

Montana Board of Public Education Executive Summary

Date: May 11-12, 2023

Presentation	Recommend Approval of the State Exit Report and Upgrade the Probationary Accreditation Status to Regular Accreditation for East Helena High School and Lockwood High School
Presenter	Crystal Andrews
Position Title	Director of Accreditation, Educator Preparation Programs, & Licensure Office of Public Instruction
Overview	<p>The purpose of the State Exit Report is to summarize the results of the Team's findings for the final step of initial accreditation, which is a formal onsite visit within two years.</p> <p>State Exit and Narrative Reports for both high schools are included in the BPE Agenda Packet.</p>
Requested Decision(s)	Based on the results of the OPI review, the State Superintendent recommends to the BPE to approve East Helena High School and Lockwood High School and upgrade the probationary status to full accreditation.
Related Issue(s)	None
Recommendation(s)	<p>Action 1: Approve State Superintendent Arntzen's recommendation to approve East Helena High School's state exit report and upgrade their current probationary status to full accreditation.</p> <p>Action 2: Approve State Superintendent Arntzen's recommendation to approve Lockwood High School's state exit report and upgrade their current probationary status to full accreditation.</p>



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov



EAST HELENA HIGH SCHOOL
STATE ACCREDITATION SITE REVIEW

APRIL 7, 2023

STATE EXIT REPORT



EAST HELENA HIGH SCHOOL

STATE ACCREDITATION SITE REVIEW

Montana Office of Public Review Team Members

Crystal Andrews, Director of Accreditation, EPP, and Educator Licensure

Ellery Bresler, Accreditation Specialist

Ashley Repko, Accreditation Specialist

On March 22, 2023, a Montana Office of Public Review Team (Team) conducted a final site visit of East Helena High School located in Helena, Montana. The review was facilitated by the Office of Public Instruction (OPI) on behalf of the Board of Public Education (BPE).

The purpose of the State Exit Report is to summarize the results of the Team's findings for the final step of initial accreditation, which is a formal onsite visit. Based on the results of the OPI review, the State Superintendent recommends to the BPE to approve East Helena High School and upgrade the probationary status to full accreditation.



INITIAL ACCREDITATION PROCESS:

To seek initial accreditation status from the Board of Public Education (BPE), the following steps are required:

1. Accreditation-seeking applicant submits letter of intent to the Montana Office of Public Instruction (OPI) Accreditation and Educator Preparation Division.
2. Accreditation-seeking applicants consult with OPI Accreditation Program Director.
 - Review requirements of initial or reinstatement of accreditation pursuant to Administrative Rules of Montana (ARM) Chapter 55 Standards of Accreditation 10.55.605 Categories of Accreditation (1) & (10) and ARM 10.55.606 Accreditation Process.
 - Review Standards of Accreditation and Procedures Manual – Application Procedure.
 - Schedule additional consultations with OPI Accreditation Program Director, as necessary, to support the application process.
3. Accreditation-seeking applicant submits the following documentation:
 - Completed ARM Chapter 55 Standards of Accreditation template demonstrating the alignment of the district/school's basic education program to Chapter 55, standard by standard.
 - List of school employee ID numbers and corresponding FTEs as well as assignments of licensed and endorsed educators and professional staff.
 - Complete list of local course offerings aligned with the Montana course codes.
4. The OPI Accreditation Program Director presents an informational report to the Montana Board of Public Education (BPE) of the initial accreditation application.
5. The OPI Accreditation Program Director conducts a desk audit of the materials submitted by accreditation-seeking applicants.
6. The OPI Accreditation Program Director presents a progress report of the initial accreditation-seeking applicant for discussion with the BPE.
7. Following the presentation to the BPE, the OPI conducts a site visit. The OPI site review team may include, but is not limited to:
 - OPI accreditation staff member
 - District superintendent
 - School principal
 - Curriculum coordinator
 - Special education representative



