

Introduction to the State Performance Plan (SPP)/Annual Performance Report (APR)

General Supervision System:

The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.

The Office of Public Instruction (OPI) has a comprehensive system of general supervision that includes a review of IDEA Part B applicants' policies and procedures to ensure consistency with IDEA Part B requirements. It also includes procedures for formal complaints and due process hearings and mediation, and an Early Assistance Program (EAP) to resolve issues prior to their becoming formal complaints or going to due process. It provides a compliance monitoring process based on a five-year cycle, and a focused intervention system based on selected performance indicators.

Each component of the general supervision system includes procedures for tracking data to ensure requirements and timelines are corrected within required timelines. Complaints, mediations, and due process hearing timelines are tracked by the legal division of the OPI. The LEA/applicant policies and procedures and data, including data gathered through compliance reviews, review of data from the state database, examination of specific, procedural and/or substantive violations of compliance identified by examination of due process hearing decisions and the review of data from the state database and focused intervention are tracked through the OPI Division of Special Education. Continuous improvement, based on each LEA's five-year comprehensive plan, is reported by LEAs annually and tracked through the Accreditation Division.

Compliance Monitoring

The OPI reviews individual student records to verify that the LEA's child find procedures, evaluation/re-evaluation processes, and the Individualized Education Program (IEP) procedures meet IDEA requirements and Montana's standards. This student record review also addresses transfers, expulsion, suspension, aversive treatment plans, manifestation determinations, surrogate parents, private schools, high school graduates, exited students, students found not eligible, students who have had an evaluation report and IEPs during the current year and students whose parents have revoked consent for special education services. Compliance monitoring activities consist of:

- review of a sample of individual student records to examine current practices and documentation;
- review of district policy, practices, and procedures;
- visits to selected schools, when appropriate; and
- contact with individual teachers and specialists to discuss records selected for review, when appropriate.

All identified noncompliance is recorded, verified, and accounted for through a process of:

- notification to the district of all identified noncompliance and required corrections to be made;
- required correction of all identified noncompliance as per OSEP's 09-02 memo (Prong 1 of correction);
- district submission of up-dated data from the district verifying 100 percent post-monitoring compliant policy, practice, and procedure (Prong 2 of correction);
- timely issuance of findings, including corrective actions, for identified noncompliance not corrected. Each finding cites a specific regulation, either federal or state, identified through a review of individual student records and describes the nature of the noncompliance;

- Additional issuance, when appropriate, of required technical assistance and district submission of up-dated data verifying 100 percent post-monitoring compliance in policy, practice, and procedure for issues corrected but originally identified to a degree that is indicative of systemic concern;
- Completion of required technical assistance and professional development activities; and
- The issuance of a final report to the district upon completion of all required compliance monitoring requirements.

The OPI maintains tracking systems for compliance monitoring, as well as a separate tracking system through the Legal Services Division for due process hearings, mediation, complaints and the EAP. The tracking systems are reviewed, on no less than a monthly basis, to ensure timelines are met and procedures are being followed. Personnel maintaining the tracking systems are responsible for ensuring program specialists are kept aware of the timelines. Program specialists conduct follow up with the LEAs, as appropriate, to ensure the LEA is addressing the corrective actions required in accord with the designated times.

The state identified 4 instances of non-compliance that were not related to any of the SPP/APR indicators. Correction of the 4 instances of identified noncompliance was verified using both prongs of the verification process described in the OSEP's 09-02 Memorandum and subsequent guidance from the OSEP. Each LEA in Montana has an on-site monitoring record review on a five-year cycle. Residential and correctional facilities are reviewed on a three-year cycle. The OPI monitoring staff selects records for review and uses a standard record review protocol to conduct the reviews. During this process, instances of noncompliance with the requirements of the IDEA regulations are identified. Following the on-site review, each LEA is provided with a list, by student, of every instance of noncompliance identified during the review. The LEAs are given a specific set of timelines in which to correct every instance of noncompliance. Following the initial verification of correction, the OPI staff review additional records completed subsequent to the identification of the noncompliance to verify that the LEA is complying with all IDEA regulations. If an LEA completes the correction of each instance of noncompliance, and provides the OPI with sufficient additional records to verify ongoing evidence of compliance, then no finding is issued to the LEA. This practice by the state is based on the guidance provided by OSEP in the *FREQUENTLY ASKED QUESTIONS REGARDING IDENTIFICATION AND CORRECTION OF NONCOMPLIANCE AND REPORTING ON CORRECTION IN THE STATE PERFORMANCE PLAN (SPP)/ANNUAL PERFORMANCE REPORT (APR)* document. In the process for determination of findings, the OPI considers a variety of factors, including: (1) whether the noncompliance was extensive or found in only a small percentage of files; (2) whether the noncompliance showed a denial of a basic right under the IDEA (e.g., an extended delay in initial evaluation beyond applicable timelines with a corresponding delay in the child's receipt of FAPE, or a failure to provide any services in accordance with the IEP); and (3) whether the noncompliance represents an isolated incident in the LEA, or reflects a long-standing failure to meet IDEA requirements. When data indicate that additional evidence of sustained post-monitoring compliance is necessary, the OPI requires the district to obtain additional training and/or submit additional evidence of sustained compliance.

The same verification procedures are used for all noncompliance, whether collected through the state's on-site monitoring system, desk review of records, state complaint or due process hearing decisions, or statewide student data system.

Technical Assistance System:

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs.

The OPI Special Education Division is organized into four work units that have specific functions and also provide technical assistance related to those functions.

The school improvement/compliance monitoring unit provides both broad and specific technical assistance and training related to the all aspects of the special education process, the proper use and documentation of records and student specific issues. General technical assistance training is regularly scheduled and specific LEA technical assistance is provided whenever requested. Technical assistance is also provided to insure timely correction of all identified noncompliance and training is given related to such non-compliance. The professional development unit is responsible for implementing a number of major training initiatives for the OPI. These programs include:

Comprehensive System of Personnel Development (CSPD)

Montana Behavioral Initiative (MBI)

Response to Intervention (RTI)

Montana Autism Education Project (MAEP)

Montana Higher Education Consortium

Traineeships

Technical assistance is provided as needed to assist in the development and presentation of all professional development activities.

The data and accountability unit provides LEA's technical assistance for all data entry and reporting for all required state and federal reporting purposes. This is done across a variety of platforms and applications. Again, technical assistance training is regularly scheduled and specific LEA technical assistance is provided whenever requested.

The IDEA Part B Program Unit provides technical assistance to LEA's in applying for, use, and accounting of state and federal special education funds. Assistance is also provided in developing and implementing program narratives and special education procedures.

Technical assistance and up-dates are regularly provided to all the directors of special education at conferences and regional meetings.

In addition, OPI professional staff have areas of professional expertise that is available to LEA's, at request, for technical assistance and/or training.

Professional Development System:

The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities.

The professional development unit of the special education division operates in a highly structured and efficient system across all of its activities. The Unit Director has been with the office for many years and has spearheaded numerous initiatives that have become national models.

Comprehensive System of Personnel Development (CSPD)

Montana's **Comprehensive System of Personnel Development (CSPD)** and the **State Personnel Development Grant (SPDG)** provide professional development opportunities, technical assistance, and support to enhance LEA's knowledge and implementation of effective strategies to improve graduation rates and decrease student dropout, in providing FAPE in the LRE with nondisabled peers, training for general education personnel on strategies to use in responding to students with disabilities needs in the regular education setting, research-based strategies to improve student achievement, and provide training in practices to improve instruction through the Response to Intervention (RTI) project. They also provide statewide training, technical assistance and guidance for IEP teams in IDEA requirements and state procedures, including specific training on timeline requirements.

The five (5) regional CSPD Councils analyze the alignment between the data in the APR and the professional development activities offered in each region. The OPI implemented procedures for the alignment of the professional development offered in each region to the SPP indicators. Based upon an analysis of the SPP/APR data for a given region, the CSPD Council identified the training needs for the region and provided the OPI with a description of which indicator(s) each professional development activity was addressing. This process focused the professional development activities offered throughout Montana on improving the results for students related to each SPP indicator. The CSPD Regions are providers of "just in time" professional development. Based on the performance of the schools on the indicators, the CSPD

Regions respond to these needs and provide the appropriate professional development, i.e., instructional strategies, reading, math, transition, early childhood, paraprofessional, etc. The CSPD Regions also provide trainings for general educators to ensure access to the general education curriculum.

The OPI and CSPD Council developed an **Early Childhood Partnership for Professional Development (ECPPD)** committee which provides professional development opportunities for LEA staff involved in the education of preschool-age children. The ECPPD brings together all agencies and organizations that are providers of early childhood education. This includes Head Start, the Governor's Best Beginnings Council, the OPIs Indian Education Division, Part C agency and providers, home day-care providers, center-based day-care providers, and Striving Readers programs. The ECPPD provides the forum for these groups to facilitate consistent professional development for all personnel in early childhood education. Trainings are provided by the CSPD Regions and Part C providers, with continuing education units provided by the Early Childhood Project.

Also under the CSPD, the **Paraprofessional Consortium** is comprised of paraprofessionals, parents, teachers, and administrators in general and special education. The consortium provides resources to support paraprofessionals to be appropriately trained to work with students. The consortium has a Website which provides resources, information on Qualified Paraprofessionals, assessment information, evaluation, employment and recognition. Professional Development is provided through the CSPD regions. Twenty modules are available and provided by trainers in topics such as autism, behavior management, teaming, orientation to special education and others.

Training activities for general education personnel continue to be supported by the SPDG and IDEA funds to provide them with skill sets to respond to the needs of students with disabilities in the regular education classroom. Additionally, regular education personnel are encouraged to participate in any training offered through the CSPD regions or OPI training activities and do so in significant numbers. Division of Special Education staff provided workshops for general education teachers as a part of the MEA/MFT educator conference, at other state conferences and CSPD workshops, as well as at LEA request. The annual MBI conference has been extremely successful in providing general education personnel the skills necessary to implement positive supports in the regular education setting.

The CSPD regions work closely with the **Regional Education Service Areas (RESAs)** to provide professional development in both general and special education. The CSPD and RESAs coordinate their professional development activities to meet the needs of educators in their regions. The RESAs are supported through the OPI Accreditation Division. The CSPD coordinators and SPDG director participate in the RESA State Advisory Council. The RESAs and CSPD regions assist with Common Core trainings and work closely with the Striving Readers programs.

The **OPI School Mental Health (SMH)** coordinator worked collaboratively with the Children's Mental Health Bureau at the Department of Public Health and Human Services (DPHHS) to facilitate the provision of mental health services in schools through CSCT (Comprehensive School and Community Treatment Services). This position continues to serve on the DPHHS sponsored CSCT work group. Additional SMH activities included social and emotional learning, trauma-informed supports, suicide prevention, and positive behavior supports in alternative settings. Such proceedings are accomplished through joint trainings, interagency and multi-systems collaboration, the development and ongoing work of Community of Practice (CoP) webinars hosted by the IDEA Partnership, annual face to face CoP meeting, conference calls and the establishment of School Mental Health integration into the annual MBI (PBIS) Summer Institute. The SMH coordinator at the OPI promotes enhanced collaboration toward system integration among families, youth-serving agencies and working toward whole person wellness within our schools.

The Montana Behavioral Initiative (MBI), which is Montana's Positive Behavior Intervention and Supports System (PBIS) initiative has been in place for over 20 years. The MBI continues to provide training to LEA staff through two prongs to improve school climate, instructional techniques, and implementing school-wide approaches to positive behavioral intervention and support. First, the MBI Summer Institute is held each summer. In June 2014 the Summer Institute attracted over 1,000 attendees from across Montana and other states. These attendees received a week-long series of workshops in topics such as PBIS, RTI, changing

school climate, and improving instructional techniques.

The second prong of MBI is at the school level. Approximately 240 of Montana's schools have enlisted to be "MBI Schools." These schools are provided with intensive team training and support in implementing PBIS initiatives with their schools. Each school is provided with an MBI Consultant to facilitate the implementation process with the schools and to assist in gathering data.

Another component of the MBI is MBI Youth Days. Youth Day activities brought together students from across Montana is a series of regional meetings. The Youth Day activities focused on character education and service learning and resulted in the teams of students creating action plans for their schools regarding the implementation of the MBI process. These workshops addressed leadership skills, asset building and bullying prevention through student-directed activities. The FFY13 MBI Youth Days also partnered with Project Unify with Special Olympics. For 2014, 60 middle and high schools, 631 students and 115 chaperones participated. Students and chaperones worked at 57 service sites.

In response to the needs of secondary high schools the MBI has developed a High School Forum. The MBI High School Forum addresses PBIS in high schools, drop-out prevention and attendance. Twenty-six high schools participated in FFY13 with 117 participants—9 AA, 5A, 7B and 5C high schools.

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The **Response to Intervention (RTI) project** enrolled nearly 100 schools in the project for training. The majority of these schools have been in training for three or more years and are in the implementing or advanced stages. Montana currently has 23 schools that have achieved a sustaining status. Regional consultants assisted RTI problem-solving teams on-site in implementing and improving the project in their schools. Building problem-solving and intervention capacity in schools also greatly increases the ability of schools to appropriately identify students with disabilities. The OPI staff also worked with and supported all CSPD regions to provide RTI support trainings to school-level teams.

The OPI Special Education Division staff collaborated with the Division of **Indian Education** and other OPI staff on the development and delivery of professional development related to the unique needs of Montana's students. In particular, an understanding of American Indian Culture and factors that lead to a higher dropout rate for American Indian students is felt to be a critical component in keeping students in schools. As with all students, data on American Indian students with disabilities who have dropped out of school is analyzed and shared with the Division of Indian Education and the Board of Public Education. Special Education staff analyzed data on American Indian students with disabilities for the Indian Education staff to facilitate in designing activities to decrease the dropout rates of American Indian students.

Montana Autism Education Project (MAEP)

The **Montana Autism Education Project (MAEP)** expanded the provision of on-site assessment and consultation regarding individual children as well as broader training opportunities at LEA, regional, and state-wide levels to improve the LEAs ability to respond to the challenging behaviors and other instructional needs of children with autism and other low-incidence disabilities.

The MAEP coordinator supervised seven behavioral consultants who provided technical assistance and training to LEA staff and pre-service university programs who educate students with autism and significant cognitive delays. This provided staff development to general and special education staff and pre-service education and speech pathology students.

Student-specific technical assistance activities include: observations of students and discussion with current staff; review of the IEP with technical assistance on developing comprehensive autism services; and consultations on the development of behavioral intervention and communication strategies.

Professional development activities included: providing training in communication strategies (i.e., PECS,

iPads); providing training on effective components of programs for students with autism; and functional behavior assessment and the development of behavior intervention plans. The MAEP also provided financial assistance to school and pre-service staff to attend non-MAEP workshops and trainings.

Additionally, the MAEP sponsors access to an online training curriculum in educating students with autism spectrum disorders.

The **Montana Higher Education Consortium (HEC)** is a unique community of practice that has brought together general and special education faculty members from all teacher training programs in the state of Montana.

The HEC has met twice a year for the past fifteen years, in the spring and fall, to discuss critical issues and share ideas relating to teacher training programs in Montana. The meetings have created a strong partnership and collaboration between faculty members at the teacher training programs. The universities and colleges in Montana benefit from the information they receive from the Montana Office of Public Instruction. The HEC has connected and collaborated with two OSEP national centers, IRIS and CEEDAR.

The Unit also implements the **State's Professional Development Grant (SPDG)**.

Professional development in Montana are aligned with Superintendent Juneau's Graduation Matters Montana initiative, common core standards, Montana's State Personnel Development Grant, our Comprehensive System of Personnel Development (CSPD), and our State Performance Plan, including its improvement activities.

Multi Tiered System of Support

Montana has long supported tiered support systems through the MBI and RTI initiatives. The goal of Montana's MTSS project is to bring those initiatives together to create an all-encompassing system that supports Montana students with a system of braided behavioral and academic supports. The Montana MTSS project is a system of prevention, early intervention and tiered support that ensures all students, including both struggling and advanced learners, are achieving to high academic and behavioral standards. To this end, individual student progress is monitored and results are used to make the best instructional and intervention decisions for every student.

Montana MTSS Guiding Principles include:

- committed leadership at the state's district and school levels,
- collaboration teaming,
- data regularly collected from universal screenings and ongoing assessments,
- school-wide commitment to ongoing professional development,
- continuum of evidence-based curriculum, instruction and interventions used to support all students based on their needs.

Montana MTSS has been working with 17 schools, including 2 high schools and 6 early childhood programs, to develop the process. Several tools have been developed and piloted, including the Integrity Rubric and Implementation Checklist.

Stakeholder Involvement:

The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.

The Special Education Division of the Office of Public Instruction (OPI) provides multiple services to Montana schools to assist them in providing a quality education to all students. The programs managed through this division are aligned with State Superintendent Juneau's Graduation Matters Montana initiative, common core standards, Montana's State Personnel Development Grant, our Comprehensive System of Personnel Development (CSPD), and our State Performance Plan, including its improvement activities. The special education division is organized into four work units that provide professional development, funding, data collection and analysis, and general supervision to local school districts and other special education programs in the state. These efforts are supported by an excellent group of administrative assistants that

keep the division functioning smoothly.

Montana is a frontier state that is often described as a small town with very long streets. The special education and disability communities are relatively small, but close knit. Personal acquaintanceships and relationships are cultivated and nurtured. We maintain an ability to communicate and exchange information on a less formal basis at times than in many other states and agencies. To promote all the relationships we value, we hold a strong presence in the public forum where there is an intense interrelationship between agencies, associations, and advisory panels and councils, with special education staff serving both appointed and designated multiple advisory and liaison roles. The same holds true with the membership of the state special education advisory panel with strong representation, including not only required member roles, but from a cross section of the disability community including students. Dissemination of information from all these forums is routinely distributed to participants and to the public which then encourages ongoing input and discussion.

Guidance for Montana's Improvement activities comes from this broad acculturated group of stakeholders starting with the advisory panel and supplemented with input gained firsthand from the multiple agencies, groups, and individuals our office seeks out and engages.

Discussions and Stakeholder input of the SPP, APR, SSIP, and RDA began in 2013 with our State Special Education Advisory Panel. The Panel is fully vested as required and broadly representative of Montana. Additionally, many of the panel members as well as SEA staff serve in other agency or organization leadership positions or on advisory groups in the disability community. This enables us to draw insight and advise from a very encompassing overview and understanding of Montana's unique needs, potentials, weaknesses and strengths. The advisory panel is our primary stakeholder group.

Additionally, there are a number of other stakeholder groups that we sponsor and participate in.

- Our state CSPD includes both regional and state councils that regularly meet to assess APR data and to evaluate professional development priorities and results.
- The OPI and CSPD Council developed an **Early Childhood Partnership for Professional Development (ECPPD)** committee which provides professional development opportunities for LEA staff involved in the education of preschool-age children. The ECPPD brings together all agencies and organizations that are providers of early childhood education. This includes Head Start, the Governor's Best Beginnings Council, the OPI's Indian Education Division, Part C agency and providers, home day-care providers, center-based day-care providers, and Striving Readers programs.
- Also under the CSPD, the **Paraprofessional Consortium** is comprised of paraprofessionals, parents, teachers, and administrators in general and special education. The consortium provides resources to support paraprofessionals to be appropriately trained to work with students. The consortium has a Website which provides resources, information on Qualified Paraprofessionals, assessment information, evaluation, employment and recognition.
- The CSPD regions work closely with the RESAs to provide professional development in both general and special education. The CSPD and RESAs coordinate their professional development activities to meet the needs of educators in their regions. The RESAs are supported through the OPI Accreditation Division. The CSPD coordinators and SPDG director participate in the RESA State Advisory Council. The RESAs and CSPD regions assist with Common Core trainings and work closely with the Striving Readers programs.
- The OPI School Mental Health (SMH) coordinator worked collaboratively with the Children's Mental Health Bureau at the DPHHS to facilitate the provision of mental health services in schools through CSCT (Comprehensive School and Community Treatment Services).
- The OPI continues its collaboration with the IDEA Partnership, the School Administrators of Montana (and its affiliated groups), the MEA/MFT, the Montana Association of School Psychologists and others that make up the Montana RTI Council to provide guidance to facilitate the implementation of the RTI process in Montana. The partnership also supports the SMH community of practice.

- The OPI Special Education Division staff has developed productive working relationships with other Montana Agencies that serve youth and adults with disabilities. Division staff participated as members of advisory councils for vocational rehabilitation, juvenile justice, developmental disabilities, the state independent living council and the mental health divisions of the DPHHS. These connections have allowed the OPI staff to build strong working relationships with other agencies, which resulted in multiple collaborative projects that have strengthened the commitments of all involved to working with Montana's youth to facilitate smooth transitions from birth to adulthood.
- Working with staff from the Technical Assistance for Excellence in Special Education (TAESE) center, the OPI has facilitated the Montana Higher Education Consortium (HEC) for over ten years. The HEC continues to be a part of CSPD and brings together members of the School of Education faculty from each of the colleges and universities in Montana. Participation in the consortium is strong, and includes faculty members from each of the public and private colleges in Montana. This group has worked to provide greater standardization of the teacher training programs in Montana, and has worked together to improve pre-service training programs. This group also is analyzing dispositions of teacher candidates and how to address them, resulting in better qualified educators.]
- The OPI continued to provide grant monies to the parent training and support center Parents, Let's Unite for Kids (PLUK). This supports the organization's efforts to provide training and information to improve parental involvement, training to parents and others regarding the requirements of the IDEA and effective strategies for parents to participate in their child's education.

Annually, the SEA brings together representatives from all these stakeholder groups for a joint meeting in May facilitated by TAESE. This meeting gathers over 80 front-line stakeholders together to share up-dates of issues and to gather input from a comprehensive representation of Montana disability community, families and parents of regular and special education children and students. For the past two years, the topic has been Montana's SSIP and activities have been conducted to solicit both general and specific stakeholder input. In May 2014, after meeting with the State Advisory Panel in January, the joint meeting conducted a SWOT analysis led by Norm Ames from Mountain Plains Regional Resource Center centered on successful school completion and graduation rates. Compiled results were analyzed and reviewed by the State Advisory Panel in June and September. Final review and input from the Panel were received and incorporated into the Montana SSIP. Specific targets were set for indicators 1-16 in September 2014.

Reporting to the Public:

How and where the State reported to the public on the FFY 2012 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2012 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2012 APR in 2014, is available.

Dissemination of the State Performance Plan and Annual Performance Report to the Public

The February 2, 2015, Montana Annual Performance Report and revised State Performance Plan will be made available to the public via the OPI Web site at <http://www.opi.mt.gov/Programs/SpecialEd/Index.html> by no later than March 1, 2015. For the FFY 2013 SPP/APR, all information related to Indicator 17, State Systemic Improvement Plan, including baseline and targets, due April 1, 2015, will be made available to the public via the OPI Web site at <http://www.opi.mt.gov/Programs/SpecialEd/Index.html> by no later than May 1, 2015. An electronic announcement of the report with links to the Montana State Performance Plan and Annual Performance Report will be sent to the authorized representatives of the LEAs, directors of special education, to the parent training and information center PLUK, to Disability Rights Montana and to state and regional CSPD Council members. Hard copies of both documents are given to members of the state Special Education Advisory Panel.

Indicator 1: Graduation

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Historical Data

Baseline Data: 2011

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		69.90%	70.00%	80.00%	80.00%	80.00%	80.00%	80.00%
Data	70.20%	68.90%	73.90%	76.80%	74.90%	78.30%	69.20%	80.60%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	81.00%	81.20%	81.40%	81.60%	81.80%	82.00%

Targets: Description of Stakeholder Input

Stakeholder input is described in detail in the introduction.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2012-13 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	9/15/2014	Number of youth with IEPs graduating with a regular diploma	884	
SY 2012-13 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	9/15/2014	Number of youth with IEPs eligible to graduate	1,159	
SY 2012-13 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec C150; Data group 695)	9/23/2014	2012-13 Regulatory four-year adjusted-cohort graduation rate table	76.27%	Calculate 

FFY 2013 SPP/APR Data

Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma	Number of youth with IEPs in the current year's adjusted cohort eligible to graduate	FFY 2012 Data	FFY 2013 Target	FFY 2013 Data
884	1,159	80.60%	81.00%	76.27%

Explanation of Slippage

Table 1.1 Montana Performance Target Status for FFY 2013

School Year	Graduation Rate for Special Education	Confidence Interval – High	Confidence Interval – Low	SPP Performance Target for FFY 2011	State Performance Status
2012-2013	76.3%	78.6%	73.7%	81.0%	Target Not Met

Montana did not meet its target for this indicator. The data reflect a slight decrease in the graduation rate. Montana purposefully set its targets for Indicator 1 ambitiously to align with the State Superintendent's Graduation Matters Initiative. These targets also are aligned with the state's indicator 17.

A comparison of the data for three years shows a decrease in the graduation rate for students with disabilities for FFY 2013. This follows an increase in the graduation rate for students with disabilities seen in FFY 2012. These fluctuations in the graduation rate reflect changes in the actual numbers of students graduating. For FFY 2013 Montana saw an increase of 78 students leaving school, but an increase of only 13 in the number of students graduating. This resulted in a decrease in the percentage of students with disabilities that left school by graduating. To address the OPI's ongoing concern regarding the graduation rates for all students, the office continues to implement the Graduation Matters Montana initiative. This initiative is designed to bring more light on the graduation issues, to increase community involvement in Montana's schools, and to focus the entire state's energies on graduating all students college and career ready.

The OPI closely examines graduation rate data for all LEAs and continues to provide technical assistance to LEAs to improve graduation rates for students with disabilities. In the analysis above it was noted that five LEAs were identified which did not meet the graduation rate target. The OPI uses an electronic grants management system that is known as EGrants. The LEAs annually apply for funds under IDEA using this system. As a portion of the required application, each LEA must complete a series of objectives related to the LEA's performance on each SPP performance indicator. In this system, any LEA that does not meet the statewide target for a particular indicator must indicate as a part of the annual application what activities will be undertaken to address that indicator. For example, the five LEAs that did not meet the target for graduation rates will have indicated in the annual application what activities they will use to increase the graduation rate for students with disabilities.

Graduation Conditions Field

Provide the four-year graduation cohort rate. The four-year graduation rate follows a cohort, or a group of students, who begin as first-time 9th graders in a particular school year and who graduate with a regular high school diploma in four years or less. An extended-year graduation rate follows the same cohort of students for an additional year or years. The cohort is "adjusted" by adding any students transferring into the cohort and by subtracting any students who transfer out, emigrate to another country, or die during the years covered by the rate.

Under 34 C.F.R. §200.19(b)(1)(iv), a "regular high school diploma" means the standard high school diploma awarded to students in a State that is fully aligned with the State's academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. The term "regular high school diploma" also includes a "higher diploma" that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

Montana's U.S. Department of Education-approved high school graduation rate is an estimated cohort group rate. This estimated cohort method utilizes both dropout and graduate data and uses data from four consecutive years. Graduation rate, defined as "the percentage of students who graduate from secondary school with a regular diploma in the standard number of years" (i.e., "on-time") is the required additional indicator for public high schools in Montana's AYP determinations.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

Indicator 2: Drop Out

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

Historical Data

Baseline Data: 2011

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≤		5.80%	5.60%	5.10%	5.00%	4.90%	4.80%	4.70%
Data	5.90%	5.60%	4.50%	4.50%	3.40%	3.50%	4.00%	3.70%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≤	3.60%	3.60%	3.50%	3.50%	3.40%	3.40%

Targets: Description of Stakeholder Input

Stakeholder input is described in detail in the introduction.

FFY 2013 SPP/APR Data

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out	Total number of all youth with IEPs who left high school (ages 14-21)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
259	6,888	3.70%	3.60%	3.76%

Use a different calculation methodology

Please explain the methodology used to calculate the numbers entered above.

Number of special education dropouts, grades 7-12

The data presented in Table 2.1 below is used to assess Montana's progress in meeting its FFY 2013 performance target for the dropout rates of students with disabilities. The state set a target, based on a sample size of a minimum N of 10, of decreasing the dropout rates of students with disabilities to 3.6 percent for FFY 2013, within a 95 percent confidence interval. When assessing Montana's progress in meeting its established performance target, a minimum N of 10 and a confidence interval are applied to reduce the effect of variability due to small sample sizes. When the minimum N and the confidence interval are applied, Montana meets its target.

Table 2.1 Montana Performance Target Status for FFY 2013

School Year	Special Education Dropout Rate	Confidence Interval – High	Confidence Interval – Low	SPP Performance Target for FFY 2011	State Performance Status

2012-2013	3.8%	4.2%	3.3%	3.6%	Met Target
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Measurement: States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

The calculation method used in this report is an event rate (snapshot of those who drop out in a single year) adapted from the National Center for Education Statistics (NCES) at the U.S. Department of Education and is consistent with the requirements of the NCES Common Core of Data (CCD) reporting.

Dropout Rate calculation:

Dropout Rates are calculated by dividing the number of special education dropouts, grades 7-12, by the number of students with disabilities, grades 7-12, enrolled in school as of the first Monday in October.

Number of students with disabilities enrolled in school as of October 1, grades 7-12

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

Indicator 3A: Districts Meeting AYP/AMO for Disability Subgroup

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		39.00%	40.40%	41.00%	41.00%	41.50%	41.50%	41.50%
Data	40.40%	50.00%	44.30%	8.80%	17.80%	8.20%	6.90%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥						

Targets: Description of Stakeholder Input

Stakeholder input is described in detail in the introduction.

FFY 2013 SPP/APR Data

Does your State have an ESEA Flexibility Waiver of determining AYP? Yes No

Number of districts in the State	Number of districts that met the minimum "n" size	Number of districts that meet the minimum "n" size AND met AYP	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
409	54	0	0%		0%

Provide additional information about this indicator (optional)

Montana was granted an assessment waiver for the 13-14 school year. (See attachments) As a result of this waiver, Montana was required to carry forward the assessment and AYP data from FFY 2012. These data show that Montana had 54 LEAs that met the minimum N size for the special education subgroup, and of those, 0 LEAs made AYP. The SBAC assessment is being administered in FFY 2014 and baseline data will be available for the APR to be submitted February 1, 2016. Targets will be set next year when new baseline data is available.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

Indicator 3B: Participation for Students with IEPs

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Group Name	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
Reading	A Overall	2005	Target ≥		95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
			Data	99.00%	97.30%	95.60%	98.20%	95.00%	96.10%	96.60%	95.80%
Math	A Overall	2005	Target ≥		95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
			Data	99.00%	97.60%	95.80%	95.40%	95.90%	96.30%	96.90%	97.00%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

	FFY	2013	2014	2015	2016	2017	2018
Reading	A ≥ Overall	100%	100%	100%	100%	100%	100%
Math	A ≥ Overall	100%	100%	100%	100%	100%	100%

Targets: Description of Stakeholder Input

Stakeholder input is described in detail in the introduction.

Would you like to use the assessment data below to automatically calculate the actual data reported in your FFY 2013 APR by the grade groups you provided on the Reporting Group Selection page? **yes**

Would you like the disaggregated data to be displayed in your final APR? **yes**

Data Source: SY 2013-14 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589) **Date:** 12/18/2014

Reading assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	165	141	170	168	154	154	0	90	125	0	0
b. IEPs in regular assessment with no accommodations	0	0	0	0	0	0		0	0		
c. IEPs in regular assessment with accommodations	0	0	0	0	0	0		0	0		

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Reading assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards											
f. IEPs in alternate assessment against alternate standards	105	101	122	120	104	92		90	0		

Data Source: SY 2013-14 Assessment Data Groups - Math (EDFacts file spec C185; Data Group: 588) **Date:** 12/18/2014

Math assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	169	143	182	170	156	147	0	90	140	0	0
b. IEPs in regular assessment with no accommodations	0	0	0	0	0	0		0	0		
c. IEPs in regular assessment with accommodations	0	0	0	0	0	0		0	0		
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards											
f. IEPs in alternate assessment against alternate standards	105	101	122	120	104	92		90	0		

FFY 2013 SPP/APR Data: Reading Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Overall	1,167	734	95.80%	100%	62.90%

Explanation of Group A Slippage

Based on Montana's approved testing waiver, all districts participated in the field testing of the Smarter-Balanced assessment (SBAC). The participation data provided from the field test were incomplete, therefore Montana is unable to report on the participation of students with disabilities in the statewide assessment for FFY 2013. Participation rate data will be provided

FFY 2013 SPP/APR Data: Math Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Overall	1,197	734	97.00%	100%	61.32%

Explanation of Group A Slippage

Participation rates reported are for the statewide alternate assessment only. As a result, the number of students reported is very limited. Additionally, the complexity of conducting the alternate assessment to full completion affects the participation rate. Attendance, limitations associated with specific disabilities, and other issues impact this groups of students to a higher degree.

Public Reporting Information

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Provide links to the page(s) where you provide public reports of assessment results.

[http://gems.opi.mt.gov/StudentAchievement/Dashboards/Student%20Achievement%20Dashboard/MontCAS%20\(CRT\).aspx](http://gems.opi.mt.gov/StudentAchievement/Dashboards/Student%20Achievement%20Dashboard/MontCAS%20(CRT).aspx)

This link takes you to Montana's statewide longitudinal data system.

Provide additional information about this indicator (optional)

Based on Montana's approved testing waiver, all school districts participated in the field testing of the Smarter-Balanced (SBAC) assessment. The participation rate data provided from the field test were incomplete and therefore Montana is unable to report accurate participation rate data for FFY 2013.

Indicator 3B: Participation data for those students with disabilities not participating in the field tests and those students participating in the current State assessments

The following tables give the participation rates for both reading and math. The data comes from EdFacts Files C188 (Reading) and C185 (Math). All students who did not take the alternate assessment participated in the Field Test of the Smarter Balance Assessment in spring 2014. The OPI is not able to report the numbers of those who used accommodations and those who did not. In the file specifications for the above referenced EdFacts Files, there was not an option to report separately for students taking the assessment with accommodations versus without accommodations. The EdFacts files simply identified whether they participated in a regular or alternate assessment. Therefore, Montana is reporting all students who did not take the alternate assessment as having participated without accommodations. The data for Grade 10 shows that no students participated in the field test, and grade 11 shows no students participating in the alternate assessment. This is due to the fact that with the rollout of Smarter Balance, the high school grade assessed was moved from Grade 10 to Grade 11. The alternate assessment was still given to grade 10 students. Please note that at the bottom of the table, there are fields showing the count of children not tested (non-participants).

Indicator 3B Measurement	READING									Total	
	Grade	3	4	5	6	7	8	10	11	#	%
(a)	Children with IEPs in grades assessed	1,243	1,297	1,303	1,219	1,225	1,157	90	893	8,427	
(b)	Regular assessment with no accommodations	1,078	1,156	1,133	1,050	1,070	1,003	0	768	7,258	86.1%
(c)	Regular assessment with accommodations	0	0	0	0	0	0	0	0	0	0.0%
(d)	Alternate assessment against grade-level achievement standards	State does not have an alternate assessment that tests children against grade-level standards or against modified achievement standards									
(e)	Alternate assessment against modified achievement standards										
(f)	Alternate assessment against alternate achievement standards	105	101	122	120	104	92	90	0	734	8.7%
(b+c+d+e+f)/a	Overall participation in reading	1,183	1,257	1,255	1,170	1,174	1,095	90	768	7,992	94.8%
Children included in (a) but not in other counts above											
	Invalid Test Results	0	0	0	0	0	0	0	0	0	0.0%
	Children Not Tested - Other Reasons	60	40	48	49	51	62	0	125	435	5.2%

Indicator 3B Measurement	MATH									Total	
	Grade	3	4	5	6	7	8	10	11	#	%
(a)	Children with IEPs in grades assessed	1,243	1,297	1,303	1,219	1,225	1,157	90	893	8,427	

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

(b)	Regular assessment with no accommodations	1,074	1,154	1,121	1,048	1,068	1,009	0	753	7,227	85.8%
(c)	Regular assessment with accommodations	0	0	0	0	0	0	0	0	0	0.0%
(d)	Alternate assessment against grade-level achievement standards	State does not have an alternate assessment that tests children against grade-level standards or against modified achievement standards									
(e)	Alternate assessment against modified achievement standards										
(f)	Alternate assessment against alternate achievement standards	105	101	122	120	104	92	90	0	734	8.7%
(b+c+d+e+f)/a	Overall participation in reading	1,179	1,255	1,243	1,168	1,172	1,101	90	753	7,961	94.5%
Children included in (a) but not in other counts above											
	Invalid Test Results	0	0	0	0	0	0	0	0	0	0.0%
	Children Not Tested - Other Reasons	64	42	60	51	53	56	0	140	466	5.5%

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

Indicator 3C: Proficiency for Students with IEPs

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Group Name	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
Reading	A Overall	2005	Target ≥		32.00%	32.00%	33.00%	33.00%	33.50%	33.50%	33.50%
			Data	32.00%	41.10%	34.80%	45.96%	48.70%	50.70%	54.10%	48.90%
Math	A Overall	2005	Target ≥		32.00%	32.00%	33.00%	33.00%	33.50%	33.50%	33.50%
			Data	32.00%	25.60%	34.80%	27.85%	30.10%	31.40%	30.90%	28.50%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

	FFY	2013	2014	2015	2016	2017	2018
Reading	A ≥ Overall						
Math	A ≥ Overall						

Targets: Description of Stakeholder Input

Stakeholder input is described in detail in the introduction.

Would you like to use the assessment data below to automatically calculate the actual data reported in your FFY 2013 APR by the grade groups you provided on the Reporting Group Selection page? yes

Would you like the disaggregated data to be displayed in your final APR? yes

Data Source: SY 2013-14 Assessment Data Groups - Reading (EDFacts file spec C178; Data Group: 584) **Date:** 12/18/2014

Reading proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	105	101	122	120	104	92	0	90	0	0	0
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level											

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Reading proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level											
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level											
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	76	75	90	100	97	81	0	72	0	0	0

Data Source: SY 2013-14 Assessment Data Groups - Math (EDFacts file spec C175; Data Group: 583) **Date:** 12/18/2014

Math proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	105	101	122	120	104	92	0	90	0	0	0
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level											
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level											
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level											
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	59	73	81	70	85	78	0	63	0	0	0

FFY 2013 SPP/APR Data: Reading Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Overall	734	591	48.90%		80.52%

FFY 2013 SPP/APR Data: Math Assessment

Group Name	Children with IEPs who received a valid score and a	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
------------	---	---	----------------	------------------	---------------

	proficiency was assigned				
A Overall	734	509	28.50%		69.35%

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

[http://gems.opi.mt.gov/StudentAchievement/Dashboards/Student%20Achievement%20Dashboard/MontCAS%20\(CRT\).aspx](http://gems.opi.mt.gov/StudentAchievement/Dashboards/Student%20Achievement%20Dashboard/MontCAS%20(CRT).aspx)

This link takes you to Montana's statewide longitudinal data system.

