

# BOARD OF PUBLIC EDUCATION MEETING AGENDA

June 22, 2026  
Zoom

Board of Public Education meetings are open to the public electronically. For those wishing to give virtual public comment, please contact [bpe@mt.gov](mailto:bpe@mt.gov) to request the zoom link for the meeting. To watch the meeting streamed live, please visit the Montana Board of Public Education [YouTube](#).

**Monday, June 22, 2026**  
**1:30 PM**

## CALL TO ORDER

- A. Pledge of Allegiance
- B. Roll Call
- C. Statement of Public Participation
- D. Welcome Visitors

## ADOPT AGENDA

### ❖ ASSESSMENT COMMITTEE – Renee Rasmussen (Item 1)

Item 1                    **ACTION ON THE SUPERINTENDENT’S RECOMMENDATIONS ON MODIFICATIONS TO THE SINGLE SYSTEM OF STATEWIDE ASSESSMENT – MATH AND ENGLISH LANGUAGE ARTS – 2 Hours, page #2**  
Renee Rasmussen

## PUBLIC COMMENT

*This time will be provided for public comment on items not listed on the agenda. This meeting is open to the public both in person and electronically. For those wishing to give virtual public comment, please contact [bpe@mt.gov](mailto:bpe@mt.gov) to request the Zoom link for the meeting. Members of the public who have joined virtually on Zoom may “raise their hand” at the appropriate time to participate after being recognized by the Board Chair. Members of the public who wish to share written public comment with the Board members must submit written public comment to the Executive Director at [bpe@mt.gov](mailto:bpe@mt.gov) no later than two (2) business days before the start of the meeting. Any written public comment received after this deadline will be shared with the Board members after the meeting. All written public comment will be included as part of the official public record.*

*Action may be taken on any item listed on the Board agenda. Per §2-3-103 MCA, the Board encourages public comment on any item prior to Board final action.*

## ADJOURN

*The Montana Board of Public Education is a Professional Development Unit Provider. Attending a Board of Public Education Meeting either in person or via Zoom may qualify you to receive professional development units. Please complete the necessary information on the sign-in sheet if you are applying for professional development units.*

*Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed “time certain”. Public comment is welcome on all items listed as “Action” and as noted at the beginning and end of each meeting.*

*The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual’s ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to Kris Stockton, PO Box 200601, Helena MT, 59620, email at: [kmstockton@mt.gov](mailto:kmstockton@mt.gov) or phone at 406-444-0302.*

# MAST Single System of Statewide Assessment



Cedar Rose, Assessment Director, OPI

# MAST Components

- Through-year system (not a single test/no summative administration)
- Three testing windows
- Custom math sequence at the school level
- Uniform ELA sequence increasing complexity across the year
- All items and testlets aligned to grade level Montana Content Standards



# MAST in Practice



These 12 testlets are flexibly scheduled at the school level

	ELA	Math	
Window 1	BOY Literary Testlet	Testlet	Testlet
	BOY Informational Testlet	Testlet	Testlet
Window 2	MOY Literary Testlet	Testlet	Testlet
	MOY Informational Testlet	Testlet	Testlet
	ELA Test Performance Task	Testlet	Testlet
Window 3	EOY Literary Testlet	Testlet	Testlet
	EOY Informational Testlet	Testlet	Testlet
	Anchor Testlet		

BOY-Beginning of Year

MOY-Middle of Year

EOY-End of Year



# Testing Availability



## WINDOW 1

OCTOBER 19 –  
DECEMBER 11

8 WEEKS

3-5 Math, 2 ELA

AUGUST 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



## WINDOW 2

JANUARY 11 –  
MARCH 5

8 WEEKS

3-5 Math, 2 ELA  
Performance Task

DECEMBER 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2027						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2027						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



## WINDOW 3

MARCH 29 –  
MAY 21

8 WEEKS

3-5 Math, 2 ELA  
Anchor

APRIL 2027						
S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2027						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

# Testlet Scheduling

- MAST allows and empowers schools to schedule math testlets in alignment with curricular scope and sequence to generate relevant, actionable feedback

**Schedule Testlets**

Select subject and grade to start scheduling

Subject: Math Grade: 3rd

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**Math Testlets**

Math testlets are organized around 12 strands of mathematical understanding that represent grade-level content. Compare the alphabetized list of testlets and corresponding standards to your Math curriculum pacing to determine when students will be ready for each testlet.

