



Montana Board of Public Education

2024-25 Public Charter School Compiled Performance Report

TABLE OF CONTENTS

Introduction	3
2024-25 Accreditation Overview	4
2024-25 Performance Framework Overview	5
2024-25 Performance Framework Overview – Elementary School.....	5
2024-25 Performance Framework Overview – Middle School.....	6
2024-25 Performance Framework Overview – High School	7
2024-25 Public Charter School Numbers at a Glance.....	8
Public Charter School Performance Framework	9
Academic Measures.....	11
Financial Measures	15
Organizational Measures	16
Open-Ended Questions	17
Public Charter School Annual Performance Reports.....	18
Billings Early College School	18
Billings Multilingual Academy	22
Billings Opportunity School.....	27
Bitterroot Polytech.....	30
Bridger Charter Academy.....	36
Bronc Fast Track Public Charter School	39
CONNECT Academy	43
TEACH Academy	49
CORE School at Morningside	54
227 Academy Charter School.....	58
PACE Academy.....	62
Rising Wolf Charter	66
Montessori Charter School	69
Project for Alternative Learning Charter School.....	72
Mount Ascension Learning Academy	75
RISE Charter and Distance Learning Academy	80
RISE Charter and Pathway Learning Academy	85



Montana Board of Public Education 2024-25 Compiled Performance Report

INTRODUCTION

As outlined in [20-6-809, MCA](#), the Board of Public Education must annually publish a Performance Report for each public charter school under its purview aligned with the Public Charter School Performance Framework. The Performance Report summarizes the school's academic performance, financial reporting, and organizational performance utilizing the most recent data available for the year in review. The Performance Report also provides a summary of the mission of the charter school and enrollment demographics.

The Board of Public Education is committed to serving and strengthening Montana's system of free quality public elementary and secondary schools, including public charter schools. The Performance Reports are produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance.

The Board of Public Education is committed to ensuring that each public charter school operates in full compliance with statutory requirements and performs in alignment with the expectations outlined in its charter contract. This Compiled Performance Report reflects the Board of Public Education's oversight role, which includes the collection and analysis of relevant data to support a comprehensive evaluation of charter school performance. As part of this oversight, the Board of Public Education publishes this Compiled Performance Report for each public charter school based on the Public Charter School Performance Framework to ensure a complete and transparent assessment of each school's operations and outcomes. Attached to this Compiled Performance Report, you will find a Performance Report for each public charter school, as well as the Public Charter School Performance Framework Evaluation Criteria detailing the expected academic performance, financial reporting, and organizational performance provisions.

The Board of Public Education remains steadfast in its duty to uphold transparency, accountability, and excellence across all public charter schools. Through the implementation of consistent oversight practices and adherence to the Public Charter School Performance Framework outlined in each charter contract, the Board of Public Education ensures that all public charter schools are meeting their educational, operational, and legal obligations. This Compiled Performance Report serves not only as a tool for evaluation but also as a resource for continuous improvement and informed decision-making. By maintaining a balanced approach that respects charter governing board autonomy while fulfilling its oversight responsibilities, the Board of Public Education supports the long-term success of Montana's public charter schools and the students they serve.

2024-25 ACCREDITATION OVERVIEW

This section provides an overview of the accreditation status of each public charter school from the 2024-25 school year. The Superintendent of Public Instruction provides the Board of Public Education with a review of the accreditation process used to determine the accreditation status for all schools, analysis of the data, and a review of the accreditation determinations for all schools. The Board of Public Education approved the accreditation status of all schools at the May 15-16 Board meeting. The following is the accreditation status for each public charter school.

SCHOOL NAME	LOCATION	GRADE TYPE	ASSURANCE	STUDENT PERFORMANCE	OVERALL RATING
Rise Charter & Distance EL	Corvallis	Elementary School			Provisional
Rise Charter & Distance 7-8	Corvallis	Middle School			Provisional
Rise Charter & Distance HS	Corvallis	High School			Provisional
Rise Charter & Pathways EL	Corvallis	Elementary School			Provisional
Rise Charter & Pathways 7-8	Corvallis	Middle School			Provisional
Rise Charter & Pathways HS	Corvallis	High School			Provisional
Billings Multilingual Academy	Billings	Middle School			Provisional
Billings Multilingual Academy	Billings	High School			Provisional
Billings Early College School	Billings	High School			Provisional
Billings Opportunity School	Billings	High School			Provisional
Bitterroot Polytech 7-8	Hamilton	Middle School	Regular	Regular MD	Regular
Bitterroot Polytech HS	Hamilton	High School	Regular	Regular	Regular
Bridger Charter School	Bozeman	High School	Regular	Regular	Regular
Bronc Fast Track	Frenchtown	High School	Regular	Regular	Regular
Missoula Connect Academy MS	Missoula	Middle School	Regular	Regular	Regular
Missoula Connect Academy HS	Missoula	High School	Regular	Regular	Regular
Missoula TEACH Academy	Missoula	Elementary School	Regular	Regular	Regular
227 Academy- Middle School	East Helena	Middle School	Regular	Regular MD	Regular
227 Academy- High School	East Helena	High School	Regular	Regular	Regular
Flathead Pace Academy	Kalispell	High School	Regular	Regular	Regular
Kalispell Rising Wolf Charter	Kalispell	High School	Regular	Regular	Regular
CORE School at Morningside	Great Falls	Elementary School	Regular	Regular	Regular
Helena Montessori Charter School	Helena	Elementary School	Regular	Regular MD	Regular
Mount Ascension Learning	Helena	Elementary School	Regular	Advice	Advice
Mount Ascension Learning	Helena	Middle School	Regular	Advice	Advice
Mount Ascension Learning	Helena	High School	Regular	Regular	Regular
Helena Project for Alternative Learning	Helena	High School	Regular	Regular	Regular

2024-25 PERFORMANCE FRAMEWORK OVERVIEW

RATING	DESCRIPTION
Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.
Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer’s expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.

2024-25 PERFORMANCE FRAMEWORK OVERVIEW ELEMENTARY SCHOOL

This section provides an overview of the public charter elementary schools’ performance in the year reviewed on a variety of academic, financial, and organizational measures the public charter school is accountable for achieving, as established by applicable federal and state law and the charter contract. Public charter schools were asked to provide a response providing context and plans to address any ratings below “Meets Standard”.

Academic Performance	Core School	Montessori Charter	Mount Ascension	Rise Distance	Rise Pathways	TEACH Academy
Mission or School-Specific Goal(s)						
Overall Math Proficiency and Growth						
Overall ELA Proficiency and Growth						
Subgroup Math Proficiency and Growth						
Subgroup ELA Proficiency and Growth						
Attendance	Applicable 2025					
Student Engagement						
Graduation Rate	Applicable 2025					
Support for Transitions						
Post-Secondary Readiness	High School Only					
Financial Performance						
Financial Performance and Stability						
Recurrent Enrollment	Applicable 2025					
Organizational Performance						
Charter Governing Board Performance and Stewardship						

2024-25 PERFORMANCE FRAMEWORK OVERVIEW – MIDDLE SCHOOL

This section provides an overview of the public charter middle schools’ performance in the year reviewed on a variety of academic, financial, and organizational measures the public charter school is accountable for achieving, as established by applicable federal and state law and the charter contract. Public charter schools were asked to provide a response providing context and plans to address any ratings below “Meets Standard”.

Academic Performance	Multilingual Academy	Bitterroot Polytech	CONNECT Academy	227 Academy	Mount Ascension	Rise Distance	Rise Pathways
Mission or School-Specific Goal(s)							
Overall Math Proficiency and Growth	N/A						
Overall ELA Proficiency and Growth							
Subgroup Math Proficiency and Growth							
Subgroup ELA Proficiency and Growth							
Attendance	Applicable 2025						
Student Engagement							
Graduation Rate	Applicable 2025						
Support for Transitions							
Post-Secondary Readiness	High School Only						
Financial Performance							
Financial Performance and Stability							
Recurrent Enrollment	Applicable 2025						
Organizational Performance							
Charter Governing Board Performance and Stewardship							

2024-25 PERFORMANCE FRAMEWORK OVERVIEW – HIGH SCHOOL

This section provides an overview of the public charter high schools’ performance in the year reviewed on a variety of academic, financial, and organizational measures the public charter school is accountable for achieving, as established by applicable federal and state law and the charter contract. Public charter schools were asked to provide a response providing context and plans to address any ratings below “Meets Standard”.

Academic Performance	BECS	BMA	BOS	HBP	BCA	BFT	CA	227	PACE	PAL	MAL	RCD	RCP	RWC
Mission or School-Specific Goal(s)														
Overall Math Proficiency and Growth	K-8 Only													
Overall ELA Proficiency and Growth	K-8 Only													
Subgroup Math Proficiency and Growth	K-8 Only													
Subgroup ELA Proficiency and Growth	K-8 Only													
Attendance	Applicable 2025													
Student Engagement														
Graduation Rate	Applicable 2025													
Support for Transitions	K-8 Only													
Post-Secondary Readiness														
Financial Performance														
Financial Performance and Stability														
Recurrent Enrollment	Applicable 2025													
Organizational Performance														
Charter Governing Board Performance and Stewardship														

BECS: Billings Early College School
 BMA: Billings Multilingual Academy
 BOS: Billings Opportunity School
 HBP: Hamilton Bitterroot Polytech
 BCA: Bridger Charter Academy

BFT: Bronc Fast Track
 CA: CONNECT Academy
 227: 227 Academy
 PACE: Flathead PACE Academy
 PAL: Helena Project for Alternative Learning

MAL: Mount Ascension Learning Academy
 RCD: Rise Charter and Distance Learning Academy
 RCP: Rise Charter and Pathway Learning Academy
 RWC: Rising Wolf Charter School

2024-25 PUBLIC CHARTER SCHOOL NUMBERS AT A GLANCE

1. There are roughly 1,486 elementary school students (K-6) participating in a public charter school (1.9%).
2. There are roughly 415 middle school students (7-8) participating in a public charter school (1.8%).
3. There are roughly 1,711 high school students (9-12) participating in a public charter school (3.9%).
4. There are roughly 3,612 total students participating in a public charter school (2.5%).
5. Public charter schools focused on a diverse range of goals tailored to the unique needs of each local community, focusing on college and career readiness, individualized learning, academic achievement, social-emotional learning, experiential learning, community engagement, and support for English language learners. Each school aims to implement innovative strategies to enhance student outcomes and support their educational missions.
6. Each charter school crafted its goals to reflect its unique mission and educational approach. For example, Rising Wolf Charter School focuses heavily on outdoor education and experiential learning, integrating AP Environmental Science and outdoor career pathways, while Billings Multilingual Academy targets academic English growth using WIDA ACCESS scores and career exploration via BEABLE RIASEC-LEXILE assessments.
7. Several schools prioritize early college credit attainment. For instance, Billings Early College School sets a goal for 90% of students to earn at least five college credits in their first year, and Bronc Fast Track aims for students to earn up to 30 college credits before high school graduation.
8. Schools like Billings Opportunity School, Bitterroot Polytech, and Mount Ascension Learning Academy emphasize personalized learning plans to tailor educational experiences and track student progress, especially for those who are off track or in non-traditional learning environments.
9. A number of schools have embedded social emotional learning goals to foster a healthier school climate. For instance, Bridger Charter Academy promotes social emotional growth through mentoring and community activities, and Connect Academy aims for 75% of students and families to report a positive school connection via surveys.
10. Many schools incorporate career readiness through work-based learning. Flathead PACE Academy aims to increase internships and employment placements, while Bitterroot Polytech and Rising Wolf Charter target increases in work-based learning opportunities and industry certifications to support post-secondary success.
11. Public charter schools report that personal services expenditures (salaries and benefits) are roughly 75% of overall spending at the function level.
12. Public charter schools report that instruction expenditures were roughly 62% of the overall spending, while support services expenditures were roughly 20% of the overall spending at the object level.
13. All 17 public charter schools received “meets standard” in school and mission specific goals, financial performance, and organizational performance.



Montana Board of Public Education Public Charter School Performance Framework Evaluation Criteria

OVERVIEW

Public charter schools must adhere to the provisions in Title 20 of the Montana Code Annotated and Title 10 of the Administrative Rules of Montana and any state or local rule, regulation, policy, or procedure relating to noncharter public schools within the located school district, unless a variance to standard was awarded.

Public charter schools shall identify a performance framework as prescribed in 20-6-809, MCA, that clearly sets forth the academic and operational performance indicators, measures, and metrics which include:

- School achievement goals
- Student academic proficiency
- Student academic growth
- Achievement gaps in both proficiency and growth between major student subgroups
- Attendance
- Recurrent enrollment from year to year
- Postsecondary readiness
- Financial performance and sustainability
- Charter Governing Board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract

The Public Charter School Performance Framework Work Group also included additional performance indicators, measures, and metrics which include:

- Graduation Rate
- Student Engagement
- Support for Transitions

These performance framework indicators, measures, and metrics must align to mission-specific goals, and when possible, exceed provisions in Title 20 of the Montana Code Annotated and Title 10 of the Administrative Rules of Montana. The performance framework indicators, measures, and metrics must be reported to the Board of Public Education no later than October 30 of the first year of operation.

Public charter schools shall submit information in accordance with the Office of Public Instruction Accreditation Process documenting adherence to the performance framework to support the Board of Public Education's evaluation and annual reporting process.

The Board shall publish an annual report that includes a comparison of the performance of public charter school students with the performance of academically, ethnically, and economically comparable groups of students in noncharter public schools.

PERFORMANCE TARGETS AND RATINGS

Authorizers establish performance targets that honor their unique contexts. These targets establish the levels of performance corresponding to the ratings for a given measure. Authorizers begin by setting targets for the Meets Standard rating category, which establish expectations and definitions of a quality performance on a given measure. Potential ratings include:

Exceeds Standard

This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.

Meets Standard

The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.

Approaches Standard

Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.

Does Not Meet Standard

Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.

PERFORMANCE FRAMEWORK – ACADEMIC

Is the public charter school academically successful?

The Board of Public Education places emphasis on multiple measures of student success. Strong literacy and numeracy skills are critical for success in life. There are also additional ways schools impact student learning, wellness, and other life outcomes consistent with their mission. The Board of Public Education encourages charter schools to think more broadly about excellence by setting expectations for, and evaluating progress against, other aspects of students' learning and achievement unique to each school and its particular mission.

Student Achievement Goals

Guiding Question: Is the public charter school meeting mission- or school-specific student achievement goals? (Public Charter Schools must submit between 1-3 student achievement goals to highlight innovative efforts.)

Student Achievement Goals Rubric	
Meets Standard (1)	The public charter school has provided relevant and reliable evidence to show that they have met their mission- or school-specific student achievement goal.
Does Not Meet Standard (0)	The public charter school has no evidence to support meeting their mission- or school-specific student achievement goal.

Student Academic Proficiency/Growth

Guiding Question: How is the public charter school ensuring all students are learning in Math?

Math Performance Rubric	
Exceeds Standard (3)	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard (2)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring student math performance, and data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data, and evidence of how the data from the tool is used to inform teaching and learning.
Approaches Standard (1)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring student math performance and data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data.
Does Not Meet Standard (0)	The public charter school has no evidence to support student learning in math.

Definitions:

"Overall Group Performance Data" means the whole school.

"Learning progression" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12.

"Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

"Proficient" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

"Student performance standards" means the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

"Student growth" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

Guiding Question: How is the public charter school ensuring all students are learning in ELA?

ELA Performance Rubric

Exceeds Standard (3)	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard (2)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring student ELA performance, and data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data, and evidence of how the data from the tool is used to inform teaching and learning.
Approaches Standard (1)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring student ELA performance and data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data.
Does Not Meet Standard (0)	The public charter school has no evidence to support student learning in ELA.

Definitions:

"Overall Group Performance Data" means the whole school.

"Learning progression" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12.

"Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

"Proficient" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

"Student performance standards" means the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

"Student growth" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

Achievement gaps in both proficiency and growth between major student subgroups

Guiding Question: How is the public charter school ensuring students in major student subgroups are learning in Math? Please name those subgroups. (This refers to a subgroup of students identified by a particular characteristic. The student subgroups used for the accountability system includes economically disadvantaged students, students from major racial and ethnic groups (White, American Indian, and Hispanic), children with disabilities, and English learners.)

Math Subgroup Performance Rubric

Exceeds Standard (3)	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard (2)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring math performance for major student subgroups, and data evidence demonstrating an increase in student learning progression, growth, or proficiency with subgroup performance data, and evidence of how the data from the tool is used to inform teaching and learning.
Approaches Standard (1)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring math performance for major student subgroups and data evidence demonstrating an increase in student learning progression, growth, or proficiency with subgroup performance data.
Does Not	

Meet Standard (0)	The public charter school has no evidence to support student learning for major student subgroups in Math.
-------------------	--

Definitions:

"Learning progression" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12.

"Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

"Proficient" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

"Student performance standards" means the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

"Student growth" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

Guiding Question: How is the public charter school ensuring students in major student subgroups are learning in ELA? Please name those subgroups. (This refers to a subgroup of students identified by a particular characteristic. The student subgroups used for the accountability system includes economically disadvantaged students, students from major racial and ethnic groups (White, American Indian, and Hispanic), children with disabilities, and English learners)

ELA Subgroup Performance Rubric	
Exceeds Standard (3)	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard (2)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring ELA performance for major student subgroups, and data evidence demonstrating an increase in student learning progression, growth, or proficiency with subgroup performance data, and evidence of how the data from the tool is used to inform teaching and learning.
Approaches Standard (1)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring ELA performance for major student subgroups and data evidence demonstrating an increase in student learning progression, growth, or proficiency with subgroup performance data.
Does Not Meet Standard (0)	The public charter school has no evidence to support student learning for major student subgroups in ELA.

Definitions:

"Learning progression" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12.

"Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

"Proficient" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

"Student performance standards" means the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

"Student growth" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

Attendance

Guiding Question: Is the public charter school's annual attendance rate meeting the state average of 33% of students attending school 95% or more?

