

June 2026 OPI Assessment Bulletin

This bulletin communication is tailored to System Test Coordinators (STCs) with a lens for providing the current news, testing alerts, and changes to statewide assessments.

Use these hyperlinks to navigate to each section of the bulletin:

[MontCAS General Timely Tasks](#)

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[Montana Science Timely Tasks](#)

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2026-2027 OPI Statewide Assessment Test Windows

	Anticipated SY2026-27 Test Windows	Required Subjects	Student Group	Grades Tested	Window Period
Montana Aligned to Standards Through-Year (MAST)	Window 1 October 19-December 11	Math and ELA	General	Grades 3–8	3 windows: 8 weeks each
	Window 2 January 11-March 5				
	Window 3 March 29-May 21				
Dynamic Learning Maps (DLM) Alternate ELA and Math	Fall Window September 14- December 18	Math and ELA	SwSCDs	Grades 3-8, 11	2 windows: 15 weeks each
	Spring Window February 1- May 21				
WIDA ACCESS Alt ACCESS	January 4-March 5	English Language Proficiency	English Learners	Grades K–12	9 weeks
Montana Science Assessment (MSA)	March 1-May 21	Science	General	Grades 5, 8	8 weeks
Dynamic Learning Maps (DLM) Alternate Science	February 1- May 21	Science	SwSCDs	Grades 5, 8, 11	15 weeks
ACT with Writing	Window 1 March 23-April 2	Math, ELA, and Science	General	Grade 11	3 windows: 2 weeks each
	Window 2 April 6-16				
	Window 3 April 20-30				
Updated by the Office of Public Instruction on May 5, 2026.				Note: Dates and information listed in this schedule are subject to change at any time or without notice.	

Note: SwSCDs is an acronym for student with significant cognitive disabilities.

Note: The OPI will publish any changes to the test windows on the [Published Test Windows](#).

Timely Tasks for State Assessments

The checklists below help guide the System Test Coordinator (STC) in ensuring tasks related to state assessments are completed in a timely manner.

MontCAS (Montana Comprehensive Assessment System)

This section pertains to general and test security tasks under the umbrella of the MontCAS program not specific to any one of the state assessments.

- ✓ STCs review the [MontCAS Test Security Collection Schedule](#) and plan accordingly for the district.
- ✓ STCs report testing incidents in the [MontCAS Application](#) throughout the school year.
- ✓ STCs submit valid non-participation requests in the [MontCAS Application](#) after each testing window closes.
- ✓ STCs complete the [STC Debrief Form](#).

Timely Task Resources

MontCAS Test Security Collection Schedule	This schedule includes required and timely tasks and collections specific to state assessments.
MontCAS Application User Guide	This user guide includes step-by-step instructions for completing tasks within the MontCAS Application.

For links to MontCAS general and test security resources, visit the [MontCAS page](#) of the OPI State Testing website.

Montana Aligned to Standards Through-Year (MAST) Assessment

The MAST Assessment is the general math and reading/language arts assessment for academic achievement reporting in Grades 3 through 8.

Share with Educators

- MAST Math Schedule planning for SY26-27
 - SY25-26 District Math and ELA testlet schedules.
 - [Math](#) and [ELA](#) Assessment Specifications
 - [Math](#) and [ELA](#) Standards Blueprints
 - [SY26-27 Testing Windows](#)

Score Reports

Interactive Reporting

Beginning Window 3 of the MAST administration on March 30, schools gained access to the new MAST Interactive Reporting platform in [Waypoint](#). This enhanced reporting tool provides dynamic, easy-to-navigate access to student performance data from individual MAST testlets in Math and ELA.

Educators will be able to view testlet reports, explore performance levels and assessed standards, analyze misconceptions in Math and download reports as PDFs for sharing and instructional planning. MAST reports will continue to be available in Kite during this transition.

Educators with existing Kite accounts should have received an activation email from noreply@newmeridian.org with instructions on how to log in and access interactive reporting within the Waypoint interface. Users with a building or district-level role can resend activation emails within the educator's Edit User profile.

A [recording](#) and [slide deck](#) are available from the March 30 training. Additional resources to support can be found on the [MAST Portal](#) under Testlet Score Reports > Interactive Reporting.

Student Progress Report

These reports are not a final determination but instead provide cumulative performance information based on a student's testlet results after Windows 1 and 2.

Unlike end-of-year reports, Student Progress Reports show how a student's learning is developing as additional testlets are completed. Based on completed testlets, the reports include an estimated cumulative achievement range on the summative scale using a 95% confidence interval. A student's progress level is determined by how that range falls in relation to the proficiency cut score.

