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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First **A+**



Education Advocates Meeting

AGENDA

February 18, 2020 at 9:00 AM

OPI – 1227 11th Ave 1st Floor Conference Room

- Health and Safety update – Tracy Moseman
- ESSA update – Jule Walker
- Advanced Opportunities HB387 – Sharyl Allen
- Assessment: test window opening and test security – Duane Schlabach
- Other business

Roundtable Discussion

BOPE (Board of Public Education)

Governor's Office

LFD (Legislative Fiscal Division)

LSD (Legislative Services Division)

MASBO (Montana Association of School Business Officials)

MCDE (Montana Council of Deans of Education)

MFPE (Montana Federation of Public Employees)

MQEC (Montana Quality Education Coalition)

MREA (Montana Rural Education Association)

MSSA (Montana Small Schools Alliance)

MTSBA (Montana School Board Association)

OCHE (Office of the Commissioner of Higher Education)

SAM (School Administrators of Montana)

Others



**Educational Interim Committee
ESSA Updates
February 18, 2020**

1. 2018-19 Accountability Designations under Every Student Succeeds Act (ESSA) will be determined in February 2020:

Montana's system of differentiation under ESSA uses four federally required indicators plus Montana's own fifth indicator to identify schools as either Comprehensive, Targeted, or Universal. **This system focuses on providing supports where they are needed most.** These first four indicators are important foundational measurements for schools and make up most of the accountability system.

1-4 Federally Required Indicators

- Academic Achievement on Statewide Assessments: ELA/Reading & Math
- Academic Growth on Statewide Assessments ELA/Reading & Math (K-8 Only)
- English Learner Progress
- Graduation Rates (HS only)

5th Indicator for Montana Flexibility

- Attendance
- College & Career Ready (HS Only)
- CRT Science Assessment (2016-2017)

Comprehensive: Schools meet one or more of the following criteria:

- are in the lowest performing 5% of all Title I schools in the state;
- have a high school graduation rate of less than 67%; and/or
- have consistently underperforming subgroups.

Every three years, the OPI will identify Comprehensive Support and Improvement (CSI) schools. The next identification for CSI will begin with school year 2021-2022.

Targeted: The school has any student group performing in the lowest 5% of all Montana schools. The OPI will identify targeted schools for comprehensive support and improvement if these schools have not increased the performance of all student subgroups to exceed the level of performance of the lowest performing 5 percent of Title I schools overall after three years of additional targeted support.

Universal: Schools do not perform in the bottom 5 percent on statewide assessments and have a graduation rate above 67 percent.

2. Report Card

As part of ESSA, the OPI shares state, district, and school report cards every year. The report cards give a measure of how Montana's schools are performing in a concise, understandable, and accessible way.

The report cards for 2018-2019 will be released in March 2020 and **enhanced with information about how much each district and school spends per pupil.**

OPI's schedule:

Timeframe	Project Milestone
February 3 - 28, 2020	OPI determines the school accountability designations to meaningfully differentiate schools
February 28, 2020	OPI shares information with schools, including the school's support status
February 29 – March 13, 2020	Schools review the OPI's information and determination of support status
March 16, 2020	Report Card final and ready to view in GEMS on March 16, 2020, including the school's support status, Per-Pupil Expenditures, and Montana University System enrollments

3. Status on the Amendment Process: Montana State Plan, 5th Indicator:

Timeline

Amendment	Research within the Agency 60 days	Collaborate with our Partners in Education	Consultation with Governor	Open for Public Comment 30 days	Finalize and present to Superintendent	Summit to DOE (90 days response time)
5 th Indicator	Jan-Feb 2020	Feb-March 2020	April 2020	April 2020	May 2020	May 2020

Current Research within the Agency (60 days)

1. **School Climate Survey:** Which types of measures related to school climate to use, how those measures could be used, and important factors to consider in the process.

- reviewing reliable and valid survey tools,
- the benefits and challenges of using a measurement in the accountability system, and
- the purposes for which different measures may be appropriate to use.

“School climate is defined by the National School Climate Council (NSCC) as “based on patterns of students’, [families’], and school personnel’s experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.” Essential elements of school climate (sometimes referred to as school culture) that have been identified in the literature include emotional and physical safety, relationships, teaching and learning, sense of belonging, and institutional environment.”

