



*Putting Montana Students First*

June 28, 2023

Education Interim Committee Report



## OPI Key Initiatives



### **Enhance effective family, student, and community engagement.**

Implement family and community engagement plans within the Integrated Strategic Action Plan.

- [ARM 10.55: Accreditation Standards Revision of Rules](#)
- [Accreditation Standards Implementation](#)



### **Celebrating teacher excellence and extending leadership opportunities.**

Accelerating Math Exponentially: Build self-confidence, focus on learner agency, and improve learning and teaching in math.

- [Accelerating Math Exponentially](#)
- [Math Content Standards Review](#)

Develop educator capacity to lead change from a traditional system to a learner-based system focused on personalization and proficiency.

- [Montana Teacher Leadership and Executive Leadership Academies](#)

### **Teacher retention and recruitment**

Impact the Educator Workforce while modeling personalized learning and proficiency.

- [Montana Residency Demonstration Model](#)



### **Improving math and reading with a focus on middle school.**

Foster and support local innovations for personalized-learning environments measured by proficiency.

- [Math Innovation Zones](#)

Redesign and innovate assessments to better evaluate students' proficiency and provide timely feedback.

- [Montana Alternative Assessment Student Testing Pilot \(MAST\)](#)



Expand industry, military, and post-secondary partnerships.

Emphasize STEM, CTE, CTSO and workforce development in Montana's K-12 schools.

Implement career coaches during the 2023-24 school year.

- [Montana Ready and Work Based Learning](#)



## Montana Alternative Student Testing (MAST)

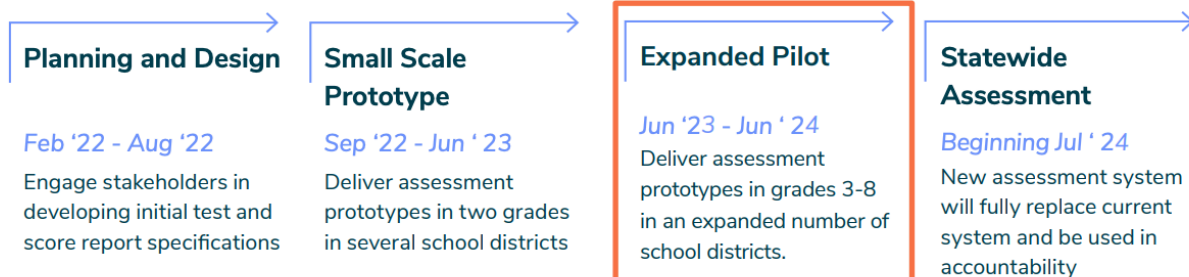
### Overview:

The Montana OPI is working to develop an improved assessment system that will accurately reflect the needs of our students, teachers, and administrators while providing useful flexibility in terms of test administration. The vision of the Montana Alternative Student Testing (MAST) Pilot is to implement “through year” assessments across the state that can eventually replace the traditional end-of-year state summative assessments and satisfy federal testing requirements.

The **Through-Year Assessment** design benefits students, teachers, parents, and administrators by providing actionable data at the beginning of the school year and by providing a meaningful model of student growth over the academic school year (i.e., with-in year so teachers can act as opposed to between years). Another goal for the design feature is to allow districts to **flexibly align testing with local scope and sequence** offering coherence with the taught curriculum.