Not Scheduled (9) Scheduled (3) All (12)

**Time, Liquid Volume, and Mass**

3MD1 3MD2 [Schedule](#)

**Real-World Problems and Arithmetic Patterns**

3MB1 3GA8 3GA9 [Schedule](#)

**Place Value and Operations in Base Ten**

3MB2 3MB3

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**Testing Windows**

Window 1  
10/14/2024 - 11/22/2024

Concepts of Multiplication and Division

Window 2  
01/13/2025 - 02/21/2025

Multiplication and Division Equations


Window 3  
03/24/2025 - 05/02/2025

Multiply and Divide Within 100



# Item Development



 Montana Educator Involvement



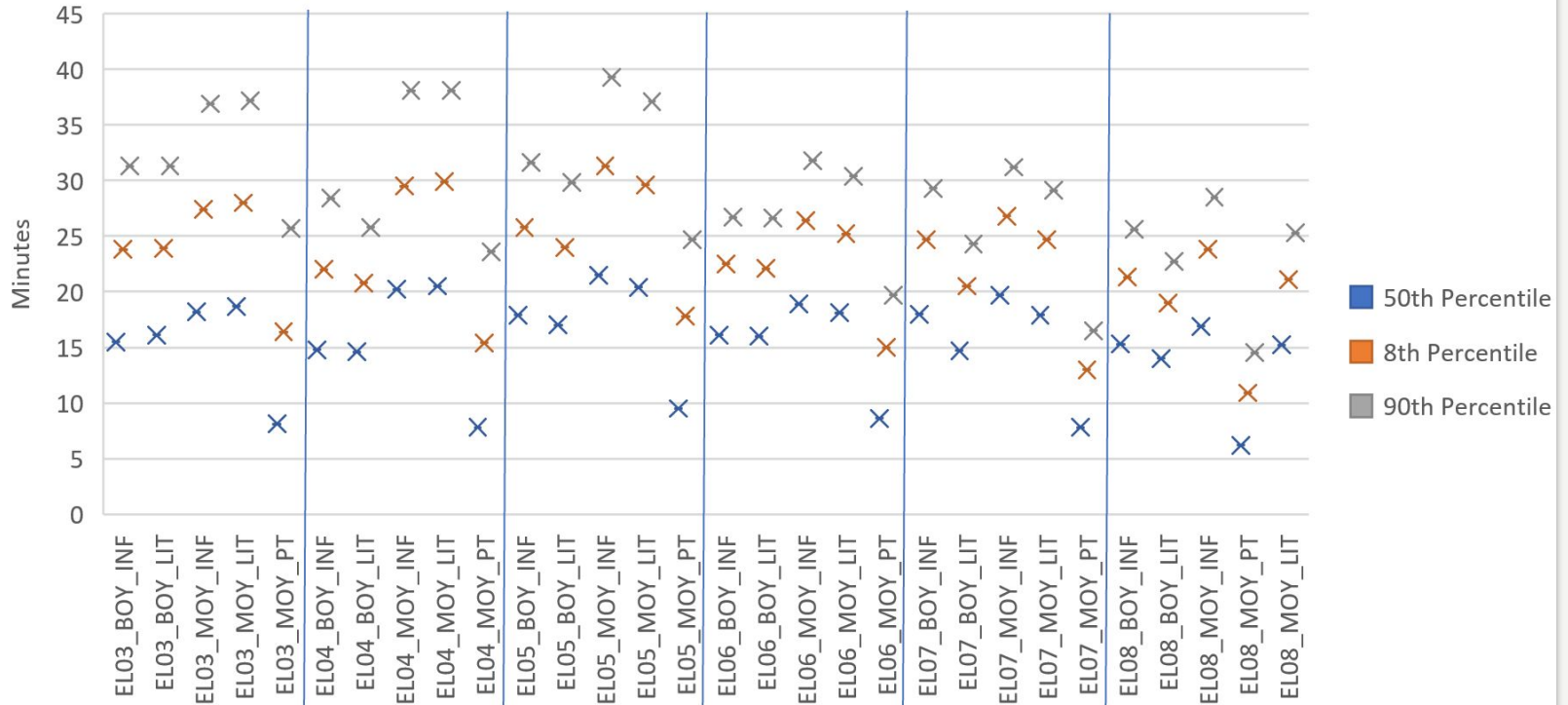
## IEFA Integration

- Ongoing ELA item development incorporating Montana's Indigenous, American Indian, and Alaskan Native perspectives
- Includes both standalone items (vocabulary and syntax), reading comprehension (passages based) and performance task
- Distribution varies by grade level and window
- Goal of representation in each grade level each window

