

# Montana Board of Public Education Executive Summary

Date: January 18-19, 2024

<b>Presentation</b>	Superintendent's Report
<b>Presenter</b>	Elsie Arntzen
<b>Position Title</b>	Montana State Superintendent Office of Public Instruction
<b>Overview</b>	This is an informational item to review updates from the Office of Public Instruction, including assessments, MAST, ESSER, accreditation, rigorous action, transportation, and content standards revisions, and data modernization.
<b>Requested Decision(s)</b>	Informational Item
<b>Related Issue(s)</b>	Assessment; MAST; ESSER; Accreditation; Rigorous Action; Transportation; Content Standards; Data Modernization
<b>Recommendation(s)</b>	n/a



Montana  
**Office of Public Instruction**  
Elsie Arntzen, State Superintendent  
[opi.mt.gov](http://opi.mt.gov)

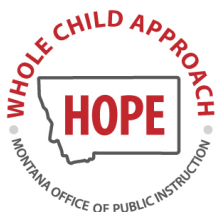


## Superintendent Arntzen's Report to the Board of Public Education as of January 4, 2024

### Superintendent Arntzen's Message:



Please listen to [Superintendent Arntzen's New Year Message](#).



**Assessment Update:**



Please see the 2023-2024 Montana Statewide Assessment Update attached at the end of this report.

Cedar Rose, Assessment Director, is standing by for questions.

**Montana Alternative Assessment Testing Program (MAST) Update:**



Remember the **next testing** windows are:

- Testing Window #3: January 29 - February 16, 2024
- Testing Window #4: March 11 - April 5, 2024 (performance tasks)
- Testing Window #5: April 15 - May 10, 2024

The first Montana MAST Through-Year Assessment Summit will be held on February 27, 2024, from 9:00 AM to 3:30 PM. Hosted virtually, this event is tailored to Montana school personnel involved in grades 3-8 assessment in preparation for MAST statewide implementation in the 2024-2025 school year.

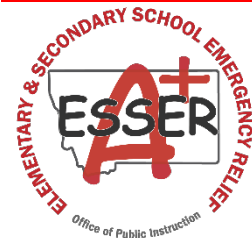
The agenda features engaging discussions with keynote speakers, including representatives from Education First, the Center for Assessment, and New Meridian. Topics range from the foundations of through-year assessments to Montana's MAST implementation. Join participation-based sessions, role-alike discussions, and a panel on family engagement. The day concludes with insights into educator engagement, score report development, accommodations, and instructional utility.

For more information, contact Tressa Graveley, Assessment Specialist.

Please see the MAST Update attached at the end of this report.

Krystal Smith, Education Innovation Manager, is standing by for questions.

**Elementary and Secondary Schools Emergency Relief Funds (ESSER) Update:**



Thank you to Victor, Evergreen, Corvallis, and Frenchtown school districts for their examples of ESSER processing support documents which are posted on the ESSER website under 'stories'.

There are still Afterschool and Summer School grants available with a continued focus on math and literacy. Data on 2022-2023 Afterschool and Summer School grants is:

Afterschool 2022, Summer 2022, Afterschool 2023, Summer 2023	
<b>Totals for 22-23</b>	
Total Amount of Funding Payments	\$3,724,917.00
Total Number of Students who participated	11393
Total Number of Student Participants in grades K-5:	6304
Total Number of Student Participants in grades 6-8:	3300
Total Number of Student Participants in grades 9-12:	1844
Total Number of Students who Participated at least 51% of the time:	8715
Average hours per week students participated in programming:	14
Average Percentage of students who qualified as Low-Income	51%

The state-wide ESSER allocation through December 27, 2023, is:

**State Level ESSER Activity**

<b><u>Program</u></b>	<b><u>Allocated</u></b>	<b><u>Expended</u></b>	<b><u>Balance</u></b>	<b><u>Percentage Expended</u></b>
ESSER I	\$ 41,295,230	\$ 41,295,230	\$ -	<b>100%</b>
ESSER II	\$ 170,099,465	\$ 168,723,409	\$ 1,376,056	<b>99%</b>
ESSER III	\$ 382,019,236	\$ 199,818,060	\$ 182,201,176	<b>52%</b>
<b>Totals</b>	<b>\$ 593,413,931</b>	<b>\$ 409,836,699</b>	<b>\$ 183,577,232</b>	<b>69%</b>

Please see the ESSER Update attached at the end of this report.

For more information on ESSER please click [here](#) or contact Wendi Fawns at [wendi.fawns@mt.gov](mailto:wendi.fawns@mt.gov).

**Accreditation Process Update:**



Please see the Accreditation Process Update for 2023-2024 attached at the end of this report.

Crystal Andrews, Accreditation and Licensure Director, is standing by for questions.

**Rigorous Action Update:**



Please see the Rigorous Action Update attached at the end of this report.

Carrie Kouba, School Innovation and Improvement Senior Manager, is standing by for questions.

**Pupil Transportation Update:**



Please see the FY 2023 Statewide Pupil Transportation Report attached at the end of this report.

Donell Rosenthal, State Transportation Specialist, is standing by for questions.

### **State Content Standards Update:**



Please see the K-12 Content Standards Revisions Update attached at the end of this report.

Marie Judisch, Senior Manager of Teaching and Learning, is standing by for questions.

### **Data Modernization Update:**



Please see the HB 367 OPI Data Modernization Status and Overview Report attached at the end of this report.

Chris Sinrud, Chief Information Officer, is standing by for questions.

### **OPI's New State Director of Special Education - Danni McCarthy:**



Superintendent Elsie Arntzen has hired Danni McCarthy as the Office of Public Instruction's (OPI) State Special Education (SPED) Director. The SPED Director is responsible for managing the OPI's special education unit, which is comprised of School Improvement, Continuing Education and Technical Assistance, Early Childhood Education, Data Systems and Reporting, Stipend Programs, Dispute Resolution, and the Early Assistance Program.

“Our students with disabilities are my number one priority,” said Danni McCarthy. “I look forward to working with our school districts, cooperatives, parents, and other stakeholders to achieve positive outcomes for our students in Montana.”

Danni graduated from Carroll College with a degree in Elementary Education and a minor in Special Education. She graduated from Northwest Nazarene University with her Education Specialist Degree in Educational Leadership. Danni comes into this job with 20 years of experience in the field of special education. She was a special education teacher for 7 years and has been with OPI's special education unit for 13 years in various roles, most recently as the fiscal and reporting manager.

For more information, please contact Patrick Cates, Student Support Services Senior Manager at [patrick.cates@mt.gov](mailto:patrick.cates@mt.gov) or 406-594-9993.

## 2023-2024 Montana Purple Star Schools and Purple Star Champions:



In November the Montana Military Interstate Children's Compact Commission (MIC3) and Superintendent Arntzen proudly announced Montana's Purple Star Schools and Purple Star Champions Awardees for 2023-2024.

Montana's 2023-2024 Purple Star School Awardees are:

- Valley Christian School, Missoula, MT (renewal)
- Loy Elementary School, Great Falls, MT (renewal)
- North Middle School, Great Falls, MT (renewal)
- CMR High School, Great Falls, MT (renewal)
- Washington Middle School, Glendive, MT

The 2023- 2024 Purple Star Champion Awardees are:

- **Nick Budeski**, CMR High School Counselor, Great Falls, MT. Nick has been teaching



for 14 years. He has served as a warehouse driver, an English and Resource teacher, a school within a school specialist, and a counselor. Nick takes great pride in serving military families and supporting military career exploration in his current role as a counselor at CMR High School. He has extensive connections in the community and works with every military branch in Great Falls to provide students opportunities for career exploration within the military. Nick oversees the CMR Student2Student (S2S) new student support club, which takes special care to help new military students transition into CMR.

- **Jamie Williams**, CMR High School Librarian and Instructional Coach, Great Falls, MT.



Jamie has been a librarian in Great Falls Public Schools for 18 years at CMR. She also specializes as a part-time instructional coach. Jamie supports students, staff, and parents with technology needs, engagement strategies, online learning platforms, and research needs. She also engages with students through extracurricular activities like 4H and Leadership High School. Jamie takes great pride and goes out of her way to help coordinate activities with Malmstrom Air Force Base, specifically to support newly arrived military families and their students transition to CMR and be academically successful.

- **Lisa Sapp**, Malmstrom Air Force Base, School Liaison, Great Falls, MT. Lisa is a



Department of the Air Force School Liaison for the 341st Missile Wing, Malmstrom Air Force Base, Montana. As the only active-duty military base in the state, Sapp serves as the total force education navigator for approximately 10,000 military-connected students statewide. She is the primary point of contact as the base subject matter expert for highly mobile students in transition. Her position is crucial in identifying academic barriers and in developing real-time solutions that enhance educational opportunities with thriving local

community and state-level partnerships.

The Purple Star Award distinguishes Montana schools and individual champions who have displayed extraordinary commitment to supporting our military students and their families. To qualify as a Purple Star School, each school must meet specific designation criteria and be given support through the state and national Military Interstate Children's Compact Commission to

continue the strong support of our military-connected students and families. This is the fourth year MIC3 and OPI will be recognizing Montana’s military-friendly schools with the **Purple Star School Award**. This is the third year recognizing and awarding **Montana Purple Star Champions**.

### **Education Savings Account Steering Members:**



Superintendent Arntzen has chosen 15 Montanans to serve on the Education Savings Account Steering Committee. The Education Savings Account (ESA), created by HB 393, sponsored by Representative Sue Vinton. The Education Savings Account Steering Committee will provide strategic advisory support to ensure the administrative process of the ESA program meets the needs of students and families enrolled in the program.

