

Montana Board of Public Education Executive Summary

Date: July 12-14, 2023

Presentation	Superintendent's Report
Presenter	Elsie Arntzen
Position Title	Superintendent of Public Instruction Office of Public Instruction
Overview	The purpose is to provide an overview of the work of the Office of Public Instruction and provide required and requested updates to the Board. This report includes an assessment update, ESSER update, data modernization update, staffing update, and content standards revision update.
Requested Decision(s)	Information Only
Related Issue(s)	Assessment; ESSER funding; data modernization; content standards; OPI staffing
Recommendation(s)	None



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov



Superintendent Arntzen's Report to the Board of Public Education as of June 23, 2023

Superintendent Arntzen's Message:



As our more than 9,000 students prepare to receive that honorable Montana diploma from our 173 high schools, I reflect on this past year and look forward to the next. Future graduating classes will have an increase in innovative educational opportunities. I am grateful that the 68th legislature focused on parents, students, families, and expanding freedom and transparency in education.

Please read Superintendent Arntzen's newest OpEd, [Celebrating the Expanded Educational Opportunities from the 68th Legislative Session](#), or watch it [here](#).

Please read OPI's [2023 68th Legislative Session Summary of Legislation Related to K-12 Education](#).



Assessment Update:



Attached at the end of this report is the July Assessment Update.

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

Montana Alternative Assessment Testing Program (MAST):

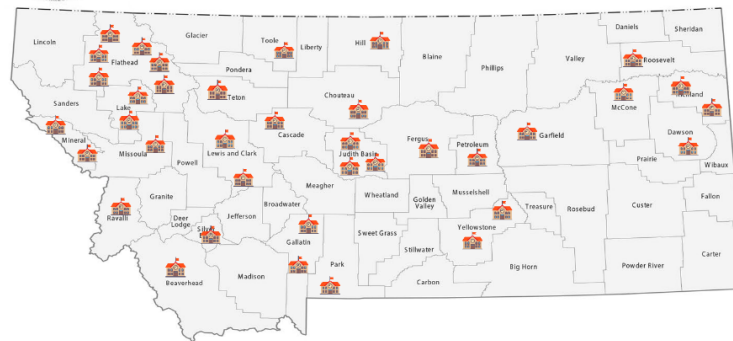


The recruitment phase for the second year of the MAST pilot program has closed.

Year two will include grades 3-8 in Math and English Language Arts (ELA), or Reading. OPI recruited 122 schools in 51 school districts with over 19,000 students. A comparison map between year I and year II:



**Montana Alternative Student Testing (MAST) Pilot Program
Year I Field Test - 33 School Districts
2022-2023**

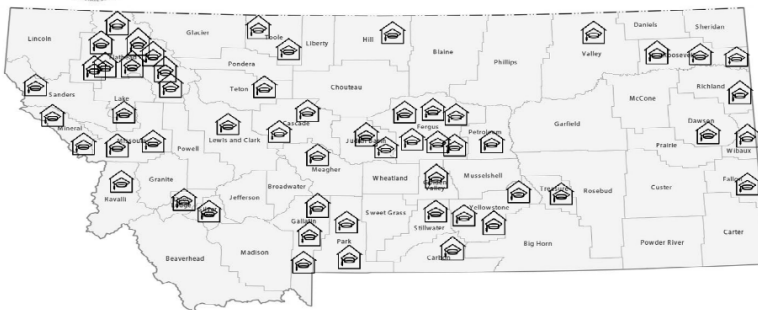


Participating School Districts by County - 33

Alberton K-12 Sch, Mineral	Circle, McCone	Frontier, Lewis & Clark	Power, Teton
Arlene Elem, Lake	Colhagen, Garfield	Glendev, Dawson	Ronan, Lake
Arrowhead, Beaverhead	Culbertson, Roosevelt	Hamilton Sch Dist, Ravalli	Savage, Richland
Belgrade, Gallatin	East Helena, Lewis & Clark	Havre, Hill	Shelby, Toole
Bigfork, Flathead	Evergreen K-8, Flathead	Kalispell, Flathead	Stanford, Judith Basin
Big Sky, Gallatin	Fair-Monte-Egan Schi Dist, Flathead	Kila, Flathead	Superior K-12, Mineral
Billings Public Schi, Yellowstone	Fort Benton, Chouteau	Lockwood K-12, Yellowstone	Uln, Cascade
Butte Schi Dist, Silver Bow	Frenchtown Schi Dist, Missoula	Moore, Fergus	Whitefish, Flathead



**Montana Alternative Student Testing (MAST) Pilot Program
Year II Field Test - 50 School Districts
2023-2024**



Participating School Districts by County - 50

Anaconda Elem, Deer Lodge	Cascade Elem, Cascade	Great Falls Elem, Cascade	Power Elem, Teton
Anderson Elem, Gallatin	Columbia Falls Elem, Flathead	Hamilton K-12 Sch, Ravalli	Rapelle Elem, Stillwater
Arlene Elem, Lake	Culbertson Elem, Roosevelt	Havre Elem, Hill	Red Lodge Elem, Carbon
Arrowhead Elem, Park	Deerfield Elem, Fergus	Heligata Elem, Missoula	Shelby Elem, Toole
Ayers Elem, Fergus	Denton Elem, Fergus	Hydram K-12 Elem, Treasure	Smith Valley Elem, Flathead
Bainville K-12 Sch, Roosevelt	Evergreen Elem, Flathead	Kalispell Elem, Flathead	Somers Elem, Flathead
Baker K-12 Sch, Fallon	Fair-Monte-Egan Elem, Flathead	Kila Elem, Flathead	Spring Creek Colony Elem, Fergus
Belgrade Elem, Gallatin	Fairview Elem, Richland	King Colony Elem, Fergus	Stanford K-12, Judith Basin
Big Sky School K-12, Gallatin	Frazier Elem, Valley	Lockwood K-12, Yellowstone	Superior K-12 Sch, Mineral
Big Fork Elem, Flathead	Frontier Elem, Lewis & Clark	Moore Elem, Fergus	Thompson Falls Elem, Sanders
Billings Elem, Yellowstone	Geyer K-12 Elem, Judith Basin	Poplar Elem, Park	Uln Elem, Cascade
Butte Elem, Silver Bow	Glendive Elem, Dawson	Poplar Elem, Roosevelt	Whitefish Elem, Flathead

OPI submitted a Field Testing Waiver to the US Department of Education (DOE) at the beginning of May. Governor Gianforte, Senator Daines, Senator Tester, Representative Zinke, and Representative Rosendale submitted letters of support for the waiver to the DOE. OPI is patiently awaiting the final “yes” from the DOE so that districts participating in MAST will not be double tested.



Superintendent Arntzen with representatives from New Meridian during the OPI Summer Institute

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

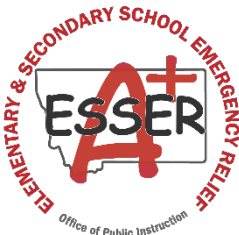
Data Modernization:



Attached at the end of this report is the July Data Modernization Report.

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

Elementary and Secondary Schools Emergency Relief Funds – ESSER:



Please see the attached ESSER Report.

As a reminder, ESSER II must be expended by September 30, 2023, and ESSER III must be expended by September 30, 2024.

The state-wide ESSER allocation through May 31, 2023, is:

State Level ESSER Activity

<u>Program</u>	<u>Allocated</u>	<u>Expended</u>	<u>Balance</u>	<u>Percentage Expended</u>
ESSER I	\$ 41,295,230	\$ 41,295,230	-	100%
ESSER II	\$ 170,099,465	\$ 117,681,973	52,417,492	69%
ESSER III	\$ 382,019,236	\$ 137,167,635	244,851,601	36%
Totals	\$ 593,413,931	\$ 296,144,838	297,269,093	50%

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

Content Standards Revision:



Attached at the end of this report is the July Content Standards Revision Report.