Progress levels are based on where the achievement range falls relative to the proficiency cut score

Progress Level	Description	Examples
Below Proficiency: High Risk of Not Meeting Proficiency Requirements	Estimated cumulative achievement range that falls entirely below the score required for proficiency	
Near Proficiency: Moderate Risk of Not Meeting Proficiency Requirements	Estimated cumulative achievement range that includes the proficiency cut score. This level includes students who are likely proficient based on testlets completed.	
Meets or Exceeds Proficiency: Low Risk of Not Meeting Proficiency Requirements	Estimated cumulative achievement range that falls entirely above the score required for proficiency	

Refer to the available resources to support accurate interpretation of Progress Reports:

- Understanding MAST Progress Reports [VIDEO](#) and [SLIDES](#)
- [MAST Progress Levels Explained](#) and [FAQ](#)
- Progress Report Overviews for [EDUCATORS](#) and [FAMILIES](#)
- Student-Level Progress Report [Interpretive Guide](#)

- ✓ **MAST Trainings and Recordings:** Schedule a virtual 1:1 session with the OPI Assessment Unit to explore a variety of MAST topics, such as scheduling MAST testlets, accessing and interpreting MAST score reports, and more. [Select a date and time.](#)
- ✓ **Share MAST Student Score Reports with Parents/Guardians** in a timely manner. School districts are required to share individual student testlet reports throughout the year. Use these resources to ensure this task is completed.
 - Instructions for setting up the Kite Parent Portal ([Kite Educator Portal Manual](#) p.47)
 - [Making the Student-Parent Connection in the Kite Educator Portal tutorial.](#)
 - [Sample OPI MAST Individual Student Score Report Parent Letter](#)
 - [Kite Parent Portal Focused Support Video](#) and [Parent Portal Set Up One-Pager](#)
 - [MAST for Parents One-Pager](#)
- ✓ **Share Through-Year Summative Student Score Reports** with parents/guardians. These summative reports must be placed in students' cumulative files and shared with parents/guardians. **Parent Portal access is not sufficient notice of the Summative MAST score reports.**
 - Interpretive Guides will be posted on the [MAST Portal](#) under *Score Reports*.
 - [Sample OPI MAST Summative Score Report Parent Letter](#)

MAST Timely Task Resources

MAST Portal	The landing page for all MAST resources, support, and professional learning opportunities.
MontCAS Stay Informed & Find Support	On the MAST Assessment tab, a series of focused support videos will be available to support tasks associated with preparing for and administering the MAST assessment.
Before Testing Tasks	This one-page document provides information on the tasks that must occur prior to administering MAST Assessments.

Montana Science Assessment (MSA)

The MSA is the general science assessment for academic achievement reporting in Grades 5 and 8.

- ✓ **Ensure Individual Score Reports (ISRs) are provided to families.** Download ISRs from the [Montana Testing Portal Reporting Tile](#) and ensure they are provided to families alongside the [Parent Score Report letter](#) no later than Fall Parent-Teacher Conferences.
- ✓ **Ensure ISRs are placed in student cumulative files.**

MSA Timely Task Resources

Reporting System	Individual Student Reports (ISRs) can be downloaded from the Reporting System, located in the Montana Testing Portal.
Reporting System Guide	This user guide provides instructions and support for users viewing student assessment performance reports in the Reporting System.

For links to MSA general resources, visit the [MSA page](#) of the OPI State Testing website.

MAST Science Pilot

For more information, see the [MAST Science page](#) on the Statewide Testing webpage

ACT with Writing

The ACT with Writing is the general math, reading/language arts, and science assessment for academic achievement reporting in Grade 11.

Individual reports are available 5-8 weeks after testing through [Online Reporting](#). For questions around the ACT rescore issue, reach out to ACT directly at 800-553-6244.

- ✓ **Download Individual Student Reports (ISRs) from ACT Success** and ensure they are provided to families alongside the [Parent Score Report letter](#) no later than Fall Parent-Teacher Conferences.
- ✓ **Ensure ISRs are placed in student cumulative files.**

ACT Timely Task Resources

ACT Success	Individual Score Reports can be downloaded from this site.
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For links to ACT general and test security resources, visit the [ACT page](#) of the OPI State Testing website.

WIDA ACCESS (ACCESS)

The ACCESS is the English Language Proficiency assessment for academic achievement reporting for English Learners (ELs) in Grades K through 12.