The members of the ESA Steering Committee are:

- **Alba Pimentel**, Parent/Guardian from Billings
- **Brad Tschida**, Educator from Missoula
- **Chas Haggerty**, Education Service Provider from Billings
- **Sue Furey**, Educator from Missoula
- **Katherine Walter**, Parent/Guardian from White Sulphur Springs
- **Rebecca Richards**, Parent/Guardian from Great Falls
- **Jennifer Duray**, Parent/Guardian from Billings
- **Stephanie Keeth**, Parent/Guardian from Billings
- **Clifton Grilley**, Parent/Guardian from Power
- **Jean Curtiss**, Community Member from Missoula
- **Lisa Gunderson**, Parent/Guardian from Choteau
- **Robin Urbaska**, Parent/Guardian from Billings
- **Sarah Whitney**, Parent/Guardian from Great Falls
- **Louisa Libertelli Dunn**, Community Member from Great Falls
- **Amanda Christofferson**, Education Service Provider from Havre



The committee’s first meeting will be held virtually on January 9, 2024, at 4:30 PM. The meeting link is [here](#).

### **Teacher Residency Update:**



The Montana Teacher Residency Program will be promoted by the US Department of Education (DOE) in a video series on best practices in education. The DOE’s Best Practices Clearinghouse is creating a video series titled “Focus on the Field.” This series will promote state education agencies and local school districts’ implementation of federal COVID relief funds. The Teacher Residency Program video was chosen to highlight innovative solutions to educator shortages. Currently, there are 23 residents

in 13 school districts.

Three of these school districts will be highlighted in the video series with a unique perspective of a large district, a small rural district, and a tribal district:

- Great Falls Public Schools

- Vaughn K-8 School
- Browning Public Schools

Montana was selected from over 60 programs and organizations from across the country. The video series will be finalized in early 2024 and will be available to state and local education agencies through the Clearinghouse's Resource Library.

On March 7-8 there will be a virtual event for Teacher Residents focused on employability, professionalism, and interview and resume development.

For more information, please contact Krystal Smith, Operations Manager, at Krystal.Smith@mt.gov or (406) 249-0758.





Cedar Rose  
Assessment Director  
Cedar.rose@mt.gov

Putting Montana Students First **A<sup>+</sup>**



# ASSESSMENT UPDATE

January 2024

# 2023-2024 TESTING WINDOWS

Montana Office of Public Instruction  
 Published Test Windows for All Required Statewide Assessments  
 2023–2024 School Year

	ACCESS for ELLs	Multi-State Alternate	Alternate Science	Science	Smarter Balanced	ACT with Writing	MAST
Required Subjects	English Language Proficiency (ELP)	Math and ELA	Science	Science	Math and ELA	Math, ELA, and Science	Math and ELA
Student Group	English Learners	SwSCDs	SwSCDs	General	General	General	General
Grades Tested	Grades K–12	Grades 3–8, 11	Grades 5, 8, 11	Grades 5, 8	Grades 3–8	Grade 11	Grades 3–8
Window Period	12 weeks	7 weeks	7 weeks	12 weeks	12 weeks	6 weeks	5 windows 3 weeks each
Anticipated* SY2023-24 Test Windows	December 4 – February 23	March 11 – April 26	March 11 – April 26	March 4 – May 24	March 4 – May 24	Window 1: March 26 – April 5	October 23- November 10 November 27- December 15
						Window 2: April 9–19	January 29- February 16 March 11- April 5
						Window 3: April 23–May 3	April 15- May 10

Updated by the Office of Public Instruction on  
 June 15, 2023.

Putting Montana Students First



Note: Dates and information listed in this schedule are subject to change at any time or without notice.

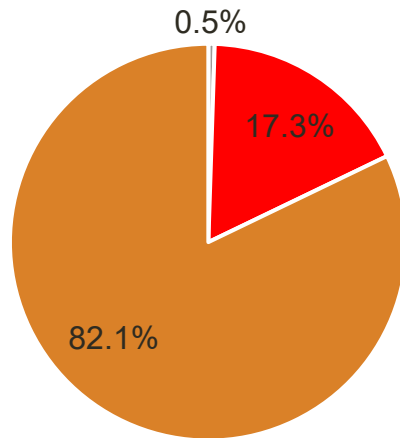
Putting Montana Students First **A+**

Note: SwSCDs is an acronym for student with significant cognitive disabilities and 'SY' is the abbreviation for school year.



# MONITORING & FIELD OUTREACH

ACCESS Completion as of 12/29/2023



■ % In Progress ■ % Completed ■ % Not Started



Bi-weekly general completion updates sent to all System Test Coordinators (STCs).



Weekly targeted emails sent to the STC, superintendent, and building level administrator of any school in danger of not completing assessments.



Monitoring initiated with the opening of the ACCESS window. First general outreach to STCs on January 8.

# UPCOMING ASSESSMENT EVENTS

## Monthly Webinars

- February: *Five Things You Must Know about the Smarter Balanced and Science Assessments this Year*
- March: *Five Things You Must Know About High School Assessments This Year*
- April: *Gearing-Up for MAST*
- May: *Meaningful Score Reports*
- June: *Wrapping-Up and Looking Forward*

## Winter Technical Advisory Committee Meeting

- January 30-February 1

## MAST Through-Year Assessment Summit

- February 27





Krystal Smith  
Education Innovation Manager  
Krystal.smith@mt.gov

Putting Montana Students First **A+**

# MONTANA ALTERNATIVE STUDENT ASSESSMENT UPDATE

January 2024



OPI.MT.GOV



## Montana Alternative Student Testing (MAST) Pilot

### **Update:**

The MAST pilot will begin its third testing window soon, running from January 29th to February 16th. During this window, students will complete two English language art testlets aligned to Montana standards at a middle-of-year complexity as well as math testlets based on school-level pacing and sequencing. After the completion of the first two testing windows, the OPI team held listening sessions, gathering feedback from district leaders, teachers, testing coordinators, and special education directors. This valuable user experience information led to immediate modifications to the testing platform and procedures. The OPI team, along with New Meridian, conducted on-site visits during the first and second testing windows to monitor testlet facilitation and gather additional feedback from pilot districts.

### **MAST Participation:**

On December 15, 2023 the OPI submitted its MAST participation business rules to the US Department of Education, as requested when Montana received its double-testing flexibility waiver. Below is a summary of that document.

### Montana Alternative Student Assessment (MAST) Overview

Schools participating in the MAST pilot for Math and ELA grades 3 to 8 can do so in one of two ways:

**Through-Year (Form A):** Schools participating in the through-year model submitted a local scope and sequence to align MAST testlets to local curriculum. As part of the pilot program, schools administer the MAST testlets during all five testing windows scheduled throughout the year.

### **MAST Testing Windows**

Window	Start Date	End Date	ELA	Math*
1	October 23, 2023	November 10, 2023	2 Testlets	1-3 Testlets
2	November 27, 2023	December 15, 2023	N/A	1-3 Testlets
3	January 29, 2024	February 16, 2024	2 Testlets	1-5 Testlets
4	March 11, 2024	April 5, 2024	Performance Task	1-5 Testlets
5	April 15, 2024	May 10, 2024	2 Testlets	1-6 Testlets

\*The number of testlets vary based on each school's local curriculum sequence.

**Form B:** Schools participating in Form B will take the through-year testlets as an end-of-year "summative" assessment. The Form B administration at year-end for students not in



through-year testing allows for a comparison of item parameters (e.g., difficulty and discrimination) across testlets. Schools administering Form B will test in the final testing window *only*—April 15 - May 10, 2024.

As outlined in the Montana Flexibility Testing Waiver, schools participating in the MAST pilot, whether through Form A or Form B, are not required to administer the Statewide Summative (Smarter Balanced) Assessment. Schools participating in either subgroup of the MAST Pilot are still required to administer the Montana Science Assessment (MSA) to students in grades 5 and 8. Students eligible to participate in the alternate assessments will continue to take the Multi-State Alternate Assessment (MSAA) in grades 3-8 and the Alternate Montana Science Assessment (AMSA) in grades 5 and 8.

#### Through-Year (Form A) Participants:

- Each school participating in the MAST Through-Year Pilot is expected to assess all eligible students at a participation rate of at least 95%, including a 95% participation rate for each sub-group, in accordance with section 1111(c)(4)(E)(iii), within each administration window.
- Full participation includes completion of all assigned ELA and math testlets assigned according to the submitted school curriculum alignment survey.
  - If individual students are not able to complete assigned testlets in any window due to a medical reason, schools are to report non-participation through the MontCAS Application in accordance with [state assessment policy](#).

#### Form B Participants:

- Each school is expected to assess all eligible students within the final testing window (April 15 - May 10, 2024) at a participation rate of at least 95%, including a 95% participation rate for each sub-group, in accordance with section 1111(c)(4)(E)(iii).
  - If individual students are not able to complete assigned testlets due to a medical reason, districts are to report non-participation through the MontCAS Application in accordance with [state assessment policy](#).

#### Smarter Balanced Assessment Notification & Non-Participation:

- No later than the end of MAST Window 5 (May 10), the OPI will finalize participation data to identify districts well below the 95% participation rate in the previous windows. Those districts will be notified no later than Tuesday, May 14 about Smarter Balanced Assessment testing requirements in the remainder of the Smarter Balanced Assessment testing window ending May 24, 2024.

Each school not participating in the MAST Through-Year Pilot and administering the Smarter Balanced Assessment is expected to assess all eligible students at a participation rate of at least



95% in accordance with section 1111(c)(4)(E)(iii) within the administration window (March 4 - May 24, 2024). Participation will be monitored, and outreach will be provided by the OPI throughout the entirety of the Smarter Balanced Assessment window to ensure participation rates continue to be maintained.

