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

VARIANCES TO STANDARDS APPLICATION

Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:

First Monday in March

COUNTY: Sweet Grass

DISTRICT: Sweet Grass County High School

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE: Sweet Grass County High School

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1. **Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.**
   10.55.601 (3);. This variance is based on the fact that Sweet Grass County High School (SGCHS) is Accredited by AdvancED. This voluntary accreditation requires a reporting and active planning process that addresses the expectations of 10.55.601 (3). This is the same section applied for in the original variance but it must be noted that in April SGCHS will be completing the External Review process for the AdvancED accreditation requirements. This process has included an extensive self review conducted over the last 6 months.

2. **Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.**
   The parents and community members have been informed about this process through local news media and the school web site describing the annual community meeting/board work session to review the action plans for the district school improvement plan(see included documents.) The public has been given the opportunity to respond at each of those committee and board meetings. The survey process used this year to prepare for the AdvancED External Team Review indicates that the community trusts the efforts of the district to maintain an active improvement plan and reporting process.

3. **Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.**

   As described in section 2., the school staff and community is included in the annual work session for Strategic School Improvement plan review and action plan development. The process has also been a part of board action agendas. (See attached documents.) In addition, all staff at SGCHS are included in the development of the Strategic School Improvement plan and have been actively involved in the self-review required for the AdvancED External Review process.

4. **Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.**

5. **Reflection upon initial variance:**

   a. **Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).**

   The original variance application (section 10) indicated the school improvement process for AdvancED included a very rigorous renewal process in itself. That self-evaluation/visitation process described as valuable in that application is now a reality. SGCHS is undergoing the self evaluation process that will include a visitation from a six member External Review team in April. So the specific measureable objective is happening. Included with this application is the materials and documents prepared for this visitation. This will continue to occur on a five-year cycle as required by AdvancED.

   b. **Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.**

   Included with this application is the material developed for the AdvancED accreditation review. To summarize that information:

   a. An executive summary - general description of the district demographically and its improvement process.

   b. Self review of the Five Standards - staff members developed the rating of inducators for each standard using the examination ruberic. This work occurred in six hours of in-service time spread out over the fall quarter.

   c. Student Achievement Data assessment - a review of not only test scores but the testing/assessing process.

   d. Stakeholder Feedback assessment - the results of the survey of students, staff, and parents were used in developing the self assessment.

   c. **After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).**

In the initial request for variance, the measureable objective that was paramount to the district was the five year review process offered by AdvancED to keep the school improvement plan current and refreshed. While that will happen again in five years, the district now feels that part of this variance request should refer to annual measureable goals. Those would be as follows: a. SGCHS math achievement scores will continue to exceed the state average by 10%. b. SGCHS literacy achievement scores will continue to exceed the state average by 10%. c. SGCHS graduation rate will exceed 90%. d. SGCHS students will have higher average scores on all four areas and the composite than the state average on the ACT test.

(Use check boxes provided in items 6-11 if the information requested remains unchanged from the initial variance application.)

6. Describe the renewal variance requested.

☒ *Renewal variance is the same as the initial variance.*

7. Provide a statement of the mission and goals of this proposed renewal variance.

☒ *Mission and goals are the same as the initial variance.*

8. List specific measurable objectives that demonstrate the proposed renewal variance will meet or exceed the results under the current standard(s).

☐ *Measurable objects are the same as the initial variance.*

a. Use the AdvancED review information to drive the school improvement process --As stated earlier, the original variance was based on the effective five year review cycle of the AdvancED process. The results of the five-year review that will be completed in April will be the basis for a review of the districts Strategic School Improvement Plan work over the next five years. Measureable items include: the continued annual staff/community/board meeting to review school goals and develop actions plans; the annual report to AdvancED on the Required Actions from the review (it should be noted while a district may receive commendations for Powerful Practices found by the the External Review team, the team is required to give the district several actions or improvements to complete before the next visitation cycle.); the semi-annual report on progress on school goals to AdvancED (the Required Actions have annual reports); and the annual report to the staff, board, and community on the progress toward school improvement goals.

b. SGCHS math achievement scores will continue to exceed state averages by 10%.

c. SGCHS literacy achievement scores will continue to exceed state averages by 10%.

d.SGCHS students will continue to exceed state averages on all four areas and the composite scores on the ACT exam. (If state mandated testing is changed due to the reauthorization of ESEA, more emphasis will be placed on the ACT scores.)

9. What data or evidence will be gathered to document progress toward meeting the measurable objectives of the renewal variance?

☐ *Data or evidence gathered in the same manner as the initial variance.*

a. Notices of meetings, notes and minutes from meetings, copies of reports, when applicable numberical data related to goals.

b. Mathematic achievement scores will be gathered from the results of the 2015 Smarter Balanced Criterion Referenced assessment and other state mandated testing in the future.

c. Literacy achievement scores will be gathered from the results of the 2015 Smarter Balanced Criterion Referenced assessment and other state mandated testing in the future.

d. ACT scores will be gathered from the annual College Readiness letter from act.org.

10. In what way does this variance meet the specific needs of the students in the school(s)?

☐ *The renewal variance will meet the specific needs of the students in the same manner as the initial variance.*

Sweet Grass County High School is regionally accredited through AdvancED. To obtain this accreditation, SGCHS goes through a rigorous process that includes a self-assessment in relation to research based standards and indicators, student performance diagnostics, survey data from parents, teachers, and students as well as an external review from an outside team of educators every 5 years. The external review for SGCHS will occur in April of 2016. Since the visit will occur after the deadline for this application, review results will not be available to share here. However, the documents created in the district's self study are attached to this application. The recommendation from the external visit will guide us as we update our school's Improvement Plan. Following is a description of how Montana Standards of Accreditation are met and exceeded in the AdvancED Standards:

An extensive Comprehensive Education Plan is required by Montana's Standards of Accreditation in 10.55.601 (3). This requirement is reflected in AdvancED Standard 1, specifically in Indicator 1.3.

A School district education profile is required by Montana's Standards of Accreditation in 10.55.601 (3 a i). This requirement is reflected in AdvancED Indicators 1.1, 5.2, and 5.5.

The school district's educational goals are required by Montana's Standards of Accreditation in 10.55.601 (3 a ii). This requirement is reflected in AdvancED Indicators 1.1 and 2.4.

A decription of planned progress toward implementing all content, performance, and program area standards is required by Montana's Standards of Accreditation in 10.55.601 (3 a iii). This requirement is reflected in AdvancED Indicators 1.2, 3.1, 3.3, 3.6, and 3.12.

A description of strategies for assessing student progress toward meeting all content, performance, and program area standards is required by Montana's Standards of Accreditation in 10.55.601 (3 a iv). This requirement is reflected in AdvancED Indicators 2.6, 3.2, 3.10, 4.7, 5.1, 5.2, and 5.4.

A professional development component is required by Montana's Standards of Accreditation in 10.55.601 (3 a v). This requirement is reflected in AdvancED Indicators 2.6, 3.4, 3.5, 3.7, 3.11, and 5.3.

A description of the AdvancED Standards and Indicators is attached with notations that connect the Montana standards found in 10.55.601 (3). As you will see, there are additional Indicators required by the AdvancED Standards which are not required by 10.55.601 (3) thereby exceeding the planning

requirements for accreditation by the state of Montana. Due to the self-review and external review required by the AdvancED process and the expectations of the AdvancED standards and indicators, we are sure that our School Improvement Plan (Comprehensive Education Plan) meets the education needs of our students and staff, which means the duplication of efforts required by 10.55.601 (3) is not needed. The AdvancED process promotes rigor, equity, student engagement and a depth of application of knowledge to ensure student success. Through this process, SGCHS can demonstrate that it has a Comprehensive Education plan that includes an educational profile, educational goals, planned progress toward meeting content and performance standards, strategies for assessing student progress, and a professional development plan which are all required by 10.55.601 (3).

11. Describe how and why the proposed variance would be:

a. Workable.

☒ *Renewal variance is the same as the initial variance.*

b. Educationally sound.

☒ *Renewal variance is the same as the initial variance.*

It should be noted that AdvancED has a plan where the Standards of Accreditation for its accreditation process are reviewed on a 5 year rotation. This work will begin in the 2016-2017 school year.

c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.

☐ *Renewal variance is the same as the initial variance.*

This variance is in regards to the expectations of creating, maintaining, applying, and revising a continuous school improvement process and the reporting requirements of that work. SGCHS intends to continue to develop curriculum and instructional processes that will address the program delivery standards in 10.55.1101 through 10.55.2101. The expecations of the AdvancED Standards and Indicators will definitely support the ARM's listed here. What we recognize at SGCHS is that the AdvancED Standards and Indicators support good curriculum practices and delivery, but are not nearly as specific in describing the program delivery standards in Communication Arts, Arts, Health Enhancement, Mathematics, Science, Social Studies, Vocational/Practical Arts, Library Media, School Counseling, and World Languages as the ARM's 10.55.1101 through 10.55.2101. So while the AdvancED process will enhance these expectations, SGCHS is not asking to be excused from these expectations in this variance request, we are just asking to use an effective school improvement process that will augment and enrich our efforts in the program delivery standards.

d. Where applicable, aligned with contend standards under ARM Chapters 53 and 54.

☐ *Renewal variance is the same as the initial variance.*

As described earlier, SGCHS is basing this application for a variance from 10.55.301 (3) due to the rigor of the AdvancED school improvement process. The district intends to apply the curricular standards and benchmarks found in ARM Chapters 53 and 54 in the development of curriculum, delivery of instruction, and assessment of learning. We feel that the AdvancED process not only supports the use of these standards to develop good curriculum, teaching, and assessment, but helps us improve on those vital aspects of learning by impacting our school improvement planning and reporting.

Required school district signatures:

Board Chair Name: Tim Yuzeitis

Board Chair Signature: _____ **Date:** 2/9/16

Superintendent Name: Alvin Buerkle

Superintendent Signature: Alvin Buerkle **Date** 2-10-16

Mail the signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

OPI USE ONLY

Superintendent of Public Instruction: _____ **Date** 6/24/16

X **Approve** ____ **Disapprove**

Board of Public Education Chair Sharon Carroll **Date** 7/14/16

X **Approve** ____ **Disapprove**

VARIANCE TO

STANDARDS APPLICATION

ATTACHMENTS

ITEMS RELATEDTO QUESTION #1

- Public notice of AdvancED External Review Team accreditation visit

Winter - Spring 2016

SGCHS PREPARES FOR ACCREDITATION VISIT

All public high schools in the state of Montana are required to be accredited by the Office of Public instruction (OPI) to ensure that curriculum, staff, policies, processes and school improvement efforts are in place to maximize student learning. SGCHS has continued to meet those expectations. As has been explained previously, in addition SGCHS is accredited by the Northwest Accreditation Commission, a division of AdvancED (AE). This additional accreditation is voluntary and includes the OPI expectations with additional requirements. In particular, the AE process requires that every five years the district undergo an extensive self-review followed by a visitation by an External Review team to maintain accreditation. The OPI process does require annual reporting but does not include the visitation by a team of peers from other Montana schools and universities. In the past the visitation process has proved to be extremely beneficial in helping determine priorities for the SGCHS school improvement plan. AdvancED expects schools to adhere to standards related to Purpose and Direction (mission and improvement plan), Governance and Leadership (board and administration), Teaching and Assessing for Learning (instruction and assessment), Resources and Support Systems (finance, facility, technology, student assistance) and Using Results for Continuous Improvement (use of data), Student Achievement (test results), and Stakeholder Perceptions (results of surveys and community input.) The visitation team will be assessing SGCHS efforts in each of these areas to see what is being done well and what could be improved. In fact the visitation teams are required to prioritize suggestions for improvements the district must report on and address over the next five year period.

Plans are being made for the External Review visitation to occur on April 19, 20, and 21. SGCHS will be hosting six team members who will be reviewing the self-study completed by staff related to the standards, examining evidence, observing classrooms, and interviewing students, staff, and community. The visit will conclude with a brief exit report. A formal final report will be available within a month of the visit.

