



Transformational Learning Program (HB 089) Legislative Report Fall 2022

This report contains information being jointly presented by the Board of Public Education and the Office of Public Instruction derived from the fiscal year 2022 annual reports as submitted by funded Transformational Learning Program awardees. Per **20-7-1602, MCA**, this must occur on even-numbered years, prior to September 15th.

The Transformational Learning program was created in 2019 to create a flexible system of pupil-centered learning designed to develop the full educational potential of each pupil. A school board interested in developing a transformational learning program must complete an application that has been developed by the Office of Public Instruction and sent to the Board of Public Education.

The Board of Public Education approves transformational learning programs for a duration of four consecutive years for qualifying districts. The applications that are received by the Board of Public Education are reviewed, approved, and retained as received. Qualifying applications are approved based on a lottery system draw, created by a third party. The applications are assigned a position in the order in which the numbers are drawn. Additional qualifying first-time applications and annual reports requesting expansion are held and considered the following year, if there is an appropriation.

Districts are required to report annually to the Board of Public Education on the progress of their transformational learning plan. The Office of Public Instruction provides the funding, based on the requirements in statute.

Highlights from Districts:

The FY2022 annual reports were received on or before January 10, 2022. Every funded district submitted an annual report, which was then used to qualify it for the following year of funding.

A link to the compiled FY2022 annual reports can be found here:

https://drive.google.com/file/d/1X_I3xI95Fr9cULXLm_3FoJ3hDuUw3_Uk/view?usp=sharing

In conjunction with the intent of the transformational learning program, it is evident that the measurable outcomes, progress towards outcomes, amount of funding, and depth of impact vary as greatly as the different districts submitting applications. All funded districts must provide a school board-approved definition of proficiency that does not require seat time for students. The goals, outcomes, journeys, implementations, and successes are unique to each district.

Below is a summarization from the 35 FY2022 funded districts, along with the communicated impacts the Transformational Learning Program had on their students and staff.

District Name	Summary of Transformational Learning
Arlee Elementary	Development of writing lab, chromebooks for learning reading and writing skills, professional development and professional learning communities for addressing school district deficiencies in reading and writing.
Arlee HS	Professional development and staff book clubs on standards-based grading to be implemented in grades 7-12.
Belgrade HS	Standards-based learning and mastery of content, PD for all teachers in standards-based learning, digital learning experiences, self-assessments, experiential learning opportunities
Belgrade Elementary	Standards-based learning and mastery of content, PD for all teachers in standards-based learning, digital learning experiences, self-assessments,
Belt Elementary	Susan Barton self-paced learning program for dyslexia students
Belt HS	Use of online courses, Susan Barton self-paced learning program for dyslexia students
Bigfork High School	Standards-based curriculum and instruction for grades 6-12, tiered intervention program for grades 9-12
Bigfork Elementary	Standards-based curriculum and instruction for grades K-5, tiered intervention program for grades 6-8.
Billings Elementary	Training teachers on Visible Learning research from John Hattie's research, provide services for gifted and talented students
Billings High School	Training teachers on Visible Learning research from John Hattie's research
Bozeman Elementary	Middle school foreign language courses
Bozeman HS	Support Bridger Charter School Academy courses
Conrad High School	Trades Academy certifications and framework, pharmacy technician pathway, HVAC/plumbing pathway, EMT pathway, blended learning program for all students
Conrad Elementary	The Science of Reading with Carrie Cole, enrichments and interventions for all students, PLC and data review
Dawson County HS	Bullying reduction, mental and emotional health awareness, Golden Rule and Squables training, MTSS and District Implementation team to direct transformative plan, Link Crew training, teacher mentoring/coaching

Glendive Elementary	Bullying reduction, mental and emotional health awareness, Golden Rule and Squables training, MTSS and District Implementation team to direct transformative plan, Link Crew training, teacher mentoring/coaching
East Helena K-12	Standards based grading in elementary school, training in transformational learning techniques for middle school staff, visits to transformational learning schools, standards-based template design for credit earning
Eldergrove K-8	Develop understanding and framework for using proficiency scales in all grades, increased technology use for students to control pace and path of learning,
Evergreen K-8	Teacher request forms and requests for transformations in their respective classrooms using the district-approved forms, professional development specializing in high order thinking skills and balanced assessments,
Fairfield Elementary	MTDA, dual enrollment, online curriculum and credit recovery, flexible scheduling, alternate diploma, safe schools training (ALICE), afterschool programs
Fairfield HS	MTDA, dual enrollment, online curriculum and credit recovery, flexible scheduling, alternate diploma, safe schools training (ALICE), afterschool programs
Fromberg K-12	MTDA, dual enrollment, independent art, ag, music and coding courses offered
Frontier Elementary	Public performance of 7th and 8th grade play
Great Falls High School	Development of comprehensive workforce development plan, offer courses of students' choice through accredited partners, proficiency-based culinary and child-development programs
Helena Flats K-8	Chromebooks and iPad for 1-to-1 district goal, technical supports and safeguards for students and technology, STEAM curriculum and education, standards-based grading and report cards to communicate student progress
Joliet Elementary	Middle school language courses, transformational learning committee to drive district development, increased technology for students, 1-to-1 for all students, utilize online curriculum, PLCs to develop more pathways for students and increase engagement
Joliet HS	Advanced placement course and testing, transformational learning committee to drive district development, increased technology for students, 1-to-1 for all students, utilize online curriculum, PLCs to develop more pathways for students and increase engagement, partnership with Red Lodge to utilize new CTE center.
Libby K-12	Tier 3 interventions for behavioral students, MTSS Behavior program, monthly progress monitoring for alternative school
Lockwood K-12	Training on flexible learning spaces, student-centered displays, personal pathways providing student-centered options, service-learning projects, student work-study program, Better Lessons instructional coaching, Building Bridges Institute

Noxon HS	1-to-1 devices for high school students, technology networks and safeguards for students, digital curriculums and offerings of courses not provided in physical school building.
Plentywood K-12	College and career opportunities for students, work-study, internships, dual-enrollment, and career explorations
Plevna K-12	Competency-based assessments
Reed Point Elementary	Student pacing and acceleration based on assessment data, Nelson Ag Academy online, digital curriculum for courses not offered in physical school.
Reed Point HS	Dual enrollment/college credits, student acceleration based on assessment data, work and learning experiences outside of school,
St. Regis K-12	Xello program for career exploration, alumni connections to support students' pathways into trades

Data & Financial Update:

For FY2022, 35 districts were funded, while 10 districts remained on the wait list. Some of these districts have been on the waitlist for 3 years now, due to a lack of allocated funds. Additionally, 4 more districts are on the waitlist due to requesting an increase of FTE once initially funded. During the FY2023 window, 10 districts entered the lottery system to determine their placement on the waitlist, 5 newly-applying districts and 5 currently-funded districts requesting additional FTE.

An additional \$1,731,967.69 of funding would be required to fund all currently-qualified districts in the Transformational Learning Program. However, after this current fiscal cycle in FY2023, 11 districts will have received their 4 consecutive years of funding. This will make \$1,068,238.39 available to begin funding those districts on the waitlist beginning in FY2024.