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

Staffing Report:



OPI's number of vacant positions:

- Total vacancies = 27
- In Recruitment = 7
- In Hiring Process = 6
- In Evaluation = 14

Vacancies by funding type:

- General Fund = 9
- Federal = 15
- State Special = 3

Career Coaches:



Office of Public Instruction Work-Based Learning Regional Career Coaches

1. Expand funding to support Work Based Learning (WBL) Career Coaches that will work in designated regions of the state
2. Continue and expand working with schools, parents, counselors, students, businesses, and industries to have students sign up for Montana

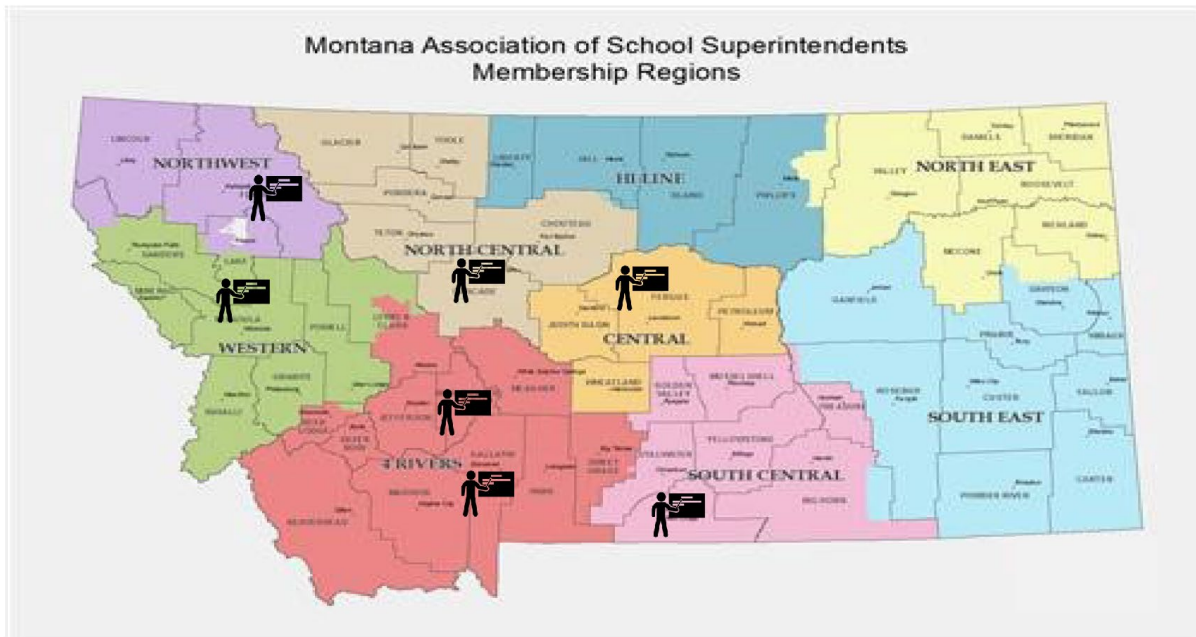
Ready

3. Collect data including and not limited to:

- a. Number of students exposed to WBL opportunities
 - b. Number of students registered for WBL
 - c. What CTE program or class designated for earned credit(s)
 - d. How many credits, half-credits, etc.
 - e. How many students are registered in
 - i. Pre-apprenticeship
 - ii. Apprenticeship
 - iii. Dual Enrollment with a post-secondary institution
 - f. How many are aligned or participating in a CTSO
 - g. What and how many businesses and industries are participating
 - h. Post-graduation placement
4. Expand contacts with all participating districts and students throughout school year
 5. Expand partnership and continue to work collectively with the DLI Business and Education Engagement team and Registered Apprenticeship program
 6. Work collaboratively with OCHE and 2-year colleges
 7. Expand partnership and continue to work collaboratively with private sector businesses and associations and other partners including, but not limited to:
 - a. Reach Higher Montana
 - b. Montana Digital Academy
 - c. Accelerate Montana
 - d. Montana Contractors Association
 - e. Montana Chamber of Commerce
 - f. Montana Automobile Dealerships Association
 - g. Montana Hospital Association



Career Coaches within MASS Regions



For more information, please contact Mary Heller, Montana Ready Coordinator, at mary.heller@mt.gov.

Teacher Residency Program:



Beginning with the 2023-2024 Residency Year, the OPI in partnership with our Educator Preparation Programs (EPP) and OCHE has implemented a hub and spoke model of EPP placements. This allows one university location to manage the recruitment and ongoing placement of residents, simplifying processes and ensuring continuity between involved colleges and universities. The University of Montana-Western was selected to be the hub of Montana’s Residency Project.

The Comprehensive Center 17 will be responsible for the ongoing evaluation of Montana’s Residency Project.

Commitment: Year 2 Residents are expected to teach in Montana, preferably rural or significantly impacted schools for 3 years following residency completion.

Participating Districts and Educator Preparation Programs

Confirmed Placements (18)

Pending Placements (17)

Browning – 5 UM Western

Cayuse Prairie 1 – UM

Dayton – 1 UM Western

Frontier – 1 MSU-Northern

Great Falls – 3 UM Western

Hardin – 4 Little Big Horn College & UM-W

Harlem - 1 UM Western

Vaughn – 2 UM Western

Butte or Ramsey – 1 MSU

Eastern Montana – 1 University of Phoenix

Flathead – 2 MSU

Havre – 1 UM Western

Noxon – 1 UM Western

TBA – 10 Salish-Kootenai College

Townsend – 1 MSU

Website Link: <https://opi.mt.gov/Educators/Teaching-Learning/Montana-Teacher-Residency>

House Bill 833, carried by Representative Barker, was passed by the legislature and signed by the Governor indicating state investment into residency beginning with the fiscal year 2025, providing \$2,000,000 annually for continuing this evidence-based high-quality teacher recruitment and retention of high-quality next-generation teachers.

For more information, please contact Krystal Smith, OPI Innovations Manager, at krystal.smith@mt.gov

Accreditation:



OPI held a Graduate Profile Educational Summit on April 14, 2023 for Montana schools. Watch the recording [here](#).

A Stakeholder Review comprised of school and community leaders will convene to discuss the new 4-point system to ensure that Montana schools can understand the new system.

The 4-point includes:

1. Family and Community Engagement
2. Professional Development

3. Academic Programming including how the education program enables students to recognize the district and unique cultural heritages of American Indians
4. Assurance checklist for required accreditation policies

The Stakeholder Review will meet eleven times between July 2023 and March 2024 via Zoom:

- July 27, 2023
- August 9, 10, and 15, 2023
- September 11 and 18, 2023
- October 16, 2023
- November 20, 2023
- January 8, 2024
- February 12, 2024
- March 11, 2024

OPI will offer multiple work sessions offered to parents, teachers, and school leaders:

- July 25 and 26, 2023 at the Great Northern Hotel in Helena
- August 14, 2023 via Zoom
- September 28 and 29, 2023 at Lockwood High School
- October 18-20, 2023 during the Montana Conference of Education Leadership (MCEL) Conference in Helena
- November, TBD at Montana Tech in Butte
- January 25 and 26, 2024 at the Great Falls Public Schools Office
- February 20-22, 2024 via Zoom
- March 1 and 5-7 via Zoom

More details on the work sessions are available [here](#).

For more information, please contact Crystal Andrews, Accreditation and Licensure Manager, at crystal.andrews@mt.gov.

