FFY 2019 Indicator B-17/C-11 Annual Performance Report (APR) Optional Template

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR). (Please limit your response to 785 characters).

The number and percent of American Indian students with disabilities who successfully complete their secondary education will increase.

Has the SiMR changed since the last SSIP submission?

No

If "Yes", provide an explanation for the change(s), including the role of stakeholders in decision-making. (Please limit your response to 1600 characters without space).

*Refer to SPP/APR Measurement Language for required information for Phases I-III including requirements for SiMR, baseline, targets, theory of action, and components of the implementation and evaluation plan.

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Baseline Data: 63.50%

Has the SiMR target changed since the last SSIP submission? No

FFY 2018 Target: 68.50% **FFY 2019 Target**: 68.50%

FFY 2018 Data: 110/66.67% **FFY 2019 Data:** 124/68.5%

Was the State's FFY 2019 Target Met? Yes

Did slippage[1] occur? No

If applicable, describe the reasons for slippage. (Please limit your response to 1600 characters without space).

[1] The definition of slippage: *A worsening from the previous data AND a failure to meet the target.* The worsening also needs to meet certain thresholds to be considered slippage:

1. For a "large" percentage (10% or above), it is considered slippage if the worsening is more than 1.0 percentage point. For example:
   a. It is not slippage if the FFY 2019 data for Indicator X are 32% and the FFY 2018 data were 32.9%.
   b. It is slippage if the FFY 2019 data for Indicator X are 32% and the FFY 2018 data were 33.1%.
2. For a "small" percentage (less than 10%), it is considered slippage if the worsening is more than 0.1 percentage point. For example:
   a. It is not slippage if the FFY 2019 data for Indicator Y are 5.1% and the FFY 2018 data were 5%.
   b. It is slippage if the FFY 2019 data for Indicator Y are 5.1% and the FFY 2018 data were 4.9%.

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Optional: Has the State collected additional data *(i.e., benchmark, CQI, survey)* that demonstrates progress toward the SiMR? No

If "Yes", describe any additional data collected by the State to assess progress toward the SiMR. (Please limit your response to 1600 characters without space).

The state did not collect any additional data.

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Did the State identify any data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? No

If "Yes", describe any data quality issues specific to the SiMR data and include actions taken to address data quality concerns. (Please limit your response to 3000 characters without space).

No data quality concerns were identified.

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Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? No

If data for this reporting period were impacted specifically by COVID-19, the State must include in the narrative for the indicator: (1) the impact on data completeness, validity and reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted the State's ability to collect the data for the indicator; and (3) any steps the State took to mitigate the impact of COVID-19 on the data collection. (Please limit your response to 3000 characters without space).

No data quality concerns directly related to COVID were identified.

Section B: Phase III Implementation, Analysis and Evaluation

Is the State's theory of action new or revised since the previous submission? No

If "Yes", please provide a description of the changes and updates to the theory of action
(Please limit your response to 1600 characters without space).

No changes were made to the theory of action.

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Did the State implement any <u>new</u> (previously or newly identified) infrastructure improvement strategies during the reporting period? Yes

If "Yes", describe each <u>new</u> (previously or newly identified) infrastructure improvement strategy and the short-term or intermediate outcomes achieved. (Please limit your response to 1600 characters without space).

Partnering with the Tribal, Family, Community Liaison/Tribal Relations and Resiliency Unit (TRRU) will allow for the Montana ESSA requirement of Tribal Consultation to move forward. The SSIP/Tribal Consultation partnership will bring experienced elders to the table along with experienced personnel at the OPI, utilizing the roots of Indigenous Restorative Practice, and a deep understanding of the traditional Indigenous ways of 1. Being; 2. Teaching and Learning; 3. Connecting to cultural roots/heritage; along with 4. Walking in both worlds. Using these traditional Indigenous ways to give a voice to our Montana Tribal Nations through their elders will be the impetus for continued movement at the OPI to give voice to Indigenous Youth, empowering staff at our schools on or near our Montana American Indian Reservations, and revitalizing hope within the communities themselves as they help their children succeed in walking in both worlds.

