


## The OPI Instruction Goals and Objectives

The OPI is focused on investments that **increase opportunity** and **improve outcomes** for all Montana students.

WHAT	HOW	OUTCOME
 <div data-bbox="115 824 352 1013" style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>● Effective Family, student, and community engagement</li> </ul> </div>	<p>Enhance and expand the Student Voice Projects, Resilience in Something Else (RISE) tribal youth panel, and the Tribal Youth Advisory Councils by 25%.</p> <p>Quarterly community events will be organized by the OPI through the 2023 year, and a parent portal of effective resources will be available by May 2023.</p> <p>Family and Community Partnerships professional learning will be expanded by 50% during the 2023-2024 school year.</p> <p>Develop a data collection of effective engagement.</p>	<p>The <u>Shared Strategies to Support American Indian Students</u> document is a direct result of Tribal Consultation and community participation. Through a series of conversations with OPI staff, Tribal Leaders and their departments, community members, language instructors, school staff and youth. Collaboration with knowledge keepers, school and community was done to identify effective strategies schools may consider implementing to support youth, and strengthen school and community supports for the long-term. Youth Advisory councils currently exists at: Ft. Peck, Ft. Belknap, Chippewa Cree Tribe and the Blackfeet.</p> <p>The Family and Engagement Director will create quarterly family and community events that increase family and community partnerships in our public school districts. 2022: Four events: Kalispell, Stevensville, Great Falls, Billings. January 2, 2023 – Celebrating Parents as the First Teachers</p> <p>Leadership Academies emphasis on family and community partnerships, 2021-2022, 2022-2023. The 2022-2023 cohort will provide a capstone of evidence related to MT partnerships and impact of intentional strategies.</p> <p>The OPI Summer Institute will provide breakout sessions and keynote speakers - “Engage Every Family” and “Powerful Partnerships. The cohort members from the leadership academies will provide a panel of practitioners on working strategies.</p> <p>Two Education Summits will be provided with renowned experts and a MT panel of practices in action.</p> <p>Baseline data on effective engagement with parents will be collected by the OPI two times in the 2023-2024 school year, through parent surveys and townhalls.</p>

	<p>Accreditation Standards Revision of Rules</p>	<p>Superintendent recommendation and unanimous consensus by the Chapter 55 Negotiated Rule Making Committee Fall 2022 to add a new rule to Accreditation: Family and Community Engagement. In effect 2023-2024 school year.</p>
<p>Safety Mental Health Suicide Prevention</p>	<p>Increase use of high-quality resources on the OPI website by 15%.</p> <p>Analyze the impact of the 2015 Legislation on MT suicide Awareness and Prevention Training</p> <p>Reduce MT suicide rates by 5 percent amongst youth.</p> <p>Continue YRBS collection, using results to drive resources and action in MT schools.</p>	<p><a href="#">The OPI website resources</a></p> <p>Evaluate the training used by schools and the impact on safety, mental health and suicide reductions by school districts during the 2023-2024 school year.</p> <p>Suicide prevention professional learning for school staff and students – December 2022. 100% of the youth committed to becoming youth facilitators. Seeley Lake High School and Heart Butte High School. The MT Rate is of youth suicide is more than double the national rate. In the 2020 report in the National Vital Statistics, MT has the 3<sup>rd</sup> highest suicide rate in the nation. In MT, the highest rate of suicide is among our American Indians.</p> <p>Expand teams of youth-on-youth facilitators for building sense of value by 20 schools in high impacted suicide areas, guided by knowledge keepers and the Popovs, international experts in suicide prevention strategies that work.</p> <p>Evaluate the <a href="#">MT High School Trend Analysis Report</a> in conjunction with <a href="#">national data trends</a>. Use the analysis for updated professional learning for school communities to be implemented and data tracking the 2023-2024 school year.</p>



- Celebrating teacher excellence and extending leadership opportunities

Increase the number of professional development credits issued for educators by 10% from 2022 (50,984) to 2023 (56,082).

Extend the number of leaders participating in the Executive Leadership and Teacher Leadership Academy from 2022 to 2023 and document the impact of learning through capstones.

