

Submission to the Appropriations Subcommittee for Education

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MTDA
Montana Digital Academy

2024

MONTANA DIGITAL ACADEMY
YEARBOOK



CONTENTS

Table of Contents

- 1** Executive Summary
- 4** About the Organization
- 7** Year in Review
- 41** Operational Highlights
- 47** Governance
- 51** State & National Leadership

2024 Montana Digital Academy Yearbook

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Executive Summary

Executive Summary

Message from Executive Director, Dr. Jason Neiffer

I am excited to present the 2024 **Montana Digital Academy Yearbook**, the first in our program's 14-year history. I'm immensely proud of our faculty and staff's work to serve Montana's greatest resource: our students.

This year, **MTDA's array of offerings and services**, including our distance learning program, EdReady Montana, and the new Digital Learning Clearinghouse, **reached over 30,000 enrollments and engagements**, supporting students with diverse needs and aspirations.

Each enrollment and engagement tells a story— an online course can reshape a student's future, proficiency-based tools efficiently identify and fill learning gaps, and career and technical education opens pathways for students to discover their passions and prepare for what's next.

In 2023-24, MTDA staff continued evolving to meet the changing needs of students and schools across Big Sky Country. Our new **Digital Learning Clearinghouse** expands resources for students statewide, while our **transition to the Canvas LMS and redesign of our public course catalog** enhances the user experience. Our collaboration with tribal entities across Montana's Indian country has advanced our **indigenous language programming**, and partnerships with the Montana University System continue to **help address challenges like math class placement**.

Meet Jacob, Martin, and Karly—**three remarkable students who used MTDA services** to fuel their passions. Their stories and the extraordinary work of our faculty and staff demonstrate the innovation, thoughtfulness, and dedication that Montana's public education system is known for.

I also want you to hear from the **students, parents, teachers, administrators, and many partners in and out of Montana that help shape MTDA services**. Digital learning is truly a team effort.

Thank you for your continued support of innovative digital learning in Montana!



A handwritten signature in black ink.

Jason Neiffer, Ed.D.
Executive Director
Montana Digital Academy
jason@mtda.org

2024 Yearbook Summary

The 2024 Montana Digital Academy Yearbook provides a **comprehensive look at the ongoing developments and achievements of MDTA** as it continues to expand its role in enhancing digital learning across the state. This report supplements the required biennial legislative report and offers additional insights into MDTA's growing influence in Montana's educational landscape.

During the 2023-2024 academic year, MDTA reached significant milestones in service to over 30,000 engagements statewide. These achievements include the **launch of the Digital Learning Clearinghouse**, which broadens access to digital content, online courses, and other educational services for K-12 students in Montana's public schools. MDTA continues to lead the way in providing flexible, high-quality, personalized learning experiences tailored to meet the diverse needs of Montana's students, whether through its distance learning program, dual credit opportunities, or proficiency-based models.

MDTA also played a vital role in navigating emerging educational trends, particularly through its focus on **artificial intelligence in education**. This includes training teachers and administrators to effectively integrate AI into their classrooms, ensuring Montana schools remain at the forefront of educational innovation.

Additional Reporting Available

Montana Code Annotated (MCA) **20-7-1201 stipulates that Montana Digital Academy (MDTA) submit a biennial report** to the Montana Legislature's Education Interim Committee and the Education Interim Budget Committee, as outlined in MCA 5-11-210.

This Yearbook report is not intended to replace the required biennial report. Instead, it serves as a **supplemental resource**, providing additional insights and data from our program and feedback from our constituents and partners.

The biennial report was submitted to the Montana Legislature before the deadline of September 1, 2024, and is available at the following link: <http://mtda.link/2024report>.



About the Organization

About the Organization

History of the Montana Digital Academy

Montana Digital Academy (MTDA) is **the state's digital and distance learning program**. Created by the Montana legislature in 2009 under MCA 20-7-1201, MTDA is located at the University of Montana. Its purpose is to **enhance the state's education system** and support the development of each person's full educational potential, in line with Article X, section 1(1) of the Montana constitution.

According to MCA 20-7-1201, MTDA's responsibilities include:

- Providing remote instruction opportunities to all school-age children through public school districts, including:
 - Montana-developed instruction by highly qualified, licensed Montana educators
 - High-quality digital learning offerings through the MTDA digital learning clearinghouse
- Maximizing access to high-quality remote instruction through flexible licensure and endorsement
- Offering courses that prepare students for community, college, and careers, such as:
 - Core subjects required by accreditation standards or school board policy
 - Innovative educational programs
 - Proficiency-based courses

MTDA's history began in 2009 when its founding board appointed Robert Currie, formerly of the Michigan Virtual School, as its first Executive Director. The program launched a pilot program in the summer of 2010 and began full operations in the fall of 2010.

Uniquely among the 30 statewide online schools in the United States, MTDA has established a partnership with the **University of Montana's College of Education**, making it the only state online program integrated with a major university's education department.

“ Since its inception during the 2009 legislative session, the Montana Digital Academy has been a game-changer for students in our public schools, opening doors to new opportunities like never before! The Montana School Boards Association, representing the organization behind MTDA's predecessor, the Montana Schools E-Learning Consortium, takes immense pride in the incredible work MTDA accomplishes each day. With its innovative digital clearinghouse model, MTDA empowers every child in every public school across Montana to access a world of curriculum resources. By collaborating with Montana's public schools, MTDA champions educational equality and transforms the learning landscape for all.



Lance Melton, CEO, Montana School Boards Association

”

Program Evolution and Growth

As we completed our 14th year of delivering services to Montana's students, **our program has crossed several milestones as we have grown and changed with the educational needs of Montana's students.** Here is an abbreviated timeline of program additions and milestones over the life of the program.

2009	<ul style="list-style-type: none">MTDA created by the Montana LegislatureMTDA's initial board meets and conducts national searches for an executive director and curriculum directorMTDA founding Executive Director	2019	<ul style="list-style-type: none">Jason Neiffer (Assistant Director/Curriculum Director) and Mike Agostinelli (Instructional Program Manager) awarded the Northwest Council for Computer Education Eric Jensen Leadership Awards.
2010	<ul style="list-style-type: none">MTDA Curriculum Director hiredMTDA runs summer pilot programMTDA starts regular operations with 45 initial course titles	2020	<ul style="list-style-type: none">MTDA adds Individualized Pathway Courses, designed to services to students with unique circumstances.MTDA ramps up services for Covid-19, and relocates staff remotely. MTDA teachers provide leadership across the state as schools move to distance learning programming.
2011	<ul style="list-style-type: none">MTDA adds credit recovery programMTDA offers its first summer programMTDA adds its first middle school program, the Multi-Language Sampler (MLS)	2021	<ul style="list-style-type: none">The Montana Legislature offers MTDA one-time-only funds to start new CTE offerings, dual credit courses, and indigenous language programmingMTDA begins cost-sharing a portion of service costs with Montana public schoolsMTDA adds new staff to focus on increasing student support needsMTDA pilots, then implements expanded middle school offerings
2013	<ul style="list-style-type: none">MTDA incubates the Montana Digital Professional Learning Network, a professional learning portal for Montana educators through grant funding from AFT and MEA/MFT.	2022	<ul style="list-style-type: none">With initial resources from the Washington Foundation Teaching and Learning Grant, MTDA adds a Tribal Relations and Education Fellow positionThe Washington Foundation extends EdReady funding for 5 years based on widespread usage in MontanaMTDA develops its first indigenous language course, Cree, and offers service through its distance learning program.MTDA adds new staff to focus on increasing school support needs
2014	<ul style="list-style-type: none">MTDA launches EdReady Montana with a gift from the Dennis and Phyllis Washington Foundation.MTDA Executive Director Robert Currie Awarded the 2014 Outstanding Individual Contribution to K-12 Online Learning by iNACOL.	2023	<ul style="list-style-type: none">The Montana Legislature passes House Bill 749, which changes the MTDA board makeup and adds authority and resources to stand up the Digital Learning ClearinghouseMTDA's new board meets and elects officersMTDA hires its Digital Learning Clearinghouse Program DirectorMTDA adopts an institutional focus on artificial intelligence in education and offers training to teachers and administrators across the state of MontanaMTDA offers its first innovation symposium, Innovation Runs Through It
2015	<ul style="list-style-type: none">After a successful startup, MDPLN transitioned to OPI and renamed the Teacher Learning HubUtilizing the Washington Foundation Shape P20 funds, MTDA developed a homegrown system to administer credit recovery	2024	<ul style="list-style-type: none">MTDA adds additional staff capacity to support the Digital Learning Clearinghouse and works with pilot schoolsExecutive Director Jason Neiffer awarded the 2024 META Empowerd Superintendent AwardMTDA begins regular operations of the Digital Learning Clearinghouse
2016	<ul style="list-style-type: none">10 additional elective classes added to MTDA programs based on student voice surveys.The Washington Foundation extends EdReady funding for 5 additional years based upon widespread usage in Montana.MTDA awarded the 2016 Contributor of the Year Award for their work expanding EdReady access and NROC community contributions.		
2018	<ul style="list-style-type: none">MTDA adds two additional dual credit titles.MTDA recognized nationally with the Blackboard Catalyst Teaching and Learning Award (for learning design for their credit recovery program) and WOW Award (for implementation of EdReady across the state of Montana).		



Year in Review

Year in Review

Distance Learning

The Montana Digital Academy's (MTDA) distance learning program is its **longest-standing offering**. Since beginning regular operations in Fall 2010 with 50 courses in one format, MTDA has expanded to offer a comprehensive suite of courses to meet the diverse needs of students. Today, MTDA provides distance learning options in three formats: **Original Credit, Flexible Credit Alternative Program (FlexCAP), and Individualized Pathway Courses (IPCs)**. All programs are delivered online through a carefully curated set of digital learning platforms, ensuring anytime, anywhere access.

All MTDA courses are taught by Montana-licensed instructors and are aligned with state educational standards, including Indian Education for All. MTDA teachers assign the final course grade percentage, which students' local schools use to award credit on their transcripts.

With a diverse range of courses, **MTDA ensures that students across Montana have access to high-quality, flexible educational opportunities tailored to their individual learning needs and goals.** Whether students require traditional coursework, credit recovery options, or highly individualized learning pathways, MTDA's distance learning programs offer solutions to meet a wide variety of educational requirements.

By The Numbers: 2023-2024 Course Offerings

273 Overall Course Offerings

15 FlexCAP Courses

10 Dual Credit Courses

31 Individualized Pathway Courses

14 Advanced Placement Courses

MTDA Distance Learning Wrapped

Enrollment Trends

6,331

23-24 Overall Enrollment

10% increase over 22-23

333

23-24 Dual Credit Enrollment

48% increase over 22-23

293

23-24 Advanced Placement Enrollments

23% increase over 22-23

3,323

23-24 Unique Students Served

11 % increase over 22-23

Historical Enrollment Data

FY SUMMARY COMPARISON

2023-2024							2023-2024						
MTDA Core Program							MTDA Clearinghouse						
	OC	OC-AP	OC-DE	OC-CTE	Flex/IPC	TOTAL ENRs	# UNIQUE	Avg ENRs	DCP	Short	3rd Party	PTS	TOTAL
AA DISTRICTS	1150	73	23	106	769	2121	968	2.2	80	0	0	0	80
A DISTRICTS	495	75	118	138	219	1045	536	1.9	0	0	0	1356	1356
B DISTRICTS	564	68	68	70	254	1024	575	1.8	81	0	0	0	81
C DISTRICTS	997	77	124	203	278	1679	910	1.8	42	0	0	0	42
ELEMENTARY DISTRICTS	436	0	0	24	2	462	334	1.4	0	0	0	0	0
	3642	293	333	541	1522	6331	3323	1.9	203	0	0	1356	1559
	58%	5%	5%	24%									
				67%									
2022-2023													
	OC	OC-AP	OC-DE	Flex/IPC	TOTAL	# UNIQUE	Avg ENRs						
AA DISTRICTS	1190	44	17	921	2172	991	2.2						
A DISTRICTS	371	87	34	386	878	465	1.9						
B DISTRICTS	671	63	24	227	991	563	1.8						
C DISTRICTS	915	42	97	230	1284	705	1.8						
ELEMENTARY DISTRICTS	417	0	0	12	429	263	1.6						
	3564	236	172	1776	5754	2987	1.9						
	62%	4%	3%		31%								
				69%									
2021-2022													
	OC	OC-AP	OC-DE	CR	TOTAL	# UNIQUE	Avg ENRs						
AA DISTRICTS	918	67	3	1248	2236	1162	1.9						
A DISTRICTS	311	59	0	231	601	390	1.5						
B DISTRICTS	645	53	0	225	923	522	1.8						
C DISTRICTS	816	37	22	184	1059	608	1.7						
ELEMENTARY DISTRICTS	133	1	0	0	134	111	1.2						
	2823	217	25	1888	4953	2793	1.8						
	57%	4%	1%		38%								
				62%									
2020-2021													
	OC	OC-AP	OC-DE	CR	MSL	TOTAL ENRs	# UNIQUE						
AA DISTRICTS	1890	185	14	668	1	2758	1694						
A DISTRICTS	789	113	5	219	3	1129	681						
B DISTRICTS	853	80	29	135	11	1108	723						
C DISTRICTS	1127	65	42	76	48	1358	923						
ELEMENTARY DISTRICTS	12	0	0	0	13	25	20						
	4671	443	90	1098	76	6378	4041						
	73%	7%	1%		17%	1%							
				81%									
2019-2020													
	OC	OC-AP	OC-DE	CR	MSL	TOTAL ENRs	# UNIQUE						
AA DISTRICTS	1461	89	7	967	1	2525	1415						
A DISTRICTS	659	88	2	280	13	1042	667						
B DISTRICTS	862	101	7	122	153	1245	714						
C DISTRICTS	1196	39	23	126	398	1782	1047						
ELEMENTARY DISTRICTS	10	0	0	0	168	178	139						
	4188	317	39	1495	733	6772	3982						
	62%	5%	1%		22%	11%							
				68%									

The biennial report submitted to the legislature on September 1, 2024 includes additional reporting, including a breakdown by school. You can access that report at <http://mtda.link/2024report>.

MTDA Distance Learning Wrapped

Top 10 Courses

222

Spanish I A

200

Middle School Spanish

152

Spanish I B

133

Criminology

114

Health

109

Geometry A

107

Sports Officiating

92

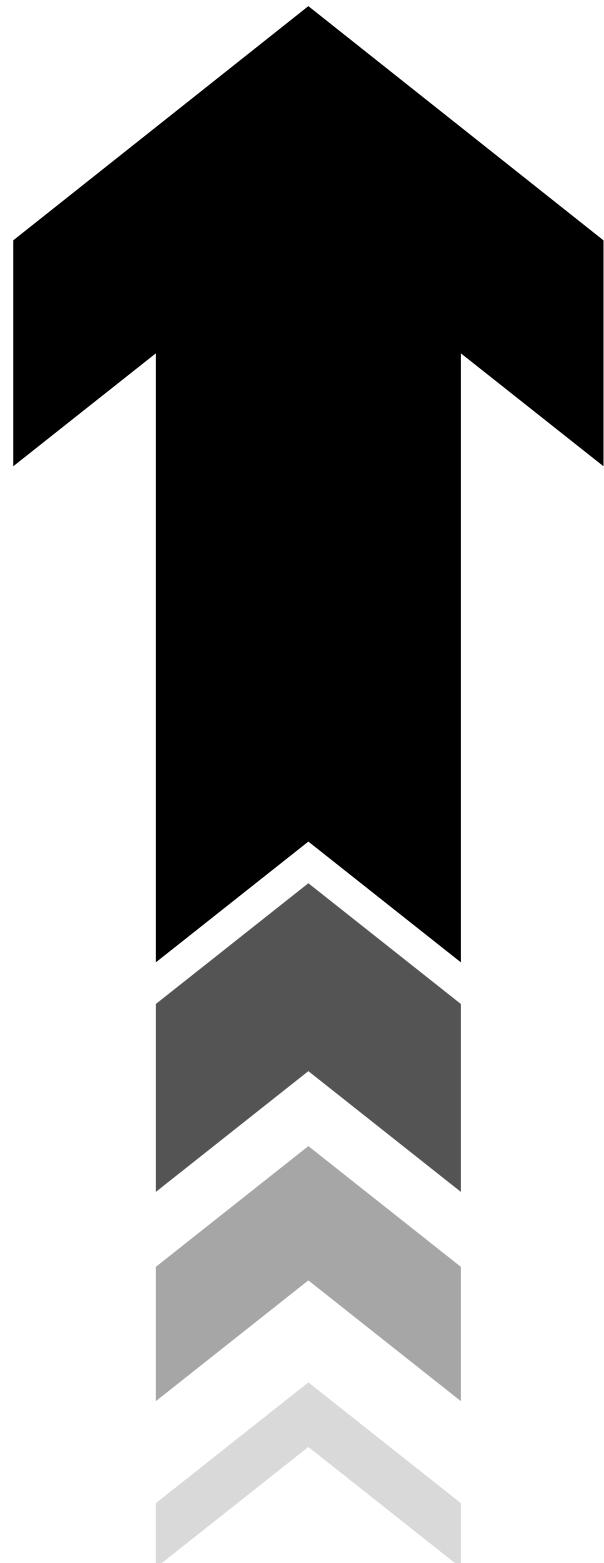
Physical Education I

81

U.S. History B

81

U.S. History A



Student Highlight: Karly Alder



Karly Alder
Charlo High School, Class of 2024

Karly's introduction to MDTA was with Middle School French. This was several years ago, in 2017, before COVID-19, so the online learning environment was entirely new to her. However, she quickly learned the benefits of having the MDTA option. She continued with language classes through MDTA in high school, switching to Spanish. She has big goals for going to college, so wanted to meet the foreign language requirement many schools are looking for. As a junior, she took the Dual Credit College Writing Course in the fall and Digital Photography in the spring. She admits the writing course was tough but "I'm so glad I took it, my writing skills really improved."

"I love our small town school, I really do, but our opportunities are really limited, they don't offer AP or honors courses, MDTA has been such a big help getting me started on that stuff, expanding my knowledge and horizons and I've been so grateful for the opportunity to get a jumpstart on college and figure out what interests me," said Alder.

Steve Love, the Superintendent at Charlo High School, credits Karly's success to being a self-starter with a wonderful attitude. "She's one of those kids every teacher wants in their class, one of those kids you don't mind having on an overnight class trip!" And it's more than just the good grades (all A's in MDTA courses to date), Love reports that she's humble, helps other students, and has a great sense of humor. "She never complains about the work, even when her classmates may. Other students notice that," says Love.

Her biggest surprise when taking that first MDTA course online was how "it's all up to you," said Alder, "to succeed you have to be organized and keep track." She credits those learned organizational skills for helping her in other areas of her life as well, balancing classes, sports, and other extracurriculars.

Alder plays volleyball, runs track, is a member of National Honor Society and student council, and is active with Future Health Professionals (HOSA)– they just medaled at state, and she is off to Business Professionals Association (BPA) nationals next month.

"She (Karly) gets involved and stays involved, you can always count on her," boasts Love. Charlo High School gets Karly for one more year before she is off to college. She doesn't know where yet but she would like to ultimately go into the medical field. In the meantime, she leaves her classmates this piece of advice: "Don't be afraid to take a class that you don't know. Get out of your comfort zone, it really is exciting to try something that is completely new or try something hard," shares Alder, "find what's out there."

Distance Learning: Original Credit

MTDA's **Original Credit** courses follow a cohort-based model, where students progress through the material together over an 18-week semester during the fall and spring, or a 5-week semester in the summer. This **model is designed to balance flexibility—offering early access to course content and a grace period for deadlines—while ensuring higher overall course completion rates** through the cohort approach. Original Credit programming also includes advanced opportunities such as Dual Credit and Advanced Placement courses.

Successful Student Profile



Student is a self-directed learner and demonstrates a high level of comfort in new material without real-time feedback from teachers to follow basic directions. Prior experience in online learning is helpful.



Student has strong computer skills and experience using a word processor, email, and internet browsers.



Student is willing to speak up and reach out when they have questions.



Student does not have other major time obligations that will interfere with course load.



I love teaching for MTDA because of the way it provides class opportunities to students everywhere. Twenty years ago if a student in Ryegate wanted to learn about Criminology or take a dual credit class, they would not have had the opportunity to do so easily. Today, due to MTDA, I have students across the state in small communities that have a wonderfully filled list of classes and electives they can take. MTDA levels the playing field for students. It really enriches students' opportunities and lives regardless of school size in a way that wouldn't be possible without digital learning.



Lindsay Thompson, Teacher, Montana Digital Academy

Course List: Original Credit High School

Career and Technical Education

- AHMS144.50-Medical Terminology Dual Credit (single semester) * #
- AP® Computer Science A
- Computer Science I: Joy and Beauty of Computing-HIGH SCHOOL (single semester)
- CSC107-Computer Science I: Joy and Beauty of Computing-DUAL CREDIT (single semester)> #
- EDEC 247 - Child & Adolescent Growth & Development @#
- EDU101US-Introduction to Education Seminar-DUAL CREDIT (single semester)^#
- Entrepreneurship (single semester)
- Google Workspace Career Tech (single semester)
- Health Occupations (single semester)
- Hospitality and Tourism Marketing (single semester)
- Jobs for Montana Graduates (Single Semester)#
- Microsoft® Office Career Tech (single semester)
- Personal Finance (single semester)
- Principles of Agriculture# (single semester)
- Photoshop Introduction# (single semester)
- Public & Global Health (single semester)
- Sports and Entertainment Marketing (single semester)
- Video Production (single semester)#
- Artificial Intelligence in the World (single semester)



Family & Consumer Science

- Interior Design (single semester)
- Now We're Cooking: An Introduction to Culinary Arts (single semester)



Fine Arts

- AP® Art History
- Art History/Appreciation (single semester)
- Digital Photography (single semester)
- EDU204IA - Creative Arts and Lifelong Learning - DUAL CREDIT^#

Course List: Original Credit High School

English/Language Arts

- AP® Language and Composition
- AP® Literature and Composition
- Creative Writing (single semester)
- English 1
- English 2
- English 3
- English 4
- Gothic Literature: Monster Stories (single semester)
- Journalism (single semester)
- MTD A Book Club: Utopian and Dystopian Literature (single semester)
- Mythology and Folklore (single semester)
- WRIT101-College Writing DUAL CREDIT+ (single semester) - #



Health and Physical Education

- Anatomy and Physiology
- Health (single semester)
- Physical Education I (single semester)
- Physical Education II (single semester)
- Sports Officiating (single semester)

Sports Officiating



Indigenous Language

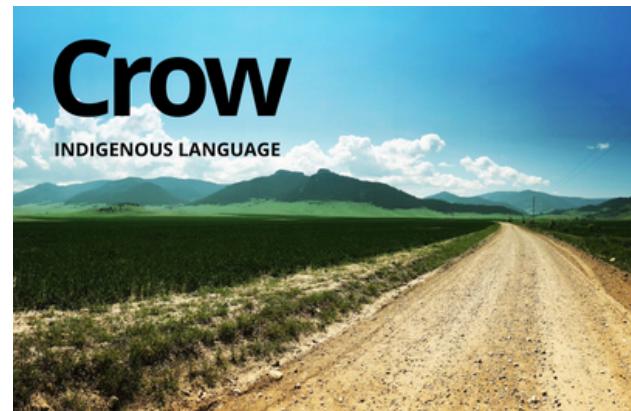
- Cree Indigenous Language (single semester) - #
- Crow Indigenous Language (single semester) - #
- Dakota Indigenous Language (single semester) - #
- Nakoda Indigenous Language (single semester) - #

Indigenous Studies

- Native American Studies (single semester)

Mathematics

- Algebra 1
- Algebra 2 with Trigonometry
- AP® Calculus AB



Course List: Original Credit High School

- AP® Statistics
- Geometry
- Intro. to Statistics (single semester)
- M105-Contemporary Math-DUAL CREDIT+ (single semester)
- M121-College Algebra -DUAL CREDIT+ (single semester) - #
- M151-Pre-Calculus-DUAL CREDIT*
- Pre-Algebra
- Pre-Calculus

Music

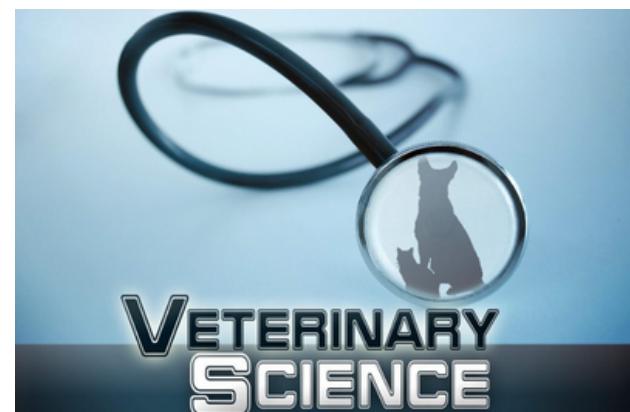
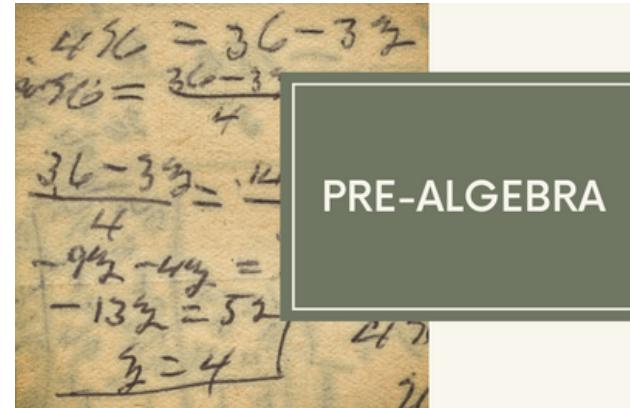
- Music Appreciation (single semester)

Science

- AP® Biology
- AP® Environmental Science
- Astronomy (single semester)
- Biology
- Chemistry
- Earth Science
- Oceanography (single semester)
- Physics
- Veterinary Science (single semester)

Social Studies & History

- American Government/Single Semester (single semester)
- American Government/Year Long
- AP® Government and Politics
- AP® Human Geography
- AP® Macroeconomics (single semester; Spring Only)
- AP® Microeconomics (single semester; Fall Only)
- AP® Psychology
- AP® US History
- Criminology (single semester)



Course List: Original Credit High School

- Global Studies
- HSTA 102H-US History I - DUAL CREDIT * (Single Semester; Fall Only)#+
- HSTA 102H-US History II - DUAL CREDIT * (Single Semester; Spring Only)#+
- Montana History (single semester)
- Psychology (single semester)
- US History
- World History

World Languages

- French 1
- French 2
- French 3
- German 1#
- German 2#
- Irish Language Studies 1 (delivered by the UM Irish Studies Program)
- Spanish 1
- Spanish 2
- Spanish 3



* Dual Credit with the Missoula College of the University of Montana

+ Dual Credit with Helena College of the University of Montana

^ Dual Credit with Gallatin College of Montana State University

@ Dual Credit with Western College of the University of Montana

> Dual Credit with Highlands College of UM Western

These courses have enrollment caps and are available first-come, first-served

“



We have had opportunities to collaborate with MDTA this year through professional development, strategic planning, as well as our joint collaboration as part of the Virtual Learning Leadership Alliance. MDTA is a nationally recognized leader in online learning and we are grateful to have them as a partner!

