CONTENT STANDARDS AND INSTRUCTION

November 8, 2018

CSI STAFF

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What We (CSI) Do

- **Content Standards Revision Facilitation**

- **Professional Development**

  - **OPI Learning Opportunities Portal**

  - **Montana Teach**

  - **Teacher Learning Hub**

Putting Montana Students First A+

Math Updates

Lesson Plans

- 5 New IEFA Math Lesson Plans for grades 8-12
  - Including: 3 Act Tasks Math + IEFA
- All Lesson Plans have been updated to reflect math current standards.

For more information, contact

Marisa Franklin Graybill | marisa.franklin@mt.gov

Upcoming 2018-2019 Workshops on or near Reservations

- **Math Matters: Growth Mindset and Productive struggle**
  - Wolf Point - Feb 8th

- **Math Matters: Building Mathematical Identity through Posing Purposeful questions**
  - Montana Small Schools Alliance
  - Brockton
  - Hardin
  - Fort Benton
  - Ronan/Plains

Online upcoming opportunities Math: marisa.franklin@mt.gov

September 2018	October 7th- 28th	November 4th- 25th
	-Number Systems & Operations (K-3) -Number Systems & Operations (4-7)	-Ratios and Proportions (6-7) -Functions as Objects (HS)
December 2nd- 23rd -You Decide How to Divide (3-5) -Linear Relationships (7-9)	January 6th 2019- 27th -Developing Fraction Sense (3-5) -Transformations and Proofs (HS) -Number Systems & Operations (K-3) -Number Systems & Operations (4-7)	February 3rd- 24th -Algebraic Thinking (K-5) -Algebraic Thinking (6-7)
March 3rd- 24th -Measurement (K-3) -Describing Data (4-7) -Statistical Inferences (HS)	April 7th – 28th -Geometric Thinking (K-3) -Geometric Thinking (4-7) -Exploring Transformations (7-9)	May 5th- 26th -Connecting Length, Area, and Volume (K-5)
June 2nd- 23rd -Fraction Models and Operations (3-5) -Making Sense of Modeling (HS)	July 7th – 28th -Mathematical Practices (K-8) -Mathematical Practices (HS)	August -Courses offered as requested

STREAM- FREE 3 week Courses on the Teacher Learning Hub

-Enroll in courses today by at goo.gl/yho6DJ

-Find a full list of courses with descriptions at goo.gl/Rq3wjs

Montana Elementary Math Community!

-Monthly virtual gatherings

-Sharing of ideas and resources

-Next meeting November 25 from 7-8pm

goo.gl/ra9D8i

Putting Montana Students First A+

Smarter Balanced Interim Assessments: Work with Assessment Division
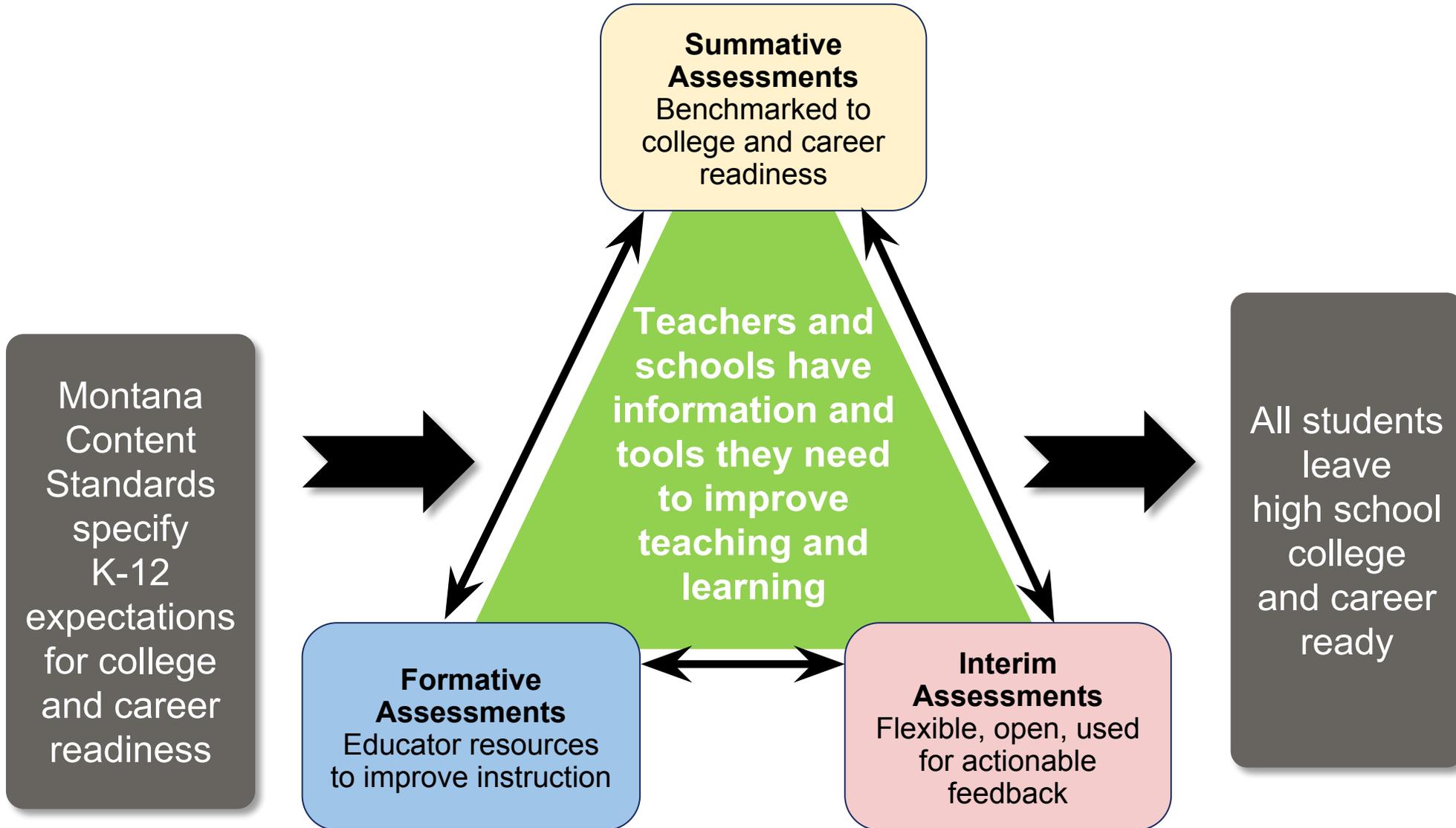
Literacy Opportunities for Reading and Writing Instruction

Upcoming Workshops

- **How Writing and Reading Intersect (Grades K-2 and 3-6)** Dates/times TBA
- **Enhancing Writing Instruction in Your Classroom** (all grades) *Tentative*: Lame Deer, Nov 14-15, MSSA Feb
- **WELL- Writing Education for Learners and Leaders** is a (all grades) Dates/times TBA
- **C3WP** – From the National Writing Project comes the **College, Career, and Community Writers Program.** Dates/times TBA

For more information, contact

Christy Mock-Stutz | cmstutz@mt.gov

Teacher Learning Hub Courses

- **BRAIDS project, MOU with Salish Kootenai College: Supporting Readers with Textbooks course**
- **Write From the Start: K-2 Writing Strategies**
- **Writing to Learn: 3-6 Writing Strategies**
- **Writing Across the Disciplines in Grades 5-12**
- **Using Writing to Teach Critical Thinking - all grade levels**
- **Taking Reading to the Next Level**

opi.mt.gov/learninghub

Science Online Learning Opportunities: OPI Teacher Learning Hub

MMcCarthy5@mt.gov

Facilitated

Crosscutting Concepts: The Big Picture

October 3- 28, 2018

This course focuses on the third piece of the 3 Dimensions of Science Learning, the Crosscutting Concepts (CCC's). Crosscutting concepts relate directly to deeper learning. The CCC's tie the practices and the core ideas to where they fit in the real world. In this course, you will become familiar with the depth of each of the crosscutting concepts and will have an opportunity to apply them to work you are currently doing in the classroom. The specific objectives are:

Science 3D Implementation Mentorship 101

October 22 - December 2, 2018

This course will introduce the NGSS Framework which focuses on the science and engineering practices, crosscutting concepts, core ideas and the journey of becoming a 3D Science Teacher. Teachers will find that many of the practices fit well with other content areas students are exposed to and what you are already doing in the classroom.