It is convenient that the cycle of accreditation occurs now as the Board of Trustee is planning to review the district's 5 Year Strategic Plan in the coming year. The information from this process will be helpful in that work as well.

OPI has also recognized the value of the AdvancED process as two years ago SGCHS was granted a variance regarding the reporting on a continuous school improvement process. That variation request was based on the AE accreditation expectations. SGCHS is in the process of applying to renew that two-year variance this spring. The variance does away with the duplication of reporting by allowing the SGHCS school improvement process for OPI to be aligned with the AdvancED process.

If there are any questions regarding this process, feel free to contact the SGCHS administration.

ITEMS RELATEDTO QUESTION #2

- 2014 Work session notice, notes, and report
- 2015 Work session notice and notes

Sweet Grass County High School

P.O. Box 886,
501 West 5th
Big Timber, MT 59011

Phone 406-932-5993
Fax 406-932-5982
web site: sgchs.com

Building Life Skills and Success, Encouraging Self and Others, Enhancing Learning and Involvement, Promoting Responsibility

DATE CHANGE

Strategic Planning Work Session
6:00 PM
October 7, 2015
SGCHS Library

Agenda:

1. Review of School Improvement/Strategic Plan goals
    a. Input or ideas for the coming year aligned with SIP/Strategic Plan goals
    b. Development of actions related to SIP/Strategic Plan goals

School Board Work Sessions are open to the staff, parents, and the community to give input related to school goals. A Board Work Sessions do not include any formal motions or decisions. The discussion and input is intended to develop actions and activities to be carried out during the coming year related to school improvement goals. Everyone is invited to attend and express their ideas.

Fall 2015

Strategic Plan (letter and news article)

Sweet Grass County High School has always enjoyed success when compared to other schools in regards to testing results. While we do not have the results from the state mandated testing conducted last spring, we are anticipating another positive report. The changes in the world our students will experience after graduation require a continuous effort to keep our curriculum, instruction, and practices effective in preparing those students. For more than ten years, the Office of Public Instruction (OPI) has required a Continuous School Improvement Plan. At SGHS, it has been a practice connected to accreditation efforts since 1914 as SGCHS not only meets the requirements of OPI for accreditation but also district has continuously been accredited by the Northwest Accreditation Commission (NWAC) since that time. That process requires a continuous improvement effort as well. OPI has allowed SGCHS to use the NWAC process to meet the requirements for reporting a school improvement efforts through a variation granted last year.

In 2012-13, the Board of Trustees spent much of the school year reviewing the Strategic School Improvement Plan. Each year in September or October the board and staff plan to meet to review the goals of that plan and to determine actions to assist in reaching those goals. Another step in this process is to have community input into what the school needs to consider for improvements. There will be a community meeting on _____ to review the key points of the present Strategic Plan and to determine what other possible points may need to be considered. Last year this meeting resulted in the creation of a Task Force to review the structure of the instructional day and year at SGCHS. While it was determined that the status quo was best at this time for the district, there may be new topics of discussion or study groups that result from this meeting, so we look forward to your participation.

Strategic School Improvement planning notes – October 7, 2015

We had 18 staff, board members, and community members present to discuss the items of the strategic school improvement plan that need to be reviewed or expanded on. The following is a brief summary of those thoughts.

1. Professional development ideas to work on (Goal 2 and 3)
    a. Explore the use of PLC's
    b. Continue the technology and Google classroom training
    c. Continue to support mentoring efforts
2. Facilities items (Goal 5)
    a. Continue to work on landscaping plans
    b. Don't lose sight of the facilities plan and improvements despite the bond failing
3. Communication items (Goal 1)
    a. Make more efforts to survey community
    b. Explore the use of a SGHS Facebook page, use only as source of information not response page
    c. Make more of an effort to get out the good news about what is happening at SGCHS
    d. See about making the web page simpler to enter items so more staff can contribute
    e. Use of survey information from former students with our own survey devices
4. Curriculum (Goal 2 and 4)
    a. Continue to move to 1 to 1 technology
    b. Encourage student involvement with the community, particularly support the service learning efforts
    c. encourage all staff to consider ways to have students interact with community through community service activities
5. Community (Goal 1)
    a. See 4.c
    b. Encourage parent volunteers and use them
6. Miscellaneous comments
    a. As test processes are changing, develop news measures of success
    b. Staff checks out school equipment same as the community
    c. More security of classroom items during the summer (community use, cleaning times, etc.)

Sweet Grass County High School

P.O. Box 886, 501 West 5th Phone 406-932-5993 web site: sgchs.com
Big Timber, MT 59011 Fax 406-932-5982

Building Life Skills and Success, Encouraging Self and Others,
Enhancing Learning and Involvement, Promoting Responsibility

Board of Trustees Work Session

October 1, 2014
6:30 PM
SGHS Library

Topic: Planning, activities for Strategic/School Improvement Plan for 2014-15 year and using the Northwest Accreditation Commission process for OPI requirements

Note: A Board of Trustees work session is an open forum for the sake of gathering information, input, and encouraging discussion. While recommendations and action plans will be developed, no board decisions can be made at such a meeting.

Fall 2014

Strategic Plan (letter and news article)

Sweet Grass County High School has always enjoyed success when compared to other schools in regards to testing results. In fact two years ago SGHS was one of three schools in the state recognized by the US News and World Report for success in the state mandated exams and Advanced Placement testing. This hasn't stopped SGHS from continuing to strive for better results. The changes to the world we live in (technology for example) require a constant reflection on how students are taught and what skills are needed. For the past ten years, the Office of Public Instruction (OPI) has required a Continuous School Improvement Plan. At SGHS, it has been a practice connected to accreditation efforts since 1914 as SGCHS not only meets the requirements of OPI for accreditation but also district has continuously been accredited by the Northwest Accreditation Commission (NWAC) since that time. That process requires a continuous improvement effort as well. SGCHS has applied to OPI for a variation from their process to allow the NWAC process to substitute for portions of the OPI report.

The Board of Trustees spent much of the last school year reviewing the Strategic School Improvement Plan. In September, the board and staff met in their annual work session to develop ideas related to the Strategic School Improvement Plan. Another step in this process is to have community input into what the school needs to consider for improvements. There will be a community meeting on _____ to review the key points of the present Strategic Plan and to determine what other possible points may need to be considered. An example of the work this is the creation of a Task Force at the September meeting to look at ways to enhance student achievement. Topics for that Task Force would be options for scheduling the school day and year (8 period day, 4 day weeks, trimesters, zero hour schedule, staggered day, common study hall, etc.) that could impact how students receive instruction. Many of these topics have been talked about before but there has not been a definite effort given to research or discussion in the past. While several members have volunteered to serve on the Task Force, SGHS is interested in having more staff, students, and community members included in this discussion. This will not be quick work, as it will require careful consideration and thought, but could have major impacts on our school. Please contact the SGHS office if you have a desire to participate in such an effort.

Strategic School Improvement planning notes – October 1. 2014

We had 15 staff, board members, and community members present to discuss the items of the strategic school improvement plan that need to be reviewed or expanded on. The following is a brief summary of those thoughts.

1. Professional development ideas to work on (Goal 2 and 3)
    a. Use of Dual credit opportunities and staff training related to those
    b. Continue the technology and Google classroom training
    c. New teacher mentoring guidelines need to be developed
    d. Use of professional development to impact student motivation with more hands on activities or practices
    e. What level of board training is going on?
2. Facilities items (Goal 5)
    a. Bathrooms by the office need to be renewed
    b. Continue to work on landscaping plans to improve draining by heavily used doorways
    c. Don't lose sight of the facilities plan and improvements despite the bond failing
3. Communication items (Goal 1)
    a. Continue the department reports with staff presenting class goals and needs
    b. Board members would like invitations to attend classes for specific events
    c. What about home visitations as a way to increase parent communication
    d. Continue the budget education with teachers
    e. Consider the impact on hiring new teachers and retirement with no raises in the base
    f. Use of survey information from former students
4. Curriculum (Goal 2 and 4)
    a. Explore dual credit opportunities
    b. Continue to move to 1 to 1 technology
    c. Continue the work on cutting time distractions to the school day
    d. More use of guest speakers, field trips, etc. to enhance curriculum
    e. Consider cross curricular options (even on field trips)
    f. Life skills/career course required for all students
    g. Drivers Ed course as part of the curriculum
5. Community (Goal 1)
    a. Survey of community particularly on facility items
    b. Encourage parent volunteers and use them
6. Miscellaneous comments
    a. Evaluation process is new but is going well
    b. The new arrangement for in-service days seems to be okay
    c. No repercussions for students attending class field trips and then missing a practice or activity function
    d. Improve freshmen transition to the system

Strategic School Improvement planning notes – October 1. 2014

(Progress on goals is indicated in the italicized statements in the parenthesis as of May 2015)

We had 15 staff and board members present to discuss the items of the strategic school improvement plan that need to be reviewed or expanded on. The following is a brief summary of those thoughts.

1. Professional development ideas to work on (Goal 2 and 3)
    a. Use of Dual credit opportunities and staff training related to those
    b. Continue the technology and Google classroom training *(1 to 1 program initiated, training for staff throughout 2014-15 continued at pre-school PIR)*
    c. New teacher mentoring guidelines need to be developed *(4 teacher trained in New Teacher Center/OPI workshops in June. Those teachers created mentoring program. Mentors are assigned to three non-tenured teachers and actively working with their protégés.)*
    d. Use of professional development to impact student motivation with more hands on activities or practices *(the Chromebook 1 to 1 may apply here, no other training at this time)*
    e. What level of board training is going on? *(Some board members do take part in MT School Board Association workshops, rough count 3? In the past year.)*
2. Facilities items (Goal 5)
    a. Bathrooms by the office need to be renewed *(Bathroom have been painted, but the new partitions ordered have not arrived.)*
    b. Continue to work on landscaping plans to improve draining by heavily used doorways *(The football field ditch agreements are almost complete. This will allow further landscaping next spring/summer.)*
    c. Don't lose sight of the facilities plan and improvements despite the bond failing
3. Communication items (Goal 1)
    a. Continue the department reports with staff presenting class goals and needs *(Department reports continued at board meeting throughout the year. Will continue them this year.)*
    b. Board members would like invitations to attend classes for specific events
    c. What about home visitations as a way to increase parent communication
    d. Continue the budget education with teachers
    e. Consider the impact on hiring new teachers and retirement with no raises in the base *(Board negotiators presented a salary scale with an increased starting pay and $300 steps for five years for those at the end of the pay scale. Offer was turned down by teacher negotiators due to concerns about impact on attainment level and unaffected staff.)*
    f. Use of survey information from former students
4. Curriculum (Goal 2 and 4)
    a. Explore dual credit opportunities *(Had 2 students earn credits last year by dual credit. There is several more taking credits this year in addition to those using MTDA for elective courses. The opportunities for teachers to offer dual credits on site have been reviewed, but few staff has the required credentials for that at this time.)*
    b. Continue to move to 1 to 1 technology *(Chromebook use procedure developed by Technology committee and staff, and adopted by board. Students received their*

Chromebooks the first few days of school pending their paperwork and $25 fee were taken care of.)

c. Continue the work on cutting time distractions to the school day *(Continued to have athletic team pictures outside of the school day, use of advisory time for class meetings.)*
d. More use of guest speakers, field trips, etc. to enhance curriculum
e. Consider cross curricular options (even on field trips)
f. Life skills/career course required for all students *(Financial Literacy class adopted into the curriculum as a requirement for all juniors.)*
g. Drivers Ed course as part of the curriculum

5. Community (Goal 1)
    a. Survey of community particularly on facility items
    b. Encourage parent volunteers and use them
6. Miscellaneous comments
    a. Evaluation process is new but is going well
    b. The new arrangement for in-service days seems to be okay
    c. No repercussions for students attending class field trips and then missing a practice or activity function
    d. Improve freshmen transition to the system

ITEMS RELATEDTO QUESTION #3

- 2013 School Board Agenda and superintendent notes
- 2016 School Board Agenda and superintendent notes

