Early Unofficial BASE Aid Estimate Biennium 2025

	FY 2023 Appropriations HB 2, HB 663, HB 143	FY 2024 CPI = 2.70%	FY 2025 ESTIMATED CPI = 2.87%
TOTAL BASE Aid	$923,500,765	$951,485,952	$996,361,073
TOTAL BASE Aid Increase over Base		$27,985,187	$72,860,308

Mid August	Section 20-9-326, MCA, CPI calculation for year two of the biennium.
August	DOR Taxable Values are Adjusted.
August	Updated national live birth and other data used in projecting enrollment.
August/September	Section 20-9-366, MCA (HB 663) directs the general fund GTB multiplier to be adjusted in association with revenue transferred to the state general fund pursuant to 16-12-111, MCA.
Early November	OPI Fall enrollment collection occurs the first Monday in October and is used to update enrollment projections.
Early November	General fund GTB final determinations are estimated until all district BASE mills are finalized.
March	Spring Enrollment Count, FTE and other data available to calculate FY2024 Preliminary Budget Limitations.

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ARM Chapter 55, 57, and 58 Updates

Chapter 57: Educator Licensing

- **Adoption Timeline:**
    - Adoption notice including summary of comments to BPE for approval….May 13, 2022
    - Final rule changes to SOS for notice in MAR……………May 17, 2022
    - MAR publication out…………………………………………May 27, 2022
    - Effective Date of Rules…………………………………………May 27, 2022

- **May 13th Summary:**

    - The Montana Board of Public Education (BPE) voted unanimously to adopt Superintendent Arntzen's recommended changes to educator licensing.

    - The process of revising the Chapter 57 educator licensing rules began in November of 2020.

    - The licensing revisions will be submitted to the Secretary of State for publication in Montana Administrative Register on May 27th, at which point they became effective.

    - Flexible licensing revisions included:
        - Creating pathways to allow an educator to add additional endorsements to their license
        - Defining military dependent to include in licensure reciprocity for military spouses and dependents
        - Defining approved educator preparation program, as an umbrella term for traditional and alternate educator preparation programs
        - Returning the unusual cases authority to the State Superintendent
        - Keeping the words "credible source" as a rule to ensure members of the public can file a complaint about official misconduct
        - Expanding pathways to licensing beyond the Praxis including GPA, portfolio, and years of experience
        - Increasing access for expired licensees to reenter the classroom.
        - Increasing career technical educators by accepting diverse degrees, allowing associate degrees, and work experience equivalencies
        - Allowing school counselors to pursue administrative licenses
        - Recognizing Class 1 professional licenses for nationally board-certified teachers

    - The new licensure system, Teach MT, reflects the new rules when it opened on June 1st
    - We have been receiving multiple comments and feedback from educators on their gratitude for the updates of Chapter 57. The adding of an additional endorsement has been a particular area of interest. We also had a handful of school counselors who applied for their administrative license on the first day the new licensure system opened.

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Chapter 58: Educator Preparation Program Standards

- **Adoption Timeline**
  - BPE approves rulemaking timeline…………………………………………….….. November 17-19, 2021
  - BPE approves revised rulemaking timeline…………………………………….……… March 10-11, 2022
  - Proposal notice to BPE for consideration………………………………….…...….……May 12-13, 2022
  - BPE authorization to publish proposal notice, including public hearing date…………July 14-15, 2022
  - Proposal notice to SOS for publication in MAR……………………………………………July 26, 2022
  - MAR publication of proposal notice……………………………………………..……………August 5, 2022
  - Public hearing date………………………………………………………………….late August, 2022
  - Final public comment deadline………………………………………….………September 2, 2022
  - Adoption notice to BPE for consideration, including comments and responses…...Sept 15-16, 2022
  - BPE authorization to publish adoption notice, including comments & responses....Nov 17-18, 2022
  - Adoption notice to SOS for publication in MAR……………………………….……………January 2023
  - MAR publication of adoption notice……………………………………………….…. January 2023
  - Effective date of rules……………………………………………………………….... January 2023

