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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

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2022 Gifted and Talented State Grant Report

The current biennial grant period for the Gifted and Talented State Grant runs from August 1, 2021 through July 31, 2023. The Montana State Legislature provided $700,000 total in grant funds for the two-year grant cycle. The amendment to **20-7-904, MCA** added new district reporting requirements set out in section (4), effective October 1, 2019. The OPI data shown below is for the 2020/2021 and 2021/2022 school years.

Gifted and Talented State Grant

Forty-eight districts expressed interest in the Gifted and Talented State Grant funds in this grant cycle. Two districts did not complete the application process required to receive funding. Forty-six districts applied for and received the two-year Gifted and Talented State Grant. The table below details the number of schools receiving funds from the Office of Public Instruction for Gifted and Talented programs (pursuant to **20-7-903**) and a breakdown of schools by student enrollment.

Class	Enrollment Range	# of Districts	Total Funding
C	1-119	12	$91,804.00
B	120-339	10	$100,206.00
A	341-825	15	$168,159.00
AA	826+	9	$339,831.00

In the assurance portion of the Gifted and Talented State Grant application, each district's authorized representative assures the following:

- the LEA will comply with all appropriate sections of Montana Code Annotated (MCA) **20-7-901-904;**

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- the LEA will keep records and provide information to the state education agency as reasonably may be required for fiscal audit and program evaluation, consistent with the requirements of the state agency under this statute, including reporting the local district match and awarded grant funds on the school system Trustees report; (pursuant to **20-7-903)**
- the design, planning, and implementation of programs authorized by this chapter will provide for systematic consultation with parents, teachers and administrative personnel in the school(s) and with other groups as may be deemed appropriate by the local education agency; and
- the LEA will comply with the provisions of Administrative Rules of Montana (ARM) 10.55.804, effective 12/8/00
- provide a description of the way(s) they are meeting the requirements to include a child's parents in the Gifted and Talented evaluation process (pursuant to **20-7-902**).

Parental Involvement in the Evaluation Process

Districts receiving grant funds were required to submit their Gifted and Talented Program Plan to the Office of Public Instruction prior to grant approval. The OPI Gifted and Talented Program Plan template includes a section to provide for parental involvement in the evaluation process.

On the grant application, 65% of districts noted parental involvement in the evaluation process through the use of a Parental Observation Checklist.

Grant District Training Activities

The districts receiving grant funds are currently utilizing the funds in a variety of ways for professional learning and development. Twenty-six of the forty-six grant districts are using grant funds for staff professional development. Some examples include attending the Association of the Gifted and Talented Education (AGATE) Conference and the National Association for Gifted Children (NAGC) Conference.

Description of Gifted and Talented Services

The districts receiving grant funds identified unique uses for the funds to meet their local needs for providing Gifted and Talented Services. Of note:

- Twenty-seven of the districts are using grant funds for curriculum differentiation
- Nineteen of the districts are using grant funds for acceleration programs

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- Eighteen of the districts are using grant funds to address the whole child development needs of Gifted and Talented students
- Eight of the districts are using grant funds for secondary level programming.

Evaluation of Program Effectiveness

At the end of the grant cycle, districts will complete a program report to detail the effectiveness of Gifted and Talented programs. Interim reports were not required for this grant. This report will include the outcome of their locally identified student growth objectives. This data includes measures such as student achievement or growth, indicators of student and parent satisfaction with the program; and other gauges of program quality as determined by the OPI. The objectives and measurements are provided by each district in the "Objectives and Activities'' portion of the grant application.

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Gifted and Talented Statewide Data

Statewide Gifted and Talented data from the 2020/2021 and 2021/2022 school years were collected through OPI's TEAMS and AIM data management systems and is aggregated below.

2020/21 Data:

- 6,074 students were evaluated for Gifted and Talented programs
- 5,903 students were identified as Gifted and Talented
- 283 of 410 districts report providing services for Gifted and Talented students
- 154 of 410 districts identified a gifted coordinator
- 242 of 410 districts offer training to their staff regarding Gifted and Talented education.

2021/22 Data:

- 6,371 students were evaluated for Gifted and Talented programs (4.8% growth)
- 6,354 students were identified as Gifted and Talented (7.6% growth)
- 287 of 410 districts report providing services for Gifted and Talented students (1.4% growth)
- 154 of 410 districts identified a gifted coordinator (no change)
- 165 of 410 districts offer training to their staff regarding Gifted and Talented education (31% decline).

A description of the training provided by districts to teachers of Gifted and Talented students is listed in **APPENDIX A.** A description of services provided by districts to gifted and talented students is listed in **APPENDIX B.**

Implementation of Resources

The following resources were created by the Office of Public Instruction and presented to multiple stakeholders. These resources have been shared via email and the OPI Compass newsletter amongst Montana districts:

1. Gifted Education Training Site
2. Program and Student Success Checklist
3. Montana Advanced Learning Plan
4. Montana Program Planning Template

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Data collection changes have been made in order to understand the strengths and needs of the programs for Montana districts. Those changes are as follows:

a. TEAMS (School Data Collection System) - TEAMS previously used a checkbox to indicate if a district provided Gifted and Talented services. If the district did not provide Gifted and Talented services, the box would be left unchecked. Currently, TEAMS asks for further information in order to collect more specific data. Specific additional questions are (1) What services for Gifted and Talented students do the districts implement and (2) What professional learning and development opportunities do the districts offer?
b. AIM (Student Data Collection System)- AIM has been changed to include indicators of "students evaluated" and "students identified".

OPI Partnerships & Professional Development

Association of Gifted and Talented Education (AGATE)

Higher Education Consortium (HEC) Conference

Montana Western University

Montana State University Bozeman

Council of State Directors of Programs for the Gifted (CSDPG)

National Association of Gifted Children (NAGC)

Edufest July 2022

Office of Public Instruction Learning Hub: *Introduction to Gifted Students* and *Introduction to Twice-Exceptional Students*

Office of Public Instruction Summer Institute June 2022: *Getting Started: A Gifted Program for Your School* and *Gifted and Talented: I Will Be Here All Week!*

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Appendix A

Services by Type: Gifted and Talented SY 2021/22

Services Provided	Number of Districts Providing
Accelerated Pace	119
Independent Study	103
Grouping Strategies	98
Flexible Tasks	91
Problem-Based Learning	66
Assessment	64
Specialized Curriculum Programs	58
Curriculum Compacting	56
Send-Out	50
Whole-Grade skipping	47

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Distance learning/special schools for gifted	43
Talent Opportunities	32
Early Admittance	27
Early Entrance	23
Most Difficult First	15
Other Services	9

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Appendix B

Professional Development and Learning by Source: SY 2021/22

Professional Development and Learning Source	Number of Districts
Learning Hub (OPI)	120
Local District Training	67
Association of Gifted and Talented Education (AGATE)	42
Comprehensive System of Personnel Development (CSPD)	22
Montana Federation of Public Employees (MFPE)	17
National Association of Gifted Children (NAGC)	12 (November 2022 in Indianapolis, IN)
*Other (Edufest, Outdoor Science Exploration, Advanced Placement Training, Montana Small Schools Alliance, Northwest Curriculum Cooperative, Hormel Foundation Gifted and Talented Symposium)	47

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At Risk Students Report

Overview

Montana's definition of a basic system of quality public elementary and secondary schools includes educational programs for at-risk students (20-9-309, MCA). State statute defines an at-risk student as a "student who is affected by environmental conditions that negatively impact the student's educational performance or threaten a student's likelihood of promotion or graduation" (20-1-101(4), MCA).

Beginning in FY 2007, the Montana Legislature provided $5 million annually to local school districts for educational services for at-risk students (see Appendix A). The at-risk payment is distributed in the same manner as federal Title I funding. If a district has no schools eligible for Title I funds, it does not receive an at-risk payment. The funding was provided for three years but the program was not funded for FY 2009-10 and FY 2010-11. Funding was restored for FY 2011-12 and later. The law which establishes the at-risk student payment also requires the Office of Public Instruction to report to the governor and the Legislature on the change in status of standardized test scores, graduation rates, and dropout rates of at-risk students (20-9-328, MCA). This fact sheet provides that status report.

For the purposes of this report, **at-risk students** are defined as those students who are enrolled in a Title I school. A table of the Title I districts, and how much each received from the at-risk payment, follows this report. The enrollment of students in Title I schools has declined slightly in the last three years, from 79% of Montana students in 2018 to 76.5% in 2021.

On March 30, 2020, Montana OPI received a waiver from the U.S. Department of Education (USED) for specific assessment and accountability requirements for the 2019-2020 school year. The waiver canceled assessments in the 2019–2020 school year, suspended the accountability system, and removed specific elements related to assessments and accountability on the report card.

Additionally, the state cannot provide data on the Montana Science Assessment (MSA) because the state has switched from using the Criterion Reference Test (CRT) to using the MSA. In 2021 Montana students took the Operational Field Test however at the time of testing, the standard settings were not yet set. Therefore, the results will not be available until October 2022.

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This report will reflect the data for the following:

- Mathematics-2021
- Reading/Language Arts- 2021
- ACT Math- 2021
- English Language Arts- 2021
- Enrollment –2020, 2021
- Graduation Rates-,2020, 2021
- Dropout Rates- 2021

Methodology

A school was defined as Title I if the school had a Schoolwide or a Targeted Assistance status in Title I in the defined school year. Because state at-risk payments are distributed in the same manner as Title I funds, Title I schools were defined as at-risk. Proficiency means having achieved a score in each assessment that is at or above the established proficiency level. Grades 3-8 are assessed using the Smarter Balanced Assessment. High school students are assessed in Grade 11 for Math and Reading/Language Arts. Students who took alternate assessments were not included in this data review. No students were assessed in 2020. A student is enrolled in a public school with a primary enrollment.

Data Summary

Proficiency in Mathematics, ELA

The gap by grade for the 2021 school year is on average 9 to 10 percentage points between students at or above proficient in both Math and ELA at Title I schools and all students. In both Math and ELA, the gap is larger in grades 3-5 and ebbs and flows from grades 6-8, and 11.

Math proficiency decline from the start of a child's educational experience to the end. Roughly 44% all third graders are proficient or better in Math and by grade eleven, roughly 27.4% of all students achieve proficiency in Math.

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Reading/Language Arts proficiency stays relatively steady through the years, with 44% of students displaying proficiency in the third grade, to roughly 45.3% of students showing proficiency in grade 11.

Graduates and Dropouts, 2019- 2021

Graduation data show that the percentage of all students who graduate on time (with their cohort) has decreased slightly from 86.6% in 2019 to 86.1% in 2021. In Title I schools, this decreased from 86.3% to 85.7% for students graduating on time.

There is a 2-3% gap between the Title I school rate and the "all schools" rate for both sets of students evaluated, but the gap is less than half a percentage point in all the cases shown here.

There is a significant gap between the percentage of American Indian students who graduate with their cohort and all students, irrespective of whether students attended a Title I school. However, the percentage of American Indian students' graduation increased in all schools from 66.7% in 2019 to 69.2% in 2021.

That gap persists when looking at dropout data. American Indian students are at approximately 3 times greater risk of dropping out, and the risk is slightly higher in a Title I school.

Population and School Level Data

Over the last three years (school years 2019- 2021), we have seen a slight increase in the number of students enrolled at schools that do not participate in Title I, with most of that increase occurring in the 2020-21 school year. Here we see between 82% of all schools are participating in Title I programs with the largest decrease in Title I participation in the 2021 school year.

School Count	2019	2020	2021
Not Title I School	145	123	112
Title I School	678	702	714
Grand Total	**823**	**825**	**826**

Table 1- number of students enrolled in Title I and non-Title I Schools

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Student Count	2019	2020	2021
Not Title I School	34261	35290	34089
Title I School	113557	113507	111129
Grand Total	**147818**	**148797**	**145218**

Table 2- number of schools by Title I participation

Assessment Data School Year 2020-2021

Assessment data for elementary and middle school students is from the 2020-21 Smarter Balanced assessment (SBAC) for English/Language Arts and Math, while the high school student testing data in these subjects is from the 2020-21 statewide administration of the ACT with writing. Roughly 1% of Montana students are evaluated using an alternate assessment (the Multi-State Alternate Assessment, or MSAA, for reading and math, those scores are not included in this data review.

The OPI has been providing the statewide administration of the ACT college entrance test since the 2012-13 school year. For the 2016-17 school year, the OPI developed a set of proficiency levels for the ACT to mirror the four proficiency levels of the SBAC assessment (novice, nearing proficiency, proficient and advanced), using the ACT Math subject test for mathematics and a weighted average of the ACT English, Reading and Writing subject tests for Reading/Language Arts.

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Mathematics

Here is a chart on math assessment data, separating students by grade, showing the percentage of students scoring at or above proficiency (AoAP). One year of data is shown, and separate groups of columns are shown for Title I schools and all Montana public schools. There is a small but consistent gap, both by grade and for each year, of roughly 2-3 percentage points between students at Title I schools and all students. This gap is consistent through most of the At-Risk Reports. The gap is largest (~3%) in grades 3 through 5, and smallest in grades 7 and 11.

