

CONSOLIDATED STATE PERFORMANCE REPORT:

Parts I and II

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended by the
No Child Left Behind Act of 2001

For reporting on
School Year 2008-09

MONTANA



PART I DUE FRIDAY, DECEMBER 18, 2009
PART II DUE FRIDAY, FEBRUARY 12, 2010

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

INTRODUCTION

Sections 9302 and 9303 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB) provide to States the option of applying for and reporting on multiple ESEA programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and ESEA programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies—State, local, and Federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning. The Consolidated State Application and Report includes the following ESEA programs:

- Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part B, Subpart 3 – William F. Goodling Even Start Family Literacy Programs
- Title I, Part C – Education of Migratory Children (Includes the Migrant Child Count)
- Title I, Part D – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A – Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)
- Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IV, Part A, Subpart 1 – Safe and Drug-Free Schools and Communities State Grants
- Title IV, Part A, Subpart 2 – Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)
- Title V, Part A – Innovative Programs
- Title VI, Section 6111 – Grants for State Assessments and Related Activities
- Title VI, Part B – Rural Education Achievement Program
- Title X, Part C – Education for Homeless Children and Youths

The NCLB Consolidated State Performance Report (CSPR) for school year (SY) 2008-09 consists of two Parts, Part I and Part II.

PART I

Part I of the CSPR requests information related to the five ESEA Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in Section 1111(h)(4) of the ESEA. The five ESEA Goals established in the June 2002 Consolidated State Application are:

- **Performance Goal 1: By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- **Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- **Performance Goal 3: By SY 2005-06, all students will be taught by highly qualified teachers.**
- **Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.**
- **Performance Goal 5: All students will graduate from high school.**

Beginning with the CSPR SY 2005-06 collection, the Education of Homeless Children and Youths was added. The Migrant Child count was added for the SY 2006-07 collection.

PART II

Part II of the CSPR consists of information related to State activities and outcomes of specific ESEA programs. While the information requested varies from program to program, the specific information requested for this report meets the following criteria:

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations pending full implementation of required EDFacts submission.
3. The information will provide valid evidence of program outcomes or results.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2008-09 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by Friday, December 18, 2009. Part II of the Report is due to the Department by Friday, February 12, 2010. Both Part I and Part II should reflect data from the SY 2008-09, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2008-09 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2008-09 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) contact School Support and Technology Programs, 400 Maryland Avenue, SW, Washington DC 20202-6140. Questions about the new electronic CSPR submission process, should be directed to the EDEN Partner Support Center at 1-877-HLP-EDEN (1-877-457-3336).

OMB Number: 1810-0614 Expiration Date:
10/31/2010

Consolidated State Performance Report
For
State Formula Grant Programs
under the
Elementary And Secondary Education Act
as amended by the
No Child Left Behind Act of 2001

Check the one that indicates the report you are submitting: Part I, 2008-09 X Part II, 2008-09

Name of State Educational Agency (SEA) Submitting This Report:

Montana Office of Public Instruction

Address:

PO Box 202501

Helena, MT 59620-2501 Person to contact about this report:

Name: Nancy Coopersmith

Telephone: (406) 444-5541

Fax: (406) 444-1373

e-mail: ncoopersmith@mt.gov

Name of Authorizing State Official: (Print or Type):

Denise Juneau, State Superintendent

Wednesday, April 21, 2010, 11:12:01 AM

Signature Date

2.1 IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES (TITLE I, PART A)

This section collects data on Title I, Part A programs.

2.1.1 Student Achievement in Schools with Title I, Part A Programs

The following sections collect data on student academic achievement on the State's assessments in schools that receive Title I, Part A funds and operate either Schoolwide programs or Targeted Assistance programs.

2.1.1.1 Student Achievement in Mathematics in Schoolwide Schools (SWP)

In the format of the table below, provide the number of students in SWP schools who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's mathematics assessments under Section 1111(b)(3) of ESEA. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	3,318	1,969	59.3
4	3,459	1,992	57.6
5	3,268	1,924	58.9
6	2,692	1,466	54.5
7	2,463	1,277	51.8
8	2,425	1,118	46.1
High School	1,230	427	34.7
Total	18,855	10,173	54.0
Comments:			

2.1.1.2 Student Achievement in Reading/Language Arts in Schoolwide Schools (SWP)

This section is similar to 2.1.1.1. The only difference is that this section collects data on performance on the State's reading/language arts assessment in SWP.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	3,318	2,557	77.1
4	3,459	2,490	72.0
5	3,268	2,500	76.5
6	2,692	2,042	75.8
7	2,463	1,794	72.8
8	2,425	1,692	69.8
High School	1,230	761	61.9
Total	18,855	13,836	73.4
Comments:			

2.1.1.3 Student Achievement in Mathematics in Targeted Assistance Schools (TAS)

In the table below, provide the number of all students in TAS who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's mathematics assessments under Section 1111(b)(3) of ESEA. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	4,819	3,327	69.0
4	4,866	3,364	69.1
5	4,981	3,484	70.0
6	5,643	3,775	66.9
7	5,949	4,093	68.8
8	6,125	3,851	62.9
High School	6,584	3,718	56.5
Total	38,967	25,612	65.7
Comments:			

2.1.1.4 Student Achievement in Reading/Language Arts in Targeted Assistance Schools (TAS)

This section is similar to 2.1.1.3. The only difference is that this section collects data on performance on the State's reading/language arts assessment by all students in TAS.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	4,819	4,168	86.5
4	4,866	4,095	84.2
5	4,981	4,287	86.1
6	5,643	4,876	86.4
7	5,949	5,016	84.3
8	6,125	5,090	83.1
High School	6,584	5,219	79.3
Total	38,967	32,751	84.0
Comments:			

2.1.2 Title I, Part A Student Participation

The following sections collect data on students participating in Title I, Part A by various student characteristics.

2.1.2.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I SW or TAS programs at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

	# Students Served
Children with disabilities (IDEA)	4,150
Limited English proficient students	1,288
Students who are homeless	439
Migratory students	73
Comments:	

2.1.2.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the unduplicated number of public school students served by either public Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Race/Ethnicity	# Students Served
American Indian or Alaska Native	4,390
Asian or Pacific Islander	422
Black, non-Hispanic	513
Hispanic	1,179
White, non-Hispanic	11,726
Total	18,230
Comments:	

2.1.2.3 Student Participation in Title I, Part A by Grade Level

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public targeted assistance programs (Public TAS), Title I schoolwide programs (Public SWP), private school students participating in Title I programs (private), and Part A local neglected programs (local neglected). The totals column by type of program will be automatically calculated.

Age/Grade	Public TAS	Public SWP	Private	Local Neglected	Total
Age 0-2			N<10	31	31
Age 3-5 (not Kindergarten)	N<10	556	N<10	25	585
K	593	3,777	24	N<10	4,401
1	1,051	3,718	37	N<10	4,811
2	1,081	3,634	27	N<10	4,748
3	984	3,321	32	13	4,350
4	880	3,465	25	N<10	4,377
5	819	3,272	24	19	4,134
6	779	2,698	11	21	3,509
7	1,002	2,470	N<10	54	3,533
8	918	2,431	N<10	50	3,401
9	1,145	1,367	18	19	2,549
10	822	1,221	10	27	2,080
11	738	1,180	10	N<10	1,933
12	512	1,128	N<10	N<10	1,649
Ungraded			N<10	53	53
TOTALS	11,328	34,238	234	344	46,144
Comments:					

2.1.2.4 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services

The following sections collect data about the participation of students in TAS.

2.1.2.4.1 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional Services

In the table below, provide the number of students receiving each of the listed instructional services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one instructional service. However, students should be reported only once for each instructional service regardless of the frequency with which they received the service.

	# Students Served
Mathematics	6,079
Reading/language arts	8,107
Science	594
Social studies	517
Vocational/career	106
Other instructional services	209
Comments:	

2.1.2.4.2 Student Participation in Title I, Part A Targeted Assistance Programs by Support Services

In the table below, provide the number of students receiving each of the listed support services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one support service. However, students should be reported only once for each support service regardless of the frequency with which they received the service.

	# Students Served
Health, dental, and eye care	25
Supporting guidance/advocacy	39
Other support services	30
Comments:	

2.1.3 Staff Information for Title I, Part A Targeted Assistance Programs (TAS)

In the table below, provide the number of full-time equivalent (FTE) staff funded by a Title I, Part A TAS in each of the staff categories. For staff who work with both TAS and SWP, report only the FTE attributable to their TAS responsibilities.

For paraprofessionals only, provide the percentage of paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of ESEA.

See the FAQs following the table for additional information.

Staff Category	Staff FTE	Percentage Qualified
Teachers	271	
Paraprofessionals ¹	238	51.4
Other paraprofessionals (translators, parental involvement, computer assistance) ²	6	
Clerical support staff	1	
Administrators (non-clerical)	10	
Comments:		

¹ Consistent with ESEA, Title I, Section 1119(g)(2). ² Consistent with ESEA, Title I, Section 1119(e).

2.1.3.1 Paraprofessional Information for Title I, Part A Schoolwide Programs

In the table below, provide the number of FTE paraprofessionals who served in SWP and the percentage of these paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of ESEA. Use the additional guidance found below the previous table.

	Paraprofessionals FTE	Percentage Qualified
Paraprofessionals ³	170.00	66.0
Comments:		

³ Consistent with ESEA, Title I, Section 1119(g)(2).

2.2 WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS (TITLE I, PART B, SUBPART 3)

2.2.1 Subgrants and Even Start Program Participants

In the tables below, please provide information requested for the reporting program year July 1, 2008 to June 30, 2009.

2.2.1.1 Federally Funded Even Start Subgrants in the State

Number of federally funded Even Start subgrants	3
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.2.1.2 Even Start Families Participating During the Year

In the table below, provide the number of participants for each of the groups listed below. The following terms apply:

1. "Participating" means enrolled and participating in all four core instructional components.
2. "Adults" includes teen parents.
3. For continuing children, calculate the age of the child on July 1, 2008. For newly enrolled children, calculate their age at the time of enrollment in Even Start.
4. Do not use rounding rules to calculate children's ages .

