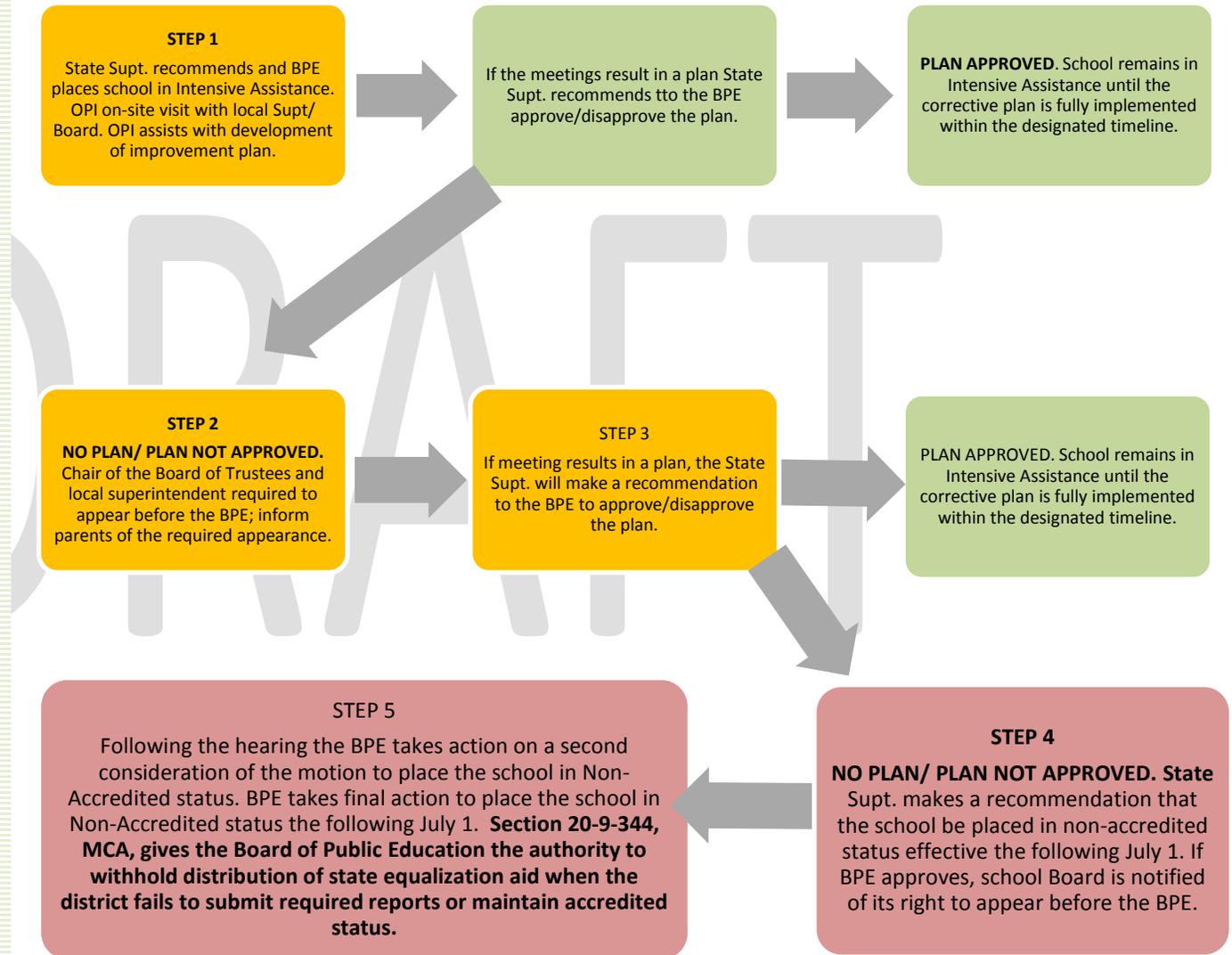
Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

**Reviewed by the Board of Public Education  
July 16, 2009**



## RESPONSE OPTIONS FOR CONTINUING OR SERIOUS DEVIATIONS

The Office of Public Instruction (OPI) Accreditation Division works with schools and districts to resolve deviation issues without further actions. Schools that have serious and/or continuing deviations are in Deficiency status and are expected to develop and implement a corrective plan to remedy the deviations which resulted in the Deficiency status. Schools failing to implement the corrective plan are placed in Intensive Assistance. This process represents the final effort to resolve the school's significant accreditation issues. The school's lack of response to Intensive Assistance can result in a recommendation from the Superintendent of Public Instruction to the Board of Public Education (BPE) to move the school to Non-Accreditation status. Section 20-9-344, MCA, gives the BPE the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Administrative Rules of Montana 10.67.102 and 10.67.103 establish the procedures and hearing schedules as adopted by the BPE.



## **EXECUTIVE SUMMARY**

**DATE: NOVEMBER 2011**

**PRESENTATION:** Implementation of Montana Common Core K-12 Standards in English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects and Mathematics and Mathematical Practices

**PRESENTER:** Nancy Coopersmith  
Assistant Superintendent  
Office of Public Instruction

Michael Hall, Assistant Administrator  
Accreditation Division  
Office of Public Instruction

**OVERVIEW:** This agenda item will include information to assist Board members in considering the approval of the Montana Common Core K-12 Standards in English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects and Mathematics and Mathematical Practices. Topics to be addressed include the following: 1. A review of the uses of the standards; 2. A timeline for the implementation and assessments of the standards; 3. An implementation plan; 4. Professional development modules to assist Montana educators and parents in the implementation and understanding of the standards; and 5. Weblinks for resources concerning the common core standards.

**REQUESTED DECISION(S):** There are no requested decisions for this informational agenda item.

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None

# Montana Common Core Standards Fact Sheet

Montana is about to join 46 other states that have adopted the Common Core State Standards in English Language Arts, Literacy, and Mathematics. These standards were developed through a state-led initiative sponsored by the Council of Chief State School Officers (CCSSO) and the National Governor's Association (NGA). The process involved teachers, principals, parents, and other experts using the best education practices of the United States and other countries.

Montana educators joined together to examine the Common Core Standards. They determined that the standards emphasize what students should know and be able to accomplish at every grade level and prepare students to be college and career ready upon graduation from high school. In addition, Montana's Common Core Standards reflect the state's values and priorities and include Indian Education for All content.

## GETTING Every Montana Student College and Career READY

### Why Montana Common Core Standards are good for students:

- Students will clearly understand what is expected of them as they progress through school.
- Students will be prepared with the knowledge and skills to succeed in college and careers.
- Students moving from different communities or states will have a smoother transition because the learning goals remain consistent.

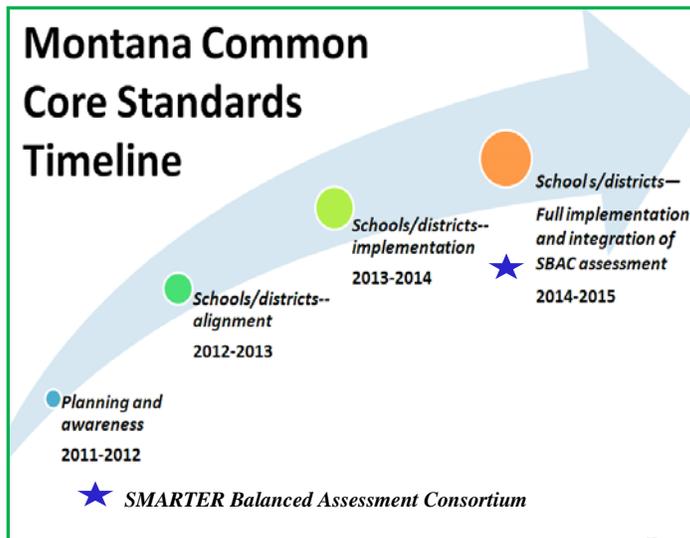
### How educators will use the Montana Common Core Standards:

- Educators will focus on greater depths of understanding in each unit of study.
- Educators will have clear goals for student learning and achievement in Mathematics and English Language Arts and Literacy in each grade.
- Educators will have access to a computer adaptive assessment system.

### What parents can expect:

- Parents will understand what students need to know at each step in their education.
- Parents will have more focused and clearer communication with teachers about their student's academic progress.
- Parents will be assured that Montana students have access to the same high-quality education other students receive throughout the United States.

### Montana Common Core Standards Timeline



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

opi.mt.gov

October 7, 2011

# Measuring Student Achievement

To help achieve the goal that all students leave high school ready for college and careers, the Office of Public Instruction joined the SMARTER Balanced Assessment Consortium (SBAC), a 31-state organization charged with developing an assessment system for the Montana Common Core Standards in English Language Arts, Literacy and Mathematics.

The SBAC system will:

- Align with the Montana Common Core Standards;
- Focus on supporting teachers' instructional practice and implementation of new standards;
- Provide a comprehensive reporting system on classroom practices and student progress for teachers, administrators, students and parents;
- Ensure every student is able to show what they know and can do to meet new standards; and
- Offer classroom formative assessment processes and tools, as well as computer adaptive interim and summative assessments.

## GETTING Every Montana Student College and Career READY

**Computer Adaptive Assessments** have the ability to adjust to student responses, provide for student needs for accommodations such as large print, and provide accurate information for teachers, parents and students.

 **Formative Assessment Processes** take place in the classroom to determine a student's learning needs, check for understanding and/or to provide evidence of progress toward learning goals.

 **Interim Assessments** take place after a particular segment of learning such as a chapter or unit of study.

 **Summative Assessments** are required, occur near the end of the school year, and the results are collected by the Office of Public Instruction to provide a comprehensive set of data on student achievement at the school, district and state levels.

### Transition from MontCAS to SBAC Assessment

2011-12 through 2013-14 the MontCAS will:

- ✓ Use the current standards and reporting system
- ✓ Progressively align content with the Montana Common Core Standards
- ✓ Implement test questions to align with the Montana Common Core Standards
- ✓ Provide released field test items aligned to Montana Common Core Standards

Web Links:

Common Core State Standards [http://www.opi.mt.gov/Curriculum/Index.html#gpm1\\_7](http://www.opi.mt.gov/Curriculum/Index.html#gpm1_7)

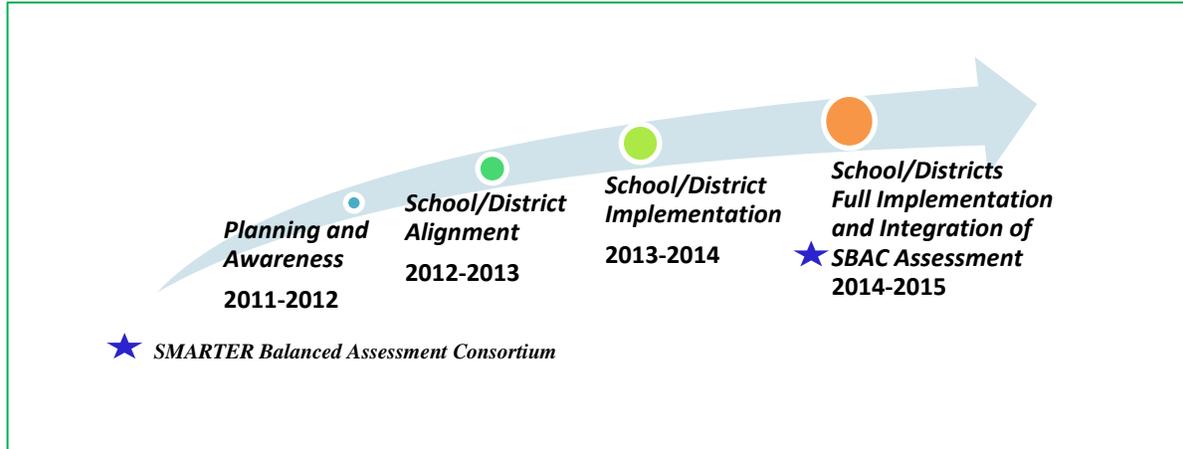
SMARTER Balanced Assessment Consortium <http://www.k12.wa.us/smarter/>

Parent Teacher Association parent guides <http://www.pta.org/4446.htm>

Getting Ready Introduction [http://www.opi.mt.gov/Curriculum?MontCAS/MontCAS\\_Presents.html](http://www.opi.mt.gov/Curriculum?MontCAS/MontCAS_Presents.html)

*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.*

# Montana Common Core Standards Implementation Plan Overview



The transition period between the adoption of the Montana Common Core Standards (MCCS) in 2011 and the administration of the assessment of those standards in 2015 requires successive phases of implementation, each phase, a prerequisite for the next.

The Montana Office of Public Instruction (OPI) has developed an implementation plan for the transition to the MCCS. The implementation plan begins with outreach to educators, parents, students, and community organizations about the value and benefits of MCCS. Professional development will focus on educators gaining a full understanding of the standards in Mathematics and English Language Arts and aligning instruction, curriculum, and assessments to the new standards by 2014-2015.

- **2011-12 Planning and Awareness Phase** introduces the rationale and benefits of MCCS to educators.
- **2012-13 School/District Alignment Phase** will require educators to identify, understand and implement significant curriculum and instructional changes in the mathematics and English Language Arts (ELA) and literacy standards. During this phase educators will analyze and improve instructional practices.

## English Language Arts and Literacy Instructional Changes

- Balance reading informational text and literature
- Write to inform or persuade using evidence
- Foster understanding of the three components of text complexity
- Target speaking and listening as well as Language
- Include Literacy in History/Social Studies, Science, and Technical Subjects

## Mathematics Instructional Changes

- Integrate Standards for Mathematical Practice into instruction and assessment
- Focus instruction on the “big ideas” that progress from year to year and provide mathematical coherence
- Build number concepts in grades K-5 to deepen understanding and application of math in grades 6-12
- Incorporate significant algebra, geometry, and probability and statistics in grades 6-8
- Emphasize mathematical “modeling” in high school to ensure rigor, relevance, and college and career readiness



Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

October 7, 2011

- **2013-14 School/District Implementation Phase** will continue to focus on curriculum alignment, implementation, and accessing the full range of assessment strategies to ensure success for all students.
- **2014-15 School/District Full Implementation of the SBAC Assessment Phase** and Montana Common Core Standards in every school district.

Recommended Model for Implementation				
	Mathematics	English Language Arts/Literacy	Assessment	District/School Curriculum and Instruction
2011-12	<ul style="list-style-type: none"> <li>○ K-12 Standards for Mathematical Practices</li> <li>○ K-12 Mathematical Progressions</li> <li>○ K-2 Counting and Cardinality</li> <li>○ K-2 Whole Number</li> </ul>	<ul style="list-style-type: none"> <li>○ K-12 English Language Arts/Literacy Practices</li> <li>○ K-5 Foundational Skills</li> <li>○ K-5 Writing Standards</li> <li>○ K-12 Speaking, Listening, &amp; Language Standards</li> </ul>	<ul style="list-style-type: none"> <li>○ MontCAS</li> </ul>	<ul style="list-style-type: none"> <li>○ Curriculum Development and Alignment Process</li> <li>○ Professional Development</li> </ul>
2012-13	<ul style="list-style-type: none"> <li>○ K-5 Number and Operation in Base-Ten</li> <li>○ 6-7 Ratios and Proportional Relationships</li> <li>○ 8- Expressions, Equations</li> <li>○ 9-12 Design Coursework</li> </ul>	<ul style="list-style-type: none"> <li>○ K-12 Reading Literature &amp; Informational text including literacy nonfiction through use of text complexity</li> <li>○ K-12 Writing Standards</li> <li>○ K-12 Speaking, Listening, &amp; Language Standards</li> </ul>	<ul style="list-style-type: none"> <li>○ Formative and Interim</li> <li>○ Analyze MontCAS field test items aligned to SMARTER Balanced Assessment Consortium</li> </ul>	<ul style="list-style-type: none"> <li>○ Instructional Materials Selection</li> <li>○ Professional Development</li> </ul>
2013-14	<ul style="list-style-type: none"> <li>○ K-5 Operations and Algebraic Thinking</li> <li>○ 6-7 Expressions, Equations</li> <li>○ 8- Functions</li> <li>○ 9-12 Modeling</li> </ul>	<ul style="list-style-type: none"> <li>○ K-5 Reading Literature 50% &amp; Information Texts 50%</li> <li>○ 6-8 Reading Literature 45% &amp; Information Texts 55%</li> <li>○ 9-12 Reading Literature 30% &amp; Information Texts 70%</li> <li>○ K-12 Writing Standards- Balance of text types</li> <li>○ K-12 Speaking, Listening, &amp; Language Standards</li> </ul>	<ul style="list-style-type: none"> <li>○ Formative and Interim</li> <li>○ Analyze MontCAS field test items aligned to SMARTER Balanced Assessment Consortium</li> </ul>	<ul style="list-style-type: none"> <li>○ Evaluation of Curriculum and Instruction Process</li> <li>○ Professional Development</li> </ul>
2014-15	<ul style="list-style-type: none"> <li>○ K-12 Full implementation</li> </ul>	<ul style="list-style-type: none"> <li>○ K-12 Full Implementation</li> </ul>	<ul style="list-style-type: none"> <li>○ SMARTER Balanced Assessment Consortium Summative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>○ Curriculum, Instruction, Assessment Cycle</li> </ul>

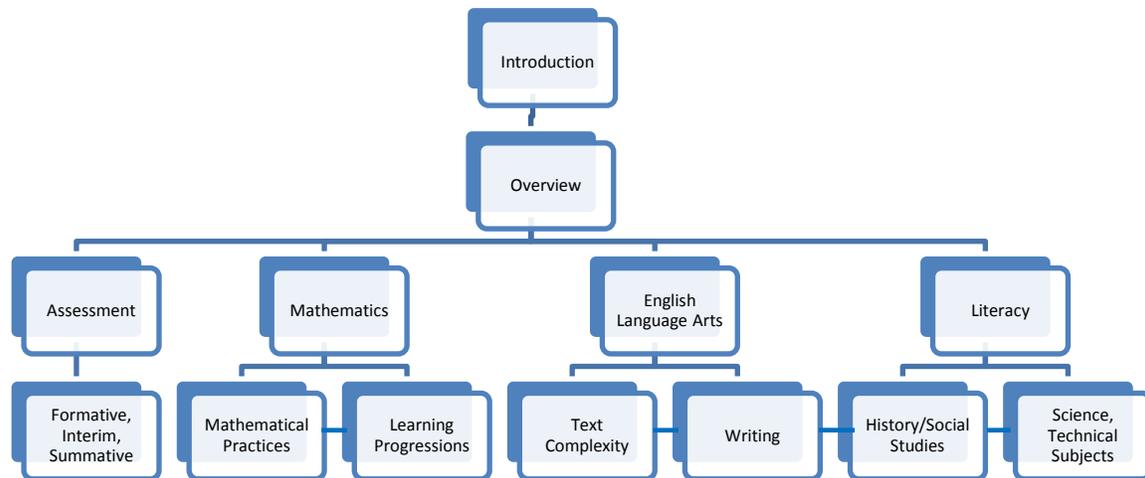
**OPI Supporting documents that outline detailed descriptions for the Recommended Model of Implementation:**

[www.opi.mt.gov](http://www.opi.mt.gov)

- Montana Common Core Standards Communication Plan: Where we are and next steps
- Montana Common Core Standards Work Plan
- Getting Ready: Transition to the Montana Common Core Standards and Assessment Professional Development for English Language Arts and Literacy
- Getting Ready: Transition to the Montana Common Core Standards and Assessment Professional Development for Mathematics
- Montana Curriculum Development Guide
- Montana District/School Curriculum Alignment Process
- Montana Instructional Materials Selection Toolkit
- Indian Education for All Companion Guide to the Montana Common Core Standards

*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.*

# MONTANA COMMON CORE STANDARDS OFFICE OF PUBLIC INSTRUCTION PROFESSIONAL DEVELOPMENT MODULES



## Getting every student college and career ready:

### Introduction to Montana CCS

- Addresses Montana Common Core Standards background, Mathematics content, English Language Arts content, SMARTER Balanced and MontCAS assessment systems
- Video presentation, a PowerPoint and Notes, Timeline, and Frequently Asked Questions posted on OPI MontCAS Presents webpage August 29, 2011 [Getting Ready](#)

### Overview: Journey from Common Core State Standards to Montana CCS

- Includes information from the introduction plus the structure of both mathematics and English language arts/literacy.
- Video presentation and a PowerPoint with facilitator guides will be posted on OPI Web page, November 2011 [CCSS](#)

### Explicit Overview for ELA, Mathematics, and Assessment: Presentations and PowerPoint with facilitator guides will be posted November 2011

- One-hour presentations that address specific content addresses structure, content, curriculum and instructional changes

### Mathematics: Webinar and PowerPoint with facilitator guides will be posted February 2012

- Standards for Mathematical Practices
- Focus and coherence with “Big Ideas” that progress from year to year

### English Language Arts: Online course and a PowerPoint with facilitator guides will be posted February 2012

- Text Complexity
- Writing

### Literacy: Online course and a PowerPoint with facilitator guides will be posted February 2012

- History/Social Studies
- Science and Technical Subjects



## Montana Common Core Standards Outreach Log

Date	Location	Presentation	Participants
October 22, 2009	Helena	Common Core State Standards	Helena Schools Leadership Team 10
October 22, 2009	Whitefish	Common Core State Standards	Whitefish Teachers 35
February 10, 2010	Helena	Common Core State Standards	A-Z Curriculum Meeting
March 10, 2010	Helena	Common Core State Standards	CSPAC
April 7, 2010	Adobe Connect	Common Core State Standards	Montana Educators
April 23, 2010	Helena	Common Core State Standards	A-Z Curriculum Directors
May 6, 2010	Adobe Connect	Common Core State Standards	Montana Educators
July 13, 2010	Adobe Connect	Common Core State Standards	Montana Educators
August 18, 2010	Kalispell	Common Core State Standards	Northwest Reading Council Conference 15
September 21, 2010	Adobe Connect	Common Core State Standards	Montana Educators
October 4, 2010	Adobe Connect	Common Core State Standards	Montana Educators
October 13, 2010	Adobe Connect	Common Core State Standards	Prairie View Curriculum Consortium, Kim Stanton, and 20 educators
October 14, 2010	Helena	Common Core State Standards	Montana Council of Deans' of Education
October 21, 2010	State Reading Conference, Great Falls	Common Core State Standards	State Reading Conference 50+ participants
October 21, 2010	MEA-MFT Educators' Conference, Helena	Teachers Talk about Standards	15 conference participants
October 28, 2010	Anaconda High School	Standards, Curriculum, Instructional Materials	Angela McLean, Rose White and 11 curriculum members

## Montana Common Core Standards Outreach Log

Date	Location	Presentation	Participants
November 1, 2, 4, 5, 2010	Butte, Bozeman, Havre, Lewistown	Standards and Curriculum	Montana Small Schools Alliance, Dan Rask and 79 (41,14,16,8) educators
November 8, 2010	Great Falls	Common Core State Standards	Golden Triangle Curriculum Consortium, Diana Knudson and 70 educators
December 4, 2010	Helena	Common Core State Standards	MEA-MFT 45 educators
January 19,-20, 2011	Billings	OPI Assessment Conference	35 educators from across the state
March 10, 2011	Adobe Connect	Common Core State Standards	Link sent out through official email
March 10, 2011	Helena	Common Core State Standards Update	CSPAC
March 30, 2011	Helena	Common Core Standards	Montana Council of Deans' of Education
April 14, 2011	Miles City	Common Core State Standards	Montana Small Schools Alliance 30 educators
May 11, 2011	Hamilton	Common Core and Survey of Enacted Curriculum	10 Middle and High School teachers and principal; Hamilton School District
June 8-9, 2011	Libby	Common Core State Standards assistance	Libby administrators and K-12 curriculum team- 20 participants

## Montana Common Core Standards Outreach Log

Date	Location	Presentation	Participants
July 12-13, 2011	Poplar	Common Core State Standards assistance with curriculum work	Poplar K-12 curriculum team 14 participants
August 10-13, 2011	Helena	Montana Common Core Standards	44 Montana Educators
September 17, 2011	Great Falls	Montana Common Core Standards	Montana PTA annual meeting 25 participants
October 20-21, 2011	Missoula	Montana Common Core Standards	MEA-MFT 1,200 attendees estimated
November 10-11, 2011	Helena	Montana Common Core Standards & facilitator training	70 Montana Educators registered
December 2-3, 2011	Helena	Montana Common Core Standards & facilitator training	55 Montana Educators registered

**EXECUTIVE SUMMARY**  
**DATE: NOVEMBER 2011**

**PRESENTATION:** Update on Standards Review Schedule and Recurring Review Cycle

**PRESENTER:** Linda Vrooman Peterson  
Accreditation Division Administrator  
Office of Public Instruction

**OVERVIEW:** At the September meeting the Board of Public Education (BPE) approved the Notice of Public Hearing pertaining to the adoption of new standards in English Language Arts and Mathematics. The adoption of these Montana Common Core K-12 Content Standards begins a new chapter, literally, in the Administrative Rules of Montana (ARM), Chapter 53. As is customary for a new ARM chapter, general standards were written to describe the Chapter 53 content, define terms used in Chapter 53, and delineate the standards review schedule.

The standards review schedule established in Chapter 53 states,  
*(1) Montana's content standards shall be reviewed and revised on a recurring schedule.*  
*(2) A schedule for review of content standards shall be established as a collaborative process with the Office of Public Instruction and the Board of Public Education with input from representatives of accredited schools. The schedule shall ensure that each program area is reviewed and revised at regular intervals.*  
*(3) The standards review process shall use context information, criteria, processes, and procedures identified by the Office of Public Instruction with input from representatives of accredited schools.*

The new language does not preclude a five-year cycle, as described in ARM 10.54.2503, but the new rule provides flexibility within the stated ARM to modify the timeline for standards revisions in collaboration with the BPE and Montana accredited school personnel. The amended rule will help the Office of Public Instruction staff and the BPE accommodate changes of federal and state requirements and regulations, national educational trends, e.g., common core state standards, budget cuts, and unpredictable change in capacity at the state and district levels. Such changes are more or less commonplace, part of the everyday landscape of a modern society. The OPI staff and the BPE must accommodate these variables to meet the changing learning expectations of Montana students now and into the future.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Discussion

**BPE PRESENTATION**

## Standards Review Schedule

### Modified October 2011

Cycle	Standards	Standards Adopted by Board of Public Education
Cycle I 2005-06	Science	Adopted November 2006
Cycle II 2007-08	Information Literacy-Library Media Technology	Adopted August 2008 Adopted August 2008
Cycle III 2008-11	Mathematics Communication Arts English Language Proficiency (ELP) English Language Arts and Literacy in History/Social Studies, Science and Technical Studies Mathematics and Mathematical Practices	Adopted September 2009 Adopted January 2010 Proposed Adoption 9/2011 Proposed Adoption 11/2011 Proposed Adoption 11/2011
Cycle IV 2011-12	Career and Technology Education Workplace Competencies Health Enhancement	Proposed Adoption 2012
Cycle V 2012-13	Arts School Counseling Science Social Studies World Languages	Proposed Adoption 2013

# Standards Review Process

---

The Office of Public Instruction (OPI) facilitates the standards review process by:

- Adhering to the Board of Public Education Statement of Purpose;
- Announcing the Standards Review Schedule through official e-mail, MASS Notes, post information on the OPI Web page, and networks of professional education associations;
- Calling for nominations from the Montana Pre-K- postsecondary education community and public to participate in the process;
- Conducting focus group discussions to gather information related to K-12 content standards;
- Identifying writing team membership and dates for work sessions;
- Aligning content standards and performance descriptors to postsecondary entrance expectations;
- Delivering professional development using regional service areas to ensure systematic implementation and understanding of the standards in every school in Montana; and
- Establishing an inclusive communication plan and thorough public comment process.

**EXECUTIVE SUMMARY**  
**DATE: NOVEMBER 2011**

**PRESENTATION:** Request for New Programs - Rocky Mountain College  
Broadfield Science

**PRESENTER:** Linda Vrooman Peterson, Administrator  
Educator Preparation Program  
Office of Public Instruction

Dr. Barbara Vail  
Associate Academic Vice President  
Rocky Mountain College

**OVERVIEW:** The Office of Public Instruction provides to the Board of Public Education the proposal from Rocky Mountain College to add Broadfield Science to its education curriculum. Barbara J. Vail, Ph.D., Associate Academic Vice President at Rocky Mountain College, will describe the proposed program. This is an information item.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Information



ROCKY MOUNTAIN COLLEGE

October 3, 2011

Dr. Linda Vrooman Peterson  
Administrator  
Accreditation Division  
Montana Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501

Dear Dr. Peterson:

In the interest of producing more science teachers for the state of Montana, Rocky Mountain College has designed a science broadfield program which allows teacher candidates to acquire expertise in teaching biology, chemistry, physics, and the earth sciences. In addition to this broader expertise, teacher candidates will be required to concentrate on either biology or chemistry in greater depth and complete all secondary education requirements.

Rocky Mountain College formally requests review and approval from the Montana Board of Public Education for this new major, which would be a welcome alternative to the currently approved biology education program.

Best Regards,

Barbara J. Vail, Ph.D.  
Director of Education  
Associate Academic Vice President

## **EXECUTIVE SUMMARY**

### **DATE: NOVEMBER 2011**

**PRESENTATION:** Chapter 55 Joint Task Force Update

**PRESENTER:** Patty Myers, Chairperson  
Board of Public Education

Dennis Parman, Deputy Superintendent  
Office of Public Instruction

**OVERVIEW:** The Chapter 55 Task Force met on September 13-14 at the Red Lion Hotel in Helena. The work session focused on two main areas: review of draft communication material for October presentations by the task force, and an in-depth rule-by-rule review of Chapter 55 Standards of Accreditation.