Free and Reduced-Price Meals Direct Certification via Medicaid:



What is Direct Certification?

Direct certification is a process conducted by state and by local educational agencies (LEAs) of utilizing program participation data to certify eligible students' school meal benefits without the need for household applications. Authorized school Determining Officials access direct certification data for their district through the OPI Direct Certification Application (DCA) system.

Benefits:

- ✓ Paperwork reduction for families and schools
- ✓ Reduces certification errors
- ✓ Helps schools qualify for the **Community Eligibility Program (CEP)**
 - Schools may qualify for the CEP if at least 40% of the enrolled students are Directly Certified at the participating school(s)

Data in Montana (SY22-23):

- ✓ 157,637 enrolled students are served via the National School Lunch Program
- ✓ 64,252 (40.76%) students are eligible for free/reduced meals
- ✓ 31,537 (20.01%) students are Directly Certified for free meals, making up nearly half of the total free/reduced students
- ✓ 167 (21.14%) school sites in Montana participate in the Community Eligibility Provision (CEP)

For additional information contact Chris Emerson, School Nutrition Program Manager, at (406) 444-2501 or (406) 459-5394.

Post-Legislature Update:



General Update:

1. SB 373, Provide for alternative teacher credentialing – The OPI license team has begun the process of creating guidance and will be ready to implement in January 2024.
2. HB 403, Generally revise laws concerning fees for teacher and specialist certificates – The Superintendent will ask this Board to vote on the amendment on licensing fee schedules during the September Board meeting.
3. Public Charter School Bills Comparison
 - a. OPI created a side-by-side comparison of HB 549, Authorizing establishment of public charter schools and HB 562, Authorize establishment of community choice schools. OPI hosted a community discussion on this comparison, watch the recorded discussion [here](#).

Update on FTEs:

1. HB 393, Establish the Students with Special Needs Equal Opportunity Act (Fiscal Note 1 and Fiscal note 2) – This bill gives OPI one (1) FTE.
 - a. A summary of HB 393:

HB 393 establishes a special needs equal opportunity education savings account program for qualified students. A qualified student must be between the ages of 5 and 18 (inclusive) who was counted during the previous school year for ANB funding and is not currently enrolled in the Montana School for the Deaf and Blind or Pine Hills Correctional Facility or is eligible to enter a Montana state public school program. The student must also be identified as a student with a disability under the Individuals with Disabilities Education Act, 20 U.S.C. 1400, et seq.

HB 393 directs the Superintendent of Public Instruction to notify the resident district of the qualifying student amount to be distributed by the resident district to the Montana special needs equal opportunity education savings account on behalf of the qualifying student.

The Educational Savings Account (ESA) amount is calculated as the sum of:

- Data for achievement payment (Data) under 20-9-306, MCA
- Indian Education for All payment (IEA) under 20-9-306, MCA
- Per-ANB amounts of the instructional (IBG) and related services (RSBG) block grants under 20-9-321, MCA and
- Per-ANB entitlement amount under 20-9-306, MCA, multiplied by the ratio of school district adopted budget to district maximum general fund budget.

HB 393 requires 95% of the money to be deposited in a private purpose trust fund to be used for participating students and 5% of the money to be deposited in the Special Needs Education Savings state special revenue account established in the bill for the Office of Public Instruction (OPI) administration of the program.

HB 393 creates a special needs equal opportunity education savings trust fund that is to be an instrumentality of the state and created for a public purpose. The funds are to be used by OPI to develop a separate trust for each participating student.

Money deposited into a Montana Special Needs Education savings account may be used on behalf of a student for tuition, fees, software, instructional materials, and a wide range of both curricular and extracurricular services. The account can also be used to pay tuition, books, online courses, or other fees for postsecondary institutions. Funds from the educational savings account may not be spent by the student for computer hardware, other technological devices, or transportation unless specific to the allowable costs outlined in section 5 of HB 393. Requirements indicate that a parent must notify the Superintendent of Public Instruction in the fall and again in the spring that their child would qualify for the education savings account. The parent signs the contract assurances listed in HB 393. Each parent is required to submit to the Superintendent of Public Instruction copies of all expense receipts and account statements related to the savings account.

HB 393 also creates a special needs education administration account to be used to cover OPI administrative costs of the program. Five percent of the money transferred to OPI from the resident school districts would be deposited into the account and the account is statutorily appropriated in 17-7-502, MCA.

The Superintendent of Public Instruction must make information about the program available, conduct audits of accounts, remove parents who do not comply with the contract, and suspend accounts where applicable. The Superintendent of Public Instruction collects quarterly reports of services provided to qualified students from qualified schools who enroll students participating in the Special Needs Equal Opportunity Education Savings Account Program.

The Superintendent of Public Instruction is required to establish rules necessary for administering the program and are limited to the following:

- Establishment of no fewer than two time periods each year during which a student's parent may notify the superintendent of the parent's desire for the student to participate in the program. Each time period must be at least one month long. One period must be between September 1 and January 1, and the other time period must be between March 1 and June 1, based on the superintendent's determination of district and parent needs.
- verification of student eligibility pursuant to [section 3]
- creation of a parent contract pursuant to [section 5]
- notification of the resident school district of the student's participation in the program
- calculation of the amount of the district student amount and the statewide average district student amount
- auditing of expenditures for allowable educational services from a student's account
- auditing of payments received by qualified schools under the program.

The OPI will use the 2023-24 school year to develop and implement the education savings account program. There are many details related to managing these savings accounts, including consumer financial protections and disclosure regulations, which need to be researched. Application processes and procedures will need to be put in place.

HB 393 appropriates \$75,000 to the OPI for FY 2024 and \$30,000 for FY 2025 for program administrative purposes.

Transition language is provided stating that the legislature intends for the program to be operational for the school year beginning July 1, 2024, and that the OPI will develop all necessary components of the program during the school year beginning July 1, 2023, to meet that intention.

2. HB 352, Provide targeted interventions to support 3rd grade reading proficiency (Fiscal Note 1 and Fiscal Note 2) – This bill gives OPI two (2) FTE.

a. A summary of HB 352:

The first purpose of this legislation is to provide parents with a voluntary early literacy interventions program that would increase the number of children who are reading proficient at the end of third grade.

HB 352 establishes an Early Literacy Targeted Intervention program beginning July 1, 2024, with an appropriation of \$1.5 million for FY 2025. The funding appropriated must be used for per-student costs of the home-based early literacy program created in the bill.

HB 352 directs the Board of Public Education, the Office of Public Instruction, and school district trustees to implement and achieve the purposes of this bill by July 1, 2024. These entities are directed to collect, analyze, and report outcomes on an ongoing basis providing continual refining of interventions to increase efficacy and efficiency of each intervention.

HB 352 identifies early literacy targeted intervention to mean any of the following:

- a classroom-based early literacy program
- a home-based literacy program, or
- an early literacy jumpstart program

Early literacy interventions are defined in the bill allowing that a school district may provide eligible children with any of the interventions described in HB 352.

Funding for the early literacy targeted interventions is defined in the bill as follows:

- An eligible child participating in a classroom-based program must be counted in the enrollment count used for calculating ANB per 20-9-311, MCA.
- An eligible child participating in a home-based program as defined in the bill may receive not more than \$1,000 per year. If the appropriated funding is not sufficient to fund all children participating in the home-based program in any year, the superintendent is to limit participation on a first-come, first-served basis.
- An eligible child participating in a jumpstart program would be counted as quartertime enrollment in the calculation of ANB per 20-9-311, MCA, for participation in the jumpstart program. This could mean this child could be counted as up to 1.25 in the enrollment count for ANB purposes if the child was also enrolled in school.