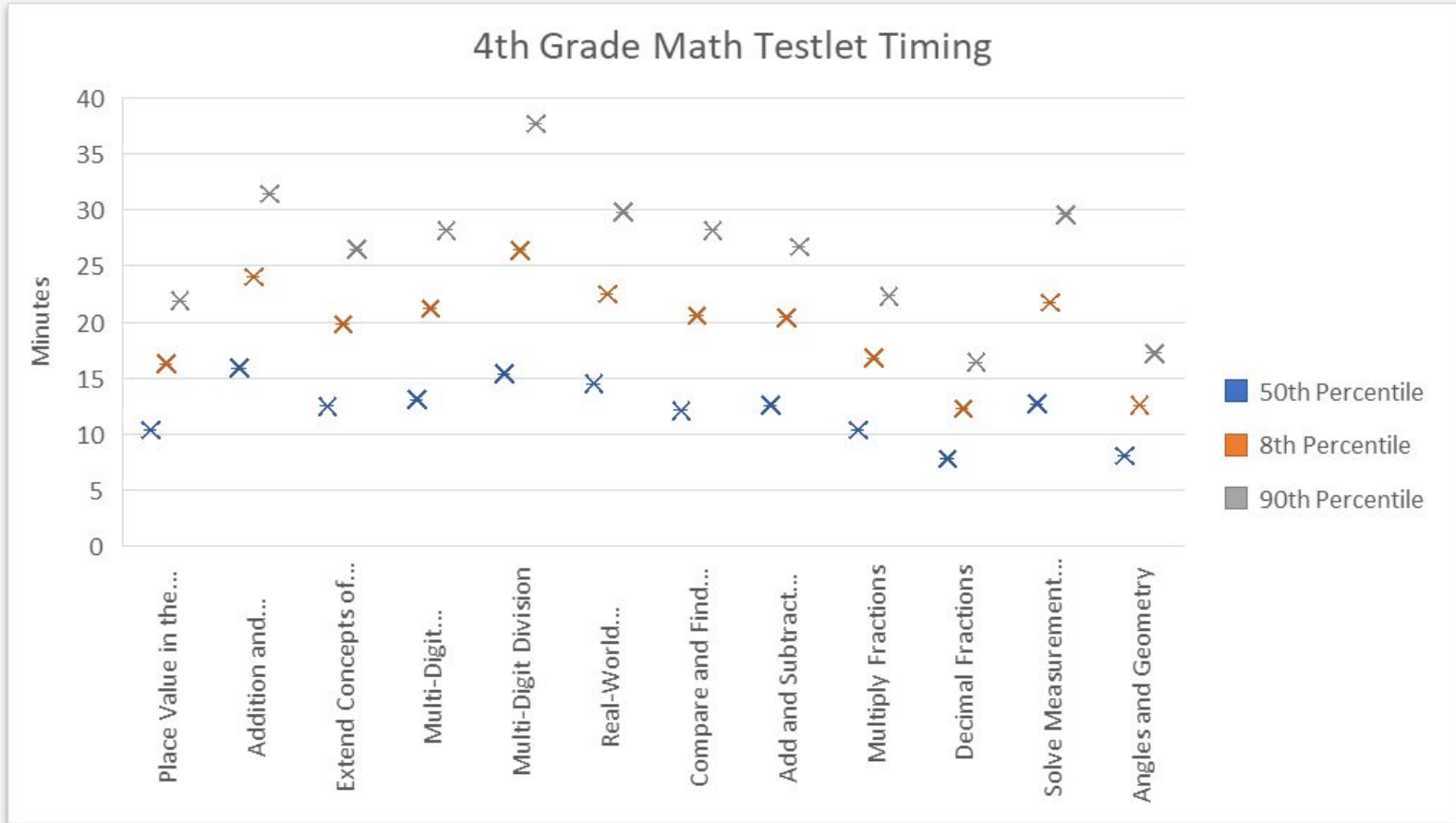


# ELA Testlet Timing (as of Window 2)

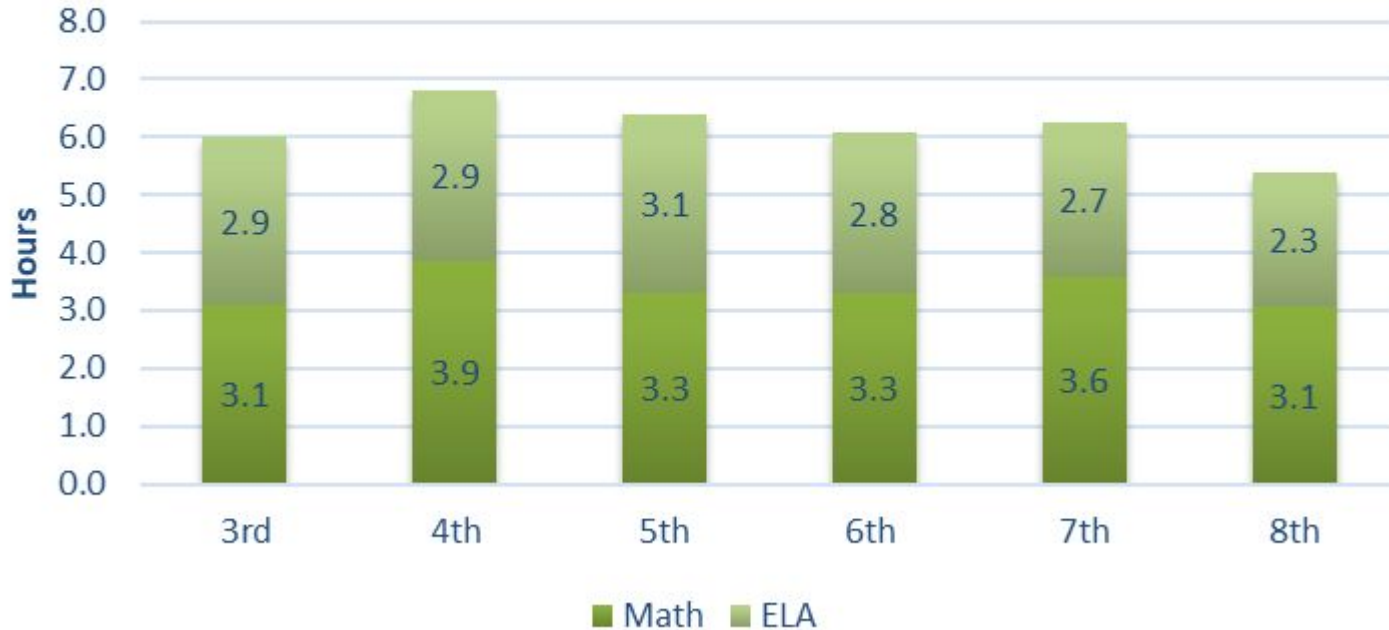
2025-2026 ELA Testlet Timing



# 2025-26 Math Testlet Timing (as of Window 2)



## 2024-2025 MAST Total Testing Time 80th Percentile



3rd Grade: 6 hours = .8% of a 720 hour school year

4th Grade: 6.8 hours = .6% of a 1080 hour school year

# Federal Requirement that Shape the System

State assessments must:

- Include all students (Math & ELA grade 3-8 and 11)
- Be aligned to grade-level standards
- Produce comparable results across students, schools, and districts
- Be publicly reported
- Used in accountability (for MAST, in 2024-2025 per the [August 2023 federal waiver](#) and [State ESSA Plan](#))
- Commercial interim assessments are not designed to support summative determinations and do not fully meet federal technical requirements for summative accountability assessments



# Statewide Assessment Requirements

Addressed in the [MAST Technical Report](#)

- Validity (Ch 6.3, Ch. 11.4, Ch.12)
- Alignment (Ch. 2.1, 2.3)
- Reliability (Ch. 8)
- Fairness & Accessibility (Ch. 2.2, Ch. 4)
- Comparability ( Ch. 2, Ch. 3, Ch. 6, Ch. 8, Ch. 11.4)





# Reporting

# Levels of Reporting

Reporting Level	Purpose	Timing
Testlet Level	Snapshot of performance on a focused set of standards	Monday after administration (IR)
Progress Reports	Cumulative achievement based on testlets taken to date	After close of windows 1 & 2
Through-Year Results	Overall achievement across the year	Late summer following administration
Public Reporting	Statewide accountability	Fall following administration



# Interactive Reporting

**MasteryGuide Assessment**

Home / Reporting

## Reporting

Reports provide information about individual and aggregated student performances at different levels. Select a reporting level to view the reports available.