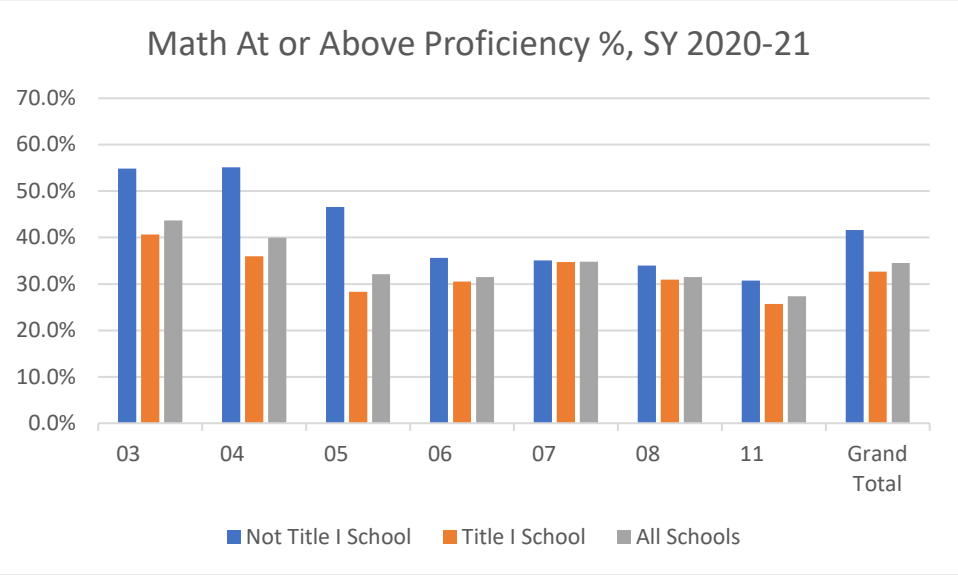

Chart 1 – Percent of students at or above Proficient in Math by Title I status

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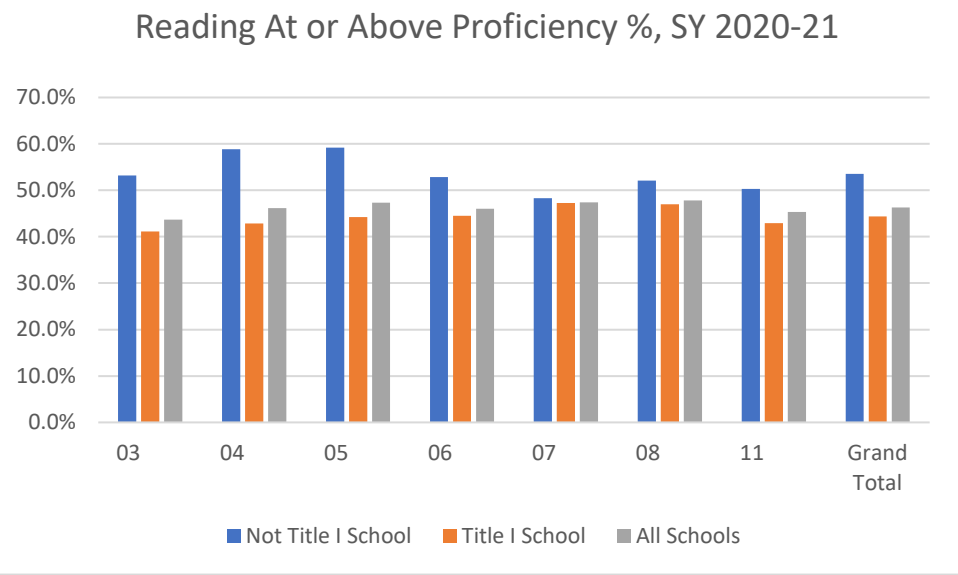
English Language Arts

The chart below shows reading/language arts proficiency data (percentage of students scoring at or above proficient). One year of data is provided, separated by grade, for Title I Schools and all Montana public schools. Again, there is a small persistent gap between the Title I Schools and the all schools number of 2-3 percentage points. This gap is consistent with, and similar in size to, gaps reported in previous At-Risk Report. Again, the gap is larger in grades 3-5 and is smaller in grades 7 and 11.



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MSA Science

The Montana Science Assessment because the state has switched from using the CRT to using the MSA. In 2021 Montana students took the Operational Field Test however at the time of testing, the standard settings were not yet set. Therefore, the results will not be available until October 2022.

Graduation Rates

The four-year adjusted cohort graduation rate (cohort graduation rate hereafter) was first calculated in the 2010-11 school year. This rate measures the "on-time" graduation of students, based on a student's entry date into Montana high schools. The cohort graduation rate for 2010-11 was 82.1%, and the rate climbed to 86.0% by 2014-15 and has stayed between 85.6% and 86.6% since the 2014-15 school year. Data here is provided for both the whole high school student cohort and the American Indian student cohort, again showing students in Title I schools and all schools. The cohort graduation rate is calculated only for public schools and does not include students who transfer to private schools or to the state-funded schools at the School for the Deaf & Blind or the Department of Youth Corrections.

For the 2020-2021 school year, 85.7% of all students were at a high school that participated in Title I, and 68.6% of the American Indian students in the cohort were at a high school that participated in Title I. There is a gap between the Title I school rate and the "all schools" rate for both sets of students evaluated, but the gap is less than half a percentage point in all the cases shown here.

Cohort Graduation Tables

Title Status	**2019**	**2020**	**2021**
Not Title I School	87.5%	86.1%	87.2%
Title I School	86.3%	85.8%	85.7%
All Schools	**86.6%**	**85.9%**	**86.1%**
American Indian, Title I Schools	66.20%	68.90%	68.60%
American Indian, All Schools	**66.70%**	**68.30%**	**69.20%**

Table 3 – Adjusted Cohort Graduation Rates

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Dropout Data

Dropout rates have decreased since the 2007-08 school year for all students both in Title I schools and for the state. There has been a recent small increase in the dropout rate over the last three years, with the overall dropout rate in high school being as high as it was back in 2012-13. Data is provided here separately for high school dropout rates and grade 7 and 8 dropout rates. Montana does not track dropouts under grade 7. The number of dropouts in grades 7 and 8 has gone down foverthe last three years. The overall dropout rate for American Indian students is higher than for the overall student population.

Dropout Rates, High School	**2021**
All students, Title I Schools	3.90%
All students, All Schools	3.70%
American Indian students, Title I Schools	7.80%
American Indian students, All Schools	3.70%

Dropout Rates, 7&8	**2021**
All students, Title I Schools	0.50%
All students, All Schools	0.50%
American Indian students, Title I Schools	2.30%
American Indian students, All Schools	0.50%

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Appendix A: Districts Receiving At- Risk Payments for 2020 and 2021

Le	District Name	2020	2021
0605	Roundup Elem	19435.74	19399.69
0003	Grant Elem	529.39	482.6
0005	Dillon Elem	24290.68	35990.43
0006	Beaverhead County H S	5665.76	5166.14
0007	Wise River Elem	895.43	771.01
0009	Lima K-12 Schools	4997.4	4804.57
0010	Wisdom Elem	1247.85	1200.95
0012	Polaris Elem	0	0
0014	Jackson Elem	0	0
0015	Reichle Elem	0	0
0020	Spring Creek Elem	0	0
0021	Pryor Elem	16535.62	18165.82
0023	Hardin Elem	149195.4	149667.1
0025	Lodge Grass Elem	23790.16	23748.23
0026	Wyola Elem	11004.59	10985.05
0028	Chinook Elem	7974.38	7955.2
0029	Chinook H S	2907.61	2902.49
0030	Harlem Elem	38692.77	38788.48
0031	Harlem H S	11825.03	13931.22
0032	Cleveland Elem	1142.87	1099.92
0034	Zurich Elem	2261	2175.92
0044	Turner Elem	1587.9	1584.94
0045	Turner H S	2245.26	2160.85
0048	Bear Paw Elem	33.12	31.9
0055	Townsend K-12 Schools	17582.89	17552.05
0056	Red Lodge Elem	7950.63	7927.34
0057	Red Lodge H S	2078.92	2467.36

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0059	Bridger K-12 Schools	7930.26	7634.39
0060	Joliet Elem	3877.65	3533.73
0061	Joliet H S	1719.12	1565.69
0069	Roberts K-12 Schools	4312.3	4299.42
0072	Fromberg K-12	6995.09	7792.64
0076	Belfry K-12 Schools	3458.24	3448.53
0078	Hawks Home Elem	815.07	784.43
0087	Ekalaka Elem	3867.78	5116.39
0096	Alzada Elem	0	0
0097	Carter County H S	1885.59	2205.67
0098	Great Falls Elem	286995.8	286489.4
0099	Great Falls H S	77399.28	75909.48
0101	Cascade Elem	6209.14	6195.29
0102	Cascade H S	3086.07	2970.22
0104	Centerville Elem	7301.65	7080.75
0105	Centerville H S	2246.26	2242.64
0112	Belt Elem	5517.92	5411.88
0113	Belt H S	2826.63	2810.83
0118	Simms H S	4190.96	4033.3
0127	Vaughn Elem	10772.14	12146.88
0131	Ulm Elem	4360.29	3973.8
0133	Fort Benton Elem	7935.51	7912.91
0134	Fort Benton H S	1975.19	2232.26
0138	Big Sandy K-12	6835.5	7348.9
0146	Highwood K-12	1663.51	1626.72
0154	Geraldine K-12	4896.68	4711.13
0159	Carter Elem	0	0
0161	Knees Elem	926.8	733.66
0171	Benton Lake Elem	0	0
0172	Miles City Elem	39051.19	39863.84
0173	Kircher Elem	1825.35	1756.74

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0177	Trail Creek Elem	0	0
0187	Kinsey Elem	912.67	1239.31
0189	S Y Elem	0	0
0192	Custer County H S	11811.79	13404.04
0194	Scobey K-12 Schools	3377.26	3080.37
0206	Glendive Elem	17203.98	19320.56
0207	Dawson H S	4978.53	6249.99
0215	Bloomfield Elem	0	0
0216	Lindsay Elem	893.8	814.81
0227	Richey Elem	1148.62	1412.38
0228	Richey H S	26.87	24.56
0236	Anaconda Elem	45540.39	45461.2
0237	Anaconda H S	14123.28	13593.44
0244	Baker K-12 Schools	6669.66	6180.74
0256	Plevna K-12 Schools	1660.51	1685.08
0258	Lewistown Elem	29259.58	29210.37
0259	Fergus H S	9908.83	9880.95
0264	Deerfield Elem	32.99	31.78
0268	Grass Range Elem	2583.81	2579.02
0269	Grass Range H S	1747.87	2214.53
0272	King Colony Elem	0	0
0273	Moore Elem	2445.84	2353.79
0274	Moore H S	2077.79	1999.69
0280	Roy K-12 Schools	1229.73	1226.15
0281	Denton Elem	1978.69	1973.86
0282	Denton H S	32.99	31.78
0288	Spring Creek Colony Elem	0	0
0291	Winifred K-12 Schools	5078.89	4883.06
0307	Deer Park Elem	3623.83	3488.28
0308	Fair-Mont-Egan Elem	3367.51	3359.14
0309	Swan River Elem	5004.65	4878.25

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0310	Kalispell Elem	111100.5	108012.7
0311	Flathead H S	72333.14	72206.11
0312	Columbia Falls Elem	63621.67	63512.44
0313	Columbia Falls H S	18462.95	18430.42
0316	Creston Elem	3458.62	3153.42
0317	Cayuse Prairie Elem	12895.05	11756.94
0320	Helena Flats Elem	9774.23	9403.4
0323	Kila Elem	7632.7	7378.4
0324	Smith Valley Elem	9466.42	9449.87
0325	Pleasant Valley Elem	0	0
0327	Somers Elem	18834	18125.56
0330	Bigfork Elem	20920.79	19074.32
0331	Bigfork H S	6889.24	6380.89
0334	Whitefish Elem	23409.24	25254.17
0335	Whitefish H S	8002.62	7469.68
0339	Evergreen Elem	61872.31	63677.65
0341	Marion Elem	7862.53	9065.37
0342	Olney-Bissell Elem	4772.58	4593.65
0347	Manhattan School	6215.89	8110.03
0348	Manhattan High School	2615.68	2609.15
0350	Bozeman Elem	69830.19	69706.84
0351	Bozeman H S	24260.81	24218.05
0354	Willow Creek Elem	3338.64	3293.56
0355	Willow Creek H S	0	0
0357	Springhill Elem	0	0
0359	Cottonwood Elem	0	0
0360	Three Forks Elem	11803.54	12303.99
0361	Three Forks H S	3079.45	3891.13
0362	Pass Creek Elem	0	0
0363	Monforton Elem	4070.11	4061.16
0364	Gallatin Gateway Elem	2879.24	2625.1