Provide additional information about this indicator (optional)

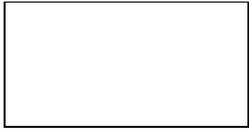
In the original submission of the APR, Montana checked the “No” radio button in indicator 3B indicating that the automatic calculation should not be used. The functionality of the Grads360 system defaulted to the same calculation for 3C. This functionality caused the indicator 3C data to not be visible to OSEP staff. The data do appear on the user interface the OPI uses. In our clarification for 3B and 3C, we checked the “Yes” radio button for the calculation. It is believed that the indicator 3C data will now be available to the OSEP staff. The data tables below show the data for students with IEPs taking the State-approved alternate assessment as required by the Department's November 4, 2013 field testing flexibility letter.

Proficiency rates for IEPs in alternate assessment against alternate standards scored at or above proficient against grade level.

Indicator 3C Measurement	READING Grade	READING										Total	
		3	4	5	6	7	8	10	11	#	%		
(a)	Children with IEPs who received a valid score and proficiency was assigned	105	101	122	120	104	92	90	0	0	734		
(b)	IEPs in regular assessment with no accommodations scored at or above proficient against grade level	0	0	0	0	0	0	0	0	0	0	0.0%	
(c)	IEPs in regular assessment with accommodations scored at or above proficient against grade level	0	0	0	0	0	0	0	0	0	0	0.0%	
(d)	IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level	State does not have an alternate assessment that tests children against grade-level standards or against modified achievement standards											

(e)	IEPs in alternate assessment against modified standards scored at or above proficient against grade level												
(f)	IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	76	75	90	100	97	81	72	0	591	80.5%		
(b+c+d+e+f)/a	Overall participation in reading	76	75	90	100	97	81	72	0	591	80.5%		

Indicator 3C Measurement	MATH Grade	MATH										Total	
		3	4	5	6	7	8	10	11	#	%		
(a)	Children with IEPs who received a valid score and proficiency was assigned	105	101	122	120	104	92	90	0	734			
(b)	IEPs in regular assessment with no accommodations scored at or above proficient against grade level	0	0	0	0	0	0	0	0	0	0	0.0%	
(c)	IEPs in regular assessment with accommodations scored at or above proficient against grade level	0	0	0	0	0	0	0	0	0	0	0.0%	
(d)	IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level	State does not have an alternate assessment that tests children against grade-level standards or against modified achievement standards											
(e)	IEPs in alternate assessment against modified standards scored at or above proficient against grade level												
(f)	IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	59	73	81	70	85	78	63	0	509	69.3%		
(b+c+d+e+f)/a	Overall participation in reading	59	73	81	70	85	78	63	0	509	69.3%		



Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

[Empty text box for responses]

Indicator 4A: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Results indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≤		0%	0%	0%	0%	0%	0%	0%
Data	0%	0%	0%	0%	0%	0%	0%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≤	0%	0%	0%	0%	0%	0%

Targets: Description of Stakeholder Input

Stakeholder input is described in detail in the introduction.

FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts that have a significant discrepancy	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
0	411	0%	0%	0%

Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a)):

- Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State
- The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

State's definition of "significant discrepancy" and methodology

State Definition of Significant Discrepancy

- A. An LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA

demonstrates a statistical difference in long-term suspension and expulsion rates for students with disabilities when compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.

B. An LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term (greater than 10 days) suspension and expulsion rates, by race or ethnicity, for students with disabilities when compared to the long-term suspension and expulsion rates for all students without disabilities.

Montana conducted a review of LEA long-term suspension and expulsion rates for students with disabilities to determine if a significant discrepancy is occurring within an LEA. To do this, the rates of long-term suspensions and expulsions of students with disabilities are compared to the rates of long-term suspension and expulsion rates of nondisabled students within each LEA. Using a test of the difference between proportions as the methodology for identifying significant discrepancy, an LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term suspension and expulsion rates for students with disabilities when compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.

As noted in OSEP’s Part B Indicator Measurement Table, data used in the state’s examination is from the 2012-2013 school year, resulting in a one-year data lag for this indicator.

Montana did not have any districts that met the minimum "n" for this indicator.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, not including correction of findings

FFY 2012 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY2013 using 2012-2013 data)

Description of review

- The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)
- The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). If YES, select one of the following:

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0			0

Indicator 4B: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Compliance indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Historical Data

Baseline Data: 2009

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data					0%	0%	0%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
0	0	411	0%	0%	0%

All races and ethnicities were included in the review

State's definition of "significant discrepancy" and methodology

State Definition of Significant Discrepancy

A. An LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term suspension and expulsion rates for students with disabilities when compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.

B. An LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term (greater than 10 days) suspension and expulsion rates,

by race or ethnicity, for students with disabilities when compared to the long-term suspension and expulsion rates for all students without disabilities.

Montana conducted a review of LEA long-term suspension and expulsion rates for students with disabilities to determine if a significant discrepancy is occurring within an LEA. To do this, the rates of long-term suspensions and expulsions of students with disabilities are compared to the rates of long-term suspension and expulsion rates of nondisabled students within each LEA. Using a test of the difference between proportions as the methodology for identifying significant discrepancy, an LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term suspension and expulsion rates for students with disabilities when compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.

As noted in OSEP’s Part B Indicator Measurement Table, data used in the state’s examination is from the 2012-2013 school year, resulting in a one-year data lag for this indicator.

Montana did not have any districts that met the minimum "n" for this indicator.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, not including correction of findings

FFY 2012 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY2013 using 2012-2013 data)

Description of review

- The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)
- The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0			0

Indicator 5: Education Environments (children 6-21)

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2005	Target ≥		48.50%	48.50%	49.00%	50.50%	52.00%	52.00%	52.00%
		Data	51.50%	49.00%	51.00%	52.20%	51.40%	51.10%	49.00%	47.30%
B	2005	Target ≤		12.50%	12.50%	12.00%	11.50%	11.00%	11.00%	11.00%
		Data	11.20%	12.20%	11.70%	11.70%	11.10%	12.70%	13.70%	13.10%
C	2005	Target ≤		1.80%	1.70%	1.50%	1.60%	1.50%	1.50%	1.50%
		Data	1.50%	1.30%	1.40%	1.50%	1.85%	1.73%	1.40%	1.50%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	52.00%	52.10%	52.20%	52.30%	52.40%	52.50%
Target B ≤	11.20%	11.20%	11.20%	11.10%	11.10%	11.10%
Target C ≤	1.50%	1.50%	1.50%	1.40%	1.40%	1.40%

Targets: Description of Stakeholder Input

Stakeholder input is described in detail in the introduction.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	Total number of children with IEPs aged 6 through 21	14,877	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	7,020	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	1,934	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c1. Number of children with IEPs aged 6 through 21 in separate schools	86	

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Source	Date	Description	Data	Overwrite Data
C002; Data group 74)				
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c2. Number of children with IEPs aged 6 through 21 in residential facilities	102	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements	25	

FFY 2013 SPP/APR Data

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	7,020	14,877	47.30%	52.00%	47.19%
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	1,934	14,877	13.10%	11.20%	13.00%
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	213	14,877	1.50%	1.50%	1.43%

Provide additional information about this indicator (optional)

Montana applies a confidence interval to it's calculation for this Indicator.

Table 5.1 Montana Performance Target Status for FFY 2013

SPP Indicator Number	Education Environment	Setting Count	Educational Placement Percentage	Confidence Interval-Upper Limit	Confidence Interval-Lower Limit	SPP Target	State Performance Status
5A	Served inside the Regular Class >= 80% of the day	7,020	47.2%	48.0%	46.4%	52.0%	Target Not Met
5B	Served inside the Regular Class < 40% of the day	1,934	13.0%	13.5%	12.5%	11.20%	Target Not Met
5C	Served in Separate Facilities	213	1.4%	1.5%	1.4%	1.5%	Target Met

Since the 2006-2007 school year the trend in Montana has shown a slight decrease in the percentage of students with disabilities served inside the regular class for 80 percent or more of the day. Within that time period, one year reflected a sharp up-swing in data. Caution should be used when interpreting trend data. The fluctuation of data may reflect changes in enrollment data from year to year rather than changes in how decisions regarding educational placement of students are being made. Districts are also implementing innovative structures to maximize funding while still meeting the requirements of LRE. However, the trend data, as well as compliance monitoring data, continue to indicate that IEP teams are consistently considering the least restrictive environment when making educational placement decisions to meet the individual student's needs.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

Indicator 6: Preschool Environments

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2011	Target ≥								45.00%
		Data							44.90%	39.10%
B	2011	Target ≤								27.70%
		Data							27.70%	31.30%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	44.90%	44.90%	45.00%	45.00%	45.10%	45.10%
Target B ≤	27.70%	27.70%	27.60%	27.60%	27.50%	27.50%

Targets: Description of Stakeholder Input

Stakeholder input is described in detail in the introduction.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	Total number of children with IEPs aged 3 through 5	1,596	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	633	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b1. Number of children attending separate special education class	470	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b2. Number of children attending separate school	22	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b3. Number of children attending residential facility	0	

FFY 2013 SPP/APR Data

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	633	1,596	39.10%	44.90%	39.66%
B. Separate special education class, separate school or residential facility	492	1,596	31.30%	27.70%	30.83%

Provide additional information about this indicator (optional)

Montana uses a confidence interval in it's calculation for this Indicator. A review of IEP's generating this data reflects appropriate individualized placements.

Table 6.1 Montana Performance Target Status for FFY 2013

SPP Indicator Number	Education Environment	Setting Count	Educational Placement Percentage	Confidence Interval-Upper Limit	Confidence Interval-Lower Limit	SPP Target	State Performance Status
6A	In a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	633	39.6%	42.1%	37.3%	45.0%	Target Not Met
6B	Receiving services in a separate special education class, separate school or residential facility	492	30.8%	33.1%	28.6%	27.7%	Target Not Met

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

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Indicator 7: Preschool Outcomes

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A1	2008	Target ≥					61.50%	62.50%	64.00%	65.00%
		Data				61.40%	71.10%	76.80%	77.60%	76.40%
A2	2008	Target ≥					60.00%	61.00%	62.00%	63.00%
		Data				59.20%	63.40%	67.50%	72.50%	74.90%
B1	2008	Target ≥					70.00%	71.00%	72.00%	73.00%
		Data				70.30%	78.70%	84.80%	78.80%	80.40%
B2	2008	Target ≥					32.00%	33.00%	34.00%	35.00%
		Data				31.60%	43.70%	60.20%	55.10%	57.70%
C1	2008	Target ≥					59.00%	60.00%	61.00%	62.00%
		Data				58.10%	73.30%	74.90%	81.40%	75.30%
C2	2008	Target ≥					64.00%	65.00%	66.00%	67.00%
		Data				64.10%	68.50%	69.20%	76.60%	75.30%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A1 ≥	76.50%	76.60%	76.70%	76.80%	76.90%	77.00%
Target A2 ≥	75.00%	75.10%	75.20%	75.30%	75.40%	75.50%
Target B1 ≥	80.50%	80.60%	80.70%	80.80%	80.90%	81.00%
Target B2 ≥	58.00%	58.10%	58.20%	58.30%	58.40%	58.50%
Target C1 ≥	75.40%	75.50%	75.60%	75.70%	75.80%	75.90%
Target C2 ≥	75.40%	75.50%	75.60%	75.70%	75.80%	75.90%

Targets: Description of Stakeholder Input

Stakeholder input is described in detail in the introduction.

FFY 2013 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPs assessed	351
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Outcome A: Positive social-emotional skills (including social relationships)

	Number of Children
a. Preschool children who did not improve functioning	1
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	54
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	58
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	95
e. Preschool children who maintained functioning at a level comparable to same-aged peers	143

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	153	208	76.40%	76.50%	73.56%
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	238	351	74.90%	75.00%	67.81%

Explanation of A1 Slippage

Montana uses a confidence interval in it's calculation for this indicator. When applied, Montana meets its target for 7A.1. Although 7A.2 is still not met, it does come closer to the target when the confidence interval is applied.

Summary Statement	Percent of Children	Confidence Interval-Upper Limit	Confidence Interval-Lower Limit	SPP Performance Target	State Performance Status
1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	73.6%	79.1%	67.2%	76.5%	Met Target
2. The percent of children who were functioning within the age expectations by the time they turned 6 years of age or exited the program.	67.8%	72.5%	62.7%	75.0%	Target Not Met

Montana utilizes a standardized reporting instrument for this indicator. The analysis and rating of the progress categories is completed by the primary child contact upon entering preschool services and exiting services or turning six years old. The primary contact is often not the same for the entering data and the exit data, leading to concern of standardized rating application. LEAs also assign responsibility for completion of this determination in different ways using different methodology. As such, there are inconsistencies among the districts as to who is responsible for completing the outcome measures and what instrument(s) they use to complete them. In general, Montana is seeing a decrease in the number of children in the age group for which this indicator applies. This fact, combined with the above programmatic differences contribute to variability of the data.

Explanation of A2 Slippage

See explanation in A1.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication)

	Number of Children
a. Preschool children who did not improve functioning	1
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	86

	Number of Children
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	94
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	143
e. Preschool children who maintained functioning at a level comparable to same-aged peers	27

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
B1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	237	324	80.40%	80.50%	73.15%
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	170	351	57.70%	58.00%	48.43%

Explanation of B1 Slippage

Montana uses a confidence interval in it's calculation for this indicator. When applied, Montana still does not meet either 7B1 or B2, but we do come closer to the target when the confidence interval is applied.

Summary Statement	Percent of Children	Confidence Interval-Upper Limit	Confidence Interval-Lower Limit	SPP Performance Target	Sta
1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	73.1%	77.7%	68.1%	80.5%	Ta
2. The percent of children who were functioning within the age expectations by the time they turned 6 years of age or exited the program.	48.4%	53.7%	43.3%	58.0%	Ta

Montana utilizes a standardized reporting instrument for this indicator. The analysis and rating of the progress categories is completed by the primary child contact upon entering preschool services and exiting services or turning six years old. The primary contact is often not the same for the entering data and the exit data, leading to concern of standardized rating application. LEAs also assign responsibility for completion of this determination in different ways using different methodology. As such, there are inconsistencies among the districts as to who is responsible for completing the outcome measures and what instrument(s) they use to complete them. In general, Montana is seeing a decrease in the number of children in the age group for which this indicator applies. This fact, combined with the above programmatic differences contribute to variability of the data.

Explanation of B2 Slippage

See explanation in B1.

Outcome C: Use of appropriate behaviors to meet their needs

	Number of Children
a. Preschool children who did not improve functioning	1
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	59
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	47
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	87
e. Preschool children who maintained functioning at a level comparable to same-aged peers	157

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
C1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	134	194	75.30%	75.40%	69.07%
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	244	351	75.30%	75.40%	69.52%

Explanation of C1 Slippage

Montana uses a confidence interval in its calculation for this indicator. When applied, Montana still does not meet either 7C1 or C2, but we do come closer to the target when the confidence interval is applied.

Summary Statement	Percent of Children	Confidence Interval-Upper Limit	Confidence Interval-Lower Limit	SPP Performance Target	State Performance Status
1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	69.1%	75.2%	62.3%	75.4%	Target Not Met
2. The percent of children who were functioning within the age expectations by the time they turned 6 years of age or exited the program.	69.5%	74.1%	64.5%	75.4%	Target Not Met

Montana utilizes a standardized reporting instrument for this indicator. The analysis and rating of the progress categories is completed by the primary child contact upon entering preschool services and exiting services or turning six years old. The primary contact is often not the same for the entering data and the exit data, leading to concern of standardized rating application. LEAs also assign responsibility for completion of this determination in different ways using different methodology. As such, there are inconsistencies among the districts as to who is responsible for completing the outcome measures and what instrument(s) they use to complete them. In general, Montana is seeing a decrease in the number of children in the age group for which this indicator applies. This fact, combined with the above programmatic differences contribute to variability of the data.

Explanation of C2 Slippage

See explanation in C1.

Was sampling used? No

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COSF)? Yes

Actions required in FFY 2012 response table

The State must report progress data and actual target data for FFY 2013 in the FFY 2013 APR.

Responses to actions required in FFY 2012 response table

Progress and target data are reported on the FFY 2013 data page.

Indicator 8: Parent involvement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Do you use a separate data collection methodology for preschool children? No

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		65.50%	65.50%	66.00%	67.00%	68.00%	68.00%	68.00%
Data	65.50%	68.90%	62.00%	72.90%	72.70%	70.30%	67.60%	69.50%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	70.00%	70.10%	70.20%	70.30%	70.40%	70.50%

Targets: Description of Stakeholder Input

Stakeholder input is described in detail in the introduction.

FFY 2013 SPP/APR Data

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
250	375	69.50%	70.00%	66.67%

Explanation of Slippage

Table 8-1: Montana Performance Target Status for FFY 2013

School Year	Number who reported school facilitated their involvement	Total number of parent respondents	Percentage who reported school facilitated their involvement	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target	State Performan Status
2013-14	250	375	66.7%	71.2%	61.7%	70.0%	Met Tar

Montana met its performance target for this indicator when a 95% confidence interval is applied. The results of the parent survey show a significant increase in the percentage of parents who reported that the school facilitated their involvement from 62.0 percent in FFY 2007 to 66.67 percent for FFY 2013. The most recent results indicate a slight slippage from FFY 2012 likely due to a different sample population. Montana will use

disaggregated results by LEA, race/ethnicity, primary disability, and grade level to determine if there are any systematic differences over time.

Since the State did not report preschool children separately, discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.

Parents of all students with disabilities, including preschool students with disabilities, are given an opportunity to complete the survey. As in previous years, in FFY2013, the survey was given to parents at the annual IEP meeting, parent-teacher conferences, and community dinners; in many cases it was also be sent via mail. This personalized distribution method ensured all parents received the survey; furthermore, school staff members personally encouraged the parents to complete the survey. Parents of students at all grade levels, including preschool, received and were encouraged to responded to the survey.

Describe how the State has ensured that any response data are valid and reliable, including how the data represent the demographics of the State.

The representativeness of the surveys was assessed by examining the demographic characteristics of the children of the parents who responded to the survey to the demographic characteristics of all special education students. This comparison indicates the results are representative (1) by geographic region where the child attends school; (2) by size of district where the child attends school; (3) by the race/ethnicity of the child; and (4) by the age of the child. For example, 83% of the parents who returned a survey indicated that their children are white, and 79.9% of special education students in the monitored districts are white. Another example is 21% of the parents who returned a survey indicated that their children have a speech language impairment, and 24.6% of special education students in the monitored districts have a speech language impairment. However, even given these slightly differential response rates, a large enough number of parents from each demographic group responded to the survey in order to arrive at an overall State score that is representative of all students in the population.

Was sampling used? Yes

Has your previously-approved sampling plan changed? No

Was a collection tool used? No

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

The OPI employed a sampling methodology to gather data for this indicator. The sampling process was conducted in accord with the OPI's five-year compliance monitoring cycle. The cycle annually ensures statewide representation of LEAs through representation of large, small, urban, and rural LEAs and broad representation of parents of children with disabilities across the spectrum of disabilities. All parents of children with disabilities within the schools identified in the monitoring cycle are included in the sample. At the end of the five-year cycle, all parents of children with disabilities will have had an opportunity to respond to the survey instrument. The sampling methodology was reviewed by the Office of Special Education Programs (OSEP) and in an e-mail received from Larry Wexler, Deputy Director of Monitoring and State Improvement Planning on it was stated, "...Thank you for your letter dated March 29, 2006, in which you provided additional information on how Montana plans to collect baseline data for performance indicator eight of your State Performance Plan. Your sampling plan for Indicator eight, as revised, is consistent with the State Performance Plan sampling directions...".

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

Indicator 9: Disproportionate Representations

Monitoring Priority: Disproportionate Representations

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data	0%	0%	0%	0%	0%	0%	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
0	0	409	0%	0%	0%

All races and ethnicities were included in the review

Define “disproportionate representation” and describe the method(s) used to calculate disproportionate representation

Definition of Disproportionate Representation

An LEA is determined to have **disproportionate representation** (under or over) if, given a minimum N of 10 and within a 99 percent confidence interval, an LEA demonstrates a statistically significant difference in the proportion of students with disabilities of a specific racial/ethnic group receiving special education and related services compared to the proportion of students with disabilities in all other racial/ethnic groups receiving special education and related services in that LEA.

Once an LEA is flagged for disproportionate representation, the policies and procedures of that LEA, results of on-site compliance monitoring, and dispute resolution data are reviewed to determine if the disproportionate representation is due to inappropriate identification.

Using a minimum N of 10 and a 99 percent confidence interval, a test of difference between proportions was

used to measure statistically significant differences between the special education identification rate for students of a specific racial and ethnic group and the special education identification rate for all other students within that LEA. Target data show that none of the 409 LEAs demonstrated a statistically significant difference, resulting in determination of disproportionate representation of racial and ethnic groups in special education and related services.

Of the 409 districts in Montana, 212 met the minimum N in at least one of the racial groups. 197 did not meet the minimum N in any of the racial groups reviewed.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, not including correction of findings

N/A

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
3	3	0	0

FFY 2012 Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements

The description of Montana's monitoring process is detailed in the Introduction.

Describe how the State verified that each LEA corrected each individual case of noncompliance

Correction of identified noncompliance related to indicator 9, was verified using both prongs of the verification process described in the OSEP's 09-02 Memorandum and subsequent guidance from the OSEP. Each LEA in Montana has an on-site monitoring record review on a five-year cycle. Residential and correctional facilities are reviewed on a three-year cycle. The OPI monitoring staff selects records for review and uses a standard record review protocol to conduct the reviews. During this process, instances of noncompliance with the requirements of the IDEA regulations are identified. Following the on-site review, each LEA is provided with a list, by student, of every instance of noncompliance identified during the review. The LEAs are given a specific set of timelines in which to correct every instance of noncompliance. Following the initial verification of correction, the OPI staff review additional records completed subsequent to the identification of the noncompliance to verify that the LEA is complying with all IDEA regulations. If an LEA completes the correction of each instance of noncompliance, and provides the OPI with sufficient additional records to verify ongoing evidence of compliance, then no finding is issued to the LEA. This practice by the state is based on the guidance provided by OSEP in the FREQUENTLY ASKED QUESTIONS REGARDING IDENTIFICATION AND CORRECTION OF NONCOMPLIANCE AND REPORTING ON CORRECTION IN THE STATE PERFORMANCE PLAN (SPP)/ANNUAL PERFORMANCE REPORT (APR) document. In the process for determination of findings, the OPI considers a variety of factors, including: (1) whether the noncompliance was extensive or found in only a small percentage of files; (2) whether the noncompliance showed a denial of a basic right under the IDEA (e.g., an extended delay in initial evaluation beyond applicable timelines with a corresponding delay in the child's receipt of FAPE, or a failure to provide any services in accordance with the IEP); and (3) whether the noncompliance represents an isolated incident in the LEA, or reflects a long-standing failure to meet IDEA requirements. When data indicate that additional evidence of sustained post-monitoring compliance is necessary, the OPI requires the district to obtain additional training and/or submit additional evidence of sustained compliance.

The same verification procedures are used for all noncompliance, whether collected through the state's on-site monitoring system, desk review of records, state complaint or due process hearing decisions, or statewide student data system.

Indicator 10: Disproportionate Representations in Specific Disability Categories

Monitoring Priority: Disproportionate Representations

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data	0%	0%	0%	0%	0%	0%	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
1	0	409	0%	0%	0%

All races and ethnicities were included in the review

Define “disproportionate representation” and describe the method(s) used to calculate disproportionate representation

Definition of Disproportionate Representation

An LEA is determined to have **disproportionate representation** (under or over) if, given a minimum N of 10, an LEA demonstrates a statistically significant difference in the proportion of students with disabilities of racial and ethnic groups within a specific disability category receiving special education and related services compared to the proportion of students with disabilities of all other racial and ethnic groups and within all other disability categories receiving special education and related services in that LEA, within a 99 percent confidence interval.

Once an LEA is flagged for disproportionate representation, the policies and procedures of that LEA, results of on-site compliance monitoring, and dispute resolution data are reviewed to determine if the disproportionate representation is due to inappropriate identification. The district is informed of the results of the review.

Of the 409 districts in Montana, 123 met the minimum N in at least 1 disability category in at least 1 racial group. 286 did not meet the minimum N in any disability category in any racial group.

Provide additional information about this indicator (optional)

LEA Review

A review of LEA disproportionate representation of racial and ethnic groups in specific disability categories indicates that one LEA showed *over-representation* in the number of students with disabilities receiving special education and related services that are reported as Hispanic students identified Learning Disabled. Based on the review of 618 data for FFY 2013, the OPI informed the LEA of its determination and conducted a review of the LEA's policies, practices and procedures to ensure identification was not the result of inappropriate identification. The LEA review included review of selected student files, review of LEA policies, practices and procedures, the most current compliance monitoring data, and selected interviews with LEA staff. As a result of this process, the OPI determined that the disproportionate representation (over-representation) identified was **NOT** the result of inappropriate identification.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, not including correction of findings

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0			0

Indicator 11: Child Find

Monitoring Priority: Effective General Supervision Part B / Child Find

Compliance indicator: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	93.00%	85.40%	91.10%	90.10%	97.20%	97.40%	96.80%	97.60%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

FFY 2013 SPP/APR Data

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
188	185	97.60%	100%	98.40%

Number of children included in (a), but not included in (b) [a-b]	3
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Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Montana did not meet the target of 100 percent compliance for this indicator. Data for this indicator are based on compliance monitoring record review samples. The OPI conducts on-site monitoring record reviews in each LEA in Montana on a five (5) year cycle. In each LEA that is subject to monitoring the OPI reviews records for students who have been subject to an initial evaluation during the preceding year. This assures that the OPI reviews current LEA practices and procedures for conducting initial evaluations both for students who are determined eligible for special education and for those who are not.

For FFY 2013, target data indicate that three evaluations were not completed within the 60-day timeline. The evaluations not completed within the 60-day timeline were from two of the thirty-seven LEAs participating in the compliance monitoring for the 2013-2014 school year. The range of days beyond the timeline when the evaluation was completed was from four to two hundred and thirty-five days. In each case, no reason was given for the delay.

For all noted incidents, the evaluation had been completed at the time of the monitoring record review and

these incidents were deemed corrected. Consistent with the requirements initially set forth in the OSEP's 09-02 memo, the initial correction of each incidence of noncompliance was verified by the review of documentation provided by each LEA subsequent to the on-site monitoring.

Indicate the evaluation timeline used

- The State used the 60 day timeframe within which the evaluation must be conducted.
- The State established a timeline within which the evaluation must be conducted.

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

The description of Montana's monitoring process is detailed in the Introduction.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, not including correction of findings

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
4	4	0	0

FFY 2012 Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements

The description of Montana's monitoring process is detailed in the Introduction.

Describe how the State verified that each LEA corrected each individual case of noncompliance

Correction of identified noncompliance related to indicator 11, was verified using both prongs of the verification process described in the OSEP's 09-02 Memorandum and subsequent guidance from the OSEP. Each LEA in Montana has an on-site monitoring record review on a five-year cycle. Residential and correctional facilities are reviewed on a three-year cycle. The OPI monitoring staff selects records for review and uses a standard record review protocol to conduct the reviews. During this process, instances of noncompliance with the requirements of the IDEA regulations are identified. Following the on-site review, each LEA is provided with a list, by student, of every instance of noncompliance identified during the review. The LEAs are given a specific set of timelines in which to correct every instance of noncompliance. Following the initial verification of correction, the OPI staff review additional records completed subsequent to the identification of the noncompliance to verify that the LEA is complying with all IDEA regulations. If an LEA completes the correction of each instance of noncompliance, and provides the OPI with sufficient additional records to verify ongoing evidence of compliance, then no finding is issued to the LEA. This practice by the state is based on the guidance provided by OSEP in the FREQUENTLY ASKED QUESTIONS REGARDING IDENTIFICATION AND CORRECTION OF NONCOMPLIANCE AND REPORTING ON CORRECTION IN THE STATE PERFORMANCE PLAN (SPP)/ANNUAL

PERFORMANCE REPORT (APR) document. In the process for determination of findings, the OPI considers a variety of factors, including: (1) whether the noncompliance was extensive or found in only a small percentage of files; (2) whether the noncompliance showed a denial of a basic right under the IDEA (e.g., an extended delay in initial evaluation beyond applicable timelines with a corresponding delay in the child's receipt of FAPE, or a failure to provide any services in accordance with the IEP); and (3) whether the noncompliance represents an isolated incident in the LEA, or reflects a long-standing failure to meet IDEA requirements. When data indicate that additional evidence of sustained post-monitoring compliance is necessary, the OPI requires the district to obtain additional training and/or submit additional evidence of sustained compliance.

The same verification procedures are used for all noncompliance, whether collected through the state's on-site monitoring system, desk review of records, state complaint or due process hearing decisions, or statewide student data system.

Indicator 12: Early Childhood Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	67.00%	61.40%	71.50%	70.50%	82.90%	93.10%	94.10%	96.90%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

FFY 2013 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	160
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	19
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	104
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	16
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	19

	Numerator (c)	Denominator (a-b-d-e)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. $[c/(a-b-d-e)] \times 100$	104	106	96.90%	100%	98.11%

Number of children who have been served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e	2
--	---

Account for children included in (a), but not included in b, c, d, or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

The two children who are in (a), but not in b, c, d, or e were from rural very small districts. They were not able to be completed on time as the Part C Agency did not get the referral information to the districts with enough time for them to complete the eligibility determination and write the IEP prior to the 3rd birthday. One child was completed 4 days after turning 3, and one was completed 14 days after turning 3.

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.

The OPI uses a census-level data collection for this indicator. The Part C providers submit information regarding all children referred to a school district to the OPI. The OPI collates this data and verifies the referral through the statewide student database system. This system contains documentation of the referral, the eligibility determination and, if appropriate, the student’s IEP. This allows the OPI to determine district compliance with the Part C to Part B transition requirements. By using this method, the OPI can account for all children who transition from Part C to Part B.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, not including correction of findings

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0			0

Indicator 13: Secondary Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

Baseline Data: 2009

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data					85.30%	51.50%	96.70%	92.10%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

FFY 2013 SPP/APR Data

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
82	82	92.10%	100%	100%

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.

The OPI collected the indicator data as a part of its compliance monitoring procedures during the 2013-2014 school year. Compliance monitors reviewed a sampling of student records for students, ages 16 and older, to ensure their IEPs include appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP team meeting where transition services were to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, not including correction of findings

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
7	7	0	0

FFY 2012 Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements

The description of Montana's monitoring process is detailed in the Introduction.

Describe how the State verified that each LEA corrected each individual case of noncompliance

Correction of identified noncompliance related to indicator 13, was verified using both prongs of the verification process described in the OSEP's 09-02 Memorandum and subsequent guidance from the OSEP. Each LEA in Montana has an on-site monitoring record review on a five-year cycle. Residential and correctional facilities are reviewed on a three-year cycle. The OPI monitoring staff selects records for review and uses a standard record review protocol to conduct the reviews. During this process, instances of noncompliance with the requirements of the IDEA regulations are identified. Following the on-site review, each LEA is provided with a list, by student, of every instance of noncompliance identified during the review. The LEAs are given a specific set of timelines in which to correct every instance of noncompliance. Following the initial verification of correction, the OPI staff review additional records completed subsequent to the identification of the noncompliance to verify that the LEA is complying with all IDEA regulations. If an LEA completes the correction of each instance of noncompliance, and provides the OPI with sufficient additional records to verify ongoing evidence of compliance, then no finding is issued to the LEA. This practice by the state is based on the guidance provided by OSEP in the [FREQUENTLY ASKED QUESTIONS REGARDING IDENTIFICATION AND CORRECTION OF NONCOMPLIANCE AND REPORTING ON CORRECTION IN THE STATE PERFORMANCE PLAN \(SPP\)/ANNUAL PERFORMANCE REPORT \(APR\)](#) document. In the process for determination of findings, the OPI considers a variety of factors, including: (1) whether the noncompliance was extensive or found in only a small percentage of files; (2) whether the noncompliance showed a denial of a basic right under the IDEA (e.g., an extended delay in initial evaluation beyond applicable timelines with a corresponding delay in the child's receipt of FAPE, or a failure to provide any services in accordance with the IEP); and (3) whether the noncompliance represents an isolated incident in the LEA, or reflects a long-standing failure to meet IDEA requirements. When data indicate that additional evidence of sustained post-monitoring compliance is necessary, the OPI requires the district to obtain additional training and/or submit additional evidence of sustained compliance.

The same verification procedures are used for all noncompliance, whether collected through the state's on-site monitoring system, desk review of records, state complaint or due process hearing decisions, or statewide student data system.

Indicator 14: Post-School Outcomes

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Results indicator: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2009	Target ≥						27.00%	27.00%	27.00%
		Data					26.60%	24.80%	54.10%	25.20%
B	2009	Target ≥						73.00%	73.00%	73.00%
		Data					72.00%	72.10%	58.90%	73.30%
C	2009	Target ≥						86.00%	86.00%	86.50%
		Data					85.40%	85.40%	100%	86.90%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	26.60%	26.60%	26.70%	26.80%	26.90%	27.00%
Target B ≥	73.30%	73.40%	73.50%	73.60%	73.70%	73.80%
Target C ≥	86.90%	87.00%	87.10%	87.20%	87.30%	87.40%

Targets: Description of Stakeholder Input

Stakeholder input is described in detail in the introduction.

FFY 2013 SPP/APR Data

Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	598
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	129
2. Number of respondent youth who competitively employed within one year of leaving high school	297
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	33
4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	47

	Number of respondent youth	Number of respondent youth who are no longer in	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data

		secondary school and had IEPs in effect at the time they left school			
A. Enrolled in higher education (1)	129	598	25.20%	26.60%	21.57%
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	426	598	73.30%	73.30%	71.24%
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	506	598	86.90%	86.90%	84.62%

Explanation of A Slippage

Montana uses a confidence interval in it's calculation for this indicator. When applied, Montana meets it's targets for 14B and 14C.

Table 14.1 Montana Performance Target Status for FFY 2013

Indicator	Indicator Rate	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target	State Performance Status
14 A	21.6%	25.0%	18.5%	26.6%	Target Not Met
14 B	71.2%	74.7%	67.5%	73.3%	Met Target
14 C	84.6%	87.3%	81.5%	86.9%	Met Target

Montana students exiting high school face numerous challenges in continuing education or training, as well as employment. The rural aspect of much of Montana provides limitations in accessing higher education and/or vocational training due to constrictive travel distances and a limited economy. Likewise, employment opportunities in rural communities are limited and many youth choose to train and work on the family farm, ranch, or home-based business, many of which do not meet the standard of competitively employed.

Overall, Montana experienced a slight decrease in the Percent of Youth with Disabilities Enrolled in Higher Education, or in Some Other Post secondary Education or Training Program, or Competitively Employed or in Some Other Employment. The variability of these numbers is directly related to the small sample reported.

Explanation of B Slippage

See explanation for 14A

Explanation of C Slippage

Se explanation for 14A

Was sampling used? No

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

Indicator 15: Resolution Sessions

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B)))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥							70.00%	75.00%
Data				75.00%	0%		100%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013			2014			2015			2016			2017			2018		
Target	75.00%	-	100%	75.00%	-	100%	75.00%	-	100%	75.00%	-	100%	75.00%	-	100%	75.00%	-	100%

Targets: Description of Stakeholder Input

Stakeholder input is described in detail in the introduction.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2014	3.1(a) Number resolution sessions resolved through settlement agreements	0	
EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2014	3.1 Number of resolution sessions	0	

FFY 2013 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
0	0	0%	75.00% - 100.00%	

Provide additional information about this indicator (optional)

Montana is not required to report data for this indicator because the minimum N of 10 resolution sessions was not met.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

Indicator 16: Mediation

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3(B)))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥			100%					
Data		66.67%	100%	100%	100%	100%	100%	100%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013			2014			2015			2016			2017			2018		
Target	80.00%	-	100%	80.00%	-	100%	80.00%	-	100%	80.00%	-	100%	80.00%	-	100%	80.00%	-	100%

Targets: Description of Stakeholder Input

Stakeholder input is described in detail in the introduction.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1.a.i Mediations agreements related to due process complaints	0	
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1.b.i Mediations agreements not related to due process complaints	0	
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1 Mediations held	0	

FFY 2013 SPP/APR Data

2.1.a.i Mediations agreements related to due process complaints	2.1.b.i Mediations agreements not related to due process complaints	2.1 Mediations held	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
0	0	0	100%	80.00% - 100.00%	

Provide additional information about this indicator (optional)

Montana is not required to report data for this indicator because the minimum N of 10 mediations was not met.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

Indicator 17: State Systemic Improvement Plan

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Baseline Data

FFY	2013
Data	63.50%

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	64.50%	65.50%	66.50%	67.50%	68.50%

Description of Measure

1. Percent = [All special education graduates/completers in the school year (on-time, early or late) divided by all special education graduates in the school year, plus the 12th grade dropouts during the same year, plus the 11th grade dropouts in the preceding year, plus the 10th grade dropouts from 2 years prior, plus the 9th grade dropouts from 3 years prior] times 100.

Targets: Description of Stakeholder Input

Stakeholder input is described in detail in the introduction and in other sections of the SSIP.

Data Analysis

A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Children with Disabilities, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., LEA, region, race/ethnicity, gender, disability category, placement, etc.). As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

Montana's history is inexorably linked to American Indians. Today, Montana has seven reservations with twelve recognized tribes. The tribes differ culturally and economically. American Indians are Montana's largest minority population. About 35 percent of Montana's Indian population does not live on reservations. Instead, they reside in the small communities or urban areas of Montana. The individual history and circumstances of Montana's urban American Indian people are as diverse as the people themselves. The majority of American Indian students in Montana attend public schools. In 2013-2014 there were 2,368 American Indian students receiving special education and related services. This represents 14.37% of all Montana students with disabilities. There has long been gaps between the educational outcomes of American Indian students and all students with disabilities. This is particularly evident in the rate of school

completion.