### Participation Monitoring:

During the first two windows and continuing into the next three windows, the MAST team commits to monitoring student participation numbers. Below is a summary of how this occurs as well as the support and communication provided to districts during each testing window.

### In-Window Monitoring:

#### District and School-level monitoring

- Schools will monitor testlet completion within the KITE platform using the *Dashboard* feature below

### Dashboard Sample

District: Kila As of: Friday 12/01/2023 12:07 AM CST

Subject	Test Sessions Completed			School Year 2023-2024					Test Sessions Reactivated	
	Today 12/01	Prior Day 11/30	School Year 2023-2024	Students Assigned	Students All Sessions Unused	Students All Sessions In-progress	Students All Sessions Complete	Students Percent Complete	Prior Day 11/30	School Year 2023-2024
Testlet										
Mathematics	n/a	0	49	114	123	0	49	43.0%	n/a	n/a

- Districts and schools can also pull student-level completion reports to identify student testing progress within each testing window.

#### OPI Monitoring

- Throughout each testing window, the OPI MAST Assessment Specialist will monitor overall state and individual school completion.
- Outreach will occur 3-4 times throughout each window, including general outreach to all participating school System Testing Coordinators (STC), and subsequent targeted outreach to the STC, principal, and superintendent of each school not reaching completion thresholds.
- Schools that are substantially below the 95% participation rate in each window will be contacted by the OPI to better understand the participation discrepancy and to provide support and discuss the next steps.
- OPI will continuously monitor sub-group participation including:
  - students with disabilities including the use of accommodations;
  - students from major racial and ethnic groups; and
  - English learners.

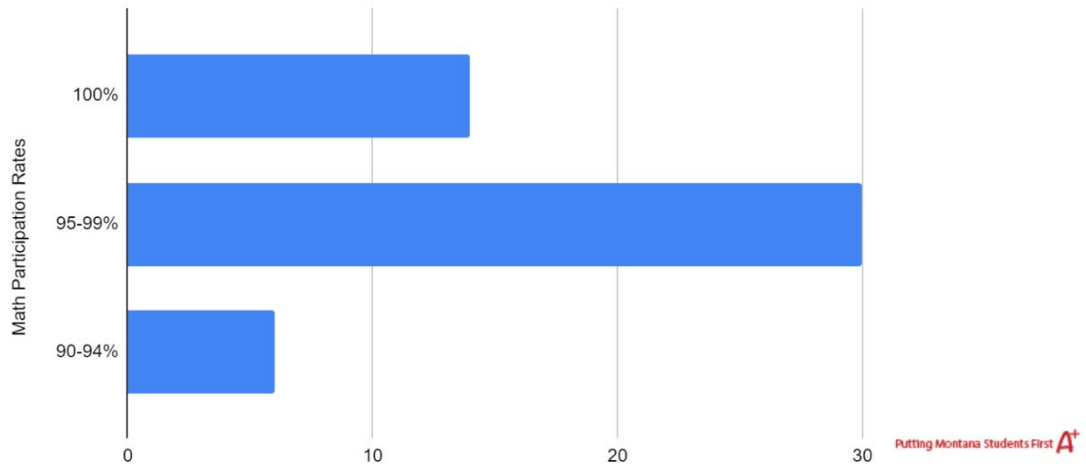




The following two graphs show the completion rates from the first testing window.

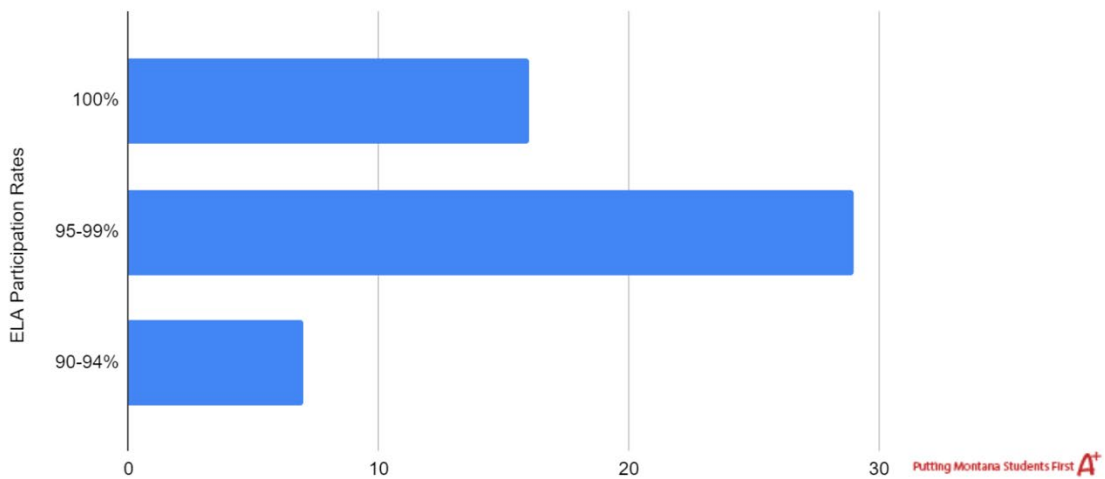
## Window 1 Debrief: Math Overall Participation

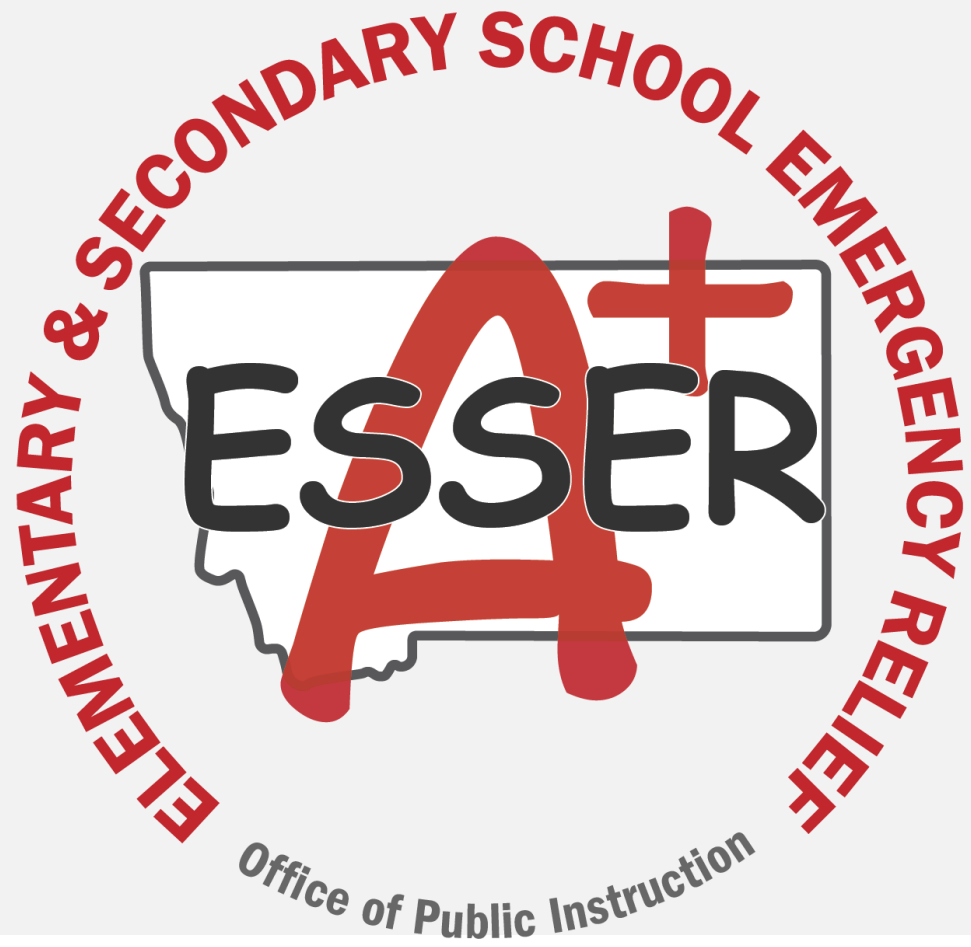
Math Participation Rates



## Window 1 Debrief: ELA Overall Participation

ELA Participation Rates





Wendi Fawns  
ESSER/EANS Director  
Wendi.fawns@mt.gov

Putting Montana Students First **A+**



## ESSER UPDATE

January 2024



## ESSER II \$170M Grant Compliances

- ARP Plans – Use of Funds
- Self-Assessment Monitoring
- Annual Grant Reporting
- Large and/or capitalized expenditures

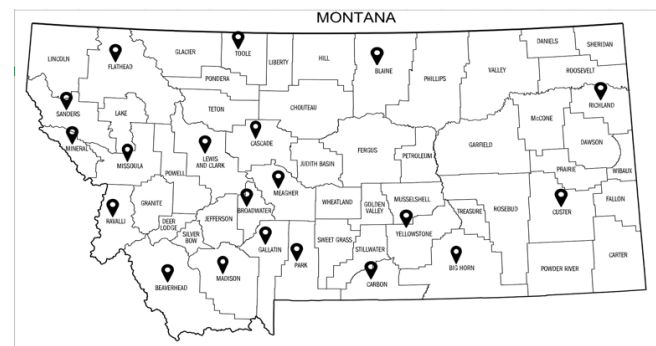
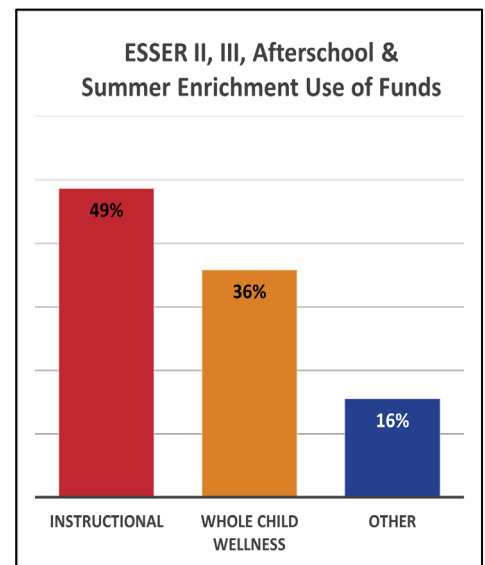
## ESSER Grant Funding Project Outcomes