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0366	Anderson Elem	554.75	477.67
0367	LaMotte Elem	1301.71	1299.83
0368	Belgrade Elem	56211.8	56112.65
0369	Belgrade H S	21245.72	21200.73
0370	Malmborg Elem	593.62	541.48
0374	West Yellowstone K-12	6240.76	6660.05
0376	Amsterdam Elem	3766.17	3758.58
0377	Jordan Elem	2262.5	2062.86
0378	Garfield County H S	1177.24	1073.34
0385	Pine Grove Elem	0	1051.31
0386	Kester Elem	1142.87	2029.94
0387	Cohagen Elem	642.98	2195.16
0392	Sand Springs Elem	0	1457.83
0394	Ross Elem	0	0
0400	Browning Elem	142974.8	142918.7
0401	Browning H S	56128.44	60363.33
0402	Cut Bank Elem	26689.02	28069.55
0403	Cut Bank H S	6037.8	6026.66
0404	East Glacier Park Elem	4866.06	4681.63
0407	Ryegate K-12 Schools	3784.92	4200.29
0411	Lavina K-12 Schools	3574.47	3440.04
0416	Philipsburg K-12 Schools	6709.65	7158.99
0418	Hall Elem	616.49	720.75
0419	Drummond Elem	4504.39	4335.38
0420	Drummond H S	3261.91	3139.24
0424	Davey Elem	0	0
0425	Box Elder Elem	28684.96	30011.51
0426	Box Elder H S	11610.08	11174.32
0427	Havre Elem	56134.44	58629.63
0428	Havre H S	15105.81	14852.88
0445	Cottonwood Elem	1422.31	1224.88

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0452	Clancy Elem	5295.59	5306.92
0453	Whitehall Elem	14378.35	16089.41
0454	Whitehall H S	4079.36	4187.13
0455	Basin Elem	2712.78	2632.57
0456	Boulder Elem	9626.39	9265.15
0457	Jefferson H S	5600.52	5590.13
0458	Cardwell Elem	2685.79	2582.69
0460	Montana City Elem	2048.3	2042.86
0464	Stanford K-12 Schools	3950.51	3939.62
0469	Hobson K-12 Schools	2383.73	2820.45
0473	Geyser K-12 Schools	3562.97	3428.9
0474	Arlee Elem	27296.14	28128.68
0475	Arlee H S	9213.98	9197.67
0477	Polson Elem	55970.35	59333.79
0478	Polson H S	14075.16	14049.08
0481	St Ignatius K-12 Schools	39462.72	39797
0483	Valley View Elem	2814.26	2809.06
0486	Swan Lake-Salmon Elem	588.12	536.16
0487	Helena Elem	126000.6	125778.3
0488	Helena H S	65293.18	57372.85
0491	Trinity Elem	5266.72	4801.91
0495	Wolf Creek Elem	2545.19	2205.16
0498	Auchard Creek Elem	1840.35	1837
0502	Augusta Elem	3627.7	3491.57
0503	Augusta H S	1903.96	1832.32
0519	Troy Elem	15370.75	17322.14
0520	Troy H S	7376.26	8508.83
0522	Libby K-12 Schools	58263.35	57669.35
0527	Eureka Elem	22655.16	22606.65
0528	Lincoln County H S	12839.56	12803.69
0529	Fortine Elem	4940.54	4932.05

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0530	McCormick Elem	4180.33	4915.34
0533	Yaak Elem	1544.79	1912.46
0534	Trego Elem	1870.21	1799.91
0536	Alder Elem	1975.44	2318.47
0537	Sheridan Elem	4627.61	4217.89
0538	Sheridan H S	2270.38	2070.33
0540	Twin Bridges K-12 Schools	4766.83	4837.74
0543	Harrison K-12 Schools	3048.46	2984.78
0546	Ennis K-12 Schools	6742.4	6722.21
0547	Circle Elem	4095.73	3941.26
0548	Circle H S	1825.22	1763.83
0566	Vida Elem	1382.2	1655.33
0570	White Sulphur Spgs K-12	11780.42	12371.22
0577	Alberton K-12 Schools	8801.2	8776.47
0579	Superior K-12 Schools	15703.06	15658.45
0582	St Regis K-12 Schools	11476.23	12958.78
0583	Missoula Elem	233008.2	232505.4
0584	Missoula H S	119065.5	118804.3
0586	Hellgate Elem	36503	37366.1
0588	Lolo Elem	18022.05	17988.57
0589	Potomac Elem	3140.94	3135.06
0590	Bonner Elem	17503.29	16846.62
0591	Woodman Elem	1624.52	1481.25
0592	DeSmet Elem	9574.65	9506.58
0593	Target Range Elem	14737.14	14712.99
0594	Sunset Elem	0	1475.68
0595	Clinton Elem	8154.34	8140.04
0596	Swan Valley Elem	2599.31	2368.35
0597	Seeley Lake Elem	8749.21	9349.72
0599	Frenchtown K-12 Schools	39761.28	39076.5
0606	Roundup High School	6412.72	6784.5

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0607	Melstone Elem	2642.42	2543.06
0608	Melstone H S	1970.19	1796.36
0612	Livingston Elem	36605.35	36526.73
0613	Park H S	10778.39	10756.28
0614	Gardiner Elem	1121.25	1192.22
0617	Cooke City Elem	0	0
0620	Pine Creek Elem	41.37	37.73
0642	Winnett K-12 Schools	5258.22	5060.43
0648	Dodson K-12	7300.77	7646.16
0657	Saco H S	1340.33	1288.94
0659	Malta K-12 Schools	17719.24	17043.87
0663	Whitewater K-12 Schools	2707.28	2605.48
0671	Dupuyer Elem	1799.61	1731.92
0674	Conrad Elem	12821.81	12799.14
0675	Conrad H S	2579.68	2574.46
0679	Valier Elem	4756.33	4577.44
0680	Valier H S	2689.91	2587.88
0684	Miami Elem	1944.7	1871.69
0692	Biddle Elem	0	0
0705	Broadus Elem	6022.55	6909.33
0706	Powder River Co Dist H S	2869.25	2861.34
0709	South Stacey Elem	0	0
0712	Deer Lodge Elem	19270.9	21267.2
0713	Powell County H S	5090.13	5013.59
0715	Ovando Elem	33.99	32.66
0717	Helmville Elem	37.37	35.96
0718	Garrison Elem	1177.87	1132.33
0719	Elliston Elem	1689.63	1708.75
0720	Avon Elem	1512.54	1455.68
0721	Gold Creek Elem	1489.67	1477.45
0726	Terry K-12 Schools	5623.39	5411.88

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0731	Corvallis K-12 Schools	40433.13	40283.66
0732	Stevensville Elem	27270.4	26215.33
0733	Stevensville H S	10743.02	10326.71
0735	Hamilton K-12 Schools	54357.08	54199.68
0738	Victor K-12 Schools	22015.17	21976.55
0740	Darby K-12 Schools	19371.75	19326.51
0741	Lone Rock Elem	8278.81	7968.11
0743	Florence-Carlton K-12 Schls	18162.77	17658.01
0745	Sidney Elem	17886.33	17842.09
0746	Sidney H S	3806.17	4065.08
0747	Savage Elem	1085.89	2106.67
0748	Savage H S	1463.93	1333.88
0749	Brorson Elem	588.75	536.79
0750	Fairview Elem	3492.98	4247.39
0751	Fairview H S	1364.08	1783.45
0754	Rau Elem	1210.98	1624.82
0768	Lambert Elem	1478.55	1378.83
0769	Lambert H S	557	507.3
0774	Frontier Elem	8074.35	8396.66
0775	Poplar Elem	65615.36	67572.33
0776	Poplar H S	20424.15	21600.16
0777	Culbertson Elem	9366.07	9006
0778	Culbertson H S	2433.47	2426.34
0780	Wolf Point Elem	53176.34	55375.44
0781	Wolf Point H S	19876.02	21893.38
0782	Brockton Elem	14623.67	14074.66
0783	Brockton H S	4720.09	4543.01
0785	Bainville K-12 Schools	1692.75	2109.83
0786	Froid Elem	1752.49	2208.2
0787	Froid H S	1157.37	1055.23
0789	Birney Elem	0	0

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0790	Forsyth Elem	6116.03	5886.64
0791	Forsyth H S	1241.48	1274
0792	Lame Deer Elem	46249.48	46167.89
0795	Rosebud K-12	4704.47	4527.56
0796	Colstrip Elem	10645.17	10894.53
0797	Colstrip H S	2856.37	3173.93
0800	Ashland Elem	30394.46	30308.64
0803	Plains K-12	23170.67	23106.48
0804	Thompson Falls Elem	16248.69	16219.94
0805	Thompson Falls H S	9578.52	9693.83
0807	Trout Creek Elem	5860.96	5640.52
0809	Dixon Elem	13802.72	13283.64
0811	Noxon Elem	8928.04	8902.94
0812	Noxon H S	3802.29	3722.24
0815	Hot Springs K-12	12948.29	12458.83
0819	Westby K-12 Schools	909.68	916.98
0822	Medicine Lake K-12 Schools	3898.15	3751.49
0828	Plentywood K-12 Schools	8911.92	8120.67
0840	Butte Elem	144386.2	144075.1
0842	Ramsay Elem	3291.28	3504.61
0843	Divide Elem	0	0
0844	Melrose Elem	1116.63	1074.73
0846	Park City Elem	4561.87	4196.24
0847	Park City H S	1208.98	1101.7
0848	Columbus Elem	7870.77	7306.61
0849	Columbus H S	2313.74	2605.35
0850	Reed Point Elem	2387.98	2298.22
0851	Reed Point H S	1400.19	1346.67
0853	Fishtail Elem	1653.01	2598.39
0857	Nye Elem	0	0
0858	Rapelje Elem	1437.68	1310.59

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0859	Rapelje H S	753.21	724.93
0861	Absarokee Elem	1626.89	1981.71
0862	Absarokee H S	845.19	770.88
0865	Big Timber Elem	5550.03	5541.39
0868	Melville Elem	441.53	380.19
0872	Greycliff Elem	1179.74	1177.28
0875	McLeod Elem	403.79	368.16
0882	Sweet Grass County H S	2164.03	2291.38
0883	Choteau Elem	7048.58	7386.37
0884	Choteau H S	2319.37	2279.48
0889	Bynum Elem	479.39	461.34
0890	Fairfield Elem	9179.36	8825.97
0891	Fairfield H S	2075.05	2068.81
0894	Power Elem	2339.36	2335.56
0895	Power H S	1011.03	1597.22
0896	Golden Ridge Elem	0	0
0898	Pendroy Elem	3020.21	2753.6
0900	Greenfield Elem	2073.17	2067.29
0903	Sunburst K-12 Schools	4156.71	3801.37
0910	Shelby Elem	14488.57	14447.75
0911	Shelby H S	2503.7	2499.01
0915	Galata Elem	2574.94	2478.37
0923	Hysham K-12 Schools	3423.75	3692.74
0926	Glasgow K-12 Schools	22600.42	22552.34
0927	Frazer Elem	25141.11	24992.98
0928	Frazer H S	12569.37	12496.43
0932	Hinsdale Elem	4457.27	4289.67
0933	Hinsdale H S	772.46	743.41
0935	Opheim K-12 Schools	980.78	893.94
0937	Nashua K-12 Schools	3818.16	3807.95
0941	Lustre Elem	1384.7	1606.08

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0946	Harlowton K-12	16905.79	16739.13
0948	Judith Gap Elem	1452.18	1397.44
0949	Judith Gap H S	0	0
0964	Wibaux K-12 Schools	4077.11	3920.25
0965	Billings Elem	342035.3	379792.4
0966	Billings H S	98622.12	108038.4
0968	Blue Creek Elem	2579.06	2351.52
0969	Canyon Creek Elem	4233.45	4125.6
0970	Laurel Elem	36342.91	37862.89
0971	Laurel H S	9617.27	9589.26
0972	Elder Grove Elem	5577.4	5359.84
0975	Custer K-12 Schools	1702.13	3104.17
0976	Morin Elem	4508.14	4778.87
0978	Broadview Elem	4458.9	4403.49
0979	Broadview H S	1470.68	1417.44
0981	Elysian Elem	5421.31	6530.66
0983	Huntley Project K-12 Schools	27959.74	27895.22
0985	Shepherd Elem	13701.5	13186.16
0986	Shepherd H S	5252.47	4878.38
0987	Pioneer Elem	3065.33	3751.61
0989	Independent Elem	2631.17	2891.1
1184	West Valley Elem	10217.63	10711.08
1189	Hardin H S	45649.87	52166.82
1190	Lodge Grass H S	13492.92	15769.99
1191	Gardiner H S	617.49	531.73
1193	Deer Creek Elem	2392.48	2059.32
1196	Yellowstone Academy Elem	30479.94	27408.43
1199	Ronan Elem	88056.44	87901.15
1200	Ronan H S	25383.56	25983.65
1203	Saco Elem	2220.51	2216.43
1205	Charlo Elem	9941.45	9568.75