### Timeline:

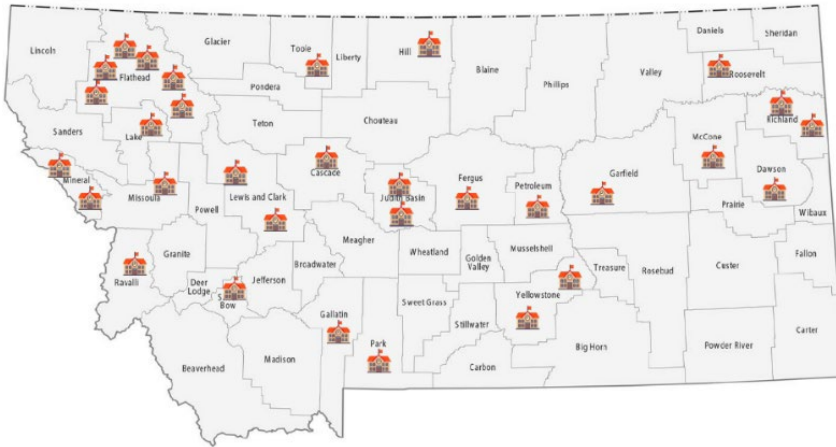
## Timeline



## Pilot SY2022-2023

- 4 Administration windows:
  - 2 ELA Testlets per window: 12 questions per Testlet
  - 3 Math Testlets per window: 8 questions per Testlet
- 33 Participating Districts
- Over 5,000 Students tested
- Double testing – SBAC and MAST

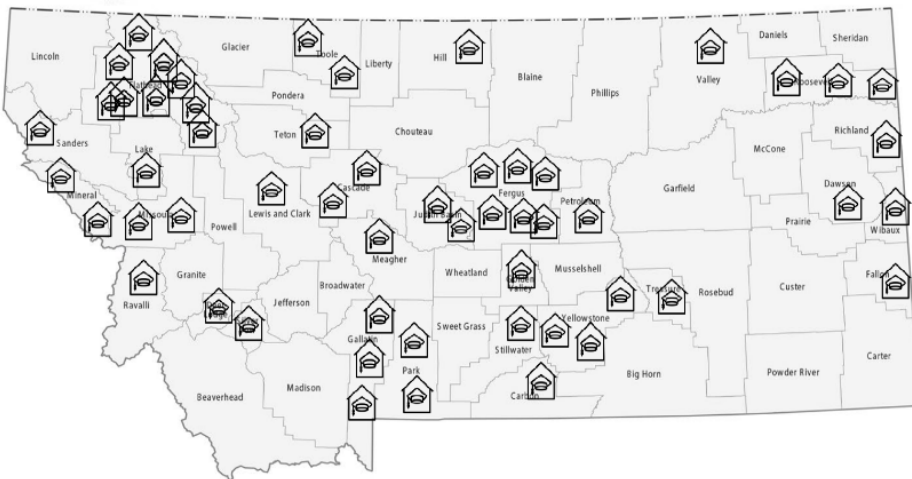
## Year 1: Participating Districts



## Expanded Field Test SY2023-2024

- 5 Administrative windows: Performance task administered in fifth administration window.
- 51 Districts committed to participating o 122 Schools 19,700 Students
- No double testing
- Testlets aligned to local scope and sequence.