”

Jeff Simmons
Superintendent, Idaho Digital Learning Alliance

Course List: Original Credit Middle School

Career and Technical Education

- Exploring Health Science (Single Semester)

Computer Science

- Scratch Coding (Single Semester)

Fine Arts

- 2D Art (Single Semester)

English/Language Arts

- English 6
- English 7
- English 8

Health and Physical Education

- Health (Single Semester)

Indigenous Studies

- Native American Studies (Single Semester)

Music

- Exploring Music (Single Semester)

Science

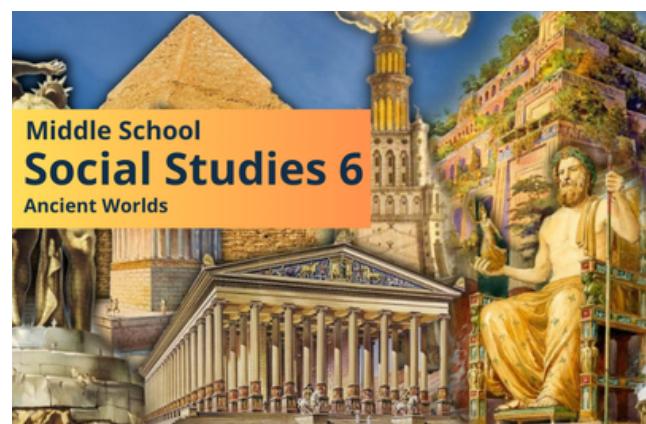
- Science 6 [Life Science Focus]
- Science 7 [Earth Science Focus]
- Science 8 [Physical Science Focus]

Social Studies & History

- Social Studies 6 [Ancient World Focus]
- Social Studies 7 [US History Focus]
- Social Studies 8 [Government and Civics Focus]

World Language

- Spanish (Single Semester)
- French (Single Semester)



Distance Learning: FlexCAP

In the summer of 2023, MTDA replaced its "credit recovery" program with an enhanced offering: the **Flexible Credit Alternative Program (FlexCAP)**. FlexCAP retains the **award-winning design of its predecessor** while expanding its scope to serve any student seeking a flexible learning program, whether for accelerated learning or course makeup.

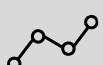
FlexCAP courses are designed for flexible pacing within a flexible semester structure. Students can enroll throughout the school year and are expected to complete their courses by the end of the scheduled semester. If needed, students can reenroll and resume where they left off. Based on proficiency-based learning models, FlexCAP courses allow for individualized pacing to accommodate diverse student needs.

FlexCAP Student Profile



Attendance

This program is designed to be delivered solely at in-person school. Regular attendance at school is required.



Built around proficiency

Our linear course design provides a clear pathway for students to earn credit.



Scheduled time during the day

At least one class period per day should be scheduled for a student enrolled in a FlexCAP course. If more than one course is needed, additional time should be built into the student's schedule.

“

MTDA has been a game-changer for our students at Lincoln County High School. It allows us to offer advanced courses and credit recovery options that wouldn't be possible in our small district. The high-quality curriculum and Montana-based instructors make it feel like an extension of our local offerings. MTDA has truly made the difference between graduating and not for several of our students.



Joel Graves, Superintendent, Eureka Public Schools

”

Course List: FlexCAP Courses

English/Language Arts

- English 1A (Part 1, Part 2)
- English 1B (Part 1, Part 2)
- English 2A (Part 1, Part 2)
- English 2B (Part 1, Part 2)
- English 3A (Part 1, Part 2)
- English 3B (Part 1, Part 2)
- English 4A (Part 1, Part 2)
- English 4B (Part 1, Part 2)

Health and Physical Education

- Health (1 semester) (Part 1, Part 2)

Mathematics

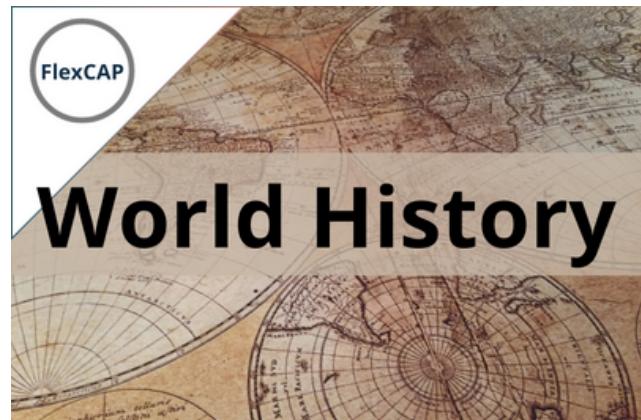
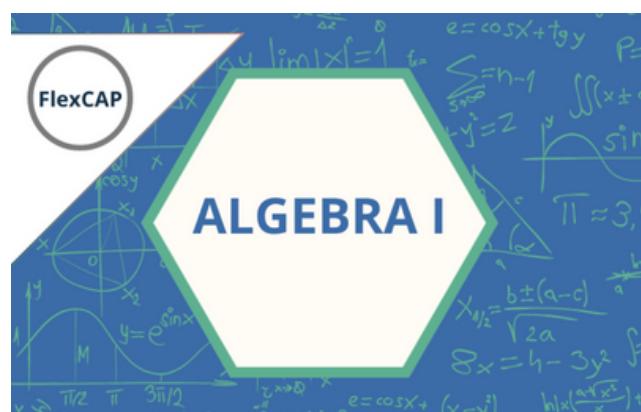
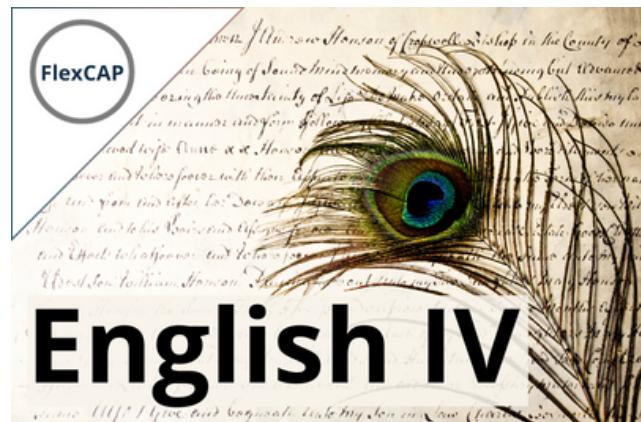
- Pre-Algebra A (Part 1, Part 2)
- Pre-Algebra B (Part 1, Part 2)
- Algebra 1A (Part 1, Part 2)
- Algebra 1B (Part 1, Part 2)
- Geometry A (Part 1, Part 2)
- Geometry B (Part 1, Part 2)
- Algebra 2A (Part 1, Part 2)
- Algebra 2B (Part 1, Part 2)

Social Studies and History

- American History A (Part 1, Part 2)
- American History B (Part 1, Part 2)
- Geography A (Part 1, Part 2)
- Geography B (Part 1, Part 2)
- Government A (Part 1, Part 2)
- Government B (Part 1, Part 2)
- World History A (Part 1, Part 2)
- World History B (Part 1, Part 2)

Science

- Earth Science A (Part 1, Part 2)
- Earth Science B (Part 1, Part 2)
- Biology A (Part 1, Part 2)
- Biology B (Part 1, Part 2)



Distance Learning: Individualized Pathway Courses

Individualized Pathway Courses (IPCs) are designed to **provide maximum flexibility without compromising course rigor or expectations**. Unlike other “flexible” courses on the market, MTDAs IPC model emphasizes **strong student-teacher interaction** to help students make consistent progress. Depending on the student's specific needs, IPCs can also be delivered using a proficiency-based model, offering a more personalized learning experience than the FlexCAP program.

Student Profile



Learner Has “X” Factor Limiting Success



Student has computer skills and experience using word processor, email and Internet browsers.



Student time may vary from week to week but student needs to commit to averaging an hour a day to complete the course



Student requires course that is flexible beyond traditional semesters



Student is willing to communicate with remote teacher multiple times a week to share their story and participate in planning sessions



Education varies in priority day to day, but student and family maintain a commitment to completing coursework



Built to be 1-3 Courses at a time keeping with MTDAs supplemental model



Using MTDAs supported Fromberg Schools with Big Town educational experiences! The staff at MTDAs are TOP NOTCH! I highly encourage Montana school leaders to get on board with MTDAs!



Jennifer Hickok
Superintendent, Fromberg Public Schools

Course List: Individualized Pathway Courses High School

Career and Technical Education

- Personal Finance Quarter 1
- Personal Finance Quarter 2

Fine Arts

- Art History and Appreciation Quarter 1
- Art History and Appreciation Quarter 2

English/Language Arts

- English 1 A, Quarter 1
- English 1 A, Quarter 2
- English 1 B, Quarter 1
- English 1 B, Quarter 2
- English 2 A, Quarter 1
- English 2 A, Quarter 2
- English 2 B, Quarter 1
- English 2 B, Quarter 2
- English 3 A, Quarter 1
- English 3 A, Quarter 2
- English 3 B, Quarter 1
- English 3 B, Quarter 2
- English 4 A, Quarter 1
- English 4 A, Quarter 2
- English 4 B, Quarter 1
- English 4 B, Quarter 2

Mathematics

- Pre-Algebra A, Quarter 1
- Pre-Algebra A, Quarter 2
- Pre-Algebra B, Quarter 1
- Pre-Algebra B, Quarter 2
- Algebra I A, Quarter 1
- Algebra I A, Quarter 2



Course List: Individualized Pathway Courses High School

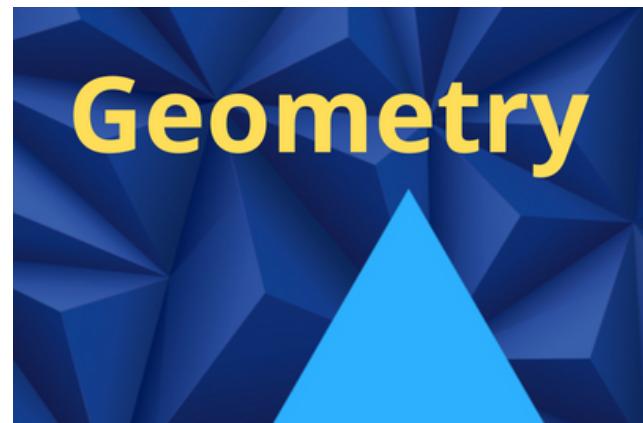
- Algebra I B, Quarter 1
- Algebra I B, Quarter 2
- Geometry A, Quarter 1
- Geometry A, Quarter 2
- Geometry B, Quarter 1
- Geometry B, Quarter 2
- Algebra II A, Quarter 1
- Algebra II A, Quarter 2
- Algebra II B, Quarter 1
- Algebra II B, Quarter 2

Science

- Earth Science A, Quarter 1
- Earth Science A, Quarter 2
- Earth Science B, Quarter 1
- Earth Science B, Quarter 2
- Biology A, Quarter 1
- Biology A, Quarter 2
- Biology B, Quarter 1
- Biology B, Quarter 2

Social Studies & History

- US History A, Quarter 1
- US History A, Quarter 2
- US History B, Quarter 1
- US History B, Quarter 2
- American Government/Single Semester, Quarter 1
- American Government/Single Semester, Quarter 2
- American Government/Year Long, Quarter 1
- American Government/Year Long, Quarter 2
- American Government/Year Long, Quarter 1
- American Government/Year Long, Quarter 2



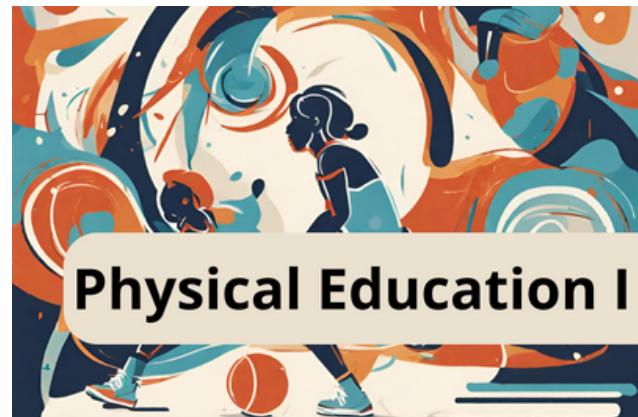
Course List: Individualized Pathway Courses High School

Physical Education

- Health, Quarter 1
- Health, Quarter 2
- PE 1, Quarter 1
- PE 1, Quarter 2

World Language

- French I A Quarter 1
- French I A Quarter 2



“ We are deeply grateful for the invaluable support provided by MDTA, which has been instrumental in enhancing our academic programs and driving our students towards greater success.

Amanda Lautt
Academic Dean of Student, Hardin High School

“ As a K-12 Principal of a rural school in Central Montana, I understand and face the challenges that all small schools across the state face in terms of staffing and courses that are available to our students. By partnering with the Montana Digital Academy, we are able to expand our course offerings, support the needs of all students, and offer unique hybrid courses that allow our teachers and students opportunities that were not always available to rural schools. Communication is key to successful schools and community relationships. MDTA is no different as their entire staff communicate in an effective and efficient manner. At times I feel like they are actually in the building. I look forward to our continued partnership with MDTA.

Michael Wilson
Principal, Cascade Public Schools



Course List: Individualized Pathway Courses Middle School

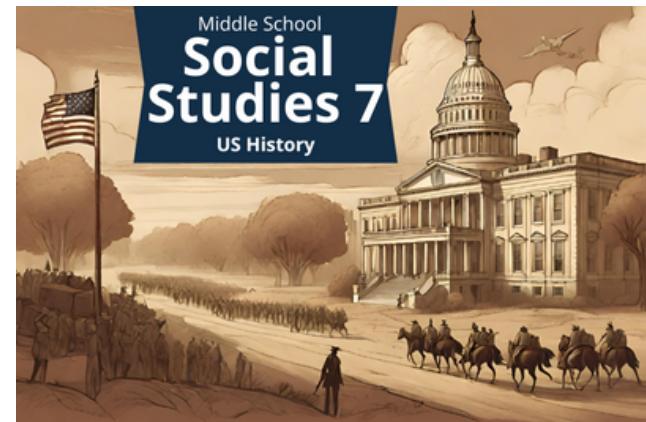
MS English/Language Arts

- ELA 6A, Quarter 1
- ELA 6A, Quarter 2
- ELA 6B, Quarter 1
- ELA 6B, Quarter 2
- ELA 7A, Quarter 1
- ELA 7A, Quarter 2
- ELA 7B, Quarter 1
- ELA 7B, Quarter 2
- ELA 8A, Quarter 1
- ELA 8A, Quarter 2
- ELA 8B, Quarter 1
- ELA 8B, Quarter 2



MS Social Studies

- Social Studies 6A, Quarter 1
- Social Studies 6A, Quarter 2
- Social Studies 6B, Quarter 1
- Social Studies 6B, Quarter 2
- Social Studies 7A, Quarter 1
- Social Studies 7A, Quarter 2
- Social Studies 7B, Quarter 1
- Social Studies 7B, Quarter 2
- Social Studies 8A, Quarter 1
- Social Studies 8A, Quarter 2
- Social Studies 8B, Quarter 1
- Social Studies 8B, Quarter 2



MS Physical Education

- MS Health, Quarter 1
- MS Health, Quarter 2



Course List: Individualized Pathway Courses Middle School

MS Science

- Science 6A, Quarter 1
- Science 6A, Quarter 2
- Science 6B, Quarter 1
- Science 6B, Quarter 2
- Science 7A, Quarter 1
- Science 7A, Quarter 2
- Science 7B, Quarter 1
- Science 7B, Quarter 2
- Science 8A, Quarter 1
- Science 8A, Quarter 2
- Science 8B, Quarter 1
- Science 8B, Quarter 2



MS Mathematics

- Math 6A, Quarter 1
- Math 6A, Quarter 2
- Math 6B, Quarter 1
- Math 6B, Quarter 2
- Math 7A, Quarter 1
- Math 7A, Quarter 2
- Math 7B, Quarter 1
- Math 7B, Quarter 2
- Math 8A, Quarter 1
- Math 8A, Quarter 2
- Math 8B, Quarter 1
- Math 8B, Quarter 2



“



My son started his educational journey with MDTA as a freshman. We chose this online option initially due to a scheduling conflict with the high school. After his initial semester with MDTA, we discovered this wasn't just an alternative option for us but the best educational decision for Cooper. The teaching staff is amazing and extremely responsive. The administrative team is equally approachable, and they truly put Cooper's educational needs as a priority every day. As a parent, the MDTA team has always been available to answer my questions. Cooper is now a junior and we continue to embrace MDTA classes as part of his curriculum.

Kalli Ryt
CEO, First Security Bank and MDTA Parent

”

Student Feedback

For the past decade, MDTA has regularly surveyed its students on topics ranging from course offerings to their perceptions of digital learning and our distance learning programs. One of our most valuable tools for gathering student feedback is the **MDTA Student Perception Survey**, adapted from the research-based Student Perception Survey Toolkit developed by the Colorado Education Initiative. MDTA has tailored this tool for use in an online environment and administers it at the end of every course.

The survey addresses a wide range of topics, including **students' reasons for taking an MDTA course, the quality of the curriculum, teacher responsiveness, and suggestions for improving the program**.

MDTA staff carefully **reviews the survey data to guide program discussions, inform teacher professional development, provide teacher feedback, and shape our strategic planning**.

Starting with the 2024 Yearbook, **MDTA will report student perception data by program year**, including results from the summer, fall, and spring terms. This approach ensures consistent data reporting across years. The 2024 survey results below cover the combined terms of Summer 2023, Fall 2023, and Spring 2024.

What do students say?

I learned how to manage my own academics rather than have a teacher do it all for me.

As a student MDTA has helped me manage my time better and focus on my grades more than outside activity, it has helped me get not only my assignments for this class done but also my other classes.

I'm homeschooled, so pretty much everything I have to learn I do so out of textbooks and a notebook. With MDTA, I have the opportunity to gain a more classroom-curriculum based understanding of several subjects.

I liked that I was always busy, there was never a time that I didn't have something to do/learn in her class. She also made sure to find a healthy balance between reading and responding.

MDTA is a fantastic organization that has allowed kids like me to reach their full potential in schools where opportunities in learning content are limited.

It has helped me get ahead of navigating online courses for college and just taking an online class in general.

It has given me the flexibility to work around my doctors appointments as I need to.

I really liked the fact that I could get my work done earlier in the week or go ahead. It was extremely nice when I had a sporting even or knew I would be missing school. The teacher did a great job of laying out a good amount of work for each week that wasn't overwhelming, but still helped us learn.

This program is great for many students who would like to challenge themselves, get college credit, or complete courses that aren't offered at your school online.

I liked that I tried something new. I thought I would like coding, and I'm glad I tried it. Turns out I'm not a big fan of coding, which in turn affected my classroom experience.

It has helped me to get a taste of what it is like to take college classes and the importance of a deadline.

I liked the material in the course. I took it because I thought it would be interesting and it's something I've never done before.

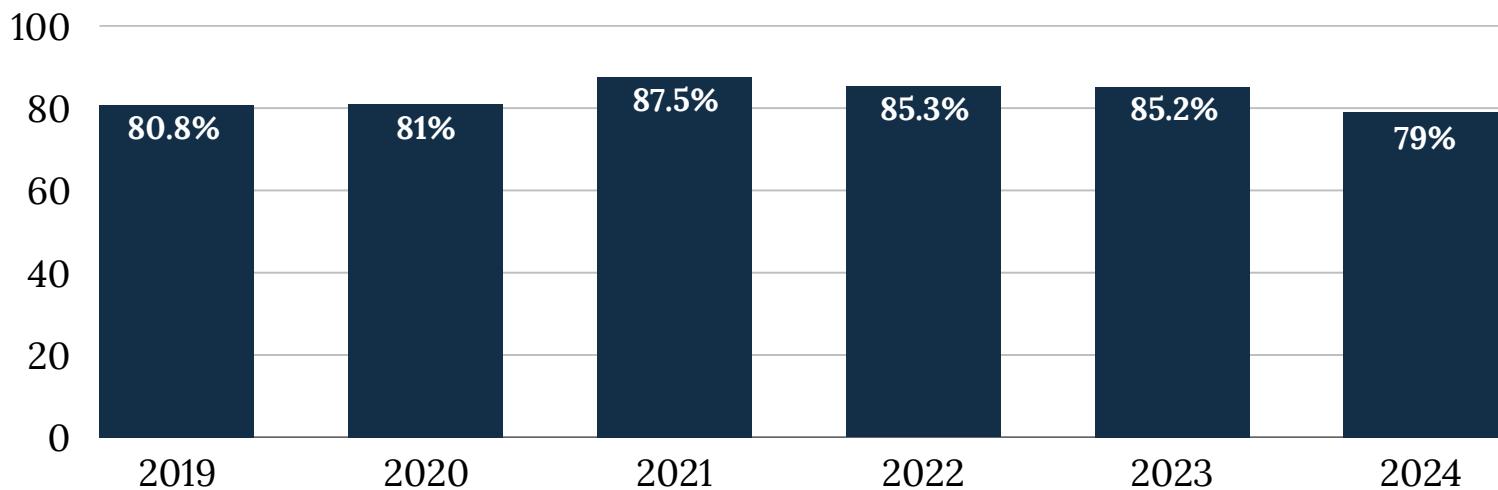
I am thankful for it and how it is set up.