Montana has an extensive data infrastructure that collects, reports and provides data for analysis. For the past six years, the state has had in place a statewide student data system called Achievement in Montana (AIM). This system is inclusive of student level enrollment, demographic, academic, special education, grades, placements, and other district collected information. The special education system, including all required documentation, is a part of the AIM system. Data regarding special education is collected and verified through this system. The system has built in reports as well as ad hoc reporting capabilities. All of Montana's 618 data and APR data come from or are tied to this single statewide data system.

The OPI employs a data governance team that is comprised of administrators throughout the agency. This team is charged with overseeing the OPI data systems and making determinations regarding the adequacy of the system to collect and report valid and reliable data. All changes within the data system require approval of the data governance team.

When the state began considering the new State Systemic Improvement Plan (SSIP), the internal team had a good understanding of the potential areas of more intense focus that might be identified for concentrated improvement. Using the data collected through this strong data system, the OPI began discussions with the State Special Education Advisory Panel and other stakeholder groups, all of which include parents of students with disabilities, regarding areas of priority from their interpretation of the data and their unique consideration from their stakeholder perspectives. This ongoing discussion, refinement of data, and analysis of more focused data has taken place at each meeting of the state advisory panel, our annual state joint meeting described in the stakeholder involvement section of the APR, our regular meetings with the state directors, and other groups for the past two years.

At the same time the SSIP work began, the Montana's State Superintendent finalized her priority Strategic Directions (attached) for the agency in January of 2014. These include four goals.

Goal 1: Student's Graduate Prepared for College and Careers

Goal 2: Raise American Indian Student Achievement

Goal 3: Improve the Health and Well-Being of Students

Goal 4: Coordinate OPI Programs to Better Serve Students, Educators and Schools

Under Goal 1 and 2, objectives include:

Increase statewide American Indian graduation rate and decrease American Indian dropout rate

In addition, the Superintendent established a new initiative called Graduation Matters Montana (GMM). The objectives of GMM are:

1. Increase the rate of Montana students graduating from high school college- and career-ready.
2. Establish a support network between schools, businesses and community organizations for student success.
3. Create school-based and community-based opportunities for student success.

The aligned priorities of American Indian graduation and post-school success reflected in the strategic initiatives, GMM, and APR data were considered in light of the new results driven accountability emphasis. This perspective helped frame the scope and detail of specific data analysis.

Analysis began with APR longitudinal data. Analysis of data, by district, for indicators 1 and 2 show that districts with higher enrollment of American Indian students have shown lower graduation rates, higher drop-out rates, and lower achievement rates than other subgroups. This led the OPI to begin to examine the data from the APR and 618 collections more closely disaggregated by race and ethnicity.

In addition, we analyzed other data sources including CSPR, Child Count data, Title I, our compliance monitoring data and

data from GMM to help identify root causes contributing to low performance. These data were disaggregated by race/ethnicity, disability category, district and regional area to examine trends and patterns that could be useful in identifying root causes and potential targets.

Based on the review of these data the OPI has determined that there are additional data that will need to be considered in the future. Some of this data currently exists including discipline data, LRE data, and achievement data. Other data will need to be collected including transiency rates and age at identification and duration of special education and related services. These data are already available within our statewide student data system but have never been disaggregated for analysis. The OPI will begin this in the coming year.

The Special Education Division of the Office of Public Instruction (OPI) provides multiple services to Montana schools to assist them in providing a quality education to all students. The programs managed through this division are aligned with State Superintendent Juneau's Graduation Matters Montana initiative, Common Core Standards, Montana's State Personnel Development Grant, our Comprehensive System of Personnel Development (CSPD), and our State Performance Plan, including its improvement activities. The special education division is organized into four work units that provide professional development, funding, data collection and analysis, and general supervision to local school districts and other special education programs in the state. These efforts are supported by an excellent group of administrative assistants that keep the division functioning smoothly.

Montana is a frontier state that is often described as a small town with very long streets. The special education and disability communities are relatively small, but close knit. Personal acquaintanceships and relationships are cultivated and nurtured. We maintain an ability to communicate and exchange information on a less formal basis at times than in many other states and agencies. To promote all the relationships we value, we hold a strong presence in the public forum where there is an intense interrelationship between agencies, associations, and advisory panels and councils, with special education staff serving both appointed and designated multiple advisory and liaison roles. The special education staff meet annually with the Montana Advisory Council on Indian Education (MACIE) to review data regarding American Indian students with disabilities. The same holds true with the membership of the state special education advisory panel with strong representation, including not only required member roles, but from a cross section of the disability community including students. Dissemination of information from all these forums is routinely distributed to participants and to the public which then encourages ongoing input and discussion.

Guidance for Montana's Improvement activities comes from this broad acculturated group of stakeholders starting with the advisory panel and supplemented with input gained firsthand from the multiple agencies, groups, and individuals our office seeks out and engages.

Discussions and Stakeholder input of the SPP, APR, SSIP, and RDA began in 2013 with our State Special Education Advisory Panel. The Panel is fully vested as required and broadly representative of Montana. Additionally, many of the panel members as well as SEA staff serve in other agency or organization leadership positions or on advisory groups in the disability community. This enables us to draw insight and advice from a very encompassing overview and understanding of Montana's unique needs, potentials, weaknesses and strengths. The advisory panel is our primary stakeholder group.

Additionally, there are a number of other stakeholder groups that we sponsor and participate in.

- Our state CSPD includes both regional and state councils that regularly meet to assess APR data and to evaluate professional development priorities and results.
- The OPI and CSPD Council developed an **Early Childhood Partnership for Professional Development (ECPD)** committee which provides professional development opportunities for LEA staff involved in the education of preschool-age children. The ECPD brings together all agencies and organizations that are providers of early childhood education. This includes Head Start, the Governor's Best Beginnings Council, the OPI's Indian Education Division, Part C agency and providers, home day-care providers, center-based day-care providers, and Striving Readers

programs.

- Also under the CSPD, the **Paraprofessional Consortium** is comprised of paraprofessionals, parents, teachers, and administrators in general and special education. The consortium provides resources to support paraprofessionals to be appropriately trained to work with students. The consortium has a Website which provides resources, information on Qualified Paraprofessionals, assessment information, evaluation, employment and recognition
- The CSPD regions work closely with the RESAs to provide professional development in both general and special education. The CSPD and RESAs coordinate their professional development activities to meet the needs of educators in their regions. The RESAs are supported through the OPI Accreditation Division. The CSPD coordinators and SPDG director participate in the RESA State Advisory Council. The RESAs and CSPD regions assist with Common Core trainings and work closely with the Striving Readers programs
- The OPI School Mental Health (SMH) coordinator worked collaboratively with the Children's Mental Health Bureau at the DPHHS to facilitate the provision of mental health services in schools through CSCT (Comprehensive School and Community Treatment Services)
- The OPI continues its collaboration with the IDEA Partnership, the School Administrators of Montana (and its affiliated groups), the MEA/MFT, the Montana Association of School Psychologists and others that make up the Montana RTI Council to provide guidance to facilitate the implementation of the RTI process in Montana. The partnership also supports the SMH community of practice
- The OPI Special Education Division staff has developed productive working relationships with other Montana Agencies that serve youth and adults with disabilities. Division staff participated as members of advisory councils for vocational rehabilitation, juvenile justice, developmental disabilities, the state independent living council and the mental health divisions of the DPHHS. These connections have allowed the OPI staff to build strong working relationships with other agencies, which resulted in multiple collaborative projects that have strengthened the commitments of all involved to working with Montana's youth to facilitate smooth transitions from birth to adulthood
- Working with staff from the Technical Assistance for Excellence in Special Education (TAESE) center, the OPI has facilitated the Montana Higher Education Consortium (HEC) for over ten years. The HEC continues to be a part of CSPD and brings together members of the School of Education faculty from each of the colleges and universities in Montana. Participation in the consortium is strong, and includes faculty members from each of the public and private colleges in Montana. This group has worked to provide greater standardization of the teacher training programs in Montana, and has worked together to improve pre-service training programs. This group also is analyzing dispositions of teacher candidates and how to address them, resulting in better qualified educators.
- The OPI continued to provide grant monies to the parent training and support center Parents, Let's Unite for Kids (PLUK). This supports the organization's efforts to provide training and information to improve parental involvement, training to parents and others regarding the requirements of the IDEA and effective strategies for parents to participate in their child's education.

Annually, the SEA brings together representatives from all these stakeholder groups for a joint meeting in May facilitated by TAESE. This meeting gathers over 80 front-line stakeholders together to share up-dates of issues and to gather input from a comprehensive representation of Montana disability community, families and parents of regular and special education children and students. For the past two years, the topic has been Montana's SSIP and activities have been conducted to solicit both general and specific stakeholder input. In May 2014, after meeting with the State Advisory Panel in January, the joint meeting conducted a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis led by

Norm Ames from Mountain Plains Regional Resource Center centered on successful school completion and graduation rates. Compiled results were analyzed and reviewed by the State Advisory Panel in June and September. Final review and input from the Panel were received and incorporated into the Montana SSIP. Specific targets were set for indicators 1-16 in September 2014.

Analysis of State Infrastructure to Support Improvement and Build Capacity

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and initiatives, including special and general education improvement plans and initiatives, and describe the extent that these initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

Montana's analysis of our infrastructure to support improvement and build capacity is well established and on-going. In addition to our division SSIP team, including our state director, unit managers and data unit manager, we utilize our advisory panel, CSPD regional and statewide councils, the OPI Leadership Council, and Montana Providers of Professional learning Network (MPPLN) to analyze our current activities, resources, needs, priorities, and capacities. This analysis includes our data system, including data governance, the Superintendent's goals and priorities, our fiscal resources, and what the stakeholders view as the strengths, weaknesses, and opportunities and threats that exist in the state. Fiscal review is overseen by the OPI's Department of Operations. This department manages our fiscal accountability system, including auditing IDEA funding at the SEA and LEA level. In addition, the Legislative Audit Division conducts annual fiscal and program audits of the OPI. Professional development, technical assistance, and compliance monitoring analysis of the state's infrastructure is described in detail in the APR introduction.

Annually, the SEA brings together representatives from all stakeholder groups for a joint meeting in May facilitated by TAESE. This meeting gathers over 80 front-line stakeholders, including parents, together to share up-dates of issues and to gather input from a comprehensive representation of the Montana disability community, families and parents of regular and special education children and students. For the past two years, the topic has been Montana's SSIP, and activities have been conducted to solicit both general and specific stakeholder input. In May 2014, after meeting with the State Advisory Panel in January, the joint meeting conducted an extensive SWOT analysis facilitated by Norm Ames from Mountain Plains Regional Resource Center **centered on successful school completion and graduation rates**. The compiled data, when collated and analyzed showed the following results that were supported across stakeholder groups.

Strengths- All strengths are discussed in more detail in the APR introduction

- Graduation Matters Montana Initiative and other initiatives and programs focused of graduation.
- Professional Development including Montana's CSPD especially noting the low cost or no cost

availability

- The Montana Behavioral Institute
- Montana's Early Assistance Program
- Montana's Multi-tiered System of Support
- Relationships-Between agencies, LEAs programs, activities, support groups
- Children's Mental Health
- Montana's Digital Academy-Online High School Classes
- Broad multiple supports for youth and families
- PLUK- Montana's Parent Support Center
- Leadership support for students with disabilities- State elected officials and other agency leadership
- Montana is a rural state that chooses to be creative, we problem solve in diverse ways

Weaknesses-

- Distance and isolation
- Rural access to services
- Geography
- Lack of funding
- Transient population
- Age out of services at 19
- Cultural challenges and poverty
- Transportation
- Polarized political system
- Limited capacity

Opportunities-

- Build on strong established relationships
- Improve technology access and use
- Community Involvement
- Installation of existing supports in LEAs that currently do not have them
- Focus technical assistance to LEAs
- Newly acquired grant activities
- Respect for, and embracing cultural diversity
- Exploit local control that values unique heritage and values

Threats-

- Age out ceiling (state legislation) at 19
- Legislative support- funding
- Time-increased expectations
- Agencies and programs that exist in silos.
- Time
- Capacity
- Autism
- Recruitment and retention of staff in many schools

There are numerous current State-level improvement plans and initiatives in place in Montana. Each division of the OPI and other agencies have required improvement activities specific to their program requirements. Each of these plans and the associated activities are aligned to the Superintendent's strategic initiatives. This facilitates the alignment of activities and goals across all OPI programs. Therefore data from these programs were also analyzed carefully to determine their effectiveness and the extent they are able to be integrated with SSIP activities. Specific examples include:

- Graduation Matters Montana
- Title I Schools of Promise Initiative and school improvement plans
- Accreditation-Five-year comprehensive education plans
- Grant Programs
 - Project AWARE
 - School Climate Grant
 - EnvisionIT
 - Preschool Development Grant
 - CEEDAR Center
 - Promise Grant

Analysis of the various OPI initiatives show common threads of recognition and improvement activities surrounding student achievement, school climate, student support, and successful school completion leading to post-school education, training, and employment. The initiatives all recognize the striking disaggregated data between the total school population and the American Indian population especially in school completion rates. In addition, other state agencies are poised to be integrated into the SIMR activities. Particularly the state’s vocational rehabilitation and children’s mental health agencies due to the reauthorization of the Workforce Investment and Opportunity Act.

The representatives who were involved in the development and implementation of Phase I and will be involved in the implementation of Phase II of the SSIP are those detailed in the introduction to the APR. To reemphasize, parents are a prominent component of many of our stakeholder groups and particularly on our state advisory panel which is fully vested as required by the IDEA.

State-identified Measurable Result(s) for Children with Disabilities

A statement of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified result(s) must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified result(s) must be clearly based on the Data and State Infrastructure Analyses and must be a child-level outcome in contrast to a process outcome. The State may select a single result (e.g., increasing the graduation rate for children with disabilities) or a cluster of related results (e.g., increasing the graduation rate and decreasing the dropout rate for children with disabilities).

Statement

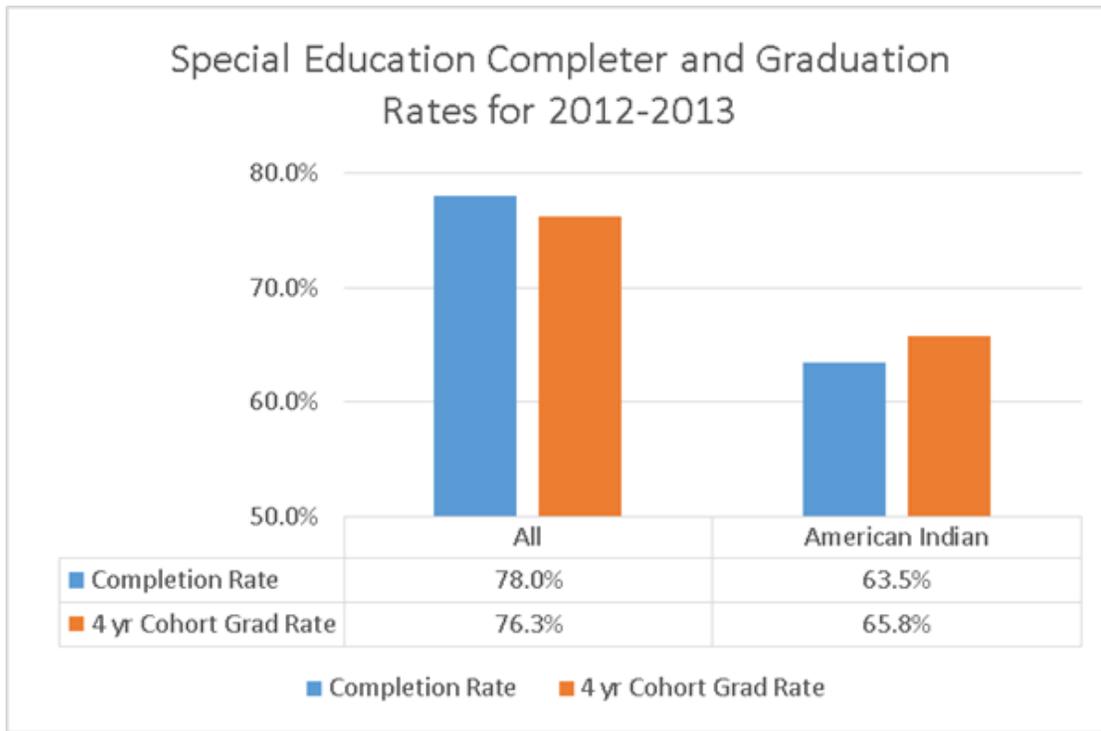
Montana’s SIMR (State-identified Measurable Result) is:

The number and percent of American Indian students with disabilities who successfully complete their secondary education will increase.

Measurement:

The numerator: All special education graduates/completers in the school year (on-time, early or late).

The denominator: All special education graduates in the school year plus the 12th grade dropouts during the same year plus the 11th grade dropouts in the preceding year plus the 10th grade dropouts from 2 years prior plus the 9th grade dropouts from 3 years prior.



The data show a significant discrepancy in the completer rates of American Indian students compared to all other students with disabilities. As the data show, the completion rate for American Indian students is lower than the four-year cohort rate. This is the opposite of the trend for all other race/ethnicity categories. American Indian students are the largest minority population in the state and many schools with high American Indian populations are located in rural and remote areas with little resources and in many cases poor economies.

Montana’s SIMR is directly aligned to indicator 1 and 2 and is supported by improvement activities associated with indicators 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15 and 16. We chose to target a completion rate versus a graduation or dropout rate due to the unique challenges facing our American Indian population. The data suggests that the cohort measure actually masks the number of students that do not complete. We believe that regardless of time taken, successful school completion is a positive result.

Improving the results for this subgroup will lead to improved state data, and will lead to the implementation of strategies that will improve the outcome for all students with disabilities in the state.

Additional data used in identifying root causes and supporting the choice of Montana’s SIMR include:

Title I- The attached Title I Persistently Lowest Achieving Schools list shows that of the lowest performing 30 schools, 26 are schools with high populations of American Indian students. The proficiency rates for those schools reflect dramatic differences with other schools in the state.

GMM- The attached GMM Graduation and Dropout Report for 2014 show a 19% difference in graduation rates using a four year cohort between all students and American Indian students.

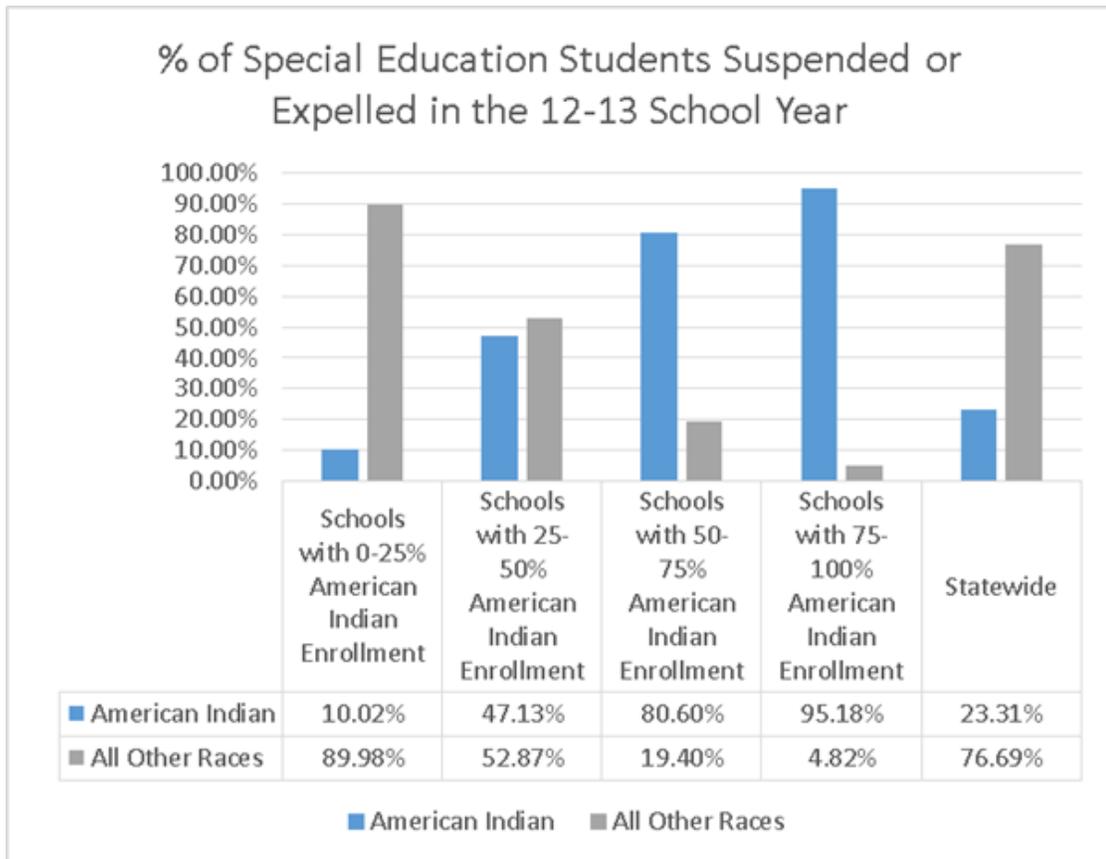
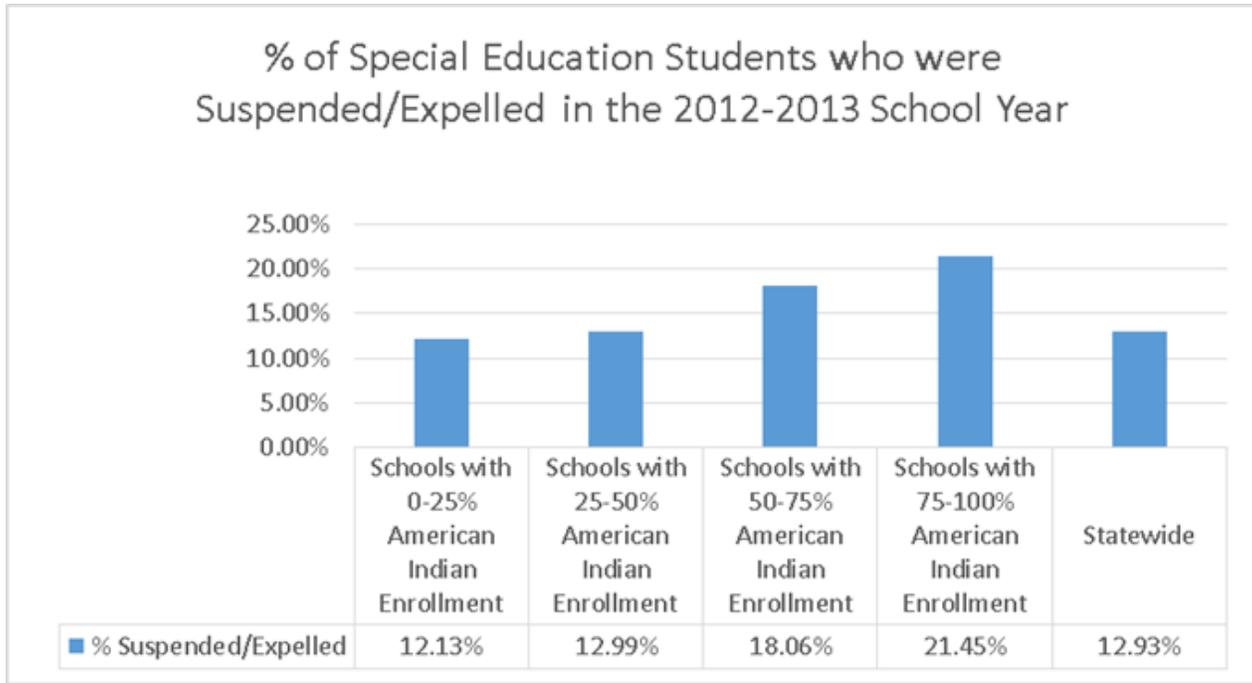
The attached Montana American Indian Student Achievement Data Report Fall 2014 reports-

Out of 823 public schools in Montana:

- 58 public schools report 75 – 100% American Indian students within their school population.
- 20 public schools report 50 – 75% American Indian students within their school population.
- 38 public schools report 25 – 50% American Indian students within their school population.

As of the count date (October 7, 2013) for the 2013-2014 school year 2,819 of all designated American Indian students were special education students. This leads to a special education rate among American Indian students of 14.3%. The special education rate among White students is 10.9%.

Suspension rates are also an issue with our American Indian students and is an identified root cause of low rates of school completion.



These data charts illustrate the root cause of school climate as a factor in school completion. Schools with high suspension/expulsion rates are those with unstable structure and climate conducive to a safe and encouraging learning environment. It is clear that these data show an identified need to target American Indian student's issues that lead to successful school completion.

Description

Selection of Coherent Improvement Strategies

An explanation of how the improvement strategies were selected, and why they are sound, logical and aligned, and will lead to a measurable improvement in the State-identified result(s). The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses, that are needed to improve the State infrastructure and to support LEA implementation of evidence-based practices to improve the State-identified Measurable Result(s) for Children with Disabilities. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build LEA capacity to achieve the State-identified Measurable Result(s) for Children with Disabilities.

Throughout the development discussion and data analysis of the SSIP, current state initiatives and activities were evaluated as to their capacity and capability to support the SIMR. It was interesting to note that most initiatives and programs are already actively aligned with activities that address the root causes of lower school completion rates. Those root causes are reflected in multiple other APR indicator data. Of the common root causes of school non-completion including; poor achievement, discipline, school climate, poverty, lack of medical care, dysfunctional family units, transiency of students and staff, and quality of staff, many of these causes exist to a higher degree in our American Indian communities and schools. While the OPI’s improvement strategies cannot ameliorate some causes, we can mitigate them to the greatest extent possible. Detailed descriptions of our improvement strategies are included in the APR introduction in the Compliance Monitoring, Technical Assistance, and Professional Development Sections.

In 1972, Montana added language to its constitution pledging to use education to preserve the unique cultural heritage of Native Americans. After nearly 30 years of inaction, this pledge was codified with the Indian Education for All (IEFA) Act, [which says](#) that every student in Montana, whether native or not, should "be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner." Several years later still, in 2005, this act was logistically implemented when the state legislature gave the initiative financial backing. Our new School Climate Grants affords us the added ability to work directly with our Indian Education for All division of the OPI. Check and Connect is a comprehensive intervention activity currently being designed to enhance student engagement at school with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building and persistence. A goal of Check and Connect is to foster school completion with academic and social competence. Check and Connect is implemented by a trained mentor whose primary goal is to keep education a salient issue for disengaged students and their teachers and family members. The mentor works with a caseload of students and families over time and follows their caseload from program to program and school to school.

Montana’s Check and Connect project/training will focus on (1) consultants that work with schools on or near reservations. Through the School Climate Transformation Grant, we are hiring 4 Indian MBI Cultural Consultants to work with select school with high American Indian populations. The Montana Check and Connect training will also target principals, counselors, MBI team members, home school coordinators, Dean of Students and other identified support staff with student influence.

All of our major activities and initiatives, have been developed and implemented on the basis of evidence-based practices. In particular, Montana’s Behavioral Initiative and our CSPD are nationally recognized exemplar programs. The key strategy is to focus these existing activities directly to our target schools and will be incentive based and strongly supported by the OPI. Montana is a local control state and each of our 409 school districts have locally elected school boards. School participation in state initiatives and activities must be approved by the local district. Often, lack of funding, travel, or lack of knowledge of opportunities eliminates the districts from participation. Our intention is to systematically intervene in those districts to provide information and resources as incentives for understanding the current issues the district faces, knowledge of improvement activities available, and resources to access those activities. Due to the unique and varied cultures of our people and communities, the specifics of how this process will take place will vary between districts. As a result, our outreach to districts will range from statewide information to direct communication with

local school boards, administrators, teachers, parents, and other stakeholders in the communities. School completion data will be collected and analyzed comparing districts who access improvement strategies and what is impactful and to what degree. This will enable Montana to then scale-up successful initiative strategies and implementation strategies across the state.

Implementation of targeted and supported improvement activities across issues at the root of success of Montana's American Indian students with disabilities will result in higher school completion rates, students graduating college and career ready, successful school outcomes and stronger communities.

Theory of Action

A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State's capacity to lead meaningful change in LEAs, and achieve improvement in the State-identified Measurable Result(s) for Children with Disabilities.

Submitted Theory of Action: [Logic Model Montana](#)



Provide a description of the provided graphic illustration (optional)

Certify and Submit your SPP/APR

This indicator is not applicable.



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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October 3, 2013

Deborah S. Delisle
Assistant Secretary
Office of Elementary and Secondary Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

In the 2013–2014 school year, the Montana Office of Public Instruction (OPI) will be field testing the new Smarter Balanced Achievement Consortium reading/language arts and mathematics assessments aligned to college- and career-ready standards. Per the Secretary's June 18, 2013, announcement, I am writing on behalf of the OPI to request the double-testing flexibility by requesting a one-year waiver of the following requirements in Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, and their associated regulatory provisions:

- ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i), which require a State educational agency (SEA) to apply the same academic achievement standards, and to use the same academic assessments, for all public school children in the State. The OPI requests these waivers so that any individual student within Montana will be permitted to take only the full form of the field test of the new assessment aligned to college- and career-ready standards in each content area in 2013–2014.
- ESEA section 1111(b)(3)(C)(xii), which requires the provision of individual student interpretive, descriptive, and diagnostic reports that include information regarding achievement on State assessments to parents, teachers, and principals as soon as is practically possible after an assessment is given. The OPI requests this waiver to permit the OPI and its local educational agencies (LEAs) to refrain from producing or providing these reports for a student's performance on a field test.

On behalf of the OPI, I am also requesting the determination flexibility by requesting a one-year waiver of the following ESEA requirements and their associated regulatory provisions:

- ESEA sections 1111(h)(1)(C)(ii) and 1111(h)(2)(B), which require an SEA and an LEA, respectively, to report on performance against annual measurable objectives (AMOs). The OPI requests these waivers to permit OPI and its LEAs to refrain from reporting performance against AMOs for the subject(s) being field tested in all schools and districts. Since all schools and districts will participate in the field test of the new assessments aligned to college- and career-ready standards and the current statewide assessment for

reading/language arts and mathematics will not be administered, there will be no reporting on performance against AMOs based on the statewide assessment.

- ESEA sections 1116(a)(1)(A) and 1116(c)(1)(A), which require an LEA and an SEA, respectively, to use the State's academic assessments and other academic indicators to make adequate yearly progress (AYP) determinations for schools and LEAs. The OPI requests this waiver to permit an LEA within Montana that has one or more schools participating in the field test to refrain from making AYP determinations for each of those schools and to permit the OPI to refrain from making AYP determinations for any LEA participating in the field test. Since all schools and districts in Montana will be participating in the field test, the previous AYP determinations based on assessments administered in the previous school year will be used for an additional year, and schools and districts will be held accountable accordingly.

The OPI hereby assures that, if it is granted the requested waivers:

- The OPI and its LEAs will ensure that all students in the tested grades will participate in the field test. The current statewide assessment will not be administered.
- Since all Montana LEAs and schools will participate in the field testing, there will be no new AYP determinations based on the 2013-2014 school year, but the previous year AYP determinations will be used for an additional year, and schools and districts will be held accountable accordingly.
- Since all Montana LEAs and schools with tested grades will participate in the field test, there will be no new reporting of performance against AMOs based on the State assessment. There will be new reporting on participation rates in the field testing for reading/language arts and mathematics for students in all schools and LEAs.
- With the exception of the alternate State approved assessment for children with disabilities (as required in their Individual Education Plans) all students in Montana LEAs and schools will participate in the in the field test. Therefore, there will be no reporting obligations for the OPI and its LEAs with respect to reporting the achievement of students who take the current State assessments other than the students taking the State approved alternate assessment.
- The OPI has properly notified all LEAs and schools that they will participate in the field test.
- The OPI will ensure that parents of students in each school participating in the field test have been notified of the school's participation, including by ensuring that the notification to parents includes a discussion of the implications of the school's participation in the field test and that the parents' child will participate in the field test.
- In 2014–2015, the OPI will administer the new reading/language arts and mathematics assessments aligned to college- and career-ready standards, as well as State science assessments, to all students in the grades required to be tested in accordance with the ESEA.

- The OPI will resume making AYP determinations for all schools and all LEAs based on assessments administered in the 2014–2015 school year.

Enclosed with this waiver request is a list of all schools and LEAs, within Montana that will participate in the field test of the new assessments aligned to college- and career-ready standards as well as an indication that those schools and LEAs will not receive new AYP determinations in light of their participation in the field test.

Prior to submitting this waiver request, the OPI provided all LEAs in the State with notice and a reasonable opportunity to comment on this request. The OPI provided such notice by an official email to each LEA on September 24, 2013 and a notice published on the OPI website on September 24, 2013. A copy of the email and the notice are attached and may be found at this link: <http://www.opi.mt.gov/pdf/Assessment/13SeptWaiverRequest.pdf>.

Copies of all comments that the OPI received from LEAs in response to this notice may be found at this link: http://opi.mt.gov/PDF/Assessment/OPI_WAIVERS_MAILBOX. The OPI also provided notice and information regarding this waiver request to the public in the manner in which the OPI customarily provides such notice and information to the public by posting information regarding the waiver request on the OPI website (see linked copy of public notice referenced above).

Please feel free to contact Deputy Superintendent Dennis Parman at (406) 444-5643 or at dparman@mt.gov if you have questions regarding this request. Thank you for your consideration.

Sincerely,



Denise Juneau
State Superintendent



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

NOV -4 2013

The Honorable Denise Juneau
Superintendent
Montana Office of Public Instruction
P. O. Box 202501
Helena, MT 59620

Dear Superintendent Juneau:

I am writing in response to the Montana Office of Public Instruction's (OPI) request on behalf selected schools to waive certain statutory and regulatory requirements of Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended (ESEA). Specifically, OPI has requested on behalf of the selected schools a one-year waiver to allow the district to field test assessments in mathematics and reading/language arts aligned to college- and career-ready standards developed by the Smarter Balanced Assessment Consortium in lieu of the State's assessments in grades 3 through 8 and high school and also requested flexibility in accountability determinations.

I am pleased to grant, pursuant to my authority under section 9401 of the ESEA, a one-year waiver of the following statutory and regulatory requirements under Title I, Part A of the ESEA, as amended, and their associated regulatory provisions:

- ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i), which require the State educational agency (SEA) to apply the same academic achievement standards, and to use the same academic assessments, for all public school children in the State. OPI requested these waivers so that any individual student within Montana will be permitted to take only one assessment in each content area in 2013–2014 — either the current State assessment or the field test of the new assessments aligned to college- and career-ready standards.
- ESEA section 1111(b)(3)(C)(xii), which requires the provision of individual student interpretive, descriptive, and diagnostic reports that include information regarding achievement on State assessments to parents, teachers, and principals as soon as is practically possible after an assessment is given. OPI requested this waiver to permit OPI and its local educational agencies (LEAs) to refrain from producing or providing these reports for a student's performance on a field test.
- ESEA section 1111(h)(1)(C)(ii) and 1111(h)(2)(B), which require an SEA and LEA to report on performance against annual measurable objectives (AMOs). OPI requested these waivers to permit OPI and its LEAs to refrain from reporting performance against AMOs for any school that participates in the field test of the new assessments aligned to college- and career-ready standards.

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

- ESEA section 1116(a)(1)(A), which requires an LEA to use the State’s academic assessments and other academic indicators to make adequate yearly progress (AYP) determinations for schools. OPI requested this waiver to permit an LEA within Montana that has one or more schools participating in the field test to refrain from making AYP determinations for each of those schools.

This waiver is granted to the OPI on the condition that it will implement the following assurances:

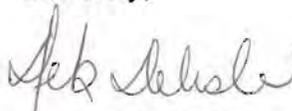
- The OPI and its LEAs will ensure that all students in the tested grades will participate in the field test.
- Since all Montana LEAs and schools will participate in the field testing, there will be no new AYP determinations based on the 2013–14 school year, but the previous year AYP determinations will be used for an additional year, and schools and districts will be held accountable accordingly.
- Since all Montana LEAs and schools with tested grades will participate in the field test, there will be no new reporting of performance against AMOs based on the State assessment. There will be new reporting on participation rates in the field testing for reading/language arts and mathematics for students in all schools and LEAs.
- With the exception of the alternate State approved assessment for children with disabilities (as required in their Individual Education Plans) all students in Montana LEAs and schools will participate in the in the field test. Therefore, there will be no reporting obligations for the OPI and its LEAs with respect to reporting the achievement of students who take the current State assessments other than the students taking the State approved alternate assessment.
- The OPI has properly notified all LEAs and schools that will participate in the field test of that participation.
- The OPI will ensure that parents of students in each school participating in the field test have been notified of the school’s participation, including by ensuring that the notification to parents includes a discussion of the implications of the school’s participation in the field test and a notification of whether the parents’ individual child will participate in the field test.
- In 2014–2015, the OPI will administer the new reading/language arts and mathematics assessments align to college- and career-ready standards, as well as its State science assessments, to all students in the grades required to be tested in accordance with the ESEA.
- The OPI will resume making AYP determinations for all schools and all single-school LEAs based on assessments administered in the 2014–2015 school year.

Please be aware that this waiver of Montana’s standards and assessment system under the ESEA is not a determination that the system complies with Federal civil rights requirements, including Title VI of the *Civil Rights Act of 1964*, Title IX of the *Education Amendments of 1972*, Section 504 of the *Rehabilitation Act of 1973*, Title II of the *Americans with Disabilities Act*, and requirements under the *Individuals with Disabilities Education Act*. This waiver also does not apply to statutory and regulatory requirements regarding science assessments under Title I, Part A of the ESEA.

Page 3 – The Honorable Denise Juneau

I hope you find this flexibility helpful. I look forward to working with you and your staff as you implement this flexibility and as you continue working to improve education in Montana.

Sincerely,

A handwritten signature in cursive script, appearing to read "Deborah S. Delisle".