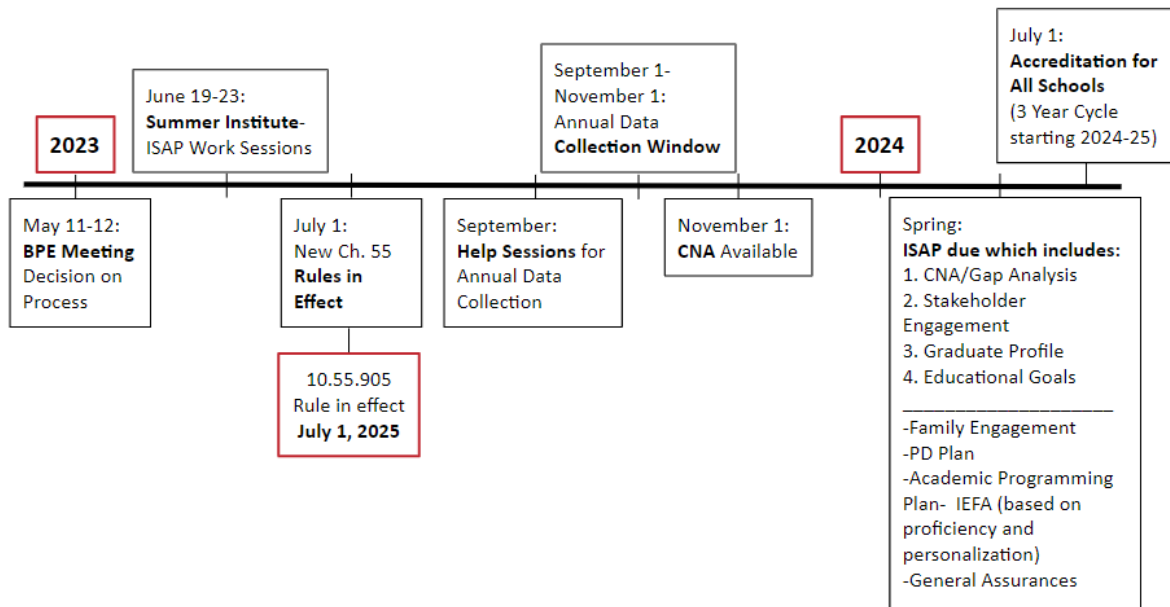
## Year 2: Participating Districts





## Accreditation Process for the 2023-24 School Year

### FY2024 Timeline:



### Year 1- “Coach and Guide”

#### Focus on **Support, Mechanisms** and **Methodology**

ISAP Components	Assurance Standards	Student Performance Standards
<ul style="list-style-type: none"> <li>CNA with Gap Analysis to set goals and academic programming</li> </ul>	<p><b>General Assurances:</b></p> <ul style="list-style-type: none"> <li>School Leadership</li> <li>Academic Requirements</li> </ul>	<ul style="list-style-type: none"> <li><b>Proficiency and Growth:</b></li> </ul> <p>SBAC</p>
<ul style="list-style-type: none"> <li>Family and Community Engagement Plan</li> </ul>		<ul style="list-style-type: none"> <li>Other growth-examples include:               <ul style="list-style-type: none"> <li>Teacher chapter tests</li> <li>MAPS</li> <li>I-Ready</li> <li>STAR</li> <li>Dibels</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><b>A Plan to Show Progress</b> with the Graduate Profile               <ul style="list-style-type: none"> <li>(2-3 action steps to meet graduate profile)</li> <li>no set template - districts have flexibility to individualize</li> </ul> </li> </ul>		<p><i>*A valid and reliable assessment the district is already using.</i></p>

**Next Steps:****Virtual Office Hours Via Zoom**

- Summer Tuesdays 10:30 - 12:00 starting July 11th - August
- Academic Year Tuesdays 3:00 - 4:30 September - March

**Professional Development:**

- July 25th - 26th (in Person @ SAM Administrators Institute): Overview of Accreditation Changes and Open Q&A
- August 14th (Virtual): Work Session for New Superintendents
- September 28th - 29th (Hybrid in Billings): ISAP & Rubric Scoring, CNA, & Stakeholder Engagement
- October 18th - 20th (Hybrid in Helena @ MCEL): Graduate Profile, Family & Community Engagement, the ISAP
- November TBD (Hybrid in Butte): IEFA & The New Accreditation Data Collection Tool
- January 25th - 26th (Hybrid in Great Falls): Student Performances, Professional Development, & Rubric Scoring
- February 20th - 22nd (Virtual): All Day Work Sessions
- March 1st (in Person): All Day Work Sessions
- March 5th - 7th (Virtual): All Day Work Sessions

**Stakeholder Input on Implementation items:**

There will be statewide members representing our state's diversity. The team will begin on July 27th with a one-hour orientation webinar at 10:00 a.m. They will be working in four groups starting in August.

- 1 - Family and Community Engagement/Stakeholder Input,
- 2 - Graduate Profile,
- 3 - Student Performance, and
- 4 - Professional Development and Indian Education for All (IEFA).