Attendance Rate Rubric

Meets Standard (1)	The public charter school has provided relevant and reliable evidence to show that their average daily attendance rate meets the state average.
Does Not Meet Standard (0)	The public charter school's average daily attendance rate does not meet the state average.

Comment for Context: If the public charter school does not meet this standard, provide any applicable context related to the mission of the charter school to address the discrepancy.

Guiding Question: Provide evidence to show how students are engaged in their learning.

Student Engagement Rubric

Exceeds Standard (3)	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard (2)	The public charter school has provided at least two pieces of relevant and reliable evidence to show that students are engaged in their learning.
Approaches Standard (1)	The public charter school has provided one piece of relevant and reliable evidence to show that students are engaged in their learning.
Does Not Meet Standard (0)	The public charter school has no evidence to show that students are engaged in their learning.

Graduation Rate (Grades 9-12 Only)

Guiding Question: Does the public charter school meet the four-year adjusted cohort graduation rate for all students and for each student group who meet the state standards with a regular high school diploma.

Graduation Rate Rubric

Meets Standard (1)	The public charter school has provided relevant and reliable evidence to show that it meets the state four-year adjusted cohort graduation rate.
Does Not Meet Standard (0)	The public charter school's graduation rate does not meet the state average.

Comment for Context: If the public charter school does not meet this standard, provide any applicable context related to the mission of the charter school to address the discrepancy.

Support for Transitions (Grades K-8 Only)

Guiding Question: How is the public charter school supporting students as they transition into a new school setting, for example, kindergarten entry or transition to middle school or high school?

Transitions Rubric	
Meets Standard (1)	The public charter school has submitted relevant and reliable evidence to support transitions into new school settings for students.
Does Not Meet Standard (0)	The public charter school has no evidence to support transitions into new school settings for students.

Postsecondary Readiness (Grades 9-12 Only)

Guiding Question: How is the public charter school ensuring that students graduate college and career ready?

Postsecondary Readiness Rubric (College and Career Readiness)	
Exceeds Standard (3)	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard (2)	The public charter school has provided two or more pieces of evidence to show that students are graduating ready for college and/or career opportunities
Approaches Standard (1)	The public charter school has provided one piece of evidence to show that students are graduating ready for college and/or career opportunities
Does Not Meet Standard (0)	The public charter school has provided no evidence to ensure students are graduating ready for college and/or career opportunities.

PERFORMANCE FRAMEWORK – FINANCIAL

Is the public charter school financially healthy?

Public charter schools have the autonomy to manage their finances, consistent with state and federal law. The Board of Public Education's role is to define clear, measurable, and attainable financial standards and targets that a school must meet as a condition of renewal. The Board of Public Education has developed and utilized a good set of tools to assess and monitor a school's financial health while respecting a school's autonomy.

Financial Performance and Stability

Guiding Question: Does the public charter school materially comply with applicable laws, rules, regulations, and provisions of the Charter Contract relating to financial reporting requirements including timely and complete submission of required documents.

Financial Performance and Stability Rubric	
Meets Standard (1)	The public charter school has provided relevant and reliable evidence that it materially complies with applicable laws, rules, regulations, and provisions of the Charter Contract relating to financial reporting requirements including timely and complete submission of required documents, such as: <ul style="list-style-type: none">• Public Charter Initial Statement.• Public Charter Financial Summaries.• Trustee Financial Summaries.
Does Not	The public charter school does not materially comply with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting

Meet Standard (0)	requirements due to failure to make timely and complete submission of required documents, including failure or unwillingness to provide additional information requested by the Board of Public Education.
-------------------	--

Recurrent enrollment from year to year

Guiding Question: What targets has the public charter school set for recurrent enrollment from year to year and provide evidence of how the public charter school is meeting these targets. (Recurrent enrollment is the number of students continuing to be enrolled in the school from one year to the next expressed as a percentage of the total number of students eligible to continue their enrollment at the school.)

Recurrent Enrollment Rubric	
Meets Standard (1)	The public charter school meets their recurrent enrollment targets and has provided relevant and reliable evidence to support these targets.
Does Not Meet Standard (0)	The public charter school does not meet their recurrent enrollment targets and does not provide sufficient evidence to support these targets.

Comment for Context: If the public charter school does not meet this standard, provide any applicable context related to the mission of the charter school to address the discrepancy.

PERFORMANCE FRAMEWORK – ORGANIZATIONAL

Is the public charter school organizationally sound?

The Board of Public Education is responsible for holding public charter schools accountable for sound and well-functioning organizational practices to protect the public interest. The Organizational Framework provides a comprehensive lens to the extent to which public charter schools are meeting operational expectations and protecting student and public interests while simultaneously honoring public charter schools' rightful autonomy to design and deliver school models that meet students' needs.

Charter Governing Board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract

Guiding Question: Does the Charter Governing Board comply with basic governance requirements?

Governance Oversight Rubric	
Meets Standard (1)	<p>The Charter Governing Board has provided relevant and reliable evidence that it complies with basic governance requirements such as:</p> <ul style="list-style-type: none"> • monitoring academic performance at least once a quarter. • reviewing financial reports at each board meeting. • engaging in strategic planning. • conducting evaluations of its school leader, in accordance with Charter Governing Board policies. • monitoring compliance with its charter contract. • monitoring compliance with applicable law and regulations. • ensuring compliance with the family and community engagement plan.
Does Not Meet Standard (0)	The Charter Governing Board fails to materially comply with any one of the activities outlined above.

OPEN ENDED QUESTIONS

1. How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?
2. Why is the public charter school innovating? What are the student needs in the community that are trying to be met?
3. How is the public charter school flexible and nimble in response to the needs of students?
4. What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?



Montana Board of Public Education

Billings Early College School 2024-25 Annual Performance Report

INTRODUCTION

As outlined in 20-6-809, MCA, the Board of Public Education must annually publish a performance report for each public charter school under its purview aligned with the Public Charter School Performance Framework. The report summarizes the school's academic performance, financial reporting, and organizational performance utilizing the most recent data available for the year in review. The Annual Performance Report also provides a summary of the mission of the charter school and enrollment demographics.

The Board of Public Education is committed to serving and strengthening Montana's system of free quality public elementary and secondary schools, including public charter schools. This Annual Performance Report is produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance.

SCHOOL OVERVIEW

School Name	Billings Early College School
School Location	Billings, MT
Grades Served	Grade 9
School Mission	The mission of BECS is to inspire, educate and empower students from diverse backgrounds through transformative educational opportunities to earn both a high school diploma and college credits toward an Associate's Degree.
High School Enrollment	Roughly 60 students
Total Enrollment	Roughly 60 students

2024-25 PERFORMANCE FRAMEWORK OVERVIEW

For each measure in this report, the school receives one of the ratings described below:

RATING	DESCRIPTION
Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.

Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.
-------------------------------	---

This section provides an overview of the school's performance in the year reviewed on a variety of academic, financial and organizational measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract.

INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		Provisional Accreditation Status
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	N/A	Elementary and Middle School only
Overall ELA Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup Math Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup ELA Proficiency and Growth	N/A	Elementary and Middle School only
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	N/A	Elementary and Middle School only
Post-Secondary Readiness	Meets Standard	
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

SUMMARY OF OPEN-ENDED QUESTIONS

As part of the Public Charter School Performance Framework, schools were asked to report on four open-ended questions to provide the Board of Public Education with additional context.

How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?
<p>There is power in place, and in having students come together as a cohort with a common goal. By learning from the over 400 early college schools across the country, Billings Early College School (BECS) supports our students on a targeted pathway to both a high school diploma and college credits up to an Associate Degree. The ability to have our own location, students and schedule allow flexibility to offer targeted goals and support for our students. For example, this October we were able to pull the cohort together as a group to address some common themes the staff were seeing; we emphasized the mission and vision of BECS, allowed for dialogue with students and staff, and followed up with a student survey to assess their individual and cohort needs moving forward. Second semester we were able to coordinate another cohort meeting to talk about next steps and scheduling for the following year. At that time, teachers reported a significant improvement in student readiness for college classes which we celebrated with students. We would not have such immediate flexibility within our large comprehensive high schools. In addition, students reported bonding with their cohort and thriving in the structure and support offered at BECS.</p> <p>As we move forward, our partnership with MSUB will support targeted pathways and plans of study to prepare students to take most if not all of their classes in 11th and 12th grade on the college campus. Rather than a handful of credits, students will have the opportunity to earn credits specific to an Associate Degree that will support and align with their post-secondary plans. Teachers are able to reinforce these goals daily</p>

with all of their students. The MOU with MSUB is in the final stages, setting a precedent as the first such partnership with an early college school in the state of Montana and hopefully serving as a model for other districts.

Why is the public charter school innovating? What are the student needs in the community that are trying to be met?

When our Superintendent, Dr. Garcia, was hired in the spring of 2023 to lead Billings Public Schools (BPS), he conducted a survey of our community to understand our current reality and future needs. The survey was open to students, staff, parents, and community members. Participants were asked what BPS did well and where we needed to improve through a series of targeted questions. Four areas rose to the top, one of which was to increase dual credit opportunities for our students. With the rising costs associated with a traditional four-year college pathway, supporting students in finding success in college courses while in high school allows them to gain the confidence and skills needed to support their post-secondary plans.

For the past 15+ years, BPS has added several dual credit classes taught at our high schools with our own teachers in partnership primarily with Montana State University Billings. In addition, students have had the opportunity to take University Connections courses through MSUB as well. However, in all that time we have only had one student actually earn enough credits to achieve an Associate Degree. Billings Early College School (BECS) provides students the opportunity to earn college credits by the end of their 9th grade year, as well as a targeted and supported pathway to college credits up to an Associate Degree. The targeted support includes the development of a college plan of study to ensure they are taking the “right” courses aligned with their post-secondary plans. Students who earn college credits while in high school are more likely to continue their post-secondary education. BECS provides students and their families an unprecedented opportunity in Montana to graduate high school with both a diploma as well as college credits up to an Associate Degree.

How is the public charter school flexible and nimble in response to the needs of students?

Due to its size and common cohort goals, BECS has already experienced opportunities in our first year to be responsive to the needs of our students. As shared in the previous question, this October we were able to pull the cohort together as a group to address some common themes the staff were seeing related to our college readiness goals. We emphasized the mission and vision of BECS, allowed for dialogue with students and staff, and followed up with a student survey to assess their individual and cohort needs moving forward. We would not have such immediate flexibility within our large comprehensive high schools to collaborate with students in such a targeted way. Staff were able to analyze and discuss the survey results, using that information to prioritize instruction and support to address the areas of need our students identified.

When our students have had unique scheduling needs, we have been able to find creative ways to support them due to the small size and targeted nature of BECS. For example, we had a few students who did not want to attend our large comprehensive high schools at all. We were able to accommodate this request by scheduling them half time at BECS and the other half of their day either at our Career Center or at the Billings Opportunity School, another new public charter school that opened this year. This would have been much more challenging to accommodate without our public charter schools, as 9th graders do not attend our Career Center full time.

What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?

As the Billings Early College School opened this school year as a public charter school under the governance of Billings Public Schools, we have experienced some challenges. Charter schools are new to Montana, and with no current early college schools in the state there is an inherent challenge in helping our community understand what it is. They don’t know what it looks like, and some parents were hesitant to enroll their student in the inaugural cohort. As we talked with other early college schools across the country, we learned that an initial cohort of 60 students is actually higher than most. So we are celebrating our first group of brave students and their families. Our applications for the 2025-2026 year are currently at 58 already, ahead of where we were last year, so we are planning for a similar if not larger enrollment for our next cohort of 9th

grade students in the fall of 2025. We are excited to welcome a couple of siblings in our 2nd cohort this fall, a reflection on the positive experience of the students and families from our 1st cohort.

Another challenge has been in the uniqueness of the early college school concept. Most early colleges are funded 100% at the state level, with significant state laws and statutes to govern responsibilities and guidelines for both the school district and the college. As the first in Montana, we currently have no laws at the state level to guide us. This is not a quick fix, but as we finalize our MOU with Montana State University Billings, including communication and collaboration with OCHE and MUS, we hope to build a framework not only for BECS but hopefully for other districts across the state.

STATEMENT OF ASSURANCES:

As outlined in 7.1.3 and 7.1.4 of the Charter Contract, the Charter Governing Board must annually submit to the Board of Public Education a statement of assurances relating to compliance with the Charter Contract and applicable law. The chair of the Charter Governing Board shall initial the following statements of assurance that the public charter school is in compliance with requirements outlined in the Charter Contract and applicable statute:

 JH Billings Early College School is in compliance with the provisions in Title 20 of Montana Code Annotated and local rule, regulation, policy, and procedure relating to noncharter public schools within the located school district.

 JH Billings Early College School is in compliance with the requirements outlined in the Charter Contract.

CHARTER SCHOOL CHANGES:

As outlined in 7.1.4 of the Charter Contract, public charter schools must annually submit to the Board of Public Education a statement outlining changes to the school's educational program, mission, and governing and organizational structures during the previous year. Please also include any substantive changes expected for the upcoming school year.

Changes to Educational Program:

We have had two primary updates to our programming at BECS. Our initial plan was to offer English, Math and World History next year to our 10th graders in our first cohort. After listening to student feedback, we pivoted to having students take World History at their area high school and offering another dual credit opportunity each semester for our students. This change allows us to keep our focus on the Associate Degree pathway and meet student graduation needs and college pathways.

Our second update is related to our counselor. In our first year, we shared a counselor with the Billings Opportunity school due to small numbers when compared to our comprehensive high schools. What we learned from this structure is that we definitely need a dedicated counselor to serve as an academic advisor and support for our BECS students. For the 2025-2026 school year, we have hired our own counselor who will be able to prioritize college plans of study and support for our BECS students.

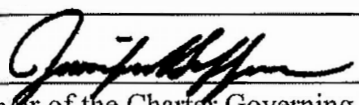
Changes to Public Charter School Mission and Vision:

No changes have been made to the Mission or Vision statements for BECS.

Changes to Governing and Organizational Structures:

No changes have been made to the Governing and Organizational Structures for BECS.

Signature


Chair of the Charter Governing Board

6/26/2025

Date

Please submit the Annual Report to bpe@mt.gov



Montana Board of Public Education

Billings Multilingual Academy 2024-25 Annual Performance Report

INTRODUCTION

As outlined in [20-6-809, MCA](#), the Board of Public Education must annually publish a performance report for each public charter school under its purview aligned with the Public Charter School Performance Framework. The report summarizes the school's academic performance, financial reporting, and organizational performance utilizing the most recent data available for the year in review. The Annual Performance Report also provides a summary of the mission of the charter school and enrollment demographics.

The Board of Public Education is committed to serving and strengthening Montana's system of free quality public elementary and secondary schools, including public charter schools. This Annual Performance Report is produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance.

SCHOOL OVERVIEW

School Name	Billings Multilingual Academy
School Location	Billings, MT
Grades Served	Grades 6-12
School Mission	BMA strives to support our multilingual students and their families, recognizing the importance of celebrating our diversity and honoring our differences to further grow and sustain our shared community, and providing them opportunities to develop their academic English skills and other academic tasks as well as connections to community and cultural learning opportunities.
Middle School Enrollment	Roughly 24 students
High School Enrollment	Roughly 22 students
Total Enrollment	Roughly 46 students

2024-25 PERFORMANCE FRAMEWORK OVERVIEW

For each measure in this report, the school receives one of the ratings described below:

RATING	DESCRIPTION
Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on

	the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.
Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.

This section provides an overview of the school's performance in the year reviewed on a variety of academic, financial and organizational measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract.

MIDDLE SCHOOL INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		Provisional Accreditation Status
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	N/A	Provisional Status
Overall ELA Proficiency and Growth	Approaches Standard	
Subgroup Math Proficiency and Growth	Approaches Standard	
Subgroup ELA Proficiency and Growth	Approaches Standard	
Attendance	N/A	Applicable next year
Student Engagement	Exceeds Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	Meets Standard	
Post-Secondary Readiness	N/A	High School only
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

If given a rating of "Approaches Standard" or "Does Not Meet Standard" on any Public Charter School Performance Framework metrics, please briefly provide any context and plans to address these concerns.
Our middle school BMA is in a provisional status because we were unable to hire a full-time mathematics teacher, so students attended their last period of the day at their home school to receive that instruction. We are now looking to add a full-time mathematics teacher for this new school year (2025-2026).
Regarding the measurements for proficiency and growth in math and ELA, we have three valid and reliable measurements currently in use: 1) NWEA MAPS for Reading and Math; 2) the state WIDA assessment of academic language in the core areas; and 3) A measure of the student's Lexile level and growth utilizing the BEABLE program. Within the next year or two, we will be monitoring closely all students' proficiency levels as measured by the Montana State MAST assessment.

HIGH SCHOOL INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		Provisional Accreditation Status
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	N/A	Elementary and Middle School only
Overall ELA Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup Math Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup ELA Proficiency and Growth	N/A	Elementary and Middle School only

Attendance	N/A	Applicable next year
Student Engagement	Exceeds Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	N/A	Elementary and Middle School only
Post-Secondary Readiness	Meets Standard	
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

SUMMARY OF OPEN-ENDED QUESTIONS

As part of the Public Charter School Performance Framework, schools were asked to report on four open-ended questions to provide the Board of Public Education with additional context.

How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?

Billings Multilingual Academy (BMA) has embraced innovative approaches to education that differentiate it from traditional district-operated programs. As a public charter school, BMA has the flexibility to design and implement specialized instructional models tailored to the unique needs of newcomer English Language Learners (ELLs) and multilingual students.

One of BMA's key innovations is its personalized approach to college and career readiness. Unlike traditional district programs, BMA integrates the RIASEC career interest inventory into student learning, allowing each student to explore career pathways based on their individual strengths and interests. This is coupled with ongoing Lexile-based literacy development, ensuring that students not only gain English proficiency but also build the academic language skills required for success in their chosen fields.