The TRRU was developed to build relationships and understandings within the Office of Public Instruction (OPI) and Montana school districts to incorporate Tribal voice, share resources and build connections through consultation on matters affecting American Indian students. Consultation, defined within ESSA requirements, will work to create these opportunities for school districts and tribal leaders to work collaboratively for the benefit of our youth.

The partnership of the SSIP Implementation Specialist and the TRRU team will continue providing holistic supports allowing the interagency partners to incorporate the local resources of our tribal communities into our work. Through Tribal consultation and partnership, we will lift the resiliency, wisdom and beauty of our Indigenous people at every level within OPI and local educational agencies (LEA's) and support the students in completing their secondary education.

Provide a summary of each infrastructure improvement strategy that the State <u>continued</u> to implement in the reporting period, including the short-term or intermediate outcomes achieved. (Please limit your response to 3000 characters without space).

As discussed in the Logic Model submitted with the April 2020 SSIP, the Infrastructure Improvement Strategies that Montana was going to focus on throughout Phase III of the SSIP were to –

-Create American Indian Task Force
The American Indian Achievement Task Force is now referred to as The American Indian Task Force. This is a long-standing Task Force within the OPI. The SSIP Implementation Specialist is a member of this group.

-Develop and Utilize Interagency Coordination & Communication Model
An Interagency Coordination & Communication Model is not a formalized process at the MT OPI, collaboration of key staff working to close the opportunity gap for American Indian students on or near our Montana reservation systems is at all-time high.

-Utilize Differentiated Monitoring Process
The OPI has participated in the NCSI RBAS Collaborative since its inception as a part of the first NCSI grant. Through this work, we are developing our Differentiated Monitoring Process. The process has been used with various LEAs over the last 2 years and is being reviewed by Special Education staff after every use to learn how to make it better based on feedback from the LEAs that participated in the process. This work has allowed the OPI to achieve the short-term outcome of LEAs increase use of root cause analysis to guide improvement.

The key SSIP activities (CFN and Tribal Consultation), collaborative efforts of the American Indian Task Force, increased inter agency coordination and communication, along with differentiated monitoring will positively impact the following:
-LEA willingness to engage with OPI
-LEA satisfaction with OPI interagency supports increases
-LEAs increase use of root cause analysis to guide improvement
-Teacher Effectiveness Improves
-Teacher Use of EBPs in Tiered Frameworks Increases
-Student Academic Achievement Improves
-Student Behavior Improves
-School Climate Improves
-AI Community Support for Schools Improves

Provide a description of how the State evaluated outcomes for each improvement strategy and how the evaluation data supports the decision to continue implementing the strategy. (Please limit your response to 3000 characters without space):

Based on stakeholder feedback from OPI TRRU staff, the SSIP Implementation Specialist, and staff at target LEAs, Montana has chosen to narrow it's target LEA group to those that are willing and eager to engage with TRRU and the SSIP Implementation Specialist to effect change within their LEAs.

The SSIP Implementation Specialist has been working to develop a series of surveys that will be used through the end of the 2020-2021 school year, and during the 2021-2022 school year to gauge various data points (as described in the Evaluation Questions submitted with the April 2020 SSIP submission). The surveys were not able to be sent out prior to the writing of this SSIP submission.

Attendance data has been shown to have a direct correlation to a student's likelihood of graduating from high school. Data from the target schools show that while the state's overall attendance rate for Native American students identified as special education students dropped slightly from FFY2018 (86.7%) to FFY2019 (85.3%), average attendance rates for the target LEAs increased overall from FFY2018 (82.8%) to FFY2019 (86.3%).

Completion data shows that statewide, the completion rate for Native American Special Education students increased from 66.7% in FFY2018 to 68.5% in FFY2019.

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period. (Please limit your response to 3000 characters without space)**:**

The OPI will continue to work on each of the infrastructure improvement strategies over the next year.

-Create American Indian Task Force
The task force developed a clear vision that it is not a lack of achievement on the part of American Indian students in Montana, but a lack of opportunities in their academic settings. Renewed vision lent itself to define two goals to guide the work: a) develop a framework that guides districts on how to structure education that fits American Indian learners, one that is focusing on the whole child, and includes building self-identity and building on the strengths and values of the Indigenous people and their culture; and b) develop an agency plan on how we use American Indian student data to monitor that the work we are doing with American Indian students is successful and closes the opportunity gap.