MDTA has helped me by giving me more classes to take, which helps me because I can do more things than what is offered by my school.

It is challenging but definitely improves my understanding of school in general and my grades have improved a lot since I started taking this course.

Student Feedback (Satisfaction Rate)

Percentage of Student Satisfaction Program Years 19-24



Deeper Insights: Exploring Student Satisfaction in 2024

Throughout its history, MTDA has filled the gap for districts lacking specialized subject teachers. However, the **2023-24 academic year accentuated this challenge as it increasingly affected larger districts, a shift marking a critical development in our operational landscape**. Notably, over **150 enrollments emerged from districts unable to secure instructors**, compelling students into online courses without the **option of choice**. This mandatory participation was evident in the feedback from the Student Perception Survey, where the predominant responses to "Why are you taking this course?" highlighted the lack of alternatives:

- "This course was not my choice, but I was placed by my school due to unavailable local options."
- "I need this course to graduate and chose online learning to accommodate other in-person classes at my local school. This course wasn't available at my local school."

This specific subset of enrollments led to a **notable 4% decrease in our overall satisfaction metrics**.

Responding to Evolving Enrollment Dynamics

MTDA is no stranger to the permanence of these enrollment trends and is well-prepared with additional support services tailored for these scenarios. This year, we introduced the **Full Subject Use Toolkit**, a resource crafted for local school administrators to offer clarity on the necessity of MTDA's role. Further strengthening our support structure, we welcomed a **Distance Learning Ambassador** dedicated to assisting local schools employing our services. As these shifts in enrollment continue, **MTDA remains vigilant and committed to adapting our strategies to uphold and enhance student satisfaction across our programs**.

Distance Learning Teacher Workforce

“ I love getting to connect and teach students across the entire state of Montana.

I like that MDTA gives students a great deal of flexibility to learn a ton at their own pace and can accommodate very busy student schedules.

Brian Fox,
Teacher, Montana Digital Academy



”

Montana Digital Academy's distance learning program is supported by **a distinguished cadre of Montana's top-notch educators**, most of whom also serve in the state's public schools. These experienced professionals receive specialized training from MDTA's expert staff to deliver superior online instruction.

Our teachers are proficient in research-backed skills essential for exemplary online education, focusing on **presence and communication, learning and assessment design, professionalism, effective technology use, and continuous professional development**.

Beyond their roles with MDTA, **our educators are recognized as district and state Teachers of the Year, and they frequently earn accolades at the state, regional, and national levels for their excellence and innovation in teaching**.

“ I have really loved teaching on MDTA for the last several years. I have most enjoyed getting to know students across the state and their interests. Teaching on a global scale is very grounding and allows you to see that the world really is a very small place. It reinforces that we need to celebrate the successes and provide compassion during the struggles. I have learned so much about this great state through the students that I have had online, and I have appreciated the rigor of learning for my students applied through the online setting.

Vickie Walsh
Teacher, Montana Digital Academy

”

Distance Learning Teacher Workforce

Teacher Satisfaction Survey Data

MTDA surveys its teachers annually to determine their satisfaction with their job at MTDA and the support they receive from the MTDA staff.

2023 Responses

"I'm happy I teach for MTDA." (Agree or Strongly Agree)

100%

2024 Responses

96%

"I feel supported by MTDA when I interact with students, parents, and school staff." (Agree or Strongly Agree)

98%

100%

"MTDA provides me with the training and support I need to do my job."
(Agree or Strongly Agree)

95%

98%

“



Our good friends at Montana Digital Academy do important work to support schools and students across Montana. They also play a critically important role as a founding partner of the Virtual Learning Leadership Alliance. This national coalition of experts is at the forefront of exploring emerging technologies that will shape the future of education. We deeply value our collaboration with MTDA and often look to their thought leadership to inform our own strategic planning.

Jamey Fitzpatrick
President and CEO, Michigan Virtual

”

Distance Learning Teacher Workforce

Teacher Satisfaction Survey Comments

MTDA has worked hard to provide up to date curriculum for staff and students.

The administration and staff - absolutely incredible humans. The mission statement to help all students regardless of their circumstances - this is at the heart of everything MTDA does, and it is clearly communicated

Communication is fantastic - especially for an online learning environment. I appreciate the efforts and support of the MTDA staff!

Some of the best instructional and communication training I've had in education.

Strong content and flexible, student-paced options for students who might not be able to fit in a classroom based course for whatever reason.

I have nothing but great things to say about the MTDA staff who supports me. They are always available to assist and answer questions and I'm excited to continue with MTDA

Your staff is top notch!

As an MTDA teacher, I feel well trained, supported and heard. I also feel that what we offer to Montana students has value.

Indigenous Language Programming

The 2021 Montana Legislature tasked the Montana Digital Academy with joining the statewide effort to preserve and revitalize Indigenous languages in partnership with tribal leaders and experts across the state. Representative Jonathan Windy Boy first introduced the initiative and tasked MTDA with developing courses for tribes interested in revitalizing their heritage languages. Since then, **MTDA has worked closely with tribal entities to design and offer these courses.**

Through the generous backing of the Dennis and Phyllis J. Washington Foundation's 21st Century Teaching and Learning Initiative at the University of Montana, MTDA established a **Tribal Relations and Education Fellowship** in July 2022, filled by former Montana Teacher of the Year **Dr. Anna East**. This fellowship focuses on developing Indigenous language courses and supporting the instructors who will deliver them. The fellowship has been instrumental in expanding the program's offerings and ensuring the content is community-driven. MTDA has additional resources to support this work through the MTDA Digital Learning Clearinghouse.

In fall 2022, the first course in **Neyio (Cree)** was launched. It is available to any public school student whose district uses MTDA services. The success of this course led to the development of a second course, **Apsáalooke (Crow)**, which was first offered in spring 2023. Both courses remain available, subject to teacher availability and student demand.

Over the last year, MTDA's collaboration with tribal entities has continued to grow. In fall 2023, MTDA worked with **Browning Public Schools** to digitize a district-wide assessment of Blackfoot language, a key step in expanding Indigenous language instruction. Additionally, MTDA collaborated with the **Fort Peck Tribes** to create courses for **Dakota and Nakoda** languages.

MTDA approaches Indigenous language preservation by **fostering meaningful relationships with tribal language communities**. MTDA then provides the technical and instructional design expertise to create high-quality courses, while tribal language experts offer guidance on cultural components and instructional content. This collaboration ensures that each course reflects the community it serves.



Photo by Dr. Anna East



Year in Review

EdReady Montana

Now, in its 10th year, Montana Digital Academy provides the EdReady suite of **proficiency-based learning** and assessment tools to all Montana learners, which is made possible by a generous gift from the Dennis and Phyllis Washington Foundation.

EdReady, developed by the NROC Project—a non-profit organization that creates open online tools and course content—adapts to each student's unique learning needs.

EdReady begins with a simple but impactful question: **What do you want to be ready for?** Based on the student's answer, educators assign a goal and provide an assessment to gauge the student's readiness. Afterward, EdReady generates a score that gives both students and educators a baseline for tracking progress toward that goal. The content covers a broad range of subjects, including math (from basic arithmetic to pre-calculus), a full year of algebra, and English skills (grammar, reading, and writing) to prepare students for what's next in their educational journey.

Students **receive a personalized, award-winning curriculum tailored to their individual needs**. As they progress through their customized pathway, their EdReady score improves, reflecting their academic growth. EdReady represents the largest implementation of proficiency-based learning tools in Montana.

Montana was the first statewide implementation of EdReady in 2014, and remains a beacon of innovation to other states following in our footsteps, including Texas and North Carolina, along with sister state virtual schools in Idaho, Indiana, Michigan, and Colorado.

Thanks to the vast potential of the EdReady toolset and the support of the Washington Foundation, **MTDA delivers EdReady to any learner in the state**. Over the program's lifespan, MTDA's EdReady Montana program has served learners in over 600 institutions, including elementary and middle schools, post-secondary education, and correctional education programs.

DENNIS & PHYLLIS
WASHINGTON
FOUNDATION

EdReady Montana Wrapped

The reporting year for the EdReady Project goes from February to January. Data in the 2024 yearbook covers EdReady use from February 2023-January 2024.

Engagement Trends

655

Affiliations - All time

245

Affiliations - 2023/2024

25,403

2023 Engagements

27.7% Increase over 2022

Affiliations Served in 2023

13

Adult
Education

8

Correctional
Facilities

12

Higher
Education

3

Public Alternative
School

122

Public Primary
School

76

Public Secondary
School

1

Other

3

Private Primary
School

7

Private Secondary
School

EdReady Montana Wrapped

Impacting Education Across the State

Most Frequently Used Goals

- Both Primary and Secondary Ed: Pathway to Algebra
- Higher Ed: Math Placement
- Adult Ed: HiSET Math Prep
- Corrections: TABE Math

M.U.S. Solidifies “Doing Placement Differently”

Since piloting EdReady at the University of Montana, **MTDA has focused on supporting the Montana University System’s long-standing goal of improving the often challenging transition from high school to post-secondary education**, particularly in mathematics. MTDA has collaborated with Montana’s flagship universities to develop a more flexible and targeted placement system guided by the philosophy of “doing placement differently.”

This approach has been reinforced through partnerships with colleges and universities across Montana. In December 2023, **the Montana Board of Regents proposed a shift to a “pathway to placement” structure, which was officially adopted as policy during their May 2024 meeting**. Montana campuses will begin reporting on implementing this new placement philosophy in the coming year. **EdReady is an ideal tool to help schools across the state address this new policy**. MTDA continues to deepen its support for schools adopting the “doing placement differently” approach and to analyze data for further improvement.

Beyond serving as the primary placement tool for most incoming students in the Montana University System, EdReady is a core component of the University of Montana-Western’s Experience One program for delivering mathematics courses.

“ EdReady has allowed me to address both class needs and students’ individual needs. It allows students to be responsible for learning and builds mathematical confidence. It allows me to work with students who need extra help while other students are actively engaged. It allows me to ensure that all students are learning math for the entire class period, even if they are done with their current work. It is also my go-to for unexpected circumstances.

Anne Adams
Math Teacher, Hays Lodgepole High School

EdReady Goals

Pathway/Placement Goals

- Secondary and Post-Secondary Placement
- Pathway to Algebra
- Algebra Supplement*
- Pathway to College
- Student Learning Gap Identification
- Skill Proficiency/Progress Monitoring
- Writing Placement

*Full year of Algebra 1 specific resources

EdReady English

- College English
- ACT English Prep
- Grades 9-12 Supplement
- HiSET English
- TABE D-A English
- Writing Readiness
- Reading Readiness
- Grammar Readiness

Test Prep Goals

- ACT/SAT
- SBAC
- MAP
- Accuplacer
- ALEKS
- Maplesoft
- GRE
- Praxis
- ASVAB

Intermediate, Middle School, & High School Goals

- 5th Grade Readiness
- 6th Grade Readiness
- 7th Grade Readiness
- 8th Grade Readiness
- Pre-Algebra Readiness
- Algebra 1 Readiness/Algebra 1 Supplement*
- Algebra 2 Readiness
- Geometry Readiness
- Pre-Calculus Readiness
- Calculus Readiness
- College Readiness

*Full year of Algebra 1 specific resources

Co-Curricular Goals

- Physics Math Readiness
- Chemistry Math Readiness

Adult Education

- HiSET Prep
- GED Prep
- Pre-HiSET/GED Skills
- TABE E/M/D/A Readiness

“

The EdReady team has been amazing to work with as we onboard various teachers all throughout the year and the word spread. They've diligently offered initial training and information, met individually with teachers to talk through their specific data after diagnostics are completed, and are always happy to connect with teachers and me to support all things EdReady.

Brandy Thrasher-O'Neill
Instructional Support Specialist,
Missoula County Public Schools

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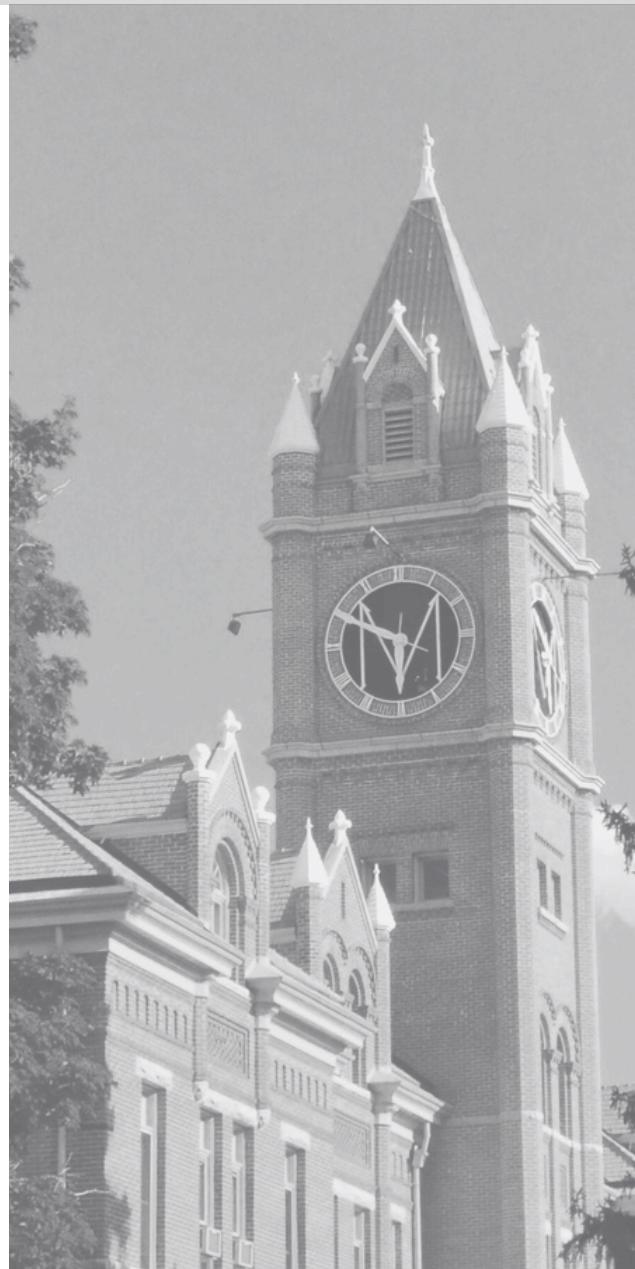
EdReady Goals

Higher Education Goals

- M065 PreAlgebra Readiness
- M090 Introductory Algebra Readiness/Companion
- M095 Intermediate Algebra Readiness/Companion
- M105 Contemporary Math Readiness
- M111/114 Technical Math Readiness
- M115 Probability & Linear Math Readiness
- M120 Mathematics with Healthcare Applications
- M121 College Algebra Readiness
- M122 College Trigonometry
- M135 Math for K-8 Teachers 1 Readiness
- M140 College Math for Healthcare
- M151 PreCalculus Readiness
- M162 Applied Calculus Readiness
- M171 Calculus 1 Readiness

Career Pathway Goals

- Agriculture
- Business
- Communication Technologies
- Computer and Information Sciences
- Construction Trades
- Culinary Services
- Early Childhood Education and Teaching
- Engineer Technologies
- Health Professions
- Law Enforcement, Firefighting and Protective Services
- Legal Professions
- Mechanic and Repair Technologies
- Natural Resources and Conservation
- Precision Production
- Transportation and Logistics



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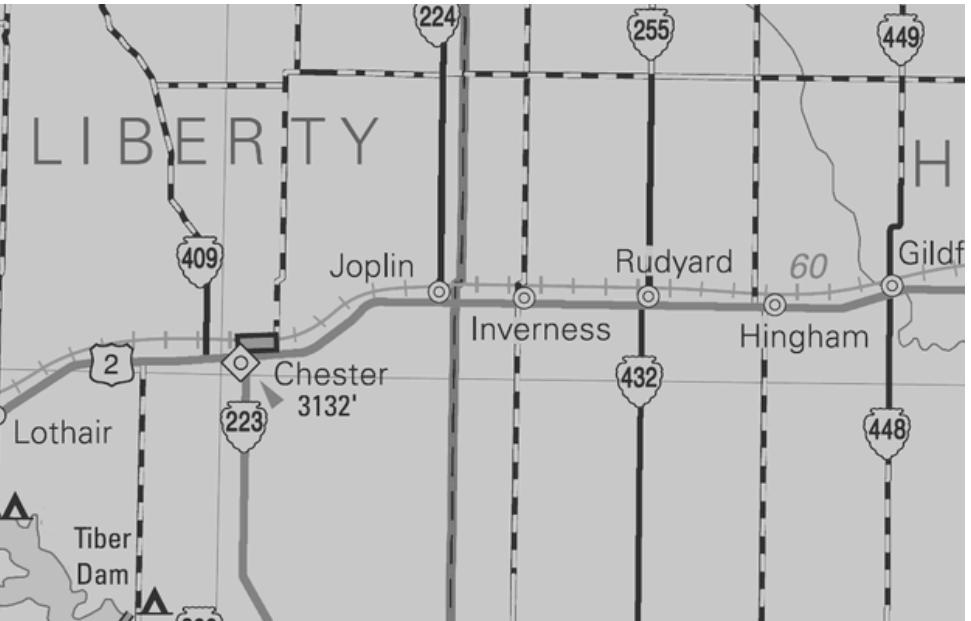
The Montana Digital Academy has consistently led the nation in leveraging the capabilities of modern educational technologies to drive real and positive changes for students and practitioners across highly diverse institutional contexts, including secondary, post-secondary, adult, and even incarcerated educational settings. Their team includes some of the most knowledgeable experts for successfully implementing personalized, adaptive, and - more recently - AI-powered learning applications into diverse and far-flung settings. If we had partners like MDTA in other states across the US, we would be much farther along in achieving our student success goals and obtaining the benefits of online and digital learning opportunities for everyone.



Dr. Ahrash Bissell
President, The NROC Project

”

Student Highlight: Martin Fulbright



Martin Fulbright Chester-Joplin-Inverness High School, Class of 2024

Martin Fulbright and his fellow students at CJI Public Schools live in and around the three small, Hi-Line communities of Chester, Joplin, and Inverness. It is the kind of place where everyone knows one another. Martin's MDTA Facilitator, Barb Vinson, notes that Martin's family lives behind her, so she has known him since he was a youngster. "He's always been a really great kid," she said. "He's involved in everything."

No doubt, Martin's college applications last fall were impressive. In addition to taking on extra and advanced course work, Martin's activities include 4-H, all-state band, tennis, speech and debate, basketball, and national honor society. He is also very active in service through his church and recently became an Eagle Scout. "He is our class valedictorian this year, but he's also super helpful to other students. He even has great dad jokes!" Vinson says.

Martin's current coursework with MDTA includes Physics, AP Calculus, and German II. He has developed a set of strategies to stay focused and productive. "Make sure you have time specifically for each class. Stay on schedule, but don't be afraid to take a break," he advises. One memorable moment in Martin's distance learning experience was the completion of a physics project – a Rube Goldberg Machine featuring elements of physics, water, and boat mechanics. This intricate display was constructed in his family's kitchen! It's proof that distance learning isn't just about sitting at a computer all day; you can still have hands-on fun and foster creativity.

In the spirit of service, Martin plans to embark on a two-year mission before pursuing higher education at Columbia University in New York. His experience with distance learning has undoubtedly shaped these aspirations, instilling a sense of self-reliance and adventure for navigating future endeavors. From the Hi-Line to the Big Apple, we know Martin is heading towards a bright future.

Year in Review

Digital Learning Clearinghouse

The 2023 Montana Legislature established the MDTA Digital Learning Clearinghouse to expand digital learning services for K-12 students in Montana public schools. The Clearinghouse provides schools access to **digital content, online courses, and other educational services from MDTA and third-party providers through a centralized portal.**

Administered by the Montana Digital Academy, the **Clearinghouse evaluates providers, courses, and services for quality, negotiates group pricing, supports schools with implementation, and offers expertise and leadership in digital learning.**

Key benefits for schools include:

- **Expanded digital learning options** and flexibility for both schools and students
- **Centralized purchasing and single sign-on access** to simplify procurement and delivery
- **Group pricing** and subsidized services to reduce costs, particularly for **small and rural schools**
- Reduced administrative workload for local school staff and vendors
- **Customizable services** aligned with Montana standards and learning initiatives

The MDTA Digital Learning Clearinghouse entered regular operations in August 2024, as planned.

“

The School Administrators of Montana highly value our partnership with the Montana Digital Academy. MDTA's education programs consistently evolve to meet the unique needs of our diverse school communities throughout Montana. We commend their innovative spirit and commitment to exploring new opportunities, like the Clearinghouse initiative, which offers a wide range of digital content to support our schools.



Robert Watson
Executive Director, School Administrators of Montana

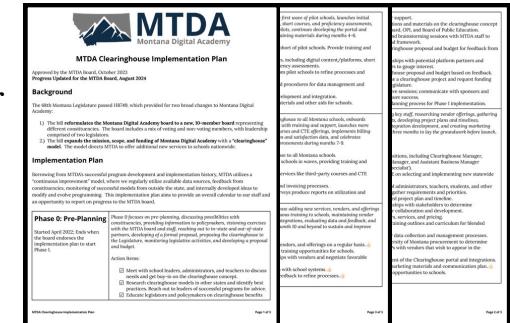
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MTDA Clearinghouse Wrapped

Building Blocks of a Thriving Platform

The 2023-2024 program year was dominated by program planning and implementation. The MTDA staff developed an implementation plan approved by the MTDA board in October 2023. Despite delays in the recruitment process, **MTDA hired a Clearinghouse Director in December 2023** and additional positions in 2024 to maintain the implementation timeline.

In 2024, Lisa Bechtold, the Clearinghouse Director, spearheaded the development and implementation of RFPs in consultation with the expert purchasing staff at the University of Montana. **The process yielded new relationships with seven vendors.**

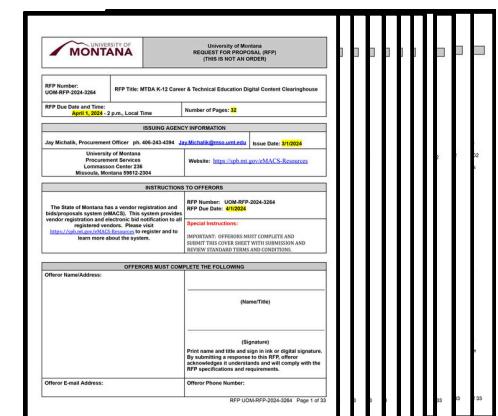


The image shows the MTDA Clearinghouse Implementation Plan document. It includes the MTDA logo, the title 'MTDA Clearinghouse Implementation Plan', and several sections of text describing the plan's goals, background, implementation timeline, and phase descriptions. The document is presented in a grid format with three columns and four rows.

Engagement Trends

1,559

23-24 Overall Engagements



The image shows the University of Montana Request for Proposal (RFP) document for the MTDA K-12 Career & Technical Education Digital Content Clearinghouse. It includes sections for RFP Number, RFP Title, Issuing Information, Instructions to Offerors, and Offerors Must Complete the Following. The document is a scanned PDF with a grid layout.

“



In Wisconsin, we are proud to have developed a strong partnership with Montana Digital Academy (MTDA) through our work with the Virtual Learning Leadership Alliance. MTDA is recognized for its leadership, innovation, and unwavering focus on students' needs. Their expertise and forward-thinking approach to online education make them a nationally respected model for delivering high-quality, student-centered digital learning programs.