**Professional Learning Data:**

Educators working in Montana Schools must earn 60 Professional Development Units (hours) of professional development and learning every five years to maintain licensure requirements. Educators create a personal account in the Professional Development Unit Provider System to maintain documentation of Professional Development Units earned. The Professional Development Unit Provider System is also used by approved Professional Development Unit providers to report Professional Development activities to the Office of Public Instruction for Montana educators. Professional Development Units and certificates are issued to document professional development activities that keep Montana educator’s teaching licenses up-to-date and valid. Providers of Professional Development credits that use the System by offering courses and training include county superintendents, government agencies, professional education organizations, school districts, tribal organizations, and universities and colleges.

**For 2021-2022:**

- There were 373 providers who conducted 5,363 Professional Development Unit activities.
- The Professional Development Unit activities were worth 50,984 Professional Development credits for educators.
- School districts coordinated and provided most of the Professional Development Unit activities that were offered through Professional Education Organizations.
- The Office of Public Instruction Teacher Learning Hub issued the most (10,784) Professional Development Unit certificates of any individual provider.

**The Second Cohort of the Teacher Leader and Executive Leadership Academies**

Teacher Leader and Executive Leadership Academies .The Teacher Leader Academy (TLA) will meet 10 times between June 2022 and May 2023 and will focus on effective math instruction and teacher recruitment and retention. During the September 23-24 meeting, the TLA theme is “Leveraging Technology for Student Learning” by Dr. Jody Britten. The Executive Leadership Academy (EXLA) meets 9 times between August 2022 and May 2023. During the September 22-24 meeting,

the theme will be “What do you mean by Learning?” with [Missy Emler](#). Both academies are utilizing federal [Elementary and Secondary Schools Emergency Relief](#) (ESSER) Funds.

The faculty for the 2022-2023 year also includes:

- [Henrietta Mann](#), Emeritus Montana State University – Developing Cultural understanding to meet student needs
- [Yong Zhao](#), Distinguished Faculty University of Kansas – Rethinking Education
- [Jo Boaler](#), Endowed Chair Stanford University – Why the Mathematical Mindset Applies to All
- [Liz City](#), Senior Lecturer Harvard Graduate School of Education – Leading Great Instruction
- [Joe Sanfelippo](#), National Superintendent of the Year – Recruitment and Retention is All About You!
- [Peter Liljedahl](#), Faculty of Education Professor Simon Fraser University – Building Thinking Classrooms: Noticing, Naming and Nuancing

Each month the faculty provides a learning plan and resources and engages the cohort members around the month’s theme. The goal of TLA and EXLA is to grow better leaders in our schools and our communities. Every month an evaluation is conducted by a third-party provider to measure the application and implementation of the learning that takes place during the meeting.

**Leadership Academies membership increased from 27 in 2022 to 35 in 2023.**

Capstones 2022 Topics:

- Personalized Learning
- Student Mental Wellness
- Residency Model
- Educator Retention and Recruitment

Capstone 2023 Topics:

- Recruitment of educators
- Retention of educators
- Lack of basics-reading
- Profile of a Graduate
- Integrating culture and language into Montana classrooms
- How are the children? How do we know?
- Family and community engagement