- Student Reports**  
View performance reports for an individual student.  
[Select Student](#)
- Classroom Reports**  
View aggregated performance reports for all students in a classroom.  
[Select Classroom](#)
- School Reports**  
View aggregated performance reports for all classrooms in a school.  
[Select School](#)
- District Reports**  
View aggregated performance reports for all schools in a district.  
[Select District](#)



# Classroom Results

## Peterson 7th Grade Math

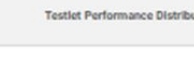


School: [Algona Middle School](#)

Teacher: Tammy Peterson

Grade: 7th

Subject: Math

### Results

Testlet	Total Students	Testlet Performance Distribution	Level 1	Level 2	Level 3
Grade 7 Math BOY	7		0 (0%)	4 (57%)	3 (43%)
Grade 7 Math MOY	3		1 (33%)	1 (33%)	1 (33%)
Grade 7 Math EOY	3		0 (0%)	1 (33%)	2 (67%)



# Classroom Testlet Report

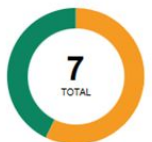
Peterson 7th Grade Math

Grade 7 Math BOY

School: Algona Middle School

Teacher: Tammy Peterson

## Summary Results



- Level 1  
0 Students (0%)
- Level 2  
4 Students (57%)
- Level 3  
3 Students (43%)

State Standard	Average Percent of Points Earned
7.EE.B.4.b	79%
7.NS.A.2	73%
7.NP.A.3	100%
7.SP.C.6	71%

## Misconceptions

Misconception	Description	# of Students
CA.3	Made error in division fact	6

## Student Details

Student Name	Student ID	Test Date	Performance Level	Misconceptions
Hickman, Melanie	100029	09/25/2025	<span style="color: red;">Level 2</span>	CA.3
Holt, Ron	100009	09/25/2025	<span style="color: red;">Level 2</span>	CA.3
Lynn, Omar	100049	09/25/2025	<span style="color: green;">Level 3</span>	CA.3
Massey, Eric	100048	09/25/2025	<span style="color: red;">Level 2</span>	CA.3
Peters, Virgil	100030	09/25/2025	<span style="color: red;">Level 2</span>	CA.3
Takizawa, Shin	100050	09/25/2025	<span style="color: green;">Level 3</span>	
Wu, Xing	100028	09/25/2025	<span style="color: green;">Level 3</span>	CA.3

# District Results

NMC Test District 23000400002

2025-2026

NMC Test District 23000400002

Download

ELA



## 3rd Grade Results

Testlet	Total Students	Testlet Performance Distribution	Level 1	Level 2	Level 3
Informational Testlet, Beginning of Year	400		152 (38%)	88 (22%)	160 (40%)
Literary Testlet, Beginning of Year	396		164 (41%)	92 (23%)	140 (35%)
Informational Testlet, Middle of Year	392		144 (37%)	112 (29%)	136 (35%)
Literary Testlet, Middle of Year	392		164 (42%)	96 (24%)	132 (34%)

## 4th Grade Results

Testlet	Total Students	Testlet Performance Distribution	Level 1	Level 2	Level 3
Informational Testlet, Beginning of Year	420		132 (31%)	108 (26%)	180 (43%)
Literary Testlet, Beginning of Year	420		164 (39%)	96 (23%)	160 (38%)
Informational Testlet, Middle of Year	424		136 (32%)	108 (25%)	180 (42%)
Literary Testlet, Middle of Year	428		156 (36%)	132 (31%)	140 (33%)

# Kite Parent Portal

## STATEWIDE ADOPTION IN MONTANA



**35%**  
of Districts  
Using the Portal

■ 35% of Districts  
Statewide



**63%**  
of Students  
Statewide

Representing 63% of  
Students Statewide

## PARENT PORTAL ENGAGEMENT (IN PARTICIPATING DISTRICTS)



**4% Logged In**

Parents of 4% of Students in  
participating districts.



**98%**  
Accessed Report

Among Active Accounts:  
Accessed at least one report.



**89%**  
Downloaded Report

Among Active Accounts:  
Downloaded a report.