BMA further enhances student engagement through a customized reading experience using a reading topic picker, which provides high-interest, student-selected texts alongside academic materials. This choice-driven literacy model ensures that learning remains meaningful and motivating, a strategy not typically embedded in district-operated programs.

Additionally, BMA employs a unique motivational system that includes Beable Bucks, points-based incentives, and monthly contests to encourage consistent academic growth. This gamified learning approach helps keep students engaged, motivated, and accountable for their progress – a level of personalized engagement not typically found in traditional district models.

In assessing student progress, BMA implements a structured, research-based assessment model that aligns with best practices for multilingual learners. While many district programs rely on state-mandated assessments, BMA leverages WIDA ACCESS and BEABLE growth measures to track English language development, ensuring data-driven instructional planning that directly supports students' academic success.

By combining personalized career exploration, student-centered literacy development, gamified motivation strategies, and targeted language assessments, Billings Multilingual Academy has created an innovative learning environment that prioritizes student success in ways traditional district schools cannot easily replicate. Through these innovations, BMA ensures that all students graduate prepared for college, careers, and lifelong learning.

Why is the public charter school innovating? What are the student needs in the community that are trying to be met?

Billings Multilingual Academy is innovating to meet the unique needs of newcomer English Language Learners (ELLs) in the community by providing personalized career exploration, targeted literacy development, and data-driven language support. Many students arrive without prior English proficiency data, so the school uses WIDA and Lexile assessments to track language acquisition and ensure effective instructional support.

To prepare students for college and career success, the academy integrates RIASEC career exploration, helping students identify future pathways while developing the literacy skills necessary for their chosen careers. A choice-based reading model allows students to engage with meaningful content, reinforcing academic growth.

Additionally, a built-in motivation system with Beable Bucks and monthly contests keeps students engaged and goal-oriented. Through these innovative, student-centered approaches, Billings Multilingual Academy ensures that all learners have the tools to develop English proficiency, achieve academic success, and transition confidently into higher education and the workforce.

How is the public charter school flexible and nimble in response to the needs of students?

Billings Multilingual Academy is designed to adapt quickly to the unique needs of its newcomer English Language Learners (ELLs) by offering personalized instruction, career-focused learning, and data-driven support. Unlike traditional models, the school can adjust curriculum, assessments, and instructional strategies in real time to ensure students receive the support they need.

To assess and track progress, students take the WIDA and Lexile growth assessments, allowing educators to tailor instruction based on language proficiency and literacy levels. Additionally, the RIASEC career interest inventory helps students explore future career paths, ensuring that their learning is relevant and goal-driven.

The school's choice-based reading approach provides students with engaging content aligned to their interests, keeping them motivated and improving comprehension. A built-in incentive system, including Beable Bucks and monthly contests, reinforces academic achievement and personal growth.

With the ability to adjust instructional methods, personalize student learning experiences, and implement targeted interventions, Billings Multilingual Academy remains highly flexible, ensuring that every student receives the tools and resources needed to succeed in both language acquisition and academic development.

What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?

Due to the current election year uncertainties and the resulting concerns by many families regarding immigration status, our enrollment numbers are half where they need to be this first year. We are also seeing the refugee program being frozen so the status of many newcomer families are in limbo at the moment.

STATEMENT OF ASSURANCES:

As outlined in 7.1.3 and 7.1.4 of the Charter Contract, the Charter Governing Board must annually submit to the Board of Public Education a statement of assurances relating to compliance with the Charter Contract and applicable law. The chair of the Charter Governing Board shall initial the following statements of assurance that the public charter school is in compliance with requirements outlined in the Charter Contract and applicable statute:

JH Billings Multilingual Academy is in compliance with the provisions in Title 20 of Montana Code Annotated and local rule, regulation, policy, and procedure relating to noncharter public schools within the located school district.

JH Billings Multilingual Academy is in compliance with the requirements outlined in the Charter Contract.

CHARTER SCHOOL CHANGES:

As outlined in 7.1.4 of the Charter Contract, public charter schools must annually submit to the Board of Public Education a statement outlining changes to the school's educational program, mission, and governing and organizational structures during the previous year. Please also include any substantive changes expected for the upcoming school year.

Changes to Educational Program:

For the 2025-2026 school year, we have changed our bell schedule in order to provide a more beneficial opportunity to our students. We are moving from a four period school day to a three period AM session and a three period PM session. Students will either attend in the AM or PM for 3 periods and then attend their neighborhood school for sciences and elective courses. This will allow us to focus on English, social studies, and mathematics for our English Language Learners.

We have hired a math teacher, so we will actually be able to offer live instruction now rather than utilizing the APEX web-based platform. This will allow our students to get help where they need it while working with a math teacher.

The above improvements allow us to move away from the APEX platform for instruction. As such, we will work with our students' neighborhood schools to ensure that our students are enrolled in the appropriate sciences and electives for the other half of their school day as they work toward graduation.

We are also beginning an Indigenous Pathway for Indigenous ELL students. Students on this pathway will receive instruction in math, English, and Indigenous studies.

Changes to Public Charter School Mission and Vision:

N/A - There are no changes to the charter's mission and vision.

Changes to Governing and Organizational Structures:

N/A - No Changes

Signature



Chair of the Charter Governing Board

07.02.2025

Date

Please submit the Annual Report to bpe@mt.gov



Montana Board of Public Education

Billings Opportunity School 2024-25 Annual Performance Report

INTRODUCTION

As outlined in [20-6-809, MCA](#), the Board of Public Education must annually publish a performance report for each public charter school under its purview aligned with the Public Charter School Performance Framework. The report summarizes the school's academic performance, financial reporting, and organizational performance utilizing the most recent data available for the year in review. The Annual Performance Report also provides a summary of the mission of the charter school and enrollment demographics.

The Board of Public Education is committed to serving and strengthening Montana's system of free quality public elementary and secondary schools, including public charter schools. This Annual Performance Report is produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance.

SCHOOL OVERVIEW

School Name	Billings Opportunity School
School Location	Billings, MT
Grades Served	Grades 9-12
School Mission	BOS will provide the community with students prepared to take the next steps after graduation. Graduates will be able to be successful because of their hard work, determination and skills they learned while earning their high school diploma.
High School Enrollment	Roughly 75 students
Total Enrollment	Roughly 75 students

2024-25 PERFORMANCE FRAMEWORK OVERVIEW

For each measure in this report, the school receives one of the ratings described below:

RATING	DESCRIPTION
Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.

Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.
-------------------------------	---

This section provides an overview of the school's performance in the year reviewed on a variety of academic, financial and organizational measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract.

INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		Provisional Accreditation Status
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	N/A	Elementary and Middle School only
Overall ELA Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup Math Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup ELA Proficiency and Growth	N/A	Elementary and Middle School only
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	N/A	Elementary and Middle School only
Post-Secondary Readiness	Meets Standard	
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

SUMMARY OF OPEN-ENDED QUESTIONS

As part of the Public Charter School Performance Framework, schools were asked to report on four open-ended questions to provide the Board of Public Education with additional context.

How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?
The Billings Opportunity School (BOS) provides a personalized pathway for students to earn their high school diploma. Using a proficiency-based model, students earn credits through a combination of face-to-face instruction, online learning, and project-based experiences. Our staff is specifically trained to support students in this unique learning environment, ensuring they receive the guidance and resources needed for success.
Why is the public charter school innovating? What are the student needs in the community that are trying to be met?
As mentioned in response to Question 1, students at BOS follow a personalized pathway to graduation. Most enrolled students are at risk of dropping out and not completing high school. This model provides a vital opportunity for them to stay engaged, meet their individual learning needs, and ultimately earn their high school diploma.
How is the public charter school flexible and nimble in response to the needs of students?
BOS tailors education to meet the unique needs of each student. Course selections are based on the credits required for graduation and designed to prepare students for their post-high school goals.
What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?

A significant challenge at BOS is staffing. To maintain small class sizes and foster strong student-teacher relationships, we have had to limit enrollment. Although we posted positions to expand our capacity and accommodate more students, we were unable to fill them successfully.

STATEMENT OF ASSURANCES:

As outlined in 7.1.3 and 7.1.4 of the Charter Contract, the Charter Governing Board must annually submit to the Board of Public Education a statement of assurances relating to compliance with the Charter Contract and applicable law. The chair of the Charter Governing Board shall initial the following statements of assurance that the public charter school is in compliance with requirements outlined in the Charter Contract and applicable statute:

JH Billings Opportunity School is in compliance with the provisions in Title 20 of Montana Code Annotated and local rule, regulation, policy, and procedure relating to noncharter public schools within the located school district.

JH Billings Opportunity School is in compliance with the requirements outlined in the Charter Contract.

CHARTER SCHOOL CHANGES:

As outlined in 7.1.4 of the Charter Contract, public charter schools must annually submit to the Board of Public Education a statement outlining changes to the school's educational program, mission, and governing and organizational structures during the previous year. Please also include any substantive changes expected for the upcoming school year.

Changes to Educational Program:

Billings Opportunity School (BOS) started the year on a block schedule and realized that the schedule was not serving students in the manner that was initially envisioned. This was based upon stakeholder surveys to BOS students, guardians and staff that suggested the larger class size and longer class periods were not positively impacting student learning. We shifted to a six-period day to better support students with smaller classes and shorter periods but continued to engage students through proficiency based instructional practices. An end of the year survey taken by students reinforced this change positively impacted student learning. 88% of the students reported that the smaller class sizes were a benefit to their learning. One of our initial goals was that 65% of students would be on track to graduate on time according to their individualized learning. In actuality 90% of our students are on track to graduate by their expected graduation year. We attribute exceeding our initial goal to the changes made in the overall educational program and structure at BOS.

Changes to Public Charter School Mission and Vision:

BOS has expanded upon the vision of the school to include: We see engaged students and staff who share responsibility, are prepared to tackle future challenges, are willing to take risks and try new things, challenge the status quo, appreciate diversity and see the best in everyone. We see graduates.

The school continues to be a supportive, inclusive and innovative school as students work towards their high school diploma.

Changes to Governing and Organizational Structures:

No changes have been made to the governing and organization structures.

Signature 
Chair of the Charter Governing Board

6-26-20
Date



Montana Board of Public Education

Bitterroot Polytech

2024-25 Annual Performance Report

INTRODUCTION

As outlined in [20-6-809, MCA](#), the Board of Public Education must annually publish a performance report for each public charter school under its purview aligned with the Public Charter School Performance Framework. The report summarizes the school's academic performance, financial reporting, and organizational performance utilizing the most recent data available for the year in review. The Annual Performance Report also provides a summary of the mission of the charter school and enrollment demographics.

The Board of Public Education is committed to serving and strengthening Montana's system of free quality public elementary and secondary schools, including public charter schools. This Annual Performance Report is produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance.

SCHOOL OVERVIEW

School Name	Bitterroot Polytech
School Location	Hamilton, MT
Grades Served	Grades 7-12
School Mission	Provide individualized, proficiency-based, and career-directed graduation pathways.
Middle School Enrollment	Roughly 30 students
High School Enrollment	Roughly 382 students
Total Enrollment	Roughly 412 students (enrollment adjustments 120)

2024-25 PERFORMANCE FRAMEWORK OVERVIEW

For each measure in this report, the school receives one of the ratings described below:

RATING	DESCRIPTION
Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.

Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.
-------------------------------	---

This section provides an overview of the school's performance in the year reviewed on a variety of academic, financial and organizational measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract.

MIDDLE SCHOOL INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	Approaches Standard	
Overall ELA Proficiency and Growth	Meets Standard	
Subgroup Math Proficiency and Growth	Approaches Standard	
Subgroup ELA Proficiency and Growth	Approaches Standard	
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	Meets Standard	
Post-Secondary Readiness	N/A	High School only
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

If given a rating of "Approaches Standard" or "Does Not Meet Standard" on any Public Charter School Performance Framework metrics, please briefly provide any context and plans to address these concerns.
Overall Math Proficiency and Growth, Subgroup Math Proficiency and Growth, Subgroup ELA Proficiency and Growth:
The feedback we received on our accreditation report stated:
"The district provided evidence of a reliable assessment tool and how student data is used to inform instruction. However, the district provided data for the entire Hamilton MS rather than specific data for Polytech students to determine math learning progression. No new evidence for mathematics was provided in the addendum as the pdf titled Math contained ELA and Reading data."
Next year, we will ensure proficiency and growth data, specific to the charter school students, will be documented and tracked, and submitted appropriately. We will use a variety of assessment tools to track and monitor growth, including IXL, Edmentum Exact Path, classroom and teacher assessment data, and MAST testing.

HIGH SCHOOL INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	N/A	Elementary and Middle School only

Overall ELA Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup Math Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup ELA Proficiency and Growth	N/A	Elementary and Middle School only
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	N/A	Elementary and Middle School only
Post-Secondary Readiness	Meets Standard	
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

SUMMARY OF OPEN-ENDED QUESTIONS

As part of the Public Charter School Performance Framework, schools were asked to report on four open-ended questions to provide the Board of Public Education with additional context.

How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?
<p>Bitterroot Polytech Center for Alternative Learning and Intervention (grades 7-8) provides pathways to learning outside of the mainstream programming. Students engage in a variety of coursework, both online and through traditional book work. CALI simultaneously provides academic instruction and mental health services to students in a self-contained classroom setting. CALI classroom sizes are small, allowing deeper and more trusting connections to be developed with peers and adults. As a result of these connections, attendance rates and academic proficiency increases, social and emotional skills improve, and qualified professionals provide consistent, proactive mental health services. CALI students get the support needed to successfully matriculate back into a more traditional high school setting and graduate on time.</p> <p>Dual enrollment students are given the opportunity to take courses that help them meet high school and college graduation requirements. The Bitterroot Polytech has 26 different in person dual enrollment courses offered for students to choose from. With the Advanced Opportunities Grant, students who choose to take dual enrollment through the Polytech have their dual enrollment fees reduced by half. We will continue to grow the dual enrollment course offerings through the Polytech each year as feasible. We already have approval for an additional dual enrollment writing course for the 25-26 school year.</p> <p>By partnering with both Montana Digital Academy and Edmentum, Polytech students are provided with proficiency based online learning models that allow for flexibility in scheduling. This model optimizes opportunities for students to participate in learning opportunities on their schedule, not the traditional school calendar.</p> <p>Certification opportunities are made available to students through University of Montana Bitterroot, both in person and in a hybrid online/in-person model (CNA, CDL, Phlebotomy). Students are able to enroll in a drone flight school program on the high school campus, where students are able to earn their FAA Drone License. A partnership is being established with online provider ed2go and UM Bitterroot to add additional fundamental and advanced training certificate opportunities. Advanced opportunity grant funds are able to help offset the costs of these often expensive certification programs and tests.</p> <p>Internships have been developed with local businesses to allow students work-based learning opportunities that promote industry specific skill development and job training. If applicable and desirable for both the business and the student, an apprenticeship or employment opportunity may follow the internship experience.</p>

In a program we hope serves as a model for future partnerships, students engage in a work-based learning program with DJ's Electric in which they are developing skills that will be applicable if they choose to pursue apprenticeship in the future. The hours they earn and document during the training program now will count towards the 8,000 on the job training hours required during the state approved apprenticeship process.

At the Alternative Learning Center (ALC; grades 9-12) students have specifically tailored academic learning plans that allow them to take one course at a time. Long and short term goals have been established with students in an effort to craft a learning plan that meets their current learning preferences and strengths, while also considering their unique goals and interests. Students engage in a variety of coursework, both online and through traditional book work to earn the required credits for graduation. The vast majority of students also have a work release in their schedule to gain real world working experience.

Why is the public charter school innovating? What are the student needs in the community that are trying to be met?

The Bitterroot Polytech 7-8 strives to prioritize identified behavior/academic needs and flexibility when designing each student's schedule. Instead of insisting learning opportunities need to fit into the traditional model, student learning is tailored to each student's academic and behavioral needs.

The following represent some of the needs being met:

Failure to remain in class

Flexibility in daily schedule and routine (remote learning opportunities)

Explosive or destructive behaviors

Chronic disciplinary referrals

Behavioral Issues

The Bitterroot Polytech strives to prioritize relevance and flexibility when designing each student's schedule. Instead of insisting learning opportunities need to fit into the traditional school day, student schedules are tailored to help each student achieve their unique post-secondary goals. By embracing flexibility in student scheduling, we are able to allow students attendance in opportunities that prepare them to be contributing members of the workforce and communities they live in after high school. Certification programs, work-based learning internships, and early college dual enrollment opportunities all help fill vocational needs in the valley and state.

Specifically, our health science opportunities for certification (CNA and Phlebotomy) allow students opportunities for employment in an area where there are consistently job vacancies at our local hospital Bitterroot Health and nursing homes across the valley.

Students who attend the Alternative Learning Center are often off track for high school graduation. The programming through the ALC offers students a viable path to get back on track and earn their high school diploma on time. By allowing these students the opportunity to get caught up, while also having time in their day for work-based learning experiences, our local population does not have an abundance of high school dropouts without strong connections to the workforce.

How is the public charter school flexible and nimble in response to the needs of students?

The Bitterroot Polytech 7-8 operates outside the traditional middle school model, allowing for students to learn in a way that meets their needs and/or their families schedules. In the CALI, students needs drive each student's schedule. Depending on the day and circumstance, there is tremendous flexibility regarding each student's routine. The teaching staff works closely with the social work staff to determine what students would benefit most from on an evolving basis. For online students, seat time is replaced with opportunities to learn through Edmentum Courseware, EdOptions and MTDA. All students are offered additional intervention opportunities through CALI, TCB and Power Hour.

The Bitterroot Polytech does not let the traditional school schedule dictate student opportunity. We have been innovative in our collaboration with local partners such as UM Bitterroot, Missoula College, Accelerate Montana, Bitterroot Health, as well as all of our internship work-based learning partners. This innovation has allowed students to access college credit, work-based experience and certification opportunities that quicken the pace at which employment is available and improve their future earning potential. Our Montana Advanced Opportunity funds have been used to lessen or eliminate the cost of out pocket expenses for these opportunities. This reduced or eliminated cost has lessened the financial burden of families enrolled in our charter school courses.