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1206	Charlo H S	3511.85	3503.47
1207	Rocky Boy Elem	40940.9	44634.1
1211	Upper West Shore Elem	6061.55	6051.09
1212	Butte H S	47845.01	42034.95
1213	Hays-Lodge Pole K-12 Schls	32382.77	32325.3
1214	Plenty Coups H S	6007.18	5990.2
1215	Arrowhead Elem	4392.54	4297.4
1216	North Harlem Colony Elem	0	0
1217	Gildford Colony Elem	3552.35	3545.63
1218	Ayers Elem	1018.15	979.9
1221	Lincoln K-12 Schools	9551.03	10439.64
1222	Mountain View Elem	1644.51	1726.73
1223	West Glacier Elem	0	0
1224	Liberty Elem	3662.32	7906.33
1225	Sun River Valley Elem	5681.63	5467.96
1226	Heart Butte K-12 Schools	21309.45	20543.92
1227	Shields Valley Elem	3396.01	3275.71
1228	Shields Valley H S	1297.47	1334.9
1229	Rocky Boy H S	14417.21	14334.32
1230	Lame Deer H S	40110.08	39878.28
1231	Luther Elem	799.7	728.34
1233	North Star Elem	4563.25	4550.98
1234	North Star HS	2385.85	2296.32
1235	Dutton/Brady K-12 Schools	8390.91	8305.25
1236	Chester-Joplin-Inverness El	6765.77	6754.24
1237	Chester-Joplin-Inverness HS	952.67	1782.69
1239	Big Sky School K-12	1021.15	1005.22
1240	East Helena K-12	45965.92	48317.35
1241	Lockwood K-12	47999.35	47914.63

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Montana

American Indian Student Achievement Data Report

September 2022

American Indian Student Achievement Gap Report

Published by Montana Office of Public Instruction

Innovation and Improvement Department

American Indian Student Achievement Unit Director, Carrie Gopher

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Introduction

In 2007, the Montana State Legislature passed Montana Code Annotated 20-9-330, appropriating $200 per American Indian child, totaling over $3 million dollars per year, to provide funding to school districts for the purpose of closing the educational achievement gap that exists between American Indian students and non-Indian students. According to MCA 20-9-330 (2) (a), funds are to be determined by

". . . using the number of American Indian students enrolled in the district based on the count of regularly enrolled students on the first Monday in October of the prior school year as reported to the office of public instruction," and deposited into the district's general fund. The Montana Office of Public Instruction (OPI) prepared this report to track the American Indian achievement gap and provide data on the Montana American Indian student population

Important Note on the Race/Ethnicity Data in the American Indian Achievement Gap Report:

The underlying legislation authorizing the American Indian Achievement Gap Report, "20-9-330. American Indian achievement gap payment," is intended to support ALL American Indian students in Montana, including those who may identify with more than one race/ethnicity. The OPI follows a two-part race/ethnicity and multiracial population methodology for all state and federally required reports EXCEPT for the American Indian Achievement Gap Report; therefore, students who otherwise are identified as "multi-racial" in other published data and reports are identified and accounted for as American Indian Students in this report if one of the races they identify with is American Indian. Please use caution when comparing or referencing data published in the American Indian Achievement Gap Report to other published data and reports.

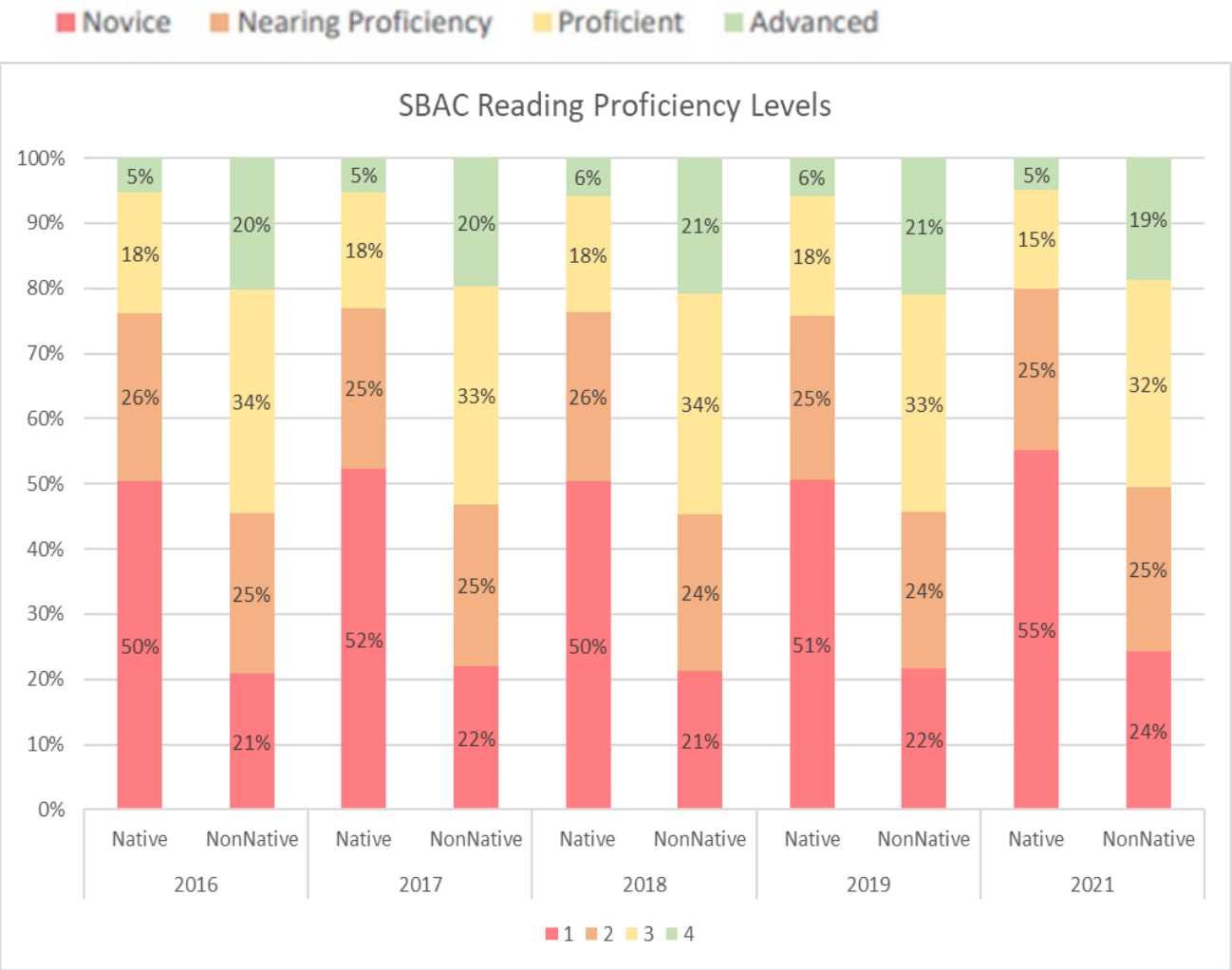
Explanation of Data Used

The data used in this report comes from the statewide assessments given in the 2016, 2017, 2018, 2019, 2021, school years.

- SBAC – The Smarter Balanced assessment serves as the Math and English Language Arts (ELA) assessments for Grades 3-8.
- ACT – The ACT is used as the statewide assessment for Grade 11 for English and Math.
- There are four proficiency levels for each test, two below obtaining proficiency in a subject - Novice and Nearing Proficiency – and two at proficient or above –Proficient and Advanced.
- Cohort Dropout Rate – High School Dropout rates are calculated by taking the number of students who dropped out in four years or less, divided by the total number of students in their anticipated graduation year.
- Cohort Graduation Rate – Graduation rates are calculated by taking the number of students who graduate (1) in four years or less with a regular high school diploma, or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities, divided by the number of students in their expected graduation year.

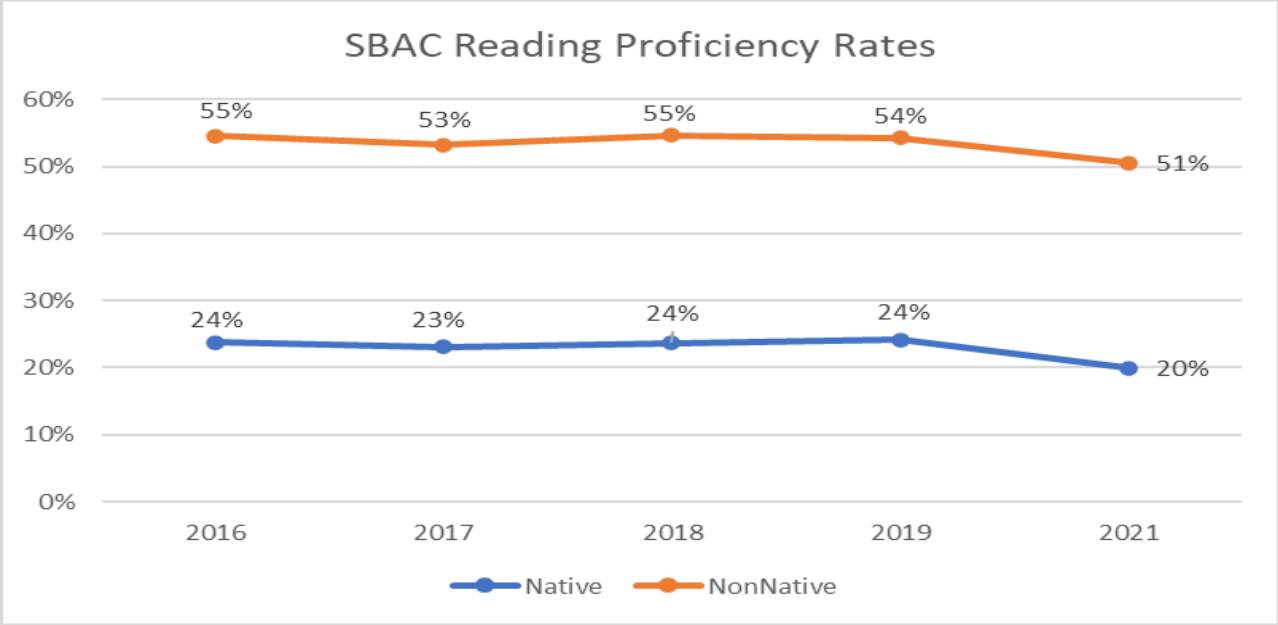
SBAC Reading

2016, 2017, 2018, 2019, 2021
Graph #1



Graph1: shows the percentages of students scoring in each proficiency level for the Smarter Balance ELA assessment. This data is broken out by years 2016, 2017, 2018, 2019, and 2021. The comparison of Native American and non-Native American students displays a substantial gap between Native American students and non-Native students. Non-Native American students Novice group makes up about 24% of the population, while 55% of the Native American student population score at Novice level. The average score from 2016-2021 for Non-Natives is 22%, whereas the average score as a Novice level for Native American students from 2016-2021 is 51.6 %.

Graph #2

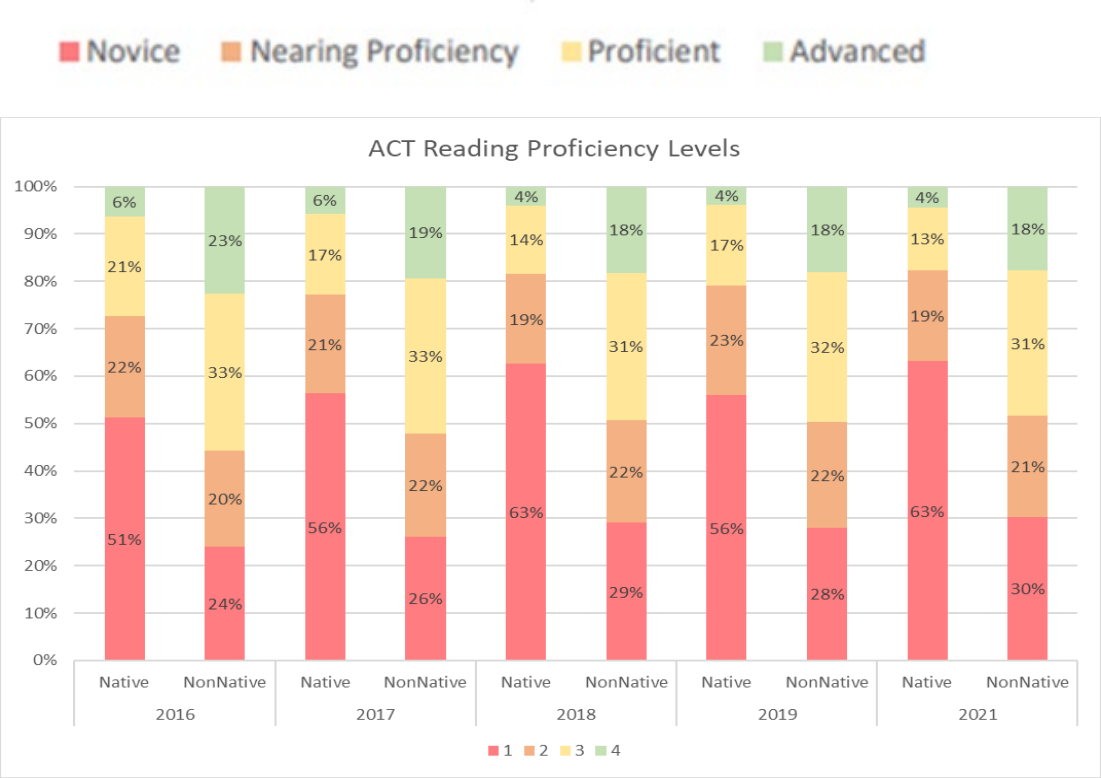


Graph 2: illustrates the percentages of students considered proficient, the gap in proficiency is more evident between Non-Native and Native American students. In year 2021, the non-Native American population percentage of proficiency is 51% which is 31% more students scoring Proficient or Advanced than the Native American population. Whereas 20% of the Native American population scored Proficient or Advanced. The average score for non-natives from year 2016-2021 is 53.6%. The average score for Native American from year 2016-2021 is 23%. The gap has not closed and widened by 1% over the last two years.