- 276 schools representing 839 projects
  - 313 projects Sept 2022 & Sept 2023
  - 95 projects Oct 2023 and Dec 2023
  - 280 Air Quality projects (HVAC, windows, asbestos)
  - 62 Water projects (lead, bathroom, water)
  - 72 Safety projects (cameras, doors, fence)
  - 49 Outdoor Learning Space
  - 24 Communication (phone, reader boards)
  - 22 Curriculum
  - 29 Transportation
  - 76 Technology Access projects (server, chrome, iPad)



## Extended/Expanded (ELO) Programs Reading & Math

- Partnerships between Schools & Community - Schools, banks, higher education, Cultural & Faith-Based contributing to facility, staffing, funding, curriculum
- 56 LEAs representing 39 none schools and 17 schools
- \$3,724,917 used to provide 101 program efforts serving 11,393 students (Fy21, FY22 and FY23 not fall)
- 14 hours/week average and 51% qualified as Low Income
- 73 Math, 8 Reading, and 20 providing both
- 6034 or 30% of students were in K-5<sup>th</sup> grade
- 3300 or 30% of the students were in 6-8<sup>th</sup> grade
- 1844 or 15% of the students were in high school





## Ingenium



Starting in 2011, Ingenium has been working with schools in Great Falls Montana to offer programs for over 3,000 youth. Ingenium teaches students math and literacy skills through the development of computer games connecting STEAM education to real-world careers. With a focus on social-emotional learning and addressing barriers caused by economic and geographic status.

*For program details please click the link below:*

### ELO Application History

Afterschool 2022-Summer 2024

### Total ESSER ELO Funding

\$86,256.00

### Average participation

6 hours per week

## Target Range – Outdoor Learning



Boosted by community engagement in student learning in all settings, the Target Range K-8 school generated smiles and brain cell activity as students decided what their new outdoor learning space would look like. The cost was high, but the community came together through several fundraising efforts including a jogathon. ESSER funding, which is designed to assist schools in meeting

academic and social-emotional needs impacted by the pandemic, was used to complete the project this past year.

### ESSER Application History

ESSER II & III

### ESSER Funding

Standard Oper-Pupil: \$11k  
One-Time Per-Pupil: \$2k

### Program Focus

Outdoor Learning Space

## Hamilton Players



With the support of ESSER ELO funding, Hamilton Players has achieved several measurable education goals that support Montana youth development. With a focus on reading education to address learning loss, Hamilton Players provided students with learning-based activities like script reading and self-confidence through performance.

### ELO Application History

Summer 2023

### Total ELO Funding

\$25,000

### Program Focus

Reading



# ACCREDITATION PROCESS UPDATE

Crystal Andrews  
Licensure and Accreditation  
Director  
Crystal.andrews@mt.gov

Putting Montana Students First **A+**



January 2024

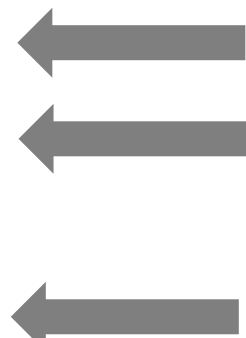
OPI.MT.GOV



**Accreditation Process 2023-24  
 Board of Public Education- January Update**

1. Since the last meeting, the Accreditation team has held 5 PD sessions along with a follow-up SAM webinar that was wonderfully attended again.
2. The team has also been working with districts to review evidence pieces and answer questions.
3. The Accreditation platform will be available on January 31, 2024, and training for districts will take place February 1-2.
4. The 2023-24 Accreditation Process due date is March 29, 2024.
5. Below are recordings of all of the professional development sessions (found on the Accreditation [webpage](#)) held that we are encouraging districts to review.

<b>September</b>		
28th	ISAP & Educational Goals	
▪ 12:00PM - 2:00PM	Rubric Scoring	<a href="#">RECORDING</a>
29th	CNA & Stakeholder Engagement	<a href="#">Presentation</a>
▪ 9:00AM - 11:00AM		
<b>October</b>		
11th - Session 1		<a href="#">Session 1-Recording</a>
▪ 8:30AM - 10:00AM	Accreditation PD - ISAP Deep Dive	<a href="#">Session 1- Presentation</a>
13th - Session 2		<a href="#">Session 2 -Recording</a>
▪ 2:00PM - 3:30PM		<a href="#">Session 2 - Presentation</a>
<b>November</b>		
1st		
▪ 4:00PM - 5:30PM		
3rd	Accreditation PD - ISAP Deep Dive	See recordings above (repeat sessions).
▪ 12:00PM - 1:30PM		
8th		<a href="#">RECORDING</a>
▪ 9:00AM - 12:00PM	Accreditation PD - Small/Rural Schools	<a href="#">Presentation</a>
13th		<a href="#">RECORDING</a>
▪ 12:00PM - 3:00PM	Indian Education for All & Student Performance	<a href="#">Presentation</a>
29th		
▪ 1:30PM - 3:00PM*	Graduate Profile- A special session with John Clements and Mary Anne Moran	Link coming for the recording.
<b>December</b>		
15th		<a href="#">RECORDING</a>
▪ 9:30AM- 10:15AM	Accreditation To-Do	<a href="#">Presentation</a>
<b>January</b>		
9th		Virtual
▪ 9:00AM- 9:45AM	Accreditation To-Do	<a href="#">Zoom Link</a>
25th		Virtual
▪ TBD	Family and Community Engagement A special session with Paul Buttner	SIGN-UP TO COME



**Upcoming Professional Development:**

Jan 25: Family and Community Engagement

Feb 1-2: The New Accreditation Tool

Feb 20-22: Virtual Work Sessions

Feb 26: Billings Work Session

Feb 28: Missoula Work Session

Feb 29: Helena Work Session

Mar 1: Havre Work Session

Mar 5-7: Virtual Work Sessions



Carrie Kouba  
Sr. Manager Innovation and  
Improvement  
Carrie.Kouba@mt.gov

Putting Montana Students First **A<sup>+</sup>**



# RIGOROUS ACTION UPDATE

January 2024



## **Proposed Changes to Montana's ESSA Plan - Rigorous Action**

### **Purpose**

The purpose of the amendment is to provide a differentiated approach to Rigorous Action for schools previously identified as Comprehensive Support and Improvement (CSI) and that do not make adequate progress within three years.

### **Current Montana State ESSA Plan:**

*Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State- determined number of years consistent with section.*

*Schools making progress will continue with the OPI's support. Schools not making progress will receive support through additional interventions and intensive support from a three-person OPI and district-level team. The goal is to have all schools within a high-priority district out of the bottom 5 percent within seven years. The high-priority district will exit a school from comprehensive support and improvement only if an individual school meets the exit criteria identified. (Page 32-33).*

### **Below is the proposed amendment to the ESSA plan for rigorous action:**

The goal is to have all schools out of the bottom 5 percent within seven years. Through a differentiated approach, schools making progress towards meeting exit criteria will continue with OPI's support to maintain progress. When adequate progress towards established improvement goals is not being made, the OPI will collaborate with and build the capacity of school leaders to identify necessary actions and/or interventions. Action steps include but are not limited to:

- Conduct a diagnostic review.
- Develop, implement, monitor, and evaluate an integrated strategic action plan and make the plan publicly available. To align with local context and needs, the district integrated strategic action plan shall be based on a comprehensive needs assessment with meaningful stakeholder input and feedback.
- Direct use of resources/funds.
- Assigned systematic coaching for operational, instructional and leadership components.
- Assigned targeted professional learning.

### **Process and timeline**

**August 8, 2023:** 9:00 - 10:00 a.m. - Task Force meets

**August 22, 2023:** 9:00 - 10:00 a.m. - Task Force defines Rigorous Action and reports on research

**September 5, 2023:** 8:00 - 9:00 a.m. - Finalize Rigorous Action Plan

**September 12, 2023:** 9:00 - 10:00 a.m. - Give feedback on Amendment for ESSA Plan

**October 4, 2023:** 2:45 p.m. - Share draft with MACIE

**October 11, 2023:** Public Comment Opens

**October 11-26, 2023:** [Rigorous Action Feedback Form](#)

**October 23, 2023:** 3:30 - 4:30 p.m. - Webinar for public comment [ZOOM Link](#)

**October 26, 2023:** 10:00 - 11:00 a.m. - Webinar for public comment [ZOOM Link](#)

**October 30, 2023:** 3:00 - 4:00 p.m. - Respond to public comment [ZOOM Link](#)

**November 10, 2023:** public comment closes

**November 2023 to January 2024:** share information with Board of Public Education, Education Advocates, Governor's Consultation

**January, 2024:** Final Draft prepared and submitted to the Department of Education by February 1, 2024

**ESSA Determinations of Rigorous Action aligned to ARM 10.55 Accreditation:**

- **CSI Schools Accreditation 2023 Status**

Accreditation Status	Number of CSI Schools
Regular	2
Regular with Minor Deviation	0
Advice	4
Deficiency	28

Implications of deficiency accreditation status:

- 10.55.605(5) Deficiency accreditation means the school is in advice status for two years, has not complied with the required corrective plan, and continues to have serious and/or numerous deviations, or has substantially increased the seriousness of deviations over the previous year.
  - 10.55.605(6) For a district with a school in advice or in deficiency status, the district administrator and the chair of the local board of trustees shall submit to the Superintendent of Public Instruction a corrective plan, including a systematic procedure and timeline for resolving the deviations noted.
  - 10.55.605(8) A school in deficiency status failing to comply with the required corrective plan shall be placed into the intensive assistance process.
  - 1055.605(9) Nonaccredited status means that a school in deficiency status fails to meet the requirements of intensive assistance and is out of compliance with the Board of Public Education standards of accreditation.
- All schools, including CSI Schools, are required to develop an Integrated strategic action plan (ISAP) as outlined in ARM 10.55.601. During the 2018 to 2020 CSI schools completed an action plan in place of a Continuous School Improvement Plan (CSIP).