Deborah S. Delisle
Assistant Secretary

cc: Judy Snow

Montana
Part B Parent Survey – 2013-14
Summary Report

Highlights

- Surveys were given to parents with children attending those LEAs that were to be monitored in 2013-14. Specifically, all parents at these LEAs who had students age 3-21 receiving special education services during the 2013-14 school year were given a survey. A total of 4,389 parents were asked to complete the survey and 375 were returned for a response rate of 8.5%.
- Results are positive. On 25 of the 26 items, 50% or more of the parents expressed a positive attitude. On 14 of the 26 items, 80% or more of the parents expressed a positive attitude; on 5 of the 26 items, 90% or more of the parents expressed a positive attitude.
- Most parents agree that:
 - A. The IEP meeting is conveniently scheduled** and that critical issues (i.e., accommodations, extended school year services, and statewide assessments) are discussed. For example:
 - 3. At the IEP meeting, we discussed accommodations and modifications that my child would need (92% agreed).
 - B. The school encourages parents to be equal partners.** For example:
 - 1. I am an equal partner with my child’s teachers and other professionals in planning my child’s educational program (88% agreed).
 - C. The school provides for a seamless transition** from early intervention to preschool special education and provides for the least restrictive environment. For example:
 - 5. My child received his/her special education services with children without disabilities to the maximum extent possible (88% agreed).
 - D. The school provides information** on options parents can take to help their child. For example:
 - 24. My child’s school gives parents the help they may need to play an active role in their child’s education (76% agreed).
 - E. Teachers and administrators respect** parents’ culture and show sensitivity to students with disabilities. For example:
 - 18. Teachers and administrators respect my cultural heritage (92% agreed).
 - F. The school adequately communicates** with parents. For example:
 - 9. Written information I receive is written in an understandable way (92% agreed).
- Of these six areas, parents assign the highest ratings to Communication, IEP, and Respect.
 - The scale with the lowest score is Information (“Does the school provide information on options parents can take to help their child?”). On average, parents awarded 59.6% of the possible points to this area.
 - The other five scales had scores that ranged from 69-72%.

- In fact, the five items with the **lowest** levels of agreement have to do with Information. These items represent potential areas of improvement.
 - 21. My child's school provides information about options for services/related services that address my child's needs (66% agreed).
 - 26. My child's school explains what options we have if they disagree with a decision of the school (66% agreed).
 - 25. My child's school provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.) (61% agreed).
 - 22. My child's school offers parents information/training about special education issues (58% agreed).
 - 6. I was given information about organizations that offer information and training for parents of students with disabilities (47% agreed).

- The following nine items had the **highest** level of agreement. These items represent strengths.
 - 3. At the IEP meeting, we discussed accommodations and modifications that my child would need (92% agreed).
 - 9. Written information I receive is written in an understandable way (92% agreed).
 - 18. Teachers and administrators respect my cultural heritage (92% agreed).
 - 8. My child's Child Study Team (CST) report is written in terms I can understand (91% agreed).
 - 12. IEP meetings are scheduled at a time and place that are convenient for me (90% agreed).
 - 10. Teachers are available to speak to me (89% agreed).
 - 1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program (88% agreed).
 - 5. My child received his/her special education services with children without disabilities to the maximum extent possible (88% agreed).
 - 19. The school has a person on staff who is available to answer questions (87% agreed).

- There are a few significant differences among different groups of parents.
 - Parents of students with a Speech/Language Impairment responded more positively in all six areas (IEP, Equal Partners, Services, Information, Respect, and Communication). Significant differences were found when comparing these parents with those of students with Autism, Emotional Disturbance, Specific Learning Disability, and Cognitive Delay.
 - Parents of younger children tended to respond more positively. Significant differences were found in the following areas:
 - *Information and Respect*: Parents of students with children in between the years of 2-5 were significantly more positive than those with students of ages 9 -11.
 - *IEP and Respect*: Parents of 6-8 year old students were significantly more positive than those with 15-18 year old students.
 - *Services*: Parents of students ages 6-8 were significantly more positive than those parents of students ages 9-11.

Results

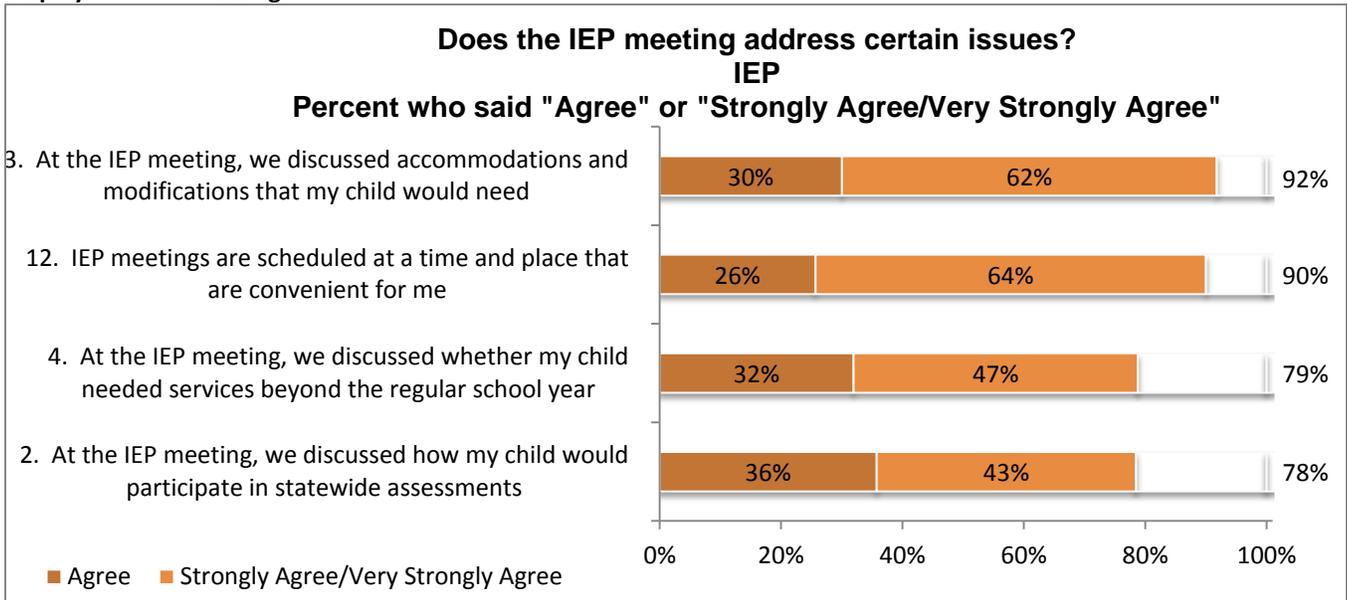
Scales

- The 26 items on the survey were categorized into six different scales:
 - A. Does the IEP meeting address certain issues? (4 items; "IEP")
 - B. Does the school encourage parents to be an equal partner? (5 items; "Equal Partners")
 - C. Does the school have a seamless transition from Birth to 3 and provide for least restrictive environment? (2 items; "Services")
 - D. Does the school provide information on options parents can take to help their child? (6 items; "Information")
 - E. Does the school respect the family? (2 items; "Respect")
 - F. Does the school adequately communicate with the parent? (7 items; "Communication")
- The Results section is organized by these six scales.

A. Does the IEP meeting address certain issues?

- Between 78-92% of parents agreed that IEP meetings address certain issues (see Display A-1).
 - The items with the **highest** level of agreement:
 - 3. At the IEP meeting, we discussed accommodations and modifications that my child would need (92% agreed).
 - 12. IEP meetings are scheduled at a time and place that are convenient for me (90% agreed).
 - The items with the **lowest** level of agreement:
 - 4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year (79% agreed).
 - 2. At the IEP meeting, we discussed how my child would participate in statewide assessments (78% agreed).

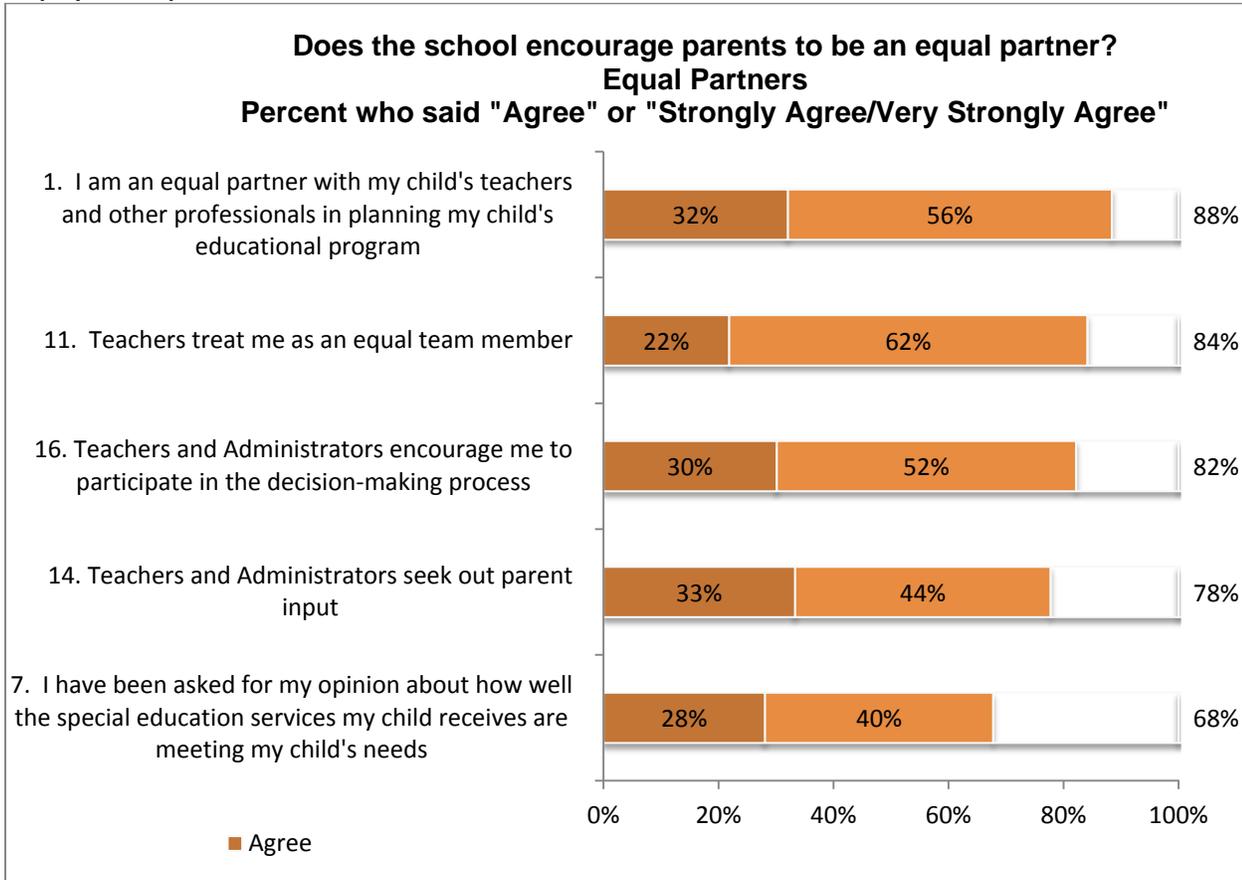
Display A-1: IEP Meeting



B. Does the school encourage parents to be an equal partner?

- Five items asked about the extent to which the school encourages parents to be an equal partner in their child’s special education. Between 68-88% of parents agreed with each of these items (see Display B-1).
 - The items with the **highest** level of agreement:
 - 1. I am an equal partner with my child’s teachers and other professionals in planning my child’s educational program (88% agreed).
 - 11. Teachers treat me as an equal team member (84% agreed).
 - The item with the **lowest** level of agreement:
 - 7. I have been asked for my opinion about how well the special education services my child receives are meeting my child’s needs (68% agreed).

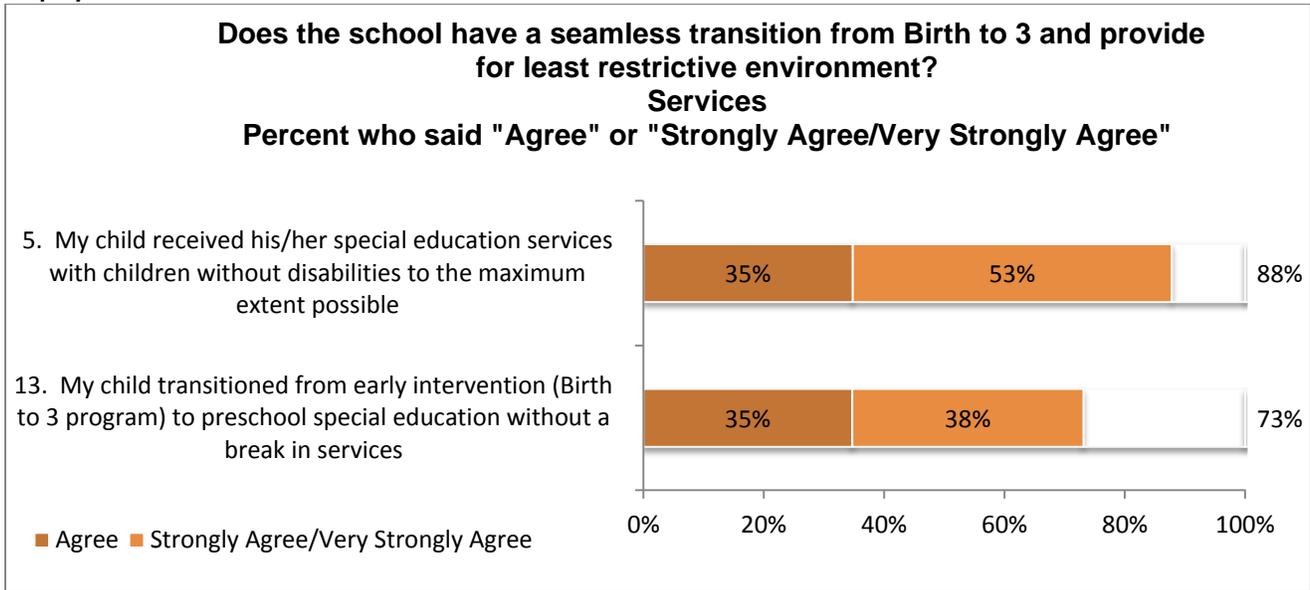
Display B-1: Equal Partners



C. Does the school have a seamless transition from Birth to 3 and provide for least restrictive environment?

- Two items asked about services (see Display C-1)
 - 5. My child received his/her special education services with children without disabilities to the maximum extent possible (88% agreed).
 - 13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services (73% agreed).

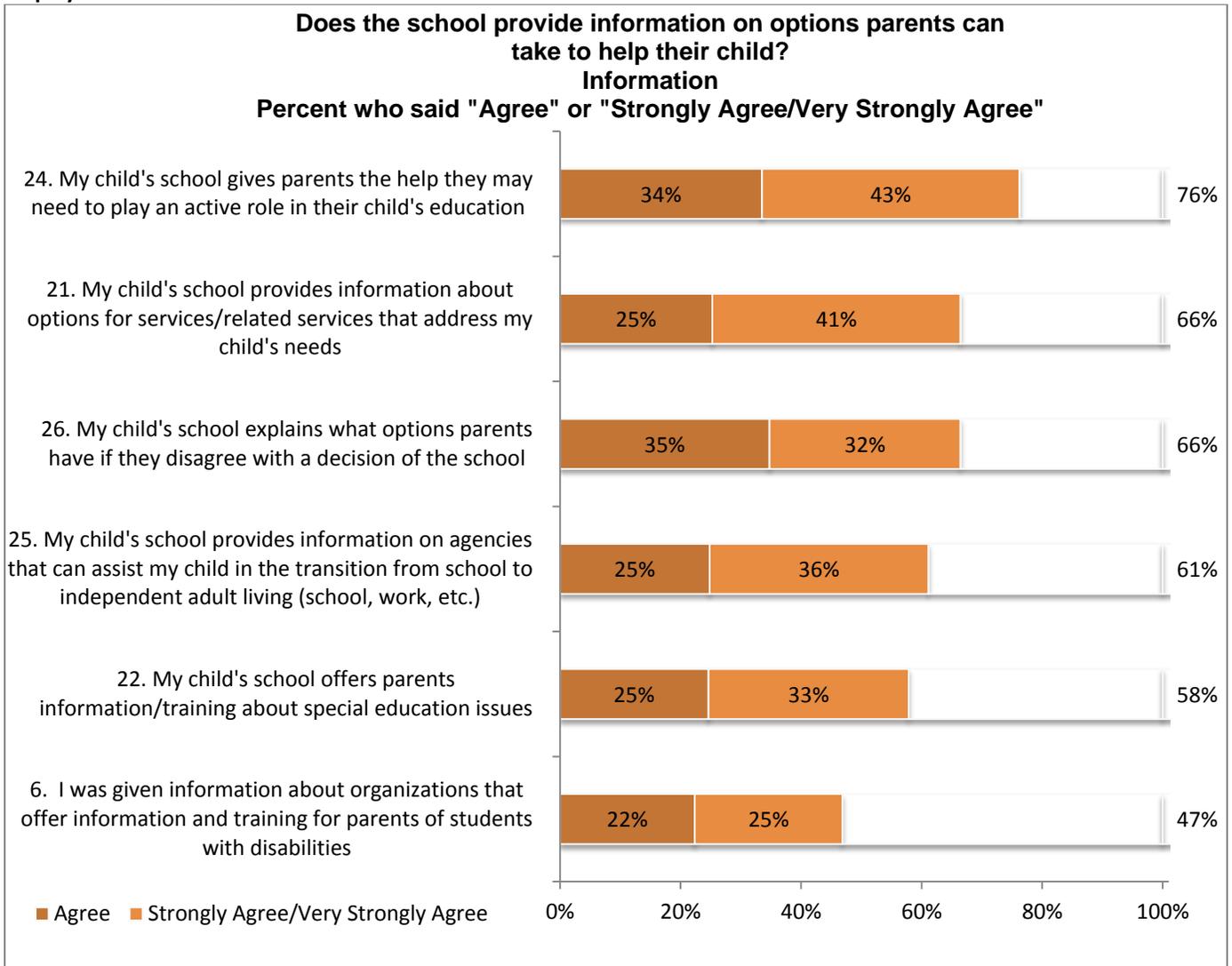
Display C-1: Services



D. Does the school provide information on options parents can take to help their child?

- Parents rated the extent to which the school provides six different types of information. Between 47-76% of parents agreed that the school provided them six types of information (see Display D-1).
 - The type of information with the **highest** level of agreement:
 - 24. My child’s school gives parents the help they may need to play an active role in their child’s education (76% agreed).
 - The types of information with the **lowest** level of agreement:
 - 22. My child’s school offers parents information/training about special education issues (58% agreed).
 - 6. I was given information about organizations that offer information and training for parents of students with disabilities (47% agreed).

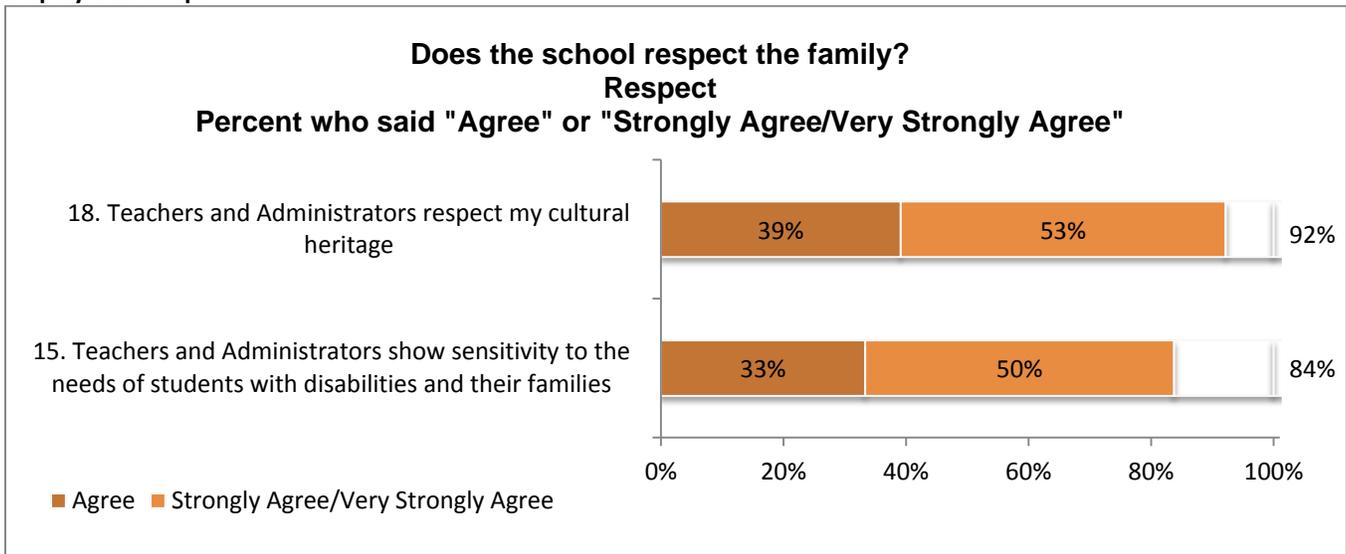
Display D-1: Information



E. Does the school respect the family?

- The majority of parents agree that teachers and administrators respect their cultural heritage and show sensitivity to the needs of students with disabilities and their families (see Display E-1).

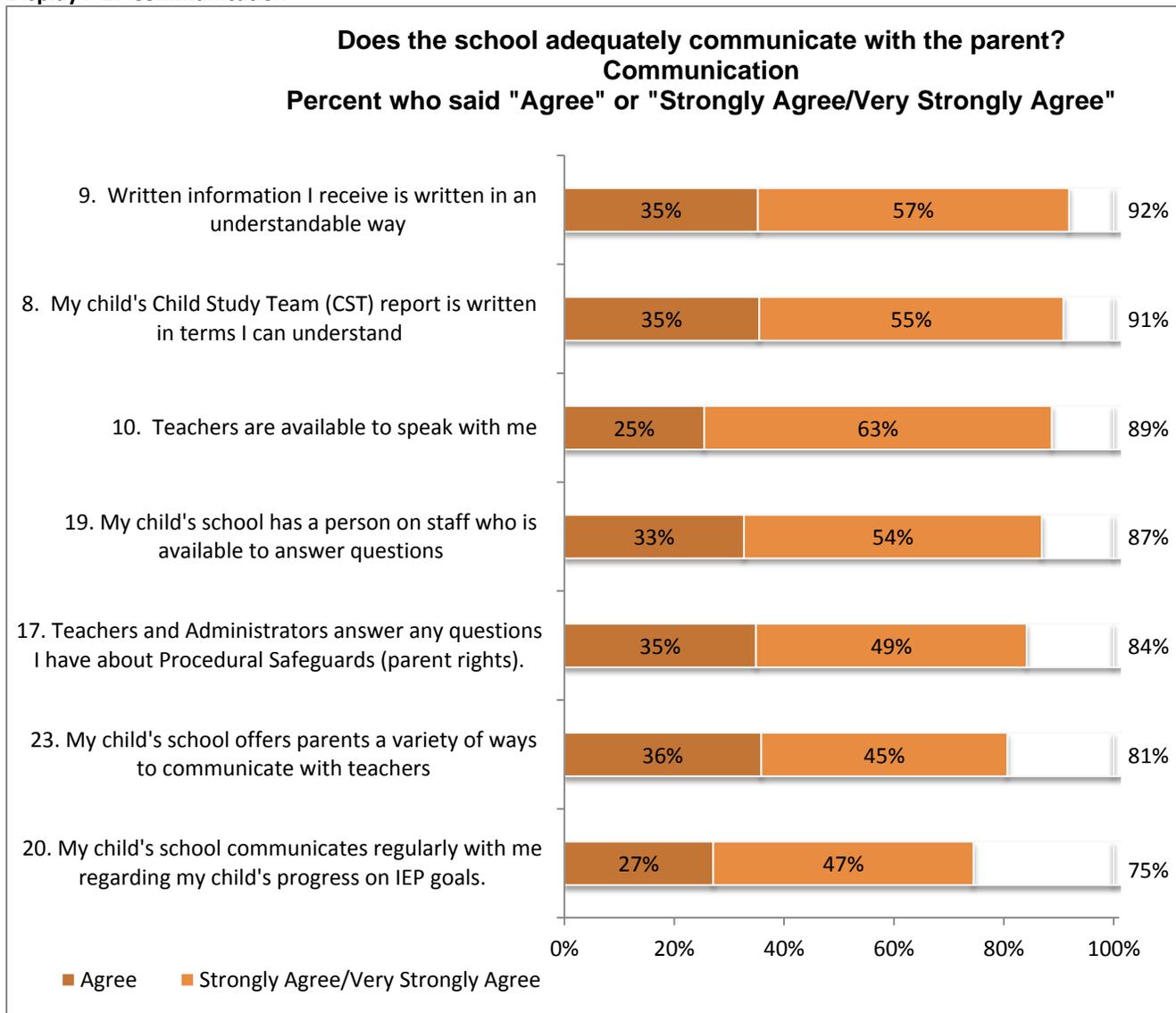
Display E-1: Respect



F. Does the school adequately communicate with the parent?

- Parents rated the school on seven communication aspects. Between 75-92% of parents agreed that the school adequately communicates with them on each of these seven aspects (see Display F-1).
 - The aspects with the **highest** level of agreement
 - 9. Written information I receive is written in an understandable way (92% agreed).
 - 8. My child's Child Study Team (CST) report is written in terms I can understand (91% agreed).
 - 10. Teachers are available to speak to me (89% agreed).
 - 19. My child's school has a person on staff who is available to answer questions (87% agreed).
 - The aspect with the **lowest** level of agreement:
 - 20. My child's school communicates regularly with me regarding my child's progress on IEP goals (75% agreed).

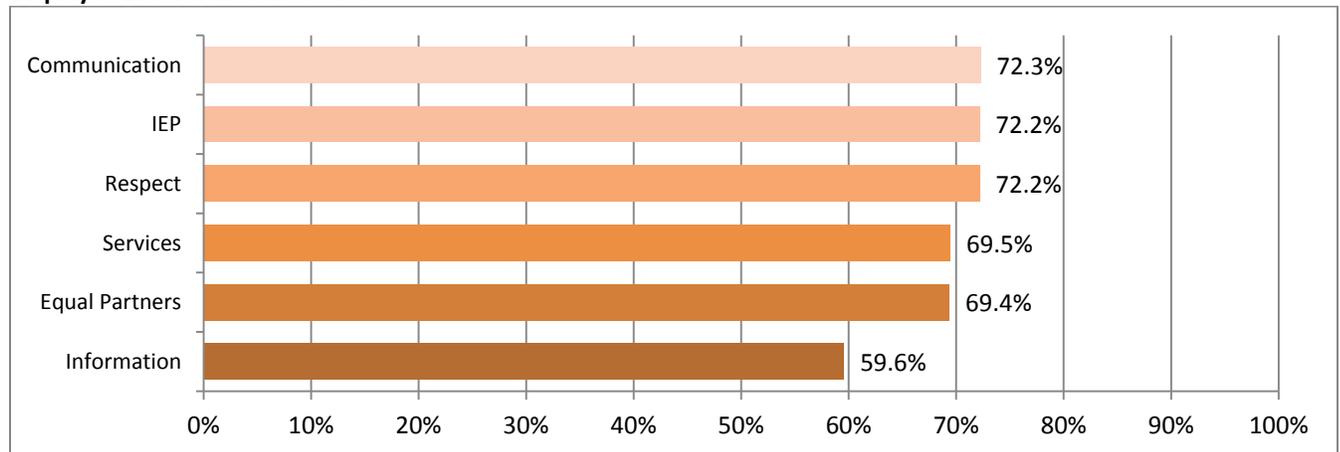
Display F-1: Communication



G. Overall Scale Scores

- For each of the six scales, a percent of maximum score was calculated. A percent of max score indicates the percentage of points the respondent “awarded” to the school on a given a group of items. For example, a respondent who rated the school a “6” (Very Strongly Agree) on each of the four items that make up the IEP scale, would receive a 100% score; a respondent who rated the school a “1” (Very Strongly Disagree) on each of the four IEP items would receive a 0% score. A respondent who rated the school a “4” (Agree) on each of the four IEP items would receive a 60% score. Thus, a 60% score represents the minimum desirable score.
- The scale with the lowest overall score is Information (“Does the school provide information on options parents can take to help their child?”). On average, parents awarded 59.6% of the possible points to this area.
- The other five scales had scores that ranged from 69.4-72.3%.

Display G-1: Overall Scale Scores



Parents' scores on these six scales were compared to determine if any particular group of parents is significantly more positive or negative than other groups of parents.

Results by Race/Ethnicity

- No significant differences in the survey results existed among parents of students of different race/ethnicities.

Display G-2: Mean Percentage of Points Earned on Each Scale by Students' Race/Ethnicity

Race/Ethnicity	Number of Students	Overall	Communication	IEP	Information	Equal Partners	Respect	Services
All	376	69%	72%	72%	60%	69%	72%	69%
White	300	68%	72%	70%	59%	69%	72%	70%
Hispanic/Latino	18	74%	77%	80%	63%	75%	78%	76%
American Indian or Alaskan Native	23	68%	71%	70%	61%	68%	69%	67%
Black or African American	5	Fewer than 10 respondents						
Asian	3	Fewer than 10 respondents						
Pacific Islander	2	Fewer than 10 respondents						
Other	12	55%	58%	70%	44%	55%	55%	50%

Results by Primary Disability

- Parents of students with a Speech/Language Impairment responded more positively than parents of students with other disabilities overall, but significantly so in comparison to those parents who have children with an emotional disturbance, specific learning disability, cognitive delay and autism. In fact, the parents of students with a Speech/Language impairment responded more positively in all six areas (IEP, Equal Partners, Services, Information, Respect, and Communication). For example, Speech/Language Impairment parents rated Information an average of 74% compared to an average of 55% for parents of students with a Specific Learning Disability.

Display G-3: Mean Percentage of Points Earned on Each Scale by Students' Primary Disability

Primary Disability	Number of Students	Overall	Communication	IEP	Information	Equal Partners	Respect	Services
All	376	69%	72%	72%	60%	69%	72%	69%
Autism	56	63%	66%	70%	50%	65%	67%	65%
Deafness	0	No respondents						
Emotional Disturbance	33	64%	71%	70%	53%	66%	71%	63%
Hearing Impairment	6	Fewer than 10 respondents						
Cognitive Delay	49	64%	67%	70%	54%	65%	66%	61%
Orthopedic Impairment	3	Fewer than 10 respondents						
Other Health Impairment	14	64%	69%	70%	52%	61%	71%	65%
Specific Learning Disability	89	64%	68%	70%	55%	64%	68%	67%
Speech/Language Impairment	72	80%	84%	80%	74%	80%	82%	82%
Traumatic Brain Injury	4	Fewer than 10 respondents						
Visual Impairment	0	No respondents						
Developmental Delay	22	77%	79%	80%	71%	79%	82%	76%

Results by Age

- No significant differences in the survey results existed among parents of students of different ages.

Display G-4: Mean Percentage of Points Earned on Each Scale by Students' Age

Age	Number of Students	Overall	Communication	IEP	Information	Equal Partners	Respect	Services
All	376	69%	72%	72%	60%	69%	72%	69%
2	2	Fewer than 10 respondents						
3	6	Fewer than 10 respondents						
4	9	Fewer than 10 respondents						
5	21	74%	78%	74%	68%	74%	80%	77%
6	16	74%	77%	77%	63%	76%	77%	78%
7	25	77%	81%	78%	71%	75%	80%	81%
8	31	73%	75%	79%	63%	74%	77%	74%
9	37	66%	69%	69%	57%	68%	71%	63%
10	30	71%	76%	75%	60%	71%	75%	71%
11	32	61%	64%	66%	49%	62%	62%	63%
12	30	68%	71%	72%	58%	71%	73%	66%
13	25	74%	77%	81%	63%	75%	78%	72%
14	24	64%	70%	67%	52%	65%	68%	67%
15	27	69%	73%	69%	61%	70%	71%	70%
16	18	55%	58%	61%	42%	58%	56%	64%
17	22	68%	72%	72%	62%	67%	70%	68%
18	7	Fewer than 10 respondents						

Results by Age Category

- Parents of students in age group 2-5 responded significantly more positive than parents of students in age category 9-11 and 15-18 on Information and Respect. Further, parents of students in age category 6-8 responded more favorably than those in age group 15-18 on IEP and Respect. Lastly, parents with students in the 6-8 age category were more positive than those in the 9-11 age range for Services.

Display G-5: Mean Percentage of Points Earned on Each Scale by Students' Age Category

Age Group	Number of students	Overall	Communication	IEP	Information	Equal Partners	Respect	Services
All	376	69%	72%	72%	60%	69%	72%	69%
Age 2-5	38	77%	81%	75%	72%	77%	83%	75%
Age 6-8	72	75%	77%	78%	66%	75%	78%	77%
Age 9-11	99	66%	69%	70%	55%	67%	70%	65%
Age 12-14	79	69%	73%	74%	58%	71%	73%	68%
Age 15-18	74	65%	69%	68%	57%	65%	66%	69%

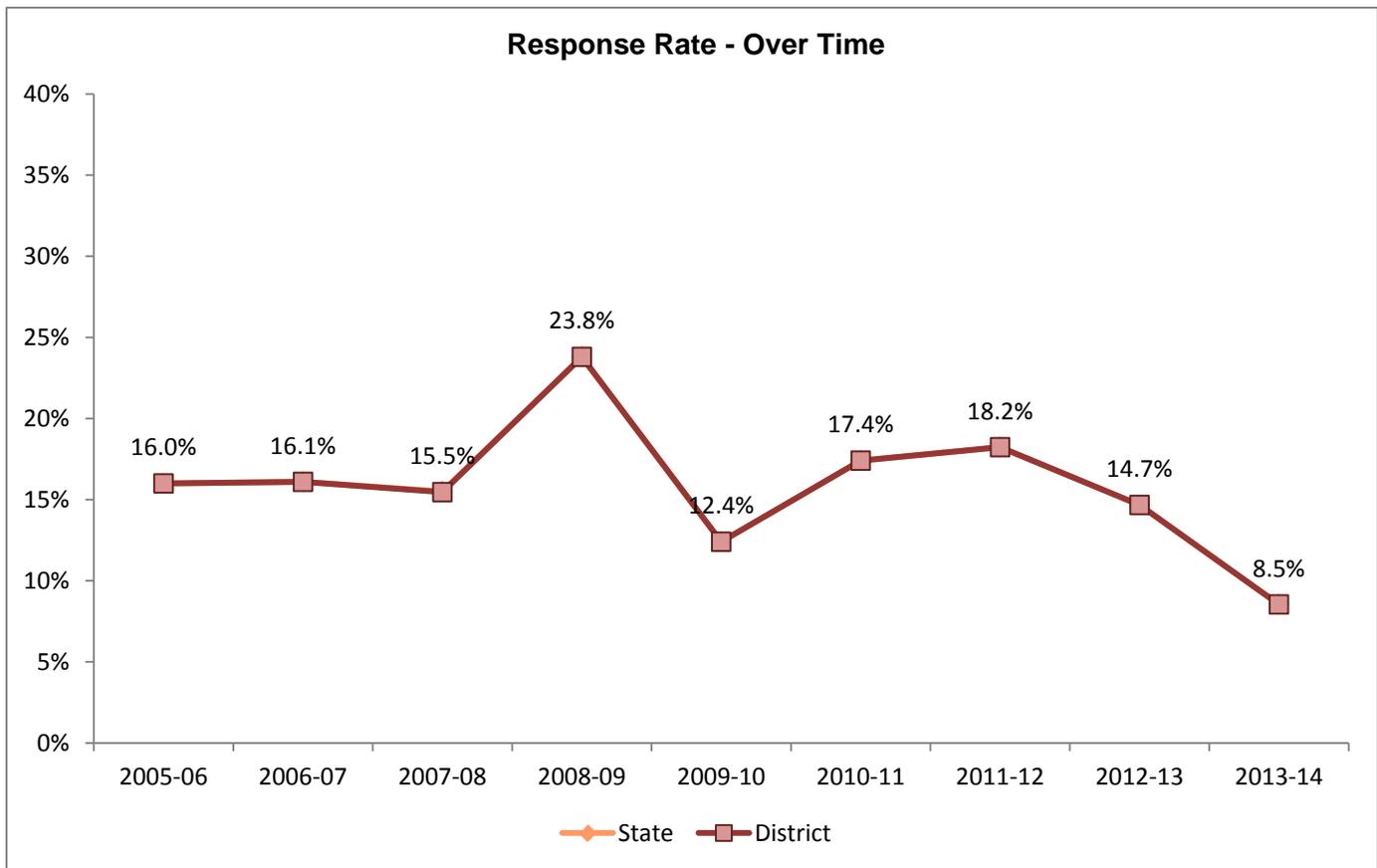
Results Over Time

Response Rate

- The response rate decreased by 6.1 percentage points from 2012-13 to 2013-14. The 2013-14 response rate represents the lowest response rate achieved.
 - In 2012-13, 459 parents responded for a response rate of 14.7%. In 2013-14, 375 parents responded for a response rate of 8.5% (see Display H-1).