- **May 13th Summary:**
  - The BPE reviewed Superintendent Arntzen's recommended changes to Chapter 58: Professional Educator Preparation Program Standards, which included conceptual changes to:
    - Emphasize more diverse clinical experiences that enhance knowledge and skill development and can be objectively assessed during accreditation review.
    - Provide more flexibility for districts to place and provide clinical experiences for initial and advanced candidates with ties to the community.
    - Increase necessary supports and procedures within the initial and advanced programs from candidate recruitment to completion to increase overall candidate quality.
    - Provide consistent data and evaluation modes and methods to evaluate initial and advanced program quality and impact across the state.
    - Increase specifics regarding how data is collected and utilized for continuous improvement through a quality assurance system. Explicit inclusion of internal and external stakeholders in the quality assurance and continuous improvement process.
    - Focus on the importance of personalized instruction, student well-being, whole child supports, and family and community engagement.
    - Recognition and appreciation of tribal language and culture.
    - Add a new endorsement for English Language Development that is separate from World Language,
    - Rename the endorsement title from Students with Disabilities to Special Education
    - Update each individual endorsement for accuracy and relevancy.
    - Articulate which programs are considered advanced and the types of programs that fall outside of the accreditation process.

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Chapter 55: Accreditation

OPI Link for Chapter 55 Taskforce and Negotiated Rule Making Committee Website

During the month of June, the Chapter 55 Negotiated Rule Making Committee will continue to negotiate to establish consensus on the recommendations from the Superintendent. See the Superintendent's recommended changes here. The recommendations presented to the Board of Public Education must include an economic impact statement that the negotiated rulemaking committee prepares. The economic impact survey is targeted to open on June 17, 2022.

There are 101 rules with 43 historically repealed.
Number of total current individual rules: 58
Number of rules with historically repealed: 43

Number of rules with no recommended changes: 13
- 10.55.713: Teacher Class size middle and high school
- 10.55.715: Para-professional qualifications and supervision
- 10.55.719: Student protection procedures
- 10.55.720: Suicide Prevention and Response
- 10.55.805: Special Education
- 10.55.910: Student Discipline Records
- 10.55.911: High School Transcripts
- 10.55.1201: Arts Program Delivery Standards
- 10.55.1401: Math Program Delivery Standards
- 10.55.1501: Science Program Delivery Standards
- 10.55.1601: Social Studies Program Delivery Standards
- 10.55.2201: Computer Science Program Delivery Standards
- 10.55.2301: Technology Integration Program Standards

Number of rules the NRM has adopted through consensus: 15(full consensus) + 2(partial consensus)
- 10.55.601: Accreditation Procedures (partial consensus, except 10.55.601(3)(l))
- 10.55.603: Curriculum and Assessment (partial consensus, except 10.55.603(2))
- 10.55.604: Variances to Standards
- 10.55.605: Categories of Accreditation
- 10.55.606: Accreditation Process
- 10.55.607: Internships
- 10.55.608: Charter School Application
- 10.55.721: Hazard and emergency plans
- 10.55.801: School climate

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- 10.55.802: Opportunity and Educational Equity
- 10.55.804: Gifted and Talented
- 10.55.901: Basic Elementary Education Program
- 10.55.904: High School Program Offerings
- 10.55.905: High School Graduation Requirements
- 10.55.908: School Facility
- 10.55.909: Student records
- 10.55.1801: Library and Media Information Program Delivery Standards

Number of new proposed rules: 5
- 10.55.608   Charter School Application
- 10.55.722: Family and Community Engagement
- 10.55.723: Mentorship and Induction
- 10.55.724: Evaluation
- 10.55.806: English Language Learners