Sami Mantyla
Executive Director, Wisconsin eSchool Network

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Operational Highlights

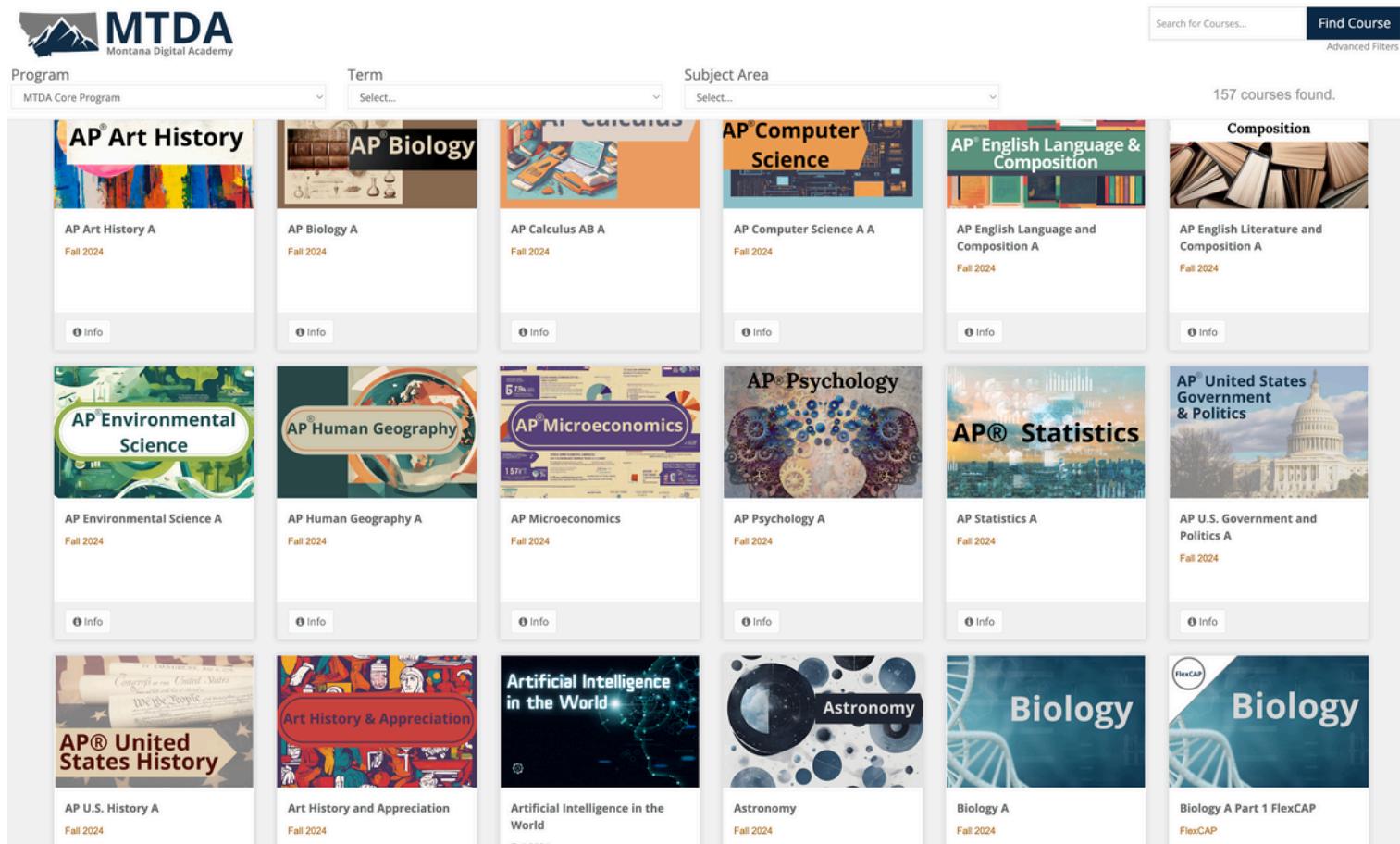
Operational Highlights

MTDA Innovations: A New Web Interface for Expanded Services

As part of the Digital Learning Clearinghouse project, **Montana legislators tasked MTDA with "modernizing" its web interface to showcase the breadth and depth of its expanding offerings.**

In the summer of 2023, Assistant Director and Curriculum Director **Mike Agostinelli developed a comprehensive plan to redesign MTDA's course catalog interface.** The goal was to provide clearer and more detailed information to students, parents, counselors, site facilitators, and administrators statewide. Collaborating with partner schools in the Virtual Learning Leadership Alliance and GeniusSIS, Mike spearheaded the creation of a new public catalog interface launched this year.

This updated interface features advanced search and sorting capabilities, and offers expanded information on existing courses and MTDA's new Digital Learning Clearinghouse program. These enhancements will empower students and schools to make well-informed decisions about our wide range of digital learning options.



The screenshot displays the MTDA course catalog interface. At the top, there is a header with the MTDA logo (a mountain icon and the text 'MTDA Montana Digital Academy'), a search bar ('Search for Courses...'), and a 'Find Course' button. Below the header are three dropdown menus: 'Program' (set to 'MTDA Core Program'), 'Term' (set to 'Select...'), and 'Subject Area' (set to 'Select...'). A message '157 courses found.' is displayed. The main content area is a grid of course cards, each representing a different course. The cards are arranged in a 6x6 grid. Each card includes the course title, a thumbnail image, the term (e.g., Fall 2024), and an 'Info' button. The courses listed are: AP Art History, AP Biology, AP Calculus AB A, AP Computer Science, AP English Language & Composition, Composition; AP Environmental Science, AP Human Geography, AP Microeconomics, AP Psychology, AP Statistics, AP United States Government & Politics; AP U.S. History, Art History & Appreciation, Artificial Intelligence in the World, Astronomy, Biology, and Biology A Part 1 FlexCAP.

MTDA Adopts the Canvas LMS System



In the past year, **Montana Digital Academy embarked on one of its most ambitious projects: migrating from our legacy learning management system (LMS) to Canvas**. This strategic shift was designed to elevate our ability to deliver high-quality, accessible digital education to K-12 students across Montana. Completed in just six months, this transition resulted from an extraordinary collaborative effort within our organization and the invaluable support of our colleagues and partners.

Since 2010, MTDA has operated under the Moodle LMS (specifically, OpenLMS), adopted through the University of Montana. **Our team has deep expertise with Moodle**, boasting over 100 years of combined experience. However, when the Montana University System initiated a process in 2022 to adopt a statewide LMS for all institutions, **we saw a unique opportunity to align with this larger initiative**.

After careful consideration, we determined that **joining the statewide LMS adoption would benefit MTDA** and strengthen the broader Montana University System (MUS) initiative. By aligning with our higher education colleagues, **we could ensure a more unified approach to digital education across the state**.

MTDA played a crucial role in the request for proposal (RFP) process, **advocating for the unique needs of K-12 education alongside those of higher education institutions**. For the first time, we had the opportunity to influence the RFP at a state level, ensuring that features essential for K-12 learners—such as intuitive navigation and enhanced communication tools—were prioritized.

With the decision to transition to Canvas finalized, we faced a critical choice: complete the migration in time for the 2024-2025 school year or manage two parallel systems for an additional year—an option we quickly deemed unfeasible. **Our team committed to the ambitious six-month timeline to avoid that complexity**.

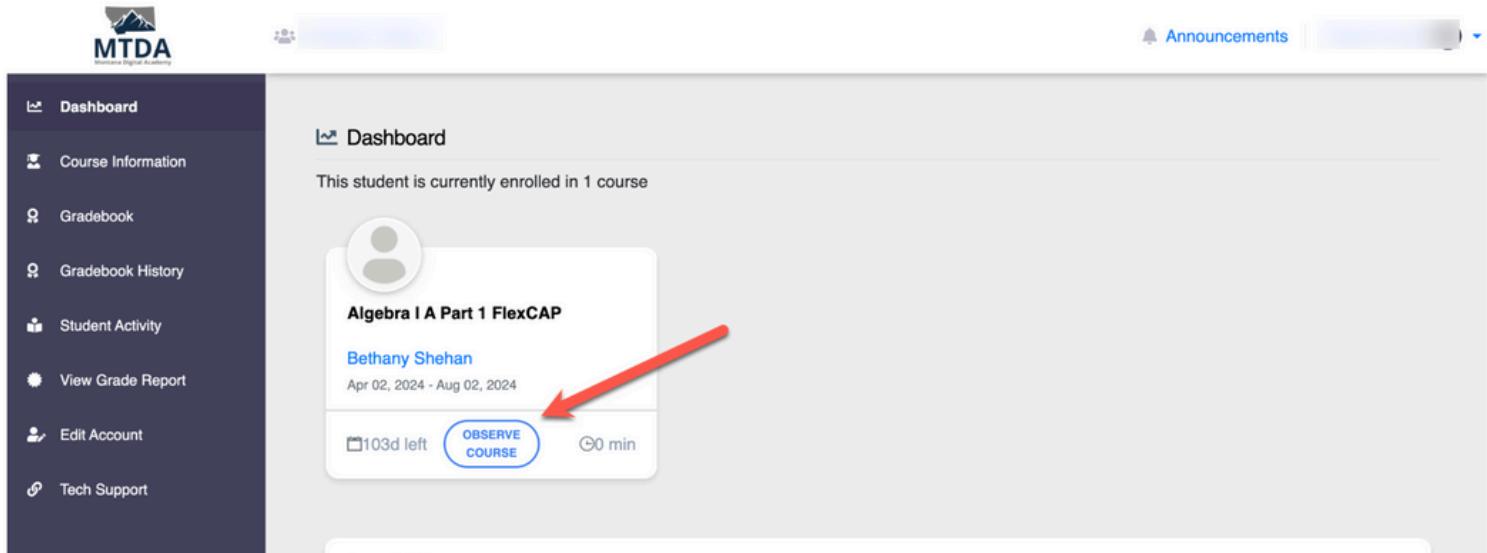
Beginning in October 2023, **MTDA launched a structured and deliberate implementation process**. Weekly collaboration with Canvas's implementation team gave us a clear transition roadmap. By breaking down the project into manageable tasks and maintaining continuous communication, we could confidently anticipate challenges and navigate the process. **The transition plan, led by Assistant Director/Curriculum Director Mike Agostinelli and Distance Learning Program Director Robyn Nuttall, was executed with the MTDA team's vital support**.

The transition wasn't without its challenges, but **thanks to our staff's unwavering dedication and Canvas's strong support, we were the first institution in the MUS to offer live courses in Canvas in March 2024**. We successfully migrated all courses in time for the Summer 2024 program. This remarkable achievement reflects the resilience, adaptability, and teamwork that define MTDA.

Already, **the partnership with Canvas is yielding tangible benefits**. We've experienced improved system reliability, enhanced tools for student-teacher engagement, and a platform that can scale to meet our future needs. The successful collaboration during the transition also underscored our team's ability to work cohesively under tight deadlines while maintaining our high educational standards.

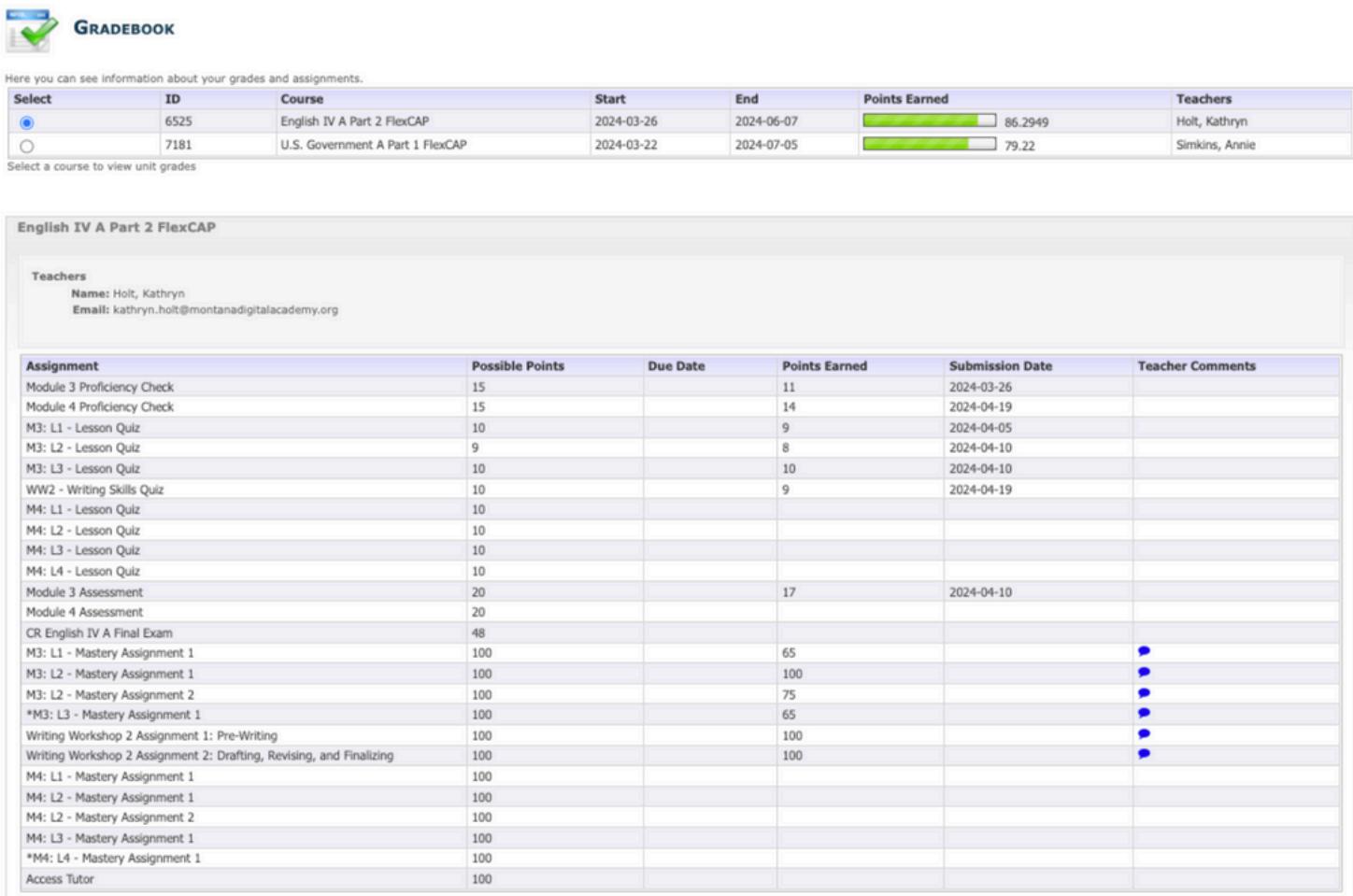
MTDA's successful transition to Canvas positions us at the forefront of online K-12 education in Montana. With Canvas as our foundation, we are poised to expand our course offerings, introduce innovative teaching practices, and improve student outcomes. We are confident that this strategic move will enhance our ability to serve students, teachers, and school districts across Montana, reinforcing our commitment to excellence in digital education.

MTDA Adopts the Canvas LMS System



The screenshot shows the Canvas LMS dashboard for a student named Bethany Shehan. The course is Algebra I A Part 1 FlexCAP, with a start date of April 02, 2024, and an end date of August 02, 2024. A red arrow points to the 'OBSERVE COURSE' button, which is highlighted with a blue border. The dashboard also shows 103d left and 0 min remaining.

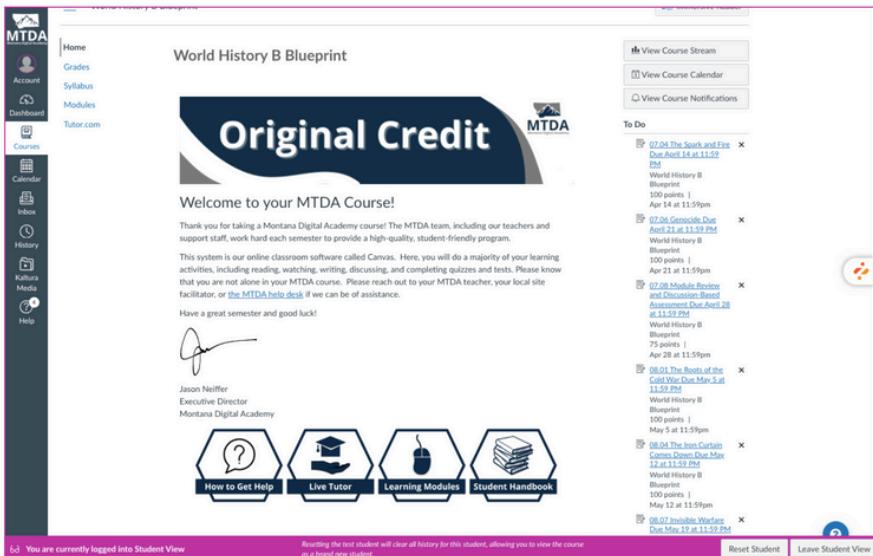
Canvas LMS allows for an “observer role” that allows parents and site facilitators to see course materials.



The screenshot shows the Canvas Gradebook for English IV A Part 2 FlexCAP. It lists various assignments with their possible points, due dates, points earned, and submission dates. The assignments include Module 3 Proficiency Check, Module 4 Proficiency Check, M3: L1 - Lesson Quiz, M3: L2 - Lesson Quiz, M3: L3 - Lesson Quiz, WW2 - Writing Skills Quiz, M4: L1 - Lesson Quiz, M4: L2 - Lesson Quiz, M4: L3 - Lesson Quiz, M4: L4 - Lesson Quiz, Module 3 Assessment, Module 4 Assessment, CR English IV A Final Exam, M3: L1 - Mastery Assignment 1, M3: L2 - Mastery Assignment 1, M3: L2 - Mastery Assignment 2, *M3: L3 - Mastery Assignment 1, Writing Workshop 2 Assignment 1: Pre-Writing, Writing Workshop 2 Assignment 2: Drafting, Revising, and Finalizing, M4: L1 - Mastery Assignment 1, M4: L2 - Mastery Assignment 1, M4: L2 - Mastery Assignment 2, M4: L3 - Mastery Assignment 1, *M4: L4 - Mastery Assignment 1, and Access Tutor.

Canvas LMS has a robust “API” which allows MTDA to pull more data into our student information system for enhanced data on student progress.

MTDA Adopts the Canvas LMS System



World History B Blueprint

Original Credit

Welcome to your MTDA Course!

Thank you for taking a Montana Digital Academy course! The MTDA team, including our teachers and support staff, work hard each semester to provide a high-quality, student-friendly program.

This system is our online classroom software called Canvas. Here, you will do a majority of your learning activities, including reading, watching, writing, discussing, and completing quizzes and tests. Please know that you are not alone in your MTDA course. Please reach out to your MTDA teacher, your local site facilitator, or the [MTDA help desk](#) if we can be of assistance.

Have a great semester and good luck!

Jason Neffler
Executive Director
Montana Digital Academy

How to Get Help Live Tutor Learning Modules Student Handbook

To Do

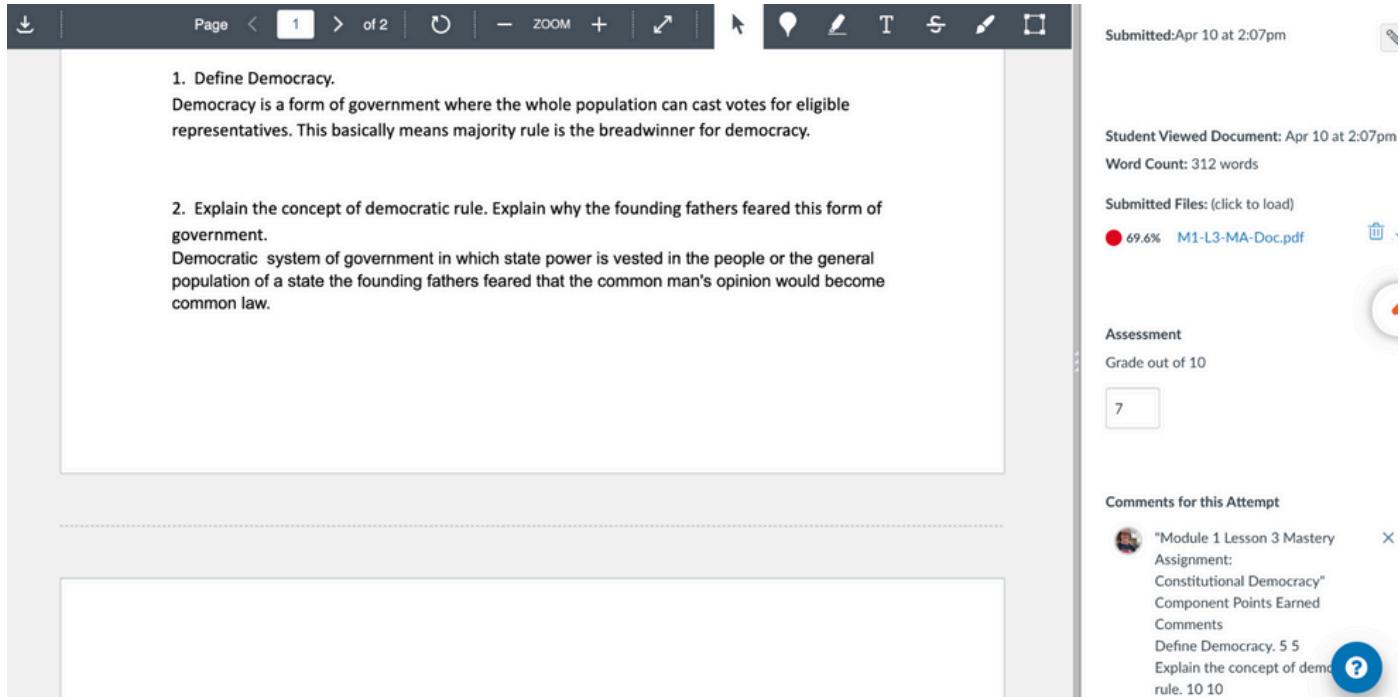
- 07.04 The Spark and Fire Due April 14 at 11:59 PM
- World History B Blueprint 100 points | Apr 14 at 11:59pm
- 07.06 Genocide Due April 21 at 11:59 PM
- World History B Blueprint 100 points | Apr 21 at 11:59pm
- 07.08 Module Review Due April 28 at 11:59 PM
- World History B Blueprint Assessment Due April 28 at 11:59 PM
- 75 points | Apr 28 at 11:59pm
- 08.04 The Roots of the Cold War Due May 3 at 11:59 PM
- World History B Blueprint 100 points | May 3 at 11:59pm
- 08.04 The Iron Curtain Due May 12 at 11:59 PM
- World History B Blueprint 100 points | May 12 at 11:59pm
- 08.07 Invisible Warfare Due May 19 at 11:59 PM

You are currently logged into Student View

Reset Student Leave Student View



Canvas LMS has an elegant “blueprinting” interface, which allows time-saving workflows for deploying and updating courses.



Submitted: Apr 10 at 2:07pm

Student Viewed Document: Apr 10 at 2:07pm
Word Count: 312 words

Submitted Files: (click to load)
69.6% M1-L3-MA-Doc.pdf

Assessment
Grade out of 10
7

Comments for this Attempt

"Module 1 Lesson 3 Mastery Assignment:
Constitutional Democracy"
Component Points Earned
Comments
Define Democracy. 5 5
Explain the concept of dem... rule. 10 10

The Canvas “speed grader” allows for easier access to assignments that need instructor attention, allowing teachers to focus on rich feedback for students.

Student Highlight: Jacob Lien



Jacob Lien Wolf Point High School, Class of 2024

Jacob Lien started studying Spanish in his first year at Wolf Point High School. When that teacher left the district, his counselor, Erin Loendorf, suggested MDTA as a way to continue with Spanish. He discovered that he liked learning in the online environment. "I like working at my own pace, if I don't understand something, I can do it over and over until I do."

As it turns out, Jacob likes learning, period. "What you need to know about Jacob is, this is his thing, he loves going to school and he loves learning," Loendorf offered.

The summer before his junior year, he took College Algebra at Fort Peck Community College so that he could take pre-calc his Junior year and calculus his Senior year. Jacob's Junior year, in addition to that pre-calc course and enrolling in Computer Science, Physics, and AP Macro Economics with MDTA, courses not available at Wolf Point, he's also taking Anatomy & Physiology with a lab. "I was hesitant with his ambition because we don't do weighted GPAs here, but he just laughed and assured me 'it will be fine!'" shared Loendorf.

Jacob extends that same enthusiasm and kindness with his classmates, offering support to students taking the MDTA courses he's already completed. What makes a student a successful MDTA student? "Being able to get started and manage your time. Don't slack off and teach yourself how to do it. You learn how to learn," is Jacob's advice.

He credits his MDTA experience for improving his own organizational, time management, and communication skills. "It can still feel a little awkward to email your teacher," Jacob says. But now he is much more thoughtful and thorough in those emails so that he gets the help he needs without extra messages back and forth for clarification.

Jacob is currently ranked at the top of his class with a 4.0. He would like to go to college and study science or math but is still undecided at this point. Although he is clear on this, "the experience I'm getting on MDTA is helping me see my future."