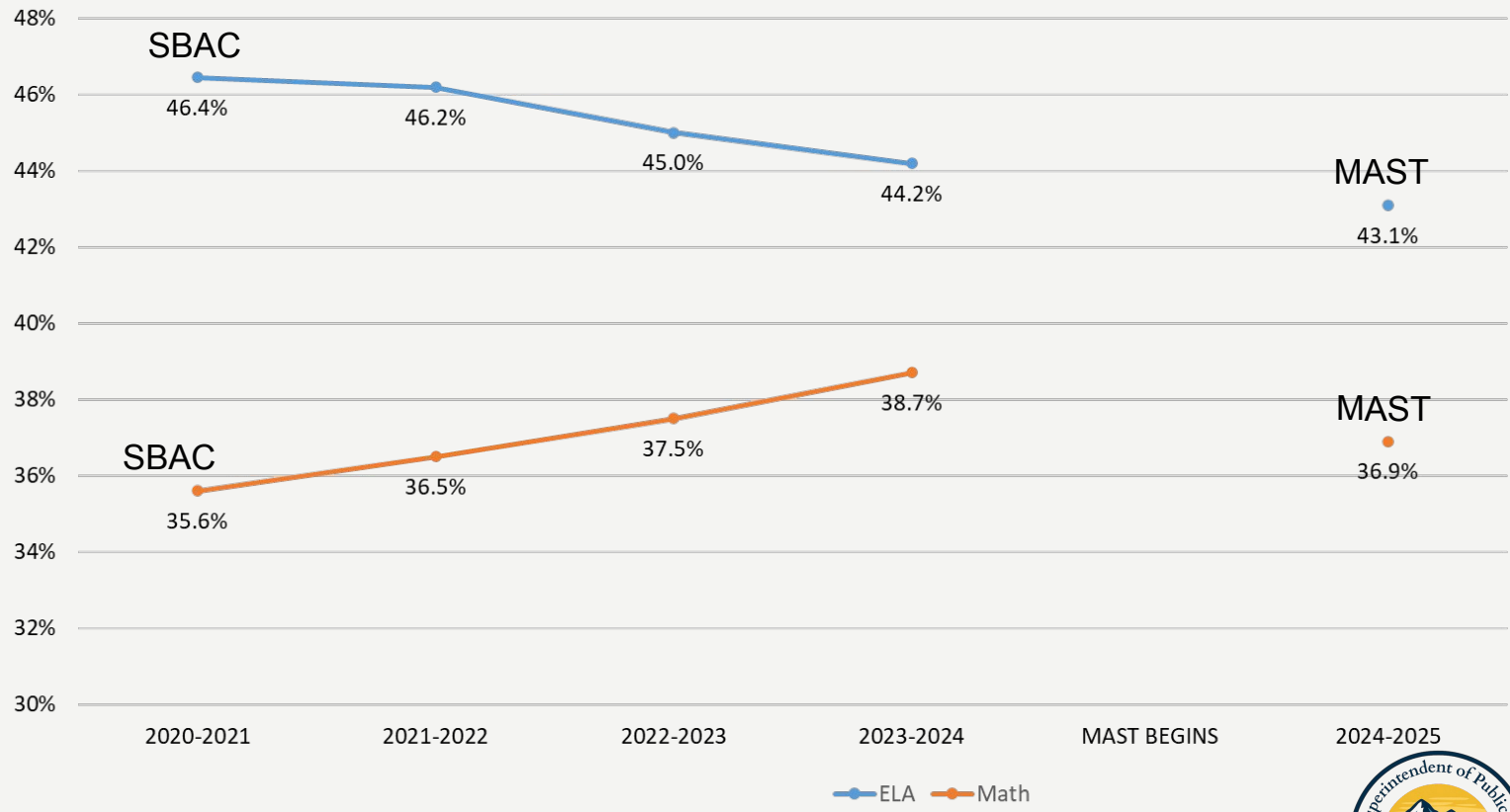
# MAST Achievement Cut Scores Set by Montana Educators

Montana's MAST Math Performance Levels	Novice	Partially Proficient	Proficient	Advanced
Grade	Level 1	Level 2	Level 3	Level 4
3	250-294	295-314	315-334	335-400
4	250-294	295-314	315-340	341-400
5	250-294	295-314	315-333	334-400
6	250-294	295-314	315-334	335-400
7	250-294	295-314	315-340	341-400
8	250-294	295-314	315-342	343-400

Montana's MAST ELA Performance Levels	Novice	Partially Proficient	Proficient	Advanced
Grade	Level 1	Level 2	Level 3	Level 4
3	250-294	295-314	315-344	345-400
4	250-294	295-314	315-344	345-400
5	250-294	295-314	315-347	348-400
6	250-294	295-314	315-343	344-400
7	250-294	295-314	315-353	354-400
8	250-294	295-314	315-351	352-400



# Longitudinal 3-8 Math & ELA Proficiency





# **Evolution & Improvements**

## Feedback Loops

- **Student surveys:** Pilot year 1 & 2, operational years 1 & 2
- **Teacher surveys & interviews:** Planning, operational years 1 & 2
- **Administrator surveys:** Spring 2026
- **Listening sessions:** After each window pilot year 2 and operational year 1
- **Assessment Implementation Committee:** 2025-2026 school year and beyond
- **Site visits:** both to observe & provide support
- **3rd Party (UM) Evaluation:** 23-24 and 24-25



