

Montana Board of Public Education Executive Summary

Date: November 15-17 2023

Presentation	Superintendent's Report
Presenter	Elsie Arntzen
Position Title	Superintendent of Public Instruction Office of Public Instruction
Overview	This presentation provides the Board of Public Education updates from the Superintendent and Office of Public Instruction. Information includes: <ul style="list-style-type: none">- Assessment update- MAST update- ESSER update- Accreditation update- Data Modernization update- Rigorous Action update
Requested Decision(s)	Informational Item
Related Issue(s)	Assessment; MAST; ESSER; Accreditation; Data Modernization; Rigorous Action; Agency update
Recommendation(s)	n/a



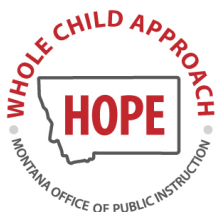


Superintendent Arntzen's Report to the Board of Public Education as of November 3, 2023

Superintendent Arntzen's Message:



During November we celebrate Native American Heritage Month. This year we honor the 2024 Montana Teacher of the Year, **Kevin Kicking Woman**, an enrolled tribal member of the Blackfeet Nation, and the Montana Special Education Teacher of the Year 2023, **Patricia Payne**, an enrolled member of the Fort Peck Assiniboine and Sioux Tribes. Please watch Mike Jetty, OPI's Indian Education Specialist, speak about the symbolism on the [Tribal Flags of Montana](#).



Assessment Update:



Please see the 2022-2023 Montana Statewide Assessment Grade Level and Cohort Data Analysis for Math and ELA Update attached at the end of this report.

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

Montana Alternative Assessment Testing Program (MAST):



The first testing window for the second year of the Montana Alternative Student Testing (MAST) pilot program has opened. The first testing window for the MAST Through-Year Pilot runs from October 23 - November 10, 2023, for grades 3 through 8 in Math and English Language Arts (ELA). The Office of Public Instruction (OPI) has partnered with 54 Montana school districts and over 20,600 students for the MAST pilot program this school year.

The participating districts are fully committed to the innovative through-year design. As part of the pilot program, districts will administer the MAST assessments during all five testing windows throughout the 2023-2024 school year. By participating in the MAST Through-Year Pilot, districts will no longer be obligated to administer the federally mandated end-of-the-year Smarter Balanced Assessment, and their accountability measures will remain unaffected. Districts participating in the MAST Pilot are still required to administer the Montana Science Assessment (MSA) to students in grades 5 and 8. Districts with students enrolled in the Multi-State Alternate Assessment (MSAA) for Grades 3-8 and 11, and the Alternate Montana Science Assessment (AMSA) for Grades 5, 8, and 11, are required to administer these alternative assessments as there is not an alternate version of MAST.

This pilot program revolutionizes the assessment experience for districts and provides valuable insights into student progress throughout the academic year. The next testing windows are:

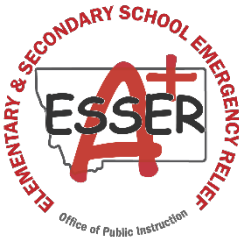
- Testing Window #2: November 27 - December 15, 2023
- Testing Window #3: January 29 - February 16, 2024
- Testing Window #4: March 11 - April 5, 2024
- Testing Window #5: April 15 - May 10, 2024

Live listening and feedback sessions will be scheduled throughout the school year to ensure continuous improvement of the MAST pilot program. These sessions will serve as an opportunity for districts to share feedback, suggestions, and experiences to help enhance the usability of MAST. The first live session was November 14th from 3:30-4:30 pm via [Zoom](#).

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:



ESSER II is coming to a close. All cash requests were due by the close of business on October 25 and Final Expenditures were due by November 10. To date there have been no extensions requested and schools are working hard to process cash requests.

The ESSER Team has been working with schools to help them process and meet all ESSER compliances as we enter into the final year of ESSER grant funding with ESSER III. ESSER III funds must be expended by September 30, 2024.

The state-wide ESSER allocation through September 30, 2023, is:

Elementary and Secondary School Emergency Relief Funds (ESSER)
October 2023 Status Report

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	\$ 157,818,457	\$ 12,281,008	93%
ESSER III	\$ 382,019,236	\$ 191,652,206	\$ 190,367,030	50%
Totals	\$ 593,413,931	\$ 390,765,893	\$ 202,648,038	66%

This ESSER II Report does not reflect final expenditures. The December Report will include all final expenditures

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.

Accreditation Process Update:



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

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

Data Modernization:



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

Chris Sinrud, Chief Information Officer, and Zam Alidina, Project Manager, are standing by for questions.

Rigorous Action Update:



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

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

Indian Education for All Finance Reporting - HB 338 Update:



Indian Education for All (IEFA) is a landmark provision in the Montana Constitution that “recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.” The Montana Legislature provides IEFA funding to school districts and requires school districts to report IEFA expenditures to the Montana Office of Public Instruction (OPI).



In 2023 the Legislature passed HB 338, by Rep. Jonathan Windy Boy, which included several new reporting requirements and provided a reduction of future funding for school districts that fail to report expenditures of all IEFA revenue. This [frequently asked questions](#) (FAQ) document provides OPI guidance to help school districts navigate the legal and financial landscape for IEFA finance reporting.

What new IEFA provisions for school districts are in HB 338 (2023)?

Although HB 338 must be read in its entirety, the new reporting provisions are in Section 4(4) of the bill and address reporting of instruction and instruction development. Section 4(5) of the bill provides a reduction of, or ineligibility for, future funding for a school district’s failure to report expenditures of all IEFA revenue in the Trustee Financial Summary (TFS).

When do the new IEFA reporting provisions apply to school districts?

Section 6 of the bill provides an effective date of July 1, 2023. Section 7 of the bill provides that the new requirement for reporting of instruction and instruction development applies to IEFA funds for FY 2024 and later. The reporting of annual expenditures is not a new requirement. The

requirement for reduction in funding does not have a later applicability date and, thus, applies to the FY 2024 reporting of the FY 2023 expenditures, which impacts the FY 2025 IEFA funding.

How might IEFA finance reporting impact future IEFA funding?

If a school district fails to report IEFA expenditures in its TFS, the district “is ineligible for the funding under this section for subsequent school fiscal years until the report is filed.” If a school district fails to report expenditures in its TFS for all IEFA revenue, the “district's BASE budget and funding under this section for the subsequent fiscal year must be reduced by the amount of funding received that was not spent” on IEFA.

How and when can a school district correct an inaccurate TFS it filed with OPI?

A school district may file a corrected TFS (per ARM 10.10.504) with OPI as soon as the inaccuracy is discovered, but no later than December 10, by submitting a School Data Error Correction Request Form to opischoolfinance@mt.gov.

Montana 250th Commission Update:



I appointed Marietta Croft from Colstrip to the Montana 250th Commission. The Commission was established through House Bill 377, by Rep. Linda Reksten, during the 2023 legislative session to “promote civic engagement and increase public awareness of United States and Montana government and history, including the history of tribal nations, leading up to the United States semiquincentennial”.

The Commission is made up of 11 members:

- The Montana Historical Society director or the director's designee;
- Two members of the legislature, one from the minority party and one from the majority party appointed as follows:
 - first, a member of the Senate appointed by the President of the Senate; and
 - second, a member of the House of Representatives appointed by the Speaker of the House of Representatives;
- A high school social studies teacher who teaches a course in United States government appointed by the Superintendent of Public Instruction;
- A college-level United States history or political science professor appointed by the Commissioner of Higher Education;
- A tribal representative appointed by the State Director of Indian Affairs; and
- Five members appointed by the governor representing various civic, veteran, military, tourism, history, museum, library, arts, or local and tribal government organizations



Marietta Croft is a 6th-year social science teacher in Colstrip Montana. She graduated from Chadron State College in May of 2017 with a Bachelor of Science in Education and started working in Colstrip in August of 2017. In 2020 she received a Masters of Education in Curriculum and Instruction from the American College of Education. She teaches a variety of Social Science classes in Colstrip; the two core classes are US History and American Government. She also teaches one section of US History and one section of American Government as Honors classes in collaboration with Chief Dull Knife College. Other

courses taught are Native American Studies, World Issues, Holocaust and Genocide Studies, and, a Cheyenne Language class with a professor at Chief Dull Knife College in Lame Deer. In July 2022 she started a Masters of Arts with a Specialization in Teaching American History and Government through Ashland University. She was awarded the James Madison Memorial Fellowship for the state of Montana.