ACT READING

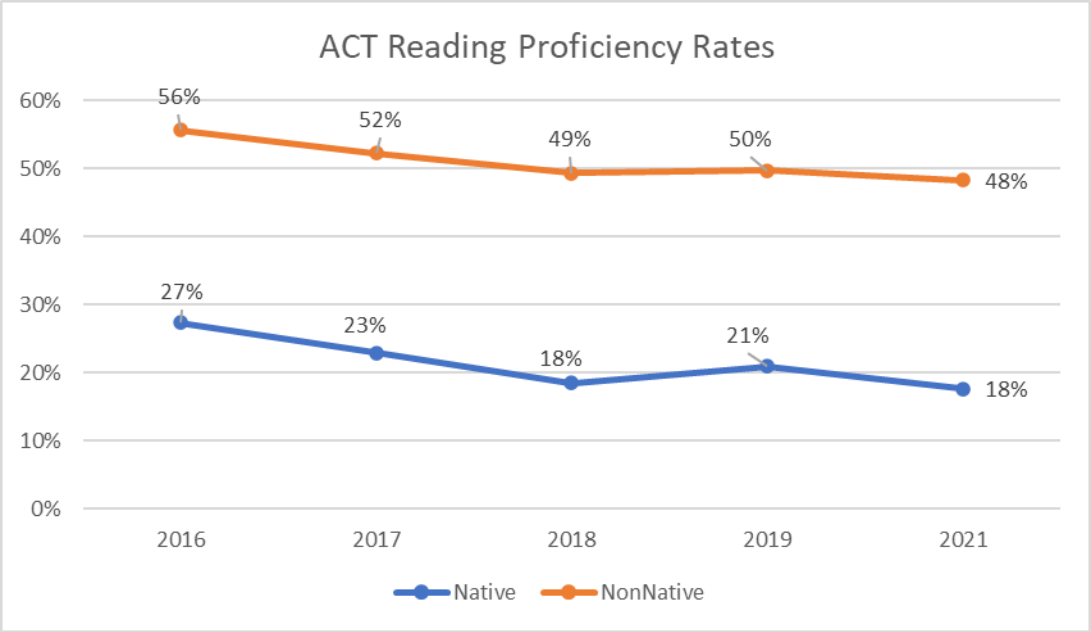
2016, 2017, 2018, 2019, 2021

Graph 1



Graph 1: shows the percentages of students scoring in each proficiency level for the ACT Reading Assessment. This data is broken out by years 2016,2017,2018,2019, and 2021. The comparison of Native American and non-Native American students displays a substantial gap between Native American students and non-Native students. Non-Native American students Novice group makes up about 30% of the population, while 63% of the Native American student population score at Novice level. The average score from 2016-2021 for Non-Natives is 27.4%, whereas the average score as a Novice level for Native American students from 2016-2021 is 57.8%.

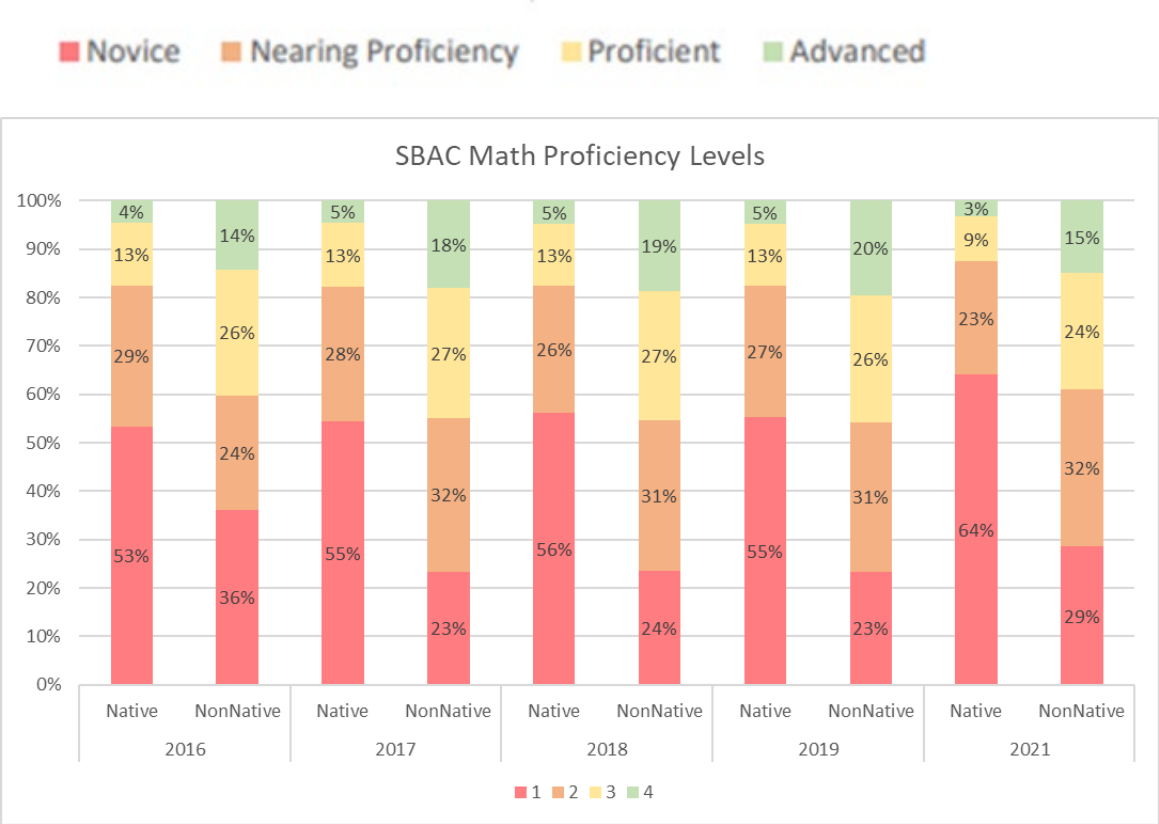
Graph 2



Graph 2: illustrates the percentages of students considered proficient, the gap in proficiency is more evident between non-native and Native American students. In year 2021, the non-Native American population percentage of proficiency is 48% which is 30% more students scoring Proficient or Advanced than the Native American population. Whereas 18% of the Native American population scored Proficient or Advanced. The average score for non-natives from year 2016-2021 is 51%. The average score for Native American from year 2016-2021 is 21.4%. The gap has not closed or widened over the last two years.

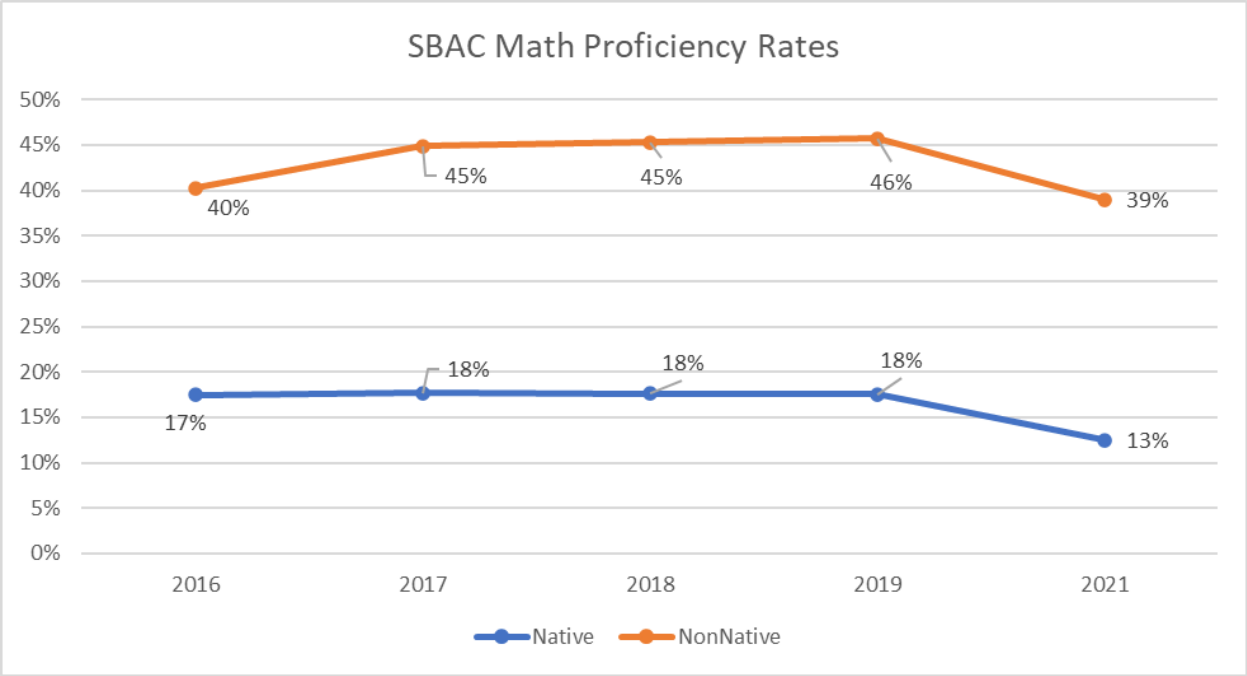
SBAC MATH

Graph 1



Graph 1: shows the percentages of students scoring in each proficiency level for the Smarter Balance Math assessment. This data is broken out by years 2016,2017,2018,2019, and 2021. The comparison of Native American and non-Native American students displays a substantial gap between Native American students and non-Native students. Non-Native American students Novice group make up about 29% of the population, while 64% of the Native American student population score at Novice level. The average NOVICE score from 2016-2021 for Non-Natives is 27%, whereas the average score as a Novice level for Native American students from 2016-2021 is 56.6 %.

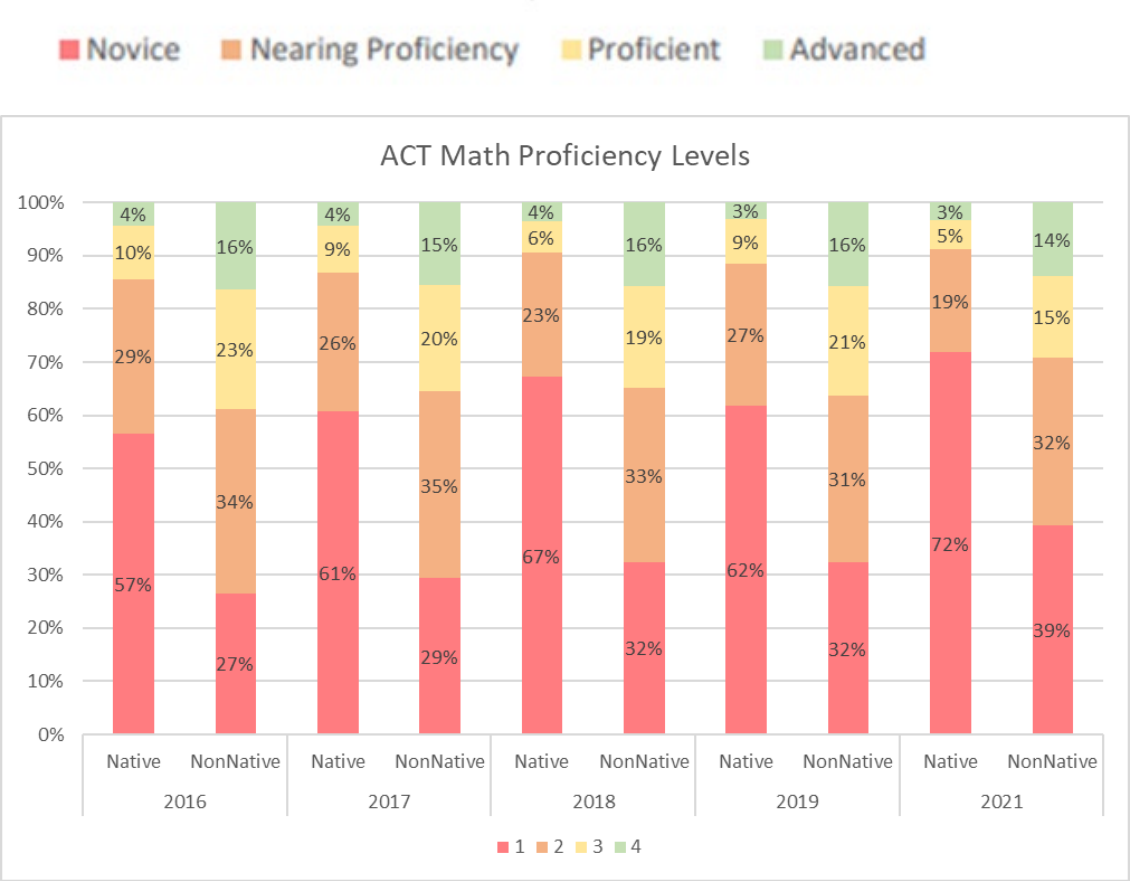
Graph 2



Graph 2: illustrates the percentages of students considered proficient, the gap in proficiency is more evident between non-Native and Native American students. In year 2021, the non-Native American population percentage of proficiency is 39% which is 26% additional students scoring Proficient or Advanced than the Native American population. 13% of the Native American population scored Proficient or Advanced. The average score for non-natives from year 2016-2021 is 43%. The average score for Native American from year 2016-2021 is 16.8%. The gap has not closed or widened over the last two years.

