MEETING PROJECT NAME: Education Advocates Meeting

DATE OF MEETING: February 18, 2020

TIME: 9:00 AM – 9:37 AM

LOCATION: OPI – 1227 11th Avenue 1st Floor Conference Room

ATTENDEES:

PRESENT

Pete Donovan, Executive Director, Board of Public Education (BOPE)

McCall Flynn, Education Policy Advisor, Governor’s Office

Dianne Burke, Executive Director, Montana Quality Education Coalition (MQEC) (via phone)

Dan Rask, Executive Director, Montana Small Schools Alliance (MSSA) (via phone)

Jacob Williams, Education Northwest (via phone)

Laura Sankey Keip, Attorney, Legislative Services

Dennis Parman, Executive Director, Montana Rural Education Association (MREA) (via phone)

OPI STAFF

Jule Walker, Deputy Superintendent

Jason Butcher, Assistant Deputy Superintendent

Tracy Moseman, Health Enhancement Division Administrator

Duane Schlabach, Assessment Specialist

Sharyl Allen, Transformational & Personalized Learning Manager

RECORD KEEPER

Christy Perryman, Administrative Clerk, Office of Public Instruction

TOPIC & PRESENTER INFO

Health and Safety update, Tracy Moseman

- The DPHHS website will be live February 18, 2020.
  - [DPHHS Website](#)
• Office of Public Instruction is sending a mass email to districts with the DPHHS information today, February 18, 2020

**TOPIC & PRESENTER INFO**

**ESSA Update**, *Deputy Superintendent Jule Walker*

• Materials follow.

**TOPIC & PRESENTER INFO**

**Advanced Opportunities HB 387**, *Sharyl Allen*

• Materials follow.

**TOPIC & PRESENTER INFO**

**Assessment: test window opening and test security**, *Duane Schlobach*

• Materials follow.

**TOPIC & PRESENTER INFO**

**Other business**, *Deputy Superintendent Jule Walker*

• Pete Donovan, Board of Public Education meeting will only be on Thursday, March 12, 2020
• Dan Rask, US DOE is issuing an opinion on the changes on how SRSA funds are distributed. This is having a big impact on rural districts. Still researching the impact for Montana. Jacob Williams said funds changed from numbers tied to free and reduced lunch to poverty numbers directly tied to the US Census.

*Full Education Advocates meeting can be listened to at this link*
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)

**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:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Project Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 3 - 28, 2020</td>
<td>OPI determines the school accountability designations to meaningfully differentiate schools</td>
</tr>
<tr>
<td>February 28, 2020</td>
<td>OPI shares information with schools, including the school’s support status</td>
</tr>
<tr>
<td>February 29 – March 13, 2020</td>
<td>Schools review the OPI’s information and determination of support status</td>
</tr>
<tr>
<td>March 16, 2020</td>
<td>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</td>
</tr>
</tbody>
</table>
3. Status on the Amendment Process: Montana State Plan, 5th Indicator:

Timeline

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

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.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory Attendance</td>
<td>20 points</td>
<td>15 points</td>
<td>20 points</td>
<td>15 points</td>
</tr>
<tr>
<td>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:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• College-ready benchmark on ACT composite according to the Montana University System</td>
<td>N/A</td>
<td>15 points</td>
<td>N/A</td>
<td>15 points</td>
</tr>
<tr>
<td>• Concentrator in a Career and Technical Education pathway, or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Completion (with passing grade) of a dual enrollment course, AP, or IB as data is available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Military ready indicator once data is available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STEM Indicator: Proficiency on statewide science assessment</td>
<td>0 points New science assessment under development</td>
<td>N/A</td>
<td>10 points New science assessment</td>
<td>N/A</td>
</tr>
<tr>
<td>School Survey of program quality indicators for improving school climate, reducing behavior issues, and increasing engagement</td>
<td>0 points under development</td>
<td>0 points</td>
<td>5 points</td>
<td>5 points</td>
</tr>
</tbody>
</table>
MT Advanced Opportunities Act

- 60-40 Split (at least 80% to offset parent costs)
- Personalized opportunities
- Accelerate career/college readiness
- Expanded flexibility
- Empower students
- Individual pupil interests, passions, strengths...
- Self-directed learning

FUTURE YEARS

FY 2024
$3,794,042 in Funding
$2,505,479 from FY 23
888,563 - New Districts

FY 2023
$2,505,479 in Funding
$1,649,057 from FY 22
$855,422 - New Districts

FY 2022
$1,649,057 in funding
($1,201,791) from FY 21
$447,267 - New Districts

FY 2021
$750,000.00 in funding
9 Districts Funded
1 Partial Funding
Wait List: $451,791
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

<table>
<thead>
<tr>
<th>Completed Required Records Tracking</th>
<th>Completed STC Test Security Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count (N)</td>
<td>Percent (%)</td>
</tr>
<tr>
<td>45</td>
<td>14.10%</td>
</tr>
</tbody>
</table>

- February 18, 2020

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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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>ACCESS for ELLs (English Language Proficiency)</th>
<th>Alternate Montana Science Assessment (Alternate)</th>
<th>Montana Science Assessment (General)</th>
<th>MSAA (Alternate)</th>
<th>Smarter Balanced (General)</th>
<th>ACT with Writing* (General)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Window Period</td>
<td>8 weeks</td>
<td>8 weeks</td>
<td>8 weeks</td>
<td>7 weeks</td>
<td>10 weeks</td>
<td>3 Opportunities</td>
</tr>
<tr>
<td>Required Subjects</td>
<td>ELP</td>
<td>Science</td>
<td>Science</td>
<td>Math and ELA</td>
<td>Math and ELA</td>
<td>Math, ELA, and Science</td>
</tr>
<tr>
<td>Grades Tested</td>
<td>K–12</td>
<td>Grades 5, 8, 11</td>
<td>Grades 5, 8</td>
<td>Grades 3–8, 11</td>
<td>Grades 3–8</td>
<td>Grade 11</td>
</tr>
</tbody>
</table>


**Putting Montana Students First**

Dates and elements listed here are subject to change.

*Online testing windows are posted on the Montana ACT site.*