## Math Standards Revision

On January 13<sup>th</sup>, 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

## 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.

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.

## 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





## Math Innovation Zones

### In Brief: Math Innovation Zones (MIZ) Program

OPI launched the pilot of the Math Innovation Zones (MIZ) program for the 2023-2024 school year. Grant Awardees were announced May 30, 2023.

- This grant program is designed to help prepare schools to transition to personalized learning models in math measured by proficiency by **providing school-year long design and planning support** to co-create your districts or school's unique approach by participating in a Community of Practice and supported by OPI and education experts during the 2023-2024 school year and launch your MIZ in 2024-2025.
- This optional program is for schools and districts that demonstrate a commitment to change to a **personalized-learning environment measured by proficiency in mathematics**.
- This program is intended for schools serving students who are between grades 3 and 8.

### Math Innovation Zone Grantees:

Frontier School	Noxon School
Joliet Elementary School	Edgerton Elementary School
Elrod Elementary School	Hedges Elementary School
Peterson Elementary School	Rankin Elementary School
Russell Elementary School	Cayuse Prairie School
Kalispell Middle School	

### Background

Superintendent Elsie Arntzen is implementing the Math Innovation Zones program, which will provide additional professional development opportunities to teachers in Montana. MIZ offers students individualized learning and allows them to build on their knowledge to avoid unfinished learning. Unfinished learning in math is problematic to students' academic success. MIZs aim is to ensure student learning and assessing includes best practices across grade bands. Traditionally, students learn math by grade level, for example, students learn addition and subtraction in one grade then multiplication and division in the next.

### Funding

For 2023 -2024, start-up funds for design with technical assistance support are provided by ESSER-ARP funds through OPI. In the long term, funding for curriculum, professional development, and other supports that are required for a personalized-learning environment measured by proficiency will be funded by the local district's budget. OPI has designated \$20,000 for each school participating in the project. Schools may be eligible for additional limited funding based on their individual needs. The grant funding will include the school/district's costs to participate in the OPI's comprehensive professional development and collaboration opportunities. This project is outlined in Montana's approved [ESSER Plan](#).

The original award of \$20,000 was granted to schools after acceptance of the grant by June 30, 2023. The remaining fund requests will be granted once the following checkpoint conditions are met:

- November 1, 2023
  - Completion of Baseline Survey
  - Evidence of Stakeholder Engagement
- February 1, 2024
  - Completion of Mid-Year Survey
  - Evidence of Stakeholder Engagement
  - Evidence of Exemplar Pilot Projects
- May 1, 2024
  - Completion of Year-End Survey
  - Completion of Final Personalized Learning Implementation Plan for 24-25 School Year
  - Completion of all MAST assessment testlets

**Timeline for implementation:**

1. MIZ grantee, schools will participate in the 2023-2024 school year comprehensive professional development and collaboration opportunities, to co-design a personalized learning environment measured by proficiency that districts will be required to implement in the 2024-2025 school year with a focus on mathematics.
2. During the 2023-2024 school year, MIZ grantees will engage with the school community, through comprehensive stakeholder engagement, to prepare the local community for a shift to a more personalized mathematics learning environment, measured by proficiency. Work to foster the enabling conditions for success, create the full implementation plan to fully launch in the 2024-2025 school year.
3. Launch personalized learning in math instruction for grades 3-8 in the 2024-2025 school year.