What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?

The biggest roadblock the Bitterroot Polytech 7-8 has faced is meeting enrollment requirements and managing staffing needs. We anticipated more 7th and 8th grade families would have liked to explore non-traditional or online learning models. This would have allowed for our in person options to have a slightly lower staff to student ratio, which might facilitate even better learning outcomes for students with the highest academic and behavioral needs. We have learned a great deal operating in this first year and will use this to inform future enrollment and staffing decisions.

The biggest roadblock we have faced has been with reporting enrollment through Infinite Campus. Because of the nature of our school and class offerings, the vast majority of our students are not full-time. Having to delineate between partial and primary enrollment served as a challenge to our staff, primarily because it created confusion around student scheduling and reporting, both locally and to the state. Ultimately, this first year has been a huge learning curve, and we are hopeful that future reporting requirements take into consideration that many Polytech students will have schedules in the charter and traditional high school, depending on each student's interests and goals.

STATEMENT OF ASSURANCES:

As outlined in 7.1.3 and 7.1.4 of the Charter Contract, the Charter Governing Board must annually submit to the Board of Public Education a statement of assurances relating to compliance with the Charter Contract and applicable law. The chair of the Charter Governing Board shall initial the following statements of assurance that the public charter school is in compliance with requirements outlined in the Charter Contract and applicable statute:

Pw v Bitterroot Polytech is in compliance with the provisions in Title 20 of Montana Code Annotated and local rule, regulation, policy, and procedure relating to noncharter public schools within the located school district.

Pw v Bitterroot Polytech is in compliance with the requirements outlined in the Charter Contract.

CHARTER SCHOOL CHANGES:

As outlined in 7.1.4 of the Charter Contract, public charter schools must annually submit to the Board of Public Education a statement outlining changes to the school's educational program, mission, and governing and organizational structures during the previous year. Please also include any substantive changes expected for the upcoming school year.

Changes to Educational Program:

The only change to the Bitterroot Polytech 7-8 will be to add additional academic and behavior interventions through our Special Education Department. Students who qualify for SPED services will have additional interventions embedded in their schedule.

At the Bitterroot Polytech HS, we will no longer count every dual enrollment class as part of the charter school. Charter school enrollment will be based on attendance at our Alternative Learning Center at our new

location, Washington School, and through online enrollment. We have made the following adjustments to our teaching assignments for the 2025-2026 school year:

English 1.0-FTE

Math- .25 FTE

Social Studies- .25 FTE

Science- .25 FTE

Business/Health/PE/Personal Finance- .25 FTE

Fine Art- 1.0 FTE

CTE-.5 FTE (This is an open position and may or may not be filled for the 25-26 school year.)

Admin- 1.0 FTE

We are exploring which variances might be appropriate to apply for prior to the October 2025 deadline. A meeting with OPI accreditation specialist Ellery Bresseler is scheduled for June 24th. We will review our goals, mission, and model and then determine what variances, if any, are needed.

In addition to the courses and assignments our in-person staff will oversee, students will be able to choose from the MTDA course catalog and have access to Edmentum's courseware suite of offerings, including world languages and electives. Work-based learning, with an emphasis on industry-recognized certifications and credentials, will continue to be offered according to post-secondary student goals and interests.

In both schools, diagnostic tools such as MAP, IXL, MAST, ACT, and Edmentum Exact Path will be used to monitor proficiency and growth with an emphasis on ELA and math.

Changes to Public Charter School Mission and Vision:

Our mission and vision largely remain unchanged. We will still have an emphasis on goal-oriented, individualized, proficiency-based and career-directed pathways. We are considering a name change that is more easily digested by our school community and stakeholders. If we do decide to change the name, we will notify the Board of Education immediately after the decision is made.

Changes to Governing and Organizational Structures:

NA

Signature



Chair of the Charter Governing Board

6/23/25

Date

Please submit the Annual Report to bpe@mt.gov



Montana Board of Public Education

Bridger Charter Academy 2024-25 Annual Performance Report

INTRODUCTION

As outlined in [20-6-809, MCA](#), the Board of Public Education must annually publish a performance report for each public charter school under its purview aligned with the Public Charter School Performance Framework. The report summarizes the school's academic performance, financial reporting, and organizational performance utilizing the most recent data available for the year in review. The Annual Performance Report also provides a summary of the mission of the charter school and enrollment demographics.

The Board of Public Education is committed to serving and strengthening Montana's system of free quality public elementary and secondary schools, including public charter schools. This Annual Performance Report is produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance.

SCHOOL OVERVIEW

School Name	Bridger Charter Academy
School Location	Bozeman, MT
Grades Served	Grades 9-12
School Mission	Ensure ALL students learn at high levels so they can contribute to the world and community.
High School Enrollment	Roughly 90 students
Total Enrollment	Roughly 90 students

2024-25 PERFORMANCE FRAMEWORK OVERVIEW

For each measure in this report, the school receives one of the ratings described below:

RATING	DESCRIPTION
Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.

Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.
-------------------------------	---

This section provides an overview of the school's performance in the year reviewed on a variety of academic, financial and organizational measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract.

INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	N/A	Elementary and Middle School only
Overall ELA Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup Math Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup ELA Proficiency and Growth	N/A	Elementary and Middle School only
Attendance	N/A	Applicable next year
Student Engagement	Exceeds Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	N/A	Elementary and Middle School only
Post-Secondary Readiness	Meets Standard	
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

SUMMARY OF OPEN-ENDED QUESTIONS

As part of the Public Charter School Performance Framework, schools were asked to report on four open-ended questions to provide the Board of Public Education with additional context.

How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?
In Bridger Charter Academy we provide student supports that are time intensive and individualized for students in need of this level of support. These supports such as mentoring, community-based activities, and differentiating proficiency based instruction take more time from an individual teacher to deliver and sustain. Many BCA students may be at risk of not graduating via a traditional comprehensive high school path. The financial support from the state via the public charter designation allows us to have lower class caps to ensure that all students receive the whole student support so that they can succeed in academics and be able to graduate with their cohort. Additionally, this allows Bridger Charter Academy to have a teacher leader and a counselor with dedicated time for these students who have been identified as needing a greater level of support to succeed in school.
Why is the public charter school innovating? What are the student needs in the community that are trying to be met?
Bridger Charter Academy students need a smaller community in which they receive care and support through consistent, intentional structures. BCA student needs include mental health concerns, generational and family trauma, housing instability, attendance issues, and more. Our school is innovative because we are consistently focused on the whole student and accounting for the variety of life circumstances and changing situations they find themselves in. Rather than succumb to the variety of adverse components of our students' lives, BCA proactively meets each individual student where they are, creating solutions and a path toward graduation.
How is the public charter school flexible and nimble in response to the needs of students?


Bridger Charter Academy is housed within the BSD7 school system. We are on the same schedule as BHS and GHS and therefore can accommodate students joining BCA throughout the year when the need is identified. We support students throughout their courses (BHS and BCA) which allows students greater flexibility and access to everything BSD7 has to offer - when joining BCA, students are able to have the same academic and extracurricular opportunities as other BSD7 high school students. Additionally, when students are in need of greater support, we identify these needs more quickly and are able to intervene more quickly (via mentoring, student support meetings, parent check-ins, and communicating with additional colleagues (Dean, SpEd, etc)).


What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?

Currently, the challenge we face is communicating accurately with the public about what BCA offers given our long and evolving history within Bozeman Public Schools. We have been intentionally communicating via multiple avenues of outreach this year: presentations within our BSD7 schools, to other rural middle schools, and for parents (of current students and incoming students); improving our BCA website to reflect our current work; creation of a student-centered video answering the questions of "who joins BCA and what are the benefits?"; and generally communicating with clarity and the intent of educating others on BCA.

STATEMENT OF ASSURANCES:

As outlined in 7.1.3 and 7.1.4 of the Charter Contract, the Charter Governing Board must annually submit to the Board of Public Education a statement of assurances relating to compliance with the Charter Contract and applicable law. The chair of the Charter Governing Board shall initial the following statements of assurance that the public charter school is in compliance with requirements outlined in the Charter Contract and applicable statute:

✓  Bridger Charter Academy is in compliance with the provisions in Title 20 of Montana Code Annotated and local rule, regulation, policy, and procedure relating to noncharter public schools within the located school district.

✓  Bridger Charter Academy is in compliance with the requirements outlined in the Charter Contract.

CHARTER SCHOOL CHANGES:

As outlined in 7.1.4 of the Charter Contract, public charter schools must annually submit to the Board of Public Education a statement outlining changes to the school's educational program, mission, and governing and organizational structures during the previous year. Please also include any substantive changes expected for the upcoming school year.

Changes to Educational Program:
N/A
Changes to Public Charter School Mission and Vision:
N/A
Changes to Governing and Organizational Structures:
N/A

Signature


Chair of the Charter Governing Board


Date 4/23/25

Please submit the Annual Report to bpe@mt.gov



Montana Board of Public Education

Bronc Fast Track Public Charter School

2024-25 Annual Performance Report

INTRODUCTION

As outlined in [20-6-809, MCA](#), the Board of Public Education must annually publish a performance report for each public charter school under its purview aligned with the Public Charter School Performance Framework. The report summarizes the school's academic performance, financial reporting, and organizational performance utilizing the most recent data available for the year in review. The Annual Performance Report also provides a summary of the mission of the charter school and enrollment demographics.

The Board of Public Education is committed to serving and strengthening Montana's system of free quality public elementary and secondary schools, including public charter schools. This Annual Performance Report is produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance.

SCHOOL OVERVIEW

School Name	Bronc Fast Track Public Charter School
School Location	Frenchtown, MT
Grades Served	Grades 10-12
School Mission	Empowering high school students through early post-secondary credit opportunities, fostering academic excellence and preparing them for success in higher education and beyond.
High School Enrollment	Roughly 82 students
Total Enrollment	Roughly 82 students

2024-25 PERFORMANCE FRAMEWORK OVERVIEW

For each measure in this report, the school receives one of the ratings described below:

RATING	DESCRIPTION
Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.

Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.
-------------------------------	---

This section provides an overview of the school's performance in the year reviewed on a variety of academic, financial and organizational measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract.

INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	N/A	Elementary and Middle School only
Overall ELA Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup Math Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup ELA Proficiency and Growth	N/A	Elementary and Middle School only
Attendance	N/A	Applicable next year
Student Engagement	Exceeds Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	N/A	Elementary and Middle School only
Post-Secondary Readiness	Meets Standard	
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

SUMMARY OF OPEN-ENDED QUESTIONS

As part of the Public Charter School Performance Framework, schools were asked to report on four open-ended questions to provide the Board of Public Education with additional context.

How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?
The Bronc Fast Track Public Charter School has prioritized innovation by integrating high school and college coursework in a structured, accelerated pathway that reduces time and cost for students pursuing higher education. Unlike traditional district-operated programs, this charter school offers a formalized General Education Requirement (GER) Certificate upon completion, ensuring students have a recognized credential that transfers to higher education institutions; provides dual enrollment and early college opportunities in collaboration with the University of Montana/Missoula College, giving students direct access to college-level courses while in high school; uses a blended curriculum and instruction model involving both high school educators and university professors, which is less common in traditional school district programs; and expands course variety and exposure to Montana career pathways, allowing for deeper, more specialized learning that may not be available in district-run programs.
Why is the public charter school innovating? What are the student needs in the community that are trying to be met?
The Bronc Fast Track program is innovating to address barriers to higher education that many students in the community face, including reducing financial burdens associated with post-secondary education by allowing students to earn college credits at little to no cost; providing a structured transition to college in a familiar high school environment, especially benefiting first-generation college students who may struggle with navigating higher education independently; addressing the need for academically challenging coursework that prepares students for college rigor while keeping them engaged in high school; creating a smoother path to

college graduation by allowing students to start their college journey early, potentially reducing the total time spent in higher education.

How is the public charter school flexible and nimble in response to the needs of students?

The public charter school model allows Bronc Fast Track to be more adaptable than traditional public school programs by allowing a flexible schedule that lets students blend high school and college coursework; offering both in-person and online instruction, giving students more options based on their learning styles and needs; providing access to summer courses to accelerate progress toward a degree, maintaining smaller class sizes (25-30 students), which allows for personalized instruction and better student support; partnering directly with the University of Montana/Missoula College, ensuring course offerings align with higher education standards and workforce needs.

What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?

While the Bronc Fast Track program is a pioneering effort, it likely faces challenges such as:

Funding limitations: Ensuring sustainable funding for both high school and college-level instruction may be a challenge, especially for students taking university courses.

Transferability of credits outside Montana: While credits are fully transferable within the Montana University System, some out-of-state institutions may not accept all coursework.

Balancing high school and college expectations: Some students may struggle with the increased rigor of college courses while still managing their high school responsibilities.


Resistance to change: Traditional educational models within the district may resist a shift towards a blended high school-college structure, especially if it draws students away from standard high school programs.


Logistical challenges: Coordinating schedules, transportation (for students attending classes on the university campus), and ensuring proper faculty support can be complex.

Overall, the Bronc Fast Track Public Charter School represents an innovative approach to bridging the gap between high school and college, providing students with a cost-effective, accelerated pathway to success. However, like any new model, it must overcome challenges to expand its reach and effectiveness.

STATEMENT OF ASSURANCES:

As outlined in 7.1.3 and 7.1.4 of the Charter Contract, the Charter Governing Board must annually submit to the Board of Public Education a statement of assurances relating to compliance with the Charter Contract and applicable law. The chair of the Charter Governing Board shall initial the following statements of assurance that the public charter school is in compliance with requirements outlined in the Charter Contract and applicable statute:

 Bronc Fast Track Public Charter School is in compliance with the provisions in Title 20 of Montana Code Annotated and local rule, regulation, policy, and procedure relating to noncharter public schools within the located school district.

 Bronc Fast Track Public Charter School is in compliance with the requirements outlined in the Charter Contract.

CHARTER SCHOOL CHANGES:

As outlined in 7.1.4 of the Charter Contract, public charter schools must annually submit to the Board of Public Education a statement outlining changes to the school's educational program, mission, and governing and

organizational structures during the previous year. Please also include any substantive changes expected for the upcoming school year.

Changes to Educational Program:

We do not anticipate any major changes at this time. We did bring in a cohort of students for the Spring semester which brought our total to 82 students in the Bronc Fast Track Public Charter School.

Changes to Public Charter School Mission and Vision:

No

Changes to Governing and Organizational Structures:

No

Signature *Duane Lester*
Chair of the Charter Governing Board

7.7.2025
Date

Please submit the Annual Report to bpe@mt.gov



Montana Board of Public Education

CONNECT Academy 2024-25 Annual Performance Report

INTRODUCTION

As outlined in 20-6-809, MCA, the Board of Public Education must annually publish a performance report for each public charter school under its purview aligned with the Public Charter School Performance Framework. The report summarizes the school's academic performance, financial reporting, and organizational performance utilizing the most recent data available for the year in review. The Annual Performance Report also provides a summary of the mission of the charter school and enrollment demographics.

The Board of Public Education is committed to serving and strengthening Montana's system of free quality public elementary and secondary schools, including public charter schools. This Annual Performance Report is produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance.

SCHOOL OVERVIEW

School Name	CONNECT Academy
School Location	Missoula, MT
Grades Served	Grades 6-12
School Mission	Provide a high-quality, personalized online learning experience that empowers students to take ownership of their education so students are prepared for college and career success.
Middle School Enrollment	Roughly 20 students
High School Enrollment	Roughly 88 students
Total Enrollment	Roughly 108 students

2024-25 PERFORMANCE FRAMEWORK OVERVIEW

For each measure in this report, the school receives one of the ratings described below:

RATING	DESCRIPTION
Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.

Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.
-------------------------------	---

This section provides an overview of the school's performance in the year reviewed on a variety of academic, financial and organizational measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract.

MIDDLE SCHOOL INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	Meets Standard	
Overall ELA Proficiency and Growth	Meets Standard	
Subgroup Math Proficiency and Growth	Exceeds Standard	
Subgroup ELA Proficiency and Growth	Exceeds Standard	
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	Meets Standard	
Post-Secondary Readiness	N/A	High School only
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

HIGH SCHOOL INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	N/A	Elementary and Middle School only
Overall ELA Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup Math Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup ELA Proficiency and Growth	N/A	Elementary and Middle School only
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	N/A	Elementary and Middle School only
Post-Secondary Readiness	Meets Standard	
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

SUMMARY OF OPEN-ENDED QUESTIONS

As part of the Public Charter School Performance Framework, schools were asked to report on four open-ended questions to provide the Board of Public Education with additional context.

How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?

Connect Academy has prioritized innovation through its unique approach to virtual, hybrid, and proficiency-based training, providing students with access to a variety of learning modalities that cater to diverse educational needs. Our comprehensive offerings distinguish Connect Academy from traditional MCPS schools, as we focus on personalized, flexible learning environments that enhance student engagement and academic success.

To support this innovative approach, Connect Academy has invested in ongoing professional development for teachers, ensuring they are well-equipped to deliver high-quality virtual instruction and develop robust, proficiency-based course content. This training empowers educators to create engaging online courses that foster deeper connections to academic subjects.

In addition to our focus on flexible learning options, Connect Academy offers a shortened school day, enabling students to balance in-school learning with personalized, at-home technology tools and family learning goals. By providing at-home digital resources, we aim to extend intervention and acceleration support beyond the classroom, allowing for targeted learning and enrichment opportunities that accommodate busy family schedules.

Through these innovative strategies—virtual and hybrid learning, specialized teacher training, a shortened school day, and personalized digital learning resources for home—Connect Academy delivers a distinctive educational experience that prepares students for future academic and career success.