Display H-1: Response Rates over Time

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Parents who received Survey	3355	3318	3493	4785	4836	2924	3043	3129	4389
Number of Surveys Completed	540	533	540	1139	600	509	555	459	375
% of Parents who Responded	16.0%	16.1%	15.5%	23.8%	12.4%	17.4%	18.2%	14.7%	8.5%
State: % of Parents who Responded	16.0%	16.1%	15.5%	23.8%	12.4%	17.4%	18.2%	14.7%	8.5%

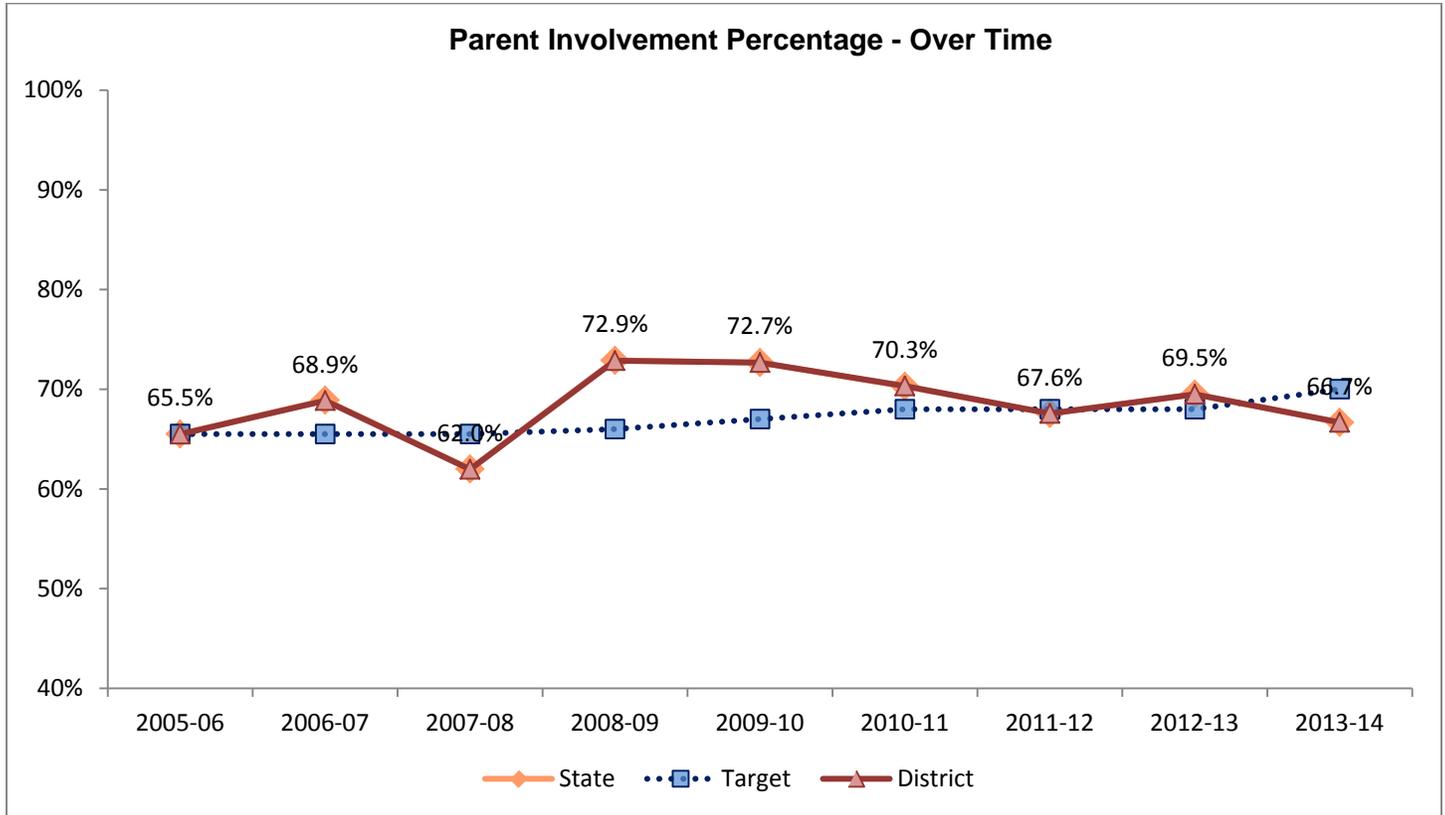


Parent Involvement Percentage

- The Parent Involvement Percentage decreased 2.8 percentage points from 69.5% in 2012-13 to 66.7% in 2013-14 (see Display H-2).

Display H-2: Parental Involvement Percentage over Time

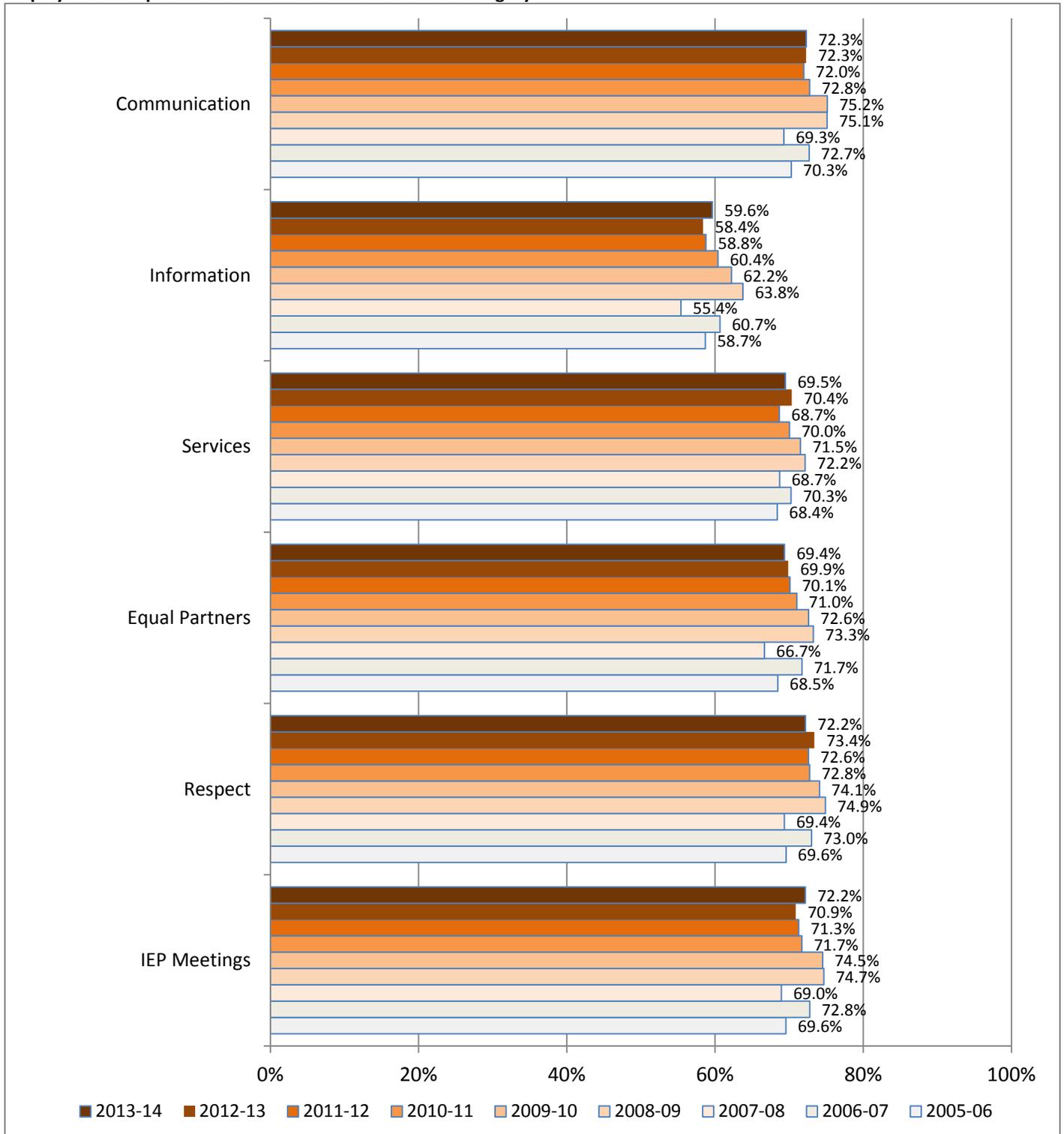
Overall Parental Involvement	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2013-14 minus 2012-13
State	65.5%	68.9%	62.0%	72.9%	72.7%	70.3%	67.6%	69.5%	66.7%	-2.8%
District	65.5%	68.9%	62.0%	72.9%	72.7%	70.3%	67.6%	69.5%	66.7%	-2.8%
Target	65.5%	65.5%	65.5%	66.0%	67.0%	68.0%	68.0%	68.0%	70.0%	2.0%



Specific Scale Scores

- Display H-3 shows the results over time for the scale scores. Information and IEP Meetings experienced an increase between 2012-13 and 2013-14 (both scales increased 1.3 percentage points). Communication remained the same over the two years (72.3 percentage points). The remaining scale scores decreased slightly.
 - The scale with the largest decrease was Respect (decreased 1.2 percentage points from 73.4% to 72.2%).

Display H-3: Comparison chart of mean scores for each category



The mean scores represent the average percentage of points assigned by parents to that scale.

Individual Items – Results Over Time

- Display H-4 shows the results over time for each of the individual items.
- The following items showed the largest **increase** from 2012-13 to 2013-14:
 - 2. At the IEP meeting, we discussed how my child would participate in statewide assessments (increased 6.6 percentage points from 72% to 78%).
 - 25. My child's school provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.) (increased 4.8 percentage points from 56% to 61%).
 - 13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services (increased 3.2 percentage points from 70% to 73%).
 - 26. My child's school explains what options parents have if they disagree with a decision of the school (increased 3.1 percentage points from 63% to 66%).
 - 4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year (increased 2.1 percentage points from 77% to 79%).
- The following items showed the largest **decrease** from 2012-13 to 2013-14:
 - 16. My child's teachers and administrators encourage me to participate in the decision-making process (decreased 5.0 percentage points from 87% to 82%).
 - 20. My child's school communicates regularly with me regarding my child's progress on IEP goals (decreased 4.8 percentage points from 79% to 75%).
 - 11. Teachers treat me as an equal team member (decreased 4.1 percentage points from 88% to 84%).
 - 14. My child's teachers and administrators seek out parent input (decreased 3.8 percentage points from 82% to 78%).
 - 6. I was given information about organizations that offer information and training for parents of students with disabilities (decreased 3.1 percentage points from 50% to 47%).

Display H-4: Individual Items Over Time: Percent who Agreed, Strongly Agreed, or Very Strongly Agreed

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2013-14 Minus 2012-13
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program	92%	85%	91%	89%	89%	88%	89%	88%	-0.5%
2. At the IEP meeting, we discussed how my child would participate in statewide assessments	78%	70%	81%	80%	77%	75%	72%	78%	6.6%
3. At the IEP meeting, we discussed accommodations and modifications that my child would need	95%	92%	94%	93%	93%	92%	93%	92%	-0.7%
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year	79%	73%	81%	83%	78%	78%	77%	79%	2.1%
5. My child received his/her special education services with children without disabilities to the maximum extent possible	89%	84%	89%	88%	87%	84%	87%	88%	1.1%
6. I was given information about organizations that offer information and training for parents of students with disabilities	52%	44%	55%	52%	51%	49%	50%	47%	-3.1%
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs	71%	64%	76%	75%	75%	71%	68%	68%	0.0%
8. My child's Child Study Team (CST) report is written in terms I can understand	92%	90%	93%	93%	90%	91%	91%	91%	-0.1%
9. Written information I receive is written in an understandable way	93%	93%	93%	93%	90%	92%	93%	92%	-1.1%
10. Teachers are available to speak with me	94%	87%	92%	93%	92%	90%	90%	89%	-1.5%
11. Teachers treat me as an equal team member	90%	84%	88%	90%	88%	88%	88%	84%	-4.1%
12. IEP meetings are scheduled at a time and place that are convenient for me	92%	90%	92%	92%	92%	91%	90%	90%	-0.2%
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services	69%	68%	71%	75%	71%	71%	70%	73%	3.2%
Teachers and Administrators:									
14. Seek out parent input	81%	72%	82%	83%	81%	78%	82%	78%	-3.8%
15. Show sensitivity to the needs of students with disabilities and their families	87%	80%	88%	88%	86%	85%	86%	84%	-1.9%
16. Encourage me to participate in the decision-making process	86%	80%	87%	88%	87%	84%	87%	82%	-5.0%
17. Answer any questions I have about Procedural Safeguards (parent rights).	89%	83%	90%	88%	84%	84%	85%	84%	-0.8%
18. Respect my cultural heritage	95%	95%	95%	96%	93%	94%	95%	92%	-2.5%

Display H-4: Continued

My Child's School	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2013-14 Minus 2012-13
19. Has a person on staff who is available to answer questions	92%	88%	93%	93%	89%	90%	90%	87%	-2.8%
20. Communicates regularly with me regarding my child's progress on IEP goals.	79%	68%	81%	82%	80%	77%	79%	75%	-4.8%
21. Provides information about options for services/related services that address my child's needs	72%	61%	76%	73%	71%	67%	69%	66%	-2.6%
22. Offers parents information/training about special education issues	61%	52%	66%	61%	58%	56%	57%	58%	1.3%
23. Offers parents a variety of ways to communicate with teachers	80%	68%	81%	82%	83%	79%	79%	81%	1.5%
24. Gives parents the help they may need to play an active role in their child's education	78%	69%	82%	79%	76%	75%	75%	76%	0.9%
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.)	62%	53%	66%	66%	62%	59%	56%	61%	4.8%
26. Explains what options parents have if they disagree with a decision of the school	71%	60%	73%	71%	68%	61%	63%	66%	3.1%

Background on the Survey

- The purpose of the parent survey is to assist the OPI in determining the extent to which schools are facilitating parent involvement. The survey data will assist the schools in improving parent involvement and will result in positive outcomes for parents as well as improved outcomes for children.
- Montana used a paper-and-pencil, slightly-modified, version of the 26-item National Center for Special Education Accountability Monitoring (NCSEAM) Part B K-12 survey. A few items were modified in order to make the survey appropriate for parents of age 3-5 children. Each survey was identifiable to the school district. The OPI contracted with Mountain Plains Regional Resource Center (MPRRC) for assistance with the data collection, data analysis, and report-writing.
- Surveys were given to parents with children attending those LEAs that were to be monitored in 2014-15. Specifically, all parents at these LEAs who had students age 3-21 receiving special education services during the 2013-14 school year were given a survey. A total of 4,389 parents were asked to complete the survey and 375 were returned for a response rate of 8.5%.
- This Parent Survey addresses Indicator #8 of the State Performance Plan (SPP) which requires the State to report out on the:
“Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.”
- The State is required to report out on Indicator #8 each year in February on the Annual Performance Report (APR).
- To determine the percent of parents who report that school facilitated parent involvement, a percent of maximum score was calculated based on all 26 items. A parent who had a percent of maximum score of 60% or above (in other words those parents who tended to agree with all 26 items) was identified as one who reported that the school facilitated his/her involvement. 66.7% of parents had a percent of maximum score of 60% or above. Thus for the 2013 APR, Indicator #8 will state: 66.7% of parents report that the school facilitated parent involvement.

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Appendix A

2013-2014 State of Montana Part B Parent Survey Results for Parents of Pre-K - 12 Students

Overall Results
Number of Respondents = 375

Number of respondents = 376; Percent who did not answer the questions and of those who did answer a question, The percent who chose each response option.

<i>School's Efforts to Partner with Parents:</i>	Response Rate	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	A, SA, VSA
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program.	99%	4%	2%	6%	32%	22%	35%	89%
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	95%	6%	3%	13%	36%	19%	24%	79%
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	97%	3%	1%	4%	30%	26%	36%	92%
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year.	97%	5%	2%	13%	32%	20%	27%	79%
5. My child received his/her special education services with children without disabilities to the maximum extent possible.	92%	6%	2%	5%	35%	22%	31%	88%
6. I was given information about organizations that offer information and training for parents of students with disabilities.	86%	15%	8%	30%	22%	11%	13%	46%
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	97%	11%	5%	16%	28%	16%	23%	67%
8. My child's Child Study Team (CST) report is written in terms I can understand.	99%	3%	2%	4%	35%	21%	35%	91%
9. Written information I receive is written in an understandable way.	98%	3%	1%	4%	35%	21%	35%	91%
10. Teachers are available to speak with me.	99%	3%	1%	7%	25%	22%	41%	88%
11. Teachers treat me as an equal team member.	97%	4%	1%	11%	22%	24%	39%	85%
12. IEP meetings are scheduled at a time and place that are convenient for me.	98%	4%	2%	4%	26%	20%	45%	91%
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services.	57%	8%	4%	15%	35%	13%	26%	74%
Teachers and Administrators:								
14. Seek out parent input.	96%	7%	4%	11%	33%	17%	27%	77%
15. Show sensitivity to the needs of students with disabilities and their families.	93%	6%	3%	7%	33%	17%	34%	84%
16. Encourage me to participate in the decision-making process.	97%	5%	3%	9%	30%	20%	32%	82%
17. Answer any questions I have about Procedural Safeguards (parent rights).	91%	5%	3%	8%	35%	20%	30%	85%
18. Respect my cultural heritage.	78%	3%	0%	4%	39%	19%	34%	92%
My Child's School:								
19. Has a person on staff who is available to answer questions.	98%	4%	2%	8%	33%	17%	37%	87%
20. Communicates regularly with me regarding my child's progress on IEP goals.	98%	6%	5%	14%	27%	14%	34%	75%
21. Provides information about options for services/related services that address my child's needs.	94%	8%	6%	20%	25%	14%	27%	66%
22. Offers parents information/training about special education issues.	90%	11%	7%	25%	25%	11%	22%	58%
23. Offers parents a variety of ways to communicate with teachers.	95%	6%	4%	10%	36%	17%	28%	81%
24. Gives parents the help they may need to play an active role in their child's education.	95%	8%	4%	12%	34%	14%	29%	77%
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).	74%	11%	5%	23%	25%	13%	24%	62%
26. Explains what options parents have if they disagree with a decision of the school.	86%	11%	6%	17%	35%	11%	21%	67%

27. On December 1, 2013, my child's age was _____ years.
28. My child's race/ethnicity (*circle only one*):
- | | | |
|---------------------------------------|------------------------------------|---|
| 1 White 300(83%) | 2 Hispanic or Latino 18(5%) | 3 American Indian/Alaskan Native 23(6%) |
| 4 African-American/Black 5(1%) | 5 Asian 3(1%) | 6 Native Hawaiian/Pacific Islander 2(1%) |
| 7 Multi-Racial 12(3%) | | |
29. My child's PRIMARY disability (*circle only one*):
- | | | |
|---|---|---|
| 1 Autism 56(16%) | 2 Deaf-Blindness 0(0%) | 3 Deafness 0(0%) |
| 4 Emotional Disturbance 33(9%) | 5 Hearing Impairment 6(2%) | 6 Cognitive Delay 49(14%) |
| 7 Orthopedic Impairment 3(1%) | 8 Other Health Impairment 14(4%) | 9 Specific Learning Disability 89(26%) |
| 10 Speech/Language Impairment 72(21%) | 11 Traumatic Brain Injury 4(1%) | |
| 12 Visual Impairment (including Blindness) 0(0%) | 13 Developmental Delay 22(6%) | |

Table 1: Total Number of Respondents: 376
Percent of respondents who said "Agree" (A), "Strongly Agree" (SA), or "Very Strongly Agree" (VSA);
Percent of respondents who said "Strongly Agree" (SA) or "Very Strongly Agree" (VSA)

<i>School's Efforts to Partner with Parents:</i>	A, SA, VSA	SA, VSA
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program.	88%	57%
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	78%	43%
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	92%	62%
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year.	79%	47%
5. My child received his/her special education services with children without disabilities to the maximum extent possible.	88%	53%
6. I was given information about organizations that offer information and training for parents of students with disabilities.	47%	24%
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	68%	39%
8. My child's Child Study Team (CST) report is written in terms I can understand.	91%	56%
9. Written information I receive is written in an understandable way.	92%	56%
10. Teachers are available to speak with me.	89%	63%
11. Teachers treat me as an equal team member.	84%	63%
12. IEP meetings are scheduled at a time and place that are convenient for me.	90%	65%
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services.	73%	39%
<i>Teachers and Administrators:</i>		
14. Seek out parent input.	78%	44%
15. Show sensitivity to the needs of students with disabilities and their families.	84%	51%
16. Encourage me to participate in the decision-making process.	82%	52%
17. Answer any questions I have about Procedural Safeguards (parent rights).	84%	50%
18. Respect my cultural heritage.	92%	53%
<i>My Child's School:</i>		
19. Has a person on staff who is available to answer questions.	87%	54%
20. Communicates regularly with me regarding my child's progress on IEP goals.	75%	48%
21. Provides information about options for services/related services that address my child's needs.	66%	41%
22. Offers parents information/training about special education issues.	58%	33%
23. Offers parents a variety of ways to communicate with teachers.	81%	45%
24. Gives parents the help they may need to play an active role in their child's education.	76%	43%
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).	61%	37%
26. Explains what options parents have if they disagree with a decision of the school.	67%	32%

**2013-14 State of Montana Part B Parent Survey
Results for Parents of Children of a Given Race/Ethnicity**

B-Race/Ethnicity

Table B-1: Percent of respondents who said “Agree,” “Strongly Agree,” or “Very Strongly Agree”

<i>School's Efforts to Partner with Parents:</i>	White	Hispanic	American Indian/ Alaskan Native	Other
Number of Respondents	300	18	23	12
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program.	89%	81%	87%	75%
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	79%	76%	78%	64%
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	91%	94%	100%	73%
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year.	79%	71%	83%	55%
5. My child received his/her special education services with children without disabilities to the maximum extent possible.	88%	100%	83%	64%
6. I was given information about organizations that offer information and training for parents of students with disabilities.	47%	40%	55%	18%
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	67%	75%	73%	27%
8. My child's Child Study Team (CST) report is written in terms I can understand.	92%	83%	91%	67%
9. Written information I receive is written in an understandable way.	92%	89%	96%	73%
10. Teachers are available to speak with me.	89%	78%	91%	67%
11. Teachers treat me as an equal team member.	84%	89%	86%	64%
12. IEP meetings are scheduled at a time and place that are convenient for me.	90%	89%	87%	83%
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services.	75%	67%	80%	60%
Teachers and Administrators:				
14. Seek out parent input.	76%	89%	87%	64%
15. Show sensitivity to the needs of students with disabilities and their families.	83%	100%	86%	56%
16. Encourage me to participate in the decision-making process.	82%	83%	91%	58%
17. Answer any questions I have about Procedural Safeguards (parent rights).	84%	88%	87%	73%
18. Respect my cultural heritage.	93%	86%	91%	70%
My Child's School:				
19. Has a person on staff who is available to answer questions.	87%	83%	87%	73%
20. Communicates regularly with me regarding my child's progress on IEP goals.	74%	71%	78%	50%
21. Provides information about options for services/related services that address my child's needs.	66%	73%	76%	27%
22. Offers parents information/training about special education issues.	58%	60%	76%	18%
23. Offers parents a variety of ways to communicate with teachers.	80%	88%	87%	55%
24. Gives parents the help they may need to play an active role in their child's education.	75%	81%	83%	55%
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).	60%	77%	70%	30%
26. Explains what options parents have if they disagree with a decision of the school.	66%	75%	68%	30%

**2013-14 State of Montana Part B Parent Survey
Results for Parents of Children of a Given Race/Ethnicity**

B-Race/Ethnicity

Table B-2: Percent of respondents who said “Strongly Agree,” or “Very Strongly Agree”

<i>School's Efforts to Partner with Parents:</i>	White	Hispanic	American Indian/ Alaskan Native	Other
Number of Respondents	300	18	23	12
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program.	55%	63%	48%	67%
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	41%	59%	39%	45%
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	61%	71%	52%	55%
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year.	47%	47%	39%	45%
5. My child received his/her special education services with children without disabilities to the maximum extent possible.	53%	56%	48%	18%
6. I was given information about organizations that offer information and training for parents of students with disabilities.	26%	20%	18%	9%
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	38%	50%	50%	18%
8. My child's Child Study Team (CST) report is written in terms I can understand.	55%	67%	48%	42%
9. Written information I receive is written in an understandable way.	56%	72%	52%	45%
10. Teachers are available to speak with me.	63%	72%	48%	42%
11. Teachers treat me as an equal team member.	62%	78%	36%	45%
12. IEP meetings are scheduled at a time and place that are convenient for me.	63%	67%	65%	67%
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services.	37%	56%	33%	20%
Teachers and Administrators:				
14. Seek out parent input.	44%	44%	39%	27%
15. Show sensitivity to the needs of students with disabilities and their families.	50%	63%	41%	22%
16. Encourage me to participate in the decision-making process.	53%	56%	39%	33%
17. Answer any questions I have about Procedural Safeguards (parent rights).	49%	50%	35%	45%
18. Respect my cultural heritage.	53%	50%	39%	40%
My Child's School:				
19. Has a person on staff who is available to answer questions.	54%	72%	39%	18%
20. Communicates regularly with me regarding my child's progress on IEP goals.	47%	53%	48%	17%
21. Provides information about options for services/related services that address my child's needs.	40%	53%	43%	9%
22. Offers parents information/training about special education issues.	33%	33%	33%	9%
23. Offers parents a variety of ways to communicate with teachers.	45%	56%	35%	9%
24. Gives parents the help they may need to play an active role in their child's education.	44%	44%	35%	18%
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).	35%	62%	35%	10%
26. Explains what options parents have if they disagree with a decision of the school.	31%	50%	18%	10%

2013-14 State of Montana Part B Parent Survey Results for Parents of Children by Age

C-Age

Table C-1: Percent of respondents who said “Agree,” “Strongly Agree,” or “Very Strongly Agree”

<i>School's Efforts to Partner with Parents:</i>	5	6	7	8	9	10	11	12	13	14	15	16	17
Number of Respondents	21	16	25	31	37	30	32	30	25	24	27	18	22
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program.	95%	94%	88%	97%	89%	83%	81%	93%	92%	88%	92%	78%	86%
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	72%	73%	75%	89%	72%	90%	78%	86%	88%	75%	69%	67%	86%
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	95%	87%	96%	97%	92%	93%	90%	90%	92%	87%	96%	89%	91%
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year.	85%	87%	80%	83%	78%	89%	81%	79%	84%	74%	78%	56%	76%
5. My child received his/her special education services with children without disabilities to the maximum extent possible.	95%	93%	87%	93%	83%	82%	90%	92%	96%	83%	92%	83%	90%
6. I was given information about organizations that offer information and training for parents of students with disabilities.	44%	33%	65%	56%	43%	50%	31%	46%	48%	41%	54%	39%	53%
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	76%	67%	75%	72%	72%	67%	56%	73%	75%	63%	69%	56%	58%
8. My child's Child Study Team (CST) report is written in terms I can understand.	90%	100%	92%	87%	86%	87%	84%	93%	96%	100%	100%	94%	95%
9. Written information I receive is written in an understandable way.	90%	100%	88%	94%	89%	93%	88%	93%	91%	100%	100%	89%	95%
10. Teachers are available to speak with me.	95%	88%	88%	94%	89%	87%	84%	93%	92%	88%	96%	67%	86%
11. Teachers treat me as an equal team member.	95%	94%	80%	90%	80%	83%	84%	90%	88%	79%	93%	65%	82%
12. IEP meetings are scheduled at a time and place that are convenient for me.	100%	100%	96%	100%	81%	87%	88%	93%	96%	91%	81%	71%	90%
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services.	83%	88%	80%	69%	48%	70%	79%	65%	55%	84%	80%	75%	82%
Teachers and Administrators:													
14. Seek out parent input.	90%	81%	79%	90%	72%	77%	69%	85%	88%	70%	85%	59%	76%
15. Show sensitivity to the needs of students with disabilities and their families.	90%	87%	83%	90%	83%	90%	76%	89%	96%	74%	85%	71%	83%
16. Encourage me to participate in the decision-making process.	86%	81%	72%	93%	77%	80%	78%	93%	92%	79%	89%	76%	76%
17. Answer any questions I have about Procedural Safeguards (parent rights).	95%	85%	82%	89%	80%	83%	69%	88%	91%	78%	88%	80%	90%
18. Respect my cultural heritage.	100%	100%	95%	92%	90%	89%	83%	96%	100%	89%	100%	79%	89%
My Child's School:													
19. Has a person on staff who is available to answer questions.	100%	93%	92%	90%	81%	80%	81%	93%	92%	71%	96%	67%	90%
20. Communicates regularly with me regarding my child's progress on IEP goals.	86%	81%	79%	77%	74%	73%	59%	80%	84%	63%	70%	56%	77%
21. Provides information about options for services/related services that address my child's needs.	70%	69%	86%	67%	66%	57%	69%	71%	70%	65%	58%	44%	70%
22. Offers parents information/training about special education issues.	80%	62%	75%	56%	55%	61%	36%	61%	64%	52%	56%	44%	55%
23. Offers parents a variety of ways to communicate with teachers.	95%	73%	79%	80%	83%	87%	74%	89%	83%	95%	84%	50%	62%
24. Gives parents the help they may need to play an active role in their child's education.	90%	73%	83%	84%	72%	72%	70%	82%	83%	63%	83%	59%	73%
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).	92%	63%	75%	57%	56%	68%	29%	63%	63%	60%	75%	41%	57%
26. Explains what options parents have if they disagree with a decision of the school.	71%	67%	79%	67%	65%	70%	57%	69%	59%	65%	80%	47%	62%

2013-14 State of Montana Part B Parent Survey Results for Parents of Children by Age

C-Age

Table C-2: Percent of respondents who said “Strongly Agree,” or “Very Strongly Agree”

<i>School's Efforts to Partner with Parents:</i>	5	6	7	8	9	10	11	12	13	14	15	16	17
Number of Respondents	21	16	25	31	37	30	32	30	25	24	27	18	22
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program.	48%	88%	63%	53%	56%	57%	47%	63%	76%	46%	50%	39%	64%
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	44%	47%	54%	54%	33%	55%	31%	45%	60%	33%	23%	33%	48%
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	60%	67%	71%	77%	51%	66%	52%	63%	80%	57%	56%	67%	55%
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year.	40%	60%	60%	55%	39%	61%	39%	39%	68%	26%	48%	28%	48%
5. My child received his/her special education services with children without disabilities to the maximum extent possible.	74%	67%	74%	53%	46%	54%	41%	52%	67%	43%	44%	56%	40%
6. I was given information about organizations that offer information and training for parents of students with disabilities.	31%	25%	35%	22%	20%	31%	7%	15%	38%	23%	29%	17%	29%
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	52%	40%	58%	55%	47%	40%	34%	27%	38%	29%	31%	22%	37%
8. My child's Child Study Team (CST) report is written in terms I can understand.	71%	53%	68%	58%	43%	67%	50%	38%	64%	50%	59%	44%	55%
9. Written information I receive is written in an understandable way.	71%	53%	75%	58%	44%	70%	44%	43%	70%	54%	59%	44%	59%
10. Teachers are available to speak with me.	76%	75%	76%	65%	67%	70%	63%	57%	68%	63%	59%	39%	50%
11. Teachers treat me as an equal team member.	71%	75%	68%	58%	69%	67%	48%	66%	76%	67%	56%	47%	50%
12. IEP meetings are scheduled at a time and place that are convenient for me.	76%	73%	76%	74%	67%	67%	50%	63%	80%	48%	52%	59%	52%
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services.	50%	50%	60%	44%	24%	50%	29%	6%	27%	37%	40%	25%	45%
Teachers and Administrators:													
14. Seek out parent input.	60%	56%	50%	50%	39%	47%	47%	41%	50%	35%	31%	18%	33%
15. Show sensitivity to the needs of students with disabilities and their families.	65%	60%	70%	55%	44%	57%	41%	48%	54%	48%	35%	24%	39%
16. Encourage me to participate in the decision-making process.	62%	56%	64%	53%	46%	57%	38%	59%	67%	50%	41%	41%	38%
17. Answer any questions I have about Procedural Safeguards (parent rights).	65%	46%	64%	54%	46%	59%	34%	46%	57%	43%	38%	20%	50%
18. Respect my cultural heritage.	59%	62%	74%	56%	53%	63%	26%	70%	65%	37%	48%	14%	58%
My Child's School:													
19. Has a person on staff who is available to answer questions.	70%	60%	80%	57%	50%	53%	38%	62%	60%	54%	50%	28%	52%
20. Communicates regularly with me regarding my child's progress on IEP goals.	57%	50%	63%	50%	49%	53%	31%	50%	52%	42%	41%	22%	45%
21. Provides information about options for services/related services that address my child's needs.	50%	54%	62%	50%	40%	43%	24%	36%	39%	30%	38%	17%	40%
22. Offers parents information/training about special education issues.	50%	23%	55%	33%	36%	39%	18%	29%	32%	30%	24%	11%	35%
23. Offers parents a variety of ways to communicate with teachers.	65%	47%	54%	43%	43%	57%	26%	50%	52%	32%	40%	17%	43%
24. Gives parents the help they may need to play an active role in their child's education.	60%	47%	63%	45%	39%	52%	23%	50%	54%	21%	29%	24%	41%
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).	54%	25%	56%	39%	41%	41%	10%	33%	38%	35%	25%	24%	43%
26. Explains what options parents have if they disagree with a decision of the school.	24%	42%	63%	33%	29%	37%	11%	27%	32%	22%	36%	12%	38%

**2013-14 State of Montana Part B Parent Survey
Results for Parents of Children by Primary Disability**

D-Primary Disability

Table D-1: Percent of respondents who said “Agree,” “Strongly Agree,” or “Very Strongly Agree”

<i>School's Efforts to Partner with Parents:</i>	Autism	Emotional Disturbance	Cognitive Delay	Other Health Impairment	Specific Learning Disability	Speech/ Language Impairment	Developmental Delay
Number of Respondents	56	33	49	14	89	72	22
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program.	88%	85%	94%	79%	87%	93%	91%
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	78%	69%	82%	77%	78%	82%	76%
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	89%	88%	92%	93%	89%	100%	95%
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year.	69%	72%	82%	86%	72%	88%	81%
5. My child received his/her special education services with children without disabilities to the maximum extent possible.	82%	84%	84%	79%	87%	96%	94%
6. I was given information about organizations that offer information and training for parents of students with disabilities.	35%	38%	42%	38%	48%	54%	67%
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	59%	58%	67%	71%	60%	84%	81%
8. My child's Child Study Team (CST) report is written in terms I can understand.	84%	97%	86%	93%	90%	96%	91%
9. Written information I receive is written in an understandable way.	93%	97%	85%	92%	92%	96%	91%
10. Teachers are available to speak with me.	82%	85%	92%	79%	84%	96%	95%
11. Teachers treat me as an equal team member.	79%	79%	87%	71%	80%	96%	91%
12. IEP meetings are scheduled at a time and place that are convenient for me.	89%	84%	88%	100%	86%	97%	95%
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services.	70%	38%	76%	80%	72%	87%	84%
Teachers and Administrators:							
14. Seek out parent input.	73%	75%	76%	71%	71%	90%	91%
15. Show sensitivity to the needs of students with disabilities and their families.	80%	84%	80%	79%	80%	95%	95%
16. Encourage me to participate in the decision-making process.	76%	84%	85%	71%	78%	90%	86%
17. Answer any questions I have about Procedural Safeguards (parent rights).	75%	87%	85%	86%	80%	95%	90%
18. Respect my cultural heritage.	86%	83%	90%	100%	91%	100%	94%
My Child's School:							
19. Has a person on staff who is available to answer questions.	79%	82%	89%	93%	80%	96%	95%
20. Communicates regularly with me regarding my child's progress on IEP goals.	70%	67%	73%	71%	67%	90%	81%
21. Provides information about options for services/related services that address my child's needs.	55%	56%	60%	64%	67%	83%	73%
22. Offers parents information/training about special education issues.	40%	48%	54%	62%	57%	75%	74%
23. Offers parents a variety of ways to communicate with teachers.	70%	75%	78%	85%	79%	93%	82%
24. Gives parents the help they may need to play an active role in their child's education.	65%	67%	69%	71%	73%	96%	91%
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).	41%	52%	66%	55%	58%	79%	81%
26. Explains what options parents have if they disagree with a decision of the school.	57%	59%	68%	64%	64%	80%	79%

**2013-14 State of Montana Part B Parent Survey
Results for Parents of Children by Primary Disability**

D-Primary Disability

Table D-2: Percent of respondents who said “Strongly Agree,” or “Very Strongly Agree”

<i>School's Efforts to Partner with Parents:</i>	Autism	Emotional Disturbance	Cognitive Delay	Other Health Impairment	Specific Learning Disability	Speech/ Language Impairment	Develop- mental Delay
Number of Respondents	56	33	49	14	89	72	22
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program.	50%	48%	48%	50%	57%	65%	68%
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	37%	34%	33%	23%	42%	56%	52%
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	57%	59%	46%	79%	60%	71%	68%
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year.	37%	44%	31%	43%	47%	62%	57%
5. My child received his/her special education services with children without disabilities to the maximum extent possible.	47%	63%	32%	36%	49%	72%	59%
6. I was given information about organizations that offer information and training for parents of students with disabilities.	12%	22%	11%	15%	25%	37%	39%
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	28%	42%	27%	29%	32%	58%	57%
8. My child's Child Study Team (CST) report is written in terms I can understand.	49%	53%	43%	64%	47%	75%	64%
9. Written information I receive is written in an understandable way.	51%	55%	42%	54%	50%	74%	64%
10. Teachers are available to speak with me.	53%	58%	50%	57%	57%	88%	68%
11. Teachers treat me as an equal team member.	62%	64%	50%	50%	50%	79%	73%
12. IEP meetings are scheduled at a time and place that are convenient for me.	64%	61%	52%	71%	57%	78%	73%
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services.	33%	19%	32%	30%	32%	67%	47%
Teachers and Administrators:							
14. Seek out parent input.	40%	50%	33%	43%	30%	61%	64%
15. Show sensitivity to the needs of students with disabilities and their families.	41%	53%	35%	43%	45%	64%	68%
16. Encourage me to participate in the decision-making process.	46%	65%	35%	50%	44%	64%	73%
17. Answer any questions I have about Procedural Safeguards (parent rights).	39%	60%	40%	43%	40%	65%	65%
18. Respect my cultural heritage.	52%	58%	38%	54%	49%	63%	59%
My Child's School:							
19. Has a person on staff who is available to answer questions.	46%	61%	40%	36%	47%	72%	64%
20. Communicates regularly with me regarding my child's progress on IEP goals.	37%	52%	40%	36%	38%	64%	57%
21. Provides information about options for services/related services that address my child's needs.	26%	44%	27%	36%	33%	65%	55%
22. Offers parents information/training about special education issues.	19%	33%	22%	15%	25%	56%	47%
23. Offers parents a variety of ways to communicate with teachers.	28%	47%	37%	38%	36%	64%	68%
24. Gives parents the help they may need to play an active role in their child's education.	30%	42%	31%	21%	35%	59%	64%
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).	20%	37%	29%	18%	31%	53%	44%
26. Explains what options parents have if they disagree with a decision of the school.	14%	34%	25%	21%	26%	48%	53%



**School Improvement Grants
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[Click here for Montana's Definition of Persistently Lowest Achieving Schools](#)

Persistently Lowest Achieving Schools

Tier I.

The lowest 5% of any Title I schools in improvement, corrective action, or restructuring, when calculating *Percent At Or Above Proficiency* with 3 years of Math and Reading, and sorted by *Percent At or Above Proficiency*, that:

- a. is ranked in the lowest 5%; or
- b. is a high school with a graduation rate of 60% or less in each of the last three years.

This information is publicly reported in compliance with Montana's application for School Improvement Grants.