2026 WIDA Scores Are a New Baseline (Not Directly Comparable)

Because WIDA updated its assessments to align with the 2020 English Language Development Standards Framework, results from the 2026 administration cannot be directly compared to previous years. Districts should treat 2026 scale scores as a new baseline to measure future growth and, due to expected changes in cut scores, exercise caution when using 2026 proficiency levels to make decisions around progress monitoring until after the July 2026 standard-setting event. See additional information in the resources below.

The Montana Exit Criteria Proficiency has not changed. A student must score an Overall Composite of 4.7 or higher to exit EL status. Monitoring and Planning decisions are a local/district decision when planning supports for English Learners.

Review WIDA ACCESS Test Items as a Standards Expert

WIDA and our test development partners at the Center for Applied Linguistics (CAL) are looking for educators to serve as Standards Experts for new WIDA ACCESS test items in August-September 2026. Selected participants will watch a

tutorial video on how to review draft test items. Then, they'll review sets of test items and enter feedback into an online form. This virtual opportunity can be completed asynchronously. Any educator who has experience working with students in grades 1-12 in a WIDA member state during the previous two years is invited to apply.

Find more information and an application on the [CAL recruitment page \[cal.org\]](#). Apply by Wednesday, July 1, 2026.

- ✓ **Individual score reports (ISRs)** are available in the [WIDA AMS](#) and printed reports have been delivered to districts.
- ✓ **Ensure a copy of the ISR is placed in student cumulative files.**
- ✓ **Ensure score reports are provided to families** alongside the [Parent Score Report letter](#) no later than Fall Parent Conferences.
- ✓ **Review ISRs to exit eligible students.** Students who have obtained an Overall Score of 4.7 or higher should be 'exited' from EL status in AIM/Infinite Campus

WIDA ACCESS Timely Task Resources

WIDA ACCESS Updates/Revisions - 2026 Standard Setting	Find information about the upcoming WIDA Standard Setting on the WIDA ACCESS 2025-26 .
Score Report Retrieval	View the Score Reports for WIDA short video to learn how to download your students' ISRs.
MontCAS Stay Informed & Find Support	On the ACCESS for ELLs/WIDA Screener tab, a series of focused support videos are available to support tasks associated with the ACCESS for ELLs.
Updated EL Student Identification Guide for Infinite Campus	New guidance is available on how to ensure ELs are appropriately entered and identified in Infinite Campus.

For links to WIDA ACCESS general and test security resources, visit the [ACCESS page](#) of the OPI State Testing website.

DLM Alternate ELA/math Assessment (DLM ELA/math)

The DLM ELA/math is the alternate math and reading/language arts assessment for academic achievement reporting in Grades 3 through 8 and 11 for students with significant cognitive disabilities.

First Year in Review: It is recommended to work within your district to review what went well with the new assessment this year and what could be adjusted for smoother or improved administration next year. As with any new assessment, adjustments to scheduling, planning, and administration are to be expected, especially with an instructionally embedded format.

- ✓ **Aggregate reports, Individual Student Score Reports, and Student Bundled Reports become available early to mid-summer.** Users with higher roles, such as District or Building Test Coordinators will have access to these in the Kite Educator Portal and can distribute to teachers accordingly.
- ✓ **Place a copy of these reports in the student's cumulative file and share with families/guardians,** along with [appropriate interpretation resources](#).

DLM ELA/math Timely Task Resources

DLM Score Report Resources for Instructionally Embedded States	Find a wide range of video resources in the Scoring and Reporting section of the Montana DLM State Page . The videos walk viewers through the use and interpretation of score reports, the data found within them, and how to communicate this information with families/guardians
Alternate Assessment Eligibility Guidelines	This document provides guidance for IEP teams on participation decisions for alternate assessments and considerations that need to be taken in identifying students.
Score Report Letters for ELA/Mathematics	Districts are responsible for providing individual score reports to parents no later than fall parent-teacher conferences. Districts can meet ESSA requirements for sharing student score information with this customizable ELA/Mathematics Score Report Letter .
Montana DLM State Page	Explore Montana's specific state page for information on the assessment and resources to assist Special Education Teachers, STCs, and Test Administrators.
MontCAS Stay Informed & Find Support	On the DLM Alternates tab, a series of focused support videos will be available to support tasks associated with preparing for and administering the DLM ELA/math Assessment.

For links to DLM ELA/math general and test security resources, visit the [DLM ELA/math page](#) of the OPI State Testing website.