The total number of participating children will be calculated automatically.

	# Participants
1. Families participating	82
2. Adults participating	87
3. Adults participating who are limited English proficient (Adult English Learners)	4
4. Participating children	114
a. Birth through 2 years	76
b. Ages 3 through 5	22
c. Ages 6 through 8	12
c. Above age 8	4
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.2.1.3 Characteristics of Newly Enrolled Families at the Time of Enrollment

In the table below, provide the number of newly enrolled families for each of the groups listed below. The term "newly enrolled family" means a family who enrolls for the first time in the Even Start project or who had previously been in Even Start and re-enrolls during the year.

	#
1. Number of newly enrolled families	55
2. Number of newly enrolled adult participants	55
3. Number of newly enrolled families at or below the federal poverty level at the time of enrollment	55
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	52
5. Number of newly enrolled adult participants who have not gone beyond the 9th grade at the time of enrollment	18
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.2.1.4 Retention of Families

In the table below, provide the number of families who are newly enrolled, those who exited the program during the year, and those continuing in the program. For families who have exited, count the time between the family's start date and exit date. For families continuing to participate, count the time between the family's start date and the end of the reporting year (June 30, 2009). For families who had previously exited Even Start and then enrolled during the reporting year, begin counting from the time of the family's original enrollment date. Report each family only once in lines 1-4. Note enrolled families means a family who is participating in all four core instructional components. The total number of families participating will be automatically calculated.

Time in Program	#
1. Number of families enrolled 90 days or less	10
2. Number of families enrolled more than 90 but less than 180 days	37
3. Number of families enrolled 180 or more days but less than 365 days	21
4. Number of families enrolled 365 days or more	14
5. Total families enrolled	82
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.2.2 Federal Even Start Performance Indicators

This section collects data about the federal Even Start Performance Indicators

2.2.2.1 Adults Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of adults who showed significant learning gains on measures of reading. Only report data from the TABE reading test on the TABE line. Likewise, only report data from the CASAS reading test on the CASAS line. Data from the other TABE or CASAS tests or combination of both tests should be reported on the "other" line.

To be counted under "pre-and post-test", an individual must have completed both the pre-and post-tests.

The definition of "significant learning gains" for adult education is determined at the State level either by your State's adult education program in conjunction with the U.S. Department of Education's Office of Vocational and Adult Education (OVAE), or as defined by your Even Start State Performance Indicators.

These instructions/definitions apply to both 2.2.2.1 and 2.2.2.2.

Note: Do not include the Adult English Learners counted in 2.2.2.2.

	# Pre-and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE	65	45	"Significant Learning Gain:" is defined by the Montana Even Start Performance Indicator A.1: Adult participants that have completed at least 12 hours of Adult Basic Education (ABE) instruction or Adult Secondary Education (ASE) instruction in one year will demonstrate test scale score gains of at least one literacy level based upon their entry-level and post-test scores on the Test of Adult Basic Education-Reading (TABE-R).
CASAS			
Other			
Comments: Montana ABE requires BEST not CASAS. "Significant Learning Gain:" is defined by the Montana Even Start Performance Indicator A.1: Adult participants that have completed at least 12 hours of Adult Basic Education (ABE) instruction or Adult Secondary Education (ASE) instruction in one year will demonstrate test scale score gains of at least one literacy level based upon their entry-level and post-test scores on the Test of Adult Basic Education-Reading (TABE-R).			

Source – Manual entry by SEA into the online collection tool.

2.2.2.2 Adult English Learners Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of Adult English Learners who showed significant learning gains on measures of reading.

	# Pre-and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE			
CASAS			
BEST	N<10	N<10	
BEST Plus			
BEST Literacy			
Other			
Comments: "Significant Learning Gain:" is defined by the Montana Even Start Performance Indicator A.1: Adult participants that have completed at least 12 hours of Adult Basic Education (ABE) instruction or Adult Secondary Education (ASE) instruction in one year will demonstrate test scale score gains of at least one literacy level based upon their entry-level and post-test scores on the Test of Adult Basic Education-Reading (TABE-R).			

Source – Manual entry by SEA into the online collection tool.

2.2.2.3 Adults Earning a High School Diploma or GED

In the table below, provide the number of school-age and non-school age adults who earned a high school diploma or GED during the reporting year.

The following terms apply:

1. "School-age adults" is defined as any parent attending an elementary or secondary school. This also includes those adults within the State's compulsory attendance range who are being served in an alternative school setting, such as directly through the Even Start program.
2. "Non-school-age" adults are any adults who do not meet the definition of "school-age."
3. Include only the number of adult participants who had a realistic goal of earning a high school diploma or GED. Note that age limitations on taking the GED differ by State, so you should include only those adult participants for whom attainment of a GED or high school diploma is a possibility.

School-Age Adults	# with goal	# Who Met Goal	Explanation (if applicable)
Diploma	N<10	N<10	
GED	11	N<10	
Other	10	N<10	
Comments: School-Age adults (Parents) enrolled in school after at least three months of family participation in Even Start1 promoted to next grade level.			

Source – Manual entry by SEA into the online collection tool.

Non-School-Age Adults	# with goal	# Who Met Goal	Explanation (if applicable)
Diploma			
GED	33	17	
Other			
Comments:			

Source – Manual entry by SEA into the online collection tool.

2.2.2.4 Children Age-Eligible for Kindergarten Who Are Achieving Significant Learning Gains on Measures of Language Development

In the table below, provide the number of children who are achieving significant learning gains on measures of language development.

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year who have been in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took both a pre-and post-test with at least 6 months of Even Start service in between.
3. A "significant learning gain" is considered to be a standard score increase of 4 or more points.
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions.

	# Age-Eligible	# Pre-and Post-Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	N<10	N<10	N<10		
PPVT-IV					
TVIP					
Comments: All but 4 children were not, "age eligible."					

Source – Manual entry by SEA into the online collection tool.

2.2.2.4.1 Children Age-Eligible for Kindergarten Who Demonstrate Age-Appropriate Oral Language Skills

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year who have been in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took the PPVT-III or TVIP in the spring of the reporting year.
3. # who met goal includes children who score a Standard Score of 85 or higher on the spring PPVT-III
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions in English.

Note: Projects may use the PPVT-III or the PPVT-IV if the PPVT-III is no longer available, but results for the two versions of the assessment should be reported separately.

	# Age-Eligible	# Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	N<10	N<10	N<10		
PPVT-IV					
TVIP					
Comments: All but 4 children were not, "age eligible."					

Source – Manual input by the SEA using the online collection tool.

2.2.2.5 The Average Number of Letters Children Can Identify as Measured by the PALS Pre-K Upper Case Letter Naming Subtask

In the table below, provide the average number of letters children can identify as measure by PALS subtask.

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year.
2. "Tested" includes the number of age-eligible children who received Even Start services and who took the PALS Pre-K Upper Case Letter Naming Subtask in the spring of 2009 (or latest test within the reporting year).
3. "Exempted" includes the number of children exempted from testing due to a severe disability or inability to understand the directions in English.
4. "Average number of letters" includes the average score for the children in your State who participated in this assessment. This should be provided as a weighted average (An example of how to calculate a weighted average is included in the program training materials) and rounded to one decimal.

	# Age-Eligible	# Tested	# Exempted	Average Number of Letters (Weighted Average)	Explanation (if applicable)
PALS PreK Upper Case	N<10	N<10		17.0	
Comments:					

Source – Manual entry by SEA into the online collection tool.

2.2.2.6 School-Aged Children Reading on Grade Level

In the table below, provide the number of school-age children who read on or above grade level ("met goal"). The source of these data is usually determined by the State and, in some cases, by school district. Please indicate the source(s) of the data in the "Explanation" field.

Grade	# In Cohort	# Who Met Goal	Explanation (include source of data)
K	N<10	N<10	
1	N<10	N<10	
2	N<10	N<10	
3	N<10	N<10	
Comments: Comments: As determined by District, School, and/or Classroom Assessments (ie DIBELS, teacher-developed).			

Source – Manual entry by SEA into the online collection tool.

2.2.2.7 Parents Who Show Improvement on Measures of Parental Support for Children's Learning in the Home, School Environment, and Through Interactive Learning Activities

In the table below, provide the number of parents who show improvement ("met goal") on measures of parental support for children's learning in the home, school environment, and through interactive learning activities.

While many states are using the PEP, other assessments of parenting education are acceptable. Please describe results and the source(s) of any non-PEP data in the "Other" field, with appropriate information in the Explanation field.

	# In Cohort	# Who Met Goal	Explanation (if applicable)
PEP Scale I	22	20	
PEP Scale II	22	20	
PEP Scale III	22	20	
PEP Scale IV	22	20	
Other	61	59	
Comments: "Improvement" defined as gaining at least 1 level on the PEP; for "Other, " "Improvement" defined as increasing score on "Parenting Improvement" self survey. Instrument used for, "Other" was locally developed, adopted by state program.			

Source – Manual entry by SEA into the online collection tool.

2.3 EDUCATION OF MIGRANT CHILDREN (TITLE I, PART C)

This section collects data on the Migrant Education Program (Title I, Part C) for the reporting period of September 1, 2008 through August 31, 2009. This section is composed of the following subsections:

- Population data of eligible migrant children;
- Academic data of eligible migrant students;
- Participation data of migrant children served during either the regular school year, summer/intersession term, or program year;
- School data;
- Project data;
- Personnel data.

Where the table collects data by age/grade, report children in the highest age/grade that they attained during the reporting period. For example, a child who turns 3 during the reporting period would only be reported in the "Age 3 through 5 (not Kindergarten)" row.

FAQs in section 1.10 contain definitions of out-of-school and ungraded that are used in this section.

2.3.1 Population Data

The following questions collect data on eligible migrant children.

2.3.1.1 Eligible Migrant Children

In the table below, provide the unduplicated number of eligible migrant children by age/grade. The total is calculated automatically.