## Montana Ready & Career Coaches

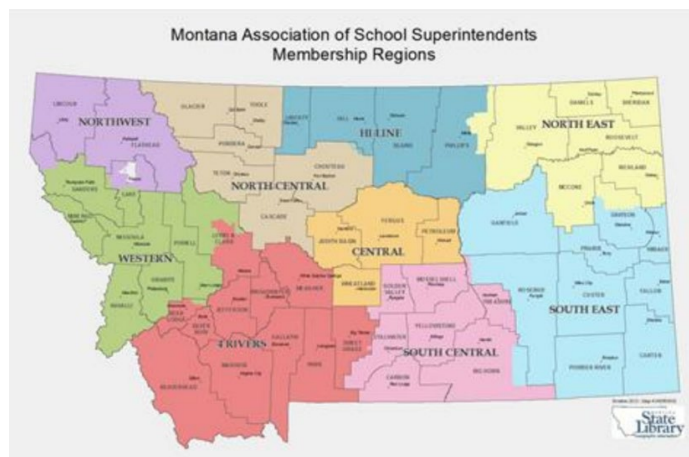
- Career Awareness
- Internships
- Pre-Apprenticeships
- Apprenticeships
- Job Shadowing
- Career Preparation
- Career Launch
- Career and Technical Student Organizations

The Montana Office of Public Instruction’s (OPI) Montana Ready Initiative gives all Montana students the opportunity to be **READY** for college, career, community, and life!

### Purpose of Montana Ready and Career Coaches

- Work with public and private sector, non-profit organizations, and other stakeholders to help all students be ready for college, career, community, and life.
- Educate and connect business and industry to resources with the OPI and Montana schools, teachers, and students.
- Collaboratively implement Work based Learning (WBL) to help teachers, parents, business, and industry guide students for quality world of work experiences.
  - CTE Students
  - STEM Students
  - Adult Education Students
  - ALL STUDENTS
- Oversee and work with licensed education professionals to ensure WBL experiences can be used for student-earned transcript credits and school-earned accreditation.
- Utilize Career and Technical Student Organizations (CTSOs) to:
  - Connect business and industry to schools, teachers, and students.
  - Build leadership qualities in students.
  - Teach employability skills (aka “soft skills”) to students and give students opportunities to earn industry-recognized credentials.

## Regional Career Coach Placement Map





## The Montana Residency Demonstration Project 2022-2024

**Purpose:** The Montana Teacher Residency Demonstration project, the first undergraduate program of its kind in Montana, has designed professional learning that prepares teachers to best serve their students. Through coursework, the teacher-leader academy, targeted support, and a full school year teaching in the classroom of an excellent teacher-leader, education residents seamlessly connect theory to practice, gaining the skills of highly effective practitioners that prepare them for the successful leading of their own classroom from day one.

**Commitment: Cohort 1** Residents are expected to teach in Montana, preferably in rural or significantly impacted schools 2 years following the residency.

**Participation:** Year one targeted rural and high-risk school districts

11 Districts: 18 Residents

- |                           |                        |
|---------------------------|------------------------|
| Browning-5 residents      | Sunset-1 resident      |
| Cayuse Prairie-1 resident | Townsend-1 resident    |
| Frontier 1 resident       | Trout Creek-1 resident |
| Lodge Grass-3 residents   | Victor-2 residents     |
| Poplar-1 resident         | Woodman-1 resident     |
| Pryor-1 resident          |                        |

2 Educator Preparation Programs (EPP):

- University of Montana Western-16 placements
- University of Montana-2 placements

*\*At the time of publication all but two of the Year 1 residents had secured teaching employment, in Montana. It is anticipated all will have employment by the end of summer. These completers will be followed, and evaluations will be ongoing for the next two years with the residency completers.*

Cost:

Academic Year	Goal/Anticipated # Residents	Projected ARP-ESSER Investment
2022-23 (Year 1)	30/18	\$517,493
2023-24 (Year 2)	60/35	\$1,200,000
2024 (Year 3)	70	\$1,200,000

House Bill 833 carried by Representative Barker, was passed by the legislature, and signed by the Governor indicating state investment into residency beginning with 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.