8. The OPI review team provides the school district and school personnel an exit report of the findings from the site review. The report may include areas for improvement, when applicable.
9. Accreditation-seeking applicants must address the areas for improvement (AFI) before the state superintendent will make recommendations to the BPE.
10. Once the AFIs are resolved and the requirements of Chapter 55 Standards of Accreditation standard-by-standard template are completed, the OPI Accreditation staff presents an initial accreditation report to the state superintendent. If approved, the state superintendent recommends the BPE approve the request for provisional approval of accreditation.
 - What is provisional approval?
 - Provisional approval of accreditation means the school has initially demonstrated alignment between the district/school basic education program, operating procedures, and the minimum requirements of Chapter 55 Standards of Accreditation.
 - To retain provisional approval of accreditation the school must meet accreditation status of regular or regular with minor deviations for two consecutive years.
 - Accreditation deviations resulting in advice or deficiency status during this period will result in the loss of provisional approval of accreditation status.
11. After successful completion of two-consecutive years of provisional accreditation status, the AEP staff facilitates a site visitor team of the provisionally accredited school.
12. The Board of Public Education takes final action as to the accreditation status of the school based on the recommendation of the state superintendent of public education.

East Helena High School Initial Accreditation Timeline



2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
10/11/18 - Letter of request from EHHS (I)	9/3/19 - Opened - 9th Grade Only	8/26/20 - Grades 9-10	Grades 9-11	Grades 9-12
11/12/18 - Letter of intent from EHHS Board	10/25/19 - TEAMS session w/Dan Rispens	12/1/20 - TEAMS report submitted. Licensure and Basic Education met in accordance with ARM 10.55.	7/2021 - Progress Report to BPE (VI) and request Provisional Accreditation Status for 2021-2022	11/1/22 - Complete TEAMS Report and QA.
2/20/19 - Site visit with R. Whitmoyer, LVP, PM (II)	11/1/19 - TEAMS report submitted. (III)	1/2021 - QA Process - Licensure and Basic Education met in accordance with ARM 10.55. (V)	11/1/21 - Complete TEAMS Report and QA.	3/2023 - Final Site Visit (XI)
3/15/19 - BPE Presentation by Supt. Whitmoyer (IV)	1/2020 - QA Process - Licensure and Basic Education met in accordance with ARM 10.55. (V)	Now - Send progress letter with timeline and rubric for completion.	9/2021 or 10/2021 - Site Visit (VII) and Exit Report (VIII)	3/2023 - Report on if school meets Provisional approval of accreditation conditions for 2022-2023 school year. (X)
	March 2020 - Site Visit (PPD)		11/2021 - School addresses AFI before State Supt. makes recommendations to BPE. (IX)	5/2023 - Recommend full accreditation status. (XII)
			1/2022 - Report on if school meets Provisional approval of accreditation conditions for 2021-2022 school year. (X)	2nd year Provisional



			1st Year Provisional	
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Subchapter 6 – General Provisions

ARM	TITLES	STATUS
10.55.601	PROCEDURES: COMPREHENSIVE SCHOOL IMPROVEMENT PLAN	MET
10.55.603	CURRICULUM DEVELOPMENT AND ASSESSMENT: ALIGNMENT OF CURRICULUM	MET

Subchapter 7 – School Leadership

ARM	TITLES	STATUS
10.55.701	SCHOOL LEADERSHIP: BOARD OF TRUSTEES	MET
10.55.706	SCHOOL LEADERSHIP: TEACHER INVOLVEMENT	MET
10.55.714	SCHOOL LEADERSHIP: PROFESSIONAL DEVELOPMENT	MET
10.55.719	SCHOOL LEADERSHIP: STUDENT PROTECTION PROCEDURES	MET
10.55.720	SCHOOL LEADERSHIP: SUICIDE PREVENTION AND RESPONSE	MET
10.55.721	SCHOOL LEADERSHIP: HAZARD EMERGENCY PLANS	MET

Subchapter 8 – Educational Opportunity

ARM	TITLES	STATUS
10.55.801	EDUCATIONAL OPPORTUNITY: SCHOOL CLIMATE	MET
10.55.802	EDUCATIONAL OPPORTUNITY: OPPORTUNITY AND EDUCATIONAL EQUITY	MET
10.55.803	EDUCATIONAL OPPORTUNITY: LEARNER ACCESS	MET



10.55.804-805	EDUCATIONAL OPPORTUNITY: SPECIAL EDUCATION AND GIFTED AND TALENTED	MET
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Subchapter 9 & 10 – Academic Requirements/ Program Area Standards