HB 352 directs schools offering an early literacy targeted intervention program to closely monitor and work in collaboration with the Superintendent of Public Instruction and report annually to OPI the efficacy of the program no later than July 15. The superintendent is to report annually to the Interim Budget Committee no later than September 1.

A second purpose of this legislation is to clarify both exceptional circumstances and kindergarten and preschool eligibility.

Exceptional circumstances are defined in this bill where current law has not had a definition. Section 6, 20-7-117, MCA, currently describes kindergarten and preschool programs. This bill deletes language allowing trustees to include children who have been “enrolled by special permission” and redefines the allowance to include children who have been “admitted through

the exceptional circumstances provisions un 20-5-101”, MCA, which is newly defined in this bill.

A kindergarten program is defined to mean a half-time or full-time 1-year program immediately preceding a child’s entry into 1st grade with curriculum and instruction selected by the Board of Trustees and aligned to the content standards established by the Board of Public Education.

A preschool program is defined to mean a half-time or full-time program to prepare children for entry into kindergarten and governed by standards adopted by the Board of Public Education.

3. HB 171, Revise education laws related to residential treatment facilities (Fiscal Note)

– This bill gives OPI one (1) FTE.

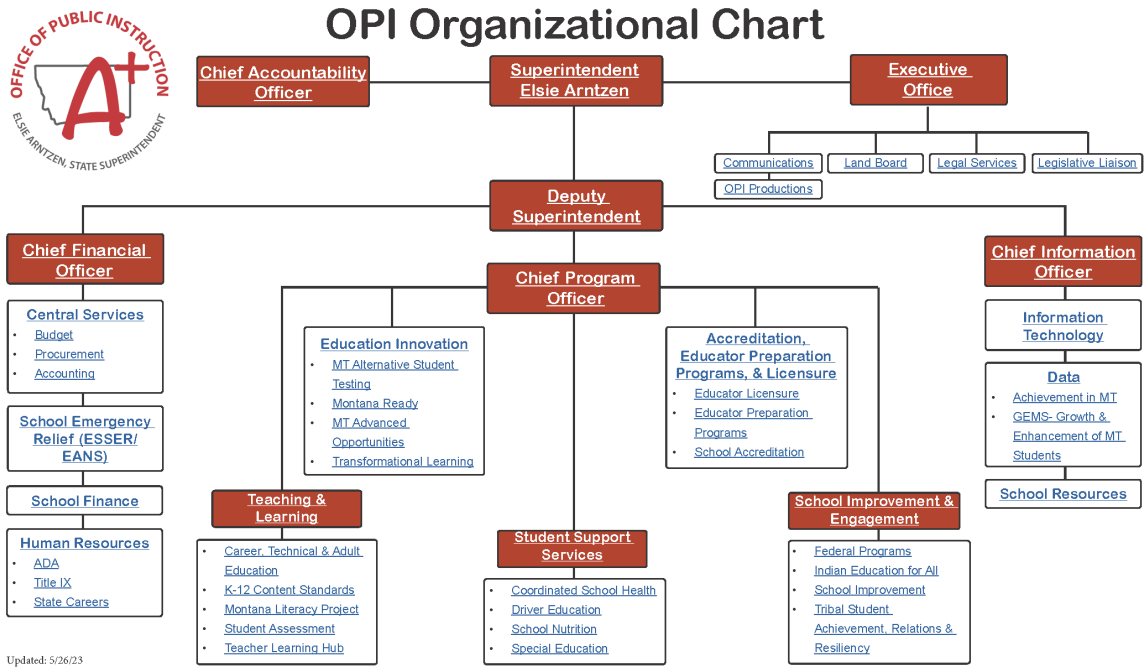
a. A summary of HB 171:

HB 171 allows a children's psychiatric hospital, a residential treatment facility, or therapeutic group homes, also known as a qualifying facility, that provide educational programs to children to be included as qualifying facilities eligible to receive in-state treatment payments. Qualifying facilities are licensed by the Department of Public Health and Human Services (DPHHS). A contract between the Superintendent of Public Instruction and a qualifying facility must include a provision requiring the qualifying facility to provide educational data and regular reports about the academic status and academic progress being made by each eligible child. The calculation of the daily rate is changed to a daily rate per eligible child for each qualifying facility that reflects actual documented costs of providing an appropriate education opportunity at the qualifying facility and that excludes the costs that are eligible for reimbursement under any provision of state or federal law less any tuition paid by the school district of residence.

There is one FTE for implementation of the changes in the bill including rules, rate establishment, cost studies, appropriation of payments, contracting, annual analysis of each daily rate, evaluation of education programs at qualifying facilities, determination of appropriate educational opportunity for each child, and required reporting.

4. As a budget request in HB 2, three (3) Substance Abuse and Mental Health Services Administration (SAMHSA) FTE were removed. Due to HB 872, Provide funding for behavioral health system for future generations, one (1) FTE was transferred to the Montana Department of Public Health and Human Services (DPHHS) to administer the Comprehensive School and Community Treatment (CSCT).

OPI Organizational Chart:



Updated: 5/26/23

To view the organizational chart, please click [here](#).

OPI Staff Family Day:



OPI held a Staff Family Fun Day at the Capitol in June. Summer is a wonderful opportunity to spend time with family and enjoy all of the offerings our great state has to give. Blessings to you and all families this summer.