Sweet Grass County High School

P.O. Box 886, 501 West 5th Phone 406-932-5993 web site: sgchs.com
Big Timber, MT 59011 Fax 406-932-5982

Building Life Skills and Success, Encouraging Self and Others,
Enhancing Learning and Involvement, Promoting Responsibility

SCHOOL BOARD MEETING

June 26, 2013
(Wednesday)
6:00 PM
SGHS Library

AGENDA

- activity Two parent Meetings - Aug-15 FB Aug-18 VB

1. Call the meeting to order
2. Public Forum
3. Student Council
4. SGCEA
5. Principal Report
6. Superintendent report
7. Committee reports
   a. Building and Grounds – plans from Great West
8. Board Member reports
9. Old Business
   a. Board Committee assignments
   b. Part-Time Stipend for assistant Track
   c. Negotiations/Bonus proposal for staff
   d. MQEC membership renewal
10. New Business
    a. Opening of Fuel and Maintenance Bids
    b. Approval of Bus Routes
    c. Transportation contracts
    d. Variance for OPI standard 10.55.601(3) Five year comprehensive education plan
    e. Civic Center use report and fee structure
    f. Activity fees, tickets
    g. Lunch prices
    h. Personnel – - later agenda
       i. Band/Chorus assignment
       ii. Track coach resignation
       iii. Spring Coaches review
       iv. Renewal of Jazz Band, Sweet Sixteen, Pep Club, FFA Advisors
       v. Activity coach openings
11. Review Claims
12. Approve the minutes
13. Correspondence
14. Adjournment

Supt. notes

*Variance for OPI Standard 10.55.601(3) Five year comprehensive education plan – I am working on paperwork to apply to OPI for a variance on the standard that requires an annual report on a school improvement plan and setting goals. We have always done this using the same goals and basic report that we use for our Northwest Accreditation. With the new changes in Chapter 55, a group of us that are NWAC accredited are seeing if we can stop the redundant paperwork required by this section of the standards. That is we would just submit the same report we do for NWAC to OPI. Right now it requires double work because the two computer protocols are different. This request is just to save me work and with the OPI process it will not go into effect if accepted until the 2014-15 school year. So just a request to try to save some time and be more efficient with it, it isn't a necessity.

*Civic Center use report and fee structure – I will bring the annual use report for the Civic Center. I will have Bob determine the final status of the fund. We will have to decide on fees for use or rent for the coming year.

*Activity fee, tickets – Just a chance to review those prices and decide what happens for next year. I will have Kip give some input.

* Lunch prices – Our Hot lunch fund ended up in the red slightly this year. So it is time to consider a raise in prices. Presently student prices are $2.25 for lunch and $1.25 for breakfast. I propose we raise those $.10. It would mean adult prices are adjusted also. I will get more input from Cindy.

*Personnel –

- Band/Chorus assignment – I have had conversations with Jacob, Mark, Kip, and some of you about the possibility of making a change in our band/choir arrangement. It would entail having Jacob just work for us. He is in total agreement with this despite my reservations of loading him up too much. Jaclyn is not as enthusiastic about this. This can be a little complicated as it is a two district agreement we are dealing with, but we can express our desire to look at a different configuration.
- -Track coach resignation – Laura Sietz is moving and has given us her resignation notice from the head track position. I really appreciated her efforts and energy in the position.
- Spring Coaches review – This is the time we review our spring coaches for golf and other track positions. Kip will be bringing recommendations for those positions.
- Renewal of Jazz Band, Sweet Sixteen, Pep Club, and FFA advisors – June is the month we have always renewed or offered the other activity positions. This could be impacted by earlier discussion on band/choir. I do recommend renewal for these positions pending that discussion.
- Activity coach openings – We do have an open assistant position in football that was tabled last meeting. I am not sure if Kip has received other applicants from the advertisement in the Pioneer.

I am recommending we do not meet in July unless other business makes it necessary. It would regularly fall on the 9th. I will be sending budget proposals to you during the month once we have the treasurer's report to verify cash balances.

(over)

Sweet Grass County High School

P.O. Box 886, 501 West 5th Phone 406-932-5993 web site: sgchs.com
Big Timber, MT 59011 Fax 406-932-5982

Building Life Skills and Success, Encouraging Self and Others,
Enhancing Learning and Involvement, Promoting Responsibility

SCHOOL BOARD MEETING
February 9, 2016
6:00 PM
SGHS Library

AGENDA

1. Call the meeting to order
2. Public Forum
3. Student Council
4. SGCEA
5. Principal Report
6. Superintendent Report – Curriculum, Calendar, update on grounds projects, budget update
7. Committee reports (includes action items)
    i. Negotiations report
8. Board members' reports
9. Old Business
    a. Sports Co-op
    b. Face Book district options
10. New Business
    a. Resolution for Election
    b. Notice of possible Reduction In Force
    c. Youth Basketball Facility Use
    d. Application for Variance to Standards – School Improvement Plan reporting
    e. Memorandum of Agreement with St. Vincent Healthcare regarding AED for Civic Center
    f. Memorandum of Understanding with Montana Job Corps
    g. Personnel –
        i. Review of Principal Evaluation – Closed Session
11. Review the claims
12. Approve the minutes
13. Correspondence
14. Adjournment

To: Board members
Re: Agenda items for the Board meeting on Tuesday, February 9, 2016, 6:00 PM

Note: Superintendent report – We have had our first meeting with staff about proposed changes to the curriculum for next year, this information will be discussed with the curriculum committee later this month. Our calendar committee has met and is arranging a meeting the BTGS to be able to bring a proposal to the March meeting. Just an update on the grounds projects for this summer. I will also present information on the 2016-17 budget outlook. No department report this month.

Committee reports

- Negotiations committee report – we have met once and will meet again before the board meeting so will have a report to give.

Old Business:

- Sports co-op – There has been more discussion between Park County and the parents at the last meeting. Matt has been part of that conversation and will update us on the information.
- Face Book options – We have been discussing the use of Face Book to get district schedules and news to the public. The Journalism staff has some ideas about the use of a Face Book site for their purposes. I have explained we do not want a site that allows comments as that can become difficult to manage. They want to discuss their needs and ideas.

New Business:

- Resolution for election – This is earlier than in the past due to new election law requirements. Your motion will have to include the date of the election, the purpose of the election, and if it will be done by mail or hand ballot. I will bring some sample language to the meeting.
- Notice of possible Reduction in Force – While the master contract does not require doing this in February, due to discussions in negotiations, it is best to get this on the table as a possible action. Refer to your copy of the master contract to see all the items related. As your motion will need to include reference to budget and enrollment data, I will have that information at the meeting. I will also have the "seniority" list available.
- Youth Basketball facility use agreement – just the annual renewal of the Youth Basketball use of our gym for 6 Saturday mornings. We have been charging them a janitor rate of $180 for that use.
- Application for Variance to Standards – School Improvement Plan and reporting – This is required for the renewal of the variance to the state standards for OPI that we presently have. It allows us to use the AdvancED protocol for keeping a renewed school improvement plan process. With our visitation this year and the plans for reviewing our strategic plan next fall, this is sort of a slam dunk as far as the state Board of Education requirements are concerned. Just need to complete the application by March 1.
- Memorandum of Understanding with St. Vincent Health Care – this is in regards to the AED that has been donated to the Civic Center through a grant St. V's has won. Just says we accept the gift and will place it is the Civic Center. There are stipulations about making sure the device is routinely checked and serviced, just like we do for the one in our gym.
- Memorandum of Understanding with Montana Job Corp – this agreement allows us to work with MT Job Corp centers such as accepting our students in programs to get their High Set or high school diploma, or accepting their credits towards our diploma if the student comes back to graduate with us. Will explain more at the meeting.
- Personnel –.
    - Principal evaluation – We will go into closed session to discuss Matt's evaluation.

SWEET GRASS COUNTY HIGH SCHOOL
BOARD MINUTES-FEBRUARY 9, 2016

The Board of Trustees of Sweet Grass County High School met in regular session at 6:00 P.M. on February 9th, 2016 in the School library.

Members present were Mike Chulyak, Josh Donald, Susie Fiveash, Mary Jo Engle, and Tim Yuzeitis. Student representatives, Kirsten Gano and Greta Sanders were present as well. Also present were Superintendent, Al Buerkle, Principal, Matt Kleinsasser, Clerk, Robert Buster, and guests, Sheri Campbell, Jerry Hansen, Kimberli McCullough, Janice Novotny, Emily Prouty, Jennifer Lannen, Aaron Dringman, Lindsey Kroskob, and Cindy Messer-Epperson. Chair, Tim Yuzeitis, called the meeting to order at 6:00 P.M.

Under old business, student Erin Dringman presented a request to allow students to operate a School Facebook page instead of the current website. There have been problems with the website and most people are not using it very much. Information such as game updates, schedules, pictures, Principal's notes, and many other things could be posted on the site. Comments from viewers would be edited before being posted and a sponsor, possibly Jennifer Lannen, would review all content before it went public. Lindsey Kroskob is providing expertise to the students and staff on how to set up the site and how to control it. After discussion, Susie Fiveash made a motion to allow students to post items on a District Facebook Page, subject to administration oversight and School restrictions on content, Mike Chulyak seconded and the motion carried 5-0.

Greta Sanders reporting for the Student Council stated that the seniors have 104 days left until School is out. The Sweet Sixteen will be doing their singing valentines this coming Thursday. It will be Senior honor night Friday night for all seniors participating in winter activities and sports.

Under public forum, Jerry Hansen stated that there is $800 left in an old ski club account which he felt should be spent for those participating this year. The old account is a School account and the new club is not part of the School, but perhaps the money could be used to pay the bus drivers.

There was no SGCEA report.

The principal's report was next. Matt Kleinsasser reported that the second semester has started. Senior night will be at the basketball game on Friday. The District basketball tournament starts next Thursday in Belgrade and the Divisional will be held in Billings in the first week of March. Golf and track start in March. February 22nd is the ski day for the sophomores.

The Superintendent's report was next. Mr. Buerkle reported that the curriculum committee will have proposed changes for next year. He wants to meet with the committee on the 17th or 18th. Also, he wants the calendar committee to meet soon so that they can have a proposed calendar ready by the March meeting. Marvin Arlian is putting together a proposal for the football restrooms. Next year's budget will be just slightly larger than this years as the State increases will just offset the lower student count. A State legislator stopped by to see what was the most concerning items at our School. She said that so far teacher recruitment and facilities repair and maintenance are at the top of the legislative committees watch list.

The negotiations committee has met twice. The Board committee has suggested a ten thousand dollar extra retirement incentive for teachers for this year. After discussion, Mary Jo Engle made a motion to offer an additional ten thousand dollar retirement incentive to teachers who inform the Board of their retirement by the end of School on February 29th to be paid through payroll at the conclusion of their contract at the end of the School year. Teachers may apply this to their TRS retirement under Option 1. Susie Fiveash seconded and the motion carried 5-0.

There were no other Board member reports.

Under old business, Susan Fleming has continued to pursue the idea of a coop with Livingston for softball. Matt Kleinsasser has talked to the Livingston school about this possibility. Livingston is willing to coop with us and provide coaches and transportation to games but things like students missing class time to get to Livingston to practice after school, how they would get there, cost to our School, as well as adding a boys activity for equality are all issues.

New business was the next agenda item. Susie Fiveash made a motion for a resolution to hold an election (see sheet) on May 3rd of this year to elect 1 trustee to a three year term and 1 trustee to a two year term from the Melville district as well as a possible additional general fund levy, to be decided later. Mike Chulyak seconded and the motion carried 5-0.
Next, Mike Chulyak made a motion to notify the teaching staff of a possible reduction in force for next year. Josh Donald seconded and the motion carried unanimously.
Josh Donald then made a motion to charge a use fee of $180 for the gym and $300 for the civic center to the Youth Basketball Program, as we have in past years. Susie Fiveash seconded and the motion carried 5-0.
The next motion by Susie Fiveash and seconded by Mike Chulyak was to apply for a Variance to Standards for the School Improvement Plan, (see sheet). This motion carried 5-0 as well.
The next item for approval was an agreement with St. Vincents hospital for the use of an AED device which was donated (see sheets). Josh McDonald made a motion to adopt this agreement, Susie Fiveash seconded and the motion carried 5-0.
Finally, was a memorandum of understanding with the Montana Job Corps allowing students to earn High School credits for Job Corp training. (attached). Mike Chulyak made a motion to approve this memorandum of Understanding with Montana Job Corps, Mary Jo Engle seconded and the motion carried 5-0.