-Develop and Utilize Interagency Coordination & Communication Model
Job sharing through our monthly union meetings opens doors for alignment of efforts that weren't recognized prior to this activity; monthly meetings with the SSIP Implementation Specialist and SPDG Director ensure collaborative efforts while reducing duplication as keys to success for both initiatives; weekly communication between the SSIP Implementation Specialist and the TRRU Director involve updates, co-planning, sharing of research, and vetting ideas to strengthen outlined SSIP activities; and a cross divisional work group tasked with providing training on effective and purposeful use of federal funding streams along with guidance on how to evaluate and align participation in the various grant activities the MT OPI offers our LEA partners has recently begun.

-Utilize Differentiated Monitoring Process
In addition to the on-site monitoring process, the division annually looks at a number of data points regarding each district to help determine where additional resources or training and technical assistance might need to be provided. Data such as graduation and dropout rates, student achievement, maintenance of effort, etc., are examined. A district data profile has been developed and continues to be refined. It is anticipated that by the next reporting period data drill down trainings will be available for school staff and considered as they plan their continuous improvement activities.

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Did the State implement any <u>new</u> (previously or newly identified) evidence-based practices?

Yes

If "Yes", describe the selection process for the <u>new</u> (previously or newly identified) evidence-based practices. (Please limit your response to 1600 characters without space):

After researching content, a Critical Friends' Network (CFN) has been developed. This CFN is based on the premise that professional development offered through a Professional Learning Community (PLC) or Personalized Learning Network (PLN) provides the reciprocity of sharing information on an equal level. No one individual is 'the expert' but rather all participants come with valuable experiences to share with each other while simultaneously learning from each other. The CFN will follow "Desimone's (2009) five features of effective professional development: content focus (studying subject matter); active learning (observing, reviewing, discussing); coherence (demonstrating consistency with knowledge, beliefs, policies, and reforms); duration (engaging in 20 or more hours of contact time spread over a semester); and collective participation (interacting and conversing with colleagues)." (Rock, 2019)

The chosen content of inclusion leads to rich discussion, inner reflection, group reflection, and promotes outside-of-the-box thinking to celebrate what is working and strive to expand on successes while improving teaching and learning outcomes for staff and students. This CFN is regionally based, open by invite only to special education teachers in our SSIP target schools. The roll out process began in January 2021 with the NE Region schools on the Fort Belknap Reservation and Fort Peck Reservation. An anticipated roll out in our SE Region schools on the Northern Cheyenne Reservation and Crow Reservation. Targeted areas for roll out are based on already established relationships as the key to the SSIP success is relationships.

Reference:

Rock, M. (2019). The eCoaching Continuum for Educators: Using Technology to Enrich Professional Development and Improve Student Outcomes. Alexandria, VA: ASCD.

Provide a summary of the <u>continued</u> evidence-based practices and how the evidence-based practices are intended to impact the SiMR. (Please limit your response to 1600 characters without space):

Following the revamping of the Theory of Action, Logic Model, and Evaluation questions that were submitted in the April 2020 SSIP submission, Montana spent the reporting year continuing to work on infrastructure improvement strategies and determining which evidence-based practices to use moving forward.

There are no continued evidence-based practices to report here.

Describe the data collected to evaluate and monitor fidelity of implementation and to assess practice change. (Please limit your response to 1600 characters without space)***:***

The following data sets are being utilized to progress monitor the Montana SSIP activities:
a) Anecdotal and qualitative data through use of tools such as Google's Jamboard (available for the FFY2020 submission)
b) Quantitative data such as completion rates and attendance
c) Rubrics developed for use with both the Critical Friends' Network(s) and the Tribal Consultation process (per individual tribal group involved). The rubrics are identical in nature just adjusted to fit the applicable activity. The rubrics are an adaptation from Killion's (2008) book, Assessing Impact: Evaluating Staff Development (2nd Ed.). Rubric selection is based on the following criteria:
1) it is a continuum of growth; 2) doesn't require administering on a regular basis but at random check points; 3) demonstrates a partnership in the process as well as an opt out; 4) and it is qualitative in nature staying clear of quantifying professional relationships and growing together to better serve students.
Gathered quantitative data is secure within the OPI policies and procedures ensuring its validity and reliability. Qualitative data gathered will be maintained with the same integrity and standards.