#### **Communication Material**

An important component of the Chapter 55 review process is seeking comments from the statewide education community and the public. Claudette Morton led the discussion as the Task Force reviewed and critiqued draft communication materials designed to help gather such comments on draft rule recommendations. Changes were made to a draft flyer and talking points describing the Chapter 55 review process and Task Force accomplishments. These materials will be used by Task Force members who volunteered to make presentations to colleagues and the public, including presentations at every regional Montana Association of School Superintendents (MASS) meeting, and other professional education associations and organizations meetings during October.

This presentation to the Board includes a report on the gathered findings from the statewide presentations.

#### **Rule-by-Rule Review of Chapter 55**

During the September meeting, the Chapter 55 Task Force considered every rule in Chapter 55. Using a “thumbs up” or “thumbs down” process, each rule received an "OK for Now" or "Needs Work." The goal was to review the entire Chapter and separate the rules into two groups: 1) rules with unanimous consensus, and 2) rules that needed more discussion.

These documents are posted on the OPI Web site:  
[www.opi.mt.gov/Accred/Chapt55](http://www.opi.mt.gov/Accred/Chapt55).

At the upcoming October Task Force meeting, the Task Force will continue the rule-by-rule review of the Chapter 55 Standards of Accreditation.

## **New Subcommittee on Alternative to Standards**

A subcommittee was formed to rewrite Admin. R. of Mont. 10.55.604 Variances to Standards (1) Alternative to standards in an effort to provide an avenue to seek greater flexibility in the applications of the Accreditation Standards by schools while maintaining quality and achievement.

The work session date for the Chapter 55 Joint Task Force was October 12-13, 2011, at the Holiday Inn Downtown, Helena.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Information/Discussion

**EXECUTIVE SUMMARY**  
**DATE: NOVEMBER 2011**

**PRESENTATION:** Recommend Approval of Report Relating to the Public Hearing for English Language Arts and Mathematics

**PRESENTER:** Peter Donovan  
Interim Executive Secretary  
Board of Public Education

Linda Vrooman Peterson  
Accreditation Division Administrator  
Office of Public Instruction

**OVERVIEW:** On October 24, 2011, the Board of Public Education (BPE) held a public hearing in the matter of the adoption of the Montana Common Core K-12 Content Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Studies and Mathematics and Mathematical Practices, and the repeal of the content standards and performance descriptors in Communication Arts and Mathematics. This presentation provides to the BPE the nature of the hearing and a review of the public comments along with corresponding responses to those comments. The presenters will address changes to the rule as appropriate in response to the public comments. The state superintendent recommends approval of the report as presented. This is an action item.

**REQUESTED DECISION(S):** Approval of the Public Hearing Report pertaining to the adoption of the Montana Common Core K-12 Content Standards in English Language Arts and Literacy in History/Social Studies, Sciences, and Technical Studies and Mathematics and Mathematical Practices as recommended by state Superintendent Denise Juneau.

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Action

## **EXECUTIVE SUMMARY**

**DATE: NOVEMBER 2011**

**PRESENTATION:** Notice of Public Adoption of Montana Common Core K-12 Content Standards in English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects

**PRESENTER:** Cynthia Green  
English Language Arts Content Specialist  
Office of Public Instruction

**OVERVIEW:** The Office of Public Instruction will present to the Montana Board of Public Education Notice of Adoption and Repeal in the matter of the New Rules I through XIII pertaining to content standards for English language arts and literacy and the repeal of ARM 10.54.3610- 10.54.3613, 10.54.3620-10.54.3623, 10.54.3630-10.54.3633, 10.54.3640- 10.54.3643, 10.54.3650-10.54.3653, 10.54.3687-10.54.3698 rules relating to communication arts content standards and performance descriptors.

**REQUESTED DECISION(S):** Recommend Approval of the Notice of Adoption

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Action

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of New ) NOTICE OF PUBLIC HEARING ON  
Rules I through XIII pertaining to ) PROPOSED ADOPTION AND  
content standards for English ) REPEAL  
language arts and literacy and the )  
repeal of ARM 10.54.3610- )  
10.54.3613, 10.54.3620-10.54.3623, )  
10.54.3630-10.54.3633, 10.54.3640- )  
10.54.3643, 10.54.3650-10.54.3653, )  
10.54.3687-10.54.3698 rules relating )  
to communication arts content )  
standards and performance )  
descriptors )

TO: All Concerned Persons

1. On October 24, 2011, at 10:00 a.m. the Board of Public Education will hold a public hearing in the Superintendent's Conference Room on the second floor of the Office of Public Instruction, 1227 building, Helena, Montana, to consider the proposed adoption and repeal of the above-stated rules.

2. The board will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the board no later than 5:00 p.m. on October 24, 2011, to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59601-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. The rules as proposed to be adopted provide as follows:

NEW RULE I COLLEGE AND CAREER READINESS ANCHOR  
STANDARDS FOR READING (1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

(2) Determine central ideas or themes of a text and analyze their development and summarize the key supporting details and ideas.

(3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

(4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.

(5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or

stanza) relate to each other and the whole.

(6) Assess how point of view or purpose shapes the content and style of a text.

(7) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

(8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

(9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

(10) Read and comprehend complex literary and informational texts independently and proficiently.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE II COLLEGE AND CAREER READINESS ANCHOR  
STANDARDS FOR WRITING (1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

(2) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

(3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

(4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

(6) Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

(7) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

(8) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

(9) Draw evidence from literary or informational texts to support analysis, reflection, and research.

(10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE III COLLEGE AND CAREER READINESS ANCHOR  
STANDARDS FOR SPEAKING AND LISTENING (1) Prepare for and participate

effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(2) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(3) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(4) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(5) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(6) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE IV COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE (1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

(2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

(3) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

(4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

(5) Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

(6) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE V READING STANDARDS FOR LITERATURE (1) Reading standards for literature for a student at the kindergarten level are:

(a) with prompting and support, ask and answer questions about key details in a text;

(b) with prompting and support, retell familiar stories, including key details; include stories by and about American Indians;

(c) with prompting and support, identify characters, settings, and major events in a story;

- (d) ask and answer questions about unknown words in a text;
  - (e) recognize common types of texts (e.g., storybooks, poems);
  - (f) with prompting and support, name the author and illustrator of a story and define the role of each in telling the story;
  - (g) with prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts);
  - (h) with prompting and support, compare and contrast the adventures and experiences of characters in familiar stories, including American Indian stories; and
  - (i) actively engage in group reading activities with purpose and understanding.
- (2) Reading standards for literature for a student at the Grade 1 level are:
- (a) ask and answer questions about key details in a text;
  - (b) retell stories, including stories by and about American Indians, including key details and demonstrate understanding of their central message or lesson;
  - (c) describe characters, settings, and major events in a story, using key details;
  - (d) identify words and phrases in stories or poems that suggest feelings or appeal to the senses;
  - (e) explain major differences between books that tell stories and books that give information, including those of American Indians, drawing on a wide reading of a range of text types;
  - (f) identify who is telling the story at various points in a text;
  - (g) use illustrations and details in a story to describe its characters, setting, or events;
  - (h) compare and contrast the adventures and experiences of characters in stories, including American Indian stories; and
  - (i) with prompting and support, read prose and poetry of appropriate complexity for grade 1.
- (3) Reading standards for literature for a student at the Grade 2 level are:
- (a) ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text;
  - (b) recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral;
  - (c) describe how characters in a story respond to major events and challenges;
  - (d) describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song;
  - (e) describe the overall structure of a story, including American Indian stories, describing how the beginning introduces the story and the ending concludes the action;
  - (f) acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud;
  - (g) use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot;
  - (h) compare and contrast two or more versions of the same story (e.g.,

Cinderella stories) by different authors or from different cultures, including American Indian authors or cultures; and

(i) by the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(4) Reading standards for literature for a student at the Grade 3 level are:

(a) ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers;

(b) recount stories, including fables, folktales, and myths from diverse cultures, including those by and about American Indians; determine the central message, lesson, or moral; and explain how it is conveyed through key details in the text;

(c) describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events;

(d) determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language;

(e) refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza and describe how each successive part builds on earlier sections;

(f) distinguish their own point of view from that of the narrator or those of the characters; include works by and about American Indians;

(g) explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting);

(h) compare and contrast the themes, settings, and plots of stories written by the same author, including American Indian authors, about the same or similar characters (e.g., in books from a series); and

(i) by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently.

(5) Reading standards for literature for a student at the Grade 4 level are:

(a) refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text;

(b) determine a theme of a story, drama, or poem from details in the text; summarize the text; and include texts by and about American Indians;

(c) describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions);

(d) determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean);

(f) explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text;

(f) compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations; include

works by and about American Indians;

(g) make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text;

(h) compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including those by and about American Indians; and

(i) by the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(6) Reading standards for literature for a student at the Grade 5 level are:

(a) quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text;

(b) determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text; and include texts by and about American Indians;

(c) compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact);

(d) determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes;

(e) explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem;

(f) describe how a narrator's or speaker's point of view influences how events are described; include perspectives of American Indians;

(g) analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem);

(h) compare and contrast stories in the same genre (e.g., mysteries and adventure stories, including traditional and contemporary stories by and about American Indians) on their approaches to similar themes and topics; and

(i) by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently.

(7) Reading standards for literature for a student at the Grade 6 level are:

(a) cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;

(b) determine a theme or central idea of a text and how it is conveyed through particular details and provide a summary of the text distinct from personal opinions or judgments;

(c) describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution;

(d) determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings and analyze the impact of a specific word choice on meaning and tone;

(e) analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot;

(f) explain how an author develops the point of view of the narrator or speaker in a text;

(g) compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch;

(h) compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; traditional and contemporary stories by and about American Indians) in terms of their approaches to similar themes and topics; and

(i) by the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(8) Reading standards for literature for a student at the Grade 7 level are:

(a) cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;

(b) determine a theme or central idea of a text; analyze its development over the course of the text; and provide an objective summary of the text;

(c) analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot);

(d) determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings and analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama;

(e) analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning;

(f) analyze how an author develops and contrasts the points of view of different characters or narrators in a text;

(g) compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film);

(h) compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history; include texts that contain portrayals and/or accounts by and about American Indians; and

(i) by the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(9) Reading standards for literature for a student at the Grade 8 level are:

(a) cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text;

(b) determine a theme or central idea of a text; analyze its development over the course of the text, including its relationship to the characters, setting, and plot; and provide an objective summary of the text;

- (c) analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision;
  - (d) determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings and analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts;
  - (e) compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style;
  - (f) analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor;
  - (g) analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors;
  - (h) analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new and include texts by and about American Indians; and
  - (i) by the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently.
- (9) Reading standards for literature for a student at the Grade 9-10 level are:
- (a) cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text and include works by and about American Indians;
  - (b) determine a theme or central idea of a text, including those by and about American Indians; analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; and provide an objective summary of the text;
  - (c) analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, including texts by and about American Indians; interact with other characters; and advance the plot or develop the theme;
  - (d) determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings and analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone);
  - (e) analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise;
  - (f) analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature;
  - (g) analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts," Breughel's Landscape with the Fall of Icarus Painting, and American Progress, by John Gast (circa 1872) with "Birtheright," a poem, by M. L. Smoker in Another Attempt at Rescue);

(h) analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, how a later author draws on a play by Shakespeare, or how American Indian stories and oral histories appear in contemporary works, such as James Welch's *Fools Crow*, where the author retells the Pikuni traditional story, "Star Boy"); and

(i) by the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently.

(10) Reading standards for literature for a student at the Grade 11-12 level are:

(a) cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain;

(b) determine two or more themes or central ideas of a text, including those by and about American Indians; analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; and provide an objective summary of the text;

(c) analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama or oral or written history (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed);

(d) determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings and analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (include Shakespeare, works by American Indian authors, as well as other authors);

(e) analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact;

(f) analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and include works by and about American Indians;

(g) analyze multiple interpretations of a story, drama, poem (e.g., recorded or live production of a play or recorded novel or poetry), or traditional American Indian oral histories, evaluating how each version interprets the source text (include at least one play by Shakespeare and one play by an American dramatist);

(h) demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics; and

(i) by the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-college and career ready (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-CCR text complexity band

independently and proficiently.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE VI READING STANDARDS FOR INFORMATIONAL TEXT

(1) Reading standards for informational text for a student at the kindergarten level are:

(a) with prompting and support, ask and answer questions about key details in a text;

(b) with prompting and support, identify the main topic and retell key details of a text;

(c) with prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text and include texts by and about American Indians;

(d) with prompting and support, ask and answer questions about unknown words in a text and recognize words and phrases with cultural significance to American Indians;

(e) identify the front cover, back cover, and title page of a book;

(f) name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text;

(g) with prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts);

(h) with prompting and support, identify the reasons an author gives to support points in a text;

(i) with prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures); and

(j) actively engage in group reading activities with purpose and understanding.

(2) Reading standards for informational text for a student at the Grade 1 level are:

(a) ask and answer questions about key details in a text;

(b) identify the main topic and retell key details of a text;

(c) describe the connection between two individuals, events, ideas, or pieces of information in a text and include texts by and about American Indians;

(d) ask and answer questions to help determine or clarify the meaning of words and phrases in a text and recognize words and phrases with cultural significance to American Indians;

(e) know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text;

(f) distinguish between information provided by pictures or other illustrations and information provided by the words in a text;

(g) use the illustrations and details in a text to describe its key ideas;

(h) identify the reasons an author gives to support points in a text;

(i) identify basic similarities in and differences between two texts on the same

topic (e.g., in illustrations, descriptions, or procedures); and

(j) with prompting and support, read informational texts appropriately complex for Grade 1.

(3) Reading standards for informational text for a student at the Grade 2 level are:

(a) ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text;

(b) identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text;

(c) describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text and include texts by and about American Indians;

(d) determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area and recognize words and phrases with cultural significance to American Indians;

(e) know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently;

(f) identify the main purpose of a text, including what the author wants to answer, explain, or describe;

(g) explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text;

(h) describe how reasons support specific points the author makes in a text;

(i) compare and contrast the most important points presented by two texts on the same topic; and

(j) by the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(4) Reading standards for informational text for a student at the Grade 3 level are:

(a) ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers;

(b) determine the main idea of a text; recount the key details, and explain how they support the main idea;

(c) describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect and include texts by and about American Indians;

(d) determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area;

(e) use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently;

(f) distinguish their own point of view from that of the author of a text;

(g) use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur);

(h) describe the logical connection between particular sentences and

paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence);

(i) compare and contrast the most important points and key details presented in two texts on the same topic; and

(j) by the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.

(5) Reading standards for informational text for a student at the Grade 4 level are:

(a) refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text;

(b) determine the main idea of a text; explain how it is supported by key details; and summarize the text;

(c) explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text and include texts by and about American Indians;

(d) determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area;

(e) describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text;

(f) compare and contrast a firsthand and secondhand account of the same event or topic, including those of American Indians and describe the differences in focus and the information provided;

(g) interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears;

(h) explain how an author uses reasons and evidence to support particular points in a text;

(i) integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably; and

(j) by the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(6) Reading standards for informational text for a student at the Grade 5 level are:

(a) quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text;

(b) determine two or more main ideas of a text, explain how they are supported by key details, and summarize the text;

(c) explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text and include texts by and about American Indians;

(d) determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area;

(e) compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or

more texts;

(f) analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent;

(g) draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently;

(h) explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s);

(i) integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably; and

(j) by the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.

(7) Reading standards for informational text for a student at the Grade 6 level are:

(a) cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;

(b) determine a central idea of a text and how it is conveyed through particular details and provide a summary of the text distinct from personal opinions or judgments;

(c) analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes);

(d) determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;

(e) analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas;

(f) determine an author's point of view or purpose in a text and explain how it is conveyed in the text and include texts by and about American Indians;

(g) integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue;

(h) trace and evaluate the argument and specific claims in a text, including texts by and about American Indians, distinguishing claims that are supported by reasons and evidence from claims that are not;

(i) compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person) and include texts by and about American Indians; and

(j) by the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(8) Reading standards for informational text for a student at the Grade 7 level are:

(a) cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;

(b) determine two or more central ideas in a text; analyze their development over the course of the text; and provide an objective summary of the text;

(c) analyze the interactions between individuals, events, and ideas in a text

(e.g., how ideas influence individuals or events, or how individuals influence ideas or events);

(d) determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings and analyze the impact of a specific word choice on meaning and tone;

(e) analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas;

(f) determine an author's point of view or purpose in a text, including those by and about American Indians, and analyze how the author distinguishes his or her position from that of others;

(g) compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words);

(h) trace and evaluate the argument and specific claims in a text, including texts by and about American Indians, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims;

(i) analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts and include texts by and about American Indians; and

(j) by the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(9) Reading standards for informational text for a student at the Grade 8 level are:

(a) cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text;

(b) determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas and provide an objective summary of the text;

(c) analyze how a text makes connections among and distinctions between individuals, ideas, cultures, or events (e.g., through comparisons, analogies, or categories);

(d) determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings and analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts;

(e) analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept;

(f) determine an author's point of view or purpose in a text, including texts by and about American Indians, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints;

(g) evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea;

(h) delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced; and include texts by and

about American Indians;

(i) analyze a case in which two or more texts provide conflicting information on the same topic; identify where the texts disagree on matters of fact or interpretation; and include texts by and about American Indians; and

(j) by the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently.

(10) Reading standards for informational text for a student at the Grade 9-10 level are:

(a) cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;

(b) determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text;

(c) analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them;

(d) determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings and analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper, or how American Indian treaty language differs from everyday speech);

(e) analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter);

(f) determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, and analyze how an author uses rhetoric to advance that point of view or purpose;

(g) analyze various accounts of a subject told in different mediums, (e.g., a person's life story in both print and multimedia, paying specific attention to cultural nuances) determining which details are emphasized in each account;

(h) delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and identify false statements and fallacious reasoning;

(i) analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail," Onondaga Chief Canassatego's address "On Colonizing Education"), including how they address related themes and concepts; and

(j) by the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.

(11) Reading standards for informational text for a student at the Grade 11-12 level are:

(a) cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining

where the text leaves matters uncertain;

(b) determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis and provide an objective summary of the text;

(c) analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, cultures, or events interact and develop over the course of the text;

(d) determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings and analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10; how the use of "sovereignty" in official documents impacts legal and political relationship);

(e) analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging;

(f) determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text;

(g) integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem;

(h) delineate and evaluate the reasoning in seminal U.S. texts and those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies);

(i) analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features; and

(j) by the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-CCR text complexity band independently and proficiently.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

#### NEW RULE VII READING STANDARDS: FOUNDATIONAL SKILLS

(1) Reading standards foundational skills for a student at the kindergarten level are:

(a) demonstrate understanding of the organization and basic features of print;

- (i) follow words from left to right, top to bottom, and page by page;
- (ii) recognize that spoken words are represented in written language by specific sequences of letters;
- (iii) understand that words are separated by spaces in print; and
- (iv) recognize and name all upper- and lowercase letters of the alphabet;
- (b) demonstrate understanding of spoken words, syllables, and sounds (phonemes);
  - (i) recognize and produce rhyming words;
  - (ii) count, pronounce, blend, and segment syllables in spoken words;
  - (iii) blend and segment onsets and rimes of single-syllable spoken words;
  - (iv) isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (this does not include CVCs ending with /l/, /r/, or /x/); and
  - (v) add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words;
- (c) know and apply grade-level phonics and word analysis skills in decoding words;
  - (i) demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant;
  - (ii) associate the long and short sounds with common spellings (graphemes) for the five major vowels;
  - (iii) read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does); and
  - (iv) distinguish between similarly spelled words by identifying the sounds of the letters that differ; and
  - (d) read emergent-reader texts with purpose and understanding.
- (2) Reading standards: foundational skills for a student at the Grade 1 level are:
  - (a) demonstrate understanding of the organization and basic features of print;
    - (i) recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation);
    - (b) demonstrate understanding of spoken words, syllables, and sounds (phonemes);
      - (i) distinguish long from short vowel sounds in spoken single-syllable words;
      - (ii) orally produce single-syllable words by blending sounds (phonemes), including consonant blends;
      - (iii) isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words; and
      - (iv) segment spoken single-syllable words into their complete sequence of individual sounds (phonemes);
    - (c) know and apply grade-level phonics and word analysis skills in decoding words;
      - (i) know the spelling-sound correspondences for common consonant digraphs;
      - (ii) decode regularly spelled one-syllable words;
      - (iii) know final -e and common vowel team conventions for representing long

vowel sounds;

(iv) use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word;

(v) decode two-syllable words following basic patterns by breaking the words into syllables;

(vi) read words with inflectional endings; and

(vii) recognize and read grade-appropriate irregularly spelled words;

(d) read with sufficient accuracy and fluency to support comprehension;

(i) read on-level text with purpose and understanding;

(ii) read on-level text orally with accuracy, appropriate rate, and expression on successive readings; and

(iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.

(3) Reading standards: foundational skills for a student at the Grade 2 level are:

(a) know and apply grade-level phonics and word analysis skills in decoding words;

(i) distinguish long and short vowels when reading regularly spelled one-syllable words;

(ii) know spelling-sound correspondences for additional common vowel teams;

(iii) decode regularly spelled two-syllable words with long vowels;

(iv) decode words with common prefixes and suffixes;

(v) identify words with inconsistent but common spelling-sound correspondences; and

(vi) recognize and read grade-appropriate irregularly spelled words;

(b) read with sufficient accuracy and fluency to support comprehension;

(i) read on-level text with purpose and understanding;

(ii) read on-level text orally with accuracy, appropriate rate, and expression on successive readings; and

(iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.

(4) Reading standards: foundational skills for a student at the Grade 3 level are:

(a) know and apply grade-level phonics and word analysis skills in decoding words;

(i) identify and know the meaning of the most common prefixes and derivational suffixes;

(ii) decode words with common Latin suffixes;

(iii) decode multi-syllable words; and

(iv) read grade-appropriate irregularly spelled words;

(b) read with sufficient accuracy and fluency to support comprehension;

(i) read on-level text with purpose and understanding;

(ii) read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; and

(iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.

(5) Reading standards: foundational skills for a student at the Grade 4 level are:

(a) know and apply grade-level phonics and word analysis skills in decoding words;

(i) use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context;

(b) read with sufficient accuracy and fluency to support comprehension;

(i) read on-level text with purpose and understanding;

(ii) read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; and

(iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.

(6) Reading standards: foundational skills for students at the Grade 5 level are:

(a) know and apply grade-level phonics and word analysis skills in decoding words;

(i) use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context;

(b) read with sufficient accuracy and fluency to support comprehension;

(i) read on-level text with purpose and understanding;

(ii) read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; and

(iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE VIII WRITING STANDARDS (1) Writing standards for a student at the kindergarten level are:

(a) use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .);

(b) use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic;

(c) use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events; tell about the events in the order in which they occurred; and provide a reaction to what happened;

(d) with guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed;

(e) with guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers;

(f) participate in shared research and writing projects (e.g., explore a number

of books by a favorite author and express opinions about them and include sources by and about American Indians); and

(g) with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question and include sources by and about American Indians.

(2) Writing standards for a student at the Grade 1 level are:

(a) write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure;

(b) write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure;

(c) write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure;

(d) with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed;

(e) with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers;

(f) participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions and include sources by and about American Indians); and

(g) with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question, including sources by and about American Indians.

(3) Writing standards for a student at the Grade 2 level are:

(a) write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section;

(b) write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section;

(c) write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure;

(d) with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing;

(e) with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers;

(f) participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations) and include sources by and about American Indians); and

(g) recall information from experiences or gather information from provided sources to answer a question, including sources by and about American Indians.

(4) Writing standards for a student at the Grade 3 level are:

(a) write opinion pieces on topics or texts supporting a point of view with

reasons;

(i) introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons;

(ii) provide reasons that support the opinion;

(iii) use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons; and

(iv) provide a concluding statement or section;

(b) write informative/explanatory texts to examine a topic and convey ideas and information clearly;

(i) introduce a topic and group related information together and include illustrations when useful to aid comprehension;

(ii) develop the topic with facts, definitions, and details;

(iii) use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information; and

(iv) provide a concluding statement or section;

(c) write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;

(i) establish a situation and introduce a narrator and/or characters and organize an event sequence that unfolds naturally;

(ii) use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations;

(iii) use temporal words and phrases to signal event order; and

(iv) provide a sense of closure;

(d) with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);

(e) with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (Editing for conventions should demonstrate command of language standards (a) through (c) up to and including Grade 3.);

(f) with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others;

(g) conduct short research projects that build knowledge about a topic and include sources by and about American Indians;

(h) recall information from experiences or gather information from print and digital sources; take brief notes on sources, sort evidence into provided categories; and include sources by and about American Indians; and

(i) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(5) Writing standards for a student at the Grade 4 level are:

(a) write opinion pieces on topics or texts supporting a point of view with reasons and information;

(i) introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose;

- (ii) provide reasons that are supported by facts and details;
- (iii) link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition); and
- (iv) provide a concluding statement or section related to the opinion presented;
- (b) write informative/explanatory texts to examine a topic and convey ideas and information clearly;
  - (i) introduce a topic clearly and group related information in paragraphs and sections and include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension;
  - (ii) develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;
  - (iii) link ideas within categories of information using words and phrases (e.g., another, for example, also, because);
  - (iv) use precise language and domain-specific vocabulary to inform about or explain the topic; and
  - (v) provide a concluding statement or section related to the information or explanation presented;
- (c) write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;
  - (i) orient the reader by establishing a situation and introducing a narrator and/or characters and organize an event sequence that unfolds naturally;
  - (ii) use dialogue and description to develop experiences and events or show the responses of characters to situations;
  - (iii) use a variety of transitional words and phrases to manage the sequence of events;
  - (iv) use concrete words and phrases and sensory details to convey experiences and events precisely; and
  - (v) provide a conclusion that follows from the narrated experiences or events;
- (d) produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);
- (e) with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (Editing for conventions should demonstrate command of language standards (a) through (c) up to and including Grade 4.);
- (f) with some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others and demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting;
- (g) conduct short research projects that build knowledge through investigation of different aspects of a topic and include topics and/or sources by and about American Indians;
- (h) recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information; and provide a list of sources;
- (i) draw evidence from literary or informational texts to support analysis,

reflection, and research;

(i) apply Grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."); and

(ii) apply Grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"); and

(j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(6) Writing standards for a student at the Grade 5 level are:

(a) write opinion pieces on topics or texts supporting a point of view with reasons and information;

(i) introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose;

(ii) provide logically ordered reasons that are supported by facts and details;

(iii) link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically); and

(iv) provide a concluding statement or section related to the opinion presented;

(b) write informative/explanatory texts to examine a topic and convey ideas and information clearly;

(i) introduce a topic clearly, provide a general observation and focus, and group related information logically and include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension;

(ii) develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;

(iii) link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially);

(iv) use precise language and domain-specific vocabulary to inform about or explain the topic; and

(v) provide a concluding statement or section related to the information or explanation presented;

(c) write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;

(i) orient the reader by establishing a situation and introducing a narrator and/or characters and organize an event sequence that unfolds naturally;

(ii) use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations;

(iii) use a variety of transitional words, phrases, and clauses to manage the sequence of events;

(iv) use concrete words and phrases and sensory details to convey experiences and events precisely; and

(v) provide a conclusion that follows from the narrated experiences or events;

(d) produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);

(e) with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (Editing for conventions should demonstrate command of language standards (a) through (c) above up to and including Grade 5.);

(f) with some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others and demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting;

(g) conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and include sources and/or topics by and about American Indians;

(h) recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work; and provide a list of sources;

(i) draw evidence from literary or informational texts to support analysis, reflection, and research;

(i) apply Grade 5 reading standards to literature (e.g., "and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"); and

(ii) apply Grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"); and

(j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(7) Writing standards for a student at the Grade 6 level are:

(a) write arguments to support claims with clear reasons and relevant evidence;

(i) introduce claim(s) and organize the reasons and evidence clearly;

(ii) support claim(s) with clear reasons and relevant evidence, using credible sources, including oral sources, and demonstrating an understanding of the topic or text;

(iii) use words, phrases, and clauses to clarify the relationships among claim(s) and reasons;

(iv) establish and maintain a formal style; and

(v) provide a concluding statement or section that follows from the argument presented;

(b) write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content;

(i) introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension;

(ii) develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;

(iii) use appropriate transitions to clarify the relationships among ideas and

concepts;

(iv) use precise language and domain-specific vocabulary to inform about or explain the topic;

(v) establish and maintain a formal style; and

(vi) provide a concluding statement or section that follows from the information or explanation presented;

(c) write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;

(i) engage and orient the reader by establishing a context and introducing a narrator and/or characters and organize an event sequence that unfolds naturally and logically;

(ii) use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters;

(iii) use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;

(iv) use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events; and

(v) provide a conclusion that follows from the narrated experiences or events;

(d) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);

(e) with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (Editing for conventions should demonstrate command of language standards (a) through (c) up to and including Grade 6.);

(f) use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others and demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting;

(g) conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate and include sources and/or topics by and about American Indians;

(h) gather relevant information from multiple oral, print, and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources;

(i) draw evidence from literary or informational texts to support analysis, reflection, and research;

(i) apply Grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"); and

(ii) apply Grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"); and

(j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of

discipline-specific tasks, purposes, and audiences.