Early Literacy Collaborative Update:



Recently I announced the members of the Office of Public Instruction's (OPI) Early Literacy Collaborative. Per [HB 352](#), by Rep. Brad Barker, the membership consists of a variety of education stakeholders from across Montana. This Collaborative will foster cooperation between government agencies, schools, families, educators, educator preparation programs, and communities. The focus of the OPI's Collaborative will be to



provide guidance for implementation of the school jumpstart programs, classroom interventions, and home-based literacy intervention programs for eligible students aged four years old and not yet in third grade. In addition, the Collaborative will provide data and feedback to the Board of Public Education's (BPE) Early Literacy Advisory Council.

The members of the Collaborative are:

- **Jessie Mitchell** - Preschool literacy Coach, Helena
- **Whitney Peters** - Frenchtown, kindergarten teacher, interventionist
- **Katherine Nitcy** - Hot Springs School, Title One Teacher
- **Joellen Brennan** - Arrow Creek Elementary, Pryor, teacher, early literacy, and parent focused support
- **Jessica Doherty** - Butte- Emerson Elementary, teacher
- **Katherine Dawe** - former Amsterdam principal (Blue Ribbon School) and now principal in Laurel
- **Mona Shortman** - Cut Bank- colony, early childhood endorsed, EL expertise
- **Amanda Cyr** - Superintendent Clinton School District
- **Caitlin Hall** - Roberts School, Roberts MT, MCLSDP Literacy Grant, 3-8th grade interventionist
- **Allison Wilson** - Missoula, Associate Professor at UM in early childhood education
- **Laurie Barron** - Evergreen, Superintendent
- **Jill Christensen** - Early Childhood Specialist
- **Wade Sundby** – Glasgow, Superintendent
- **Christy Mock-Stutz** – OPI Assistant Superintendent
- **Julie Murgel** – OPI Chief Operations Officer
- **Marie Judisch** – OPI Senior Manager for Teaching and Learning

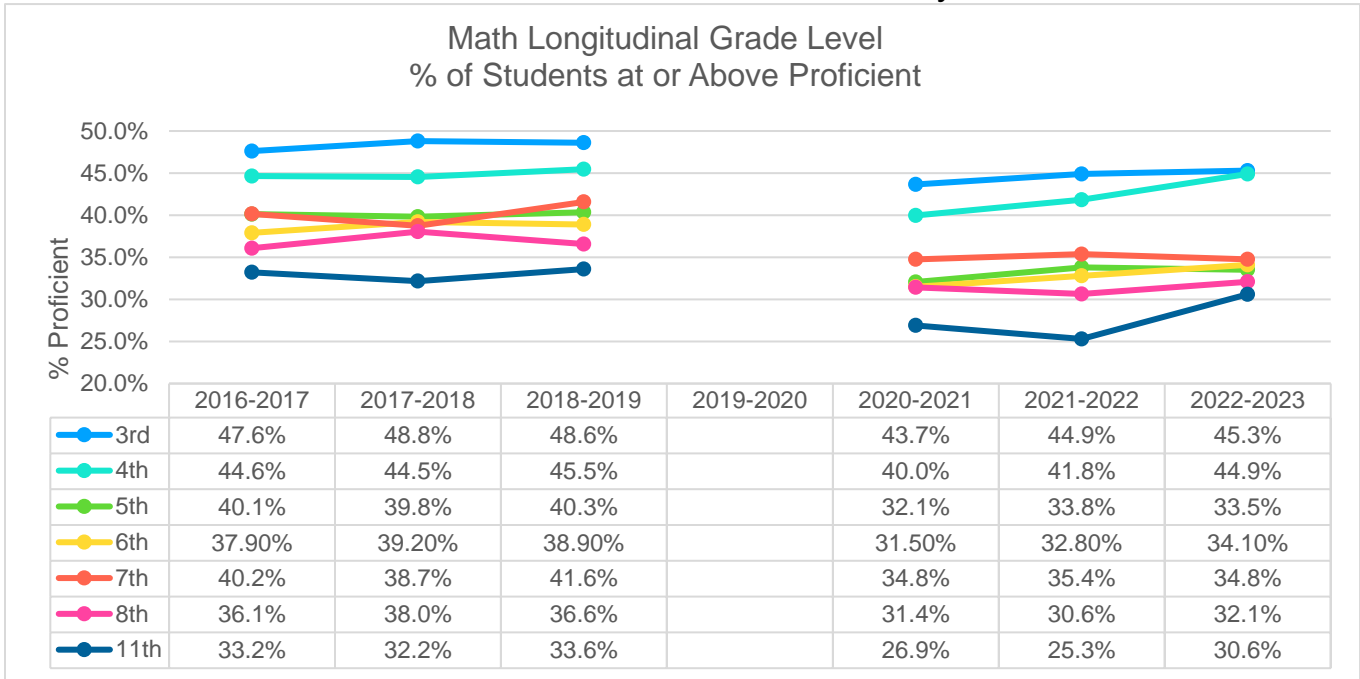
The Collaborative will meet online monthly. The first meeting will be on November 21, 2023, at 3:30 pm. More information can be found on OPI's [Reading and Early Literacy](#) page.

Career Coaches:



Suzanne Michalski, OPI Career Coach, Superintendent Arntzen, and Kelsey Brown, OPI Career Coach, attended the Jobs for Montana's Graduates - LEAD Montana Conference. These Montana students had the opportunity to learn about different career choices and how to be leaders in their communities.

2022-2023 Math Montana Statewide Assessment Grade Level and Cohort Data Analysis



Longitudinal Grade Level Take-Aways:

- The highest rate of math proficiency is demonstrated in 3rd grade and decreases in each subsequent grade.
- 5th and 7th grade have the slowest rate of recovery compared to pre-pandemic performance (6.8% lower in 2022-2023 than 2018-2019)
- 4th grade performance comparable to pre-pandemic (0.6% lower)

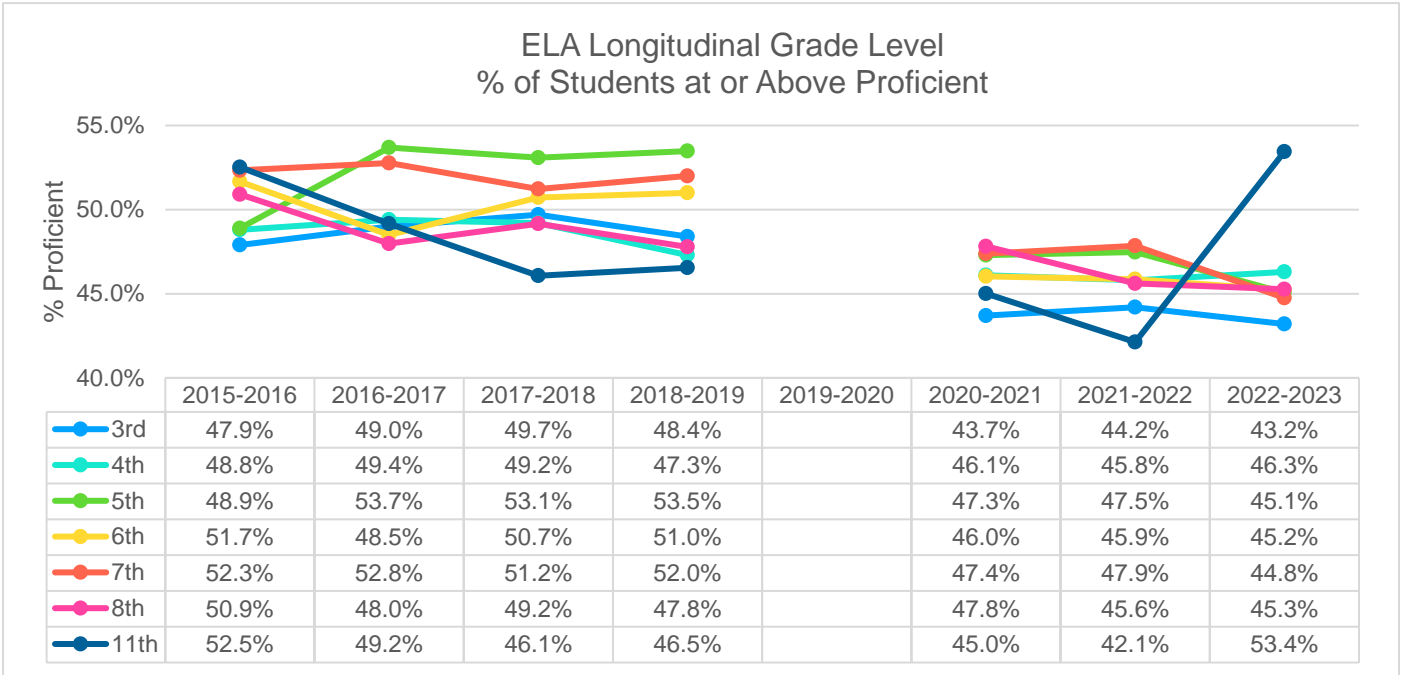
Cohort Data	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Post-Pre Difference
3rd	49.9%	47.6%	48.8%	48.6%		43.7%	44.9%	45.3%	
4th	44.4%	44.6%	44.5%	45.5%		40.0%	41.8%	44.9%	
5th	37.3%	40.1%	39.8%	40.3%		32.1%	33.8%	33.5%	
6th	40.20%	37.90%	39.20%	38.90%		31.50%	32.80%	34.10%	
7th	41.4%	40.2%	38.7%	41.6%		34.8%	35.4%	34.8%	-13.9%
8th	36.7%	36.1%	38.0%	36.6%		31.4%	30.6%	32.1%	-13.4%
9th									
10th									
11th	36.2%	33.2%	32.2%	33.6%		26.9%	25.3%	30.6%	-11.0%

Cohort Data Take-Aways

- Current 11th graders show the least decrease from pre-pandemic rates, with current 7th graders showing the slowest recovery.