Age/Grade	Eligible Migrant Children
Age birth through 2	60
Age 3 through 5 (not Kindergarten)	86
K	59
1	60
2	64
3	76
4	68
5	61
6	68
7	66
8	73
9	90
10	52
11	73
12	17
Ungraded	N<10
Out-of-school	28
Total	1,002

Comments:

2.3.1.2 Priority for Services

In the table below, provide the unduplicated number of eligible migrant children who have been classified as having "Priority for Services." The total is calculated automatically. Below the table is a FAQ about the data collected in this table.

Age/Grade	Priority for Services
Age 3 through 5 (not Kindergarten)	28
K	21
1	31
2	29
3	39
4	38
5	42
6	47
7	38
8	41
9	49
10	31
11	47
12	N<10
Ungraded	N<10
Out-of-school	11
Total	496
Comments: Changing and moving student populations affect the outcome of the migratory students.	

FAQ on priority for services:

Who is classified as having "priority for service?" Migratory children who are failing, or most at risk of failing to meet the State's challenging academic content standards and student academic achievement standards, and whose education has been interrupted during the regular school year.

2.3.1.3 Limited English Proficient

In the table below, provide the unduplicated number of eligible migrant children who are also limited English proficient (LEP). The total is calculated automatically.

Age/Grade	Limited English Proficient (LEP)
Age 3 through 5 (not Kindergarten)	64
K	31
1	35
2	47
3	44
4	49
5	42
6	42
7	38
8	42
9	53
10	30
11	46
12	N<10
Ungraded	N<10
Out-of-school	23
Total	591
Comments: Changing and moving student populations affect the outcome of the migratory students.	

2.3.1.4 Children with Disabilities (IDEA)

In the table below, provide the unduplicated number of eligible migrant children who are also Children with Disabilities (IDEA) under Part B or Part C of the IDEA. The total is calculated automatically.

Age/Grade	Children with Disabilities (IDEA)
Age birth through 2	N<10
Age 3 through 5 (not Kindergarten)	N<10
K	N<10
1	N<10
2	N<10
3	N<10
4	N<10
5	N<10
6	N<10
7	N<10
8	N<10
9	N<10
10	N<10
11	N<10
12	N<10
Ungraded	N<10
Out-of-school	N<10
Total	25
Comments:	

2.3.1.5 Last Qualifying Move

In the table below, provide the unduplicated number of eligible migrant children by when the last qualifying move occurred. The months are calculated from the last day of the reporting period, August 31, 2008. The totals are calculated automatically.

Age/Grade	Last Qualifying Move Is within X months from the last day of the reporting period			
	12 Months	Previous 13 – 24 Months	Previous 25 – 36 Months	Previous 37 – 48 Months
Age birth through 2	60	N<10	N<10	N<10
Age 3 through 5 (not Kindergarten)	67	N<10	N<10	10
K	46	N<10	N<10	N<10
1	42	N<10	N<10	N<10
2	47	N<10	N<10	N<10
3	48	12	11	N<10
4	47	N<10	N<10	N<10
5	36	N<10	N<10	11
6	42	N<10	N<10	11
7	39	N<10	N<10	10
8	46	N<10	N<10	12
9	60	N<10	N<10	15
10	37	N<10	N<10	N<10
11	52	N<10	N<10	13
12	N<10	N<10	N<10	10
Ungraded	N<10	N<10	N<10	N<10
Out-of-school	19	N<10	N<10	N<10
Total	691	98	84	129
Comments: Changing and moving student populations affect the outcome of the migratory students.				

2.3.1.6 Qualifying Move During Regular School Year

In the table below, provide the unduplicated number of eligible migrant children with any qualifying move during the regular school year within the previous 36 months calculated from the last day of the reporting period, August 31, 2008. The total is calculated automatically.

Age/Grade	Move During Regular School Year
Age birth through 2	N<10
Age 3 through 5 (not Kindergarten)	12
K	23
1	19
2	17
3	26
4	20
5	18
6	16
7	20
8	22
9	22
10	11
11	12
12	N<10
Ungraded	N<10
Out-of-school	N<10
Total	253
Comments:	

2.3.2 Academic Status

The following questions collect data about the academic status of eligible migrant students.

2.3.2.1 Dropouts

In the table below, provide the unduplicated number of eligible migrant students who dropped out of school. The total is calculated automatically.

Grade	Dropped Out
7	N<10
8	N<10
9	N<10
10	N<10
11	N<10
12	N<10
Ungraded	N<10
Total	N<10

Comments: Changing and moving student populations affect the outcome of the migratory students.

FAQ on Dropouts:

How is "dropped out of school" defined? The term used for students, who, during the reporting period, were enrolled in a public or private school for at least one day, but who subsequently left school with no plans on returning to enroll in a school and continue toward a high school diploma. Students who dropped out-of-school prior to the 2007-08 reporting period should be classified NOT as "dropped-out-of-school" but as "out-of-school youth."

2.3.2.2 GED

In the table below, provide the total unduplicated number of eligible migrant students who obtained a General Education Development (GED) Certificate in your state.

Obtained a GED in your state	N<10
Comments: To report one completed GED is a major accomplishment due to the students' mobility. Montana also had one student partially complete their GED but this effort cannot be reported in this data field.	

Source – Manual entry by SEA into the online collection tool.

2.3.2.3 Participation in State Assessments

The following questions collect data about the participation of eligible migrant students in State Assessments.

2.3.2.3.1 Reading/Language Arts Participation

In the table below, provide the unduplicated number of eligible migrant students enrolled in school during the State testing window and tested by the State reading/language arts assessment by grade level. The totals are calculated automatically.

Grade	Enrolled	Tested
3	22	21
4	17	17
5	23	23
6	21	21
7	17	16
8	23	23
9		
10	15	15
11		
12		
Total	138	136
Comments: Changing and moving student populations affect the outcome of the migratory students.		

2.3.2.3.2 Mathematics Participation

This section is similar to 2.3.2.3.1. The only difference is that this section collects data on migrant students and the State's mathematics assessment.

Grade	Enrolled	Tested
3	22	22
4	17	17
5	23	22
6	21	21
7	17	16
8	23	23
9		
10	15	15
11		
12		
Total	138	136
Comments: Changing and moving student populations affect the outcome of the migratory students.		

2.3.3 MEP Participation Data

The following questions collect data about the participation of migrant students served during the regular school year, summer/intersession term, or program year.

Unless otherwise indicated, participating migrant children include:

- Children who received instructional or support services funded in whole or in part with MEP funds.
- Children who received a MEP-funded service, even those children who continued to receive services (1) during the term their eligibility ended, (2) for one additional school year after their eligibility ended, if comparable services were not available through other programs, and (3) in secondary school after their eligibility ended, and served through credit accrual programs until graduation (e.g., children served under the continuation of services authority, Section 1304(e)(1–3)).

Do not include:

- Children who were served through a Title I SWP where MEP funds were consolidated with those of other programs.
- Children who were served by a "referred" service only.

2.3.3.1 MEP Participation – Regular School Year

The following questions collect data on migrant children who participated in the MEP during the regular school year. Do not include:

- Children who were only served during the summer/intersession term.

2.3.3.1.1 MEP Students Served During the Regular School Year

In the table below, provide the unduplicated number of participating migrant children who received MEP-funded instructional or support services during the regular school year. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During Regular School Year
Age Birth through 2	N<10
Age 3 through 5 (not Kindergarten)	N<10
K	22
1	28
2	21
3	33
4	25
5	30
6	31
7	31
8	28
9	36
10	19
11	20
12	14
Ungraded	N<10
Out-of-school	N<10
Total	353
Comments:	

2.3.3.1.2 Priority for Services – During the Regular School Year

In the table below, provide the unduplicated number of participating migrant children who have been classified as having "priority for services" and who received instructional or support services during the regular school year. The total is calculated automatically.

Age/Grade	Priority for Services
Age 3 through 5	N<10
K	N<10
1	12
2	N<10
3	20
4	19
5	23
6	22
7	16
8	15
9	21
10	13
11	14
12	N<10
Ungraded	N<10
Out-of-school	N<10
Total	204
Comments: Changing and moving student populations affect the outcome of the migratory students.	

2.3.3.1.3 Continuation of Services – During the Regular School Year

In the table below, provide the unduplicated number of participating migrant children who received instructional or support services during the regular school year served under the continuation of services authority Sections 1304(e)(2)–(3). Do not include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Age/Grade	Continuation of Services
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	
Comments:	

2.3.3.1.4 Services

The following questions collect data on the services provided to participating migrant children during the regular school year.

FAQ on Services:

What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. "Services" are those educational or educationally related activities that: (1) directly benefit a migrant child; (2) address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

2.3.3.1.4.1 Instructional Service – During the Regular School Year

In the table below, provide the unduplicated number of participating migrant children who received any type of MEP-funded instructional service during the regular school year. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	N<10
Age 3 through 5 (not Kindergarten)	N<10
K	19
1	23
2	18
3	27
4	17
5	23
6	24
7	23
8	18
9	30
10	13
11	14
12	N<10
Ungraded	N<10
Out-of-school	N<10
Total	257
Comments:	

2.3.3.1.4.2 Type of Instructional Service

In the table below, provide the number of participating migrant children reported in the table above who received reading instruction, mathematics instruction, or high school credit accrual during the regular school year. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Age/Grade	Reading Instruction	Mathematics Instruction	High School Credit Accrual
Age birth through 2	N<10	N<10	
Age 3 through 5 (not Kindergarten)	N<10	N<10	
K	N<10	N<10	
1	N<10	N<10	
2	N<10	N<10	
3	N<10	N<10	
4	N<10	N<10	
5	N<10	N<10	
6	N<10	N<10	
7	N<10	N<10	
8	N<10	N<10	
9	N<10	N<10	N<10
10	N<10	N<10	N<10
11	N<10	N<10	N<10
12	N<10	N<10	N<10
Ungraded	N<10	N<10	N<10
Out-of-school	N<10	N<10	N<10
Total	15	16	11
Comments: Changing and moving student populations affect the outcome of the migratory students.			