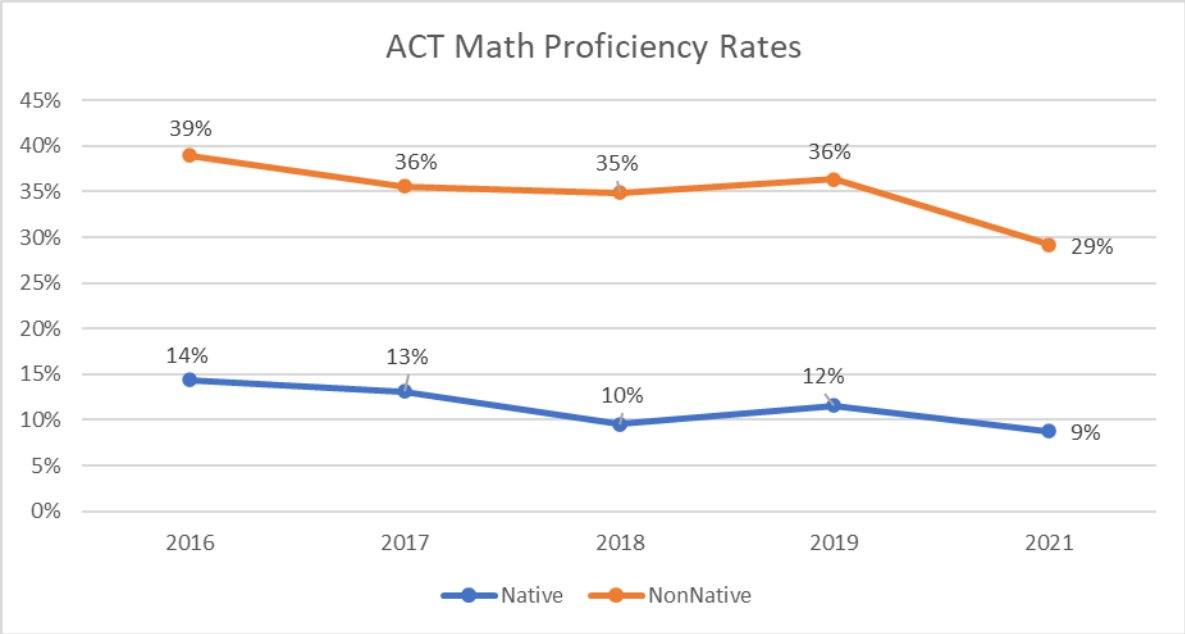
ACT MATH

Graph 1



Graph 1: displays the difference in proficiency rates for the ACT Math assessment between Native American and non-Native American students across the years of 2016, 2017, 2018, 2019, 2021. Both groups that scored Novice decreased in percentage in year 2021, from the previous year. The average ACT MATH Novice for non-Native, from 2016-2021 is 31.8%. The average ACT MATH Novice score for Native American from 2016-2021 is 63.8%. A substantial difference of 32% in average throughout the years from 2016-2021 between the two groups.

Graph 2

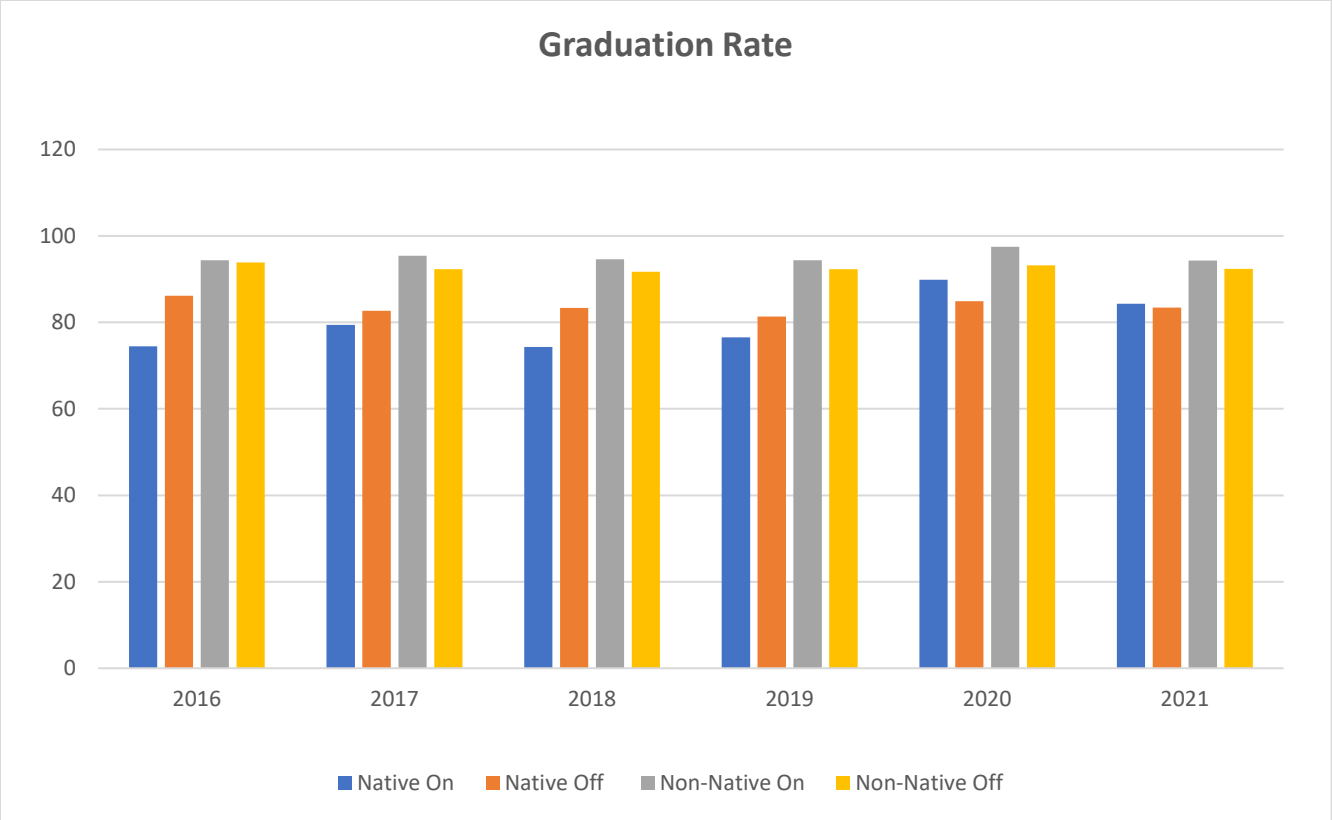


Graph 2: Students with the Native American group decreased 3% whereas non-Native American students decreased by 7% within the proficiency. Though the non-Native American group saw a greater increase of Novice scores, there was also a large decrease in Nearing Proficiency scores and not much change in the other two levels. On the opposite side, with the increase of Novice scores, Native American students also had a sizable drop in Advanced scores and not much change in their Nearing Proficient scores. The graph below reflects this data. For the non-Native American group, we can see a slight increase in proficient students, whereas, with the Native American group, we can see a drop of 1.5%, further increasing the gap between them.

GRADUATION RATE

The 'Native' subgroup is any student marked as American Indian; 'Non-Native' is all other subgroups. 'On Reservation' - counts students attending school on a reservation 'Off Reservation' - counts students attending school not on a reservation 'Total' - counts all students whether on a reservation or not.

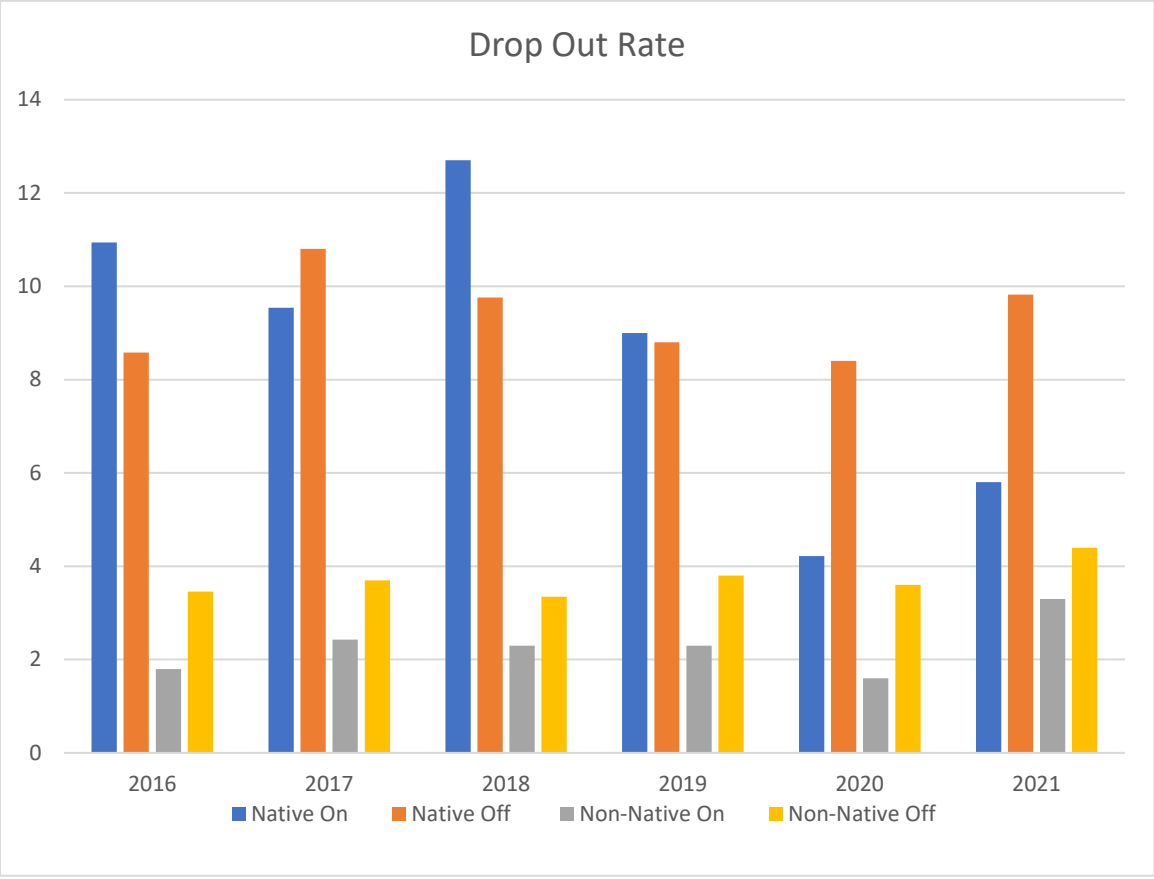
Graduation Rate	2016	2017	2018	2019	2020	2021
Native on Reservation	74.44%	79.43%	74.31%	76.57%	89.89%	84.35%
Native off Reservation	86.20%	82.71%	83.33%	81.38%	84.93%	83.43%
Non-Native on Reservation	94.36%	95.41%	94.58%	94.36%	97.50%	94.33%
Non-Native off Reservation	93.87%	92.34%	91.75%	92.29%	93.19%	92.40%



DROP OUT RATE

The 'Native' subgroup is any student marked as American Indian; 'Non-Native' is all other subgroups. 'On Reservation' - counts students attending school on a reservation 'Off Reservation' - counts students attending school not on a reservation 'Total' - counts all students whether on a reservation or not

Drop Out Rate	2016	2017	2018	2019	2020	2021
Native on Reservation	10.95%	9.50%	12.80%	9.00%	5.22%	5.81%
Native off Reservation	8.60%	10.80%	9.80%	8.80%	8.41%	9.82%
Non-Native on Reservation	1.80%	2.43%	2.30%	2.25%	1.60%	3.28%
Non-Native off Reservation	3.50%	3.70%	3.40%	3.90%	3.70%	4.40%



SUMMARY

The data indicates there are multiple areas where Montana could improve on closing the gap between Native American students and their counterparts.