Conceptual Changes within the Superintendent's Recommendations
ARM 55, Subchapter 6, General Provisions
- Remodeling the Continuous School Improvement Plan to an Integrated Action Plan. The **Integrated Action Plan** integrates and aligns all plans (including the local board of trustees' strategic plan) that a district and schools are required to complete and provides an opportunity for a district to strategically utilize local, state, and federal resources in a cohesive, unified manner that leads to continuous improvement and positively impacts student learning outcomes.
- The Integrated Action Plan contains a **graduate profile**, which is a collective vision that articulates the community's aspirations for all students.
- Shifting from an input system to an **outcome-based model** because inputs provide helpful criteria and indicate critical success factors in instructional design and managing programs—but they don't tell us what works and is effective based on outcomes.
- Emphasizing a **proficiency-based** learner model within the curriculum and assessment section.
- Encouraging **multiple measures** determined at the local level to assess student learning progression, growth, and proficiency.
- Redefining categories of accreditation from 5 to 3 categories: **Accreditation with distinction,** accreditation, and accreditation with probation. Raising the bar for accreditation to include a rating for exceeding expectations.
- Separated **charter school application** from variance to standards rule to make a new rule and updated the language to focus on student performance outcomes.
- Transferring internships to Chapter 57: Licensure, where its better fits with educator certificate requirements.

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- Modernizing and aligning all definitions to align with recommend rule changes.

ARM 55, Subchapter 7, Leadership
- Elevating meaningful **family and community engagement** as a partnership between school communities and families based on best practices and principles that keep the focus on the learner and core beliefs about engagement.
- Recommending a new rule for **mentorship and induction**, while updating the model based on research models and best practices.
- Expanding the **role of the principal** to include personalized and proficiency-based learning, and strategic planning with community and family involvement to maximize student learning.
- Empowering local school districts to determine **leadership staffing** (principals and superintendents) per school and instructional program. Through **local control** districts can strategically assign leadership staff to programs while ensuring the needs of students are met.
- Adjusting the determination of staffing for licensed and endorsed library media and counseling program services to **local district discretion**. Districts are best suited to allocate staff appropriately to meet the needs of students through program services.
- Removing duplicate language that is embedded throughout the chapter and streamlining the local board of trustees' policies and procedures to require school districts to comply with all local, state, and federal laws and regulations, while prioritizing policies for **safet**y, **student learning**, and **community engagement**.
- Prioritizing instructional responsibilities of teachers.
- Aligning professional development to the comprehensive district strategies that improve learner outcomes is vital to each student developing their full educational potential.
- Updating and aligning specialized programs (braille and sign language instruction) to Chapter 57 certification requirements.

ARM 55, Subchapter 8, Educational Opportunity
- Added an assessment component to **school climate**, to ensure that schools make improvements where necessary because there is a correlation between school climate and student outcomes.
- Updating **learner access** language to focus on what learners need that ensures learner safety, growth, wellbeing, and learning outcomes.
- Added a new rule for **English Language Learners**.

ARM 55, Subchapter 9, Academic Requirements
- Enhancing High School program offerings and graduation requirements to include **Civics/Government** and **Economic or Financial Literacy**. Both recommended changes would be

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within the existing required 20 credits not additional to. Flexibility has been built in to allow local school districts to determine if they would provide Economic or Financial Literacy within Social Studies, Mathematics, or CTE courses.

- Highlighting a **proficiency-based model** and existing flexibility for high school graduation units to be earned with an **equivalent course** that meets the district's curriculum and assessment requirements.
- Expanding grade-level learning progressions to **grade-band** based on proficiency-based learning models.
- Including the constitutional mandate for **IEFA** within basic education programs requirements for Elementary, Middle, and High School

ARM 55, Subchapter 10, Program Area Standards:
- Updating Program Area standards to current content standards. Ex. Communicating Arts Program to English Language Arts and Literacy, removing Vocational from Career and Vocational Technical Education, and retitling Health Enhancement to Health and Physical Education.
- Aligning the counseling program delivery standards to current national program standards.