JULY 2023 ASSESSMENT BOARD OF PUBLIC EDUCATION UPDATE

Cedar Rose
Assessment Director

Putting Montana Students First **A+**



PROJECTS OVERVIEW

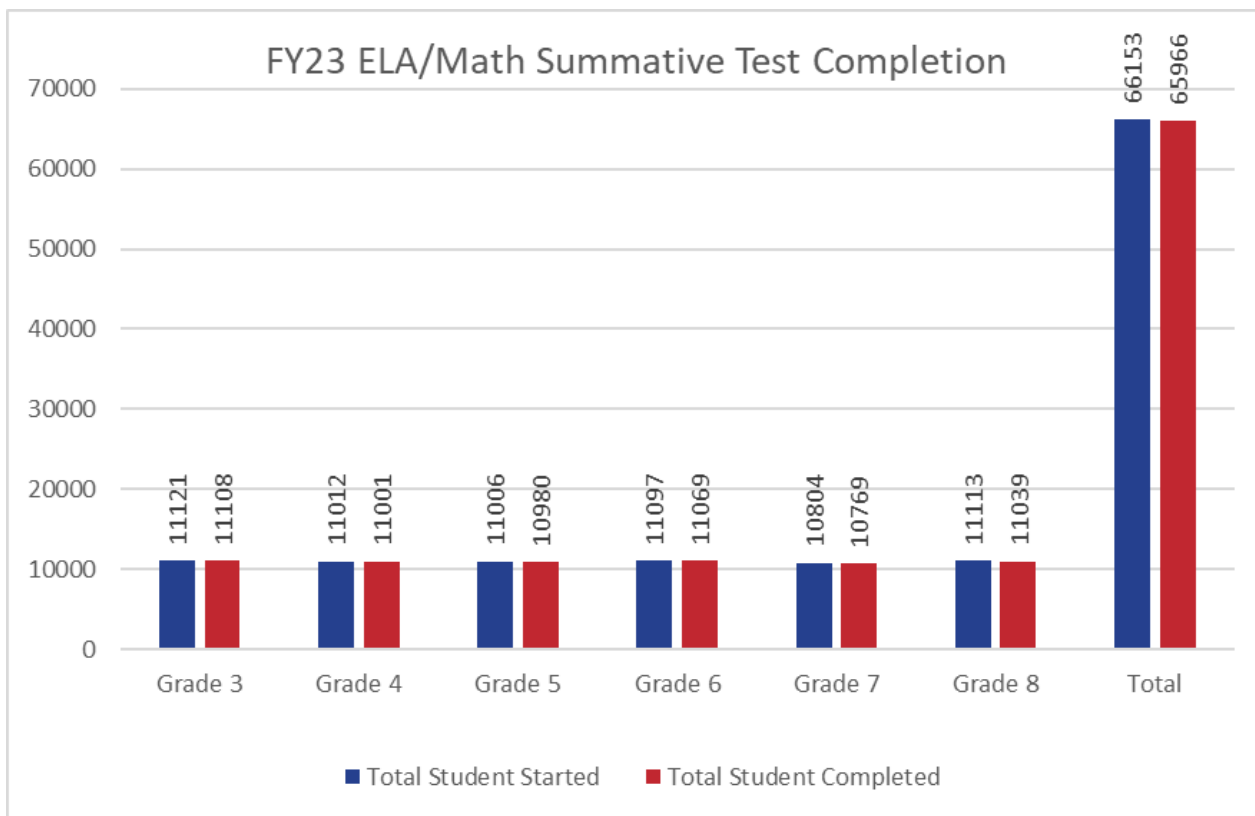
Completed

- Montana Summer Technical Advisory Committee Meeting (June 6 & 8)
- Math, R/LA, and ELP assessment peer review submission
- Test incident and non-participation processing

In-Progress & Upcoming

- STC HUB Course for asynchronous training
- Assessment data reconciliation
- Special Education and Title III collaboration
- Science assessments (MSA, AMSA, and ACT with Writing) peer review submission- December 2023

SMARTER BALANCED SUMMATIVE COMPLETION RATES



Students registered:

66,954

Students tested:

65,966

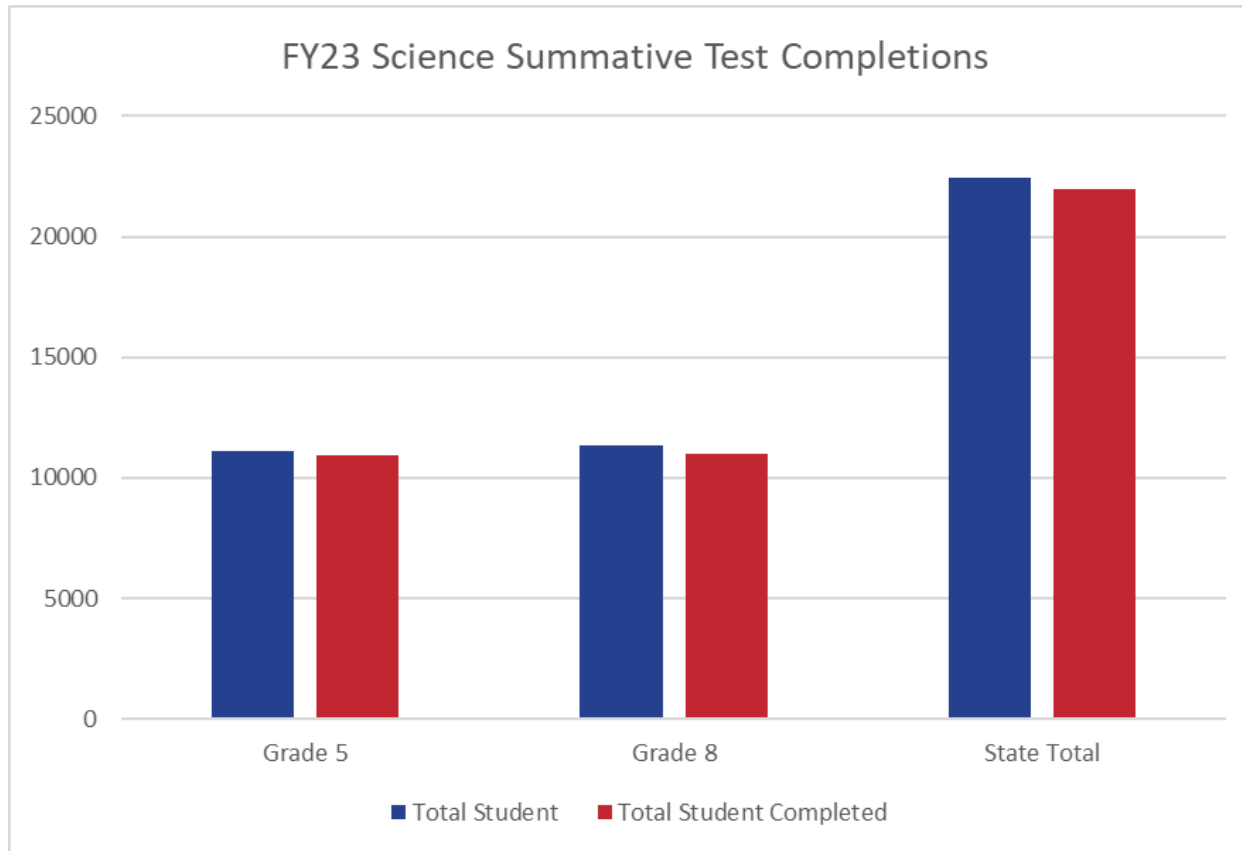
About **98.5%** of all students registered for the test have completed it.

Note: number in graph counts the completion of ELA CAT, MATH CAT, and MATH PT as one test.

Data accurate as of 6/1/2023. Total Available Tests: 200,862 which includes the 3 tests as PT = Performance Task, CAT = Computer Adaptive Testing. **Note:** some data may not sum to totals due to rounding rules and estimations.



MONTANA SCIENCE ASSESSMENT SUMMATIVE COMPLETION RATES



Students registered:
22,463

Students tested:
21,966

About **98%** of all students registered for the test have completed it.

Data accurate as of 6/1/2023. Note: some data may not sum to totals due to rounding rules and estimations.