# Improvement Areas

- Reporting
- Communication & Transparency
- Training/Professional Development
- Resources
- Within Year Growth Metric



## Improvements to Reporting

- Interactive reporting (Spring 2026)
  - Faster turnaround from Thursday after testing to Monday after testing
  - Filterable classroom insights
- Multiple formats for use (PDF, CSV, Interactive)
- Earlier access to school/district reporting (from end of year in 24-25 to week after testing in 25-26)
- Parent access to reports (Kite Parent Portal)
- Clarification of vocabulary



## Communication

- Monthly resources directly to teachers
- Shift focus from report access to report use (data chats with students, instructional next steps)
- OPI Current
- OPI Monthly Assessment Bulletin
- Direct Outreach



# Training/Professional Learning

- **Virtual Sessions:** Leading up to fall administration
- **MAST 4 Teachers:** Training on administration, performance tasks, math misconceptions, and using results for next instructional steps
- **Peaks of Practice:** Virtual teacher convening
- **MAST Summit:** Role-based sessions on preparing for administration and leveraging score reports
- **MAST Mini-Sessions:** Facilitated virtual support sessions scheduled by schools/districts
- **Hub Course:** Performance Task, STC Basics
- **Summer Institute:** Score Reports, Tech Lab, Standards & Instruction Alignment, Performance Task, EdReady
- **Training Facilitation Guides:** For local training



## Resources

- **Assessment Review Tool**-Support understanding and adjustment of assessment use
- **Performance Task (MAST Portal)**-Scoring rubrics, student-friendly rubrics, exemplary prompts and responses
- **Assessment specifications/blueprints (MAST Portal)**-Provides standards assessed on each testlet and content details
- **Interpretive guides (MAST Portal)**- for all score report types and levels
- **Result Overviews**-Supports communication of results at various levels



# Growth Development

- Consistently exploring growth models within MAST design (18 months)
- Work with technical advisors/vendor partner
- Partnering with Center for Assessment to understand use through school teacher and leader interviews

## Focus

- Meaningful use for educators
- Alignment to instructional decisions

## Goal

- Growth reporting that is useful and technically sound



## **Board of Public Education Assessment Standards**

### **10.56.101 STATEWIDE ASSESSMENT**

- (1) The Board of Public Education adopts rules for statewide assessments in the public schools and those private schools seeking accreditation.
- (2) The Board of Public Education recognizes that the primary purpose of assessment is to serve learning. An assessment system that includes multiple measures and is aligned to state content and program delivery standards will provide an integrated approach to inform student learning, progression, growth, and proficiency. An assessment system is structured to continuously improve teaching and learning and to inform education policy.
- (3) The obligation for funding statewide assessments is the responsibility of the state. This chapter may not be construed to require a school district to provide these assessments if the state does not have a current contract with test vendors for provision of these assessments to Montana school districts.
- (4) The Superintendent of Public Instruction shall recommend in writing to the Board of Public Education any modifications to the single system of statewide assessments as set forth in (2). The Board of Public Education may consider recommended modifications as an information item on an agenda at a Board of Public Education meeting. At that meeting, the Board of Public Education may vote to list the recommendations as an action item on the agenda of a subsequent Board of Public Education meeting. Unless approved by the Board of Public Education, no recommended modifications are effective and no accredited schools may implement the recommended modifications.
- (5) When developing a recommendation to the Board of Public Education for adopting statewide assessments the Superintendent of Public Instruction will include implications including alignment to content standards.
- (6) The Superintendent of Public Instruction shall:
  - (a) ensure Montana educators participate in the process;
  - (b) ensure that all statewide test items are field tested before being used to determine proficiency; and
  - (c) request approval from the Board of Public Education to allow for census field testing before determining proficiencies.

**Authorizing statute(s):** Mont. Const. Art. X, sec. 9, 20-2-121, MCA

**Implementing statute(s):** Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA

**History:** NEW, 1988 MAR p. 976, Eff. 5/27/88; AMD, 1992 MAR p. 1472, Eff. 7/17/92; AMD, 1993 MAR p. 683, Eff. 4/30/93; AMD, 1995 MAR p. 627, Eff. 4/28/95; AMD, 1997 MAR p. 1186, Eff. 7/8/97; AMD, 2000 MAR p. 957, Eff. 4/14/00; AMD, 2012 MAR p. 2057, Eff. 10/12/12; AMD, 2016 MAR p. 1392, Eff. 8/6/16; AMD, 2019 MAR p. 1050, Eff. 7/27/19; AMD, 2024 MAR p. 2000, Eff. 8/10/24.