~ Offered Again in the Spring and Summer ~

Self-Paced

Foundation:

- Montana's New Science Standards: An Introduction
- Montana's New Science Standards 101
- Montana's New Science Standards 201: Three-dimensional Learning
- Montana's New Science Standards 301: Phenomena-based Learning
- Montana's New Science Standards 401: Project-based Learning
- Exploring Inquiry through NASA
- **Coming Soon:**
  Montana New Science Standards 501: IEFA Integration
  The 5E Lesson & Nasa

Implementation

- Science as an Anchor for Literacy in Technical Texts
- Watershed Education 3-5: Place-based Education
- Science of all Things: Integrating Science K-5 (coming soon)

Administration

Science Standards for Principals: A 10,000' View

NASA Releases Logo to Mark Apollo's 50th Anniversary

Montana Celebration
Drone Landing Competition

➤Pryor➤Hardin➤Ashland➤Fort Peck➤Fort Belknap➤Rocky Boys➤Browning➤Flathead

In the past three years the Northwest Earth and Space Science Pipeline (NESSP) grant has worked with schools in the locations listed above (with the exceptions of the Fort Belknap and the Flathead Reservations), and the school teachers and students have engaged in rocketry, both with water bottle rockets and chemical rockets. The teachers have received water bottle rocket launchers, lesson plans, and professional learning to engage their students. We would like everyone's help in finding teachers to receive free Professional Learning in programming! The trainings will be in early March 2019, (one training in the East and one in the West), so that they can teach their student teams. At the end of July 2019 the teams meet to compete in Helena to land their drones and drive their rovers to a specific location in celebration of Apollo's 50 years in space exploration!

All students should have the opportunities to encourage their dreams in all of the sciences. This opportunity could inspire dreams of space exploration or programming!

Seeking local area business donations and support for supplies, travel, room and board ~

Putting Montana Students First A+

Content Standards Revision

- [Long history in Montana](#)
- What students should know and be able to do
- Proposed by the OPI, adopted by the Board of Public Education (BPE)
- Administrative Rules of Montana (ARM)
- All content areas

Here's where to find the standards

http://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-Revision

QUESTIONS and FEEDBACK

http://tiny.cc/MTOPIPLEval

Professional Development Opportunities in Mathematics
High-quality professional learning sessions and online courses
Contact: Marisa Franklin Graybill | marisa.franklin@mt.gov | 406-444-0706

opi.mt.gov

In-Person/Virtual Opportunities

Montana Math Matters Round 5: Building Mathematical Identities through Posing Purposeful Question
- Participants will learn how to develop positive math identities through purposeful questioning.
- Effective teaching of mathematics uses purposeful questioning to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.
- Participants will review the power of questioning and question types as well as determine focusing vs. funneling questions.
- Past Locations: Hardin, Reed Point, Whitehall, Drummond, Plains, Fort Benton, Glasgow, Brockton, and Glendive
- Dates TBD!

Montana Elementary Math Community (MEMC)
- Goal is to build a community of Elementary educators across Montana to share ideas, resources, questions, and inspiration for our math pedagogy.
- Dan Ries, Missoula and Tom Redmon, Hamilton will be hosting our virtual gatherings.
- Monthly meetings will be held virtual with our next meeting Sunday, Nov 25th at 7pm.
- Sign up today (goo.gl/ra9D8i) to learn more about the community!

Teacher Learning Hub - Online, Free Courses- more online!

Three-Week Online Mathematics Professional Development Modules: 2018-2019
Professors from Montana State University, University of Montana, as well as top mathematics educators from across the state, worked to develop these courses through the STREAM (Standards-Based Teaching Renewing Educators Across Montana) grant. We are pleased to be able to continue these excellent courses facilitated by mathematics leaders from across the state. The calendar on the back outlines the three-week course schedule for 2018-2019 as well as the appropriate grade-level offerings. All teachers are encouraged to select courses in areas they would like to build content knowledge and dive deeper into. Teachers receive feedback from instructors and may earn 15 renewal units upon completion. Enroll in courses today by completing this google form (goo.gl/yho6DJ). Find a full list of courses with descriptions at goo.gl/Rq3wjs.

Addition & Subtraction Strategies
In this course, you will learn the various strategies for addition and subtraction based on place value, properties, and the inverse relationship. The course dives deep into branching, landmark numbers, open number lines, finding the missing part, compensation strategies and more. Video demonstrations of these strategies along with opportunities to practice these various methods will be an important part of your learning.

But What About Fact Fluency?
"My kids just don't know their math facts!" If you have said this before and want to learn how to best help students improve fact fluency, this workshop will be valuable to you! Using Jo Boaler's research on Fluency Without Fear, we will explore key ideas and strategies for improving fluency.

K-6 INFORMative Math Instruction: Who Knows? Who Doesn't? Now What?
During this course, participants will learn how INFORMative assessment practices can improve math achievement. The course will explore how to efficiently determine what students know and don't know and digital tools and strategies for collecting student information. Participants will learn strategies to use data in an intentional way to determine next steps for improving achievement.

Ensuring Equity for All in Mathematics
Collaborative group work is an opportunity to create a culture in our classrooms, in which the contributions of each student are appreciated and used to explore, solve problems, and engage in meaningful mathematics. This course, targeted to 6-12 grade but applicable to all, will explore how to use specific strategies to make group work effective for learning.

Problem Solving: Bring Your Classroom Alive!
This course will give you a starting point to investigate how utilizing rich tasks in your classroom can promote the teaching and learning of mathematics. The content is targeted toward mathematics teachers, but the strategies apply across all curriculum. This course is the same as the Problem Solving Group Course but formatted for an individual.

Three-Week Online Mathematics Professional Development Modules Calendar: 2018-2019

September 2018	October 7th- 28th	November 4th- 25th
	-Number Systems & Operations (K-3) -Number Systems & Operations (4-7)	-Ratios and Proportions (6-7) -Functions as Objects (HS)
December 2nd- 23rd -You Decide How to Divide (3-5) -Linear Relationships (7-9)	**January 6th 2019- 27th** -Developing Fraction Sense (3-5) -Transformations and Proofs (HS) -Number Systems & Operations (K-3) -Number Systems & Operations (4-7)	**February 3rd- 24th** -Algebraic Thinking (K-5) -Algebraic Thinking (6-7)
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June 2nd- 23rd -Fraction Models and Operations (3-5) -Making Sense of Modeling (HS)	**July 7th – 28th** -Mathematical Practices (K-8) -Mathematical Practices (HS)	**August** **-Courses offered as requested**

Professional Development Opportunities in ELA and Literacy
High-quality professional learning sessions and online courses
Contact: Christy Mock-Stutz | cmstutz@mt.gov | 406-444-0736

opi.mt.gov

In-Person Opportunities (available by request and at various conferences around the state)

How Writing and Reading Intersect

Participants will take a deep dive into the Montana Content Standards for Writing and learn about the developmental stages of children's writing. There will be hands-on activities and formative assessment strategies specific to teaching writing and reading collaboratively in the primary (k-2) or intermediate (3-6) classroom. Available as a full-day or half-day workshop. (Full day workshop will provide more in-depth formative assessment information)