ALTERNATE MATH & ELA SUMMATIVE TEST COMPLETION RATES

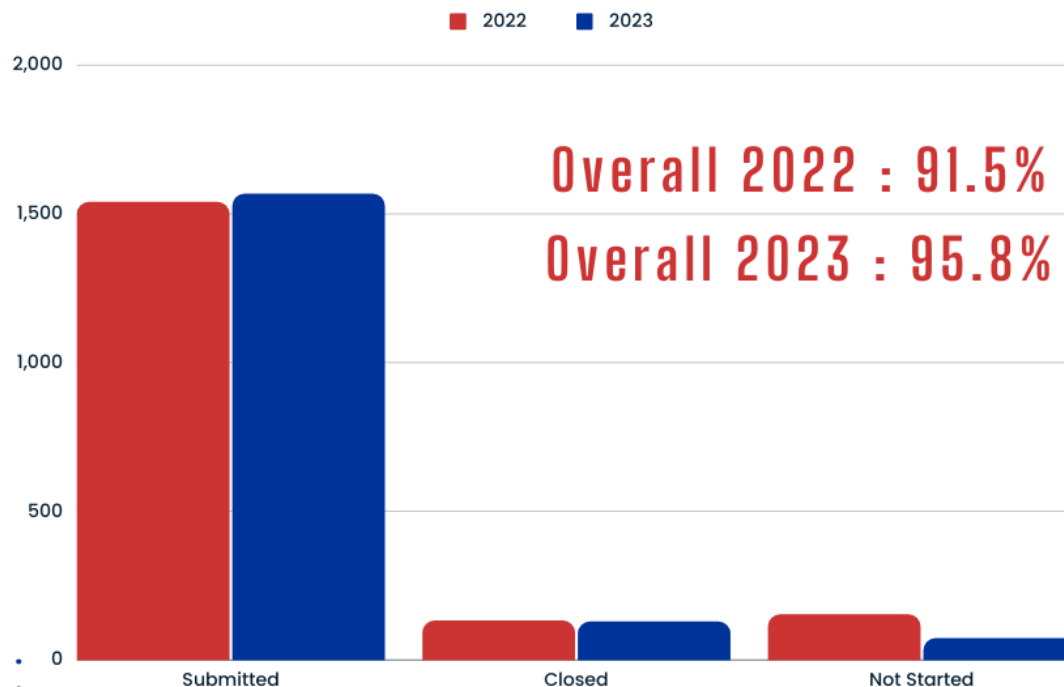
MSSA PARTICIPATION



Students registered:
884

Students tested:
847

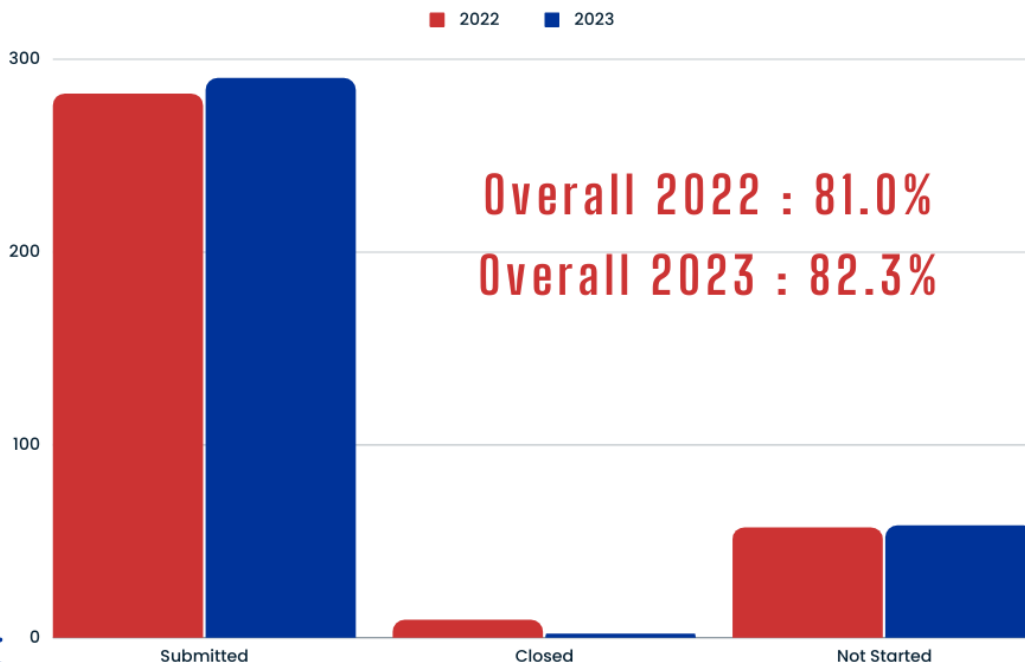
About **96%** of all students
registered for the test completed it.



Data accurate as of 5/1/2023. Total Available Tests = 1768. **Note:** each student must complete 2 tests (i.e., ELA and Math). **Note:** some data may not sum to totals due to rounding rules and estimations.

ALTERNATE SCIENCE SUMMATIVE TEST COMPLETION RATES

AMSA PARTICIPATION



Students registered:
350

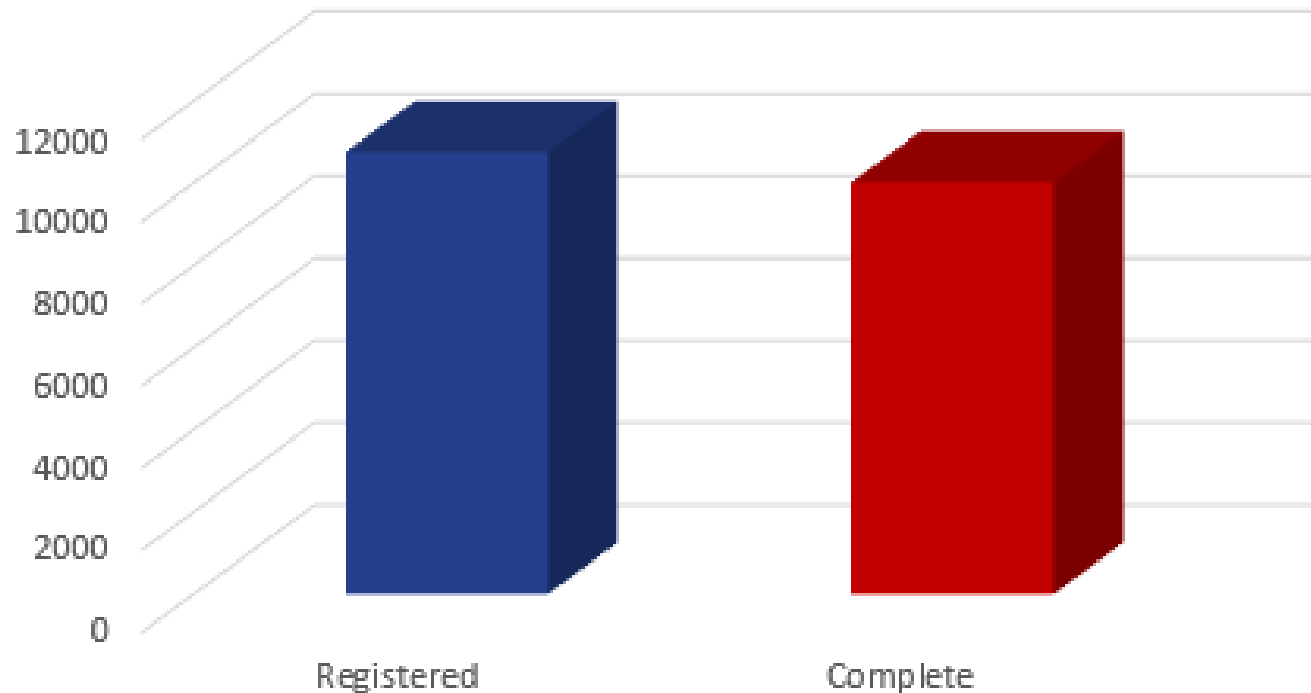
Students tested:
290

About **82%** of all students registered for the test completed it.

Data accurate as of 6/5/2023. Note: some data may not sum to totals due to rounding rules and estimations.

ACT WITH WRITING SCORING RATES

FY2023 ACT with Writing Test Completions



Students registered:
10,750

Student tests processed:
10,016

About **93%** of all students registered for the test have scored tests.

Note: ACT continues to score tests.

Data accurate as of 6/1/2023. Note: Final counts will not be available until later this month; some data may not sum to totals due to rounding rules and estimations.

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 Tues/Wed/Thurs	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
						Window 2: April 9–19	November 23- December 15
							January 1- February 16
Window 3: April 23–May 3	March 11- March 29	April 15- May 3					

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.



Data System Modernization Team



Chris Sinrud
Chief Information Officer



Andy Campbell
Information Technology
Manager



Ashley Perez
Data Operations
Manager



Brett Carter
State Longitudinal
Data Manager



Nicole Thuotte
Achievement in
Montana Manager

This is just part of the team that is working hard to manage and keep our student data safe. They are always looking for the opportunity to serve our students, teachers, administrations, schools and districts.