<ul style="list-style-type: none"> <li>Teacher retention and recruitment</li> </ul>	<p>Develop and implement the Montana Teacher Residency Demonstration model to reach 120 residents and teacher leaders by 2024.</p>	<p><b>Teacher Residency Demonstration Project</b></p> <p>18 teacher residents have been placed in 12 Montana school districts for the 2022-2023 school year. The residents are part of the first Teacher Residency Demonstration Project. The resident program is a one-year paid student teaching experience during the fourth year of undergraduate studies for education majors. Residents will be paired with a teacher-leader, and receive a stipend, district-provided housing, and partial tuition support. Resident teachers will also commit to teaching in a Montana school district for a minimum of two years. The 10 participating school districts are:</p> <ul style="list-style-type: none"> <li>Cayuse Prairie K-8 District</li> <li>Victor K-12 District</li> <li>Trout Creek K-8 District</li> <li>Sunset Elementary District</li> <li>Woodman Elementary District</li> <li>Lodge Grass K-12</li> <li>Pryor K-12</li> <li>Poplar K-12</li> <li>Browning K-12</li> <li>Frontier Elementary District</li> </ul> <p>Of the 18 residents, 16 are students at the University of Montana Western and two are students at the University of Montana.</p> <p>The residents receive a \$14,000 stipend from the Office of Public Instruction’s (OPI) <a href="#">Elementary and Secondary Schools Emergency Relief (ESSER)</a> funds that were set aside for workforce redesign. A partial tuition waiver of up to \$3,000 is also available to residents that are not already receiving full tuition support. The Office of the Commissioner of Higher Education is also providing tuition waivers to residents that qualify. The teacher-leaders that work daily with each resident will receive a \$6,000 stipend. Teacher-leaders participated in OPI’s first <a href="#">Teacher Leader Academy</a>.</p> <p>The <a href="#">Comprehensive Center Network</a> will be providing an ongoing evaluation of the Residency Demonstration Project.</p> <p>2022: 18 Residents  2023: 60 Residents (Target)  2024: 120 Residents (Target)</p>
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	<p>Revise ARM Chapter 57 educator licensure to create flexibility and pathways to get a Montana license.</p>	<p>The Montana Board of Public Education (BPE) voted to adopt <b>Superintendent Arntzen’s innovative, recommended changes to educator licensing</b>. The flexible licensing revisions were submitted to the Secretary of State for publication in Montana Administrative Register, they will become <b>effective on May 27, 2022</b>. <b>10 key flexibilities:</b></p> <ul style="list-style-type: none"><li>● <b>Creating pathways to allow an educator to add additional endorsements to their license.</b></li><li>● Defining military dependent to include in licensure reciprocity for military spouses and dependents</li><li>● Defining approved educator preparation program, as an umbrella term for traditional and alternate educator preparation programs</li><li>● Returning the unusual cases authority to the State Superintendent</li><li>● Keeping the words “credible source” as a rule to ensure members of the public are able to file a complaint about official misconduct</li><li>● <b>Expanding pathways to licensing beyond the Praxis including GPA, portfolio, and experience.</b></li><li>● Increasing access for expired licensees to reenter the classroom</li><li>● <b>Increasing career technical educators by accepting diverse degrees, allowing associate degrees, and work experience equivalencies.</b></li><li>● Allowing school counselors to pursue administrative licenses</li><li>● Recognizing licenses for nationally board-certified teachers</li></ul>
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Through data modernization streamline the application and evaluation process to reduce the time and effort to apply and evaluate license applications.

### New Educator Licensing System

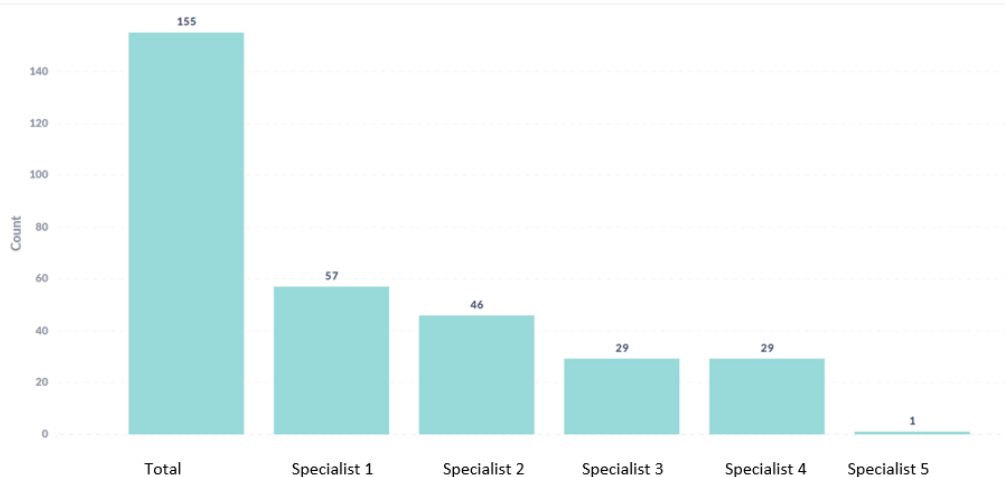
On June 1, 2022, the new educator licensing system opened. This new system is called Teach Montana (TMT).

Key highlights of TMT are:

- Educators are self-guided to the correct application through a questionnaire.
- ETS Praxis test data is automatically retrieved for educators and digitally applied to their license applications.
- NASDTEC records for all 50 States, US territories, and Canada are automatically retrieved and reported to Montana for review by the legal team.
- Payments are now associated directly with the application.
- Documentation uploaded by educators is directly associated with the application.
- Software support tools are directly integrated into TMT.
- Dashboard to monitor application backlog and processing efficiency is now visual.
- Reports and access to data are ad-hoc and can be quickly created by point and click actions.
- Data from RUPS (renewal units providers) is automatically retrieved and stored on the educators' profiles.