2022-2023 ELA Montana Statewide Assessment Grade Level and Cohort Data Analysis



Longitudinal Grade Level Take-Aways:

- 11th grade showed a drastic decrease before the pandemic and rapid recovery after (6.9% more students proficient in 2022-2023 than 2018-2019).
- 5th and 7th grade show the slowest rate of recovery compared to pre-pandemic performance (8.4% and 7.2% lower in 2022-2023 than 2018-2019).

Cohort Data	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Post-Pre Difference
3rd	47.9%	49.0%	49.7%	48.4%		43.7%	44.2%	43.2%	
4th	48.8%	49.4%	49.2%	47.3%		46.1%	45.8%	46.3%	
5th	48.9%	53.7%	53.1%	53.5%		47.3%	47.5%	45.1%	
6th	51.7%	48.5%	50.7%	51.0%		46.0%	45.9%	45.2%	
7th	52.3%	52.8%	51.2%	52.0%		47.4%	47.9%	44.8%	-3.6%
8th	50.9%	48.0%	49.2%	47.8%		47.8%	45.6%	45.3%	-2.0%
9th									
10th									
11th	52.5%	49.2%	46.1%	46.5%		0.450137	42.1%	53.4%	1.4%

Cohort Data Take-Aways

- Current 11th graders show the greatest recovery compared to pre-pandemic rates (increase by 1.4), with current 7th graders showing the slowest recovery.





MAST UPDATE

Year two of the Montana Alternative Student Testing (MAST) pilot is now underway. The first of five testing windows opened on Monday, October 23rd and is scheduled to close on Friday, November 10th. This year, we anticipate participation from over 20,000 students representing 54 districts in the MAST through-year pilot. An additional 6,000+ students will use the MAST testlets to assess learning during the final testing window.

Window 1 Progress

In this initial window, students are currently in the process of completing two beginning-of-year English-language Arts (ELA) assessment testlets, as well as one to three math assessment testlets tailored to their respective school's scope and sequencing using the Kite portal. Personalized student needs profiles (PNPs) were added to the portal by district state testing coordinators (STCs) to provide embedded testing supports for students aligned with Individualized Education Program (IEP) and 504 accommodations. We are actively monitoring progress throughout the window, with weekly updates to STCs and authorized representatives to ensure effective communication of student completion rates. The Office of Public Instruction (OPI) aims to achieve at least a 95% completion rate in each testing window. Site monitoring is also in progress during the first window, enabling us to gather valuable input from students, teachers, principals, STCs, and Authorized Representatives (Ars). This site monitoring will continue across all five testing windows.

Item Development

As part of the assessment implementation, item development is ongoing. New Meridian Corporation is leading this effort, recruiting Montana teachers and professors to support the creation and review of math and ELA grade-level assessment questions. These collaborative sessions will persist throughout the year, building an extensive and cohesive item bank.

USED Waiver and Reporting

After receiving the double-testing flexibility waiver on August 10, 2023, our agency is now preparing for our first reporting deadline on December 15th. Our responsibilities include providing a sample parent report for a student participating in the field test assessment and establishing the OPI's business rules for determining participation in the new through-course assessments. In conjunction with our testing partner, New Meridian, the National Center for Assessment, and our state's Technical Advisory Committee (TAC), we are actively engaged in writing and reviewing these crucial documents.



Teacher Training and Support

Prior to the opening of the first testing window, several training and support sessions were conducted. These online, asynchronous trainings, held each Tuesday in September, offered structural and technical support from New Meridian, Assessment Technology Systems (ATS), and our agency. Real-time question and answer sessions were provided to assist participants with role identification, student rostering, PNP settings, and other technical aspects.

Stakeholder Feedback and Data Review

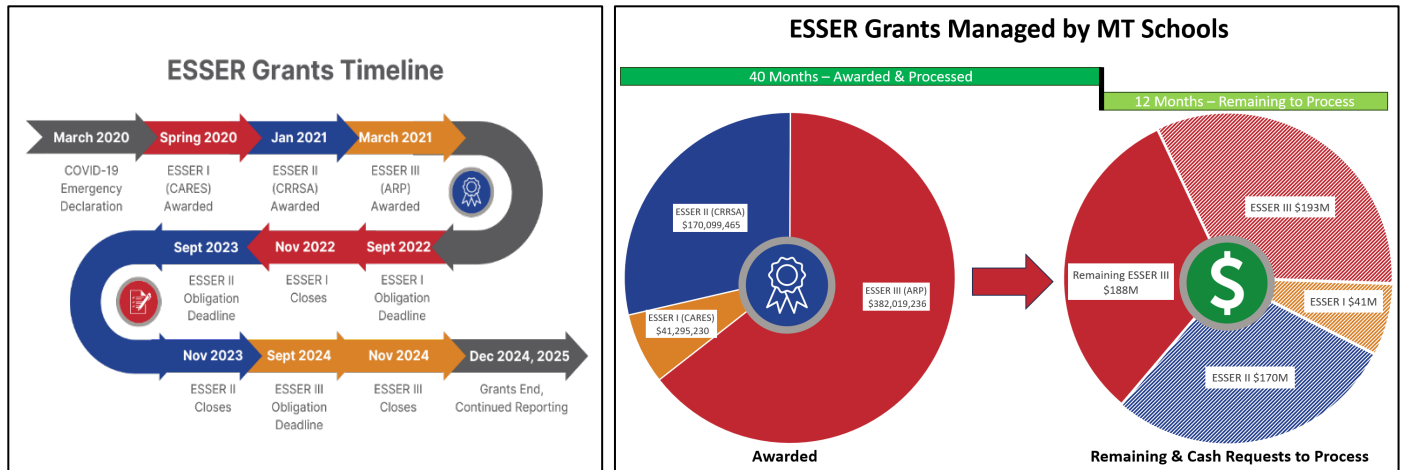
To assess the impact of our alternative assessment methods, we continue to initiate data collection and evaluation processes. This includes gathering and analyzing test item data, teacher feedback, and an overall program effectiveness assessment. Student and teacher surveys will be administered in the Kite platform upon completion of testlets in the first and third testing windows. This information will guide our decision-making in the future. After the first testing window closes, the OPI will conduct a feedback session to collect qualitative and quantitative data from districts. These insights will be invaluable as the pilot program evolves. Additionally, New Meridian's psychometric team will evaluate item response data to determine the quality and effectiveness of each testlet question administered.

We are committed to exploring innovative student assessment possibilities through the MAST pilot, ensuring that Montana students and teachers benefit from an assessment that provides valuable instructional classroom utilities while meeting federal accountability requirements. We sincerely appreciate your ongoing support and guidance in this endeavor. If you have any questions or require additional information, please do not hesitate to contact Krystal Smith at krystal.smith@mt.gov. We thank you for your dedication to the advancement of education in Montana and eagerly anticipate updating you on the progress of this exciting pilot in the coming months.