Enhancing Writing Instruction in Your Classroom

Participants understand the developmental stages of writing and determine ways to assess students and have them assess themselves in writing, identify a variety of formative assessments, and learn strategies to take right back to the classroom. Educators will have the time work in small groups to create rubrics and expectations for their own instruction. Available as a full-day workshop, it is also meant to have a follow up session where teachers share student work and analyze the effectiveness of their rubric. (all grades)

WELL- Writing Education for Learners and Leaders

Afull-day workshop that builds collaboration between teachers to they can be advocates and leaders in their own classrooms, schools, and communities. With a focus on understanding the demands of writing instruction, these leaders are prepared to create a leadership plan to implement in their schools. (all grades)

C3WP

From the National Writing Project comes the College, Career, and Community Writers Program. This is a 2-day workshop, provided by consultants from the National Writing Project. It provides scaffolded teaching and formative assessment resources that support the development of students' argument writing. (high-school)

Teacher Learning Hub - Online, Free Courses

Write from the Start: K-2 Writing Strategies

In this course, participants will do a deep dive into the Montana Writing Standards, explore the developmental stages of writing and learn strategies to best support students in K - 2nd grade as they become writers. Engage with your student's texts, learn to assess and understand them in new ways, and refine your feedback.

Writing to Learn: 3-6 Writing Strategies

In this course, you will do a deep dive into the Montana Writing Standards, read academic articles about the developmental stages of writing and learn strategies to best support students in third through fifth grade as they become writers. Learn to assess and understand student's texts in new and exciting ways.

Writing Across the Disciplines in Grades 5-12

This course will take you on a deep dive into Montana's Content Standards for Writing and guide understanding of the unique strategies needed to teach young writers in the middle and upper grades.

Using Writing to Teach Critical Thinking

This course is designed to help you keep your expectations high while supporting your students in developing as thinkers through questioning techniques and writing. Your awareness of the depths of knowledge required to perform tasks and how to shape questions will help you guide your students to independent, higher-level thinking (all grades)

Taking Reading to the Next Level

Designed to provide support for teaching reading strategies most effectively.

Supporting Readers with Textbooks

Using the Montana Stories of the Land textbook as a reference, this course provides specific, hands-on resources teachers can use immediately in their classrooms to support readers who struggle with grade-level, content area text.

A School's Guide to Creating a School-Wide Reading & Writing Protocol

Participants in this group course will learn a set of protocols and common language for teaching close reading and evidence-based writing in order to enhance reading and writing instruction across all curricular areas and grade levels.

Course Pathway	Elementary	Middle School	High School	Administration
Foundation	• Montana's New Science Standards: An Introduction • New Mt Science Standards 101 • New Mt Science Standards 201: Three-dimensional Learning • New Mt Science Standards 301: Phenomena-based Learning • New Mt Science Standards 401: Project-based Learning • New Mt Science Standards 501: IEFA Integration • Exploring Inquiry through NASA • The 5E Lesson & NASA			• The Principal's 10,000" View of Science Standards & Practices
Implementation	• *Facilitated:* 3D Implementation Mentorship (K-12) • *Facilitated:* Crosscutting Concepts • Science as an Anchor for Literacy through Technical Texts • *Facilitated:* Bring MT into your Classroom with IEFA: Place-based Learning • Performance Based Assessment (K-2), (3-5), (6-8), (9-12) • Formative Assessments Pilots for New MSS (PAO)			• Walk-through checklists: 3D • Science is everything: Reading, Math, Technology, Social Studies, IEFA, Engineering…
	• *How Science Improves Math and Reading*			
	• Science of all Things: Integrating Science K-5	• Watershed Education 3-5: Place-Based Education	• Bring MT into your Classroom with IEFA: Place-based Learning	
	• Engineering Can be Elementary my Dear	• Through a Scientific Lens : Integration Across Content Areas		
	• Capturing Curiosity – Engaging Students	• Beyond the Popsicle Bridge: STEM Engineering		
	• Evidence: Where are you?	• Careers…why do I care about science (College and Career Ready Students): *Meet a: scientist, engineer, tradesman – what does it take to become a journeyman?*		
	• Reading in Science	• Science Fact vs Fiction	• Authentic Research (Science Fairs)	
Content/Exploration	• Backpack Science (3-8): Mapping, Landscape, Soil, Water, Snow, Birds, Plants & Pollen, Insects, Impacts			
	• Place-based Science: Bugs, Wildlife, Plants	• Gray Wolves in the Northern Rocky Mountains: • Project Archeology: Investigating the First Peoples, Clovis Child Burial		

Thursday, August 30, 2018

Key

Green text: The course is already open

Slate text: Represents that the course is in development or in review: paperwork has been processed but not paid out

RED text: Represents courses that would fill needs of educators but not in development

(Just an idea at this point)

– Apollo 50th *Next Giant Leap* –

From October 2018 through December 2022, NASA will mark the 50th anniversary of the Apollo Program that landed a dozen Americans on the moon between July 1969 and December 1972.
Image Credit: NASA

NASA Releases Logo to Mark Apollo's 50th Anniversary

- Program Drones
- Navigate Rovers
- Create School Teams

Coming Soon!

Free Teacher Professional Development in Programming: March 2019

Commitment: Create a student team to compete against other Montana teams on July 19, 2019 in Helena, Montana.

Contact Michelle McCarthy
Science Instructional Coordinator, Montana Office of Public Instruction
- Phone: 406.444.3537
- Mobile: 406.860.6619
- Website: www.opi.mt.gov
Email: MMcCarthy5@mt.gov

Notice from Northwest Earth and Space (NESSP) grant to all members:

Dear Colleagues

We have been given the go ahead to run a national student competition that celebrates the 50th anniversary of the lunar landing of Apollo 11, which will occur July 20th, 2019. The competition will focus on middle and high school students, particularly in underserved and underrepresented communities, and would run anytime between July 16 {launch of Apollo 11) to July 20th (the landing) – choice is up to the local institutions

We are seeking institutions that would act as a hub for running the competition in your region. To be upfront, there is not a lot of funding available to run the competition, but nevertheless I think it is an excellent opportunity to reach out to your community and create stronger ties. To this end, we do have resources to run professional development for teachers and informal educators to enable teams to form and get started, anywhere in the country if the Hub institution can recruit a critical number (> 20) of participating teams. The good news is that there are resources available to bring the winning team from recognized hubs for a funded trip to the Johnson Space Flight Center.

The responsibility of the Hub is to

- Recruit teams a minimum of 20 teams to participate in the competition
- Teams mist include an adult educator (informal or formal education) who can act as mentor and chaperone for the students, about 5 students per team
- Host the competition which may be one to two days dependent on the number of teams
- Have NASA Science Matter Experts interact with the students participate in the running of the competition (our group can assist in recruiting the SMEs but the Hub institution has to host the SME)
- · Find approximate prizes for runner up teams
- Social media coverage of the competition.

What we can provide

- Web site for team registrations
- Communications between teams and hub institutions
- Professional development workshops to start teams on their way
- Funds for winning teams to JSC
- We can provide a few starter kits to Hubs to help teams get started, particularly teams from underserved and underrepresented communities (the exact amount will depend on the number of hubs)
- Provide layouts for the competition, and competition rules
- Liaison person to come to competition, including Science Matter experts from NASA.

We do recommend that the Hub institution have a collaboration between museum and higher education institution (though not required) to provide expertise and manpower for the running of the competition and possible additional outreach efforts during the competition.