- The third exit criteria for CSI schools to show continual improvement in all components within the comprehensive needs assessment. Improvement means moving from 1 to at least 3 over the course of three years. The requirements of taking a Comprehensive Needs Assessment for the Integrated Strategic Action Plan is embedded in ARM 10.55.601 (3).

[Comprehensive Needs Assessment](#)

- [Comprehensive Needs Assessment \(CNA\)](#)
- [CNA FAQ's](#)

For more information, please contact Carrie Kouba, Innovation and Improvement Senior Manager, at [Carrie.Kouba@mt.gov](mailto:Carrie.Kouba@mt.gov).



Donell Rosenthal  
State Director of Pupil  
Transportation  
DRosenthal@mt.gov

Putting Montana Students First **A+**



# TRANSPORTATION UPDATE

January 2024

OPI.MT.GOV



# FY 2023 Statewide Pupil Transportation Report

*As of December 14, 2023*

## Historical View of Pupil Transportation Data:

The table below provides FY2023 data as well as a prior year historical comparison of data collected in the Pupil Transportation System maintained by the OPI.

Category	FY 2019	FY2020	FY2021	FY2022	FY2023
Number of Certified Bus Drivers	2,220	2,083	1,975	2,046	2,052
Number of Bus Routes	2,344	2,297	2,328	2,290	2,191
Total Pupil Ridership	83,913	83,843	69,953	78,500	77,049
School Miles Traveled per Year	16.3 M	*13 M covid	15.4 M	15.7 M	15.5 M
Average Route Miles Traveled Per Day	51.00	48.80	49.50	50.9	49.60
MHP Bus Inspections	4,288	4,324	4,322	4,309	4,209
Number of Type A-E School Buses	3,398	3,471	3,527	3,579	3,693
Number of District Owned Buses	1,329	1,357	1,412	1,401	1,448
Number of Contractor Owned Buses	2,069	2,114	2,115	2,178	2,245
Number of Individual Contracts	824	740	722	712	710
Amount Paid for Individual Contracts	\$607,846	\$563,501	\$528,930	\$537,349	\$569,868
State Reimbursement	\$11.53 M	\$11.35 M	\$10.92 M	\$11.04 M	\$10.7 M
County Reimbursement	\$11.52 M	\$11.28 M	\$10.92 M	\$11.0 M	\$10.7 M

## MAPT Annual Bus Driver Conference

The Montana Association of Pupil Transportation (MAPT) annual school bus driver conference was held in Great Falls in June 2023. A total of 298 people registered for the conference, and a total of 18.5 training hours were offered.

### **Bus Driver Training**

MAPT trainers travel to various school districts to provide training to bus drivers in order to assist them in meeting the minimum of the mandatory 15 hours of training as required in the 2022 Montana School Bus Standards.

There were 10 school districts that hosted bus driving trainings, 462 drivers that attended these trainings, and a total of 86.5 training hours provided for 2023.

### **Driver Shortage**

Some school districts and contractors continue to experience the hardship with either no bus drivers or shortage of bus drivers. However, school districts and contractors continue to undertake the hardship and make every effort possible in order to fulfill their obligation in providing efficient and safe school transportation for students.

Contact:

Donell Rosenthal

Director of Pupil Transportation

[drosenthal@mt.gov](mailto:drosenthal@mt.gov)

(406) 461-9316



Marie Judisch  
Sr. Manager Teaching and Learning  
[Marie.judisch@mt.gov](mailto:Marie.judisch@mt.gov)

Putting Montana Students First **A+**

## CONTENT STANDARDS UPDATE

January 2024



# Current Standards Revisions

## Montana Content Standards Revisions - 2022-2026

	2022		2023				2024			2025			2026	
Standard Set	10/22	1/23	4/23	7/23	10/23	1/24	4/24	7/24	10/24	1/25	4/25	7/25	12/25	July '26
Math	Research & review		Revision		NRC	BPE Adoption Phase			Professional Learning			★		
English Proficiency	Research & review	Revision	NRC	BPE Adoption Phase			Professional Learning			★				
World Languages	Research & review	Revision	NRC	BPE Adoption Phase			Professional Learning			★				
ELA/Literacy					Research & review	Revision	NRC	BPE Adoption Phase		Professional Learning		★		

★ District Implementation



# Current Standards Revisions

## OPI Homepage

The purpose of the content standards revision process is to ensure Montana public schools are setting high academic standards for our great state. Find important information, ways to participate in task forces or negotiated rulemaking committees, and find opportunities for public comment.

[STANDARDS REVISION INFORMATION](#)

### MT Content Standards Revision

2022 - 2026

The purpose of the standards review process is to ensure that Montana public schools are setting high academic standards for all children of our great state. Our goal is to serve our Montana students and educators with the best possible standards to guide instruction and prepare our students for their lives beyond the classroom.

Here you will find a variety of resources in regard to the current standards revisions including:

- Current Standards in Revision
- Legacy Documents
- Agendas and Minutes
- Meeting Recordings
- Working Documents
- Task Force Members

[Montana Content Standards Task Force Landing Page](#)

#### Standards in Revision

- › English Language Arts (ELA)
- › English Language Proficiency
- › Mathematics
- › World Languages



# English Language Proficiency Standards

- Currently ready for BPE's Adoption Phase; Action Item for the January Meeting to commence MAPA process
- Has been reviewed and refined by the Superintendent's Task Force and Negotiated Rulemaking Committee
- Summary of Amendments:
  - Updated language to match the WIDA English Language Development 2020 Framework
  - Maintained language for both proficiency standards and performance level descriptors



# World Languages Content Standards

- Currently in Negotiated Rulemaking Phase
  - Consensus building on proposed rules is complete
  - Economic Impact Survey to stakeholders being sent for the creation of an Economic Impact Statement
- Summary of Proposed Rules:
  - Move from Chapter 54 to Chapter 53
  - Alignment with the American Council on the Teaching of Foreign Languages (ACTFL) Standards
  - Authentic inclusion of Montana Indigenous Peoples throughout proposed standards



# Mathematics Content Standards

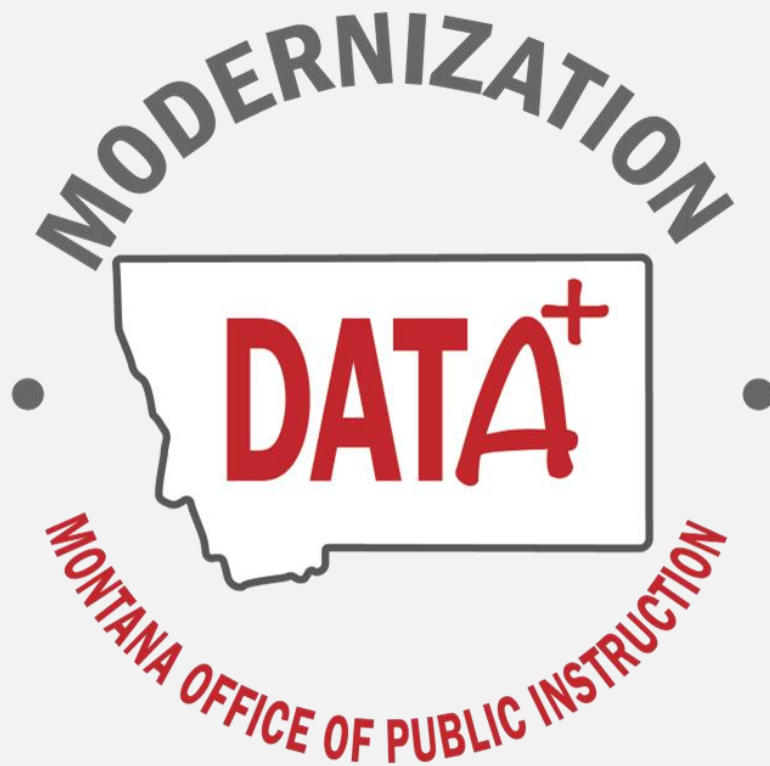
- Currently in Negotiated Rulemaking Phase
  - Revision phase from May through November 2023
  - Task Force: Development Team, Review Team, Subcommittees for vertical alignment and Mathematical practices
  - Consensus building on Mathematical Practices and K-5 content standards began in November
  - 6-12 Consensus building, hybrid January 8-10th
  - Open for public comment via email ([marie.judisch@mt.gov](mailto:marie.judisch@mt.gov)), remotely, or in person



# English Language Arts/Literacy Content Standards

- Currently in the Research and Review Phase
  - Research is being conducted by the Regional Educational Laboratory Northwest
  - Applications for the Superintendent's Revision Task Force are open until January 15th
  - Facilitation of the Task Force is conducted by the Region 17 Comprehensive Center at Education Northwest
  - Revision Phase will begin in April 2024 with a deep dive on the research presented by the REL

If you have any questions about ongoing Content Standards Revisions, please contact me at [marie.judisch@mt.gov](mailto:marie.judisch@mt.gov).