Governance



Governance

HB 749 Updates the Structure of the MTDA Governing Board

The 2023 Montana Legislature passed [House Bill 749](#) by Representative Llew Jones to expand MTDA's mission and change its board structure to reflect the "Constitutional players" in Montana education. The new board structure includes two classes of members: voting and non-voting members.

The **voting members of the governing board** include:

- a **member of the board of regents** or a designee
- a **member of the board of public education** or a designee
- the **superintendent of public instruction** or a designee
- a **trustee of a Montana school district** appointed by the governor from a list of three candidates provided by a state professional organization of school district trustees
- and **the governor** or a designee.

The nonvoting members of the governing board include:

- a **member of the senate** appointed by the president of the senate in consultation with the presiding officer of the senate education standing committee and the vice presiding officer of the joint appropriations education standing subcommittee
- a **member of the house of representatives** appointed by the speaker of the house of representatives in consultation with the presiding officer of the house of representatives education standing committee and the presiding officer of the joint appropriations education standing subcommittee
- a **Montana-licensed and Montana-endorsed classroom teacher** appointed by the voting members of the governing board
- a **Montana-licensed school district administrator** appointed by the voting members of the governing board in consultation with a state professional organization of school administrators, and the program director.

The governing board shall

1. select one of the legislators appointed to be the presiding officer of the governing board.
2. elect a presiding officer and select a vice presiding officer to 2-year terms without limitation on the number of terms.
3. hire a program director and a curriculum director who shall serve as chief executive officer and vice chief executive officer respectively on the governing board in a nonvoting capacity.

The MTDA Executive Director connected with all the organizations and individuals represented on the new board during Summer 2023 to organize the new board for regular business during the 2023-2024 school year.

The new board met to organize on October 10, 2023, and elected **Representative Fred Anderson** as the Chair, and **Joseph Thiel** as Vice Chair. The board also reviewed board by-laws to reflect House Bill 749. Those changes were adopted by the board during its next regular meeting.

2023-2024 Meeting Summaries

October 2023

The board focused on the implementation of House Bill 749, which began planning in 2022. They reviewed progress at current pilot sites and plans for additional pilots integrating blended learning content and third-party distance learning services. Key decisions included amending bylaws to comply with open meeting laws and emphasizing structured board education. The board approved the Executive Director's implementation plan for the Digital Learning Clearinghouse. The meeting concluded with plans to finalize the bylaws at the next meeting, highlighting a commitment to transparency and strategic oversight.

November 2023

The board received updates on several initiatives, including the partnership with Jobs for Montana Graduates, dual credit classes offered with Montana University System partners, and increased full program use by schools facing teacher shortages. Staff also provided an enrollment update.

January 2024

The board interviewed three candidates for the Montana school administrator board seat. They received updates and education on MDTA's tribal language and consultation initiatives, as well as Spring program enrollments. The board also discussed an evaluation plan for the Executive Director.

March 2024

The board appointed Tanya Funk, Superintendent of Saco Public Schools, to the administrator seat. They reviewed and endorsed an updated plan to evaluate the Executive Director. Updates were provided on the Digital Learning Clearinghouse implementation, recent legislative hearings and testimony, and RFPs issued for clearinghouse services. The Executive Director briefed the board on MDTA's work in generative artificial intelligence and its impact on education.

April 2024

The University of Montana hosted a day-long face-to-face board meeting at the Phyllis J. Washington College of Education. After receiving regular updates, the board engaged in a visioning exercise with the Executive Director to inform the ongoing strategic planning process, with a draft plan due in Fall for implementation after the 2025 Legislative Session. The board also received updates and education on the EdReady Montana project and MDTA's transition from Moodle/OpenLMS to the new Canvas LMS.

May 2024

The board received an update on the Digital Learning Clearinghouse implementation, with expectations for regular operations to begin in Fall 2024. They discussed the strategy for the 2025 Legislative Session. The board then entered an executive session for the Executive Director's annual evaluation.

Montana Digital Academy Board

Meet the 2023-24 Board



Fred Anderson
Board Chair

MT Representative



Joseph Thiel
Vice-Chair

Interim Deputy
Commissioner of
Higher Education



Kara Edgar
Member

Trustee, Big Sky
School District



McCall Flynn
Member

Executive Director,
Montana Board of
Public Education



Tanya Funk
Member

Superintendent, Saco
Public Schools



Dylan Klapmeier
Member

Education &
Workforce Policy
Advisor, Gov. Gianforte



Anthony Lapke
Member

Teacher, Glacier High
School



Christy Mock-Stutz
Member

Assistant Superintendent
of Public Instruction



Jason Neiffer
Member

Executive Director,
Montana Digital
Academy



Dan Saloman
Member

MT Senator



State & National Leadership

State & National Leadership

MTDA and the Virtual Learning Leadership Alliance



VIRTUAL LEARNING LEADERSHIP ALLIANCE

Since its inception in 2010, **Montana Digital Academy has actively participated in national conversations about the best ways to develop and deliver digital learning content.** It has also engaged other innovative leaders and programs on “what’s next” in all aspects of digital learning.

MTDA is a founding member of the **Virtual Learning Leadership Alliance (VLLA)**, a consortium of other state virtual schools collaborating on evolving best practices in distance learning, providing professional learning opportunities, co-developing course content and policies, and advocating for student access to high-quality distance learning.

MTDA participates in several work groups in the VLLA, focusing on leadership, curriculum development, student support, technical platforms, operations, and communications. **MTDA often provides leadership for these workgroups.** In 2023-2024, Mike Agostinelli, MTDA’s Assistant Director/Curriculum Director, served as the co-chair of the national curriculum work group, while Dr. Ryan Schrenk, director of MTDA’s EdReady Montana project, served as co-chair of the GeniusSIS technical workgroup.

“

Montana Digital Academy, a member of the Virtual Learning Leadership Alliance (VLLA), upholds the highest standards of quality in online education. MTDA actively supports the field of virtual learning at the national level, delivering innovative solutions to districts and schools while staying at the forefront of cutting-edge technology.

Cindy Hamblin
Executive Director, Virtual Learning Leadership Alliance



”

MDTA and the Digital Learning Collaborative



The Digital Learning Collaborative (DLC) stands at the forefront of advancing digital education. Founded in 2019, **the DLC brings together a diverse array of stakeholders committed to exploring and enhancing digital learning practices**. This collaborative effort unites school districts, intermediate units, public agencies, non-profit organizations, and educational vendors in a shared mission to improve student outcomes through technology-enhanced education. **MDTA joined the DLC during its initial year.**

At its core, the DLC is guided by principles recognizing **digital learning's transformative potential and teachers' indispensable role in its successful implementation**. The organization emphasizes data-driven approaches and works tirelessly to dispel digital education myths through accurate information and compelling case studies—a mission that MDTA's staff take to heart with each program year.

MDTA's involvement with the DLC is both deep and multifaceted. **The academy actively participates in DLC events**, with representatives serving as panelists in webinars and meetings, presenting at online and face-to-face gatherings, and holding a seat on the DLC's executive committee. This engagement ensures that MDTA remains at the cutting edge of digital learning innovations and best practices.

Furthermore, MDTA extends the benefits of its DLC membership to the broader educational community by hosting the **Montana affiliate for the DLC**. This initiative allows any educator in Montana interested in digital learning to access the wealth of knowledge and resources that the DLC provides. Through this partnership, MDTA not only enhances its own capabilities but also plays a crucial role in advancing digital learning across the entire state, embodying the collaborative spirit that lies at the heart of the DLC's mission.

“

Montana Digital Academy demonstrates how an innovative, high-quality online program can serve and support the needs of schools and students across a large, rural state, while also being a leader nationally. We're thrilled to have them as DLC members and key DLAC contributors!

”

John Watson
Co-Founder, Digital Learning Collaborative



MDTA Statewide Leadership

Founded in 1971, the School Administrators of Montana (SAM) champions educational excellence across the state.

Representing over 1,000 educational leaders from six affiliate organizations, SAM advocates for Montana's students with a focus on leadership, integrity, and professionalism.



MDTA and its staff are active SAM members. SAM's statewide meetings are crucial opportunities to connect with school leaders, support MDTA service implementation, and gather insights on local school and community needs.

MDTA actively contributes to the educational community through SAM webinar presentations, conference participation, and collaborative initiatives. These engagements allow MDTA to share expertise, learn from colleagues, and stay attuned to the evolving needs of Montana's educational landscape.

In March 2024, the **Montana Educational Technologist Association named MDTA Executive Director Jason Neiffer as the 2024 Empowered Superintendent of the Year**. He was recognized for his exceptional leadership in educational technology, guiding the Montana Digital Academy (MDTA) to significant achievements. Under his leadership, MDTA has integrated artificial intelligence, improved digital learning access, and promoted effective technology use throughout Montana's educational landscape.



"As Executive Director, Dr. Neiffer has led MDTA to new heights, championing the integration of artificial intelligence in education, enhancing digital learning access, and advocating for meaningful technology use across Montana," stated Carol Phillips, President of META. "His dedication to expanding educational equity, fostering critical support for schools, and guiding essential conversations about technology's role in education exemplifies visionary leadership. Dr. Neiffer's work is characterized by his commitment to thoughtful planning, execution, and collaboration, setting a standard for quality and innovation in education."

MDTA and the National Distance Learning Conversation



The **National Standards of Quality** were initiated in 2007 by the Southern Regional Education Board and later managed by the International Association for K-12 Online Learning. In 2019, the Virtual Learning Leadership Alliance and Quality Matter updated the teacher, course, and program standards. **The standards are undergoing further revision**, led by MDTA's Jason Neiffer as the national co-chair for the course standards. The new edition is set for release in 2025.

For over 20 years, **Quality Matters has offered a rubric and peer-review process to evaluate and certify the quality of online and blended courses**. QM leads in quality assurance for digital teaching and learning globally. It provides tools, training, and support to educational institutions worldwide, helping to enhance the design of online courses and promote continuous improvement in online education. MDTA is a member of the VLLA and often presents at QM trainings on topics like artificial intelligence and curriculum development.

The **Aurora Institute is a pivotal force in reshaping K-12 education to embrace next-generation, competency-based, and personalized learning models** across the United States and beyond. It serves as a hub for innovators and policymakers, promoting best practices and advocating for policies that ensure high-quality learning experiences for all students. MDTA utilizes expert advice from the Aurora Institute to inform our work on competency-based education and personalized learning.

“ MDTA is a shining national example of 21st-century K-12 online schooling, providing accessible, high-quality online education to kids across this great state. Under Director Neiffer's leadership they advance innovation, accessibility, & fundamental knowledge broadening educational opportunities across Montana while setting a national standard and exerting cogent influence at the international level for excellence in digital learning.

Dr. Jonathon Richter
CEO, Immersive Learning Research Network
Faculty Fellow, Extended Reality and Artificial Intelligence, University of Montana

Innovation Runs Through It Educational Symposium



The Montana Digital Academy team offered its first annual innovation symposium, **Innovation Runs Through It**, in July 2023 at the Phyllis J. Washington College of Education.

The symposium featured discussions and expert sessions on the master implementation of EdReady, artificial intelligence in education, proficiency-based education, dual credit, and blended and online learning.

Our first symposium had **65 attendees from 9 states**, including educators serving students from early childhood to graduate students.

“Every single class/panel/experience I participated in during the symposium was filled with rich, meaningful content.”

“Absolutely worth the 8-hour/500 mile drive! Excited to come back next summer!”

“The symposium model was fantastic.”

100% of those surveyed said they would come back next year!

Artificial Intelligence at Montana Digital Academy

Since the public release of ChatGPT in November 2022, the **MTDA team has been actively researching and discussing how generative artificial intelligence (G.A.I.) influences not only distance learning but also all forms and levels of instruction.**

In Spring 2023, MTDA's Executive Director, **Jason Neiffer**, delivered four presentations encouraging **educators to seriously consider the potential of G.A.I. and approach these emerging tools with curiosity and openness.**

Over the past year, **MTDA staff has expanded its efforts to raise awareness about G.A.I.**, informing educators and urging school districts to engage in critical discussions about its impact on teaching and learning.

Here are some highlights of MTDA's staff work over the past year:

- MTDA staff **presented to thousands of Montana teachers and administrators** at events organized by the School Administrators of Montana, Montana Federation of Public Employees, and Montana School Boards Association. MTDA also hosted statewide webinars and conducted over twenty training sessions in schools.
- MTDA staff **participated in expert panel discussions** at regional and national webinars and conferences on the impact of G.A.I. in education.
- Neiffer, Mike Agostinelli, and Caitlin Byers **testified before the Montana Legislature's Joint Interim Education and Interim Education Budget Committees** on the implications of G.A.I. for education.
- Neiffer **spoke at the University of Montana's Artificial Intelligence Summit.**
- MTDA **held bi-monthly "drop-in" meetings for educators** across the U.S. and internationally to discuss the role of G.A.I. in education.
- MTDA **released a comprehensive framework for developing G.A.I. policies** for K-12 schools, created in collaboration with MTDA partners at Michigan Virtual.
- MTDA **staff collaborated with hundreds of educators and leaders** through social media.

This sustained effort reflects MTDA's commitment to helping educators navigate the rapid developments in artificial intelligence and its transformative potential in education.

“

We are just starting to use MTDA, and from a 10,000-foot view, the MTDA Clearinghouse provides teachers with a vetted, standards-based, IEFA-embedded curriculum. An added benefit for Hardin Academy this year is that we have two international teachers. The MTDA Clearinghouse has facilitated a smooth transition, helping them feel comfortable teaching in the United States.

Another advantage of the Clearinghouse is that it allows our teachers to customize the curriculum to best fit student learning needs. For students who are more comfortable with fully online classes, we can tailor the program accordingly. In our current model, teachers use the curriculum to teach the whole group, then break into small group sessions.

For the past three years, I've been searching for something like the MTDA Clearinghouse. Our district had considered joining other programs, but when we found the Clearinghouse, it gained unanimous support.

Taylor Sidwell
Principal, The Hardin Academy



”



2024 Report to the Montana Legislature

Montana Digital Academy

September 1, 2024

Pursuant to MCA 20-7-1201 and MCA 5-11-210, the Montana Digital Academy submits this report to the **Education Interim Committee** and **Education Interim Budget Committee** of the Montana Legislature.

This report is available online at [MTDA's website](#).

Abstract

The Montana Digital Academy's 2024 report to the Montana Legislature provides comprehensive data on enrollment, credit analysis, and program offerings for FY24. It details distance learning and digital learning clearinghouse programs, including regular courses, FlexCAP courses, and individualized pathway options. The report highlights partnerships with businesses and third-party vendors, expanding course offerings in various subjects. It also presents student satisfaction survey results and analyzes program effectiveness. This report demonstrates MTDA's commitment to providing Montana students with diverse, flexible, and high-quality digital learning opportunities, supporting both traditional and innovative educational pathways.

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Table of Contents

Abstract	0
Contact Information	0
Table of Contents	1
Part I: Enrollment Data	2
Enrollment and Students Served Summaries	2
Enrollment and Schools Served Summaries	2
Credit Analysis for FY 24	2
Part II: Program Offerings	10
Program Offering Analysis	10
Regular Courses	11
Original Credit: High School	11
Original Credit Middle School	15
FlexCAP Courses	17
Individualized Pathway Courses	19
IPC - High School	19
IPC - Middle School	22
Digital Learning Clearinghouse Offerings	24
Digital Content and Platforms	24
Short Courses	26
Partnership Driven Programming	27
Dick Anderson Construction	27
Third-Party Vendors	28
Active Learning Labs	28
BlendED Learning	28
Imagine Learning	28
Jason Learning	29
LearningMate	29
RefReps	29
YaizY/21 Skills	30
Student Satisfaction Survey Results	31
Numeric Data	31
Summary of Qualitative Data	31
Proposed Legislation	32
Position Title Housekeeping	32

Part I: Enrollment Data

Enrollment and Students Served Summaries

Pages 3 contains the historical enrollment data for Montana Digital Academy's distance learning (FY18-FY24) and digital learning clearinghouse programs (FY24), including a breakdown by school size based on MHSA school categories.

Enrollment and Schools Served Summaries

Pages 4-9 contain a breakdown of schools served by enrollment and unique students in all distance learning and digital learning clearinghouse programs from FY18-FY24).

Credit Analysis for FY 24

As the local Montana school is responsible for determining the awarding of credit, MTDA reports enrollments in subcategories to meet the reporting requirements in MCA 20-7-1201.

Enrollment Subcategory in 20-7-1201	FY24 Total
“Regular Credits” (credits awarded minus subcategories below)	3642
Dual Credit/Dual Enrollment	333
Advanced Placement™	293
Credit Recovery Credits	0 ¹
Career/Technical Education	541
Industry-Recognized Credentials	0

¹ As of Fall 2023, MTDA no longer offers a “credit recovery” program. Instead, MTDA offers three different course formats and assist schools in picking the best format for individual student needs when a student fails a course.

FY SUMMARY COMPARISON

2023-2024							2023-2024					
MTDA Core Program							MTDA Clearinghouse					
OC	OC-AP	OC-DE	OC-CTE	Flex/IPC	TOTAL ENRs	# UNIQUE	Avg ENRs	DCP	Short	3rd Party	PTS	TOTAL
AA DISTRICTS	1150	73	23	106	769	2121	968	2.2	80	0	0	80
A DISTRICTS	495	75	118	138	219	1045	536	1.9	0	0	0	1356
B DISTRICTS	564	68	68	70	254	1024	575	1.8	81	0	0	81
C DISTRICTS	997	77	124	203	278	1679	910	1.8	42	0	0	42
ELEMENTARY DISTRICTS	436	0	0	24	2	462	334	1.4	0	0	0	0
	3642	293	333	541	1522	6331	3323	1.9	203	0	0	1356
	58%	5%	5%	24%								1559
				67%								

2022-2023						
OC	OC-AP	OC-DE	Flex/IPC	TOTAL	# UNIQUE	Avg ENRs
AA DISTRICTS	1190	44	17	921	2172	991
A DISTRICTS	371	87	34	386	878	465
B DISTRICTS	671	63	24	227	991	563
C DISTRICTS	915	42	97	230	1284	705
ELEMENTARY DISTRICTS	417	0	0	12	429	263
	3564	236	172	1776	5754	2987
	62%	4%	3%	31%		
			69%			

2021-2022						
OC	OC-AP	OC-DE	CR	TOTAL	# UNIQUE	Avg ENRs
AA DISTRICTS	918	67	3	1248	2236	1162
A DISTRICTS	311	59	0	231	601	390
B DISTRICTS	645	53	0	225	923	522
C DISTRICTS	816	37	22	184	1059	608
ELEMENTARY DISTRICTS	133	1	0	0	134	111
	2823	217	25	1888	4953	2793
	57%	4%	1%	38%		
			62%			

2020-2021						
OC	OC-AP	OC-DE	CR	MSL	TOTAL ENRs	# UNIQUE
AA DISTRICTS	1890	185	14	668	1	2758
A DISTRICTS	789	113	5	219	3	1129
B DISTRICTS	853	80	29	135	11	1108
C DISTRICTS	1127	65	42	76	48	1358
ELEMENTARY DISTRICTS	12	0	0	0	13	20
	4671	443	90	1098	76	6378
	73%	7%	1%	17%	1%	
			81%			

2019-2020						
OC	OC-AP	OC-DE	CR	MSL	TOTAL ENRs	# UNIQUE
AA DISTRICTS	1461	89	7	967	1	2525
A DISTRICTS	659	88	2	280	13	1042
B DISTRICTS	862	101	7	122	153	1245
C DISTRICTS	1196	39	23	126	398	1782
ELEMENTARY DISTRICTS	10	0	0	0	168	139
	4188	317	39	1495	733	6772
	62%	5%	1%	22%	11%	
			68%			

2018-2019						
OC	OC-AP	OC-DE	CR	MSL	TOTAL ENRs	# UNIQUE
AA DISTRICTS	1608	74	6	1173	17	2878
A DISTRICTS	661	58	3	329	33	1084
B DISTRICTS	908	96	12	148	122	1286
C DISTRICTS	1036	45	28	151	313	1573
ELEMENTARY DISTRICTS	4	0	0	0	268	272
	4217	273	49	1801	753	7093
	59%	4%	1%	25%	11%	
			64%			

2017-2018						
OC	OC-AP	OC-DE	CR	MSL	TOTAL ENRs	# UNIQUE
AA DISTRICTS	1375	87	2	1276	1	2741
A DISTRICTS	706	62	2	340	66	1176
B DISTRICTS	812	92	1	171	88	1164
C DISTRICTS	1059	68	2	125	203	1457
ELEMENTARY DISTRICTS	2	0	0	0	150	152
	3954	309	7	1912	508	6690
	59%	5%	0%	29%	8%	
			64%			

MONTANA DIGITAL ACADEMY

	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Grand Total
	# Unique Students	ENRs						
ABSAROKEE PS	1	51	31	25	21	27	17	31
ALBERTON PS	2	17	8	3	3	9	5	21
ANACONDA PS	3	82	50	47	27	35	22	30
ANDERSON ELEM DISTRICT	4			1	1			12
ARLEE PS	5	76	28	70	34	75	40	19
ARROWHEAD PS	6	19	7					15
ASHLAND ELEM DISTRICT	7		13	13	7	7		28
AUGUSTA PS	8	22	14	16	10	25	18	38
BAINVILLE PS	9	33	24	19	16	12	9	36
BAKER PS	10	3	2	2	2	3	3	30
BEAVERHEAD CO HS	11	172	94	94	51	109	60	29
BELFRY PS	12	5	4	12	9	14	10	9
BELGRADE PS	13	52	22	23	8	31	8	37
BELT PS	14	5	4	5	3	15	8	31
BIG SANDY PS	15	14	6	1	1	5	2	2
BIG SKY PS	16	25	15	18	11	15	7	18
BIG TIMBER ELEM DISTRICT	17	5	1					23
BIGFORK PS	18	46	29	25	17	52	34	84
BILLINGS PS	19	473	119	450	111	103	65	443
BOX ELDER PS	20					5	2	3
BOZEMAN PS	21	503	229	398	173	561	230	327
BRIDGER PS	22			3	3	2	2	4
BROADUS PS	23	43	28	31	17	19	12	25
BROADVIEW PS	24	31	14	15	10	1	1	12
BROCKTON PS	25	7	1					12
BROWNING PS	26	47	18	13	7			4
BUTTE PS	27	22	12	18	9	33	17	37
CARDWELL ELEM DISTRICT	28	1	1					20
CANYON CREEK ELEM DISTRICT	29							37
CASCADE PS	30	129	119	12	7	2	1	41
CAYUSE PRAIRIE ELEM DISTRICT	31			2	1			31
CENTERVILLE PS	32							26
CHARLO PS	33	51	32	40	21	55	30	35
CHESTER-JOPLINE-IVERNESS PS	34	27	12	26	16	20	10	40
CHINOOK PS	35	41	24	22	11	15	9	20
CHOTEAU PS	36	41	18	36	18	30	16	30
CIRCLE PS	37	4	3	9	5	6	3	6
CLANCY ELEM DISTRICT	38							1

MONTANA DIGITAL ACADEMY

	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Grand Total
	# Unique Students	ENRs						
CLINTON ELEM DISTRICT	39							
COLSTRIP PS	40		8	4	2	1	5	3
COLUMBIA FALLS PS	41	25	16	23	16	11	83	40
COLUMBUS PS	42	4	3	6	3	10	7	22
CONRAD PS	43	2	1		9	4	25	19
CORVALLIS PS	44				26	14	60	36
CULBERTSON PS	45						38	24
CUSTER PS	46	6	3	24	12	10	7	3
CUT BANK PS	47	6	1		1	1	27	17
DARBY PS	48	194	93	18	15	1	1	1
DENTON PS	49					2	2	1
DESMET ELEM DISTRICT	50	14	3	10	3			
DODSON PS	51						19	12
DEER PARK ELEM	52	4	1	1	1	6	2	
DILLON ED	53	84	84	70	70			
DRUMMOND PS	54	8	8	29	17	11	5	6
DUTTON BRADY PS	55	7	4	11	7	14	9	20
EAST HELENA PS	56	186	46	152	69	58	46	26
EKALAKA PS	57					5	5	6
ELYSIAN ELEMENTARY DISTRICT	58	9	7	2	2			
ENNIS PS	59	51	23	40	20	27	21	38
EUREKA PS	60	107	46	129	53	69	43	62
EVERGREEN ELEM	61					9	5	
FAIRFIELD PS	62	2	2	9	8	28	19	81
FAIR-MONT-EAGAN ELEM DISTRICT	63				4	2	5	5
FAIRVIEW PS	64							3
FLORENCE-CARLTON PS	65	131	105	97	54	103	56	107
FORSYTH PS	66	10	4	10	6	10	6	28
FORT BENTON PS	67							59
FRAZER PS	68							
FRENCHTOWN PS	69	68	40	12	10	26	15	94
FROID PS	70	21	16	41	17	18	9	11
FROMBERG PS	71	1	1	10	10	6	5	11
GALLATIN GATEWAY ELEM DISTRICT	72	4	3					
GARDINER PS	73	40	22	41	17	33	18	55
GERALDINE PS	74					1	1	3
GEYSER PS	75	10	5	7	5	8	3	9
GLASGOW PS	76							22