NRM Schedule:
- June 16 & 17th 2022 (Days in Person, Helena) 8:00AM - 5:00PM
- June 23, 2022, (Virtual) 1:00PM - 3:00PM
- June 28, 2022, (Virtual) 1:00PM - 3:00PM

Negotiated Rule Making Committee Members:

Adrea Lawrence - University of Montana, Dean of College of Education
Chris Olszewski - Billings Public Schools, Curriculum Director
Christina Wekkin - Alberton Public Schools, Teacher
Corey Barron - Lodge Grass Schools, Principal, Tribal Representative
Craig Mueller - Havre Public Schools, District Superintendent
Curtis Smeby - Havre Public Schools, Trustee
Julie Murgel - Office of Public Instruction, Chief Operating Officer
Kelly Dey - Sidney Public Schools, Trustee
Kitty Logan - Swan Valley School, Trustee
Krystal Zentner - Bridger MT, Parent
Lisa Petersen - Westby K-12 Schools, Teacher
Michele Paine - Flathead High School, Principal
Patti Drake - Whitehall School District, District Clerk/Business Manager
Renee Schoening - MT School Counselor Association, Executive Director
Rhonda Long - Fergus County, County Superintendent

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Ruth Uecker - Great Falls Public Schools, Assistant Superintendent K-6
Sharyl Allen - Office of Public Instruction, Deputy Superintendent
Stephen Schreibeis - Glendive Public Schools, District Superintendent
Sue Corrigan - Montana School Board Association, Kalispell Municipal Director
Susan Lake - Montana Taxpayer
Tara Hubing - Circle Schools K-12, Teacher

McCall Flynn - Board of Public Education, Executive Director - Ex-Officio Member

Geographic Representation of Committee Members

Montana Elementary and High School Districts
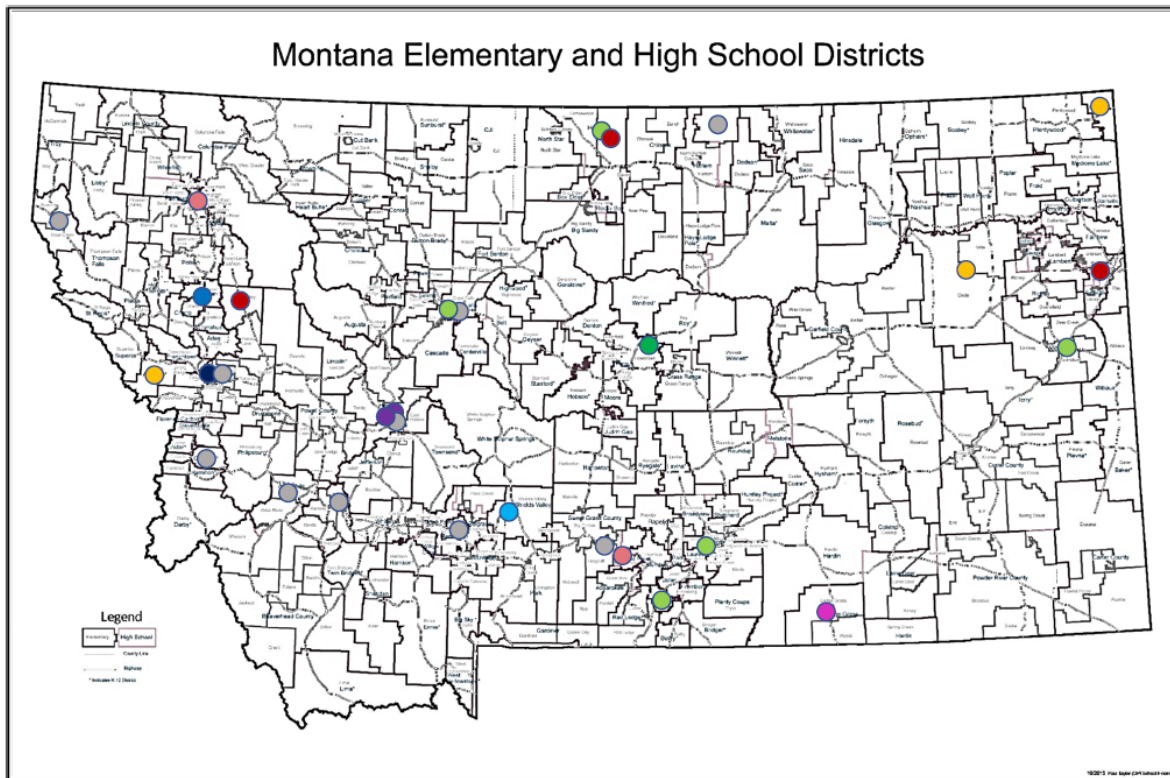
Legend:
- School District Trustees
- K-12 School Administrators
- K-12 Teachers and Counselors
- School Clerks/Business Officials
- School District Administrative Staff
- County Superintendents
- Parents
- Taxpayer
- EPP Representative
- Tribal Representative
- OPI Representative
- Association
- School Quality Task Force