**Partnership Responsibilities:**

**OPI**

- Orientation
- Teacher Leader Stipend-\$6,000
- Partial Tuition-\$3,000
- Leadership Academies
- Resident Learning Labs
- Project Evaluation

**OCHE/EPP**

- Collaboration Changes
- Partial Tuition Waiver
- Distribution of funds
- Ongoing Coursework
- Support and feedback for TL & Resident

**School Districts**

- Housing Supports
- Teacher Leader (TL): Per Diem for Academies
- Incidental Supplies and Materials
- Evaluation-ongoing input
- Support and feedback for TL & Resident

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: Cohort 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

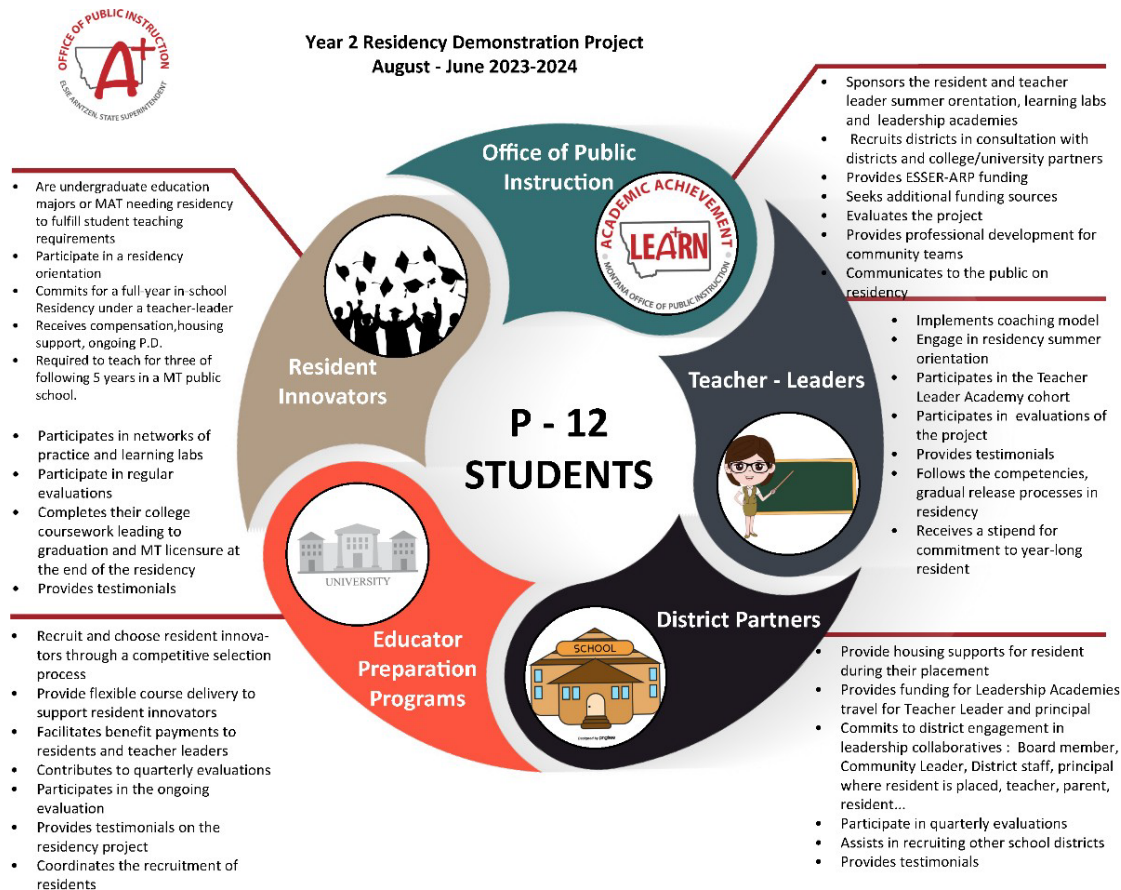
**Confirmed Placements**

- 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 Western
- UM Western
- Vaughn – 2 UM Western

**Pending Placements**

- 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 Harlem - 1
- Townsend – 1 MSU