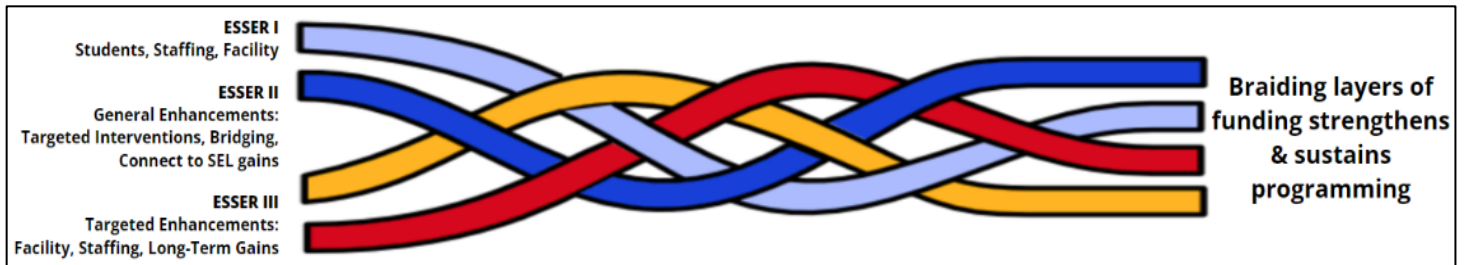
ESSER II Final Spend-Down Annual Update

Accountability



Monthly District-Level ESSER Spend-Down Status is posted on the ESSER Website [here](#).

System of Support ESSER Team available 6 days/week via Zoom, phone, email, text, and in person to 400+ Districts and 160,000 students across the state.



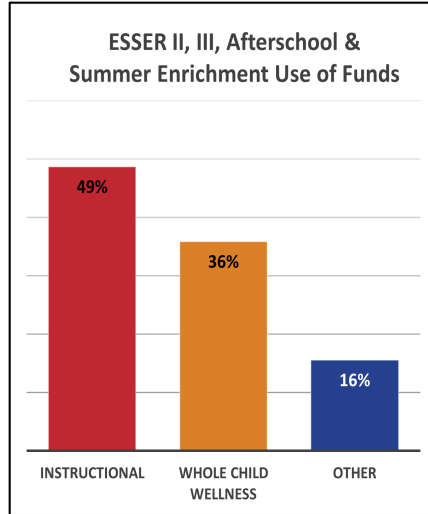
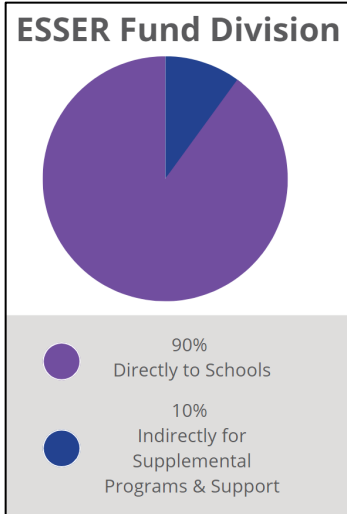
ESSER Grant Compliances

- Federal Funding Requirements as Allowable & Reasonable Uses of Funds ([pdf](#)) ([video](#)) ([FAQs Dec 2022](#))
- Large Project and Capital Expenditure as Community and Federal Review ([video](#)) ([Scope Document](#))
- SEA and LEA Priorities as ARP and Safe Return Plans ([pdf](#)) ([video](#))
- Annual Reporting & Monitoring as demonstrated use of funds and outcomes ([site](#))

Maintenance – Braiding to form a bridge



- Building bridges to the future example Stories can be found on the [OPI ESSER Website](#).



Instructional Needs	Expended	%
Address Learning Loss	\$86,330,918.00	28.38%
Dedicated Learning Devices	\$4,869,475.00	1.60%
Home Internet for Students	\$93,434.00	0.03%
Supplemental Learning	\$37,339,506.00	12.28%
Technology	\$19,353,095.00	6.36%
Instructional Needs Subtotal	\$147,986,428.00	48.65%
Whole Child Wellness		
Mental Health	\$8,289,064.00	2.73%
Minimize Spread of Infection	\$91,859,116.00	30.20%
Supplemental Services	\$8,824,428.00	2.90%
Whole Child Wellness Subtotal	\$108,972,608.00	35.83%
Other		
Indirect Cost	\$4,205,765.00	1.38%
Other	\$43,013,076.00	14.14%
Subtotal	\$47,218,841.00	15.52%
Total	\$304,177,877.00	100.00%

Outcomes & Features of the Money Obligated

- ✓ Targeted Academic Interventions – Curriculum, Staffing – State Report Card [here](#)
- ✓ Improved Health/Wellness – Air Quality: 251, Water: 52, Safety: 99, Outdoor Space: 43
- ✓ General Enhancements – Communication: 35, Transportation: 27, Technology: 57
- ✓ [ELO](#) Afterschool & Summer / OPI Programming – Specific to Math, Reading, & SEL
 - 60+ ELO Programs, Statewide Reading & Math Assessments, and Professional Development
- ✓ Partnerships formed between Schools & Community Resource Centers
 - Schools as evidenced by intentional programming tied into ARP Plan Priorities
 - Banks as evidenced by program staffing and curriculum
 - Higher Education Programs as evidenced by staffing and professional development
 - Cultural & Faith-Based as evidenced by facility usage and staffing
- ✓ A portion of ESSER funding has been used to address Mental Health.



Accreditation Update 2023-24 Board of Public Education- November Update

1. Since the last meeting, the Accreditation team has held 8 PD sessions along with a SAM webinar that had over 100 administrators attend.
2. The Criterion Reference Guide and Integrated Strategic Action Plan (ISAP) template were published on October 2nd and the Accreditation team has been sharing sample evidence and examples to help support districts with their plans.
3. The Comprehensive Needs Assessment (CNA) has been updated by the OPI and has also been part of the work sessions hosted by the Accreditation Team. The OPI's CNA is optional to districts for the purpose of the ISAP, if a district already has a tool, then they can use that. It is important for districts to start the CNA process now so that they have the data for their district ISAP.
4. The Accreditation platform will be available in January. For now, districts can use the ISAP template to see what will be expected once the platform is live.
5. The 2023-24 Accreditation Process due date is March 29, 2024.

School Accreditation

New Superintendent Work Session



[NEW SUPERINTENDENT WORK SESSION POWERPOINT](#)

[ACCREDITATION FY24 PROCESS & GUIDANCE WEBSITE](#)

[FY2024 CRITERIA REFERENCE GUIDE & ISAP TEMPLATE](#)

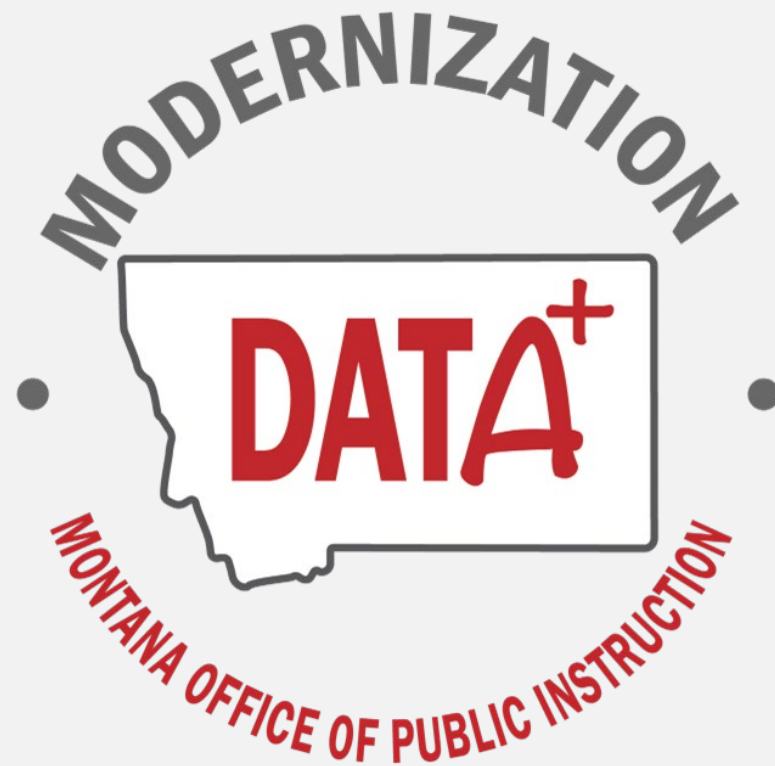
[COMPREHENSIVE NEEDS ASSESSMENT \(CNA\)](#)

[REQUEST DISTRICT CNA RESULTS](#)

Upcoming Professional Development:

- Jan 25 & 26: 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





DATA MODERNIZATION PROJECT STATUS AND OVERVIEW

Chris Sinrud OPI CIO
Zam Alidina Project Manager

Putting Montana Students First **A+**



OPI DATA MODERNIZATION PROJECT OVERVIEW

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

Activities

- Assessment Documents have been delivered to OPI for planning next phase
- Current activities include data connection and flow work for the next quarter
- Accreditation addition to the TeachMT product
- Chatbots RFP in review
- Qualtric Survey tool expansion for Comprehensive Needs Assessment(CNA)

Connected Intelligence(Data Lake)

- Data collection tool for sharing and integration

Unified Insights

- Provides technical and data analytic tools for schools

Community Engagement

- Dashboard view of demographic, enrollment, assessment, graduation, etc.