Why is the public charter school innovating? What are the student needs in the community that are trying to be met?

Connect Academy is innovating to address the evolving educational landscape, particularly in response to the challenges and lessons learned during the COVID-19 pandemic. The shift to remote learning highlighted the importance of flexibility and accessibility in education, leading to an increased demand for virtual options as a vital component of public school offerings.

Our community has diverse student needs that require innovative solutions, including:

Flexibility: Many families seek educational options that accommodate varying schedules and personal circumstances. By offering a virtual component, Connect Academy provides students with the ability to balance academic responsibilities with extracurricular activities, family commitments, and part-time work.

Accessibility: The pandemic exacerbated existing inequities in education, making it clear that many students benefit from alternative learning modalities. Virtual education removes barriers related to transportation, allowing students to access high-quality instruction from home. This is particularly important for students in rural areas or those facing health challenges.

Personalized Learning: The demand for personalized, proficiency-based education has grown as educators and families recognize the importance of catering to individual learning styles and paces. Our virtual offerings enable customized learning experiences that help students achieve their academic goals.

Career Readiness: With the changing job market, students need skills that prepare them for future careers. Our virtual and hybrid training options integrate real-world experiences, such as internships and work-based learning, ensuring students are equipped with the necessary skills to succeed in a dynamic workforce.

By prioritizing innovation in our educational approach, Connect Academy aims to meet the diverse needs of our community, providing students with flexible, accessible, and personalized learning experiences that support their academic success and overall well-being.

How is the public charter school flexible and nimble in response to the needs of students?

Connect Academy is designed to be flexible and nimble in response to the diverse needs of our students by implementing several key strategies:

Personalized Learning Paths: We offer individualized learning experiences tailored to each student's strengths, interests, and academic goals. By allowing students to progress at their own pace, we ensure that they receive the support and challenges necessary for their growth, whether they are excelling or needing additional assistance.

Virtual and Hybrid Models: Our innovative approach includes virtual and hybrid learning options, which enable students to choose how and when they engage with their education. This flexibility accommodates different learning styles, personal circumstances, and family schedules, allowing students to thrive in a way that suits them best.

Responsive Curriculum: Our curriculum is continually evaluated and adjusted based on student feedback and performance data. By regularly analyzing assessments and gathering insights from educators, we can quickly adapt instructional materials and strategies to better meet the evolving needs of our students.

Collaboration with Families: Connect Academy actively involves families in the educational process through regular communication and engagement opportunities. By fostering a strong partnership with families, we can identify student needs early on and make timely adjustments to support their academic journey.

Professional Development for Staff: We prioritize ongoing professional development for our educators to ensure they are equipped with the latest instructional strategies and tools. This training enables teachers to be responsive to student needs and integrate innovative practices into their teaching.


Access to Resources: Connect Academy provides students with a range of digital resources and tools that enhance their learning experience, whether in the classroom or at home. This access allows students to engage in self-directed learning and receive additional support as needed.


What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?

One of the primary challenges we face in launching Connect Academy is securing adequate funding to hire the necessary staff and offer a diverse range of course options. Without sufficient start-up funds, we have had to explore creative solutions to attract and retain qualified personnel, such as collaborating with local organizations and educational partners to provide specialized courses. Currently, several staff members are taking on multiple roles due to budget constraints. For instance, our Director of Academic and Community Services has also assumed the responsibilities of Head of School. While temporary measures have allowed us to operate, they are not sustainable in the long term and can lead to challenges in maintaining the quality of education and support we aim to provide.

STATEMENT OF ASSURANCES:

As outlined in 7.1.3 and 7.1.4 of the Charter Contract, the Charter Governing Board must annually submit to the Board of Public Education a statement of assurances relating to compliance with the Charter Contract and applicable law. The chair of the Charter Governing Board shall initial the following statements of assurance that the public charter school is in compliance with requirements outlined in the Charter Contract and applicable statute:

 CONNECT Academy is in compliance with the provisions in Title 20 of Montana Code Annotated and local rule, regulation, policy, and procedure relating to noncharter public schools within the located school district.

 CONNECT Academy is in compliance with the requirements outlined in the Charter Contract.

CHARTER SCHOOL CHANGES:

As outlined in 7.1.4 of the Charter Contract, public charter schools must annually submit to the Board of Public Education a statement outlining changes to the school's educational program, mission, and governing and organizational structures during the previous year. Please also include any substantive changes expected for the upcoming school year.

Changes to Educational Program:
Missoula Connect Academy plans to serve grades 9-12 next year. We will no longer serve grades 6-8 due to low enrollment. This low enrollment has created unsustainable financial conditions for maintaining three separate grade levels of programming, staffing, and resources. We did submit a notice of this change to the Board of Public Education and the Office of Public Instruction.
Changes to Public Charter School Mission and Vision:
Our mission and vision will remain the same for the Missoula Connect Academy.
Changes to Governing and Organizational Structures:
Nicholas Laatsch will take on the role of the Head of Schools in place of Kacie Laslovich for the 2025-26 school year.

Signature 
Chair of the Charter Governing Board


Date

Please submit the Annual Report to bpe@mt.gov



Missoula County Public Schools
909 South Ave. West
Missoula, MT 59801

June 2, 2025

Dear Office of Public Instruction,

I am writing to inform you of an important operational change for the Missoula Connect Academy in the upcoming 2025-2026 school year. After careful consideration and analysis of our enrollment data, we have made the decision to limit our program offerings to students in grades 9-12 only. Throughout the current academic year, our middle school program (grades 6-8) has maintained an enrollment few than 25 students. This low enrollment has created unsustainable financial conditions for maintaining three separate grade levels of programming, staffing, and resources.

Our commitment to providing high quality education remains unwavering, and this decision will allow us to concentrate our resources and efforts on our high school program where we see stronger enrollment and engagement. We understand this change may impact some families, and we are prepared to assist them in transitioning to an alternative educational option. This strategic adjustment will ensure long-term sustainability of the Missoula Connect Academy while maintaining high standards of education our community expects.

Please let me know if we need to take additional steps to make this change. We appreciate your continued support and understanding as we make this necessary adjustment to better serve our students and community.

Sincerely,

Micah Hill
Superintendent
Missoula County Public Schools



Montana Board of Public Education

TEACH Academy

2024-25 Annual Performance Report

INTRODUCTION

As outlined in 20-6-809, MCA, the Board of Public Education must annually publish a performance report for each public charter school under its purview aligned with the Public Charter School Performance Framework. The report summarizes the school's academic performance, financial reporting, and organizational performance utilizing the most recent data available for the year in review. The Annual Performance Report also provides a summary of the mission of the charter school and enrollment demographics.

The Board of Public Education is committed to serving and strengthening Montana's system of free quality public elementary and secondary schools, including public charter schools. This Annual Performance Report is produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance.

SCHOOL OVERVIEW

School Name	TEACH Academy
School Location	Missoula, MT
Grades Served	Grades EL-5
School Mission	Empower future generations through creative learning.
Elementary School Enrollment	Roughly 80 students
Total Enrollment	Roughly 80 students

2024-25 PERFORMANCE FRAMEWORK OVERVIEW

For each measure in this report, the school receives one of the ratings described below:

RATING	DESCRIPTION
Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.
Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.

This section provides an overview of the school's performance in the year reviewed on a variety of academic, financial and organizational measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract.

INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	Meets Standard	
Overall ELA Proficiency and Growth	Meets Standard	
Subgroup Math Proficiency and Growth	Exceeds Standard	
Subgroup ELA Proficiency and Growth	Exceeds Standard	
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	Meets Standard	
Post-Secondary Readiness	N/A	High School only
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

SUMMARY OF OPEN-ENDED QUESTIONS

As part of the Public Charter School Performance Framework, schools were asked to report on four open-ended questions to provide the Board of Public Education with additional context.

How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?

TEACH Academy has prioritized innovation through its unique arts integration approach by providing students with access to specialized instruction in theater, dance, music, PE, and visual arts as well as instruction using arts integrated curriculum materials and tools. Our broad range of arts disciplines distinguishes TEACH from traditional MCPS elementary schools, where such comprehensive arts programs are not typically available. We believe the inclusion of these artistic opportunities enhances students' creative and critical thinking skills while making academic content more engaging and accessible.

To support our innovative approach, TEACH Academy has partnered with SPARK Arts to invest in increased professional development for teachers, ensuring they are well-equipped to integrate arts across the curriculum and enhance student learning outcomes. This ongoing training allows educators to tailor lessons that inspire students and foster a deeper connection to both academic subjects and the arts.

In addition to the emphasis on arts integration, TEACH Academy offers a shortened school day than our traditional schools, which enables students to balance in-school learning with personalized, at-home technology tools and family learning goals. By providing at home digital resources, we hope to extend intervention and acceleration support beyond the classroom, allowing for targeted learning and enrichment opportunities that work around the busy family schedules.

Through these innovative strategies—arts integration, specialized teacher training, a shortened school day, and personalized digital learning resources for home—TEACH Academy provides a distinctive educational experience that goes beyond what traditional MCPS schools offer.

Why is the public charter school innovating? What are the student needs in the community that are trying to be met?

Missoula is the only community in Montana selected to participate in the Kennedy Center for the Performing Arts' "Any Given Child" initiative, which underscores our community's dedication to arts education and expression through robust partnerships with community organizations and government agencies. TEACH Academy capitalizes on this community focus by offering families in Missoula increased choice and flexibility in public schools; TEACH Academy addresses the growing demand for personalized and creative educational experiences for elementary-aged students in our community. This innovative approach not only enriches the educational landscape but also ensures that all students have access to high-quality, learning experiences that cater to their diverse needs and interests.

Our current enrollment includes a significant number of English Language Learners (ELLs). In response to this need, MCPS has added a full-time English Language teacher to our staff, enhancing our support for newcomers. We are committed to providing a more welcoming and comprehensive experience for our growing community of elementary-aged ELLs, ensuring they receive the resources and guidance necessary to thrive in their educational journey.

How is the public charter school flexible and nimble in response to the needs of students?

TEACH Academy demonstrates flexibility and responsiveness to student needs through several strategic initiatives. One key component is the availability of an English Language specialized teacher dedicated to supporting English Language Learners (ELL). This targeted support ensures that ELL students receive personalized instruction tailored to their linguistic and academic needs, helping them to integrate effectively into the school community and thrive in their studies.

Additionally, TEACH Academy operates with a smaller staff who collaborate within a Professional Learning Community (PLC) framework. This structure fosters ongoing communication and teamwork among educators, enabling them to share insights, analyze student data, and make timely adjustments to programming based on student performance and needs. By working together in this way, staff can quickly implement changes to instructional strategies and interventions, ensuring that all students receive the support they require to succeed.

What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?

The biggest challenge we have faced in launching a new elementary school is the lack of upfront funding. Without start-up funding, we have worked to find creative solutions to acquiring essential materials and staffing such as partnering with Missoula Parks and Recreation to provide playground equipment to start the year, partnering with SPARK Arts to provide 2/4 of our specialists through arts residencies, and utilizing the MPL Bookmobile in place of opening a school library. However, creativity and partnerships can only take you so far. We have a number of staff fulfilling dual roles this year as there is not enough launch money to hire the support staff it takes to run an elementary school. For example, our Special Education Preschool Administrative Assistant has taken on the additional role as TEACH Academy School secretary. These "extra duties as assigned" are not long-term solutions and have caused unforeseen challenges in our opening trimester.

STATEMENT OF ASSURANCES:

As outlined in 7.1.3 and 7.1.4 of the Charter Contract, the Charter Governing Board must annually submit to the Board of Public Education a statement of assurances relating to compliance with the Charter Contract and applicable law. The chair of the Charter Governing Board shall initial the following statements of assurance that the public charter school is in compliance with requirements outlined in the Charter Contract and applicable statute:

TEACH Academy is in compliance with the provisions in Title 20 of Montana Code Annotated and local rule, regulation, policy, and procedure relating to noncharter public schools within the located school district.

TEACH Academy is in compliance with the requirements outlined in the Charter Contract.

CHARTER SCHOOL CHANGES:

As outlined in 7.1.4 of the Charter Contract, public charter schools must annually submit to the Board of Public Education a statement outlining changes to the school's educational program, mission, and governing and organizational structures during the previous year. Please also include any substantive changes expected for the upcoming school year.

Changes to Educational Program:

Grade-Level Configuration

The school will continue serving students in Early Learners through Grade 3 (EL–3) for the 2025–2026 academic year. This configuration reflects current cohort sizes and supports high-quality, sustainable instruction with appropriate staffing levels.

In the 24/25 school year, TEACH Academy offered grades 4 & 5, but enrollment for the 25/26 did not support offering these grades in the upcoming school year. It is the intent of TEACH to continue growing the K-3 cohorts in upcoming years to again offer 4th-5th grade.

Changes to Public Charter School Mission and Vision:

There are no planned changes to the school's mission, vision, or foundational educational model. The school remains committed to:

- **Knowledge-Building Curriculum for All Students**
Core instruction is designed to build background knowledge, vocabulary, and comprehension through rich content and meaningful academic experiences.
- **Integration of Arts and Hands-On Learning Experiences**
The school is uniquely distinguished by its commitment to arts integration across content areas. Students engage regularly with visual arts, music, dance, and drama as part of both standalone instruction and interdisciplinary units. This approach fosters creativity, deepens understanding, and provides multiple pathways for students to demonstrate learning.
- **Development of the MCPS Graduate Profile Traits**
The school emphasizes student growth in key competencies such as *Confident Learner*, *Skilled Collaborator*, *Effective Communicator*, and *Agile Thinker*. These traits are woven into daily instruction and classroom culture.
- **Alignment with MCPS Teacher Clarity Work**
Instruction is guided by clear learning intentions and success criteria. Students are supported in setting personal goals, monitoring their progress, and reflecting on their development—both academically and through the lens of the Graduate Profile traits.

Changes to Governing and Organizational Structures:

Greg Harrison will take on the role of the Head of Schools in place of Barbara Frank for the 2025-26 school year. The MCPS School Board remains unchanged for the 2025-2026 school year.

Signature



Chair of the Charter Governing Board



Date

Please submit the Annual Report to bpe@mt.gov



Montana Board of Public Education

CORE School at Morningside 2024-25 Annual Performance Report

INTRODUCTION

As outlined in [20-6-809, MCA](#), the Board of Public Education must annually publish a performance report for each public charter school under its purview aligned with the Public Charter School Performance Framework. The report summarizes the school's academic performance, financial reporting, and organizational performance utilizing the most recent data available for the year in review. The Annual Performance Report also provides a summary of the mission of the charter school and enrollment demographics.

The Board of Public Education is committed to serving and strengthening Montana's system of free quality public elementary and secondary schools, including public charter schools. This Annual Performance Report is produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance.

SCHOOL OVERVIEW

School Name	CORE School at Morningside
School Location	Great Falls, MT
Grades Served	Grades K-6
School Mission	Create a "learning exchange" that provides top notch education to both K-6 learners, preservice teachers and practicing teachers through immersive apprenticeship, instructional coaching, innovative classroom design, and high-quality instruction.
Elementary School Enrollment	Roughly 300 students
Total Enrollment	Roughly 300 students

2024-25 PERFORMANCE FRAMEWORK OVERVIEW

For each measure in this report, the school receives one of the ratings described below:

RATING	DESCRIPTION
Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.

Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.
-------------------------------	---

This section provides an overview of the school's performance in the year reviewed on a variety of academic, financial and organizational measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract.

INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	Meets Standard	
Overall ELA Proficiency and Growth	Meets Standard	
Subgroup Math Proficiency and Growth	Meets Standard	
Subgroup ELA Proficiency and Growth	Meets Standard	
Attendance	N/A	Applicable next year
Student Engagement	Exceeds Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	Meets Standards	
Post-Secondary Readiness	N/A	High School Only
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

SUMMARY OF OPEN-ENDED QUESTIONS

As part of the Public Charter School Performance Framework, schools were asked to report on four open-ended questions to provide the Board of Public Education with additional context.

How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?
<p>The CORE School distinguishes itself through:</p> <ul style="list-style-type: none"> Enhanced Adult Support: The teaching assistant partnership with University of Montana Western provides more adults in classrooms, allowing for: Increased small group instruction More personalized learning experiences Quicker response to student needs Diverse teaching approaches that activate multiple neural pathways <p>Community Integration: The charter designation has created a culture that welcomes: Community members and businesses providing hands-on learning opportunities</p> <ul style="list-style-type: none"> Parents sharing expertise related to grade-level topics Volunteer support for struggling students (3 days/week for 1st grade) <p>Project-Based Learning: Additional staffing makes possible:</p> <ul style="list-style-type: none"> 4th grade projects including lemonade stands, castle replicas, and "spreading the plague" simulations Natural differentiation within projects to meet diverse learning needs Science projects like roller coasters to experiment with forces and energy <p>Innovative Learning Environments:</p>

Grant-funded classroom transformations for each Knowledge Domain (1st grade) Dynamic learning spaces that enhance student motivation

Amplify Desmos Math implementation with teacher training and planning time

Targeted Intervention:

Intervention team support for high-achieving students to ensure full academic potential

Lexia Core5 Reading program implementation with real-time progress monitoring Flexible grouping based on student needs

The school continues to address challenges to innovation, including print center limitations, funding constraints, and the time requirements of project-based learning while still meeting district curriculum and assessment expectations.

Why is the public charter school innovating? What are the student needs in the community that are trying to be met?

The CORE school is innovating in response to the urgent need for a new approach to teacher preparation and student learning within the community. Great Falls Public Schools, like many districts nationwide, are facing significant challenges in recruiting and retaining high-quality educators. The traditional model of teacher preparation—where aspiring educators spend years in university classrooms before gaining hands-on experience—has not kept pace with the realities of the profession. Many new teachers enter the field unprepared for the complexities of the classroom, leading to high turnover rates and a shortage of well-trained educators.