Reference:
Killion, J. (2008). Assessing Impact: Evaluating Staff Development (2nd Ed.). Thousand Oaks, CA: Corwin Press.

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Describe the components (professional development activities, policies/procedures revisions, and/or practices, etc.) implemented during the reporting period to support the knowledge and use of selected evidence-based practices. (Please limit your response to 1600 characters without space):

Following the revamping of the Theory of Action, Logic Model, and Evaluation questions that were submitted in the April 2020 SSIP submission, Montana spent the reporting year continuing to work on infrastructure improvement strategies and determining which evidence-based practices to use moving forward.

Our SSIP goals and activities align with Montana's ESSA Plan, Montana's past and current SPDG, the OPI American Indian Student Achievement and TRRU units, post School Climate Transformation Grant (SCTG) closure with continuation of work accomplished during grant duration:

a) Continued training in Restorative Practice as well as Train-the-Trainers provided for both internal OPI personnel, external LEA partners, and Montana higher education partners.
b) Key SSIP activities (CFN and Tribal Consultation) are a continuation of the work scope outlined and carried out through Montana's School Climate Transformation Grant (2015 – 2020). We have kept the momentum going by seamlessly moving them into our SSIP/ESSA/SPDG work scope.
c) The Special Education Unit engages in learning networks such as book studies to increase and strengthen our knowledge and skill set in areas such as coaching/mentoring and the use of virtual platforms. This aligns current SPDG/SSIP goals.
d) the SSIP Implementation Specialist continues to be an active participant in professional development opportunities OSEP provides through SPDG activities (Coaching CoP, Director's Webinars, MTSS CoP, and awaiting the revival of the SSIP CoP).

Section C: Stakeholder Engagement

Describe the specific strategies implemented to engage stakeholders in key improvement efforts. (Please limit your response to 3000 characters without space):

Due to COVID, the annual Spring Stakeholder meeting that brings together stakeholders from various groups (see previous SSIP submissions for details) was not held in Spring 2020. Our targeted school partner stakeholders, and our internal stakeholders moved forward with intentionality on the SSIP throughout the year, despite the limitations of COVID.

Many Tribal Nations have a tradition of offering gifts as a way to honor individuals and their accomplishments. As a part of beginning the Critical Friends Network (described above), we have begun to offer a selection of professional materials as a 'give away offering' to acknowledge, honor and support Indigenous teachers educational efforts. These materials, distributed in December of 2020, are designed for professional growth on the part of the teachers as well as increasing literacy skills for their students (2 adult references and selection of children's literature where all characters in the books are Indigenous).

Internally, the OPI special education unit has supported/provided the following meetings to present information on, and gather feedback from, OPI staff (internal stakeholders):
a) the OPI's American Indian Student Achievement Unit provided training to any internal employee who wanted to participate on Montana Tribal histories, both historical and present-day status.
b) the SSIP Implementation Specialist presented during the March 2021 monthly union meeting
c) the SSIP Implementation Specialist continues to be an active participant in professional development opportunities OSEP provides through SPDG activities

Were there any concerns expressed by stakeholders during engagement activities?

No

If "Yes", describe how the State addressed the concerns expressed by stakeholders.
(Please limit your response to 1600 characters without space)*:*

Due to COVID, the annual Spring Stakeholder meeting that brings together stakeholders from various groups (see previous SSIP submissions for details) was not held in Spring 2020. Our targeted school partner stakeholders, and our internal stakeholders moved forward with intentionality on the SSIP throughout the year, despite the limitations of COVID.

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If applicable, describe the action(s) that the State implemented to address any FFY 2018 SPP/APR required OSEP response. (Please limit your response to 3000 characters without space):

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