PROJECT MILESTONES

PROJECT TIMELINE

Milestone #	Milestone Name	Delivery Date	Completed
1	AWS (Amazon Web Services) Data Assessment, Environment Maturity Assessment & Recommended Approach Draft Delivery	OCT 2023	✓
2	OPI Iterative Feedback	OCT 2023	✓
3	Final Delivery of AWS Assessment and Recommended Approach	OCT 2023	✓
4	Connected Intelligence Deployment	JUNE 2024	
5	Unified Insights Deployment	JUNE 2024	
6	Post Deployment & Analysis	NOV 2024	
7	Formal Signoff & Acceptance of Deployment Solution by Montana	FEB 2025	
8	Project Milestone Reference		





ESSA Plan Updated on

C. More Rigorous Interventions. 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. (Page 32-33)

Below is the part we would like to amend:

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.

Below is the draft of what would replace the above statement. Rigorous

Action (draft)

Through a tiered approach, schools making progress towards meeting exit criteria will continue with OPI's support. When adequate progress towards established improvement goals is not being made, the OPI will collaborate with each school district to identify necessary actions and/or interventions that need to be considered. These include but not limited to:

- Participation in collaborative strategic planning with all stakeholders, consisting of but not limited to: Students, Families, Community Members, Tribal Elders, Knowledge Keepers, School Board, & Staff to include:
 - Identification of strengths, challenges, & goals
 - Recruitment & Retention
 - District Capacity Review
 - Curriculum Alignment
 - Data-Driven Decision-Making
- Districts with the assistance of OPI develop a rigorous 30,60,90-day plan with follow up after each interval.
- Annually districts complete a review process for up to 3 years.
- Reengaging stakeholders to conduct a diagnostic review.
- Directed use of resources/Funds -or oversight
- Increased Coaching
- Assign target professional learning.

Link to feedback form:

https://docs.google.com/forms/d/1CekH_SKw2TmjXHdgjrT9HmSe4QN4oVviOf7hh9ladl4/prefill

Timeline for Rigorous Action Amendment in Montan ESSA Plan

August 8, 2023 9:00-10:00am-Task Force Meets

August 22, 2023 9:00-10:00am-Task Force defines Rigorous Action &reports on research

September 5, 2023 8:00-9:00am- Finalize Rigorous Action Plan

September 12, 2023 9:00-10:00am -Give feedback on Amendment for ESSA Plan

October 11- 26, public access to [Rigorous Action Feedback Form](#)

October 4, 2023 2:45pm-Share draft with MACIE

October 23, 2023 3:30-4:30pm - Webinar for public comment3

<https://mt-gov.zoom.us/j/88654009288?pwd=dEFnYVZlXNUpOSXpyMzYvNIN5a3NCZz09>

October 26 ,2023 10:00-11:00 am-Webinar for public comment

<https://mt-gov.zoom.us/j/84328262737?pwd=OHpObEZvYUJMem91d3c5ODlnVktHUT09>

October 30, 3:00-4:00 pm respond to public comment

<https://mt-gov.zoom.us/j/84644472959?pwd=YWJBUHpdZWgzTHVjZFRnUXJZMkFOU09>

November 10- public comment closes

November/December -Share information with BOPE, ED Advocates, Gov Consultation

January- Submit amendment to Department of Education for approval.



Cedar Rose
Assessment Director
Cedar.rose@mt.gov

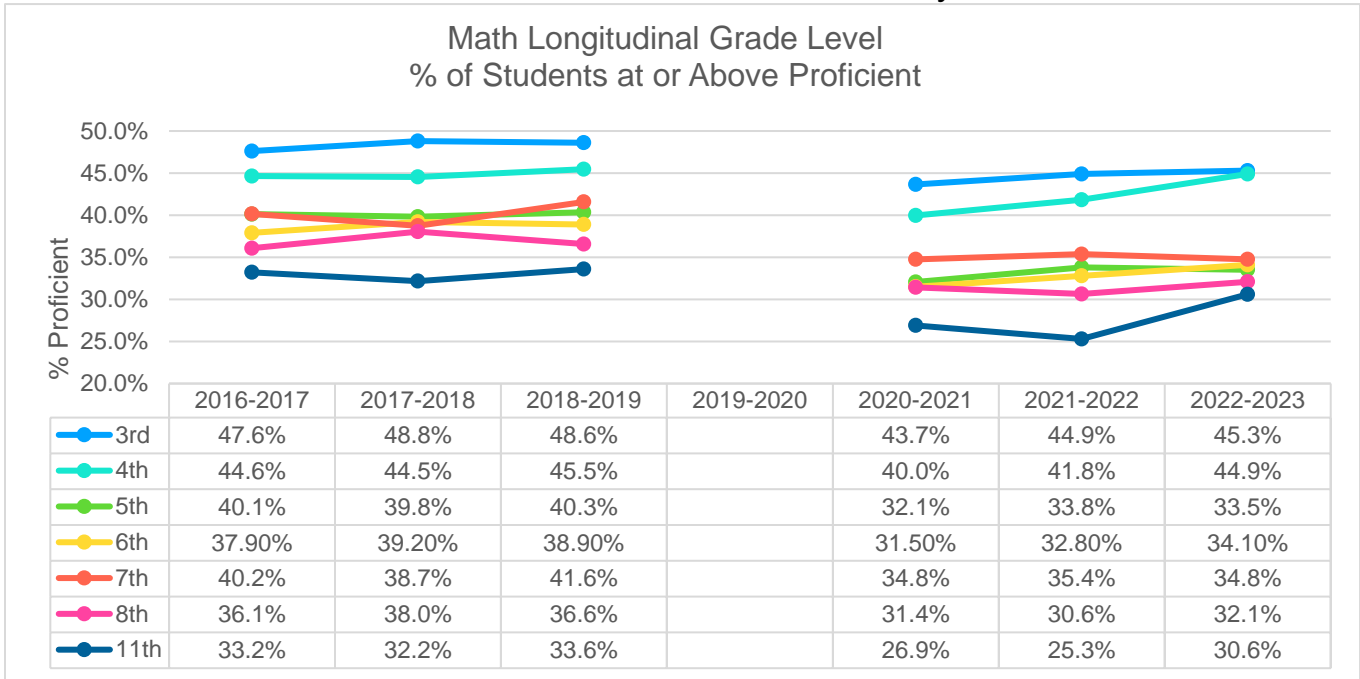
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ASSESSMENT UPDATE

11/3/2023



2022-2023 Math Montana Statewide Assessment Grade Level and Cohort Data Analysis



Longitudinal Grade Level Take-Aways:

- The highest rate of math proficiency is demonstrated in 3rd grade and decreases in each subsequent grade.
- 5th and 7th grade have the slowest rate of recovery compared to pre-pandemic performance (6.8% lower in 2022-2023 than 2018-2019)
- 4th grade performance comparable to pre-pandemic (0.6% lower)