Data System Modernization



- Timeline

- Summer 2022 Assessment Request For Proposal(RFP)
- Fall of 2023 Statement Of Work(SOW) – Based upon other states modernization

January	February	March	April
<i>HB 367 Introduced</i>	New Request for Proposal work		RFP Released
May	June	July	August
Evaluation Committee Reviews Top Three Vendor Move on	Demonstration Reviews Vendor Selection Contract Negotiations with PowerSchool	Main Work to Begin Data Task Force	Project Plan Execution
September	October	November	December
Project Plan Execution	Project Plan Execution	Project Plan Execution	Project Plan Execution

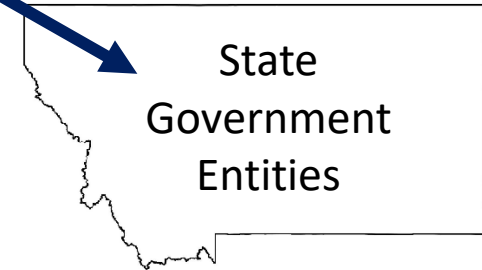
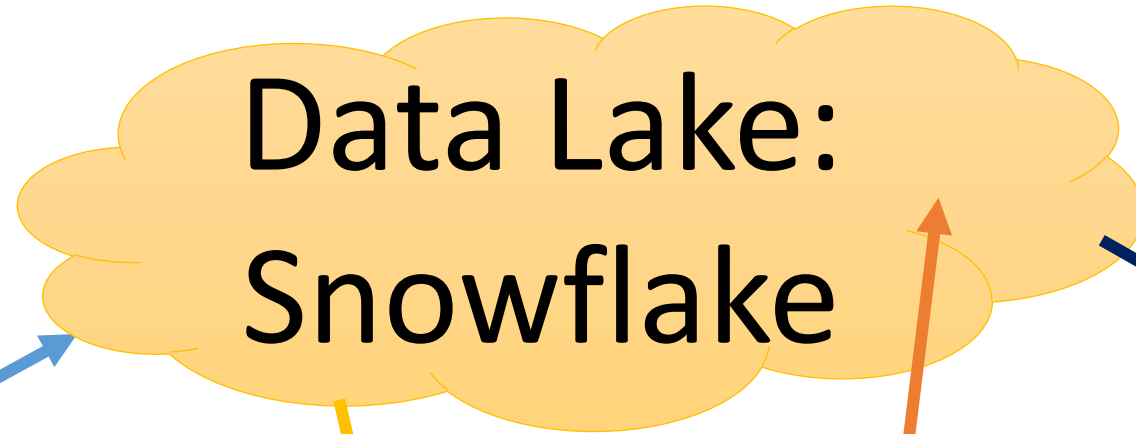
Data System Modernization



- Current Work
 - Finishing up Single Sign-On looking forward
 - TeachMT(TMT) Modifications moving into Maintenance and Support
 - Data Consolidation into Infinite Campus
 - Training for new collection migrations
 - TMT Expansion into Accreditation - Completed this Spring
 - Programmers are updating applications
 - Adjustments being made for 2023 Legislative changes
 - New Data Collections Planning
 - Consolidation of Forms – into survey tool Qualtrics
 - All processes are being reviewed and updated for data quality and assurance



Student/Teacher Data Flow



Any SIS

Power School SIS
Maintenance

- Costs:
- Annual Est. Maintenance
- \$2.6-2.7 Million+

State
Government
Entities

**OPI SIS:
Infinite Campus**

200+ School Districts

Purpose:

- Secure Data Sharing
- Efficiency and Simplicity
- Secure and Controlled Access



State Level ESSER Activity

<u>Program</u>	<u>Allocated</u>	<u>Expended</u>	<u>Balance</u>	<u>Percentage Expended</u>
ESSER I	\$ 41,295,230	\$ 41,295,230	\$ -	100%
ESSER II	\$ 170,099,465	\$ 117,681,973	\$ 52,417,492	69%
ESSER III	\$ 382,019,236	\$ 137,167,635	\$ 244,851,601	36%
Totals	\$ 593,413,931	\$ 296,144,838	\$ 297,269,093	50%

ESSER II, III, After School & Summer Enrichment

Use of Funds By Category

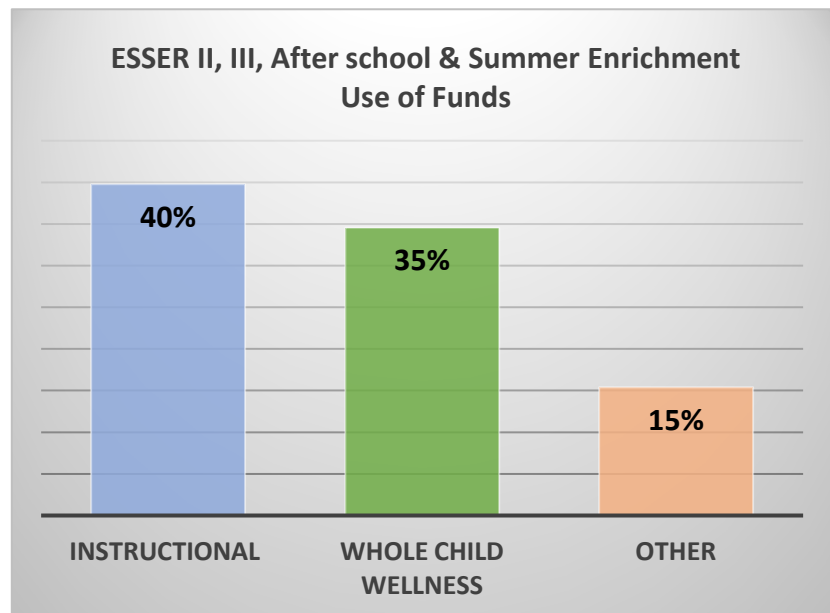
Instructional Needs

Address Learning Loss	\$79,274,375.00	28.61%
Supplemental Learning	\$7,497,764.00	2.71%
Dedicated Learning Devices	\$4,975,345.00	1.80%
Home Internet for Students	\$92,461.00	0.03%
Technology	\$18,380,742.00	6.63%
Instructional Needs Subtotal	\$110,220,687.00	39.78%

Whole Child Wellness

Mental Health	\$7,780,263.00	2.81%
Minimize Spread of Infection	\$80,540,954.00	29.07%
Supplemental Services	\$7,497,764.00	2.71%
Whole Child Wellness Subtotal	\$95,818,981.00	34.58%

Indirect Cost	\$4,035,005.00	1.46%
Other	\$38,628,465.00	13.94%
Subtotal	\$42,663,470.00	15.40%



ESSER II, III, After School & Summer Enrichment Success Stories

Career Tech, Vocational, Trades Programs	Eureka MT- Students spend part of the day off-site building 'tiny houses' and practicing math, communication, and marketing skills while also creating a real-world product and incentivizing students to do well academically. ESSER funds have enabled creativity and engaged student proficiency-based learning that everyone in the community can embrace. The students have been involved in every aspect of the building process - from initial plans all the way through the finished work.
Afterschool/Summer Support for Learning Loss, Focus on Math Skills	Billings MT- Focusing on math skills among grades 2-3 during spring, and grades K-5 during summer. Respond to students' lack of interest in mathematics by showcasing daily uses/encounters with mathematics through games, free play, and field trips. Through continued exposure and usage, students persevere in making sense of and solving problems with mathematics.
Afterschool/Summer Support for Learning Loss, Focus on Math and Literacy Skills	Livingston MT- Garden- and cooking-based math and literacy enrichment education. Children learn about nutrition and the environment through hands-on activities while focusing on math, literacy, and social-emotional development.