3. Proposed Timeline for Revisions to ARM 55 (Shared as information item at BPE on 11/18/21)

Research	Revisions to ARM	Negotiated Rule Making Committee	Board of Public Education	Education Interim Committee	Board of Public Education	Implementation

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November 2020 – April 2021 OPI Internal Work	November 2021 – April 2022 OPI Work	January – June 2022	July 2022 Proposed Amendments & Economic Impact	September 2022	MAPA Process	July 2023

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Education Interim Committee
June 14, 2022
New Licensing System

New system-
Teach Montana (TMT)
Direct Website- www.teachmontana.com

OPI Webpage- https://opi.mt.gov/Educators/Licensure/Educator-Licensure

Welcome to Montana Educator Licensing

Important & Exciting News for
Montana Educators!

TeachMT (TMT) (replacing MSEIS) has launched!

Click here to go to TMT

Features-
As part of the overall OPI Data Modernization effort, the new Educator Licensure System (TMT) core features include a highly integrated application with enhanced professional development options, a user-friendly interface/workflow, and end-to-end automated processes for new and existing educators. Workflow or system changes can be supported by a robust administrative managed module which is controlled at the OPI level. Additional core functionality enhancements include:

- Self-guided application submissions
- Easy document identification and alignment
- Artificial Intelligence (AI) powered credentialing engine
- Interoperable data exchanges
- Streamlined evaluation workflows
- Guided license approvals
- Advanced dashboards and metrics

Data-
Since the June 1st launch through June 10th we have approved and issued 353 licenses.

Historical and Current Data

	2020	2021	2022*
Applications Received	6,090	6,434	2,571 (681 in TMT)
Licenses Issued	4,970	4,874	2,098 (353 in TMT)

*For applications received this includes: applications started in MSEIS, paper applications, and newly entered applications in TMT.

WHOLE CHILD APPROACH
HOPE
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TEACHER & EDUCATIONAL LEADERS
TEACH
MONTANA OFFICE OF PUBLIC INSTRUCTION

ACADEMIC ACHIEVEMENT
LEARN
MONTANA OFFICE OF PUBLIC INSTRUCTION

COMMUNITY, COLLEGE & CAREER
READY
MONTANA OFFICE OF PUBLIC INSTRUCTION

Montana
Office of Public Instruction
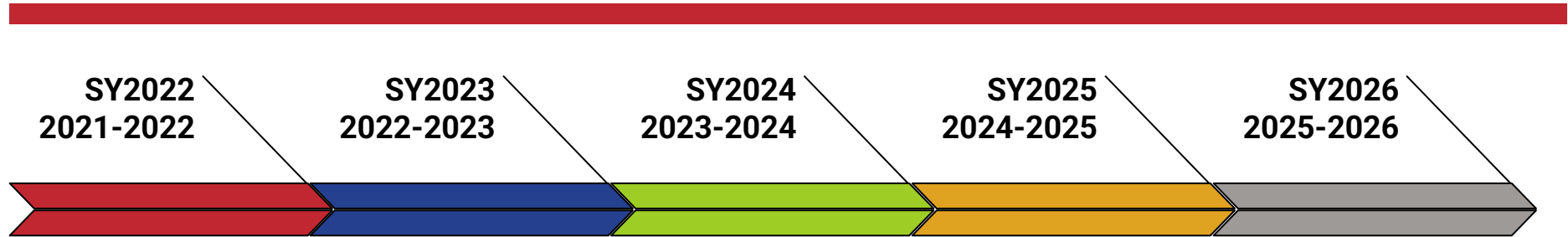
Montana Alternative Student Testing (MAST)