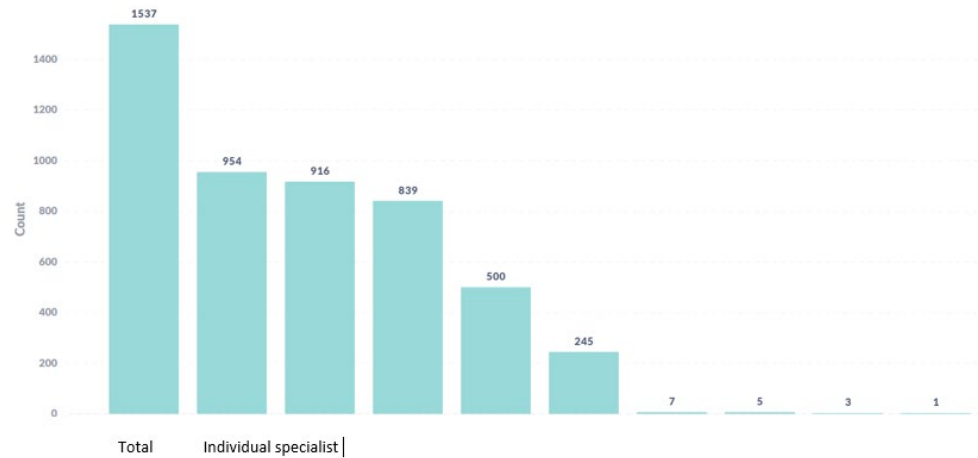
### Licensure Data tracked in new system to determine productivity.

Table 1: # of licenses by specialist (January 1-12, 2023)



**Licensure Data tracked in new system to determine productivity.**

**Table 2: # of licenses by specialist (June 1-December 31, 2022) in TMT**



**Licensure Report-Annual**

Superintendent Elsie Arntzen has released the 2022 [teacher licensure](#) report. This report includes the number of new and maintained teacher licenses, and the number of emergency authorization of employment in Montana from January 2022 through December 2022.

Between 2018 and 2022 the numbers of licenses per year were:

- New licenses
  - 2018: 1,532
  - 2019: 1,521
  - 2020: 1,251
  - 2021: 1,646
  - 2022: 1,207
- Maintained licenses
  - 2018: 5,657
  - 2019: 5,489
  - 2020: 5,530
  - 2021: 5,204
  - 2022: 5,256
- Emergency Authorizations of Employment
  - 2018: 94
  - 2019: 84
  - 2020: 120
  - 2021: 173
  - 2022: 134 (# incomplete)





- Closing Achievement gaps
- Improving math and reading with a focus on middle school

During the 2022-2023 school year, the percent of Montana third to eighth grade students scoring proficient or above on math and ELA assessments will meet or exceed the Montana long-term goals of 50.5% in math and 58.5% in ELA.

**Action Steps:**

- Open Math Content Standards
- Begin Math Innovation Zones
- Open Reading Content Standards
- Continue to innovate in multiple measures for student learning through the MAST Pilot Program.
- Redefine proficiency measures through recommended

**High-leverage need or problem**

The most recent assessment data indicates that only 36.54% of 3<sup>rd</sup> through 8<sup>th</sup> grade students scored proficient or above on the Montana math assessment. As summarized in table 1 below, this 5.39 percentage point drop from the 2018-19 school year coincides with the Covid-19 pandemic, but the percent of students scoring proficient or above has remained below 42% since the 2015-16 school year. Additionally, math scores remain almost 10 percentage points below the percent of students scoring proficient or above on the ELA assessment.

Table 1: Percent of third through eighth grade math and ELA students scoring proficient or above on the MT math and ELA assessment

School year	Math Scores	ELA Scores
2015-16	41.77%	50.10%
2016-17	41.20%	50.30%
2017-18	41.59%	50.50%
2018-19	41.93%	50.10%
2019-20	NA	NA
2020-21	35.57%	46.40%
2021-22	36.54%	46.10%

With these scores in mind, the OPI is preparing to update and revise its math and ELA standards. As a part of the revision process for math, OPI would like to include process standards that incorporate research and evidence related to *how* students learn math and support building procedural fluency from conceptual understanding.

statue revisions for a common definition for proficiency and revised ARM Chapter 55, Accreditation that aligns to a proficiency model.