At the same time, students in our community face a range of academic and social-emotional challenges. Many of our new students to the CORE school came with gaps in foundational literacy and math skills, and traditional instructional approaches are unlikely to help them gain ground they have lost, while still keeping pace with new learning. Additionally, families have made it clear to us that they are seeking more personalized, hands-on learning experiences for their children—ones that connect academic content to real-world applications and career pathways. We recognize the need for a school that can adapt quickly to individual student needs while also preparing a new generation of highly skilled teachers.

As we grow, we will continue to foster strong partnerships with our families, local businesses, and the University of Montana Western. In the fall, we plan to offer a dual enrollment opportunity onsite. We will teach the Introduction to Education (EDU 201) course for our high school students to connect them directly to Morningside and allow them to work directly with students out of the gate. Our commitment to innovation ensures that CORE will remain responsive, continually refining its practices to meet the needs of students and staff.

How is the public charter school flexible and nimble in response to the needs of students?

We demonstrate flexibility and responsiveness in varied ways. Having additional staff gives us more ability to adapt instruction based on individual needs, ensuring that every student receives the right level of challenge and support. Our staffing model allows for fluid teaching assignments, ensuring that students are learning from multiple people with different skill sets. Flexibility in curriculum and planning means when students show an interest in a particular topic, teachers can adjust lessons to incorporate real-world applications, project-based learning, or hands-on experiences. The school's curriculum is designed to be responsive, integrating student interests, community partnerships, and career pathways.


The school's nimbleness is also evident in its ability to modify scheduling to meet needs. When reading proficiency became identified as an area of growth, we utilized Teacher Assistants to provide before-school reading groups. These have grown in size over time and provide additional practice both for the K-6 students and the TA's. Beyond academics, the school remains connected to families and the community, ensuring that learning is a collaborative effort. Community organizations and local businesses provide mentorship, internships, and hands-on learning experiences, giving students access to real-world learning that adapts to their interests and ambitions.


What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?

We have encountered some unanticipated roadblocks and challenges in our first six months of implementation. Our mentor teachers are very invested in their responsibilities of mentoring our teacher assistants to the degree that they are using all their planning and preparation time to support these learners. Balancing their workload has been difficult as they have all the demands of any other teacher in our district, with far less time to accomplish it. One ongoing task is creating systems and processes for all the functions that happen in a school, while keeping in mind that we don't have to do things the way we always have. Balancing between trying new approaches and maintaining a sense of stability for students and teachers has also been a challenge. Continuous evaluation of what we are doing, as well as dedicating PLC time to talk through challenges has been helpful.

STATEMENT OF ASSURANCES:

As outlined in 7.1.3 and 7.1.4 of the Charter Contract, the Charter Governing Board must annually submit to the Board of Public Education a statement of assurances relating to compliance with the Charter Contract and applicable law. The chair of the Charter Governing Board shall initial the following statements of assurance that the public charter school is in compliance with requirements outlined in the Charter Contract and applicable statute:

 Core School at Morningside is in compliance with the provisions in Title 20 of Montana Code Annotated and local rule, regulation, policy, and procedure relating to noncharter public schools within the located school district.

 Core School at Morningside is in compliance with the requirements outlined in the Charter Contract.

CHARTER SCHOOL CHANGES:

As outlined in 7.1.4 of the Charter Contract, public charter schools must annually submit to the Board of Public Education a statement outlining changes to the school's educational program, mission, and governing and organizational structures during the previous year. Please also include any substantive changes expected for the upcoming school year.

Changes to Educational Program:

We have had some changes in staffing for 25-26 school year. We replaced a 5th grade teacher, a PE teacher, and a special education teacher. Two of the teachers currently in these positions took positions out of the district, and one moved to a specialized position within our district. We have also had to reduce intervention teacher staffing across the district. The CORE School at Morningside is one of the schools that will not have an intervention teacher next school year. Current student enrollment for the 25-26 school year is at 320 students K-6.

Changes to Public Charter School Mission and Vision:

No changes

Changes to Governing and Organizational Structures:

No changes

Signature


Chair of the Charter Governing Board

6/23/25

Date

Please submit the Annual Report to bpe@mt.gov



Montana Board of Public Education

227 Academy Charter School
2024-25 Annual Performance Report

INTRODUCTION

As outlined in 20-6-809, MCA, the Board of Public Education must annually publish a performance report for each public charter school under its purview aligned with the Public Charter School Performance Framework. The report summarizes the school's academic performance, financial reporting, and organizational performance utilizing the most recent data available for the year in review. The Annual Performance Report also provides a summary of the mission of the charter school and enrollment demographics.

The Board of Public Education is committed to serving and strengthening Montana's system of free quality public elementary and secondary schools, including public charter schools. This Annual Performance Report is produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance.

SCHOOL OVERVIEW

School Name	227 Academy Charter School
School Location	East Helena, MT
Grades Served	Grades 6-12
School Mission	The Mission of the 227 Academy is to provide a personalized education enabling all students to achieve, succeed, and thrive.
Middle School Enrollment	Roughly 33 students
High School Enrollment	Roughly 59 students
Total Enrollment	Roughly 92 students

2024-25 PERFORMANCE FRAMEWORK OVERVIEW

For each measure in this report, the school receives one of the ratings described below:

RATING	DESCRIPTION
Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.

Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.
-------------------------------	---

This section provides an overview of the school's performance in the year reviewed on a variety of academic, financial and organizational measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract.

MIDDLE SCHOOL INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	Approaches Standard	
Overall ELA Proficiency and Growth	Approaches Standard	
Subgroup Math Proficiency and Growth	Approaches Standard	
Subgroup ELA Proficiency and Growth	Approaches Standard	
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	Meets Standard	
Post-Secondary Readiness	N/A	High School only
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

If given a rating of "Approaches Standard" or "Does Not Meet Standard" on any Public Charter School Performance Framework metrics, please briefly provide any context and plans to address these concerns.

Regarding the Math and ELA proficiency/growth and subgroup proficiency/growth, our assessment data lumped 227 students in with the larger populations from EHHS and EVMS. Administrators and staff are able to sort that data and track progress among individual students. This will be documented more clearly in subsequent reports to reflect proficiency and growth among 227 students more clearly.

HIGH SCHOOL INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	N/A	Elementary and Middle School only
Overall ELA Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup Math Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup ELA Proficiency and Growth	N/A	Elementary and Middle School only
Attendance	N/A	Applicable next year
Student Engagement	Exceeds Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	N/A	Elementary and Middle School only
Post-Secondary Readiness	Meets Standard	
Financial Performance		
Financial Performance and Stability	Meets Standard	

Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

SUMMARY OF OPEN-ENDED QUESTIONS

As part of the Public Charter School Performance Framework, schools were asked to report on four open-ended questions to provide the Board of Public Education with additional context.

How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?

Students at 227 Academy benefit from a variety of instructional methods designed to accommodate diverse learning styles. They have the flexibility to progress independently through standards and proficiency scales at their own pace. Our high school staff is trained in competency-based instruction and prioritizes proficiency scales for essential standards. This approach ensures that all instruction is tailored to meet students' needs, while also providing appropriate interventions.

Additionally, we offer a range of learning options, including in-person instruction, competency-based learning, remote education, dual enrollment opportunities, and hybrid learning formats.

Why is the public charter school innovating? What are the student needs in the community that are trying to be met?

Our goal is to increase student graduation rates while supporting students as they pursue their career goals at Helena College. By supporting and implementing these processes, we aim to equip students with valuable skills that they can bring back to our community.

Students are also participating in work-study programs that align with their career paths, ranging from childcare to construction. We are currently collaborating with Dick Construction to integrate work-study opportunities with classes through MTSS, further expanding job opportunities for our students.

How is the public charter school flexible and nimble in response to the needs of students?

Each student has a unique path to graduation. Some students are advancing by taking a heavy load of college courses through Helena College, while others are increasing their credits through credit recovery at 227 Academy. We are creating flexible pathways for all students that meet the necessary requirements and support their success both academically and in life.

When a student decides that their current path is not working, we adapt their plan to align with their new goals. Our focus is on meeting students' needs to help them succeed in an academic setting.

What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?

One of the biggest challenges we've faced as a public charter school was enrolling 6th grade students who were interested in our program, not realizing that they would not be counted towards our enrollment numbers. This issue took up spots for our 7th and 8th grade students, making it difficult, from a numbers standpoint, to increase spots without having to move our 6th grade charter students back to the EVMS school. This, in turn, affected our funding.

Another challenge is the difficulty of being innovative while adhering to the same accreditation rules and regulations as traditional schools. We strive to be unique, but these guidelines often act as roadblocks to our creativity and innovation.

STATEMENT OF ASSURANCES:

As outlined in 7.1.3 and 7.1.4 of the Charter Contract, the Charter Governing Board must annually submit to the Board of Public Education a statement of assurances relating to compliance with the Charter Contract and applicable law. The chair of the Charter Governing Board shall initial the following statements of assurance that

the public charter school is in compliance with requirements outlined in the Charter Contract and applicable statute:

 Charter School is in compliance with the provisions in Title 20 of Montana Code Annotated and local rule, regulation, policy, and procedure relating to noncharter public schools within the located school district.

 Charter School is in compliance with the requirements outlined in the Charter

CHARTER SCHOOL CHANGES:

As outlined in 7.1.4 of the Charter Contract, public charter schools must annually submit to the Board of Public Education a statement outlining changes to the school's educational program, mission, and governing and organizational structures during the previous year. Please also include any substantive changes expected for the upcoming school year.

Changes to Educational Program:
No Planned Changes
Changes to Public Charter School Mission and Vision:
No Planned Changes
Changes to Governing and Organizational Structures:
No Planned Changes

Signature 
Chair of the Charter Governing Board

JUNE 30, 2025
Date

Please submit the Annual Report to bpe@mt.gov



Montana Board of Public Education

PACE Academy

2024-25 Annual Performance Report

INTRODUCTION

As outlined in [20-6-809, MCA](#), the Board of Public Education must annually publish a performance report for each public charter school under its purview aligned with the Public Charter School Performance Framework. The report summarizes the school's academic performance, financial reporting, and organizational performance utilizing the most recent data available for the year in review. The Annual Performance Report also provides a summary of the mission of the charter school and enrollment demographics.

The Board of Public Education is committed to serving and strengthening Montana's system of free quality public elementary and secondary schools, including public charter schools. This Annual Performance Report is produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance.

SCHOOL OVERVIEW

School Name	PACE Academy
School Location	Kalispell, MT
Grades Served	Grades 10-12
School Mission	Flathead PACE Academy empowers students to explore career fields and post-secondary opportunities while flexibly completing core high school requirements. Students graduate high school competent in academic and career-based skills, having experience in one or more career field area.
High School Enrollment	Roughly 150 students
Total Enrollment	Roughly 150 students

2024-25 PERFORMANCE FRAMEWORK OVERVIEW

For each measure in this report, the school receives one of the ratings described below:

RATING	DESCRIPTION
Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.

Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.
-------------------------------	---

This section provides an overview of the school's performance in the year reviewed on a variety of academic, financial and organizational measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract.

INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	N/A	Elementary and Middle School only
Overall ELA Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup Math Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup ELA Proficiency and Growth	N/A	Elementary and Middle School only
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	N/A	Elementary and Middle School only
Post-Secondary Readiness	Meets Standard	
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

SUMMARY OF OPEN-ENDED QUESTIONS

As part of the Public Charter School Performance Framework, schools were asked to report on four open-ended questions to provide the Board of Public Education with additional context.

How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?
Public charter schools prioritize innovation by operating outside many of the bureaucratic constraints that traditional public schools must follow. This often allows them to implement unique instructional models, such as Personalized Competency-Based Education (PCBE), project-based learning, or extended learning time, without requiring district-wide approval processes. Additionally, they may have greater autonomy in staffing, budgeting, and curriculum decisions, enabling them to quickly adapt to student needs. While traditional districts may pilot similar programs, their ability to scale or modify them is often limited by district-wide policies, union agreements, and funding structures.
Why is the public charter school innovating? What are the student needs in the community that are trying to be met?
<p>The public charter school is innovating to address gaps in traditional education models and better serve students who may struggle in conventional settings. These needs might include:</p> <p>Personalized Learning: Supporting students at varying levels of readiness with tailored instruction.</p> <p>Career Readiness & Work-Based Learning: Providing hands-on experiences and partnerships with local businesses to better prepare students for future careers.</p> <p>Flexible Pathways: Allowing students to earn credits through non-traditional means, such as competency-based assessments or internships.</p> <p>Equity & Access: Meeting the needs of historically underserved student populations, including students from low-income backgrounds, English language learners, and students with disabilities.</p>

How is the public charter school flexible and nimble in response to the needs of students?
Public charter schools can quickly adjust their curriculum, schedule, and staffing based on student performance data and feedback. For example, if a group of students needs extra support in math, the school can restructure instructional time, create small intervention groups, or hire additional tutors without needing lengthy district approval. Additionally, they may offer alternative scheduling, such as hybrid or extended learning opportunities, to better serve students with unique circumstances.
What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?
<p>Despite their autonomy, public charter schools face challenges such as:</p> <p>Funding Inequities: They often receive less per-pupil funding than traditional public schools, especially for facilities and support services.</p> <p>Regulatory Barriers: While they have flexibility, they still must comply with state accountability measures, which can sometimes limit innovative approaches.</p> <p>Teacher Recruitment & Retention: Attracting and keeping high-quality educators can be difficult due to salary constraints and job security concerns.</p> <p>Community & Political Resistance: Some community members or district leaders may view charter schools as competitors rather than collaborators, creating tension over enrollment and funding.</p>

STATEMENT OF ASSURANCES:

As outlined in 7.1.3 and 7.1.4 of the Charter Contract, the Charter Governing Board must annually submit to the Board of Public Education a statement of assurances relating to compliance with the Charter Contract and applicable law. The chair of the Charter Governing Board shall initial the following statements of assurance that the public charter school is in compliance with requirements outlined in the Charter Contract and applicable statute:

sw PACE Academy is in compliance with the provisions in Title 20 of Montana Code Annotated and local rule, regulation, policy, and procedure relating to noncharter public schools within the located school district.

sw PACE Academy is in compliance with the requirements outlined in the Charter Contract.

CHARTER SCHOOL CHANGES:

As outlined in 7.1.4 of the Charter Contract, public charter schools must annually submit to the Board of Public Education a statement outlining changes to the school's educational program, mission, and governing and organizational structures during the previous year. Please also include any substantive changes expected for the upcoming school year.

Changes to Educational Program:
Year 1 of PACE Academy offered a few required courses in Grades 10 and 11. We are excited to expand PACE Academy offerings into the 12th grade. During the 25-26 school year, we are adding English 12 and a few electives that fit well with the PACE format of blended learning (face-to-face and independent). We also added another core 10th grade requirement in social studies, Western Civilization, to PACE. It takes time for curriculum development and alignment of these required courses, and we want to do it well. We've also discovered that some elective courses that fit into graduation requirements lend themselves to a blended and flexible instructional model, so we are judiciously adding those as well.
Changes to Public Charter School Mission and Vision:
No changes to our overall mission and vision.
Changes to Governing and Organizational Structures:
No changes to our governing and organizational structure.

Changes to Public Charter School Mission and Vision:
N/A
Changes to Governing and Organizational Structures:
N/A

Signature *Justin A. Nell*
Chair of the Charter Governing Board

6-24-25
Date

Please submit the Annual Report to bpe@mt.gov



Montana Board of Public Education

Rising Wolf Charter

2024-25 Annual Performance Report

INTRODUCTION

As outlined in [20-6-809, MCA](#), the Board of Public Education must annually publish a performance report for each public charter school under its purview aligned with the Public Charter School Performance Framework. The report summarizes the school's academic performance, financial reporting, and organizational performance utilizing the most recent data available for the year in review. The Annual Performance Report also provides a summary of the mission of the charter school and enrollment demographics.

The Board of Public Education is committed to serving and strengthening Montana's system of free quality public elementary and secondary schools, including public charter schools. This Annual Performance Report is produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance.

SCHOOL OVERVIEW

School Name	Rising Wolf Charter
School Location	Kalispell, MT
Grades Served	Grades 9-12
School Mission	The mission of Rising Wolf Charter Academy is to inspire lifelong learning by providing a broad, engaging education in a respectful, safe and supportive environment. The vision of RWCA is to offer flexible scheduling for students who want something different than the traditional school schedule and to provide more personalized learning opportunities.
High School Enrollment	Roughly 330 students
Total Enrollment	Roughly 330 students

2024-25 PERFORMANCE FRAMEWORK OVERVIEW

For each measure in this report, the school receives one of the ratings described below:

RATING	DESCRIPTION
Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.

Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.
-------------------------------	---

This section provides an overview of the school's performance in the year reviewed on a variety of academic, financial and organizational measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract.

INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	N/A	Elementary and Middle School only
Overall ELA Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup Math Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup ELA Proficiency and Growth	N/A	Elementary and Middle School only
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	N/A	Elementary and Middle School only
Post-Secondary Readiness	Meets Standard	
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

SUMMARY OF OPEN-ENDED QUESTIONS

As part of the Public Charter School Performance Framework, schools were asked to report on four open-ended questions to provide the Board of Public Education with additional context.

How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?
Traditional school districts may implement block or modified block scheduling, but they typically follow a fixed, year-long or semester-based structure. The innovative aspect of this charter school's model is the flexibility within the block schedule—students can take a single 3-hour block for 24 days before transitioning to a new class, rather than being locked into a semester- or year-long schedule. Additionally, students can choose between AM blocks, PM blocks, or both, allowing them to customize their learning experience. This level of personalization and adaptability is difficult to implement within a traditional district due to rigid master schedules, staffing constraints, and state seat-time requirements.
Why is the public charter school innovating? What are the student needs in the community that are trying to be met?
<p>The charter school is innovating to provide greater flexibility in course pacing and scheduling to meet diverse student needs, including:</p> <p>Personalized Learning Pacing: Students who demonstrate proficiency early can move ahead, while those needing more time for mastery receive additional support.</p> <p>Student Choice & Engagement: Offering AM and PM blocks allows students to build schedules that fit their learning styles, personal responsibilities, or career/technical education interests.</p> <p>Credit Recovery & Acceleration: Students who need to catch up or who want to accelerate their learning have a built-in system to do so without waiting for a traditional semester-based cycle.</p> <p>Work-Based Learning & Extracurriculars: A flexible schedule makes it easier for students to participate in internships, job shadowing, dual enrollment, or extracurricular activities.</p>

How is the public charter school flexible and nimble in response to the needs of students?