District Number	District Name	District NCES	School Number	School Name	School NCES	Improvement Status	Percent At or Above Proficient	Rank
0025	Lodge Grass Elem	3017010	0039	Lodge Grass School	00533	11th Year Identified for Restructuring	13.30%	1
1213	Hays-Lodge Pole K-12 Schls	3013660	1551	Hays-Lodge Pole High Sch	00413	11th Year Identified for Restructuring	17.07%	2
0025	Lodge Grass Elem	3017010	1669	Lodge Grass 7-8	00931	11th Year Identified for Restructuring	20.36%	3
1226	Heart Butte K-12 Schools	3000099	1656	Heart Butte High School	00924	10th Year identified for Restructuring	22.22%	4
0800	Ashland Elem	3000008	1763	Ashland 7-8	01051	2nd Year Identified for Restructuring	25.00%	5
0783	Brockton H S	3005040	1026	Brockton High School	00125	11th Year Identified for Restructuring	25.00%	6
0775	Poplar Elem	3021240	1550	Poplar 7-8	00636	11th Year Identified for Restructuring	25.97%	7
1226	Heart Butte K-12 Schools	3000099	1748	Heart Butte 7-8	01031	11th Year Identified for Restructuring	26.32%	8
0776	Poplar H S	3021270	1016	Poplar High School	00638	10th Year identified for Restructuring	27.24%	9
1226	Heart Butte K-12 Schools	3000099	0886	Heart Butte Elementary	00414	2nd Year Identified for Restructuring	27.40%	10



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Montana
Office of Public Instruction
Denise Juneau, State Superintendent

11/21/2013

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District Number	District Name	District NCES	School Number	School Name	School NCES	Improvement Status	3 Year Grad Rate Trend
0426	Box Elder H S	3004500	0571	Box Elder High School	00104	1st Year Identified for Restructuring	57.1%, 47.1%, 53.8%



**School Improvement Grants
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Tier II.

The lowest 5% or 5 schools of any high schools that are eligible for but do not receive Title I funds for schools in improvement, corrective action, or restructuring, when calculating *Percent At Or Above*

Proficiency with 3 years of Math and Reading, and sorted by *Percent At or Above Proficiency*, that:

- a. is ranked in the lowest 5%; or
- b. is a high school with a graduation rate of 60% or less in each of the last three years.

This information is publicly reported in compliance with Montana's application for School Improvement Grants.

District Number	District Name	District NCES	School Number	School Name	School NCES	Improvement Status	Percent At or Above Proficient	Rank
0488	Helena H S	3013830	1547	Capital High School	00429	6th Year Identified for Improvement	70.36%	1



**School Improvement Grants
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Tier III.
 Title I schools in improvement, corrective action, or restructuring that are not in Tier I due to not being ranked in the lowest 5% of schools.
 This information is publicly reported in compliance with Montana's application for School Improvement Grants.

District Number	District Name	District NCES	School Number	School Name	School NCES	Improvement Status	Percent At or Above Proficient	Rank
0023	Hardin Elem	3013310	0033	Crow Agency School	00392	10th Year identified for Restructuring	27.90%	11
0775	Poplar Elem	3021240	1014	Poplar 5-6 School	01044	10th Year identified for Restructuring	30.23%	12
0792	Lame Deer Elem	3016050	1035	Lame Deer School	00494	11th Year Identified for Restructuring	32.29%	13
0800	Ashland Elem	3000008	1043	Ashland School	00023	4th Year Identified for Restructuring	32.53%	14
1213	Hays-Lodge Pole K-12 Schls	3013660	1659	Hays-Lodge Pole 7-8	00934	9th Year identified for Restructuring	32.85%	15
0401	Browning H S	3005190	0543	Browning High School	00136	11th Year Identified for Restructuring	32.96%	16
0782	Brockton Elem	3005010	1759	Barbara Gilligan 7-8	01046	10th Year identified for Restructuring	34.15%	17
0775	Poplar Elem	3021240	1015	Poplar School	00637	6th Year Identified for Restructuring	34.88%	18
0400	Browning Elem	3005140	1613	Browning Middle School	00872	11th Year Identified for Restructuring	35.19%	19
0026	Wyola Elem	3028800	0041	Wyola School	00804	10th Year identified for Restructuring	36.07%	20
0927	Frazer Elem	3011420	1205	Frazer Elementary	00310	10th Year identified for Restructuring	39.44%	21
0400	Browning Elem	3005140	0537	Babb School	00129	Identified for Corrective Action	40.00%	22
0927	Frazer Elem	3011420	1783	Frazer 7-8	01072	Holding At Restructuring Year 10	40.00%	23
1229	Rocky Boy H S	3028911	1807	Rocky Boy High School	01086	Holding at Restructuring Year 8	40.39%	24
0400	Browning Elem	3005140	0539	Napi School	00132	11th Year Identified for Restructuring	41.47%	25
1207	Rocky Boy Elem	3022750	1711	Rocky Boy 7-8	00986	10th Year identified for Restructuring	41.75%	26
0400	Browning Elem	3005140	1840	Browning Elementary	01100	Identified for Corrective Action	45.39%	27
0026	Wyola Elem	3028800	1583	Wyola 7-8	00355	1st Year Identified for Restructuring	45.95%	28



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District Number	District Name	District NCES	School Number	School Name	School NCES	Improvement Status	Percent At or Above Proficient	Rank
0976	Morin Elem	3018960	1290	Morin School	00590	Holding at Improvement Year 2	46.51%	29
0782	Brockton Elem	3005010	1025	Barbara Gilligan School	00124	2nd Year Identified for Restructuring	46.63%	30
1189	Hardin H S	3013340	0037	Hardin High School	00397	6th Year Identified for Restructuring	47.53%	31
0795	Rosebud K-12	3022920	1762	Rosebud 7-8	01050	Identified for Corrective Action	48.86%	32
0780	Wolf Point Elem	3028590	1532	Wolf Point 7-8	00798	5th Year Identified for Restructuring	49.15%	33
0425	Box Elder Elem	3004440	1710	Box Elder 7-8	00985	2nd Year Identified for Improvement	50.31%	34
0023	Hardin Elem	3013310	0036	Hardin Middle School	00394	7th Year Identified for Restructuring	52.02%	35
0780	Wolf Point Elem	3028590	1020	Southside School	00797	4th Year Identified for Restructuring	52.15%	36
0154	Geraldine K-12	3012210	1682	Geraldine 7-8	00948	1st Year Identified for Improvement	52.56%	37
1207	Rocky Boy Elem	3022750	0579	Rocky Boy School	00666	9th Year identified for Restructuring	52.88%	38
0030	Harlem Elem	3013395	1643	Harlem 7-8	00909	4th Year Identified for Restructuring	52.94%	39
0781	Wolf Point H S	3028620	1023	Wolf Point High School	00799	5th Year Identified for Restructuring	54.70%	40
0098	Great Falls Elem	3013040	0143	Longfellow School	00363	2nd Year Identified for Restructuring	54.75%	41
0607	Melstone Elem	3018240	0812	Melstone School	00554	1st Year Identified for Improvement	55.33%	42
0965	Billings Elem	3003870	1265	Orchard School	00077	2nd Year Identified for Restructuring	56.10%	43
0780	Wolf Point Elem	3028590	1022	Northside School	00796	7th Year Identified for Restructuring	56.21%	44
0425	Box Elder Elem	3004440	0570	Box Elder School	00103	3rd Year Identified for Restructuring	56.35%	45
0076	Belfry K-12 Schools	3003270	1675	Belfry 7-8	00939	Holding at Improvement Year 1	57.14%	46
0023	Hardin Elem	3013310	1315	Fort Smith School	00393	Holding at Improvement Year 1	57.32%	47
0607	Melstone Elem	3018240	1742	Melstone 7-8	01020	1st Year Identified for Improvement	57.35%	48
0965	Billings Elem	3003870	1262	McKinley School	00072	2nd Year Identified for Restructuring	58.08%	49
0072	Fromberg K-12	3011650	0098	Fromberg School	00316	1st Year Identified for Improvement	59.74%	50
1200	Ronan H S	3022800	0640	Ronan High School	00670	2nd Year Identified for Restructuring	59.86%	51



**School Improvement Grants
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District Number	District Name	District NCES	School Number	School Name	School NCES	Improvement Status	Percent At or Above Proficient	Rank
0809	Dixon Elem	3009030	1052	Dixon Elementary	00259	1st Year Identified for Improvement	60.27%	52
0577	Alberton K-12 Schools	3001860	1730	Alberton 7-8	01007	2nd Year Identified for Improvement	60.29%	53
0577	Alberton K-12 Schools	3001860	0766	Alberton High School	00004	1st Year Identified for Improvement	60.94%	54
0023	Hardin Elem	3013310	0032	Hardin Intermediate	00395	5th Year Identified for Restructuring	61.02%	55
0098	Great Falls Elem	3013040	0154	Whittier School	00378	1st Year Identified for Restructuring	61.15%	56
0474	Arlee Elem	3002220	1640	Arlee 7-8	00900	1st Year Identified for Restructuring	61.52%	57
0474	Arlee Elem	3002220	0628	Arlee Elementary	00019	2nd Year Identified for Restructuring	61.68%	58
1199	Ronan Elem	3022790	0638	Pablo Elementary	00667	1st Year Identified for Restructuring	61.80%	59
0903	Sunburst K-12 Schools	3025320	1809	Hillside Colony School	00081	Identified for Corrective Action	62.25%	60
0031	Harlem H S	3013400	0049	Harlem High School	00400	2nd Year Identified for Restructuring	62.50%	61
0791	Forsyth H S	3011190	1034	Forsyth High School	00304	2nd Year Identified for Restructuring	62.90%	62
0965	Billings Elem	3003870	1270	Washington School	00085	2nd Year Identified for Improvement	62.98%	63
0815	Hot Springs K-12	3014640	1058	Hot Springs High School	00449	1st Year Identified for Improvement	63.04%	64
0528	Lincoln County H S	3016770	0711	Lincoln Co High School	00521	Holding at Restructuring Year 2	63.17%	65
0520	Troy H S	3026580	0697	Troy High School	00749	Identified for Corrective Action	63.83%	66
1199	Ronan Elem	3022790	0639	K William Harvey Elem	00669	1st Year Identified for Restructuring	63.91%	67
0099	Great Falls H S	3013050	0134	Great Falls High School	00380	4th Year Identified for Restructuring	64.78%	68
0475	Arlee H S	3002250	0629	Arlee High School	00020	2nd Year Identified for Improvement	64.88%	69
0519	Troy Elem	3026550	1663	Troy 7-8	00999	1st Year Identified for Restructuring	65.14%	70
1199	Ronan Elem	3022790	1519	Ronan Middle School	00668	1st Year Identified for Restructuring	65.15%	71
0487	Helena Elem	3000005	0657	Bryant School	00416	Identified for Corrective Action	65.27%	72
0172	Miles City Elem	3018410	0234	Garfield School	00823	Identified for Corrective Action	65.43%	73
0965	Billings Elem	3003870	1480	Ponderosa School	00079	1st Year Identified for Restructuring	65.74%	74



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District Number	District Name	District NCES	School Number	School Name	School NCES	Improvement Status	Percent At or Above Proficient	Rank
0965	Billings Elem	3003870	1275	Newman School	00075	Identified for Corrective Action	66.17%	75
0983	Huntley Project K-12 Schools	3014700	1298	Huntley Project High Schl	00452	2nd Year Identified for Improvement	66.37%	76
0428	Havre H S	3013590	1450	Havre High School	00411	2nd Year Identified for Restructuring	66.84%	77
0427	Havre Elem	3013560	0577	Lincoln-McKinley School	00409	2nd Year Identified for Restructuring	67.03%	78
0313	Columbia Falls H S	3007140	0425	Columbia Falls High Schl	00203	1st Year Identified for Restructuring	67.20%	79
0971	Laurel H S	3016230	1284	Laurel High School	00501	Identified for Corrective Action	67.35%	80
0811	Noxon Elem	3000090	1054	Noxon School	00599	2nd Year Identified for Improvement	67.48%	81
0477	Polson Elem	3021060	1495	Linderman School	00631	Holding at Restructuring Year 1	67.96%	82
0592	DeSmet Elem	3008880	0796	DeSmet School	00254	Holding at Improvement Year 2	68.06%	83
0965	Billings Elem	3003870	1645	Riverside 7-8	00903	5th Year Identified for Restructuring	68.07%	84
0481	St Ignatius K-12 Schools	3006110	0642	St Ignatius Elementary School	00174	2nd Year Identified for Improvement	68.10%	85
0815	Hot Springs K-12	3014640	1057	Hot Springs School	00448	2nd Year Identified for Improvement	68.18%	86
0427	Havre Elem	3013560	0572	Sunnyside School	00410	3rd Year Identified for Restructuring	68.50%	87
0777	Culbertson Elem	3007830	1758	Culbertson 7-8	01045	1st Year Identified for Improvement	68.69%	88
0937	Nashua K-12 Schools	3019170	1219	Nashua High School	00594	2nd Year Identified for Improvement	68.89%	89
0965	Billings Elem	3003870	1272	Bench School	00061	2nd Year Identified for Improvement	68.91%	90
0323	Kila Elem	3015570	0435	Kila School	00480	Identified for Corrective Action	69.42%	91
0457	Jefferson H S	3015120	0611	Jefferson High School	00461	2nd Year Identified for Restructuring	69.79%	92
0481	St Ignatius K-12 Schools	3006110	1719	St Ignatius Middle School	00994	Identified for Corrective Action	69.97%	93
0522	Libby K-12 Schools	3016530	0704	Libby Middle School	00517	1st Year Identified for Restructuring	70.28%	94
0259	Fergus H S	3010530	0358	Fergus High School	00287	2nd Year Identified for Improvement	70.44%	95
1212	Butte H S	3005310	1103	Butte High School	00156	3rd Year Identified for Restructuring	70.49%	96
0519	Troy Elem	3026550	0696	W F Morrison School	00748	Identified for Corrective Action	70.52%	97



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District Number	District Name	District NCES	School Number	School Name	School NCES	Improvement Status	Percent At or Above Proficient	Rank
0488	Helena H S	3013830	0661	Helena High School	00430	4th Year Identified for Restructuring	70.66%	98
0522	Libby K-12 Schools	3016530	0705	Libby High School	00518	Holding at Restructuring Year 1	70.67%	99
0487	Helena Elem	3000005	0663	Warren School	00506	2nd Year Identified for Improvement	70.76%	100
0339	Evergreen Elem	3010920	0453	East Evergreen School	00292	2nd Year Identified for Improvement	71.10%	101
0738	Victor K-12 Schools	3027270	1753	Victor Middle School	01037	1st Year Identified for Improvement	71.37%	102
0579	Superior K-12 Schools	3025470	1731	Superior 7-8	01008	2nd Year Identified for Improvement	71.43%	103
0172	Miles City Elem	3018410	0238	Washington 7-8	00561	2nd Year Identified for Restructuring	71.43%	104
0236	Anaconda Elem	3002010	0322	Lincoln School	00010	1st Year Identified for Improvement	71.44%	105
0478	Polson H S	3021090	0633	Polson High School	00633	4th Year Identified for Restructuring	71.89%	106
0206	Glendive Elem	3012510	1685	Washington Middle School	00952	2nd Year Identified for Restructuring	72.15%	107
0192	Custer County H S	3007930	0266	Custer Co District High	00226	Identified for Corrective Action	72.32%	108
0584	Missoula H S	3018540	1592	Big Sky High School	00824	3rd Year Identified for Restructuring	72.40%	109
0590	Bonner Elem	3004260	0794	Bonner School	00100	Identified for Corrective Action	72.42%	110
0312	Columbia Falls Elem	3007110	0418	Glacier Gateway Elem	00196	2nd Year Identified for Improvement	72.48%	111
0237	Anaconda H S	3002030	0326	Anaconda High School	00015	3rd Year Identified for Restructuring	72.80%	112
0966	Billings H S	3003900	1250	Billings Sr High School	00090	3rd Year Identified for Restructuring	72.82%	113
0427	Havre Elem	3013560	1451	Havre Middle School	00406	3rd Year Identified for Restructuring	72.85%	114
0487	Helena Elem	3000005	1477	Smith School	00425	Identified for Corrective Action	73.06%	115
0945	Harlowton Elem	3013440	1228	Hillcrest School	00401	Identified for Corrective Action	73.46%	116
0733	Stevensville H S	3025050	0966	Stevensville High School	00720	Identified for Corrective Action	73.50%	117
0569	White Sulphur Spgs Elem	3028750	0758	White Sulphur Springs El	00802	2nd Year Identified for Improvement	73.59%	118
0098	Great Falls Elem	3013040	1633	East Middle School	00882	4th Year Identified for Restructuring	73.94%	119
0487	Helena Elem	3000005	1614	Helena Middle School	00885	4th Year Identified for Restructuring	74.08%	120



**School Improvement Grants
 School Year 2014 - 2015**

District Number	District Name	District NCES	School Number	School Name	School NCES	Improvement Status	Percent At or Above Proficient	Rank
0477	Polson Elem	3021060	1498	Polson 7-8	00632	2nd Year Identified for Improvement	74.64%	121
0796	Colstrip Elem	3007050	1609	Frank Brattin Middle Schl	00874	2nd Year Identified for Improvement	74.64%	122
0206	Glendive Elem	3012510	0281	Lincoln School	00345	2nd Year Identified for Improvement	74.81%	123
0360	Three Forks Elem	3026160	1658	Three Forks 7-8	00973	2nd Year Identified for Improvement	74.92%	124
0740	Darby K-12 Schools	3008280	0973	Darby School	00237	1st Year Identified for Improvement	74.92%	125
0098	Great Falls Elem	3013040	0149	Roosevelt School	00371	1st Year Identified for Improvement	75.00%	126
0965	Billings Elem	3003870	1255	Broadwater School	00064	Identified for Corrective Action	75.00%	127
0593	Target Range Elem	3025890	0797	Target Range School	00734	Identified for Corrective Action	75.19%	128
0746	Sidney H S	3024230	0981	Sidney High School	00702	1st Year Identified for Improvement	75.20%	129
0659	Malta K-12 Schools	3017580	1504	Malta K-5	00545	2nd Year Identified for Improvement	75.25%	130
0731	Corvallis K-12 Schools	3007410	0964	Corvallis High School	00215	Identified for Corrective Action	75.30%	131
0311	Flathead H S	3015420	0462	Flathead High School	00470	3rd Year Identified for Restructuring	75.31%	132
0985	Shepherd Elem	3023940	1300	Shepherd Elementary	00695	2nd Year Identified for Improvement	75.52%	133
0965	Billings Elem	3003870	1263	Miles Avenue School	00074	2nd Year Identified for Improvement	75.78%	134
0311	Flathead H S	3015420	1835	Glacier High School	00358	1st Year Identified for Restructuring	75.90%	135
0453	Whitehall Elem	3027810	0607	Whitehall Elementary	00777	Identified for Corrective Action	76.05%	136
0590	Bonner Elem	3004260	1734	Bonner 7-8	01012	Identified for Corrective Action	76.10%	137
0741	Lone Rock Elem	3017190	0975	Lone Rock School	00538	2nd Year Identified for Improvement	76.30%	138
0368	Belgrade Elem	3003290	1575	Belgrade Middle School	00044	Identified for Corrective Action	76.34%	139
0487	Helena Elem	3000005	0654	Central School	00418	1st Year Identified for Restructuring	76.43%	140
0583	Missoula Elem	3018570	1486	Porter Middle School	00565	3rd Year Identified for Restructuring	76.45%	141
0840	Butte Elem	3005280	1641	East Middle School	00905	5th Year Identified for Restructuring	77.07%	142
0098	Great Falls Elem	3013040	1530	Mountain View School	00369	1st Year Identified for Improvement	77.22%	143



**School Improvement Grants
 School Year 2014 - 2015**

District Number	District Name	District NCES	School Number	School Name	School NCES	Improvement Status	Percent At or Above Proficient	Rank
0605	Roundup Elem	3023040	0809	Central School	00673	2nd Year Identified for Improvement	77.27%	144
0312	Columbia Falls Elem	3007110	0419	Columbia Falls Jr HS	00195	1st Year Identified for Restructuring	77.32%	145
0258	Lewistown Elem	3016490	0357	Garfield School	00507	Identified for Corrective Action	77.41%	146
0735	Hamilton K-12 Schools	3013260	1084	Hamilton High School	00389	2nd Year Identified for Restructuring	77.51%	147
0522	Libby K-12 Schools	3016530	1526	Libby Elementary School	00512	1st Year Identified for Improvement	77.52%	148
0477	Polson Elem	3021060	1806	Polson 5-6 School	01087	2nd Year Identified for Improvement	77.62%	149
0983	Huntley Project K-12 Schools	3014700	1296	Huntley Project Elem K-6	00450	Holding at Improvement Year 1	78.03%	150
0840	Butte Elem	3005280	1642	West Elementary School	00906	Identified for Corrective Action	78.59%	151
0796	Colstrip Elem	3007050	1603	Pine Butte Elementary Sch	00873	1st Year Identified for Restructuring	78.65%	152
0735	Hamilton K-12 Schools	3013260	1427	Hamilton Middle School	00388	1st Year Identified for Restructuring	78.75%	153
0098	Great Falls Elem	3013040	1408	Chief Joseph School	00357	2nd Year Identified for Improvement	79.18%	154
0584	Missoula H S	3018540	1432	Hellgate High School	00562	2nd Year Identified for Restructuring	79.19%	155
0840	Butte Elem	3005280	1101	Whittier School	00153	Identified for Corrective Action	79.20%	156
0613	Park H S	3020100	0823	Park High School	00611	Holding at Corrective Action Year 1	79.37%	157
0970	Laurel Elem	3016200	1280	Fred W Graff School	00497	1st Year Identified for Restructuring	79.75%	158
0967	Lockwood Elem	3016950	1647	Lockwood Middle School	00912	2nd Year Identified for Restructuring	79.87%	159
0098	Great Falls Elem	3013040	1624	West Elementary	00881	1st Year Identified for Improvement	80.23%	160
0335	Whitefish H S	3027790	0448	Whitefish High School	00775	1st Year Identified for Restructuring	80.42%	161
0588	Lolo Elem	3017130	1587	Lolo Middle School	00821	2nd Year Identified for Improvement	80.47%	162
0402	Cut Bank Elem	3000003	0545	Anna Jeffries Elementary	00233	2nd Year Identified for Restructuring	80.70%	163
0735	Hamilton K-12 Schools	3013260	1533	Daly School	00384	1st Year Identified for Restructuring	80.78%	164
0712	Deer Lodge Elem	3008670	0939	O D Speer School	00248	1st Year Identified for Improvement	80.83%	165
0970	Laurel Elem	3016200	1620	Laurel Middle School	00890	1st Year Identified for Restructuring	80.95%	166



**School Improvement Grants
 School Year 2014 - 2015**

District Number	District Name	District NCES	School Number	School Name	School NCES	Improvement Status	Percent At or Above Proficient	Rank
0750	Fairview Elem	3010210	0986	Fairview School	00282	1st Year Identified for Improvement	81.02%	167
0310	Kalispell Elem	3015450	1509	Kalispell Middle School	00086	2nd Year Identified for Improvement	81.40%	168
0055	Townsend K-12 Schools	3004980	1671	Townsend 7-8	00935	1st Year Identified for Improvement	81.65%	169
0368	Belgrade Elem	3003290	1812	Belgrade Intermediate	00295	1st Year Identified for Restructuring	81.86%	170
0605	Roundup Elem	3023040	1644	Roundup 7-8	00914	1st Year Identified for Improvement	81.89%	171
0360	Three Forks Elem	3026160	0482	Three Forks Elem School	00740	1st Year Identified for Improvement	82.16%	172
0586	Hellgate Elem	3013860	1801	Hellgate Middle School	01010	1st Year Identified for Restructuring	82.22%	173
0732	Stevensville Elem	3025020	0965	Stevensville K-6	00719	2nd Year Identified for Improvement	82.27%	174
0028	Chinook Elem	3006260	0046	Meadowlark School	00181	2nd Year Identified for Improvement	82.81%	175
0967	Lockwood Elem	3016950	1560	Lockwood Intermediate	00529	1st Year Identified for Improvement	82.92%	176
0351	Bozeman H S	3004590	0473	Bozeman High School	00113	1st Year Identified for Restructuring	82.97%	177
0745	Sidney Elem	3024200	1619	Sidney Middle School	00897	1st Year Identified for Improvement	83.05%	178
0350	Bozeman Elem	3004560	1463	Chief Joseph Middle School	00112	2nd Year Identified for Improvement	83.05%	179
0926	Glasgow K-12 Schools	3012420	1618	Glasgow 7-8	00880	2nd Year Identified for Improvement	83.08%	180
0057	Red Lodge H S	3022110	0084	Red Lodge High School	00655	2nd Year Identified for Improvement	83.97%	181
0350	Bozeman Elem	3004560	1813	Emily Dickinson School	00017	1st Year Identified for Improvement	86.19%	182
0334	Whitefish Elem	3027740	1598	Whitefish Middle 5-8	00830	1st Year Identified for Improvement	86.21%	183
0599	Frenchtown K-12 Schools	3011520	0802	Frenchtown Elementary Schoc	00312	Identified for Corrective Action	88.55%	184

GRADUATION AND DROPOUT REPORT 2014



Denise Juneau
State Superintendent
Montana Office of Public Instruction
Helena, Montana
opi.mt.gov

Montanans have a lot to be proud of when it comes to our public education system. Montana's public schools have the flexibility to adapt to the needs of their communities, the small class sizes necessary for individualized instruction, and strong family and community engagement to support student success.

When Superintendent of Public Instruction Denise Juneau took office in 2009, there were 2,272 public school students who dropped out of school, and Montana had a dropout rate of five percent. For a state with a school population as small as Montana, these numbers were unacceptable. In today's economy, a quality public education is the key to economic prosperity for our young people. As parents, taxpayers, business owners and educators, Montanans cannot ignore the long-term economic consequences of students not graduating from high school.

Understanding the potential economic consequences for individuals, communities and our state, Superintendent Juneau made dropout prevention a priority of the Office of Public Instruction.

Graduation Matters Montana

Inspired by the early successes of the Graduation Matters Missoula initiative, Superintendent Juneau launched Graduation Matters Montana in 2010. Graduation Matters Montana is a statewide effort to ensure Montana students graduate from high school prepared for college and the workforce. Juneau's effort has drawn from national best practices and strategies that are working right here in Montana.

Under the umbrella of Graduation Matters Montana and with the goal of ensuring Montana students are college and career ready, Superintendent Juneau successfully advocated for raising Montana's English and math standards, engaged student voices through her statewide Student Advisory Board, built public-private partnerships at the state and local level, and worked with the Office of the Commissioner of Higher Education to expand dual-credit opportunities, promote College Application Week, and offer the ACT at no cost to every public high school junior. Additionally, Juneau continues to advocate to the Montana Legislature to raise the legal dropout age from "age 16" to "age 18 or upon graduation," adopt anti-bullying legislation, and provide State funding for schools to educate students older than 18 years of age.

Most importantly, Superintendent Juneau traveled to communities across the state to ask schools and businesses to join her in creating local Graduation Matters initiatives. Beginning with a three-year investment in 2011 of \$450,000 from the Dennis and Phyllis Washington Foundation, Juneau has been able to add \$150,000 from the Student Assistance Foundation, \$50,000 from BNSF Foundation, \$38,000 from AT&T, \$35,000 from State Farm Insurance, \$30,000 from the Steel Reese Foundation, and additional investments from First Interstate Bank Foundation, Northwestern Energy, Optimum Cable, IBM, MEA-MFT, D.A. Davidson, and the Going to the Sun Rally Foundation. An estimated \$90,000 has enabled the OPI to provide technical

Montana's dropout rate costs our state millions of dollars each year:

- Nearly 80% of male inmates and 75% of female inmates at Montana State Prison are high school dropouts.
- Almost 30% of Montana's high school dropouts meet the federal definition of low-income, which is twice the rate of high school graduates.
- High school dropouts earn \$9,200 less per year than high school graduates and about one million dollars less over a lifetime than college graduates.
- The economy of Montana would see a combination of crime-reduction savings and additional revenue of about \$19.6 million each year if the male high school graduation rate increased by just 5 percent.
- It is estimated that 30 million of the 46.8 million job openings in 2018 (about 64%) will require education and training beyond high school.

assistance, materials and training to communities and to convene the Superintendent’s Student Advisory Board. **In 2014, the Dennis and Phyllis Washington Foundation renewed its commitment to Graduation Matters Montana with an additional \$450,000 investment, bringing the total to more than \$1.2 million in private funds to grant out directly to school-community efforts to raise graduation rates and improve college and career preparedness.**

To date, 48 communities have joined Superintendent Juneau’s statewide effort by creating locally-designed Graduation Matters initiatives, including all of Montana’s largest communities and 11 communities on or near American Indian reservations. As a result, nearly 75 percent of high school students in our state are currently attending a school with a Graduation Matters initiative.

Producing Results

The positive results of these state and local partnerships have been demonstrated in the data over the past four years. Since the launch of Graduation Matters Montana, the statewide dropout rate has been on the decline, and the graduation rate has gone up. **Montana’s high school dropout rate has decreased from 5 percent in 2009 to 3.7 percent in 2014, and the graduation rate has increased from 80.7 percent in 2009 to 85.4 percent in 2014. This is the highest the graduation rate has been in Montana since the OPI began calculating the graduation rate in 2000.** In 2013, only 16 states in the nation had graduation rates of 85 percent or above. The credit for this improvement belongs to the school leaders, teachers, community members, parents and students who have put in the work at the local level to make a difference in the lives of hundreds of students who may not have made it to graduation without their efforts.

Definitions

Dropout Rate: Counts students who were enrolled in school on the date of the previous year’s October enrollment count or at some time during the previous school year and were not enrolled on the date of the current school year October count.

Graduation Rate: Prior to the 2010-2011 school year, the graduation rate included the number of students who completed a district’s graduation requirements in four years or less from the time the student enrolled in the 9th grade or had an Individualized Education Program (IEP) allowing for more than four years to graduate. Beginning in the 2010-2011 school year, the graduation rate has been calculated using the four-year adjusted cohort graduation rate calculation.

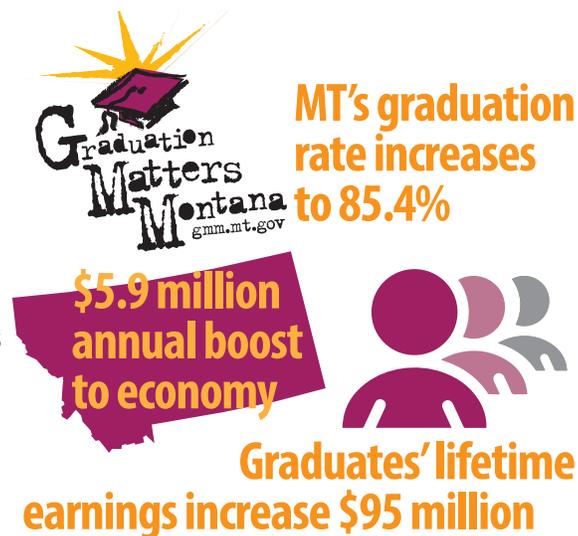
***Four-Year Adjusted Cohort Graduation Rate:** The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or pass away during that same period.

Completion Rate: Counts students who complete the high school graduation requirements of a school district, including early graduates, during the previous school year, or complete the high school graduation requirements of a school district at the end of summer prior to the current school year.

	Graduation Rate	Completion Rate	Dropouts	H.S. Dropout Rate
2008-2009	80.7%	81.7%	2,272	5.0%
2009-2010	80.2%	82.0%	1,896	4.3%
2010-2011	82.2%*	82.2%	1,859	4.3%
2011-2012	83.9%*	83.7%	1,744	4.1%
2012-2013	84.4%*	84.2%	1,500	3.6%
2013-2014	85.4%*	85%	1,539	3.7%

Economic Impact

According to calculations made by the Alliance for Excellent Education, Montana is likely to see significant economic gains as a result of increases in its high school graduation rate over the period of 2009 to 2014, which resulted in 520 additional high school graduates. The Alliance estimates Montana will see a \$5.9 million annual boost to the state's economy going forward and an increase of \$12.3 million in spending on homes and a \$700,000 increase in automobile sales. Collectively, the additional graduates will likely earn an additional \$95 million over the course of their lifetimes, compared to if they had not graduated from high school.



Graduation and Dropout Data Collection and Comparison Tools

The Montana Office of Public Instruction (OPI) has been implementing improvements to its processes for tracking student achievement, including graduation and dropout rates, since 2007-08. These improvements include the implementation of a student information system, AIM (Achievement in Montana), which collects enrollment, demographic, and program participation information at the individual student level. The advent of a statewide student information system using data verified and cleansed at the state and local level has improved the accuracy and reliability of Montana's dropout data. This report reflects the seventh year of collecting and verifying data using Montana's statewide student information system.

In spring 2012, the OPI launched its new online education data system, GEMS (Growth and Enhancement of Montana Students). The data reporting system provides access to multiple years of data and interactive reports on student achievement, graduation rates, enrollment, program and course offerings, financial information, and college readiness. GEMS allows users to compare Montana schools and districts side-by-side. To review graduation and dropout data by school and district, go to: <http://gems.opi.mt.gov>.

Four-Year Adjusted Cohort Graduation Rate

The graduating class of 2010-2011 was the first cohort for which the Montana Office of Public Instruction was able to calculate a four-year adjusted cohort graduation rate. This rate is the percentage of students in a cohort, adjusted for transfers in and out of school, district, or state, that graduate with a regular high school diploma within four years of the student's first enrollment in ninth grade. For the graduating class of 2013-2014, the cohort began ninth grade in the fall of 2010.

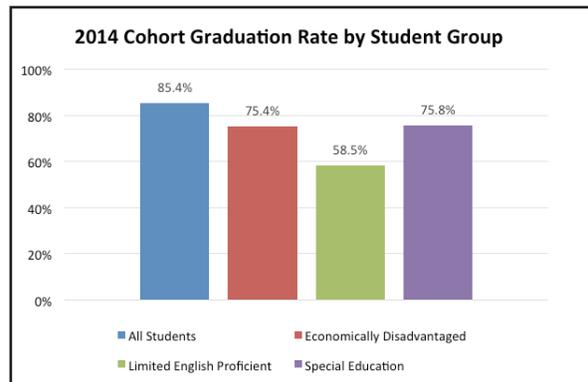
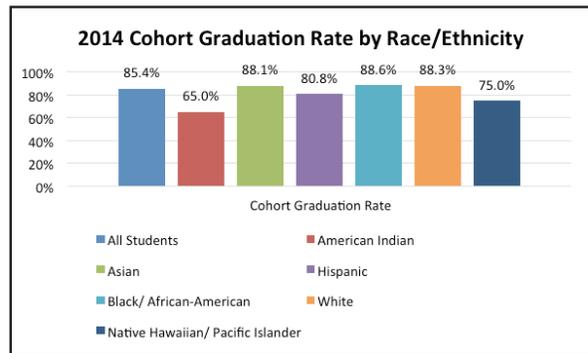
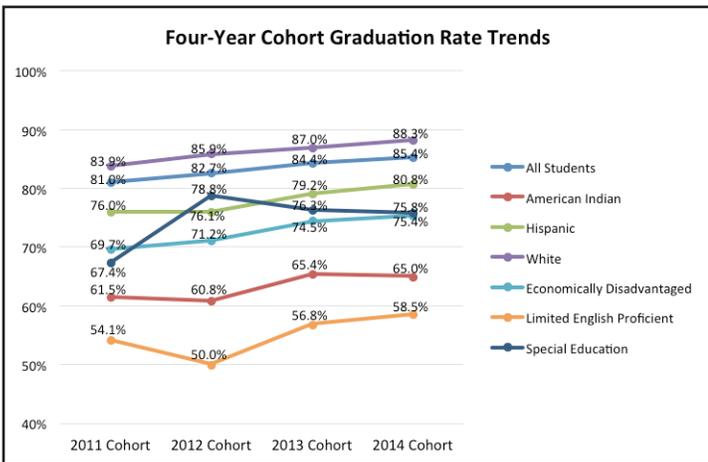
This is the fourth year the OPI has had the data to calculate the four-year adjusted cohort rate. The cohort graduation rate has increased from 82.2 percent in 2011 to 85.4 percent in 2014. **This is the highest the graduation rate has been in Montana since the OPI began calculating the graduation rate in 2000.** Over the past four years, the statewide cohort graduation rate has continually increased. Between 2011 and 2014, the graduation rate for every student group except for Asian and Native Hawaiian/Pacific Islander students increased. American Indian students have seen an increase from 61.5 percent in 2011 to 65 percent in 2014, and the graduation rate for economically disadvantaged students has increased from 69.7 percent to 75.4 percent.

Frequently Asked Questions about the calculation of the Four-Year Adjusted Cohort Graduation Rate can be found on the OPI website on the Measurement and Accountability webpage

<http://opi.mt.gov/Reports&Data/Measurement>.

For the purposes of student confidentiality, cells with a count under five in the statewide graduation report (for both the four- and five-year adjusted cohorts) have been suppressed.

2014 Four-Year Cohort Graduation Rate					
Student Group	Graduates	Dropouts	Continuing	Cohort Count	Cohort Graduation Rate
All Students	9,273	1,329	253	10,855	85.4%
American Indian	774	336	81	1,191	65.0%
Asian	96	*	*	109	88.1%
Hispanic	308	61	12	381	80.8%
Black/ African-American	109	*	*	123	88.6%
White	7,959	903	153	9,013	88.3%
Native Hawaiian/ Pacific Islander	27	*	*	36	75.0%
Economically Disadvantaged	3,659	1,002	193	4,854	75.4%
Limited English Proficient	226	129	31	386	58.5%
Special Education	920	233	61	1,214	75.8%



Five-Year Adjusted Cohort Graduation Rate

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers in and out of school, district, or state, that graduate with a regular high school diploma within four years of the student’s first enrollment in ninth grade.

The OPI also calculates graduation rates for additional years, allowing schools and the public to recognize the percentages and numbers of students who continue and receive high school diplomas after the typical four year term. Some students take an additional year to graduate, and it is important to track their progress through Montana’s public education system. Accordingly, the OPI has calculated the five-year adjusted cohort rate for the class of 2013.



The four-year cohort graduation rate for the class of 2013 was 84.4 percent. **An additional 169 students graduated in 2014, making the five-year cohort graduation rate 85.8 percent.** The “Fifth Year Graduates” column includes all students in the 9th grade 2009-10 school year who received a high school diploma after the beginning of the 2013-2014 school year, even if they entered after the beginning of the 2009-2010 school year.