# DATA MODERNIZATION PROJECT STATUS AND OVERVIEW

Chris Sinrud  
CIO  
[Chris.Sinrud@mt.gov](mailto:Chris.Sinrud@mt.gov)

Putting Montana Students First **A+**

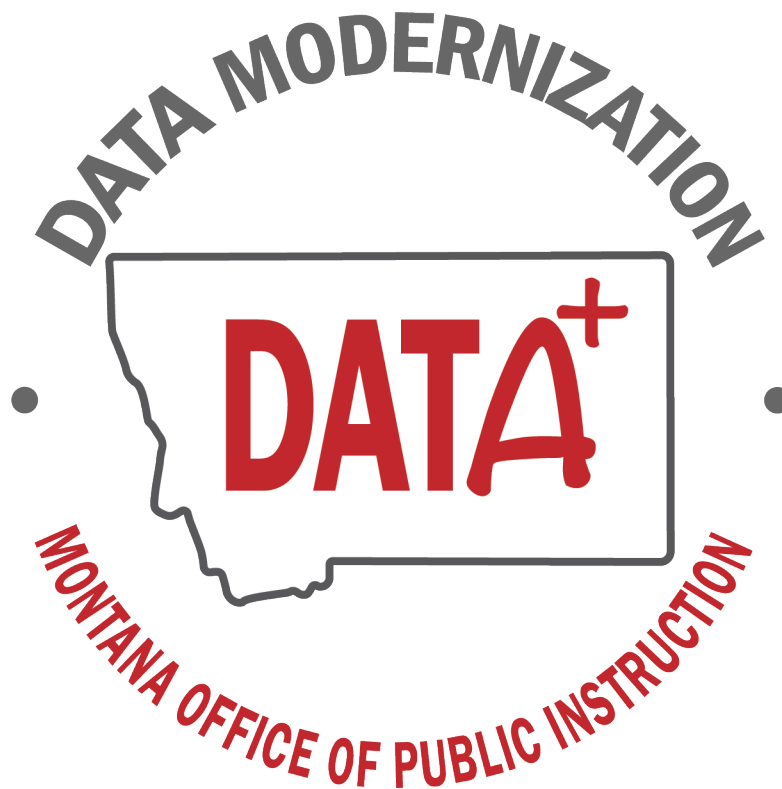


January 2024

OPI.MT.GOV



**Montana**  
**Office of Public Instruction**  
**Elsie Arntzen, Superintendent**



## Educational Data Integration

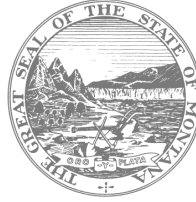
December 7, 2023

---

Office of Public Instruction

**HB [367](#) OPI Data Modernization  
Status and Overview Report**





Superintendent Elsie Arntzen  
December 07, 2023

To:  
Legislative Finance Committee Education  
Interim Committee  
General Government Budget Committee Education  
Budget Committee

Subject: Progress Update on Office of Public Instruction Educational Data Integration: Costs, Timeline, and Goals

I am pleased to present this updated and comprehensive introduction for the Office of Public Instruction (OPI) Data Modernization Legislative Report, detailing the remarkable progress we have made thus far. Our commitment to transforming Montana's educational landscape through data modernization remains steadfast.

We are diligently adhering to our project schedule, successfully meeting milestones, and staying on track for timely delivery. A pivotal aspect of our progress is the engagement of our vendor, collaborating with Infinite Campus to develop technical solutions for data capture. We are also strategizing and designing architecture to seamlessly collect data from PowerSchool SIS on-premises database schools.

In our pursuit of organizational change, we have been conducting meetings with OPI OCM leads for developing communication campaigns and soliciting input for the vision deck and communication plan. Monthly data integration and needs discovery sessions with the Department of Labor and Industry (DLI) and the Office of the Commissioner of Higher Education (OCHE) ensure alignment with project scope and House Bill requirements.

OPI IT and the vendor is actively conducting collaborative discovery sessions with districts and schools, formulating solutions for connecting with Student Information Systems (SIS) and centralizing data. These discussions engage key stakeholders to understand unique SIS needs and inform the architectural design necessary for configuring vendor applications, ensuring efficient data integration while upholding integrity, legal requirements, and security.

The Kalispell School District has been selected as the pilot for establishing and testing the PowerSchool connection, a pivotal step in our data modernization project. This choice focuses resources on real-world testing and, once the technical design is finalized, will lead to testing of data load and integration into the vendor application.

Newly, a parent reflection committee will be created to review and understand the application for a comprehensive user experience before its roll-out. A School Implementation Steering Committee, with monthly meetings starting in January, will provide guidance and feedback on project activities and requirements impacting users. Additionally, monthly executive (Superintendent led) meetings with the vendor, commencing in January 2024, will review project activities and ensure OPI goals are met through the implementation approach.

In this report, you will find a breakdown of financial aspects, underscoring our commitment to transparency and accountability. We provide comprehensive information on costs for assessments, technological evaluations, and stakeholder engagement.

Our commitment to transparency and collaboration remains unwavering. We will continue to provide regular updates and generate subsequent reports in alignment with our project roadmap.

For any inquiries or additional information, please reach out to me or my team. Your support and interest in this initiative are greatly appreciated. Together, we are working toward a more efficient and effective educational landscape through data integration.

Thank you for your unwavering commitment to our shared goals.



## Table of Contents

<b>Introduction Educational Data Integration .....</b>	<b>3</b>
<b>Financial Outlook: Project Expenditures &amp; Future Projections.....</b>	<b>4</b>
<b>Educational Data Integration Payment Schedule.....</b>	<b>5</b>
<b>Core Features of the Vendor Products.....</b>	<b>6</b>
<b>Table of Milestone Delivery Schedule .....</b>	<b>7</b>
<b>Project Timeline.....</b>	<b>7</b>
<b>Current Activities as of December 07, 2023 .....</b>	<b>8</b>
<b>Education Data Integration through Data Modernization .....</b>	<b>11</b>
<b>Addressing Statue Compliance for Educational Data Integration.....</b>	<b>11</b>
<b>Enhancing School Customers Experience for Educational Data Integration.....</b>	<b>12</b>
<b>Charting the Course Forward.....</b>	<b>12</b>
<b>Upcoming Activities and Efforts.....</b>	<b>13</b>



## Introduction Educational Data Integration

In the current reporting period, the vendor is actively engaged in designing technical solutions to connect with district data from both PowerSchool and Infinite Campus schools, ensuring a comprehensive approach to data integration. Simultaneously, the OCM workstream is diligently working on developing the vision and communication plan, with a successful meeting already completed from the previous reporting period. Additionally, the first collaborative meeting with OPI, DLI, and OCHE has taken place to further discuss data integration and agency needs for alignment with the project scope. These collective efforts underscore OPI's steadfast dedication to advancing education through modernized data systems and effective change management.

### Data Modernization Vendor Partner Role

The vendor for Montana's OPI data modernization project is actively involved in shaping the technical design of the crucial connections needed between districts and schools utilizing the PowerSchool and Infinite Campus student information systems. Their expertise and guidance in this area are invaluable in ensuring seamless integration and data flow. Moreover, the vendor has taken a leadership role in spearheading the development of the Organizational Change Management workstream. Within this capacity, they are responsible for crafting and delivering essential documentation as outlined in the Request for Proposal (RFP) and Statement of Work (SOW). This multifaceted engagement underscores their commitment to the success of the project and their pivotal role in facilitating a smooth transition towards modernized data management within Montana's education system. These objectives aligned with House Bill [367](#) & [949](#).

### Partnership Foundations

Montana's OPI Data Modernization vendor has forged a strategic partnership with Snowflake to deliver cutting-edge technical solutions for the establishment of a robust data lake. This collaboration empowers the project by enhancing its data capture and accessibility capabilities, seamlessly integrating analytical tools and connection applications to align with the program's specific requirements. Leveraging Snowflake's expertise in data management and cloud-based solutions, the vendor is well-positioned to create a resilient and agile infrastructure that enables efficient data utilization and analysis, ultimately driving the success of Montana's data modernization initiative.

### Contractual Framework

OPI and its vendors established a Contract and Statement of Work to clarify responsibilities, expectations, and deliverables. This framework ensures coordinated efforts and resource allocation for project success.

### Unified Direction

OPI and PowerSchool collaboratively defined program management deliverables and expectations, ensuring synchronized progress tracking and milestone achievement.

### Preparation and Solutioning

The vendor is actively engaged in designing a comprehensive technical solution aimed at efficiently gathering data from a multitude of district technologies while ensuring a seamless processing mechanism. As a significant milestone in this endeavor, they have collaborated with the Kalispell School District to initiate a pilot program. This pilot serves as a practical demonstration of the application, data processing procedures, and integration protocols, serving as a blueprint for future deployments across other districts. The primary objective of this pilot initiative is to proactively identify and address any potential risks or impediments that may arise during implementation. By doing so, the vendor aims to develop robust mitigation strategies, thus ensuring a smoother and more successful rollout of the data modernization solution to other districts, ultimately contributing to the project's overall success.



## Financial Outlook: Project Expenditures & Future Projections

### 3-Year PowerSchool Contract Cost by Milestones

Including Implementation, Hosting, Licensing, Professional Services, Maintenance & Operation

Note: Recurring cost encompasses the ongoing costs associated with software and technology solutions utilized in the Montana OPI data modernization project. These costs include software licensing, release management, infrastructure hosting and data integration. It also incorporates annual price increases, which may be influenced by factors like inflation and expanded usage.