Review of the bills was next. There were no questions.

Approval of the minutes from the January 12th meeting was next. , Josh Donald made a motion to approve the minutes as written Mary Jo Engle seconded and the motion carried 5-0.

Board member Justin Arlian arrived at this time.

At this time Chair, Tim Yuzeitis moved the meeting into executive session as the right to individual privacy out-weighed the publics' right to be informed. Evaluation of Principal Matt Kleinsasser was conducted at this time. Following this, the meeting was re-opened. Mary Jo Engle

made a motion to rehire Matt Kleinsasser as Principal for the next school year, Susie Fiveash seconded and the motion carried 6-0.

The meeting was adjourned at 9:00 P.M.

Robert Buster

Clerk- Robert Buster

Chair- Tim Yuzeitis

ITEMS RELATEDTO QUESTION #4

- Board minutes from June, 2013
- Board minutes from January, 2016

SWEET GRASS COUNTY HIGH SCHOOL
BOARD MINUTES- JUNE 26, 2013

The Board of Trustees of Sweet Grass County High School met in regular session at 6:00 P.M. on June 26th, 2013 in the School library.

Members present were Tim Yuzeitis, Jordan Gano, Mary Jo Engle, Cookie Agnew, Bonita Cremer, and Mike Chulyak. Also present were Superintendent, Al Buerkle, Principal, Kip Ryan, Clerk, Robert Buster and guests, Janice Novotny, Lindsey Kroskob, Sheri Campbell, Sue Martin, Ron Thomas, Ron Riter, Don Brewer, Kimberli McCullough, Cindy Messer-Epperson, Cindy Bainter, and Kim Tollefson. Chair, Tim Yuzetis called the meeting to order at 6:00 P.M.

There was no public forum, student council reports, or SGCEA so the Board moved on to the Principal's report. Kip Ryan reported that football starts on August 16th so there will be a parent meeting for football on the 15th at 7:00 P.M.. The parent meeting for the rest of the fall activities will be on August 18th. The first football game will be against Three Forks and homecoming will be the Deer Lodge game.

Next was the Superintendent's report. Superintendent, Al Buerkle, handed out the audit reports for the previous fiscal year. The only find was some instances of supplies being ordered before a purchase order was obtained. The CRT test scores are in. SGCHS averaged 95 on the reading scores and 78 on the math scores. To make AYP required 94 and 90 respectively so we did not meet AYP for this year and will be placed on the watch list. Since the requirements go up each year, most if not all schools will eventually fail.

Committee reports were next. The building and grounds committee reported that Great Western has created tentative drawings for the grounds and buildings at SGCHS, Al handed these out and went over some of the items discussed. There are several options for some things such as siting of the bus barn. Cost will determine how many of the projects will be doable. The lockers will be here this coming Monday and will be installed the following weekend. Carpet will follow shortly.

Under Board member reports, Cookie Agnew reported that the School foundation has been set up as a subsidiary of the Sweet Grass Health and Wellness foundation. Donations for innovative teaching etc. can be made to this foundation.

Under old business it was decided that Jordan Gano would replace Holly Hatch on the various Board committees and committee assignments for the next year would otherwise remain the same. Kip Ryan had requested that the remaining stipend left when Jeremy Young had to quit as an assistant track coach go to Paula Berry, who had been volunteering as a track assistant. Bonita Cremer made a motion to pay Paula a one fourth stipend for the past track season, Cookie Agnew seconded and the motion carried 6-0.
Next, Mr. Buerkle presented a proposal to use remaining General Fund money to issue a one-time bonus of $1300 for all full time employees. Part-time permanent employees would receive a proportional amount. After discussion, Bonita Cremer made a motion to approve the one-time bonus of $1300 for full-time employess (proportional for part-time). Cookie Agnew seconded and the motion carried 6-0. Following this Mr. Buerkle proposed a 2% raise for all staff for the coming

year. Because of retiring staff and some other factors the budget looks like it could handle a raise of this amount. In addition, after negotiating with the classified staff and bus drivers, they have requested that Good Friday be considered a holiday and that their payroll steps go to twenty like the teachers' steps do. After discussion, Bonita Cremer made a motion to give the classified staff and the bus drivers the 2% raise plus the extra holiday as well as the change in the steps chart from 19 to 20. Jordan Gano seconded and the motion carried 6-0.
Next was a discussion of whether or not the teachers should receive the 2% raise at this time. Some Board members felt that any discussion of teachers' salaries should take place in the annual negotiations, particularly because of union involvement. There was much discussion of the matter. Mike Chulyak then made a motion to give a 2% permanent raise to the teachers, also, and Jordan Gano seconded. After more discussion, a vote was called for and the motion carried 5-1 with Cookie Agnew opposing.
The last matter under old business was the renewal of the MQEC membership. Mary Jo Engle made a motion to renew membership with them, Cookie Agnew seconded and the motion carried unanimously.

New business was next. Opening of fuel and maintenance bids was the first new item. For some items there were more than one bid. Things like easy access for the buses were considered as well as price. For fuel, Cookie Agnew made a motion to accept the bid from Exxon, Mary Jo Engle seconded and the motion carried 6-0. For lubrication and oil the bid went to Pecision Repair 6-0 after a motion by Mary Jo Engle and a second by Cookie Agnew. Primary maintenance was also given unanimously to Precision Repair after a motion by Cookie Agnew and a second by Jordan Gano. The bid for tires went to Sweet Grass Tire after a motion by Cookie and a second by Bonita, also unanimously. Replacement of glass will be handled by Big Timber Glass. Motion by Cookie Agnew and second by Mary Jo, vote 6-0. Air Conditioning repairs will be done by Crosswinds of Big Timber. Mary Jo made the motion, Cookie Agnew seconded and this motion carried 5-1.
The next new business was renewal of the bus routes. Mr. Buerkle recommended that the routes remain the same except for Mcleod which will be cut slightly. Cookie Agnew made a motion to accept the bus routes as presented, Bonita Cremer seconded and the motion carried 6-0.
There are no requests for student transportation contracts so far.
Because SGCHS is now using Northwest for accreditation, a variance is needed for the OPI five year comprehensive education plan. Mary Jo Engle made a motion to substitute Northwest Accredition into the plan, Cookie Agnew seconded and the motion carried unanimously.
Next was a report on the Civic Center. Al Buerkle recommended that the fee structure remain the same for next year as finances are looking O.K. It is possible that the Lions Club would make a contribution to the Civic Center as they are always looking for projects.
Kip Ryan recommended that activity fees and ticket prices remain the same for next year as they are the same as most other schools in the conference.
Al Buerkle recommended that lunch and breakfast prices be raised by a dime as the hot lunch program was slightly in the red for the year. Mike Chulyak made a motion to raise these prices by ten cents, Bonita Cremer seconded and the motion carried 6-0.
Personnel was next. First was a discussion about how band and chorus are split between the Grade School and the High School. There is some interest in separating the two Schools and having each instructor teach all the music at a single school instead of sharing instructors. After discussion it was decided to leave things the way they are for the time being. Track coach Laura Seitz has turned in a letter of resignation. Cookie Agnew made a motion to accept Laura's resignation, Mary

Jo Engle seconded and the motion carried 6-0. The Board thanked Laura for her service. Spring coach review was the next item under personnel. Kip Ryan recommended rehiring all track and golf coaches including Paul Berry. He will speak with the assistant track coaches before recommending action on replacing Laura Seitz as head track coach. Bonita Cremer made a motion to rehire all track and golf coaches, Jordan Gano seconded and the motion carried unanimously. Next was assignment of the activity coaches/leaders for next year. Mr. Buerkle recommended rehiring all current activity leaders. (Jacob Fjare-jazz & pep band, Jaclyn Terland-sweet sixteen, Donna Thigpen-pep club, and Gary Mattheis and Casey Lunceford for FFA. Cookie Agnew made a motion to rehire all of these individuals, Mary Jo Engle seconded and the motion carried 6-0. Kip Ryan reported that there is one application in for the two open football assistants at this time.

Review of the claims was next. There were no other additions or changes.

Approval of the May 14th meeting minutes was next. Bonita Cremer made a motion to approve the minutes as written, Mary Jo Engle seconded and the motion carried 6-0.

Under correspondence thank you notes have been received from several students who received scholarships as well as Bruce Bell and Kathie Lopiccolo for having the retirement dinner for them.

The meeting was adjourned at 8:30 P.M.

_____ _____

Clerk- Robert Buster Chair- Tim Yuzeitis

SWEET GRASS COUNTY HIGH SCHOOL
BOARD MINUTES-FEBRUARY 9, 2016

The Board of Trustees of Sweet Grass County High School met in regular session at 6:00 P.M. on February 9th, 2016 in the School library.

Members present were Mike Chulyak, Josh Donald, Susie Fiveash, Mary Jo Engle, and Tim Yuzeitis. Student representatives, Kirsten Gano and Greta Sanders were present as well. Also present were Superintendent, Al Buerkle, Principal, Matt Kleinsasser, Clerk, Robert Buster, and guests, Sheri Campbell, Jerry Hansen, Kimberli McCullough, Janice Novotny, Emily Prouty, Jennifer Lannen, Aaron Dringman, Lindsey Kroskob, and Cindy Messer-Epperson. Chair, Tim Yuzeitis, called the meeting to order at 6:00 P.M.

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made a motion to rehire Matt Kleinsasser as Principal for the next school year, Susie Fiveash seconded and the motion carried 6-0.

The meeting was adjourned at 9:00 P.M.

Clerk- Robert Buster

Chair- Tim Yuzeitis

Renewal of Variance to Standards Application

The Board of Trustees approves the application for the renewal of Variance to Standards with respect to Standard 10.55.601(3) which involves the reporting and active planning process for School Improvement. This variation recognizes that the voluntary AdvancED accreditation process used by SGCHS more than addresses the expectation of 10.55.601(3).

ITEMS RELATEDTO QUESTION #5

- Materials For the AdvancEd (AE) External Team Visitation
  - AE Executive Summary
  - District Self Assessment of AE Standards for Accreditation
  - District prepared AE Student Performance Diagnostic
  - District prepared AE Stakeholder Feedback Diagnostic

Executive Summary

Sweet Grass County High School

Sweet Grass County H S

Alvin Buerkle, Superintendent
501 W 5th Ave
Big Timber, MT 59011-7969

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Notable Achievements and Areas of Improvement 4

Additional Information 9

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Sweet Grass County High School (SGCHS) provides secondary education for students in grades 9 through 12. It is located in the community of Big Timber, Montana. SGCHS is the only high school in Sweet Grass County which contains four elementary districts. The district was originally organized in 1902, but high school building was not completed until 1905. In August of 1981, a new high school building was completed which now houses SGCHS. The building originally had 17 classrooms, two vocational laboratories, a gymnasium, kitchen and lunch room, music room, and four administrative offices. Associated with the facility are a football field with a surrounding track, baseball field, and a multipurpose practice field. The athletic teams logo and team name is the "Sheepherders" often shortened to "Herders" in recognition of the heritage associated with sheep industry in the history of the county. Since 1983, there have been several renovations and additions such as a gym, two classrooms, and continuing technology enhancements. The school building has a capacity of 220 students and presently serves 163 students with 17 certified staff and 13 support staff. The staff includes a part time superintendent, principal, technology coordinator, special ed aides, and the usual kitchen, janitorial, and office staff. The district employs 6 bus route drivers and maintains 6 routes that serve all school districts in the county.