(8) Writing standards for a student at the Grade 7 level are:

(a) write arguments to support claims with clear reasons and relevant evidence;

(i) introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically;

(ii) support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text;

(iii) use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence;

(iv) establish and maintain a formal style; and

(v) provide a concluding statement or section that follows from and supports the argument presented;

(b) write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content;

(i) introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension;

(ii) develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;

(iii) use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts;

(iv) use precise language and domain-specific vocabulary to inform about or explain the topic;

(v) establish and maintain a formal style; and

(vi) provide a concluding statement or section that follows from and supports the information or explanation presented;

(c) write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;

(i) engage and orient the reader by establishing a context, point of view, and introducing a narrator and/or characters and organize an event sequence that unfolds naturally and logically;

(ii) use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters;

(iii) use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;

(iv) use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; and

(v) provide a conclusion that follows from and reflects on the narrated experiences or events;

(d) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c).);

(e) with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach and focusing on how well purpose and audience have been addressed (Editing for conventions should demonstrate command of Language standards(a) through (c) up to and including Grade 7.);

(f) use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources;

(g) conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation and include sources and/or topics by and about American Indians;

(h) gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;

(i) draw evidence from literary or informational texts to support analysis, reflection, and research;

(i) apply Grade 7 reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"); and

(ii) apply Grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"); and

(j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(9) Writing standards for a student at the Grade 8 level are:

(a) write arguments to support claims with clear reasons and relevant evidence;

(i) introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically;

(ii) support claim(s) with logical reasoning and relevant evidence using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text;

(iii) use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence;

(iv) establish and maintain a formal style; and

(v) provide a concluding statement or section that follows from and supports the argument presented;

(b) write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content;

(i) introduce a topic clearly previewing what is to follow; organize ideas, concepts, and information into broader categories; and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding

comprehension;

(ii) develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;

(iii) use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;

(iv) use precise language and domain-specific vocabulary to inform about or explain the topic;

(v) establish and maintain a formal style; and

(vi) provide a concluding statement or section that follows from and supports the information or explanation presented;

(c) write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;

(i) engage and orient the reader by establishing a context, point of view, and introducing a narrator and/or characters and organize an event sequence that unfolds naturally and logically;

(ii) use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters;

(iii) use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events;

(iv) use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; and

(v) provide a conclusion that follows from and reflects on the narrated experiences or events;

(d) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);

(e) with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (Editing for conventions should demonstrate command of language standards (a) through (c) up to and including Grade 8.);

(f) use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others;

(g) conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration and include sources and/or topics by and about American Indians;

(h) gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;

(i) draw evidence from literary or informational texts to support analysis, reflection, and research;

(i) apply Grade 8 reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"); and

(ii) apply Grade 8 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and recognize when irrelevant evidence is introduced"); and

(j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(10) Writing standards for a student at the Grade 9-10 level are:

(a) write arguments to support claims in an analysis of substantive topics or text, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence;

(i) introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence;

(ii) develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns;

(iii) use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims;

(iv) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and

(v) provide a concluding statement or section that follows from and supports the argument presented;

(b) write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content;

(i) introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; and include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension;

(ii) develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;

(iii) use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;

(iv) use precise language and domain-specific vocabulary to manage the complexity of the topic;

(v) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and

(vi) provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the

significance of the topic);

(c) write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences;

(i) engage and orient the reader by setting out a problem, situation, or observation; establishing one or multiple point(s) of view; introducing a narrator and/or characters; and create a smooth progression of experiences or events;

(ii) use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;

(iii) use a variety of techniques to sequence events so that they build on one another to create a coherent whole;

(iv) use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and

(v) provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative;

(d) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);

(e) develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (Editing for conventions should demonstrate command of language standards (a) through (c) up to and including Grades 9-10.);

(f) use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically;

(g) conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation;

(h) gather relevant information from multiple authoritative print and digital sources using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation;

(i) draw evidence from literary or informational texts, including American Indian texts, to support analysis, reflection, and research;

(i) apply Grades 9-10 reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]" and as in James Welch's *Fools Crow*, the author retells the Pikuni traditional story, "Star Boy"); and

(ii) apply Grades 9-10 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text; assessing whether the reasoning is valid and the evidence is relevant and sufficient; and identify false statements and fallacious reasoning"); and

(j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of

tasks, purposes, and audiences.

(11) Writing standards for a student at the Grade 11-12 level are:

(a) write arguments to support claims in an analysis of substantive topics or texts, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence;

(i) 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 claim(s), counterclaims, reasons, and evidence;

(ii) develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;

(iii) 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, reasons and evidence, and claim(s) and counterclaims;

(iv) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and

(v) provide a concluding statement or section that follows from and supports the argument presented;

(b) write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content;

(i) introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; and include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension;

(ii) develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;

(iii) use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;

(iv) use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;

(v) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and

(vi) provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic);

(c) write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences;

(i) engage and orient the reader by setting out a problem, situation, or observation and its significance; establish one or multiple point(s) of view; introduce a narrator and/or characters; and create a smooth progression of experiences or events;

(ii) use narrative techniques, such as dialogue, pacing, description, reflection,

and multiple plot lines, to develop experiences, events, and/or characters;

(iii) use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution);

(iv) use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and

(v) provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative;

(d) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);

(e) develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (Editing for conventions should demonstrate command of language standards (a) through (c) up to and including Grades 11-12.);

(f) use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback and include new arguments or information;

(g) conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, and demonstrate understanding of the subject under investigation;

(h) gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation;

(i) draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research;

(i) apply Grades 11-12 reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"); and

(ii) apply Grades 11-12 reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]"); and

(j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE IX SPEAKING AND LISTENING STANDARDS (1) Speaking and listening standards for a student at the kindergarten level are:

- (a) participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups;
  - (i) follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion); and
  - (ii) continue a conversation through multiple exchanges;
- (b) confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood;
- (c) ask and answer questions in order to seek help, get information, or clarify something that is not understood;
- (d) describe familiar people, places, things, and events and, with prompting and support, provide additional detail;
- (e) add drawings or other visual displays to descriptions as desired to provide additional detail; and
- (f) speak audibly and express thoughts, feelings, and ideas clearly.

(2) Speaking and listening standards for a student at the Grade 1 level are:

- (a) participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups;
  - (i) follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion);
  - (ii) build on others' talk in conversations by responding to the comments of others through multiple exchanges; and
  - (iii) ask questions to clear up any confusion about the topics and texts under discussion;
- (b) ask and answer questions about key details in a text read aloud or information presented orally or through other media;
- (c) ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood;
- (d) describe people, places, things, and events with relevant details, expressing ideas and feelings clearly;
- (e) add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings; and
- (f) produce complete sentences when appropriate to task and situation (See Grade 1 Language standards (a) and (c) for specific expectations.);

(3) Speaking and listening standards for a student at the Grade 2 level are:

- (a) participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups;
  - (i) follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion);
  - (ii) build on others' talk in conversations by linking their comments to the remarks of others; and
  - (iii) ask for clarification and further explanation as needed about the topics and texts under discussion;
- (b) recount or describe key ideas or details from a text read aloud or

information presented orally or through other media;

(c) ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue;

(d) tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences;

(e) create audio recordings of stories or poems and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings; and

(f) produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

(4) Speaking and listening standards for a student at the Grade 3 level are:

(a) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly;

(i) come to discussions prepared, having read or studied required material and explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;

(ii) follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care and speaking one at a time about the topics and texts under discussion);

(iii) ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others; and

(iv) explain their own ideas and understanding in light of the discussion;

(b) determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally;

(c) ask and answer questions about information from a speaker, offering appropriate elaboration and detail;

(d) report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly at an understandable pace; and include sources by and about American Indians;

(e) create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace and add visual displays when appropriate to emphasize or enhance certain facts or details; and

(f) speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 language standards (a) and (c) for specific expectations.)

(5) Speaking and listening standards for a student at the Grade 4 level are:

(a) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly;

(i) come to discussions prepared, having read or studied required material and explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;

(ii) follow agreed-upon rules for discussions and carry out assigned roles;

(iii) pose and respond to specific questions to clarify or follow up on

information, and make comments that contribute to the discussion and link to the remarks of others; and

(iv) review the key ideas expressed and explain their own ideas and understanding in light of the discussion;

(b) paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally;

(c) identify the reasons and evidence a speaker provides to support particular points;

(d) report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace; and include sources by and about American Indians;

(e) add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes; and

(f) differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) and use formal English when appropriate to task and situation. (See Grade 4 language standard (a) for specific expectations.)

(6) Speaking and listening standards for a student at the Grade 5 level are:

(a) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly;

(i) come to discussions prepared, having read or studied required material and explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;

(ii) follow agreed-upon rules for discussions and carry out assigned roles;

(iii) pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others; and

(iv) review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions;

(b) summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally;

(c) summarize the points a speaker makes and explain how each claim is supported by reasons and evidence;

(d) report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace; and include sources by and about American Indians;

(e) include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes; and

(f) adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 language standards (a) and (c) for specific expectations.)

(7) Speaking and listening standards for a student at the Grade 6 level are:

(a) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues,

building on others' ideas and expressing their own clearly;

(i) come to discussions prepared, having read or studied required material and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;

(ii) follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed;

(iii) pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion; and

(iv) review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing;

(b) interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study;

(c) delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not;

(d) present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes and use appropriate eye contact, adequate volume, and clear pronunciation;

(e) include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information; and

(f) adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 language standards (a) and (c) for specific expectations.)

(8) Speaking and listening standards for a student at the Grade 7 level are:

(a) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly;

(i) come to discussions prepared, having read or researched material under study and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;

(ii) follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed;

(iii) pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed; and

(iv) acknowledge new information expressed by others and, when warranted, modify their own views;

(b) analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study;

(c) delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence;

(d) present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples and use appropriate eye contact, adequate volume, and clear pronunciation;

(e) include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points; and

(f) adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 language standards (a) and (c) for specific expectations.)

(9) Speaking and listening standards for a student at the Grade 8 level are:

(a) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly;

(i) come to discussions prepared, having read or researched material under study and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;

(ii) follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed;

(iii) pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas; and

(iv) acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented;

(b) analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation;

(c) delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced;

(d) present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details and use appropriate eye contact, adequate volume, and clear pronunciation;

(e) integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest; and

(f) adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 language standards (a) and (c) for specific expectations.)

(10) Speaking and listening standards for a student at the Grade 9-10 level are:

(a) initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively;

(i) come to discussions prepared, having read and researched material under study and explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas;

(ii) work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed;

(iii) propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions; and

(iv) respond thoughtfully to diverse perspectives, with specific attention to culture; summarize points of agreement and disagreement; when warranted, qualify or justify their own views and understanding; and make new connections in light of the evidence and reasoning presented;

(b) integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source;

(c) evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, identifying any fallacious reasoning or exaggerated or distorted evidence;

(d) present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task;

(e) make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest; and

(f) adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grades 9-10 language standards (a) and (c) for specific expectations.)

(11) Speaking and listening standards for a student at the Grade 11-12 level are:

(a) initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively;

(i) come to discussions prepared, having read and researched material under study and explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas;

(ii) work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed;

(iii) propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives; and

(iv) respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task;

(b) integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data;

(c) evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used;

(d) present information, findings, and supporting evidence, conveying a clear

and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks;

(e) make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest; and

(f) adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grades 11-12 language standards (a) and (c) for specific expectations.)

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE X LANGUAGE STANDARDS (1) Language standards for a student at the kindergarten level are:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) print many upper- and lowercase letters;

(ii) use frequently occurring nouns and verbs;

(iii) form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes);

(iv) understand and use question words (interrogatives) (e.g., who, what, where, when, why, how);

(v) use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with); and

(vi) produce and expand complete sentences in shared language activities;

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) capitalize the first word in a sentence and the pronoun "I";

(ii) recognize and name end punctuation;

(iii) write a letter or letters for most consonant and short-vowel sounds (phonemes); and

(iv) spell simple words phonetically, drawing on knowledge of sound-letter relationships;

(c) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content;

(i) identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck); and

(ii) use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word;

(d) with guidance and support from adults, explore word relationships and nuances in word meanings;

(i) sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent;

(ii) demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms); and

- (iii) identify real-life connections between words and their use (e.g., note places at school that are colorful);
  - (iv) distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings; and
  - (e) use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- (2) Language standards for a student at the Grade 1 level are:
- (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
    - (i) print all upper- and lowercase letters;
    - (ii) use common, proper, and possessive nouns;
    - (iii) use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop);
    - (iv) use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything);
    - (v) use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home);
    - (vi) use frequently occurring adjectives;
    - (vii) use frequently occurring conjunctions (e.g., and, but, or, so, because);
    - (viii) use determiners (e.g., articles, demonstratives);
    - (ix) use frequently occurring prepositions (e.g., during, beyond, toward); and
    - (x) produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts;
  - (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
    - (i) capitalize dates and names of people;
    - (ii) use end punctuation for sentences;
    - (iii) use commas in dates and to separate single words in a series;
    - (iv) use conventional spelling for words with common spelling patterns and for frequently occurring irregular words; and
    - (v) spell untaught words phonetically, drawing on phonemic awareness and spelling conventions;
  - (c) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies;
    - (i) use sentence-level context as a clue to the meaning of a word or phrase;
    - (ii) use frequently occurring affixes as a clue to the meaning of a word; and
    - (iii) identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking);
    - (d) with guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings;
      - (i) sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent;
      - (ii) define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes);
      - (iii) identify real-life connections between words and their use (e.g., note places at home that are cozy); and

(iv) distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings; and

(e) use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

(3) Language standards for a student at the Grade 2 level are:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) use collective nouns (e.g., group);

(ii) form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish);

(iii) use reflexive pronouns (e.g., myself, ourselves);

(iv) form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told);

(v) use adjectives and adverbs and choose between them depending on what is to be modified; and

(vi) produce, expand, and rearrange complete simple and compound sentences (e.g., the boy watched the movie; the little boy watched the movie; the action movie was watched by the little boy);

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) capitalize holidays, product names, and geographic names;

(ii) use commas in greetings and closings of letters;

(iii) use an apostrophe to form contractions and frequently occurring possessives;

(iv) generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil); and

(v) consult reference materials, including beginning dictionaries, as needed to check and correct spellings;

(c) use knowledge of language and its conventions when writing, speaking, reading, or listening;

(i) compare formal and informal uses of English;

(d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies;

(i) use sentence-level context as a clue to the meaning of a word or phrase;

(ii) determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell);

(iii) use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional);

(iv) use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark); and

(v) use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases;

(e) demonstrate understanding of word relationships and nuances in word

meanings;

(i) identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy); and

(ii) distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny); and

(f) use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).

(4) Language standards for a student at the Grade 3 level are:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences;

(ii) form and use regular and irregular plural nouns;

(iii) use abstract nouns (e.g., childhood);

(iv) form and use regular and irregular verbs;

(v) form and use the simple (e.g., I walked; I walk; I will walk) verb tenses;

(vi) ensure subject-verb and pronoun-antecedent agreement;

(vii) form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;

(viii) use coordinating and subordinating conjunctions; and

(ix) produce simple, compound, and complex sentences;

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) capitalize appropriate words in titles;

(ii) use commas in addresses;

(iii) use commas and quotation marks in dialogue;

(iv) form and use possessives;

(v) use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness);

(vi) use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words; and

(vii) consult reference materials, including beginning dictionaries, as needed to check and correct spellings;

(c) use knowledge of language and its conventions when writing, speaking, reading, or listening;

(i) choose words and phrases for effect; and

(ii) recognize and observe differences between the conventions of spoken and written standard English;

(d) determine or clarify the meaning of unknown and multiple-meaning word and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies;

(i) use sentence-level context as a clue to the meaning of a word or phrase;

(ii) determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat);

- (iii) use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); and
  - (iv) use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases;
  - (e) demonstrate understanding of word relationships and nuances in word meanings;
    - (i) distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps);
    - (ii) identify real-life connections between words and their use (e.g., describe people who are friendly or helpful); and
    - (iii) distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered); and
  - (f) acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).
- (5) Language standards for a student at the Grade 4 level are:
- (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
    - (i) use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why);
    - (ii) form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses;
    - (iii) use modal auxiliaries (e.g., can, may, must) to convey various conditions;
    - (iv) order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag);
    - (v) form and use prepositional phrases;
    - (vi) produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and
    - (vii) correctly use frequently confused words (e.g., to, too, two; there, their);
  - (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
    - (i) use correct capitalization;
    - (ii) use commas and quotation marks to mark direct speech and quotations from a text;
    - (iii) use a comma before a coordinating conjunction in a compound sentence; and
    - (iv) spell grade-appropriate words correctly, consulting references as needed;
  - (c) use knowledge of language and its conventions when writing, speaking, reading, or listening;
    - (i) choose words and phrases to convey ideas precisely;
    - (ii) choose punctuation for effect; and
    - (iii) differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion);

(d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies;

(i) use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase;

(ii) use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph); and

(iii) consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases;

(e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;

(i) explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context;

(ii) recognize and explain the meaning of common idioms, adages, and proverbs; and

(iii) demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms); and

(f) acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

(6) Language standards for a student at the Grade 5 level are:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences;

(ii) form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses;

(iii) use verb tense to convey various times, sequences, states, and conditions;

(iv) recognize and correct inappropriate shifts in verb tense; and

(v) use correlative conjunctions (e.g., either/or, neither/nor);

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) use punctuation to separate items in a series;

(ii) use a comma to separate an introductory element from the rest of the sentence;

(iii) use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?);

(iv) use underlining, quotation marks, or italics to indicate titles of works; and

(v) spell grade-appropriate words correctly, consulting references as needed;

(c) use knowledge of language and its conventions when writing, speaking, reading, or listening;

(i) expand, combine, and reduce sentences for meaning, reader/listener

interest, and style; and

(ii) compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems;

(d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies;

(i) use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase;

(ii) use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis); and

(iii) consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases;

(e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;

(i) interpret figurative language, including similes and metaphors, in context;

(ii) recognize and explain the meaning of common idioms, adages, and proverbs; and

(iii) use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words; and

(f) acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

(7) Language standards for a student at the Grade 6 level are:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) ensure that pronouns are in the proper case (subjective, objective, possessive);

(ii) use intensive pronouns (e.g., myself, ourselves);

(iii) recognize and correct inappropriate shifts in pronoun number and person;

(iv) recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents); and

(v) recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language;

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; and

(ii) spell correctly;

(c) use knowledge of language and its conventions when writing, speaking, reading, or listening;

(i) vary sentence patterns for meaning, reader/listener interest, and style; and

(ii) maintain consistency in style and tone;

(d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range

of strategies;

(i) use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;

(ii) use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible);

(iii) consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; and

(iv) verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary);

(e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;

(i) interpret figures of speech (e.g., personification) in context;

(ii) use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words;

(iii) distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty); and

(iv) recognize the influence time, culture, gender and social relationships have upon word meaning; and

(f) acquire and use accurately grade-appropriate general academic and domain-specific words and phrases and gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

(8) Language standards for a student at the Grade 7 level are:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) explain the function of phrases and clauses in general and their function in specific sentences;

(ii) choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; and

(iii) place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers;

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie, but not, He wore an old[,] green shirt); and

(ii) spell correctly;

(c) use knowledge of language and its conventions when writing, speaking, reading, or listening;

(i) choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy;

(d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies;

(i) use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;

(ii) use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel);

(iii) consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; and

(iv) verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary);

(e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;

(i) interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context;

(ii) use the relationship between particular words (e.g., synonym, antonym, analogy) to better understand each of the words;

(iii) distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending); and

(iv) recognize the influence time, culture, gender, and social relationships have upon word meaning; and

(f) acquire and use accurately grade-appropriate general academic and domain-specific words and phrases and gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

(9) Language standards for a student at the Grade 8 level are:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences;

(ii) form and use verbs in the active and passive voice;

(iii) form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; and

(iv) recognize and correct inappropriate shifts in verb voice and mood;

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) use punctuation (comma, ellipsis, dash) to indicate a pause or break;

(ii) use an ellipsis to indicate an omission; and

(iii) spell correctly;

(c) use knowledge of language and its conventions when writing, speaking, reading, or listening;

(i) use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty; or describing a state contrary to fact);

(d) determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies;

(i) use context (e.g., the overall meaning of a sentence or paragraph; a word's position; or function in a sentence) as a clue to the meaning of a word or phrase;

(ii) use common, grade-appropriate Greek or Latin affixes and roots as clues

to the meaning of a word (e.g., precede, recede, secede);

(iii) consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; and

(iv) verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary);

(e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;

(i) interpret figures of speech (e.g. verbal irony, puns) in context;

(ii) use the relationship between particular words to better understand each of the words;

(iii) distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute); and

(iv) recognize the influence time, culture, gender, and social relationships have upon word meaning; and

(f) acquire and use accurately grade-appropriate general academic and domain-specific words and phrases and gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

(10) Language standards for a student at the Grade 9-10 level are:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) use parallel structure; and

(ii) use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations;

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses;

(ii) use a colon to introduce a list or quotation; and

(iii) spell correctly;

(c) apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening;

(i) write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type;

(d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies, recognizing the role culture plays in the development of language;

(i) use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;

(ii) identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate,

advocacy);

(iii) consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology; and

(iv) verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary);

(e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;

(i) interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text; and

(ii) analyze nuances in the meaning of words with similar denotations; and

(f) acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level and demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

(11) Language standards for a student at the Grade 11-12 level are:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and

(ii) resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed;

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) observe hyphenation conventions; and

(ii) spell correctly;

(c) apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening;

(i) vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed and apply an understanding of syntax to the study of complex texts when reading;

(d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies and recognizing the role culture plays in the development of language;

(i) use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;

(ii) identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable);

(iii) consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage; and

- (iv) verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary);
- (e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;
  - (i) interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text; and
  - (ii) analyze nuances in the meaning of words with similar denotations; and
- (f) acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level and demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE XI READING STANDARDS FOR LITERACY IN HISTORY/  
SOCIAL STUDIES (1) Reading standards for literacy in history/social studies for a student at the Grade 6-8 level are:

- (a) cite specific textual evidence to support analysis of primary and secondary sources;
- (b) determine the central ideas or information of a primary or secondary source and provide an accurate summary of the source distinct from prior knowledge or opinions;
- (c) identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered);
- (d) determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies;
- (e) describe how a text presents information (e.g., sequentially, comparatively, causally);
- (f) identify aspects of a text, including those by and about American Indians, that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts);
- (g) integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts;
- (h) distinguish among fact, opinion, and reasoned judgment in a text, including texts by and about American Indians;
- (i) analyze the relationship between a primary and secondary source on the same topic, including sources by and about American Indians; and
- (j) by the end of Grade 8, read and comprehend history/social studies texts in the Grades 6-8 text complexity band independently and proficiently.

(2) Reading standards for literacy in history/social studies for a student at the Grade 9-10 level are:

- (a) cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information;

(b) determine the central ideas or information of a primary or secondary source and provide an accurate summary of how key events or ideas develop over the course of the text;

(c) analyze in detail a series of events described in a text and determine whether earlier events caused later ones or simply preceded them;

(d) determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, cultural, or economic aspects of history/social studies;

(e) analyze how a text uses structure to emphasize key points or advance an explanation or analysis;

(f) compare the point of view of two or more authors, incorporating American Indian authors, for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts;

(g) integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text;

(h) assess the extent to which the reasoning and evidence in a text support the author's claims; include texts by and about American Indians;

(i) compare and contrast treatments of the same topic in several primary and secondary sources, including American Indian sources; and

(j) by the end of Grade 10, read and comprehend history/social studies texts in the Grades 9-10 text complexity band independently and proficiently.

(3) Reading standards for literacy in history/social studies for a student at the Grade 11-12 level are:

(a) cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole;

(b) determine the central ideas or information of a primary or secondary source and provide an accurate summary that makes clear the relationships among the key details and ideas;

(c) evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain;

(d) determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10 and how the use of "sovereignty" in official documents impacts political and legal relationships);

(e) analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole;

(f) evaluate authors', incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence;

(g) integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem;

(h) evaluate an author's premises, claims, and evidence by corroborating or

challenging them with other information, including texts by and about American Indians;

(i) integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources; and

(j) by the end of Grade 12, read and comprehend history/social studies texts in the Grades 11-CCR text complexity band independently and proficiently.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE XII READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS (1) Reading standards for literacy in science and technical subjects for a student at the Grade 6-8 level are:

(a) cite specific textual evidence to support analysis of science and technical texts;

(b) determine the central ideas or conclusions of a text and provide an accurate summary of the text distinct from prior knowledge or opinions;

(c) follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks;

(d) determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 6-8 texts and topics;

(e) analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic;

(f) analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text;

(g) integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table);

(h) distinguish among facts, reasoned judgment based on research findings, and speculation in a text; include texts by and about American Indians;

(i) compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic; and

(j) by the end of Grade 8, read and comprehend science/technical texts in the Grades 6-8 text complexity band independently and proficiently.

(2) Reading standards for literacy in science and technical subjects for a student at the Grade 9-10 level are:

(a) cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions;

(b) determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; and provide an accurate summary of the text;

(c) follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text;

(d) determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 9-10 texts and topics;

(e) analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy);

(f) analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address;

(g) translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words;

(h) assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving scientific or technical problems;

(i) compare and contrast findings presented in a text to those from other sources (including their own experiments, and knowledge derived from American Indian cultures), noting when the findings support or contradict previous explanations or accounts; and

(j) by the end of Grade 10, read and comprehend science/technical texts in the Grades 9-10 text complexity band independently and proficiently.

(3) Reading standards for literacy in science and technical subjects for a student at the Grade 11-12 level are:

(a) cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account;

(b) determine the central ideas or conclusions of a text and summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms;

(c) follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks and analyze the specific results based on explanations in the text;

(d) determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 11-12 texts and topics;

(e) analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas;

(f) analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved;

(g) integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia, Montana tribal resources) in order to address a question or solve a problem;

(h) evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information, including those from American Indians;

(i) synthesize information from a range of sources (e.g., texts, experiments, simulations, and knowledge derived from American Indian cultures) into a coherent

understanding of a process, phenomenon, or concept, resolving conflicting information when possible; and

(j) by the end of Grade 12, read and comprehend science/technical texts in the Grades 11-CCR text complexity band independently and proficiently.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE XIII WRITING STANDARDS FOR LITERACY IN  
HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

(1) Writing standards for literacy in history/social studies, science, and technical subjects for a student at the Grade 6-8 level are:

(a) write arguments focused on discipline-specific content;

(i) introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically;

(ii) support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources;

(iii) use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence;

(iv) establish and maintain a formal style; and

(v) provide a concluding statement or section that follows from and supports the argument presented;

(b) write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes;

(i) introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension;

(ii) develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;

(iii) use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;

(iv) use precise language and domain-specific vocabulary to inform about or explain the topic;

(v) establish and maintain a formal style and objective tone; and

(vi) provide a concluding statement or section that follows from and supports the information or explanation presented;

(c) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience;

(d) with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed;

(e) use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently;

(f) conduct short research projects to answer a question (including a self-

generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration;

(g) gather relevant information from multiple oral, print, and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;

(h) draw evidence from informational texts to support analysis, reflection, and research, including texts by and about American Indians; and

(i) write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(2) Writing standards for literacy in history/social studies, science, and technical subjects for a student at the Grade 9-10 level are:

(a) write arguments focused on discipline-specific content;

(i) introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence;

(ii) develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns;

(iii) use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims;

(iv) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and

(v) provide a concluding statement or section that follows from or supports the argument presented;

(b) write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes;

(i) introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension;

(ii) develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;

(iii) use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts;

(iv) use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers;

(v) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and

(vi) provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic);

(c) produce clear and coherent writing in which the development,

organization, and style are appropriate to task, purpose, and audience;

(d) develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience;

(e) use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and display information flexibly and dynamically;

(f) conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation;

(g) gather relevant information from multiple authoritative oral, print, and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation;

(h) draw evidence from informational texts to support analysis, reflection, and research, including texts by and about American Indians; and

(i) write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(3) Writing standards for literacy in history/social studies, science, and technical subjects for a student at the Grade 11-12 level are:

(a) Write arguments focused on discipline-specific content;

(i) 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;

(ii) 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;

(iii) 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, reasons and evidence, and claim(s) and counterclaims;

(iv) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and

(v) provide a concluding statement or section that follows from or supports the argument presented.