- There has been much change in the proficiency rates for the SBAC over the last two years.
- The math portion of the ACT shows a widening of the gap.
- There is a slight decrease in graduation rates for the Native American group.
- There is also evidence the dropout rate has increased for the Native American group.
- The data indicates the Native American group is staying in school for four years but may take longer than four years to graduate.

Closing the gap is an ongoing process that will take time, but information, such as the data presented in this report, will continue to improve agency efforts to narrow the gap. This report is meant to display areas that may need more attention and to continue the conversation about how Montana can best serve its Native American students.

This report was prepared by:

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Montana

American Indian Language Preservation Program Report

September 2022

American Indian Language Preservation Program 2021-2022 Biennium Report

Published by Montana Office of Public Instruction

Innovation and Improvement Department

September 2022

Overview

During the 2013 legislative session, Senate Bill 342 established the inaugural Montana Indian Language Preservation program (MILP). The pilot program was created to help preserve Native languages that are traditionally spoken in the state. During the current biennium, each of the eight tribal nations will produce preservation products that will help memorialize their languages while at the same time help to perpetuate language usage. Each of the tribes has their own schedule and prioritization of goals and activities for the year. The activities include digitizing language products, recordings of stories and book publishing, online classes, development of interactive language dictionaries and other language learning activities and summer language immersion classes among other priorities. The STED Commission created the guidelines for MILP. July 2021, the MILP program was transferred from the Department of Commerce to the Office of Public Instruction. OPI's Tribal Relations and Resiliency Unit has become the administrative/project management arm directed by the Language and Culture Specialist, hired in January 2022. The transition included introductions and outreach to each local tribal community with updates on deliverables, budgetary reporting, and activities. The MILP program will work to ensure that all the program deliverables are submitted to the Montana Historical Society upon their successful renovation while working with Tribes to expand the usage of this good work to the schools. The contracting entity preserves their deliverables on-site to share with their local communities and school districts.

Budget

The Montana Indian Language Preservation program has a biennial budget of $750,000 for all eight federally recognized tribes (appropriated at $1 million in 2017 session, $250,000 reduction in the summer of 2017 via SB 261). Of the $750,000 in allocated funds, $20,000 is reserved for personal services and $17,500 is reserved for operational expenses. The remaining $712,500 is then divided equally for awards of $89,062.50 per tribal nation.

Impact of the COVID-19 Pandemic

The novel coronavirus, COVID-19, was declared a worldwide pandemic by the World Health Organization. To protect tribal communities, tribal governments declared a mandatory shut down of tribal programs and advised to quarantine over the past two years. As a result, MILP projects were stalled from March 2020 through 2022. However, some projects were able to continue through social distancing and technological means. Projects are encouraged to continue at their discretion as advised by tribal governments.

LITTLE SHELL TRIBE OF CHIPPEWA INDIANS

Little Shell Language Program

Contract Number: MT-MILP-20-01

Program Deliverables **2020**	Total Award
1. Community Words/Phrases Survey CD/DVDs of Community Words/Phrases 2. Survey 3. Kindergarten through Community College Chippewa Language Learning Curriculum	$89,062.50

Program Deliverables **2021**	Total Award
1. Film and record the Chippewa/Ojibwe speakers and produce written lesson plans; produce CDs and DVDs 2. Record nine Chippewa/Ojibwe stories; 3. Record Little Shell Chippewa Pow Wow songs; 4. Conduct another Chippewa/Ojibwe Language Survey	$89,062.50

BLACKFEET TRIBE

Blackfeet Early Childhood Center

Contract #: MT-MILP-20-02

Program Deliverables **2020**	Total Award
1. Seasons Study Audio Narrative 2. Seasons Study Short Story Booklet 3. Season Study Calendar 4. Blackfeet Early Childhood Systemic Timetables	$89,062.50

Program Deliverables **2021**	Total Award
1. Record historical site short stories (4 locations) 2. Produce Reference Materials and Curricula for 5 short story booklets 3. Hold a Language Immersion Camp 4. Sign Language Story Telling Circles 5. Produce Family & Children kits with booklets 6. Virtual language classes for community	$89,062.50

CHIPPEWA CREE TRIBE

Stone Child College

Contract #: MT-MILP-20-03

Program Deliverables **2020**	Total Award
(a) Comprehensive Language Assessment (b) Two Research Plans/Methodologies	$89,062.50

Program Deliverables **2021**	Total Award
(a) 1st Grade Cree Language Curriculum (b) 2nd Grade Cree Language Curriculum (c) 3rd Grade Cree Language Curriculum	$89,062.50

CONFEDERATED SALISH & KOOTENAI TRIBES (KOOTENAI)

Kootenai Culture Committee

Contract #: MT-MILP-20-04-1

Program Deliverables **2020**	Total Award
(a) Develop Ksanka Wordbuilder Application	$44,531.25

Program Deliverables **2021**	Total Award
(a) Expand the interactive capabilities of the Ksanka Wordbuilder App (b) Refine the production of the Ksanka Wordbuilder App and produce new classroom materials for use with beginning lessons for new learners	$44,531.25

CONFEDERATED SALISH & KOOTENAI TRIBES (SALISH)

Selis Qlispe Culture Committee

Contract #: MT-MILP-20-04-2

Program Deliverables **2020**	Total Award
(a) Fast Animals and Go Gather flashcard games with audio CD (b) Who am I? National Bison Range card game with audio CD (c) Create 8 language posters (d) Manufacture and install bi-lingual Ethno geographic sign	$44,531.25

Program Deliverables **2021**	Total Award
(a) Update Alphabet Learning Book with CD (b) Develop our Stories II flash cards (c) Expand Salish Language app (d) Develop 9 new Salish Language signs (e) Update Salish Language Dictionary	$44,531.25

CROW TRIBE

Little Big Horn College

Contract #: MT-MILP-20-05-1

Program Deliverables **2020**	Total Award
(a) Comprehensive online mobile app Crow-English Dictionary	$50,000

Program Deliverables **2021**	Total Award
(a) Expand on the Crow-English Dictionary (b) Expand on the Crow Language App (c) Produce an illustrated Crow Pocket Student Dictionary (d) Re-print the Crow Level 2 Textbook	$89,062.50

CROW TRIBE

Crow Education Department

Contract #: MT-MILP-20-05-2

Program Deliverables	Total Award
(a) Crow Hymes Workbook and Lesson Plans for Jr. and Sr. High Schools	$39,062.50

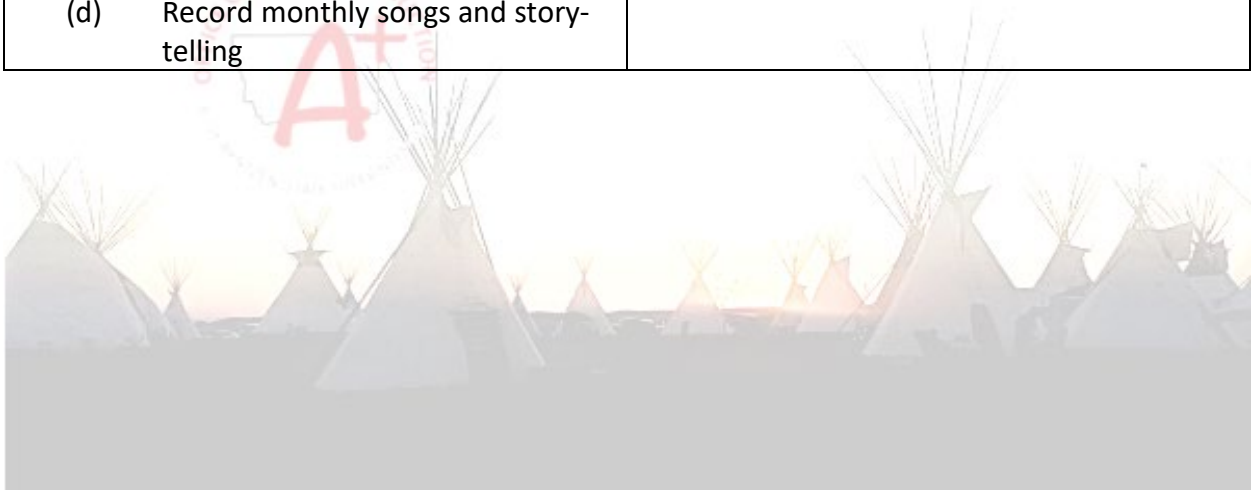
FORT BELKNAP INDIAN COMMUNITY

Fort Belknap Language Preservation Program

Contract #: MT-MILP-20-06

Program Deliverables **2020**	Total Award
	$89,062.50

Program Deliverables **2021**	Total Award
(a) Continue 4 Community Language Classes with recordings (2 classes per week for White Clay and Nakoda); (b) 5 new Highway Language Signs; (c) Continue literature, curricula and reference materials in both languages; and (d) Record monthly songs and story-telling	$89,062.50



FORT PECK ASSINIBOINE & SIOUX TRIBES

Fort Peck Language & Culture Department

Contract #: MT-MILP-20-07

Program Deliverables **2020**	Total Award
(a) Traditional Knowledge Keepers (TKK) Oral Story Project (b) K-12 Language Posters (c) Expand Ethnobotany (medicinal plants) Guide (d) Develop Star Knowledge Curriculum (e) Host 2020 Summer Youth Language & Culture Program (Dakota & Nakota)	$89,062.50

Program Deliverables **2021**	Total Award
(a) 2020/21 summer immersion youth program (b) Oral story media project to be recorded via cd and distributed to Tribal members and K-12 schools and educators (c) Expand medicinal plants guide (d) Professional Development for staff at language conferences	$89,062.50

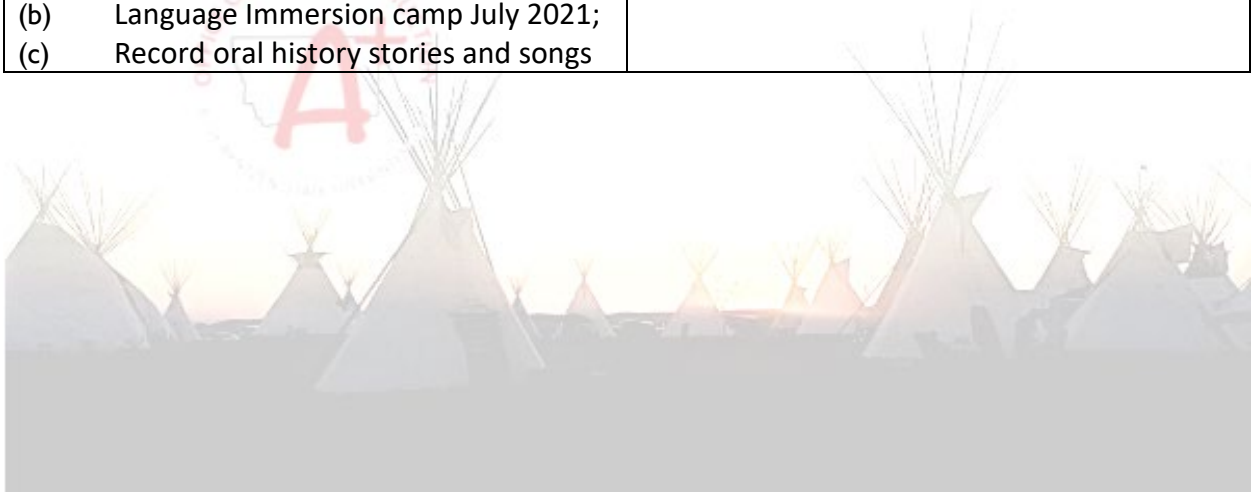
Northern Cheyenne Tribe

Chief Dull Knife College

Contract #: MT-MILP-20-08

Program Deliverables **2020**	Total Award
(a) Record oral history stories and songs (b) Develop language acquisition training model (c) Develop language curriculum development model (d) Develop lesson plan development model	$89,062.50

Program Deliverables **2021**	Total Award
(a) Fluency Classroom training with SIL International; (b) Language Immersion camp July 2021; (c) Record oral history stories and songs	$89,062.50



This report was prepared by:

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Montana

American Indian Language

Immersion Program Report

September 2022

American Indian Language Immersion Program 2021-2022 Biennium Report

Published by Montana Office of Public Instruction

Innovation and Improvement Department

September 2022

Indian Language Immersion Program Update as of 8.22.2022

AN ACT STRENGTHENING MONTANA'S COMMITMENT IN ITS EDUCATIONAL GOALS TO THE PRESERVATION OF AMERICAN INDIAN CULTURAL INTEGRITY AS STATED IN ARTICLE X, SECTION 1, OF THE MONTANA CONSTITUTION; ENCOURAGING SCHOOL DISTRICTS TO CREATE INDIAN LANGUAGE IMMERSION PROGRAMS; PROVIDING FUNDING; PROVIDING AN APPROPRIATION; INCLUDING AMERICAN INDIAN LANGUAGE AND CULTURE SPECIALISTS IN THE QUALITY EDUCATOR PAYMENT; AMENDING SECTION 20-9-327, MCA; AND PROVIDING AN IMMEDIATE EFFECTIVE DATE AND A TERMINATION DATE.