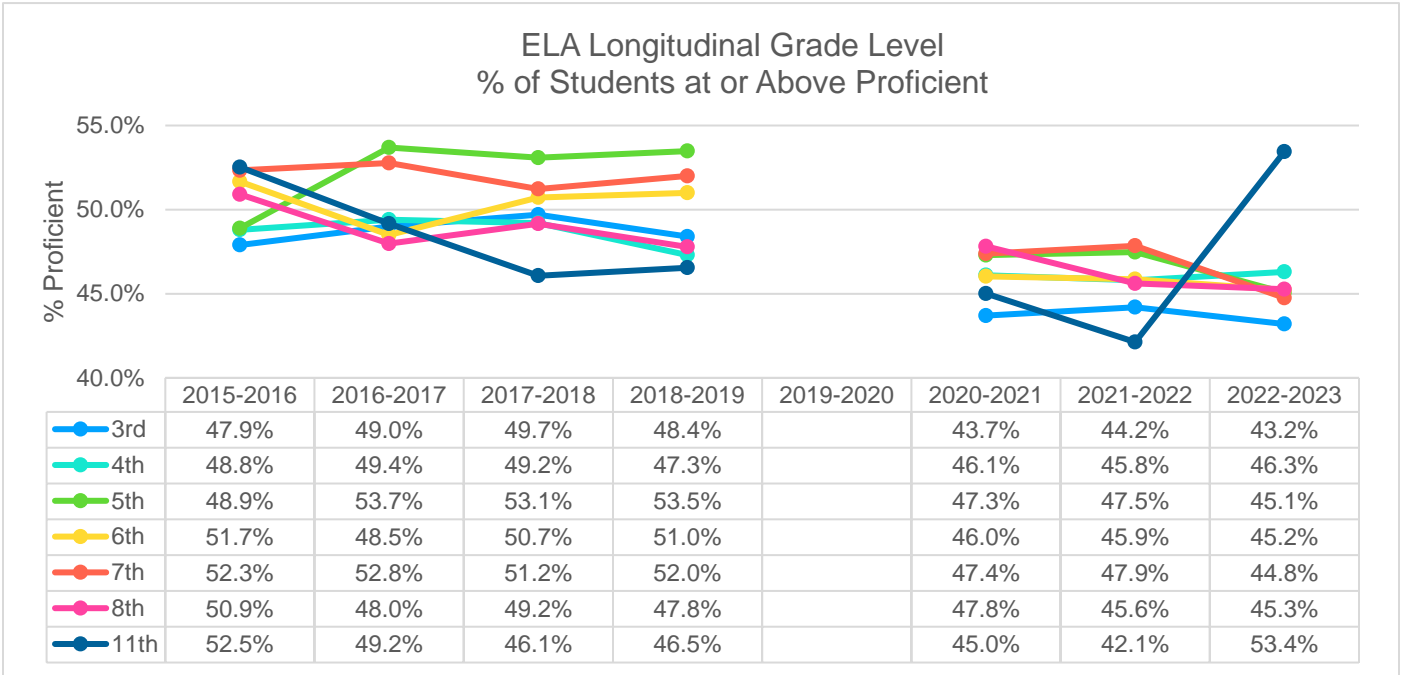
Cohort Data	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Post-Pre Difference
3rd	49.9%	47.6%	48.8%	48.6%		43.7%	44.9%	45.3%	
4th	44.4%	44.6%	44.5%	45.5%		40.0%	41.8%	44.9%	
5th	37.3%	40.1%	39.8%	40.3%		32.1%	33.8%	33.5%	
6th	40.20%	37.90%	39.20%	38.90%		31.50%	32.80%	34.10%	
7th	41.4%	40.2%	38.7%	41.6%		34.8%	35.4%	34.8%	-13.9%
8th	36.7%	36.1%	38.0%	36.6%		31.4%	30.6%	32.1%	-13.4%
9th									
10th									
11th	36.2%	33.2%	32.2%	33.6%		26.9%	25.3%	30.6%	-11.0%

Cohort Data Take-Aways

- Current 11th graders show the least decrease from pre-pandemic rates, with current 7th graders showing the slowest recovery.



2022-2023 ELA Montana Statewide Assessment Grade Level and Cohort Data Analysis



Longitudinal Grade Level Take-Aways:

- 11th grade showed a drastic decrease before the pandemic and rapid recovery after (6.9% more students proficient in 2022-2023 than 2018-2019).
- 5th and 7th grade show the slowest rate of recovery compared to pre-pandemic performance (8.4% and 7.2% lower in 2022-2023 than 2018-2019).

Cohort Data	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Post-Pre Difference
3rd	47.9%	49.0%	49.7%	48.4%		43.7%	44.2%	43.2%	
4th	48.8%	49.4%	49.2%	47.3%		46.1%	45.8%	46.3%	
5th	48.9%	53.7%	53.1%	53.5%		47.3%	47.5%	45.1%	
6th	51.7%	48.5%	50.7%	51.0%		46.0%	45.9%	45.2%	
7th	52.3%	52.8%	51.2%	52.0%		47.4%	47.9%	44.8%	-3.6%
8th	50.9%	48.0%	49.2%	47.8%		47.8%	45.6%	45.3%	-2.0%
9th									
10th									
11th	52.5%	49.2%	46.1%	46.5%		0.450137	42.1%	53.4%	1.4%

Cohort Data Take-Aways

- Current 11th graders show the greatest recovery compared to pre-pandemic rates (increase by 1.4), with current 7th graders showing the slowest recovery.





MONTANA ALTERNATIVE STUDENT ASSESSMENT UPDATE

Krystal Smith
Education Innovation Manager
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11/3/2023

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MAST UPDATE

Year two of the Montana Alternative Student Testing (MAST) pilot is now underway. The first of five testing windows opened on Monday, October 23rd and is scheduled to close on Friday, November 10th. This year, we anticipate participation from over 20,000 students representing 54 districts in the MAST through-year pilot. An additional 6,000+ students will use the MAST testlets to assess learning during the final testing window.

Window 1 Progress

In this initial window, students are currently in the process of completing two beginning-of-year English-language Arts (ELA) assessment testlets, as well as one to three math assessment testlets tailored to their respective school's scope and sequencing using the Kite portal. Personalized student needs profiles (PNPs) were added to the portal by district state testing coordinators (STCs) to provide embedded testing supports for students aligned with Individualized Education Program (IEP) and 504 accommodations. We are actively monitoring progress throughout the window, with weekly updates to STCs and authorized representatives to ensure effective communication of student completion rates. The Office of Public Instruction (OPI) aims to achieve at least a 95% completion rate in each testing window. Site monitoring is also in progress during the first window, enabling us to gather valuable input from students, teachers, principals, STCs, and Authorized Representatives (Ars). This site monitoring will continue across all five testing windows.

Item Development

As part of the assessment implementation, item development is ongoing. New Meridian Corporation is leading this effort, recruiting Montana teachers and professors to support the creation and review of math and ELA grade-level assessment questions. These collaborative sessions will persist throughout the year, building an extensive and cohesive item bank.

USED Waiver and Reporting

After receiving the double-testing flexibility waiver on August 10, 2023, our agency is now preparing for our first reporting deadline on December 15th. Our responsibilities include providing a sample parent report for a student participating in the field test assessment and establishing the OPI's business rules for determining participation in the new through-course assessments. In conjunction with our testing partner, New Meridian, the National Center for Assessment, and our state's Technical Advisory Committee (TAC), we are actively engaged in writing and reviewing these crucial documents.

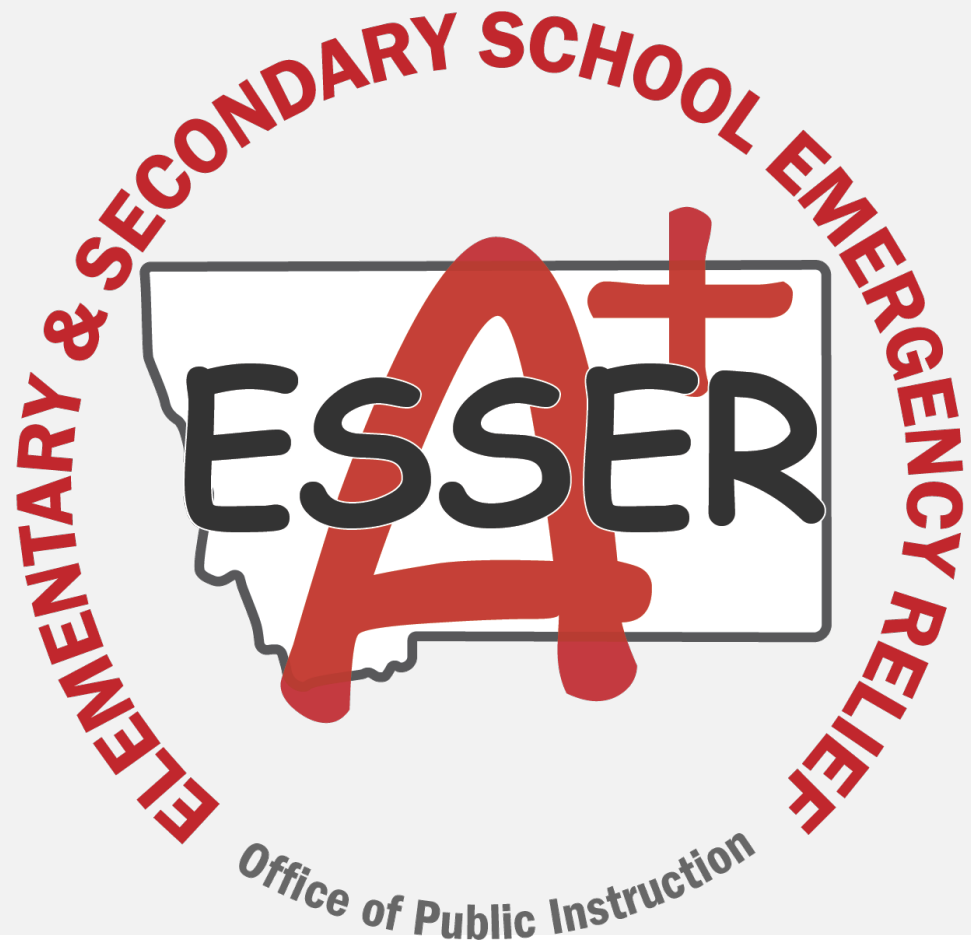
Teacher Training and Support

Prior to the opening of the first testing window, several training and support sessions were conducted. These online, asynchronous trainings, held each Tuesday in September, offered structural and technical support from New Meridian, Assessment Technology Systems (ATS), and our agency. Real-time question and answer sessions were provided to assist participants with role identification, student rostering, PNP settings, and other technical aspects.