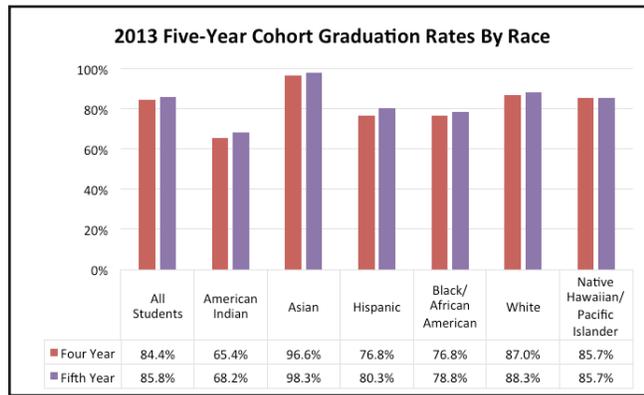
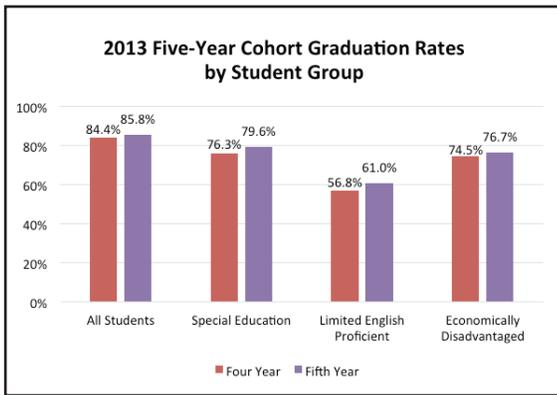
Class of 2013 Five-Year Cohort Graduation Rate							
Student Group	Graduates		Dropouts		Continuing	Graduation Rates	
	Four Year	Fifth year	Within four years	During fifth year	Enrolled for sixth year	Four Year	Five Year
All Students	9111	169	1390	116	25	84.4%	85.8%
American Indian	779	38	326	43	12	65.4%	68.2%
Asian	112	*	*	*	*	96.6%	98.3%
Hispanic	263	6	59	*	*	76.8%	80.3%
Black/ African American	76	*	20	*	*	76.8%	78.8%
White	7857	121	979	68	10	87.0%	88.3%
Native Hawaiian/ Pacific Islander	24	*	*	*	*	85.7%	85.7%
Special Education Students	884	40	212	17	8	76.3%	79.6%
Limited English Proficiency Students	235	20	136	19	8	56.8%	61.0%
Economically Disadvantaged Students	3527	116	994	90	22	74.5%	76.7%

Providing State Funding for Educating Nineteen-Year-Olds

For some students, it can take more than four years to earn their high school diploma, yet schools in Montana do not receive any state funding to educate 19-year-olds. Students who need a “5th year” or an extra semester of high school are often highly motivated to graduate and need the extra time to earn core credits, have transferred from a school system that makes them a “late start” in Montana’s school system, or dropped out of school due to family circumstances and have reenrolled in high school to earn their diploma.

In the 2013-2014 school year, 79 students 19 years of age or older were enrolled in the Fall Semester and 66 were enrolled in the Spring Semester. **Currently, Montana is the only state in the nation that cuts off school funding when a student turns nineteen.** The majority of states fund students until they are 21 years of age, including all of Montana’s neighboring states (ID, WY, ND, SD).

Montana cannot afford to create disincentives for local schools that are working to graduate every student. For this reason, Superintendent Juneau has proposed legislation during the 2013 and 2015 Legislative Sessions to provide state funding for students who are older than 18.



Dropout Rate

The dropout count includes students who were enrolled in school on the date of the previous year’s October enrollment count or at some time during the previous school year and were not enrolled on the date of the current school year October count. The dropout rate is calculated as the number of dropouts divided by the enrollment for the previous year.

Over the past six years, the high school dropout rate has decreased from 5 percent to 3.7 percent, resulting in 733 fewer dropouts in 2014 than in 2009. In this report for 2013-2014, the number of dropouts in grades 7-12 slightly increased by 50 students, which means the dropout rate for grades 7-12 slightly increased from 2.4 percent to 2.5 percent. The high school dropout rate slightly increased from 3.6 percent to 3.7 percent. Thirty-nine of the additional students who dropped out were high school students, the other 11 students were in grades seven and eight.

As is consistent with previous years’ data, more males than females dropped out, and the gap between male and female dropout rates increases as the grade increases. In the 9th grade, the male dropout rate is 1.7 percent and 1.5 percent for females. In 12th grade, the male dropout rate is 5.9 percent, and the female dropout rate is 4.4

percent. In 2014, the 9th grade dropout rate went down for both genders; however, in the 12th grade the dropout rate declined for males but increased for females.

2013-2014 Montana Dropout Rate Summary			
	Dropout Rates	Dropout Count	Enrollment
Overall Total (Grades 7-12)	2.5%	1,581	63,649
HS Total	3.7%	1,539	42,138
Gr 12	5.2%	515	9,912
Gr 11	4.7%	483	10,272
Gr 10	3.4%	362	10,726
Gr 9	1.6%	179	11,228
7 & 8 Total	0.2%	42	21,511
Gr 8	0.2%	26	10,635
Gr 7	0.1%	16	10,876
Gender			
Male	2.8%	921	32,925
Female	2.1%	660	30,724
Race/Ethnicity			
American Indian	6.5%	420	6,467
Asian	1.6%	9	559
Hispanic	3.4%	84	2,484
Black	2.5%	16	645
Pacific Islander	3.4%	5	146
White	1.9%	1,014	52,065
Other	2.6%	33	1,263

Over the past five years, the high school dropout rate for American Indian students has decreased from 12.3 percent to 9.7 percent. This trend is in the right direction; however, the dropout rate for American Indian students remains significantly higher than the dropout rate for all students. While American Indian students make up 10 percent of statewide student enrollment, they account for 27 percent of students in grades 7-12 who drop out of school.



Raising the Legal Dropout Age

Montana's legal dropout age of 16 was established in 1921 – a time of very different social and economic demands. In today's global economy, a student needs at minimum a high school diploma to find a decent-paying job.

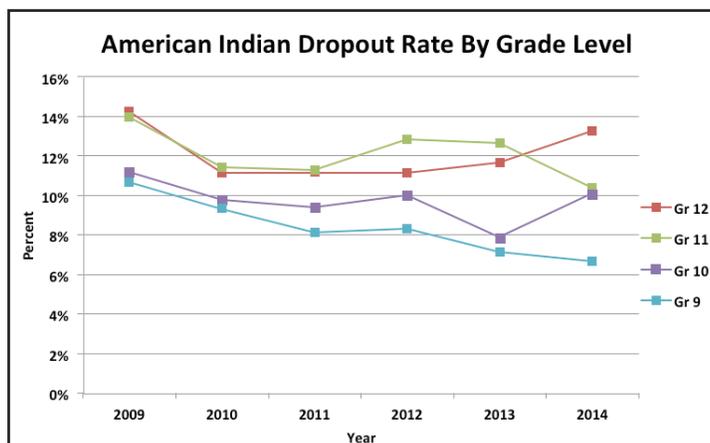
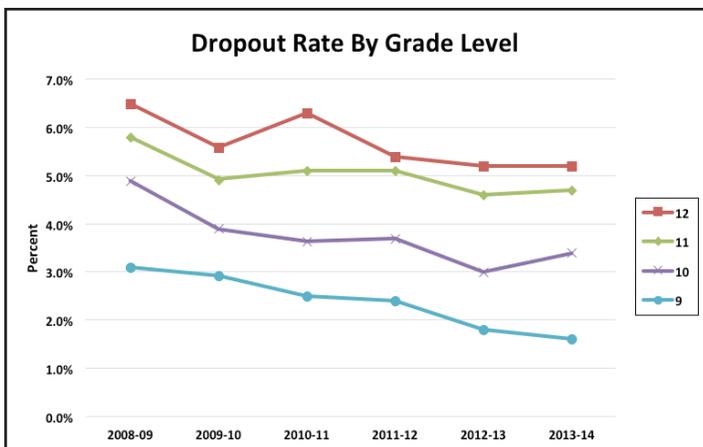
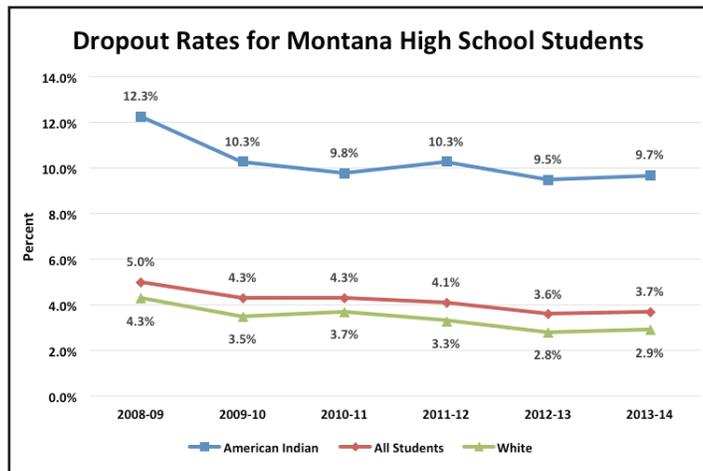
In Montana, the 11th and 12th grades continue to show the highest dropout rates. For all students, the dropout rate is 5.2 percent in 12th grade and 4.7 percent in 11th grade. For American Indian students, the highest dropout rate is in the 12th grade at 13.3 percent with 10.4 percent in grade 11. **Students who are 16 or 17 accounted for 1,026 of the students in Montana who dropped out in 2014 or 65 percent of all dropouts.**

Believing that we should set a statewide expectation of high school graduation, Superintendent Juneau has introduced legislation in the 2011, 2013, and 2015 Legislative Sessions to raise the legal dropout age in Montana to "age 18 or upon graduation." Raising the legal dropout age is a tool for parents and schools. It supports their efforts to keep students in school and on the path to a successful future.

Conclusion

Creating a statewide focus on increasing the graduation rate and decreasing the dropout rate through Graduation Matters Montana is paying off for Montana students and communities. Montana's high school dropout rate has decreased from 5 percent in 2009 to 3.7 percent in 2014, and the graduation rate has increased from 80.7 percent in 2009 to 85.4 percent in 2014. **Together, this represents an all-time high in Montana's graduation rate and means that 733 fewer students dropped out in 2014 than in 2009.**

Graduation Matters Montana's efforts are having an impact not only on individuals, but on Montana's economy. According to calculations by the Alliance for Excellent Education, Montana stands to see an estimated \$4.3 million annual boost to the state's economy. Collectively, the additional graduates will likely earn an additional \$68.2 million over the course of their lifetimes, compared to if they had not graduated from high school.



Additional policy changes such as raising the legal dropout age to “age 18 or upon graduation” and providing state funding for students older than 18 could boost Montana’s graduation numbers and bring in additional revenue to the state of Montana in the form of decreased social costs and increased spending in Montana’s economy.

While the statewide graduation rate continues to increase, persistent achievement gaps still exist, particularly for American Indian students. American Indian students make up 10 percent of the student population but account for 27 percent of our state’s students who drop out. Graduation Matters communities have begun to launch in communities on or near reservations, and our efforts must begin to focus on finding and sharing best practices to decrease the dropout rate for American Indian students.

For more information about Graduation Matters Montana, go to <http://graduationmatters.mt.gov>.





Montana public schools
reach record graduation
rate of

85.4%



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Denise Juneau
State Superintendent
Montana Office of Public Instruction
Helena, Montana
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Fall 2014



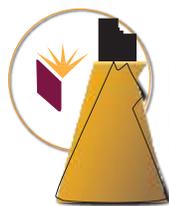
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Montana

**aMerican indian Student
achieveMent data Report
Fall 2014**

Published by the Montana Office of
Public Instruction 2014



Indian Education
Montana Office of Public Instruction
Denise Juneau, Superintendent

Montana

American Indian Student Data Report Fall 2014

As the Office of Public Instruction, school districts, communities, families and various partners work together across the state of Montana to ensure that all students' graduate career and college ready, it is important to use reliable data and effective data practices to make certain those goals are being met. For American Indian students in particular, in light of the educational achievement gap that exists across our state – from urban settings to reservation and off reservation schools in rural areas – this work is especially important. This data report is intended to cultivate a growing awareness, and assist local schools in their ongoing efforts to properly support the educational goals of American Indian students and their families. This important work will provide greater equity and ensure we are providing all students with rigorous and meaningful educational opportunities for success across our state.

Mandy Smoker Broaddus, Director of Indian Education

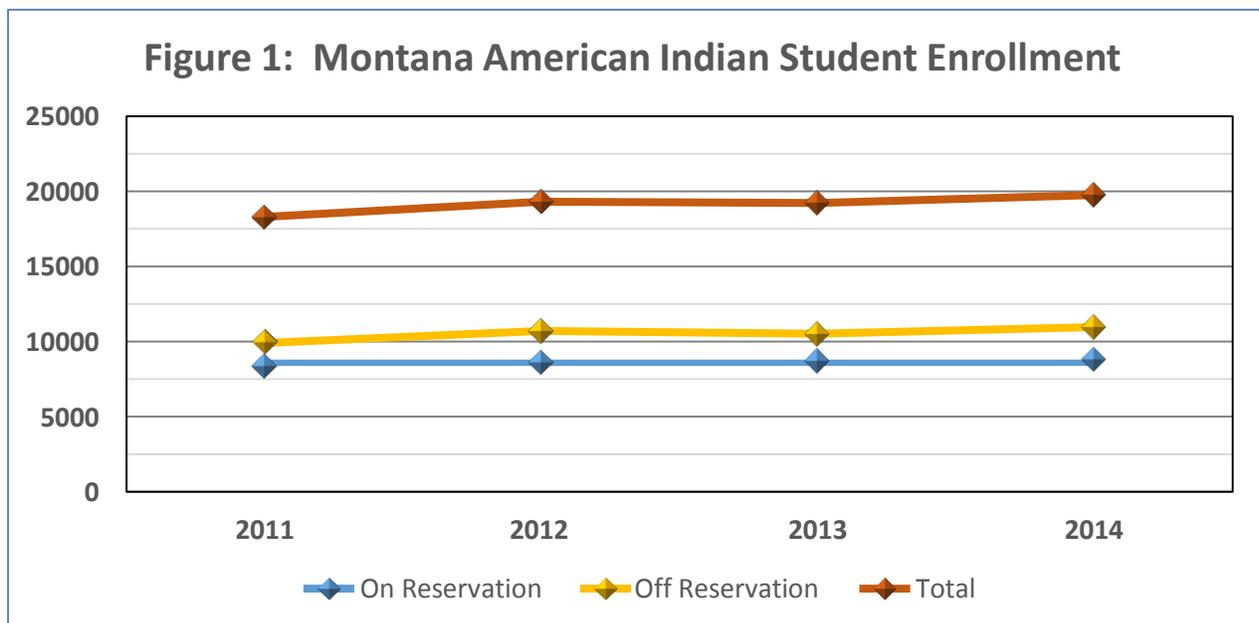
2007 MCA 20-9-330

In 2007, the Montana State Legislature passed Montana Code Annotated 20-9-330, appropriating \$200 per American Indian child, totaling over \$3 million dollars per year, to provide funding to school districts for the purpose of closing the educational achievement gap that exists between American Indian students and non-Indian students. According to MCA 20-9-330 (2) (a), funds were to be determined by “...using the number of American Indian students enrolled in the district based on the count of regularly enrolled students on the first Monday in October of the prior school year as reported to the Office of Public Instruction” and deposited into the district’s general fund.

This report is provided to track the American Indian achievement gap and provide data on the Montana American Indian student population.

2013-2014 Population Data

- 6.5 percent of Montana’s total population is American Indian (2010 Census), made up mostly of the twelve tribal nations of Montana: Assiniboine, Blackfeet, Chippewa, Cree, Crow, Gros Ventre, Kootenai, Little Shell Tribe of Chippewa, Northern Cheyenne, Pend d’Oreille, Salish, Sioux
- For the 2013-2014 school year there were 19,761 American Indian/Alaska Native students in Montana out of a total of 144,129 students enrolled in Montana’s K-12 public schools. 13.7 percent of Montana’s students are American Indian.
- Out of 823 public schools in Montana:
 - 58 public schools report 75 – 100% American Indian students within their school population.
 - 20 public schools report 50 – 75% American Indian students within their school population.
 - 38 public schools report 25 – 50% American Indian students within their school population.
- As of the count date (October 7, 2013) for the 2013-2014 school year 2,819 of all designated American Indian students were special education students. This leads to a special education rate among American Indian students of 14.3%. The special education rate among White students is 10.9%.
- Figure 1 shows the American Indian enrollment numbers for students in Montana public schools according to their location on a reservation. Schools are considered on reservation schools when they are physically located within a reservation boundary.



Criterion Reference Test (CRT)

Under Title 1 of the Elementary and Secondary Education Act (ESEA) of 1994, P.L. 103-382 and the No Child Left Behind Act (NCLB) of 2001, all states were required to develop statewide assessments for reading, mathematics, and science. The criterion-referenced test (CRT) was given every spring from 2006-2013 in compliance with federal law.

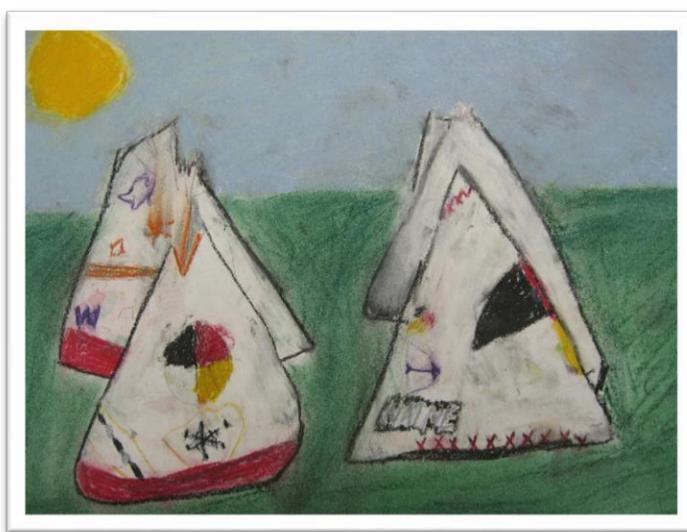
Starting during the 2013-2014 school year the state of Montana switched to the Smart Balanced test in order to appropriately test the Common Core curriculum in math and reading. Science was still tested with the CRT test during the 2013-2014 school year. The 2013-2014 school year was a pilot run of the Smarter Balanced test and therefore no test results are available for math and reading during that school year. The Smarter Balanced test is administered to 3rd-8th and 11th grade students.

The CRT was based on, and aligned to, Montana's Content Standards in reading, mathematics, and science. Montana educators worked with the OPI in the development and review (content and bias) of these tests to assess how well students have learned the Montana content standards for their grade. Since the 2007-2008 school year the test has been issued in the content areas of reading, math and science (science portion of the CRT was not administered for the first 2 years). Only 4th, 8th and 10th grade students take the science portion of the tests while 3rd-8th and 10th grade students take the reading and math portions of the test.

Math, science, and reading scores on the CRT are scored on a scale from 200 to 300 with 200 being the low score. The proficiency levels are broken down as (there is some variability in the cut-off between Proficient and Advanced scores based on the grade the student is in):

- Novice 200 – 224
- Near Proficient 225 – 249
- Proficient 250 – 275
- Advanced 276 – 300

A student who scores 250 or above in a subject is considered to be proficient in that subject and meets the requirements set forth by the NCLB Act. The CRT results are modeled such that if a student scores 250 in a subject during one school year and makes the appropriate progress in skill level for the next school year, his or her score for that subject will remain relatively unchanged.



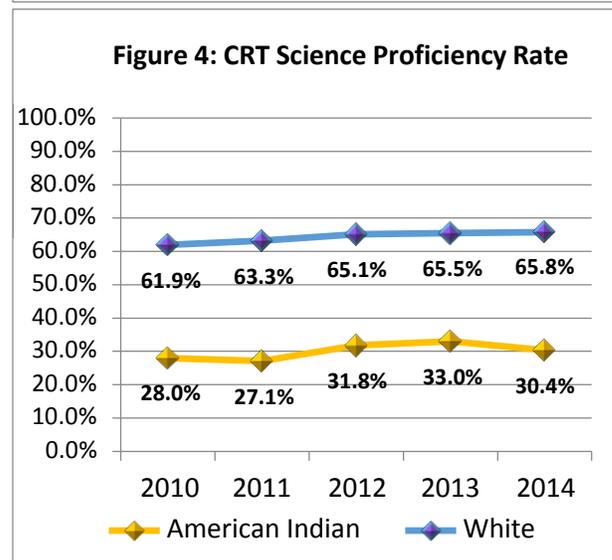
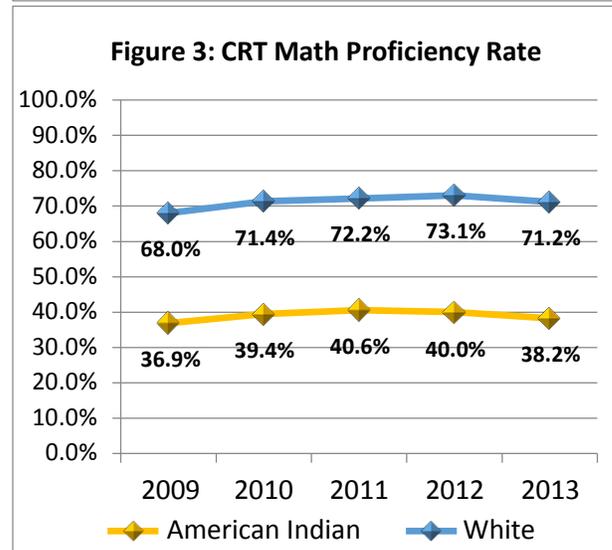
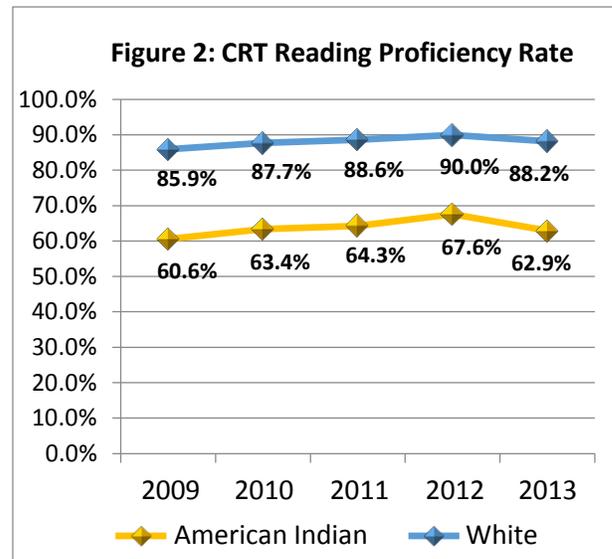
Artwork by Korbin Cole, Frazer High School

In 2013, CRT results were generally lower across the board. Figure 2 shows that after increasing for each of the past four years, only 62.9% of American Indians scored proficient on the reading assessment during the 2012-2013 school year. This was a significant decrease compared to the 67.6% that were proficient in 2012. Decreases occurred for both American Indian and White student groups, but the decrease for American Indian students was larger and was down to the level seen before 2010.

The same decreasing trend is shown in Figure 3 for Math CRT proficiency rates. For the second year in a row the American Indian math proficiency rates have decreased. The math proficiency level has dropped to a level not seen since before the 2010 school year.

Science has historically had the lowest proficiency rates among all groups of students. Science CRT scores, which are available for the 2013 - 2014 school year and are shown in Figure 4, had mixed results. Statewide American Indian student proficiency rate in science decreased to 30.4% from a high of 33.0% in 2013. While this is a sizable decrease, the proficiency rates are still significantly higher than before 2012.

Smarter Balanced test results will be available at the student level and for all student groups starting during the 2014-2015 school year. Test scores from the Smarter Balanced test will not be able to be directly compared to CRT test results from previous years.

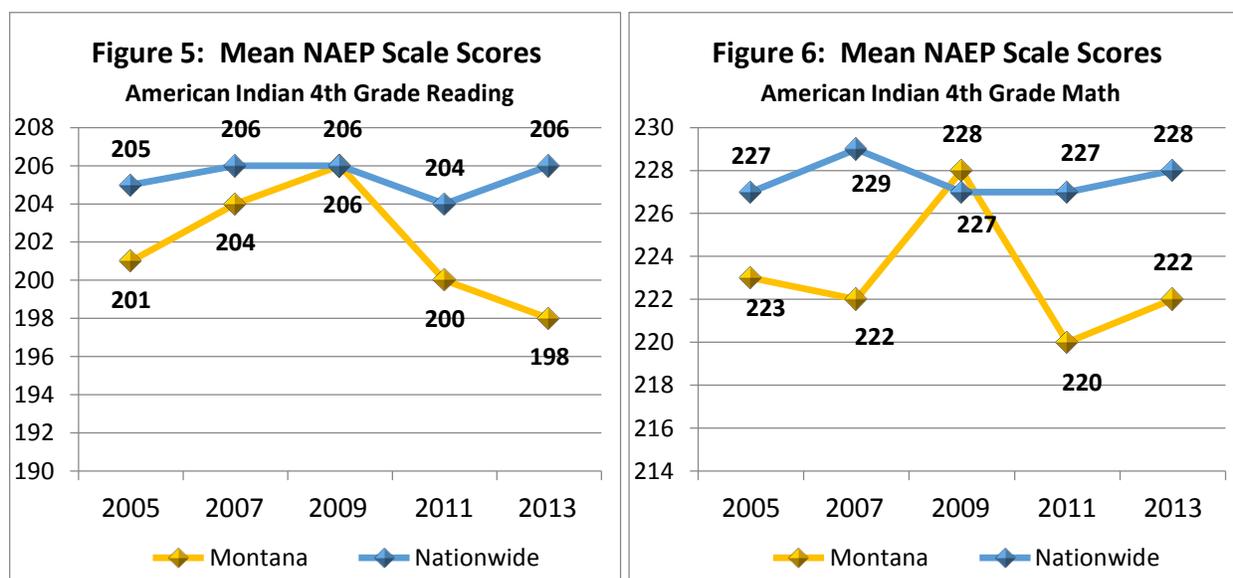


National Assessment of Educational Progress (NAEP)

The NAEP test is a national assessment that is given every two years to randomly selected schools across the nation and Montana. The most recent NAEP test was given during the 2012-2013 school year. The NAEP test in Montana has historically only been given to 4th grade and 8th grade students in mathematics and reading. The NAEP scores are on a scale of 0 – 500 with 500 being the highest score. Scores across grades or across subjects can't be compared to each other because they are not scaled the same, i.e. a 4th grade scale score can't be compared to an 8th grade scale score. The NAEP scores and results also can't be compared to the CRT or Smarter Balanced tests; the NAEP tests are designed differently and are essentially testing for different things.

4th Grade

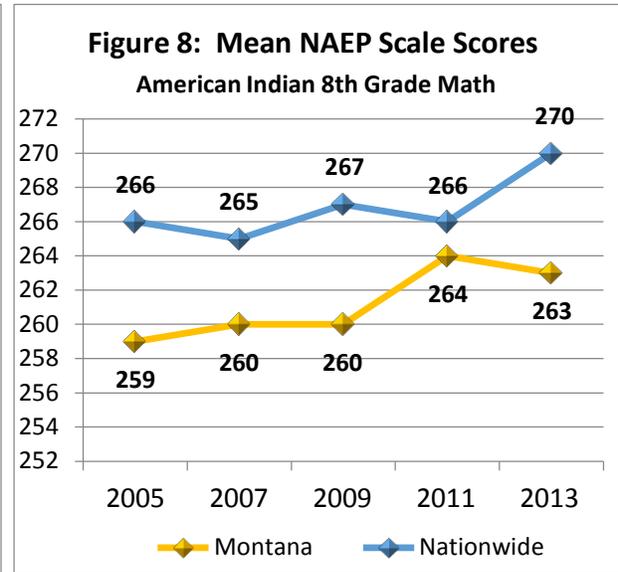
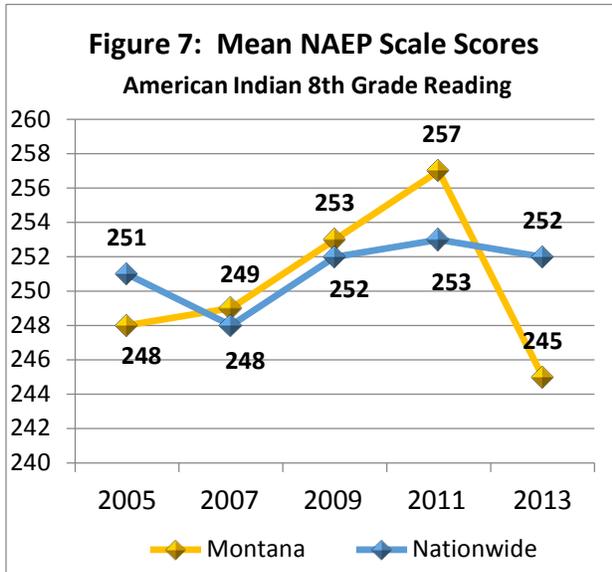
In Figure 5 the 4th grade reading scores of American Indian students for the last 5 testing cycles are shown at both the national and state levels. The graph shows there has been a drop in test scores during the last two tests in 2011 and 2013. The drop from 2009 to 2011 was statistically significant while the change from 2011 to 2013 is not. Also of note is the fact that the mean NAEP scale scores for 4th grade reading are lower for Montana than they are nationwide. The math results for 4th grade students are shown in Figure 6. The pattern of the graph is similar to that of the reading except for the fact that math scores increased from 2011 to 2013. The increase in scores from 2011 to 2013 in math is not statistically significant, although the decrease from 2009 to 2011 was.



There are ten states (Alaska, Arizona, Montana, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, Wyoming, Wisconsin) that have a significant enough American Indian population that the sample sizes and test results are large enough to report for 4th grade. In 2013, of those ten states, Montana is ranked sixth in 4th grade math scores for American Indian students and 5th in reading scores.

8th Grade

Scores for 8th grade American Indians decreased in both reading and math from 2011 to 2013. Figure 7 shows the math scores had increased the last 4 cycles of the test, but had a statistically significant drop in 2013. The last time this score decreased was in 2003. The large drop in the math scores also lowered the Montana mean score below the nationwide mean score for the first time since 2005. While reading scores also decreased, the mean score for 2013 stayed above the long term average. The nationwide mean score for reading increased a significant amount for 2013.



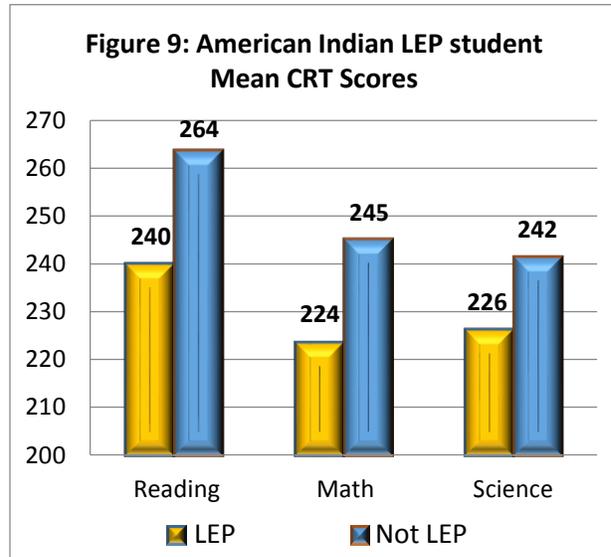
There are nine states (Alaska, Arizona, Montana, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, Wyoming) that have a significant enough American Indian population that the sample sizes and test results are large enough to report for 8th grade. In 2013, of those nine states, Montana is ranked fourth in 8th grade math scores for American Indian students and 6th in reading scores.

Limited English Proficiency (LEP) students and English Language Proficiency (ELP) Test

LEP students in Montana are generally students who have impact from a language other than English in their environment, usually at home. All LEP students in Montana are required to take the ELP test, as a result of No Child Left Behind Act. The students can then test out of LEP status and become Former LEP. Former LEP status is then tracked for at least two years. The ELP test is used to test the LEP students for English proficiency but other factors such as grades, state assessments, and teacher input are the determining factors for whether or not a student is moved to Former LEP.

In 2014 there were 3443 LEP students, which was a slight decrease from 3755 the year before. Most of these LEP students are American Indian, with 75.9% of all LEP students being American Indian students.

The percent of all LEP students who have been LEP for 5 or more years is 25.6%. It is well known in the education community, both nationally and in the state of Montana, that the lowest scoring demographic of students are the LEP students. The longer the student is an LEP student the more effect it has on that student later on. Figure 9 shows the difference between LEP students and other students on the CRT during the 2012-2013 school year.



During the 2013-2014 school year 3404 students took the ELP test during the December to January testing window. The ELP test has 5 different domains for testing students: Writing, Listening, Speaking, Reading, and Literacy. A total score is then found using the 5 domains. To be considered proficient in Montana a student must score at least 4.0 on literacy and 5.0 on total proficiency. Of the students who took the test in 2013-2014, 503 of them, or 14.8%, were tested as proficient.

Graduation Rates

The graduation rates discussed in this report are the NCLB graduation rates that determine the percentage of students who graduate in four years or less. For the third year in a row, the graduation rates in Montana continued to increase. The overall graduation rate for all students in Montana during the 2012-2013 school year improved to 84.4% as compared to 83.9% in 2011-2012.

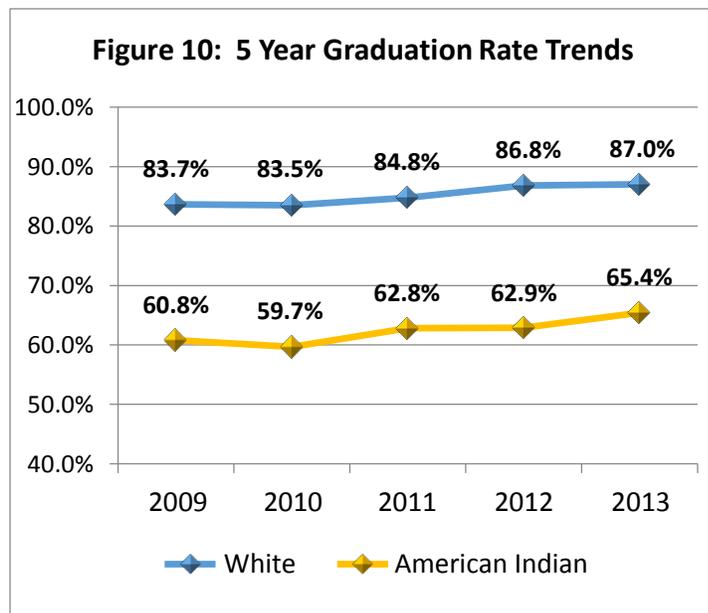


Figure 10 shows the graduation rates for White and American Indian students over the past 5 years. Both student groups have increased their graduation rates every year since 2010. While the American Indian graduation rate increased 2.5 percentage points in 2013 compared to 2012, it is still 21.6 percentage points below the White student graduation rate. Also of note is LEP students had a graduation rate of 56.8% during the 2012-2013 school year. The LEP graduation rate includes any students who were LEP at any time during their high school years.

Dropout Rates

The dropout rates presented here are an event rate, which is the percentage of total students who dropped out during that year. Dropout rates in general in Montana continued to drop during the 2012-2013 school year, just as they have the past few years. In 2012-2013 the American Indian dropout rate was 6.5% after being 7.1% the previous year. The American Indian dropout rate is still significantly higher than the dropout rate for White students at 1.9% for the 2012-2013 school year. These dropout rates include both 7th-8th grade students and high school students.

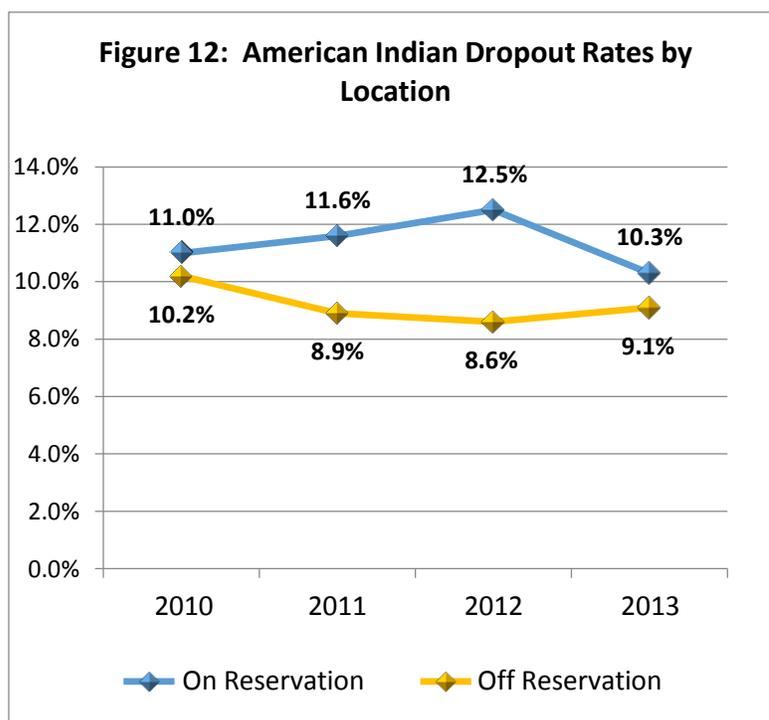
Dropout rates before and during high school are shown in Figure 11. American Indian students tend to drop out at an earlier grade than other students. This can be seen in Figure 11 looking at the 7th and 8th grade dropout rates but it is also true in high school. Even at the high school level, American Indian students tend to drop out at an earlier grade than White students.

Figure 11: 2012 – 2013 Dropout Rates by Grade

	Grades 7 – 8	Grades 9 – 12	Total
American Indian	0.9%	9.6%	6.5%
White	0.1%	2.8%	1.9%
Overall	0.1%	3.6%	2.4%

Figure 12 breaks down the differences in dropout rates of High School aged American Indian students from schools physically located within a reservation boundary to schools located outside the reservation boundaries. There are two big trends that were broken here during the 2012-2013 school year. Since 2010 the dropout rates for American Indians in schools located on a reservation has increased while their counterparts off the reservation have been decreasing. Both of those trends changed during 2012-2013 as the off reservation dropout rate went up to 9.1% and the on reservation rate went down to 10.3%.