Additionally, OPI is interested in exploring opportunities to reduce barriers to learning math and supporting college and career ready math pathways (e.g., data science pathways, quantitative reasoning pathways) that provide alternatives to traditional calculus focused pathways. To support this process, OPI has asked REL NW to help support the math standards revision process by summarizing and supporting the integration of the research and evidence base on math teaching and learning into the revised content and process standards.

### **Math Content Standards/Math Innovation Zones/ Reading Content Standards**

**May 2022:** Strategic Planning initiated for Math Innovation Zones. Held 3 collaborative planning sessions with North Dakota.

**September 2022:** Superintendent Elsie Arntzen, with approval from the Montana Board of Public Education, has opened the Montana Mathematics Standards for review.

**December 2022:** In collaboration with the REL-WestEd research on Math standards has been initiated.

**December 2022:** Conducted a [Montana Math Standards Review Interest Survey](#) The information will be used to form several committees for this work. We will be forming an Advisory Committee and other committees as the work progresses.

For updated information on the Math Standards Review, please visit the [K-12 Content Standards](#) webpage.

**January 2023:** Superintendent requesting BPE to open ELA/Literacy standards starting September 2023 with implementation of July 1, 2026.

**School Year 2023-2024:** Launch Math Innovation Zones as the vehicle to deliver this vision to students and teachers through innovative, personalized learning approaches.

### **Assessment Innovation-Through Course Model**

#### [MAST Webpage](#)

The first testing window had successful state-wide participation in 5th and 7th grade Math and Reading:

- 62 schools
- 33 school districts
- 75 educators
- 4,156 students
- 5,529 tests completed

Teachers, test coordinators, principals, counselors, administrators, and superintendents participated in a feedback survey about the first testing window between November 18 and December 13, 2022.

Respondents were asked to rate their experience in preparing to administer the testlets:

- 46% said it was easy
- 14% said it was neither easy nor difficult
- 18% said it was difficult

Respondents were asked to rate their experience in administering the testlets:

- 69% said it was easy
- 10% said it was neither easy nor difficult
- 21% said it was difficult

- Testing Window #1: November 7-18, 2022
- Testing Window #2: January 17-30, 2023
- Testing Window #3: March 6-17, 2023
- Testing Window #4: April 17-28, 2023

#### **Chapter 55 Revisions**

After more than 30 years Montana's School Accreditation standards are changing to prioritize student learning. On January 12-13 the Board of Public Education will continue to respond to public comment on the proposed changes to Chapter 55.

**To view a five-page summary of the rule changes aligned to a proficiency model, please click [here](#).**

[The revised timeline for Chapter 55 is:](#)

- January 12-13, 2023 – Adoption notice to BPE for consideration/respond to comments (cont.)
- March 9-10, 2023 – BPE authorization to publish adoption notice
- March 14, 2023 – Adoption notice to SOS for publication in MAR
- March 24, 2023 – MAR publication of adoption notice
- July 2023 – Effective date of rules



- Expanding industry, military, and post-secondary partnerships

Support district implementation of post-secondary pathways by increasing the number of districts applying for MT Advanced Opportunity grant with a target of 95% of Montana districts are engaged in this initiative by 2026.

Implement career coaches for Montana Advanced Opportunities underserved students during the 2023-24 school year.

MIC3 (Military Interstate Children’s Compact Commission) partnership will remove barriers to educational success for military families.

Support Montana Youth Challenge

Expand ROTC High School partnerships

In FY2023, 63 districts were funded by the MTAO grant. This number has grown each year, since implementation in FY2020. FY2024 is anticipated to have 71 districts funded.

Monthly webinars, national taskforce participation with What School Could Be, and collaborative learning communities have supported state-wide communication of grant uses and supports for students.

Propose that unclaimed funds each biennium of Advanced Opportunities grant funds can be used on a temporary and annual basis to provide career coaches to underserved regions. Evidence of effectiveness will be based on data collection of high school graduate career choices directly impacted by career coaches.

Chapter 57 revisions provided flexibilities for military families who are educators to get a MT license.