Stakeholder Feedback and Data Review

To assess the impact of our alternative assessment methods, we continue to initiate data collection and evaluation processes. This includes gathering and analyzing test item data, teacher feedback, and an overall program effectiveness assessment. Student and teacher surveys will be administered in the Kite platform upon completion of testlets in the first and third testing windows. This information will guide our decision-making in the future. After the first testing window closes, the OPI will conduct a feedback session to collect qualitative and quantitative data from districts. These insights will be invaluable as the pilot program evolves. Additionally, New Meridian's psychometric team will evaluate item response data to determine the quality and effectiveness of each testlet question administered.

We are committed to exploring innovative student assessment possibilities through the MAST pilot, ensuring that Montana students and teachers benefit from an assessment that provides valuable instructional classroom utilities while meeting federal accountability requirements. We sincerely appreciate your ongoing support and guidance in this endeavor. If you have any questions or require additional information, please do not hesitate to contact Krystal Smith at krystal.smith@mt.gov. We thank you for your dedication to the advancement of education in Montana and eagerly anticipate updating you on the progress of this exciting pilot in the coming months.



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ESSER UPDATE

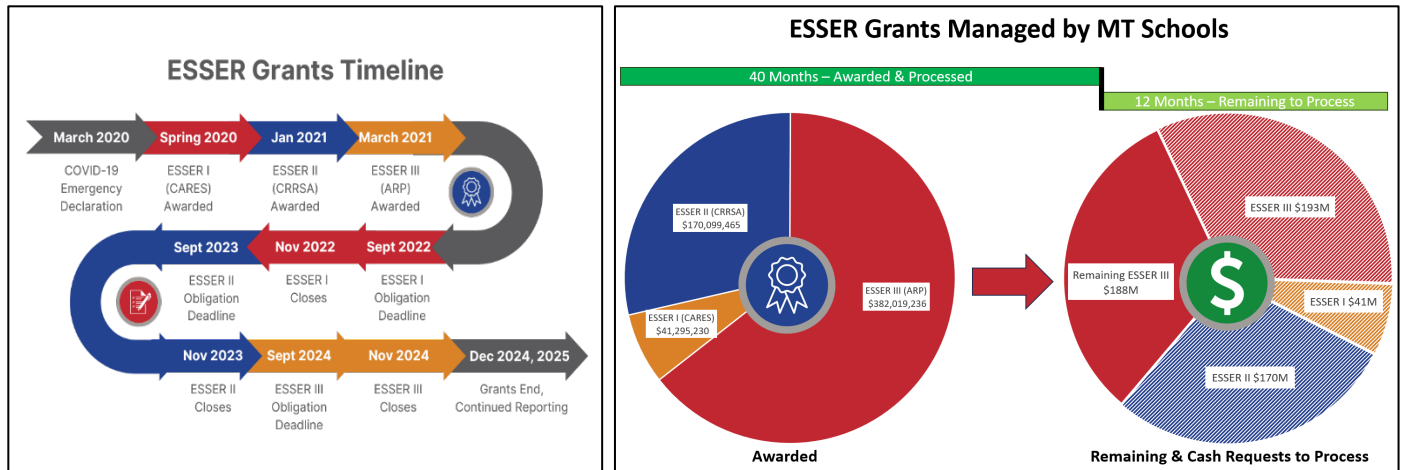
11/3/2023





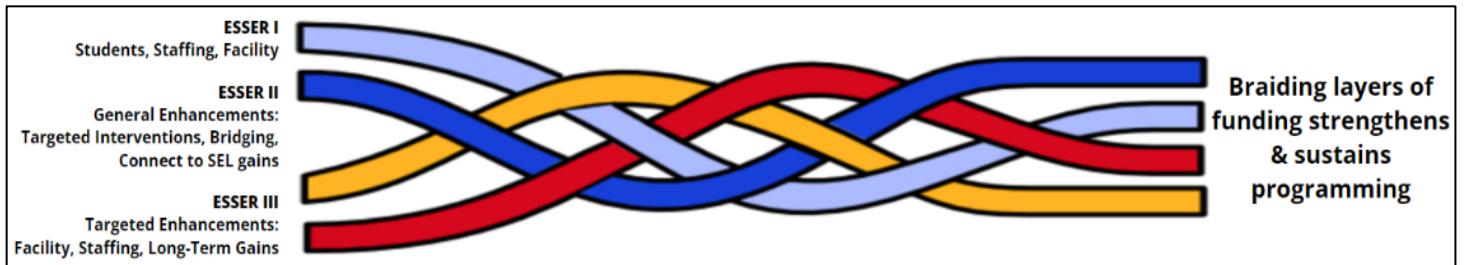
ESSER II Final Spend-Down Annual Update

Accountability



Monthly District-Level ESSER Spend-Down Status is posted on the ESSER Website [here](#).

System of Support ESSER Team available 6 days/week via Zoom, phone, email, text, and in person to 400+ Districts and 160,000 students across the state.



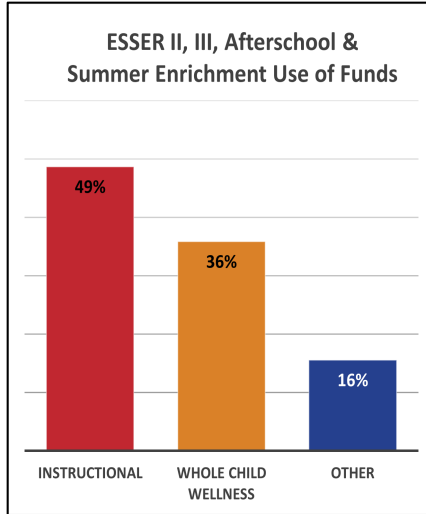
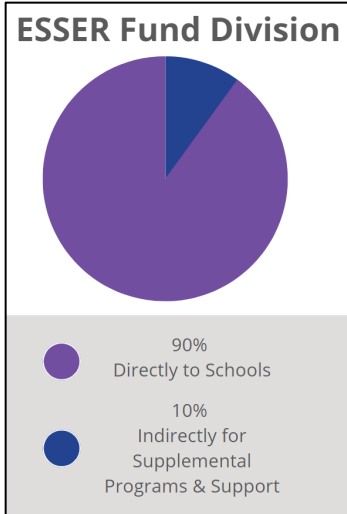
ESSER Grant Compliances

- Federal Funding Requirements as Allowable & Reasonable Uses of Funds ([pdf](#)) ([video](#)) ([FAQs Dec 2022](#))
- Large Project and Capital Expenditure as Community and Federal Review ([video](#)) ([Scope Document](#))
- SEA and LEA Priorities as ARP and Safe Return Plans ([pdf](#)) ([video](#))
- Annual Reporting & Monitoring as demonstrated use of funds and outcomes ([site](#))

Maintenance – Braiding to form a bridge



- Building bridges to the future example Stories can be found on the [OPI ESSER Website](#).