Team Requirements:

- Registration of team, including demographics which would aid in selection teams that we could potentially support

Notice from Northwest Earth and Space (NESSP) grant to all members:

- They submit with their online application with a Mission Patch (which gets them thinking about the mission) and we know that they are serious in participating. Points are given for the visual impact of the logo.
- Teams must
  - Modify a drone so that it has an Apollo facsimile lander, and they are to undertake an instrument only landing on a specified site (a map is attached) - the pilot is not to have direct viewing of the landing site. Points are given to the design of the lander, the time from launch to landing and the distance of the drone landing site relative to the prescribed competition landing site.
  - Must have a safety astronaut with a tether link to the drone to ensure the drone cannot fly away during any part of the competition and hurt anyone accidently. The safety astronaut can provide information to the drone pilot but cannot actively assist in the landing. Points will be given for the originality of the astronaut's costume, which could be a mock of an astronaut suit or it could be national dress, or school mascot. The main point of the costume is that it should be original.
  - From the landing site, a robotic system such as a Lego robot will simulate the exploration of the surface by driving around the lunar surface along a prescribed course, again instrument only through feedback from the astronaut to the driver is allowed. Points are given for time around the course, and points are deducted if the rover strays into forbidden regions such as the craters around the landing site.
  - For high school students, the rover should be able to plan a flag (either US, or mission patch) at the end of its travels. This would be extra points for middle school teams.

The above design of the competition seeks to provide an immersive opportunity for boys and girls, including underrepresented minorities in important current day skills that will impact the next steps in education and career while increase ties with space sciences and NASA. We hope that you might be able to get involved in what we hope will be an important opportunity for all.

If you are interested in being a Hub or have additional questions, please contact Robert Winglee

Regional/National Student Apollo 50th Lunar Lander and Rover Competition

Step 1
- Identify a Regional Hub that will have partnerships with Museums, School districts and Higher Ed.

Recruit Teams
- Teams provide demographics which will aid the Hub in determining support if any.

Teams as a Start will submit a Mission Patch Identifying
- Team Name
- School/City
- Motto/Image representing teams aspirations relative to Apollo
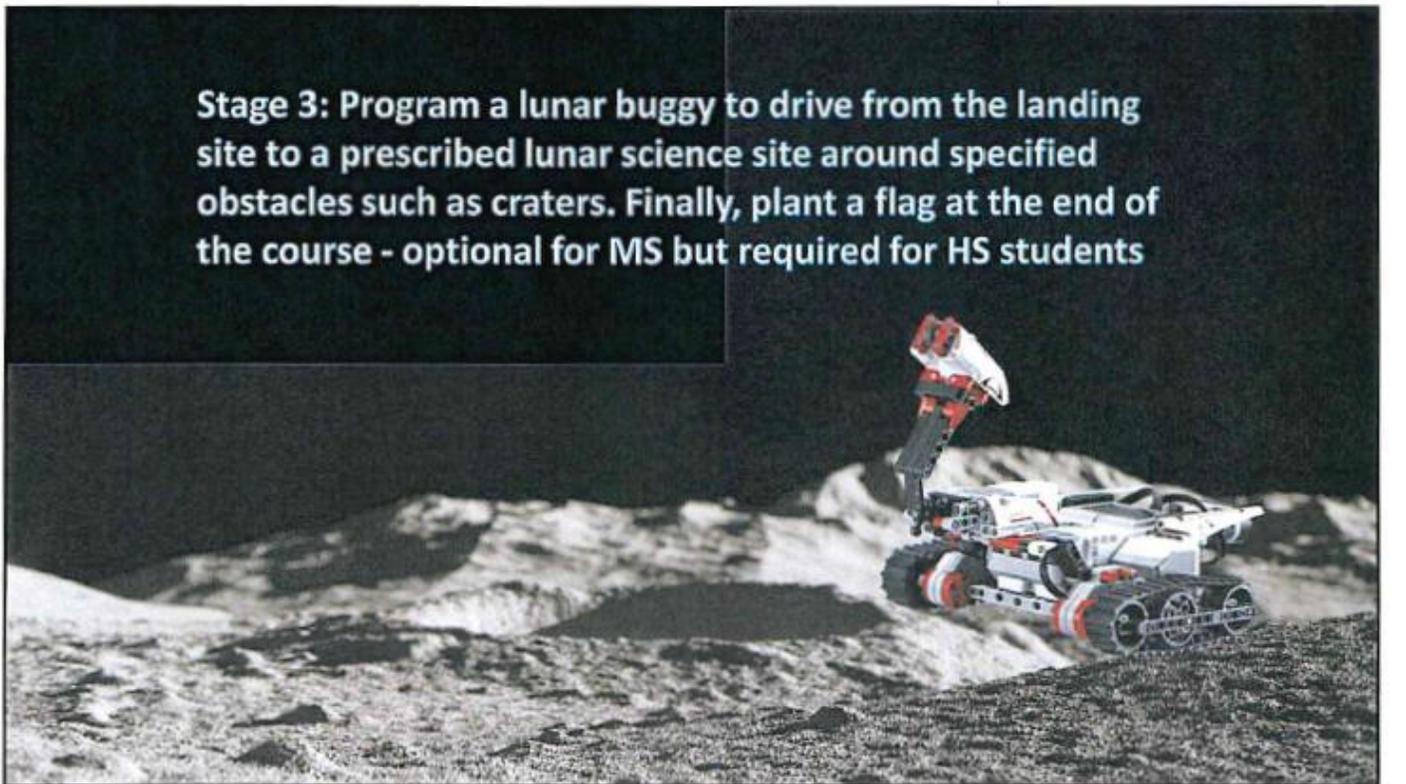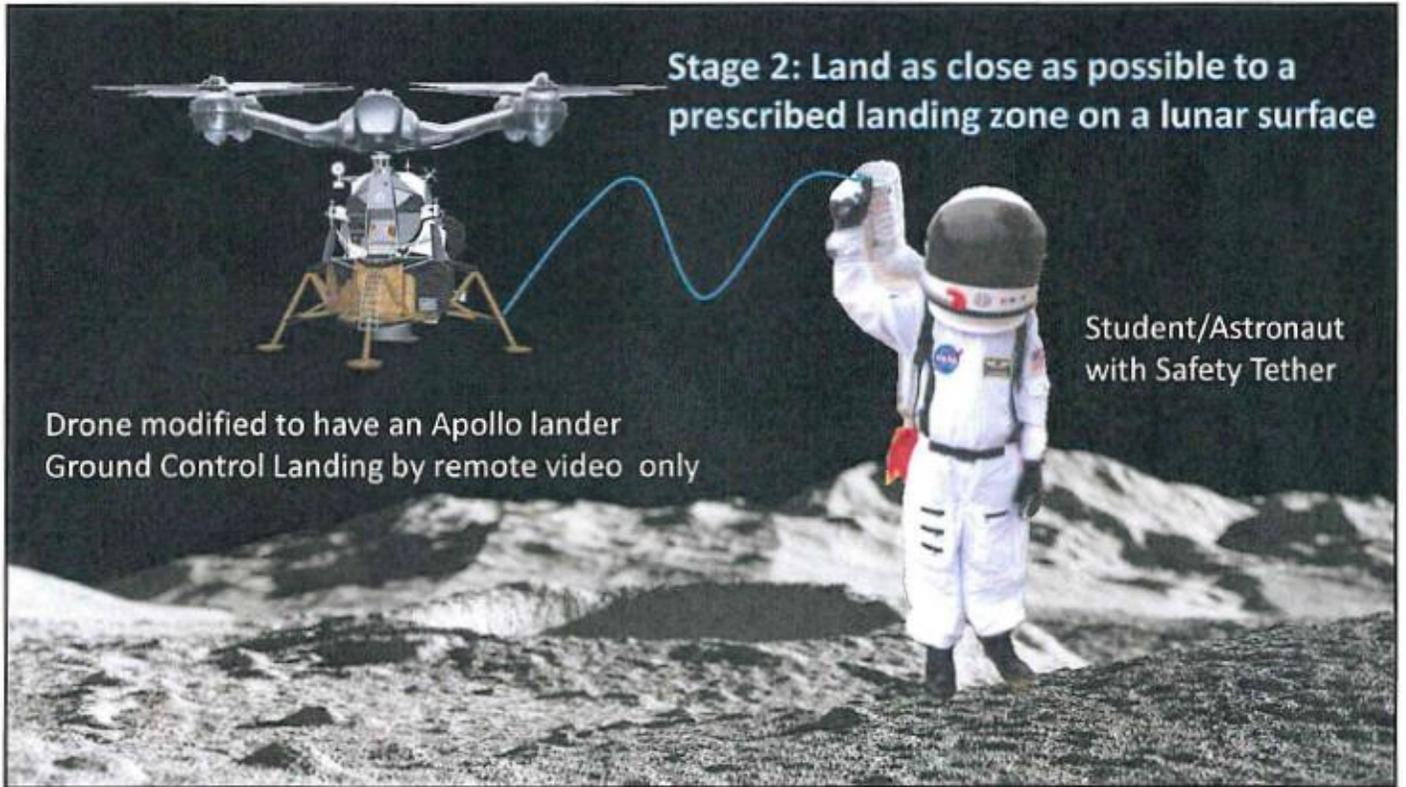
Stage 2: Land as close as possible to a prescribed landing zone on a lunar surface