Contract Term 1 - By Milestone	One Time	Recurring	Total	Delivery Date	Completed
<b>Milestone 1</b>				9/8/2023	✓
PS Consulting Services	\$73,728.00		\$73,728.00		
AWS Consulting Services	\$300,000.00		\$300,000.00		
<b>Subtotal</b>			\$373,728.00		
<b>Milestone 2</b>				9/15/2023	✓
PS Consulting Services	\$2,304.00		\$2,304.00		
AWS Consulting Services	\$20,000.00		\$20,000.00		
<b>Subtotal</b>			\$22,304.00		
<b>Milestone 3</b>				9/22/2023	✓
PS Consulting Services	\$3,456.00		\$3,456.00		
AWS Consulting Services	\$17,500.00		\$17,500.00		
<b>Subtotal</b>			\$20,956.00		
<b>Milestone 4</b>				June 2024	
PS Provisioning Services	\$18,000.00		\$18,000.00		
<b>Subtotal</b>			\$18,000.00		
<b>Milestone 5</b>				June 2024	
PS Customization Services	\$774,000.00		\$774,000.00		
PS Provisioning Services	\$230,956.00		\$230,956.00		
CI - Annual Subscription		\$1,351,498.81	\$1,351,498.81		
UI - Annual Subscription		\$1,231,331.42	\$1,231,331.42		
<b>Subtotal</b>	\$1,004,956.00	\$2,498,795.25	\$3,503,751.25		
Initial Term Discount		(\$1,000,000.00)	(\$1,000,000.00)		
<b>Total (Contract Term 1)</b>	<b>\$1,489,944.00</b>	<b>\$1,498,795.25</b>	<b>\$2,988,739.25</b>	July 1, 2023	✓
<b>Post-Deployment</b>	One Time	Recurring	Total		
Annual Term 2		\$2,633,114.41	\$2,633,114.41	July 2024	
Annual Term 3		\$2,733,172.76	\$2,733,172.76	July 2025	
<b>Contract Total (All 3 Terms)</b>	<b>\$1,489,944.00</b>	<b>\$6,865,082.42</b>	<b>\$8,295,843.48</b>		



## Educational Data Integration Payment Schedule

The 3-year term fixed cost project entails creating a payment schedule table that incorporates several key columns to manage the Educational Data Integration project expenses effectively. The table includes:

- Subscription & Deployment Service Cost:** This column captures the initial fixed cost for the project, covering subscription fees and deployment services for each year of the project.
- Annual Increase %:** This column represents the annual percentage increase in costs, reflecting any anticipated inflation or adjustments over the three-year period.
- Annual Increase \$:** This column calculates the dollar amount increase for each year based on the percentage specified in the previous column.
- Subtotal:** This column provides the total cost for each year, accounting for both the initial cost and any annual increases.
- Managed Services:** This column includes any additional costs associated with managed services or ongoing support throughout the project's duration.
- Subtotal:** Similar to the previous subtotal, this column sums up the costs for each year, including managed services.
- Invoice Total:** The final column computes the overall project cost by summing up all expenses over the three-year term, providing a comprehensive view of the project's fixed expenses.

### 3-Year Annual Payment Schedule

Payment Settlement Date	Subscription & Deployment Service Cost	Annual Increase %	Annual Increase \$	Subtotal	Managed Services	Annual Increase %	Annual Increase \$	Subtotal	Invoice Total
<b>Initial 3 Yr Term 7/1/23 – 6/30/26</b>									
7/1/2023	\$2,929,556.31								\$2,929,556.31
7/1/2024	\$2,304,507.44	1.9%	\$43,786.97	\$2,348,364.41	\$284,750.00			\$284,750.00	\$2,633,114.41
7/1/2025	\$2,348,364.41	3.8%	\$89,237.85	\$2,437,602.26	\$284,750.00	3.8%	\$10,820.50	\$295,570.50	\$2,733,172.76
<b>Total Contract Amount</b>									<b>\$8,295,843.48</b>
<b>Optional Contract Term 7/1/26 – 6/30/28</b>									
7/1/2026	\$2,437,602.26	3.8%	\$92,628.89	\$2,530,231.14	\$295,570.50	3.8%	\$11,231.68	\$306,802.18	\$2,837,033.32
7/1/2027	\$2,530,231.14	3.8%	\$96,148.78	\$2,626,379.93	\$306,802.18	3.8%	\$11,658.78	\$318,460.66	\$2,944,840.59

 Paid Invoice



OPI's collaboration with PowerSchool underscores the commitment to advance education through technology and innovation. With a strong foundation in vendor selection, partnership alignment, and ongoing readiness assessment, the project is poised to revolutionize data management within the Montana Office of Public Instruction. The potential for positive change is substantial as the project unfolds.

## Core Features of the Vendor Products

### PowerSchool Products

1. **Unified Insights** will assist Schools and OPI with data analytic tools:
  - o Facilitate schools in making data driven decisions to enhance student outcomes.
  - o Provides technical and data analytic tools.
  - o Early warning system using artificial intelligence/predictive analytics to identify at risk students.
2. **Community Engagement** will enhance OPI's ability to publicly display:
  - o Demographic information
  - o Enrollment / Attendance
  - o Statewide assessment data
  - o Graduation and dropout
  - o School expenditures data
3. **Connected Intelligence** will facilitate and enhance data sharing with:
  - o Data lake technology
  - o Data collection and integration tools
  - o Data governance tools for data sharing

These applications for data modernization brings forth a range of compelling advantages, including centralized data lake construction for consolidated data storage, improved analytics and data visualization capabilities, and fortified data security measures.



## Table of Milestone Delivery Schedule

### Educational Data Integration

Milestone #	Deliverable	Delivery Date	Completed
1	Draft Assessment Document	September 8 <sup>th</sup> , 2023	✓
2	Montana Review & Feedback of Assessment Output	September 15 <sup>th</sup> , 2023	✓
3	Delivery of Assessment & Future Solution Document	September 22 <sup>nd</sup> , 2023	✓
4	Connected Intelligence Application Deployed	June 2024	
5	Unified Insights Application Deployed	June 2024	
6	Post Deployment Assessment	November 2024	
7	Solution Acceptance & Final Project Sign-Off	February 2025	

## Project Timeline

DATE	ACTIVITY	STATUS
April 07, 2023	Request for Proposal Release	Completed
June 20, 2023	Vendor Tentative Award	Completed
June 30, 2023	Contract & Statement of Work Executed	Completed
July 20, 2023	Project Kick-off Meeting (PowerSchool & OPI)	Completed
July 24-27, 2023	Organizational Change Management Executive Interviews	Completed
August 9-10, 2023	Cloud Assessment Workshops	Completed
August 14-31, 2023	Application Assessment Workshops	Completed
August 24, 2023	Organizational Change Management Assessment Report	Completed
September 01, 2023	Maturity Assessment Report	Completed
September 22, 2023	Commercial off the Shelf Solution, Architecture & Deployment Strategy	Completed
October 31, 2023	OCM Stakeholder Engagement Plan	Completed since October 27, 2023
September 2023 – June 2024	System Design, Configuration & Testing	In Progress
June 2024	Connected Intelligence & Unified Insights Deployed	Not Started
November 2024	Post Deployment Assessment	Not Started
February 2025	Solution Acceptance & Sign-Off	Not Started



## Current Activities as of December 07, 2023

Workstream	Activity Overview	Outcomes
Organizational Change Management (OCM)	<ul style="list-style-type: none"> <li>• Four OCM (Organizational Change Management) sessions have been conducted in collaboration with the OPI OCM team, led by the vendor's OPI lead. The 4<sup>th</sup> meeting was conducted on Friday November 17, 2023, to discuss current roadblocks and vision deck requirements (OCM deliverable for end of Dec 2023). A review of the current Vision deck and broad objective of the project were discussed. OPI OCM leads provided content to address specific stakeholders needs for vendor OCM lead (facilitator)</li> <li>• Meeting included assessing staffing roles and responsibilities relating to future state as well as confirming next meeting scheduled for Tuesday December 05, 2023</li> <li>• Strategy identified to broaden OCM scope in January 2024, encompassing additional affected user groups including parents and other system and process users and developing a plan for outreach and engagement</li> </ul>	<p><b>OCM</b> stakeholder engagement plan.</p> <p>Program overview flyers for OPI internal users provided to OPI OCM team for outreach programs.</p> <p>Vision deck and communication plan review with OPI OCM leads for input and feedback to ensure messaging and requirements meet specific departmental group needs and requirements.</p>





<p>Cloud Migration System Design</p>	<ul style="list-style-type: none"> <li>• Development team commenced replicating the Infinite Campus State Edition data to Connected Intelligence (vendor purchased application)</li> <li>• Next steps include meetings to document governance protocols, security requirements and access to the data elements</li> <li>• Architectural design in order to collect data from Infinite campus adhering to house bill 367 &amp; 949</li> <li>• Vendor application demonstration (technical and process flow) scheduled for December 14<sup>th</sup>, 2023</li> <li>• Pilot school identified (Kalispell) for test prior to OPI wide implementation of connected intelligence and unified insights data collection and analysis.</li> <li>• Objective:             <ul style="list-style-type: none"> <li>○ Finalize path for PowerSchool Student Information System (SIS) replication to Connected Intelligence</li> <li>○ Review VPN's needed to replicate data from vendor Student Information System on-premise database</li> <li>○ Alignment with Infinite campus on connections and data access</li> <li>○ Training sessions.</li> </ul> </li> </ul>	<p>Delivery of technical architecture and deployment of Connected Intelligence, Unified Insights and Community Engagement into all districts, schools and OPI:</p> <ul style="list-style-type: none"> <li>• Business Capability Focused</li> <li>• Business Value Realization</li> <li>• People Roles &amp; Readiness             <ul style="list-style-type: none"> <li>○ Governance Prioritization &amp; Control</li> </ul> </li> <li>• Technical Capability Focused             <ul style="list-style-type: none"> <li>○ Platform Application &amp; Infrastructure</li> <li>○ Security Risk &amp; Compliance</li> <li>○ Operations Hybrid &amp; Dynamic</li> </ul> </li> </ul>
--	---	---