(b) write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes;

(i) introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole and include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension;

(ii) develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and

examples appropriate to the audience's knowledge of the topic;

(iii) use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;

(iv) use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers; and

(v) provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic);

(c) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience;

(d) develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience;

(e) use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information;

(f) conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation;

(g) gather relevant information from multiple authoritative oral, print, and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation;

(h) draw evidence from informational texts to support analysis, reflection, and research, including texts by and about American Indians; and

(i) write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE XIV EXPLANATION OF THE CONTENT STANDARDS (1) The content standards shall be used by school districts to develop local curriculum and assessment in all the content areas including: English language arts and literacy in history/social studies, science and technical subjects and mathematics and mathematical practices. The K-12 content standards describe what students shall know, understand, and be able to do in these content standards. These K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

MAR Notice No. 10-53-256

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE XV INDIAN EDUCATION (1) Curriculum and instruction of the content standards ARM [New Rule XIV] shall incorporate the distinct and unique cultural heritage of Montana American Indians pursuant to Article X Sect 1(2) of the Constitution of the state of Montana and 20-1-501 and 20-9-309(2)(c), MCA.

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE XVI DEFINITIONS (1) "Content standard" means what all students should know, understand, and be able to do in English language arts and literacy in history/social studies, science and technical subjects and mathematics and mathematical practices.

(2) "Mathematical practices" describe processes and proficiencies students use as practitioners of the discipline of mathematics.

(3) The symbol "+" denotes science, technology, engineering, mathematics (STEM) standards that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics.

(4) The symbol "\*" denotes specific modeling standards appearing throughout the high school mathematics standards.

(5) "Literacy in history/social studies, science and technical subjects" means instruction in reading, writing, speaking, listening, and language use is a shared responsibility by teachers of English language arts and other content areas.

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE XVII STANDARDS REVIEW SCHEDULE (1) Montana's content standards shall be reviewed and revised on a recurring schedule.

(2) A schedule for review of content standards shall be established as a collaborative process with the Office of Public Instruction and the Board of Public Education with input from representatives of accredited schools. The schedule shall ensure that each program area is reviewed and revised at regular intervals.

(3) The standards review process shall use context information, criteria, processes, and procedures identified by the Office of Public Instruction with input from representatives of accredited schools.

AUTH: 20-2-114, MCA  
IMP: 20-2-121, 20-3-106, 20-7-101, MCA

4. REASON: The proposed new rules on Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical subjects ("the standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of

K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the standards represent a synthesis of the best elements of standards-related work to date and an important advance over previous work.

The Montana Content Standards for English language arts reflect the constitutional mandate that all educators must provide instruction including the distinct and unique heritage and contemporary contributions of American Indians in a culturally responsive manner.

It is the intention to move these standards to a new Chapter under Title 10, therefore New Rules XIV through XVII are being adopted to preface the chapter containing the new content standards.

5. The board proposes to repeal the following rules:

10.54.3610 COMMUNICATION ARTS SPEAKING AND LISTENING CONTENT STANDARD 1 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3611 BENCHMARK FOR COMMUNICATION ARTS SPEAKING AND LISTENING CONTENT STANDARD 1 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3612 BENCHMARK FOR COMMUNICATION ARTS SPEAKING AND LISTENING CONTENT STANDARD 1 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3613 BENCHMARK FOR COMMUNICATION ARTS SPEAKING AND LISTENING CONTENT STANDARD 1 UPON GRADUATION AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3620 COMMUNICATION ARTS READING CONTENT STANDARD 2 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3621 BENCHMARK FOR COMMUNICATION ARTS READING CONTENT STANDARD 2 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3622 BENCHMARK FOR COMMUNICATION ARTS READING  
CONTENT STANDARD 2 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP,  
20-2-121, 20-3-106, 20-7-101, MCA

10.54.3623 BENCHMARK FOR COMMUNICATION ARTS READING  
CONTENT STANDARD 2 UPON GRADUATION AUTH: 20-2-114, MCA; IMP, 20-  
2-121, 20-3-106, 20-7-101, MCA

10.54.3630 COMMUNICATION ARTS LITERATURE CONTENT  
STANDARD 3 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3631 BENCHMARK FOR COMMUNICATION ARTS LITERATURE  
CONTENT STANDARD 3 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP,  
20-2-121, 20-3-106, 20-7-101, MCA

10.54.3632 BENCHMARK FOR COMMUNICATION ARTS LITERATURE  
CONTENT STANDARD 3 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP,  
20-2-121, 20-3-106, 20-7-101, MCA

10.54.3633 BENCHMARK FOR COMMUNICATION ARTS LITERATURE  
CONTENT STANDARD 3 UPON GRADUATION AUTH: 20-2-114, MCA; IMP, 20-  
2-121, 20-3-106, 20-7-101, MCA

10.54.3640 COMMUNICATION ARTS MEDIA LITERACY CONTENT  
STANDARD 4 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3641 BENCHMARK FOR COMMUNICATION ARTS MEDIA  
LITERACY CONTENT STANDARD 4 FOR END OF GRADE 4 AUTH: 20-2-114,  
MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3642 BENCHMARK FOR COMMUNICATION ARTS MEDIA  
LITERACY CONTENT STANDARD 4 FOR END OF GRADE 8 AUTH: 20-2-114,  
MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3643 BENCHMARK FOR COMMUNICATION ARTS MEDIA  
LITERACY CONTENT STANDARD 4 UPON GRADUATION AUTH: 20-2-114,  
MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3650 COMMUNICATION ARTS WRITING CONTENT STANDARD 5  
AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3651 BENCHMARK FOR COMMUNICATION ARTS WRITING  
CONTENT STANDARD 5 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP,  
20-2-121, 20-3-106, 20-7-101, MCA

10.54.3652 BENCHMARK FOR COMMUNICATION ARTS WRITING

CONTENT STANDARD 5 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3653 BENCHMARK FOR COMMUNICATION ARTS WRITING  
CONTENT STANDARD 5 UPON GRADUATION AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3701 GRADE 4 PERFORMANCE DESCRIPTORS AT THE  
ADVANCED LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3702 GRADE 4 PERFORMANCE DESCRIPTORS AT THE  
PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3702 GRADE 4 PERFORMANCE DESCRIPTORS AT THE  
PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3703 GRADE 4 PERFORMANCE DESCRIPTORS AT THE NEARING  
PROFICIENCY LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3704 GRADE 4 PERFORMANCE DESCRIPTORS AT THE NOVICE  
LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3705 GRADE 8 PERFORMANCE DESCRIPTORS AT THE  
ADVANCED LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3706 GRADE 8 PERFORMANCE DESCRIPTORS AT THE  
PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3707 GRADE 8 PERFORMANCE DESCRIPTORS AT THE NEARING  
PROFICIENCY LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3708 GRADE 8 PERFORMANCE DESCRIPTORS AT THE NOVICE  
LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3709 UPON GRADUATION PERFORMANCE DESCRIPTORS AT  
THE ADVANCED LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3710 UPON GRADUATION PERFORMANCE DESCRIPTORS AT  
THE PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-

101, MCA

10.54.3711 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENCY LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.3712 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

6. REASON: The above rules are being repealed and replaced by the rules proposed for adoption in this notice.

7. Pursuant to the agreement between the Board of Public Education and the Legislature, the board does anticipate implementation costs, and shall request and report in its adoption notice any cost estimates received from districts during the hearing. To allow for sufficient time to complete this process the effective date for the adoption and repeal of the above rules will be July 1, 2013.

8. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail [pdonovan@mt.gov](mailto:pdonovan@mt.gov) and must be received no later than 5:00 p.m., October 24, 2011.

9. Peter Donovan, Executive Secretary for the Board of Public Education has been designated to preside over and conduct this hearing.

10. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by the board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 5 above or may be made by completing a request form at any rules hearing held by the board.

11. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or

technical problems.

12. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

---

Peter Donovan  
Rule Reviewer

---

Patty Myers, Chair  
Board of Public Education

Certified to the Secretary of State September 12, 2011.

## **EXECUTIVE SUMMARY**

**DATE: NOVEMBER 2011**

**PRESENTATION:** Notice of Adoption of Montana Common Core K-12 Content Standards in Mathematics and Mathematical Practices

**PRESENTER:** Jean Howard  
Mathematics Content Specialist  
Office of Public Instruction

**OVERVIEW:** The Office of Public Instruction will present to the Montana Board of Public Education Notice of Public Adoption and Repeal in the matter of the New Rules pertaining to content standards in Mathematics and Mathematical Practices and the repeal of ARM 10.54.4010-4013, 10.54.4020-4023, 10.54.4030-4033, 10.54.4040-4043, 10.54.4050-4053, 10.54.4060-63, 10.54.4070-73, 10.54.4087-4089, and 10.54.4090-4098 rules relating to mathematics content standards and performance descriptors.

**REQUESTED DECISION(S):** Recommend Approval of the Notice of Adoption

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Action

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of New Rules I through XII pertaining to content standards for mathematics and repeal of ARM 10.54.4010-4013, 10.54.4020-4023, 10.54.4030-4033, 10.54.4040-4043, and 10.54.4101-10.54.4112 rules relating to mathematics content standards and performance descriptors ) NOTICE OF PUBLIC HEARING ON PROPOSED ADOPTION AND REPEAL

TO: All Concerned Persons

1. On October 24, 2011, at 10:00 a.m. the Board of Public Education will hold a public hearing in the Superintendent's Conference Room on the second floor of the Office of Public Instruction, 1227 building, Helena, Montana, to consider the proposed adoption and repeal of the above-stated rules.

2. The board will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the board no later than 5:00 p.m. on October 24, 2011, to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. The rules as proposed to be adopted provide as follows:

NEW RULE I STANDARDS FOR MATHEMATICAL PRACTICE FOR GRADES K-12 (1) Mathematical practice standard 1 is to make sense of problems and persevere in solving them. Mathematically proficient students:

- (a) explain the meaning of a problem and restate it in their words;
  - (b) analyze given information to develop possible strategies for solving the problem;
  - (c) identify and execute appropriate strategies to solve the problem;
  - (d) evaluate progress toward the solution and make revisions if necessary;
- and

(e) check their answers using a different method and continually ask "Does this make sense?"

(2) Mathematical practice standard 2 is to reason abstractly and quantitatively. Mathematically proficient students:

- (a) make sense of quantities and their relationships in problem situations;
- (b) use varied representations and approaches when solving problems;
- (c) know and flexibly use different properties of operations and objects; and

(d) change perspectives, generate alternatives, and consider different options.

(3) Mathematical practice standard 3 is to construct viable arguments and critique the reasoning of others. Mathematically proficient students:

- (a) understand and use prior learning in constructing arguments;
- (b) habitually ask “why” and seek an answer to that question;
- (c) question and problem-pose;
- (d) develop questioning strategies to generate information;
- (e) seek to understand alternative approaches suggested by others and as a result, adopt better approaches;
- (f) justify their conclusions, communicate them to others, and respond to the arguments of others; and
- (g) compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and if there is a flaw in an argument, explain what it is.

(4) Mathematical practice standard 4 is to model with mathematics.

Mathematically proficient students:

- (a) apply the mathematics they know to solve problems arising in everyday life, society, and the workplace;
- (b) make assumptions and approximations to simplify a complicated situation, realizing that these may need revision later;
- (c) identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts, and formulas; and
- (d) analyze mathematical relationships to draw conclusions.

(5) Mathematical practice standard 5 is to use appropriate tools strategically.

Mathematically proficient students:

- (a) use tools when solving a mathematical problem and to deepen their understanding of concepts (e.g., pencil and paper, physical models, geometric construction and measurement devices, graph paper, calculators, computer-based algebra, or geometry systems); and
- (b) make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations and detect possible errors by strategically using estimation and other mathematical knowledge.

(6) Mathematical practice standard 6 is to attend to precision.

Mathematically proficient students:

- (a) communicate their understanding of mathematics to others;
- (b) use clear definitions and state the meaning of the symbols they choose, including using the equal sign consistently and appropriately;
- (c) specify units of measure and use label parts of graphs and charts; and
- (d) strive for accuracy.

(7) Mathematical practice standard 7 is to look for and make use of structure.

Mathematically proficient students:

- (a) look for, develop, generalize, and describe a pattern orally, symbolically, graphically, and in written form; and
- (b) apply and discuss properties.

(8) Mathematical practice standard 8 is to look for and express regularity in

repeated reasoning. Mathematically proficient students:

- (a) look for mathematically sound shortcuts; and
- (b) use repeated applications to generalize properties.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE II MONTANA KINDERGARTEN MATHEMATICS CONTENT STANDARDS (1) Mathematics counting and cardinality standards 1-7 for kindergarten are:

- (a) count to 100 by ones and by tens;
- (b) count forward beginning from a given number within the known sequence (instead of having to begin at 1);
- (c) write numbers from 0-20 and represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects);
- (d) understand the relationship between numbers and quantities and connect counting to cardinality;
  - (i) when counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object from a variety of cultural contexts, including those of Montana American Indians;
  - (ii) understand that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted;
  - (iii) understand that each successive number name refers to a quantity that is one larger;
- (e) count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration and given a number from 1-20, count out that many objects from a variety of cultural contexts, including those of Montana American Indians;
- (f) identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies; and
- (g) compare two numbers between 1 and 10 presented as written numerals.

(2) Mathematics operations and algebraic thinking content standards 1-5 for kindergarten are:

- (a) represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations;
- (b) solve addition and subtraction word problems from a variety of cultural contexts, including those of Montana American Indians, and add and subtract within 10, e.g., by using objects or drawings to represent the problem;
- (c) decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ );
- (d) for any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a

drawing or equation; and

(e) fluently add and subtract within 5.

(3) Mathematics number and operations in base ten content standard 1 for kindergarten are:

(a) compose and decompose numbers from 11-19 into ten ones and some further ones, e.g., by using objects or drawings; record each composition or decomposition by a drawing or equation (such as  $18 = 10 + 8$ ); and understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

(4) Mathematics measurement and data content standards 1-3 for kindergarten are:

(a) describe measurable attributes of objects, such as length or weight and describe several measurable attributes of a single object;

(b) directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute and describe the difference; for example, directly compare the heights of two children and describe one child as taller/shorter; and

(c) classify objects from a variety of cultural contexts, including those of Montana American Indians, into given categories, count the numbers of objects in each category, and sort the categories by count.

(5) Mathematics geometry content standards 1-6 for kindergarten are:

(a) describe objects, including those of Montana American Indians, in the environment using names of shapes and describe the relative positions of these objects using terms such as: above, below, beside, in front of, behind, and next to;

(b) correctly name shapes regardless of their orientations or overall size;

(c) identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”);

(d) analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”), and other attributes (e.g., having sides of equal length);

(e) model shapes in the world from a variety of cultural contexts, including those of Montana American Indians, by building shapes from components (e.g., sticks and clay balls) and drawing shapes; and

(f) compose simple shapes to form larger shapes; for example, “Can you join these two triangles with full sides touching to make a rectangle?”

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

### NEW RULE III MONTANA GRADE 1 MATHEMATICS CONTENT

STANDARDS (1) Mathematics operations and algebraic thinking content standards 1-8 for Grade 1 are:

(a) use addition and subtraction within 20 to solve word problems within a cultural context, including those of Montana American Indians, involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the

unknown number to represent the problem;

(b) solve word problems within a cultural context, including those of Montana American Indians, that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem;

(c) apply properties of operations as strategies to add and subtract; for example: if  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known (commutative property of addition); to add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$  (associative property of addition);

(d) understand subtraction as an unknown-addend problem; for example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8;

(e) relate counting to addition and subtraction (e.g., by counting on 2 to add 2);

(f) add and subtract within 20 demonstrating fluency for addition and subtraction within 10; use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ );

(g) understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false; for example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ ; and

(h) determine the unknown whole number in an addition or subtraction equation relating to three whole numbers; for example, determine the unknown number that makes the equation true in each of the equations:  $8 + ? = 11$ ,  $5 = ? - 3$ ,  $6 + 6 = ?$

(2) Mathematics number and operations in base ten content standards 1-6 for Grade 1 are:

(a) count to 120, starting at any number less than 120 and read and write numerals and represent a number of objects with a written numeral in this range;

(b) understand that the two digits of a two-digit number represent amounts of tens and ones and understand the following as special cases:

(i) 10 can be thought of as a bundle of ten ones called a “ten;”

(ii) the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones;

(iii) the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones);

(c) compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ ;

(d) add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used; understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to

compose a ten;

(e) given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used; and

(f) subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences) using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, relate the strategy to a written method, and explain the reasoning used.

(3) Mathematics measurement and data content standards 1-4 for Grade 1 are:

(a) order three objects from a variety of cultural contexts, including those of Montana American Indians, by length and compare the lengths of two objects indirectly by using a third object;

(b) express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps and limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps;

(c) tell and write time in hours and half-hours using analog and digital clocks; and

(d) organize, represent, and interpret data with up to three categories and ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

(4) Mathematics geometry content standards 1-3 for Grade 1 are:

(a) distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) and build and draw shapes to possess defining attributes;

(b) compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape;

(c) partition circles and rectangles into two and four equal shares; describe the shares using the words: halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of; describe the whole as two of, or four of the shares; and understand for these examples that decomposing into more equal shares creates smaller shares.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

#### NEW RULE IV MONTANA GRADE 2 MATHEMATICS CONTENT

STANDARDS (1) Mathematics operations and algebraic thinking content standards 1-4 for Grade 2 are:

(a) use addition and subtraction within 100 to solve one- and two-step word problems involving situations within a cultural context, including those of Montana American Indians, of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations

with a symbol for the unknown number to represent the problem;

(b) fluently add and subtract within 20 using mental strategies and by the end of Grade 2, know from memory all sums of two one-digit numbers;

(c) determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s and write an equation to express an even number as a sum of two equal addends; and

(d) use addition to find the total number of objects arranged in rectangular arrays with up to five rows and up to five columns and write an equation to express the total as a sum of equal addends.

(2) Mathematics number and operations in base ten content standards 1-9 for Grade 2 are:

(a) understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones, e.g., 706 equals 7 hundreds, 0 tens, and 6 ones and understand the following special cases:

(i) 100 can be thought of as a bundle of ten tens – called a "hundred;" and

(ii) the numbers 100, 200, 300, 400, 500, 600, 700, 800, and 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones);

(b) count within 1000; skip-count by 5s, 10s, and 100s;

(c) read and write numbers to 1000 using base-ten numerals, number names, and expanded form;

(d) compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons;

(e) fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction;

(f) add up to four two-digit numbers using strategies based on place value and properties of operations;

(g) add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method; understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds;

(h) mentally add 10 or 100 to a given number 100-900 and mentally subtract 10 or 100 from a given number 100-900; and

(i) explain why addition and subtraction strategies work using place value and the properties of operations.

(3) Mathematics measurement and data content standards 1-10 for Grade 2 are:

(a) measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes;

(b) measure the length of an object twice, using length units of different lengths for the two measurements and describe how the two measurements relate to the size of the unit chosen;

(c) estimate lengths using units of inches, feet, centimeters, and meters;

(d) measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit;

(e) use addition and subtraction within 100 to solve word problems within a cultural context, including those of Montana American Indians, involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem;

(f) represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ... and represent whole-number sums and differences within 100 on a number line diagram;

(g) tell and write time from analog and digital clocks to the nearest five minutes using a.m. and p.m.;

(h) solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately; for example: if you have two dimes and three pennies, how many cents do you have?

(i) generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object and show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units; and

(j) draw a picture graph and a bar graph (with single unit scale) to represent a data set from a variety of cultural contexts, including those of Montana American Indians, with up to four categories and solve simple put together, take apart and compare problems using information presented in a bar graph.

(4) Mathematics geometry content standards 1-3 for Grade 2 are:

(a) recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces and identify triangles, quadrilaterals, pentagons, hexagons, and cubes;

(b) partition a rectangle into rows and columns of same size squares and count to find the total number of them; and

(c) partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, half of, a third of, etc.; describe the whole as two halves, three thirds, four fourths; and recognize that equal shares of identical wholes need not have the same shape.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

### NEW RULE V MONTANA GRADE 3 MATHEMATICS CONTENT

STANDARDS (1) Mathematics operations and algebraic thinking content standards 1-9 for Grade 3 are:

(a) interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each; for example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ ;

(b) interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each; for example, describe a context in which a number of shares or a number of groups can be expressed as  $56 \div 8$ ;

(c) use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem;

(d) determine the unknown whole number in a multiplication or division equation relating three whole numbers; for example, determine the unknown number that makes the equation true in each of the equations  $8 \times ? = 48$ ,  $5 = ? \div 3$ ,  $6 \times 6 = ?$

(e) apply properties of operations as strategies to multiply and divide; for example: if  $6 \times 4 = 24$  is known, then  $4 \times 6 = 24$  is also known (commutative property of multiplication);  $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$ , then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$ , then  $3 \times 10 = 30$  (associative property of multiplication); knowing that  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , one can find  $8 \times 7$  as  $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$  (distributive property);

(f) understand division as an unknown factor problem; for example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8;

(g) fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations and by the end of Grade 3, know from memory all products of two one-digit numbers;

(h) solve two step word problems using the four operations within cultural contexts, including those of Montana American Indians; represent these problems using equations with a letter standing for the unknown quantity; and assess the reasonableness of answers using mental computation and estimation strategies including rounding; and

(i) identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations; for example, observe that four times a number is always even, and explain why four times a number can be decomposed into two equal addends.

(2) Mathematics number and operations in base ten content standards 1-3 for Grade 3 are:

(a) use place value understanding to round whole numbers to the nearest 10 or 100;

(b) fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction; and

(c) multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

(3) Mathematics number and operations and fractions content standards 1-3 for Grade 3 are:

(a) understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts and understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ ;

(b) understand a fraction as a number on the number line and represent fractions on a number line diagram;

(i) represent a fraction  $1/b$  on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts, recognize that each

part has size  $1/b$ , and that the endpoint of the part based at 0 locates the number  $1/b$  on the number line; and

(ii) represent a fraction  $a/b$  on a number line diagram by marking off a lengths  $1/b$  from 0 and recognize that the resulting interval has size  $a/b$  and that its endpoint locates the number  $a/b$  on the number line;

(c) explain equivalence of fractions in special cases and compare fractions by reasoning about their size;

(i) understand two fractions as equivalent (equal) if they are the same size or the same point on a number line;

(ii) recognize and generate simple equivalent fractions, e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$  and explain why the fractions are equivalent, e.g., by using a visual fraction model;

(iii) express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers; for example: express 3 in the form  $3 = 3/1$ ; recognize that  $6/1 = 6$ ; and locate  $4/4$  and 1 at the same point of a number line diagram; and

(iv) compare two fractions with the same numerator or the same denominator by reasoning about their size; recognize that comparisons are valid only when the two fractions refer to the same whole; record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ ; and justify the conclusions, e.g., by using a visual fraction model.

(4) Mathematics measurement and data content standards 1-8 for Grade 3 are:

(a) tell and write time to the nearest minute and measure time intervals in minutes and solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram;

(b) measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l) and add, subtract, multiply, or divide to solve one step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem;

(c) draw a scaled picture graph and a scaled bar graph to represent a data set with several categories, within cultural contexts including those of Montana American Indians; solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs; for example, draw a bar graph in which each square in the bar graph might represent five pets;

(d) generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch and show the data by making a line plot where the horizontal scale is marked off in appropriate units, i.e. whole numbers, halves, or quarters;

(e) recognize area as an attribute of plane figures and understand concepts of area measurement;

(i) a square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area and can be used to measure area; and

(ii) a plane figure which can be covered without gaps or overlaps by  $n$  unit squares is said to have an area of  $n$  square units;

(f) measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units);

(g) relate area to the operations of multiplication and addition;

- (i) find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths;
  - (ii) multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems and represent whole-number products as rectangular areas in mathematical reasoning;
  - (iii) use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths  $a$  and  $b + c$  is the sum of  $a \times b$  and  $a \times c$  and use area models to represent the distributive property in mathematical reasoning;
  - (iv) recognize area as additive; find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts; and apply this technique to solve real world problems, including those of Montana American Indians; and
  - (h) solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
- (5) Mathematics geometry content standards 1 and 2 for Grade 3 are:
- (a) understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides) and that the shared attributes can define a larger category (e.g., quadrilaterals); recognize rhombuses, rectangles, and squares as examples of quadrilaterals; and draw examples of quadrilaterals that do not belong to any of these subcategories; and
  - (b) partition shapes into parts with equal areas; express the area of each part as a unit fraction of the whole; for example, partition a shape into four parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

#### NEW RULE VI MONTANA GRADE 4 MATHEMATICS CONTENT

STANDARDS (1) Mathematics operations and algebraic thinking content standards 1-5 for Grade 4 are:

- (a) interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5 and represent verbal statements of multiplicative comparisons as multiplication equations;
- (b) multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison;
- (c) solve multistep word problems within cultural contexts, including those of Montana American Indians, with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted; represent these problems using equations with a letter standing for the unknown quantity; and assess the reasonableness of answers using mental computation and estimation strategies including rounding;

(d) find all factor pairs for a whole number in the range 1-100; recognize that a whole number is a multiple of each of its factors; determine whether a given whole number in the range 1-1000 is a multiple of a given one-digit number; and determine whether a given whole number in the range 1-100 is prime or composite; and

(e) generate number or shape patterns that follows a given rule; identify apparent features of the pattern that were not explicit in the rule itself; for example, given the rule "add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers; explain informally why the numbers will continue to alternate in this way.

(2) Mathematics number and operations in base ten content standards 1-6 for Grade for are:

(a) recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right; for example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division;

(b) read and write multi-digit whole numbers using base ten numerals, number names, and expanded form and compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons;

(c) use place value understanding to round multi-digit whole numbers to any place;

(d) fluently add and subtract multi-digit whole numbers using the standard algorithm;

(e) multiply a whole number of up to four digits by a one-digit whole number; multiply two two-digit numbers using strategies based on place value and the properties of operations; and illustrate and explain the calculation by using equations, rectangular arrays, and/or area models; and

(f) find whole number quotients and remainders with up to four-digit dividends and one-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division and illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

(3) Mathematics number and operations - fractions content standards 1-7 for Grade 4 are:

(a) explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual fraction models with attention to how the number and size of the parts differ even though the two fractions themselves are the same size and use this principle to recognize and generate equivalent fractions;

(b) compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $1/2$ ; recognize that comparisons are valid only when the two fractions refer to the same whole; record the results of comparisons with symbols  $>$ ,  $=$ , or  $<$ ; and justify the conclusions, e.g., by using a visual fraction model;

(c) understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ ;

(i) understand addition and subtraction of fractions as joining and separating parts referring to the same whole;

(ii) decompose a fraction into a sum of fractions with the same denominator

in more than one way, recording each decomposition by an equation; justify decompositions, e.g., by using a visual fraction model; for example:  $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ ;  $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$ ;  $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$ ;

(iii) add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction; and

(iv) solve word problems within cultural contexts, including those of Montana American Indians, involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem;

(d) apply and extend previous understandings of multiplication to multiply a fraction by a whole number;

(i) understand a fraction  $\frac{a}{b}$  as a multiple of  $\frac{1}{b}$ ; for example, use a visual fraction model to represent  $\frac{5}{4}$  as the product  $5 \times (\frac{1}{4})$ , recording the conclusion by the equation  $\frac{5}{4} = 5 \times (\frac{1}{4})$ ;

(ii) understand a multiple of  $\frac{a}{b}$  as a multiple of  $\frac{1}{b}$ , and use this understanding to multiply a fraction by a whole number; for example, use a visual fraction model to express  $3 \times (\frac{2}{5})$  as  $6 \times (\frac{1}{5})$ , recognizing this product as  $\frac{6}{5}$  (in general,  $n \times (\frac{a}{b}) = (\frac{n \times a}{b})$ );

(iii) solve word problems within cultural contexts, including those of Montana American Indians, involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem; for example, if each person at a party will eat  $\frac{3}{8}$  of a pound of roast beef and there will be five people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? As a contemporary American Indian example, for family/cultural gatherings, the Canadian and Montana Cree bake bannock made from flour, salt, grease, and baking soda, in addition to  $\frac{3}{4}$  cup water per pan. When making four pans, how much water will be needed?

(e) express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100; for example, express  $\frac{3}{10}$  as  $\frac{30}{100}$ , and add  $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$ ;

(f) use decimal notation for fractions with denominators 10 or 100; for example, rewrite 0.62 as  $\frac{62}{100}$ ; describe a length as 0.62 meters; and locate 0.62 on a number line diagram;

(g) compare two decimals to hundredths by reasoning about their size; recognize that comparisons are valid only when the two decimals refer to the same whole; record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ ; and justify the conclusions, e.g., by using a visual model.