MONTANA DIGITAL ACADEMY	2023-2024			2022-2023			2021-2022			2020-2021			2019-2020			2018-2019			2017-2018			Grand Total	
	ENRs	# Unique Students	ENRs	# Unique Students	ENRs	# Unique Students	ENRs	# Unique Students	ENRs	# Unique Students	ENRs	# Unique Students	ENRs	# Unique Students	ENRs	# Unique Students	ENRs	# Unique Students	ENRs	# Unique Students	ENRs	# Unique Students	# Unique Students
GLENDIVE PS	77	68	45	43	23	66	41	62	42	45	32	58	35	51	37	325	210						
GRASS RANGE PS	78	2	1	28	15					5	5	8	2	10	1	51	23						
GREAT FALLS PS	79	202	104	152	81	49	28	515	374	130	67	170	102	104	55	1,120	707						
GREENFIELD ED	80			1	1														1	1			
HAMILTON PS	81	40	26	29	15	8	7	15	11	42	27	60	32	65	36	219	128						
HARDIN PS	82	17	13	14	11	8	7	26	15	13	8	23	20	27	16	111	77						
HARLEM PS	83	5	5					1	1	13	9	6	6	7	3	27	19						
HARLOWTON PS	84	12	10	5	5	7	6	16	12	9	9	7	5	22	13	66	50						
HARRISON PS	85	20	9	14	6	10	6	16	13	14	9	26	12	24	6	104	52						
HAVRE PS	86			153	60	44	32	77	53	31	26	30	25	36	27	371	223						
HAYS LODGE POLE PS	87															0	0						
HEART BUTTE	88			26	19													26	19				
HELENA FLATS ELEM DISTRICT	89															10	5			10	5		
HELENA PS	90	459	248	625	296	614	296	326	200	389	225	555	315	576	315	3,085	1,647						
HELLGATE ELEM DISTRICT	91									1	1	2	2			3	3						
HIGHWOOD PS	92	11	7	25	15	24	21	10	6	3	2	11	6	6	1	79	51						
HINSDALE PS	93	1	1	5	4	11	4	11	7	11	7	33	21	14	10	85	53						
HOBSON PS	94	6	5	11	6	8	6	7	6	12	6	7	3	7	6	52	33						
HOT SPRINGS PS	95			3	2	16	9	11	6	11	6	5	3	38	23	84	49						
HUNTLEY PROJECT PS	96	23	13	22	11	18	10	52	36	14	10	23	18	26	20	155	105						
HYSHAM PS	97					24	11	7	6	16	10	3	2	2	1	52	30						
JEFFERSON PS	98	99	47	59	21	63	27	40	28	63	29	110	63	23	11	358	179						
JOLIET PS	99	34	32	8	6	3	2	29	22	127	53	36	21	16	9	219	113						
JORDON PS	100					1	1	1	1	3	2					5	4						
JUDITH GAP PS	101			18	8	4	3	1	1			3	3	21	13	47	28						
KALISPELL PS	102	312	194	410	250	585	352	435	242	519	295	728	402	658	369	3,335	1,910						
KILA ELEM DISTRICT	103															12	12			12	12		
KINSEY ELEM DISTRICT	104											17	10			17	10			17	10		
LAMBERT PS	105	20	14			9	7	3	3	4	3	8	4	2	2	26	19						
LAME DEER PS	106			1	1	3	2	5	5	6	3	15	8	2	1	32	20						
LAUREL PS	107	195	111	199	110	127	82	218	126	226	132	177	123	175	111	1,122	684						
LAVINA PS	108	7	4	4	4	1	8	8	22	11	6	6	14	7	58	37							
LEWISTOWN PS	109	50	29	32	17	27	17	17	11	1	1	2	1	27	18	106	65						
LIBBY PS	110									26	16	43	30	72	60	64	54	205	160				
LIMA PS	111	2	1			8	6	7	7	8	5	6	4	3	1	32	23						
LINCOLN PS	112	41	18	8	7	4	3	3	13	6	19	14	9	8	59	42							
LIVINGSTON PS	113	55	29	15	8	8	5	36	26	33	25	99	61	104	61	295	186						
LOCKWOOD PS	114	37	18	74	26	5	4	33	21	10	7	6	3			128	61						

MONTANA DIGITAL ACADEMY

	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Grand Total
	# Unique Students	ENRs						
LOGGE GRASS PS	115					6	4	
LOLO ELEM DISTRICT	116	5	5		3	30	36	27
LONE ROCK ELEM DISTRICT	117				3	5	36	27
MALTA PS	118	2	1	7	27	15	45	22
MARION ED	119		6	6				
MANHATTAN PS	120	18	12	65	48	44	33	43
MEDICINE LAKE PS	121				24	16	18	10
MELSTONE PS	122	10	6	16	9	18	9	5
MILES CITY PS	123		2	1			3	2
MISSOULA CPS	124	210	100	223	97	273	175	675
MONTANA CITY ELEM DISTRICT	125				344	825	438	775
MONTANA SCHOOL FOR DEAF & BLIND	126	2	2		1	1		
MOORE PS	127	12	8	9	5	1	5	4
NASHUA PS	128	14	10	6	3	7	6	2
NORTH STAR PS	129	6	4	15	11	12	7	5
NOXON PS	130	34	14	21	12	40	15	39
OPHEIM PS	131	23	8	4	2	3	2	3
PARK CITY PS	132	21	12	62	35	34	31	59
PHILIPSBURG PS	133	8	8	19	6	13	6	14
PIONEER ELEM DISTRICT	134	10						
PLAINS PS	135	68	37	64	34	22	36	23
PLENTYWOOD PS	136	105	54	25	17	33	20	26
PLEVNA PS	137	25	9	13	6	6	4	19
POLARIS ELEM DISTRICT	138					4	4	3
POLSON PS	139	1	1	3	3	21	13	76
POPLAR PS	140							
POTOMAC ELEM DISTRICT	141	3	2			3	2	31
POWELL COUNTY HS	142	2	1		1	1	20	17
POWER PS	143	12	4	22	13	11	8	6
PRYOR PS	144							
RAPELIE PS	145	5	2	4	2	1	2	1
RED LODGE PS	146	12	8	2	2	4	3	26
REED POINT PS	147		8	6	1	1	19	13
RICHEY PS	148	25	16	24	18	28	21	12
ROBERTS PS	149	134	41	135	39	79	33	73
ROCKY BOY PS	150						69	
RONAN PS	151	15	13			2	1	1
ROSEBUD PS	152							

MONTANA DIGITAL ACADEMY

	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Grand Total
	# Unique Students	ENRs						
ROUNDUP PS	153		5	5	7	4	27	18
ROY PS	154	18	11	1	1	4	3	2
RYEGATE PS	155	15	7	4	26	11	1	1
SACO PS	156	1	2	1	1	6	2	1
SAVAGE PS	157			2	2	1	1	7
SCOBY PS	158	29	18	11	14	8	51	28
SEELEY LAKE ELEM	159				2	2	1	1
SHELBY PS	160	32	20	45	28	38	22	72
SHEPHERD PS	161	27	13	22	13	17	12	40
SHERIDAN PS	162	2	1	1	6	3	2	2
SHIELDS VALLEY PS	163	43	19	18	12	14	11	19
SIDNEY PS	164	16	8	2	2	2	2	2
SOMERS ELEM DISTRICT	165						22	22
ST. IGNATIUS PS	166	19	13	13	7	26	16	19
ST. REGIS PS	167	11	5	4	2	4	2	3
STANFORD PS	168	5	4	2	1	3	1	12
STEVENVILLE PS	169	42	21	34	34	55	39	160
SUN RIVER VALLEY PS	170	2	2	2	1	2	1	13
SUNBURST PS	171	17	8	17	13	12	5	5
SUNSET ED	172			6	4			
SUPERIOR PS	173						36	29
SWAN RIVER VALLEY ELEM DISTRICT	174				2	1		
SWEET GRASS PS	175	9	7	3	18	7	3	2
TARGET RANGE ELEM DISTRICT	176	3	1					
TERRY PS	177			2	2	26	17	9
THOMPSON FALLS PS	178	82	35	84	43	49	36	23
THREE FORKS PS	179	49	26	102	50	107	44	79
TOWNSEND PS	180	47	27	21	19	24	17	10
TROUT CREEK ELEM DISTRICT	181						1	1
TROY PS	182	25	12	28	15	14	8	20
TURNER PS	183		23	22		5	4	3
TWIN BRIDGES PS	184	22	9	29	15	20	11	14
VALIER PS	185	6	5	21	11	25	11	5
VAUGHN ELEM DISTRICT	186		10	10	17	17		
VICTOR PS	187	33	16	19	8	40	17	25
WEST VALLEY ELEM DISTRICT	188	10	5	3	1			39
WEST YELLOWSTONE PS	189	59	44	51	24	38	20	70
WESTBY PS	190	6	2	2	2	1	4	2

MONTANA DIGITAL ACADEMY	2023-2024		2022-2023		2021-2022		2020-2021		2019-2020		2018-2019		2017-2018		Grand Total		
	ENRs	# Unique Students	ENRs	# Unique Students													
WHITE SULPHUR SPRINGS PS	191	22	11	31	17	38	27	51	24	27	14	39	22	45	16	231	120
WHITEFISH PS	192	16	10	24	17	18	13	57	37	45	29	45	32	35	23	224	151
WHITEHALL PS	193	4	3	12	9	9	4	10	5	24	8	18	10	25	16	98	52
WHITEWATER PS	194															0	0
WIBAUX PS	195	4	3	3	2			2	2			1	1	1	1	6	5
WILLOW CREEK PS	196	17	6	26	11	8	4	8	3			7	6	5	3	54	27
WINIFRED PS	197	8	6	15	10	8	8	5	4	17	15	13	7	14	7	72	51
WINNETT PS	198	5	5					10	7	2	1					12	8
WOLF POINT PS	199	70	53	22	14	15	10	1	1	13	8	9	4	25	18	85	55
WOODMAN ELEM DISTRICT	200	14	8	16	14					6	6	18	10			40	30
TOTALS	6331	3323	5754	2987	4953	2793	6378	4041	6772	3982	7093	4164	6690	3879	37,640	21,846	
# Districts Served:																196	

Part II: Program Offerings

Our expected 2024-2025 school year course titles include the following.

Program Offering Analysis

Overall Course Offerings	273
Dual Credit Courses	10
Advanced Placement Courses	14
Credit Recovery Courses	0 ²
Career/Technical Education	76
Courses with Industry-Recognized Credentials	36

² As of the 2023-2024 school year, MTDA no longer offers “credit recovery” courses. MTDA offers courses in multiple formats, allowing schools to pick a course format that best meets student needs if they need to retake a course.

Regular Courses

Original Credit: High School

MTDA's traditional course format is our **original credit** program. Our current offerings include:

Career and Technical Education

- AHMS144.50-Medical Terminology Dual Credit (single semester) * #
- AP® Computer Science A
- Computer Science I: Joy and Beauty of Computing-HIGH SCHOOL (single semester)
- CSC107-Computer Science I: Joy and Beauty of Computing-DUAL CREDIT (single semester)> #
- EDEC 247 - Child & Adolescent Growth & Development @#
- EDU101US-Introduction to Education Seminar-DUAL CREDIT (single semester)^#
- Entrepreneurship (single semester)
- Google Workspace Career Tech (single semester)
- Health Occupations (single semester)
- Hospitality and Tourism Marketing (single semester)
- Jobs for Montana Graduates (Single Semester)#
- Microsoft® Office Career Tech (single semester)
- Personal Finance (single semester)
- Principles of Agriculture# (single semester)
- Photoshop Introduction# (single semester)
- Public & Global Health (single semester)
- Sports and Entertainment Marketing (single semester)
- Video Production (single semester)#
- Artificial Intelligence in the World (single semester)

Family & Consumer Science

- Interior Design (single semester)
- Now We're Cooking: An Introduction to Culinary Arts (single semester)

Indigenous Studies

- Native American Studies (single semester)

Fine Arts

- AP® Art History
- Art History/Appreciation (single semester)
- Digital Photography (single semester)
- EDU204IA - Creative Arts and Lifelong Learning - DUAL CREDIT^#

English/Language Arts

- AP® Language and Composition
- AP® Literature and Composition
- Creative Writing (single semester)
- English 1
- English 2
- English 3
- English 4
- Gothic Literature: Monster Stories (single semester)
- Journalism (single semester)
- MDTA Book Club: Utopian and Dystopian Literature (single semester)
- Mythology and Folklore (single semester)
- WRIT101-College Writing DUAL CREDIT+ (single semester) - #

Health and Physical Education

- Anatomy and Physiology
- Health (single semester)
- Physical Education I (single semester)
- Physical Education II (single semester)
- Sports Officiating (single semester)

Mathematics

- Algebra 1
- Algebra 2 with Trigonometry
- AP® Calculus AB
- AP® Statistics
- Geometry
- Intro. to Statistics (single semester)
- M105-Contemporary Math-DUAL CREDIT+ (single semester)
- M121-College Algebra -DUAL CREDIT+ (single semester) - #

- M151-Pre-Calculus-DUAL CREDIT*
- Pre-Algebra
- Pre-Calculus

Music

- Music Appreciation (single semester)

Science

- AP® Biology
- AP® Environmental Science
- Astronomy (single semester)
- Biology
- Chemistry
- Earth Science
- Oceanography (single semester)
- Physics
- Veterinary Science (single semester)

Social Studies & History

- American Government/Single Semester (single semester)
- American Government/Year Long
- AP® Government and Politics
- AP® Human Geography
- AP® Macroeconomics (single semester; Spring Only)
- AP® Microeconomics (single semester; Fall Only)
- AP® Psychology
- AP® US History
- Criminology (single semester)
- Global Studies
- HSTA 102H-US History I - DUAL CREDIT * (Single Semester; Fall Only)##
- HSTA 102H-US History II - DUAL CREDIT * (Single Semester; Spring Only)##
- Montana History (single semester)
- Psychology (single semester)
- US History
- World History

Indigenous Language

- Cree Indigenous Language (single semester) - #
- Crow Indigenous Language (single semester) - #
- Dakota Indigenous Language (single semester) - #
- Nakoda Indigenous Language (single semester) - #

World Languages

- French 1
- French 2
- French 3
- German 1#
- German 2#
- Irish Language Studies 1 (delivered by the UM Irish Studies Program)
- Spanish 1
- Spanish 2
- Spanish 3

* Dual Credit with the Missoula College of the University of Montana

+ Dual Credit with Helena College of the University of Montana

^ Dual Credit with Gallatin College of Montana State University

@ Dual Credit with Western College of the University of Montana

> Dual Credit with Highlands College of UM Western

These courses have enrollment caps and are available first-come, first-served.

Original Credit Middle School

Career and Technical Education

- Exploring Health Science (Single Semester)

Computer Science

- Scratch Coding (Single Semester)

Indigenous Studies

- Native American Studies (Single Semester)

Fine Arts

- 2D Art (Single Semester)

Social Studies & History

- Social Studies 6 [Ancient World Focus]
- Social Studies 7 [US History Focus]
- Social Studies 8 [Government and Civics Focus]

World Language

- Spanish (Single Semester)
- French (Single Semester)

English/Language Arts

- English 6
- English 7
- English 8

Health and Physical Education

- Health (Single Semester)

Mathematics

- Math 6
- Math 7
- Math 8

Music

- Exploring Music (Single Semester)

Science

- Science 6 [Life Science Focus]
- Science 7 [Earth Science Focus]
- Science 8 [Physical Science Focus]

FlexCAP Courses

FlexCAP, or “Flexible Credit Alternative Program,” is a proficiency/mastery-based course format that allows students to take a course at their own pace. The program was born out of our award-winning **credit recovery program** but is available to any student seeking a flexible pathway to achieving school credits. The courses are broken down into smaller parts to increase the flexibility for students and schools.

English/Language Arts

- English 1A (Part 1, Part 2)
- English 1B (Part 1, Part 2)
- English 2A (Part 1, Part 2)
- English 2B (Part 1, Part 2)
- English 3A (Part 1, Part 2)
- English 3B (Part 1, Part 2)
- English 4A (Part 1, Part 2)
- English 4B (Part 1, Part 2)

Health and Physical Education

- Health (1 semester) (Part 1, Part 2)

Mathematics

- Pre-Algebra A (Part 1, Part 2)
- Pre-Algebra B (Part 1, Part 2)
- Algebra 1A (Part 1, Part 2)
- Algebra 1B (Part 1, Part 2)
- Geometry A (Part 1, Part 2)
- Geometry B (Part 1, Part 2)
- Algebra 2A (Part 1, Part 2)
- Algebra 2B (Part 1, Part 2)

Science

- Earth Science A (Part 1, Part 2)
- Earth Science B (Part 1, Part 2)
- Biology A (Part 1, Part 2)
- Biology B (Part 1, Part 2)

Social Studies and History

- American History A (Part 1, Part 2)
- American History B (Part 1, Part 2)
- Geography A (Part 1, Part 2)
- Geography B (Part 1, Part 2)
- Government A (Part 1, Part 2)
- Government B (Part 1, Part 2)
- World History A (Part 1, Part 2)
- World History B (Part 1, Part 2)

Individualized Pathway Courses

MTDA's **Individualized Pathway Course** program (or IPCs) is a specialized program format built on providing extremely flexible programming for students in specialized circumstances, including, but not limited to:

- Late enrollees: IPCs are available to schools that miss MTDA enrollment deadlines but require service.
- Homebound students, including students with health issues: Students who are unable to attend school in a face-to-face environment for whatever reason, and are unable to meet the expectations of MTDA's existing formats.
- Accelerated students: students who wish to complete courses at a quicker-than-usual pace.
- Students with specific IEP or 504-based accommodation requests who are challenging to serve in our existing formats.
- Adjudicated youth

IPC - High School

Science

- Earth Science A, Quarter 1
- Earth Science A, Quarter 2
- Earth Science B, Quarter 1
- Earth Science B, Quarter 2
- Biology A, Quarter 1
- Biology A, Quarter 2
- Biology B, Quarter 1
- Biology B, Quarter 2

Mathematics

- Pre-Algebra A, Quarter 1
- Pre-Algebra A, Quarter 2
- Pre-Algebra B, Quarter 1
- Pre-Algebra B, Quarter 2
- Algebra I A, Quarter 1
- Algebra I A, Quarter 2
- Algebra I B, Quarter 1
- Algebra I B, Quarter 2

- Geometry A, Quarter 1
- Geometry A, Quarter 2
- Geometry B, Quarter 1
- Geometry B, Quarter 2
- Algebra II A, Quarter 1
- Algebra II A, Quarter 2
- Algebra II B, Quarter 1
- Algebra II B, Quarter 2

English/Language Arts

- English 1 A, Quarter 1
- English 1 A, Quarter 2
- English 1 B, Quarter 1
- English 1 B, Quarter 2
- English 2 A, Quarter 1
- English 2 A, Quarter 2
- English 2 B, Quarter 1
- English 2 B, Quarter 2
- English 3 A, Quarter 1
- English 3 A, Quarter 2
- English 3 B, Quarter 1
- English 3 B, Quarter 2
- English 4 A, Quarter 1
- English 4 A, Quarter 2
- English 4 B, Quarter 1
- English 4 B, Quarter 2

Social Studies & History

- US History A, Quarter 1
- US History A, Quarter 2
- US History B, Quarter 1
- US History B, Quarter 2
- American Government/Single Semester, Quarter 1
- American Government/Single Semester, Quarter 2
- American Government/Year Long, Quarter 1
- American Government/Year Long, Quarter 2

- American Government/Year Long, Quarter 1
- American Government/Year Long, Quarter 2

Physical Education

- Health, Quarter 1
- Health, Quarter 2
- PE 1, Quarter 1
- PE 1, Quarter 2

Career and Technical Education

- Personal Finance Quarter 1
- Personal Finance Quarter 2

Fine Arts

- Art History and Appreciation Quarter 1
- Art History and Appreciation Quarter 2

World Language

- French I A Quarter 1
- French I A Quarter 2

IPC - Middle School

MS Science

- Science 6A, Quarter 1
- Science 6A, Quarter 2
- Science 6B, Quarter 1
- Science 6B, Quarter 2
- Science 7A, Quarter 1
- Science 7A, Quarter 2
- Science 7B, Quarter 1
- Science 7B, Quarter 2
- Science 8A, Quarter 1
- Science 8A, Quarter 2
- Science 8B, Quarter 1
- Science 8B, Quarter 2

MS Mathematics

- Math 6A, Quarter 1
- Math 6A, Quarter 2
- Math 6B, Quarter 1
- Math 6B, Quarter 2
- Math 7A, Quarter 1
- Math 7A, Quarter 2
- Math 7B, Quarter 1
- Math 7B, Quarter 2
- Math 8A, Quarter 1
- Math 8A, Quarter 2
- Math 8B, Quarter 1
- Math 8B, Quarter 2

MS English/Language Arts

- ELA 6A, Quarter 1
- ELA 6A, Quarter 2
- ELA 6B, Quarter 1
- ELA 6B, Quarter 2
- ELA 7A, Quarter 1

- ELA 7A, Quarter 2
- ELA 7B, Quarter 1
- ELA 7B, Quarter 2
- ELA 8A, Quarter 1
- ELA 8A, Quarter 2
- ELA 8B, Quarter 1
- ELA 8B, Quarter 2

MS Social Studies

- Social Studies 6A, Quarter 1
- Social Studies 6A, Quarter 2
- Social Studies 6B, Quarter 1
- Social Studies 6B, Quarter 2
- Social Studies 7A, Quarter 1
- Social Studies 7A, Quarter 2
- Social Studies 7B, Quarter 1
- Social Studies 7B, Quarter 2
- Social Studies 8A, Quarter 1
- Social Studies 8A, Quarter 2
- Social Studies 8B, Quarter 1
- Social Studies 8B, Quarter 2

MS Physical Education

- MS Health, Quarter 1
- MS Health, Quarter 2

Digital Learning Clearinghouse Offerings

Starting Fall 2024, MTDA offer opportunities for students to access digital learning curriculum assets, short courses, third-party vendors, and other digital learning services through MTDA. Listed below are our “launch services” available to schools.

Digital Content and Platforms

In the realm of digital content and platform services offered through the Montana Digital Academy, schools gain access to a diverse selection of digital content and platforms (DCP). This access is facilitated through the MTDA portals, where multiple providers are available, ensuring various price points and options to cater to different needs. The aim is to empower schools with the flexibility to utilize these platforms and content innovatively.

ANY course in the MTDA catalog is available via our DCP program upon school request. Below is a list based on current projects as of August 30, 2024.

- Algebra I A DCP
- Algebra I B DCP
- Algebra II A DCP
- Algebra II B DCP
- Anatomy & Physiology A DCP
- Anatomy & Physiology B DCP
- Astronomy DCP
- Biology A DCP
- Biology B DCP
- Chemistry A DCP
- Chemistry B DCP
- Cybersecurity DCP
- Digital Photography DCP
- Earth Science A DCP
- Earth Science B DCP
- English I A DCP
- English I B DCP
- English II A DCP
- English II B DCP
- English III A DCP
- English III B DCP

- English IV A DCP
- English IV B DCP
- French I A DCP
- French I B DCP
- French II A DCP
- French II B DCP
- Geometry A DCP
- Geometry B DCP
- German I A DCP
- German I B DCP
- German II A DCP
- German II B DCP
- Google Workspace DCP
- Health DCP
- Montana History DCP
- Music Appreciation DCP
- Native American Studies DCP
- Personal Finance DCP
- Physical Education I DCP
- Physics A DCP
- Physics B DCP
- Pre-Algebra A DCP
- Pre-Algebra B DCP
- Spanish I A DCP
- Spanish I B DCP
- Spanish II A DCP
- Spanish II B DCP
- U.S. Government Single Semester DCP
- U.S. History A DCP
- U.S. History B DCP
- World History A DCP
- World History B DCP

Short Courses

Schools can license content and learning platforms for content that serves purposes beyond the scope of the classroom to target individual needs in a student's educational pathway. Short courses typically do not have teacher services and are managed by the local school and its support staff.