This model allows for real-time adjustments based on student progress and needs:

Mastery-Based Progression: Students who meet proficiency ahead of schedule can move on, while those who need more time receive additional support before advancing.

Customizable Scheduling: Students can adjust their schedule based on personal learning preferences, career pathways, or external commitments.

Immediate Intervention & Support: If a student struggles, the school can provide targeted reteaching and reassessment within the flexible block structure, rather than forcing them to wait until a new semester.

What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?

Scheduling & Staffing Complexity: The dynamic scheduling model requires careful coordination of teachers, classrooms, and course offerings to ensure all students have access to needed courses.

State Seat-Time & Credit Requirements: Some state education policies require a set number of instructional hours per subject, which may not align with this flexible model.

Student & Family Buy-In: Some students and families may be unfamiliar with or hesitant about departing from a traditional semester-based schedule, requiring strong communication and support.

Teacher Adaptation to Mastery-Based Learning: Teachers must shift their instructional and assessment practices to focus on competency-based progression, which can require professional development and mindset shifts.

STATEMENT OF ASSURANCES:

As outlined in 7.1.3 and 7.1.4 of the Charter Contract, the Charter Governing Board must annually submit to the Board of Public Education a statement of assurances relating to compliance with the Charter Contract and applicable law. The chair of the Charter Governing Board shall initial the following statements of assurance that the public charter school is in compliance with requirements outlined in the Charter Contract and applicable statute:

SW Rising Wolf Charter is in compliance with the provisions in Title 20 of Montana Code Annotated and local rule, regulation, policy, and procedure relating to noncharter public schools within the located school district.

SW Rising Wolf Charter is in compliance with the requirements outlined in the Charter Contract.

CHARTER SCHOOL CHANGES:

As outlined in 7.1.4 of the Charter Contract, public charter schools must annually submit to the Board of Public Education a statement outlining changes to the school's educational program, mission, and governing and organizational structures during the previous year. Please also include any substantive changes expected for the upcoming school year.

Changes to Educational Program:

No changes - the educational program remains the same.

Changes to Public Charter School Mission and Vision:

No changes - the mission and vision are still to provide flexible scheduling options for students.

Changes to Governing and Organizational Structures:

No changes to the governing and organizational structure.

Signature *Stacy Small*
Chair of the Charter Governing Board

6-24-25
Date



Montana Board of Public Education

Montessori Charter School 2024-25 Annual Performance Report

INTRODUCTION

As outlined in [20-6-809, MCA](#), the Board of Public Education must annually publish a performance report for each public charter school under its purview aligned with the Public Charter School Performance Framework. The report summarizes the school's academic performance, financial reporting, and organizational performance utilizing the most recent data available for the year in review. The Annual Performance Report also provides a summary of the mission of the charter school and enrollment demographics.

The Board of Public Education is committed to serving and strengthening Montana's system of free quality public elementary and secondary schools, including public charter schools. This Annual Performance Report is produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance.

SCHOOL OVERVIEW

School Name	Montessori Charter School
School Location	Helena, MT
Grades Served	Grades K-5
School Mission	Educate, engage, and empower each student to maximize their individual potential with knowledge, skills, and character essential to being a responsible citizen and life-long learner. This mission will be supported through the wise use of resources to meet students' needs, regardless of interests and talents. Students, families, educators, and the community are committed to sharing the responsibility for creating a student-centered educational community that acknowledges learning a life-long process.
Elementary School Enrollment	Roughly 200 students
Total Enrollment	Roughly 200 students

2024-25 PERFORMANCE FRAMEWORK OVERVIEW

For each measure in this report, the school receives one of the ratings described below:

RATING	DESCRIPTION
Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer

	monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.
Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.

This section provides an overview of the school's performance in the year reviewed on a variety of academic, financial and organizational measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract.

INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	Meets Standard	
Overall ELA Proficiency and Growth	Meets Standard	
Subgroup Math Proficiency and Growth	Approaches Standard	
Subgroup ELA Proficiency and Growth	Approaches Standard	
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	Meets Standards	
Post-Secondary Readiness	N/A	High School Only
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

If given a rating of "Approaches Standard" or "Does Not Meet Standard" on any Public Charter School Performance Framework metrics, please briefly provide any context and plans to address these concerns.

Montessori Charter School will share available subgroup proficiency and growth measures in both ELA and Math next year. Note: Subgroups may not be statistically large enough to report on.

Several challenges occur with a new start up. In general, Proficiency and Growth should be determined by using multiple measures over a period of time. Firstly, at the first performance report time in October, multiple measures couldn't be used. State MAST assessment data wasn't available for growth and sparse proficiency data points at the time accreditation was due. Local assessments were de-prioritized to meet the MAST demands this year because of the extensive problems with MAST. This in turn made our schools not able to utilize a nationally normed scientifically reliable local assessment in time for reporting data or effective school use. The reviewer of the indicator or measure may not have considered these factors.

SUMMARY OF OPEN-ENDED QUESTIONS

As part of the Public Charter School Performance Framework, schools were asked to report on four open-ended questions to provide the Board of Public Education with additional context.

How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?

Montessori Charter utilizes a unique teaching practice, philosophy and curriculum. The teacher training, materials, and furniture etc. are not adequately funded with the public-school alone allotment. The funding

has allowed us to expand the opportunity for families to participate in the school past what the former funding allowed for.

Why is the public charter school innovating? What are the student needs in the community that are trying to be met?

Montessori Charter is innovating through the Montessori method of individualized learning and individualized pacing all through a personalized student work plan.

How is the public charter school flexible and nimble in response to the needs of students?

We are expanding the opportunity based on the needs of the students desiring to participate in the school.

What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?

Roadblocks or Challenges: the State Assessment tools, the data reporting requirement is a substantial burden to the LEA versus the amount given by the state. Schools should be able to innovate rather than assess. The expected data share, time it takes, traditional data collection by the state, all force the instruction to be more standardized than innovative. Charter Schools/Any School shouldn't have to apply for a variance to innovate. Public Schools are held to a unique standard that causes them to not innovate.

STATEMENT OF ASSURANCES:

As outlined in 7.1.3 and 7.1.4 of the Charter Contract, the Charter Governing Board must annually submit to the Board of Public Education a statement of assurances relating to compliance with the Charter Contract and applicable law. The chair of the Charter Governing Board shall initial the following statements of assurance that the public charter school is in compliance with requirements outlined in the Charter Contract and applicable statute:

 Yes Montessori Charter School is in compliance with the provisions in Title 20 of Montana Code Annotated and local rule, regulation, policy, and procedure relating to noncharter public schools within the located school district.

 Yes Montessori Charter School is in compliance with the requirements outlined in the Charter Contract.

CHARTER SCHOOL CHANGES:

As outlined in 7.1.4 of the Charter Contract, public charter schools must annually submit to the Board of Public Education a statement outlining changes to the school's educational program, mission, and governing and organizational structures during the previous year. Please also include any substantive changes expected for the upcoming school year.

Changes to Educational Program:

Expansion: Montessori is adding another class of Kindergarten Montessori. The requests for Montessori education continues to be above the available student slots.

Changes to Public Charter School Mission and Vision:

None

Changes to Governing and Organizational Structures:

None

Signature

Jennifer A. McKee

Chair of the Charter Governing Board

Date

7/2/2025

Please submit the Annual Report to bpe@mt.gov



Montana Board of Public Education

Project for Alternative Learning Charter School

2024-25 Annual Performance Report

INTRODUCTION

As outlined in [20-6-809, MCA](#), the Board of Public Education must annually publish a performance report for each public charter school under its purview aligned with the Public Charter School Performance Framework. The report summarizes the school's academic performance, financial reporting, and organizational performance utilizing the most recent data available for the year in review. The Annual Performance Report also provides a summary of the mission of the charter school and enrollment demographics.

The Board of Public Education is committed to serving and strengthening Montana's system of free quality public elementary and secondary schools, including public charter schools. This Annual Performance Report is produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance.

SCHOOL OVERVIEW

School Name	Project for Alternative Learning Charter School
School Location	Helena, MT
Grades Served	Grades 10-12
School Mission	Provide a transformative and personalized education experience that empowers students to thrive academically, socially, and personally. We are committed to fostering a supportive and inclusive learning community which promotes each student reaching their academic potential, having mastered the skills and knowledge to support future aspirations to become responsible global citizens.
High School Enrollment	Roughly 70 students
Total Enrollment	Roughly 70 students

2024-25 PERFORMANCE FRAMEWORK OVERVIEW

For each measure in this report, the school receives one of the ratings described below:

RATING	DESCRIPTION
Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer

	monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.
Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.

This section provides an overview of the school's performance in the year reviewed on a variety of academic, financial and organizational measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract.

INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	N/A	Elementary and Middle School only
Overall ELA Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup Math Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup ELA Proficiency and Growth	N/A	Elementary and Middle School only
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	N/A	Elementary and Middle School only
Post-Secondary Readiness	Meets Standards	
Financial Performance		
Financial Performance and Stability	Meets Standards	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

SUMMARY OF OPEN-ENDED QUESTIONS

As part of the Public Charter School Performance Framework, schools were asked to report on four open-ended questions to provide the Board of Public Education with additional context.

How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?

PAL wouldn't exist on the regular public-school dollar. It also wouldn't be able to expand to meet the needs of the community if it weren't a charter school. It is very innovative in that it's a very small school, very intentionally relational in its structure, organization and pacing of student learning. Students choose and apply for this charter school.

Why is the public charter school innovating? What are the student needs in the community that are trying to be met?

The students need peer connection and a close knit school community for success. They want to be in a smaller, more relational place rather than the large high school concept. PAL is innovative to serve the needs of at-risk students to build the foundation for them to graduate and connect them to a career.

How is the public charter school flexible and nimble in response to the needs of students?

PAL Charter allows students to pick their next course in a 3-week fashion. The PAL model is highly focused on creating a positive school community. It utilizes small groups and frequent check-ins with students to ensure they are growing in learning and connected in the school setting. The small group check ins and daily adjustments to school and rotation of courses makes PAL flexible, nimble and supportive for students.

What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?

Roadblocks or Challenges: the State Assessment tools and the data reporting requirement is a substantial burden to the LEA versus the amount given by the state. Schools should be able to innovate rather than assess. The expected data share, time it takes, traditional data collection method, all force the instruction to be more standardized than innovative. Charter Schools/Any School shouldn't have to apply for a variance to innovate. Public Schools are held to a unique standard that causes them to not innovate. The state reporting of courses into Infinite Campus (state system) is quite a burden.

The structural concept of PAL is to have a flexible master schedule of courses in 3 week time frames so students can choose their next course. The state expects all these courses to be uploaded in advance through the 3 times per year with teacher class. Uploading in advance stifles student opportunity. They pick their course when the time comes, not like traditional schools. But the state requires it to be done, so it is an unnecessary, non-innovative use of public funds to make a staff member do that work.

STATEMENT OF ASSURANCES:

As outlined in 7.1.3 and 7.1.4 of the Charter Contract, the Charter Governing Board must annually submit to the Board of Public Education a statement of assurances relating to compliance with the Charter Contract and applicable law. The chair of the Charter Governing Board shall initial the following statements of assurance that the public charter school is in compliance with requirements outlined in the Charter Contract and applicable statute:

Yes Project for Alternative Learning Charter School is in compliance with the provisions in Title 20 of Montana Code Annotated and local rule, regulation, policy, and procedure relating to noncharter public schools within the located school district.

Yes Project for Alternative Learning Charter School is in compliance with the requirements outlined in the Charter Contract.

CHARTER SCHOOL CHANGES:

As outlined in 7.1.4 of the Charter Contract, public charter schools must annually submit to the Board of Public Education a statement outlining changes to the school's educational program, mission, and governing and organizational structures during the previous year. Please also include any substantive changes expected for the upcoming school year.

Changes to Educational Program:

Expansion: PAL Charter is adding classes for 9th graders. The requests for PAL education continues to be above the available student slots.

Changes to Public Charter School Mission and Vision:

None

Changes to Governing and Organizational Structures:

None

Signature

Jennifer A. McKee

Chair of the Charter Governing Board

7/2/2025

Date

Please submit the Annual Report to bpe@mt.gov



Montana Board of Public Education

Mount Ascension Learning Academy 2024-25 Annual Performance Report

INTRODUCTION

As outlined in [20-6-809, MCA](#), the Board of Public Education must annually publish a performance report for each public charter school under its purview aligned with the Public Charter School Performance Framework. The report summarizes the school's academic performance, financial reporting, and organizational performance utilizing the most recent data available for the year in review. The Annual Performance Report also provides a summary of the mission of the charter school and enrollment demographics.

The Board of Public Education is committed to serving and strengthening Montana's system of free quality public elementary and secondary schools, including public charter schools. This Annual Performance Report is produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance.

SCHOOL OVERVIEW

School Name	Mount Ascension Learning Academy
School Location	Helena, MT
Grades Served	Grades 1-12
School Mission	Provide a transformative and personalized education experience that empowers students to thrive academically, socially, and personally. We are committed to fostering a supportive and inclusive learning community which promotes each student reaching their academic potential by mastering the skills and knowledge to support future aspirations to become responsible global citizens.
Elementary School Enrollment	Roughly 50 students
Middle School Enrollment	Roughly 54 students
High School Enrollment	Roughly 106 students
Total Enrollment	Roughly 210 students

2024-25 PERFORMANCE FRAMEWORK OVERVIEW

For each measure in this report, the school receives one of the ratings described below:

RATING	DESCRIPTION
Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on

	the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.
Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.

This section provides an overview of the school's performance in the year reviewed on a variety of academic, financial and organizational measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract.

ELEMENTARY SCHOOL INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	Approaches Standard	
Overall ELA Proficiency and Growth	Approaches Standard	
Subgroup Math Proficiency and Growth	Approaches Standard	
Subgroup ELA Proficiency and Growth	Approaches Standard	
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	Meets Standard	
Post-Secondary Readiness	N/A	High School only
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

If given a rating of "Approaches Standard" or "Does Not Meet Standard" on any Public Charter School Performance Framework metrics, please briefly provide any context and plans to address these concerns.

Mount Ascension Charter School will share available overall subgroup proficiency and growth measures in both ELA and Math next year. Note: Subgroups may not be statistically large enough to report on. The readers of accreditation may not have accounted for the part-time status of many of these enrolled students. Part-time enrolled students choose their subject and are not required to test by state rule. It's an unrealistic expectation to have growth measures for part-time choice enrollments, when they are not required by the state to take the assessment.

Several challenges occur with a new start up. In general, Proficiency and Growth should be determined by using multiple measures over a period of time. Firstly, at the first performance report time in October, multiple measures couldn't be used. State MAST assessment data wasn't available for growth and sparse proficiency data points at the time accreditation was due. Local assessments were de-prioritized to meet the MAST demands this year because of the extensive problems with MAST. This in turn made our schools not able to utilize a nationally normed scientifically reliable local assessment in time for reporting data or effective school use. The reviewer of the indicator or measure may not have considered these factors.

MIDDLE SCHOOL INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
---------------------------------------	-----------------	-------

Academic Performance		
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	Approaches Standard	
Overall ELA Proficiency and Growth	Approaches Standard	
Subgroup Math Proficiency and Growth	Approaches Standard	
Subgroup ELA Proficiency and Growth	Approaches Standard	
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	Meets Standard	
Post-Secondary Readiness	N/A	High School only
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

If given a rating of "Approaches Standard" or "Does Not Meet Standard" on any Public Charter School Performance Framework metrics, please briefly provide any context and plans to address these concerns.

Mount Ascension Charter School will share available overall subgroup proficiency and growth measures in both ELA and Math next year. Note: Subgroups may not be statistically large enough to report on. The readers of accreditation may not have accounted for the part-time status of many of these enrolled students. Part-time enrolled students choose their subject and are not required to test by state rule. It's an unrealistic expectation to have growth measures for part-time choice enrollments, when they are not required by the state to take the assessment.

Several challenges occur with a new start up. In general, Proficiency and Growth should be determined by using multiple measures over a period of time. Firstly, at the first performance report time in October, multiple measures couldn't be used. State MAST assessment data wasn't available for growth and sparse proficiency data points at the time accreditation was due. Local assessments were de-prioritized to meet the MAST demands this year because of the extensive problems with MAST. This in turn made our schools not able to utilize a nationally normed scientifically reliable local assessment in time for reporting data or effective school use. The reviewer of the indicator or measure may not have considered these factors.

HIGH SCHOOL INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	N/A	Elementary and Middle School only
Overall ELA Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup Math Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup ELA Proficiency and Growth	N/A	Elementary and Middle School only
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	N/A	Elementary and Middle School only
Post-Secondary Readiness	Meets Standard	
Financial Performance		

Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

SUMMARY OF OPEN-ENDED QUESTIONS

As part of the Public Charter School Performance Framework, schools were asked to report on four open-ended questions to provide the Board of Public Education with additional context.

How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?

Mount Ascension encourages students and families to chart their own path of courses and the timeline for taking the courses, through a personalized learning plan. Without the Charter basic entitlement, this school would not exist for the public. The costs for the curriculum, technology, certified staff

Why is the public charter school innovating? What are the student needs in the community that are trying to be met?

Many students need both the classic school experience and this personalized one. It is innovative to be able to offer both options. Their need is exemplified by the enrollment in the charter.

How is the public charter school flexible and nimble in response to the needs of students?