The community of Big Timber has appropriately 1700 residents with a county population of about 3600. Agriculture and tourism have been the traditional sources of employment and income until the early 2000's when the Stillwater Mining Corporation opened a platinum and palladium mine in the southern portion of the county. That venture has produced an increase in taxable valuation which has helped the county and school districts. It also produced a short lived surge in student population. While the mine has brought a definite economic impact on the county, there is a realistic expectation that the mine will eventually run it course.

Enrollment is a concern for the district as state funding is directly related to the number of students. The district's enrollment has been declining from a high of 214 for the past nine years and while there is a slight "leveling off" in student numbers for a few years, it is projected that the student population will continue to decline for the next few years. There have been cuts to staff and there may be more programs and positions in jeopardy in the future. The district is proud of the effort staff makes to educate students within financial constraints being faced.

The district has enjoyed tremendous support from the community for school for student organizations and activities. While a recent bond issue for improvements of the grounds and facilities was defeated, it is felt that the community was not in favor of those improvements and still supports the education efforts of the district. While the mine does impact the financial elements of the county, the area still relies heavily on the success of agricultural and tourist economies.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Sweet Grass County High School is to: Build life skills and success, Encourage self and others, Enhance learning and involvement, and Promote responsibility.
The beliefs of the district are *All students need to develop life skills, to pursue individual interests and to experience success. * All students need an environment that encourages self-expression, tolerance, and awareness. * All student need opportunities for learning and involvement in the community. * All student needs experiences that promote social responsibility.
SGCHS offers nine difference courses in math that range from Integrated Math I to AP Calculus. Science offerings include six different offerings from Earth Science to AP Biology. Social Studies offerings include the World History offerings by specific topic as well as Geography, American History, and American Government as well as AP Government. Language Arts courses are specified for Freshmen and Sophomores with emphasis on writing and research, but Juniors and Seniors can select from a variety of 14 different semester offerings such as Mythology, Shakespeare, Science Fiction, or AP English Literature and Composition. There are a wide variety of Career and Technical courses offered in our Family Consumer Science, Vocational Agriculture, and Business courses that range from welding to sewing to accounting, etc. There are fine arts available in both the music (band, chorus, guitar) and arts as well as four years of Spanish instruction. Students who require support in core areas do have options in math, science, and language arts courses and receive support from the Special Ed/Title I departments. There are also honors courses and acceleration available in the core areas as well for advanced or gifted students. All students are required to complete an independent research project during their junior year (sophomore year for advanced students) to be able to complete the district requirements for graduation. The district has a 7 period day with the requirement of 23 credits for a diploma. Student will lose credit for a semester course if they miss more than 9 periods of a class without acceptable excuses.
While SGCHS values the high expectations for students to accomplish the requirements of earning a diploma, there is a great value placed in the unwritten social diploma all students must earn as well. Student discipline is conducted with the goal of self discipline as the primary outcome. To assist with that expectation, the district maintains an active group of extracurricular activities that range from athletics to FFA to speech/drama. Students who participate in those activities must meet academic and social behavior requirements to continue to participate.
SGCHS faces many of the same challenges any school district faces in terms of student motivation, social respect, and commitment. The district constantly reviews policies, expectations, and procedures to best serve the students in meeting the mission of the school.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Fall 2015 report on school goals (This is a short version of the goal report given annually to staff, board, and community. More information is given in the next section. While the district started keeping data in 2001, only the last five years are shown here.)

Goal: Decrease the drop-out rate until zero drop-outs are recorded and maintained.
Goal Data: Graduation completion rates
2011 - 92.0%
2012 - 100%
2013 - 96%
2014 - 100%
2015 - 95%

Goal: Increase student responsibility.
Goal Data: The measurement of responsibility has been a difficult item to document. Some of the data being considered is discipline referrals, cheating, and tardies statistics, along with attendance data, and eligibility data..
1. Exit surveys of seniors - response to the question - "Do you feel your experiences at SGHS helped you become a more responsible/accountable person?"
2011 - 97.7 % yes
2012 - 100% yes
2013 - 96%
2014 - 96%
2015- 100%
2. Students with 11 day attendance warnings (changed to 9 day in 2010):
10-11 - 16
11-12 - 14
12-13 - 3
13-14 - 15
14-15 - 11

3. Major discipline statistics:
In school suspensions
10-11 - 6
11-12 - 4
12-13 - 5
13-14 - 3
14-15 - 11
Out of school suspensions
10-11 - 1

11-12 - 4

12-13 - 3

13-14 - 5

14-15 - 0

Classroom referrals for rules/disrespect

10-11 - 15

11-12 - 27

12-13 - 43

13-14 - 35

14-15 - 54

Cheating

10-11 - 0

11-12 - 1

12-13 - 5

13-14 - 2

14-15 - 3

Public Displays of Affection

10-11 - 2

11-12 - 4

12-13 - 2

13-14 - 0

14-15 - 0

Skipped Saturday detention

10-11 - 4

11-12 - 2

12-13 - 2

13-14 - 0

14-15 - 5

Skipped Tuesday Tutor time

10-11 - 10

11-12 - 13

12-13 - 1

13-14 - 1

14-15 - 1

Tardy detentions

10-11 - 19

11-12 - 10

12-13 - 3

13-14 - 2

14-15 - 9

Dress Code

10-11 - 0

11-12 - 1

12-13 - 3

13-14 - 0

14-15 - 1

Cell Phone violations

10-11 - 15

11-12 - 19

12-13 - 21

13-14 - 16

14-15 - 15

4. Average number of students ineligible per week for first quarter:

10-11 - 3.4

11-12 - 2.7

12-13 - 8.1

13-14 - 2.0

14-15 - 7.8

5. Per cent of juniors successful on graduation term paper project on first try

10-11 - 85%

11-12 - 88%

12-13 - 95%

13-14 - 100%

14-15 - 100%

Goal: Improve life skills of students; this includes having 90% or more of our students measured as proficient or advanced in ITED and CRT math and reading scores; 80% of our juniors will score a 3.5or better on the Montana Writing Assessment; students will rate their technology skills at a 3 or better on the TAGLIT survey of technology skills.

Goal Data:

1. Standardized testing results:

Year	CRT Reading	CRT Math
	(numbers reflect % proficient and advanced)	
2011	98	84
2012	100	85
2013	95	77
2014	MT Waiver	MT Waiver
2015 (SBAC)	79	55

(SBAC scores represent 3rd best in class B high schools for reading/literacy and best in class B schools in MT for math)

2. Montana Writing Assessment:

Year % of juniors scoring a 3.0 or better on a scale of 6.0 on state writing assessment

2011 95.8%

2012 88.4%

2013 96%

**After 2013, the Montana writing assessment became part of the ACT offered to all Juniors - so data will have to be adjusted for future reference.

2 AGLIT data - students rate themselves on a scale of 1-4 on their skills in:

	(2004)	(2008)
Basic Tools	2.8	2.6
Multimedia	2.6	2.6
Communication tools	2.9	2.8
Research	2.7	2.3

Goal : All students will be educated in learning environments that are safe, drug free, and conducive to learning. Reduce harassment and incidents of tobacco and alcohol use on school grounds.

Goal Data:

1. Discipline statistics

Harassment

10-11 - 12
11-12 - 1
12-13 - 0
13-14 - 1
14-15 - 2

Fighting

10-11 - 1
11-12 - 0
12-13 - 0
13-14 - 2
14-15 - 1

Alcohol/Tobacco/Drugs

10-11 - 4
11-12 - 7
12-13 - 8
13-14 - 11
14-15 - 1

Bus Discipline

10-11 - 1
11-12 - 2
12-13 - 0
13-14 - 0
14-15 - 0

2. Student perceptions from Life Track surveys

a. Exit survey of seniors information

	Drug/alcohol Experienced	Need Improvement Harassment
2011	0.0%	15.5%
2012	2.2 %	15.6%
2013	13.6%	9.1%

2014 6.5% 17.4%
2015 10.5% 31%

b. SGHS is a safe place (Initial Life Track survey - two years after graduation)

Safety needs improvement or is below average

2008 0.0%
2009 3.5%
2010 5.7%
2011 6.5%
2012 7.4%

c. SGHS needs improvement for:

(Advanced Life Track survey - five years after graduation.)

	Safety, harassment	Drug/alcohol items
2005	0%	3%
2006	4.3%	8.7%
2007	4.6%	9%
2008	0%	0%
2009	18.5%	3.7%

Goal: Continue the curriculum revision process.

Implementation Activities: The work to be done here includes the basic review of our course descriptions and learner outcomes that happens each year, but also involves revisiting of the standards checklists for curricular areas and the life skills standards that are applied to all departments. During the 2011-12 and 2012-13 years this goal will be of particular emphasis as new state and Common Core Standards are implemented. Steps of this process will include.

1. Determine if present offerings are in line with student needs. Areas to consider are dual credits (college partnerships), service learning, practical work skills, personal economics, career pathways, etc.
2. Review course descriptions (short paragraphs describing the basic course content)
3. Review learner outcomes for each course
4. Review each course standards checklist. This work will be emphasized during this particular review. In the past there were life skills benchmarks from standards that were part of every departments curriculum work. Those included standards in reading, writing, speaking & listening, technology, media literacy, and workplace competencies. We will have to determine how that work will continue as we review the course offerings and new standards.

This work will be done in early out in-service opportunities and in conjunction with a possible consultant.

Additional Information

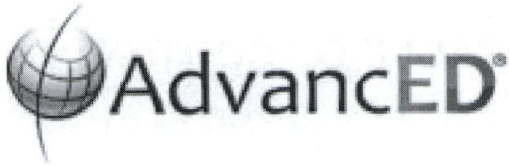
Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

SGCHS rated as a Silver ranked high school in US New and World Report analysis of 21,776 public high schools in the nation in 2010. This ranking was one of two Silver awards for the state of Montana. There was one school rated Gold in Montana, but some states did not have any Gold schools.

The ranking were based on a three step process. The first two steps ensured that the schools serve all of their students well. The first step used performance on state proficiency tests as benchmarks. The second step determined whether the school's least advantaged students were performing better than average for similar students in the state. Schools that made it through the first two steps were eligible to be judged nationally on college-readiness performance - based on Advanced Placement testing. The college-readiness index was based on the school's AP participation rate among 12th graders and how well those students did on those tests. While SGCHS was ranked third in MT schools scores, the Silver rating was due to being ranked 1628 out of 21,766 schools nationally. All of this data is based on testing done during the 2009-2010 school year.

SGHS also received the Siemans Award for the state of Montana in 2008-2009 as the top high school in Montana based on the percentage of students receiving a 3 or better score on AP test in Biology, Calculus, and Statistics compared to the number of students taking the test. A rating of 3 or better will allow students to receive college credit in the area of the test at most universities in the nation.

The spring of 2015 saw the first Smarter Balanced (SBAC) state wide assessment of schools. The results for SGCHS are listed in the previous section of this report. It should be noted that lower scores for math and literacy proficiency were expected on the basis of a new test format, raised expectations related to Montana Core curriculum, and the use of computer based testing for the first time. The high ranking of SGCHS compared to other class B schools should consider that 9 class B schools in Montana did not complete the testing. In taking the raw data and looking at comparisons for all Montana high schools or K-12 school systems that include high school scores with their elementary scores, SGCHS was tied for first in literacy proficiency and had the 12th highest score in math proficiency. While the SBAC tests are still a new entity to become familiar with, once again SGCHS has faced the state mandated testing process and found success. The school system continues to hold to the philosophy that we do not need to "prep" for a particular test, we hold that a sound curriculum and good teaching will show results in any testing situation we are expected to face. That being said, the district is considering developing better preparation for ACT testing results as that is a standard used by many college entrances expectations and may become a more consistent source of data in the future as federal and state mandated tests undergo changes.