Student/Astronaut with Safety Tether

Drone modified to have an Apollo lander Ground Control Landing by remote video only

Stage 3: Program a lunar buggy to drive from the landing site to a prescribed lunar science site around specified obstacles such as craters. Finally, plant a flag at the end of the course - optional for MS but required for HS students

Proposed Course:
Apollo 11 Landing site

Flight Control Center

Partition (No direct visualization of landing area)

Start

Finish

Exploration Path

Drone Launch Pad

10 ft
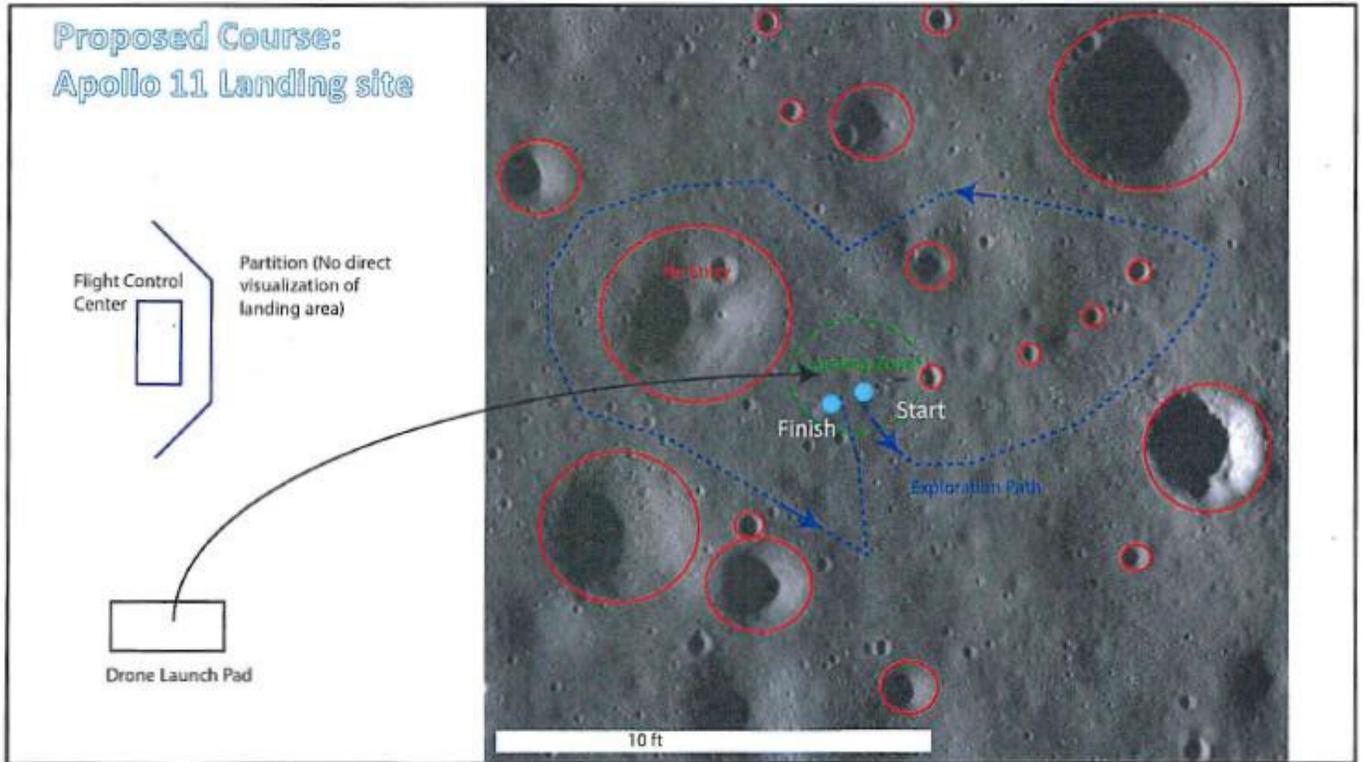
Regional/National Student Apollo 50th Competition

Proposed Prizes

- Placed Prizes to be determined by Local Hub
- 1st Place winners planning a funded trip to visit Johnson Space Flight Center
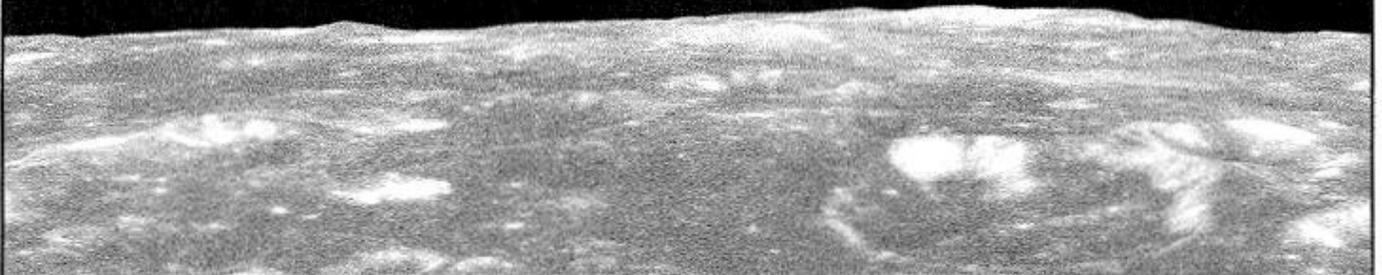
Test Elementary School

123 Main St, Anytown, ST 12345
987-654-3210
Sally Jones, Principal (sally.jones@testelementary.edu)
http://www.testelementary.edu

- -

For more information, view Elementary profile at: https://gems.opi.mt.gov/SitePages/SchoolInfo.aspx?schoolID=0000

Support Determination

This school was identified as requiring the following support (terms Comprehensive, Targeted, and Universal mandated by the federal Every Student Succeeds Act):

Targeted

Schools identified for "Targeted Support and Improvement", will receive additional professional development and technical assistance from the OPI and additional monitoring from the district.Targeted support will be directed to improve the outcomes for Asian American and Pacific Islander student group which the school as identified for.