DLM Alternate Science Assessment (DLM Science)

The DLM Science is the alternate science assessment for academic achievement reporting in Grades 5, 8, and 11 for students with significant cognitive disabilities.

First Year in Review: It is recommended to work within your district to review what went well with the new assessment this year and what could be adjusted for smoother or improved administration next year. As with any new assessment, adjustments to scheduling, planning, and administration are to be expected, especially with an instructionally embedded format.

DLM Science will be receiving an overhaul before the next administration window to more easily access and monitor in the same manner as ELA/Mathematics. Currently, DLM Science is only accessible through “Test Management” in the Educator Portal – in future administrations, it will be available in the Instructional and Assessment Planner Tool as ELA/Mathematics are currently managed.

- ✓ **Individual Score Reports will not be provided for DLM Alternate Science this year** as DLM is transitioning into alignment and placement within the assessment itself. Results will be available when state data is released in the fall for districts to review. Testlet results will be utilized for statewide accountability and reporting.

DLM Science Timely Task Resources

DLM Score Report Resources for Instructionally Embedded States	Find a wide range of video resources in the Scoring and Reporting section of the Montana DLM State Page . The videos walk viewers through the use and interpretation of score reports, the data found within them, and how to communicate this information with families/guardians
Score Report Letters for Science	Districts are responsible for providing individual score reports to parents no later than fall parent-teacher conferences. Districts can meet ESSA requirements for sharing student score information with this customizable Science Score Report Letter .
Montana DLM State Page	Explore Montana’s specific state page for information on the assessment and resources to assist Special Education Teachers, STCs, and Test Administrators.
MontCAS Stay Informed & Find Support	On the DLM Alternates tab, a series of focused support videos will be available to support tasks associated with preparing for and administering the DLM ELA/math Assessment.

For links to DLM Science general and test security resources, visit the [DLM Science page](#) of the OPI State Testing

National Assessment of Educational Progress (NAEP)

The NAEP assessment is administered **ONLY** in selected schools to students in mathematics and reading in Grades 4, 8, and 12. Participation is required under the Every Student Succeeds Act for any district receiving Title 1 funding.

[National Assessment of Educational Progress](#) (NAEP) is a congressionally mandated program administered by the [National Center for Education Statistics](#) (NCES) within the U.S. Department of Education. The [National Assessment Governing Board](#) (NAGB) oversees and sets policy for NAEP.

The NCES has begun preparing for the 2026 assessment cycle and will conduct NAEP and various international assessments and studies during the 2025-2026 school year. The NAEP-selected school sample is available, and districts will be notified in early June.

The NAEP 2026 program will include digitally based assessments in mathematics and reading assessments at grades 4, 8 and 12 and civics and U.S. history at grade 8 from **January 26 to March 20, 2026**. Each student will be only assessed in one subject. As in previous years, NAEP representatives provide significant support to schools. The NAEP program would like to use the school devices and Internet – when possible – to conduct the assessment. The program will work with districts and schools to determine if this is feasible for each school.

- ✓ **Authorized Representative:** Provide principal name and contact information for NAEP-selected school.
 - **Deadline: Friday, June 27th**

- ✓ **Principal:** Provide principal name and contact information for NAEP-selected school.
 - **Deadline: Thursday, July 18th**
- ✓ **Tech Coordinator:** Complete the [NAEP 2026 School Technology Survey](#)
 - **Deadline: Friday, August 8th**

NAEP Timely Task Resources:

NAEP State Assessment Sample Design FAQs	These are frequently asked questions about the NAEP state assessment sample design.
Selecting Schools for Participation in State-Level NAEP	This document provides steps used to select a sample of public schools and students.
An Overview of NAEP	Here is an overview of the NAEP program complete with definitions, descriptions, and examples of NAEP items.
OPI's NAEP Webpage	This site provides up-to-date information about NAEP News, communications, focused support videos, Montana results, responsibilities and resources, and FAQs.
eNAEP Download Center	The NAEP app and additional technical details about taking the NAEP assessment on school devices are available at this link.

For links to NAEP general resources, visit the [NAEP page](#) of the OPI State Testing website.

Assessment Updates

Enhance Student Test Preparation with MTDA's EdReady Program at No-Cost This Spring



The spring MAST and ACT testing windows are a critical time for Montana students. EdReady Montana offers teaching resources and specialized middle school level MAST math goals and ACT prep math and English goals designed to help students improve their scores and college readiness. With EdReady, you also get the no cost assistance of a dedicated team of Montana educators at MTDA to help set your school, teachers and students up for success!