Self Assessment

Sweet Grass County High School

Sweet Grass County H S

Alvin Buerkle, Superintendent
501 W 5th Ave
Big Timber, MT 59011-7969

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Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Purpose statements - past and present	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Survey results •The school's statement of purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Our group was uncertain about the definitions of several terms used in the self-assessment rating tool. For instance, how is the word "stakeholder" to be interpreted. Teachers, students, administrators, staff members, parents, school board members, community members, taxpayers? In the end, we chose to define stakeholders as all of the above. Below is a list and how we decided to define other terms:

School purpose - School mission statement; Survey results- student exit surveys; profile- exit survey results, School continuous improvement plan-Minutes from SIP committee meetings

Areas of strengths - Standards 1.2 and 1.3. We mostly agreed that our school "stakeholders" share a commitment to "challenging equitable educational programs" and "achievement of learning, thinking and life skills" We also agreed that our school provides opportunity to improve conditions that support student learning.

Standard 1.1 received the lowest rating because we were not aware of any process for revising the School Mission Statement. the mission statement is well communicated, but has not undergone any kind of revision in the last several years.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 1.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •Practices and policies in place are not always followed or are not effectively communicated. We feel communication needs improvement.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has no method for or does not ensure that decisions and actions are free of conflict of interest, are ethical, and in accordance with defined roles and responsibilities. Governing body members rarely or never participate in professional development regarding the roles and responsibilities of the governing body and its individual members. Evidence indicates the governing body does not always comply with policies, procedures, laws, and regulations.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Historical compliance data •Governing code of ethics •Past history of not following school policy.	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •Stakeholder input and feedback •Communications regarding board actions •Little stakeholder input or feedback. Roles and responsibilities of school leadership not written out and distinguished. What surveys? Communication needs improvement.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	•Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Differing expectations for different departments. Staff factions. Lack of community.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•no communication plan. If true opinions are expressed staff fears retaliations.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The criteria and processes of supervision and evaluation have little or no focus on improving professional practice or student success. Supervision and evaluation processes are randomly implemented, if at all. Results of the supervision and evaluation processes, if any, are used rarely or never.	•There are few examples of professional development offerings tied specifically to results of supervision and evaluation. No collaborative review of results. Processes are not beneficial to students or teachers.	Level 1

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

See comments in the respective indicators.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Graduate follow-up surveys •Enrollment patterns for various courses •Course descriptions •Results of SAT, ACT, PSAT, and state mandated testing.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Lesson plans aligned to the curriculum	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Examples of teacher use of technology as an instructional resource •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Supervision and evaluation procedures •Administrative classroom observation protocols and logs •New evaluation tool is still a work in progress.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	•Common language, protocols and reporting tools •Not much opportunity to collaborate.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •Good state test results.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Master schedule with time for formal adult advocate structure	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Brief explanation of alignment between professional learning and identified needs •Would prefer professional development relate more to classroom.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.	•Training and professional learning related to research on unique characteristics of learning •Not enough training.	Level 1

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Strengths are indicators 3.8, 3.9, 3.10.

Areas needing improvement are 3.12 - Special Ed provides services to students but general staff not always prepared.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	•Assessments of staffing needs •Documentation of highly qualified staff	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •School calendar	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	•Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Safety committee responsibilities, meeting schedules, and minutes •Lacking clear definition and expectations.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Budget for counseling, assessment, referral, educational and career planning •Description of referral process •Required Financial Literacy class include specific career unit.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Technology infrastructure and the support for technology use as a learning tool is a strength. Budgets can make staying current challenging but efforts are made. Technology plan is developed and supported. Technology coordinator is invaluable.

Support for struggling students needs some improvements. While modified courses are available, continued support in regular ed is challenging at times. About 10% of student body has an IEP or 504.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Assessment is not consistent across classrooms due to high school setting. Research papers are a graduation requirement.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •The ACT battery of tests (ASPIRE and ACT) are used to determine growth but not helpful in impacting direct instruction. State testing data indicates a high level of learning but has not helped with classroom instruction changes.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Little use of in-service or professional development to train in use of data.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •While student surveys are conducted and test data collected, it is not analyzed or shared in a particularly useful manner.	Level 2

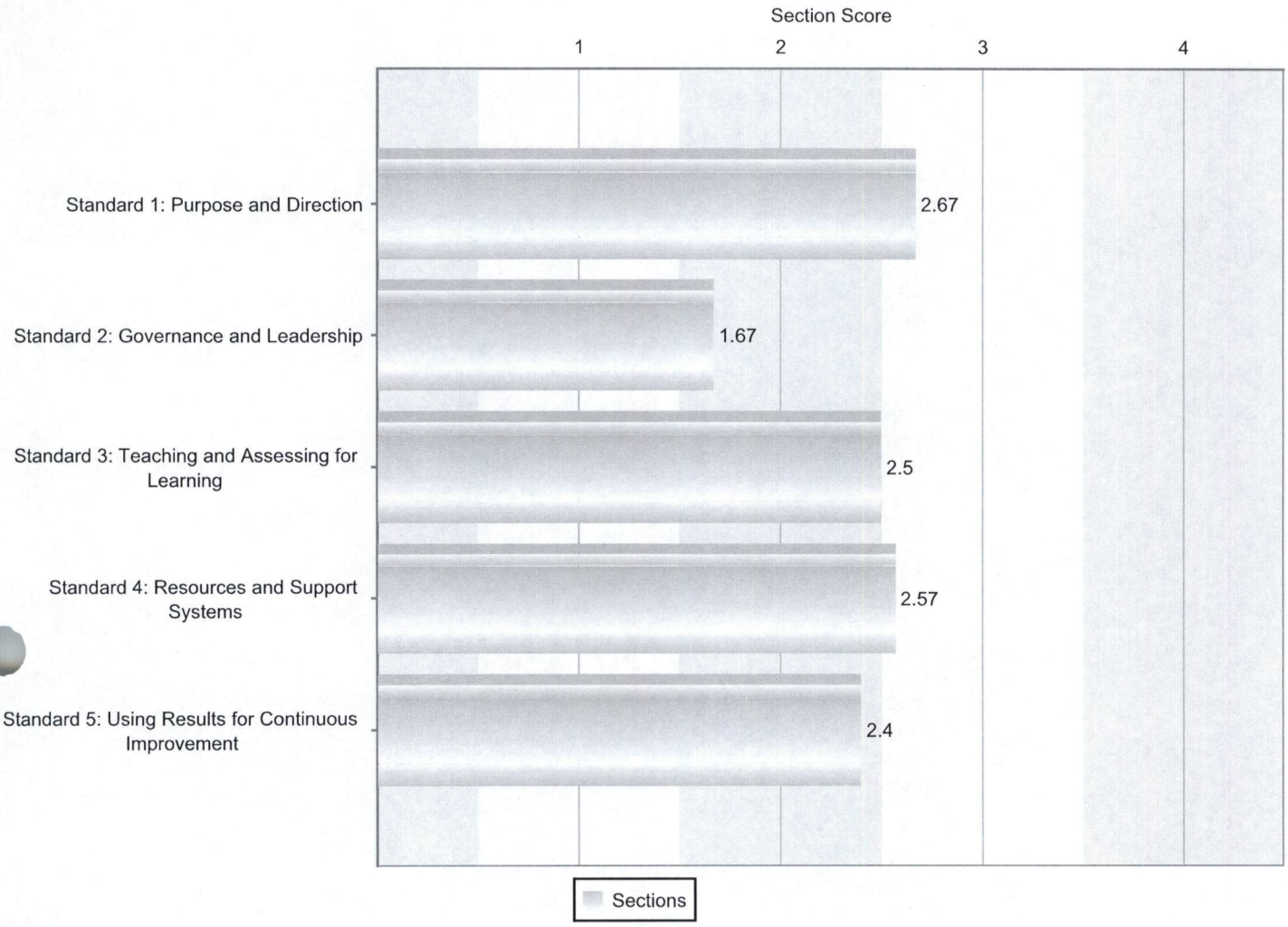
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •Results of testing are shared with community.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Individuals have an assessment system, nothing school wide. A strength is high expectations by staff. While our students tend to do well post-graduation, the use of data is isolated not consistently implemented to create change for student success.

Report Summary

Scores By Section



Student Performance Diagnostic

Sweet Grass County High School

Sweet Grass County H S

Alvin Buerkle, Superintendent
501 W 5th Ave
Big Timber, MT 59011-7969

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Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The attached document gives an overview of data available in regards to student achievement.	2016 Student Performance assessment

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

As our expectations are high, it may not be correct to say we have achieved above expected levels of performance in any area. However, in the early 2000's, the district established school improvement goals that included 90% of our students testes on mandated state tests would achieve proficiency in reading. We did manage to reach that goal over the last 4 years of the CRT testing process.
We have consistently scored above the state average in all ACT areas (one exception in 25 areas of comparison over the last five years.) We did have significant results in student growth using the ACT battery of test for a three year period, but we do not have recent data (the last two years) due to changes by the ACT testing company. We are in the process of developing that data again.

Describe the area(s) that show a positive trend in performance.

When comparing test results for different group of students, there will always be the slight variations in results from one year to the next - not all groups of students are identical in ability or aptitude. So we do look for trends over a period of years. We can show a generally positive growth trend in the CRT testing data from the 2005 to 2013 time period. This is true in both the reading and math proficiency scores. While the SBAC results from 2015 show a definite decrease in percentage of proficient students, when our scores are compared to other schools of comparable size in the state, we still rank as high as we did with CRT data.

Which area(s) indicate the overall highest performance?

Reading scores.

Which subgroup(s) show a trend toward increasing performance?

Our student body is primarily white. We do not see any differences in performances based on ethnicity. One subgroup we do keep track of is our resource population. When considering the growth in our CRT scores mentioned earlier, we find that all of our "groups" are improving. We do keep track of our free/reduced lunch students. We find those results are comparable to our other students. Our Special Ed students do struggle with the testing format used in the SBAC system.

Between which subgroups is the achievement gap closing?

We have never considered our system to have a significant achievement gap between students. We do not consider students as groups, but as individuals (which may be a luxury of being a small system) and expect growth on an individual student basis, not on the basis of what "group" they belong to.

Which of the above reported findings are consistent with findings from other data sources?

The above responses considered all of our data.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

When we established our school improvement goals in the early 2000's, all of our areas of testing were below our expectations.
Our math scores have been historically below what we aimed for in our school improvement goals. Analysis of that data indicated the students that brought out math CRT down were those in our lower level math offerings. We have made significant changes to those math offerings and continue to adjust those expectations. We do feel it has impacted results somewhat as our proficiency levels have risen and are improving in comparison to schools our size.
Our reading scores were also lower than acceptable 10 years ago. We made significant changes to the freshmen and sophomore language arts classes to help bring better results there. This included raising independent reading expectations and intentionally improving vocabulary skills. We feel the trend in scores reported here are reflective of those efforts.

Describe the area(s) that show a negative trend in performance.

One concern we continue to how to accurately compare one year's scores to the next considering the group of students being tested changes each year. In a system our size, that has an impact. Our goal is to keep that impact to a minimum. An example of this is the district ACT scores when compared to the state ACT scores for 2015. One year may not make this a trend but will bear watching.

Which area(s) indicate the overall lowest performance?

Our math CRT scores are above state averages and rate well in comparison to other B schools, but we still want to have better standardized scores in that area.
And the most recent ACT scores in English were lower than the state average for the first time in 5 years.

Which subgroup(s) show a trend toward decreasing performance?

Again, subgroups based on ethnicity or economic status do not have any statistical difference from our other students. There is slight differences when comparisons are based on gender. None of these are significant.
As mentioned earlier, we do see that our special ed population struggles with standardized testing processes. We use the standard accommodations allowed by the SBAC system for those cases. Even so, we cannot say their progress is decreasing, just not as much growth as other students.

Between which subgroups is the achievement gap becoming greater?