FAQ on Types of Instructional Services:

What is "high school credit accrual"? Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

2.3.3.1.4.3 Support Services with Breakout for Counseling Service

In the table below, in the column titled Support Services, provide the unduplicated number of participating migrant children who received any MEP-funded support service during the regular school year. In the column titled Counseling Service, provide the unduplicated number of participating migrant children who received a counseling service during the regular school year. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2	N<10	N<10
Age 3 through 5 (not Kindergarten)	N<10	N<10
K	18	N<10
1	19	N<10
2	18	N<10
3	27	N<10
4	23	N<10
5	25	N<10
6	22	N<10
7	25	N<10
8	24	N<10
9	29	N<10
10	16	N<10
11	16	N<10
12	14	N<10
Ungraded	N<10	N<10
Out-of-school	N<10	N<10
Total	291	N<10
Comments: Changing and moving student populations affect the outcome of the migratory students.		

FAQs on Support Services:

- a. *What are support services? These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.*
- b. *What are counseling services? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.*

2.3.3.1.4.4 Referred Service – During the Regular School Year

In the table below, provide the unduplicated number of participating migrant children who, during the regular school year, received an educational or educationally related service funded by another non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who were served by a referred service only or who received both a referred service and MEP-funded services. Do not include children who were referred, but received no services. The total is calculated automatically.

Age/Grade	Referred Service
Age birth through 2	N<10
Age 3 through 5 (not Kindergarten)	N<10
K	15
1	12
2	14
3	18
4	12
5	15
6	14
7	15
8	12
9	17
10	N<10
11	10
12	N<10
Ungraded	N<10
Out-of-school	N<10
Total	169

Comments: Changing and moving student populations affect the outcome of the migratory students.

2.3.3.2 MEP Participation – Summer/Intersession Term

The questions in this subsection are similar to the questions in the previous section with one difference. The questions in this subsection collect data on the summer/intersession term instead of the regular school year.

2.3.3.2.1 MEP Students Served During the Summer/Intersession Term

In the table below, provide the unduplicated number of participating migrant children who received MEP-funded instructional or support services during the summer/intersession term. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During Summer/Intersession Term
Age Birth through 2	52
Age 3 through 5 (not Kindergarten)	76
K	41
1	46
2	47
3	59
4	55
5	47
6	54
7	53
8	59
9	74
10	45
11	60
12	N<10
Ungraded	N<10
Out-of-school	27
Total	799
Comments: Sugar beets were grown from genetically grown seed which then produces a beet that needs less weeding and consequently, less labor.	

2.3.3.2.2 Priority for Services – During the Summer/Intersession Term

In the table below, provide the unduplicated number of participating migrant children who have been classified as having "priority for services" and who received instructional or support services during the summer/intersession term. The total is calculated automatically.

Age/Grade	Priority for Services
Age 3 through 5	24
K	21
1	28
2	26
3	34
4	32
5	33
6	40
7	32
8	33
9	39
10	25
11	43
12	N<10
Ungraded	N<10
Out-of-school	10
Total	422
Comments: Changing and moving student populations affect the outcome of the migratory students. In addition, sugar beets were grown from genetically grown seed which then produces a beet that needs less weeding and consequently, less labor.	

2.3.3.2.3 Continuation of Services – During the Summer/Intersession Term

In the table below, provide the unduplicated number of participating migrant children who received instructional or support services during the summer/intersession term served under the continuation of services authority Sections 1304(e)(2)–(3). Do not include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Age/Grade	Continuation of Services
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	
Comments:	

2.3.3.2.4 Services

The following questions collect data on the services provided to participating migrant children during the summer/intersession term.

FAQ on Services:

What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. "Services" are those educational or educationally related activities that: (1) directly benefit a migrant child; (2) address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are NOT considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

2.3.3.2.4.1 Instructional Service – During the Summer/Intersession Term

In the table below, provide the unduplicated number of participating migrant children who received any type of MEP-funded instructional service during the summer/intersession term. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	20
Age 3 through 5 (not Kindergarten)	55
K	26
1	33
2	33
3	43
4	35
5	35
6	33
7	38
8	35
9	34
10	21
11	20
12	N<10
Ungraded	N<10
Out-of-school	10
Total	471
Comments:	

2.3.3.2.4.2 Type of Instructional Service

In the table below, provide the number of participating migrant children reported in the table above who received reading instruction, mathematics instruction, or high school credit accrual during the summer/intersession term. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Age/Grade	Reading Instruction	Mathematics Instruction	High School Credit Accrual
Age birth through 2	N<10	N<10	
Age 3 through 5 (not Kindergarten)	N<10	N<10	
K	19	19	
1	27	27	
2	22	22	
3	35	37	
4	27	27	
5	22	22	
6	25	25	
7	24	24	
8	20	20	
9	13	12	N<10
10	N<10	N<10	N<10
11	N<10	N<10	22
12	N<10	N<10	N<10
Ungraded	N<10	N<10	N<10
Out-of-school	N<10	N<10	N<10
Total	247	249	39
Comments: Changing and moving student populations affect the outcome of the migratory students.			

FAQ on Types of Instructional Services:

What is "high school credit accrual"? Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

2.3.3.2.4.3 Support Services with Breakout for Counseling Service

In the table below, in the column titled Support Services, provide the unduplicated number of participating migrant children who received any MEP-funded support service during the summer/intersession term. In the column titled Counseling Service, provide the unduplicated number of participating migrant children who received a counseling service during the summer/intersession term. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2	52	
Age 3 through 5 (not Kindergarten)	76	
K	41	
1	46	
2	47	
3	59	
4	55	
5	47	
6	54	
7	53	
8	59	
9	76	
10	45	
11	62	
12	N<10	
Ungraded	N<10	
Out-of-school	23	
Total	798	
Comments: Changing and moving student populations affect the outcome of the migratory students.		

FAQs on Support Services:

- a. *What are support services? These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.*
- b. *What are counseling services? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.*

2.3.3.2.4.4 Referred Service – During the Summer/Intersession Term

In the table below, provide the unduplicated number of participating migrant children who, during the summer/intersession term, received an educational or educationally related service funded by another non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who were served by a referred service only or who received both a referred service and MEP-funded services. Do not include children who were referred, but received no services. The total is calculated automatically.

Age/Grade	Referred Service
Age birth through 2	N<10
Age 3 through 5 (not Kindergarten)	N<10
K	N<10
1	N<10
2	N<10
3	N<10
4	N<10
5	N<10
6	N<10
7	N<10
8	N<10
9	N<10
10	N<10
11	11
12	N<10
Ungraded	N<10
Out-of-school	N<10
Total	43
Comments: Changing and moving student populations affect the outcome of the migratory students.	

2.3.3.3 MEP Participation – Program Year

In the table below, provide the unduplicated number of participating migrant children who received MEP-funded instructional or support services at any time during the program year. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During the Program Year
Age Birth through 2	54
Age 3 through 5 (not Kindergarten)	76
K	57
1	59
2	61
3	74
4	66
5	61
6	68
7	65
8	68
9	88
10	51
11	67
12	17
Ungraded	N<10
Out-of-school	27
Total	960
Comments:	

2.3.4 School Data

The following questions are about the enrollment of eligible migrant children in schools during the regular school year.

2.3.4.1 Schools and Enrollment

In the table below, provide the number of public schools that enrolled eligible migrant children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of eligible migrant children who were enrolled in those schools. Since more than one school in a State may enroll the same migrant child at some time during the year, the number of children may include duplicates.

	#
Number of schools that enrolled eligible migrant children	90
Number of eligible migrant children enrolled in those schools	350
Comments:	

2.3.4.2 Schools Where MEP Funds Were Consolidated in Schoolwide Programs

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of eligible migrant children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migrant child at some time during the year, the number of children may include duplicates.

	#
Number of schools where MEP funds were consolidated in a schoolwide program	
Number of eligible migrant children enrolled in those schools	
Comments: Montana anticipated that the CSPR would be prepopulated with 0 but unfortunately no value was inserted thus requiring us to indicate in the comment field that the value should be zero.	

2.3.5 MEP Project Data

The following questions collect data on MEP projects.

2.3.5.1 Type of MEP Project

In the table below, provide the number of projects that are funded in whole or in part with MEP funds. A MEP project is the entity that receives MEP funds by a subgrant from the State or through an intermediate entity that receives the subgrant and provides services directly to the migrant child. Do not include projects where MEP funds were consolidated in SWP.

Also, provide the number of migrant children participating in the projects. Since children may participate in more than one project, the number of children may include duplicates.

Below the table are FAQs about the data collected in this table.

Type of MEP Project	Number of MEP Projects	Number of Migrant Children Participating in the Projects
Regular school year – school day only		
Regular school year – school day/extended day		
Summer/intersession only	3	590
Year round	5	411
Comments: Changing and moving student populations affect the outcome of the migratory students. In addition, sugar beets were grown from genetically grown seed which then produces a beet that needs less weeding and consequently, less labor.		

Source – Manual entry by SEA into the online collection tool.

FAQs on type of MEP project:

- a. *What is a project? A project is any entity that receives MEP funds either as a subgrantee or from a subgrantee and provides services directly to migrant children in accordance with the State Service Delivery Plan and State approved subgrant applications. A project's services may be provided in one or more sites.*
- b. *What are Regular School Year – School Day Only projects? Projects where all MEP services are provided during the school day during the regular school year.*
- c. *What are Regular School Year – School Day/Extended Day projects? Projects where some or all MEP services are provided during an extended day or week during the regular school year (e.g., some services are provided during the school day and some outside of the school day; e.g., all services are provided outside of the school day).*
- d. *What are Summer/Intersession Only projects? Projects where all MEP services are provided during the summer/intersession term.*
- e. *What are Year Round projects? Projects where all MEP services are provided during the regular school year and summer/intersession term.*

2.3.6 MEP Personnel Data

The following questions collect data on MEP personnel data.

2.3.6.1 Key MEP Personnel

The following questions collect data about the key MEP personnel.

2.3.6.1.1 MEP State Director

In the table below, provide the FTE amount of time the State director performs MEP duties (regardless of whether the director is funded by State, MEP, or other funds) during the reporting period (e.g., September 1 through August 31). Below the table are FAQs about the data collected in this table.