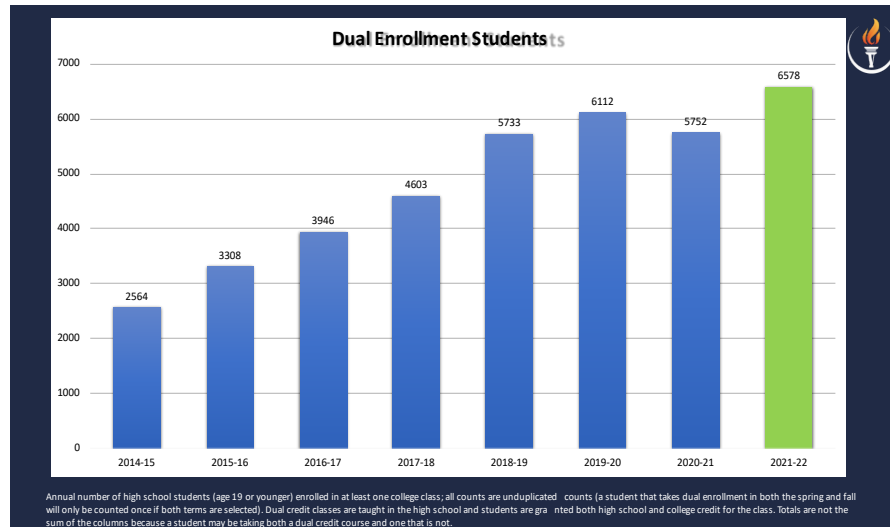
The OPI has engaged in facilitating enrollment barriers for military families on a case-by-case basis.

The State Superintendent advocated for an alternative Diploma path during the 2021 legislative session and then with the Board of Public Education. 2022 MT High School graduates were eligible for the diploma and MT Youth Challenge graduates received this new Montana diploma.

MT increased from 1 to 2 ROTC High School Programs. Add one high school in the 2023-24 school year through the use of Advanced Opportunities funds.

	<p>Continue growing partnerships with OCHE and the Board of Regents</p>	<p>Teacher Residency Demonstration Project 2022-2023 School Year, Expansion 2023-2024 School Year</p> <p>Registered Teacher Apprenticeships – Implementation 2023</p> <p>Ongoing collaboration on Perkins uses, revisions to the State Plan, outreach &amp; marketing</p> <p>Continued collaboration on Regional Education Lab Research in MT (work with MUS system)</p> <p>Collaborate on Education Preparation Programs Accreditation Reviews (annual cycle)</p> <p><b>Expand Student Credentialing</b> in secondary education that transfers to post-secondary options that support workplace employment and added credentialing. Staff interviews, Perkins plan, and website reviews revealed no evidence of students having the opportunity to earn industry recognized credentials (IRCs). This is a surprising revelation since IRCs have become the driving force in accountability of programs (to include Perkins) and to provide business and industry (B/I) in all sectors potential employees that have the skills they want and need to be career ready. IRCs are also a key element for economic development in many locales and states. These credentials provide a student evidence of their success in the skills attainment that B/I are seeking and is a strong indicator of program success. Stackable IRCs also promote the idea of “success build more success” as students earn additional credentials! IT employers have become far more interested in the credentials that a student has earned than a college degree indicating strong support for such an effort.</p>
	<p>Increase dual enrollment participation, leading to an associates degree by Montana High School students seeking the teaching pathway by 100%</p> <p>Increase dual enrollment statewide by 15%</p>	<p>Fall of 2022 – Havre – 16 students; Great Falls – 22 students Spring 2023 - Havre – 27 students; Great Falls 23 students</p> <p>By the fall of 2023, the target is five additional high schools and a minimum of 100 students pursuing teaching as a career.</p>

Increase advanced opportunities school districts dual enrollment options for secondary students using the [Dual Enrollment courses by pathways](#).  
 Navigate enrollment of Grade 9-10 students in dual enrollment options.  
 Track the number of high school students graduating with an associate degrees, and build a five-year trend line of this data in 2023.



- STEM, CTE, and workforce development emphasis beginning in middle school

Public-Private Partnerships

Inventory the K-12 private partnerships in each county/school district. Make available the careers and partnerships on the OPI Superhighway website by the fall of 2023.

Implement career coaches in our underserved advanced opportunities districts on a year-by-year basis, tracking our high school graduates to see if there is any impact, of career coaches. Coaches would be one-year only, bridging the gap between school – students- private partnership and tracking high school graduate career choices. 2023-24 school year.

Expand middle school industry career exploration through industry tours and shadowing (where reasonable) in **all** local regions by the 2024-2025 school year.

Analyze those Middle School CTE programs that can be **delivered virtually** so that all MT students can be offered CTE programs that will accommodate their interest pathways for the 2023-2024 school year.

Expand the use of Artificial Intelligence and Virtual Reality to middle school students for exploration of careers that may exist when they graduate high school. 25% increase in these resource offerings to be completed by the spring of 2024.

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