Education Interim Committee

Ashley McGrath | Director of Assessment | Assessment Unit
Teaching and Learning Department

June 14, 2022

Note: *slides have been updated as of 6/14/2022.*

1

Exploring Innovation in State Testing

opi.mt.gov

SY2022 2021-2022	SY2023 2022-2023	SY2024 2023-2024	SY2025 2024-2025	SY2026 2025-2026
Test Delivery Roadmap	**Transition Started**	**Expanded Field Test**	**Expanded Field Test**	**Measuring Growth**
ACCESS for ELLs	Maintain Test Delivery Contracts and Services from SY2022	Expanded Pilot/Field Test Through Course [Grades 4 and 6]	Expanded Pilot/Field Test Through Course [Grades 3 and 8]	Operationalize Through Course System [Grades 3–8]
Smarter Balanced				
Multi-State Alternate	Pilot Through Course [Grades 5 and 7]		Submit ESSA State Plan Revisions to Accountability System by Feb. 1	Submit Through Course Assessment for Peer Review
ACT with Writing				
Science Assessment				Measure Student Growth on Academic Achievement Indicator
Alt Science				
Issue Procurement Options for Through Course				

"Through-course summative assessment means an assessment system component or set of assessment system components that is administered periodically during the academic year. A student's results from through-course summative assessments must be combined to produce the student's total summative assessment score for that academic year."

−U.S. Department of Education, 2010
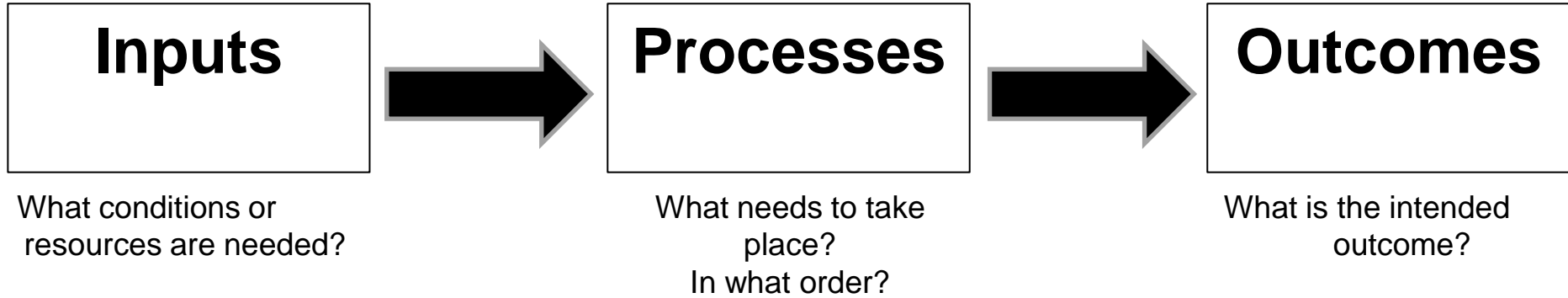
2

Vision for a Through-Year Assessment System

- Aligned to state standards and provide coverage of on-grade standards comparable to current statewide summative assessments.

- Testlets comprise approx. 8−12 items designed to measure a standard

- Use of technology to enhance student experience

- Testlets are modular and configurable such that they can be flexibly aligned with local scope and sequence

- Support reporting of finer grained information than typical summative scale scores

Example Student Experience

Content Area	Session 1		Session 2		Session 3	Session 4		Session 5		Session 6
ELA	A	B	C	D	Writing task	E	F	G	H	Writing task
Math	A B C		D E F		Performance task	G H I		J K L		Performance task

3

Montana Math and ELA Theory of Action

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Inputs	→	**Processes**	→	**Outcomes**

What conditions or resources are needed?