- Nicotine Prevention
- How to Create A Resume That Stands Out
- 5K Goals!
- How to Become A Millionaire
- Understanding the Night Sky
- What's In Your Water?
- Journal Your Reading Journey
- Being Kind Is Good For You
- How to Budget for a Vacation
- Servin' Up Art
- Beginner's Knitting For A Cause

Partnership Driven Programming

MTDA is developing partnerships with businesses and non-profits across Montana to deliver a high-quality digital learning experience to students interested in preparing for post-secondary education and the workplace.

Our launch partner is Dick Anderson Construction.

Dick Anderson Construction

- Pre-Apprentice Core High School

Third-Party Vendors

Through two RFP processes, MDTA has developed relationships with national for-profit and non-profit entities looking to deliver digital learning opportunities to students across Montana. These courses offer experiences ranging from complete courses (plus teacher) to engaging simulations and labs to supplement local face-to-face and online courses.

Active Learning Labs

- Interactive Personal Finance
- Business Basics
- Culinary Business
- Econ 101

BlendED Learning

- Medical Terminology
- Introduction to Nutrition
- Introduction to Health Science
- Biotechnology
- Life Skills and Wellness
- MS Personal Finance
- Introduction to Child Development
- Anatomy and Physiology
- Career Exploration for Middle School
- Health Science
- Nutrition for Health Care
- Personal Finance & Entrepreneurship

Imagine Learning

- Literacy & Comprehension I A
- Literacy & Comprehension I B
- Literacy & Comprehension II A
- Literacy & Comprehension II B
- Expository Reading and Writing A
- Expository Reading and Writing B
- Introduction to Communications & Speech A
- Introduction to Communications & Speech B
- Mathematical Models with Applications A

- Mathematical Models with Applications B
- Financial Math A
- Financial Math B
- Economics

Jason Learning

- CaseLAB: Case-Based Learning Resources
- CTE: Advanced Manufacturing -Building A Future-Ready Workforce
- CTE: Advanced Manufacturing - SPARK
- CTE: Broadband Internet Technology
- CTE: Engineering Workspace
- CTE: Health Science - STEM vs. Disease
- CTE: HVAC
- CTE: Think Digital: Intro to Cyber Security
- Cutting Edge: Medical, Agricultural, & Pandemic Research
- Designing to Make A Difference: Civil Engineering
- Innovation Generation: Cybersecurity & Ocean Monitoring
- Molecular Frontiers Journal

LearningMate

- Finance Essentials
- Metals & Materials
- Precision
- Measurement Tools I
- Introduction to Logistics
- Pneumatic Skills
- Project Management
- Blueprint Reading Fundamentals
- Introduction to Safety
- Tool and Machine Safety
- Personal Protective Equipment Safety
- Career Readiness Assessments

RefReps

- Intro to Baseball
- Basketball
- Football
- Intro to Softball Umpiring Course

- Volleyball
- Wrestling
- Soccer
- Swimming
- Track & Field/Cross Country

YaizY/21 Skills

- Animation
- Python Essentials
- Comics Studio
- Animation Dream Lab
- Animation 2: Dream Lab Studio
- Intro to Coding With Scratch
- Intro to Game Design
- Fundamentals of Computer Science
- Foundations of Cybersecurity

Student Satisfaction Survey Results

Montana Digital Academy surveys students at least each semester/term to determine their overall satisfaction with their MDTA experience and gather programming suggestions to drive our strategic planning.

MTDA's survey is based on the Colorado Education Initiative's Student Perception Survey Toolkit, which MDTA staff adapted for distance learning program formats.

Numeric Data

FY24 Total of "Very Satisfied" and "Satisfied Students in All Terms	79%
FY25 Total of "Very Satisfied" and "Satisfied Students in All Terms (currently in progress)	96%

Summary of Qualitative Data

MTDA distance learning staff regularly analyzes student perception survey data to determine areas for program improvement and development. An analysis of recent survey data utilizing a large language model analysis tool provided this information.

In terms of positive student feedback, students mentioned

- Course Content: Students appreciate MDTA's well-structured and engaging course material, which is easy to follow and understand.
- Flexibility: The ability to learn at their own pace and on their schedule is often highlighted as a significant benefit of MDTA.
- Instructor Support: MDTA students appreciate the timely and helpful communication from instructors and their availability to answer questions.
- Course Variety: Students value MDTA's broad selection of courses, especially when they can choose electives that align with their interests or career goals.
- Technical Support: Students appreciate that technical issues are promptly resolved.

In terms of program improvement, students mentioned

- Course Rigor: MDTA students sometimes cited concerns that courses were too rigorous or had too high expectations of students.
- Technical Issues: Some cited technical issues that brought challenges to learning online.
- Instructor Engagement: Some students wanted more engagement with instructors and specifically asked for more proactive engagement from their teachers.

Proposed Legislation

Position Title Housekeeping

MCA 20-70-1201, “Montana Digital Academy -- Purposes -- Governance,” has specific references to two MTDA staff positions hired by the MTDA board:

MCA 20-7-1201 (5) “The governing board shall hire a program director and a curriculum director. The program director shall develop and, upon approval of the governing board, implement and publish policies and guidelines for the Montana digital academy pertaining to:”

As the organization has grown in size and responsibility, these specific positions have evolved into two titles:

“Executive Director”

And

“Assistant Director/Curriculum Director”

by the MTDA board. The title “Assistant Director/Curriculum Director” was specifically chosen to meet the existing provisions of 20-7-1201. The title has become unnecessarily long, and roles of a traditional educational curriculum director should be distributed among other people in the organization.

The MTDA Executive Director requests that MCA 20-7-1201 be updated to reflect updated titles:

“The governing board shall hire ~~an~~ program executive director and ~~an~~ curriculum assistant director. The ~~program~~ directors~~s~~ shall develop and, upon approval of the governing board, implement and publish policies and guidelines for the Montana digital academy pertaining to:”



Montana Digital Academy Strategic Planning Process

Adopted by the MTDA Board on October 15, 2024

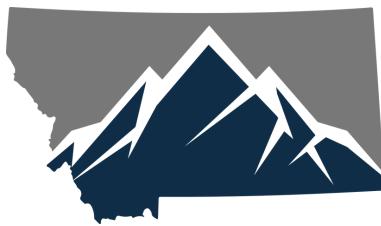
MTDA's Mission

MTDA's mission is provided by 20-7-1201:

The purpose of the Montana Digital Academy is to enhance the state's system of education and support the development of the full educational potential of each person consistent with the provisions of Article X, section 1(1), of the Montana Constitution.

The Montana Digital Academy shall:

- make remote instruction opportunities available to all school-age children through public school districts in the state, including students who are enrolled on a part-time basis. Remote instruction opportunities provided through the academy must include:
 - remote instruction developed in Montana and provided by highly qualified educators licensed in Montana; and
 - additional high-quality remote instruction offerings through the Montana Digital Academy Clearinghouse under 20-7-1203.
- provide courses that empower pupils to become community, college, and career ready, including but not limited to:
 - core subject matters required under accreditation standards or school board policy;
 - innovative educational programs, as defined in 15-30-3102; and
 - proficiency-based courses.



MTDA Program Overview

What is Montana Digital Academy? Montana Digital Academy provides supplemental digital learning opportunities for students, educators, and educational institutions across Montana.

Why Montana Digital Academy? MTDA is your state partner, offering digital solutions to a variety of educational challenges. Our programs address the following key areas:

1 Original Credit and FlexCAP These programs offer semester-based courses and flexible learning options.

Key questions addressed:

- How can schools offer courses despite low enrollment or teacher shortages?
- How can students access additional higher-level courses (AP or Dual Credit)?
- How can schools create more flexibility in their schedules?

2 Digital Learning Clearinghouse This program provides self-paced learning opportunities and various digital resources.

Key questions addressed:

- How can schools offer self-paced CTE learning and certification?
- How can teachers create blended learning opportunities using digital courses?
- What online enrichment courses are available for high-interest topics?
- How can schools provide alternative methods for addressing disciplinary issues?

3 EdReady This program focuses on improving math skills and preparedness.

Key questions addressed:

- How can schools improve state math testing scores?
- How can middle and high school students better prepare for Algebra and advanced math?
- How can schools help students develop math and English skills for postsecondary programs?
- How can schools respond to Montana University System placement policies?



The MTDA Strategic Planning Timeline and Cycle

The MTDA Strategic Planning Cycle is centered around **the schedule of the Montana Legislature**. Each strategic plan involves planning ahead of the legislative session, making specific requests of the Legislature in legislation and funding, and then implementing the strategic plan over the subsequent biennium.

The strategic planning process involves examining practical goals over the biennium and "stretch goal" planning for five years ahead.

FY26-FY27	FY28-FY29	
Spring 24	Spring 26	The MTDA Executive Director engages the MTDA Governing Board in a strategic planning exercise in consultation with the MTDA Leadership Team.
October 24	October 26	The MTDA Executive Director presents a draft of the next strategic plan to the MTDA Governing Board for review and feedback.
November 24-February 25	November 26-February 27	MTDA staff develops specific goals and objectives for the next two years (short term) and five years (long term) across all departments and projects, including distance learning, Clearinghouse, EdReady, business, technology, and innovation/leadership.
January 25-May 25	January 27-May 27	The MTDA Leadership Team monitors the MTDA Legislative Session for developments on funding and operational changes.
May 25	May 27	MTDA presents the final strategic plan for FY26-FY27 to the board for discussion and approval.
July 25	July 27	Start of strategic plan implementation.
December 25	December 27	Review of the Strategic Plan among the staff.
January 26	January 28	Review the strategic plan with the Board and discuss progress.



MTDA's "Strategic Anchors"

Through research and collaboration with other state virtual schools, MTDA took advice from our sibling programs in Idaho and North Dakota and adopted a process inspired by **The Advantage: Why Organizational Health Trumps Everything Else In Business** by Patrick M. Lencioni. Mr. Lencioni suggests creating "anchors" for the organization.

Strategic anchors are defined as **the guiding principles or themes an organization uses to inform every decision it makes**. They serve as a filter or lens through which decisions are evaluated, ensuring consistency and alignment with the organization's strategy and goals. This helps organizations avoid making purely reactive or opportunistic decisions that could diminish their long-term success.

Lencioni suggests that a practical way to make strategy actionable is to boil it down to **three strategic anchors**. These anchors help create a context for all decision-making processes and enable leaders to make trade-offs purposefully and intentionally. Strategic anchors also clarify what the organization should not do, making it easier to avoid distractions and focus on the core strategic priorities.

Utilizing the results of the spring 2024 board strategic planning discussion and work by the staff over the last year on organizational health and design, **MTDA leadership has identified three anchors:**

Anchor 1: Student-Centered and Equitable Learning Experience

Anchor 2: Strengthen and Expand Partnerships with Local Schools and the Community

Anchor 3: Maintain High Academic Standards, Innovation, and Operational Excellence While Scaling for Growth



Potential FY27 Strategic Planning Goals and Key Actions

Anchor 1: Student-Centered and Equitable Learning Experience

Description	<p>This anchor would combine aspects of student-focused online learning, equity, and accessibility. It emphasizes providing flexible, personalized, and inclusive education tailored to the unique needs of every student, including those requiring accommodations or those from rural and underserved areas. It also highlights the importance of readiness and support for independent digital learning, ensuring that every student has the opportunity to succeed. As the first and most critical anchor, it maintains MDTA's focus on students as the "north star" of the program. As teachers are critical to student success, they are a focus of all student-centered initiatives.</p>
Goal	<p>Deliver a student-centered learning experience that adapts to the needs of all learners.</p>
Potential Key Actions or Goals	<ul style="list-style-type: none">• Expand and refine flexible credit options, such as FlexCAP and Individualized Pathway Courses, to accommodate varying student needs.• Expand Clearinghouse offerings aimed at filling gaps in student learning experiences in schools.• Strengthen support systems for independent, self-directed learning in online environments.• Expand the EdReady Montana program to support personalized learning pathways for students, especially those needing additional academic support.• Continue developing the Canvas platform to better integrate student support services and ensure the platform is user-friendly, as mentioned in discussions around the transition to Canvas.• Strengthen support systems for students with unique needs, such as those with IEPs, 504 plans, or those in remote locations, ensuring digital readiness for all students.• Utilize data from student support systems (as discussed in your meeting) to adapt courses and ensure individualized learning approaches.• Foster teacher development by offering professional learning opportunities and resources, ensuring they are well-prepared to use MDTA's online tools and platforms.



Potential FY27 Strategic Planning Goals and Key Actions

Anchor 2: Strengthen and Expand Partnerships with Local Schools and the Community

Description	<p>This anchor captures the collaborative nature of MTDA's work with local schools, teachers, and other stakeholders. It emphasizes strong partnerships with schools and the community to ensure seamless integration of digital learning and comprehensive local support. This anchor would also address teacher support and development and engage the broader educational community to ensure MTDA programs are well-utilized and understood.</p>
Goal	<p>Build and maintain strong, collaborative relationships with local schools, educators, parents, and community stakeholders to ensure comprehensive local support for MTDA programs.</p>
Potential Key Actions	<ul style="list-style-type: none">• Develop tailored support plans for schools using MTDA services, ensuring smooth integration and effective communication with local administrators and faculty.• Provide ongoing professional development for teachers in blended and online learning models.• Increase community engagement through parent and stakeholder education about the benefits and expectations of digital learning.• Create tailored communication strategies and outreach programs for local districts to increase awareness of MTDA's resources and support services (as suggested in your meeting regarding strategic communication planning).• Develop ongoing engagement strategies for parents and educational leaders to build understanding and support for MTDA's offerings, including in-person and virtual future board meetings for wider engagement.• Emphasize collaboration on initiatives like Canvas implementation and conference planning, ensuring that the local districts' needs are consistently prioritized.



Potential FY27 Strategic Planning Goals and Key Actions

Anchor 3: Maintain High Academic Standards, Innovation, and Operational Excellence While Scaling for Growth

Description	<p>This anchor focuses on maintaining high academic standards while leveraging technology and data-driven insights to deliver effective and scalable online education. It includes maintaining rigorous academic quality, using data to guide decisions, ensuring reliable technology infrastructure, and adapting to Montana's schools' evolving needs. It emphasizes MDTA's ability to scale programs while maintaining quality and operational efficiency.</p>
Goal	<p>Ensure academic rigor and quality across all programs while using data, technology, and innovation to support sustainable growth and operational efficiency.</p>
Potential Key Actions	<ul style="list-style-type: none">• Continuously review and update online courses to meet national and state quality standards.• Continue to define and refine office culture and work plans.• Implement data-driven decision-making to improve student outcomes and program effectiveness.• Invest in scalable technological infrastructure and support systems to accommodate growth without compromising on the quality of education delivered.• Ensure all programs, including EdReady Montana and new offerings on Canvas, meet both state and national academic standards, continually improving course quality and student engagement.• Implement a Customer Relationship Management (CRM) system to track project and operational progress, improving transparency and accountability across initiatives.• Use data analytics from student performance and participation to drive program improvements and identify areas for innovation.• Strengthen the organization's technological infrastructure, ensuring scalability while maintaining smooth day-to-day operations, especially in the move to Canvas as the primary learning management system.• Prioritize project management to ensure clear ownership of tasks and efficient collaboration across teams, particularly in areas such as technology transitions and statewide educational initiatives.



MTDA Clearinghouse Implementation Plan

Approved by the MTDA Board, October 2023
Progress Updated for the MTDA Board, August 2024

Background

The 68th Montana Legislature passed HB749, which provided for two broad changes to Montana Digital Academy:

- 1.) The bill **reformulates the Montana Digital Academy board to a new, 10-member board** representing different constituencies. The board includes a mix of voting and non-voting members, with leadership comprised of two legislators.
- 2.) The bill **expands the mission, scope, and funding of Montana Digital Academy** with a “**clearinghouse**” model. The model directs MTDA to offer additional new services to schools nationwide.

Implementation Plan

Borrowing from MTDA’s successful program development and implementation history, MTDA utilizes a “continuous improvement” model, where we regularly utilize available data sources, feedback from constituencies, monitoring of successful models from outside the state, and internally developed ideas to modify and evolve programming. This implementation plan aims to provide an overall calendar to our staff and an opportunity to report on progress to the MTDA board.

Phase 0: Pre-Planning	Phase 0 focuses on pre-planning, discussing possibilities with constituencies, providing information to policymakers, visioning exercises with the MTDA board and staff, reaching out to in-state and out-of-state partners, developing of a formal proposal, proposing the clearinghouse to the Legislature, monitoring legislative activities, and developing a proposal and budget.
Started April 2022; Ends when the board endorses the implementation plan to start Phase 1.	<p>Action Items:</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Meet with school leaders, administrators, and teachers to discuss needs and get buy-in on the clearinghouse concept.<input checked="" type="checkbox"/> Research clearinghouse models in other states and identify best practices. Reach out to leaders of successful programs for advice.<input checked="" type="checkbox"/> Educate legislators and policymakers on clearinghouse benefits

	<p>and advocate for support.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Create presentations and materials on the clearinghouse concept for the MTDA Board, OPI, and Board of Public Education. <input checked="" type="checkbox"/> Hold visioning and brainstorming sessions with MTDA staff to develop goals and framework. <input checked="" type="checkbox"/> Draft initial clearinghouse proposal and budget for feedback from stakeholders. <input checked="" type="checkbox"/> Develop relationships with potential platform partners and content providers to gauge interest. <input checked="" type="checkbox"/> Finalize clearinghouse proposal and budget based on feedback. <input checked="" type="checkbox"/> Officially propose a clearinghouse project and request funding from the state legislature. <input checked="" type="checkbox"/> Monitor legislative sessions; communicate with sponsors and advocates to ensure success. <input checked="" type="checkbox"/> Begin detailed planning process for Phase 1 implementation.
<p>Phase 1: Staffing and Development</p> <p>Starts upon endorsement of the plan by the MTDA Board; the target of completion of work is December 2023.</p>	<p>Phase 1 focuses on hiring key staff, researching vendor offerings, gathering stakeholder requirements, developing project plans and timelines, beginning portal and integration development, and creating marketing materials over the first three months to lay the groundwork before launch.</p> <p>Action Items:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Hire key staff positions, including Clearinghouse Manager, IT/Integration Manager, and Assistant Business Manager ("Data/Billing Specialist"). <input checked="" type="checkbox"/> Work with OCHE on selecting and implementing new statewide LMS. <input checked="" type="checkbox"/> Meet with school administrators, teachers, students, and other stakeholders to gather requirements and priorities. <input checked="" type="checkbox"/> Develop a detailed project plan and timeline. <input checked="" type="checkbox"/> Develop relationships with stakeholders to determine opportunities for collaboration and development. <input checked="" type="checkbox"/> Research vendors, services, and pricing. <input checked="" type="checkbox"/> Develop initial training outlines and curriculum for blended learning plays. <input checked="" type="checkbox"/> Pre-planning for data collection and management processes. <input checked="" type="checkbox"/> Work with University of Montana procurement to determine methods for RFPs with vendors that wish to appear in the clearinghouse. <input checked="" type="checkbox"/> Begin development of the Clearinghouse portal and integrations. <input checked="" type="checkbox"/> Develop initial marketing materials and communication plan.  <input checked="" type="checkbox"/> Offer early pilot opportunities to schools.

Phase 2: Pilot Launch

Starts December 2023 through February 24.

Phase 2 brings on board the first wave of pilot schools, launches initial services like digital content, short courses, and proficiency assessments, gathers feedback from the pilots, continues developing the portal and integrations, and creates training materials during months 4-6.

- Onboard the first cohort of pilot schools. Provide training and support.
- Launch first services, including digital content/platforms, short courses, and proficiency assessments.
- Gather feedback from pilot schools to refine processes and offerings.
- Develop policies and procedures for data management and reporting.
- Continue portal development and integration.
- Develop training materials and other aids for schools.

Phase 3: Program Launch

Starts February 2024.

Phase 3 markets the Clearinghouse to all Montana schools, onboards additional schools in waves with training and support, launches more services like third-party courses and CTE offerings, implements billing processes, collects utilization and satisfaction data, and celebrates successes while making improvements during months 7-9.

- Market Clearinghouse to all Montana schools.
- Onboard additional schools in waves, providing training and support.
- Launch additional services like third-party courses and CTE offerings.
- Implement billing and invoicing processes.
- Collect data and surveys produce reports on utilization and satisfaction. 

Phase 4: Establish and Maintain Ongoing Operations

Starts Summer 2024.

Phase 4 sees the Clearinghouse adding new services, vendors, and offerings regularly, providing continuous training to schools, maintaining vendor relationships, supporting integrations, evaluating data and feedback, and refining processes during month 10 and beyond to sustain and improve operations.

- Add new services, vendors, and offerings on a regular basis. 
- Provide continuous training opportunities for schools.
- Maintain relationships with vendors and negotiate favorable pricing.
- Support integration with school systems. 
- Evaluate data and feedback to refine processes. 

 denotes action items that are in progress/ongoing

Completion Rates by Grade Level/Gender/FlexCAP & IPC

This department summary data includes FlexCAP and IPC. Original Credit enrollments are shared on a separate report titled "Completion Rates by Grade Level/Gender/Original Credit".

FY22

Grade Level	Female						Male						Total Female & Male					
	# Unique Students	#ENRs	# Drops	# w/Final Percentage of 0-59%	# w/Final Percentage of 60-100%	Completion Rate	# Unique Students	#ENRs	# Drops	# w/Final Percentage of 0-59%	# w/Final Percentage of 60-100%	Completion Rate	Total Unique Students	Total ENRs	Total # Drops	# w/Final Percentage of 0-59%	# w/Final Percentage of 60-100%	Overall Completion Rate
4	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	
5	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	
6	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	
7	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	
8	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	
9	68	98	19	1	78	80%	102	150	40	0	110	73%	170	248	59	1	188	76%
10	127	183	65	0	118	64%	170	308	114	0	194	63%	297	491	179	0	312	64%
11	160	304	76	0	228	75%	193	319	113	0	206	65%	353	623	189	0	434	70%
12	118	216	65	1	150	69%	165	310	85	1	224	72%	283	526	150	2	374	71%
All Grades	473	801	225	2	574	72%	630	1087	352	1	734	68%	1103	1888	577	3	1308	69%

FY23

Grade Level	Female						Male						Total Female & Male					
	# Unique Students	#ENRs	# Drops	# w/Final Percentage of 0-59%	# w/Final Percentage of 60-100%	Completion Rate	# Unique Students	#ENRs	# Drops	# w/Final Percentage of 0-59%	# w/Final Percentage of 60-100%	Completion Rate	Total Unique Students	Total ENRs	Total # Drops	# w/Final Percentage of 0-59%	# w/Final Percentage of 60-100%	Overall Completion Rate
4	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	
5	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	
6	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	
7	0	0	0	0	0		1	2	2	0	0	0%	1	2	2	0	0	0%
8	4	4	0	0	4	100%	6	7	0	0	7	100%	10	11	0	0	11	100%
9	75	96	34	0	62	65%	82	115	33	0	82	71%	157	211	67	0	144	68%
10	122	223	85	0	138	62%	164	322	91	0	231	72%	286	545	176	0	369	67%
11	114	256	78	0	178	70%	179	329	99	1	229	70%	293	585	177	1	407	70%
12	87	161	49	0	112	70%	125	261	50	0	211	81%	212	422	99	0	323	75%
All Grades	402	740	246	0	494	67%	557	1036	275	1	760	73%	959	1776	521	1	1254	71%

FY24

Grade Level	Female						Male						Total Female & Male					
	# Unique Students	#ENRs	# Drops	# w/Final Percentage of 0-59%	# w/Final Percentage of 60-100%	Completion Rate	# Unique Students	#ENRs	# Drops	# w/Final Percentage of 0-59%	# w/Final Percentage of 60-100%	Completion Rate	Total Unique Students	Total ENRs	Total # Drops	# w/Final Percentage of 0-59%	# w/Final Percentage of 60-100%	Overall Completion Rate
4	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	
5	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	
6	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	
7	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	
8	1	1	1	0	0	0%	8	9	1	0	8	89%	9	10	2	0	8	44%
9	57	73	11	0	62	85%	91	124	29	1	94	76%	148	197	40	1	156	80%
10	107	175	59	1	115	66%	121	208	53	0	155	75%	198	383	112	1	270	70%
11	120	212	59	0	153	72%	139	251	77	1	173	69%	259	463	136	1	326	71%
12	99	208	52	2	154	74%	113	261	59	5	197	75%	212	469	111	7	351	75%
All Grades	384	669	182	3	484	72%	472	853	219	7	627	74%	826	1522	401	10	1111	73%

Completion Rates by Grade Level/Gender/Original Credit

This department summary data includes OC, OC-AP, OC-DE, and OC-CTE from FY Summary Comparison report. The FlexCAP and IPC enrollments are shared on a separate report titled "Completion Rates by Grade Level/Gender/FlexCAP and IPC".