Instructional Needs	Expended	%
Address Learning Loss	\$86,330,918.00	28.38%
Dedicated Learning Devices	\$4,869,475.00	1.60%
Home Internet for Students	\$93,434.00	0.03%
Supplemental Learning	\$37,339,506.00	12.28%
Technology	\$19,353,095.00	6.36%
Instructional Needs Subtotal	\$147,986,428.00	48.65%
Whole Child Wellness		
Mental Health	\$8,289,064.00	2.73%
Minimize Spread of Infection	\$91,859,116.00	30.20%
Supplemental Services	\$8,824,428.00	2.90%
Whole Child Wellness Subtotal	\$108,972,608.00	35.83%
Other		
Indirect Cost	\$4,205,765.00	1.38%
Other	\$43,013,076.00	14.14%
Subtotal	\$47,218,841.00	15.52%
Total	\$304,177,877.00	100.00%

Outcomes & Features of the Money Obligated

- ✓ Targeted Academic Interventions – Curriculum, Staffing – State Report Card [here](#)
- ✓ Improved Health/Wellness – Air Quality: 251, Water: 52, Safety: 99, Outdoor Space: 43
- ✓ General Enhancements – Communication: 35, Transportation: 27, Technology: 57
- ✓ [ELO](#) Afterschool & Summer / OPI Programming – Specific to Math, Reading, & SEL
 - 60+ ELO Programs, Statewide Reading & Math Assessments, and Professional Development
- ✓ Partnerships formed between Schools & Community Resource Centers
 - Schools as evidenced by intentional programming tied into ARP Plan Priorities
 - Banks as evidenced by program staffing and curriculum
 - Higher Education Programs as evidenced by staffing and professional development
 - Cultural & Faith-Based as evidenced by facility usage and staffing
- ✓ A portion of ESSER funding has been used to address Mental Health.



ACCREDITATION PROCESS UPDATE

Crystal Andrews
Licensure and Accreditation
Director
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Accreditation Update 2023-24 Board of Public Education- November Update

1. Since the last meeting, the Accreditation team has held 8 PD sessions along with a SAM webinar that had over 100 administrators attend.
2. The Criterion Reference Guide and Integrated Strategic Action Plan (ISAP) template were published on October 2nd and the Accreditation team has been sharing sample evidence and examples to help support districts with their plans.
3. The Comprehensive Needs Assessment (CNA) has been updated by the OPI and has also been part of the work sessions hosted by the Accreditation Team. The OPI's CNA is optional to districts for the purpose of the ISAP, if a district already has a tool, then they can use that. It is important for districts to start the CNA process now so that they have the data for their district ISAP.
4. The Accreditation platform will be available in January. For now, districts can use the ISAP template to see what will be expected once the platform is live.
5. The 2023-24 Accreditation Process due date is March 29, 2024.

School Accreditation

New Superintendent Work Session



[NEW SUPERINTENDENT WORK SESSION POWERPOINT](#)

[ACCREDITATION FY24 PROCESS & GUIDANCE WEBSITE](#)

[FY2024 CRITERIA REFERENCE GUIDE & ISAP TEMPLATE](#)

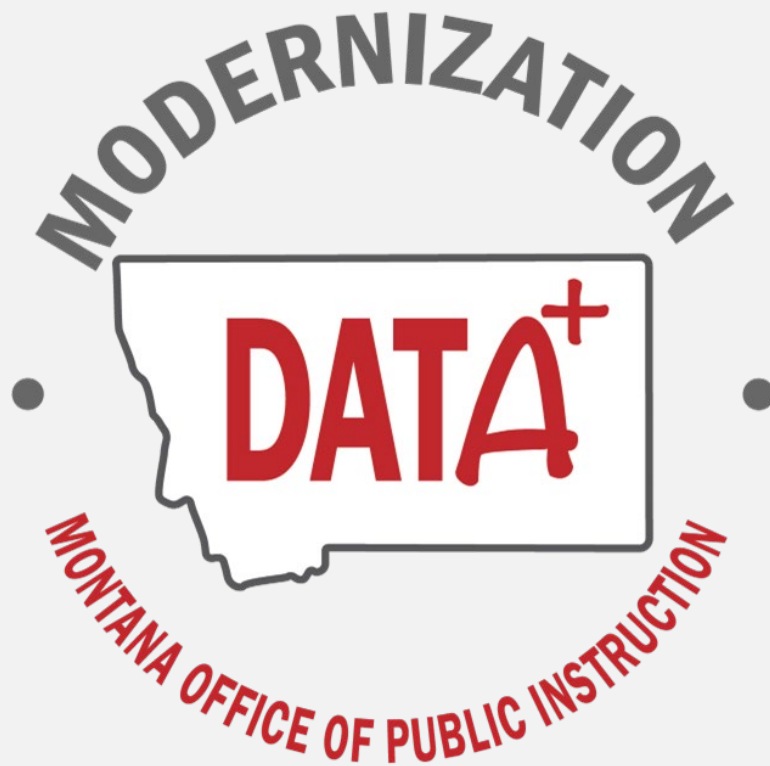
[COMPREHENSIVE NEEDS ASSESSMENT \(CNA\)](#)

[REQUEST DISTRICT CNA RESULTS](#)

Upcoming Professional Development:

- Jan 25 & 26: 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





DATA MODERNIZATION PROJECT STATUS AND OVERVIEW

Chris Sinrud OPI CIO
Zam Alidina Project Manager

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OPI DATA MODERNIZATION PROJECT OVERVIEW

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

Activities

- Assessment Documents have been delivered to OPI for planning next phase
- Current activities include data connection and flow work for the next quarter
- Accreditation addition to the TeachMT product
- Chatbots RFP in review
- Qualtric Survey tool expansion for Comprehensive Needs Assessment(CNA)

Connected Intelligence(Data Lake)

- Data collection tool for sharing and integration

Unified Insights

- Provides technical and data analytic tools for schools

Community Engagement

- Dashboard view of demographic, enrollment, assessment, graduation, etc.

PROJECT MILESTONES

PROJECT TIMELINE

Milestone #	Milestone Name	Delivery Date	Completed
1	AWS (Amazon Web Services) Data Assessment, Environment Maturity Assessment & Recommended Approach Draft Delivery	OCT 2023	✓
2	OPI Iterative Feedback	OCT 2023	✓
3	Final Delivery of AWS Assessment and Recommended Approach	OCT 2023	✓
4	Connected Intelligence Deployment	JUNE 2024	
5	Unified Insights Deployment	JUNE 2024	
6	Post Deployment & Analysis	NOV 2024	
7	Formal Signoff & Acceptance of Deployment Solution by Montana	FEB 2025	
8	Project Milestone Reference		





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RIGOROUS ACTION UPDATE

11/3/2023



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ESSA Plan Updated on

C. More Rigorous Interventions. 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. (Page 32-33)

Below is the part we would like to amend:

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.

Below is the draft of what would replace the above statement. Rigorous

Action (draft)

Through a tiered approach, schools making progress towards meeting exit criteria will continue with OPI's support. When adequate progress towards established improvement goals is not being made, the OPI will collaborate with each school district to identify necessary actions and/or interventions that need to be considered. These include but not limited to:

- Participation in collaborative strategic planning with all stakeholders, consisting of but not limited to: Students, Families, Community Members, Tribal Elders, Knowledge Keepers, School Board, & Staff to include:
 - Identification of strengths, challenges, & goals
 - Recruitment & Retention
 - District Capacity Review
 - Curriculum Alignment
 - Data-Driven Decision-Making
- Districts with the assistance of OPI develop a rigorous 30,60,90-day plan with follow up after each interval.
- Annually districts complete a review process for up to 3 years.
- Reengaging stakeholders to conduct a diagnostic review.
- Directed use of resources/Funds -or oversight
- Increased Coaching
- Assign target professional learning.

Link to feedback form:

https://docs.google.com/forms/d/1CekH_SKw2TmjXHdgjrT9HmSe4QN4oVviOf7hh9ladl4/prefill

Timeline for Rigorous Action Amendment in Montan ESSA Plan

August 8, 2023 9:00-10:00am-Task Force Meets

August 22, 2023 9:00-10:00am-Task Force defines Rigorous Action &reports on research

September 5, 2023 8:00-9:00am- Finalize Rigorous Action Plan

September 12, 2023 9:00-10:00am -Give feedback on Amendment for ESSA Plan

October 11- 26, public access to [Rigorous Action Feedback Form](#)

October 4, 2023 2:45pm-Share draft with MACIE

October 23, 2023 3:30-4:30pm - Webinar for public comment3

<https://mt-gov.zoom.us/j/88654009288?pwd=dEFnYVZlXNUpOSXpyMzYvNIN5a3NCZz09>

October 26 ,2023 10:00-11:00 am-Webinar for public comment

<https://mt-gov.zoom.us/j/84328262737?pwd=OHpObEZvYUJMem91d3c5ODlnVktHUT09>

October 30, 3:00-4:00 pm respond to public comment

<https://mt-gov.zoom.us/j/84644472959?pwd=YWJBUHpdZWgzTHVjZFRnUXJZMkFOU09>

November 10- public comment closes

November/December -Share information with BOPE, ED Advocates, Gov Consultation

January- Submit amendment to Department of Education for approval.