Don't wait! Reach out to support@mtda.org today to set up an informational meeting and get started!

Training Opportunities

Training Opportunities for the 2025-2026 school year are included below. System Test Coordinators can place these on calendars to save the date and bookmark support webpages.



MAST Support

Schedule a virtual 1:1 session with the OPI Assessment Unit to explore a variety of MAST Topics such as scheduling MAST testlets, accessing and interpreting MAST score reports, and more. [Select a time – Calendly.](#)

OPI Assessment Focused Support Videos Series

The OPI Assessment Unit maintains a series of Focused Support Videos. These short videos are posted on the [Stay Informed & Find Support](#) page of the [Statewide Assessment webpages](#). Most of the videos are under 10 minutes and will provide support for all statewide assessments.

Watch for videos to be added and/or updated throughout the school year as we progress through the before, during, and after testing phases.

If you are looking for support and don't see it in the assessment program accordions, reach out to the [OPI Assessment Help Desk](#) (or 844.867.2569) for further assistance.

Federal and State Requirements

What are the requirements for accountability this year ESEA-ESSA Section 1111(c)?

- All accountability and school identification requirements are in effect.
- Data from this year's state assessments will be used within the OPI's accountability process for annual meaningful differentiation of schools.
- **Participant** = must have (1) a valid score and be (2) assigned a proficiency level (see 34 CFR 200.2(a)(b)(1)(i)). All students, including students with disabilities are required by state and federal law to take part in the OPI's state assessments with or without accommodations. All students are expected to take part in state assessments in one of three ways:
 - Participate in the general education assessments without accommodations.
 - Participate in the general education assessments with accommodations.
 - Participate in [Alternate Assessments](#) when the participation criteria are met.
- To see a list of schools who were previously identified for targeted and comprehensive status, visit the [OPI's ESSA Information and Documents Page](#). The federal accountability process for school identification using the 2021-2022 state assessment data is planned to commence this Fall.

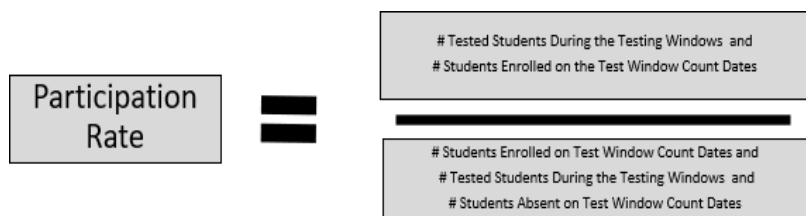
What are the requirements for reporting this year ESEA-ESSA Section 1111(h)?

- Any instances where it was unsafe for a student to participate in the state assessment for medical reasons must be reported to the OPI using the "Medical Exemption" policy as defined within the [MontCAS Policies and Procedures for Participation in State Assessments](#).

What does participation and non-participation mean for state assessments?

Participation is necessary to ensure the data are representative and reflective of the population. When participation rates fall below the state and federal requirements, bias can be introduced into the student knowledge, skill, and ability estimates, thus reducing the overall confidence we have in the data and ultimately interfering with the inferences that can be made about student achievement.

- In Montana, there is no "opt out" law, and both state law and accreditation rules require all students in public and accredited non-public schools to participate in state testing.
- The OPI recognizes there are circumstances beyond the control of the school that may result in non-participation. In those rare cases, the district must report the reason for non-participation to the OPI using the [MontCAS Application](#).
- The figure on participation below is used to show how the calculation is made for participation rates for a school which is displayed on the [Montana ESSA Report Card](#) and within the accountability differentiation process.
 - Per the OPI's policies and federal reporting, only students with "medical exemptions" can be removed from the denominator, meaning all other instances of non-participation (or absence) impact the school's participation rate.
 - The state factors the requirement for 95 percent student participation in mathematics and reading/language arts assessments into the statewide accountability system. Students who meet participation requirements and who do not test are assigned a score of "Novice" and designated as a non-participant for accountability purposes (see [ESSA State Plan](#), [MontCAS Policies and Procedures for Participation in State Assessments](#), and [Six Things Stakeholders Should Know about Participation and Testing in Montana](#)).



Eligible Student Population = All students enrolled during the testing window whether or not they were present for the full academic year except students who did not participate in the assessments due to significant medical emergencies (34 CFR 200.2(a)(b)(1)(i)).