State Director FTE	0.70
Comments:	

FAQs on the MEP State director

- a. *How is the FTE calculated for the State director? Calculate the FTE using the number of days worked for the MEP. To do so, first define how many full-time days constitute one FTE for the State director in your State for the reporting period. To calculate the FTE number, sum the total days the State director worked for the MEP during the reporting period and divide this sum by the number of full-time days that constitute one FTE in the reporting period.*
- b. *Who is the State director? The manager within the SEA who administers the MEP on a statewide basis.*

2.3.6.1.2 MEP Staff

In the table below, provide the headcount and FTE by job classification of the staff funded by the MEP. Do not include staff employed in SWP where MEP funds were combined with those of other programs. Below the table are FAQs about the data collected in this table.

Job Classification	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Teachers	3	3.00	33	26.57
Counselors			1	1.67
All paraprofessionals	3	1.75	40	23.90
Recruiters	2	1.25	8	4.12
Records transfer staff	2	1.25	8	4.24
Comments: This information reflects a more accurate FTE.				

Note: The Headcount value displayed represents the greatest whole number submitted in file specification N/X065 for the corresponding Job Classification. For example, an ESS submitted value of 9.8 will be represented in your CSPR as 9.

FAQs on MEP staff:

- a. *How is the FTE calculated? The FTE may be calculated using one of two methods:*
 1. To calculate the FTE, in each job category, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
 2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE for each job classification in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked in a particular job classification for a term and divide this sum by the number of full-time days that constitute one FTE in that term.
- b. *Who is a teacher? A classroom instructor who is licensed and meets any other teaching requirements in the State.*
- c. *Who is a counselor? A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.*
- d. *Who is a paraprofessional? An individual who: (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the direct supervision of a teacher (Title I, Section 1119(g)(2)). Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.*
- e. *Who is a recruiter? A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.*
- f. *Who is a record transfer staffer? An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.*

2.3.6.1.3 Qualified Paraprofessionals

In the table below, provide the headcount and FTE of the qualified paraprofessionals funded by the MEP. Do not include staff employed in SWP where MEP funds were combined with those of other programs. Below the table are FAQs about the data collected in this table.

	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Qualified paraprofessionals	3	1.80	40	23.90
Comments:				

Source – Manual entry by SEA into the online collection tool.

FAQs on qualified paraprofessionals:

- a. *How is the FTE calculated? The FTE may be calculated using one of two methods:*
 1. To calculate the FTE, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
 2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked for a term and divide this sum by the number of full-time days that constitute one FTE in that term.
- b. *Who is a qualified paraprofessional? A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Sections 1119(c) and (d) of ESEA).*

2.4 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK (TITLE I, PART D, SUBPARTS 1 AND 2)

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2008 through June 30, 2009.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
 - **Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
 - **At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
 - **Juvenile Corrections:** An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
 - **Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
 - **Multiple Purpose Facility:** An institution/facility/program that serves more than one programming purpose. For example, the same facility may run both a juvenile correction program and a juvenile detention program.
 - **Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
 - **Other:** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

2.4.1 State Agency Title I, Part D Programs and Facilities – Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

2.4.1.1 Programs and Facilities -Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. Make sure to identify the number of multipurpose facilities that were included in the facility/program count in the second table. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
Neglected programs	0	0
Juvenile detention	0	0
Juvenile corrections	2	241
Adult corrections	1	110
Other	0	0
Total	3	222

Source – Manual entry by SEA into the online collection tool.

How many of the programs listed in the table above are in a multiple purpose facility?

	#
Programs in a multiple purpose facility	0
Comments:	

FAQ on Programs and Facilities -Subpart I:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

2.4.1.1.1 Programs and Facilities That Reported -Subpart 1

In the table below, provide the number of State agency programs/facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

State Program/Facility Type	# Reporting Data
Neglected Programs	0
Juvenile Detention	0
Juvenile Corrections	2
Adult Corrections	1
Other	0
Total	3
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.4.1.2 Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 that are long-term. In the subsequent tables provide the number of students served by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Unduplicated Students Served			125	20	
Long Term Students Served			109	17	

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native			48	N<10	
Asian or Pacific Islander			N<10	N<10	
Black, non-Hispanic			N<10	N<10	
Hispanic			N<10	N<10	
White, non-Hispanic			64	13	
Total			125	20	

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male			85	20	
Female			40	N<10	
Total			125	20	

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5			N<10	N<10	
6			N<10	N<10	
7			N<10	N<10	
8			N<10	N<10	
9			14	N<10	
10			11	N<10	
11			N<10	N<10	
12			N<10	N<10	
13			N<10	N<10	
14			N<10	N<10	
15			12	N<10	
16			15	N<10	
17			49	N<10	
18			N<10	N<10	
19			N<10	N<10	
20			N<10	N<10	
21			N<10	N<10	
Total			125	20	

If the total number of students differs by demographics, please explain in comment box below. This

response is limited to 8,000 characters.

Comments: FAQ on Unduplicated Count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2008 through June 30, 2009.

2.4.1.3 Programs/Facilities Academic Offerings – Subpart 1

In the table below, provide the number of programs/facilities (not students) that received Title I, Part D, Subpart 1 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year. Include programs/facilities that directly awarded a credit, diploma, or GED, as well as programs/facilities that made awards through another agency. The numbers should not exceed those reported earlier in the facility counts.

# Programs That	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections Facilities	Other Programs
Awarded high school course credit(s)	0	2	0	0
Awarded high school diploma(s)	0	2	0	0
Awarded GED(s)	0	2	1	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.1.4 Academic Outcomes – Subpart 1

The following questions collect academic outcome data on students served through Title I, Part D, Subpart 1.

2.4.1.4.1 Academic Outcomes While in the State Agency Program/Facility

In the table below, provide the unduplicated number of students who attained academic outcomes while in the State agency program/facility by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections Facilities	Other Programs
Earned high school course credits		102		
Enrolled in a GED program		35	20	
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.1.4.2 Academic Outcomes While in the State Agency Program/Facility or Within 30 Calendar Days After Exit

In the table below, provide the unduplicated number of students who attained academic outcomes while in the State agency program/facility or within 30 calendar days after exit, by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections	Other Programs
Enrolled in their local district school		30	N<10	
Earned a GED		16	N<10	
Obtained high school diploma		N<10	N<10	
Were accepted into post-secondary education		N<10	N<10	
Enrolled in post-secondary education		N<10	N<10	
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.1.5 Vocational Outcomes – Subpart 1

The following questions collect data on vocational outcomes of students served through Title I, Part D, Subpart 1.

2.4.1.5.1 Vocational Outcomes While in the State Agency Program/Facility

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the State agency program by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections	Other Programs
Enrolled in elective job training courses/programs		80		
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.1.5.2 Vocational Outcomes While in the State Agency Program/Facility or Within 30 Days After Exit

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the State agency program/facility or within 30 days after exit, by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections	Other Programs
Enrolled in external job training education		N<10		
Obtained employment		50		
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.1.6 Academic Performance – Subpart 1

The following questions collect data on the academic performance of neglected and delinquent students served by Title I, Part D, Subpart 1 in reading and mathematics.

2.4.1.6.1 Academic Performance in Reading – Subpart 1

In the format of the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in pre-and post-testing in reading. Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2008, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. Students should be reported in only one of the five change categories in the second table below. Below the table is an FAQ about the data collected in this table.

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
Long-term students who tested below grade level upon entry		98	N<10	
Long-term students who have complete pre-and post-test results (data)		104	N<10	

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
Negative grade level change from the pre-to post-test exams		10	N<10	
No change in grade level from the pre-to post-test exams		44	N<10	
Improvement of up to 1/2 grade level from the pre-to post-test exams		N<10	N<10	
Improvement from 1/2 up to one full grade level from the pre-to post-test exams		N<10	N<10	
Improvement of more than one full grade level from the pre-to post-test exams		36	N<10	
Comments:				

FAQ on long-term students:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2008 through June 30, 2009.

2.4.1.6.2 Academic Performance in Mathematics – Subpart 1

This section is similar to 2.4.1.6.1. The only difference is that this section collects data on mathematics performance.

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
Long-term students who tested below grade level upon entry		104	N<10	
Long-term students who have complete pre-and post-test results (data)		103	N<10	

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
Negative grade level change from the pre-to post-test exams		10	N<10	
No change in grade level from the pre-to post-test exams		26	N<10	
Improvement of up to 1/2 grade level from the pre-to post-test exams		23	N<10	
Improvement from 1/2 up to one full grade level from the pre-to post-test exams		N<10	N<10	
Improvement of more than one full grade level from the pre-to post-test exams		40	N<10	
Comments:				

2.4.2 LEA Title I, Part D Programs and Facilities – Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.4.2.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. Make sure to identify the number of multipurpose facilities that were included in the facility/program count in the second table. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program/Facility Type	# Programs/Facilities	Average Length of Stay (# days)
At-risk programs	2	81
Neglected programs	0	0
Juvenile detention	1	15
Juvenile corrections	4	360
Other	2	145
Total	9	55

Source – Manual entry by SEA into the online collection tool.

How many of the programs listed in the table above are in a multiple purpose facility?

	#
Programs in a multiple purpose facility	2
Comments:	

FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

2.4.2.1.1 Programs and Facilities That Reported -Subpart 2

In the table below, provide the number of LEAs that reported data on neglected and delinquent students.

The total row will be automatically calculated.

LEA Program/Facility Type	# Reporting Data
At-risk programs	2
Neglected programs	0
Juvenile detention	1
Juvenile corrections	4
Other	2
Total	9
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.4.2.2 Students Served – Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Unduplicated Students Served	205		684	45	91
Total Long Term Students Served	69			39	39

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	62		313	34	32
Asian or Pacific Islander	N<10		N<10	N<10	N<10
Black, non-Hispanic	16		23	N<10	N<10
Hispanic	10		19	N<10	N<10
White, non-Hispanic	111		323	N<10	56
Total	205		684	45	91

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	112		458	40	54
Female	93		226	N<10	37
Total	205		684	45	91

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5	N<10		N<10	N<10	N<10
6	N<10		N<10	N<10	N<10
7	N<10		N<10	N<10	N<10
8	N<10		N<10	N<10	N<10
9	N<10		N<10	N<10	N<10
10	N<10		N<10	N<10	N<10
11	N<10		N<10	N<10	N<10
12	42		12	N<10	N<10
13	41		55	N<10	N<10
14	17		85	N<10	N<10
15	28		117	N<10	23
16	38		193	13	20
17	37		214	14	24
18	N<10		N<10	N<10	N<10
19	N<10		N<10	N<10	N<10
20	N<10		N<10	N<10	N<10
21	N<10		N<10	N<10	N<10
Total	205		684	45	91

If the total number of students differs by demographics, please explain. The response is limited to 8,000 characters.