FY22

Grade Level	Female						Male						Total Female & Male					
	# Unique Students	#ENRs	# Drops	# w/Final Percentage of 0-59%	# w/Final Percentage of 60-100%	Completion Rate	# Unique Students	#ENRs	# Drops	# w/Final Percentage of 0-59%	# w/Final Percentage of 60-100%	Completion Rate	Total Unique Students	Total ENRs	Total # Drops	# w/Final Percentage of 0-59%	# w/Final Percentage of 60-100%	Overall Completion Rate
4	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	
5	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	
6	3	3	1	0	2	67%	3	3	0	0	3	100%	6	6	1	0	5	83%
7	21	21	2	3	16	76%	19	21	1	1	19	90%	40	42	3	4	35	83%
8	30	41	3	7	31	76%	35	52	1	6	45	87%	65	93	4	13	76	81%
9	148	247	11	31	205	83%	78	139	11	16	112	81%	226	386	22	47	317	82%
10	286	520	8	41	471	91%	93	184	8	23	153	83%	379	704	16	64	624	87%
11	340	596	15	12	569	95%	141	283	8	31	244	86%	481	879	23	43	813	91%
12	325	639	17	38	590	92%	168	316	12	28	276	87%	493	955	29	66	866	90%
All Grades	1153	2067	57	132	1884	91%	537	998	41	105	852	85%	1690	3065	98	237	2736	89%

FY23

Grade Level	Female						Male						Total Female & Male					
	# Unique Students	#ENRs	# Drops	# w/Final Percentage of 0-59%	# w/Final Percentage of 60-100%	Completion Rate	# Unique Students	#ENRs	# Drops	# w/Final Percentage of 0-59%	# w/Final Percentage of 60-100%	Completion Rate	Total Unique Students	Total ENRs	Total # Drops	# w/Final Percentage of 0-59%	# w/Final Percentage of 60-100%	Overall Completion Rate
4	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	
5	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	
6	11	19	1	7	11	58%	12	24	3	5	16	67%	23	43	4	12	27	62%
7	40	58	11	14	33	57%	28	50	1	9	40	80%	68	108	12	23	73	68%
8	85	169	20	57	92	54%	72	101	13	20	68	67%	157	270	33	77	160	61%
9	114	238	15	41	182	76%	67	136	9	18	109	80%	181	374	24	59	291	78%
10	288	555	30	87	438	79%	134	285	15	52	218	76%	422	840	45	139	656	78%
11	381	814	18	107	689	85%	232	441	23	50	368	83%	613	1255	41	157	1057	84%
12	352	700	35	55	610	87%	212	382	13	40	329	86%	564	1082	48	95	939	87%
All Grades	1271	2553	130	368	2055	80%	757	1419	77	194	1148	81%	2028	3972	207	562	3203	81%

FY24

Grade Level	Female						Male						Total Female & Male					
	# Unique Students	#ENRs	# Drops	# w/Final Percentage of 0-59%	# w/Final Percentage of 60-100%	Completion Rate	# Unique Students	#ENRs	# Drops	# w/Final Percentage of 0-59%	# w/Final Percentage of 60-100%	Completion Rate	Total Unique Students	Total ENRs	Total # Drops	# w/Final Percentage of 0-59%	# w/Final Percentage of 60-100%	Overall Completion Rate
4	0	0	0	0	0		1	1	0	0	1	100%	1	1	0	0	1	100%
5	3	3	1	0	2	67%	3	3	0	0	3	100%	6	6	1	0	5	83%
6	8	16	5	5	6	38%	10	15	4	0	11	73%	18	31	9	5	17	55%
7	43	63	2	10	51	81%	42	51	5	5	41	80%	85	114	7	15	92	81%
8	117	154	10	16	128	83%	122	149	6	10	133	89%	239	303	16	26	261	86%
9	157	294	19	41	234	80%	106	163	13	20	130	80%	263	457	32	61	364	80%
10	295	660	26	93	541	82%	178	352	22	46	284	81%	473	1012	48	139	825	81%
11	448	972	36	107	829	85%	281	550	26	48	476	87%	729	1522	62	155	1305	86%
12	419	913	32	90	791	87%	264	450	21	38	391	87%	683	1363	53	128	1182	87%
All Grades	1490	3075	131	362	2582	84%	1007	1734	97	167	1470	85%	2497	4809	228	529	4052	84%

FlexCAP & IPC Completion Rates by Department

This department summary data includes FlexCAP and IPC data from FY Summary Comparison report. The OC, OC-AP, OC-DE, and OC-CTE enrollments are shared on a separate report titled "OC Completion Rates by Department".

FlexCAP & IPC Completion Rates by Department																
This department summary data includes FlexCAP and IPC data from FY Summary Comparison report. The OC, OC-AP, OC-DE, and OC-CTE enrollments are shared on a separate report titled "OC Completion Rates by Department".																
ARTS	FY22						FY23									
	Percentage Issued:	Drop	0-59%	60-69%	70-79%	80-89%	90-100%	Total	Percentage Issued:	Drop	0-59%	60-69%	70-79%	80-89%	90-100%	Total
	#ENRs	0	0	0	0	0	0	0	#ENRs	0	0	0	0	0	0	0
	% of Grade Range								% of Grade Range							0%
ARTS	Completion Rates								Completion Rates							0%
CTE: Agriculture Science	#ENRs	0	0	0	0	0	0	0	#ENRs	0	0	0	0	0	0	0
CTE: Agriculture Science	% of Grade Range								% of Grade Range							0%
CTE: Agriculture Science	Completion Rates								Completion Rates							0%
CTE: Business and Technical Education	#ENRs	0	0	0	0	0	0	0	#ENRs	0	0	0	0	0	0	0
CTE: Business and Technical Education	% of Grade Range								% of Grade Range							0%
CTE: Business and Technical Education	Completion Rates								Completion Rates							0%
CTE: Family & Consumer Science	#ENRs	0	0	0	0	0	0	0	#ENRs	0	0	0	0	0	0	0
CTE: Family & Consumer Science	% of Grade Range								% of Grade Range							0%
CTE: Family & Consumer Science	Completion Rates								Completion Rates							0%
CTE: Health Science	#ENRs	0	0	0	0	0	0	0	#ENRs	0	0	0	0	0	0	0
CTE: Health Science	% of Grade Range								% of Grade Range							0%
CTE: Health Science	Completion Rates								Completion Rates							0%
CTE: Teacher Education	#ENRs	0	0	0	0	0	0	0	#ENRs	0	0	0	0	0	0	0
CTE: Teacher Education	% of Grade Range								% of Grade Range							0%
CTE: Teacher Education	Completion Rates								Completion Rates							0%
Electives	#ENRs	0	0	0	0	0	0	0	#ENRs	0	0	0	0	0	0	0
Electives	% of Grade Range								% of Grade Range							0%
Electives	Completion Rates								Completion Rates							0%
Health and Physical Education	#ENRs	26	1	0	3	65	16	85	#ENRs	18	0	0	3	48	15	66
Health and Physical Education	% of Grade Range	1%	0%	4%	76%	19%	100%		% of Grade Range	0%	0%	5%	73%	23%	100%	
Health and Physical Education	Completion Rates								Completion Rates							100%
Indigenous Language	#ENRs	0	0	0	0	0	0	0	#ENRs	0	0	0	0	0	0	0
Indigenous Language	% of Grade Range								% of Grade Range							0%
Indigenous Language	Completion Rates								Completion Rates							0%
Language Arts	#ENRs	235	0	0	60	288	196	544	#ENRs	263	0	0	108	382	153	643
Language Arts	% of Grade Range	0%	0%	11%	53%	36%	100%		% of Grade Range	0%	0%	17%	59%	24%	100%	
Language Arts	Completion Rates							<th>Completion Rates</th> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>100%</td>	Completion Rates							100%
Math	#ENRs	49	0	1	20	49	30	100	#ENRs	49	0	0	8	39	11	58
Math	% of Grade Range	0%	1%	20%	49%	30%	100%		% of Grade Range	0%	0%	14%	67%	19%	100%	
Math	Completion Rates							<th>Completion Rates</th> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>100%</td>	Completion Rates							100%
Music	#ENRs	0	0	0	0	0	0	0	#ENRs	0	0	0	0	0	0	0
Music	% of Grade Range								% of Grade Range							0%
Music	Completion Rates							<th>Completion Rates</th> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>0%</td>	Completion Rates							0%
Science	#ENRs	97	0	0	41	212	36	289	#ENRs	88	1	1	52	148	38	240
Science	% of Grade Range	0%	0%	14%	73%	12%	100%		% of Grade Range	0%	0%	22%	62%	16%	100%	
Science	Completion Rates							<th>Completion Rates</th> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>100%</td>	Completion Rates							100%
Social Studies	#ENRs	91	1	2	81	223	65	372	#ENRs	103	0	0	38	157	53	248
Social Studies	% of Grade Range	0%	1%	22%	60%	17%	100%		% of Grade Range	0%	0%	15%	63%	21%	100%	
Social Studies	Completion Rates							<th>Completion Rates</th> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>100%</td>	Completion Rates							100%
World Languages	#ENRs	0	0	0	0	0	0	0	#ENRs	0	0	0	0	0	0	0
World Languages	% of Grade Range								% of Grade Range							0%
World Languages	Completion Rates							<th>Completion Rates</th> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>0%</td>	Completion Rates							0%
FY22 Totals																
Total ENR	Total Drop	0-59%	60-69%	70-79%	80-89%	90-100%	Total Comp	Total ENR	Total Drop	0-59%	60-69%	70-79%	80-89%	90-100%	Total Comp	
1888	498	2	3	205	837	343	1390	1776	521	1	1	209	774	270	1255	
	26%	0.1%	0.2%	14.7%	60.2%	24.7%	100.0%		29%	0.1%	0.1%	16.7%	61.7%	21.5%	100.0%	
															99.9%	
FY23 Totals																
Total ENR	Total Drop	0-59%	60-69%	70-79%	80-89%	90-100%	Total Comp	Total ENR	Total Drop	0-59%	60-69%	70-79%	80-89%	90-100%	Total Comp	
1522	401	10	5	151	581	374	1121	1522	401	10	5	151	581	374	1121	
	26%	0.9%	0.4%	13.5%	51.8%	33.4%	100.0%		26%	0.9%	0.4%	13.5%	51.8%	33.4%	100.0%	
															99.1%	
FY24 Totals																
Total ENR	Total Drop	0-59%	60-69%	70-79%	80-89%	90-100%	Total Comp	Total ENR	Total Drop	0-59%	60-69%	70-79%	80-89%	90-100%	Total Comp	

Original Credit Completion Rates by Department

This department summary data includes OC, OC-AP, OC-DE, and OC-CTE from FY Summary Comparison report. The FlexCAP and IPC enrollments are shared on a separate report titled "FlexCAP/IPC Completion Rates by Department".

	FY22											FY23											FY24																							
	Percentage Issued:	Drop	Successful Completion					Percentage Issued:	Drop	Successful Completion					Percentage Issued:	Drop	Successful Completion					Percentage Issued:	Drop	Successful Completion					Percentage Issued:	Drop	Successful Completion															
			0-59 %	60-69 %	70-79 %	80-89 %	90-100 %			0-59 %	60-69 %	70-79 %	80-89 %	90-100 %			0-59 %	60-69 %	70-79 %	80-89 %	90-100 %			0-59 %	60-69 %	70-79 %	80-89 %	90-100 %			Total	Total	Total													
ARTS	#ENRs	3	14	13	20	22	31	100	11	33	12	15	19	42	121	#ENRs	12	23	12	26	32	42	135	#ENRs	1	11	5	18	18	9	61															
	% of Grade Range	14%	13%	20%	22%	31%	100%	27%	10%	12%	16%	35%	100%	17%	9%	19%	24%	31%	100%	Completion Rates	86%	73%	Completion Rates	83%	Completion Rates	82%	Completion Rates	88%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%										
	Completion Rates																																													
CTE: Agriculture Science	#ENRs	1	2	2	5	2	4	15	1	2	7	5	4	8	26	#ENRs	16	35	20	42	61	142	300	#ENRs	4	19	10	11	15	18	73															
	% of Grade Range	13%	13%	33%	13%	27%	100%	8%	27%	19%	15%	31%	100%	18%	8%	30%	30%	15%	100%	Completion Rates	87%	92%	Completion Rates	82%	Completion Rates	88%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%	Completion Rates	88%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%		
	Completion Rates																																													
CTE: Business and Technical Education	#ENRs	13	18	18	32	52	110	230	8	37	36	44	42	106	265	#ENRs	10	18	13	11	17	21	80	#ENRs	5	16	11	12	34	43	116															
	% of Grade Range	8%	8%	14%	23%	48%	100%	14%	14%	17%	16%	40%	100%	12%	7%	14%	20%	47%	100%	Completion Rates	92%	86%	Completion Rates	86%	Completion Rates	88%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%	Completion Rates	88%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%		
	Completion Rates																																													
CTE: Family & Consumer Science	#ENRs	2	10	4	12	12	19	57	10	18	13	11	17	21	80	#ENRs	5	16	11	12	34	43	116	#ENRs	5	11	15	14	30	38	108															
	% of Grade Range	18%	7%	21%	21%	33%	100%	23%	16%	14%	21%	26%	100%	26%	14%	15%	21%	25%	100%	Completion Rates	82%	78%	Completion Rates	86%	Completion Rates	88%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%	Completion Rates	88%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%		
	Completion Rates																																													
CTE: Health Science	#ENRs	2	8	4	5	8	34	59	5	16	11	12	34	43	116	#ENRs	5	11	15	14	30	38	108	#ENRs	2	5	1	9	11	22	48															
	% of Grade Range	14%	7%	8%	14%	58%	100%	14%	9%	10%	29%	37%	100%	10%	14%	13%	28%	35%	100%	Completion Rates	86%	82%	Completion Rates	86%	Completion Rates	88%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%	Completion Rates	88%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%		
	Completion Rates																																													
CTE: Teacher Education	#ENRs	0	0	0	0	0	0	0	1	1	2	3	2	7	15	#ENRs	1	1	2	3	2	7	15	#ENRs	2	5	1	9	11	22	48															
	% of Grade Range								7%	13%	20%	13%	47%	100%	10%	2%	19%	23%	46%	100%	Completion Rates	0%	93%	Completion Rates	93%	Completion Rates	91%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%	Completion Rates	88%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%	
	Completion Rates																																													
Electives	#ENRs	2	14	6	6	12	21	59	11	15	11	20	23	50	119	#ENRs	7	8	9	12	15	42	86	#ENRs	18	39	34	43	93	182	392															
	% of Grade Range	24%	10%	10%	20%	36%	100%	13%	9%	17%	19%	42%	100%	10%	9%	11%	24%	47%	100%	Completion Rates	76%	87%	Completion Rates	88%	Completion Rates	90%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%	Completion Rates	88%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%		
	Completion Rates																																													
Health and Physical Education	#ENRs	8	27	28	49	62	141	307	16	48	21	52	70	204	395	#ENRs	0	3	1	3	3	3	13	#ENRs	0	2	0	1	3	8	14															
	% of Grade Range	9%	9%	16%	20%	46%	100%	12%	5%	13%	18%	52%	100%	10%	9%	11%	24%	47%	100%	Completion Rates	91%	88%	Completion Rates	88%	Completion Rates	90%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%	Completion Rates	88%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%		
	Completion Rates																																													
Indigenous Language	#ENRs	0	0	0	0	0	0	0	0	3	1	3	3	3	13	#ENRs	0	2	0	1	3	8	14	#ENRs	25	64	57	94	129	98	442															
	% of Grade Range									23%	8%	23%	23%	23%	100%	Completion Rates	0%	7%	21%	57%	100%	Completion Rates	8%	86%	Completion Rates	86%	Completion Rates	90%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%	Completion Rates	90%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%
	Completion Rates																																													
Language Arts	#ENRs	12	37	34	51	86	110	318	31	122	75	76	87	127	487	#ENRs	42	75	65	85	138	167	530	#ENRs	44	74	60	112	118	161	525															
	% of Grade Range	12%	11%	16%	27%	35%	100%	25%	15%	16%	18%	26%	100%	14%	12%	16%	26%	32%	100%	Completion Rates	88%	75%	Completion Rates	88%	Completion Rates	86%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%	Completion Rates	88%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%		
	Completion Rates																																													
Math	#ENRs	10	26	16	41	86	143	312	34	56	18	49	80	117	320	#ENRs	42	75	65	85	138	167	530	#ENRs	21	81	57	134	208	458	938															
	% of Grade Range	8%	5%	13%	28%	46%	100%	18%	6%	15%	25%	37%	100%	14%	11%	21%	22%	31%	100%	Completion Rates	92%	83%	Completion Rates	83%	Completion Rates	86%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%	Completion Rates	88%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%		
	Completion Rates																																													
Music	#ENRs	1	1	0	1	0	5	7	6	7	2	7	8	18	42	#ENRs	2	4	2	6	7	19	38	#ENRs	25	64	57	94	129	98	442															
	% of Grade Range	14%	0%	14%	0%	71%	100%	17%	5%	17%	19%	43%	100%	11%	5%	16%	18%	50%	100%	Completion Rates	86%	83%	Completion Rates	83%	Completion Rates	89%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%	Completion Rates	88%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%		
	Completion Rates																																													
Science	#ENRs	10	25	25	43	65	77	235	26	66	35	64	80	105	350	#ENRs	29	78	84	102	173	454	891	#ENRs	21	81	57	134	208	458	938															
	% of Grade Range	11%	11%	18%	28%	33%	100%	19%	10%	18%	23%	30%	100%	14%	13%	21%	29%	22%	100%	Completion Rates	89%	81%	Completion Rates	81%	Completion Rates	86%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%	Completion Rates	88%	Completion Rates	74%	Completion Rates	90%	Completion Rates	91%	Completion Rates	86%		
	Completion Rates																																													
Social Studies	#ENRs	12	41	46	84	128	260	559	33	88	70	92	158	340	748	#ENRs	4809	228	529	431	709	1051	1861	4581	#ENRs	3972	207	562	360	554	809	1480	3765	#ENRs	4809	228	529	431	709	1051	1861	4581	#ENRs</td			

Total Enrollments / Completion Rates / Gender / Ethnicity

FY22-FY24

American Indian or Alaska Native

	Original Credit			FlexCAP / IPC				
	OC, OC-AP, OC-DE, OC-CTE			FlexCAP, IPC				
	Female	Male	Total ENRs	Female	Male	Total ENRs		
	423	210	633	260	329	589	1222	
Enrollments	423	210	633	260	329	589	1222	
Completions	289	161	450	159	199	358	808	
Completion %	68%	77%	71%	61%	60%	61%	66%	

Asian

	Original Credit			FlexCAP / IPC				
	OC, OC-AP, OC-DE, OC-CTE			FlexCAP, IPC				
	Female	Male	Total ENRs	Female	Male	Total ENRs		
	130	66	196	19	13	32	228	
Enrollments	130	66	196	19	13	32	228	
Completions	111	58	169	14	8	22	191	
Completion Rate	85%	88%	86%	74%	62%	69%	84%	

Black or African American

	Original Credit			FlexCAP / IPC				
	OC, OC-AP, OC-DE, OC-CTE			FlexCAP, IPC				
	Female	Male	Total ENRs	Female	Male	Total ENRs		
	114	52	166	39	41	80	246	
Enrollments	114	52	166	39	41	80	246	
Completions	76	40	116	26	32	58	174	
Completion Rate	67%	77%	70%	67%	78%	73%	71%	

Native Hawaiian or other Pacific Islander

	Original Credit			FlexCAP / IPC				
	OC, OC-AP, OC-DE, OC-CTE			FlexCAP, IPC				
	Female	Male	Total ENRs	Female	Male	Total ENRs		
	30	32	62	18	8	26	88	
Enrollments	30	32	62	18	8	26	88	
Completions	24	30	54	12	8	20	74	
Completion Rate	80%	94%	87%	67%	100%	77%	84%	

White

	Original Credit			FlexCAP / IPC				
	OC, OC-AP, OC-DE, OC-CTE			FlexCAP, IPC				
	Female	Male	Total ENRs	Female	Male	Total ENRs		
	6486	3376	9862	1789	2455	4244	14106	
Enrollments	6486	3376	9862	1789	2455	4244	14106	
Completions	5562	2849	8411	1262	1764	3026	11437	
Completion Rate	86%	84%	85%	71%	72%	71%	81%	

Unknown

	Original Credit			FlexCAP / IPC				
	OC, OC-AP, OC-DE, OC-CTE			FlexCAP, IPC				
	Female	Male	Total ENRs	Female	Male	Total ENRs		
	499	423	922	91	135	226	1148	
Enrollments	499	423	922	91	135	226	1148	
Completions	408	356	764	50	89	139	903	
Completion Rate	82%	84%	83%	55%	66%	62%	79%	

Student Ethnicity - Unique Students/Grade Level

		Grade Level	FY22	FY23	FY24	Total	% of Total
American Indian or Alaska Native	4	0	0	0	0	0	
	5	0	0	0	0	0	
	6	0	0	0	0	0	
	7	5	4	2	11		
	8	3	8	10	21		
	9	27	44	15	86		
	10	55	100	46	201		
	11	74	80	84	238		
	12	35	63	86	184		
	All Grades	199	299	243	741		8.1%
		Grade Level	FY22	FY23	FY24	Total	% of Total
Asian	4	0	0	0	0	0	
	5	0	0	0	0	0	
	6	0	1	0	1		
	7	2	0	0	2		
	8	2	0	1	3		
	9	8	3	5	16		
	10	9	8	6	23		
	11	8	15	16	39		
	12	10	9	13	32		
	All Grades	39	36	41	116		1.3%
		Grade Level	FY22	FY23	FY24	Total	% of Total
Black or African American	4	0	0	0	0	0	
	5	0	0	0	0	0	
	6	0	1	0	1		
	7	0	0	1	1		
	8	2	1	1	4		
	9	6	7	1	14		
	10	13	5	11	29		
	11	13	12	17	42		
	12	10	9	12	31		
	All Grades	44	35	43	122		1.3%
		Grade Level	FY22	FY23	FY24	Total	% of Total
Native Hawaiian or other Pacific Islander	4	0	0	0	0	0	
	5	0	0	0	0	0	
	6	0	0	1	1		
	7	0	0	0	0	0	
	8	0	2	0	2		
	9	1	2	5	8		
	10	5	4	2	11		
	11	4	5	10	19		
	12	6	5	6	17		
	All Grades	16	18	24	58		0.6%
		Grade Level	FY22	FY23	FY24	Total	% of Total
White	4	0	0	1	1		
	5	0	0	6	6		
	6	6	17	17	40		
	7	30	62	79	171		
	8	51	72	149	272		
	9	334	253	323	910		
	10	560	548	545	1653		
	11	690	761	799	2250		
	12	660	671	729	2060		
	All Grades	2331	2384	2648	7363		80.9%
		Grade Level	FY22	FY23	FY24	Total	% of Total
Unknown	4	0	0	0	0	0	
	5	0	0	0	0	0	
	6	0	4	0	4		
	7	3	3	3	9		
	8	6	84	87	177		
	9	20	29	62	111		
	10	34	43	61	138		
	11	45	33	62	140		
	12	56	19	49	124		
	All Grades	164	215	324	703		7.7%
	Total Unique Students	2793	2987	3323	9103		100%