2019 by CCSSO. Measuring School Climate and Social and Emotional Learning and Development: A Navigation Guide for States and Districts is licensed under a Creative Commons Attribution 4.0 International License <https://creativecommons.org/licenses/by/4.0/>

2. **College & Career Readiness Measurements:** Processes and structures to gather and analyze data for all 4 criteria identified.

Montana Flexibility Indicator 5	Elementary 2018-2019	High 2018-2019	Elementary 2019-2020	High 2019-2020
Satisfactory Attendance	20 points	15 points	20 points	15 points
College and Career Ready Percentage of Grade 12 students determined to be college and/or career ready, met by students meeting one or more of the following criteria: <ul style="list-style-type: none"> • College-ready benchmark on ACT composite according to the Montana University System • Concentrator in a Career and Technical Education pathway, or • Completion (with passing grade) of a dual enrollment course, AP, or IB as data is available • Military ready indicator once data is available 	N/A	15 points	N/A	15 points
STEM Indicator: Proficiency on statewide science assessment	0 points New science assessment under development	N/A	10 points New science assessment	N/A
School Survey of program quality indicators for improving school climate, reducing behavior issues, and increasing engagement	0 points under development	0 points	5 points	5 points



Assessment Representative: Duane Schlabach
When: Tuesday, February 18, 2020 9:00 AM–10:00 AM
Where: OPI – 1227 11th Ave 1st Floor Conference Room
Subject: Assessment: Importance of Test Security and Data Integrity

I. Who is Responsible for Test Security?

Everyone who works with the Montana Comprehensive Assessment System (MontCAS) statewide assessments, communicates test results, and/or receives testing information is responsible for test security. Test security guidelines have been developed by the OPI to be used by System Test Coordinator (STC), Authorized Representatives/Building Coordinators, and Test Administrators (TAs) in order to maintain the integrity of all MontCAS assessments. Following these guidelines will ensure no student has access to any form of assistance or material that could provide an unfair advantage. The primary goal of test security is to protect the integrity of the assessment and to ensure that results are accurate and meaningful.

Resources

- [Test Security Page](#)
- [Test Security Manual](#)
- [Test Security Course](#)

II. MontCAS Compliance Reports for 319 School Systems

- February 3, 2020

Completed Required Records Tracking		Completed STC Test Security Agreement	
Count (N)	Percent (%)	Count (N)	Percent (%)
45	14.10%	45	14.10%

- February 18, 2020

Completed Required Records Tracking		Completed STC Test Security Agreement	
Count (N)	Percent (%)	Count (N)	Percent (%)

III. Testing Windows on the Horizon (see Page 2)

IV. Importance of Participation

- Summative Testing – Anticipated changes with ESSA as a response to the Title I Audit
- Interim Testing – Increased usage and Montana Data Use Culture Research

V. Request to Education Advocates

Assistance to elevate the importance of participation in state testing and compliance with required collections.

Montana Office of Public Instruction
Published Test Windows for All Required Statewide Assessments
2019–2020 School Year

Grade	ACCESS for ELLs (English Language Proficiency)	Alternate Montana Science Assessment (Alternate)	Montana Science Assessment (General)	MSAA (Alternate)	Smarter Balanced (General)	ACT with Writing* (General)
Window Period	8 weeks	8 weeks	8 weeks	7 weeks	10 weeks	3 Opportunities
Test Window	Dec 4 – Jan 29	Mar 16 – May 8	Mar 16 – May 8	Mar 16 – May 1	Mar 9 – May 15	Initial: March 24 Make-up: April 7 Emergency: April 21
Required Subjects	ELP	Science	Science	Math and ELA	Math and ELA	Math, ELA, and Science
Grades Tested	K–12	Grades 5, 8, 11	Grades 5, 8	Grades 3–8, 11	Grades 3–8	Grade 11

Prepared by the Office of Public Instruction on
 August 15, 2019. Updated October 3, 2019.

Putting Montana Students First



Dates and elements listed here are subject to change
 *Online testing windows are posted on the Montana ACT site.