Comments: Per EDEN Partner Support: Blanks in any chart cell for 2.4.2.2 indicate zero values. All data has been

collected.

FAQ on Unduplicated Count: FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2008 through June 30, 2009.

2.4.2.3 Programs/Facilities Academic Offerings – Subpart 2

In the table below, provide the number of programs/facilities (not students) that received Title I, Part D, Subpart 2 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year. Include programs/facilities that directly awarded a credit, diploma, or GED, as well as programs/facilities that made awards through another agency. The numbers should not exceed those reported earlier in the facility counts.

LEA Programs That	At-Risk Programs	Neglected Programs	Juvenile Detention/ Corrections	Other Programs
Awarded high school course credit(s)	2	1	3	2
Awarded high school diploma(s)	1	0	2	2
Awarded GED(s)	0	0	2	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.2.4 Academic Outcomes – Subpart 2

The following questions collect academic outcome data on students served through Title I, Part D, Subpart 2.

2.4.2.4.1 Academic Outcomes While in the LEA Program/Facility

In the table below, provide the unduplicated number of students who attained academic outcomes while in the LEA program/facility by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Earned high school course credits	14	N<10	15	29
Enrolled in a GED program	N<10	N<10	N<10	N<10
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.2.4.2 Academic Outcomes While in the LEA Program/Facility or Within 30 Calendar Days After Exit

In the table below, provide the unduplicated number of students who attained academic outcomes while in the LEA program/facility or within 30 calendar days after exit, by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Enrolled in their local district school	168		N<10	58
Earned a GED	N<10		N<10	N<10
Obtained high school diploma	N<10		14	N<10
Were accepted into post-secondary education	N<10		N<10	N<10
Enrolled in post-secondary education	N<10		N<10	N<10
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.2.5 Vocational Outcomes – Subpart 2

The following questions collect data on vocational outcomes of students served through Title I, Part D, Subpart 2.

2.4.2.5.1 Vocational Outcomes While in the LEA Program/Facility

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the LEA program by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Enrolled in elective job training courses/programs	N<10		14	
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.2.5.2 Vocational Outcomes While in the LEA Program/Facility or Within 30 Days After Exit

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the LEA program/facility or within 30 days after exit, by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Enrolled in external job training education	N<10		N<10	
Obtained employment	N<10		N<10	
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.2.6 Academic Performance – Subpart 2

The following questions collect data on the academic performance of neglected and delinquent students served by Title I, Part D, Subpart 2 in reading and mathematics.

2.4.2.6.1 Academic Performance in Reading – Subpart 2

In the format of the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in pre-and post-testing in reading. Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2008, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. Students should be reported in only one of the five change categories in the second table below. Below the table is an FAQ about the data collected in this table.

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Long-term students who tested below grade level upon entry	39		28	N<10
Long-term students who have complete pre-and post-test results (data)	38		10	N<10

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Negative grade level change from the pre-to post-test exams	23		N<10	N<10
No change in grade level from the pre-to post-test exams	N<10		N<10	N<10
Improvement of up to 1/2 grade level from the pre-to post-test exams	N<10		N<10	N<10
Improvement from 1/2 up to one full grade level from the pre-to post-test exams	N<10		N<10	N<10
Improvement of more than one full grade level from the pre-to post-test exams	N<10		N<10	N<10
Comments: Per EDEN Partner Support: Blanks in any chart cell for 2.4.2.6.1 indicate zero values. All data has been collected.				

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2008, through June 30, 2009.

2.4.2.6.2 Academic Performance in Mathematics – Subpart 2

This section is similar to 2.4.2.6.1. The only difference is that this section collects data on mathematics performance.

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Long-term students who tested below grade level upon entry	42		39	39
Long-term students who have complete pre-and post-test results (data)	44		10	N<10

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Negative grade level change from the pre-to post-test exams	29		N<10	N<10
No change in grade level from the pre-to post-test exams	N<10		N<10	N<10
Improvement of up to 1/2 grade level from the pre-to post-test exams	N<10		N<10	N<10
Improvement from 1/2 up to one full grade level from the pre-to post-test exams	N<10		N<10	N<10
Improvement of more than one full grade level from the pre-to post-test exams	N<10		N<10	N<10
Comments: Per EDEN Partner Support: Blanks in any chart cell for 2.4.2.6.2 indicate zero values. All data has been collected.				

2.7 SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES ACT (TITLE IV, PART A)

This section collects data on student behaviors under the Safe and Drug-Free Schools and Communities Act.

2.7.1 Performance Measures

In the table below, provide actual performance data.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established	
1. Percent of students that carried a weapon on school property during the past 30 days.	YRBS	Biennial	2009	2006-07:	2006-07: HS: 9.7% GR7-8: NA	2002	2002	
					2007-08:			2007-08: NA
					2008-09:			2008-09: HS: 7.9% GR7-8: 8.1%
					2009-10:			
					2010-11:			

Comments:

Source – Manual entry by the SEA into the online collection tool.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established	
2. Percent of students that were in a physical fight on school property during the past 12 months.	YRBS	Biennial	2009	2006-07:	2006-07: HS: 12.0% GR7-8: NA	2002	2002	
					2007-08:			2007-08: NA
					2008-09:			2008-09: HS:10.8% GR7-8: 18.1%
					2009-10:			
					2010-11:			

Comments:

Source – Manual entry by the SEA into the online collection tool. Source – Manual entry by the SEA into the online collection tool.

				Year of			
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Performance Indicator	Instrument/ Data Source	Frequency of Collection	most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
3. Percent of students that were offered, sold, or given an illegal drug on school property				2006-07:	2006-07: HS: 24.9 GR7-8: NA		
	2007-08:	2007-08: NA					
	2008-09:	2008-09: HS:					
	2009-10:				20.7% GR7-8: 8.0%		
	2010-11:						

during the past 12 months. | YRBS | Biennial | 2009 | | | 2002 | 2002

Comments:

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
4. Number of persistently dangerous schools.	School Discipline Report	Annual	2009	2006-07: 2004-05: 0 2005-06: 0 2006-07: 0	2006-07: 2004-05: 0 2005-06: 0 2006-07: 0	2002	2002
	2007-08: 2007-08: 0	2007-08: 2007-08: 0					
	2008-09: 2008-09: 0	2008-09: 2008-09: 0					
	2009-10:						
	2010-11:						

Comments: The collection source for the data for Indicator 1, 2 and 3 is from the Youth Risk Behavior Survey (YRBS), most recently conducted during 2009. The survey provides weighted data for Montana high school and middle school students regarding health risk behaviors. The Grades 7-8 Survey (recommended by CDC) in 2007 did not include these questions. The School Discipline Report provides data for Indicator 4; schools submit data electronically by July 1 each year. The School Discipline Report was modified for the 2003-2004 reporting period which will result in more accurate reporting of specific offenses, but may also affect aggregate data in specific fields for the first few years until schools become comfortable with the changes. Annual training, telephone and personal technical assistance are provided to increase the accuracy of the discipline numbers reported.

Source – Manual entry by the SEA into the online collection tool.

2.7.2 Out-of-School Suspensions and Expulsions

The following questions collect data on the out-of-school suspension and expulsion of students by grade level (e.g., K through 5, 6 through 8, 9 through 12) and type of incident (e.g., violence, weapons possession, alcohol-related, illicit drug-related).

2.7.2.1 State Definitions

In the spaces below, provide the State definitions for each type of incident.

Incident Type	State Definition
Alcohol related	Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.
Illicit drug related	Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug (e.g., Demerol, morphine) or narcotic substance.
Violent incident without physical injury	Fighting: Mutual participation in an incident involving physical violence where there is no major injury. Physical altercation (minor): Confrontation, tussle, or physical aggression that does not result in injury. Offenses could include pushing or shoving.
Violent incident with physical injury	Homicide: Killing a human being. Sexual battery: Oral, anal, or vaginal penetration forcibly or against the person's will or where the victim is incapable of giving consent. Includes rape, fondling, indecent liberties, child molestation, and sodomy. Robbery involving physical harm: The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft is that the threat of physical harm or actual physical harm is involved in a robbery. Aggravated assault (battery): Touching or striking of another person against his or her will or intentionally causing bodily harm to an individual. This category should be used when the attack is serious enough to warrant calling the police or security or when serious bodily harm occurs. Examples: Striking that causes bleeding, broken nose; kicking while a student is down.
Weapons possession	Handgun: The weapon involved was a handgun or pistol. Must result in an expulsion hearing before the Board of Trustees. Shotgun/Rifle: The weapon involved was a shotgun or rifle. Must result in an expulsion hearing before the Board of Trustees. Other Firearms: The weapon involved was another type of firearm not named above, including zip guns, starter guns, and flare guns. As defined by the Gun-Free Schools Act, other firearms include: • Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; • The frame or receiver of any weapon described above; • Any firearm muffler or firearm silencer; and • Any destructive device, which includes: 1. Any explosive, incendiary (e.g., bomb, grenade), or poison gas; 2. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter, and 3. Any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. Knife, Blade 2.5" or Greater: The weapon involved was a knife with a blade of at least 2.5 inches in length or greater than 2.5 inches in length. Dangerous Weapon: A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such a term does not include a pocket knife with a blade of less than 2-1/2 inches in length. If the weapon involved is a knife with a blade of 2-1/2 inches in length or greater, the incident is reported under the Knife code above.
Comments:	

Source – Manual entry by the SEA into the online collection tool.

2.7.2.2 Out-of-School Suspensions and Expulsions for Violent Incident Without Physical Injury

The following questions collect data on violent incident without physical injury.