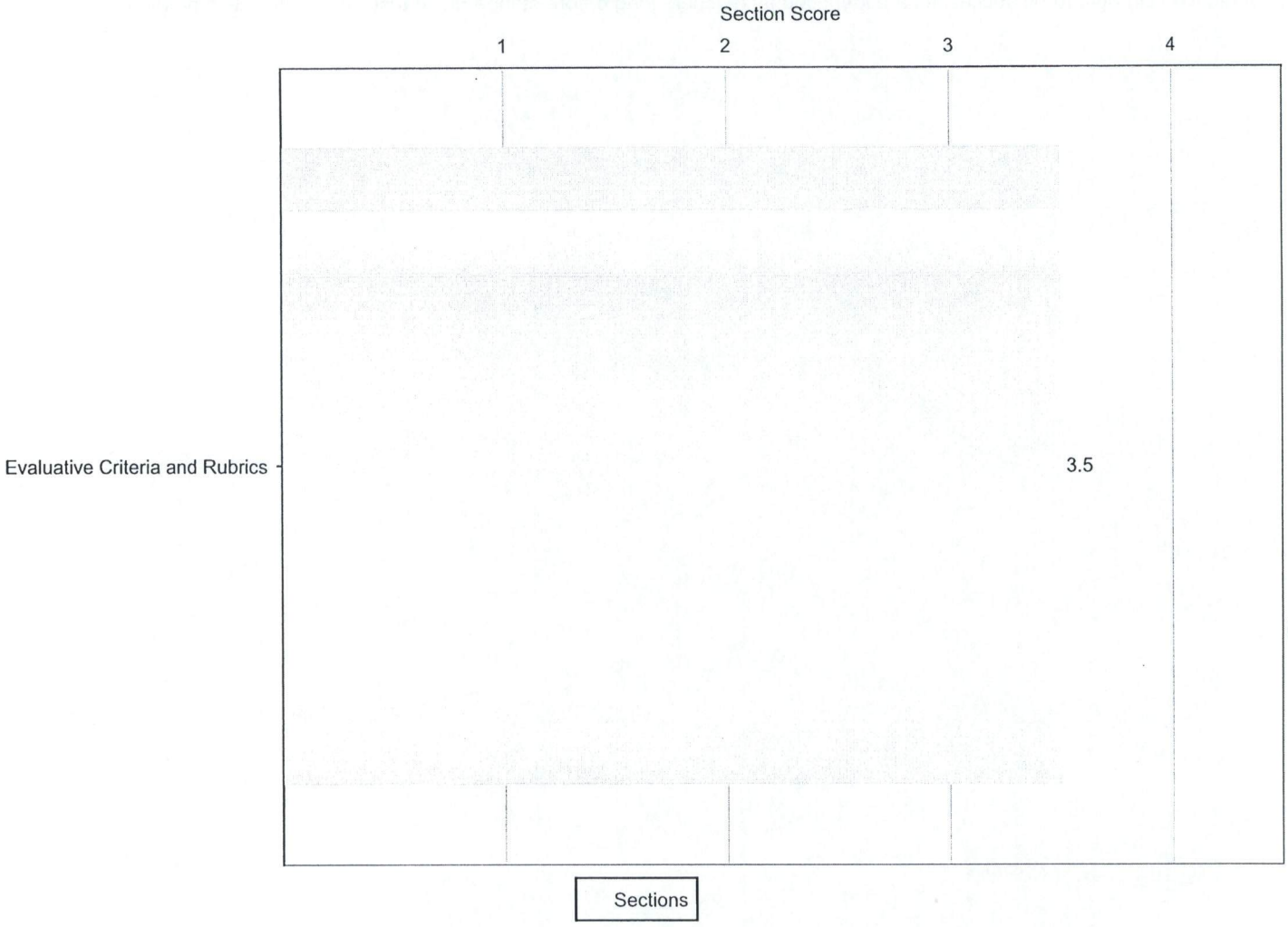
As referred to earlier, it appears that our subgroups are achieving at similar levels as all students. We do not see a "gap" becoming greater.

Which of the above reported findings are consistent with findings from other data sources?

The standardized test sources support these findings. Teacher developed assessments are consistent with those results as well. In other words, students who struggle to be successful are identified by teachers long before standardized test results indicate a problem.

Report Summary

Scores By Section



Assessment of student performance at Sweet Grass County High School (SGCHS) is a continuous process. To be blunt, the philosophy of state or national mandated testing at SGCHS can be summarized by "We teach, you test." In other words, the faculty at SGCHS is well informed on standards and expectations regarding instruction, and while those concepts are incorporated in the process of developing course goals and learner outcomes, there is not much time spent on teaching suspected test items. (The exception here would be the AP courses.) Mandated standardized tests are generally used to compare how we are doing with regards to national/state expectations and comparable school systems but it has also impacted course development or offerings on several occasions over the last 5 years. In measuring student progress, we rely on teacher observations and self-developed assessment as the primary way to record student achievement and determine instructional adjustments. Unfortunately, this viewpoint is the result of finding the analysis of the CRT's or SBAC testing interesting but not really informative in impacting day to day instruction. So here is a summary of student assessment:

Page 2,3 – Summary of School Improvement Goal Data –

In response to NCLB, the district has established goals related to proficiency as measured by the CRT and most recently SBAC testing. As can be seen, in the past the district utilized the Iowa Test of Educational Development (ITED) as a secondary measurement to help record student growth. Due to changes in ITED, the district stopped using those tests in 2010. And now with the change from CRT to SBAC along with the reauthorization of ESEA impacts, we are not certain what data will be used or available for comparison in the near future, but this page does summarize data used in the past.

Page 4 – Comparison with schools of similar size, summarized for CRT's.

Page 5,6– Summary of results for juniors and 8th grade on the 2015 SBAC tests-

Due to the change in the state mandated testing, there is not any historical comparison of this data. So this is just data?

Page 7 – Comparison of 2015 SBAC results with schools of similar size –

While the data from SBAC is new and not complete state wide, there is still the ability to compare to some schools.

Page 8,9 – SBAC test raw score results with Free/Reduced lunch or special ed status

Page 10 – Act test results report -

We had begun to use the ACT battery of tests to develop an in-house system of student growth based on standardized test. It seems that every time we develop a testing process for use of data, it changes on us. The ACT tests we did use were the EXPLORE for freshmen, the PLAN for sophomores, and then the ACT as juniors. However, as of 2013 ACT discontinued those tests and replaced them with the ASPIRE testing series, which we have used for two years now. So once again, we do not have historical data to compare, just baseline information.

Page 9 – Most recent semester test data –

We do rely on teacher judgement to determine the progress of students. They are the curriculum designer and delivery experts in our system. As such, we do require summative tests or projects for courses. The data attached here is a summary of grades earned on those tests at the most recent semester testing cycle on January 15, 2016.

Goal Data:

1. Standardized testing results:

Year	ITED Reading % Prof. and Adv.	CRT Reading % Prof. and Adv.	ITED Math % Prof. and Adv	CRT Math % Prof. and Adv.
2002	88		80	
2003	77		79	
2004	88	86	81	84
2005	92	70	88	59
2006	77	76	80	65
2007	80	91	87	72
2008	88	92	88	74
2009	76	81	78	57
2010	X	94	X	90
2011	X	98	X	84
2012	X	100	X	85
2013	X	95	X	77
2014	X	MT Waiver	X	MT Waiver
2015-SBAC	X	79	X	55

2. Montana Writing Assessment:

Year	% of juniors scoring a 3.0 or better on a scale of 6.0 on state writing assessment
2002	76.3%
2003	67.7%
2004	72.9%

2005	79.1%
2006	92.9%
2007	84.7%
2008	89.1% (3.5 or better)
2009	82.1%
2010	79.8%
2011	95.8%
2012	88.4%
2013	96%

**After 2013, the Montana writing assessment became part of the ACT offered to all Juniors – so data will have to be adjusted for future reference.

Summary of state CRT Data

year	SGHS % proficient and advanced	# rank in B schools (average of 43 in the state)	Montana Average of % proficient and advanced
READING			
2005	70	17	67
2006	75	25	75
2007	86	15	78
2008	86	14	77
2009	81	15	77
2010	88	11	80
2011	92	2	80
2012	100	1	83
2013	95	3	84
Math			
2005	59	16	57
2006	60	12	54
2007	62	10	54
2008	62	13	52
2009	57	16	54
2010	83	2	57
2011	67	7	57
2012	74	6	58
2013	77	5	56

results SBAC 2015

Seniors (Junior test results)

MATH

Level 1 - Needs Improvement	9
Level 2 - Need further development	12
Level 3 - Making progress, likely success at next level	19
Level 4 - Demonstrates knowledge and success	7

Areas:	Below standard	At or Near Standards	Above standards
Concepts and Procedures	12	25	10
Problem Solving, Modeling, and Data Analysis	5	28	14
Communicating Reasoning	6	25	16

LITERACY

Level 1 - Needs Improvement	3
Level 2 - Need further development	7
Level 3 - Making progress, likely success at next level	18
Level 4 - Demonstrates knowledge and success	19

Areas:	Below standard	At or Near Standards	Above standards
Reading	4	17	26
Writing	8	15	24
Speaking & Listening	3	30	14
Research & Inquiry	3	23	21

results SBAC 2015

Freshmen (8th grade results)

MATH

Level 1 - Needs Improvement	10
Level 2 - Need further development	6
Level 3 - Making progress, likely success at next level	11
Level 4 - Demonstrates knowledge and success	3

Areas:	Below standard	At or Near Standards	Above standards
Concepts and Procedures	10	15	5
Problem Solving, Modeling, and Data Analysis	5	20	5
Communicating Reasoning	10	15	5

LITERACY

Level 1 - Needs Improvement	3
Level 2 - Need further development	9
Level 3 - Making progress, likely success at next level	15
Level 4 - Demonstrates knowledge and success	3

Areas:	Below standard	At or Near Standards	Above standards
Reading	3	19	8
Writing	9	18	3
Speaking & Listening	1	25	4
Research & Inquiry	6	20	4

Class B High School - Math	SBAC 2015
District Name	Math proficient
Fairfield High School	55%
Sweet Grass Co High Schl	55%
Red Lodge High School	51%
Loyola-Sacred Heart H S	50%
Malta High School	43%
Manhattan High School	43%
Plains High School	40%
St Ignatius High School	38%
Thompson Falls High Schl	35%
Columbus High School	35%
Three Forks High School	34%
Roundup High School	32%
Florence-Carlton HS	31%
Shepherd High School	31%
Ronan High School	29%
Broadwater High School	29%
Conrad High School	27%
Forsyth High School	26%
Huntley Project High Schl	24%
Anaconda High School	23%
Cut Bank High School	20%
Libby High School	19%
Harlem High School	16%
Whitehall High School	16%
Wolf Point High School	12%
Lame Deer High School	12%
Poplar High School	4%

No scores available for all B high schools
14 did not complete this portion of test

Class B High School Reading	SBAC 2015
District Name	Literacy proficient
Fairfield High School	95%
Three Forks High School	82%
Sweet Grass Co High Schl	79%
Broadwater High School	76%
Roundup High School	75%
Shelby High School	70%
Loyola-Sacred Heart H S	69%
Florence-Carlton HS	67%
Thompson Falls High Schl	65%
Columbus High School	65%
Red Lodge High School	64%
Libby High School	62%
Plains High School	57%
Huntley Project High Schl	56%
St Ignatius High School	52%
Malta High School	51%
Conrad High School	51%
Forsyth High School	50%
Shepherd High School	48%
Anaconda High School	47%
Manhattan High School	45%
Harlem High School	38%
Whitehall High School	36%
Northern Cheyenne Trib HS	33%
Cut Bank High School	33%
Jefferson High School	30%
Wolf Point High School	30%
Lame Deer High School	26%
Poplar High School	22%
Rocky Boy High School	15%
Lodge Grass High School	11%