Non-Participant = Did not participate. This is a student who was expected to test but did not for whatever reason and their non-participation status will count negatively against the school's participation rate (e.g., parent refusal).

Reporting Requirement: Montana school districts are required to provide parents/guardians with individual student reports in a timely manner. To understand and address the specific academic needs of students, it is required under state and federal law to provide individual student interpretive, descriptive, and diagnostic reports regarding achievement. This allows families, teachers, and other school leaders to address individual student needs regarding student proficiency and progress as soon as is practicable after the assessment is given. Family resources and sample letters can be found on the [Parent Corner page](#)

Federal Requirement: provide timely individual student reports to parents, teachers, and principals and include the results on local report cards ([ESSA Section 1111](#)).

State Requirement: statewide assessment public results must include a clear statement of the purpose, subject areas assessed, description of proficiency levels, and the percentage of students who participated in the assessments ([ARM 10.56.105\(2\)](#) and [§20-7-104, MCA](#)). School districts must also place individual student reports in the student’s cumulative file per [ARM 10.55.909](#).

OPI’s Recommended Roles and Responsibilities

Authorized Representative Role:	The individual designated to comply and/or enforce activities in connection with federal legal requirements (see 34 CFR §99.3). Authorized Representatives appoint STCs as the single point of contact for all assessment-related matters and testing alerts within the school system. <ul style="list-style-type: none"> Authorized Representatives must confirm STC designation within Infinite Campus each year. Check the OPI AIM Unit webpage for data collection deadlines and guidance.
System Test Coordinator Role:	This role serves as the data steward for managing local users within the restricted web-based TDS portals used to deliver each test. This role also serves as the local liaison for all standardized testing procedures (i.e., proctoring, safeguarding, securing, and reporting state test information) and ensuring staff are trained and certified to administer state assessments. <ul style="list-style-type: none"> STCs must sign the electronic test security agreement and the testing plan assurances in the MontCAS Application by the dates specified in the “MontCAS Test Security Collection Schedule”.
Building Coordinator Role:	Assigned by the AR and/or STC and is typically a licensed non-instructional person such as principals, vice principals, counselors, or other staff members. This person coordinates state assessments in the school building. <ul style="list-style-type: none"> All staff with test delivery portal accounts for statewide assessments will be required to sign an electronic TSA or non-disclosure agreement (NDA) to gain access to the online test administration and reporting sites.
Test Administrator Role:	This person is assigned by the STC and/or BC and is a licensed educator such as a classroom teacher. The OPI further recommends that the Test Administrator is familiar to the students, so students feel more comfortable in the testing environment. TAs follow and administer the tests in accordance with the assessment-specific Test Administration Manuals. <ul style="list-style-type: none"> All staff with test delivery portal accounts for statewide assessments will be required to sign an electronic TSA or non-disclosure agreement (NDA) to gain access to the online test administration and reporting sites.
Technology Coordinator Role:	This person ensures the secure browser is installed properly to administer the online assessments via the test delivery systems and that all system setup and requirements have been completed before testing. More information about these roles can be found in the MontCAS Test Security Manual .

OPI Assessment Unit Contact Information

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OPI Assessment Unit Mission Statement

1. **Mentor** schools through the local roles and responsibilities related to administering state assessments in compliance with federal and state law.
2. **Foster** critical partnerships with stakeholders to build strong local assessment and data practices.
3. **Measure** student participation, proficiency, and progress on state content standards over time and help monitor and address educational needs for all learners.
4. **Provide** meaningful, timely, accurate, understandable, and transparent information to the public and families on achievement indicators and to support education information processes at the local and state level.
5. **Help** the public understand performance on achievement indicators and inequities across schools, so all students have equitable opportunities to access high-quality education.
6. **Advance** teaching and learning through the implementation of balanced systems and continuous improvement processes.
7. **Offer** high-quality technical assistance and professional learning to support test administration and implementation of equitable balanced assessment systems.
8. **Pursue** excellence using the highest professional and technical standards for evidence-based practices and data-driven decision-making.

Accommodation statement for publications

The OPI is committed to providing reasonable accommodations to people with disabilities. If you need a reasonable accommodation, require an alternate format, or have questions concerning accessibility, contact the OPI ADA Coordinator, 406-444-3161, opiada@mt.gov, or call 711 for assistance.

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Human Resource Manager
406-444-2673

OPIpersonnel@mt.gov

For further information on notice of nondiscrimination, call 1-800-421-3481 or visit

<http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the Office of Civil Rights (OCR) that serves your area.