### **10.56.102 PARTICIPATION**

- (1) By the authority of 20-2-121(11), MCA, and ARM 10.55.603, the Board of Public of Education adopts rules for statewide assessment in all public and accredited nonpublic schools.
- (2) Statewide assessments approved by the Board of Public Education shall be administered in all public and accredited nonpublic schools.
- (3) School districts shall annually administer statewide assessments to all students in accordance with state and federal laws and regulations that meet or exceed the following specifications:
  - (a) English language arts and mathematics assessments shall be aligned to Montana content standards in English language arts and mathematics and administered in grades 3-8 and at least once in grades 9-12;
  - (b) Science assessments shall be aligned to Montana content standards for science and administered not less than one time during grades 3-5, 6-9, and 10-12; and

- (c) Statewide assessments shall be administered in all public and accredited nonpublic schools within the statewide assessment windows established by the Superintendent of Public Instruction.
- (4) Statewide assessments aligned to Montana-English language proficiency standards shall be administered to all students identified as English Learners (EL) in grades K-12 within the statewide assessment windows established by the Superintendent of Public Instruction.
- (5) The Board of Public Education may approve alternative grade levels and timelines for the administration of statewide assessments due to the availability of assessments and other academic factors.
- (6) School districts shall use guidance provided by the Office of Public Instruction to inform parents/guardians about statewide assessments, pursuant to ARM 10.55.601 and 10.55.722, including:
  - (a) the purpose;
  - (b) the source of the requirement;
  - (c) when the information about student performance is provided to relevant educators and specialists and parents/guardians;
  - (d) how relevant educators and specialists, principals, and district officials use the information about student performance; and
  - (e) how parents/guardians can use that information to help their child.

**Authorizing statute(s):** Mont. Const. Art. X, sec. 9, 20-2-121, MCA

**Implementing statute(s):** Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA

**History:** NEW, 2019 MAR p. 1050, Eff. 7/27/19; AMD, 2024 MAR p. 2000, Eff. 8/10/24.

### **10.56.103 TEST SECURITY**

- (1) The Office of Public Instruction has the responsibility to audit test administration activities to monitor adherence to test security and best practices without undue disruption to schools.
- (2) All statewide assessments must be administered to students only by school district employees who have been trained and are familiar with standardized testing procedures.
- (3) Suspected violations of test security must immediately be reported to the Office of Public Instruction.
- (4) Failure to comply with the test administration and security requirements may result in the Office of Public Instruction making a recommendation for consequences to the Board of Public Education for further action within the limits of its authority.

**Authorizing statute(s):** Mont. Const. Art. X, sec. 9, 20-2-121, MCA

**Implementing statute(s):** Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA

**History:** NEW, 2019 MAR p. 1050, Eff. 7/27/19.

### **10.56.104 ACCESSIBILITY AND ACCOMMODATIONS**

- (1) Schools shall administer statewide assessments with or without accommodations based on individual student needs consistent with all state and federal laws and regulations.
- (2) The Individualized Education Program (IEP) team for a student shall determine if the student meets the eligibility criteria for the statewide alternate assessment based on the alternate achievement standards.
- (3) Schools shall use the guidance from the Superintendent of Public Instruction to identify English Learners (EL) and annually monitor individual progress in acquiring academic English consistent with all state and federal laws and regulations.

**Authorizing statute(s):** Mont. Const. Art. X, sec. 9, 20-2-121, MCA

**Implementing statute(s):** Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA

**History:** NEW, 2019 MAR p. 1050, Eff. 7/27/19.

### **10.56.105 REPORTING**

- (1) The Superintendent of Public Instruction shall provide an annual report of the statewide assessment results to the Legislature and the Board of Public Education.
- (2) The Superintendent of Public Instruction shall make available student assessment results in compliance with confidentiality requirements of federal and state law. To facilitate transparency, the statewide assessment results released to the public shall be accompanied by a clear statement of the purpose, subject areas assessed, description of proficiency levels, and the percentage of students who participated in the assessments.
- (3) Annual assessment results are a part of each student's permanent record as described in compliance with 20-1-213 and 20-7-104, MCA.

**Authorizing statute(s):** Mont. Const. Art. X, sec. 9, 20-2-121, MCA

**Implementing statute(s):** Mont. Const. Art. X, sec. 9, 20-2-121, 20-7-402, MCA

**History:** NEW, 2019 MAR p. 1050, Eff. 7/27/19; AMD, 2024 MAR p. 2000, Eff. 8/10/24.