Montana

Office of Public Instruction

Education Advocates Meeting

February 18, 2020

Duane Schlabach | Assessment Specialist | OPI Assessment Division

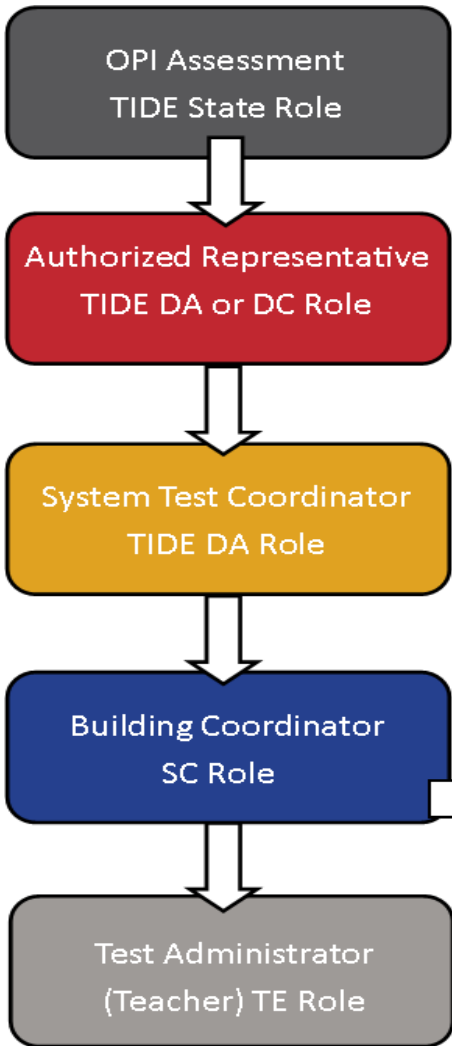
Location: Helena, Montana



Presentation Overview

1. Who is Responsible for Test Security?
2. MontCAS Compliance Reports
3. Testing Windows on the Horizon
4. Importance of Participation
5. Request to Education Advocates

I. Test Security Importance



Who is Responsible for Test Security?

Everyone who works with the MontCAS statewide assessments, communicates test results, and/or receives testing information is responsible for test security. This includes:

- Montana **Office of Public Instruction** (OPI) staff;
- **Authorized Representatives** (or School System Superintendents);
- **System Test Coordinators** (STCs);
- **Building Coordinators** (or School Principals);
- **Test Administrators** (or Educators);
- **Students, parents, and the community** at large; and
- Certified and non-certified public school staff.

Testing Incidents – 2019

- During the 2018-2019 school year we had a total of 198 self-reported test incidents.
- We had 73 unique school systems (SS) with reported test incidents during the 2018-2019 school year.

Incidents by Role

- We had 9 different role types where an incident was likely to originate from during the 2018-2019 school year.
- Table 2 shows the different role types and the number of incidents that originated by each role type.

Table 2. Summary of Incidents by Roles

Originator of Incident	Total	Percent
Grand Total	198	100.00%
Test Administrator	110	55.56%
Student	64	32.32%
STC	7	3.54%
Administrator	6	3.03%
Technology	6	3.03%
Secretary/District Clerk	2	1.01%
Counselor	1	0.51%
OPI	1	0.51%
Parent	1	0.51%

Testing Incidents – 2019

Table 4. Summary of Incidents by Issue Type

Issue Type	Total	Percent
Grand Total	198	100.00%
Misadministration	48	24.24%
Test Security	47	23.74%
Invalidation	27	13.64%
Accommodations	23	11.62%
PII	18	9.09%
Appeal	7	3.54%
Mobile Device	7	3.54%

Incidents by Issue Type

We have 18 different categories of issues reported during the 2018-2019 school year.

Table 4 shows the different issue types and the number of incidents that originated by each category.



II. MontCAS Compliance Reports

Records Tracking for 319 School Systems

- Testing Plans and Test Security Agreements for All Roles

STC Test Security Agreement for 319 School Systems

Table 1. As of February 3, 2020

Completed Required Records Tracking		Completed STC Test Security Agreement	
Count (N)	Percent (%)	Count (N)	Percent (%)
45	14.10%	45	14.10%

Table 2. As of February 18, 2020

Completed Required Records Tracking		Completed STC Test Security Agreement	
Count (N)	Percent (%)	Count (N)	Percent (%)



Test Security Resources

MontCAS

Montana
Comprehensive
Assessment
System

I

- [Test Security Page](#)
- [Test Security Manual](#)
- [Test Security Course](#)
- 2020 ASSIST Conference
- Bulletin
- Assessment 411
- Monthly Webinars



III. Testing Windows

MontCAS
 Montana
 Comprehensive
 Assessment
 System

**Montana Office of Public Instruction
 Published Test Windows for All Required Statewide Assessments
 2019–2020 School Year**

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Prepared by the Office of Public Instruction on August 15, 2019. Updated October 3, 2019.