## Current Activities Continued

Workstream	Activity Overview	Outcomes
<p>Data Integration Needs Workgroup with OCHE and DLI</p>	<ul style="list-style-type: none"> <li>• DLI and OCHE provided needs related to data and connection (technical and business operations) in order for OPI to document requirements for vendor application design.</li> <li>• First meeting with both DLI and OCHE participating.</li> <li>• Meeting this reporting period: December 05, 2023</li> <li>• Identify current gaps, risk, and action items/task required to meet house bill 349 &amp; 949 requirements.</li> <li>• OCHE to connect with DOA to confirm Snowflake licensing requirements relating to OPI and agency data access</li> <li>• Identified high-level CTE class effectiveness and tracking of high school students post-graduation wages</li> <li>• Agreement for forming working groups to address data sharing agreements and governance (notion to be brought to next state HB 949 committee meeting)</li> <li>• OPI has reached out to DOA to schedule the next Education and Workforce Data Governance Board meeting, aiming to establish the working groups discussed in the previous meeting held on September 22, 2023.               <ul style="list-style-type: none"> <li>• Requirement to have meeting on quarterly basis</li> <li>• Next meeting still pending upon response from DOA</li> </ul> </li> <li>• Next DLI &amp; OCHE Meeting: Early January 2024</li> </ul>	<p>Regular monthly meetings have been established to inform the agency about the ongoing status of the OPI Data Modernization project and to facilitate the exchange of information concerning data requirements and accessibility.</p> <p>These meetings have been strategically designed to serve as a platform for effective communication, fostering collaboration, and ensuring transparency regarding the current project status and advancements.</p> <p>DLI &amp; OCHE provided one data request need in meeting (CTE Class Enrollment Data) – further discussions on how to capture data based on House Bill requirements</p>



## Education Data Integration through Data Modernization

### Goals and Vision for Montana OPI

Goal 1: Improve Services

Goal 2: Improve IT/Data Workforce Interactions

Goal 3: Increase the Value of IT/Data for Operations and Business Impacted Audiences

Goal 4: Reduce IT/Data and other Operating Cost

Goal 5: Security Risk Management and Continuity of Operations

Goal 6: Increase Governance Maturity

## Addressing Statute Compliance for Educational Data Integration

The information in the following section has been previously detailed in the prior report, and there have been no changes or updates for this section.

### Montana OPI's Approach in the Data Modernization Project

- Montana's OPI is committed to legislative compliance via its Data Modernization Project, aligning with House Bill 367 and 949.
- The project aims to seamlessly integrate systems, enhance insights, provide academic support, ensure security, and facilitate secure data sharing across education.

### Integration: Connected Intelligence

- The Data Modernization Project prioritizes Comprehensive Data Integration, in line with House Bills 367 and 949, to consolidate educational data from diverse sources.
- This approach improves data consolidation efficiency and accuracy, meeting legislative requirements effectively.

### Holistic Student Insights: Unified Insights

- Unified Insights, in compliance with House Bill 367, offers educators a comprehensive view of student data, enabling a deep understanding of individual student performance and needs.
- This alignment with legislative intent empowers educators to meet compliance mandates and support students more effectively.

### Individualized Academic Enhancement: Unified Insights/Risk Analysis

- Unified Insights and Risk Analysis tools, in line with House Bill 949 objectives, empower educators to utilize student data for personalized academic interventions.
- This approach, focused on identifying at-risk students and customizing interventions, directly supports the bill's intent to enhance student outcomes.

### Robust Data Security: Connected Intelligence/Unified Insights

- Montana OPI prioritizes data security in alignment with House Bills 367 and 949, leveraging Connected Intelligence and Unified Insights.
- Robust security measures, including encryption, role-based access controls, audits, and data protection standards, are rigorously enforced to safeguard sensitive student information and fulfill compliance obligations.



### **Secure Data Sharing: Connected Intelligence**

- The Secure Data Sharing component of the Data Modernization Project aligns with the security provisions of House Bills 367 and 949, facilitating controlled and encrypted data sharing for confidentiality and authorized access.
- Montana OPI's Data Modernization Project not only ensures compliance with legislative mandates but also empowers educators with tools to improve student outcomes, all while maintaining high data security and privacy standards.

## **Enhancing School Customers Experience for Educational Data Integration**

### **Bridging Legacy & Modernization**

- Seamless connection between current software and emerging data modernization infrastructure is crucial.
- This requires uninterrupted compatibility and harmonization of legacy systems with the advanced framework, addressing disparities in data formats, communication protocols, and operational processes to ensure fluid connectivity. This synergy sustains operational continuity and optimizes functionality, facilitating a cohesive transition to the future of data modernization.

### **Elevating Performance**

- Leveraging data modernization to streamline processes, optimize data management, and achieve a new level of operational effectiveness, resulting in improved productivity and resource allocation.

### **Data Integrity**

- The data modernization project strengthens data accuracy and reliability, fostering trust in decision-making processes within educational institutions by ensuring data integrity and consistency, enabling confident, data-driven decisions that enhance educational outcomes and organizational effectiveness.

### **Reduced Downtime**

- The data modernization project acts as a catalyst for streamlined operational processes, minimizing system downtime and disruptions, enhancing efficiency, and promoting a resilient educational environment that supports seamless learning experiences and administrative excellence.

## **Charting the Course Forward**

### **Navigating the Next Steps in Educational Data Integration**

As OPI embarks on its transformative journey towards data modernization, it has already taken significant steps that illuminate a promising path towards an educational ecosystem that is more efficient, transparent, and responsive to the needs of its stakeholders.

As part of this strategic foundation, OPI's Organizational Change Management (OCM) team has played a pivotal role. They have engaged OPI OCM leads to strategize about outreach approaches and have been instrumental in identifying key stakeholder needs and engagement strategies. This proactive effort ensures that as we move forward, we are well-prepared to address the evolving requirements and expectations of our educational community.

Furthermore, OCM will continue to develop essential documentation and initiate outreach programs to internal stakeholders and users in the upcoming period. This proactive approach will help us align our efforts with the needs and expectations of our educational community.



Simultaneously, the vendor is diligently working to finalize the technical connections that will enable data to flow seamlessly into its application from both PowerSchool and Infinite Campus student information systems (SIS). This critical step ensures that we have a robust foundation for data integration and analysis.

Additionally, the vendor is actively developing the integrations required to demonstrate the system's capabilities with our pilot school, Kalispell, scheduled for Q1 2024. This pilot initiative is crucial as it allows us to identify any potential risks or impediments and provides an opportunity to fine-tune our processes before rolling out the solution to other districts.

As we progress, the data modernization initiative is poised to usher in a new era of educational excellence in Montana, empowering educators, students, and administrators with enhanced capabilities and resources. This journey is not only about embracing advanced technologies but also about fostering collaboration, promoting transparency, and enriching the educational experience for all stakeholders.

The progress made up to this point, encompassing continuous architectural development, OCM initiatives and deliverables, as well as technical integrations, firmly establishes OPI as a leader in educational innovation. This underscores our unwavering dedication to enhancing Montana's educational landscape through the modernization of data, thereby ensuring a brighter future for all.

## **Empowering Education through Transformation**

In essence, OPI's educational data integration project represents more than just technological advancement; it encapsulates a comprehensive transformation of education. Building upon the assessment and Data Modernization Strategy, OPI fosters adaptability, efficiency, and excellence throughout the educational landscape. Furthermore, the vendor is actively moving forward with setting up connections to replicate data from various Student Information Systems (SIS) into its own application, Connected Intelligence. The successful establishment of this connection and confirmed functionality serves as a critical milestone. It is essential to note that the integration of the other vendor application, Unified Insights, is contingent upon the completion of this initial connection. With a well-defined path and an unwavering commitment to refinement, OPI's journey continues to enrich educational experiences, promising a brighter future for both learners and educators.

## **Upcoming Activities and Efforts**

- Setting up the connection to replicate data from Infinite Campus (SIS) to PowerSchool's Connected Intelligence
- Establish requirements needs with pilot school (Kalispell) to develop connection and integration with vendor application
- Finalize data collection, validation and access technical architecture documentation
- 1<sup>st</sup> School Implementation Steering Committee meeting
- 1<sup>st</sup> Monthly (reoccurring for 2024) Executive Vendor Meeting with Superintendent and OPI IT program team
- Development of Parent Reflection User Group Committee and scheduling regular monthly meetings
- Data Lake Setup
- Secure Student Information System Connections to the Data Lake
- Data integrity and security data lake work
- Connected Intelligence Setup
- Unified Insights Setup
- Organizational Change Management (OCM) meeting (December 05<sup>th</sup>) to finalize requirements for the delivery of the



vision deck (December 28<sup>th</sup>) and input into Communication Plan deliverable

- Vendor conducted demo (December 14<sup>th</sup>) to walk-through application technical and workflow for OPI IT team
- Vendor Connected Intelligence team to schedule meeting with OPI project team leads to document application governance, security and data access

**Next Report Period:**

February 26<sup>th</sup>, 2024

April 29<sup>th</sup>, 2024

June 24<sup>th</sup>, 2024

August 26<sup>th</sup>, 2024

October 21<sup>st</sup>, 2024

December 23<sup>rd</sup>, 2024