What needs to take place?
In what order?

What is the intended outcome?

Date	Time	Meeting Format
May 4, 2022	12:30 PM - 3:30 PM	Webinar
June 1, 2022	10:00 AM - 1:00 PM	Webinar
June 20, 2022	9:00 AM - 4:00 PM	In Person, Helena
June 21, 2022	9:00 AM - 2:00 PM	In Person, Helena
July 6, 2022	9:00 AM - 1:00 PM	Webinar
TBD	As needed.	Webinar

Phase 1:
SY2022 Test Delivery Roadmap

Click Here

In accordance with state and federal law, the OPI will maintain the state-level end-of-year assessments to satisfy ESEA-ESSA Section 1111(b)(2) throughout the pilot period.

Required Assessment	Statute References	Purpose	Subjects Assessed	Grades Assessed	Testing Window (20'-21')	Test Modality	Approx. Students Assessed	Approx. Testing Time	Funding Source
ACCESS for ELLs — English Language Learners	SEC. 1111 (b)(2)(G)[1] (b)(1)(F)[2] & ARM 10.56	• Monitor English Learner progress • Provide state, district, school, and individual student data • Program Overview Video	☑ Speaking ☑ Listening ☑ Reading ☑ Writing	K – 12	Dec 2 – Mar 11	Online & Paper	~3,500 (~2.0% of students)	2 – 3 hours	Federal Grant for State Assessments
AMSA — Alternate Montana Science Assessment	SEC. 1111 (b)(2)(D)[1] (b)(1)(E)[2] & ARM 10.56	• Provide state, district, school, and individual student data • Program Overview Video	☑ Science	5, 8 & 11	Mar 14 – Apr 29	Online	~350 (~1% of grade)	1 – 2 hours	Federal IDEA Funding
MSA — Montana Science Assessment	SEC. 1111 (b)(2)(B)[1] (b)(1)(E)[2] & ARM 10.56	• Provide state, district, school, and individual student data • Program Overview Video	☑ Science	5 & 8	Mar 14 – May 27	Online	~23,000 (11,500/ grade)	1 – 2 hours	Federal Grant for State Assessments
MSAA — Multi State Alternate Assessment	SEC. 1111 (b)(2)(D)[1] (b)(1)(E)[2] & ARM 10.56	• Provide state, district, school, and individual student data • Program Overview Video	☑ Math ☑ ELA	3 – 8 & 11	Mar 14 – Apr 29	Online	~800 (1% of grade)	2 – 3 hours	Federal IDEA Funding
SBAC — Smarter Balanced Assessment Consortium	SEC. 1111 (b)(2)(B)[1] (b)(1)(B)[2] & ARM 10.56	• Provide state, district, school, and individual student data • Program Overview Video	☑ Math ☑ ELA	3 – 8	Mar 14 – May 27	Online	~69,000 (11,500/ grade)	3 – 4 hours*	Federal Grant for State Assessments
ACT with Writing — American College Testing	SEC. 1111 (b)(2)(B)[1] (b)(1)(B)[2] & ARM 10.56	• Provide state, district, school, and individual student data • Program Overview Video	☑ Math ☑ English ☑ Writing ☑ Reading ☑ Science	11	March 29 April 12 April 26	Online & Paper	~10,500	3 – 4 hours	Federal GEAR UP Grant

Key Activities

· Maintain Test Delivery Contracts and Services Identify and engage people most proximate to the problem
· Conduct empathy interviews and conduct focus groups to inform the testlet system design.
· Involve educators participating in the pilot.
· Design and administer surveys.
· Convene stakeholder task force to provide input on the assessment design process.