(4) Mathematics measurement and data content standards 1-7 for Grade 4 are:

(a) know relative sizes of measurement units within one system of units including km, m, cm, kg, g, lb., oz., l, ml, hr, min., and sec.; within a single system of measurement, express measurements in a larger unit in terms of a smaller unit; record measurement equivalents in a two-column table; for example know that 1 ft is 12 times as long as 1 in.; express the length of a four ft snake as 48 in.; generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),

...;

(b) use the four operations to solve word problems within cultural contexts, including those of Montana American Indians, involving distances, intervals of time, liquid volumes, masses of objects, and money; including problems involving simple fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit, represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale;

(c) apply the area and perimeter formulas for rectangles in real world and mathematical problems; for example, find the width of a rectangular room given the area of the flooring and the length by viewing the area formula as a multiplication equation with an unknown factor;

(d) make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ); solve problems involving addition and subtraction of fractions by using information presented in line plots; for example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect or arrow/spearhead collection;

(e) recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement:

(i) an angle is measured with reference to a circle with its center at the common endpoint of the rays; by considering the fraction of the circular arc between the points where the two rays intersect the circle, an angle that turns through  $\frac{1}{360}$  of a circle is called a "one-degree angle" and can be used to measure angles; and

(ii) an angle that turns through  $n$  one-degree angles is said to have an angle measure of  $n$  degrees;

(f) measure angles in whole-number degrees using a protractor and sketch angles of specified measure;

(g) recognize angle measure as additive; when an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts; solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems; e.g., by using an equation with a symbol for the unknown angle measure.

(5) Mathematics geometry content standards 1-3 for Grade 4 are:

(a) draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and identify these in two-dimensional figures;

(b) classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size; recognize right triangles as a category; and identify right triangles; and

(c) recognize a line of symmetry for a two-dimensional figure, including those found in Montana American Indian designs, as a line across the figure such that the figure can be folded along the line into matching parts; identify line-symmetric figures; and draw lines of symmetry.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE VII MONTANA GRADE 5 MATHEMATICS CONTENT  
STANDARDS (1) Mathematics operations and algebraic thinking content standards

MAR Notice No. 10-53-257

1-3 for Grade 5 are:

(a) use parentheses, brackets, or braces in numerical expressions and evaluate expressions with these symbols;

(b) write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them; for example, express the calculation “add 8 and 7, then multiply by 2” as  $2 \times (8 + 7)$ ; recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product; and

(c) generate two numerical patterns using two given rules; identify apparent relationships between corresponding terms; form ordered pairs consisting of corresponding terms from the two patterns and graph the ordered pairs on a coordinate plane; for example, given the rule “add 3” and the starting number 0, and given the rule “add 6” and the starting number 0, generate terms in the resulting sequences and observe that the terms in one sequence are twice the corresponding terms in the other sequence; and explain informally why this is so.

(2) Mathematics number and operations in base ten content standards 1-7 for Grade 5 are:

(a) recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $1/10$  of what it represents in the place to its left;

(b) explain patterns in the number of zeros of the product when multiplying a number by powers of 10; explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10; and use whole-number exponents to denote powers of 10;

(c) read, write, and compare decimals to thousandths;

(i) read and write decimals to thousandths using base ten numerals, number names, and expanded form, e.g.  $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ ; and

(ii) compare two decimals to thousandths based on meanings of the digits in each place using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons;

(d) use place value understandings to round decimals to any place;

(e) fluently multiply multi-digit whole numbers using the standard algorithm;

(f) find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division and illustrate and explain the calculation by using equations, rectangular arrays, and/or area models; and

(g) add, subtract, multiply, and divide decimals to hundredths using concrete models or drawings within cultural contexts, including those of Montana American Indians, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method; and explain the reasoning used.

(3) Mathematics number and operations - fractions - content standards 1-7 for Grade 5 are:

(a) add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators; for

example,  $2/3 + 5/4 = 8/12 + 15/12 = 23/12$  (in general,  $a/b + c/d = (ad + bc)/bd$ );

(b) solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem; use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers; for example, recognize an incorrect result  $2/5 + 1/2 = 3/7$ , by observing that  $3/7 < 1/2$ ;

(c) interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ); solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem; for example, interpret  $3/4$  as the result of dividing 3 by 4, noting that  $3/4$  multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size  $3/4$ ; if 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

(d) apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction;

(i) interpret the product  $(a/b) \times q$  as a parts of a partition of  $q$  into  $b$  equal parts; equivalently, as the result of a sequence of operations  $a \times q \div b$ ; for example, use a visual fraction model to show  $(2/3) \times 4 = 8/3$ , and create a story context for this equation within cultural contexts, including those of Montana American Indians; and do the same with  $(2/3) \times (4/5) = 8/15$  (in general,  $(a/b) \times (c/d) = ac/bd$ );

(ii) find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths; show that the area is the same as would be found by multiplying the side lengths; multiply fractional side lengths to find areas of rectangles; and represent fraction products as rectangular areas;

(e) interpret multiplication as scaling (resizing), by:

(i) comparing the size of a product to the size of one factor on the basis of the size of the other factor without performing the indicated multiplication; and

(ii) explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying  $a/b$  by 1;

(f) solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem within cultural contexts, including those of Montana American Indians;

(g) apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions;

(i) interpret division of a unit fraction by a non-zero whole number and compute such quotients; for example, create a story context within cultural contexts, including those of Montana American Indians, for  $(1/3) \div 4$ , and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that  $(1/3) \div 4 = 1/12$  because  $(1/12) \times 4 = 1/3$ ;

(ii) interpret division of a whole number by a unit fraction and compute such quotients; for example, create a story context within cultural contexts, including

those of Montana American Indians, for  $4 \div (1/5)$ , and use a visual fraction model to show the quotient; and use the relationship between multiplication and division to explain that  $4 \div (1/5) = 20$  because  $20 \times (1/5) = 4$ ; and

(iii) solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem; for example, how much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $1/3$ -cup servings are in 2 cups of raisins?

(4) Mathematics measurement and data content standards 1-5 for Grade 5 are:

(a) convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions in solving multi-step, real world problems within a cultural context, including those of Montana American Indians;

(b) make a line plot to display a data set of measurements in fractions of a unit ( $1/2$ ,  $1/4$ ,  $1/8$ ); use operations on fractions for this grade to solve problems involving information presented in line plots; for example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally;

(c) recognize volume as an attribute of solid figures and understand concepts of volume measurement;

(i) a cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume and can be used to measure volume; and

(ii) a solid figure which can be packed without gaps or overlaps using  $n$  unit cubes is said to have a volume of  $n$  cubic units;

(d) measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units;

(e) relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume within cultural contexts, including those of Montana American Indians;

(i) find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base; and represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication;

(ii) apply the formulas  $V = l \times w \times h$  and  $V = b \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems; and

(iii) recognize volume as additive and find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

(5) Mathematics geometry content standards 1-4 for Grade 5 are:

(a) use a pair of perpendicular number lines, called axes, to define a coordinate system with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates; understand that the first number indicates how far to travel from the origin in the direction of one axis and the second number

indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate);

(b) represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation, including those found in Montana American Indian designs;

(c) understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category; for example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles; and

(d) classify two-dimensional figures in a hierarchy based on properties.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

### NEW RULE VIII MONTANA GRADE 6 MATHEMATICS CONTENT

STANDARDS (1) Mathematics ratios and proportional relationships content standards 1-3 for Grade 6 are:

(a) understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities; for example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”

(b) understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with  $b \neq 0$ , and use rate language in the context of a ratio relationship; for example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is  $3/4$  cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”

(c) use ratio and rate reasoning to solve real-world and mathematical problems from a variety of cultural contexts, including those of Montana American Indians, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations;

(i) make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, plot the pairs of values on the coordinate plane, and use tables to compare ratios;

(ii) solve unit rate problems including those involving unit pricing and constant speed; for example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? As a contemporary American Indian example, it takes at least 16 hours to bead a Crow floral design on moccasins for two children. How many pairs of moccasins can be completed in 72 hours?

(iii) find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means  $30/100$  times the quantity) and solve problems involving finding the whole, given a part and the percent;

(iv) use ratio reasoning to convert measurement units and manipulate and transform units appropriately when multiplying or dividing quantities.

(2) Mathematics - the number system content standards 1-6 for Grade 6 are:

(a) interpret and compute quotients of fractions and solve word problems

involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem; for example, create a story context for  $(2/3) \div (3/4)$  and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that  $(2/3) \div (3/4) = 8/9$  because  $3/4$  of  $8/9$  is  $2/3$ . (In general,  $(a/b) \div (c/d) = ad/bc$ .) How much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $3/4$ -cup servings are in  $2/3$  of a cup of yogurt? How wide is a rectangular strip of land with length  $3/4$  mi and area  $1/2$  square mi?

(b) fluently divide multi-digit numbers using the standard algorithm;

(c) fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation;

(d) find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12; use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor; for example, express  $36 + 8$  as  $4(9 + 2)$ ;

(e) understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge) and use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation;

(f) understand a rational number as a point on the number line and extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates;

(i) recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g.,  $-(-3) = 3$ ; and that 0 is its own opposite;

(ii) understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane and recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes; and

(iv) find and position integers and other rational numbers on a horizontal or vertical number line diagram and find and position pairs of integers and other rational numbers on a coordinate plane;

(g) understand ordering and absolute value of rational numbers;

(i) interpret statements of inequality as statements about the relative position of two numbers on a number line diagram; for example, interpret  $-3 > -7$  as a statement that -3 is located to the right of -7 on a number line oriented from left to right;

(ii) write, interpret, and explain statements of order for rational numbers in real-world contexts; for example, write  $-3^{\circ} \text{C} > -7^{\circ} \text{C}$  to express the fact that  $-3^{\circ} \text{C}$  is warmer than  $-7^{\circ} \text{C}$ ;

(iii) understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation; for example, for an account balance of -30 dollars, write  $|-30| = 30$  to describe the size of the debt in dollars; and

(iv) distinguish comparisons of absolute value from statements about order;

for example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars;

(h) solve real-world and mathematical problems from a variety of cultural contexts, including those of Montana American Indians, by graphing points in all four quadrants of the coordinate plane and include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

(2) Mathematics expressions and equations content standards 1-9 for Grade 6 are:

(a) write and evaluate numerical expressions involving whole-number exponents;

(b) write, read, and evaluate expressions in which letters stand for numbers;

(i) write expressions that record operations with numbers and with letters standing for numbers; for example, express the calculation “subtract  $y$  from 5” as  $5 - y$ ;

(ii) identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity; for example, describe the expression  $2(8 + 7)$  as a product of two factors; and view  $(8 + 7)$  as both a single entity and a sum of two terms; and

(iii) evaluate expressions at specific values of their variables; include expressions that arise from formulas used in real-world problems; perform arithmetic operations, including those involving whole-number exponents in the conventional order when there are no parentheses to specify a particular order (order of operations); for example, use the formulas  $V = s^3$  and  $A = 6s^2$  to find the volume and surface area of a cube with sides of length  $s = \frac{1}{2}$ ;

(c) apply the properties of operations to generate equivalent expressions; for example, apply the distributive property to the expression  $3(2 + x)$  to produce the equivalent expression  $6 + 3x$ ; apply the distributive property to the expression  $24x + 18y$  to produce the equivalent expression  $6(4x + 3y)$ ; and apply properties of operations to  $y + y + y$  to produce the equivalent expression  $3y$ ;

(d) identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them); for example, the expressions  $y + y + y$  and  $3y$  are equivalent because they name the same number regardless of which number  $y$  stands for;

(e) understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true;

(f) use variables to represent numbers and write expressions when solving a real-world or mathematical problem and understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set;

(g) solve real-world and mathematical problems by writing and solving equations of the form  $x + p = q$  and  $px = q$  for cases in which  $p$ ,  $q$ , and  $x$  are all nonnegative rational numbers;

(h) write an inequality of the form  $x > c$  or  $x < c$  to represent a constraint or condition in a real-world or mathematical problem; recognize that inequalities of the

form  $x > c$  or  $x < c$  have infinitely many solutions; and represent solutions of such inequalities on number line diagrams; and

(i) use variables to represent two quantities in a real-world problem from a variety of cultural contexts, including those of Montana American Indians, that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable; analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation; for example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times and write the equation  $d = 65t$  to represent the relationship between distance and time.

(3) Mathematics geometry content standards 1-4 for Grade 6 are:

(a) find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems within cultural contexts, including those of Montana American Indians; for example, use Montana American Indian designs to decompose shapes and find the area;

(b) find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths and show that the volume is the same as would be found by multiplying the edge lengths of the prism and apply the formulas  $V = l w h$  and  $V = b h$  to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems;

(c) draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate; and apply these techniques in the context of solving real-world and mathematical problems; and

(d) represent three-dimensional figures using nets made up of rectangles and triangles and use the nets to find the surface area of these figures and apply these techniques in the context of solving real-world and mathematical problems within cultural contexts, including those of Montana American Indians.

(4) Mathematics statistics and probability content standards 1-5 for Grade 6 are:

(a) recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers; for example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages;

(b) understand that a set of data collected (including Montana American Indian demographic data) to answer a statistical question has a distribution which can be described by its center, spread, and overall shape;

(c) recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number;

(d) display numerical data in plots on a number line, including dot plots, histograms, and box plots; and

(e) summarize numerical data sets in relation to their context, such as by:

- (i) reporting the number of observations;
- (ii) describing the nature of the attribute under investigation, including how it was measured and its units of measurement;
- (iii) giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered; and
- (iv) relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

### NEW RULE IX MONTANA GRADE 7 MATHEMATICS CONENT

STANDARDS (1) Mathematics ratios and proportional relationships content standards 1-3 for Grade 7 are:

(a) compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units; for example, if a person walks  $\frac{1}{2}$  mile in each  $\frac{1}{4}$  hour, compute the unit rate as the complex fraction  $\frac{1/2}{1/4}$  miles per hour, equivalently 2 miles per hour;

(b) recognize and represent proportional relationships between quantities, including those represented in Montana American Indian cultural contexts;

(i) decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin;

(ii) identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships;

(iii) represent proportional relationships by equations; for example, if total cost  $t$  is proportional to the number  $n$  of items purchased at a constant price  $p$ , the relationship between the total cost and the number of items can be expressed as  $t = pn$ ; as a contemporary American Indian example, analyze cost of beading materials; cost of cooking ingredients for family gatherings, community celebrations, etc.; and

(iv) explain what a point  $(x, y)$  on the graph of a proportional relationship means in terms of the situation, with special attention to the points  $(0, 0)$  and  $(1, r)$  where  $r$  is the unit rate;

(c) use proportional relationships to solve multi-step ratio and percent problems within cultural contexts, including those of Montana American Indians (e.g., percent of increase and decrease of tribal land); for example: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

(2) Mathematics number system content standards 1-3 for Grade 7 are:

(a) apply and extend previous understandings of addition and subtraction to add and subtract rational numbers and represent addition and subtraction on a horizontal or vertical number line diagram;

(i) describe situations in which opposite quantities combine to make 0; for example, a hydrogen atom has 0 charge because its two constituents are oppositely charged;

(ii) understand  $p + q$  as the number located a distance  $|q|$  from  $p$ , in the positive or negative direction depending on whether  $q$  is positive or negative; show that a number and its opposite have a sum of 0 (are additive inverses); and interpret sums of rational numbers by describing real-world contexts;

(iii) understand subtraction of rational numbers as adding the additive inverse,  $p - q = p + (-q)$ ; show that the distance between two rational numbers on the number line is the absolute value of their difference; and apply this principle in real-world contexts; and

(iv) apply properties of operations as strategies to add and subtract rational numbers;

(b) apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers;

(i) understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as  $(-1)(-1) = 1$  and the rules for multiplying signed numbers; and interpret products of rational numbers by describing real-world contexts;

(ii) understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number, i.e. if  $p$  and  $q$  are integers, then  $-(p/q) = (-p)/q = p/(-q)$ ; and interpret quotients of rational numbers by describing real-world contexts;

(iii) apply properties of operations as strategies to multiply and divide rational numbers; and

(iv) convert a rational number to a decimal using long division; and know that the decimal form of a rational number terminates in 0s or eventually repeats;

(c) solve real-world and mathematical problems from a variety of cultural contexts, including those of Montana American Indians, involving the four operations with rational numbers.

(3) Mathematics expressions and equations content standards 1-4 for Grade 7 are:

(a) apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients;

(b) understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related; for example,  $a + 0.05a = 1.05a$  means that “increase by 5%” is the same as “multiply by 1.05;”

(c) solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically; apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies; for example: if a woman making \$25 an hour gets a 10% raise, she will make an additional  $1/10$  of her salary an hour, or \$2.50, for a new salary of \$27.50 and if you want to place a towel bar  $9 \frac{3}{4}$  inches long in the center of a door that is  $27 \frac{1}{2}$  inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation; and

(d) use variables to represent quantities in a real-world or mathematical

problems, including those represented in Montana American Indian cultural contexts, and construct simple equations and inequalities to solve problems by reasoning about the quantities;

(i) solve word problems leading to equations of the form  $px + q = r$  and  $p(x + q) = r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers; solve equations of these forms fluently; compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach; for example, the perimeter of a rectangle is 54 cm. and its length is 6 cm. What is its width?; and

(ii) solve word problems leading to inequalities of the form  $px + q > r$  or  $px + q < r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers; graph the solution set of the inequality and interpret it in the context of the problem; for example: as a salesperson, you are paid \$50 per week plus \$3 per sale; this week you want your pay to be at least \$100; write an inequality for the number of sales you need to make and describe the solutions.

(4) Mathematics geometry content standards 1-6 for Grade 7 are:

(a) solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale;

(b) draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions; focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle;

(c) describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids;

(d) know the formulas for the area and circumference of a circle and use them to solve problems from a variety of cultural contexts, including those of Montana American Indians and give an informal derivation of the relationship between the circumference and area of a circle;

(e) use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure; and

(f) solve real-world and mathematical problems from a variety of cultural contexts, including those of Montana American Indians, involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

(5) Mathematics statistics and probability content standards 1-8 for Grade 7 are:

(a) understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population; and understand that random sampling tends to produce representative samples and support valid inferences;

(b) use data, including Montana American Indian demographics data, from a random sample to draw inferences about a population with an unknown characteristic of interest; generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions; for example, estimate

the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data; predict how many text messages your classmates receive in a day and gauge how far off the estimate or prediction might be;

(c) informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability; for example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable;

(d) use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations; for example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book;

(e) understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring; larger numbers indicate greater likelihood; a probability near 0 indicates an unlikely event; a probability around  $1/2$  indicates an event that is neither unlikely nor likely; and a probability near 1 indicates a likely event;

(f) approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency and predict the approximate relative frequency given the probability; for example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times and when playing Montana American Indian hand/stick games, you can predict the approximate number of accurate guesses;

(g) develop a probability model and use it to find probabilities of events; compare probabilities from a model to observed frequencies; and if the agreement is not good, explain possible sources of the discrepancy;

(i) develop a uniform probability model by assigning equal probability to all outcomes and use the model to determine probabilities of events; for example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected; and

(ii) develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process; for example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down; do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?

(h) find probabilities of compound events using organized lists, tables, tree diagrams, and simulation;

(i) understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs;

(ii) represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams; for an event described in everyday

language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event; and

(iii) design and use a simulation to generate frequencies for compound events; for example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

### NEW RULE X MONTANA GRADE 8 MATHEMATICS CONTENT

STANDARDS (1) Mathematics number system content standards 1 and 2 for Grade 8 are:

(a) understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually; and convert a decimal expansion which repeats eventually into a rational number; and

(b) use rational approximations of irrational numbers to compare the size of irrational numbers; locate them approximately on a number line diagram; and estimate the value of expressions (e.g.,  $\pi^2$ ); for example, by truncating the decimal expansion of  $\sqrt{2}$ , show that  $\sqrt{2}$  is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.

(2) Mathematics expressions and equations content standards 1-8 for Grade 8 are:

(a) know and apply the properties of integer exponents to generate equivalent numerical expressions; for example,  $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ ;

(b) use square root and cube root symbols to represent solutions to equations of the form  $x^2 = p$  and  $x^3 = p$ , where  $p$  is a positive rational number; evaluate square roots of small perfect squares and cube roots of small perfect cubes; and know that  $\sqrt{2}$  is irrational;

(c) use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities and to express how many times as much one is than the other; for example, estimate the population of the United States as 3 times  $10^8$  and the population of the world as 7 times  $10^9$  and determine that the world population is more than 20 times larger;

(d) perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used; use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading); and interpret scientific notation that has been generated by technology;

(e) graph proportional relationships, interpreting the unit rate as the slope of the graph; compare two different proportional relationships represented in different ways; for example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed;

(f) use similar triangles to explain why the slope  $m$  is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation  $y = mx$  for a line through the origin and the equation  $y = mx + b$  for a line intercepting the vertical axis at  $b$ ;

- (g) solve linear equations in one variable;
- (i) give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions and show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers);
  - (ii) solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms; and
- (h) analyze and solve pairs of simultaneous linear equations;
- (i) understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously;
  - (ii) solve systems of two linear equations in two variables algebraically and estimate solutions by graphing the equations; solve simple cases by inspection; for example,  $3x + 2y = 5$  and  $3x + 2y = 6$  have no solution because  $3x + 2y$  cannot simultaneously be 5 and 6; and
  - (iii) solve real-world and mathematical problems from a variety of cultural contexts, including those of Montana American Indians, leading to two linear equations in two variables; for example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.
- (3) Mathematics functions content standards 1-5 for Grade 8 are:
  - (a) understand that a function is a rule that assigns to each input exactly one output and the graph of a function is the set of ordered pairs consisting of an input and the corresponding output;
  - (b) compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions); for example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change;
  - (c) interpret the equation  $y = mx + b$  as defining a linear function whose graph is a straight line; give examples of functions that are not linear; for example, the function  $A = s^2$  giving the area of a square as a function of its side length is not linear because its graph contains the points  $(1,1)$ ,  $(2,4)$ , and  $(3,9)$ , which are not on a straight line;
  - (d) construct a function to model a linear relationship between two quantities; determine the rate of change and initial value of the function from a description of a relationship or from two  $(x, y)$  values, including reading these from a table or from a graph; and interpret the rate of change and initial value of a linear function in terms of the situation it models and in terms of its graph or a table of values;
  - (e) describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear) and sketch a graph that exhibits the qualitative features of a function that has been described verbally.
- (4) Mathematics geometry content standards 1-9 for Grade 8 are:
  - (a) verify experimentally the properties of rotations, reflections, and

translations from a variety of cultural contexts, including those of Montana American Indians:

- (i) lines are taken to lines and line segments to line segments of the same length;
- (ii) angles are taken to angles of the same measure; and
- (iii) parallel lines are taken to parallel lines;
- (b) understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations and given two congruent figures, describe a sequence that exhibits the congruence between them;
- (c) describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures from a variety of cultural contexts, including those of Montana American Indians, using coordinates;
- (d) understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations and given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them;
- (e) use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles; for example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line and give an argument in terms of transversals why this is so;
- (f) explain a proof of the Pythagorean Theorem and its converse;
- (g) apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions; for example, determine the unknown height of a Plains Indian tipi when given the side length and radius;
- (h) apply the Pythagorean Theorem to find the distance between two points in a coordinate system; and
- (i) know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

(5) Mathematics statistics and probability content standards 1-4 for Grade 8 are:

- (a) construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities and describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association;
- (b) know that straight lines are widely used to model relationships between two quantitative variables and for scatter plots that suggest a linear association, informally fit a straight line and informally assess the model fit by judging the closeness of the data points to the line;
- (c) use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept; for example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height;
- (d) understand that patterns of association can also be seen in bivariate

categorical data by displaying frequencies and relative frequencies in a two-way table; construct and interpret a two-way table summarizing data including data from Montana American Indian sources on two categorical variables collected from the same subjects; use relative frequencies calculated for rows or columns to describe possible association between the two variables; for example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

#### NEW RULE XI MATHEMATICS STANDARDS FOR HIGH SCHOOL

(1) The high school standards specify the mathematics that all students should study in order to be college and career ready. Additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics is indicated by (+), as in this example:

(a) (+) represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers);

(b) all standards without a (+) symbol should be in the common mathematics curriculum for all college and career ready students. Standards with a (+) symbol may also appear in courses intended for all students;

(c) modeling is best interpreted not as a collection of isolated topics but in relation to other standards. Making mathematical models is a Standard for Mathematical Practice and specific modeling standards appear throughout the high school standards indicated by a star symbol (\*). The star symbol sometimes appears on the heading for a group of standards; in that case, it should be understood to apply to all standards in that group.

AUTH: 20-2-114, MCA

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

#### NEW RULE XII MONTANA HIGH SCHOOL MATHEMATICS CONTENT STANDARDS

(1) Mathematics number and quantity, the real number system content standards 1-3 for high school are:

(a) explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents; for example, we define  $5^{1/3}$  to be the cube root of 5 because we want  $(5^{1/3})^3 = 5^{(1/3)3}$  to hold, so  $(5^{1/3})^3$  must equal 5;

(b) rewrite expressions involving radicals and rational exponents using the properties of exponents; and

(c) explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

(2) Mathematics number and quantity, quantities content standards 1-3 for high school are:

(a) use units as a way to understand problems from a variety of contexts

(e.g., science, history, and culture), including those of Montana American Indians, and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; and choose and interpret the scale and the origin in graphs and data displays;

(b) define appropriate quantities for the purpose of descriptive modeling; and

(c) choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

(3) Mathematics number and quantity, the complex number system content standards 1-9 for high school are:

(a) know there is a complex number  $i$  such that  $i^2 = -1$  and every complex number has the form  $a + bi$  with  $a$  and  $b$  real;

(b) use the relation  $i^2 = -1$  and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers;

(c) (+) find the conjugate of a complex number and use conjugates to find moduli and quotients of complex numbers;

(d) (+) represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers) and explain why the rectangular and polar forms of a given complex number represent the same number;

(e) (+) represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation; for example,  $(-1 + \sqrt{3}i)^3 = 8$  because  $(-1 + \sqrt{3}i)$  has modulus 2 and argument  $120^\circ$ ;

(f) (+) calculate the distance between numbers in the complex plane as the modulus of the difference and the midpoint of a segment as the average of the numbers at its endpoints;

(g) solve quadratic equations with real coefficients that have complex solutions;

(h) (+) extend polynomial identities to the complex numbers and for example, rewrite  $x^2 + 4$  as  $(x + 2i)(x - 2i)$ ; and

(i) (+) know the Fundamental Theorem of Algebra and show that it is true for quadratic polynomials.

(3) Mathematics number and quantity, vector and matrix quantities content standards 1-12 for high school are:

(a) (+) recognize vector quantities as having both magnitude and direction; represent vector quantities by directed line segments; and use appropriate symbols for vectors and their magnitudes (e.g.,  $v$ ,  $|v|$ ,  $\|v\|$ ,  $v$ );

(b) (+) find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point;

(c) (+) solve problems from a variety of contexts (e.g., science, history, and culture), including those of Montana American Indians, involving velocity and other quantities that can be represented by vectors;

(d) (+) add and subtract vectors;

(i) add vectors end-to-end, component-wise, and by the parallelogram rule and understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes;

(ii) given two vectors in magnitude and direction form, determine the magnitude and direction of their sum; and

- (iii) understand vector subtraction  $v - w$  as  $v + (-w)$  where  $-w$  is the additive inverse of  $w$ , with the same magnitude as  $w$  and pointing in the opposite direction and represent vector subtraction graphically by connecting the tips in the appropriate order and perform vector subtraction component-wise;
  - (e) (+) multiply a vector by a scalar;
  - (i) represent scalar multiplication graphically by scaling vectors and possibly reversing their direction and perform scalar multiplication component-wise, e.g., as  $c(v_x, v_y) = (cv_x, cv_y)$ ; and
  - (ii) compute the magnitude of a scalar multiple  $cv$  using  $\|cv\| = |c|v$  and compute the direction of  $cv$  knowing that when  $|c|v \neq 0$ , the direction of  $cv$  is either along  $v$  (for  $c > 0$ ) or against  $v$  (for  $c < 0$ );
  - (f) (+) use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network;
  - (g) (+) multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled;
  - (h) (+) add, subtract, and multiply matrices of appropriate dimensions;
  - (i) (+) understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties;
  - (j) (+) understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers and the determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse;
  - (k) (+) multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector and work with matrices as transformations of vectors; and
  - (l) (+) work with  $2 \times 2$  matrices as transformations of the plane and interpret the absolute value of the determinant in terms of area.
- (4) Mathematics algebra, seeing structure in expressions content standards 1-4 for high school are:
- (a) interpret expressions that represent a quantity in terms of its context;\*
  - (i) interpret parts of an expression, such as terms, factors, and coefficients; and
  - (ii) interpret complicated expressions by viewing one or more of their parts as a single entity; for example, interpret  $P(1+r)^n$  as the product of  $P$  and a factor not depending on  $P$ ;
  - (b) use the structure of an expression to identify ways to rewrite it; for example, see  $x^4 - y^4$  as  $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ ;
  - (c) choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression;\*
  - (i) factor a quadratic expression to reveal the zeros of the function it defines;
  - (ii) complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines; and
  - (iii) use the properties of exponents to transform expressions for exponential functions; for example the expression  $1.15^t$  can be rewritten as  $(1.15^{1/12})^{12t} \approx 1.012^{12t}$

to reveal the approximate equivalent monthly interest rate if the annual rate is 15%;

(d) derive the formula for the sum of a finite geometric series (when the common ratio is not 1) and use the formula to solve problems; for example, calculate mortgage payments.\*

(5) Mathematics algebra, arithmetic with polynomials and rational expressions content standards 1-7 for high school are:

(a) understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication and add, subtract, and multiply polynomials;

(b) know and apply the Remainder Theorem: for a polynomial  $p(x)$  and a number  $a$ , the remainder on division by  $x - a$  is  $p(a)$ , so  $p(a) = 0$  if and only if  $(x - a)$  is a factor of  $p(x)$ ;

(c) identify zeros of polynomials when suitable factorizations are available and use the zeros to construct a rough graph of the function defined by the polynomial;

(d) prove polynomial identities and use them to describe numerical relationships; for example, the polynomial identity  $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$  can be used to generate Pythagorean triples;

(e) (+) know and apply the Binomial Theorem for the expansion of  $(x + y)^n$  in powers of  $x$  and  $y$  for a positive integer  $n$ , where  $x$  and  $y$  are any numbers, with coefficients determined for example by Pascal's Triangle;

(f) rewrite simple rational expressions in different forms; write  $\frac{a(x)}{b(x)}$  in the form  $q(x) + \frac{r(x)}{b(x)}$ , where  $a(x)$ ,  $b(x)$ ,  $q(x)$ , and  $r(x)$  are polynomials with the degree of  $r(x)$  less than the degree of  $b(x)$ , using inspection, long division, or, for the more complicated examples, a computer algebra system; and

(g) (+) understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression and add, subtract, multiply, and divide rational expressions.