For information about support determinations: https://gems.opi.mt.gov/SitePages/SchoolInfo.aspx?schoolID=0002

Quick Facts

2017-18

PK-5
Grades Served
2018

195
Student Count
2018

5%
% Free/Reduced Lunch
2018

Demographics

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic
- White
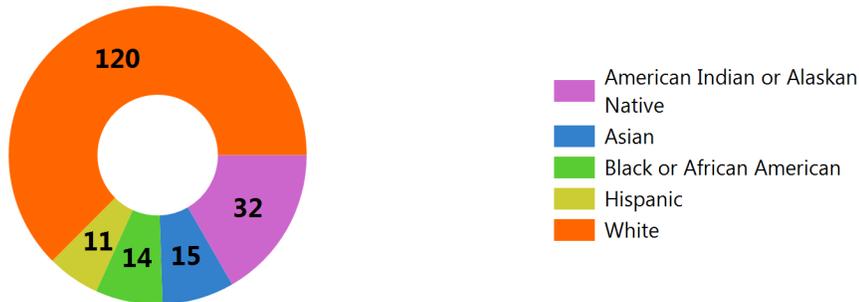
Student Progress

% of students showing progress in Reading

65%
School
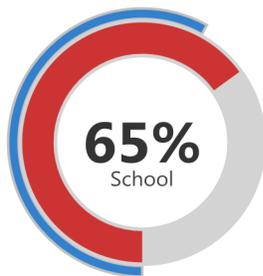
State: 58%

% of students showing progress in Mathematics

54%
School
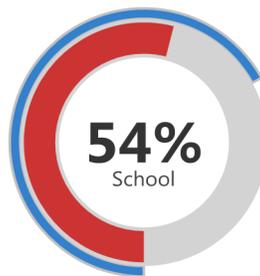
State: 67%

Due to rounding, percentages on each page may not add up to 100%.
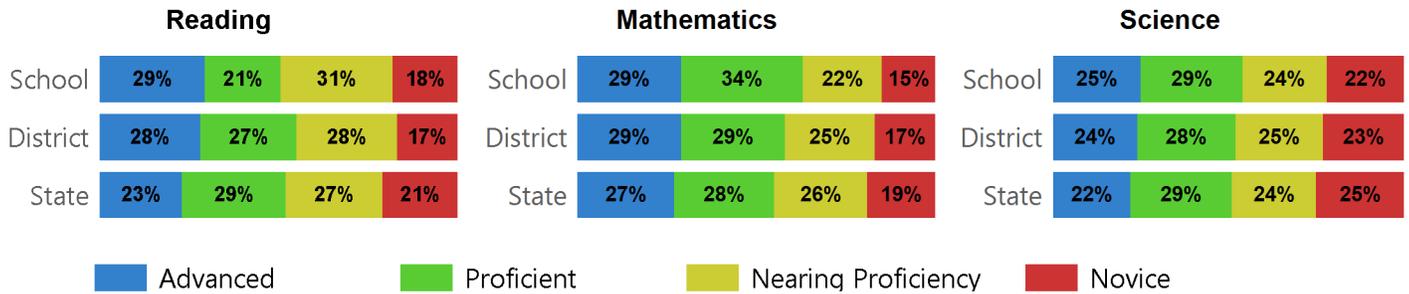
Student Achievement Scores

Reading

	Advanced	Proficient	Nearing Proficiency	Novice
School	29%	21%	31%	18%
District	28%	27%	28%	17%
State	23%	29%	27%	21%

Mathematics

	Advanced	Proficient	Nearing Proficiency	Novice
School	29%	34%	22%	15%
District	29%	29%	25%	17%
State	27%	28%	26%	19%

Science

	Advanced	Proficient	Nearing Proficiency	Novice
School	25%	29%	24%	22%
District	24%	28%	25%	23%
State	22%	29%	24%	25%

■ Advanced ■ Proficient ■ Nearing Proficiency ■ Novice

Student Achievement Trends

Reading Trends
% Proficient or Advanced

Mathematics Trends
% Proficient or Advanced

Science Trends
% Proficient or Advanced

■ School ■ District ■ State — Goal
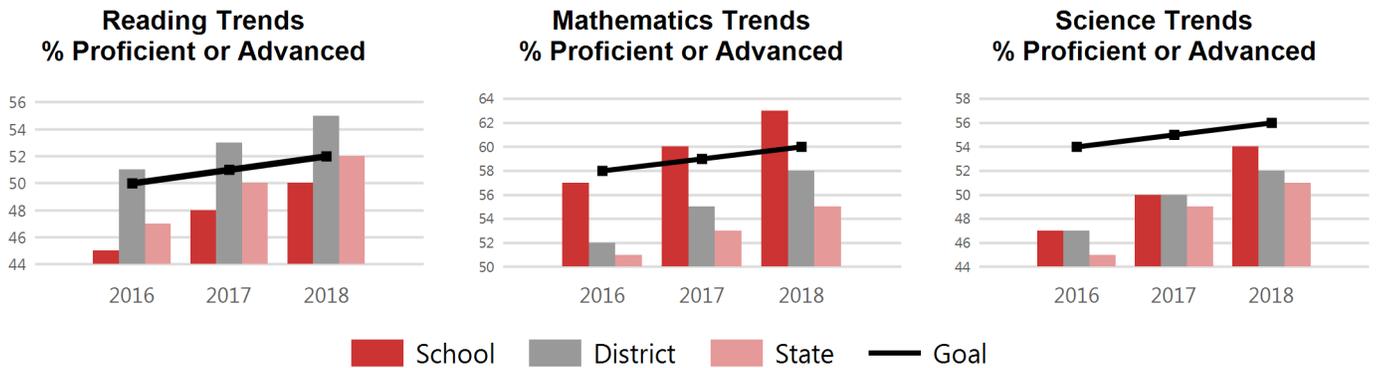
English Language Learners

# English Learners	**40**
# Achieved Progress	**15**
% Achieved Progress	**38%**
# Achieved Proficiency	**10**
% Achieved Proficiency	**25%**

School Attendance

% of students with at least 95% attendance for the entire school year

85%
School

State: 91%

School Finance

Statement regarding the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) Financial Transparency Requirement:

The Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) requires states to annually report their per-pupil expenditures including actual personnel and non-personnel expenditures, disaggregated by source of funds, for each LEA and each school in the state for the preceding fiscal year. Consistent with section 4(b) of the ESSA, which authorizes the USDE to ensure an orderly transition to the new law, an SEA and its LEAs may delay, until the 2018-2019 school year, reporting information on per pupil expenditures of Federal, State, and local funds on annual report cards as required in ESSA. The Montana Office of Public Instruction has elected to delay reporting per-pupil expenditures in this manner until the 2018-2019 school year to assure timely, accurate and consistent reporting among all LEAs and each school.

Due to rounding, percentages on each page may not add up to 100%.

Test High School

123 Main St, Anytown, ST 12345
987-654-3210
Sally Jones, Principal (sally.jones@testhighschool.edu)
http://www.testhighschool.edu

- -

For more information, view High School profile at: https://gems.opi.mt.gov/SitePages/SchoolInfo.aspx?schoolID=0000

Support Determination

This school was identified as requiring the following support (terms Comprehensive, Targeted, and Universal mandated by the federal Every Student Succeeds Act):

Comprehensive

Schools identified for "Comprehensive Support and Improvement" will receive additional funding, support and monitoring from the OPI to improve the school overall.