No scores available for all B high schools
10 schools did not complete this test

Junior scores 2015

FR refers to Free/Reduced lunch status

SP refers to special ed status

SBAC math raw scores	Free/Reduced status or Special Ed	SBSAC literacy raw scores	Free/Reduced status or Special Ed
2862		2794	FR
2862		2794	
2862		2794	
2750		2794	
2733	FR	2794	
2720		2794	
2718		2794	
2714		2792	
2713		2759	
2711		2758	
2709		2750	
2700		2749	
2699		2745	FR
2697		2736	
2697		2725	
2695		2720	
2687		2720	
2681		2709	
2673		2707	
2669		2673	
2655	FR	2672	
2651		2671	
2650		2665	
2649		2663	
2646		2660	
2636		2655	
2624	FR	2635	
2619		2629	
2609		2628	
2600		2621	
2599		2619	

(continued)

SBAC math raw scores	Free/Reduced status or Special Ed	SBSAC literacy raw scores	Free/Reduced status or Special Ed
2592	FR	2614	
2591		2612	
2586		2607	SP
2585		2593	
2564		2586	FR
2549		2585	
2548		2567	
2541		2558	FR.SP
2531	FR,SP	2555	
2494		2549	FR
2469		2546	FR,SP
2457	SP	2516	
2436	SP	2493	
2426	FR,SP	2439	FR.SP
2411	FR,SP	2415	SP
2387	SP	2396	SP

Freshmen scores 2015
FR refers to Free/Reduced lunch status
SP refers to special ed status

SBAC math raw scores		SBAC literacy raw scores	
2670		2681	FR
2665		2669	
2654		2669	
2646		2664	
2639	FR	2639	
2636		2610	
2635		2609	
2628		2605	
2625		2599	
2621		2594	
2619		2581	
2616	FR	2580	
2596		2578	
2591		2573	
2571		2572	
2563		2571	
2555		2569	
2544		2567	FR
2529		2565	FR
2528	FR	2564	
2495	FR	2547	FR
2494		2536	FR
2473	FR	2532	
2455		2515	
2440		2503	
2418	FR	2502	
2415	SP	2500	
2413		2470	FR
2387		2446	FR, SP
2379	FR, SP	2422	SP

ACT
scores

Source : ACT College Readiness Letter for August 26, 2015

Average ACT scores

Grade year	English		Math		Reading	
	District	State	District	State	District	State
2011	22.1	21.3	22.8	21.9	23.5	22.7
2012	22.2	21.1	23.6	21.9	22.3	22.6
2013	23.3	20.2	22.6	21.4	25.2	21.9
2014	20.1	19.3	22.1	20.5	23.9	21.1
2015	18.3	19.1	20.7	20.4	21.5	21

Grade year	Science		Composite	
	District	State	District	State
2011	23.6	22	23.1	22.1
2012	22.6	22	22.8	22
2013	23.3	21.2	23.7	21.3
2014	22.2	20.4	22.4	20.5
2015	21.5	20.5	20.6	20.4

% of ACT-tested student ready for college-level coursework

	2013		2014		2015	
	District	State	District	State	District	State
English composition	96	66	73	60	46	57
College Algebra	61	49	50	39	40	41
College Social Science	68	50	64	44	46	44
College Biology	64	39	45	33	29	24
All four	43	28	34	23	29	24

Semester Data - Fall Semester 2015-16

GRADES ON SEMESTER TESTS

	A	B	C	D	F
Seniors	121	34	32	6	12
Juniors	71	60	37	20	19
Sophomores	79	55	31	13	16
Freshmen	54	34	30	16	13
Total	325	183	130	55	60
Percentage	43.16	24.30	17.26	7.30	7.97

Failing grades for semester courses

Seniors	2
Juniors	5
Sophomores	1
Freshmen	0

Stakeholder Feedback Diagnostic

Sweet Grass County High School

Sweet Grass County H S

Alvin Buerkle, Superintendent
501 W 5th Ave
Big Timber, MT 59011-7969

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Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The attached document is a summary of the process of surveying stakeholders.	Stakeholder Feedback Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

In looking at data from the parents, students, and staff. questions related to students and school personnel using a range of media and information resources to support student learning received the most favorable responses. Parents also indicated satisfaction with the overall maintenance of facilities. Parent also felt support services for students were good and appreciated the fact that their student is well known by at least one adult advocate in the system. Staff gave the technology infrastructure and support services for students high ratings. Students felt their school does strive to improve,that they are challenged, their school is a safe place, they get help in career planning, and the technology is useful.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

As mentioned in the Stakeholder Feedback Document, the format of surveys used earlier compared to the AdvancED format are significantly different, so direct comparisons to determine trends is difficult. However, the AdvancED survey and the 2009 survey did indicate the community and parents are aware of the school improvement efforts. Earlier surveys indicated a general appreciation for teacher efforts and the recent survey seems to support that sentiment. Parents then and now agree that the school focuses on student success, has high expectations, and challenges students. Both surveys gave a thumbs up to the activities program.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

As our district has not actively surveyed parents and the community on a regular basis, we do have good involvement with open house and parent/teacher conferences which allow us to receive feedback on how the district is doing. In addition we have the annual board work session in late September related to developing action plans for the coming school year with respect to the strategic school improvement plan. Those conversations, while not documented in a formal manner, do allow us to have a sense of items the surveys refer to.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Parents and staff did rate questions related to governance lower than other areas. Particularly in the areas of operating responsibly and giving school leadership autonomy. Staff agreed with this concern. In addition staff noted a lack of collaboration opportunities and little training in the use of data. It must be noted that staff did have concerns related to the induction and mentoring of new teachers at the time of this survey which was the spring of 2015. In the summer of 2015, four staff members and administration were trained in the OPI induction program and an active mentoring program has been instituted this year. Student concerns were centered more around individual learning needs being met and consistent application of rules.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

One area that was noted in previous surveys and on the AdvancED survey, is the the concern parents and the community about stakeholders being effectively informed and involved. There was also some question by both parents and staff on the use of funds. The staff of SGCHS is surveyed each May about the effectiveness of professional development done during the school year. Those surveys have indicated a high level of satisfaction, but the AdvancED survey indicated that staff is concerned about Professional Development opportunities. This may be related to the collaboration concern.

What are the implications for these stakeholder perceptions?

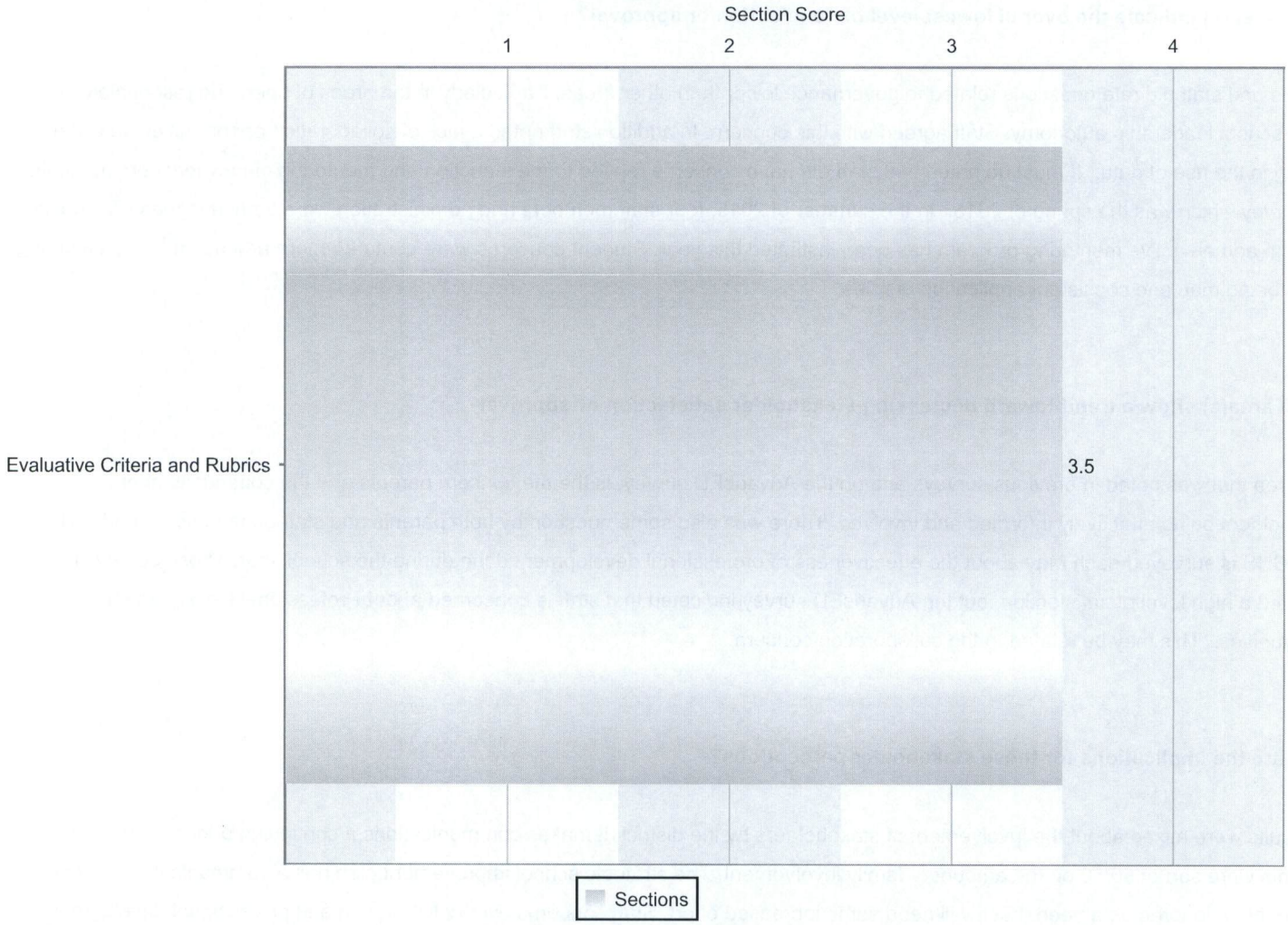
As results were mixed about the involvement of stakeholders by the district, it makes communications a continuing priority. Even the students were sort of 50/50 on the amount of family involvement. The strategic school improvement plan has a communication goal so this has not been ignored as a need, but it will need some increased effort. Staff concerns over collaboration and professional development indicate a need for the district to research developing active Professional Learning Communities that focus on the use of data to impact student achievement. Another area that both student and staff seemed to be uncertain was the grading practices. This was surprising and warrants further review.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

As has been mentioned in the dialogue for the earlier questions, there are some general trends that are note worthy. The data gathered in this round of surveys along with the External Team Review will be useful for developing the next priority action plans.

Report Summary

Scores By Section



ITEMS RELATEDTO QUESTION #10

- AdvancED Standards with Indicators – marked with the appropriate reference to the subsection of ARM 10.55.601 (3) which applies to the justification for this renewal variance application.

For AdvancED Training Only

In reference to Question #10 of the application and 10.55.601(3) subsections: Indicators are marked below with the related subsection of the required ARM

AdvancED Standards for Schools

(2012-2013 and Beyond!)

STANDARD 1. Purpose and Direction. The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. (3a i and 3a ii)
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. (3a iii)
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (3)

STANDARD 2. Governance and Leadership. The school operates under governance and leadership that promote and support student performance and school effectiveness.

2.1	The governing body establishes policies and support practices that ensure effective administration of the school.
2.2	The governing body operates responsibly and functions effectively.
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction. (3a ii)
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction. (3a v)
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success. (3a iv)

STANDARD 3. Teaching and Assessing for Learning. The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. (Continued on back)

3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. (3a iii)
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. (3a iv)
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. (3a iii)
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. (3a v)
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning. (3a v)
3.6	Teachers implement the school's instructional process in support of student learning. (3a iii)
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. (3a v)

3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.
	STANDARD 3. Teaching and Assessing for Learning cont. The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. (3a iv)
3.11	All staff members participate in a continuous program of professional learning. (3a v)
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students. (3a iii)

STANDARD 4. Resources and Support Systems. The school has resources and provides services that support its purpose and direction to ensure success for all students.

4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. (3a iv)

STANDARD 5. Using Results for Continuous Improvement. The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system. (3a iv)
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. (3a i) and (3a iv)
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data. (3a v)
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level. (3a iv)
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. (3a i)