ARM	TITLES	STATUS
10.55.904	ACADEMIC REQUIREMENTS: BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL	MET
10.55.906	ACADEMIC REQUIREMENTS: HIGH SCHOOL CREDIT	MET
10.55.907	ACADEMIC REQUIREMENTS: DISTANCE, ONLINE, AND TECHNOLOGY-DELIVERED LEARNING	MET
10.55.908	ACADEMIC REQUIREMENTS: SCHOOL FACILITIES	MET
10.55.909-911	ACADEMIC REQUIREMENTS: STUDENT RECORDS, STUDENT DISCIPLINE RECORDS, OFFICIAL HIGH SCHOOL TRANSCRIPT	MET
10.55.1003	PROGRAM AREA STANDARDS: PROGRAM FOUNDATION STANDARDS	MET



EAST HELENA HIGH SCHOOL
STATE ACCREDITATION SITE REVIEW

APRIL 7, 2023

NARRATIVE REPORT



EAST HELENA HIGH SCHOOL

APRIL 7, 2023

NARRATIVE REPORT

SUMMARY OF FINDINGS

Overall the accreditation team was impressed with the final site visit. We had lengthy discussions around each rule within the Administrative Rules of Montana Chapter 10.55 School Accreditation with various stakeholders of East Helena High School. Leadership works well with staff to implement and establish strong student support as well as effective communication strategies. Interviewees confirmed that curriculum and assessment development has been a collaborative effort and meets the state revising standards. Professional development meets the state standards, however; emerging areas that would lead to student improvement are being discussed but have not been put into practice.

The school has interacted and networked within the community of East Helena in various ways including the parent council which has resulted in a strong collaborative environment. We were impressed with the Tiger Fund which allows for economically disadvantaged students to be able to participate in extracurriculars. The school climate was perceived well based on interviews from all stakeholders. Parents felt like they were involved through school correspondence and activities, an example of this is Parent College which is set-up to teach the parents about various topics related to their children. The school provides ample opportunities for college and career readiness for students including mini-apprenticeships through Helena College, a robust AP program, dual enrollment, and Career and Technical Education opportunities.



RECOMMENDATIONS FOR IMPROVEMENT

The professional development plan at East Helena High School meets the requirements of ARM 10.55.714. However, it is recommended that the professional development plan be further developed in order to ensure differentiated instruction that results in improved student performance and school improvement. This further development of the professional development plan should be monitored within the classroom to confirm its effectiveness.

The Multi-Tiered System of Support needs to be further developed to help solidify the identification process. The initial stages of the entire MTSS process has begun. However, it is recommended that additional support and collaboration between special programs and general education be further developed to ensure appropriate accommodations, modifications, and individualized in-class support are available to identified students.

Elsie Arntzen, Superintendent

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

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LOCKWOOD HIGH SCHOOL
STATE ACCREDITATION SITE REVIEW

APRIL 14, 2023

STATE EXIT REPORT

Elsie Arntzen, Superintendent

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LOCKWOOD HIGH SCHOOL

STATE ACCREDITATION SITE REVIEW

STATE ACCREDITATION SITE REVIEW

Montana Office of Public Review Team Members

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Ellery Bresler, Accreditation Specialist

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On April 13, 2023, a Montana Office of Public Review Team (Team) conducted a final site visit of Lockwood High School located in Lockwood, Montana. The review was facilitated by the Office of Public Instruction (OPI) on behalf of the Board of Public Education (BPE).

The purpose of the State Exit Report is to summarize the results of the Team's findings for the final step of initial accreditation, which is a formal onsite visit. Based on the results of the OPI review, the State Superintendent recommends to the BPE to approve Lockwood High School and upgrade the probationary status to full accreditation.

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Lockwood High School Initial Accreditation Timeline