For information about support determinations: https://gems.opi.mt.gov/SitePages/SchoolInfo.aspx?schoolID=0003

Quick Facts

2017-18

9-12
Grades Served
2018

324
Student Count
2018

2%
% Free/Reduced Lunch
2018

AA
MHSA Sport Class
2018

Demographics

- American Indian or Alaskan Native: 51
- Asian: 27
- Black or African American: 23
- Hispanic: 15
- White: 199
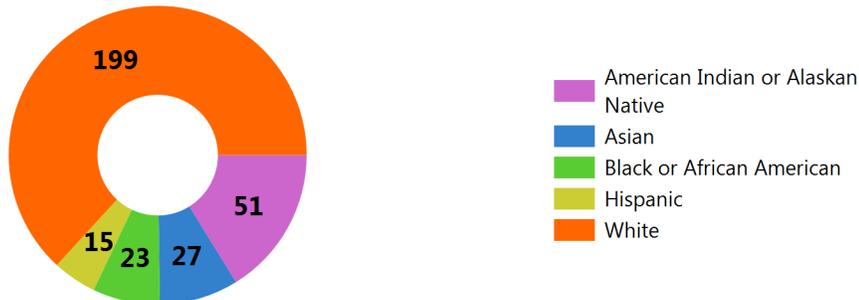
Student Progress

% of students graduating high school in four years

89%
School
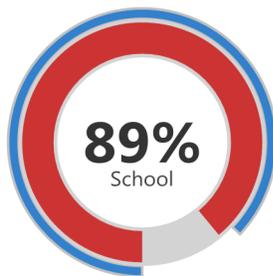
State: 87%

% of students with at least 95% attendance for entire school year

85%
School
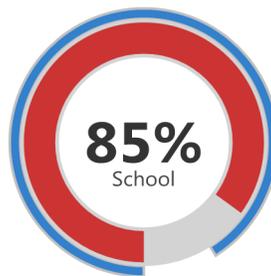
State: 91%

% of students who are college or career ready

75%
School
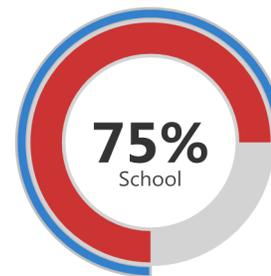
State: 71%

Due to rounding, percentages on each page may not add up to 100%.
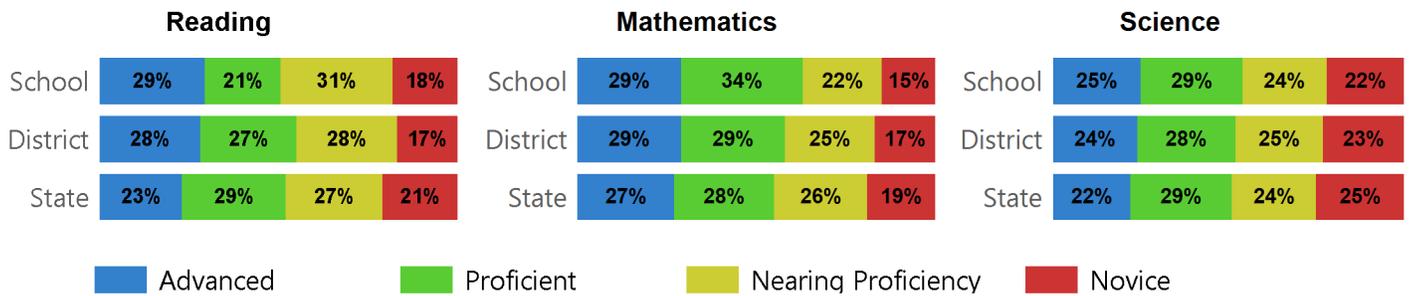
Student Achievement Scores

Reading

	Advanced	Proficient	Nearing Proficiency	Novice
School	29%	21%	31%	18%
District	28%	27%	28%	17%
State	23%	29%	27%	21%

Mathematics

	Advanced	Proficient	Nearing Proficiency	Novice
School	29%	34%	22%	15%
District	29%	29%	25%	17%
State	27%	28%	26%	19%

Science

	Advanced	Proficient	Nearing Proficiency	Novice
School	25%	29%	24%	22%
District	24%	28%	25%	23%
State	22%	29%	24%	25%

Legend: Advanced, Proficient, Nearing Proficiency, Novice

Student Achievement Trends

Reading Trends % Proficient or Advanced

Mathematics Trends % Proficient or Advanced

Science Trends % Proficient or Advanced

Legend: School, District, State, Goal
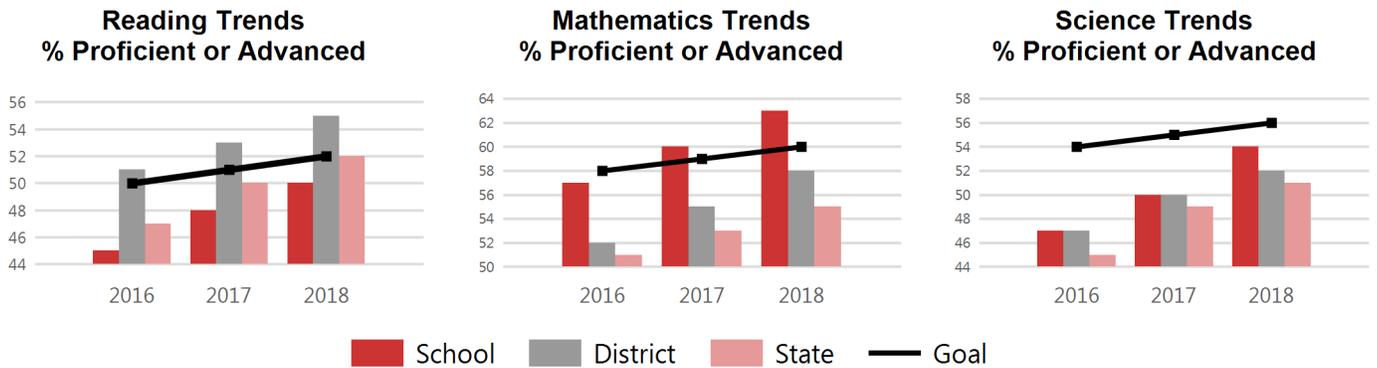
English Language Learners

# English Learners	**40**
# Achieved Progress	**15**
% Achieved Progress	**38%**
# Achieved Proficiency	**10**
% Achieved Proficiency	**25%**

School Finance

Statement regarding the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) Financial Transparency Requirement.

The Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) requires states to annually report their per-pupil expenditures including actual personnel and non-personnel expenditures, disaggregated by source of funds, for each LEA and each school in the state for the preceding fiscal year. Consistent with section 4(b) of the ESSA, which authorizes the USDE to ensure an orderly transition to the new law, an SEA and its LEAs may delay, until the 2018-2019 school year, reporting information on per pupil expenditures of Federal, State, and local funds on annual report cards as required in ESSA. The Montana Office of Public Instruction has elected to delay reporting per-pupil expenditures in this manner until the 2018-2019 school year to assure timely, accurate and consistent reporting among all LEAs and each school.

Due to rounding, percentages on each page may not add up to 100%.

Education of Homeless Children and Youth Program

Legislation – 42 USC Chapter 119, Subchapter VI, Part B: Education for Homeless Children and Youths
http://uscode.house.gov/view.xhtml?path=/prelim%40title42/chapter119/subchapter6/partB&edition=prelim

Education for Homeless Children and Youths Program Non-Regulatory Guidance
https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716updated0317.pdf

OPI Website http://opi.mt.gov/Leadership/Academic-Success/Title-Other-Federal-Programs/Homeless-Children-Youth

OPI State Coordinator for Homeless Education – Heather Denny, hdenny@mt.gov, 406-444-2036

Program Goals - Educational Access and Equity for Students Experiencing Homelessness

Percentage of homeless children/youth enrolled in public schools by type of primary nighttime residence

SY 2014-2015
- 7.8%
- 8.8%
- 13.6%
- 69.8%

SY 2015-2016
- 8.3%
- 8.5%
- 11.9%
- 71.3%

SY 2016-2017
- 9.3%
- 8.6%
- 10.9%
- 71.1%

- Doubled-up (e.g., living with another family)
- Hotels/Motels
- Shelters, transitional housing, awaiting foster care
- Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned building)

Number of Homeless Children/Youth Enrolled in Public School by Year

Number of Homeless Children/Youth Enrolled in Public School by Year

- SY 2014-2015: 3,075
- SY 2015-2016: 3,003
- SY 2016-2017: 3,606

Note: Includes all enrolled homeless children and youth in grades PK through 12.