2.7.2.2.1 Out-of-School Suspensions for Violent Incident Without Physical Injury

In the table below, provide the number of out-of-school suspensions for violent incident without physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident without physical injury, including LEAs that report no incidents.

Grades	# Suspensions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5	738	92
6 through 8	1,104	92
9 through 12	974	85

Comments: The Out-of-School Suspensions & Expulsions data reported for Grades K-5 for school year 2007-08 are not correct. These data for the current report for school year 2008-09 are correct. The data collection process has been revised to insure accuracy for school year 2009-10.

Source – Manual entry by the SEA into the online collection tool.

2.7.2.2.2 Out-of-School Expulsions for Violent Incident Without Physical Injury

In the table below, provide the number of out-of school expulsions for violent incident without physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident without physical injury, including LEAs that report no incidents.

Grades	# Expulsions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5	12	9
6 through 8	13	10
9 through 12	12	8

Comments: The Out-of-School Suspensions & Expulsions data reported for Grades K-5 for school year 2007-08 are not correct. These data for the current report for school year 2008-09 are correct. The data collection process has been revised to insure accuracy for school year 2009-10.

Source – Manual entry by the SEA into the online collection tool.

2.7.2.3 Out-of-School Suspensions and Expulsions for Violent Incident with Physical Injury

The following questions collect data on violent incident with physical injury.

2.7.2.3.1 Out-of-School Suspensions for Violent Incident with Physical Injury

In the table below, provide the number of out-of-school suspensions for violent incident with physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident with physical injury, including LEAs that report no incidents.

Grades	# Suspensions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	172	42
6 through 8	145	39
9 through 12	176	39
Comments:		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.3.2 Out-of-School Expulsions for Violent Incident with Physical Injury

In the table below, provide the number of out-of school expulsions for violent incident with physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident with physical injury, including LEAs that report no incidents.

Grades	# Expulsions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	N<10	3
6 through 8	N<10	3
9 through 12	N<10	7
Comments:		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.4 Out-of-School Suspensions and Expulsions for Weapons Possession

The following sections collect data on weapons possession.

2.7.2.4.1 Out-of-School Suspensions for Weapons Possession

In the table below, provide the number of out-of-school suspensions for weapons possession by grade level. Also, provide the number of LEAs that reported data on weapons possession, including LEAs that report no incidents.

Grades	# Suspensions for Weapons Possession	# LEAs Reporting
K through 5	31	15
6 through 8	48	16
9 through 12	48	25
Comments:		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.4.2 Out-of-School Expulsions for Weapons Possession

In the table below, provide the number of out-of-school expulsions for weapons possession by grade level. Also, provide the number of LEAs that reported data on weapons possession, including LEAs that report no incidents.

Grades	# Expulsion for Weapons Possession	# LEAs Reporting
K through 5	N<10	4
6 through 8	N<10	6
9 through 12	12	11
Comments:		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.5 Out-of-School Suspensions and Expulsions for Alcohol-Related Incidents

The following questions collect data on alcohol-related incidents.

2.7.2.5.1 Out-of-School Suspensions for Alcohol-Related Incidents

In the table below, provide the number of out-of-school suspensions for alcohol-related incidents by grade level. Also, provide the number of LEAs that reported data on alcohol-related incidents, including LEAs that report no incidents.

Grades	# Suspensions for Alcohol-Related Incidents	# LEAs Reporting
K through 5	N<10	3
6 through 8	36	15
9 through 12	176	41
Comments:		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.5.2 Out-of-School Expulsions for Alcohol-Related Incidents

In the table below, provide the number of out-of-school expulsions for alcohol-related incidents by grade level. Also, provide the number of LEAs that reported data on alcohol-related incidents, including LEAs that report no incidents.

Grades	# Expulsion for Alcohol-Related Incidents	# LEAs Reporting
K through 5		0
6 through 8	N<10	1
9 through 12		0
Comments:		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.6 Out-of-School Suspensions and Expulsions for Illicit Drug-Related Incidents

The following questions collect data on illicit drug-related incidents.

2.7.2.6.1 Out-of-School Suspensions for Illicit Drug-Related Incidents

In the table below, provide the number of out-of-school suspensions for illicit drug-related incidents by grade level. Also, provide the number of LEAs that reported data on illicit drug-related incidents, including LEAs that report no incidents.

Grades	# Suspensions for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	23	10
6 through 8	207	41
9 through 12	584	66
Comments: The Out-of-School Suspensions & Expulsions data reported for Grades K-8 for school year 2007-08 are not correct. These data for the current report for school year 2008-09 are correct. The data collection process has been revised to insure accuracy for school year 2009-10.		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.6.2 Out-of-School Expulsions for Illicit Drug-Related Incidents

In the table below, provide the number of out-of-school expulsions for illicit drug-related incidents by grade level. Also, provide the number of LEAs that reported data on illicit drug-related incidents, including LEAs that report no incidents.

Grades	# Expulsion for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5		0
6 through 8	N<10	4
9 through 12	N<10	4
Comments: The Out-of-School Suspensions & Expulsions data reported for Grades K-8 for school year 2007-08 are not correct. These data for the current report for school year 2008-09 are correct. The data collection process has been revised to insure accuracy for school year 2009-10.		

Source – Manual entry by the SEA into the online collection tool.

2.7.3 Parent Involvement

In the table below, provide the types of efforts your State uses to inform parents of, and include parents in, drug and violence prevention efforts. Place a check mark next to the five most common efforts underway in your State. If there are other efforts underway in your State not captured on the list, add those in the other specify section.

Yes/No	Parental Involvement Activities
Yes	Information dissemination on Web sites and in publications, including newsletters, guides, brochures, and "report cards" on school performance
Yes	Training and technical assistance to LEAs on recruiting and involving parents
No	State requirement that parents must be included on LEA advisory councils
Yes	State and local parent training, meetings, conferences, and workshops
Yes	Parent involvement in State-level advisory groups
Yes	Parent involvement in school-based teams or community coalitions
Yes	Parent surveys, focus groups, and/or other assessments of parent needs and program effectiveness
Yes	Media and other campaigns (Public service announcements, red ribbon campaigns, kick-off events, parenting awareness month, safe schools week, family day, etc.) to raise parental awareness of drug and alcohol or safety issues
No	Other Specify 1
No	Other Specify 2

In the space below, specify 'other' parental activities. The response is limited to 8,000 characters.

Source – Manual entry by SEA into the online collection tool.

2.8 INNOVATIVE PROGRAMS (TITLE V, PART A)

This section collects information pursuant to Title V, Part A of ESEA.

2.8.1 Annual Statewide Summary

Section 5122 of ESEA, as amended, requires States to provide an annual Statewide summary of how Title V, Part A funds contribute to the improvement of student academic performance and the quality of education for students. In addition, these summaries must be based on evaluations provided to the State by LEAs receiving program funds.

Please attach your statewide summary. You can upload file by entering the file name and location in the box below or use the browse button to search for the file as you would when attaching a file to an e-mail. The maximum file size for this upload is 4MB.

2.8.2 Needs Assessments

In the table below, provide the number of LEAs that completed a Title V, Part A needs assessment that the State determined to be credible and the total number of LEAs that received Title V, Part A funds. The percentage column is automatically calculated.

	# LEAs	%
Completed credible Title V, Part A needs assessments	22	100.0
Total received Title V, Part A funds	22	
Comments:		

Source – Manual entry by SEA into the online collection tool.

2.8.3 LEA Expenditures

In the table below, provide the amount of Title V, Part A funds expended by the LEAs. The percentage column will be automatically calculated.

The 4 strategic priorities are: (1) support student achievement, enhance reading and mathematics, (2) improve the quality of teachers, (3) ensure that schools are safe and drug free, and (4) promote access for all students to a quality education.

Activities authorized under Section 5131 of the ESEA that are included in the four strategic priorities are 1-5, 7-9, 12, 14-17, 1920, 22, and 25-27. Authorized activities that are not included in the four strategic priorities are 6, 10-11, 13, 18, 21, and 23-24.

	\$ Amount	%
Title V, Part A funds expended by LEAs for the four strategic priorities	12,700	93.6
Total Title V, Part A funds expended by LEAs	13,575	
Comments:		

Source – Manual entry by SEA into the online collection tool.

2.8.4 LEA Uses of Funds for the Four Strategic Priorities and AYP

In the table below, provide the number of LEAs:

1. That used at least 85 percent of their Title V, Part A funds for the four strategic priorities above and the number of these LEAs that met their State's definition of adequate yearly progress (AYP).
2. That did not use at least 85 percent of their Title V, Part A funds for the four strategic priorities and the number of these LEAs that met their State's definition of AYP.
3. For which you do not know whether they used at least 85 percent of their Title V, Part A funds for the four strategic priorities and the number of these LEAs that met their State's definition of AYP.

The total LEAs receiving Title V, Part A funds will be automatically calculated.

	# LEAs	# LEAs Met AYP
Used at least 85 percent of their Title V, Part A funds for the four strategic priorities	14	8
Did not use at least 85 percent of their Title V, Part A funds for the four strategic priorities	8	7
Not known whether they used at least 85 percent of their Title V, Part A funds for the four strategic priorities	0	0
Total LEAs receiving Title V, Part A funds	22	15
Comments: Did not use at least 85 percent of their Title V, Part A funds for the four strategic priorities. Note: 8 REAP-Flexed to other titles.		

Source – Manual entry by SEA into the online collection tool.

2.9 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP) (TITLE VI, PART B, SUBPARTS 1 AND 2)

This section collects data on the Rural Education Achievement Program (REAP) Title VI, Part B, Subparts 1 and 2.

2.9.1 LEA Use of Alternative Funding Authority Under the Small Rural Achievement (SRSA) Program (Title VI, Part B, Subpart 1)

In the table below, provide the number of LEAs that notified the State of their intent to use the alternative uses funding authority under Section 6211.

	# LEAs
# LEA's using SRSA alternative uses of funding authority	218
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.9.2 LEA Use of Rural Low-Income Schools Program (RLIS) (Title VI, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds for each of the listed purposes.