(6) Mathematics algebra, creating equations content standards 1-4 for high school are:

(a) create equations and inequalities in one variable and use them to solve problems from a variety of contexts (e.g., science, history, and culture, including those of Montana American Indians) and include equations arising from linear and quadratic functions, and simple rational and exponential functions;

(b) create equations in two or more variables to represent relationships between quantities and graph equations on coordinate axes with labels and scales;

(c) represent constraints by equations or inequalities and by systems of equations and/or inequalities and interpret solutions as viable or nonviable options in a modeling context; for example, represent inequalities describing nutritional and cost constraints on combinations of different foods; and

(d) rearrange formulas to highlight a quantity of interest using the same reasoning as in solving equations; for example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .

(7) Mathematics algebra, reasoning with equations and inequalities content standards 1-12 for high school are:

(a) explain each step in solving a simple equation as following from the

equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution and construct a viable argument to justify a solution method;

(b) solve simple rational and radical equations in one variable and give examples showing how extraneous solutions may arise;

(c) solve linear equations and inequalities in one variable, including equations with coefficients represented by letters;

(d) solve quadratic equations in one variable;

(i) use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions and derive the quadratic formula from this form; and

(ii) solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation and recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ ;

(e) prove that given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions;

(f) solve systems of linear equations exactly and approximately (e.g., with graphs) focusing on pairs of linear equations in two variables;

(g) solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically; for example, find the points of intersection between the line  $y = -3x$  and the circle  $x^2 + y^2 = 3$ ;

(h) (+) represent a system of linear equations as a single matrix equation in a vector variable;

(i) (+) find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension  $3 \times 3$  or greater);

(j) understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line);

(k) explain why the  $x$ -coordinates of the points where the graphs of the equations  $y = f(x)$  and  $y = g(x)$  intersect are the solutions of the equation  $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values or find successive approximations and include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, rational, absolute value, exponential, and logarithmic functions;\* and

(l) graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality) and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

(8) Mathematics functions, interpreting functions content standards 1-9 for high school are:

(a) understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range; if  $f$  is a function and  $x$  is an element of its domain, then  $f(x)$  denotes the output of  $f$  corresponding to the input  $x$ ; and the graph of  $f$  is the graph of the equation  $y = f(x)$ ;

- (b) use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context;
  - (c) recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers; for example, the Fibonacci sequence is defined recursively by  $f(0) = f(1) = 1$ ,  $f(n+1) = f(n) + f(n-1)$  for  $n \geq 1$ ;
  - (d) for a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship; key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity;\*
  - (e) relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes; for example, if the function  $h(n)$  gives the number of person-hours it takes to assemble  $n$  engines in a factory, then the positive integers would be an appropriate domain for the function;\*
  - (f) calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval and estimate the rate of change from a graph;\*
  - (g) graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases;\*
  - (i) graph linear and quadratic functions and show intercepts, maxima, and minima;
  - (ii) graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions;
  - (iii) graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior;
  - (iv) (+) graph rational functions, identifying zeros and asymptotes when suitable factorizations are available and showing end behavior; and
  - (v) graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude;
  - (h) write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function;
  - (i) use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph and interpret these in terms of a context; and
  - (ii) use the properties of exponents to interpret expressions for exponential functions; for example, identify percent rate of change in functions such as  $y = (1.02)^t$ ,  $y = (0.97)^t$ ,  $y = (1.01)^{12t}$ ,  $y = (1.2)^{t/10}$  and classify them as representing exponential growth or decay; and
  - (i) compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions); for example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
- (9) Mathematics algebra, building functions content standards 1-5 for high school are:
- (a) write a function that describes a relationship between two quantities;\*

- (i) determine an explicit expression, a recursive process, or steps for calculation from a context;
  - (ii) combine standard function types using arithmetic operations; for example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential and relate these functions to the model; and
  - (iii) (+) compose functions; for example, if  $T(y)$  is the temperature in the atmosphere as a function of height and  $h(t)$  is the height of a weather balloon as a function of time, then  $T(h(t))$  is the temperature at the location of the weather balloon as a function of time;
  - (b) write arithmetic and geometric sequences both recursively and with an explicit formula; use them to model situations from a variety of contexts (e.g., science, history, and culture, including those of the Montana American Indian); and translate between the two forms;\*
  - (c) identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$  (both positive and negative); find the value of  $k$  given the graphs; experiment with cases and illustrate an explanation of the effects on the graph using technology; and include recognizing even and odd functions from their graphs and algebraic expressions for them;
  - (d) find inverse functions;
    - (i) solve an equation of the form  $f(x) = c$  for a simple function  $f$  that has an inverse and write an expression for the inverse; for example,  $f(x) = 2x^3$  or  $f(x) = (x+1)/(x-1)$  for  $x \neq 1$ ;
    - (ii) (+) verify by composition that one function is the inverse of another;
    - (iv) (+) read values of an inverse function from a graph or a table, given that the function has an inverse; and
    - (v) (+) produce an invertible function from a non-invertible function by restricting the domain;
  - (e) (+) understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.
- (10) Mathematics algebra, linear, quadratic, and exponential models content standards 1-5 for high school are:
- (a) distinguish between situations that can be modeled with linear functions and with exponential functions;
    - (i) prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals;
    - (ii) recognize situations in which one quantity changes at a constant rate per unit interval relative to another; and
    - (iii) recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another;
  - (b) construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table);
  - (c) observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function;
  - (d) for exponential models, express as a logarithm the solution to  $ab^{ct} = d$

where  $a$ ,  $c$ , and  $d$  are numbers and the base  $b$  is 2, 10, or  $e$  and evaluate the logarithm using technology; and

(e) interpret the parameters in a linear or exponential function in terms of a context.

(11) Mathematics algebra, trigonometric functions content standards 1-9 for high school are:

(a) understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle;

(b) explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

(c) (+) use special triangles to determine geometrically the values of sine, cosine, tangent for  $\pi/3$ ,  $\pi/4$  and  $\pi/6$  and use the unit circle to express the values of sine, cosines, and tangent for  $x$ ,  $\pi + x$ , and  $2\pi - x$  in terms of their values for  $x$ , where  $x$  is any real number;

(d) (+) use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions;

(e) choose trigonometric functions to model periodic phenomena from a variety of contexts (e.g. science, history, and culture, including those of the Montana American Indian) with specified amplitude, frequency, and midline;\*

(f) (+) understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed;

(g) (+) use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology; and interpret them in terms of the context;\*

(h) prove the Pythagorean identity  $\sin^2(\theta) + \cos^2(\theta) = 1$  and use it to calculate trigonometric ratios; and

(i) (+) prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

(12) Mathematics geometry, congruence content standards 1-13 for high school are:

(a) know precise definitions of angle, circle, perpendicular line, parallel line, and line segment based on the undefined notions of point, line, distance along a line, and distance around a circular arc;

(b) represent transformations in the plane using transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs; and compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch);

(c) given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself;

(d) develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments;

(e) given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software and

specify a sequence of transformations that will carry a given figure onto another;

(f) use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure and given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent;

(g) use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent;

(h) explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions;

(i) prove theorems about lines and angles; theorems include: vertical angles are congruent, when a transversal crosses parallel lines, alternate interior angles are congruent, corresponding angles are congruent, and points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints;

(j) prove theorems about triangles; theorems include: measures of interior angles of a triangle sum to  $180^\circ$ , base angles of isosceles triangles are congruent, the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length, and the medians of a triangle meet at a point;

(k) prove theorems about parallelograms; theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals;

(l) make formal geometric constructions, including those representing Montana American Indians, with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.); copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line; and

(m) construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

(13) Mathematics geometry, similarity, right triangles, and trigonometry content standards 1-11 for high school are:

(a) verify experimentally the properties of dilations given by a center and a scale factor:

(i) a dilation takes a line not passing through the center of the dilation to a parallel line and leaves a line passing through the center unchanged; and

(ii) the dilation of a line segment is longer or shorter in the ratio given by the scale factor;

(b) given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar and explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides;

(c) use the properties of similarity transformations to establish the AA criterion for two triangles to be similar;

(d) prove theorems about triangles; theorems include: a line parallel to one

side of a triangle divides the other two proportionally and, conversely, the Pythagorean Theorem proved using triangle similarity;

(e) use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures;

(f) understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles;

(g) explain and use the relationship between the sine and cosine of complementary angles;

(h) use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems;

(i) (+) derive the formula  $A = \frac{1}{2} ab \sin(C)$  for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side;

(j) (+) prove the Laws of Sines and Cosines and use them to solve problems; and

(k) (+) understand and apply the Laws of Sines and Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

(14) Mathematics geometry, circles content standards 1-5 for high school are:

(a) prove that all circles are similar;

(b) identify and describe relationships among inscribed angles, radii, and chords; include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; and the radius of a circle is perpendicular to the tangent where the radius intersects the circle;

(c) construct the inscribed and circumscribed circles of a triangle and prove properties of angles for a quadrilateral inscribed in a circle;

(d) (+) construct a tangent line from a point outside a given circle to the circle; and

(e) derive, using similarity, the fact that the length of the arc intercepted by an angle is proportional to the radius; define the radian measure of the angle as the constant of proportionality; and derive the formula for the area of a sector.

(15) Mathematics geometry, expressing geometric properties with equations content standards 1-7 for high school are:

(a) derive the equation of a circle of given center and radius using the Pythagorean Theorem and complete the square to find the center and radius of a circle given by an equation;

(b) derive the equation of a parabola given a focus and directrix;

(c) (+) derive the equations of ellipses and hyperbolas given the foci and directrices;

(d) use coordinates to prove simple geometric theorems algebraically; for example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle and prove or disprove that the point  $(1, \sqrt{3})$  lies on the circle centered at the origin and containing the point  $(0, 2)$ ;

(e) prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point);

(f) find the point on a directed line segment between two given points that partitions the segment in a given ratio; and

(g) use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.\*

(16) Mathematics geometry, geometric measurement and dimension content standards 1-4 for high school are:

(a) give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone and use dissection arguments, Cavalieri's principle, and informal limit arguments;

(b) (+) give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures;

(c) use volume formulas for cylinders, pyramids, cones, and spheres to solve problems;\* and

(d) identify the shapes of two-dimensional cross-sections of three-dimensional objects and identify three-dimensional objects generated by rotations of two-dimensional objects.

(17) Mathematics Geometry, Modeling with Geometry Content Standards 1-4 for High School are:

(a) use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder; modeling a Montana American Indian tipi as a cone);\*

(b) apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot);\* and

(c) apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).\*

(18) Mathematics statistics and probability, interpreting categorical and quantitative data content standards 1-9 for high school are:

(a) represent data with plots on the real number line (dot plots, histograms, and box plots);

(b) use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets;

(c) interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers);

(d) use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages; recognize that there are data sets for which such a procedure is not appropriate; and use calculators, spreadsheets, tables, and Montana American Indian data sources to estimate areas under the normal curve;

(e) summarize categorical data for two categories in two-way frequency tables; interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies); and recognize possible associations and trends in the data;

(f) represent data on two quantitative variables on a scatter plot and describe how the variables are related;

(i) fit a function to the data; use functions fitted to data to solve problems in the context of the data; use given functions or choose a function suggested by the context; and emphasize linear, quadratic, and exponential models;

(ii) informally assess the fit of a function by plotting and analyzing residuals; and

(iii) fit a linear function for a scatter plot that suggests a linear association;

(g) interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data;

(h) compute (using technology) and interpret the correlation coefficient of a linear fit; and

(i) distinguish between correlation and causation.

(19) Mathematics statistics and probability, making inferences and justifying conclusions content standards 1-6 for high school are:

(a) understand statistics as a process for making inferences about population parameters based on a random sample from that population;

(b) decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation; for example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?

(c) recognize the purposes of and differences among sample surveys, experiments, and observational studies and explain how randomization relates to each;

(d) use data from a sample survey to estimate a population mean or proportion and develop a margin of error through the use of simulation models for random sampling;

(e) use data from a randomized experiment to compare two treatments and use simulations to decide if differences between parameters are significant; and

(f) evaluate reports based on data.

(20) Mathematics statistics and probability, conditional probability and the rules of probability content standards 1-9 for high school are:

(a) describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”);

(b) understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities and use this characterization to determine if they are independent;

(c) understand the conditional probability of A given B as  $P(A \text{ and } B)/P(B)$  and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B;

(d) construct and interpret two-way frequency tables of data, including information from Montana American Indian data sources, when two categories are associated with each object being classified; use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities; for example, collect data from a random sample of students in your school on their favorite subject among math, science, and English; estimate the probability that a randomly selected student from your school will favor science given

that the student is in tenth grade; and do the same for other subjects and compare the results;

(e) recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations; for example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer;

(f) find the conditional probability of A given B as the fraction of B's outcomes that also belong to A and interpret the answer in terms of the model;

(g) apply the Addition Rule,  $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$  and interpret the answer in terms of the model;

(h) (+) apply the general Multiplication Rule in a uniform probability model,  $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$ , and interpret the answer in terms of the model; and

(i) (+) use permutations and combinations to compute probabilities of compound events and solve problems.

(21) Mathematics statistics and probability, using probability to make decisions content standards 1-7 for high school are:

(a) (+) define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space and graph the corresponding probability distribution using the same graphical displays as for data distributions;

(b) (+) calculate the expected value of a random variable and interpret it as the mean of the probability distribution;

(c) (+) develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated and find the expected value; for example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices and find the expected grade under various grading schemes;

(d) (+) develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically and find the expected value; for example, find a current data distribution on the number of TV sets per household in the United States and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?

(e) (+) weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values;

(i) find the expected payoff for a game of chance; for example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant; and

(ii) evaluate and compare strategies on the basis of expected values; for example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident;

(f) (+) use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator); and

(g) (+) analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

AUTH: 20-2-114, MCA

MAR Notice No. 10-53-257

IMP: 20-2-121, 20-3-106, 20-7-101, MCA

4. REASON: The proposed new rules on Common Core State Standards for Mathematics ("the standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in mathematics no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the standards represent a synthesis of the best elements of standards-related work to date and an important advance over previous work.

The Montana Content Standards for mathematics reflect the constitutional mandate that all educators must provide instruction including the distinct and unique heritage and contemporary contributions of American Indians in a culturally responsive manner.

5. The board proposes to repeal the following rules:

10.54.4010 MATHEMATICS CONTENT STANDARD 1 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4011 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4012 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4013 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 UPON GRADUATION AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4020 MATHEMATICS CONTENT STANDARD 2 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4021 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4022 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4023 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 UPON GRADUATION AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4030 MATHEMATICS CONTENT STANDARD 3 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4031 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4032 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4033 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 UPON GRADUATION AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4040 MATHEMATICS CONTENT STANDARD 4 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4041 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 FOR END OF GRADE 4 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4042 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 FOR END OF GRADE 8 AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4043 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 UPON GRADUATION AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4101 GRADE 4 PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4102 GRADE 4 PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4103 GRADE 4 PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4104 GRADE 4 PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4105 GRADE 8 PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4106 GRADE 8 PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4107 GRADE 8 PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4108 GRADE 8 PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4109 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4110 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4111 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENT LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

10.54.4112 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL AUTH: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA

6. REASON: The above rules are being repealed and replaced by the rules proposed for adoption in this notice.

7. Pursuant to the agreement between the Board of Public Education and the Legislature, the board does anticipate implementation costs, and shall request and report in its adoption notice any cost estimates received from districts during the hearing. To allow for sufficient time to complete this process the effective date for the adoption and repeal of the above rules will be July 1, 2013.

8. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail [pdonovan@mt.gov](mailto:pdonovan@mt.gov). and must be received no later than 5:00 p.m., October 24, 2011.

9. Peter Donovan, Executive Secretary for the Board of Public Education has been designated to preside over and conduct this hearing.

10. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by the board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 8 above or may be made by completing a request form at any rules hearing held by the board.

11. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

12. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

---

Peter Donovan  
Rule Reviewer

---

Patty Myers, Chair  
Board of Public Education

Certified to the Secretary of State September 12, 2011.

# **EXECUTIVE SUMMARY**

**DATE: NOVEMBER 2011**

**PRESENTATION:** Recommend Approval of Alternative to Standards Requests

**PRESENTER:** Teri Wing  
Accreditation Specialist  
Office of Public Instruction

**OVERVIEW:** This presentation provides to the Board of Public Education the Alternative to Standards requests. The state superintendent recommends approval of the report as presented.

**REQUESTED DECISION(S):** Approve Alternative to Standards requests as recommended by state Superintendent Denise Juneau.

**OUTLYING ISSUE(S):**

**RECOMMENDATION(S):** Action



**Alternative Standard Requests – Recommendations**

**November 2, 2011**

The following four initial and two renewal alternative standard requests representing four districts have been received and evaluated in accordance with Administrative Rules of Montana (ARM) 10.55.604.

**Approvals**

**Flathead County**

Columbia Falls High School- Initial application

Columbia Falls High School 9-12

Library Staffing: 1.0 Licensed FTE

Current Enrollment: 721

Required: 1.5 for schools with 501-1000 students

Standard: 10.55.709.3—Library Media Services

Standard: 10.55.1801- Library Media Program Delivery Standards

The district will form an Advisory Team to oversee the implementation of the Library Alternative to Standard. The Advisory Team will consist of the Library media Specialist, the Principal, a teacher representative from the English Department and another from the Social Studies Department. Columbia Falls High School employs a 1.0 FTE certified Library Media Specialist and a fulltime para-educator. The writing lab adjacent to the library will be supervised by the para-educator and serve as the base for student research and writing. The library media specialist will supervise the program, collaborate with teachers. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.  
Recommend approval of the alternative standard requests.**

West Valley Elementary- Initial application

West Valley Elementary K-8

Counseling Staff: 1.0 Licensed FTE

Current Enrollment: 485

Required: 1.21 prorated

Standard: 10.55.710- Assignment of school counseling staff

The district will provide a comprehensive counseling program through a combination of services managed and directed by the certified 1.0 FTE counselor. The current fulltime counselor will collaborate with AWARE and the Flathead Quick Response Team of certified counselors to intervene for children who need intensive therapeutic in-school services and to manage sudden emergencies. These services may include individual and group counseling, crisis intervention, follow up on counseling curriculum strategies, and parental support. The counselor will collaborate with classroom teachers to present the elementary counseling curriculum through presentations, lesson plans, and activities.

**The proposed alternatives meet or exceed current standards.  
Recommend approval of the alternative standard requests.**

West Valley Elementary- Initial application

West Valley Elementary K-8

Library Media Staff: 1.0 Licensed FTE

Current Enrollment: 485

Required: 1.5

Standard: 10.55.709 Library Media Services

Standard: 10.55.1801 Library media Program Delivery Standards

The district will provide a comprehensive library media program directed by the certified library media specialist and the addition of one fulltime para-educator. The role of the para-educator will be to support students and staff in implementing the Montana library media standards. Additionally, the para-educator will ensure that the library media center will be accessible to students at all times. This person will also provide the library media specialist the freedom to work with teachers in collaboration in the classroom and supporting the school curriculum with resources.

**The proposed alternatives meet or exceed current standards.**

**Recommend approval of the alternative standard requests.**

### Madison County

Sheridan Elementary School District- Initial application

Sheridan Elementary School K-8

Guidance Staffing: 0.0 Licensed FTE

Current Enrollment: 92

Required: .38 or contract services

Standard: 10.55.709—Library Media Services

The district will be using the MSSA model for this alternative standard. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.**

**Recommend approval of the alternative standard requests.**

### Rosebud County

Birney Public Schools- Renewal application

Birney Elementary School K-8

Guidance staffing: 0.0 FTE

Current enrollment: 6

Required: .02 or contract services

Standard: 10.55.710- Assignment of school counseling staff

The district will be using the MSSA model for this alternative standard. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.**

**Recommend approval of the alternative standard requests.**

Birney Public Schools- Renewal application

Birney Elementary School K-8

Current enrollment: 6

*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.*

Library Media: 0.0 FTE

Required: .02 or contract services

Standard: 10.55.709—Library Media Services

Standard: 10.55.1801- Library Media Program Delivery Standards

The district will be using the MSSA model for this alternative standard. The necessary letters of agreement with MSSA were provided. This model provides for measurable objectives and corresponding formative assessments. The district has also provided the necessary mission statements, description of the alternative and summative measures to be used.

**The proposed alternatives meet or exceed current standards.  
Recommend approval of the alternative standard requests.**

## **EXECUTIVE SUMMARY**

**DATE: NOVEMBER 2011**

- PRESENTATION:** Recommend Approval of Notice of Public Hearing and Timeline Relating to Student Records (ARM 10.55.909)
- PRESENTER:** Madalyn Quinlan  
Chief of Staff  
Office of Public Instruction
- OVERVIEW:** The superintendent of public instruction recommends that the Board of Public Education initiate the rulemaking process for an amendment to Administrative Rules of Montana (ARM) 10.55.909, Student Records. The amendment adds a requirement that a student's permanent record include the statewide student identifier assigned by the Office of Public Instruction. The addition of the statewide student identifier will assist with the transfer of student information as students move among schools and school districts in Montana. The campuses of the Montana University System are set up to receive and store the statewide student identifier from K-12 student transcripts. The amendment also authorizes a school to store a student's permanent record in an electronic or paper format.
- REQUESTED DECISION(S):** Approve a motion to publish the Notice of Public Hearing on Proposed Amendment of ARM 10.55.909 relating to student records and to authorize the Executive Secretary to set a hearing date and location.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** To amend ARM 10.55.909, Student Records

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the amendment of ) NOTICE OF PUBLIC HEARING ON  
ARM 10.55.909 relating to student ) PROPOSED AMENDMENT  
records )

TO: All Concerned Persons

1. On \_\_\_\_\_ at \_\_\_\_\_ the Board of Public Education will hold a public hearing in the \_\_\_\_\_ conference room at \_\_\_\_\_, Helena Montana, to consider the proposed amendment of the above-stated rule.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the board no later than 5:00 p.m. on \_\_\_\_\_, to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. The rules as proposed to be amended provide as follows, new matter underlined, deleted matter interlined:

10.55.909 STUDENT RECORDS (1) through (e) remain the same.  
(f) immunization records as per 20-5-406, MCA; ~~and~~  
(g) attendance data; and  
(h) the statewide student identifier assigned by the Office of Public Instruction.  
(2) and (3) remain the same.

AUTH: 20-2-114, MCA  
IMP: 20-2-121, MCA

4. REASON: The Board of Public Education has determined that it is reasonable and necessary to amend ARM 10.55.909, Student Records. The amendment adds a requirement that a student's permanent record include the statewide student identifier assigned by the Office of Public Instruction. The addition of the statewide student identifier will assist with the transfer of student information as students move among schools and school districts in Montana and from K-12 to postsecondary enrollment. The campuses of the Montana University System are set up to receive and store the statewide student identifier from K-12 student transcripts.

5. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch,

P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 5:00 p.m., \_\_\_\_\_.

6. Peter Donovan, Executive Secretary for the Board of Public Education has been designated to preside over and conduct this hearing.

7. The Board of Public Education maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this board. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 5 above or may be made by completing a request form at any rules hearing held by the board.

8. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

9. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

\_\_\_\_\_  
Peter Donovan  
Rule Reviewer

\_\_\_\_\_  
Patty Myers, Chair  
Board of Public Education

Certified to the Secretary of State \_\_\_\_\_

**TIMELINE**  
**Student Records Rule**  
**August 17, 2011**

- First introduction of rule change to BPE .....9/8/11
- Proposed notice to BPE .....11/4/2011
- Proposed notice to SOS for notice in MAR .....11/14/11
- MAR publication out .....11/23/11
- Hearing date ..... After 12/21/11
- Final Public Input deadline .....On or after 12/21/11
- Adoption Notice to BPE ..... January, 2012 meeting
- Adoption notice to SOS for notice in MAR .....January, 2012\*
- MAR publication out ..... Jan/Feb, 2012\*
- Effective Date of Rules ..... One day after publication\*

\* Publication dates for 2012 are not out yet.

## **EXECUTIVE SUMMARY**

**DATE: NOVEMBER 2011**

- PRESENTATION:** Critical Quality Educator Shortage Areas
- PRESENTER:** Madalyn Quinlan  
Chief of Staff  
Office of Public Instruction
- OVERVIEW:** Sections 20-4-501 through 506, MCA, provide for a quality educator loan assistance program. This presentation will include information about the responsibilities of the Board of Public Education and the Office of Public Instruction (OPI) in the implementation of this program. The OPI will report, and recommend for Board adoption, a listing of specific schools and specific quality educator licensure and endorsement areas impacted by critical quality educator shortage areas.
- REQUESTED DECISION(S):** Adoption of the Critical Quality Educator Shortage Areas report. The report will then be used to establish eligibility for the quality educator loan assistance program in the spring of 2012.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Action - Adoption of the report

# **Critical Quality Educator Shortages**

**Identification of Schools and Licensure and Endorsement Areas  
Impacted by Critical Quality Educator Shortages  
for the 2011-12 school year**

Report to the Board of Public Education  
November 2011

Prepared by  
Madalyn Quinlan, Chief of Staff  
Linda Atwood, Operations Research Analyst  
Montana Office of Public Instruction



[opi.mt.gov](http://opi.mt.gov)

Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

## Background

The Quality Educator Loan Assistance Program is administered by the Board of Regents through the Office of the Commissioner of Higher Education. The program provides for the direct repayment of educational loans of eligible quality educators for up to 4 years. The total annual loan repayment assistance may not exceed \$3,000.

*Educational loans* are loans made by a federal loan program, excluding federal Parents Loans for Undergraduate Students (PLUS) loans.

A *quality educator* is defined as a full-time equivalent educator who holds a valid educator license or is a licensed professional providing services to students in a school district, an education cooperative, the Montana School for the Deaf and Blind, the Montana Youth Challenge Program or a state youth correctional facility.<sup>1</sup>

In FY 2010, 163 teachers received quality educator loan repayment assistance totaling \$471,753. In FY 2011, 141 teachers received assistance totaling \$417,000.

## Critical Quality Educator Shortages

Section 20-4-503, MCA directs the Board of Public Education, in consultation with the Office of Public Instruction, to identify:

- (a) specific schools that are impacted by critical quality educator shortages; and
- (b) within the schools identified in (a), the specific quality educator licensure or endorsement areas that are impacted by critical quality educator shortages.

Quality educators working in schools that are identified as impacted schools and teaching in licensure or endorsement areas that are impacted by critical quality educator shortages are eligible for loan repayment assistance.

The Board of Public Education is required to publish an annual report listing the schools and the licensure or endorsement areas identified as impacted by critical quality educator shortages, explaining the reasons that specific schools and licensure or endorsement areas have been identified, and providing information regarding any success in retention.

## Methodology for Identifying Critical Quality Educator Shortages

The methodology used by the OPI for identifying critical quality educator shortages includes a two-step process. The first step is to identify the schools that are impacted by critical shortages. The second step is to identify specific licensure and endorsement areas.

---

<sup>1</sup> The complete definition of a Quality Educator is in 20-4-501(4), MCA.

### ***Identification of Impacted Schools***

The OPI has developed a rubric for scoring the needs of schools based on three factors: rural isolation, economic disadvantage, and low student achievement. These three factors are weighted to set a threshold for identifying "impacted schools."

To measure rural isolation, economic disadvantage, and low student achievement, the OPI developed a 24 point rubric based on locale code, the percentage of students eligible for free and reduced price meals, and the improvement status of schools under No Child Left Behind. Schools are listed as impacted schools if they are more rural, have a higher percentage of economically disadvantaged students, and/or have greater challenges in closing the achievement gap.

Locale codes are used by the National Center for Education Statistics and the US Census Bureau to indicate the urban-rural nature of a school based upon population density and geographic location. The codes range from 11 to 43 based on population density and proximity to an urbanized area. (Appendix A provides an explanation of locale codes.) For this report, a school was assigned 4 "rural isolation" points if it has a locale code of 42-Rural, Distant and 8 points if it has a locale code of 43-Rural, Remote. All other Montana schools have a locale code indicating that the school is located in a small city, suburb, town or rural fringe; these schools were assigned zero points for rural isolation.<sup>2</sup>

The indicator of economic disadvantage that was chosen for this report is the number of Free/Reduced Price Participants as a percentage of total school enrollment. While this indicator has its flaws in that actual participation may fall short of eligibility, especially in the high schools grades, the OPI considers it to be the best and most current indicator of economic disadvantage among the school population. Schools were given a score of 0 to 8 "economic disadvantage" points depending on the percentage of students participating in free/reduced price meals.