OPI verifies eligibility for Indian Language Immersion Program funding as outlined in the Cultural Integrity Commitment Act (CICA) of 2015 and authorized by the 2019 Legislature via House Bill 33.

Please note that the CICA requires that eligible immersion programs provide instruction in a Montana tribal language at least 50% of the day and such instruction must be done under the purview of a language instructor who is proficient in the tribal language and holds a current Class 7 licensure.

Award Winners:

Blackfeet

Year	Total
2021 (117 students)	$57,850.01
2020 (142 students)	$29,650.70

Crow

Year	Total Award
2021 (101 students)	$39,119.99
2020 (89 students)	$18,819.30

This report was prepared by:

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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First

County Interdisciplinary Child Safety Team

September 1, 2022

Montana Statute 52-2-211, MCA requires county superintendents provide OPI by September 1 a copy of a written agreement establishing the county interdisciplinary child information and school safety team. Annually, the OPI reports to the Education Interim Committee any county without a written agreement by the deadline.

All counties are in compliance. As of August 29, 2022 confirmation of agreements have been received by OPI.

This report is prepared by:

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WHOLE CHILD APPROACH HOPE MONTANA OFFICE OF PUBLIC INSTRUCTION

TEACHER & EDUCATIONAL LEADERS TEACH MONTANA OFFICE OF PUBLIC INSTRUCTION

ACADEMIC ACHIEVEMENT LEARN MONTANA OFFICE OF PUBLIC INSTRUCTION

COMMUNITY, COLLEGE & CAREER READY MONTANA OFFICE OF PUBLIC INSTRUCTION

September 1, 2022

To: Governor Greg Gianforte
Senate President Mark Blasdel
Speaker of the House Wylie Galt
Senator Edie McClafferty, Chair, Education Interim Committee
Representative Fred Anderson, Vice-Chair, Education Interim Committee

From: Superintendent of Public Instruction Elsie Arntzen

Subject: Report on the Montana Council on Educational Opportunity for Military Children

As required by 20-1-231, MCA, this report provides a summary of the state's participation in the Interstate Compact on Educational Opportunity for Military Children and the activities and discussions of the Montana Council on Educational Opportunity for Military Children during 2022. This report and other information associated with the Council are posted on the Office of Public Instruction's website at https://opi.mt.gov/Leadership/Management-Operations/Office-of-the-Superintendent/MIC3.

Purpose

In 2013, the Montana legislature approved Senate Bill 203, which enacted into law the Interstate Compact on Educational Opportunity for Military Children. The purpose of the Interstate Compact is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. The state's participation in the compact is intended to facilitate

- the timely enrollment of children of military families;
- the student placement process;
- the student's qualification and eligibility for enrollment, educational programs, and extracurricular academic, athletic and social activities; and
- the student's on-time graduation.

Council membership

One of the requirements of participation in the Interstate Compact is for the state to create a state council on educational opportunity for military children. The members of the Montana Council on Educational Opportunity for Military Children include:

- Ray Shaw, Ret. Sergeant (USAF) – Compact Commissioner

MIC3 MILITARY INTERSTATE CHILDREN'S COMPACT COMMISSION

- Elsie Arntzen – State Superintendent, Montana Office of Public Instruction - Chairperson
- Colonel Christopher Karns, U.S Air Force AFGSC 341 MSG/CC, Malmstrom AFB
- Representative Edward Buttrey – Montana House of Representatives
- Lisa Sapp – School Liaison Specialist, Malmstrom Air Force Base
- Tom Moore – Superintendent Great Falls Public Schools
- Brad Livingston, BG (R) – Montana Chair, Employer Support of Guard and Reserve (ESGR)
- LTC John Bleile – Military/DOD Representative, MTARNG, Montana National Guard
- Hal Stearns, BG (R) – Former Compact Commissioner

The Council has appointed two members to the Council in addition to those appointed by the Governor. In April, Superintendent Tom Moore nominated Brad Livingston, BG (R) from Great Falls to serve on the Council. BG (R) Livingston has served as a military and community leader and works directly with military-connected students and families. The Council unanimously approved the nomination. In August, the Council voted unanimously to appoint Brian Michelotti, Executive Director of the Montana High School Association to the Council. Mark Beckman, former Executive Director of the Montana High School Association and council appointee has retired and stepped down from his position on the Council. Mr. Michelotti is familiar with the issues that military-connected students face in becoming eligible to participate in extracurricular athletics when they transfer into a school district.

In 2021, Governor Gianforte appointed Ray Shaw, Ret. Sergeant (USAF) as Compact Commissioner. He is responsible for the administration and management of the state's participation in the compact. Per the Council bylaws and by Council appointment, former compact commissioner, Hal Stearns, BG (R) continues to serve on the council as an ex-officio member.

By statute, the Compact Commissioner and the Military Family Education Liaison, Ms. Lisa Sapp, are non-voting members. At the meetings, Colonel Christopher Karns, DoD's Montana State Representative, and Lisa Sapp have abstained from voting because of their federally-funded positions.

The Office of Public Instruction invited representatives from the Office of the Governor, Montana's U.S. Senate and Congressional offices, Office of the Commissioner of Higher Education, Montana Department of Military Affairs, and others to attend the Council meetings. These individuals were invited to sit at the table with the Council and engage in the meeting discussions. Those that have attended expressed an interest in attending future meetings of the Council and were encouraged to do so by Council members.

Activities of the State Council

The Council met four times in 2021 and has met twice so far in 2022. The 2021 meetings were held via zoom on April 6th, July 21st, September 27th, and December 7th. In 2002, the Council met in person in Great Falls at Malmstrom Air Force Base on April 12th and August 24th via zoom. At least one additional meeting will be held by the Council this fall.

During the visit to Great Falls in April the Council was invited to participate in the first ever Pre-K – 12 Education Summit hosted by Malmstrom Air Force Base and the installation's School Liaison Office. The Summit's purpose was to introduce and host the Military Interstate Children's Compact Commission (MIC3) April meeting and provide a venue to share insight into the military mission with the community and regional partners. During the Summit, the local area's Purple Star Schools and Champions were acknowledged and awarded. A focused conversation regarding the U.S. Department of Defense Support of Military Families report's findings for the Great Falls area was central to the discussion and an opportunity to share additional military student specific information to stakeholders through presenting ideas for further collaboration was provided. This is the first time Malmstrom Air Force base has hosted an education summit and has volunteered to do so again in 2023. Malmstrom has also hosted in 2022 two sessions for educators to gain familiarity with the base's mission and build increased partnership.

Thursday, November 4, 2021 and Friday, November 5, 2021 Commissioner Shaw virtually attended and reported on behalf of the Council at the Military Interstate Children's Compact Commission's (MIC3) 2021 Annual Business Meeting (ABM). Montana's 2021-2022 end of yar report can be found here. The Interstate Compact's 2022 annual report will be made public mid-September. The 2021 Interstate Compact Annual Report can be viewed here. Commissioner Shaw, Superintendent Arntzen and other Council members/staff plan to attend MIC3's 2022 ABM in person this October. All 50 states are now members of the compact.

The compact provides for the uniform treatment of military children transferring between school districts and states. It was developed by the Council of State Governments' National Center for Interstate Compacts, the Department of Defense, national associations, federal and state officials, departments of education, school administrators and military families. Commissioner Shaw shared with the other states' commissioners the progress Montana has made through MIC3 and the state legislature to better serve our military-connected students. The website for the national compact commission is www.mic3.net.

In compliance with a request from the interstate compact, the Montana Council provided guidance regarding the interstate compact's efforts to extend compact coverage to all National Guard and Reserve members. The Council agreed unanimously that to best serve military-

connected students no military family should be excluded from compact coverage. The interstate compact is still considering consequences to state councils if expanding compact coverage is permitted. It was shared with the interstate compact that as of July 31, 2021, Montana has 5,482 National Guard and Reserve service members residing in Montana. There are also 6,982 National Guard and Reserve dependents between ages 0-18. Additionally, 2,623 military spouses currently reside in Montana. It was concluded that the Council does not anticipate a large increase in Montana dues if the compact expansion is approved. The Council is committed to serving all military families regardless of compact coverage.

During the 2021 Montana Legislative Session, State Superintendent Arntzen provided supportive testimony for House Bill 68, introduced by Representative Marta Bertoglio (USAF). The bill will revise laws related to school admission and ensure children of military families relocating to Montana under military orders are allowed to preliminarily enroll in school prior to establishing residency. Under HB 68 school trustees are allowed some flexibility to assign and admit children to public schools under exceptional circumstances and within the provisions outlined in the bill.

The Office of Public Instruction successfully stewarded changes to Chapter 57 educator licensing rules to define military dependent to include in licensure reciprocity for military spouses and dependents. The Board of Public Education unanimously adopted State Superintendent Elsie Arntzen's recommended changes to ARM 10.57.221 and 10.57.102.

In 2020, the Council introduced the Purple Star Schools designation program. The program recognizes Montana schools that display extraordinary commitment to supporting military-connected students and families. Five schools were awarded as a Purple Star designee in 2020, 6 additional schools were awarded in 2021. 2021 was also the first year for the Purple Star Champions award, recognizing three Montanans that were nominated for the exceptional service they have provided to military-connected students. These schools are required to identify a liaison that receives training from the interstate compact providing resources to advance their service to our military families.

The Council has partnered with the Office of the Commissioner of Higher Education (OCHE) to develop a Purple Star Campus Award for post-secondary institutions that are going above and beyond to serve military families. The Council and OCHE recognize the incredible services available to our veterans and service-members and is working to develop an award that will recognize and encourage similar services extended where appropriate to military-connected students (dependents and spouses). Interested colleges and universities that are serving military-connected students can apply to be considered for a Purple Star Campus award.

State Superintendent Arntzen continues to work closely with Governor Gianforte to spotlight military-connected students during the month of the military child every April. In 2021 and 2022, Governor Gianforte proclaimed April as Month of the Military Child in partnership with the Office of Public Instruction work to recognize the sacrifice and service of Montana's military-connected students.

In the year ahead, the Council will be working on implementing the Purple Star programs, including training and educating school administrators on the unique issues facing military-connected students. Montana's Office of Public Instruction is the first state in the interstate compact to provide training opportunities to educators during the continuing education summit. Similar presentations will be offered during the 2022 Montana School Counselor Association annual conference. The more an administrator understands the unique challenges facing a military-connected student, the easier it is to address eligibility issues. It is also important for administrators to better understand the mental health support that may be necessary for a student whose parent is deploying.

Great Falls Public Schools, Superintendent Moore, and Malmstrom AFB launched a pilot transitional Kindergarten program for Malmstrom military families. This initiative was 10 months in the making and represents base and community partnership working issues critical to Malmstrom military readiness. The program helps support not only education but also brings added relief to 18 military families in need of childcare. This is an area the Department of Defense and U.S. Air Force look upon as factors in retaining military members and sustaining the military mission.

Costs for Participation in the Interstate Compact

As of August 24th, 2022, the State of Montana, Department of Military Affairs has allocated $2,000.00 annually for dues associated with the Interstate Compact and the state Council paid to the Council of State Governments. The Department of Military Affairs has not received any travel expenses for 2021 or 2022 related to meetings or participation in the Interstate Compact on Educational Opportunity for Military Children.

Costs Expended by State Superintendent Elsie Arntzen's Personal Budget

As of August 24th 2022, the Office of Public Instruction has spent for administrative travel and Purple Star School awards $1046.62. This amount does not include administrative salaries, travel for the State Superintendent or cost to develop and disperse outgoing communications such as press releases, social media and other outreach regarding her Council involvement and program advocacy.

Next Steps for the Council

1) Open application and nomination process September 15th for the 2022-23 round of Purple Star School and Champion awards.
2) Continue development of the Purple Star Campus award to be announced in spring 2023.
3) Offer training to educate school administrators, counselors and athletic directors on the challenges of facing military-connected students and their families with the goal of fostering academic success for all students of military families and facilitating the participation of students in extracurricular athletics and activities.
4) Continue the encouragement and sponsorship of activities across Montana with the Montana National Guard and Reserve in celebration of Purple Up! Day, which commemorates military families in our communities.
5) Disseminate resources made available by the Interstate Compact, the U.S. Department of Defense, Montana Army National Guard, and other military family friendly agencies in effort to better serve military families.
6) Continue identifying legislative and state standard opportunities that need updating or development to aid serving Montana military families.