Phase 2:
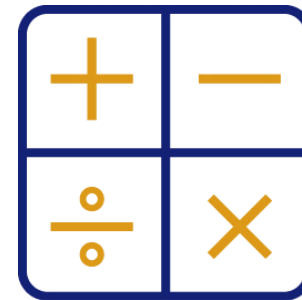## SY2023 Transition Started

New Meridian will implement the MAST Pilot Program starting in the summer of 2022. New Meridian will assist the OPI with piloting the "Through Year Assessment" in Grades 5 and 7 during the 2022-2023 school year.

Key Activities

- Item Writing Workshop – July 2022

- Identify Pilot Districts, Schools, and Educators

- Pilot Through Course Testlets in Grades 5 and 7

- Develop Additional Testlets Across Grades 4, 5, 6, and 7.

School Year: 2022−2023
Grades: 5 and 7

Math

English Language Arts (ELA)
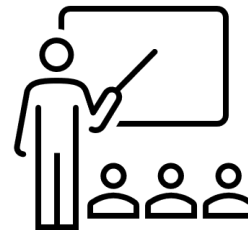
Examples of Montana Education Partners

Office of Public Instruction, Elsie Arntzen, State Superintendent

Department of Education, United States of America

New Meridian

Bill & Melinda Gates Foundation

Center for Assessment

Montana Stakeholders

Students & Families

Educators

Montana School Districts

Chan Zuckerberg Initiative

educationfirst

Walton Family Foundation

7

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Tribal Computer Programming Boost Scholarship Program (MCA 20-7-106)
HB 644
Update

1. **Review OPIs responsibility as outlined in the bill has 3 components:**

- The OPI administers the **teacher professional development component** of the program and **develops criteria to determine scholarship awardees.**

- Scholarships under the program must be used to support the **professional development of high school teachers responsible for technology instruction** and currently employed or with a contract for employment in a high school located on an Indian reservation in the state or in a high school serving members of the Little Shell Chippewa tribe.

- Scholarships are available **up to $2,000** and may only be used to defray the expenses of professional development for a teacher that results in the creation or refinement of world-class computer programming courses offered at the teacher's high school. The professional development must include coursework or other activities taken at a unit of the Montana university system, a community college, or tribal college located in the state.

2. **OPI developed an application for teachers for the scholarship:**

- OPI developed a Tribal Computer Program **application**, which is now available on the **E-grant system**.
- OPI staff will review applications to determine eligible candidates for scholarships in July 2022.
- 2 high schools are in process of completing the application: Hot Springs HS and Plenty Coup HS in Pryor
- Communication and marketing efforts for the program continue to be utilized to raise awareness for the opportunity.

3. **Pursuing opportunities with current MUS System and Tribal Colleges for teachers to earn professional development and obtain certification:**

- **Adding an additional endorsement**: For teachers who hold a Class 1 or 2 license, they could add an additional endorsement to their certificate for computer science:
    - Attend University of Montana-Western to obtain an endorsement in Computer Science
    - Earn a minor/major in Computer Science
        - University of Montana-Minor in Computer Science
        - Montana State University-Northern on Moratorium
        - Montana State University—Minor
        - Montana State University-Billings
        - Carroll College
    - With 2 years of teaching experience-take a pass the Praxis Exam for Computer Science

- **Class 5 Provisional License or Internship**: Through this route teachers could teach in computer science now if they already licensed Class 1 or 2 and complete an internship or obtain a class 5 license and attend UM-W for the endorsement.

- **Class 4 license:**   Apply for a Class 4A, 4B, or 4C CTE license:
  Computer Coding: 4A—teaching license
  An instructor endorsed in Computer Coding must hold:
  Hold a Class 1 or 2 license; and,
  Provide verification of successful completion of a blended learning professional development course of at least 60 hours by a provider recognized by the Office of Public Instruction and the Board of Public Education.
- **Class 4B and 4C license:** Class 4B and 4C license: If a candidate does not have a teaching degree, but has (5,000 hrs) 2.5 years of work experience—they could be eligible for a 4B and 4C the license and take college level courses to expand skills.