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IV. Importance of Participation

- **Summative Testing:** anticipated changes with ESSA accountability as a response to the Title I Audit
- **Finding:** align Non-participants per ESSA State Plan (i.e., Novice)



MontCAS Montana Comprehensive Assessment System
opi.mt.gov Montana Office of Public Instruction

Six Things Stakeholders Should Know About Participation and Testing in Montana

The purpose of this document is to ensure that readers are aware of the significant value to stakeholders (e.g., students, parents/guardians, teachers, school leaders, and others) of the information derived from participating in state-level tests.

I. Why Assess?

The state assessments provide a valuable picture of what skills and knowledge are needed at particular grade levels for a child to remain on course to be college and career ready at the time of graduation. Teachers use these assessments as one of several important tools to help identify and meet the needs of children in the classroom. It is a real disadvantage for parents and students to be unaware of their access to this important information. Assessment is a hot topic of conversation, with many diverse opinions on how, when, amount of time, what tests, and for what purpose we assess students. Here are important points all stakeholders should know about testing:

- State and federal laws require schools to assess student learning every year in specific grade levels and subjects.
- End-of-year state summative assessments serve as an evaluation tool to track progress toward education goals based on grade and content area standards.
- Assessment data enable us to put Montana students first through four key initiatives: [Montana Hope](#), [Montana Teach](#), [Montana Learn](#), and [Montana Ready](#).

II. Why Should Taxpayers Care?

Assessments are important, as they are a key indicator of whether state and federal monies for educational programs are being used effectively. Annual state assessments are the same for all Montana students, and they provide information about how students are progressing over time. This information assists the state with targeting supports and resources to the students and schools that need them most. The six required state summative assessments provide valuable information on how students are performing academically by grade and content area to help identify areas of success from which others can learn.

- Montana taxpayers provide a free public education to approximately 150,000 Montana students each year, and these assessments ensure all students are equitably receiving resources across the state.
- The assessment data are used to evaluate programs by providing annual snapshots of student progress toward learning Montana's Content Standards at the state-, district-, school-, and classroom-levels.
- State assessments provide only one measure of student learning, but when combined with grades, classroom activities and assessments, unit quizzes and tests, and district-level assessments, the annual state tests can provide a complete picture of a child's abilities and path toward academic success based on Montana's Content Standards.

MontCAS Six Things Stakeholders Should Know About Participation
Prepared by the Office of Public Instruction, Elsie Arntzen, State Superintendent, December 2019 | Page 1