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
11/16/18 - Letter of request from LHS (I)	8/28/19 - Opened - 9th Grade Only	8/26/20 - Grades 9-10	Grades 9-11	Grades 9-12
11/20/18 - Letter of intent from LHS	10/1/19 - Site visit by PM and NM (II)	12/1/20 - TEAMS report submitted. Licensure and Basic Education met in accordance with ARM 10.55. (V)	7/2021 - Progress Report to BPE (VI) and request Provisional Accreditation Status for 2021-2022	11/1/22 - Complete TEAMS Report and QA.
11/2018 - Conference call with Supt. Novasio (II)	11/1/19 - TEAMS report submitted. (III)	1/2021 - QA Process - Licensure and Basic Education met in accordance with ARM 10.55. (V)	11/1/21 - Complete TEAMS Report and QA.	3/2023 - Final Site Visit (XI)
3/8/19 - Updates from LHS to give to BPE	1/2020 - QA Process - Licensure and Basic Education met in accordance with ARM 10.55. (V)	Now - Send progress letter with timeline and rubric for completion.	9/2021 or 10/2021 - Site Visit (VII) and Exit Report (VIII)	3/2023 - Report on if school meets Provisional approval of accreditation conditions for 2022-2023 school year. (X)
3/15/19 - Update to BPE - PM	2/6/20 - Gordon Klasna calls regarding new hire and course codes.		11/2021 - School address AFI before State Supt. makes recommendations to BPE. (IX)	5/2023 - Recommend full accreditation status. (XII)
5/9/19 - Presentation from Supt Novasio to BPE. (IV)	April 2020 - Site Visit (PPD)		1/2022 - Report on if school meets Provisional approval of accreditation conditions for 2021-2022 school year. (X)	2nd year Provisional

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Subchapter 6 – General Provisions

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Elsie Arntzen, Superintendent

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LOCKWOOD HIGH SCHOOL
STATE ACCREDITATION SITE REVIEW

APRIL 14, 2023

INITIAL NARRATIVE REPORT

LOCKWOOD HIGH SCHOOL

APRIL 14, 2023

NARRATIVE REPORT

SUMMARY OF FINDINGS

Overall the accreditation team found the programming at Lockwood High School to be satisfactory. . We had lengthy discussions around each rule within the Administrative Rules of Montana Chapter 10.55 School Accreditation with various stakeholders of Lockwood High School. Leadership confirmed that while many staff members are new, there is a strong, collaborative environment. Stakeholders stated that the curriculum is standards based and staff work together to choose material. However, it is not evident that other curriculum options are being developed in order to support individual student progress and offer differentiated instruction. The ROAR Academy has been well implemented and provides personalization for the students within the program.

Professional development meets the state standards, however; focus areas of PD appear to be based mainly around the standards based curriculum and should include a variety of topics supporting the school's improvement plan. Leadership expressed a main school improvement goal is to decrease the number of Tier 1 students and thus decrease the number of students classified as Tier 2 and Tier 3. The staff evaluation process is done bi-annually and follows the Rocky Mountain Evaluation model. Evaluations are formally done twice a year, however; it is not evident that staff professional goals are a component of this process.

The school has interacted and networked within the community of Lockwood in various ways including the creation of the safety committee which has resulted in a collaborative environment. The HOPE Squad is a very well established program aimed at supporting students that are identified as at-risk. Some stakeholders expressed a lack of consistency regarding the school climate expectation. Student ownership and responsibility of learning meets the state standards, however; it was not clear that all stakeholders interviewed fully understood the components of this ARM (*10.55.801 Educational Opportunity: **School Climate***). Parents felt valued and connected to the school as their input is consistently sought out by leadership.

RECOMMENDATIONS FOR IMPROVEMENT

Although the standards based curriculum utilized meets the state standards, it is recommended that some individualized learning opportunities be provided to every learner. In order to ensure success and progress for all students, a degree of choice in how and what students learn, allows learners to build upon their individual strengths, needs, motivations, and goals. should be developed and utilized as needed.

While some stakeholders expressed a welcoming and supportive school climate, other stakeholders expressed concerns. Some interviewees stated that the school climate can be unfavorable and the discipline policy set by Lockwood High School is inconsistently enforced. It is recommended that a more proactive approach to discipline be implemented, while broadening the range of discipline methods utilized to support the enhancement of the school climate. Some stakeholders conveyed a concern around new graduation policies, however; leadership was able to remedy that concern by gathering student and community feedback.

In regards to ARM (10.55.801 Educational Opportunity: **School Climate**), some stakeholders communicated that student learning and progress is left entirely up to the student and that they did not understand how students are being supported to take ownership over their learning. While the student is ultimately responsible for their learning, it is recommended that staff ensure that students are being held accountable for their own learning through various outreach methods. Some examples of outreach could include student data meetings to discuss progress, instruction on how to create their personal education goals, and helping facilitate opportunities within the community.

With reference to college and career readiness opportunities, some stakeholders indicated that partnerships are in the process of being developed. There were no specific examples of developing partnerships provided, therefore; it is recommended that partnerships be a school goal focus in order to provide students with necessary opportunities.