Current Montana Standards Revisions

On January 13th, 2023, the Montana Board of Public Education approved the following timeline for standards review:

Cycle	Content Standards	Research/ Review	Revision	Negotiated Rulemaking	Adoption Phase	Adoption	Begin Implementation
I	English Learners	January 2023 - February 2023	March 2023 – April 2023	May 2023 - August 2023	September 2023 - March 2024	May 2024	July 1, 2025
II	Mathematics	September 2022 - March 2023	April - August 2023	September - December 2023	January - June 2024	September 2024	July 1, 2025
III	World Languages	January - March 2023	April - August 2023	September - December 2023	January - June 2024	September 2024	July 1, 2025
IV	English Language Arts/Literacy	September 2023 - March 2024	April - August 2024	September - December 2024	January - June 2025	September 2025	July 1, 2026

As of January 2023, the following content standards' revision timelines are TBD: Health and Physical Education, Arts, Science, Social Studies, Career and Technical Education, Technology Integration, Computer Science, Library Sciences

Apply to be a part of the Negotiated Rulemaking Committees

The Superintendent is seeking applications from interested parties to serve on one of three committees for **English Learners, World Languages and Mathematics**. Qualifying individuals are likely to be significantly affected by the proposed rule amendment, including individuals from the following groups:

- School District Trustees
- K-12 Administrators
- K-12 Teachers
- Higher Education Faculty
- School Business Officials
- Parents
- Taxpayers

Members of the NRCs will be selected based on the following criteria:

- Cultural Diversity
- Geography/Location
- Relevant Content Experience
- District and School Size
- Grade Levels Served

The NRCs will meet multiple times between:

- July and August 2023 – English Language Learners
- September and December 2023 – Math
- September and December 2023 – World Languages

Applications for all three NRCs can be found [here](#).

Teacher Learning Hub Course

To learn about the standards adoption process and how to get involved, take the [Montana Content Standards 101](#) course on the [Teacher Learning Hub](#) (1 renewal unit)

HUB Collaborative: OPI Standards Review and Revision Team: [Course Link](#)

Course Description: Thank you so much for being a part of the standards revision process! With your input, the state of Montana will have standards that: a) have embedded IEFA, b) are relevant, c) meaningful, and d) rigorous for the students of Montana. 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.

PLEASE NOTE: This course is open to the public for viewing purposes only. Designated standards team members are the only active participants.

Math Standards Review: Timeline



Math Standards Review: Research and Review Phase

Superintendent Elsie Arntzen, with approval from the Montana Board of Public Education, has opened the Montana Mathematics Standards for review. The purpose of the standards review process is to assure that Montana public schools are setting high academic standards for all children of our state. The goal is to serve our Montana students and educators with the best-possible mathematics standards to guide instruction and prepare our students for their lives beyond the classroom.

We are currently wrapping up the Research and Review Phase of the Standards Review Process. We solicited applications for the Mathematics Standards Review Task Force, with the application period closing on February 10, 2023. We had a great response to the call for applications. Thank you to all who applied to participate in this important work.

Currently, we are in the process of reviewing applications for the Math Task Force with two teams of reviewers made up of members of major stakeholder organizations, respondents to the Mathematics Standards Review Interest Survey, and internal reviewers. The Task Force members will be chosen from applicants representing a variety of stakeholders who are involved with K-12 mathematics instruction across Montana. Thank you to all who are participating in application review, supporting our goal of forming excellent teams of educators to complete the revision and review process.

The Task Force includes both a Writing Team, as well as a Review Team. During the Revision phase of the standards review process, the Writing Team will use the research and data analysis provided by the Regional Educational Laboratory West (REL West) at WestEd to inform revision of our Montana Mathematics Content Standards. The Review Team will review the work of the Writing Team, and provide feedback that will inform the work of the Negotiated Rulemaking Committee during the Negotiated Rulemaking phase of the review process.

Task Force Revision Schedule

OPI Facilitators: Marie Judisch, marie.judisch@mt.gov | Michelle McCarthy, mmccarthy5@mt.gov

<p>May 16th or 18th</p> <ul style="list-style-type: none"> - 3:45-4:45 pm - Entire Task Force 	<p>Introduction - Meet the Task Force</p> <ul style="list-style-type: none"> - <i>Virtual Meeting</i> - https://mt.gov.zoom.us/j/83920578608?pwd=MjIvZzVsUy9HaEJiNHF6SnZiUEFxQT09 - Meeting ID: 839 2057 8608 - Password: 966472
<p>June 16th</p> <ul style="list-style-type: none"> - 8:30am - 4:00 pm - Entire Task Force 	<p>Research Review</p> <ul style="list-style-type: none"> - <i>Virtual Meeting</i> - https://mt.gov.zoom.us/j/88232550558?pwd=MEdVaHZQY1oXZzdXbzqzWEZSYStZdz09 - Meeting ID: 882 3255 0558 - Password: 220467
<p>July 19, 20, 21st</p> <ul style="list-style-type: none"> - 8:30 - 12:00 pm - 1:00 - 4:00 pm - Development/Writing Team 	<p>Development/Writing</p> <ul style="list-style-type: none"> - <i>In Person Meetings</i> - Helena, MT - BPE Room - Reimbursements for :Per Diem Meals, Mileage, Hotel <ul style="list-style-type: none"> - Information to Come on Hotel Blocks - Please Bring Devices with Access to Google Docs and the Teacher Learning HUB
<p>August 3rd</p> <ul style="list-style-type: none"> - 8:30 - 12:00 pm - 1:00 - 4:00 pm - Review Teams - K-5 & 6-12 	<p>Review</p> <ul style="list-style-type: none"> - <i>Virtual</i> - https://mt.gov.zoom.us/j/83523325482?pwd=S1qrR2FOSkxOVm55TXpOdTNQUko0Zz09 - Meeting ID: 835 2332 5482 - Password: 444994

Montana - Math Standards Revision Task Force

K-2 Development Team

Shay Kidd	UM Western, Asst. Professor of Education
Carla Swenson	Glasgow SD, Elementary STEM Teacher
Thomas Redmon	Hamilton SD, Math Specialist
Nicole Capser	Kalispell SD, Instructional Coach
Andrea Meiers	Lockwood SD, Curriculum Director & Asst. Prof at Rocky Mountain College

3-5 Development Team

Lei-Anna Bertelsen	Mathematics Professional Learning Facilitator and Educational Consultant
Acer Pitas	Big Country Cooperative, Special Educator
Elizabeth Burroughs	MSU, Mathematics Education Professor
Kris Gardner	DeSmet SD, Elementary Math Teacher
Melissa Shiffer	Lambert SD, Elementary Teacher

K-5 Review Team

Jenny Combs	Curriculum Consortium and Professional Development Provider
Kayla Ryan	Helena SD, Elementary Teacher
Amy Jones	Forsyth SD, Elementary Teacher
Becky Berg	Billings SD, K-5 Instructional Math Coach

6-8 Development Team

Jennifer Brackney	Billings SD, Middle School Teacher
Matt Roscoe	UM, Assoc. Professor of Mathematical Sciences
Bill Becker	Ronan SD, Middle School Math Teacher
Jennifer Luebeck	MSU, Professor of Mathematical Sciences
Tina Blair	West Valley SD, Middle School Principal

9-12 Development Team

Cliff Bara	Troy SD, HS Math Teacher
Deanne Gemmill	Rocky Mountain College Instructor, Board Certified Teacher
Frederick Peck	UM, Professor of Mathematics Education
Marisa Graybill	Helena SD, Math Instructional Coach
Janice Novotny	Big Timber SD, HS Advanced Placement and Dual Credit Teacher
Bethany Cooney	Harlowton SD, HS Math Teacher

6-12 Review Team

Pat Baltzley	Gardner SD Board Member, Mathematics Instructional Coach and Consultant
LeAnne Lorenz	MSU, Adjunct Professor and Bozeman SD, Middle School Teacher
Sharon Carroll	Ekalaka SD, HS Math Teacher, recently retired
Brooke Taylor	Billings SD, HS Math Teacher