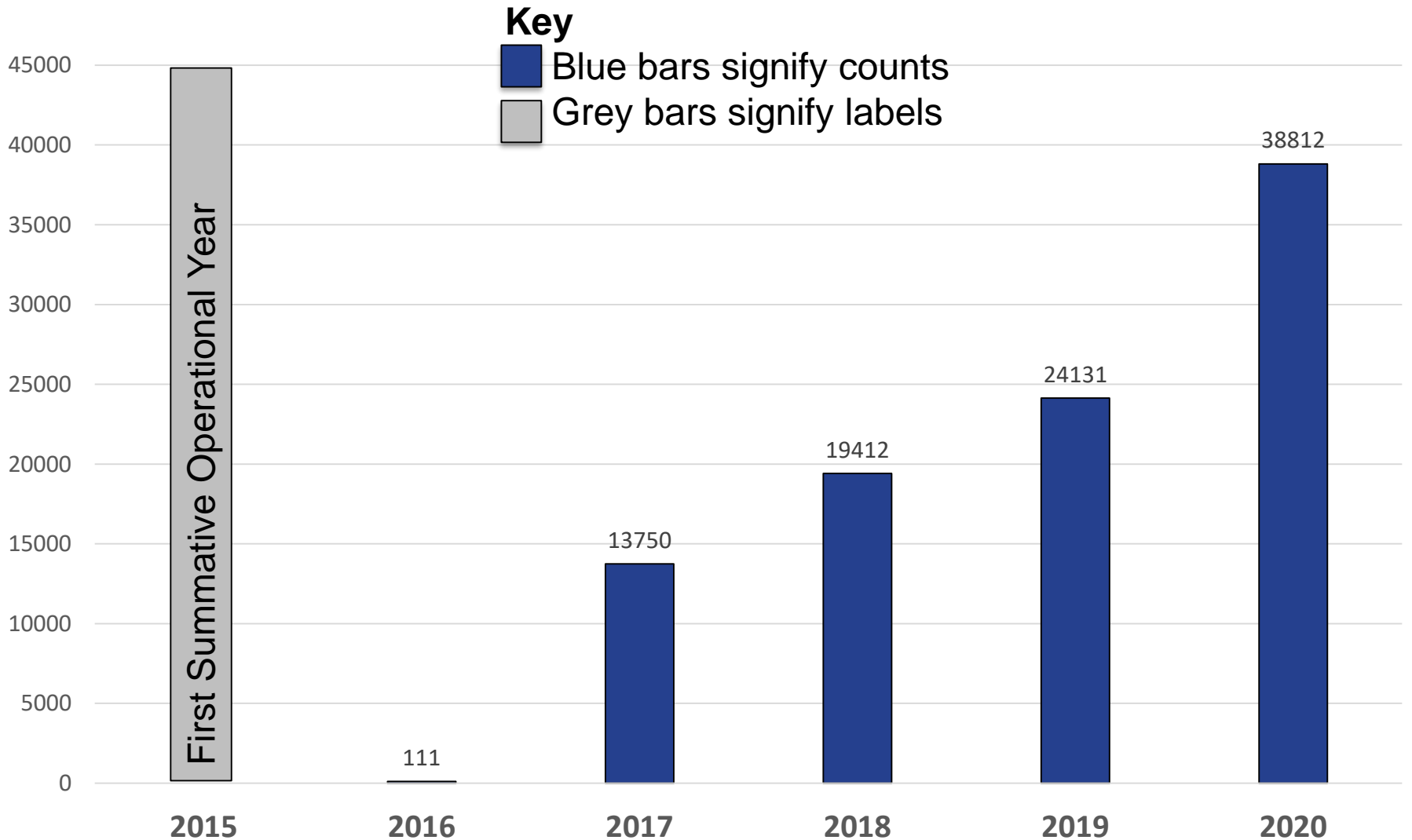


Interim Assessments

Note: Results current as of 2/14/2020

SBAC

Smarter
Balanced
Assessment
Consortium





Predictive Power

SBAC

Smarter
Balanced
Assessment
Consortium

Takeaway: Research from the Montana Data Use Culture (MDUC) grant has shown that students that have taken the interims prior to taking the summative state assessment are likely to have performance gains.

ELA/Literacy MT State Results for IABs 2018-2019

Legend: Block Achievement Category

%Below Standard %At/Near Standard %Above Standard

Grade	Number of Students Tested at Least One Block	Block	Number of Students Tested	Percentage in Each Block Achievement Category
ELA/Literacy				
Grade 3	2467	Read Literary Texts	714	26% Below Standard, 55% At/Near Standard, 19% Above Standard
		Read Informational Texts	656	18% Below Standard, 61% At/Near Standard, 21% Above Standard
		Editing	663	31% Below Standard, 50% At/Near Standard, 19% Above Standard
		Language and Vocabulary Use	1283	20% Below Standard, 51% At/Near Standard, 29% Above Standard
		Revision	215	29% Below Standard, 45% At/Near Standard, 26% Above Standard
		Brief Writes	28	18% Below Standard, 61% At/Near Standard, 21% Above Standard
		Listen/Interpret	881	15% Below Standard, 58% At/Near Standard, 27% Above Standard
		Research	222	21% Below Standard, 46% At/Near Standard, 33% Above Standard
		Opinion Performance Task	85	46% Below Standard, 33% At/Near Standard, 21% Above Standard

Questions?

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