Flexible and nimble is the foundation of Mount Ascension through the personalized learning plan of each individual student. Students and Parents can adjust their plans as needed with the assistance of school staff. Timelines, courses, pacing, all flexible with options for in-person, remote, and hybrid.

What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?

Roadblocks or Challenges: the State Assessment tools and the data reporting requirement is a substantial burden to the LEA versus the amount given by the state. Schools should be able to innovate rather than assess. The expected data share, time it takes, traditional data collection method, all force the instruction to be more standardized than innovative. Charter Schools/Any School shouldn't have to apply for a variance to innovate. Public Schools are held to a unique standard that causes them to not innovate.

STATEMENT OF ASSURANCES:

As outlined in 7.1.3 and 7.1.4 of the Charter Contract, the Charter Governing Board must annually submit to the Board of Public Education a statement of assurances relating to compliance with the Charter Contract and applicable law. The chair of the Charter Governing Board shall initial the following statements of assurance that the public charter school is in compliance with requirements outlined in the Charter Contract and applicable statute:

 Yes Mount Ascension Learning Academy is in compliance with the provisions in Title 20 of Montana Code Annotated and local rule, regulation, policy, and procedure relating to noncharter public schools within the located school district.

 Yes Mount Ascension Learning Academy is in compliance with the requirements outlined in the Charter Contract.

CHARTER SCHOOL CHANGES:

As outlined in 7.1.4 of the Charter Contract, public charter schools must annually submit to the Board of Public Education a statement outlining changes to the school's educational program, mission, and governing and organizational structures during the previous year. Please also include any substantive changes expected for the upcoming school year.

Changes to Educational Program:

Mount Ascension Charter will add to its program. It is highly requested in Elementary, Middle and High School.

Changes to Public Charter School Mission and Vision:

None

Changes to Governing and Organizational Structures:

None

Signature

Jennifer A. McKee

Chair of the Charter Governing Board

Date

7/2/2025

Please submit the Annual Report to bpe@mt.gov



Montana Board of Public Education

RISE Charter and Distance Learning Academy

2024-25 Annual Performance Report

INTRODUCTION

As outlined in 20-6-809, MCA, the Board of Public Education must annually publish a performance report for each public charter school under its purview aligned with the Public Charter School Performance Framework. The report summarizes the school's academic performance, financial reporting, and organizational performance utilizing the most recent data available for the year in review. The Annual Performance Report also provides a summary of the mission of the charter school and enrollment demographics.

The Board of Public Education is committed to serving and strengthening Montana's system of free quality public elementary and secondary schools, including public charter schools. This Annual Performance Report is produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance.

SCHOOL OVERVIEW

School Name	RISE Charter and Distance Learning Academy
School Location	Corvallis, MT
Grades Served	Grades K-12
School Mission	The RCDLA will meet the needs of all its students by offering flexibility and online options for distance learning.
Elementary School Enrollment	Roughly 225 students
Middle School Enrollment	Roughly 61 students
High School Enrollment	Roughly 50 students
Total Enrollment	Roughly 336 students

2024-25 PERFORMANCE FRAMEWORK OVERVIEW

For each measure in this report, the school receives one of the ratings described below:

RATING	DESCRIPTION
Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.

Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.
-------------------------------	---

This section provides an overview of the school's performance in the year reviewed on a variety of academic, financial and organizational measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract.

ELEMENTARY SCHOOL INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		Provisional Accreditation Status
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	Does No Meet Standard	
Overall ELA Proficiency and Growth	Approaches Standard	
Subgroup Math Proficiency and Growth	Does No Meet Standard	
Subgroup ELA Proficiency and Growth	Does No Meet Standard	
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	Meets Standard	
Post-Secondary Readiness	N/A	High School only
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

If given a rating of "Approaches Standard" or "Does Not Meet Standard" on any Public Charter School Performance Framework metrics, please briefly provide any context and plans to address these concerns. Please see comments below under middle school.

MIDDLE SCHOOL INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		Provisional Accreditation Status
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	Does Not Meet Standard	
Overall ELA Proficiency and Growth	Approaches Standard	
Subgroup Math Proficiency and Growth	Does Not Meet Standard	
Subgroup ELA Proficiency and Growth		
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	Meets Standard	
Post-Secondary Readiness	N/A	High School only
Financial Performance		

Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

If given a rating of “Approaches Standard” or “Does Not Meet Standard” on any Public Charter School Performance Framework metrics, please briefly provide any context and plans to address these concerns.

IReady is a comprehensive Evaluation: It provides detailed insights into students’ proficiency in reading and mathematics, helping educators identify strengths and areas needing improvement.

1. Personalized Instruction: Based on assessment results, i-Ready offers tailored instructional pathways, supporting student growth at their individual levels.
2. Progress Monitoring: It allows for ongoing assessment and progress tracking, enabling teachers to adjust instruction as needed to ensure student success.
3. Data-Driven Decision Making: The detailed reports help educators make informed decisions about instruction, interventions, and resource allocation.
4. Engaging for Students: The platform uses interactive and engaging formats to motivate students to participate actively in assessments.
5. Aligned with Standards: It is aligned with state and national standards, ensuring that assessments are relevant and educationally meaningful.

Overall, schools choose i-Ready for its ability to provide actionable data, support personalized learning, and improve student outcomes. In addition, in order to meet performance framework metrics we will continue to work on our project based curriculum for our K-12 school system. These project based/career exploration lesson plans will be directly correlated to the mission of the charter school and will enhance our transformational learning initiative. Corvallis School District and our RISE Charter School (The Distance Learning Academy) are working diligently to meet accreditation standards at the highest level and will provide curriculum maps that meet state standards and address the mission of our charter school the Board of Public Education and the Office of Public Instruction. Moreover, Corvallis School District is committed to using MAST Testing to drive curriculum standards in conjunction with using IReady diagnostic testing to properly monitor and place students in our Distance Learning Academy.

HIGH SCHOOL INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		Provisional Accreditation Status
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	N/A	Elementary and Middle School only
Overall ELA Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup Math Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup ELA Proficiency and Growth	N/A	Elementary and Middle School only
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	N/A	Elementary and Middle School only
Post-Secondary Readiness	Meets Standard	
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		

SUMMARY OF OPEN-ENDED QUESTIONS

As part of the Public Charter School Performance Framework, schools were asked to report on four open-ended questions to provide the Board of Public Education with additional context.

How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?

RISE Charter School has prioritized innovation with differentiated instruction that is grounded in student driven-experienced based curriculum.

Why is the public charter school innovating? What are the student needs in the community that are trying to be met?

RISE Charter School is innovative because it meets the needs of the students and families with a tiered system of curriculum options that directly benefit the community in the form of internships, apprenticeship, and distance learning platforms.

How is the public charter school flexible and nimble in response to the needs of students?

RISE Charter School is flexible and nimble by allowing a seamless transition between face-to-face classes, hybrid schedules, and off campus learning environments.

What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?

The roadblocks and/or challenges that we are facing are correlated with being innovative and unique in how we are creating a K-12 model that differentiates instruction for every student and every family. Moving an entire school community has its challenges, but the foundation and mission of RISE Charter School & Academies has been established and is meeting every level of the education system. We will need to continue to develop community partnerships, assessment tools and student placement as we grow the program for the future.

STATEMENT OF ASSURANCES:

As outlined in 7.1.3 and 7.1.4 of the Charter Contract, the Charter Governing Board must annually submit to the Board of Public Education a statement of assurances relating to compliance with the Charter Contract and applicable law. The chair of the Charter Governing Board shall initial the following statements of assurance that the public charter school is in compliance with requirements outlined in the Charter Contract and applicable statute:

[Signature] RISE Charter and Distance Learning Academy is in compliance with the provisions in Title 20 of Montana Code Annotated and local rule, regulation, policy, and procedure relating to noncharter public schools within the located school district.

[Signature] RISE Charter and Distance Learning Academy is in compliance with the requirements outlined in the Charter Contract.

CHARTER SCHOOL CHANGES:

As outlined in 7.1.4 of the Charter Contract, public charter schools must annually submit to the Board of Public Education a statement outlining changes to the school's educational program, mission, and governing and organizational structures during the previous year. Please also include any substantive changes expected for the upcoming school year.

Changes to Educational Program:

We are making appropriate changes to our educational programming by developing project based learning cohorts that are establishing K-12 curriculum standards that meet the mission of RISE Charter School (Distance Learning Academy).

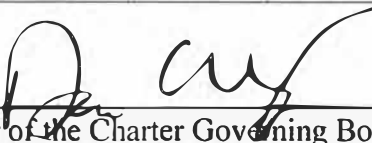
Changes to Public Charter School Mission and Vision:

We are making changes in regards to the mission and vision of the Distance Learning Academy by adding face-to-face courses for out-of-district students in order to support every family and student's needs.

Changes to Governing and Organizational Structures:

We are currently not anticipating any changes to the governing and organizational structures. We are continuing to meet the Board of Trustee's governing policies and relying on recommendations from our RISE Charter School Advisory Council (Distance Learning Academy).

Signature


Chair of the Charter Governing Board

7-7-25

Date

Please submit the Annual Report to bpe@mt.gov



Montana Board of Public Education

RISE Charter and Pathway Learning Academy 2024-25 Annual Performance Report

INTRODUCTION

As outlined in [20-6-809, MCA](#), the Board of Public Education must annually publish a performance report for each public charter school under its purview aligned with the Public Charter School Performance Framework. The report summarizes the school's academic performance, financial reporting, and organizational performance utilizing the most recent data available for the year in review. The Annual Performance Report also provides a summary of the mission of the charter school and enrollment demographics.

The Board of Public Education is committed to serving and strengthening Montana's system of free quality public elementary and secondary schools, including public charter schools. This Annual Performance Report is produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance.

SCHOOL OVERVIEW

School Name	RISE Charter and Pathway Learning Academy
School Location	Corvallis, MT
Grades Served	Grades K-12
School Mission	The RCPLA will allow students to explore educational interests and eventually a career path that best suits their abilities.
Elementary School Enrollment	Roughly 631 students
Middle School Enrollment	Roughly 193 students
High School Enrollment	Roughly 147 students
Total Enrollment	Roughly 971 students

2024-25 PERFORMANCE FRAMEWORK OVERVIEW

For each measure in this report, the school receives one of the ratings described below:

RATING	DESCRIPTION
Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.

Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.
-------------------------------	---

This section provides an overview of the school's performance in the year reviewed on a variety of academic, financial and organizational measures the school is accountable for achieving, as established by applicable federal and state law and the charter contract.

ELEMENTARY SCHOOL INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		Provisional Accreditation Status
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	Approaches Standard	
Overall ELA Proficiency and Growth	Approaches Standard	
Subgroup Math Proficiency and Growth	Does No Meet Standard	
Subgroup ELA Proficiency and Growth	Does No Meet Standard	
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	Meets Standard	
Post-Secondary Readiness	N/A	High School only
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

If given a rating of "Approaches Standard" or "Does Not Meet Standard" on any Public Charter School Performance Framework metrics, please briefly provide any context and plans to address these concerns.

Please see context below under middle school.

MIDDLE SCHOOL INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		Provisional Accreditation Status
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	Approaches Standard	
Overall ELA Proficiency and Growth	Approaches Standard	
Subgroup Math Proficiency and Growth	Does Not Meet Standard	
Subgroup ELA Proficiency and Growth	Does Not Meet Standard	
Attendance	N/A	Applicable next year
Student Engagement	Meets Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	Meets Standard	
Post-Secondary Readiness	N/A	High School only
Financial Performance		
Financial Performance and Stability	Meets Standard	

Recurrent Enrollment	N/A	Applicable next year
Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

If given a rating of “Approaches Standard” or “Does Not Meet Standard” on any Public Charter School Performance Framework metrics, please briefly provide any context and plans to address these concerns.

In order to meet performance framework metrics we will continue to work on our project based curriculum for our K-12 school system. These project based/career exploration lesson plans will be directly correlated to the mission of the charter school and will enhance our transformational learning initiative. Corvallis School District and our RISE Charter School (Pathways Learning Academy) are working diligently to meet accreditation standards at the highest level and will provide curriculum maps that meet state standards and addresses the mission of our charter school the Board of Public Education and the Office of Public Instruction. Moreover, Corvallis School District is committed to using MAST Testing to drive curriculum standards in conjunction with using IReady diagnostic testing to properly monitor and place students in our Pathways Learning Academy.

In addition we are using I-Ready which is a comprehensive Evaluation: It provides detailed insights into students’ proficiency in reading and mathematics, helping educators identify strengths and areas needing improvement.

1. Personalized Instruction: Based on assessment results, i-Ready offers tailored instructional pathways, supporting student growth at their individual levels.
2. Progress Monitoring: It allows for ongoing assessment and progress tracking, enabling teachers to adjust instruction as needed to ensure student success.
3. Data-Driven Decision Making: The detailed reports help educators make informed decisions about instruction, interventions, and resource allocation.
4. Engaging for Students: The platform uses interactive and engaging formats to motivate students to participate actively in assessments.
5. Aligned with Standards: It is aligned with state and national standards, ensuring that assessments are relevant and educationally meaningful.

Overall, schools choose IReady for its ability to provide actionable data, support personalized learning, and improve student outcomes.

HIGH SCHOOL INDICATORS AND MEASURES	MEETS STANDARD?	NOTES
Academic Performance		Provisional Accreditation Status
Mission or School-Specific Goal(s)	Meets Standard	
Overall Math Proficiency and Growth	N/A	Elementary and Middle School only
Overall ELA Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup Math Proficiency and Growth	N/A	Elementary and Middle School only
Subgroup ELA Proficiency and Growth	N/A	Elementary and Middle School only
Attendance	N/A	Applicable next year
Student Engagement	Approaches Standard	
Graduation Rate	N/A	Applicable next year
Support for Transitions	N/A	Elementary and Middle School only
Post-Secondary Readiness	Meets Standard	
Financial Performance		
Financial Performance and Stability	Meets Standard	
Recurrent Enrollment	N/A	Applicable next year

Organizational Performance		
Charter Governing Board Performance and Stewardship	Meets Standard	

If given a rating of “Approaches Standard” or “Does Not Meet Standard” on any Public Charter School Performance Framework metrics, please briefly provide any context and plans to address these concerns.

We are continuing to establish personalized learning plans/portfolios for our RISE Charter School (Pathways Learning Academy) that will provide constant student engagement from our counseling, administrative and district personnel.

In addition we are using I-Ready which is a comprehensive Evaluation: It provides detailed insights into students’ proficiency in reading and mathematics, helping educators identify strengths and areas needing improvement.

1. Personalized Instruction: Based on assessment results, i-Ready offers tailored instructional pathways, supporting student growth at their individual levels.
2. Progress Monitoring: It allows for ongoing assessment and progress tracking, enabling teachers to adjust instruction as needed to ensure student success.
3. Data-Driven Decision Making: The detailed reports help educators make informed decisions about instruction, interventions, and resource allocation.
4. Engaging for Students: The platform uses interactive and engaging formats to motivate students to participate actively in assessments.
5. Aligned with Standards: It is aligned with state and national standards, ensuring that assessments are relevant and educationally meaningful.

Overall, schools choose IReady for its ability to provide actionable data, support personalized learning, and improve student outcomes.

SUMMARY OF OPEN-ENDED QUESTIONS

As part of the Public Charter School Performance Framework, schools were asked to report on four open-ended questions to provide the Board of Public Education with additional context.

How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?

RISE Charter School has prioritized innovation with differentiated instruction that is grounded in student driven-experienced based curriculum.

Why is the public charter school innovating? What are the student needs in the community that are trying to be met?

RISE Charter School is innovative because it meets the needs of the students and families with a tiered system of curriculum options that directly benefit the community in the form of internships, apprenticeship, and distance learning platforms.

How is the public charter school flexible and nimble in response to the needs of students?


RISE Charter School is flexible and nimble by allowing a seamless transition between face-to-face classes, hybrid schedules, and off campus learning environments.

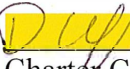
What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?

The roadblocks and/or challenges that we are facing are correlated with being innovative and unique in how we are creating a K-12 model that differentiates instruction for every student and every family. Moving an entire school community has its challenges, but the foundation and mission of RISE Charter School & Academies has been established and is meeting every level of the education system. We will need to continue to develop community partnerships, assessment tools and student placement as we grow the program for the future.

STATEMENT OF ASSURANCES:

As outlined in 7.1.3 and 7.1.4 of the Charter Contract, the Charter Governing Board must annually submit to the Board of Public Education a statement of assurances relating to compliance with the Charter Contract and applicable law. The chair of the Charter Governing Board shall initial the following statements of assurance that the public charter school is in compliance with requirements outlined in the Charter Contract and applicable statute:

 RISE Charter and Pathway Learning Academy is in compliance with the provisions in Title 20 of Montana Code Annotated and local rule, regulation, policy, and procedure relating to noncharter public schools within the located school district.

 RISE Charter and Pathway Learning Academy is in compliance with the requirements outlined in the Charter Contract.

CHARTER SCHOOL CHANGES:

As outlined in 7.1.4 of the Charter Contract, public charter schools must annually submit to the Board of Public Education a statement outlining changes to the school's educational program, mission, and governing and organizational structures during the previous year. Please also include any substantive changes expected for the upcoming school year.

Changes to Educational Program:

We are making appropriate changes to our educational programming by developing project based learning cohorts that are establishing K-12 curriculum standards that meet the mission of RISE Charter School (Pathway Learning Academy).

Changes to Public Charter School Mission and Vision:

We are making changes in regards to the mission and vision of the Pathways Learning Academy by adding face-to-face courses for out-of-district students in order to support every family and student's needs.

Changes to Governing and Organizational Structures:

We are currently not anticipating any changes to the governing and organizational structures. We are continuing to meet the Board of Trustee's governing policies and relying on recommendations from our RISE Charter School Advisory Council (Pathways Learning Academy).

Signature


Chair of the Charter Governing Board

7-7-25

Date

Please submit the Annual Report to bpe@mt.gov