The indicator of student achievement that was chosen for this report is the improvement status of schools under No Child Left Behind. Schools were given a score of 0 to 8 "improvement status" points depending on whether the school was identified as in need of improvement for 2010-11. If a school was not identified as in need of improvement, it is assigned zero improvement status points. If the school was identified as in need of improvement, the improvement status points increase from 1 point for a school in its first year of being identified for improvement to 8 points for a school in restructuring for four or more years.

Table 1 shows the rubric that was used to assign points to each school based on indicators of rural isolation, economic disadvantage, and improvement status.

---

<sup>2</sup> For 2010-11, there are 19 schools for which OPI assigned the locale code. Fourteen of these schools were opened or re-opened recently and do not have a current locale code. The remaining 5 schools use a mailing address in a larger community. Given that locale codes are assigned by the US Department of Education based on zip code, these districts are more isolated than is indicated by the zip code. OPI assigned the most rural locale codes to these schools for the purpose of this analysis.

Table 1. Scoring Rubric for Determining Impacted Schools

<b>Scoring Rubric</b>	<b>Score</b>
<b>Rural Isolation</b>	
Locale Code 13 - Small City	0
Locale Code 22 - Suburb, Mid-Size	0
Locale Code 23 - Suburb, Small	0
Locale Code 31 - Town, Fringe	0
Locale Code 33 - Town, Remote	0
Locale Code 41 - Rural, Fringe	0
Locale Code 42 - Rural, Distant	4
Locale Code 43 - Rural, Remote	8
<b>Economic Disadvantage</b>	
Free/Reduced % >=10%	1
Free/Reduced % >=20%	2
Free/Reduced % >=30%	3
Free/Reduced % >=40%	4
Free/Reduced % >=50%	5
Free/Reduced % >=60%	6
Free/Reduced % >=70%	7
Free/Reduced % >=80%	8
<b>Improvement Status</b>	
School Improvement Year 1	1
School Improvement Year 2	2
School Improvement Year 3 or more	3
Corrective Year 1	4
Restructuring Year 1	5
Restructuring Year 2	6
Restructuring Year 3	7
Restructuring Year 4 or more	8

Any school that has a total score of 8 points or more is listed as an impacted school. There are 576 schools on this list, of which 285 are elementary schools, 155 are middle schools or grade 7/8 schools, and 136 are high schools.

The Montana School for the Deaf and Blind, the Department of Corrections schools (Pine Hills and Riverside), the Montana Youth Challenge Program, and the state's 21 special education cooperatives were automatically added to the list of impacted schools. These entities are likely to employ a significant number of special education teachers (a category that is included in the specific quality educator endorsement areas).

**Identification of specific quality educator licensure or endorsement areas**

Each fall, schools report to the Office of Public Instruction regarding the challenges facing schools in filling vacancies for teachers, specialists, administrators and licensed professionals. These data are submitted on the District Personnel Recruitment report. The OPI relied primarily on information submitted by schools through this report to determine the critical shortage areas for licensure and endorsement. Additional

information regarding emergency authorizations, positions filled by improperly assigned or unlicensed educators, and completers of professional educator preparation programs was also used to inform the process.

The OPI looked at three available sources of information related to licensure and endorsement shortage areas:

- District Personnel Recruitment Report

This report is completed annually by school districts as part of the Annual Data Collection submitted to the Office of Public Instruction. In this report, school administrators provide an indication of the difficulty they experience in hiring regular education teachers, special education teachers, school administrators, specialists, paraprofessionals, and other support staff. The statewide summary of the District Personnel Recruitment report for 2010-11 is shown in Appendix B.

- Emergency Authorizations

This report is compiled by the OPI Educator Licensure unit. It lists the number of emergency authorizations approved during the 2010-11 school year by endorsement area. In accordance with 20-4-111, MCA, a school district may apply to the Superintendent of Public Instruction for an emergency authorization of employment to hire a non-licensed individual as an instructor when the district is unable to find a licensed educator to fill the position. A statewide history of emergency authorizations granted by the state superintendent from 2005-06 through 2010-11 is included in Appendix C.

- Misassignments Reported by Accredited Schools

"Misassignment" refers to a teacher or administrator who is not assigned at the levels and/or in the subjects for which their license(s) is/are endorsed. The source of personnel assignment data is the Annual Data Collection submitted by school districts and special education cooperatives to the Office of Public Instruction.

The OPI used a weighted score for evaluating the data from the District Personnel Recruitment Report, which involved ranking hiring difficulty based on the degree of difficulty and the number of position vacancies. The degree of hiring difficulty was computed by adding the percentage of positions that were difficult to fill with those that districts were unable to fill. This combined percentage was then multiplied by the number of position openings. For example, school districts reported that of the 46 FTE vacancies for Music teachers statewide, 41% of the positions were difficult or very hard to fill. This resulted in a score of 19 points for Music openings.

Some education fields are relatively easy to fill, but because of the large number of openings, the education field receives a high score using the method described above. The most obvious example of this is elementary education. With 287 FTE reported openings in 2010-11 and 7% of the positions reported as difficult or very hard to fill, the elementary education field receives a weighting of 21.

To prevent an education field from being placed on the critical shortage list based on volume or difficulty alone, two additional criteria were added. For an education field to be included on the list of academic areas impacted by critical quality educator shortages, the education field must meet two conditions:

- At least 14 FTE openings were reported statewide;
- At least 30% of the positions were reported as difficult or very hard to fill.

Based upon the above criteria, the critical quality educator shortage areas for 2010-11 were Special Education, Career and Technical Education, Mathematics, Music, Science, Speech-Language Pathologist, School Counselor, and World Languages.

In 2010-11, Montana school districts reported 952 vacancies for all education fields and reported a total of 326 vacancies in these eight areas.

**Table 2. Education Fields Impacted by Critical Quality Educator Shortages in 2010-11**

Rank	Education Field	Total Vacancies <sup>3</sup>	Percent Difficult or Very Hard to Fill	Weighted Score	Total FTE Employed <sup>4</sup>
1	Special Education	82	50%	41	914
2	Career and Technical Education	40	67%	27	510
3	Mathematics	51	47%	24	648
4	Music	46	41%	19	357
5	Science	50	30%	15	481
6	Speech-Language Pathologist	14	93%	13	239
7	School Counselor	27	43%	12	461
8	World Languages	16	43%	7	167

The education fields impacted by critical quality educator shortages have not varied much in the past five years. An analysis of the responses to the District Personnel Recruitment report over the past five years shows all eight fields as critical shortage areas in prior years. One area that dropped off the list from 2009-10 to 2010-11 is Art. Speech/Language Pathologist, which was dropped off the list in 2009-10, is added back to the listing in 2010-11.

The District Personnel Recruitment report aligns with the K-12 educator licensure areas and the subject areas that districts are likely to post in their job openings. It should be noted that the responses from districts are subjective and may not always be complete.

<sup>3</sup> Total vacancies as reported by public school districts, state-funded schools, and special education cooperatives on the District Personnel Recruitment Report for the 2010-11 Annual Data Collection

<sup>4</sup> Total FTE Employed as reported by public school districts, state-funded schools and special education cooperatives on the Personnel Assignment report for the 2010-11 Annual Data Collection

## **Validation of Measures based upon Independent Data Sources**

Section 20-4-111, MCA authorizes the Superintendent of Public Instruction to grant an emergency authorization of employment to an individual who does not hold a valid educator license when a district cannot secure the services of a person holding a valid license. The individual must have previously held a valid educator license or must meet the standards of preparation prescribed by the policies of the Board of Public Education for and during an emergency. Emergency authorizations are only valid for one school fiscal year. The data on emergency authorizations issued since July 1, 2004 validates the critical quality educator shortage areas that are listed in this report. Of the 69 emergency authorizations issued for school fiscal years 2005 through 2011, 61 (88%) were to individuals who taught in one of the eight critical shortage areas listed above.

The personnel assignment information reported by school districts for 2010-11 through the Annual Data Collection (ADC) also validates the selection of these eight education fields. Of the 69.25 FTE positions that were filled by individuals who did not hold a valid educator license or were misassigned in 2010-11, 38.75 (56%) of these FTE were teaching in one of the eight education fields listed in this report. These data do not include special education cooperatives, which also experience difficulty hiring educators in the eight identified education fields.

## **List of Impacted Schools**

## Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Beaverhead	0003	0004	Grant School	EL	8	6	0	14
Beaverhead	0007	0009	Wise River School	EL	8	0	0	8
Beaverhead	0009	0010	Lima High School	HS	8	6	0	14
Beaverhead	0009	0011	Lima School	EL	8	7	0	15
Beaverhead	0009	1667	Lima 7-8	GR78	8	7	0	15
Beaverhead	0012	0015	Polaris School	EL	8	0	0	8
Beaverhead	0014	0017	Jackson School	EL	8	0	0	8
Beaverhead	0015	0018	Reichle School	EL	8	0	0	8
Beaverhead	MYC	0000	Montana Youth Challenge					11
Big Horn	0020	0026	Spring Creek School	EL	8	0	0	8
Big Horn	0021	0027	Pryor Elem School	EL	4	8	6	18
Big Horn	0021	1668	Pryor 7-8	GR78	4	8	8	20
Big Horn	1214	1553	Plenty Coups High School	HS	4	8	8	20
Big Horn	0023	0031	Hardin Primary	EL	0	7	7	14
Big Horn	0023	0032	Hardin Intermediate	EL	0	7	7	14
Big Horn	0023	0033	Crow Agency School	EL	4	8	8	20
Big Horn	0023	0036	Hardin Middle School	MS	0	7	8	15
Big Horn	0023	1315	Fort Smith School	EL	8	6	0	14
Big Horn	1189	0037	Hardin High School	HS	0	5	8	13
Big Horn	0025	0039	Lodge Grass School	EL	8	8	8	24
Big Horn	0025	1669	Lodge Grass 7-8	GR78	8	8	8	24
Big Horn	1190	0040	Lodge Grass High School	HS	8	8	8	24
Big Horn	0026	0041	Wyola School	EL	8	8	8	24
Big Horn	0026	1583	Wyola 7-8	GR78	8	8	2	18
Blaine	0028	0046	Meadowlark School	EL	8	3	1	12
Blaine	0028	1798	Chinook 7-8	GR78	8	3	0	11
Blaine	0028	1828	Hartland Elementary School	EL	8	8	0	16
Blaine	0029	0047	Chinook High School	HS	8	2	0	10
Blaine	0030	0048	Harlem Elementary School	EL	8	7	4	19
Blaine	0030	1643	Harlem 7-8	GR78	8	8	6	22
Blaine	0031	0049	Harlem High School	HS	8	7	4	19

## Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Blaine	0032	1401	Cleveland School	EL	8	0 0		8
Blaine	0034	0056	Zurich School	EL	8	5 0		13
Blaine	0044	0069	Turner School	EL	8	6 0		14
Blaine	0044	1670	Turner 7-8	GR78	8	7 0		15
Blaine	0045	0070	Turner High School	HS	8	8 0		16
Blaine	1213	0072	Lodge Pole School	EL	8	8 6		22
Blaine	1213	1551	Hays-Lodge Pole High Sch	HS	8	8 8		24
Blaine	1213	1659	Hays-Lodge Pole 7-8	GR78	8	8 8		24
Blaine	0048	0074	Bear Paw School	EL	8	0 0		8
Blaine	1216	1565	North Harlem Elementary	EL	8	0 0		8
Blaine	9689		Bear Paw Cooperative					11
Broadwater	0055	0076	Cecelia Hazelton School	EL	8	4 0		12
Broadwater	0055	0081	Broadwater High School	HS	8	4 0		12
Broadwater	0055	1671	Townsend 7-8	GR78	8	5 0		13
Carbon	0056	1542	Mountain View School	EL	8	3 0		11
Carbon	0056	1637	Roosevelt Junior High	MS	8	2 0		10
Carbon	0057	0084	Red Lodge High School	HS	8	1 0		9
Carbon	0059	0085	Bridger Elementary School	EL	8	5 0		13
Carbon	0059	0086	Bridger High School	HS	8	3 0		11
Carbon	0059	1672	Bridger 7-8	GR78	8	7 0		15
Carbon	0060	0087	Joliet School	EL	8	3 0		11
Carbon	0060	1635	Joliet 7-8	GR78	8	3 0		11
Carbon	0061	0088	Joliet High School	HS	8	1 0		9
Carbon	0069	0095	Roberts School	EL	8	3 0		11
Carbon	0069	0096	Roberts High School	HS	8	2 0		10
Carbon	0069	1673	Roberts 7-8	GR78	8	3 0		11
Carbon	0072	0098	Fromberg School	EL	8	5 0		13
Carbon	0072	0099	Fromberg High School	HS	8	3 0		11
Carbon	0072	1674	Fromberg 7-8	GR78	8	3 0		11
Carbon	0076	0102	Belfry School	EL	8	5 0		13
Carbon	0076	0103	Belfry High School	HS	8	6 0		14

## Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Carbon	0076	1675	Belfry 7-8	GR78	8	5 0		13
Carbon	1231	0091	Luther School	EL	8	1 0		9
Carter	0078	0105	Hammond School	EL	8	0 0		8
Carter	0078	0131	Hawks Home School	EL	8	0 0		8
Carter	0096	0132	Alzada School	EL	8	0 1		9
Carter	0087	0118	Ekalaka Elementary School	EL	8	5 0		13
Carter	0087	1676	Ekalaka 7-8	GR78	8	5 0		13
Carter	0097	0133	Carter County High School	HS	8	3 0		11
Cascade	0098	0143	Longfellow School	EL	0	8 4		12
Cascade	0098	0154	Whittier School	EL	0	8 2		10
Cascade	0098	1633	East Middle School	MS	0	5 6		11
Cascade	0099	0134	Great Falls High School	HS	0	3 6		9
Cascade	0101	0158	Cascade School	EL	8	4 0		12
Cascade	0101	1661	Cascade 7-8	GR78	8	5 0		13
Cascade	0102	0157	Cascade High School	HS	8	3 0		11
Cascade	0104	0160	Centerville School	EL	4	5 0		9
Cascade	0112	0168	Belt School	EL	4	5 0		9
Cascade	0127	0183	Vaughn School	EL	4	7 0		11
Cascade	0127	1679	Vaughn 7-8	GR78	4	7 0		11
Cascade	0131	0188	Ulm School	EL	4	4 0		8
Cascade	0131	1655	Fairhaven Colony	EL	4	8 0		12
Cascade	0131	1680	Ulm 7-8	GR78	4	4 0		8
Cascade	0118	0174	Simms High School	HS	8	6 0		14
Cascade	1225	0173	Fort Shaw Elem School	EL	8	3 0		11
Cascade	1225	1538	Sun River Middle School	MS	4	6 0		10
Cascade	1225	1657	Cascade Colony School	EL	8	0 0		8
Cascade	9699		North Ctrl Learn Res Ctr					11
Cascade	9258	9368	MT Sch For Deaf & Blind EI	EL	0	6		11
Cascade	9258	9371	MT Sch For Deaf & Blind HS	HS	0	8		11
Chouteau	0133	0190	Fort Benton School	EL	8	5 0		13
Chouteau	0133	0191	Fort Benton 7-8	GR78	8	4 0		12

## Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Chouteau	0134	0192	Fort Benton High School	HS	8	2 0		10
Chouteau	0137	0197	F E Miley School	EL	8	6 0		14
Chouteau	0137	1607	Big Sandy 7-8	GR78	8	4 0		12
Chouteau	0138	0195	Big Sandy High School	HS	8	4 0		12
Chouteau	0145	0204	Highwood School	EL	8	1 0		9
Chouteau	0145	1681	Highwood Middle School	MS	8	4 0		12
Chouteau	0146	0205	Highwood High School	HS	8	3 0		11
Chouteau	0153	0213	Geraldine School	EL	8	7 0		15
Chouteau	0153	1682	Geraldine 7-8	GR78	8	8 0		16
Chouteau	0154	0214	Geraldine High School	HS	8	5 0		13
Chouteau	0161	0223	Knees School	EL	8	0 0		8
Chouteau	0171	0233	Benton Lake School	EL	8	0 0		8
Chouteau	9871		Chouteau Co Joint Service					11
Custer	0172	0234	Garfield School	EL	0	7 1		8
Custer	0177	0246	Riverview School	EL	8	0 0		8
Custer	0179	0248	Spring Creek School	EL	8	0 0		8
Custer	0182	0253	Knowlton School	EL	8	0 0		8
Custer	0187	0259	Kinsey School	EL	8	2 0		10
Custer	9692		Big Country Coop					11
Daniels	0194	0267	Scobey School	EL	8	3 0		11
Daniels	0194	0268	Scobey High School	HS	8	3 0		11
Daniels	0194	1650	Scobey 7-8	GR78	8	2 0		10
Dawson	0215	0294	Bloomfield School	EL	8	0 0		8
Dawson	0216	0295	Lindsay School	EL	8	0 0		8
Dawson	0227	0310	Richey School	EL	8	4 0		12
Dawson	0227	1686	Richey 7-8	GR78	8	6 0		14
Dawson	0228	0311	Richey High School	HS	8	3 0		11
Deer Lodge	0237	0326	Anaconda High School	HS	0	3 5		8
Fallon	0244	0332	Baker 7-8	GR78	8	2 0		10
Fallon	0244	0333	Lincoln School	EL	8	1 0		9
Fallon	0244	0335	Baker High School	HS	8	0 0		8

## Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Fallon	0244	1466	Longfellow School	EL	8	2 0		10
Fallon	0256	0351	Plevna School	EL	8	3 0		11
Fallon	0256	0352	Plevna High School	HS	8	2 0		10
Fallon	0256	1687	Plevna 7-8	GR78	8	3 0		11
Fergus	0264	0363	Deerfield School	EL	4	8 0		12
Fergus	0268	0367	Grass Range School	EL	8	6 0		14
Fergus	0268	1795	Grass Range 7-8	GR78	8	7 0		15
Fergus	0269	0368	Grass Range High School	HS	8	8 0		16
Fergus	0272	0371	King Colony School	EL	0	8 0		8
Fergus	0273	0372	Moore School	EL	8	4 0		12
Fergus	0273	1688	Moore 7-8	GR78	8	6 0		14
Fergus	0274	0373	Moore High School	HS	8	4 0		12
Fergus	0280	0378	Roy School	EL	8	4 0		12
Fergus	0280	0379	Roy High School	HS	8	4 0		12
Fergus	0280	1689	Roy 7-8	GR78	8	6 0		14
Fergus	0281	0380	Denton School	EL	8	3 0		11
Fergus	0281	1690	Denton 7-8	GR78	8	2 0		10
Fergus	0282	0381	Denton High School	HS	8	3 0		11
Fergus	0288	0389	Spring Creek Colony Schl	EL	0	8 0		8
Fergus	0291	0391	Winifred School	EL	8	6 0		14
Fergus	0291	0392	Winifred High School	HS	8	3 0		11
Fergus	0291	1691	Winifred 7-8	GR78	8	4 0		12
Fergus	1218	1580	Ayers School	EL	8	8 0		16
Fergus	9691		Central Mt Learn Res Ctr					11
Flathead	0309	0411	Swan River School	EL	8	4 0		12
Flathead	0309	1694	Swan River 7-8	GR78	8	5 0		13
Flathead	0323	0435	Kila School	EL	4	6 2		12
Flathead	0323	1818	Kila 7-8	GR78	4	6 0		10
Flathead	0324	0436	Smith Valley Primary Schl	EL	4	5 0		9
Flathead	0324	0444	Smith Valley 7-8	GR78	4	6 0		10
Flathead	0325	0437	Pleasant Valley School	EL	8	0 0		8

## Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Flathead	0327	0439	Lakeside Elementary School	EL	4	4 0		8
Flathead	0327	1799	Somers Middle School	MS	4	4 0		8
Flathead	0330	0442	Bigfork Elementary	EL	8	4 0		12
Flathead	0330	1660	Bigfork 7-8	GR78	8	4 0		12
Flathead	0331	0443	Bigfork High School	HS	8	3 2		13
Flathead	0341	0455	Marion School	EL	8	6 0		14
Flathead	0341	1697	Marion 7-8	GR78	8	6 0		14
Flathead	0342	0457	Bissell School	EL	4	7 0		11
Flathead	0342	1698	Bissell 7-8	GR78	4	7 0		11
Flathead	1223	1651	West Glacier School	EL	8	4 0		12
Flathead	9695		Flathead Co Coop					11
Gallatin	0354	0476	Willow Creek School	EL	8	6 0		14
Gallatin	0354	1700	Willow Creek 7-8	GR78	8	4 0		12
Gallatin	0355	0477	Willow Creek High School	HS	8	2 0		10
Gallatin	0360	0482	Three Forks Elem School	EL	8	4 0		12
Gallatin	0360	1658	Three Forks 7-8	MS	8	3 1		12
Gallatin	0361	0483	Three Forks High School	HS	8	2 0		10
Gallatin	0362	0484	Pass Creek School	EL	8	0 0		8
Gallatin	0364	0486	Gallatin Gateway School	EL	4	4 0		8
Gallatin	0374	0495	West Yellowstone School	EL	8	4 0		12
Gallatin	0374	0496	West Yellowstone HS	HS	8	4 0		12
Gallatin	0374	1704	West Yellowstone 7-8	GR78	8	3 0		11
Gallatin	1239	0497	Ophir Elementary School	EL	8	0 0		8
Gallatin	1239	1817	Ophir 7-8	GR78	8	1 0		9
Gallatin	1239	1837	Lone Peak High School	HS	8	1 0		9
Gallatin	0376	0498	Amsterdam School	EL	4	4 0		8
Gallatin	9696		Gallatin/Madison Coop					11
Garfield	0377	0500	Jordan Elementary School	EL	8	3 0		11
Garfield	0377	1705	Jordan 7-8	GR78	8	3 0		11
Garfield	0378	0534	Garfield Co Dist HS	HS	8	3 0		11
Garfield	0385	0516	Pine Grove School	EL	8	0 0		8

## Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Garfield	0386	0518	Kester School	EL	8	0 0		8
Garfield	0387	0520	Cohagen School	EL	8	0 0		8
Garfield	0392	0527	Sand Springs School	EL	8	0 0		8
Garfield	0394	0531	Ross School	EL	8	8 0		16
Glacier	0400	0537	Babb School	EL	8	8 1		17
Glacier	0400	0538	K W Bergan School	EL	0	8 8		16
Glacier	0400	0539	Napi School	EL	4	8 8		20
Glacier	0400	1485	Vina Chattin School	EL	4	8 8		20
Glacier	0400	1613	Browning Middle School	MS	4	8 8		20
Glacier	0400	1840	Browning Elementary	EL	4	8 1		13
Glacier	0401	0543	Browning High School	HS	0	7 8		15
Glacier	0402	0545	Cut Bank Elementary	EL	0	5 4		9
Glacier	0402	1810	Glacier Elementary School	EL	0	8 0		8
Glacier	0404	0548	East Glacier Park School	EL	8	7 1		16
Golden Valley	0407	0550	Ryegate School	EL	8	8 0		16
Golden Valley	0407	0551	Ryegate High School	HS	8	4 0		12
Golden Valley	0407	1706	Ryegate 7-8	MS	8	3 0		11
Golden Valley	0411	0555	Lavina School	EL	8	6 0		14
Golden Valley	0411	0556	Lavina High School	HS	8	6 0		14
Golden Valley	0411	1707	Lavina 7-8	GR78	8	6 0		14
Granite	0416	0560	Philipsburg School	EL	8	4 0		12
Granite	0416	0565	Granite High School	HS	8	5 0		13
Granite	0416	1708	Philipsburg 7-8	GR78	8	4 0		12
Granite	0418	0562	Hall School	EL	8	0 0		8
Granite	0419	0563	Drummond School	EL	8	5 0		13
Granite	0419	1709	Drummond 7-8	GR78	8	5 0		13
Granite	0420	0564	Drummond High School	HS	8	3 0		11
Hill	0424	0569	Davey Elementary	EL	4	6 0		10
Hill	0425	0570	Box Elder School	EL	8	7 5		20
Hill	0425	1710	Box Elder 7-8	GR78	8	7 0		15
Hill	0426	0571	Box Elder High School	HS	8	8 2		18

## Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Hill	0427	0572	Sunnyside School	EL	0	5	5	10
Hill	0427	0574	Highland Park School	EL	0	5	4	9
Hill	0427	0577	Lincoln-McKinley School	EL	0	5	4	9
Hill	0427	1451	Havre Middle School	MS	0	4	5	9
Hill	0445	1475	Cottonwood School	EL	8	0	0	8
Hill	1207	0579	Rocky Boy School	EL	8	8	8	24
Hill	1207	1711	Rocky Boy 7-8	GR78	8	8	8	24
Hill	1229	1807	Rocky Boy High School	HS	8	8	8	24
Hill	1217	1578	Gildford Colony School	EL	8	8	1	17
Hill	1233	0588	North Star 7-8	GR78	8	5	0	13
Hill	1233	1536	North Star School	EL	8	4	0	12
Hill	1234	0591	North Star High School	HS	8	4	0	12
Jefferson	0453	0607	Whitehall Elementary	EL	8	5	2	15
Jefferson	0453	1570	Whitehall 7-8	GR78	8	4	0	12
Jefferson	0454	0608	Whitehall High School	HS	8	3	0	11
Jefferson	0455	0609	Basin School	EL	8	0	0	8
Jefferson	0456	0610	Boulder Elementary School	EL	8	6	0	14
Jefferson	0456	1714	Boulder 7-8	GR78	8	5	0	13
Jefferson	0458	0612	Cardwell School	EL	8	0	0	8
Jefferson	0457	0611	Jefferson High School	HS	8	1	4	13
Judith Basin	0464	0617	Stanford School	EL	8	4	0	12
Judith Basin	0464	0618	Stanford High School	HS	8	3	0	11
Judith Basin	0464	1716	Stanford 7-8	GR78	8	3	0	11
Judith Basin	0469	0622	Hobson School	EL	8	4	0	12
Judith Basin	0469	0623	Hobson High School	HS	8	4	0	12
Judith Basin	0469	1717	Hobson 7-8	GR78	8	4	0	12
Judith Basin	0472	0626	Geyser School	EL	8	5	0	13
Judith Basin	0472	1617	Surprise Creek School	EL	8	8	0	16
Judith Basin	0472	1718	Geyser 7-8	GR78	8	6	0	14
Judith Basin	0473	0627	Geyser High School	HS	8	6	0	14
Lake	0474	0628	Arlee Elementary	EL	4	7	4	15

# Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Lake	0474	1640	Arlee 7-8	GR78	4	6	2	12
Lake	0475	0629	Arlee High School	HS	4	6	1	11
Lake	0477	0632	Cherry Valley School	EL	0	6	4	10
Lake	0477	1495	Linderman School	EL	0	5	4	9
Lake	0478	0633	Polson High School	HS	0	4	6	10
Lake	0481	0642	St Ignatius Elementary School	EL	8	8	1	17
Lake	0481	0643	St Ignatius High School	HS	8	6	0	14
Lake	0481	1719	St Ignatius Middle School	MS	8	7	2	17
Lake	0486	0649	Salmon Prairie School	EL	8	0	0	8
Lake	1199	0638	Pablo Elementary	EL	4	8	2	14
Lake	1199	0639	K William Harvey Elem	EL	8	7	4	19
Lake	1199	1519	Ronan Middle School	MS	8	6	2	16
Lake	1200	0640	Ronan High School	HS	8	5	4	17
Lake	1205	0635	Charlo Elementary	EL	8	5	0	13
Lake	1205	1602	Charlo 7-8	GR78	8	4	0	12
Lake	1206	0636	Charlo High School	HS	8	4	0	12
Lake	1211	0646	Dayton School	EL	8	0	0	8
Lewis & Clark	0487	0657	Bryant School	EL	0	8	2	10
Lewis & Clark	0487	0663	Warren School	EL	8	5	0	13
Lewis & Clark	0487	1614	Helena Middle School	MS	0	4	6	10
Lewis & Clark	0488	0661	Helena High School	HS	0	2	6	8
Lewis & Clark	0491	0664	Trinity School	EL	8	0	0	8
Lewis & Clark	0495	0668	Wolf Creek School	EL	8	8	0	16
Lewis & Clark	1221	0675	Lincoln Elementary School	EL	8	6	0	14
Lewis & Clark	1221	1610	Lincoln High School	HS	8	5	0	13
Lewis & Clark	1221	1721	Lincoln 7-8	GR78	8	7	0	15
Lewis & Clark	0502	0676	Augusta Elementary School	EL	8	7	0	15
Lewis & Clark	0502	1722	Augusta 7-8	GR78	8	8	0	16
Lewis & Clark	0502	1843	Elk Creek Attendance Center	EL	8			8
Lewis & Clark	0503	0677	Augusta High School	HS	8	5	0	13
Lewis & Clark	9697		Prickly Pear Coop					11

## Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Lewis & Clark	9034	9415	Pine Hills Youth Corr Facil HS	HS	0	8		11
Lewis & Clark	9034	9935	Pine Hills Youth Corr Facil EI	EL	0	8		11
Lewis & Clark	9034	9973	Riverside Youth Corr Facil EI	EL	8			11
Lewis & Clark	9034	9974	Riverside Youth Corr Facil HS	HS	8	8		16
Liberty	0506	0680	Whitlash School	EL	8	0 0		8
Liberty	1224	1648	Liberty Elementary School	EL	8	0 0		8
Liberty	1236	0684	Chester-Joplin-Inverness Schl	EL	8	3 0		11
Liberty	1236	1723	Chester-Joplin-Inverness 7-8	GR78	8	4 0		12
Liberty	1236	1829	Riverview Elementary	EL	8	8 0		16
Liberty	1236	1830	Sage Creek Elementary	EL	8	8 0		16
Liberty	1237	0687	Chester-Joplin-Inverness HS	HS	8	1 0		9
Lincoln	0519	0696	W F Morrison School	EL	8	6 2		16
Lincoln	0519	1663	Troy 7-8	GR78	8	6 4		18
Lincoln	0520	0697	Troy High School	HS	8	5 1		14
Lincoln	0522	0705	Libby High School	HS	0	4 4		8
Lincoln	0522	1526	Libby Elementary School	EL	0	8 0		8
Lincoln	0527	0710	Eureka Elementary School	EL	8	6 0		14
Lincoln	0527	1724	Eureka Middle School 5-8	MS	8	6 0		14
Lincoln	0528	0711	Lincoln Co High School	HS	8	5 5		18
Lincoln	0529	0712	Fortine School	EL	8	6 0		14
Lincoln	0529	1841	Fortine 7-8	GR78	8			8
Lincoln	0530	0713	McCormick School	EL	8	0 0		8
Lincoln	0533	0716	Yaak School	EL	8	0 0		8
Lincoln	0534	0717	Trego School	EL	8	8 0		16
Madison	0536	0719	Alder School	EL	8	5 0		13
Madison	0537	0721	Sheridan Elementary Schl	EL	8	4 0		12
Madison	0537	1725	Sheridan 7-8	GR78	8	3 0		11
Madison	0538	0722	Sheridan High School	HS	8	3 0		11
Madison	0540	0723	Twin Bridges School	EL	8	4 0		12
Madison	0540	0724	Twin Bridges High School	HS	8	3 0		11
Madison	0540	1726	Twin Bridges 7-8	GR78	8	3 0		11

## Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Madison	0543	0726	Harrison School	EL	8	4 0		12
Madison	0543	0727	Harrison High School	HS	8	4 0		12
Madison	0543	1727	Harrison 7-8	GR78	8	4 0		12
Madison	0546	0729	Ennis School	EL	8	3 0		11
Madison	0546	0731	Ennis High School	HS	8	3 0		11
Madison	0546	1728	Ennis 7-8	GR78	8	3 0		11
McCone	0547	0732	Redwater School	EL	8	5 0		13
McCone	0547	1406	Bo Peep School	EL	8	5 0		13
McCone	0547	1800	Redwater 7-8	GR78	8	2 0		10
McCone	0548	0733	Circle High School	HS	8	2 0		10
McCone	0566	0755	Vida School	EL	8	0 0		8
McCone	0566	1836	Prairie Elk Colony School	EL	8	0 0		8
McCone	9701		Prairie View Coop					11
Meagher	0569	0758	White Sulphur Springs El	EL	8	6 0		14
Meagher	0569	1729	White Sulphur Springs 7-8	GR78	8	5 0		13
Meagher	0570	0759	White Sulphur Springs HS	HS	8	4 0		12
Mineral	0577	0765	Alberton School	EL	4	5 0		9
Mineral	0577	0766	Alberton High School	HS	4	4 1		9
Mineral	0577	1730	Alberton 7-8	GR78	4	8 0		12
Mineral	0579	0767	Superior Elementary	EL	8	6 0		14
Mineral	0579	0768	Superior High School	HS	8	6 0		14
Mineral	0579	1731	Superior 7-8	GR78	8	8 0		16
Mineral	0582	0770	St Regis School	EL	8	8 0		16
Mineral	0582	0771	St Regis High School	HS	8	8 0		16
Mineral	0582	1732	St Regis 7-8	GR78	8	8 0		16
Missoula	0583	0774	Lewis & Clark School	EL	0	4 4		8
Missoula	0583	0775	Lowell School	EL	0	8 0		8
Missoula	0583	1486	Porter Middle School	MS	0	5 5		10
Missoula	0584	1434	Seeley-Swan High School	HS	8	4 0		12
Missoula	0584	1592	Big Sky High School	HS	0	3 5		8
Missoula	0589	0793	Potomac School	EL	4	4 0		8

## Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Missoula	0589	1733	Potomac 7-8	GR78	4	4 0		8
Missoula	0590	1734	Bonner 7-8	GR78	0	6 2		8
Missoula	0592	0796	DeSmet School	EL	0	8 1		9
Missoula	0592	1736	DeSmet 7-8	GR78	0	8 0		8
Missoula	0594	0798	Sunset School	EL	8	0 1		9
Missoula	0595	0799	Clinton School	EL	4	5 0		9
Missoula	0595	1738	Clinton 7-8	GR78	4	4 0		8
Missoula	0596	0800	Swan Valley School	EL	8	1 0		9
Missoula	0596	1739	Swan Valley 7-8	GR78	8	5 0		13
Missoula	0597	0801	Seeley Lake Elementary	EL	8	6 1		15
Missoula	0597	1740	Seeley Lake 7-8	GR78	8	4 0		12
Missoula	0599	0802	Frenchtown Elementary School	EL	4	4 1		9
Missoula	9698		Missoula Area Education Coop					11
Musselshell	0605	0809	Central School	EL	8	5 0		13
Musselshell	0605	1644	Roundup 7-8	GR78	8	4 0		12
Musselshell	0606	0811	Roundup H S	HS	8	4 0		12
Musselshell	0607	0812	Melstone School	EL	8	6 0		14
Musselshell	0607	1742	Melstone 7-8	GR78	8	8 0		16
Musselshell	0608	0813	Melstone High School	HS	8	4 0		12
Park	0614	0825	Gardiner School	EL	8	1 0		9
Park	0614	1743	Gardiner 7-8	GR78	8	1 0		9
Park	1191	0824	Gardiner High School	HS	8	1 0		9
Park	0617	0828	Cooke City School	EL	8	0 0		8
Park	0635	0846	Springdale School	EL	8	0 0		8
Park	1215	1564	Arrowhead School	EL	8	5 0		13
Park	1215	1821	Arrowhead 7-8	GR78	8	6 0		14
Park	1227	1665	Shields Valley Elementary	EL	8	2 0		10
Park	1227	1797	Shields Valley 7-8	GR78	8	1 0		9
Park	1228	1666	Shields Valley High Schl	HS	8	2 0		10
Park	9700		Park County Coop					11
Petroleum	0642	0852	Winnett School	EL	8	7 0		15

# Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Petroleum	0642	0853	Winnett High School	HS	8	6 0		14
Petroleum	0642	1744	Winnett 7-8	GR78	8	7 0		15
Phillips	0648	0862	Dodson School	EL	8	8 0		16
Phillips	0648	0863	Dodson High School	HS	8	8 1		17
Phillips	0648	1745	Dodson 6-8	MS	8	0 1		9
Phillips	0657	0873	Saco High School	HS	8	4 0		12
Phillips	1203	0872	Saco School	EL	8	6 0		14
Phillips	1203	1746	Saco 7-8	GR78	8	4 0		12
Phillips	0659	0875	Malta High School	HS	8	4 0		12
Phillips	0659	0880	Tallow Creek School	EL	8	0 0		8
Phillips	0659	1504	Malta K-5	EL	8	6 1		15
Phillips	0659	1505	Malta 6-7-8	MS	8	4 0		12
Phillips	0659	1605	Loring Colony School	EL	8	8 0		16
Phillips	0663	0878	Whitewater School	EL	8	6 0		14
Phillips	0663	0879	Whitewater High School	HS	8	3 0		11
Phillips	0663	1747	Whitewater 7-8	GR78	8	4 0		12
Pondera	1226	0886	Heart Butte Elementary	EL	8	8 4		20
Pondera	1226	1656	Heart Butte High School	HS	8	7 8		23
Pondera	1226	1748	Heart Butte 7-8	GR78	8	8 8		24
Pondera	0671	0888	Dupuyer School	EL	8	5 0		13
Pondera	0679	0898	Valier School	EL	8	5 0		13
Pondera	0679	1749	Valier 7-8	GR78	8	4 0		12
Pondera	0679	1808	Kingsbury Colony Attn Ctr	EL	8	0 0		8
Pondera	0680	0899	Valier High School	HS	8	3 0		11
Pondera	9755		Big Sky SE Coop					11
Powder River	0692	0913	Biddle School	EL	8	0 0		8
Powder River	0705	0930	Broadus School	EL	8	4 0		12
Powder River	0705	1751	Broadus 7-8	GR78	8	3 0		11
Powder River	0706	0931	Powder River Co Dist High	HS	8	2 0		10
Powder River	0709	0934	South Stacey School	EL	8	0 0		8
Powder River	9705		Tri County Coop					11

## Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Powell	0715	0942	Ovando School	EL	8	0 0		8
Powell	0717	0944	Helmville School	EL	8	0 0		8
Powell	0719	0947	Elliston School	EL	8	5 0		13
Powell	0720	0948	Avon School	EL	8	0 0		8
Powell	0721	0949	Gold Creek School	EL	8	0 0		8
Powell	9703		Great Divide Educ Serv					11
Prairie	0726	0954	Terry School	EL	8	6 0		14
Prairie	0726	0958	Terry High School	HS	8	4 0		12
Prairie	0726	1752	Terry Middle School	GR78	8	6 0		14
Ravalli	0731	0963	Edna Thomas School	EL	4	4 0		8
Ravalli	0731	0964	Corvallis High School	HS	4	4 2		10
Ravalli	0731	1557	Quentin Brown Primary K-4	EL	4	4 0		8
Ravalli	0731	1558	Corvallis 7-8	GR78	4	5 0		9
Ravalli	0732	0965	Stevensville K-6	EL	4	5 1		10
Ravalli	0732	1577	Stevensville 7-8	GR78	4	4 0		8
Ravalli	0733	0966	Stevensville High School	HS	4	2 2		8
Ravalli	0738	0971	Victor School	EL	8	8 0		16
Ravalli	0738	0972	Victor High School	HS	8	5 0		13
Ravalli	0738	1753	Victor Middle School	MS	8	8 0		16
Ravalli	0740	0973	Darby School	EL	8	6 0		14
Ravalli	0740	0974	Darby High School	HS	8	4 0		12
Ravalli	0740	1608	Darby 7-8	GR78	8	5 0		13
Ravalli	0741	0975	Lone Rock School	EL	4	4 0		8
Ravalli	9690		Bitterroot Valley Coop					11
Richland	0747	0982	Savage School	EL	8	2 0		10
Richland	0747	1754	Savage 7-8	GR78	8	4 0		12
Richland	0748	0983	Savage High School	HS	8	2 0		10
Richland	0750	0986	Fairview School	EL	8	3 0		11
Richland	0750	1755	Fairview 7-8	GR78	8	3 0		11
Richland	0751	0987	Fairview High School	HS	8	2 0		10
Richland	0768	1005	Lambert School	EL	8	1 0		9

## Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Richland	0768	1756	Lambert 7-8	GR78	8	2 0		10
Richland	0769	1006	Lambert High School	HS	8	2 1		11
Roosevelt	0774	1411	Frontier School	EL	4	5 0		9
Roosevelt	0774	1757	Frontier 7-8	GR78	4	7 0		11
Roosevelt	0775	1014	Poplar 5-6 School	EL	8	8 8		24
Roosevelt	0775	1015	Poplar School	EL	8	8 8		24
Roosevelt	0775	1550	Poplar 7-8	GR78	8	8 8		24
Roosevelt	0776	1016	Poplar High School	HS	8	8 8		24
Roosevelt	0777	1017	Culbertson School	EL	8	4 0		12
Roosevelt	0777	1758	Culbertson 7-8	GR78	8	3 0		11
Roosevelt	0778	1018	Culbertson High School	HS	8	3 0		11
Roosevelt	0780	1020	Southside School	EL	0	8 7		15
Roosevelt	0780	1022	Northside School	EL	0	7 8		15
Roosevelt	0780	1532	Wolf Point 7-8	GR78	0	8 8		16
Roosevelt	0781	1023	Wolf Point High School	HS	0	6 7		13
Roosevelt	0782	1025	Barbara Gilligan School	EL	8	8 4		20
Roosevelt	0782	1759	Barbara Gilligan 7-8	GR78	8	8 8		24
Roosevelt	0783	1026	Brockton High School	HS	8	8 8		24
Roosevelt	0785	1027	Bainville School	EL	8	3 0		11
Roosevelt	0785	1028	Bainville High School	HS	8	2 0		10
Roosevelt	0785	1760	Bainville 7-8	GR78	8	2 0		10
Roosevelt	0786	1029	Froid Elementary School	EL	8	5 0		13
Roosevelt	0786	1761	Froid 7-8	GR78	8	5 0		13
Roosevelt	0787	1030	Froid High School	HS	8	4 0		12
Roosevelt	9801		Roose-Valley Spec Educ					11
Rosebud	0789	1032	Birney School	EL	8	0 0		8
Rosebud	0790	1033	Forsyth Elementary School	EL	8	3 0		11
Rosebud	0790	1535	Forsyth 7-8	GR78	8	3 1		12
Rosebud	0791	1034	Forsyth High School	HS	8	1 4		13
Rosebud	0792	1035	Lame Deer School	EL	8	8 8		24
Rosebud	0792	1626	Lame Deer 7-8	GR78	8	8 8		24

# Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Rosebud	1230	1816	Lame Deer High School	HS	8	8	8	24
Rosebud	0795	1038	Rosebud High School	HS	8	7	0	15
Rosebud	0795	1470	Rosebud School	EL	8	7	0	15
Rosebud	0795	1762	Rosebud 7-8	GR78	8	8	1	17
Rosebud	0796	1603	Pine Butte Elementary Sch	EL	8	4	2	14
Rosebud	0796	1609	Frank Brattin Middle Schl	MS	8	3	0	11
Rosebud	0797	1040	Colstrip High School	HS	8	2	0	10
Rosebud	0800	1043	Ashland School	EL	8	7	6	21
Rosebud	0800	1763	Ashland 7-8	GR78	8	8	4	20
Sanders	0802	1045	Plains Elementary School	EL	8	6	0	14
Sanders	0802	1627	Plains 7-8	GR78	8	6	0	14
Sanders	0803	1046	Plains High School	HS	8	4	0	12
Sanders	0804	1047	Thompson Falls Elem Schl	EL	8	6	0	14
Sanders	0804	1764	Thompson Falls 7-8	GR78	8	7	2	17
Sanders	0805	1048	Thompson Falls High Schl	HS	8	6	0	14
Sanders	0807	1050	Trout Creek School	EL	8	6	0	14
Sanders	0807	1820	Trout Creek 7-8	GR78	8	8	0	16
Sanders	0808	1051	Paradise School	EL	8	6	0	14
Sanders	0809	1052	Dixon Elementary	EL	8	8	0	16
Sanders	0809	1824	Dixon 7-8	GR78	8	8	0	16
Sanders	0811	1054	Noxon School	EL	8	6	0	14
Sanders	0811	1765	Noxon 7-8	GR78	8	5	0	13
Sanders	0812	1055	Noxon High School	HS	8	4	1	13
Sanders	0814	1057	Hot Springs School	EL	8	7	1	16
Sanders	0814	1766	Hot Springs 7-8	GR78	8	6	0	14
Sanders	0815	1058	Hot Springs High School	HS	8	6	0	14
Sanders	9702		Sanders Co Educ Serv Coop					11
Sheridan	0819	1061	Westby School	EL	8	3	0	11
Sheridan	0819	1062	Westby High School	HS	8	0	0	8
Sheridan	0819	1767	Westby 7-8	GR78	8	2	0	10
Sheridan	0822	1064	Medicine Lake School	EL	8	4	0	12

# Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Sheridan	0822	1065	Medicine Lake High School	HS	8	4 0		12
Sheridan	0822	1662	Medicine Lake 7-8	GR78	8	6 0		14
Sheridan	0828	1070	Plentywood School	EL	8	4 0		12
Sheridan	0828	1071	Plentywood High School	HS	8	2 0		10
Sheridan	0828	1768	Plentywood 7-8	GR78	8	3 0		11
Sheridan	9693		Sheridan/Daniels Coop					11
Silver Bow	0840	1641	East Middle School	MS	0	4 7		11
Silver Bow	0840	1642	West Elementary School	EL	0	6 2		8
Silver Bow	1212	1103	Butte High School	HS	0	3 5		8
Silver Bow	0843	1106	Divide School	EL	8	0 0		8
Silver Bow	0844	1107	Melrose School	EL	8	0 0		8
Stillwater	0848	1111	Columbus Elem School	EL	8	1 0		9
Stillwater	0848	1772	Columbus Middle School	MS	8	1 0		9
Stillwater	0849	1112	Columbus High School	HS	8	1 0		9
Stillwater	0850	1113	Reed Point Elementary	EL	8	4 0		12
Stillwater	0850	1773	Reed Point 7-8	GR78	8	8 0		16
Stillwater	0851	1114	Reed Point High School	HS	8	5 0		13
Stillwater	0853	1116	Fishtail School	EL	8	0 0		8
Stillwater	0857	1121	Nye School	EL	8	0 0		8
Stillwater	0858	1122	Rapelje School	EL	8	4 0		12
Stillwater	0858	1774	Rapelje 7-8	GR78	8	6 0		14
Stillwater	0859	1123	Rapelje High School	HS	8	5 0		13
Stillwater	0861	1125	Absarokee School	EL	8	2 0		10
Stillwater	0861	1775	Absarokee 7-8	GR78	8	2 0		10
Stillwater	0862	1126	Absarokee High School	HS	8	1 0		9
Stillwater	9704		Stillwater/Sweet Grass Coop					11
Sweet Grass	0865	1129	Big Timber School	EL	8	3 0		11
Sweet Grass	0865	1776	Big Timber 7-8	GR78	8	2 0		10
Sweet Grass	0868	1133	Melville School	EL	8	0 0		8
Sweet Grass	0872	1137	Greycliff School	EL	8	0 0		8
Sweet Grass	0875	1140	McLeod School	EL	8	0 0		8

## Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Sweet Grass	0882	1130	Sweet Grass Co High Schl	HS	8	1 0		9
Teton	0883	1147	Choteau School	EL	8	4 0		12
Teton	0883	1777	Choteau 7-8	GR78	8	3 0		11
Teton	0884	1148	Choteau High School	HS	8	2 0		10
Teton	0889	1153	Bynum School	EL	8	0 0		8
Teton	0890	1154	Fairfield Elementary School	EL	8	3 0		11
Teton	0890	1778	Fairfield 7-8	GR78	8	3 0		11
Teton	0891	1155	Fairfield High School	HS	8	2 0		10
Teton	0894	1158	Power School	EL	8	3 0		11
Teton	0894	1780	Power 7-8	GR78	8	3 0		11
Teton	0895	1159	Power High School	HS	8	2 0		10
Teton	0896	1160	Golden Ridge School	EL	8	0 0		8
Teton	0898	1163	Pendroy School	EL	8	8 1		17
Teton	0900	1165	Greenfield School	EL	8	3 0		11
Teton	0900	1814	Greenfield 7-8	GR78	8	3 0		11
Teton	1235	1156	Dutton/Brady Elementary	EL	8	7 0		15
Teton	1235	1157	Dutton/Brady High School	HS	8	4 0		12
Teton	1235	1750	Dutton/Brady Middle School	GR78	8	4 0		12
Teton	1235	1838	Midway Colony	EL	8	0 0		8
Toole	0903	1167	Sunburst Elementary	EL	8	3 0		11
Toole	0903	1168	Sunburst High School	HS	8	2 0		10
Toole	0903	1781	Sunburst Middle School	MS	8	1 0		9
Toole	0903	1809	Hillside Colony School	EL	8	0 1		9
Toole	0903	1815	Rimrock Colony School	EL	8	0 0		8
Toole	0910	1832	Cam Rose School	EL	8	8 0		16
Toole	0915	1183	Galata School	EL	8	0 0		8
Treasure	0923	1193	Hysham School	EL	8	5 0		13
Treasure	0923	1194	Hysham High School	HS	8	3 0		11
Treasure	0923	1782	Hysham 7-8	GR78	8	5 0		13
Valley	0927	1205	Frazer Elementary	EL	8	8 8		24
Valley	0927	1783	Frazer 7-8	GR78	8	8 8		24

## Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Valley	0928	1208	Frazer High School	HS	8	8	8	24
Valley	0932	1212	Hinsdale School	EL	8	6	0	14
Valley	0932	1784	Hinsdale 7-8	GR78	8	5	0	13
Valley	0933	1213	Hinsdale High School	HS	8	3	0	11
Valley	0935	1214	Opheim School	EL	8	2	0	10
Valley	0935	1215	Opheim High School	HS	8	2	0	10
Valley	0935	1785	Opheim 7-8	GR78	8	0	0	8
Valley	0937	1218	Nashua School	EL	8	5	0	13
Valley	0937	1219	Nashua High School	HS	8	5	1	14
Valley	0937	1786	Nashua 7-8	GR78	8	5	0	13
Valley	0941	1223	Lustre School	EL	8	3	0	11
Wheatland	0945	1228	Hillcrest School	EL	8	7	0	15
Wheatland	0945	1787	Hillcrest 7-8	GR78	8	5	0	13
Wheatland	0946	1230	Harlowton High School	HS	8	4	0	12
Wheatland	0947	1231	Shawmut School	EL	8	0	0	8
Wheatland	0948	1232	Judith Gap School	EL	8	4	0	12
Wheatland	0948	1788	Judith Gap 7-8	GR78	8	0	0	8
Wheatland	0949	1233	Judith Gap High School	HS	8	2	0	10
Wibaux	0964	1238	Wibaux Elementary School	EL	8	4	0	12
Wibaux	0964	1239	Wibaux High School	HS	8	3	0	11
Wibaux	0964	1789	Wibaux 7-8	GR78	8	4	0	12
Yellowstone	0965	1262	McKinley School	EL	0	6	4	10
Yellowstone	0965	1265	Orchard School	EL	0	8	4	12
Yellowstone	0965	1270	Washington School	EL	0	8	0	8
Yellowstone	0965	1275	Newman School	EL	0	7	2	9
Yellowstone	0965	1480	Ponderosa School	EL	0	7	4	11
Yellowstone	0965	1632	Lewis & Clark 7-8	GR78	0	4	4	8
Yellowstone	0965	1645	Riverside 7-8	GR78	0	5	7	12
Yellowstone	0966	1250	Billings Sr High School	HS	0	3	5	8
Yellowstone	0967	1647	Lockwood Middle School	MS	0	4	4	8
Yellowstone	0975	1288	Custer School	EL	8	4	0	12

## Schools and Special Education Cooperatives Impacted by Critical Quality Educator Shortages 2010-11

County Name	LE	SC	School Name	Grade Type	Rural Isolation Score	Economic Disadvantage Score	Improvement Score	Total Score
Yellowstone	0975	1289	Custer High School	HS	8	2 0		10
Yellowstone	0975	1792	Custer 7-8	GR78	8	5 0		13
Yellowstone	0976	1290	Morin School	EL	4	5 1		10
Yellowstone	0978	1292	Broadview School	EL	4	7 0		11
Yellowstone	0978	1793	Broadview 7-8	GR78	4	4 0		8
Yellowstone	0983	1296	Huntley Project Elem K-6	EL	4	4 0		8
Yellowstone	0985	1300	Shepherd Elementary	EL	4	4 0		8
Yellowstone	9694		Eastern Yellowstone Coop					11
Yellowstone	9707		Yellowstone/W Carbon Coop					11

## Appendix A – Locale Codes

### What are locale codes?

“Locale codes” are derived from a classification system originally developed by NCES in the 1980’s to describe a school’s location ranging from “large city” to “rural.” The codes are based on the physical location represented by an address that is matched against a geographic database maintained by the Census Bureau. This database is the Topographically Integrated and Geographically Encoded Referencing system, or TIGER. In 2005 and 2006, NCES supported work by the Census Bureau to redesign the original locale codes in light of changes in the U.S. population and the definition of key geographic concepts.

The locale codes are based on an address’s proximity to an urbanized area (a densely settled core with densely settled surrounding areas). The urban-centric locale code system classifies territory into four major types: city, suburban, town, and rural. Each type has three subcategories. For city and suburb, these are gradations of size – large, midsize, and small. Towns and rural areas are further distinguished by their distance from an urbanized area. They can be characterized as fringe, distant, or remote.

### How are locale codes assigned to school districts?

A school district’s locale code is not assigned on the basis of the central office address. It is derived from the locale codes of the schools in the district. If 50 percent or more of the public school students attend schools with the same locale code, that locale code is assigned to the district. For example, if 60 percent of students were enrolled in schools with a “rural - distant” locale code, and 40 percent were enrolled in schools with a “town - small” locale code, the district would be assigned a “rural – distant” locale code. If no single locale code accounts for 50 percent of the students, then the major category (city, suburb, town, or rural) with the greatest percent of students determines the locale; the locale code assigned is the smallest or most remote subcategory for that category.

### Urban-Centric Locale Codes

#### 11 - City, Large:

Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

#### 12 - City, Midsize:

Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

#### 13 - City, Small:

Territory inside an urbanized area and inside a principal city with population less than 100,000.

#### 21 - Suburb, Large:

Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

#### 22 - Suburb, Midsize:

Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

#### 23 - Suburb, Small:

Territory outside a principal city and inside an urbanized area with population less than 100,000.

#### 31 - Town, Fringe:

Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

#### 32 - Town, Distant:

Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

#### 33 - Town, Remote:

Territory inside an urban cluster that is more than 35 miles from an urbanized area.

#### 41 - Rural, Fringe:

Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

#### 42 - Rural, Distant:

Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

#### 43 - Rural, Remote:

Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

## **Appendix B – District Personnel Recruitment Report**



Education Field	Total Fte of Openings	Easy to Fill	Possible to Fill	Difficult to Fill	Applicants But Unable to Fill	Unable to Fill No Applicants
<b>Teachers</b>						
Art	13.36	36%	29%	26%	9%	0%
CTE	40.17	5%	28%	46%	1%	20%
Elementary Curriculum	286.75	64%	29%	7%	0%	0%
English	70.97	34%	41%	22%	0%	3%
English as a Second Language	0.50	0%	100%	0%	0%	0%
Health/PE	18.43	72%	26%	3%	0%	0%
Mathematics	50.71	13%	40%	46%	1%	0%
Music	45.60	4%	55%	36%	0%	5%
Science	50.31	30%	40%	29%	0%	1%
Social Studies	20.04	67%	10%	16%	6%	0%
Special Education	82.09	19%	31%	50%	0%	0%
Technology Education	2.90	31%	69%	0%	0%	0%
World Languages	15.73	27%	31%	36%	6%	0%
<b>Support Staff/Specialists/Administrators</b>						
Administrative - Other	11.50	22%	52%	26%	0%	0%
Administrative - Principal	20.87	53%	34%	13%	0%	0%
Administrative - Sp Ed Director	2.00	0%	0%	100%	0%	0%
Administrative - Superintendent	4.60	22%	35%	43%	0%	0%
Counseling	27.25	4%	53%	31%	4%	9%
Library	13.41	37%	30%	30%	0%	3%
No License Required	148.39	41%	49%	10%	0%	0%
Nurse	3.50	0%	29%	71%	0%	0%
Occupational Therapist	3.75	0%	0%	73%	0%	27%
Physical Therapist	1.55	0%	0%	100%	0%	0%
Social Worker	1.00	100%	0%	0%	0%	0%
Speech-Language Pathologist	14.33	0%	7%	51%	21%	21%
Support Staff	2.00	0%	0%	100%	0%	0%

## Appendix C – Emergency Authorizations for Employment

Emergency Authorizations for Employment by Endorsement - School Fiscal Years 2005-2011

Endorsement	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	Total
Agriculture			2					2
Art K-12		1	1					2
Biology	1	1						2
Broadfield Science				3				3
Broadfield Social Studies	1							1
Business Education	1	1						2
Computer Science K-12	2							2
Drama	1							1
Elementary	1	1						2
English				1	1			2
Family & Consumer Sciences	3	2			1			6
History								0
Industrial Arts								0
Mathematics 5-12	6	1			2			9
Music K- 12	3	4						7
PE/Health K-12								0
Principal K-12								0
School Counseling K-12	5	3	1	2	1			12
Special Education P-12	1	1						2
Technology Education				1	1			2
Trade & Industry - Health Occupations								0
Trade and Industry - Automotive		1						1
World Language - French K-12	1							1
World Language - Japanese K-12	1	1						2
World Language - Latin K-12	1	2				1		4
World Language - Spanish K-12	2	1				1		4
<b>Total</b>	<b>30</b>	<b>20</b>	<b>4</b>	<b>7</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>69</b>

Of the 69 emergency authorizations for employment granted by the Superintendent of Public Instruction for school fiscal years 2005 through 2011, 61 (88%) were to individuals who taught in one of the eight critical shortage areas identified in this report.

## DISCUSSION

- ❖ MDSB LIAISON – Patty Myers  
ITEM 21

## MSDB COMMITTEE MEETING REPORT

**Bernie Olson**

# **PRELIMINARY AGENDA ITEMS**

**January 19-20, 2012**

**State Capitol Room 152**

**Helena, MT**

- Exiting Board Members – Last Meeting
- Transportation Report
- MACIE Update
- Annual School Food Services Report
- Assessment Update
- Federal Update
- Accreditation Update
- 5 YCEP Process Update
- Educator Preparation Program Report
- Annual Renewal Unit Providers (List) \*C

\*C = Consent Agenda