Subgroups of Homeless Children/Youth			
Number of homeless children/youth enrolled in public schools who are:	SY 2014-2015	SY 2015-2016	SY 2016-2017
Migratory children/youth	29	21	26
Unaccompanied homeless youth	495	481	692
Children with disabilities (IDEA)	692	665	820
Limited English Proficient (LEP) students	177	131	273

Note: These subgroups are not mutually exclusive. It is possible for homeless students to be counted in more than one subgroup.

Cohort Graduation Rates include all students who would have graduated in four years.

Students are included in the cohort if they were identified as homeless at any point during the four years that they attended high school.

Cohort Graduation Rate, 2016-2017, By Student Group

- All Students: 85.83%
- Economically Disadvantaged: 76.64%
- English Learner: 63.44%
- Homeless: 61.93%
- Special Education: 76.76%

Four-Year Adjusted Cohort Graduation Rate
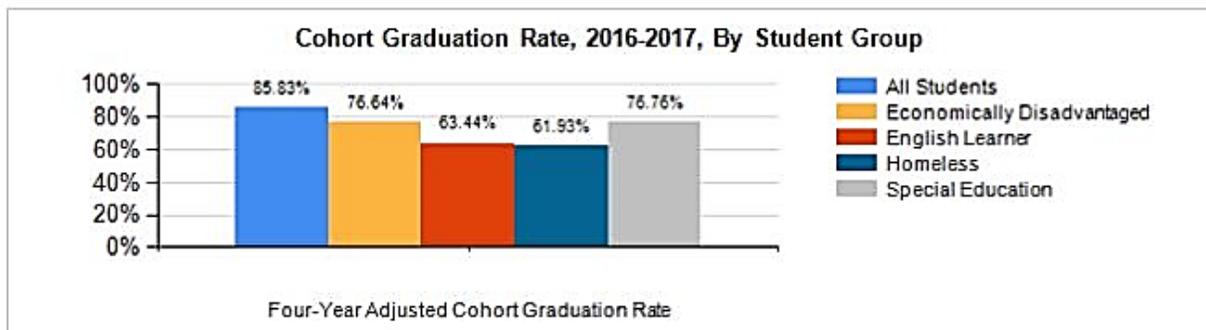
* = Data was masked to protect the identity of students using one of the following criteria:
1. Fewer than 10 students were reported in the category.
2. All students were reported in a single category

Percentages within student groups may not add up to 100% because of rounding.
Data as of: 08/10/2018

2016-17 Drop-out Rates

	Graduates	Dropouts By Grade					Continuing	Cohort Rate
		9th	10th	11th	12th	Total		
All Students	9157	119	272	437	389	1217	295	85.83%
By Race/Ethnicity								
American Indian or Alaskan Native	791	62	92	84	73	311	70	67.49%
Asian	83	*	*	*	*	*	*	93.26%
Black or African American	99	*	*	*	11	19	*	82.50%
Hispanic	343	*	*	34	24	69	19	79.58%
Multi-Racial	198	*	*	13	10	33	10	82.16%
Native Hawaiian or Other Pacific Islander	18	*	*	*	*	*	*	78.26%
White	7625	48	163	296	270	777	191	88.74%
Special Education Students	1027	21	56	102	72	251	60	76.76%
English Learner Students	269	40	43	25	22	130	25	63.44%
Economically Disadvantaged Students	3841	103	220	342	321	986	185	76.64%
Homeless Students	327	12	29	54	76	171	30	61.93%

Note that the numerator includes only students earning regular high school diplomas in four years or fewer. Students earning General Education Development (GED) certificates are not included; nor are students who graduate in more than four years, even if the student has an individualized education plan (IEP) that specifies more than four years for completion of graduation requirements. For the calculation of the four year cohort graduation rate, both sets of students here are included in the adjusted cohort (denominator), but are not included in the count of students earning regular high school diplomas (numerator).

Economic Impact of Reducing the Drop-out Rate by 50%

http://impact.all4ed.org/
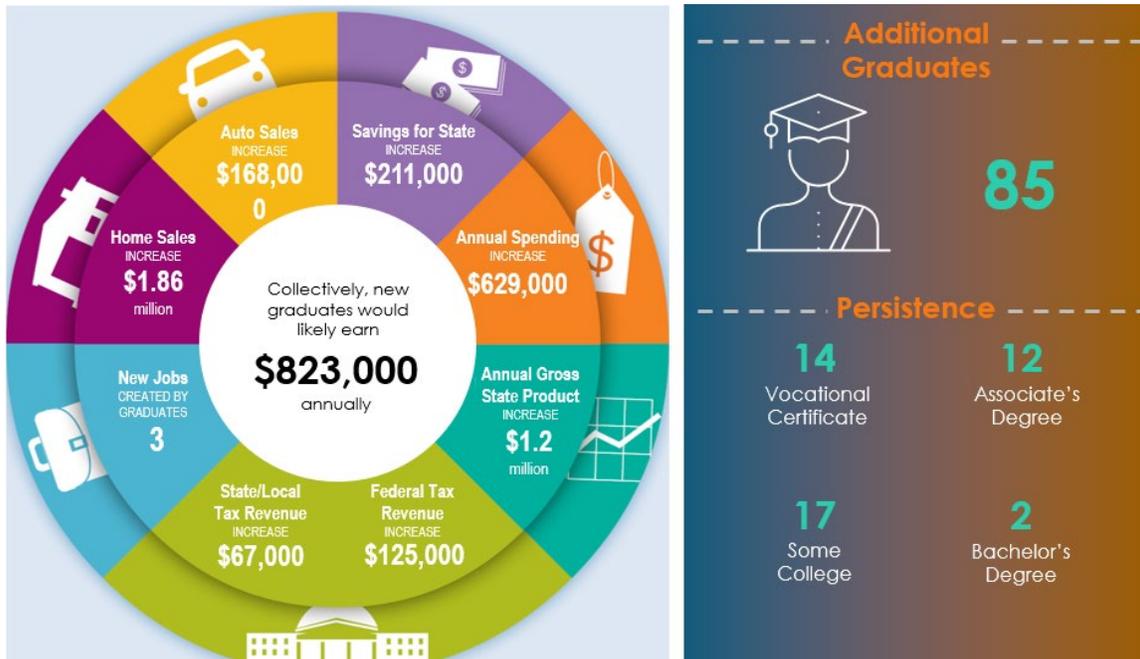
CSKT TRIBAL EDUCATION SUMMIT TENTATIVE AGENDA

Location: KwaTaqNuk

Date: 01/24/2019 – 01/25/2019

Facilitator: Julie Cajune and Michelle Mitchell

Agenda Items Day 1, 9:00 AM – 4:00 PM

Welcome from Facilitators

Data – Supporting schools, parents, students and Communities to improve educational opportunities and outcomes for students

Indian Parent Committees – Supporting parents and schools in their efforts.

Culturally Responsive Practices – Student led

Agenda Items Day 2, 9:00 AM – 12:00 PM

Tribal Consultation – More than ESSA Requirements

Additional information

Add additional instructions or comments here.

MACIE MEETING SCHEDULE 2019

January 18, Helena – to coincide with Rotunda Day at the Capitol

March 9 or 10, Great Falls – to coincide with the Board of Public Education meeting

September or November 7-8 (BPE), Helena

Indian Education for All Grant Summary 2018-2019

RESA Grants Awarded: $45000

MRESA3 Region III: $15000

SWMSS Region IV: $15000

WMPLC Region V: $15000

PESA Region I: ($3000)

MNCESR Region II: ($11900)

K-12 Grants Awarded: $59484

Billings El: $11,732

Fairfield El: $3,025

Fairfield HS: $2,838

Gardiner HS: $3,788

Lame Deer HS: $3,800

Lewistown El: $8,036

Lodge Grass El: $8,265

Rocky Boy El: $6,000

St. Regis: $12,000