Chapter 55 Standards of Accreditation Review Joint Task Force

EDUCATION & LOCAL GOV'T IC
MARCH 23, 2012
Exhibit 13

Vision/Mission

The Montana Constitution created and empowered the Board of Public Education (BPE) to supervise, serve, maintain, and strengthen Montana's system of free quality public elementary and secondary schools. The board exists to promote high academic achievement for all Montana students.

Purpose

To review and revise Administrative Rules of Montana (ARM) 10.55 Standards of Accreditation to align standards with current innovative practice providing flexibility and ensuring quality education and accountability.

Charge

The Chapter 55 Joint Task Force shall provide to the Superintendent and the BPE recommendations for amendments to ARM 10.55. Recommended amendments to ARM will comply with MAPA rules for public hearing.

Meeting Dates

February 28-29, 2012

January 30-31, 2012

October 12-13, 2011

September 13-14, 2011

July 26-27, 2011

June 23-24, 2011

May 16-17, 2011

62nd Legislature

December 13-14, 2010

November 15-16, 2010

September 29-30, 2010

July 19-20, 2010

June 18, 2010

April 16, 2010

Co-Chairs:

Patty Myers, Board of Public Education

Dennis Parman, Office of Public Instruction

Voting Members:

Sharon Applegate, CSPAC

Holly Bailey, School Administrator

Sue Brown, Secondary Teacher

Nancy Coopersmith, OPI

Bob Currie, MT Digital Academy

John Edwards, Board of Public Education

Marco Ferro, MEA-MFT

Mary Ellen Fitzgerald, County Superintendent

Jim Germann, District Superintendent

Dee Hensley-Maclean, Montana PTA

Callie Langohr, School Administrator

Erin Lipkind, County Superintendent

Bill McCaw, University of Montana Education Faculty

Lance Melton, Montana School Boards Association

Claudette Morton, MT Small Schools Alliance

Dave Puyear, MT Rural Education Assn.

Joe Rapkoch, School Administrator

ChrisTina Rehbein, Elementary Teacher

Linda Reksten, District Superintendent

Mike Reynolds, District Superintendent

Mary Ruby, School Trustee

Darrell Rud, School Administrators of Montana

Corri Smith, MT Indian Education Association

Chris Stout, District Superintendent

Lorrie Tatsey, Secondary Teachers

Ruth Uecker, District Administrator

Tena Versland, School Administrator

Leslie Weldon, School Trustee

Proposed Final Timeline

2012

March 12 – 30	Task Force Subcommittees complete work
April 5	OPI Leadership Team provides NEW RULE and work of subcommittees to the Task Force
April 10	OPI Leadership Team prepares fiscal impact assumptions
April 9-13	Task Force completes work. Task Force takes final action on recommendations for submittal to Superintendent
April 16	Superintendent reviews Task Force recommendations and prepares recommendation of Chapter 55 Standards of Accreditation for the BPE
April 23	OPI submits May BPE meeting materials to BPE
May 10-11	Superintendent recommends approval by the Board of Public Education of the preparation of the Notice of Public Hearing at BPE meeting
May 11	BPE submits fiscal statement and draft recommendations for Chapter 55 to the Legislative Fiscal Analysts Office
June 22	OPI submits July BPE meeting materials to BPE
July 12-13	Superintendent recommends approval by the BPE of Notice of Public Hearing
July 16	OPI submits Notice of Public Hearing to Secretary of State Montana Administrative Register (MAR) Filing Due Date
July 26	Secretary of State MAR Publication
August 20	Public Hearing
August 28	OPI submits September BPE meeting materials to BPE
September 14	Superintendent recommends final approval of Notice of Adoption for Chapter 55 Standards of Accreditation. Final Action by BPE
October 1	OPI submits Notice of Adoption
October 11	Secretary of State MAR Publication of Notice of Adoption

2013

July 1 - Effective Date

Update Report February 2012

1. Major Topics Completed At February 28 and 29 Meeting

- 604 Variance to Standards (rewrite – represents the flexibility element of rules revisions)
- 701 Board of Trustees (1) (f) (Policy references to NEW RULE 719)
- 702 and & 703 Internships for Superintendents, Principals, Teachers
- 714 Professional Development (1) (a) – (k) (No Change in the end)
- 719 NEW RULE (Bullying)
- 902, 903, 904, and 905 ELA and Literacy – (integrating MTCCS into these rules)

2. Major Topics Yet To Be Completed

- 602 Definitions
- 605 Categories of Accreditation
- 606 Blended Accreditation Process
- 704 & 705 Assignment of Superintendents and Principals
- 714 Professional Development (2)(a) & (b) – (definitions of 3 days of professional development)
- 716 Substitute Teachers – (background check process)

3. Major Topics Addressed By the Task Force Not Already Mentioned Above

- 701 (5) (a and b) Teacher and Principal Evaluation Framework
- 706 – 717 No Changes to Number-Based Standards (class size, graduation requirements, assignments for librarians and counselors, ...)
- Considerable of language clarification throughout rules

Performance Element In Accreditation Process

There will be two criteria sets used to determine a schools accreditation status.