Purpose	# LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	0
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	2
Educational technology, including software and hardware as described in Title II, Part D	0
Parental involvement activities	0
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	0
Activities authorized under Title I, Part A	5
Activities authorized under Title III (Language instruction for LEP and immigrant students)	0
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.9.2.1 Goals and Objectives

In the space below, describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income Schools (RLIS) Program as described in its June 2002 Consolidated State application. Provide quantitative data where available.

The response is limited to 8,000 characters.

Answer to 2008-09 CSPR Question 2.9.2.1 Goals and Objectives

Goal 1: All students will attain proficiency or better in reading and mathematics:

Montana measures student achievement by the percentage of students in four categories: Novice (N), Nearing Proficient (NP), Proficient (P), and Advanced(A). The data presented is from Spring 2004 through Spring 2009. The results for LEAs who received RLIS funds during the 2008-09 school year are:

Corvallis K-12 Schls

Reading: N decreased from 17 to 4%.

NP decreased from 17 to 11%.

P increased from 32 to 34%.

A increased from 34 to 51%.

Math: N decreased from 15 to 9%.

NP decreased from 28 to 22%.

P decreased from 39 to 37%.

A increased steadily from 17 to 32%.

Science: N increased slightly from 12 to 13%.

NP decreased from 34 to 30%, reflecting the increase in proficient and advanced.

P increased from 40 to 43%.

A increased slightly from 14 to 15%.

Cut Bank Elem

Reading: N decreased from 24 to 10%

NP decreased from 23 to 9%.

P increased from 36 to 50, then dropped to 44%, reflecting an increase in Advanced.

A increased steadily from 18 to 41% in 2008, then dropped to 37%.

Math: N decreased from 24 to 15%.

NP increased from 23 to 32, then dropped back to 17% reflecting an increase in Advanced.

P increased from 39 to 43% in 2008, then dropped to 38% reflecting an increase in advanced.

A increased steadily from 14 to 30%.

Science: N decreased from 15 to 13%.

NP decreased from 31 to 30%.

P decreased from 42 to 39%.

A increased from 12 to 18%.

Cut Bank HS

Reading: N decreased from 36 to 8%.

NP increased from 15 to 20% in 2008, then dropped to 6% in 2009.

P increased from 29 to 56, then dropped back to 34% reflecting an increase in advanced.

A increased from 20 to 53%.

Math: N increased from 15 to 32% in 2008, then decreased to 6% in 2009.

NP increased from 25 to 42% in 2008, then dropped to 30% in 2009.

P decreased from 40 to 20% in 2008, then rose to 42% in 2009.

A increased overall from 20 to 23%.

Science: N decreased from 44 to 9%.

NP increased slightly from 28 to 32%.

P decreased from 24 to 34%.

A jumped from 4 to 25%.

Hamilton K-12

Reading: N decreased from 22 to 8%.

NP increased from 14 to 19% in 2005, then dropped steadily to 10% in 2009.

P increased from 29 to 45%, then dropped back to 40% reflecting an increase in advanced.

A increased steadily from 28 to 43%.

Math: N decreased from 21 to 14%.

NP increased slightly from 22 to 25%.

P decreased from 42 to 36% reflecting the increase in advanced.

A increased overall from 15 to 25%.

Science: N decreased from 12 to 10%.

NP increased one percentage point from 31 to 32%.

P remained the same at 43%.

A increased slightly from 13 to 16%.

Hardin Elem

Reading: N decreased from 46 to 17%.

NP remained about the same.

P increased from 22 to 46, then dropped back to 40%, reflecting the increase in Advanced.

A increased steadily from 11 to 22%.

Math: N decreased from 48 to 37%.

NP rose from 23 to 31, then dropped back to 26%, reflecting the increase in Proficient and Advanced.

P increased from 23 to 26%.

A increased from 6 to 10%.

Science: N increased from 24 to 31%.

NP decreased from 40 to 39%.

P decreased from 31 to 26%.

A decreased from 5 to 3%.

Libby K-12 Schls

Reading: N decreased from 20 to 8%.

NP remained about the same.

P increased from 35 to 47, then dropped back to 37%, reflecting the increase in Advanced.

A increased from 28 to 40%.

Math: N remained about the same through 2008, then increased to 22%.

NP decreased from 27 to 24%.

P decreased from 42 to 31%.

A increased from 17 to 22%.

Science: N increased from 16 to 18%.

NP decreased from 34 to 29%.

P decreased slightly from 38 to 37%.

A increased from 12 to 16%.

Polson Elem

Reading: N decreased from 19 to 17%.

NP decreased from 21 to 19%.

P increased from 39 to 47, then dropped back to 32%, reflecting the increase in Advanced.

A increased from 20 to 32%.

Math: N decreased from 22 to 4%.

NP decreased slightly from 16 to 14%.

P rose from 38 to 45%, then decreased from 36% reflecting the increase in advanced.

A increased steadily from 24 to 45%.

Science: N decreased slightly from 9 to 8%.

NP decreased from 35 to 31%.

P increased from 46 to 48%.

A increased from 10 to 13%.

Polson HS

Reading: N decreased from 16 to 7%.

NP increased from 11 to 15%.

P increased from 42 to 4% in 2008, then dropped back to 33%, reflecting the increase in Advanced.

A increased from 32 to 41%.

Math: N remained about the same at 10%.

NP remained about the same at 34%.

P decreased from 46 to 33% reflecting an increase in Advanced.

A increased from 10 to 23%.

Science: N decreased from 22 to 13%.

NP decreased from 43 to 39%.

P increased from 25 to 28%.

A jumped from 10 to 20%.

Ronan Elem

Reading: N decreased from 31 to 9%.

NP decreased slightly from 21 to 20%.

P increased from 29 to 44%.

A increased from 19 to 26%.

Math: N decreased from 31 to 28%.

NP rose from 28 to 32, then dropped back to 23%.

P increased from 32 to 39% in 2008, then dropped back to 34% in 2009.

A increased from 9 to 15%.

Science: N increased from 19 to 23%.

NP decreased from 40 to 39%.

P decreased from 36 to 33%.

A increased slightly from 5 to 6%.

Wolf Point Elem

Reading: N decreased from 44 to 11%.

NP rose from 22 to 26%.

P increased from 23 to 44%.

A increased from 12 to 19%.

Math: N decreased from 56 to 35%.

NP rose from 27 to 34, then dropped back to 25%, reflecting the increase in Proficient and Advanced.

P increased from 14 to 28%.

A increased from 2 to 12%.

Science: N increased from 16 to 22%.

NP increased from 42 to 49%.

P decreased from 38 to 26%.

A decreased slightly from 4 to 3%.

Wolf Point HS

Reading: N decreased from 37 to 22%.

NP decreased from 21 to 15%.

P increased from 30 to 51, then dropped back to 41%, reflecting the increase in Advanced.

A increased from 12 to 22%.

Math: N rose from 26 to 46, then dropped back to 26%.

NP rose from 40 to 57%.

P decreased from 29 to 12%.

A remained between 5 and 2%, except for a jump to 12% in 2006.

Science: N increased from 34 to 50%.

NP decreased from 41 to 35%.

P decreased from 18 to 10%.

A decreased from 7 to 4%.

Goal 3: All students will be taught by highly qualified teachers

During school year 2008-09, all but three of the RLIS-eligible districts had 100% highly qualified teachers. Hardin Elementary had 97.2 % highly qualified teachers. Polson High School had 96.0% highly qualified teachers and Wolf Point High School had 97.0% highly qualified teachers.

Goal 5: All students will graduate from high school

Montana measures drop-out data for only middle and high school, not for elementary schools. Drop-out data for the Montana districts eligible for RLIS in 08-09 is listed below. The column headed Grade differentiates high school from middle school data.

District	Grade	2004	2005	2006	2007	2008
Corvallis	K-12 HS	2.9%	3.1%	0%	1.4%	3.1%
Corvallis	K-12 MS	0.4%	0%	0%	0%	0%
Cut Bank	EI MS	1.2%	0%	0%	0%	0%
Cut Bank	HS HS	7.6%	2.9%	2.5%	2.3%	4.5%
Hamilton	K-12 HS	3.7%	4.1%	0%	1.3%	5.4%
Hamilton	K-12 MS	0%	0%	0%	0.4%	0%
Hardin	EI MS	1.2%	1.5%	9.8%	0.9%	0%
Libby	K-12 HS	6.1%	4.5%	3.4%	3.7%	2.7%
Libby	K-12 MS	0%	0%	0%	0%	0.9%
Polson	Elem MS	0%	0%	0%	0%	0.4%
Polson	HS HS	5.1%	8.9%	6.3%	5.7%	7.0%
Ronan	EI MS	0%	0%	0%	0%	0%
Wolf Point	EI MS	0%	0%	0%	4.9%	5.0%
Wolf Point	HS HS	4.0%	4.7%	7.0%	4.6%	6.4%

Source – Manual entry by SEA into the online collection tool.

2.10 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE VI, PART A, SUBPART 2)

2.10.1 State Transferability of Funds

Did the State transfer funds under the State Transferability authority of Section 6123(a) during SY 2008-09?	No
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.10.2 Local Educational Agency (LEA) Transferability of Funds

	#
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 6123(b).	18
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.10.2.1 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	8	1
Educational Technology State Grants (Section 2412(a)(2)(A))	5	0
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	6	0
State Grants for Innovative Programs (Section 5112(a))	0	2
Title I, Part A, Improving Basic Programs Operated by LEAs		9

Source – Manual entry by SEA into the online collection tool.

In the table below provide the total amount of FY 2009 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	372,529.00	6,954.00
Educational Technology State Grants (Section 2412(a)(2)(A))	7,802.00	0.00
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	25,766.00	0.00
State Grants for Innovative Programs (Section 5112(a))	0.00	180,689.00
Title I, Part A, Improving Basic Programs Operated by LEAs		218,454.00
Total	406,097.00	406,097.00
Comments:		

Source – Manual entry by SEA into the online collection tool.

The Department plans to obtain information on the use of funds under both the State and LEA Transferability Authority through evaluation studies.