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





## New School Year of 2023-2024

### Montana Teacher Residency Demonstration Project

Resident Placement with Participating School Districts and Universities by County  
**COHORT II**



- Participating district's number in school districts (8)**
- Browning, Glacier County (5)
- Cayuse Prairie Elementary, Flathead (1)
- Dayton, Lake (1)
- Frontier Elementary, Roosevelt (1)
- Hardin School District, Big Horn (4)
- Harlem, Blaine (1)
- Havre, Hill (1)
- Vaughn, Cascade (2)



## School Year 2022-2023

### Montana Teacher Residency Demonstration Project

Resident Placement with Participating School Districts and Universities by County  
**COHORT I**



- Participating district's number in school districts (10)**
- Browning -, Glacier County (5)
- Cayuse Prairie Elementary, Flathead (1)
- Frontier Elementary, Roosevelt (1)
- Lodge Grass Public Schools, Big Horn (3)
- Poplar Public Schools, Roosevelt (1)
- Pryor Public Schools, Big Horn (1)
- Sunset School, Missoula (1)
- Trout Creek Elementary, Sanders (1)
- Victor K-12 Schools, Ravalli (2)
- Woodman School, Missoula (1)





## Elementary and Secondary School Emergency Relief (ESSER) Funds

### 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%
<b>Totals</b>	<b>\$ 593,413,931</b>	<b>\$ 296,144,838</b>	<b>\$ 297,269,093</b>	<b>50%</b>

#### ESSER II, III, After School & Summer Enrichment

##### Use of Funds By Category

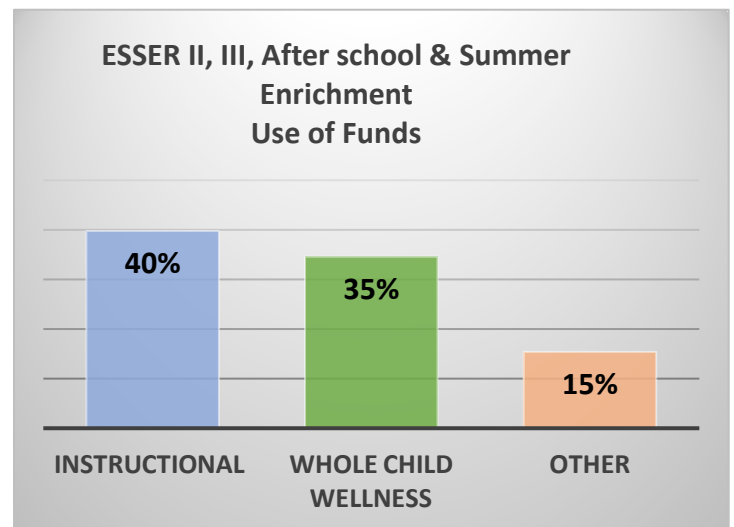
###### Instructional Needs

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		34.58%

Indirect Cost	\$4,035,005.00	1.46%
Other	\$38,628,465.00	13.94%
Subtotal		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.



## School Nutrition Direct Certification

### 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 OPI-School Nutrition Programs at (406) 444-2501 or (406) 459-5394.

“This results in greater administrative savings for the district, which allows them to put those resources into improving meal quality and service.” - FRAC Direct Certification report 2018

### Direct Certification Eligibility Sources

- ✓ Supplemental Nutrition Assistance Program (SNAP)
- ✓ Temporary Assistance for Needy Families (TANF)
- ✓ Food Distribution Program on Indian Reservations (FDPIR)
- ✓ Foster
- ✓ Migrant
- ✓ Homeless
- ✓ Runaway

### New July 1, 2023

- ✓ Medicaid – Free
- ✓ Medicaid - Reduced

\*Medicaid eligibility is determined by household size/income and is the only DC source with the 'reduced' Lunch Tray: Power Public Schools 2023