Criteria Set A

Revised assurances standards – chunked into 5 categories (600, 700, 800, 900, 1000)

Criteria Set B

New performance standards (MontCAS average scale score for all students for the grades in the school for all applicable content areas assessed and graduation and drop-out rates for high schools only)

High performance in either set of criteria will provide relief toward final accreditation status if the other criteria set are no worse than all "yellow".

School ID School X-1 **Accreditation Status: Regularly Accredited**

Criteria Set A	A	B	C	D	E
ARM	10.55.601-606	10.55.701 -716	10.55.801 - 805	10.55.901 –910	10.55.1001 & 1003
Minimum Standards					
Alt. Standards In Place	N/A	N/A	N/A	N/A	N/A

Meets Standard
Meets Standard with Minor Deviation
Improvement Plan Process
Intensive Assistance

Criteria Set B	F	G	H	I	J
Metric	Grade 10 - Math	Grade 10 - Reading	Grade 10 - Science	Drop Out Rate	Completer Rate
Performance					

Level 1
Level 2
Level 3
Level 4

School ID School X-2 **Accreditation Status: Regularly Accredited**

Criteria Set A	A	B	C	D	E
ARM	10.55.601-606	10.55.701 -716	10.55.801 - 805	10.55.901 –910	10.55.1001 & 1003
Minimum Standards					
Alt. Standards In Place	N/A	N/A	N/A	N/A	N/A

Meets Standard
Meets Standard with Minor Deviation
Improvement Plan Process
Intensive Assistance

Criteria Set B	F	G	H	I	J
Metric	Grade 10 - Math	Grade 10 - Reading	Grade 10 - Science	Drop Out Rate	Completer Rate
Performance					

Level 1
Level 2
Level 3
Level 4

There will continue to be the following 5 levels of Accreditation:

- Regularly Accredited – (All green and no worse than all yellow = Regular Accreditation)
- Regularly Accredited with Minor Deviation – (More yellow than green)
- Accredited with Advice – (More orange than yellow and green)
- Accredited with Deficiency in Need of Intensive Assistance - (Red)
- Not Accredited – (Not Accredited means no state funding. Reaching this status will take time or refusal to improve.)

Standards of Accreditation Chapter 55
Recommended Changes to Chapter 55 Rule Language
Effective 2/29/2012

Administrative Rules of Montana 10.55.901-10.55.910	Recommended Changes
10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY	
(1) An elementary school shall have an education program aligned to the program area standards that enables students to meet the content and performance standards.	(1) An elementary school shall have an education program aligned to the program area standards that enables students to meet the content ~~and performance~~ standards and content specific grade-level learning progressions.
10.55.902 BASIC EDUCATION PROGRAM: MIDLE GRADES	
(1) A school with middle grades must have an education program aligned to the program area standards that enables all students to meet the content and performance standards.	(1) A school with middle grades must have an education program aligned to the program area standards that enables all students to meet the content ~~and performance~~ standards and content specific grade-level learning progressions.
(2) In order to receive funding at the high school rate for grades 7 and 8, the program must follow either the middle school philosophy and components described in (3) or the departmentalized philosophy and components (often seen in junior high settings) described in (4).	(2) In order to receive funding at the high school rate for grades 7 and 8, the program must follow either the middle school philosophy and components described in (3) or the departmentalized philosophy and components ~~(often seen in junior high settings)~~ described in (4).
(3) An officially recognized middle school must be approved by the Board of Public Education upon recommendation of the superintendent of public instruction.	No Change

Administrative Rules of Montana 10.55.901-10.55.910	**Recommended Changes**
(a) A middle school specifically addresses the unique nature of middle-grade children by focusing on their intellectual, social, emotional, and physical development. To put such philosophy into practice, a middle school must have flexibility to:	No Change
(i) approach instruction, scheduling, and teaching in a variety of ways;	No Change
(ii) undertake interdisciplinary work; and	No Change
(iii) plan blocks of coursework deriving from the intellectual, social, emotional, and physical needs of middle school students.	No Change
(b) Critical and creative thinking, career awareness, lifelong learning, and safety must be incorporated in the school program.	No Change
	(c) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana common Core Standards of Chapter 53 Admin. R. Mont..
(c) At a minimum, the following program areas shall be required of all students yearly:	~~(c)~~ (d) At a minimum, the following program areas shall be required of all students yearly:
(i) communication arts including, but not limited to literature, reading, writing, speaking and listening, media literacy;	(i) ~~communication~~ English language arts; ~~including, but not limited to literature, reading, writing, speaking and listening, media literacy;~~
(ii) mathematics including, but not limited to written and mental computation and problem	(ii) mathematics ~~including, but not limited to written and mental~~