While the dropout rates are now closer than they have been the past two years, there is still a higher percentage of students dropping out in schools that are physically located within a reservation boundary. Also of note is the dropout rate for Non-American Indian students located on or off the reservation. The Non-American Indian dropout rate for on and off the reservation is much lower at 2.8% and 2.9%



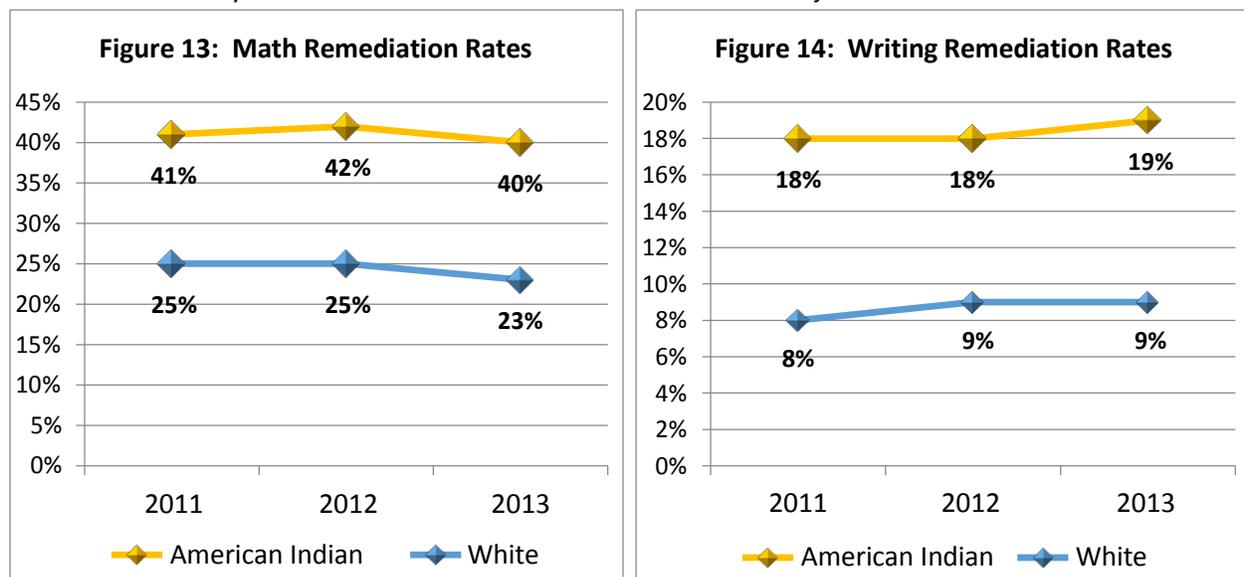
College Data

College data presented here does not include Montana Tribal College enrollment numbers and data since it is not available from those schools. One way of determining what students are doing after graduating from high school is the college capture rate. This is the rate of students who enroll in college within the U.S. within 12 months of graduating. The high school graduation class of 2010-2011 for American Indian students had a college capture rate of 32.6% while the rate for 2011-2012 was 31.1%. For comparison the White student college capture rates were 61.4% for 2010-2011 and 60.7% for 2011-2012.

A second piece of data that is used is called the college persistence rate. This is the rate of students who after enrolling in college within the first year of their high school graduation, return to a college or university the next year. For American Indian students who graduated in 2010-2011 the college persistence rate was 63.0%. This compares to 81.5% for White students from the same school year.

Remediation rates are also another way of tracking students once they enter college. Remediation rate is the rate of students who enter college within 16 months of graduating high school and enroll in either a remedial writing or math class (remedial courses are usually courses with course numbers less than 100). The rates presented in this report are only for campuses of the Montana University System.

Figures 13 and 14 show the remediation rates for math and writing. The rates for all categories have not changed much in the last 3 years. What can be seen in Figures 13 and 14 is the American Indian remediation rates are much higher than the rates for the White students. The overall remediation rates, the rate the student took either a remedial math or writing course, for 2012-2013 are 48% for American Indian students and 27% for White students. When comparing this to the rates in Figure 13 and 14 it indicates that many students who take a remedial course in one subject also take one in the other.



Student Surveys

There are two student surveys administered in the state of Montana, the Youth Risk Behavior Survey (YRBS) and the My Voice Student Survey. Neither survey polls every student and both surveys use sampling procedures to estimate for the entire population. The YRBS survey has been conducted once every two years since 1993, with the last one being during the 2012-2013 school year. Some results are discussed here but you may find the entire YRBS report at <http://www.opi.mt.gov/yrbs>. The My Voice survey has been conducted annually since the 2010-2011 school year. The full My Voice report for 2012-2013 can be found at http://opi.mt.gov/Programs/SchoolPrograms/MBI/index.html#gpm1_7.

The 2013-2014 My Voice report was not available at the printing of this report, but it will be posted on the OPI website when it is available. The 2012-2013 results will be discussed in this report.

Figure 15 shows some selected questions and demonstrates the differences between American Indian students on or near reservations and in urban schools. While the percentage of American Indian students from reservation schools who carried a weapon is lower than the statewide percentage, the percentage of American Indian students from urban schools is higher than the statewide percentage. This is a trend that has been revealed in the YRBS results for years. Some good news is the percentage of American Indian students in urban schools carrying a weapon decreased for the first time since the question has been tracked in 2003.

Another area the YRBS survey focuses on is the use of drugs, alcohol, and tobacco. Many studies have shown the detrimental effects that drug, alcohol, and tobacco use have on a student's academic achievements.

Figure 15 also shows the results of some selected survey questions on drugs, alcohol, and tobacco use. Most of these survey questions are on a decreasing trend. American Indian students reflect significantly higher percentages in all of these areas over other students. Most of the survey results also show a higher drug, alcohol, and tobacco use among American Indians located on or near the reservation as compared to those in urban schools.

Cigarette smoking is still high among American Indian students in Montana, although it has decreased steadily since 1999. For American Indian students on or near a reservation, the percentage of students who had tried cigarette smoking was 86.9% in 1999 and is down to 65.6% in 2013. For urban American Indian students the



Artwork by Joni Jones, Frazer High School

percentage is down to 56.2% from 79.5%. All questions regarding smoking cigarettes have seen a steady decrease since 1999.

While the percentages for chewing tobacco have remained relatively constant since 1999 the percentages for alcohol consumption have also decreased significantly since 1999 and especially since 2007. In 2007 the percentage of American Indian students on or near the reservation who had more than a few sips of alcohol before turning 13 years old was 31.1% and was 24.0% in 2012-2013. For Urban schools in 2007 the percentage was 40.6% and in 2010-2011 it was down to 29.0%.

Figure 15: YRBS Results			
Injury and Violence			
AI denotes American Indian students			
	High School Students	AI on or near Reservations	AI in Urban schools
Percentage of students carrying a weapon anytime the past 30 days.	25.7%	19.8%	30.9%
Percentage of students who were in a physical fight one or more times during the past 12 months.	22.8%	34.9%	37.7%
Percentage of students who had ever been bullied on school property during the past 12 months.	26.3%	21.1%	31.8%
Percentage of students who had been threatened or injured with a weapon such as a gun, knife, or club on school property one or more times during the past 12 months	6.3%	6.4%	12.0%
Percentage of students who felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities during the past 12 months	26.4%	33.2%	38.3%
Percentage of students who actually attempted suicide one or more times during the past 12 months	7.9%	15.1%	20.6%
Drug, Alcohol, and Tobacco Use			
Percentage of students who ever tried cigarette smoking, even one or two puffs.	41.1%	65.6%	56.2%
Percentage of students who have taken a prescription drug (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription.	16.2%	19.7%	25.2%
Percentage of students who used chewing tobacco, snuff, or dip on one or more of the past 30 days.	13.4%	19.6%	17.7%
Percentage of students who had at least one drink of alcohol other than a few sips before age 13 years.	19.9%	24.0%	29.0%
Percentage of students who used marijuana one or more times during their life.	37.6%	65.3%	49.4%
Percentage of students who sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high one or more times during their life.	9.9%	19.0%	18.5%

The My Voice survey asks different types of questions than the YRBS survey. Examples are questions relating to the students belonging in school, sense of accomplishment, curiosity, and leadership. There are several ways the My Voice survey may be broken up. There are three groups that will be focused on for this report: American Indians in schools where the majority of students are American Indian, American Indians in schools where the majority of students are not American Indian, all White Students.

Figure 16 shows some questions that were selected from the My Voice survey. Some of the questions were selected for differences between White students and American Indian students. Others were selected because of the difference in answers provided by American Indian students. The full My Voice report also has some breakdowns by race, gender, and grade.

Figure 16: Selected My Voice Survey results			
AI denotes American Indian students			
Percentages are the percentage of students that responded "Yes"	AI in schools where they are the majority	AI in schools where they are not the majority	White Students
I am a valued member of my school community.	36%	40%	48%
I have a teacher who is a positive role model for me.	61%	65%	79%
I am a good decision maker.	52%	59%	72%
I am afraid to try something if I think I may fail.	43%	38%	28%
I feel comfortable asking questions in class.	54%	55%	66%
My teachers present lessons in different ways.	65%	74%	76%
I think it is important to set high goals.	89%	83%	85%
Teachers are willing to learn from students.	49%	56%	53%

Advanced Placement (AP) Tests

There were 1,873 Montana graduating students in the 2012-2013 school year who took at least one AP exam during high school. Statewide that was a decrease from the 1,913 that took at least one AP exam from the 2011-2012 graduating class. Out of the 1,873 students, 57 were American Indian. Only 7.6% of graduating American Indian students took an AP exam, which is significantly less than the 21.6% of the White graduating students that took at least one AP exam. Although not all Montana schools are able to offer AP classes and exams, the number of American Indian students taking AP exams is low.

On an AP exam taken for any subject, a passing test is scored as a 3 or higher. From the graduating class of 2012-2013, only 9 American Indian students (15.8%) earned a 3 or higher on at least one AP exam. When looking at all students combined, 63.3% of them passed at least one AP exam.

ACT Test

The ACT is a national college admissions examination that consists of subject area tests in Mathematics, Reading, English, Writing and Science. Montana students are given the opportunity to take the ACT test during their 11th grade year, free of charge thanks to grant money provided by the GEAR UP program. Many 12th grade students also take the test a second time for their college admissions requirements. The test results discussed in this report are from the 11th grade students. During the 2013-2014 school year there were 7533 White students and 807 American Indian students who took the test as 11th graders.

The ACT College Readiness scores are the scores ACT has determined a student needs in that domain to have at least a 50% chance of getting a B or higher in the corresponding college courses. Keep in mind these test scores are for 11th grade students, and the college readiness score is used from their 12th grade ACT score. Figure 17 shows the mean scores for 11th grade test takers during the 2013-2014 school year. It can easily be seen in Figure 17 that American Indian scores are lower in all domains with the biggest difference coming in English.

Figure 17: 2013-2014 Mean ACT Test Scores by Domain and Race

	Composite	English	Math	Reading	Science	Writing
American Indian	16.6	14.5	17.3	17.2	17.0	5.3
White	20.4	19.0	20.6	21.0	20.6	6.4
College Readiness	22	18	22	21	24	-

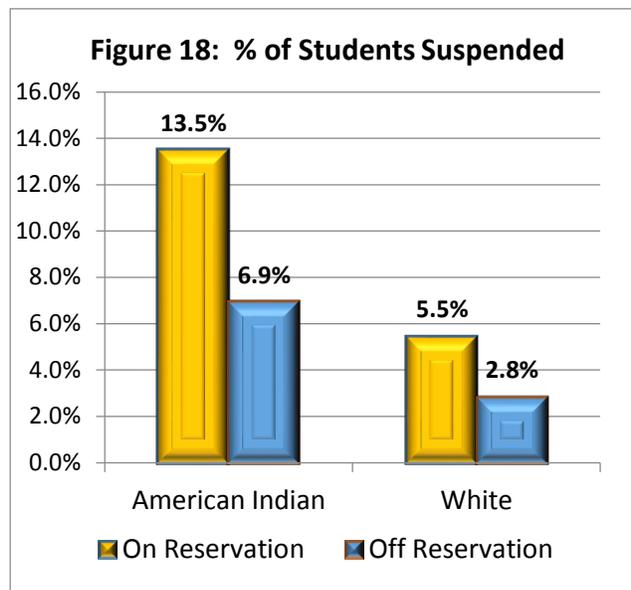
Special Education Students

During the 2013-2014 school year there were 16,275 total special education students in Montana. This was an increase from the previous year's count of 15,196. Of those 16,275 special education students, 2,819 of them were American Indian students. Of all American Indian students in Montana, 14.3% were identified as special education students. This compares to 14.7% for the 2012-2013 school year. The percentage of American Indians students who are designated as special education is also higher than the percentage of White students who are designated as special education students. For the 2013-2014 school year 10.9% of all White students were identified as special education students.

Suspension/ Expulsion Data

As of the writing of this report, the 2013-2014 suspension and expulsion data had not been finalized. The 2012-2013 data will be discussed here. Statewide, 9.9% of all American Indian students were given at least one out of school suspension during the 2012-2013. That compares to 2.9% of White students who were given an out of school suspension.

Regardless of race, students located in schools within reservation boundaries were almost twice as likely to be suspended compared to those located outside the reservation boundaries. Figure 18 shows the comparison by percentage of students suspended when looking at on reservation schools versus off reservation schools. Of American Indian students in schools on the reservation, 13.5% had to serve at least one out of school suspension during the 2012-2013 school year. For schools located off the reservation, the percentage was 6.9%. Both of these values are higher than the percentages of White students serving suspensions on or off the reservation.



Students expelled from school for any time frame also show similar trends to that of the out of school suspensions. Expulsion numbers for the state are relatively small, which causes a lot of fluctuation from year to year and makes comparisons difficult. There were 35 American Indians expelled for some time period during the 2012-2013 school year while the number of White students expelled was 59. Considering the White student population in Montana is about 7 times larger than the American Indian student population, a significantly higher percentage of American Indian students are being expelled.

Summary

American Indian students in Montana did not score as well on the CRT as students of other races/ethnicities. Even though scores are not yet available for the Smarter Balanced test, previous testing data suggests the trend will continue. However, since 2008 the general trend in American Indian student scores have been improvements. Obviously there is room for more improvement in all areas, such as dropout rates, test scores, and graduation rates. Improvements in these areas will not happen overnight but it is important for the future of Montana for the American Indian student achievement gap to continue to get smaller.

Most data presented throughout this report, along with other education and school related data, is also available on the state GEMS data website at <http://gems.opi.mt.gov>. This document is also located electronically on the OPI webpage at <http://opi.mt.gov/Reports&Data>.

The Office of Public Instruction is committed to equal opportunity and non-discriminatory access to all our programs and services.

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Office of Public Instruction

Goals and Objectives

Goal 1: Montana students graduate prepared for college and career

Objective 1: Reduce the drop-out rate by 50% from 2008-2016

Objective 2: Successfully implement the Montana Common Core Standards

Objective 3: Educate parents and community members about the new standards

Objective 4: Increase college-going rates and decrease college remediation rates

Goal 2: Raise American Indian Student Achievement in Montana

Objective 1: Increase American Indian graduation rate

Objective 2: Increase American Indian college-going rate and decrease remediation rates

Goal 3: Improve Health and well-being of Montana Students

Objective 1: Implement school-based mental health program

Objective 2: Increase participation in School Nutrition programs

Objective 3: Revise Health Enhancement standards

Objective 4: Increase Farm to School activities

Montana's State Systemic Improvement Plan

Data Analysis

Montana's history is inexorably linked to American Indians. Today, Montana has seven reservations with twelve recognized tribes. The tribes differ culturally and economically. American Indians are Montana's largest minority population. About 35 percent of Montana's Indian population does not live on reservations. Instead, they reside in the small communities or urban areas of Montana. The individual history and circumstances of Montana's urban American Indian people are as diverse as the people themselves. The majority of American Indian students in Montana attend public schools. In 2013-2014 there were 2,368 American Indian students receiving special education and related services. This represents 14.37% of all Montana students with disabilities. There has long been gaps between the educational outcomes of American Indian students and all students with disabilities. This is particularly evident in the rate of school completion.

Montana has an extensive data infrastructure that collects, reports and provides data for analysis. For the past six years, the state has had in place a statewide student data system called Achievement in Montana (AIM). This system is inclusive of student level enrollment, demographic, academic, special education, grades, placements, and other district collected information. The special education system, including all required documentation, is a part of the AIM system. Data regarding special education is collected and verified through this system. The system has built in reports as well as ad hoc reporting capabilities. All of Montana's 618 data and APR data come from or are tied to this single statewide data system.

The OPI employs a data governance team that is comprised of administrators throughout the agency. This team is charged with overseeing the OPI data systems and making determinations regarding the adequacy of the system to collect and report valid and reliable data. All changes within the data system require approval of the data governance team.

When the state began considering the new State Systemic Improvement Plan (SSIP), the internal team had a good understanding of the potential areas of more intense focus that might be identified for concentrated improvement. Using the data collected through this strong data system, the OPI began discussions with the State Special Education Advisory Panel and other stakeholder groups, all of which include parents of students with disabilities, regarding areas of priority from their interpretation of the data and their unique consideration from their stakeholder perspectives. This ongoing discussion, refinement of data, and analysis of more focused data has taken place at each meeting of the state advisory panel, our annual state joint meeting described in the stakeholder involvement section of the APR, our regular meetings with the state directors, and other groups for the past two years.

At the same time the SSIP work began, the Montana's State Superintendent finalized her priority Strategic Directions (attached) for the agency in January of 2014. These include four goals.

Goal 1: Student's Graduate Prepared for College and Careers

Goal 2: Raise American Indian Student Achievement

Goal 3: Improve the Health and Well-Being of Students

Goal 4: Coordinate OPI Programs to Better Serve Students, Educators and Schools

Under Goal 1 and 2, objectives include:

Increase statewide American Indian graduation rate and decrease American Indian dropout rate

In addition, the Superintendent established a new initiative called Graduation Matters Montana (GMM). The objectives of GMM are:

1. Increase the rate of Montana students graduating from high school college- and career-ready.
2. Establish a support network between schools, businesses and community organizations for student success.
3. Create school-based and community-based opportunities for student success.

The aligned priorities of American Indian graduation and post-school success reflected in the strategic initiatives, GMM, and APR data were considered in light of the new results driven accountability emphasis. This perspective helped frame the scope and detail of specific data analysis.

Analysis began with APR longitudinal data. Analysis of data, by district, for indicators 1 and 2 show that districts with higher enrollment of American Indian students have shown lower graduation rates, higher drop-out rates, and lower achievement rates than other subgroups. This led the OPI to begin to examine the data from the APR and 618 collections more closely disaggregated by race and ethnicity.

In addition, we analyzed other data sources including CSPR, Child Count data, Title I, our compliance monitoring data and data from GMM to help identify root causes contributing to low performance. These data were disaggregated by race/ethnicity, disability category, district and regional area to examine trends and patterns that could be useful in identifying root causes and potential targets.

Based on the review of these data the OPI has determined that there are additional data that will need to be considered in the future. Some of this data currently exists including discipline data, LRE data, and achievement data. Other data will need to be collected including transiency rates and age at identification and duration of special education and related services. These data are already available within our statewide student data system but have never been disaggregated for analysis. The OPI will begin this in the coming year.

The Special Education Division of the Office of Public Instruction (OPI) provides multiple services to Montana schools to assist them in providing a quality education to all students. The programs managed through this division are aligned with State Superintendent Juneau's Graduation Matters Montana initiative, Common Core Standards, Montana's State Personnel Development Grant, our Comprehensive System of Personnel Development (CSPD), and our State Performance Plan, including its improvement activities. The special education division is organized into four work units that provide professional development, funding, data collection and analysis, and general supervision to local school districts and other special education programs in the state. These efforts are supported by an excellent group of administrative assistants that keep the division functioning smoothly.

Montana is a frontier state that is often described as a small town with very long streets. The special education and disability communities are relatively small, but close knit. Personal acquaintanceships and relationships are cultivated and nurtured. We maintain an ability to communicate and exchange information on a less formal basis at times than in many other states and agencies. To promote all the relationships we value, we hold a strong presence in the public forum where there is an intense interrelationship between agencies, associations, and advisory panels and councils, with special education staff serving both appointed and designated multiple advisory and liaison roles. The special education staff meet annually with the Montana Advisory Council on Indian Education (MACIE) to review data regarding American Indian students with disabilities. The same holds true with the membership of the state special education advisory panel with strong representation, including not only required member roles, but from a cross section of the disability community including students. Dissemination of information from all these forums is routinely distributed to participants and to the public which then encourages ongoing input and discussion.

Guidance for Montana's Improvement activities comes from this broad acculturated group of stakeholders starting with the advisory panel and supplemented with input gained firsthand from the multiple agencies, groups, and individuals our office seeks out and engages.

Discussions and Stakeholder input of the SPP, APR, SSIP, and RDA began in 2013 with our State Special Education Advisory Panel. The Panel is fully vested as required and broadly representative of Montana. Additionally, many of the panel members as well as SEA staff serve in other agency or organization leadership positions or on advisory groups in the disability community. This enables us to draw insight and advice from a very encompassing overview and understanding of Montana's unique needs, potentials, weaknesses and strengths. The advisory panel is our primary stakeholder group.

Additionally, there are a number of other stakeholder groups that we sponsor and participate in.

- Our state CSPD includes both regional and state councils that regularly meet to assess APR data and to evaluate professional development priorities and results.
- The OPI and CSPD Council developed an **Early Childhood Partnership for Professional Development (ECPPD)** committee which provides professional development opportunities for LEA staff involved in the education of preschool-age children. The ECPPD brings together all agencies and organizations that are providers of early childhood education. This includes Head Start, the Governor's Best Beginnings Council, the OPI's Indian Education Division, Part C agency and providers, home day-care providers, center-based day-care providers, and Striving Readers programs.
- Also under the CSPD, the **Paraprofessional Consortium** is comprised of paraprofessionals, parents, teachers, and administrators in general and special education. The consortium provides resources to support paraprofessionals to be appropriately trained to work with students. The consortium has a Website which provides resources, information on Qualified Paraprofessionals, assessment information, evaluation, employment and recognition.
- The CSPD regions work closely with the RESAs to provide professional development in both general and special education. The CSPD and RESAs coordinate their professional development activities to meet the needs of educators in their regions. The RESAs are supported through the OPI Accreditation Division. The CSPD coordinators and SPDG director participate in the RESA State Advisory Council. The RESAs and CSPD regions assist with Common Core trainings and work closely with the Striving Readers programs.

- The OPI School Mental Health (SMH) coordinator worked collaboratively with the Children's Mental Health Bureau at the DPHHS to facilitate the provision of mental health services in schools through CSCT (Comprehensive School and Community Treatment Services).
- The OPI continues its collaboration with the IDEA Partnership, the School Administrators of Montana (and its affiliated groups), the MEA/MFT, the Montana Association of School Psychologists and others that make up the Montana RTI Council to provide guidance to facilitate the implementation of the RTI process in Montana. The partnership also supports the SMH community of practice.
- The OPI Special Education Division staff has developed productive working relationships with other Montana Agencies that serve youth and adults with disabilities. Division staff participated as members of advisory councils for vocational rehabilitation, juvenile justice, developmental disabilities, the state independent living council and the mental health divisions of the DPHHS. These connections have allowed the OPI staff to build strong working relationships with other agencies, which resulted in multiple collaborative projects that have strengthened the commitments of all involved to working with Montana's youth to facilitate smooth transitions from birth to adulthood.
- Working with staff from the Technical Assistance for Excellence in Special Education (TAESE) center, the OPI has facilitated the Montana Higher Education Consortium (HEC) for over ten years. The HEC continues to be a part of CSPD and brings together members of the School of Education faculty from each of the colleges and universities in Montana. Participation in the consortium is strong, and includes faculty members from each of the public and private colleges in Montana. This group has worked to provide greater standardization of the teacher training programs in Montana, and has worked together to improve pre-service training programs. This group also is analyzing dispositions of teacher candidates and how to address them, resulting in better qualified educators.]
- The OPI continued to provide grant monies to the parent training and support center Parents, Let's Unite for Kids (PLUK). This supports the organization's efforts to provide training and information to improve parental involvement, training to parents and others regarding the requirements of the IDEA and effective strategies for parents to participate in their child's education.

Annually, the SEA brings together representatives from all these stakeholder groups for a joint meeting in May facilitated by TAESE. This meeting gathers over 80 front-line stakeholders together to share up-dates of issues and to gather input from a comprehensive representation of Montana disability community, families and parents of regular and special education children and students. For the past two years, the topic has been Montana's SSIP and activities have been conducted to solicit both general and specific stakeholder input. In May 2014, after meeting with the State Advisory Panel in January, the joint meeting conducted a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis led by Norm Ames from Mountain Plains Regional Resource Center centered on successful school completion and graduation rates. Compiled results were analyzed and reviewed by the State Advisory Panel in June and September. Final review and input from the Panel were received and incorporated into the Montana SSIP. Specific targets were set for indicators 1-16 in September 2014.

Infrastructure

Montana's analysis of our infrastructure to support improvement and build capacity is well established and on-going. In addition to our division SSIP team, including our state director, unit managers and data

unit manager, we utilize our advisory panel, CSPD regional and statewide councils, the OPI Leadership Council, and Montana Providers of Professional learning Network (MPPLN) to analyze our current activities, resources, needs, priorities, and capacities. This analysis includes our data system, including data governance, the Superintendent's goals and priorities, our fiscal resources, and what the stakeholders view as the strengths, weaknesses, and opportunities and threats that exist in the state. Fiscal review is overseen by the OPI's Department of Operations. This department manages our fiscal accountability system, including auditing IDEA funding at the SEA and LEA level. In addition, the Legislative Audit Division conducts annual fiscal and program audits of the OPI. Professional development, technical assistance, and compliance monitoring analysis of the state's infrastructure is described in detail in the APR introduction.

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Strengths- All strengths are discussed in more detail in the APR introduction

- Graduation Matters Montana Initiative and other initiatives and programs focused of graduation.
- Professional Development including Montana's CSPD especially noting the low cost or no cost availability
- The Montana Behavioral Institute
- Montana's Early Assistance Program
- Montana's Multi-tiered System of Support
- Relationships-Between agencies, LEA's programs, activities, support groups
- Children's Mental Health
- Montana's Digital Academy-Online High School Classes
- Broad multiple supports for youth and families
- PLUK- Montana's Parent Support Center
- Leadership support for students with disabilities- State elected officials and other agency leadership
- Montana is a rural state that chooses to be creative, we problem solve in diverse ways

Weaknesses-

- Distance and isolation
- Rural access to services
- Geography
- Lack of funding

- Transient population
- Age out of services at 19
- Cultural challenges and poverty
- Transportation
- Polarized political system
- Limited capacity

Opportunities-

- Build on strong established relationships
- Improve technology access and use
- Community Involvement
- Installation of existing supports in LEA's that currently do not have them
- Focus technical assistance to LEA's
- Newly acquired grant activities
- Respect for, and embracing cultural diversity
- Exploit local control that values unique heritage and values

Threats-

- Age out ceiling (state legislation) at 19
- Legislative support- funding
- Time-increased expectations
- Agencies and programs that exist in silos.
- Time
- Capacity
- Autism
- Recruitment and retention of staff in many schools

There are numerous current State-level improvement plans and initiatives in place in Montana. Each division of the OPI and other agencies have required improvement activities specific to their program requirements. Each of these plans and the associated activities are aligned to the Superintendent's strategic initiatives. This facilitates the alignment of activities and goals across all OPI programs. Therefore data from these programs were also analyzed carefully to determine their effectiveness and the extent they are able to be integrated with SSIP activities. Specific examples include:

- Graduation Matters Montana
- Title I Schools of Promise Initiative and school improvement plans
- Accreditation-Five-year comprehensive education plans
- Grant Programs
 - Project AWARE
 - School Climate Grant
 - EnvisionIT
 - Preschool Development Grant

- CEEDAR Center
- Promise Grant

Analysis of the various OPI initiatives show common threads of recognition and improvement activities surrounding student achievement, school climate, student support, and successful school completion leading to post-school education, training, and employment. The initiatives all recognize the striking disaggregated data between the total school population and the American Indian population especially in school completion rates. In addition, other state agencies are poised to be integrated into the SIMR activities. Particularly the state’s vocational rehabilitation and children’s mental health agencies due to the reauthorization of the Workforce Investment and Opportunity Act.

The representatives who were involved in the development and implementation of Phase I and will be involved in the implementation of Phase II of the SSIP are those detailed in the introduction to the APR. To reemphasize, parents are a prominent component of many of our stakeholder groups and particularly on our state advisory panel which is fully vested as required by the IDEA.

SIMR

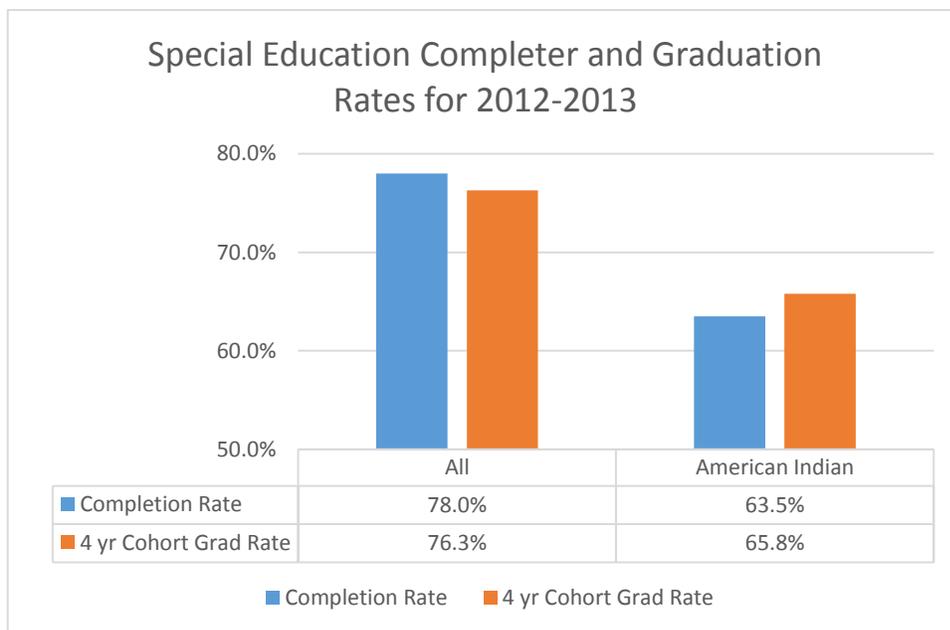
Montana’s SIMR (State-identified Measurable Result) is:

The number and percent of American Indian students with disabilities who successfully complete their secondary education will increase.

Measurement:

The numerator: All special education graduates/completers in the school year (on-time, early or late).

The denominator: all special education graduates in the school year plus the 12th grade dropouts during the same year plus the 11th grade dropouts in the preceding year plus the 10th grade dropouts from 2 years prior plus the 9th grade dropouts from 3 years prior.



The data show a significant discrepancy in the completion rates of American Indian students compared to all other students with disabilities. As the data show, the completion rate for American Indian students is lower than the four-year cohort rate. This is the opposite of the trend for all other race/ethnicity categories. American Indian students are the largest minority population in the state and many schools with high American Indian populations are located in rural and remote areas with little resources and in many cases poor economies.

Montana's SIMR is directly aligned to indicator 1 and 2 and is supported by improvement activities associated with indicators 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15 and 16. We chose to target a completion rate versus a graduation or dropout rate due to the unique challenges facing our American Indian population. The data suggests that the cohort measure actually masks the number of students that do not complete. We believe that regardless of time taken, successful school completion is a positive result.

Improving the results for this subgroup will lead to improved state data, and will lead to the implementation of strategies that will improve the outcome for all students with disabilities in the state.

Additional data used in identifying root causes and supporting the choice of Montana's SIMR include:

Title I- The attached Title I Persistently Lowest Achieving Schools list shows that of the lowest performing 30 schools, 26 are schools with high populations of American Indian students. The proficiency rates for those schools reflect dramatic differences with other schools in the state.

GMM- The attached GMM Graduation and Dropout Report for 2014 show a 19% difference in graduation rates using a four year cohort between all students and American Indian students.

The attached Montana American Indian Student Achievement Data Report Fall 2014 reports-

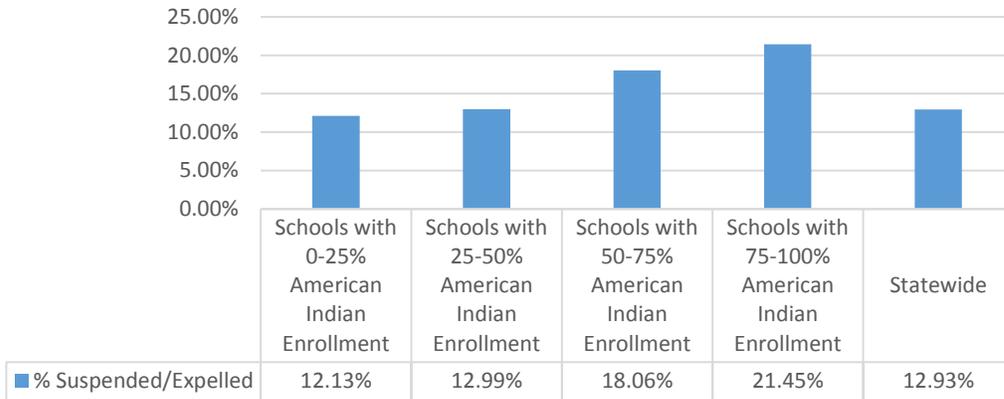
Out of 823 public schools in Montana:

- 58 public schools report 75 – 100% American Indian students within their school population.
- 20 public schools report 50 – 75% American Indian students within their school population.
- 38 public schools report 25 – 50% American Indian students within their school population.

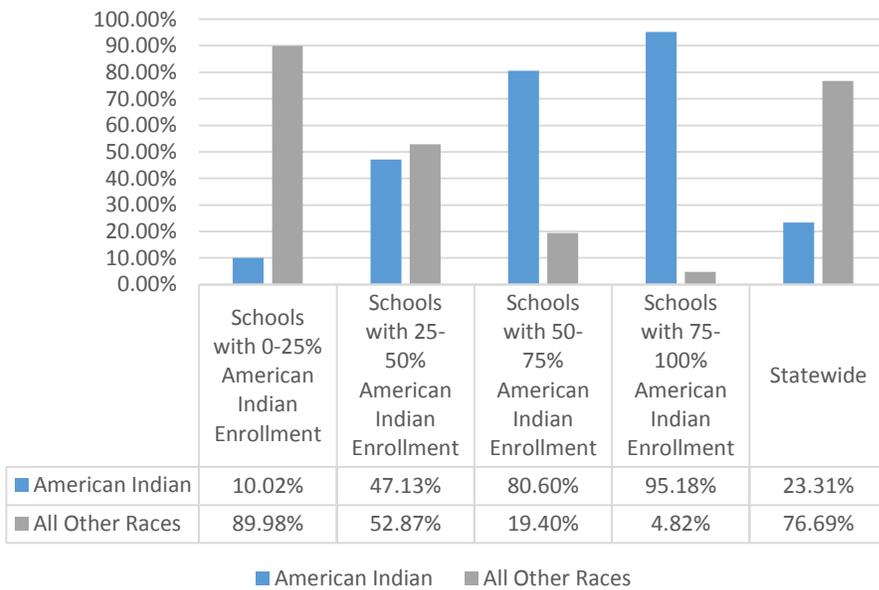
As of the count date (October 7, 2013) for the 2013-2014 school year 2,819 of all designated American Indian students were special education students. This leads to a special education rate among American Indian students of 14.3%. The special education rate among White students is 10.9%.

Suspension rates are also an issue with our American Indian students and is an identified root cause of low rates of school completion.

% of Special Education Students who were Suspended/Expelled in the 2012-2013 School Year



% of Special Education Students Suspended or Expelled in the 12-13 School Year



These data charts illustrate the root cause of school climate as a factor in school completion. Schools with high suspension/expulsion rates are those with unstable structure and climate conducive to a safe and encouraging learning environment. It is clear that these data show an identified need to target American Indian student's issues that lead to successful school completion.

Improvement strategies

Throughout the development discussion and data analysis of the SSIP, current state initiatives and activities were evaluated as to their capacity and capability to support the SIMR. It was interesting to note that most initiatives and programs are already actively aligned with activities that address the root causes of lower school completion rates. Those root causes are reflected in multiple other APR indicator data. Of the common root causes of school non-completion including; poor achievement, discipline, school climate, poverty, lack of medical care, dysfunctional family units, transiency of students and staff, and quality of staff, many of these causes exist to a higher degree in our American Indian communities and schools. While the OPI's improvement strategies cannot ameliorate some causes, we can mitigate them to the greatest extent possible. Detailed descriptions of our improvement strategies are included in the APR introduction in the Compliance Monitoring, Technical Assistance, and Professional Development Sections.

In 1972, Montana added language to its constitution pledging to use education to preserve the unique cultural heritage of Native Americans. After nearly 30 years of inaction, this pledge was codified with the Indian Education for All (IEFA) Act, which says that every student in Montana, whether native or not, should "be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner." Several years later still, in 2005, this act was logistically implemented when the state legislature gave the initiative financial backing. Our new School Climate Grants affords us the added ability to work directly with our Indian Education for All division of the OPI. Check and Connect is a comprehensive intervention activity currently being designed to enhance student engagement at school with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building and persistence. A goal of Check and Connect is to foster school completion with academic and social competence. Check and Connect is implemented by a trained mentor whose primary goal is to keep education a salient issue for disengaged students and their teachers and family members. The mentor works with a caseload of students and families over time and follows their caseload from program to program and school to school.

Montana's Check and Connect project/training will focus on (1) consultants that work with schools on or near reservations. Through the School Climate Transformation Grant, we are hiring 4 Indian MBI Cultural Consultants to work with select school with high American Indian populations. The Montana Check and Connect training will also target principals, counselors, MBI team members, home school coordinators, Dean of Students and other identified support staff with student influence.

All of our major activities and initiatives, have been developed and implemented on the basis of evidence-based practices. In particular, Montana's Behavioral Initiative and our CSPD are nationally recognized exemplar programs. The key strategy is to focus these existing activities directly to our target schools and will be incentive based and strongly supported by the OPI. Montana is a local control state and each of our 409 school districts have locally elected school boards. School participation in state initiatives and activities must be approved by the local district. Often, lack of funding, travel, or lack of knowledge of opportunities eliminates the districts from participation. Our intention is to systematically intervene in those districts to provide information and resources as incentives for understanding the current issues the district faces, knowledge of improvement activities available, and resources to access those activities. Due to the unique and varied cultures of our people and communities, the specifics of how this process

will take place will vary between districts. As a result, our outreach to districts will range from statewide information to direct communication with local school boards, administrators, teachers, parents, and other stakeholders in the communities. School completion data will be collected and analyzed comparing districts who access improvement strategies and what is impactful and to what degree. This will enable Montana to then scale-up successful initiative strategies and implementation strategies across the state.

Implementation of targeted and supported improvement activities across issues at the root of success of Montana's American Indian students with disabilities will result in higher school completion rates, students graduating college and career ready, successful school outcomes and stronger communities. Montana's logic model is attached.